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ZAMONAVIY KASBLARGA YOSHLARNI TAYYORLASHDA XORIJIY TILLAR VA RAQAMLI TEXNOLOGIYALAR ASOSIY OMIL SIFATIDA.

XALQARO ILMIY-AMALIY KONFERENSIYA



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KIRISH SO‘ZI

Bugungi globallashuv, axborot almashinuvi va raqamli transformatsiya jarayonlari jadal sur’atlarda rivojlanayotgan bir davrda yoshlarni zamonaviy kasblarga tayyorlash masalasi har qachongidan ham dolzarb ahamiyat kasb etmoqda. Jahon mehnat bozoridagi keskin raqobat, yangi texnologiyalarning kirib kelishi hamda kasblarning mazmun va mohiyat jihatidan yangilanib borishi ta’lim tizimi oldiga mutlaqo yangi vazifalarni qo‘ymoqda. Bunday sharoitda xorijiy tillarni puxta egallagan, raqamli texnologiyalarni samarali qo‘llay oladigan, kreativ va tanqidiy fikrlash ko‘nikmalariga ega bo‘lgan mutaxassislarni tayyorlash strategik ahamiyatga ega masalaga aylanmoqda. Sizlarning e’tiboringizga havola etilayotgan “Zamonaviy kasblarga yoshlarni tayyorlashda xorijiy tillar va raqamli texnologiyalar asosiy omil sifatida” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari to‘plami bugungi kun ta’limi, fan va innovatsiyalarining eng dolzarb yo‘nalishlaridan biriga bag‘ishlangan. Ushbu konferensiyaning asosiy maqsadi zamonaviy jamiyat taraqqiyotida muhim ahamiyat kasb etayotgan xorijiy tillar va raqamli texnologiyalarning yoshlarni kasbiy faoliyatga tayyorlashdagi o‘rni, ta’lim jarayoniga ilg‘or pedagogik va axborot-kommunikatsiya texnologiyalarini samarali joriy etish, xalqaro tajribalarni o‘rganish hamda ta’lim sifatini oshirishga qaratilgan ilmiy-amaliy g‘oyalarni muhokama qilishdan iboratdir. XXI asr insoniyat taraqqiyoti tarixida axborot va bilimlar asri sifatida e’tirof etilmoqda. Dunyo miqyosida kechayotgan globallashuv jarayonlari, raqamli iqtisodiyotning rivojlanishi, sun’iy intellekt texnologiyalarining hayotning barcha jabhalariga kirib borishi hamda mehnat bozoridagi keskin o‘zgarishlar zamonaviy mutaxassislarga nisbatan yangi talablarni shakllantirmoqda. Endilikda yoshlar nafaqat o‘z mutaxassisligi bo‘yicha chuqur bilimga ega bo‘lishlari, balki xorijiy tillarni mukammal bilishlari, zamonaviy axborot texnologiyalaridan samarali foydalana olishlari, ijodiy va tanqidiy fikrlash ko‘nikmalarini rivojlantirishlari ham zarur hisoblanadi.

Bugungi kunda dunyoning rivojlangan davlatlari tajribasi shuni ko‘rsatmoqdaki, iqtisodiy taraqqiyot va innovatsion rivojlanishning asosiy omillaridan biri sifatli ta’lim tizimi hamda zamonaviy kompetensiyalarga ega bo‘lgan inson kapitalidir. Ayniqsa, xorijiy tillarni bilish xalqaro hamkorlikni rivojlantirish, ilmiy axborotlardan foydalanish, akademik mobillikni kengaytirish va global mehnat bozorida raqobatbardosh kadrlarni tayyorlashning muhim sharti hisoblanadi. Shu bois bugungi kunda dunyoning ko‘plab mamlakatlarida xorijiy tillarni o‘qitish tizimini takomillashtirish, zamonaviy pedagogik texnologiyalarni qo‘llash va innovatsion metodlarni amaliyotga joriy etishga alohida e’tibor qaratilmoqda. Mamlakatimizda ham ta’lim sohasini modernizatsiya qilish, xorijiy tillarni o‘qitish sifatini oshirish va raqamli ta’lim muhitini yaratish bo‘yicha keng ko‘lamli islohotlar amalga oshirilmoqda. O‘zbekiston Respublikasi Prezidentining ta’lim va ilm-fanni rivojlantirishga qaratilgan farmon va qarorlari, “Raqamli O‘zbekiston – 2030” strategiyasi, oliy ta’lim tizimini xalqaro standartlar asosida rivojlantirish bo‘yicha qabul qilingan hujjatlar yoshlarni zamonaviy kasblarga tayyorlashning mustahkam huquqiy va institutsional asoslarini yaratmoqda. Bugungi kunda sun’iy intellekt, mashinali tarjima, ta’lim platformalari, virtual laboratoriyalar, elektron kutubxonalar, masofaviy ta’lim tizimlari va raqamli ta’lim resurslari o‘quv jarayonining ajralmas qismiga aylanib bormoqda. Ushbu texnologiyalar ta’lim olish imkoniyatlarini kengaytirish, o‘quv jarayonining samaradorligini oshirish, bilimlarni individuallashtirish va o‘quvchilarning mustaqil ta’lim faoliyatini rivojlantirishga xizmat qilmoqda. Shuningdek, raqamli texnologiyalar ta’lim tizimining ochiqligi, shaffofligi va sifatini ta’minlashda ham muhim vosita bo‘lib qolmoqda.

Konferensiya mavzusining dolzarbligi shundaki, bugungi yoshlar kelajakda faoliyat yuritadigan kasblarning katta qismi hozir shakllanish bosqichidadir. Jahon iqtisodiy forumi va boshqa xalqaro tashkilotlarning tahlillariga ko‘ra, yaqin yillarda mehnat bozorida sun’iy intellekt mutaxassislari, ma’lumotlar tahlilchilari, raqamli marketing mutaxassislari, kibermuhandislar, dasturchilar, media mutaxassislar, onlayn ta’lim dizaynerlari va boshqa yangi yo‘nalishdagi kasblarga talab yanada ortadi. Bunday sharoitda yoshlarni zamonaviy kasblarga tayyorlash masalasi ta’lim tizimining ustuvor vazifalaridan biriga aylanmoqda.

Mazkur konferensiya ana shunday muhim vazifalarni hal etishga xizmat qiluvchi ilmiy muloqot maydoni hisoblanadi. Unda xorijiy tillarni o‘qitish metodikasi, kasbiy kompetensiyalarni rivojlantirish, raqamli pedagogika, media ta’lim, sun’iy intellekt texnologiyalaridan foydalanish, ta’lim menejmenti, innovatsion yondashuvlar, STEAM ta’limi, xalqaro tajriba va boshqa dolzarb yo‘nalishlar bo‘yicha ilmiy izlanishlar taqdim etilgan.

Konferensiya doirasida taqdim etilgan maqolalar va tezislar zamonaviy ta’limning nazariy va amaliy masalalarini qamrab olgan bo‘lib, ularda xorijiy va mahalliy olimlarning ilmiy qarashlari, innovatsion tajribalari hamda amaliy tavsiyalari o‘z aksini topgan. To‘plamdan o‘rin olgan materiallar ta’lim tizimining turli bosqichlarida faoliyat yuritayotgan pedagoglar, ilmiy tadqiqotchilar va yosh mutaxassislar uchun muhim ilmiy manba bo‘lib xizmat qiladi.

Shuni alohida ta’kidlash joizki, zamonaviy ta’limning asosiy maqsadi faqat bilim berish emas, balki yoshlarni mustaqil fikrlaydigan, innovatsion g‘oyalarni ilgari sura oladigan, global muammolarga yechim topa oladigan va xalqaro maydonda muvaffaqiyatli faoliyat yurita oladigan shaxs sifatida shakllantirishdan iboratdir. Bu jarayonda xorijiy tillar va raqamli texnologiyalar nafaqat vosita, balki taraqqiyotning muhim harakatlantiruvchi kuchi sifatida namoyon bo‘lmoqda.

Mazkur konferensiya ilm-fan, ta’lim va amaliyot integratsiyasini kuchaytirish, xalqaro ilmiy hamkorlikni rivojlantirish, ilg‘or tajribalarni ommalashtirish va yosh avlodning intellektual salohiyatini yuksaltirishga xizmat qiladi. Konferensiya natijalari va unda ilgari surilgan ilmiy g‘oyalar ta’lim tizimining yanada rivojlanishiga, zamonaviy kasblar uchun raqobatbardosh kadrlar tayyorlashga hamda mamlakatimizning innovatsion taraqqiyotiga munosib hissa qo‘shishiga ishonamiz. Ushbu ilmiy-amaliy konferensiya materiallari to‘plami professor-o‘qituvchilar, ilmiy tadqiqotchilar, doktorantlar, magistrantlar, talabalar hamda ta’lim sohasida faoliyat yuritayotgan mutaxassislar uchun foydali manba bo‘lib xizmat qiladi, degan umiddamiz. Fursatdan foydalanib, konferensiya ishida ishtirok etayotgan barcha olimlar, professor-o‘qituvchilar, tadqiqotchilar, hamkor tashkilotlar va yosh izlanuvchilarga samimiy minnatdorlik bildiramiz. Sizlarning ilm-fan va ta’lim rivoji yo‘lidagi fidokorona mehnatingiz, innovatsion g‘oyalaringiz va ilmiy izlanishlaringiz mamlakatimiz taraqqiyoti hamda yosh avlod kamolotiga xizmat qilishiga ishonamiz.

Barchangizga mustahkam sog‘liq, ilmiy va ijodiy faoliyatingizda ulkan muvaffaqiyatlar, yangi kashfiyotlar hamda yuksak zafarlar tilaymiz.

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IV

TA’LIM VA SANOAT HAMKORLIGI HAMDA STRATEGIK BOSHQARUV

* * *

EDUCATION–INDUSTRY COLLABORATION AND STRATEGIC GOVERNANCE

INGLIZ TILI DARSLARIDA INNOVATSION O‘QITISH METODLARIDAN FOYDALANISH

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Annotatsiya. *Mazkur maqolada nofiliologiya oliy ta’lim muassasalarida ingliz tilini o‘qitish samaradorligini oshirish masalalari tahlil qilinadi. Shu bilan birga, dars jarayonida qo‘llanilishi mumkin bo‘lgan zamonaviy va innovatsion metodlar va texnologiyalardan unumli foydalanish, darslarga yangiliklar kiritish, darslarni qiziqarli va jonli bo‘lishini ta’minlash imkoniyatlari yoritib berilgan. Universitet sharoitida chet tilini o‘qitish modelini samarali amalga oshirish uchun zarur bo‘lgan asosiy komponentlarni aniqlash, shuningdek, professor-o‘qituvchilarning zamonaviy pedagogik yondashuvlar asosida malakasini oshirish imkoniyatlari ko‘rib chiqilgan.*

Abstract. *This article examines the issue of improving the effectiveness of teaching English in non-linguistic higher education institutions. It also describes innovative teaching methods and approaches that can be applied in the classroom process.Furthermore, the study highlights the key components required for implementing an effective model of foreign language instruction in universities and discusses the opportunities for enhancing teachers’ competencies in modern pedagogical methods.*

Kalit so‘zlar: *kommunikativ yondashuv, innovatsion metodlar, ta’lim jarayoni, ko‘nikmalarni rivojlantirish, motivatsiya, pedagogik texnologiyalar.*

Keywords: *Communicative approach, innovative teaching methods, educational process, skill development, motivation, educational technologies.*

Kirish. O‘zbekiston Respublikasi Prezidenti Sh. Mirziyoyev tomonidan uzluksiz ta’lim tizimining barcha bosqichlarida yosh avlodga chet tillarini sifatli o‘rgatish, chet tillarida erkin muloqot qila oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish vazifasi belgilangan. Shu bilan birga, ushbu yo‘nalishda o‘quv dasturlar uzviyligi va davomiyligini ta’minlash, chet tilini bilish darajasini baholashning milliy test tizimini rivojlantirish, hamda malaka sertifikatiga ega bo‘lgan o‘quvchi, talaba va pedagoglarni rag‘batlantirish maqsad qilingan. Mazkur vazifalardan kelib chiqib, 2017–2018 o‘quv yilidan boshlab uzluksiz ta’lim tizimining barcha bosqichlarida chet tilini egallash darajasini davlat ta’lim standartlarida belgilangan asosiy ko‘nikmalar — tinglab tushunish (listening), o‘qish (reading), yozish (writing) va gapirish (speaking) bo‘yicha baholab borish mexanizmi ishlab chiqilib, amaliyotga joriy etildi. Shuningdek, 2018-yil 1-yanvardan boshlab chet tilini bilish darajasini tasdiqlovchi davlat namunasidagi malaka sertifikatiga ega bo‘lgan o‘quvchi, talaba va pedagoglar uchun yetakchi xorijiy ta’lim muassasalarida til o‘rganish amaliyotlarini tashkil etish yo‘lga qo‘yildi. 2018-yil 1-sentabrga qadar chet tillarini o‘qitishning asosiy bosqichlari umumiy o‘rta ta’lim muassasalari hamda akademik litseylarda to‘liq yo‘lga qo‘yilishi inobatga olinib, uzluksiz ta’lim tizimining barcha bo‘g‘inlarida o‘zaro uzviylik va davomiylik tamoyillariga asoslangan o‘quv dasturlarini ishlab chiqish va amaliyotga tatbiq etish vazifalari belgilandi. Bu jarayon bugungi kun

o‘qituvchilari zimmasiga yangi vazifalar bilan bir qatorda katta mas’uliyat ham yuklaydi. Zamonaviy texnologiyalar kirib kelishi natijasida ingliz tilini o‘qitish uslublari sezilarli darajada yangilandi va an’anaviy yondashuvlar o‘zgara boshladi. Shuningdek, O‘zbekiston Respublikasi birinchi Prezidenti I.A. Karimov tomonidan 2012-yil 10-dekabrda PQ-1875-sonli “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qaror qabul qilinib, ushbu yo‘nalishga alohida e’tibor qaratildi. Ushbu qarorga muvofiq, chet tili o‘qituvchilariga zamonaviy pedagogik hamda axborot-kommunikatsiya texnologiyalaridan samarali foydalangan holda ilg‘or o‘qitish metodlarini joriy etish, hamda yosh avlodni chet tillarda erkin muloqot qila oladigan darajada tayyorlash vazifasi yuklatildi. Mazkur qaror bir nechta bandlardan iborat bo‘lib, ayniqsa uning to‘qqizinchi bandida innovatsion texnologiyalardan foydalanish masalasi batafsil yoritilgan. Ushbu bandga muvofiq, O‘zbekiston Milliy teleradiokompaniyasi, aloqa, axborotlashtirish va telekommunikatsiya texnologiyalari qo‘mitasi, Matbuot va axborot agentligi hamda O‘zbekiston Milliy axborot agentligiga bolalar va yoshlarning qiziqishlari hamda manfaatlarini inobatga olgan holda bir qator vazifalar yuklatilgan. Jumladan, televideniye, xususan mahalliy kanallar orqali o‘smirlarni chet tillariga o‘rgatishga qaratilgan ko‘rsatuvlarni tayyorlash va efirga uzatish, shuningdek boshqa xalqlarning tarixi va madaniyati, jahon ilm-fani va texnikasiga bag‘ishlangan ilmiy-ommabop, badiiy hamda animatsion filmlarni o‘zbek tilida subtitrlar bilan muntazam namoyish etish belgilangan. Bundan tashqari, “Ziyonet” tarmog‘i orqali ta’lim muassasalarining xalqaro ta’lim resurslariga kirish imkoniyatlarini kengaytirish, uning axborot bazasini multimedia materiallari, kompyuter dasturlari va mobil ilovalar bilan boyitish, shuningdek ingliz tilidagi o‘quv va badiiy adabiyotlar, rasmlar bilan bezatilgan gazetalar hamda jurnallarni nashr etish va ular uchun maxsus ruknlar tashkil etish vazifalari ham ko‘zda tutilgan. Shu sababli bugungi kunda ingliz tili o‘qituvchilari dars jarayonini yanada qiziqarli va samarali tashkil etish uchun zamonaviy texnologiyalardan foydalanish zaruratini tobora chuqurroq anglab bormoqdalar.

Bugungi kunda O‘zbekistonda ingliz tilini o‘rganishning ahamiyati avvalgi davrlarga nisbatan ancha ortib bormoqda. Ko‘plab ingliz tili mutaxassislari til o‘rganishning yangi metod va usullarini amaliyotga joriy etmoqdalar. Bu esa, albatta, chet tillarini o‘qitish samaradorligini yanada oshirishga xizmat qiladi. Tezkor rivojlanayotgan raqamli iqtisodiyot davrida oliy ta’lim tizimining asosiy muammolaridan biri – turli bosqichlarda talabalar orasida chet tilini bilish darajasining turlicha ekanligidir. Bu holat maktabdan boshlab oliy ta’lim, bakalavriatdan magistratura va undan keyingi bosqichlargacha kuzatiladi. Buning sababi shundaki, til o‘rganish jarayoni har bir shaxsda individual kechadi. Bu esa insonning psixofiziologik xususiyatlari, xotira va diqqat darajasi, o‘zlashtirish tezligi, nutq madaniyati, lug‘at boyligi hamda muloqot qobiliyatiga bog‘liq. Bundan tashqari, talabaning til o‘rganishga bo‘lgan qiziqishi va motivatsiyasi ham muhim rol o‘ynaydi.Natijada, o‘qituvchi bir guruhda turli darajadagi talabalar bilan ishlashiga to‘g‘ri keladi: kuchli, o‘rtacha va sust o‘zlashtiruvchi talabalar.Shu sababli darsni samarali tashkil etish murakkablashadi. Agar o‘qituvchi sust talaba bilan ishlashga ko‘proq e’tibor qaratsa, kuchli talabamrivojlanmaydi. Aksincha, kuchli talaba bilan ishlansa, zaif talaba ortda qoladi. Bu esa umumiy motivatsiyaning pasayishiga olib keladi. Natijada ta’lim sifati pasayadi, ya’ni talaba nutq faoliyati (gapirish, tinglash, o‘qish, yozish) bo‘yicha yetarli darajada rivojlana olmaydi.

Adabiyotlar tahlili. Hozirgi kunda ta’lim natijalariga erishishda turli pedagogik texnologiyalar muhim vosita hisoblanadi. Chet tilini o‘qitishda o‘qituvchi quyidagi metodlardan foydalanishi zarur: kommunikativ yondashuv, matnni tushunishga yo‘naltirilgan metodlar, o‘yin texnologiyalari,hamkorlikda o‘rganish va loyiha asosidagi ta’lim. Ba’zi olimlar ta’kidlashicha,

tilni majburan o‘rgatish emas, balki o‘quvchi tomonidan o‘zlashtirilishi muhim. Bu yerda asosiy rol talaba shaxsiyati, qiziqishi va maqsadlariga bog‘liq.Internetning keng rivojlanishi natijasida axborot manbalari keskin oshdi. Zamonaviy axborot texnologiyalari yordamida an’anaviy dars shakllari (ma’ruza, amaliy mashg‘ulot, testlar) yanada samarali tashkil etilishi mumkin. Shu orqali talaba ingliz tilini nafaqat aloqa vositasi, balki bilim olish va shaxsiy rivojlanish vositasi sifatida qabul qiladi. Shu bilan birga, oliy ta’limda chet tilini o‘qitishda murakkablik, og‘zaki nutqni rivojlantirish, shaxsga yo‘naltirilgan yondashuv va faoliyatga asoslangan ta’lim muhim tamoyillar hisoblanadi

Metod va natijalar. Texnologiyalar asosida ta’lim berishning bir qator o‘ziga xos ustunliklari bor. Avvalo, bunday yondashuv o‘qitish jarayonining natijadorligini yanada oshiradi hamda til o‘rganayotgan talaba zamon talablariga mos ravishda rivojlanishiga va oldinga intilishiga yordam beradi. Texnologiyalar asta-sekin an’anaviy o‘qitish usullarini siqib chiqarib, ularning o‘rnini egallab bormoqda. Hozirgi davrda televideniye orqali ingliz tilini o‘rganishga yordam beruvchi turli yangi dastur va ko‘rsatuvlar muntazam ravishda namoyish etilmoqda. Shu bilan birga, O‘zbekistonda ta’lim sifatini oshirish maqsadida innovatsion texnologiyalardan foydalanishning zamonaviy usullari keng joriy qilinmoqda. Masalan, multimedia vositalari yordamida chet tilini o‘rganayotgan talabada to‘rtta asosiy ko‘nikmani rivojlantirish imkoniyati yaratiladi. Qiziqarli materiallar orqali o‘quvchi bir vaqtning o‘zida ko‘rish va eshitish orqali bilim oladi. Bundan tashqari, u harakatli tasvirlarni kuzatish jarayonida ayrim so‘zlarning ma’nosini taxmin qilib, ularni tushunishga intiladi. Bundan tashqari, og‘zaki va yozma nutqni rivojlantirishda ham texnologiyalardan foydalanish muhim rol o‘ynaydi. Dars davomida multimedia vositalaridan foydalangan holda video lavha, film va roliklarni ko‘rsatish hamda ularni birgalikda tahlil qilish samarali metodlardan biri sanaladi. Bu jarayonda o‘quvchilarga avvaldan tanish bo‘lgan so‘z boyligidan foydalanish maqsadga muvofiqdir. Agar material tarkibida yangi yoki qiyin so‘zlar mavjud bo‘lsa, ularni izohlab berish va shu so‘zlar asosida mashqlarni bajarish lozim. Shundan keyin video materialni namoyish etish talabaga mavzuni yanada chuqurroq anglashiga yordam beradi. Amaliyotda barcha talabalarni kichik guruhlarga ajratish har doim ham imkoni bo‘lmaydi. Shu sababli innovatsion ta’lim va mustaqil o‘rganish orqali ularning qobiliyatlarini rivojlantirish muhim ahamiyatga ega.Zamonaviy ta’lim paradigmasi shaxs manfaatlari, yaxlitlik va fundamental bilimlarga asoslanadi. Avvallari chet tilini o‘rganishda asosan so‘z va iboralarni yodlash bilan cheklanib qolingan va grammatik qoidalarni yodlash va tarjima qilish asosiy usul bo‘lgan. so‘ngra vaqt o‘tishi bilan o‘qitish metodlari sezilarli darajada o‘zgardi.

Natijada, bugungi kunda turli xil metodlar mavjud bo‘lib, ularning har biri o‘zining ijobiy va salbiy tomonlariga ega. An’anaviy metodlarda tilni o‘rganish ko‘p vaqt talab qilgan asosiy faoliyat bo‘lib, ular matn o‘qish, tarjima qilish, so‘z yodlash va mashqlar bajarish kabi asosiy bosqichlardan tarkib topgan. Klassik metod esa grammatik asosni chuqur o‘rganishga qaratilgan. Bu metod hozir ham ba’zi ta’lim muassasalarida qo‘llaniladi. Bundan tashqari, lingvistik va ijtimoiy-madaniy yondashuv mavjud bo‘lib, u tilni faqat grammatik tizim sifatida emas, balki madaniyat va turmush tarzining aks ettiruvchisi sifatida ko‘radi.So‘nggi yillarda esa kommunikativ metod eng ommalashgan yondashuvga aylandi. U talabaning erkin muloqot qila olishini asosiy maqsad qilib qo‘yadi. Ushbu metod orqali talabalar til to‘sig‘ini yengib o‘tadi va gapirishdan qo‘rqmaydi. Shu bilan birga, o‘qish, yozish va tinglash ko‘nikmalari ham rivojlanadi.Bu metodda grammatika bevosita muloqot jarayonida o‘rganiladi. Talabalar avval iboralarni qo‘llashni o‘rganadi, keyin esa grammatik xatolar ustida ishlaydi.Dars jarayonida

o‘yinlar, guruh ishlari, muammoli vaziyatlar va tahliliy topshiriqlardan foydalanish talabalar fikrlashini rivojlantiradi va ularni faol ishtirok etishga undaydi.

Xulosa. Hozirgi kunda axborot-kommunikatsiya texnologiyalarining rivojlanishi ingliz tilini o‘rganishda keng imkoniyatlar yaratmoqda. Internet, kompyuter, televideniye va boshqa vositalar interaktiv ta’limni rivojlantirishga xizmat qilib kelmoqda. Bu vositalardan samarali foydalanish talabalarni til o‘rganishga qiziqtiradi va ularning madaniy dunyoqarashini kengaytiradi. Ta’lim jarayoni ikki tomonlama bo‘lib, o‘qituvchi va talaba o‘rtasidagi faol hamkorlikka asoslanadi. Har bir o‘qituvchi o‘z tajribasiga tayanib metod tanlaydi. Biroq, turli yondashuvlarni uyg‘unlashtirib qo‘llash eng yaxshi natijani beradi. Xususan, kommunikativ, induktiv va deduktiv metodlarni birgalikda qo‘llash ta’lim samaradorligini oshiradi.Shuningdek, “aralash metod”dan foydalanish orqali yuqori natijalarga erishish mumkin. Xulosa qilib aytganda, bugungi globallashuv va raqamli texnologiyalar jadal rivojlanayotgan davrda ingliz tilini o‘qitish jarayoni tubdan yangilanib, zamonaviy yondashuvlar asosida tashkil etilishi zarur. Axborot-kommunikatsiya texnologiyalarining keng qo‘llanilishi nafaqat ta’lim samaradorligini oshiradi, balki talabalarni mustaqil fikrlashga, izlanishga va o‘z ustida ishlashga undaydi. Ayniqsa, multimedia vositalari, interaktiv platforma va internet resurslaridan foydalanish orqali til o‘rganish jarayoni yanada qiziqarli, jonli va samarali tus oladi. Shu bilan birga, ta’lim jarayonida faqat bitta metodga tayanib qolmasdan, turli pedagogik yondashuvlarni uyg‘unlashtirish muhim ahamiyat kasb etadi. Xususan, kommunikativ, induktiv, deduktiv hamda interfaol metodlarni kompleks qo‘llash orqali talabalar barcha til ko‘nikmalarini — tinglash, o‘qish, yozish va gapirishni birgalikda rivojlantira oladilar. Bu esa ularning real hayotda erkin muloqot qilish qobiliyatini shakllantiradi. Bundan tashqari, zamonaviy ta’lim tizimida o‘qituvchi faqat bilim beruvchi emas, balki yo‘naltiruvchi, motivator va tashkilotchi sifatida faoliyat yuritishi lozim. Talabalarning individual xususiyatlari, qiziqishlari va bilim darajalarini inobatga olgan holda differensial yondashuvni qo‘llash ta’lim sifatini yanada oshiradi. Ayniqsa, turli darajadagi talabalar bilan ishlashda moslashuvchan metodlardan foydalanish muhim hisoblanadi. Shuningdek, innovatsion metodlar yordamida talabalar faolligi ortadi, ularning dars jarayoniga bo‘lgan qiziqishi kuchayadi va ichki motivatsiyasi shakllanadi. Natijada ular tilni majburiyat sifatida emas, balki ehtiyoj va imkoniyat sifatida qabul qila boshlaydilar. Bu esa o‘z navbatida ta’lim samaradorligining oshishiga olib keladi. Umuman olganda, ingliz tilini o‘qitishda innovatsion metodlar va texnologiyalardan samarali foydalanish zamonaviy ta’limning ajralmas qismi hisoblanadi. Kelajakda ushbu yo‘nalishda yanada ilg‘or pedagogik texnologiyalarni joriy etish, o‘qituvchilarning kasbiy malakasini oshirish va ta’lim jarayonini doimiy takomillashtirib borish orqali yuqori natijalarga erishish mumkin.

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UZBEK VA INGLIZ TILLARIDAGI INSON EMOTSIONAL HOLATINI IFODALOVCHI FRAZEOLOGIZMLAR

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Annotatsiya. *Ushbu maqolada ingliz va o'zbek tillaridagi insoning turli xildagi ichki hissiyotlari — quvonch, g'azab, tashvish, qo'rquv va boshqalarni aks ettiruvchi frazeologik birliklar tahlil qilinadi. Ushbu hissiyotlar turg`un birikmalarning semantikasiga bog`liq holatda, ijobiy va salbiy turlarga ajratilinadi. Maqolaning nazariy qismi turli misollar bilan isbotlab berilgan . Misollar A.V. Kuninning ingliz-rus frazeologik lug'atidan, M. Sodiqovaning o'zbek-rus frazeologik lug'atidan hamda rus adabiy asarlaridan tanlab olingan.*

Kalit so'zlar: *Frazeologizmlar (frazeologik birlik), antropotsentrik paradigma, ijobiy hissiyotlar, salbiy hissiyotlar, inson, psixo-emotsional holat.*

Abstract. *This article analyzes phraseological units in English and Uzbek that reflect various human inner emotions such as joy, anger, anxiety, fear, and others. These emotions are classified into positive and negative types depending on the semantics of the fixed expressions. The theoretical part of the article is substantiated with numerous examples. The examples are selected from A.V. Kunin's English-Russian phraseological dictionary, M. Sodiqova's Uzbek-Russian phraseological dictionary, as well as Russian literary works.*

Keywords: *Phraseologisms (phraseological units), anthropocentric paradigm, positive emotions, negative emotions, human, psycho-emotional state.*

Аннотация. *В данной статье анализируются фразеологические единицы английского и узбекского языков, отражающие различные внутренние эмоции человека — радость, гнев, тревогу, страх и другие. Эти эмоции классифицируются на положительные и отрицательные в зависимости от семантики устойчивых выражений. Теоретическая часть статьи подтверждается многочисленными примерами. Примеры отобраны из англо-русского фразеологического словаря А.В. Кунина, узбекско-русского фразеологического словаря М. Содиковой, а также из русских литературных произведений.*

Ключевые слова: *Фразеологизмы (фразеологические единицы), антропоцентрическая парадигма, положительные эмоции, отрицательные эмоции, человек, психо-эмоциональное состояние.*

KIRISH

Ayni damda til va adabiyot yo`nalishlarida antropotsentrik yondashuv zamonaviy lingvistik tadqiqotlarda ustuvor hisoblanadi . E.S. Kubryakovaning antropotsentrizmga oid "insonni barcha nazariy asoslarning markaziga qo'yish tendensiyasi" haqida bildirgan fikrini maqullashimizning boisi shundaki, inson "tahlil istiqbollari va uning yakuniy maqsadlarini" belgilaydi [E.S. Kubryakova, 1995, 212-bet].

Yaqin yillarda "inson omili"ga bulgan ehtiyoj barcha ilmiy yo`nalishlarda keskin tarzda ortib bormoqda. Lingvistika fanida antropologiya bilan bog`liq bo`lgan muammolarning

ko`rsatkichi ortib bormoqda . Tilshunoslikning asosiy obyekti — nutq faoliyati subyektining markazi sifatida insonni qayta o`rnatish hamda shu orqali nazariy lingvistikaning “turg‘un” sohalaridan birini yengib o‘tish, til faqat “o‘zi uchun mavjud bo‘lgan tizim” bo`libgina qolmay, balki inson hayotining boshqa yo`nalishlari bilan bog‘langan holatda tahlil qilish pragmatizm ruhidagi ilmiy muhit tomonidan qo‘llab-quvvatlanmoqda [Sh.S. Safarov, 2018, 3-bet].

Tizim-strukturaviy paradigmadan antropotsentrik paradigmaga o‘tish — “tilni insonda va insonni tilda” o‘rganishga qaratilgan yondashuv, tilni madaniy axborot va dunyo haqidagi bilimlarning eng muhim ombori sifatida ko‘rish psixolingvistika, etnolingvistika, kognitiv lingvistika, gender lingvistika, lingvokulturologiya, pragmalingvistika kabi sohalarda tadqiqotlarning dolzarblashuviga olib keldi [M. G‘alieva, 2017, 57-bet].

“Antropotsentrik paradigma” tushunchasi madaniy antropologiya bilan uzviy bog‘liqdir [Kuhn Tomas, 2012, 164-bet]. Madaniy antropologiya til va madaniyat o‘rtasidagi munosabatlarga e’tibor qaratadi, tilni turli lingvistik madaniyat vakillari o‘rtasidagi asosiy muloqot vositasi sifatida ko‘rsatadi [V.V. Vorobyov, 2008, 125-bet].

Antropotsentrik paradigma til foydalanuvchisiga, uning til kompetensiyasiga, til orqali aks etgan va mustahkamlangan bilim tuzilmalariga e’tibor qaratadi [D.U. Ashurova, M.R. G‘alieva, 2018, 12-bet].

Bizning maqolamiz antropotsentrizm doirasida yozilgan bo‘lib, ingliz va o‘zbek turg`un birikmalarida insonning psixo-emotsional holatini tasvirlash va ularning kontekstual qo‘llanilishi ustida o‘rganishlar olib borishga qaratilgan. Badiiy asarda yozuvchi va o‘quvchi e’tiborining markazida inson turadi [M.M. Baxtin, 1986, 23-bet]. T.K. Vinokur badiiy matnni sharhlash jarayonida kamida uch shaxs ishtirok etishini ta’kidlaydi: muallif, hikoyachi va qahramon [T.K. Vinokur, 1993, 35-bet].

ASOSIY QISM

Insoning psixo-emotsional hissiyotlari orasida qo‘rquv muhim ahamiyat kasb etadi va tahlil qilingan har ikki tillarda qo‘rquv hissini ifodalash uchun qo`llaniladigan ko`plab iboralar aniqlangan. Masalan, ingliz tilidagi *frighten (or scare) somebody out of his senses* — “insonni hushidan ketguncha qo‘rqitmoq” [A.V. Kunin, 1967, 806-bet]. Qo‘rquv hissini ifodalashda uning turli darajalaridan foydalanishlik mumkin . Masalan, *as scared as a rabbit* — “hushidan ketguncha qo‘rqmoq” [A.V. Kunin, 1967, 794-bet].

O‘zbek tilining frazeologiya bo`limida ham qo‘rquvning turli darajalarini ifodalovchi misollar mavjud: *зир титрамоқ* — “juda qo‘rqmoq; qo‘rquvdan titramoq” [M. Sodiqova, 1989, 114-bet]. Bu iborada qo‘rquvni bildiruvchi komponent to`g`ridan-to`g`ri foydalanilmagan, biroq “titramoq” fe’li orqali qo‘rquv kuchli assotsiatsiya asosida ifodalanadi. Yana bir misol: *заҳраси учди* — “juda qo‘rqdi; jahli chiqdi” [M. Sodiqova, 1989, 114-bet]. Yanada kuchaytirilgan darajadagi qo‘rquv *жони чиқиб кетди* iborasida misol tariqasida keltirib beriladi. [M. Sodiqova, 1989, 109-bet]:

“Туф-э, қуриб кетсин, жоним чиқиб кетди-я” (A. Qodiriy).

Shu bilan birgalikda, o‘zbek tili frazeologiyasida g‘azabning eng yuqori darajasini ifodalashda *жини қўзиди* iborasida foydalaniladi. [M. Sodiqova, 1989, 106-bet]:

“Қаландаров мактаб директорини кўриб бадтар жини қўзғади” (A. Qahhor).

Ijobiy manoda qo`llaniladigan neytral hissiyotlar ingliz tilida *in one’s sober senses* — “xotirjam, vazmin” [A.V. Kunin, 1967, 806-bet] frazeologizmi orqali korsatilib beriladi. O‘zbek tilida esa: *кўнгли таскин топди*, *кўнгли тинчиди*, *жони ором олди* singari iboralar mavjud [M. Sodiqova, 1989, 159-bet].

Salbiy psixo-emotsional hissiyotlar ichida g'azab va jahldorlik eng kuchli emotsiyalar sifatida den qaraladi. O'zbek tilida *кўзига қон тўлди* iborasida foydalanilgan qizil rang ramzi asnosida g'azab tasvirlanadi. [M. Sodiqova, 1989, 151-bet]. Ingliz tilida bo`lsa g'azab konseptini ifodalashda "blood" komponentidan foydalanilmaydi.

O'zbek tilida sariq rang ham ramziy ma`noda g'azabni ifodalashlik uchun qo'llanilishi mumkin. Masalan, *зардаси қайнади* — "juda jahli chiqdi" [M. Sodiqova, 1989, 114-bet]. Ingliz tilida esa g'azab aksariyat hollarda harakat orqali ifodalanadi: *rip and tear* — "yirtib tashlamoq, qahr bilan harakat qilmoq" [A.V. Kunin, 1967, 765-bet].

O'zbek tilida "жон" komponentini ishlatilishlik tufayli g'azab emotsiyasi ifodalanishligi mumkin : *жон аччиғида, жон-пони чиқиб кетди* [M. Sodiqova, 1989, 106-111-bet]. Shuningdek, iboralarda "жаҳл" leksikasining o`zi ham keng qo'llaniladi. Misol tariqasida *жаҳл устида, жаҳли бурнининг устида туради, жаҳли тез, жаҳли чиқди* kabi iboralarini keltirishligimz mumkin. [M. Sodiqova, 1989, 104-bet].

O'zbek tilishunosligining frazeologiyasida tez jahli chiqadigan odamlarga nisbatan tarif berilayotganda, ular quyidagi iboralar orqali tasvirlanadi : *аччиғи бурнини устида туради, аччиғи тез, бурнидан ортиқ гапириб булмайди* [M. Sodiqova, 1989, 23, 61-bet].

Emotsional holati beqaror odam esa *гоҳ ҳуд, гоҳ беҳуд* iborasi yordamida ta`riflanadi. [M. Sodiqova, 1989, 78-bet].

O'zbek tilida "асаб" (asab) komponentiga ega bo'lgan bir qator frazeologik birliklar mavjud bo'lib, ular salbiy hissiyotlarni — asabiylik va jahldorlikni ifodalaydi: *асаби бузилди* — asabiylashdi; jahli chiqdi; g'azablandi. *асабига (ёки жиғига, жинига, ғашига, ғижинига) тегмоқ* — asabiga tegmoq; jahli chiqarmoq; kimnidir xafa qilmoq, noqulaylik tug'dirmoq, kayfiyatini buzmoq. *асабини қақшатмоқ* — asabini qaqshatmoq; bezovta qilmoq; g'azablantirmoq [M. Sodiqova, 1989, 21-bet].

Asosan g'azab emotsiyasi aybsiz odamni xo'rlash va ranjitish singari tushunchada aks etadi, ya'ni jahli chiqqanda inson o'z g'azabini aybsizlarga "sochadi": shuning uchun ham *заҳрини сочмоқ* iborasi kimgadir g'azab bilan hujum qilmoq; jahlini sochmoq degan manoda izohlanadi .[M. Sodiqova, 1989, 114-bet]:

"У Назар отанинг қидириб, идорадан топмагач, уйга бориб, хотинига заҳрини сочди" (S. Ahmad).

Ingliz tilida qizil rang g'azab emotsiyasini ifodalashlik uchun turg`gun birikmalar tarkibida ishlatilinadi : *turn purple with rage* — g'azabdan qizarib ketmoq [A.V. Kunin, 1967, 739-bet]; *be on the rampage* — nihoyatda hayajonlangan holatda bo'lmoq, g'azablanmoq [A.V. Kunin, 1967, 741-bet] see red – juda jahli chiqmoq; red with anger – g`azabdan yuzi qizarib ketdi; like red rag to a bull- kimnidir juda tez jahlini chiqaradigan narsa .

Uzbek tilida ham aybsiz odamga nisbatan qullanilganda jahldorlik hissiyoti salbiy talqinda foydalaniladi: *аламини олмоқ* — alamini olmoq; o'z g'azabini aybsiz kishiga sochmoq [M. Sodiqova, 1989, 17-bet].

Sevgi — insoniy ichki tuyg'ularning eng yuksak ko'rinishi va ilohiy ne'mat sifatida ko'plab leksik, frazeologik va paremiyologik birliklarda aks ettirilgan. Sevgi o'zaro yoki biryoqlama bo'lishi mumkin. Ingliz tilida ham, uzbek tilida ham mavjud bo`lgan ko'plab turg`un birikmalar biryoqlama sevgini ifodalaydi: *кўнгил бермоқ* — sevib qolmoq; qalbdan sevmoq [M. Sodiqova, 1989, 155-bet]:

"Қўчқор шу маҳалгача бирорта қизга кўнгил берган эмас, умуман 'севги'ни тан олмас" (O. Yoqubov).

Biryoqlama sevgini ifodalashda ko‘pincha giperbola va metaforalardan foydalaniladi : *ишқ ўтида куймоқ* — sevgi alangasida yonmoq; hijronda qiynalmoq [M. Sodiqova, 1989, 129-bet].

Sevgi ko‘pincha ijobiy baho oladi: *жон-дилдан севмоқ* — qalbdan sevmoq; *жонимдек кўрмоқ* — juda sevmoq [M. Sodiqova, 1989, 108-111-bet].

Baxt — insonning eng ijobiy hamda go‘zal emotsional holati hisoblanadi. Har bir inson baxtga talpinadi. Har ikkala tillarda ham bu hissiyotni tasvirlovchi ko‘plab iboralar mavjud. Masalan, o‘zbek tilida: *бахтга ботмоқ* — baxtga cho‘kmoq; baxtga chumilmoq -baxtiyor yashamoq ; baxtdan bahramand bo‘lmoq [M. Sodiqova, 1989, 30-bet].

Ijobiy hissiyotlar deb doim quvonch va xursandchilik tuygulari tushuniladi: *кўнгил ёзмоқ* — xursand bo‘lmoq [M. Sodiqova, 1989, 156-bet]:

“Ашулачи, ўйинчи ўртоқларим бор шаҳарда. Келишса, бир ўтиришиб, кўнгил ёзишардик деган эдим” (S. Zunnunova).

Yana misollar: *кўнгли очилди* — kayfiyati ko‘tarildi; xursand bo‘ldi [M. Sodiqova, 1989, 159-bet].

XULOSA

Xulosa qilib aytganda, ingliz va o‘zbek tillari frazeologiyasida turli insoniy hissiyotlarni ifodalovchi ko‘plab birliklar mavjud . Ular badiiy matnlarda keng qo‘llanilladi va qahramon hamda muallif so`z boyligini o‘rganish manbai sifatida xizmat qiladi. Qahramon nutqidagi leksik birliklar ba’zan asarning uslub va janriga zid bo‘lib, turli fikr ifoda shakllari o‘rtasida “nomutanosiblik” hosil qiladi. Badiiy asarda bir qancha qahramon ishtirok etishi nutq komplekslarining faoliyatini xilma xil bulishini ko‘rsatadi, bu esa turlicha dunyoqarash va idrok manzaralarini shakllantiradi.

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MODERN METHODS OF TEACHING ENGLISH IN THE DIGITAL AGE

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Abstract. *In today's rapidly evolving digital world, technology is reshaping the way English is taught and learned in classrooms. This study explores how modern digital and blended learning methods influence students' engagement and English language development compared to traditional teaching approaches. The research was conducted at School No. 8 in Bukhara region, involving 30 9th-grade students divided into two groups: 9-A (traditional instruction) and 9-B (digital and blended learning).*

A quantitative research method was applied, and data were collected through structured questionnaires focusing on student engagement and language skill development. The findings reveal a clear difference between the two groups. Students in 9-B showed significantly higher motivation, participation, and interest in learning English.

They also demonstrated greater improvement in listening, speaking, and reading skills, especially in interactive and multimedia-supported environments. In contrast, students in 9-A experienced lower engagement and comparatively limited progress in language development.

The results highlight that digital and blended learning methods create a more dynamic, interactive, and effective learning environment. The study concludes that integrating technology into English language teaching not only enhances students' academic performance but also transforms their learning experience into a more engaging and meaningful process.

Keywords: *digital learning, blended learning, English teaching, student engagement, language skills, technology in education*

INTRODUCTION

In the digital era, technological development has significantly influenced many aspects of education, including the teaching and learning of English. Digital tools such as computers, mobile devices, multimedia resources, and online learning platforms have transformed traditional teaching approaches and created new opportunities for language learning.

As English continues to function as a global language for communication, education, and professional development, educators are increasingly searching for effective methods to improve English language teaching in modern classrooms. This research highlights the growing importance of integrating technology into language education. For example, digital technologies allow teachers to create interactive and engaging learning environments that increase student motivation and participation (Warschauer, 2018). Similarly, computer-assisted language learning systems and online platforms enable teachers to organize materials, assignments, and communication more effectively, which improves the overall teaching process (Chapelle, 2017).

Multimedia resources also play an important role in developing language skills. Videos, podcasts, and interactive exercises provide students with authentic language input and opportunities to practice listening and speaking in more meaningful ways (Dudeney & Hockly,

2016). In addition, digital technologies support the development of the four main language skills—reading, writing, listening, and speaking—by providing interactive and flexible learning environments (Blake, 2019).

Researchers emphasize that digital tools must be carefully selected and evaluated before being used in the classroom. Teachers need to ensure that technology supports educational goals and enhances learning rather than simply adding complexity to the teaching process (Hubbard, 2020). Hence, understanding how modern digital tools influence English language teaching has become an important area of educational research. The objective of this study is to analyze modern methods of teaching English in the digital age and to examine how digital technologies can enhance students' motivation, engagement, and language skill development.

METHODOLOGY

This study was conducted using quantitative research method. The aim was to identify and evaluate the effectiveness of modern digital methods in teaching English and to assess their impact on students' language skills, engagement, and academic performance. The research was conducted at School No.8 in Bukhara region, involving two 9th- grade classes; 9- A, where students were taught using traditional teaching methods, and 9-B, where students were taught using digital and blended learning methods.

A total of 30 students participated in the study. They were divided into two groups with equal or similar proficiency levels: In 9-A, Students were taught using a textbook-based approach. The teacher followed a traditional method, focusing on explanation, reading, and written exercises. Interaction was limited, and students mainly worked individually.

In 9-B, Students were taught using modern digital tools, including multimedia materials, online platforms, videos, and interactive tasks. The teacher played an active role as a facilitator, encouraging communication, collaboration, and participation. Students engaged in group work, discussions, and technology-based activities.

Data collection

To evaluate the effectiveness of both teaching methods, data were collected by completing a questionnaire designed to assess two categories

Table 1 : 9-B Students' Experience with Digital English Language Learning Methods

1Student engagement and participation	Do you enjoy interactive and digital activities? Do you feel more interested in lessons using multimedia Do digital lessons make learning easier and more interesting?
2 Language skills development	Has your listening skill improved with digital tools? Has your speaking confidence increased? Do online exercises help improve your reading skills?

In class 9-A, the questionnaire was distributed in printed form during the English lesson after the teaching period. The teacher explained the purpose of the study and gave clear instructions on how to answer the questions. Students were asked to complete the questionnaire individually

without discussion. They were given approximately **10–15 minutes** to finish. After completion, all questionnaires were collected immediately by the teacher for further analysis.

Table 2: Students' Experience with Traditional English Language Learning Methods (9-A Class)

Student engagement and participation	Do you enjoy your English lessons? Are you interested in textbook-based lessons? Do you find your lessons easy to understand?
Language skills development	Has your listening skill improved in class? Has your speaking confidence improved? Do reading exercises help improve your understanding?

In class 9-B, the questionnaire was also distributed in printed form during the English lesson after the use of digital and blended learning methods. The researcher explained the aim of the study and provided instructions before students started answering. Students completed the questionnaire individually in the classroom within **10–15 minutes**. Once finished, all responses were collected immediately for quantitative analysis.

Data Analysis

The questionnaire consisted of structured questions designed to measure student engagement and language skill development. The different set of questions was given to both groups to ensure consistency and allow comparison between traditional and digital learning methods. Students were asked to respond using simple answer formats such as Yes/No or Agree/Disagree. The questionnaire was conducted in the classroom after the teaching period to ensure that students had enough experience with the learning methods. The questionnaire results were analyzed using simple quantitative method. Each student's response was counted and grouped according to the answer choices (e.g., Yes/No or Agree/Disagree). The total number of responses for each question was calculated, and then the percentage was found.

RESULT

This study present the findings on the effectiveness of modern digital methods in teaching English. By comparing the results of questionnaire, the following indicators emerged :

Table 1 : Types of student engagement

Student engagement	9-B	Numbers of students
Enjoy digital activities	85 %	12 out of 15
More interested in multimedia lessons	90 %	14 out of 15
Digital lessons make learning easier	88%	13 out of 15

A total of 12 out of 15 students (85%) reported that they enjoy digital activities. This indicates that the majority of students participate positively in technology-based classroom tasks. Additionally, 14 out of 15 students (90%) stated that they are more interested in lessons that

include multimedia elements such as videos, images, and presentations. This represents the highest percentage among the three measured indicators. Furthermore, 13 out of 15 students (88%) reported that digital lessons make learning easier for them. This shows that most students perceive digital tools as helpful in understanding the material.

Table 2 : Types of student engagement

Student engagement	9-A	Number of students
Enjoy lessons	40%	6 out of 15
Interest in lessons	35%	5 out of 15
Lessons are easy to understand	45%	7 out of 15

A total of 6 out of 15 students (40%) reported that they enjoy the lessons. This indicates that less than half of the students expressed enjoyment during the learning process. In terms of interest, 5 out of 15 students (35%) stated that they are interested in the lessons. This represents the lowest percentage among the three measured indicators. Additionally, 7 out of 15 students (45%) reported that the lessons are easy to understand. This shows that fewer than half of the students find the lessons clear and comprehensible.

Table 3 :Comparison of Language Skills Development in 9-A and 9-B Classes

Language skills development	9-A	9-B
Listening	50 %	88%
Speaking	45%	85%
Reading	55%	75%

The 9-B group demonstrated higher improvement across all language skills, especially in listening and speaking, which were strongly supported by multimedia and interactive activities.

DISCUSSION

The study demonstrate that the use of modern digital learning methods has a significant positive impact on students' engagement, and English language skill development. The results clearly show that students in group 9-B, who were taught using digital tools, performed better than students in 9-A, who experienced traditional teaching methods.

The higher level of engagement and participation in 9-B suggests that digital tools make learning more interactive and interesting for students. Multimedia resources, videos, and online activities likely created a more dynamic classroom environment, which encouraged students to participate more actively. This supports the idea that technology can transform passive learning into active learning.

In terms of language skills, 9-B students showed greater improvement in listening and speaking skills compared to 9-A. This is likely because digital tools provide more exposure to authentic language input, such as audio recordings, videos, and interactive speaking tasks. Reading and speaking skills also improved, but to a slightly lesser extent, possibly because these skills still require more traditional practice and guided instruction. Other studies in computer-assisted language learning suggest that digital tools increase student motivation and improve language

acquisition by providing interactive and meaningful learning experiences. Therefore, the results of this study support existing research on the benefits of technology in language learning.

As expected, the digital learning group (9-B) showed higher motivation and better performance. This was anticipated because interactive learning environments generally increase student interest and participation. However, one interesting observation is that reading skills improved less than listening and speaking. This may be because reading requires more practice, which may not have been fully developed in the digital learning activities used in this study.

The findings suggest that integrating digital tools into English language teaching can significantly improve student engagement and learning outcomes. Teachers should consider using multimedia resources, online exercises, and interactive tasks to make lessons more effective and enjoyable. Schools may also benefit from investing in digital infrastructure to support blended learning environments.

The digital learning methods are more effective than traditional teaching approaches in improving students' motivation, engagement, and language skills in English learning contexts.

CONCLUSION

This study investigated the effectiveness of modern digital and blended learning methods in teaching English compared to traditional teaching approaches. The findings clearly show that students who learned through digital tools (9-B) demonstrated higher levels of engagement, motivation, and improvement in language skills than those who were taught using traditional methods (9-A).

The results confirm that integrating technology into English language teaching can significantly enhance the learning process by making lessons more interactive, interesting, and effective. Digital tools especially supported the development of listening and speaking skills, as well as increased students' active participation in classroom activities.

The study highlights the importance of using modern educational technologies in schools to improve students' language learning outcomes. Teachers are encouraged to incorporate digital resources and interactive activities into their lessons to create a more engaging learning environment.

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BOSHLANG‘ICH SINFLARDA DRAMATIK O‘YINLARNI RAQAMLI TEXNOLOGIYALAR BILAN INTEGRATSIYA QILISH ORQALI KREATIV FIKRLASHNI RIVOJLANTIRISH

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Annotatsiya. *Ushbu maqolada boshlang‘ich sinf o‘quvchilarida kreativ fikrlashni rivojlantirishda dramatik o‘yinlar va raqamli texnologiyalar integratsiyasining pedagogik ahamiyati yoritiladi. Dramatik o‘yinlar bolalarda tasavvur, nutq, hamkorlik va muammoli vaziyatlarga ijodiy yondashuvni shakllantirib beradi. Raqamli vositalar esa mazkur jarayonni yanada qiziqarli, interaktiv va samarali qiladi. Tadqiqotda dramatik faoliyatning asosiy elementlari, ssenariy murakkabligi, ijodiy hikoya yaratish, improvizatsiya hamda mavjud muammolar va ularni bartaraf etish yo‘llari tahlil qilinadi. Natijalar shuni ko‘rsatadiki, dramatik o‘yinlarni raqamli texnologiyalar bilan uyg‘unlashtirish boshlang‘ich ta’limda o‘quvchilarning kreativ tafakkurini rivojlantirish uchun samarali pedagogik yondashuv hisoblanadi.*

Abstract. *This article examines the pedagogical significance of integrating dramatic play with digital technologies to develop creative thinking in primary school students. Dramatic play helps children develop imagination, speech, collaboration, and creative responses to problem situations. Digital tools make this process more engaging, interactive, and effective. The study analyzes the main elements of dramatic activity, scenario complexity, creative storytelling, improvisation, as well as existing challenges and possible solutions. The findings show that integrating dramatic play with digital technologies is an effective pedagogical approach for fostering creative thinking in primary education.*

Abstract. *В данной статье рассматривается педагогическое значение интеграции драматических игр с цифровыми технологиями в развитии креативного мышления учащихся начальных классов. Драматические игры способствуют развитию воображения, речи, сотрудничества и творческого подхода к решению проблемных ситуаций. Цифровые технологии делают данный процесс более увлекательным, интерактивным и эффективным. В работе анализируются основные элементы драматической деятельности, сложность сценариев, создание творческих историй, импровизация, а также существующие проблемы и пути их решения. Результаты исследования показывают, что интеграция драматических игр с цифровыми технологиями является эффективным педагогическим подходом для развития креативного мышления в начальном образовании.*

Kalit so‘zlar: *dramatik o‘yinlar, raqamli texnologiyalar, kreativ fikrlash, boshlang‘ich ta’lim, improvizatsiya, ijodiy hikoya, interaktiv ta’lim.*

Kirish

Zamonaviy ta’lim tizimida o‘quvchilarning faqat bilim olishi emas, balki mustaqil fikrlashi, ijodkorligi va muammolarni hal qilish ko‘nikmalarini rivojlantirish ham muhim ahamiyat kasb etadi. Ayniqsa, boshlang‘ich sinf davri bolalarning shaxsiy, aqliy va ijodiy

rivojlanishida asosiy bosqich hisoblanadi. Shu sababli ushbu bosqichda kreativ fikrlashni shakllantirishga xizmat qiluvchi metodlardan samarali foydalanish zarur.

Dramatik o‘yinlar o‘quvchilarning nutqiy faolligini oshiradi, hissiy tajribasini boyitadi va ularni turli rollarga kirib, vaziyatni boshqa nuqtai nazardan ko‘rishga o‘rgatadi. Raqamli texnologiyalar esa multimediya, interaktiv platformalar, animatsiya, audio va video vositalar orqali o‘quv jarayonini yanada jonlantiradi. Shu bois dramatik o‘yinlarni raqamli texnologiyalar bilan integratsiya qilish boshlang‘ich ta’limda kreativ fikrlashni rivojlantirishning dolzarb yo‘nalishlaridan biridir.

Nazariy asoslar

Kreativ fikrlash deganda yangi g‘oyalar yaratish, noodatiy yechim topish, tasavvur asosida faoliyat yuritish va o‘z fikrini mustaqil ifodalash qobiliyati tushuniladi. Boshlang‘ich sinf o‘quvchilari tabiatan o‘yin orqali o‘rganishga moyil bo‘lgani uchun dramatik o‘yinlar ularning ichki imkoniyatlarini ochishda samarali vosita hisoblanadi. Pedagogik nuqtai nazardan, dramatik o‘yinlar rolli faoliyat, dialog, emotsional ifoda va sahnalashtirish elementlarini o‘z ichiga oladi. Bunday mashg‘ulotlar bolaning tasavvurini kengaytiradi, ijodiy qaror qabul qilishini rag‘batlantiradi va ijtimoiy ko‘nikmalarini mustahkamlaydi. Raqamli texnologiyalar esa ushbu jarayonda qo‘shimcha stimul vazifasini bajarib, bolalarning diqqatini jamlash va faol ishtirokini kuchaytiradi.

Asosiy elementlar

Dramatik o‘yinlarni raqamli texnologiyalar bilan integratsiya qilishda bir nechta asosiy elementlar muhim ahamiyatga ega:

Rol tanlash va vazifani tushunish.

Sahna yoki muhit yaratish uchun raqamli vizuallar, rasmlar, video yoki animatsiyadan foydalanish.

Dialog tuzish va nutqiy ifodani rivojlantirish.

Emotsional ifoda va mimika.

Hamkorlikdagi faoliyat.

Natijani taqdim etish va fikr bildirish.

Mazkur elementlar o‘quvchilarda nafaqat badiiy ifoda, balki mustaqil mulohaza yuritish va yangi g‘oya yaratish ko‘nikmalarini ham rivojlantiradi.

Aniq maqsadlar

Dramatik o‘yinlarni raqamli texnologiyalar orqali tashkil etishdan quyidagi aniq maqsadlar ko‘zlanadi:

o‘quvchilarda kreativ fikrlashni rivojlantirish;

og‘zaki nutq va muloqot madaniyatini shakllantirish;

tasavvur va obrazli fikrlashni kuchaytirish;

muammoli vaziyatlarda ijodiy yechim topishga o‘rgatish;

jamoada ishlash ko‘nikmasini rivojlantirish;

raqamli savodxonlikni oshirish.

Bu maqsadlar bir-biri bilan uzviy bog‘liq bo‘lib, boshlang‘ich sinf o‘quvchisining har tomonlama rivojlanishiga xizmat qiladi.

Ssenariy murakkabligi

Boshlang‘ich sinf o‘quvchilari uchun ssenariylar yosh xususiyatiga mos, sodda va tushunarli bo‘lishi kerak. Biroq ssenariyning juda sodda bo‘lishi ham ijodiy faollikni cheklashi mumkin. Shu sababli bosqichma-bosqich murakkablik tamoyili qo‘llanadi.

Ssenariy murakkabligida quyidagilarga e’tibor berish zarur:

voqealar ketma-ketligi aniq bo‘lishi;

qahramonlar soni o‘quvchilar soniga mos kelishi;

muammo va yechim oddiy, ammo ijodiy bo‘lishi;

bola mustaqil qaror qabul qila oladigan joylar mavjud bo‘lishi;

raqamli vositalar ssenariyni tushuntirish va jonlantirishga xizmat qilishi.

Masalan, oddiy ertak asosidagi sahna ko‘rinishi avval rasmlar va audio yordamida tayyorlansa, keyin o‘quvchilar o‘zlari dialoglarni o‘zgartirib, yangi yakun taklif qilishlari mumkin. Bu esa ijodiy fikrlashni faollashtiradi.

Ijodiy hikoya yaratish va improvizatsiya

Ijodiy hikoya yaratish dramatik o‘yinlarning eng muhim tarkibiy qismlaridan biridir. O‘quvchilar berilgan mavzu asosida yangi voqea, qahramon yoki muammo yaratib, uni sahnalashtirish jarayonida o‘z tasavvurlarini namoyon etadilar.

Improvizatsiya esa tayyor matnga to‘liq bog‘lanib qolmasdan, vaziyatga mos ravishda spontan javob berishni talab qiladi. Bu jarayon bolalarda tez fikrlash, moslashuvchanlik va mustaqillikni rivojlantiradi. Raqamli texnologiyalar, xususan, tasvirlar ketma-ketligi, qisqa videolar yoki interaktiv slaydlar improvizatsiya uchun qulay boshlang‘ich nuqta bo‘lib xizmat qiladi.

Masalan, o‘quvchilarga ekranda bir nechta rasm ko‘rsatiladi va ular shu asosida hikoya tuzib, rollarga bo‘linib ijro etadilar. Bunday usul bolalarning nutqini ham, ijodiy tafakkurini ham faollashtiradi.

Muammolar va tavsiyalar

Amaliyotda dramatik o‘yinlarni raqamli texnologiyalar bilan integratsiya qilishda ayrim muammolar uchrashi mumkin:

texnik vositalarning yetishmasligi;

o‘qituvchining raqamli ko‘nikmalarining yetarli bo‘lmasligi;

vaqtni to‘g‘ri taqsimlay olmaslik;

o‘quvchilarning faollik darajasi turlicha bo‘lishi;

ssenariy va raqamli materiallarni tayyorlashda qo‘shimcha mehnat talab etilishi.

Ushbu muammolarni bartaraf etish uchun quyidagi tavsiyalar beriladi:

oddiy va qulay raqamli vositalardan foydalanish;

darslarni oldindan puxta rejalashtirish;

guruhli ishlashni tashkil etish;

o‘qituvchilar uchun raqamli pedagogika bo‘yicha malaka oshirish. o‘quvchilarning yosh xususiyatini hisobga olgan holda material tanlash.

Zamonaviy ta’limda raqamli dramaturgiya va kreativ kompetensiyalar

Hozirgi davrda boshlang‘ich ta’limda faqat an’anaviy o‘qitish usullariga tayanish yetarli bo‘lmay qoldi. Ta’lim jarayonida o‘quvchini faol subyekt sifatida shakllantirish, uning mustaqil fikrlashi, ijodiy yondashuvi va kommunikativ ko‘nikmalarini rivojlantirish ustuvor vazifaga aylandi. Shu nuqtai nazardan, dramatik o‘yinlar va raqamli texnologiyalar integratsiyasi zamonaviy pedagogikaning muhim yo‘nalishlaridan biri sifatida e’tirof etiladi.

Raqamli dramaturgiya deganda o‘quv jarayonida matn, tasvir, audio, video, animatsiya va interaktiv elementlar yordamida sahnaviy faoliyatni tashkil etish tushuniladi. Bunday yondashuv bolalarning ta’limga nisbatan qiziqishini oshiradi, ularda ijodiy tasavvur va emotsional sezgirlikni kuchaytiradi. Ayniqsa, boshlang‘ich sinf o‘quvchilari uchun vizual va eshitish orqali qabul

qilinadigan materiallar juda samarali bo‘lib, ular mavzuni tezroq anglash va eslab qolishga yordam beradi.

Kreativ kompetensiya esa shunchaki yangi g‘oya topish emas, balki mavjud bilimlarni noodatiy vaziyatda qo‘llay olish, muammoni turli yo‘llar bilan hal qilish, o‘z fikrini erkin ifodalash hamda ijodiy natija yaratish qobiliyatidir. Dramatik o‘yinlar aynan shu kompetensiyani shakllantirishda qulay pedagogik maydon yaratadi. Chunki sahnalashtirish jarayonida bola rollarni o‘zlashtiradi, vaziyatga kiradi, dialog tuzadi, sheriklari bilan muloqot qiladi va muayyan maqsadga erishish uchun ijodiy qaror qabul qiladi.

Raqamli texnologiyalardan foydalanish bu jarayonni yanada samarali qiladi. Masalan, interaktiv taqdimotlar, elektron ertaklar, multfilm lavhalari, audiohikoyalar va onlayn sahnalashtirish platformalari o‘quvchilarga nafaqat tayyor ma’lumotni qabul qilish, balki uni qayta ishlash va yangi shaklda ifodalash imkonini beradi. O‘quvchi biror qahramon obrazini faqat o‘qibgina qolmay, balki uning ovozini, harakatini va hissiy holatini ham tasavvur qiladi. Bu esa empatiya, obrazli fikrlash va kreativ talqin qilishni rivojlantiradi.

Shuni ta’kidlash kerakki, raqamli vositalar dramatik o‘yinlarning o‘rnini bosmaydi, balki uni boyitadi. Agar o‘qituvchi texnologiyani didaktik maqsadga muvofiq tanlasa, o‘quvchilarda zerikish emas, aksincha faol ishtirok, qiziqish va ijodiy tashabbus kuchayadi. Masalan, biror ertakni sahnalashtirishdan oldin uning qisqa animatsion ko‘rinishi namoyish etilsa, bolalar syujetni yaxshiroq tushunadi va ijro jarayonida mustaqil ravishda yangi g‘oyalar taklif etadi.

Boshlang‘ich sinflarda dramatik o‘yinlar orqali kreativ fikrlashni rivojlantirishning yana bir muhim jihati — bu hamkorlik muhitidir. O‘quvchilar guruh bo‘lib ishlaganda bir-birining fikrini tinglash, kelishish, rolni bo‘lishish va umumiy natija uchun javobgarlikni his qilishni o‘rganadilar. Bunday ijtimoiy tajriba keyinchalik ularning shaxsiy rivojlanishida ham muhim rol o‘ynaydi. Chunki kreativ shaxs faqat mustaqil fikrlaydigan emas, balki boshqalar bilan samarali muloqot qila oladigan shaxs hamdir.

Amaliy jihatdan qaraganda, raqamli texnologiyalarni dramatik o‘yinlarga integratsiya qilishda bir nechta samarali usullar mavjud. Jumladan, o‘quvchilarga rasmlar ketma-ketligi asosida hikoya tuzish, qisqa videoga dialog yozish, virtual qahramonlarga ovoz berish, onlayn doskada sahna rejasi yaratish yoki planshet yordamida obrazli topshiriqlarni bajarish mumkin. Bu usullar o‘quvchilarni faqat ijrochilikka emas, balki ijodkorlikka ham yo‘naltiradi. Pedagogik kuzatishlar shuni ko‘rsatadiki, dramatik faoliyatga raqamli vositalar qo‘shilganida, o‘quvchilar mavzuga chuqurroq kirishadi, nutqiy faollik oshadi va darsga nisbatan ijobiy munosabat shakllanadi. Ayniqsa, uyalchan yoki sustkash o‘quvchilar texnologik muhitda o‘zlarini erkinroq his qiladilar. Chunki ekran, ovoz, rasm va animatsiya ularga tayanch bo‘lib xizmat qiladi. Natijada ular sahna faoliyatida faolroq qatnashishga jur’at topadilar.

Shu bilan birga, bu jarayonning samaradorligi o‘qituvchining metodik tayyorgarligiga ham bog‘liq. O‘qituvchi texnologiyani faqat bezak sifatida emas, balki ta’limiy maqsadga xizmat qiladigan vosita sifatida qo‘llashi lozim. Har bir raqamli element dramatik o‘yin mazmunini ochib berishi, o‘quvchini fikrlashga undashi va kreativ natijaga olib kelishi kerak. Aks holda, texnologiya darsni boyitish o‘rniga chalg‘ituvchi omilga aylanishi mumkin.

Xulosa

Raqamli texnologiyalar bilan boyitilgan dramatik o‘yinlar boshlang‘ich sinf o‘quvchilarida kreativ kompetensiyalarni shakllantirish uchun juda samarali vositadir. Ular bolalarning tasavvurini kengaytiradi, nutqini rivojlantiradi, mustaqil fikrlashini kuchaytiradi va ijodiy faoliyatga rag‘batlantiradi. Shu sababli zamonaviy boshlang‘ich ta’limda dramatik o‘yinlarni

raqamli vositalar bilan integratsiyalash dolzarb va istiqbolli pedagogik yo‘nalish hisoblanadi.Boshlang‘ich sinflarda dramatik o‘yinlarni raqamli texnologiyalar bilan integratsiya qilish kreativ fikrlashni rivojlantirish uchun samarali pedagogik yondashuv hisoblanadi. Bu usul o‘quvchilarning tasavvurini, nutqini, mustaqil fikrlashini va ijodiy faolligini oshiradi. Raqamli vositalar dramatik faoliyatni yanada qiziqarli va mazmunli qilish bilan birga, bolalarning ta’lim jarayoniga faol jalb etilishini ta’minlaydi.

Mazkur yondashuvni amaliyotga keng tatbiq etish boshlang‘ich ta’lim sifatini oshirish, o‘quvchilarning kreativ kompetensiyalarini shakllantirish va ularni XXI asr talablari asosida tarbiyalashga xizmat qiladi.

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INGLIZ KINOFILMLARIDAGI MADANIY KONTEKSTNI SAQLASHDA DUBLYAJ VA SUBTITRLASHNING SAMARADORLIGI

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Annotatsiya. *Ushbu maqolada ingliz tilidagi kinofilmlarni tarjima qilish jarayonida madaniy kontekstni adekvat tarzda qayta yaratish muammolari hamda ularni hal etishda dubbing va subtitrlash usullarining lingvokulturologik va pragmatik jihatlari kompleks tahlil qilinadi. Tadqiqot doirasida audiovizual tarjimaning mazkur ikki turi qiyosiy tahlil asosida o‘rganilib, ularning madaniy birliklar, realiyalar, idiomatik ifodalar, diskursiv xususiyatlar hamda yumor elementlarini uzatishdagi samaradorligi aniqlanadi. Shuningdek, dublyaj usulining auditoriyaga tabiiy va emotsional jihatdan yaqin nutqni yetkazish imkoniyati yuqori ekani, biroq bu jarayonda ayrim milliy-madaniy komponentlarning transformatsiyaga uchrashi yoki yo‘qolib ketishi ehtimoli mavjudligi ham asoslab beriladi. Subtitrlash esa asl matnning semantik va madaniy qatlamlarini nisbatan to‘liqroq saqlashga xizmat qilishi bilan ajralib turadi, ammo texnik cheklovlar (matn hajmi, vaqt sinxronligi) tufayli mazmunning qisqartirilishi kuzatiladi. Tadqiqot natijalari shuni ko‘ra, madaniy kontekstni maksimal darajada saqlab qolish tarjimonning kompetensiyasi, qo‘llanilayotgan tarjima strategiyalari hamda maqsadli auditoriya xususiyatlariga bevosita bog‘liqdir. Shuningdek, dublyaj va subtitrlashning integrativ qo‘llanilishi audiovizual matnlarda madaniy mazmunni yanada samarali yetkazish imkonini berishi ilmiy jihatdan asoslanadi.*

Kalit so‘zlar: *audiovizual tarjima, dublyaj, subtitrlash, madaniy kontekst, lingvokulturologiya, tarjima strategiyalari, kinofilm tarjimasi.*

Abstract. *This article examines the challenges of preserving and reconstructing cultural context in the translation of English-language films, focusing on the comparative effectiveness of dubbing and subtitling within a linguocultural and pragmatic framework. The study provides a comprehensive comparative analysis of these two major modes of audiovisual translation, emphasizing their capacity to convey cultural units, realia, idiomatic expressions, discourse features, and humor. The research highlights that dubbing ensures a higher degree of naturalness and emotional engagement for the target audience; however, it may lead to the transformation or partial loss of culture-specific elements. In contrast, subtitling tends to retain the semantic and cultural layers of the source text more accurately, although it is constrained by technical limitations such as space and timing, often resulting in textual reduction. The findings suggest that the effective preservation of cultural context depends largely on the translator’s competence, the strategic choices employed, and the characteristics of the target audience. Furthermore, the study argues that an integrative approach combining dubbing and subtitling can significantly enhance the transmission of cultural meaning in audiovisual texts.*

Keywords: *audiovisual translation, dubbing, subtitling, cultural context, linguocultural analysis, translation strategies, film translation.*

Аннотация. *В данной статье рассматриваются проблемы сохранения и адекватной передачи культурного контекста при переводе англоязычных кинофильмов, а*

также анализируется эффективность дубляжа и субтитрирования с позиций лингвокультурологического и прагматического подходов. В рамках исследования проводится сопоставительный анализ двух основных видов аудиовизуального перевода с акцентом на их способности передавать культурные реалии, идиоматические выражения, дискурсивные особенности и элементы юмора. Отмечается, что дубляж обеспечивает высокий уровень естественности и эмоционального восприятия для целевой аудитории, однако может приводить к трансформации или утрате отдельных культурно-специфических элементов. Субтитрирование, в свою очередь, позволяет в большей степени сохранить семантическую и культурную структуру оригинального текста, но ограничено техническими параметрами, такими как объем текста и временные рамки, что нередко ведет к сокращению информации. Результаты исследования показывают, что степень сохранения культурного контекста напрямую зависит от профессиональной компетенции переводчика, выбранных переводческих стратегий и характеристик целевой аудитории. Кроме того, обосновывается, что комплексное использование дубляжа и субтитров способствует более полной передаче культурного содержания аудиовизуальных текстов.

Ключевые слова: *аудиовизуальный перевод, дубляж, субтитрирование, культурный контекст, лингвокультурология, переводческие стратегии, перевод кинофильмов/*

Kirish

Bugungi globallashuv davrida turli xalqlar o‘rtasidagi madaniy va axborot almashinuvi tobora kuchayib bormoqda. Ayniqsa, kinofilmlar nafaqat ko‘ngilochar vosita, balki ma’lum bir xalqning turmush tarzi, qadriyatlari va dunyoqarashini aks ettiruvchi muhim madaniy manba sifatida ham ahamiyat kasb etadi. Shu sababli ingliz tilidagi filmlarni boshqa tillarga tarjima qilishda madaniy kontekstni to‘g‘ri yetkazish audiovizual tarjimashunoslikdagi eng dolzarb masalalardan biri sanaladi. Audiovizual tarjimada eng keng tarqalgan usullar — subtitrlash va dublyaj — madaniy birliklarni uzatishda turlicha imkoniyat hamda cheklovlarga ega. Subtitrlash original matnning autentikligini saqlashga xizmat qilsa, dublyaj auditoriyaga qulay va tabiiyroq nutq yaratishga yo‘naltiriladi. Shuningdek, subtitrlash va dublyaj usullarining har biri madaniy birliklarni tarjima qilishda turli imkoniyat va cheklovlarga ega bo‘lib, ularning qaysi biri madaniy kontekstni samaraliroq yetkazishi masalasi hanuzgacha bahsli bo‘lib qolmoqda. Tadqiqot savoli sifatida esa quyidagini ilgari surish mumkin: subtitrlash va dublyaj — qaysi biri ingliz kinofilmlaridagi madaniy elementlarni saqlash va yetkazishda samaraliroq hisoblanadi? Avvalgi ilmiy izlanishlarda audiovizual tarjimaning ushbu ikki turi keng o‘rganilgan bo‘lib, subtitrlash ko‘proq autentiklikni saqlashga xizmat qilishi, dublyaj esa mazmunni lokalizatsiya qilish orqali tomoshabinga yaqinlashtirishi ta’kidlangan. Biroq ularning madaniy kontekstni uzatishdagi samaradorligi yuzasidan yagona yondashuv shakllanmagan. Bu tadqiqotning asosiy maqsadi ham ingliz kinofilmlarida uchraydigan madaniy elementlarni tarjima qilishda subtitrlash va dublyajning samaradorligini qiyosiy tahlil qilishdan iborat. Shu asosda audiovizual tarjimaning nazariy jihatlari ko‘rib chiqildi, subtitrlash va dublyajning o‘ziga xos tomonlari tahlil qilindi hamda ularning madaniy birliklarni ifodalashdagi imkoniyatlari baholandi.

Adabiyotlar sharhi

Audiovizual tarjima, xususan, subtitrlash va dubbing muammolari zamonaviy tarjimashunoslikda keng o‘rganilgan yo‘nalishlardan biri hisoblanadi. Ushbu sohada olib borilgan tadqiqotlar madaniy kontekstni uzatish jarayonini lingvokulturologik va pragmatik yondashuvlar

asosida tahlil qiladi. Jumladan, Yves Gambier audiovizual tarjimani ko‘p qatlamli kommunikativ jarayon sifatida tavsiflab, unda til va madaniyat bir-biri bilan chambarchas bog‘liqligini ta’kidlaydi. Henrik Gottlieb esa subtitrlashni “reduktiv, ammo autentik tarjima turi” deb izohlaydi. Uning fikricha, subtitrlash matnni qisqartirishga majbur bo‘lsa-da, originalning lingvistik va madaniy xususiyatlarini imkon qadar saqlab qolishga intiladi. Shu bilan birga, Jorge Díaz Cintas subtitrlashda vaqt va makon cheklovlari mavjudligini qayd etib, bu holat “madaniy elementlarning kondensatsiyasi va ba’zan yo‘qolishiga olib kelishi”ni ta’kidlaydi (Díaz Cintas, 2009).

Dublyaj bo‘yicha olib borilgan tadqiqotlarda esa bu usul auditoriyaga moslashtirilgan va tabiiy eshitiladigan tarjima shakli sifatida baholanadi. Frederic Chaume dublyajda lingvistik moslashtirish bilan bir qatorda madaniy adaptatsiya ham muhim o‘rin tutishini ta’kidlaydi. Bu jarayonda idiomalar, hazil va realiyalar maqsadli auditoriyaga mos ravishda qayta ishlab chiqiladi. Bu jarayonda idiomalar, hazil va realiyalar maqsadli madaniyatga mos ravishda qayta yaratiladi. Shu bilan birga, Lawrence Venuti tomonidan ilgari surilgan domestikatsiya va forinatsiya nazariyalari doirasida dublyaj ko‘proq “domestikatsiya” strategiyasiga yaqin deb qaraladi. Chunki u matnni qabul qiluvchi auditoriya madaniyatiga moslashtirishga intiladi.

Bundan tashqari, ayrim tadqiqotchila, jumladan, Jan Pedersen esubtitrlash va dublyajni bir-biriga qarama-qarshi qo‘yishdan ko‘ra, ularni o‘zaro to‘ldiruvchi strategiyalar sifatida ko‘rib chiqishni taklif etadi. Uning fikricha, tarjimon kontekst va auditoriyadan kelib chiqib eng maqbul usulni tanlashi lozim. Umuman olganda, ilmiy manbalarda subtitrlash autentiklikni saqlashda, dublyaj esa madaniy moslashtirishda ustun ekani qayd etiladi. Shunga qaramay, ularning madaniy kontekstni uzatishdagi samaradorligi hanuzgacha bahsli mavzulardan biri bo‘lib qolmoqda. Shu bois, mazkur tadqiqot ushbu ikki usulni qiyosiy tahlil qilish orqali mavjud ilmiy bo‘shliqni to‘ldirishga qaratilgan.

Metodologiya

Tadqiqot davomida ingliz tilidagi kinofilmlarda uchraydigan madaniy birliklar subtitrlash va dublyaj asosida qiyosiy tahlil qilindi. Ishda lingvokulturologik va pragmatik yondashuvlarga tayangan holda idiomatik ifodalar, milliy realiyalar, humor elementlari hamda diskursiv xususiyatlarning tarjima jarayonida qanday o‘zgarishga uchrashi o‘rganildi. Tadqiqot materiali sifatida ingliz tilidagi mashhur kinofilmlardan tanlab olingan fragmentlar xizmat qildi. Tanlov jarayonida filmlarda madaniy jihatdan boy bo‘lgan dialoglar, humoristik sahnalar va kundalik nutq elementlarining mavjudligi asosiy mezon sifatida belgilandi. Har bir fragmentning subtitr va dublyaj variantlari alohida tahlil qilinib, qo‘llangan tarjima strategiyalari qiyosiy asosda baholandi. Tahlilda asosan sifat usuli (qualitative analysis) qo‘llanildi. Ya’ni, har bir madaniy birlikning asl matndagi ma’nosi va uning tarjima variantidagi ifodalanish darajasi chuqur tahlil qilindi. Shu bilan birga, tarjima strategiyalarini aniqlashda tavsifiy (descriptive) va qiyosiy (comparative) metodlardan foydalanildi. Natijalarni tizimlashtirish maqsadida madaniy elementlar bir necha kategoriyalarga — idiomalar, realiyalar, humor elementlari va diskursiv birliklarga ajratildi. Har bir kategoriya doirasida subtitrlash va dublyajning afzalliklari hamda kamchiliklari alohida baholandi. Ushbu metodologik yondashuv tadqiqot natijalarining ishonchliligini ta’minlash hamda subtitrlash va dubbing usullarining madaniy kontekstni uzatishdagi o‘ziga xos jihatlarini aniqlash imkonini berdi.

Tahlil va natijalar

Ushbu tadqiqot doirasida ingliz tilidagi bir qator mashhur kinofilmlar misolida subtitrlash va dublyajning madaniy kontekstni uzatishdagi samaradorligi qiyosiy tahlil qilindi. Tahlil

jarayonida idiomatik ifodalar, hazil elementlari va madaniy realiyalar asosiy obyekt sifatida tanlandi.

Birinchi misol sifatida ingliz filmlarida madaniy kontekstni saqlashdagi qiyinchiliklarni yaxshi ko‘rsatadigan *Pirates of the Caribbean: Dead Men Tell No Tales* filmidagi sahna bo‘lib, unda Carina Smyth o‘zini ‘‘I am a horologist’’ ya’ni horolog (soatshunos) deb tanishtiradi. Uning kasbi — soatlar va vaqt asboblari bo‘yicha ilmiy va amaliy bilimga ega mutaxassis — Jack Sparrowning ekipaji tomonidan noto‘g‘ri tushuniladi va natijada kulgili vaziyat yuzaga keladi. Ular uni ilmiy emas, balki jinoyatchilik yoki “prostitutsiya” bilan shug‘ullanuvchi shaxs deb o‘ylashadi. Horolog so‘zi kam ishlatiladigan va madaniy jihatdan o‘ziga xos bo‘lib, tarixiy va kasbiy ahamiyatga ega. Dublyajda tarjimonlar uni “soat ustasi” kabi oddiyroq atama bilan almashtirishga majbur bo‘lishi mumkin, shunda tomoshabin tushunadi va sahnadagi vaqt uyg‘unligi saqlanadi, ammo bu so‘zning boy ma’nosi va kulgili noto‘g‘ri tushunilishini yo‘qotadi. Subtitrlarda esa joy cheklovlari mavjud bo‘lsa ham, horolog so‘zini saqlash professional va madaniy kontekstni, shuningdek sahnadagi hazilni to‘liq yetkazadi. Ushbu misol ko‘rsatadiki, dublyaj va subtitrlar madaniy aniqlik, tushunarlilik va hazilni muvozanatlashda turli strategiyalar qo‘llaydi va ingliz filmlarini tarjima qilishdagi murakkabliklarni ochib beradi. Ikkinchi misol sifatida *Shrek* animatsion filmi tahlil qilindi. Filmda pop-madaniyatga oid ko‘plab ishoralar va so‘z o‘yinlari mavjud. Subtitrlashda bu elementlar ko‘pincha bevosita tarjima qilinadi yoki qisqartiriladi, natijada ba’zi hazillar tomoshabinga to‘liq yetib bormasligi mumkin. Dublyajda esa bunday realiyalar soddalashtiriladi yoki mahalliy auditoriyaga mos ekvivalentlar bilan almashtiriladi. Masalan, ingliz tilidagi o‘ziga xos so‘z o‘yinlari o‘rniga auditoriyaga tanish bo‘lgan iboralar qo‘llaniladi. Bu esa hazilning ta’sirchanligini oshiradi, ammo autentiklik darajasi pasayadi. Uchinchi misol sifatida *The Simpsons Movie* filmida uchraydigan ijtimoiy va siyosiy realiyalar o‘rganildi. Filmda Amerika jamiyatiga xos bo‘lgan ijtimoiy va siyosiy kinoyalar keng qo‘llanilgan. Subtitrlarda bu elementlar ko‘pincha izohsiz qoldiriladi yoki qisqa shaklda beriladi, bu esa ularni tushunishni qiyinlashtiradi. Dublyajda esa bunday realiyalar ba’zan to‘liq almashtiriladi yoki soddalashtiriladi, natijada tomoshabin uchun tushunarliroq, biroq original madaniy kontekstning o‘zgarishiga olib keladi.

Tahlil natijalari shuni ko‘rsatadiki, subtitrlash usuli madaniy kontekstni saqlashda nisbatan yuqori darajadagi autentiklikni ta’minlaydi, chunki u original nutq va madaniy birliklarni imkon qadar o‘zgartirmasdan yetkazadi. Biroq texnik cheklovlar sababli ayrim ma’lumotlar qisqartiriladi. Dublyaj esa tomoshabinga qulay va tabiiy qabul qilinadigan tarjima yaratishda ustunlik qiladi. Shu sababli har ikki usulning ham o‘ziga xos afzallik va cheklovlari mavjud degan xulosaga kelindi.

Xulosa

Mazkur tadqiqot ingliz tilidagi kinofilmlarni tarjima qilishda madaniy kontekstni saqlash masalasini subtitrlash va dubbing usullari misolida qiyosiy tahlil qilishga bag‘ishlandi. Tadqiqot davomida audiovizual tarjimaning ushbu ikki turi lingvokulturologik hamda pragmatik nuqtai nazardan o‘rganilib, ularning madaniy birliklarni yetkazishdagi imkoniyat va cheklovlari aniqlandi. Olingan natijalar subtitrlash original matnning semantik va madaniy qatlamlarini nisbatan to‘liqroq saqlashini ko‘rsatdi. Ayniqsa, idiomatik ifodalar va realiyalarni autentik shaklda yetkazishda subtitrlarning ustunligi sezildi. Biroq matn hajmi va vaqt bilan bog‘liq texnik cheklovlar sababli ayrim ma’lumotlarning qisqartirilishi yoki soddalashtirilishi holatlari uchraydi. Dublyaj esa tomoshabin uchun tabiiyroq va emotsional jihatdan qulayroq qabul qilinadigan tarjima turidir. Unda madaniy moslashtirish va lokalizatsiya strategiyalari keng qo‘llanilib, mazmun

auditoriyaga yaqinlashtiriladi. Shu bilan birga, bu jarayonda original madaniy kontekstning ayrim elementlari transformatsiyaga uchrashi yoki yo‘qolishi mumkinligi aniqlandi.

Tadqiqot natijalari asosida aytish mumkinki, subtitrlash va dubbing usullarining qaysi biri samaraliroq ekanligi tarjima maqsadi, auditoriya ehtiyojlari hamda madaniy birliklarning xarakteriga bog‘liq. Agar asosiy maqsad original madaniy muhitni saqlash bo‘lsa, subtitrlash samaraliroq hisoblanadi. Agar tomoshabin uchun qulay va tabiiy qabul qilinadigan mahsulot yaratish ustuvor bo‘lsa, dublyaj afzalroq natija beradi. Shuningdek, tadqiqot davomida dublyaj va subtitrlashning integrativ qo‘llanilishi madaniy mazmunni yanada samarali yetkazish imkonini berishi ilmiy jihatdan asoslandi. Kelgusida sun’iy intellekt asosidagi audiovizual tarjima texnologiyalarining madaniy kontekstni saqlashdagi o‘rni va imkoniyatlarini o‘rganish ushbu yo‘nalishdagi muhim ilmiy izlanishlardan biri bo‘lishi mumkin

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TEACHING SPEAKING SKILLS: ENHANCING FLUENCY AND ACCURACY IN ADVANCED LANGUAGE STUDENTS

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Abstract. *It is a well-established fact that English is recognized as a global language in the modern era, with individuals ranging from the age of seven to seventy aspiring to acquire proficiency in it. This underscores substantial and ever-growing demand for English language acquisition. Nevertheless, it is inevitable that we will encounter several challenges while mastering that language. In particularly, advanced learners often struggle with Fluency and Accuracy. This article critically examines these challenges and explores innovative strategies to mitigate them.*

Аннотация. *Общеизвестно, что английский язык признан глобальным языком в современную эпоху, и люди в возрасте от семи до семидесяти стремятся овладеть им. Это подчеркивает значительный и постоянно растущий спрос на изучение английского языка. Тем не менее, неизбежно, что на пути к освоению этого языка мы сталкиваемся с рядом трудностей. Особенно продвинутые учащиеся часто испытывают трудности с беглостью и точностью речи. В данной статье критически рассматриваются эти проблемы и предлагаются инновационные стратегии для их преодоления.*

Annotatsiya. *Bugungi kunda ingliz tili global til sifatida tan olingan aniq bir haqiqat bo'lib, yeti yoshdan yetmish yoshgacha bo'lgan insonlar ushbu tilni mukammal o'zlashtirishni maqsad qilgan. Bu esa ingliz tilini o'rganishga bo'lgan kata va tobora ortib borayotgan talabni yana bir bor tasdiqlaydi. Biroq, ushbu tilni puxta egallash jarayonida turli qiyinchiliklarga duch kelish muqarrar. Ayniqsa ilg'or darajadagi o'quvchilar ravonlik va aniqlik borasida ko'p hollarda muammolarga duch kelishadi. Ushbu maqola ana shu qiyinchiliklarni tanqidiy tahlil qiladi va ularni bartaraf etish uchun innovatsion strategiyalarni o'rganadi.*

Introduction

Since the mid-twentieth century, the English language has been continuously evolving. It would not be an exaggeration to claim that it has spread much like a virus. In numerous countries, English is acquired as a second or even third language, a phenomenon driven by multiple factors. One of the most significant reasons is the aspiration of young individuals to work and establish themselves in the United States. As we know, English serves as the official language of this nation, making it a crucial determinant in this widespread linguistic preference.

Moreover, the most prestigious universities in the world conduct their instruction in English. The most renowned academic journals are also published in English, such as The Lancet, Science, and others. As a result, students showcase their talents on an international scale through the English language. Top-tier universities in countries like the United States, the United Kingdom, and Australia attract gifted students worldwide by offering education in English.

Additionally, from an economic perspective, numerous multinational corporations have adopted English as their corporate language. These include companies such as Google, Microsoft, Samsung, and BMW, among others. If you master English fluently, you undoubtedly gain access

to a vast job market. When universities teach in English, their graduates become highly sought-after in the global labor market.

Thus, the main reasons why world universities teach in English are: scientific research, the flow of international talent, economic benefits, and university ranking.

Fluency versus Accuracy

Why do language learners specifically struggle with speaking skills? Several factors can contribute to this. Their natural disposition and how easily they engage in communication with others also plays an important role. If you have a naturally outgoing personality, speaking won't be a problem for you. Of course, this isn't the only reason.

For example, many learners face numerous difficulties due to the influence of their native language's grammar. If we compare Uzbek and English grammar, Uzbek has three tenses, while English has twelve. For Uzbek learners, the twelve tenses in English grammar are confusing, which is why they struggle to use them correctly when speaking.

So, fluency is the ability to speak confidently. The speaker does not search for words too much, but may make some grammatical mistakes.

Accuracy, on the other hand, refers to correctness and precision. The learner avoids grammatical errors during speaking, but may hesitate and search for words in their mind.

Finding a balance between these two aspects is very important. That is, while speaking fluently, the learner gradually starts to use grammar correctly as well. Confidence can be seen in the learner's speech.

If both aspects are developed equally, the learner will be able to speak both quickly and correctly.

How can we boost fluency

1. Regular practice.

Spending 30 to 60 minutes daily practicing speaking is essential. Especially when learners practice in front of a mirror, it increases their self-confidence and helps them start speaking more confidently.

2. Overcoming shyness.

In the beginning, it is natural to make grammatical mistakes, but overcoming them plays an important role. Most learners block their speaking skills because they feel ashamed of their grammar mistakes.

3. Participating in role plays.

By acting out real-life situations in the form of scenes, it's possible to improve the learner's quick-thinking ability.

4. Sharing personal experiences with friends.

When learners talk about interesting events from their own lives, they speak not by thinking too much but by feeling. This way, their fluency improves.

5. Shadowing.

In this task, learners repeat a short speech by a famous native English speaker as if it were their own. This is both interesting and helps develop faster speech.

6. Participating in speaking clubs.

Speaking in English with friends significantly improves fluency.

Ways of developing Accuracy.

1. Grammar-focused exercises.

Through special exercises, learners can deeply understand grammatical rules.

2. Error analysis. Analyzing and correcting mistakes together with the teacher helps improve accuracy.

3. Receiving feedback. Accepting feedback correctly is very important. Getting corrections from the teacher or classmates is beneficial for the learner.

Conclusion.

Thus, Fluency (speaking confidently and freely) and Accuracy (speaking without grammatical errors) both play an important role in learning a foreign language. However, initially, the learner should focus on being able to express their ideas freely, that is, focusing on fluency. This is because it is through this aspect that the learner builds their self-confidence.

However, once the learner progresses beyond the beginner level, it is essential to pay more attention to Accuracy. This is because the clarity of speech is important, and grammatical mistakes are considered serious errors.

The key point is to develop both of these skills in parallel. To master a language perfectly, both fluency in conversation and accuracy are crucial.

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COMMON ERRORS IN USING ENGLISH TENSES BY EFL STUDENTS

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Abstract. *Most of English foreign language learners (EFL) in the beginning level face some problems in learning English. They commited different kinds of errors and mistakes in learning English as a foreign language which were due to poor knowledge with grammar. Among the most frequently used tenses are the Present Perfect and Past Simple, which are often confusing for learners because both refer to past actions but express different relationships with time. This study aims to identify the most common errors made by EFL students when using these two tenses and to explore the reasons behind these difficulties. The research is based on a review of previous studies related to tense usage and grammatical errors in EFL learning contexts. The findings show that many students struggle to distinguish between the functions of the Present Perfect and Past Simple tenses. Common errors include the misuse of time expressions, incorrect verb forms, and the overuse of the Past Simple tense instead of the Present Perfect. These errors are often influenced by differences between English and students' native languages, as well as limited opportunities for meaningful communication practice.*

Keywords: *Present Perfect tense, Past Simple tense, EFL learners, grammatical errors, tense usage, English grammar learning.*

Аннотация. *Большинство изучающих английский язык как иностранный (EFL) на начальном уровне сталкиваются с рядом трудностей в процессе обучения. Они допускают различные ошибки при изучении английского языка, что во многом связано с недостаточными знаниями грамматики. Среди наиболее часто употребляемых времен — Present Perfect и Past Simple, которые часто вызывают затруднения у учащихся, поскольку оба относятся к прошедшим действиям, но выражают разные временные отношения. Цель данного исследования — выявить наиболее распространённые ошибки, допускаемые студентами EFL при использовании этих двух времён, а также определить причины этих трудностей. Исследование основано на обзоре предыдущих работ, посвящённых употреблению времён и грамматическим ошибкам в контексте изучения английского языка как иностранного. Результаты показывают, что многим студентам трудно различать функции времён Present Perfect и Past Simple. Наиболее частые ошибки включают неправильное использование временных маркеров, неверные формы глаголов и чрезмерное употребление Past Simple вместо Present Perfect. Эти ошибки часто обусловлены различиями между английским языком и родными языками учащихся, а также ограниченными возможностями для практики общения.*

Ключевые слова: *Present Perfect, Past Simple, изучающие английский как иностранный, грамматические ошибки, употребление времён, изучение английской грамматики.*

Annotatsiya. *Ingliz tilini chet tili sifatida o'rganayotgan (EFL) boshlang'ich darajadagi o'quvchilarning aksariyati ingliz tilini o'rganishda turli muammolarga duch keladi. Ular ingliz tilini o'rganish jarayonida ko'plab xatolar qiladi, bu esa asosan grammatika bo'yicha bilimlarning yetarli emasligi bilan bog'liq. Eng ko'p qo'llaniladigan zamonlardan Present Perfect va Past Simple zamonlari o'quvchilar uchun ko'pincha chalkash bo'ladi, chunki ikkalasi ham o'tmishdagi harakatlarni bildiradi, ammo vaqt bilan bog'liq turli ma'nolarni ifodalaydi. Ushbu tadqiqotning maqsadi — EFL o'quvchilari tomonidan ushbu ikki zamonni qo'llashda yo'l qo'yiladigan eng keng tarqalgan xatolarni aniqlash hamda bu qiyinchiliklarning sabablarini o'rganishdir. Tadqiqot ingliz tilini chet tili sifatida o'rganish kontekstida zamon qo'llanilishi va grammatik xatolar bo'yicha avvalgi tadqiqotlarni tahlil qilishga asoslangan. Natijalar shuni ko'rsatadiki, ko'plab o'quvchilar Present Perfect va Past Simple zamonlarining funksiyalarini farqlashda qiynaladi. Eng ko'p uchraydigan xatolar qatoriga vaqt ko'rsatkichlarining noto'g'ri qo'llanilishi, fe'l shakllarining xato ishlatilishi hamda Present Perfect o'rniga Past Simple zamonining ortiqcha qo'llanishi kiradi. Bu xatolar ko'pincha ingliz tili va o'quvchilarning ona tili o'rtasidagi farqlar hamda muloqot amaliyotining yetarli emasligi bilan bog'liq.*

Kalit so'zlar: *Present Perfect zamoni, Past Simple zamoni, EFL o'quvchilari, grammatik xatolar, zamon qo'llanilishi, ingliz tili grammatikasini o'rganish.*

Introduction

English grammar is essential for developing students' language skills, and one of its most important components is the use of verb tenses, which allow speakers and writers to express time, sequence of actions, and relationships between events. Among these, the Present Perfect and Past Simple tenses are especially common in both spoken and written English; however, many learners of English as a Foreign Language (EFL) experience significant difficulties in using them correctly. Mastering these tenses requires not only knowledge of grammatical rules but also an understanding of context and meaning, which makes accurate usage challenging. Consequently, students often struggle to decide which tense is appropriate in a given situation. This problem is further complicated by the fact that the English tense system can differ greatly from learners' native languages. In some languages, there is no direct equivalent to the Present Perfect tense, so students may rely on literal translation from their first language, which frequently results in grammatical errors.

Moreover, both tenses refer to past actions, which adds another layer of difficulty. The Past Simple is typically used for actions completed at a specific time in the past, whereas the Present Perfect links past actions to the present and usually does not specify an exact time. This subtle distinction often confuses learners, leading them to misuse time expressions, auxiliary verbs, or verb forms, which can reduce clarity and cause misunderstandings in communication. Because of these persistent challenges, it is important to examine the nature of students' errors in detail. Therefore, the main objective of this study is to identify and discuss the most common mistakes in the use of the Present Perfect and Past Simple tenses. The research question guiding this study is: What are the most common errors in using the Present Perfect and Past Simple tenses among EFL students?

Literature Review

The sources selected for this literature review focus mainly on grammatical errors made by EFL learners across different educational contexts, including universities and high schools, which provides a broader understanding of the problem. Most researchers used methods such as error

analysis and classroom observation to identify the difficulties students experience when learning English tenses, and their findings consistently show that tense usage is one of the most challenging areas of English grammar for foreign language learners. For example, Ma'mirova (2026) examined the difficulties students face when learning English tense forms and found that many learners struggle to distinguish between the Present Perfect and Past Simple tenses. The study explains that this confusion is largely due to structural differences between the Uzbek and English languages in expressing completed actions and time references. As a result, students often translate sentences directly from Uzbek into English, which leads to incorrect tense usage. Moreover, the researchers emphasize that learners need more opportunities to practice English in meaningful communicative contexts to overcome these problems.

Similarly, Handayani (2020) investigated common tense errors in students' writing at Putera Batam University and found that many learners have difficulty selecting the correct tense when describing past events. In particular, students frequently confuse the Present Perfect and Past Simple because both refer to past-related actions; consequently, they may use the Past Simple even when the Present Perfect is required, such as writing "I finished my homework already" instead of "I have finished my homework." In addition, the study reports frequent misuse of auxiliary verbs like "have" and "has," which results in incorrect sentence structures. Likewise, Listia and Febriyanti (2019) explored grammar learning difficulties and concluded that English tense usage is challenging due to numerous rules and exceptions. Their research also highlights confusion between tense forms with similar meanings and the incorrect use of time expressions such as "already," "yet," "since," "yesterday," and "last year." These expressions play a crucial role in tense selection; however, students often fail to recognize their function. Furthermore, the researchers suggest that limited exposure to English and insufficient practice in real communication significantly contribute to these persistent difficulties.

Discussion

The analysis of the literature review shows that errors in using English tenses can be categorized into several types, mainly because students do not fully understand the grammatical patterns of English tenses, especially the structure of the Present Perfect and Past Simple forms. Based on the findings, six main categories of errors can be identified. The first type is subject–auxiliary agreement, in which students use the correct tense but fail to match the auxiliary verb with the subject; for example, they may write "She have finished her homework" instead of "She has finished her homework," demonstrating a lack of awareness of agreement rules. The second type involves pronoun mistakes or incorrect subjects, even when the auxiliary or main verb is correct, such as writing "Her have finished the task" instead of "She has finished the task," which indicates confusion in selecting appropriate subject pronouns. The third type occurs when the auxiliary verb is correct but the main verb still contains an unnecessary –s or –es ending, as in "She has goes to school" instead of "She has gone to school," showing that learners sometimes mix Present Simple forms with Present Perfect structures. Furthermore, the fourth type of error involves the incorrect choice of auxiliary verbs, for instance writing "I am finished my homework" instead of "I have finished my homework," which suggests difficulty distinguishing between different auxiliaries used in English tenses.

In addition, the fifth type of error is the use of a double subject, where students repeat the subject unnecessarily, such as "My friend she finished the work yesterday," a mistake that may be influenced by patterns in the learners' native language. The sixth type occurs when a sentence lacks either a subject or a verb, resulting in an incomplete structure, for example "Finished my

homework yesterday" without the subject "I." Overall, these findings demonstrate that many students' mistakes stem from an incomplete understanding of tense structures, confusion between Present Perfect and Past Simple, and limited knowledge of auxiliary verbs and sentence patterns. Therefore, teachers should provide clearer explanations of tense usage and more opportunities for meaningful practice. In conclusion, difficulty in distinguishing between the Present Perfect and Past Simple tenses remains a significant problem for many EFL learners. Although these tenses are essential for everyday communication, students often fail to recognize their distinct meanings and functions, leading to errors such as incorrect agreement, misuse of pronouns, wrong auxiliaries, unnecessary verb endings, double subjects, and incomplete sentences. These problems are largely caused by insufficient mastery of tense rules and interference from the native language; consequently, effective teaching should include systematic instruction, attention to time expressions, and communicative activities that help learners practice tenses in real contexts. With increased guidance, practice, and motivation, students can improve their grammatical accuracy and overall communicative competence.

Conclusion

In conclusion, difficulty in distinguishing between the Present Perfect and Past Simple tenses remains a significant problem for many EFL learners. Although these tenses are fundamental to everyday English communication, students often fail to recognize their different meanings and functions, which leads to frequent grammatical errors. The study has shown that learners commonly produce mistakes such as incorrect subject–auxiliary agreement, misuse of pronouns, wrong auxiliary verbs, unnecessary verb endings, double subjects, and incomplete sentence structures.

These errors largely result from insufficient mastery of tense rules and interference from the learners' native language. The findings suggest important implications for English language teaching. Teachers need to provide systematic and clear instruction on tense usage, highlight the connection between tense choice and time expressions, and offer communicative activities that allow students to practice the forms in meaningful contexts. Addressing these challenges can significantly improve learners' accuracy, strengthen their understanding of English grammar, and enhance their overall communicative competence.

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THE EFFECTIVENESS OF USING INTERACTIVE GAMES IN TEACHING ENGLISH VOCABULARY TO SECONDARY SCHOOL STUDENTS

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Abstract. *Interactive games have become an increasingly popular tool in teaching English vocabulary in secondary school classrooms. Despite their growing use, there remains limited research on how interactive games specifically affect vocabulary retention, student motivation, and active participation. This study aims to examine the effectiveness of interactive games in improving English vocabulary learning among secondary school students and to explore their impact on engagement and motivation. A mixed-method approach was employed, combining quantitative data from pre-tests and post-tests with qualitative data from classroom observations and student questionnaires. The study was conducted over two weeks with 20 seventh-grade students divided into experimental and control groups. The results showed that the experimental group demonstrated significantly higher improvement in vocabulary scores compared to the control group. Additionally, students exposed to interactive games displayed higher levels of participation, engagement, and positive attitudes toward learning. These findings suggest that interactive games are an effective and motivating approach to vocabulary instruction, contributing to better learning outcomes and more active classroom involvement.*

Key words: *interactive games, vocabulary learning, English language teaching, secondary school students, student engagement, learning motivation, game-based learning, vocabulary retention, classroom interaction, mixed-method research.*

INTRODUCTION

Perhaps one of the most noticeable developments in modern language education is the increasing use of interactive games in English language classrooms. With the rapid development of communicative and student-centered teaching approaches, interactive games have become an effective tool for engaging learners and facilitating vocabulary acquisition among secondary school students. Such activities encourage participation, collaboration, and contextual learning, which are essential for developing a strong vocabulary base. Moreover, educational research has shown significant growth in the use of game-based learning strategies in language teaching, particularly in secondary education. Teachers increasingly integrate digital games, classroom competitions, and collaborative activities to enhance students' motivation and participation during vocabulary lessons (Vo & Nguyen, 2023; Qiao, 2024). However, despite the growing popularity of interactive games in language classrooms, there is still limited research examining how these methods influence vocabulary retention, students' motivation, and their willingness to actively participate in English lessons (Amanda et al., 2025).

In this article, we examine the effectiveness of using interactive games in teaching English vocabulary to secondary school students. Special attention is given to how game-based activities influence students' engagement, motivation, and vocabulary development. In addition, the study

explores how different types of interactive games contribute to improving students' vocabulary learning outcomes.

METHODOLOGY

This study aimed to investigate the effect of interactive games on increasing English vocabulary among secondary school students. The research used a mixed-method approach, combining both quantitative and qualitative research methods. Quantitative data were collected through pre-tests and post-tests, while qualitative data were collected through classroom observation and students' feedback. The research was conducted during regular English classes over a period of two weeks. The use of a mixed-method approach is supported by Amanda et al. (2025), who state that "combining quantitative and qualitative data provides a more comprehensive understanding of students' learning outcomes and engagement." (p.148). This study used a mixed-method approach to examine the effect of interactive games on secondary school students' English vocabulary. The research was conducted during regular English classes over a period of two weeks. As noted by Vo and Nguyen (2023), "game-based learning implemented over a period of time allows students to gradually improve their vocabulary and confidence in language use." (p.47).

Participants

The participants of the study were 7th grade students from one general secondary school. A total of 20 students participated in the research. Two classes were selected, and 10 students from each class were chosen for the study.

The students were divided into two groups:

Experimental group – 10 students

Control group – 10 students

The experimental group was taught vocabulary using interactive games, while the control group was taught vocabulary using traditional teaching methods. Most students had been learning English for several years, but they still had difficulties in remembering and using new vocabulary in speaking and writing.

Research Instruments

Several research instruments were used to collect data for the study:

Vocabulary Tests

Two vocabulary tests were used in the research:

Pre-test (before the experiment)

Post-test (after the experiment)

The pre-test was conducted to determine students' initial vocabulary level. The post-test was conducted after the teaching period to measure students' vocabulary improvement.

Classroom Observation

Classroom observation was used to analyze students' participation, motivation, and interest during the lessons. The researcher observed students' behavior, activity, and interaction during vocabulary lessons, especially when interactive games were used.

Questionnaire

A questionnaire was also used to collect students' opinions about learning vocabulary through interactive games. The questionnaire included several statements about students' interest, motivation, and effectiveness of games in learning vocabulary. Students answered the questions using a 5-point scale: strongly agree, agree, neutral, disagree, strongly disagree. Qiao (2024) states

that "student feedback is essential in evaluating the effectiveness of innovative teaching methods, particularly those aimed at increasing motivation and engagement." (p.104).

Research Procedure

The research was conducted in several stages:

Stage 1 – Pre-test

At the beginning of the study, both experimental and control groups were given a pre-test to determine their vocabulary knowledge level.

Stage 2 – Teaching Process

During the two-week teaching period:

The experimental group learned vocabulary through interactive games such as word guessing games, role-playing games, quizzes, matching games, and card games.

The control group learned vocabulary through traditional methods such as memorization, translation, writing exercises, and textbook activities.

Interactive games were used regularly in the experimental group to increase students' motivation, participation, and vocabulary retention.

Stage 3 – Post-test

After two weeks, both groups were given a post-test to measure students' vocabulary improvement and compare the results between the two groups.

The study focused on four main categories: vocabulary knowledge, student engagement, motivation, and vocabulary retention, which were measured through tests, classroom observation, and questionnaire responses.

The main four categories:

Vocabulary Knowledge (Match the word with its meaning).	What is the meaning of the word "market"? Choose the correct meaning of "hungry." Fill in the blank: I ____ a book.
Student Engagement	Does the student actively participate in classroom activities? Does the student take part in games willingly? Does the student interact with classmates during activities? Does the student answer questions during the lesson? Does the student show interest during vocabulary tasks?
Motivation (5-point scale: Strongly agree - Strongly disagree)	I enjoy learning English vocabulary through games. Games make learning vocabulary more interesting. I feel more motivated when games are used in the lesson. I want to participate more when we use games. Learning vocabulary through games is easier for me.
Vocabulary Retention	I can remember new words better when I learn through games. I can use new vocabulary in sentences after playing games. I forget words easily when I only memorize them. Games help me remember vocabulary for a longer time.

Data Analysis

The collected data were analyzed using Microsoft Excel. The results of the pre-test and post-test were compared to identify students' vocabulary improvement. The results were presented

in tables and charts. The differences between the experimental group and the control group were statistically analyzed.

In addition, classroom observation and questionnaire results were analyzed to evaluate students' motivation, participation, and attitudes toward learning vocabulary through interactive games.

RESULTS

The results of the study were obtained through quantitative and qualitative data. Quantitative data were collected using pre-test and post-test scores to measure students' vocabulary improvement and compare the performance of the experimental and control groups. In addition, mean and gain scores were calculated to show differences in achievement. Qualitative data were gathered through classroom observation and questionnaire responses, focusing on students' participation, engagement, and attitudes toward learning vocabulary through interactive games. The combination of these data provides an overall view of students' learning outcomes.

1.Vocabulary Test Results

Table 1. Pre-test and Post-test Scores

Group	Pre-test	Post-test	Gain score
Experimental	58.4	81.2	+22.8
Control	57.9	68.3	+10.4

Table 1 shows that both groups improved their vocabulary scores after the lessons. However, the experimental group achieved a much higher increase (+22.8) compared to the control group (+10.4). This indicates that interactive games were more effective in improving students' vocabulary.

Table 2. Observation Summary

Aspect	Experimental Group	Control Group
Participation	High	Moderate
Interaction	High	Low
Engagement	High	Moderate
Use of vocabulary	Frequent	Occasional

Table 2 shows that the experimental group had higher participation, interaction, and engagement during lessons. They also used vocabulary more frequently. In contrast, the control group showed only moderate or low activity. This means interactive games helped students become more active and involved in learning.

Table 3. Questionnaire Responses

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Interactive games make learning interesting	60%	30%	10%	0%	0%
Games help remember vocabulary	55%	30%	15%	0%	0%
Games increase participation	58%	30%	12%	0%	0%
I prefer learning vocabulary through games	65%	27%	8%	0%	0%

Table 3 indicates that most students had positive attitudes toward interactive games. The majority strongly agreed that games make learning interesting, help remember vocabulary, increase participation, and are preferred for learning. No students disagreed, showing strong acceptance of this method.

DISCUSSION

The findings of the study demonstrate that both the experimental and control groups showed improvement in vocabulary knowledge after the instructional period. However, the degree of improvement differed between the two groups. The experimental group achieved a higher post-test mean score (81.2) compared to the control group (68.3). In addition, the gain score of the experimental group (+22.8) was notably higher than that of the control group (+10.4). The pre-test results indicate that both groups started at a similar level of vocabulary knowledge, which allows for a direct comparison of learning outcomes. The post-test results show a clear increase in scores for both groups, with a more pronounced increase in the experimental group.

Observation data further show that students in the experimental group demonstrated higher levels of participation, interaction, and engagement during the lessons. Students frequently used newly learned vocabulary during activities and interacted actively with their peers. In contrast, the control group showed moderate participation and limited interaction. The questionnaire results indicate that the majority of students expressed positive attitudes toward the use of interactive games. Most students agreed that games made vocabulary learning more interesting, helped them remember new words, and increased their participation in classroom activities. The findings of this study are in line with previous research on game-based learning in language education. Vo and Nguyen (2023) reported that "interactive games contribute to improved vocabulary acquisition and increased student engagement". (p.45). Similarly, Qiao (2024) found that "the use of interactive classroom activities enhances students' motivation and participation in language learning". (p.22). Amanda et al. (2025) also emphasized that "combining interactive methods with traditional approaches leads to better learning outcomes, particularly in vocabulary development". (p.39). The current study shows similar results, as the experimental group demonstrated higher achievement and more active participation compared to the control group (Amanda et al., 2025; Vo & Nguyen, 2023). In addition, earlier studies have shown that game-based learning environments provide opportunities for repeated exposure to vocabulary, which supports retention (Zainulabdeen, 2024; Tevetoğlu & Korkmaz, 2024).

The results of this study correspond with those findings, as students in the experimental group showed greater improvement in vocabulary scores. The similarity between the results of this study and previous research may be associated with the use of interactive and student-centered teaching approaches. Interactive games involve active participation, peer interaction, and contextual use of vocabulary, which are commonly identified as key factors in vocabulary acquisition (Samanova, 2025; Sanjarbek & Barno, 2025). The higher improvement observed in the experimental group may be explained by the nature of the activities used during the lessons. Interactive games such as word guessing, role-playing, and matching tasks require students to actively engage with vocabulary items. These activities provide repeated exposure and allow students to use words in different contexts. The difference between the experimental and control groups may be related to the teaching methods applied. The control group relied on traditional techniques such as memorization, translation, and written exercises. These methods involve less interaction and fewer opportunities for active use of vocabulary (Misa, 2022). Another possible difference may be linked to classroom dynamics. The experimental group worked in pairs and

groups, which increased communication and collaboration. In contrast, the control group had more individual and teacher-centered activities. The results indicate that the use of interactive games is associated with higher vocabulary achievement among secondary school students. The findings suggest that students exposed to game-based learning demonstrate greater improvement in vocabulary knowledge compared to those taught through traditional methods. The results also indicate that interactive games are associated with increased student participation and engagement during lessons. Students in the experimental group showed more active involvement in learning activities and more frequent use of vocabulary. Furthermore, the findings suggest that interactive games are linked to positive student attitudes toward vocabulary learning. The majority of students reported that games made learning more interesting and helped them remember new words.
Overall, the results suggest that interactive games support vocabulary development and are associated with improved learning outcomes in secondary school English classrooms.

CONCLUSION

This study investigated the effectiveness of interactive games in teaching English vocabulary to secondary school students. The main findings reveal that students who learned through interactive games significantly outperformed those who were taught using traditional methods. The experimental group showed higher vocabulary test scores, greater improvement between pre- and post-tests, and more active participation during lessons. In addition, students exposed to game-based learning demonstrated higher levels of motivation, engagement, and positive attitudes toward vocabulary learning. These results confirm that interactive games are an effective tool for improving both vocabulary acquisition and classroom dynamics.

The findings of this study have several important implications for teaching practice. First, English teachers should consider integrating interactive games into their regular lessons to enhance students' vocabulary learning. Game-based activities can create a more engaging and student-centered environment, encouraging learners to actively participate and use language in meaningful contexts. Second, teachers should aim to balance interactive games with traditional teaching methods. While games are effective for practice and reinforcement, traditional approaches can still play a role in introducing new vocabulary and explaining language rules. Third, the use of group-based and collaborative game activities can help improve not only vocabulary knowledge but also students' communication and teamwork skills. Therefore, teachers are encouraged to design tasks that promote interaction among students. Fourth, educational institutions should provide support for teachers by offering training programs and resources focused on interactive and innovative teaching strategies. This will help teachers effectively implement game-based learning in their classrooms.

Despite its valuable findings, this study has several limitations. First, the sample size was relatively small and limited to a specific group of secondary school students, which may affect the generalizability of the results to other contexts. Second, the duration of the study was relatively short, which makes it difficult to determine the long-term effects of interactive games on vocabulary retention. Third, the study focused only on vocabulary learning and did not examine the impact of interactive games on other language skills such as speaking, listening, reading, or writing. Finally, external factors such as students' individual differences, learning styles, and prior knowledge were not fully controlled, which may have influenced the results.

In summary, while the study provides strong evidence supporting the effectiveness of interactive games in vocabulary teaching, further research is needed to address these limitations and explore the broader applications of game-based learning in language education.

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THE ROLE OF BORROWED WORDS IN MODERN UZBEK VOCABULARY

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Abstract. *The Uzbek language, as a member of the Turkic family, has historically incorporated numerous loanwords from Arabic, Persian, and Russian due to cultural, religious, and political contacts, with English emerging as a prominent source in the post-Soviet era amid globalization and technological advancement. Borrowed words play a vital role in lexical enrichment, enabling the expression of new concepts in technology, business, media, and everyday communication, yet their contemporary functions and sociolinguistic impact remain underexplored.*

This study aims to analyze the role of borrowed words in shaping modern Uzbek vocabulary and their influence on communication and language development.

A quantitative survey was conducted among 15 undergraduate students using a structured questionnaire with multiple-choice and Likert-scale items. The instrument assessed participants' familiarity, frequency of use, perceived sources, and attitudes toward borrowed words in daily Uzbek speech. Data were analyzed through descriptive statistics, including frequencies and percentages.

The findings reveal that 50% of respondents viewed borrowed words as enriching the Uzbek language, with only 14.3% expressing a negative attitude. Russian remains the dominant perceived source (61.5%), followed by English (30.8%). Participants reported high integration, with 42.9% using borrowed words "very often" and 28.6% "often" in daily speech, and none reporting zero usage.

These results demonstrate the pragmatic acceptance and deep embedding of loanwords in contemporary Uzbek, reflecting a balance between historical Russian influence and emerging global English borrowings. The study underscores borrowing as a constructive mechanism for linguistic adaptation rather than a threat to identity, highlighting the language's vitality in a globalized context.

Key words: *borrowed words, loanwords, Uzbek vocabulary, English borrowings, Russian influence, lexical borrowing, language contact, sociolinguistics*

Annotatsiya. *O'zbek tili turkiy tillar oilasiga mansub bo'lib, tarix davomida arab, fors va rus tillaridan ko'plab so'zlarni madaniy, diniy va siyosiy aloqalar natijasida o'zlashtirgan. Mustaqillikdan keyingi davrda globallashuv va texnologik taraqqiyot ta'sirida ingliz tili yangi lug'at boyligining asosiy manbaiga aylandi. Olingan so'zlar texnologiya, biznes, ommaviy axborot vositalari va kundalik aloqada yangi tushunchalarni ifodalash imkonini berib, lug'atni boyitishda muhim rol o'ynaydi, ammo ularning zamonaviy funksiyalari va sotsiolingvistik ta'siri yetarlicha o'rganilmagan.*

Ushbu tadqiqotning maqsadi — zamonaviy o'zbek lug'atida olingan so'zlarning rolini va ularning aloqa hamda til rivojiga ta'sirini tahlil qilishdan iborat.

Miqdoriy tadqiqot doirasida 15 nafar bakalavr talabasi o‘rtasida tuzilgan anketa (ko‘p tanlovli savollar va Likert shkala) yordamida so‘rov o‘tkazildi. Anketada ishtirokchilarning olingan so‘zlarga bo‘lgan tanishligi, ulardan foydalanish chastotasi, manbalari va munosabati kundalik o‘zbek nutqida baholandi. Ma’lumotlar tavsifiy statistika (chastota va foizlar) yordamida tahlil qilindi.

Natijalar shuni ko‘rsatdiki, respondentlarning 50 % i olingan so‘zlarni o‘zbek tilini boyituvchi deb hisoblagan, atigi 14,3 % i salbiy munosabat bildirgan. Olingan so‘zlarning asosiy manbai sifatida rus tili (61,5 %), keyin ingliz tili (30,8 %) ko‘rsatilgan. Ishtirokchilar yuqori integratsiyani qayd etishgan: 42,9 % “juda tez-tez”, 28,6 % “tez-tez” foydalanadi va hech kim “hech qachon” ishlatmayman deb javob bermagan.

Olingan natijalar zamonaviy o‘zbek tilida olingan so‘zlarning pragmatik qabul qilinishi va chuqur integratsiyasini ko‘rsatadi. Bu rus tilining tarixiy ta’siri va ingliz tilining globallashuv orqali kuchayib borayotgan ta’siri o‘rtasidagi muvozanatni aks ettiradi. Tadqiqot o‘zlashtirishni til identifikatsiyasiga tahdid emas, balki til moslashuvining konstruktiv mexanizmi sifatida baholaydi va globallashuv sharoitida o‘zbek tilining hayotiyligini namoyish etadi.

Kalit so‘zlar: *olingan so‘zlar, loanwords, o‘zbek lug‘ati, inglizcha olingan so‘zlar, rus ta’siri, leksik o‘zlashtirish, til aloqasi, sotsiolingvistika*

Аннотация. *Узбекский язык, относящийся к тюркской языковой семье, на протяжении истории заимствовал большое количество слов из арабского, персидского и русского языков в результате культурных, религиозных и политических контактов. В постсоветский период, на фоне глобализации и технологического прогресса, английский язык стал важным источником новой лексики. Заимствованные слова играют ключевую роль в обогащении словарного состава, позволяя выражать новые понятия в сфере технологий, бизнеса, СМИ и повседневного общения, однако их современные функции и социолингвистическое влияние остаются недостаточно изученными.*

Цель настоящего исследования — проанализировать роль заимствованных слов в формировании современного узбекского словаря и их влияние на коммуникацию и развитие языка.

В ходе количественного исследования был проведён опрос среди 15 студентов бакалавриата с помощью структурированной анкеты, содержащей вопросы с множественным выбором и шкалу Ликерта. Инструмент оценивал знакомство участников, частоту использования, воспринимаемые источники и отношение к заимствованным словам в повседневной узбекской речи. Данные были обработаны с помощью описательной статистики (частоты и проценты).

Результаты показали, что 50 % респондентов считают заимствованные слова обогащающими узбекский язык, лишь 14,3 % выразили негативное отношение. Русский язык остаётся доминирующим источником заимствований (61,5 %), за ним следует английский (30,8 %). Участники отметили высокую степень интеграции: 42,9 % используют заимствованные слова «очень часто», 28,6 % — «часто», и никто не указал, что никогда их не использует.

Полученные данные свидетельствуют о прагматичном принятии и глубокой интеграции заимствований в современный узбекский язык, отражая баланс между историческим влиянием русского и растущим воздействием глобального английского. Исследование подчёркивает, что заимствование является конструктивным механизмом

языковой адаптации, а не угрозой для языковой идентичности, и демонстрирует жизнеспособность узбекского языка в условиях глобализации.

Ключевые слова: *заимствованные слова, заимствования, узбекский словарь, английские заимствования, русское влияние, лексическое заимствование, языковой контакт, социолингвистика.*

Introduction

Language is a dynamic system that constantly evolves under the influence of social, cultural, and historical factors. One of the most significant processes in linguistic development is borrowing, where words from one language are adopted into another. The Uzbek language, belonging to the Turkic language family, has undergone considerable lexical changes throughout its history due to contact with other cultures and languages. In particular, Arabic and Persian played a major role during earlier historical periods, while Russian influenced Uzbek during the Soviet era. In recent decades, English has become an increasingly important source of new vocabulary, especially in fields such as technology, business, and popular culture. As a result, borrowed words have significantly enriched modern Uzbek vocabulary and expanded its communicative potential.

Despite the existence of studies on historical borrowings in Uzbek, there remains a noticeable gap in research concerning the role of contemporary borrowed words in the modern Uzbek lexicon. In particular, the rapid increase of English loanwords in digital communication, media, and youth language has not been sufficiently analyzed. This gap highlights the need for a focused investigation into how modern borrowings function within Uzbek and how they influence language use in present-day society.

This study seeks to answer the following research question: what is the role of borrowed words in shaping modern Uzbek vocabulary, and how do they affect communication and language

development? The aim of this research is to analyze the usage, functions, and significance of borrowed words in modern Uzbek, with special attention to recent lexical borrowings and their impact on everyday communication.

The structure of this study is organized into several sections. First, the theoretical background of lexical borrowing is reviewed to provide a conceptual framework. Next, the historical sources of borrowed words in Uzbek are discussed. This is followed by an analysis of modern borrowings and their use in contemporary contexts, particularly in media and digital communication. Finally, the study examines the broader implications of lexical borrowing for the development and identity of the Uzbek language.

In this context, a borrowed word, also known as a loanword, can be defined as a lexical unit that is taken from one language and incorporated into another without full translation. As Haugen (1950) states, "borrowing is the attempted reproduction in one language of patterns previously found in another" . This definition highlights the process through which languages adopt and adapt foreign elements, making borrowing a natural and essential aspect of linguistic evolution.

Literature Review

Borrowed words (loanwords) have played a central role in shaping the Uzbek lexicon throughout its history, serving as a key mechanism for lexical enrichment amid cultural, political, and technological shifts. Early scholarship emphasized historical layers of borrowing from Persian-Tajik, Arabic, and Russian sources, while more recent studies highlight a post-

independence pivot toward English as the dominant source of new vocabulary. This review synthesizes key research on the historical foundations, adaptation processes, domain-specific usage, and sociolinguistic implications of borrowed words in modern Uzbek, drawing on both classic surveys and contemporary empirical analyses.

Historically, Uzbek vocabulary has been significantly influenced by contact with neighboring and dominant languages. Xoliqova (date approx. 2023, based on Zenodo record) notes that Persian-Tajik words entered Uzbek through centuries of coexistence and shared economic systems (e.g., andisha, barg, tilla), while Arabic terms arrived via the 8th–10th century Islamic expansion, often in domains like literature, ethics, and religion (e.g., words for "book" or "teacher"). Russian borrowings surged during the Soviet era, particularly in administration, technology, and daily life (e.g., bank, newspaper, television, samovar), accounting for over 26% of foreign words in some estimates, with total borrowed vocabulary exceeding 40%. These loans were not merely additive; they underwent phonetic reformation, grammatical assimilation, and semantic integration, becoming "natural" elements of Uzbek over time. Akiner's seminal 1997 survey of Russian lexical influence (1870–1990) similarly documented the scale of Soviet-era borrowing but framed it within broader language contact dynamics, showing how Russian supplied terms for modernization while Uzbek retained its Turkic core.

Post-1991 independence marked a deliberate shift in language policy toward "Uzbekization" and Latin script reform, reducing reliance on Russian loans in official and media contexts (as analyzed in post-Soviet media studies, e.g., Catedral, 2017). However, globalization and digital connectivity introduced a new wave of borrowings, primarily from English. Akbaralievich (2025) conducted one of the most quantitative recent studies, analyzing 1,500 lexical items from media, education, and everyday communication and identifying 450 as English borrowings. Technology terms dominated (40%), followed by business (20%), lifestyle/fashion (15%), education (13.3%), and social media (11.7%). The study underscores both the enriching function of these loans—filling gaps for new concepts like internet, smartphone, marketing, or hashtag—and the challenges they pose for linguistic identity and native vocabulary preservation.

Complementary work by Shikib (2025) examines the functioning of English borrowings in Uzbek (and Dari) written sources, such as newspapers, academic texts, and advertisements. Common categories include technology/science (computer, software), business/economics (manager, budget), education (seminar, curriculum), and social media (post, blog). Phonological adaptation aligns English sounds with Uzbek phonetics (e.g., manager → menejep), while morphological integration often involves adding Uzbek suffixes or adjusting spelling. Semantic shifts are minimal in most cases, though some terms expand or specialize in local contexts. These borrowings appear more frequently in professional/academic writing than in purely colloquial speech, reflecting modernization and international engagement.

Sociolinguistic factors strongly mediate loanword usage and acceptance. Akbaralievich (2025) and related studies (e.g., Karimov, 2018; Pulatova, 2022) identify age, education level, and exposure to English-language media as key predictors: younger, urban, and highly educated speakers adopt English loans more readily, often through code-switching or direct integration. This aligns with broader patterns of lexical globalization observed across Central Asian languages. Earlier research on Russian loans (Akiner, 1997) and historical Persian/Arabic strata (Xoliqova) similarly showed that borrowings thrive when they meet communicative needs without disrupting core grammar.

Overall, the literature portrays borrowed words as a dynamic force in modern Uzbek vocabulary: historically essential for cultural and technological exchange, and currently vital for engaging with global realities. While English now leads as the primary source, adaptation processes ensure integration rather than replacement of native terms. Future research could usefully quantify shifts in media corpora or explore purist vs. pragmatic attitudes among speakers. These borrowings do not threaten Uzbek's vitality but demonstrate its adaptability—enriching the lexicon while reflecting Uzbekistan's evolving position in a globalized world.

Method Section

This study employed a quantitative research design to examine speakers' perceptions and usage of borrowed words in modern Uzbek vocabulary. A questionnaire-based approach was selected because it allows for the collection of measurable data and helps identify patterns in language use, attitudes, and preferences regarding borrowed lexical items.

The participants were 15 undergraduate students studying at an intermediate to upper-intermediate level. They were selected using convenience sampling. All participants were invited to complete the same questionnaire, and all 15 responses were considered valid for analysis.

Data were collected using a structured questionnaire consisting of multiple-choice and Likert-scale items. Multiple-choice questions gathered information about participants' familiarity with and frequency of using borrowed words, as well as the contexts in which they are used. Likert-scale items measured participants' attitudes toward borrowed words, including their perceived usefulness, clarity, and impact on the Uzbek language, using a five-point scale ranging from "strongly disagree" to "strongly agree."

The questionnaire was administered in a classroom setting. Participants were given clear instructions before completing it and were asked to respond based on their everyday language use and experiences. Data collection was completed within one week.

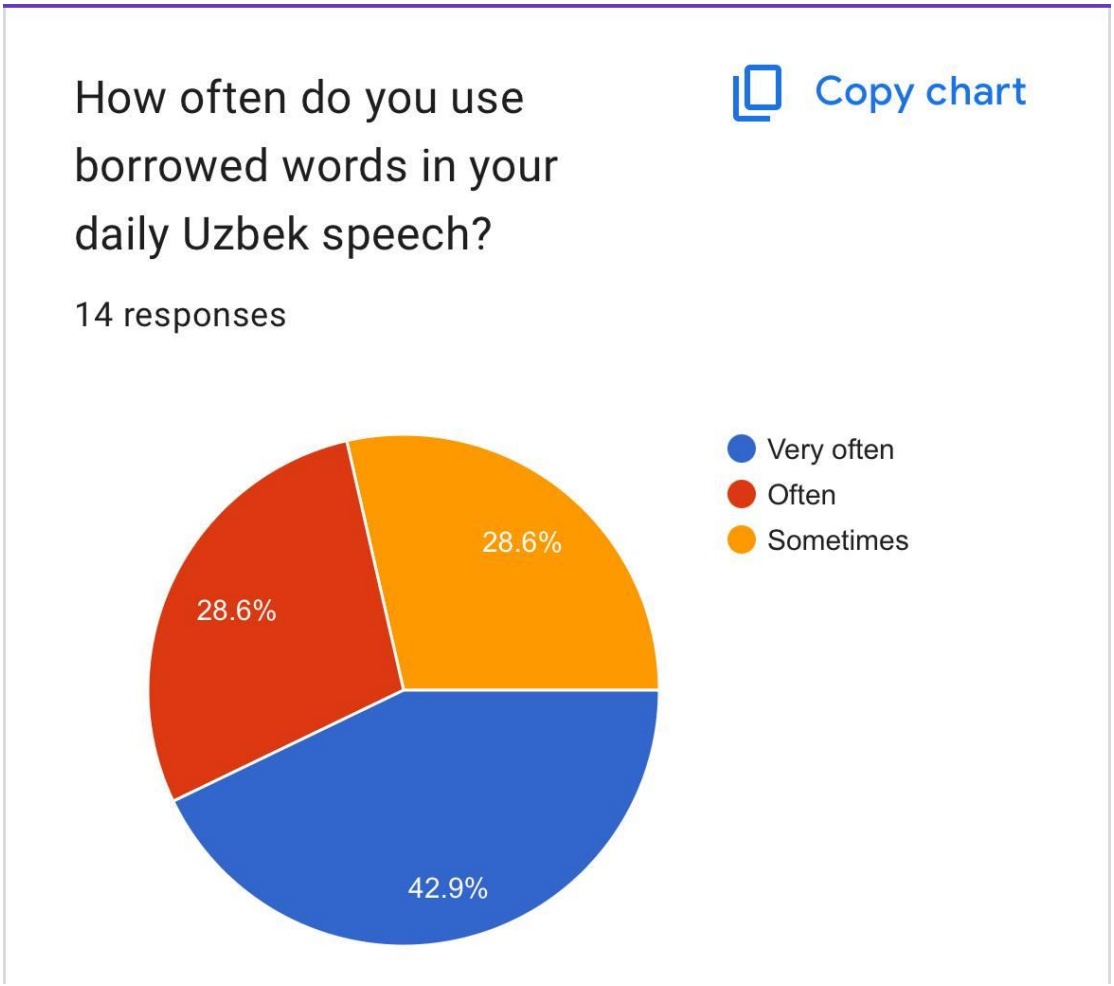
The data were analyzed using descriptive statistics. Frequencies and percentages were calculated for multiple-choice responses, while Likert-scale data were analyzed to identify general trends in participants' attitudes toward borrowed vocabulary. The data were organized and processed using spreadsheet software.

Ethical considerations were observed throughout the study. Participation was voluntary, and all participants provided informed consent. Responses were collected anonymously, and the data were used solely for academic purposes.

Result

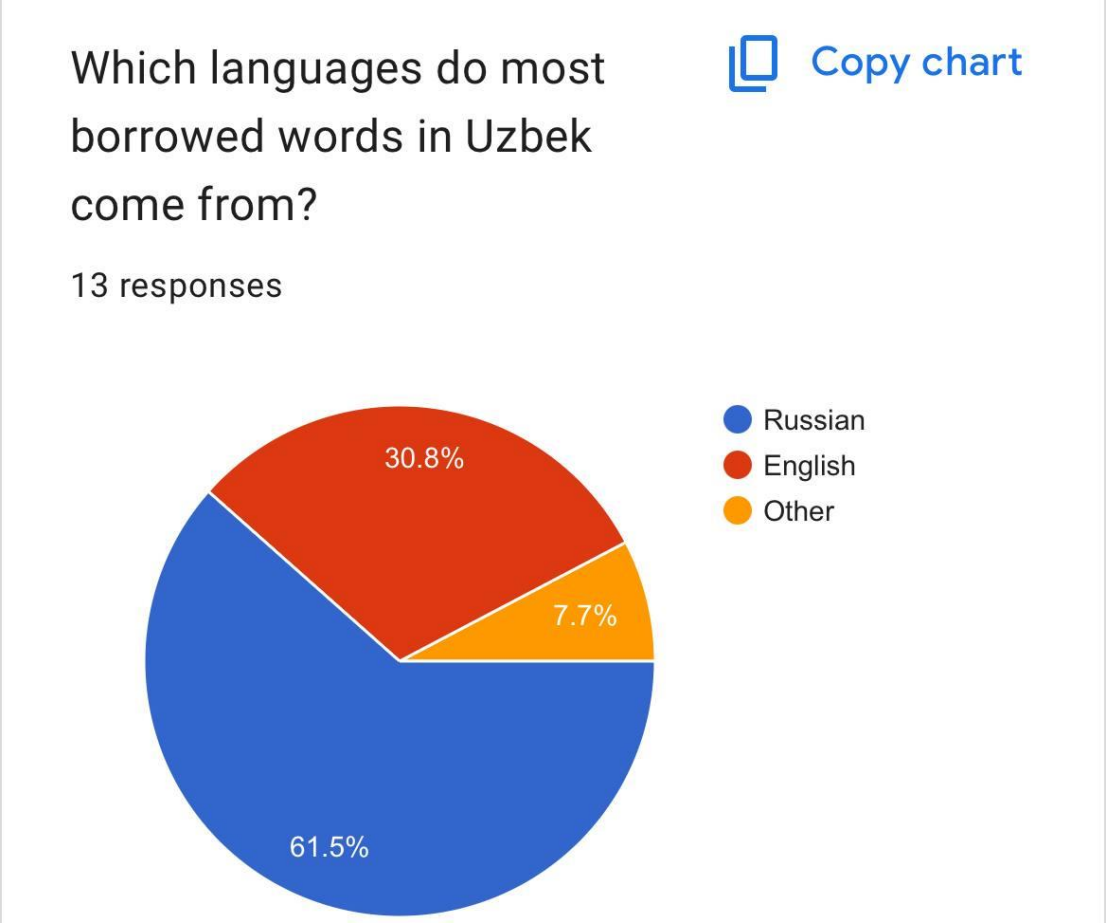
This section presents the findings derived from the survey data collected from Uzbek speakers regarding the role of borrowed words in modern Uzbek vocabulary. The results are based solely on respondents' perceptions and experiences with borrowed words in their daily language use. The findings are organized into three main categories: attitudes toward borrowed words, sources of borrowed words, and frequency of use in daily speech.

Figure1: AttitudesTowards Borrowed Words



The first analysis focuses on participants' attitudes toward borrowed words in the Uzbek language. Out of 14 respondents, 7 participants (50%) believed that borrowed words enrich the Uzbek language, while 5 participants (35.7%) answered "Maybe," and only 2 participants (14.3%) responded "No." This indicates that the majority of respondents hold a positive or neutral view toward lexical borrowing, suggesting broad acceptance of foreign words as a natural part of modern Uzbek vocabulary.

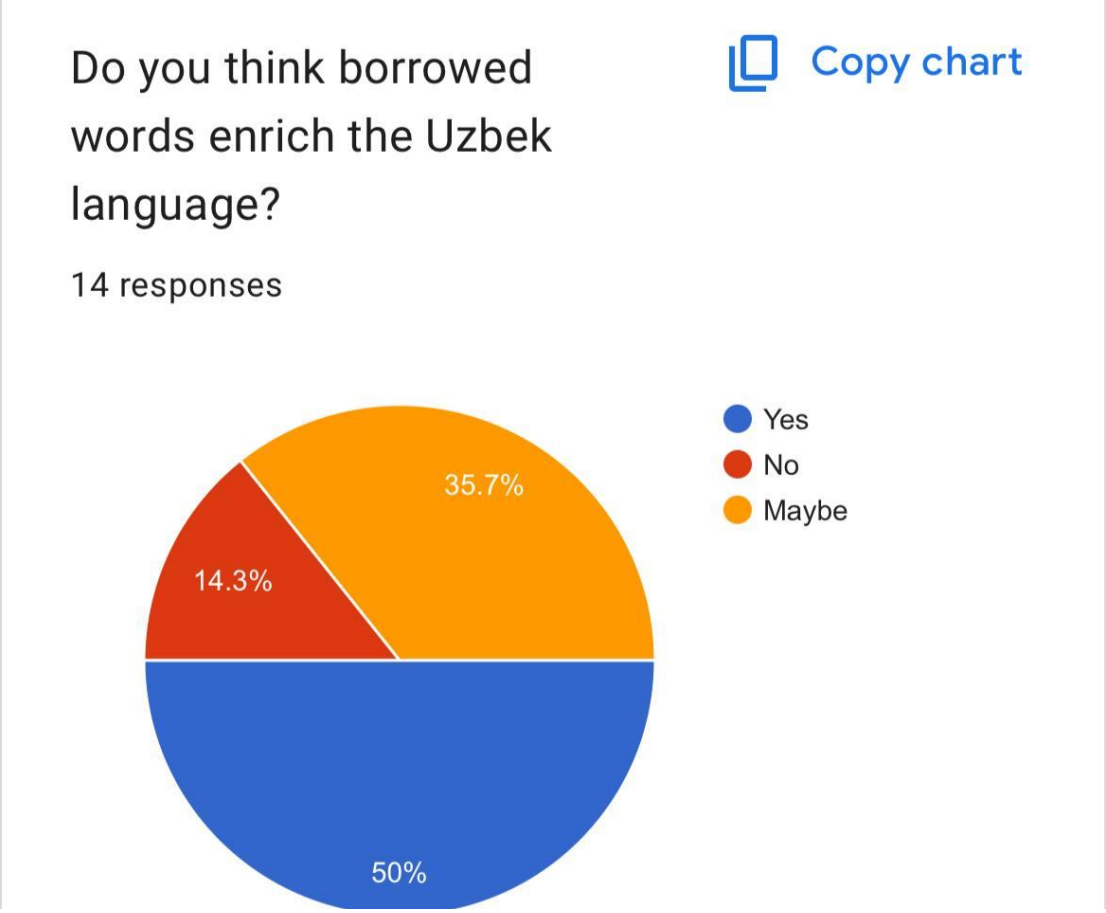
Figure 2: Sources of Borrowed Words



The second part of the analysis examines the perceived primary sources of borrowed words in Uzbek. Among the 13 participants who responded, 8 participants (61.5%) identified Russian as the language from which most borrowed words come. This was followed by English with 4 participants (30.8%), while only 1 participant (7.7%) selected "Other."

These findings highlight the strong historical influence of the Russian language on Uzbek vocabulary, likely due to the Soviet period, while also reflecting the growing impact of English in the era of globalization.

Figure 3: Frequency of Using Borrowed Words in Daily Speech



The third part of the analysis explores how often participants use borrowed words in their daily Uzbek speech. Out of 14 respondents, 6 participants (42.9%) reported using borrowed words "Very often," 4 participants (28.6%) said "Often," and another 4 participants (28.6%) used them "Sometimes." Notably, no respondents reported never using borrowed words.This suggests that borrowed vocabulary has become deeply integrated into everyday spoken Uzbek, with a substantial portion of speakers using such words frequently in their natural communication.

Overall, the results indicate that borrowed words are widely accepted and actively used by Uzbek speakers. The majority of respondents believe that borrowed words enrich the Uzbek language, with Russian remaining the dominant source of borrowings, followed by English. At the same time, borrowed words are frequently employed in daily speech, demonstrating their practical importance in modern Uzbek communication.

Importantly, these findings reflect both the historical legacy of Russian influence and the current effects of globalization through English. A considerable number of participants showed a positive attitude toward borrowed words, suggesting that lexical borrowing continues to play a vital and constructive role in the development of the modern Uzbek vocabulary.

Discussion

The survey revealed that 50% of respondents believe borrowed words enrich the Uzbek language, with only 14.3% expressing a negative view. This positive attitude aligns with the high frequency of usage, where 42.9% of participants reported using borrowed words "very often" and 28.6% "often" in their daily speech. Furthermore, 61.5% identified Russian as the main source of borrowings, followed by English at 30.8%. These findings confirm that borrowed words are not only widely accepted but also actively integrated into modern Uzbek vocabulary.

Overall, the main results demonstrate a predominantly favorable perception of lexical borrowing among Uzbek speakers. Borrowed words are viewed as enriching rather than threatening the language, with Russian retaining its historical dominance while English gains increasing importance. The absence of any respondent who never uses borrowed words further underscores their deep integration into everyday communication.

These results are consistent with previous research on language contact in Uzbekistan. Several studies have documented the extensive influence of Russian loanwords during the Soviet era across domains such as politics, technology, education, and daily life. At the same time, recent scholarship highlights the rising role of English borrowings in the post-independence period, driven by globalization, technology, media, and international relations. The current survey's finding that Russian still leads but English follows closely mirrors this historical shift from Soviet-era dominance to contemporary global influences.

From a theoretical perspective, the results relate closely to the theory of lexical borrowing and language contact (e.g., Thomason & Kaufman, 1988). Languages naturally borrow vocabulary when they come into prolonged contact due to political, cultural, or economic factors. In the Uzbek context, Russian borrowings reflect intensive bilingualism and institutional pressure during the Soviet period, while English loans illustrate the effects of globalization and the prestige associated with modernity and technology.

The positive attitudes and frequent use of borrowed words can be interpreted as evidence of pragmatic adaptation: speakers adopt foreign terms to fill lexical gaps, express new concepts efficiently, and signal social prestige or education. The strong acceptance of Russian-origin words, even decades after independence, may stem from their deep entrenchment in administrative, technical, and educational spheres, whereas English words appeal particularly to younger, urban, and globally connected speakers. This dual influence enriches the lexicon without causing significant resistance, as most respondents view borrowing as a constructive process rather than cultural erosion.

However, this study has several limitations. The sample size was small (only 13–14 respondents), which restricts the generalizability of the findings to the broader Uzbek-speaking population. Additionally, the survey relied solely on self-reported perceptions and did not include objective analysis of actual language use in spoken or written corpora. Future research could benefit from larger, more diverse samples across different age groups, regions, and social strata.

In light of these findings, further research is recommended. A larger-scale quantitative and qualitative study could examine actual frequency and contexts of borrowed words in natural speech and media. Comparative analyses between generations or between urban and rural speakers would provide deeper insights into ongoing language change. Longitudinal studies tracking the evolution of attitudes toward Russian versus English borrowings in the context of Uzbekistan's language policy would also be valuable.

Conclusion

In conclusion, this study has demonstrated that borrowed words continue to play a significant and constructive role in the development of modern Uzbek vocabulary. The survey results indicate a predominantly positive attitude among young Uzbek speakers toward loanwords, with 50% viewing them as an enriching element of the language and a high frequency of use in daily communication (42.9% "very often" and 28.6% "often"). Russian remains the most recognized historical source of borrowings (61.5%), reflecting the lasting impact of the Soviet period, while English is rapidly gaining ground (30.8%) due to globalization, technology, and

media influence. These findings confirm that lexical borrowing serves as a pragmatic mechanism for filling lexical gaps, expressing contemporary concepts, and facilitating effective communication without posing a serious threat to the core structure or identity of the Uzbek language.

The results align with broader theories of language contact, particularly Thomason and Kaufman's framework, which emphasizes that languages naturally adapt through borrowing when exposed to prolonged cultural, political, and economic influences. In the Uzbek context, historical layers from Arabic, Persian, and Russian have been successfully integrated through phonetic, morphological, and semantic adaptation, while recent English loanwords reflect Uzbekistan's engagement with global realities. Rather than eroding linguistic identity, such borrowings highlight the vitality and adaptability of Uzbek as it evolves in a globalized world.

Nevertheless, the small sample size and reliance on self-reported data limit the generalizability of these findings. Future research should employ larger, more diverse samples and incorporate corpus-based analyses of actual language use in media, digital platforms, and spoken discourse across different generations and regions. Longitudinal studies tracking shifts in attitudes toward Russian versus English borrowings in light of Uzbekistan's language policy would also provide valuable insights.

Ultimately, borrowed words should be seen not as foreign intrusions but as natural resources that enrich the expressive capacity of Uzbek while preserving its Turkic foundation. A balanced approach — combining pragmatic acceptance of useful loanwords with conscious efforts to develop native equivalents where appropriate — will best support the continued growth and vitality of the modern Uzbek language.

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INTERTEXTUALITY IN MARY DE MORGAN'S FAIRY TALES

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Abstract. *This study analyzed intertextuality in four fairy tales from Mary de Morgan's 1880 collection The Necklace of Princess Fiorimonde and Other Stories: "The Necklace of Princess Fiorimonde," "The Heart of Princess Joan," "The Bread of Discontent," and "The Wise Princess." Implementing a qualitative descriptive-analytical research design, the study identified and classified intertextual markers using a six-category coding scheme (explicit allusion, implicit plot parallel, implicit character borrowing, inversion of convention, structural borrowing, and moral-didactic echo). Each marker was then analyzed for its functional orientation as affirmative, subversive, or synthetic. A research question guided the investigation.*

Key words: *intertextuality, Mary de Morgan, Victorian fairy tales, gender subversion, adaptation, explicit allusion, implicit plot parallel, implicit character borrowing, inversion of convention, structural borrowing, moral-didactic echo, allusion.*

Annotatsiya. *Ushbu tadqiqot Meri de Morganning 1880-yilda nashr etilgan The Necklace of Princess Fiorimonde and Other Stories to'plamidagi to'rtta ertakda - "The Necklace of Princess Fiorimonde", "The Heart of Princess Joan", "The Bread of Discontent" va "The Wise Princess" - matnlararo aloqadorlikni (intertekstuallikni) tahlil qildi. Sifatli tavsifiy-analitik tadqiqot dizaynini qo'llagan holda, tadqiqot olti toifali kodlash sxemasi (ochiq ishora, yashirin syujet paralleli, yashirin obraz o'zlashtirishi, an'anani teskarisiga o'girish, strukturaviy o'zlashtirish va axloqiy-didaktik aks-sado) yordamida matnlararo aloqadorlik belgilarini aniqladi va tasnifladi. Keyin har bir belgi tasdiqlovchi, buzuvchi yoki sintetik funktsional yo'nalishi bo'yicha tahlil qilindi. Tadqiqotni bir tadqiqot savoli boshqardi.*

Kalit so'zlar*: intertekstuallik, Mari de Morgan, Viktoriya davridagi ertaklar, gender subversiyasi, adaptatsiya, ochiq ishora, yashirin syujet parallelligi, qahramonni yashirin o'zlashtirsh, teskari o'girish, strukturaviy o'zlashtirish, axloqiy-didaktik takrorlanish, ishora.*

Аннотация. *Данное исследование проанализировало интертекстуальность в четырёх сказках Мэри де Морган из сборника 1880 года The Necklace of Princess Fiorimonde and Other Stories: "The Necklace of Princess Fiorimonde", "The Heart of Princess Joan", "The Bread of Discontent" и "The Wise Princess". Используя качественный описательно-аналитический дизайн исследования, работа выявила и классифицировала интертекстуальные маркеры с помощью шестикатегориальной системы кодирования (явная аллюзия, неявный сюжетный параллелизм, неявное заимствование персонажа, инверсия конвенции, структурное заимствование и морально-дидактический отголосок). Затем каждый маркер был проанализирован с точки зрения его функциональной направленности как утвердительный, подрывной или синтетический. Исследованием руководил один исследовательский вопрос.*

Ключевые слова*: интертекстуальность, Мэри де Морган, викторианские сказки, гендерная субверсия (подрыв гендерных ролей), адаптация, явная аллюзия, неявный сюжетный параллелизм, неявное заимствование персонажа, инверсия конвенции, структурное заимствование, морально-дидактический отголосок, аллюзия.*

Introduction

It has long been acknowledged that intertextuality-the way one text shapes the meaning of another-is a crucial component of literary production, especially in genres that depend on tradition and reuse. Because of their oral and traditional origins, fairy tales are fundamentally intertextual, borrowing themes, character types, storylines, and moral frameworks from many countries and eras. Literary fairy tales developed throughout the Victorian era as a genre that taught and amused readers of all ages. They frequently engaged in delicate dialogue with canonical children's literature, previous folklore, and current societal debates.

Mary de Morgan was less-studied and less-recognized but significant Victorian writer of fairy tales. She published two major collections called The Necklace of Princess Fiorimonde (1880) and The Windfairies and Other Tales (1900). Although de Morgan's work has not received as much scholarly attention as that of her more well-known contemporary Oscar Wilde, her stories frequently rewrite traditional fairy-tale tropes-such as the passive heroine, the magical helper, and the happily-ever-after ending-to critique gender roles, materialism, and social inequality.

In this study, intertextuality is defined in the broad sense of Kristeva (1980) as the transposition of one or more sign systems into another; however, it is operationalized through more traceable forms: structural borrowing (e.g., reuse of the fairy-tale quest pattern), implicit adaptation (e.g., inversion of a familiar plot), and explicit allusion (e.g., references to Grimms' tales or Shakespeare).

After a brief summary of earlier research on de Morgan and intertextuality in Victorian fairy tales, this introduction is followed by a description of the research gap. The methodology section next explains how fairy tales were chosen and examined for intertextual indicators. Key allusion and adaption patterns from de Morgan's collection are shown in the results section, and the discussion analyzes these findings in the context of feminist reevaluations of the fairy-tale genre and Victorian literary culture. Earlier researches on Mary de Morgan done by Carpenter and Zipes are scant and mainly biographical (Carpenter, 1985; Zipes, 2008) or focused on her connection with Arts and Crafts movement by her brother, who worked as potter William de Morgan. Furthermore, rather than using her allusions as a purposeful narrative technique to subvert Victorian didacticism, previous work typically treats them as incidental ornamentation. Close textual comparison does not support claims of Andersen's effect on de Morgan (Academy, 1880).

In order to close that gap, this study does a methodical, comparative intertextual analysis of four stories from de Morgan's collection (The Necklace of Princess Fiorimonde and Other Stories), identifying the source texts (such as Andersen, Grimms, Perrault, and Bunyan) and examining the ways in which de Morgan synthesizes, subverts, or adapts those works. This research shows that de Morgan's work represents a purposeful, critical rewrite of the fairy-tale tradition and provides a repeatable strategy for finding intertextual methods in Victorian fairy tales by going beyond broad claims of "originality" or "influence."

To guide this investigation, the study follows research question below:

1. What type of intertextual markers (explicit allusion, implicit plot parallel, character borrowing, inversion, structural borrowing and moral didactic echo) appear in Mary de Morgan's selected four fairy tales?

The aim of this investigation is to explore the world of intertextuality through the three questions above in order to identify intertextual markers in de Morgan's fairy tales, how her intertextuality reinforces or subverts the idea of source texts and finally to show her works debate

about gender, childhood, social reform in Victorian age.

The IMRAD style is used in the research. The source-text identification methodology, coding system, and tale selection criteria are described in detail in Chapter 2 (Methods). Tables and narrative summaries of each tale's intertextual instances are presented in Chapter 3 (Results). These findings are interpreted in light of gender criticism, Victorian fairy tale theory, and the research questions in Chapter 4 (Discussion). The contributions are summarized, shortcomings are acknowledged, and future study options are suggested in Chapter 5 (Conclusion).

Literature review

The Victorian period (1837-1901) witnessed a flourishing of the literary fairy tale as a genre distinct from its folkloric predecessors. Unlike the orally transmitted Märchen collected by the Brothers Grimm, Victorian fairy tales were self-consciously literary works written by named authors for both child and adult readerships (Zipes, 2008). Scholars have identified several defining characteristics of the genre: the blending of fantasy with social critique, the use of didacticism to address contemporary moral questions, and a preoccupation with gender roles and domestic ideology (Carpenter, 1985; Haase, 2004; Warner, 1995).

Existing investigation on Mary de Morgan (1850-1907) is limited but instructive. The most comprehensive source remains Roger Lancelyn Green's (1963) introduction to "The Complete Fairy Tales of Mary de Morgan", which provides biographical context and a preliminary literary assessment. Green notes de Morgan's connection to the Pre-Raphaelite circle (her brother was the celebrated potter and novelist William de Morgan), her friendship with William Morris and Edward Burne-Jones, and her work as a hospital volunteer and social reformer. However, Green's analysis is largely appreciative rather than systematic, and he does not engage with intertextuality as a theoretical concept.

Method section

This study employed a qualitative method which is descriptive-analytical research design to analyze intertextuality in a selected corpus of fairy tales by Mary de Morgan. Since the study's goal was to find, analyze, and classify intertextual references-textual elements that call for attentive reading and interpretive interpretation rather than quantification-a qualitative approach was judged appropriate. The design was analytical in that it explained how these tactics worked to either support or contradict source texts, and descriptive in that it methodically recorded the kinds and frequencies of intertextual methods across stories.

The primary data source consisted of four fairy tales written by Mary de Morgan (1850-1907), selected purposively from her major published collection: The Necklace of Princess Fiorimonde and Other Stories (1880, Macmillan & Co.). The four tales analyzed were:

1. "The Necklace of Princess Fiorimonde" (from Necklace, 1880)
2. "The Heart of Princess Joan" (from Necklace, 1880)
3. "The Bread of Discontent" (from Necklace, 1880)
4. "The Wise Princess" (from Necklace, 1880)

The four tales listed above was downloaded from Project Gutenberg which reproduce the original Macmillan and Seely texts. Secondary sources for identifying potential intertexts included Victorian fairy-tale scholarship (Zipes, 2008; Carpenter, 1985), historical reviews from The Spectator archive, and Roger Lancelyn Green's introduction to The Complete Fairy Tales of Mary de Morgan (1963). Tales were read multiple times in order to establish familiarity with plot structure, character, and narration.

A data collection log was maintained recording for each tale: title, collection, publication year, identified intertextual markers, candidate source texts, and confidence level (high/medium/low) in the intertextual link.

Each intertextual marker identified during collection was assigned a descriptive code indicating its type. The coding scheme included:

Code	Definition	Example
EXP	Explicit allusion (named reference)	Direct mention of another story or author
IMP-P	Implicit plot parallel	Similar sequence of events without naming source
IMP-C	Implicit character borrowing	Archetype recognizably drawn from tradition
INV	Inversion of convention	Deliberate reversal of expected fairy-tale pattern
STR	Structural borrowing	Genre-level reuse of fairy-tale framework (e.g., quest, transformation)
MOR	Moral-didactic echo	Stylistic or thematic resemblance to Andersen or Grimm

Each intertextual marker was then analyzed for its function. Drawing on Hutcheon's (2006) theory of adaptation and Stephens and McCallum's (1998) work on retold stories, the researcher classified each marker as serving one of three functions: (1) affirmative (reinforcing the source text's ideology or convention); (2) subversive (challenging or reversing the source's ideology); or (3) synthetic (combining elements from multiple sources to create new meaning).

Finally, findings were synthesized across all four tales to identify overarching patterns in de Morgan's intertextual practice. Tales were compared by collection year, by primary intertextual strategy (explicit vs. implicit), and by ideological function (affirmative vs. subversive). This synthesis formed the basis for the Results and Discussion sections.

Several limitations of this study should be acknowledged. First, the sample was limited to four tales from de Morgan's total corpus of approximately 23 tales, which may not fully represent the range of her intertextual strategies. Second, source-text identification was constrained by incomplete historical records of de Morgan's personal library and reading habits; while Andersen's influence is documented, other potential sources (e.g., French fairy tales, Shakespeare, Bunyan) were identified through textual clues rather than direct evidence. Third, the study focused on Western fairy-tale intertexts and did not examine possible folkloric sources from non-European traditions. Fourth, as a single-researcher study, inter-coder reliability was not applicable; future research could validate findings through multiple independent coders.

Result section

Overview of Intertextual Markers

Across the four tales analyzed- "The Necklace of Princess Fiorimonde," "The Heart of Princess Joan," "The Bread of Discontent," and "The Wise Princess"-a total of 29 distinct intertextual markers were identified and coded according to the six-category scheme described in the Methods section. Table 1 presents the frequency distribution of these markers by type.

Table 1

Frequency of Intertextual Marker Types Across Four Tales (N=29)

Code	Marker Type	Frequency	Percentage
INV	Inversion of convention	9	31.0%
IMP-P	Implicit plot parallel	8	27.6%
MOR	Moral-didactic echo	5	17.2%
IMP-C	Implicit character borrowing	4	13.8%
STR	Structural borrowing	2	6.9%
EXP	Explicit allusion	1	3.4%
Total		29	100%

As table 1 represents inversions of convention (INV) were the most frequently identified intertextual marker, accounting for nearly one-third of all markers (31.0%). Implicit plot parallels (IMP-P) followed closely at 27.6%. Explicit allusions (EXP) were extremely rare (3.4%), appearing only once across all four tales. This confirms that de Morgan's intertextuality operated primarily through unmarked yet recognizable transformations rather than direct naming of sources.

Functional Analysis of Intertextual Markers:

Each intertextual marker was further classified according to its function in relation to source texts. Table 2 summarizes the functional distribution.

Table 2

Functional visualization of Intertextual Markers (N=29)

Function	Definition	Frequency	Percentage
Subversive	challenges or reverses the ideology or tradition of the source text	16	55.2%
Synthetic	creates new meaning by combining elements from several sources.	8	27.6%
Affirmative	strengthens the ideology or tradition of the original text	5	17.2%
Total		29	100%

De Morgan's intertextual technique in her 1880 collection was essentially critical rather than imitative, as seen by the dominance of subversive markers (55.2%). Her main motivation for borrowing from fairy-tale traditions was to question how they handled gender, power, and material wealth in particular. Her tendency to combine components from many sources into hybrid forms was identified by synthetic markers (27.6%). The least common were affirmative markers (17.2%), which mostly appeared in structural borrowings that she kept while breaking certain rules within those structures.

In conclusion, the examination of four stories from de Morgan's 1880 collection revealed 29 intertextual markers. The most common intertextual elements were implicit plot parallels (27.6%) and convention inversions (31.0%). De Morgan's intertextuality was essentially crucial in orientation, as evidenced by the fact that more than half of all markers (55.2%) had a subversive purpose. Her main subversive tactic was gender role inversion, which was followed by synthetic hybridity and economic criticism.

Discussion section

The key findings show that intertextuality used by de Morgan in her 1880 collection mostly incudes inversions of convention (INV) and implicit plot parallels (IMP-P). Explicit allusions (EXP) show just 3.4% of all elements, which means that de Morgan did not directly name the

sources she used. Instead, she expected that the reader would be sufficiently acquainted with fairy-tale norms to identify character archetypes, reversed tropes, and copied plot structures without explicit signaling.

INV (31.0%) with the highest figure suggests that characteristic strategy used by de Morgan was not borrowing instead it was active reversal. As Genette (1997) argued, de Morgan's fairy tales hypertext's transformed their hypotexts (Grimm, Andersen, Perrault) via transformation rather than imitation. Moral-didactic echoes with 17.2% in Table 1 confirms contemporary reviewers' observations of Andersen's influence on de Morgan (Academy, 1880).

The finding that 55.2% of markers served a subversive function indicates that de Morgan's intertextuality was fundamentally critical rather than imitative. However, the presence of affirmative (17.2%) and synthetic (27.6%) markers complicates any simple characterization of her as merely "subversive."

Gender role inversion was the most prevalent subversive motif. By portraying the princess the active predator rather than the victim in "The Necklace of Princess Fiorimonde," de Morgan flipped the Bluebeard model. She challenged the Rumpelstiltskin tradition in "The Wise Princess," honoring rather than punishing feminine brilliance. She challenged the Sleeping Beauty tradition in "The Heart of Princess Joan," where the princess's healing depends on self-awareness rather than a kiss from a prince. These results verify Zipes's (2016) remark that de Morgan argued "for greater independence for women," but they go beyond that observation by highlighting the particular intertextual mechanisms-inversion, replacement, and reversal-that she used to carry out that argument.

De Morgan ties herself with Victorian feminist arguments for women's education, autonomy, and professional participation through her methodical reversal of passive heroine norms. De Morgan used intertextual subversion to imagine alternative options, such as active heroines, irrelevant princes, and happy endings characterized by self-knowledge rather than marriage, in contrast to conservative fairy-tale writers who exploited the genre to support traditional beliefs (Warner, 1995). This result validates the Greenwood Encyclopedia's (Haase, 2008) description of de Morgan's female characters as "strong", but it clarifies that intertextual opposition-writing against the grain of inherited narratives-is how strength is achieved.

Although de Morgan's moral-didactic echoes are clearly influenced by Andersen, her didacticism is different from his. While de Morgan's subversions give the reader more room for interpretation, Andersen's stories frequently offer clear moral implications. The princess is changed into a jewel at the conclusion of "The Necklace of Princess Fiorimonde" rather than being punished or saved. The Spectator (1876) saw this uncertainty as a break from "genuine old fairy-stories," indicating that de Morgan trusted her readers-including young readers-to make their own judgments. Therefore, rather than being prescriptive, her intertextuality is challenging.

It is important to remind the reader that the date in this study may lack in terms of selected fairy tales and collection because de Morgan has number of collections and tales. For future research it is recommended to enlarge corpus in order to examine potential evolution in de Morgan's intertextual practice. Also the coding scheme of this research could be aligned for analysis of larger corpora.

This study has demonstrated that Mary de Morgan's 1880 fairy tales deploy intertextuality as a deliberate critical strategy. Through inversions of convention, implicit plot parallels, and synthetic hybridity, she subverted inherited fairy-tale ideologies-particularly those governing gender and material wealth. While Andersen's influence is evident, de Morgan transformed that

influence into a more ambiguous, provocative mode of didacticism. The findings position de Morgan as a sophisticated intertextual practitioner whose work deserves fuller integration into Victorian fairy-tale scholarship.

In sum, this analysis has shown that intertextuality is used as aimed critical technique in Mary de Morgan's 1880 fairy tales. She challenged inherited fairy-tale notions, especially those pertaining to gender and material riches, through inversions of tradition, hidden plot parallels, and synthetic hybridity.

This study aimed to examine allusion and intertextuality in Mary de Morgan's four fairy tales through six-category coding scheme using qualitative method. Three research questions guided investigation for identifying key elements given in that questions.

Mary de Morgan is a writer who overlooked and dismissed for too long despite of her brilliant works. However, her fairy tales proved that women can also be the significant part of the society as women writers were underrated in that era.

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DIGITAL LITERACY AS A KEY COMPONENT IN LEARNING FOREIGN LANGUAGES FOR MODERN PROFESSIONS.

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Abstract *The aim of this thesis is to find out the significance of digital literacy in learning foreign languages for modern professions. Digital skills and foreign language competence have become increasingly important in the education and world of work in today's technological society. The research examines the role of digital technologies in language learning and professional communication. The study also provides an account of the benefits of the learning platforms used online and the interactive educational tools. The results suggest that digital literacy enhances the efficiency of language learning and equips students with the necessary skills to be successful in the global job market.*

Keywords: *digital literacy, foreign language, modern professions, technology, internet education, communication*

Аннотация *Цель данной тезисной работы — изучить значение цифровой грамотности в изучении иностранных языков для современных профессий. В современном технологическом обществе цифровые навыки и владение иностранными языками стали важными как в образовании, так и в профессиональной деятельности. В исследовании рассматривается роль цифровых технологий в изучении языков и профессиональной коммуникации. Также освещаются преимущества онлайн-платформ обучения и интерактивных образовательных инструментов. Результаты исследования показывают, что цифровая грамотность повышает эффективность изучения языков и обеспечивает студентов необходимыми навыками для успешной деятельности на глобальном рынке труда.*

Ключевые слова: *цифровая грамотность, иностранный язык, современные профессии, технологии, интернет-образование, коммуникация.*

Annotatsiya *Ushbu tezisning maqsadi zamonaviy kasblar uchun xorijiy tillarni o'rganishda raqamli savodxonlikning ahamiyatini o'rganishdan iborat. Bugungi texnologik jamiyatda raqamli ko'nikmalar va xorijiy til kompetensiyasi ta'lim hamda kasbiy faoliyatda muhim ahamiyat kasb etmoqda. Tadqiqotda raqamli texnologiyalarning til o'rganish va professional muloqotdagi o'rni tahlil qilinadi. Shuningdek, onlayn ta'lim platformalari va interaktiv ta'lim vositalarining afzalliklari yoritib beriladi. Natijalar shuni ko'rsatadiki, raqamli savodxonlik til o'rganish samaradorligini oshiradi va talabalarni global mehnat bozorida muvaffaqiyatga erishish uchun zarur ko'nikmalar bilan ta'minlaydi.*

Kalit so'zlar: *raqamli savodxonlik, xorijiy til, zamonaviy kasblar, texnologiya, internet ta'limi, muloqot.*

The world today is technology-driven and in today's world, technology is a part of education and in the professional world. One of the 21st Century skills is digital literacy. The

importance of language learning in communication, academic achievement and career development cannot be ignored at the same time. Today many jobs demand specialists to utilize the digital technologies and to be able to communicate effectively in foreign languages. This topic is relevant to the rise in the use of online technologies in language learning. Students study with the help of their smartphones, computers and the internet today. But having technology is not enough for effective learning; it's just as important that these technologies be used effectively. The primary goal of this research is to examine the role of digital literacy in the foreign language learning and its importance for the new professions.

Digital literacy is defined as the capability to use digital devices, platforms and information technologies effectively. Digital tools can be used in foreign language instruction to enhance listening, speaking, reading and writing skills with interactive activities and via Internet communication. Descriptive and comparative method were employed in the conduct of the research. Analysis of scientific articles, educational websites, and digital learning platform to gain insight into the effect of technology on language learning. Many students have these vocabulary and grammar learning apps today—Duolingo and Quizlet. These sites offer interactive practice, pronunciation and instant feedback. For instance, English learners can practice speaking by having conversations online with Zoom or Microsoft Teams. These technologies provide a possibility of communication with native speakers and international students. Further, digital platforms such as Google Classroom are used to plan lessons and tasks in educational institutions. Presentations, video and quizzes are uploaded and students can work and get feedback online. This simplifies the learning process and makes it more flexible. Digital literacy also plays a role in the knowledge-based fields of business, tourism, healthcare, IT, and others. For example, in international companies, people work in English with emails, on-line meetings and digital presentations. Those who have both language and digital skills are more competitive in the global job market. The study reveals that students' communication skills, motivation, and academic achievement are more positive when they learn languages by using digital technologies.

Digital literacy is an important factor in learning foreign languages for modern professions in general.

Technology enhances learning opportunities and education quality, and provides more opportunities for independent and interactive learning. Students' foreign language competence and digital skills equip them to meet the demands of the modern workplace.

The contributions of this research to the practical aspect of language teaching are able to motivate the educational institutions to use digital technology as a means in language teaching. Enhancing students' digital and language abilities can open up more career prospects and prepare them for future work

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INTERNATIONAL CONFERENCE ON EDUCATION AND INNOVATION

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Abstract. *The rapid evolution of the global economy has greatly changed the skills needed for success in the twenty-first century. Today, employers, educators, and policymakers emphasize two especially important abilities: knowledge of foreign languages and digital technology skills. This paper explores how these two areas work together to prepare young people for modern and future careers. Using current educational studies, labour market research, and examples from different countries, the paper argues that combining language learning with technology education gives students clear advantages in employment, adaptability, and intercultural communication. It also suggests a framework for schools and universities to include these skills more effectively in their programs. The findings show that language skills or digital skills alone are not enough; together, they create a stronger and more competitive profile for young people in today's connected and technology-driven world.*

Keywords: *foreign language learning, digital literacy, youth employment, professional skills, educational technology, 21st-century competencies.*

Introduction. The twenty-first century has brought major changes to almost every area of life. Advances in technology, globalization, and digital communication have removed many barriers between countries, industries, and academic fields. Because of this, educational systems around the world face the challenge of preparing young people for stable and successful professional futures.

Two skills are repeatedly recognized as essential in this process: foreign language proficiency and digital competence. In the past, these were often taught separately, but recent research shows that combining them leads to much stronger outcomes. Young people who can communicate in several languages and confidently use digital technologies are better prepared to participate in the modern economy and contribute to its development.

This paper discusses both the theoretical and practical importance of these abilities. First, it examines the current labour market and identifies the areas where language and technology skills are most valuable together. Second, it reviews modern teaching methods used to develop these competencies among students. Finally, it offers recommendations for educators, institutions, and policymakers on how to design more effective educational programs for future professions.

The Modern Professional Landscape: To understand the importance of these educational approaches, it is necessary to examine the professional environment young people are entering today. Reports such as the World Economic Forum's Future of Jobs highlight several skills that employers consider highly important. Among these are communication, critical thinking, creativity, digital literacy, and the ability to collaborate across cultures. In many professions,

foreign language ability and technological competence are no longer optional advantages but basic requirements.

Globalization and the Need for Multilingualism: The growth of international trade, multinational companies, and global teamwork has made multilingualism a valuable professional asset. Studies conducted by the European Commission show that many businesses lose opportunities because employees lack adequate language skills. This problem is especially serious for small and medium-sized enterprises that depend on international cooperation and communication.

Digital Transformation and New Professional Expectations

At the same time, technology has changed the workplace very quickly. The COVID-19 pandemic showed both the advantages of digital tools and the problems caused by a lack of digital skills. Today, remote work, online collaboration, cloud systems, artificial intelligence, and data analysis are common in many industries, including healthcare, education, agriculture, and finance.

Young professionals are now expected to know more than basic computer programs. Employers want workers who can use data analysis software, manage digital content, understand cybersecurity basics, and work with AI technologies. Because of this, digital literacy is considered as important today as reading and writing were in the past.

The Connection Between Language and Technology Education: Language learning and digital skills support each other. Technology helps students learn languages more effectively, while knowing foreign languages allows people to access more global information and digital communities.

Technology as a Tool for Language Learning: Modern technology has completely changed language education. Virtual reality, AI-based speaking programs, online learning apps, and video conferencing platforms make language practice easier and more accessible. For example, a student in Tashkent can now speak directly with native speakers, watch authentic foreign media, and receive instant grammar corrections online. In the past, such opportunities were very limited.

Technology also makes language education more equal. Schools and universities that use digital tools can provide high-quality learning experiences similar to studying abroad, especially when teachers are well trained and technology works properly.

Multilingualism and Access to Global Knowledge: Knowing foreign languages also gives young people access to more information and professional opportunities on the internet. Although the internet seems global, most information is still connected to certain languages. English is especially important for science, technology, and international communication, while languages such as Mandarin, Spanish, Arabic, Russian, and French provide access to millions of people and valuable knowledge sources around the world. A young specialist who can read and use information in several languages has access to more knowledge and can work with more clients and colleagues around the world.

This combination of language and digital skills is especially important in areas like software development, international journalism, media, diplomacy, and politics. For example, programmers often use forums, coding platforms, and technical documents written in different languages. In these professions, understanding different languages and cultures is very important.

Educational Approaches: Current Practices and Challenges: Even though language and digital skills are very important together, many educational systems still teach them separately. Language lessons often do not include digital projects, while technology classes usually ignore

communication and multilingual skills. This separation reduces students' opportunities to develop useful professional abilities.

Content and Language Integrated Learning (CLIL): One effective method for combining language and subject learning is called Content and Language Integrated Learning (CLIL). In this approach, students study subjects such as science, mathematics, history, or technology in a foreign language. As a result, they improve both subject knowledge and language skills at the same time.

Research from European schools using CLIL shows that students become more motivated and improve in both language learning and academic subjects.

When CLIL is used in technology education, students may learn coding, digital design, or data science through English or another international language. This helps them develop technical abilities and also learn how to communicate professionally in global workplaces.

Project - Based and Collaborative Learning: Project-based learning is another useful approach. In this method, students complete practical digital projects such as creating websites, producing multilingual content, participating in international video meetings, or analysing global data. These activities help students practice both language and technology skills in real situations.

Programs like eTwinning in Europe connect students from different countries to work together online. Such programs improve digital literacy, teamwork, and language abilities.

The most important factor in successful education is authenticity. Students learn better when classroom tasks are similar to real professional work. For example:

- a business student creating a bilingual digital marketing project;
- a science student working with international classmates on data visualization;
- an engineering student joining an online international hackathon.

These experiences prepare students much better for future careers than only theoretical lessons.Challenges and Barriers to Implementation:Although combining language and digital education is very beneficial, applying it widely is not easy. Educational systems face several challenges.

One of the biggest problems is teacher preparation. Teachers need skills in both language teaching and digital technology. Language teachers should understand modern digital tools, while technology teachers should be able to support communication in different languages. However, such highly qualified specialists are still uncommon in many countries, and teacher training programs are often not prepared to develop these interdisciplinary skills.

Teachers need special training programs to improve both language and digital skills together. Developing these combined abilities should become an important goal in education.

Another major problem is infrastructure and access, especially in poorer regions. Good language and technology education require stable internet, modern devices, and updated software. In places where these are missing, educational inequality may become even worse. Therefore, equal access to digital technology is very important for successful modern education

Assessment systems are also a challenge. In many countries, exams still test language and technology skills separately through traditional methods. Because of this, schools often focus only on exam preparation instead of practical, project-based learning. To improve education, assessment systems should also change and support real-life skills needed in the twenty-first century.

Recommendations for Policy and Practice:Based on this discussion, several recommendations can help improve education systems:Create interdisciplinary curricula that combine foreign language learning with digital literacy at schools and universities.Provide teacher

training programs that help educators develop both technological and multilingual teaching skills.Invest in better infrastructure, including internet access, computers, and modern software, especially in underserved areas.

Reform assessment systems to value practical projects, multilingual communication, and digital work instead of only traditional exams.Encourage international partnerships and exchange programs where students can work together in multilingual and digital environments.Cooperate with employers when designing educational programs so that students learn skills truly needed in the labour market.

Conclusion

This paper argues that foreign language skills and digital technology competence are no longer optional for young people; they are essential for success in modern professional life. Their importance becomes even greater when they are taught together in integrated educational programs that reflect real workplace conditions.

Educational systems that continue teaching language and technology separately may fail to prepare students properly for future careers. On the other hand, schools and universities that combine these areas — supported by trained teachers, equal technological access, and modern assessment methods — can prepare a new generation of professionals ready for global communication and digital transformation.

Creating such educational systems is not easy and requires significant investment, planning, and change. However, preparing today's youth for tomorrow's professions is extremely important not only for individual success but also for the future development of society as a whole.

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MODERN METHODS OF TEACHING VOCABULARY TO BEGINNER-LEVEL STUDENTS

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Annotation. *This study investigates modern methods of teaching vocabulary to beginner-level students in foreign language classrooms. Vocabulary acquisition plays a fundamental role in developing learners' communicative competence, especially at the elementary stage where students require simple and effective techniques for understanding and memorizing new words. The research aims to identify the most effective modern approaches for improving vocabulary learning among beginner students. The methodology of the study is based on qualitative and quantitative analysis of contemporary teaching strategies, including multimedia tools, interactive games, visual aids, communicative activities, and digital learning applications. Classroom observations, questionnaires, and comparative analysis were used to evaluate students' vocabulary retention, motivation, and participation during the learning process. The study concludes that integrating modern teaching methods into beginner-level vocabulary instruction positively influences language acquisition and students' confidence in communication.*

Keywords: *vocabulary teaching, beginner-level students, modern teaching methods, vocabulary acquisition, communicative approach.*

Introduction

In recent years, vocabulary teaching has become one of the most significant aspects of foreign language education, especially for beginner-level students. Vocabulary is considered the foundation of language learning because learners cannot develop listening, speaking, reading, or writing skills effectively without sufficient lexical knowledge. For elementary learners, acquiring basic vocabulary is essential for understanding simple communication and expressing everyday ideas. Therefore, teachers are increasingly searching for modern and innovative methods that can improve vocabulary acquisition and maintain students' motivation in the classroom. Traditional vocabulary teaching methods, such as rote memorization, translation exercises, and repetitive drilling, have been widely used for many years (1.Brown, H. D. 2007). Although these methods may help learners remember words temporarily, they often fail to develop long-term retention and practical language use. Modern educational approaches emphasize student-centered learning, communicative interaction, and technology integration, which create more engaging and meaningful learning experiences for beginner students. As a result, vocabulary instruction has shift from passive memorization to active participation through games, multimedia tools, visual materials, storytelling, songs, and digital applications. Another important factor in vocabulary teaching is learner motivation. Beginner-level students often face difficulties such as limited vocabulary range, pronunciation problems, and lack of confidence in communication. Modern teaching methods aim to reduce these challenges by creating supportive and interactive classroom environments. Group activities, pair work, role plays, and educational games not only increase participation but also help learners develop positive attitudes toward language learning. The

purpose of this study is to investigate modern methods of teaching vocabulary to beginner-level students and evaluate their effectiveness in improving vocabulary acquisition and classroom engagement. The research focuses on contemporary instructional strategies, including technology-based learning, communicative activities, and visual teaching techniques. In addition, the study examines how these methods influence students' motivation, retention, and practical use of vocabulary in foreign language learning contexts (4.Harmer, 2007).

Methodology

This research employs a mixed-method approach combining both qualitative and quantitative methods to investigate the effectiveness of modern vocabulary teaching techniques for beginner-level students. The study aims to analyze how contemporary instructional strategies influence vocabulary acquisition, learner motivation, classroom participation, and long-term retention of lexical items. The participants of the research consisted of beginner-level foreign language learners studying at an educational institution. The selected students belonged to elementary proficiency levels and had limited vocabulary knowledge at the beginning of the study. The participants were divided into groups in order to compare traditional vocabulary teaching methods with modern teaching approaches. The research was conducted over several weeks during regular classroom lessons. Different modern vocabulary teaching methods were applied throughout the research process. These methods included multimedia presentations, visual aids, educational games, communicative activities, role plays, flashcards, storytelling, songs, mobile learning applications, and interactive digital platforms. The teacher integrated these techniques into classroom instruction to create a more engaging and student-centered learning environment. Traditional methods such as memorization and translation exercises were also observed for comparative analysis. Several data collection instruments were used in this study. First, classroom observations were conducted to evaluate students' participation, interaction, and motivation during vocabulary activities. Second, questionnaires were distributed to learners in order to gather their opinions and attitudes toward modern teaching methods. Third, vocabulary tests were administered before and after the experiment to measure students' vocabulary improvement and retention levels. The pre-test assessed students' initial vocabulary knowledge, while the post-test measured the effectiveness of the implemented teaching strategies. The methodology of this study provides a comprehensive framework for examining the impact of modern vocabulary teaching methods on beginner-level students and identifying the most effective instructional approaches for vocabulary development in foreign language classrooms.

Discussion and Results

The findings of this study demonstrate that modern methods of teaching vocabulary have a positive impact on beginner-level students' language learning process. Compared to traditional memorization techniques, contemporary teaching approaches create a more interactive, motivating, and learner-centered environment. The results indicate that students who learned vocabulary through multimedia tools, communicative activities, games, and visual materials showed greater participation and higher vocabulary retention. One of the most noticeable outcomes of the research was the increase in students' motivation and classroom engagement (3.Ellis, R. 1994). Beginner-level anxiety and lack confidence when learning a foreign language. However, interactive activities such as role plays, group discussions, and educational games reduced students' fear of making mistakes and encouraged active participation. These findings support the idea that enjoyable and communicative learning environments improve learners' attitudes toward vocabulary acquisition. Another important observation was that contextual

learning helped students use vocabulary more naturally in communication. Instead of memorizing isolated words, learners practiced vocabulary through dialogues, storytelling, and situational tasks. As a result, they developed not only passive vocabulary recognition but also active language production skills. This supports communicative language teaching theories, which emphasize meaningful interaction as a key factor in language acquisition (7.Lewis, M. 1993). Despite the positive outcomes, several challenges were identified during the research process. Some students initially struggled to adapt to technology-based learning because of limited digital skills or insufficient access to technological devices. In addition, implementing modern teaching methods requires careful lesson planning and teacher preparation. Teachers need adequate training to effectively integrate multimedia tools and interactive strategies into vocabulary instruction. This study confirms that modern vocabulary teaching methods are more effective for beginner-level students than purely traditional approaches. The integration of communicative activities, visual materials, and technology-based instruction enhances students' motivation, participation, vocabulary retention, and confidence in using a foreign language (13 Scrivener, 2011).

The results of the study indicate that modern methods of teaching vocabulary had a significant positive effect on beginner-level students' vocabulary acquisition and classroom participation. The comparison between traditional teaching techniques and modern instructional approaches revealed noticeable differences in learners' motivation, retention, and communicative performance. According to the pre-test and post-test analysis, students who were taught through modern methods demonstrated higher improvement in vocabulary knowledge compared to those who learned through traditional memorization and translation exercises (5.Hedge, T. 2000). The post-test results showed that learners were able to remember and use a larger number of vocabulary items correctly in both written and oral activities after participating in interactive lessons. Classroom observations also revealed that students became more active and engaged during lessons involving multimedia presentations, educational games, role plays, and group activities. Many learners participated voluntarily in communicative tasks and showed greater confidence while using newly learned vocabulary. In contrast, traditional vocabulary exercises created lower levels of interaction and student participation (8.Nation, I. S. P.2001). The questionnaire responses demonstrated that the majority of students preferred modern vocabulary learning techniques because they found them more interesting, motivating, and easier to understand. Learners reported that visual aids, videos, pictures, and digital applications helped them memorize words faster and recall them more effectively. Furthermore, students expressed positive attitudes toward collaborative activities such as pair work and discussions, which allowed them to practice vocabulary in real-life contexts. Another important result was the increase in learner motivation and classroom confidence. Beginner-level students who initially hesitated to participate gradually became more comfortable expressing themselves during interactive tasks (12.Schmitt, N. 2000). The supportive and student-centered environment encouraged learners to make mistakes without fear and actively engage in classroom communication. The results confirm that modern methods of vocabulary teaching are more effective than traditional approaches for beginner-level students. The integration of technology, visual materials, and communicative activities positively influenced vocabulary retention, learner engagement, and practical language use in foreign language classrooms (2.Cameron, 2001).

Conclusion

The findings revealed that beginner-level students learn vocabulary more effectively when they actively participate in interactive and contextual learning activities. Compared to traditional

memorization techniques, modern methods improved students' vocabulary retention, classroom engagement, pronunciation, and confidence in communication. Overall, modern vocabulary teaching methods contribute not only to lexical development but also to the improvement of learners' overall communicative competence. The study recommends that foreign language teachers integrate technology, visual support, and communicative activities into beginner-level instruction in order to create more motivating and productive learning experiences.

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THE WAYS TEACHERS INSPIRE STUDENTS IN SECONDARY SCHOOL

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Abstract. *This article explores various ways teachers can inspire and motivate students in secondary school. Teachers play a crucial role in shaping students' attitudes toward learning, personal development, and future goals. The study discusses several effective strategies used by teachers, such as creating a supportive classroom environment, encouraging active participation, using innovative teaching methods, and providing constructive feedback. Additionally, the importance of building positive teacher–student relationships and recognizing students' individual abilities is emphasized. The findings suggest that when teachers demonstrate enthusiasm, empathy, and creativity in their teaching practices, students become more engaged, confident, and motivated to achieve academic success. The article highlights that inspirational teaching significantly contributes to students' intellectual and personal growth.*

Keywords: *teacher inspiration, student motivation, secondary school education, teaching strategies, classroom environment, student engagement*

Аннотация. *В данной статье рассматриваются способы, с помощью которых учителя могут вдохновлять и мотивировать учащихся средней школы. Учителя играют важную роль в формировании отношения учеников к обучению, личностному развитию и будущим целям. В исследовании анализируются эффективные педагогические стратегии, такие как создание поддерживающей образовательной среды, поощрение активного участия учащихся, использование инновационных методов обучения и предоставление конструктивной обратной связи. Особое внимание уделяется важности установления положительных взаимоотношений между учителем и учениками, а также учету индивидуальных способностей каждого учащегося. Результаты показывают, что энтузиазм, эмпатия и творческий подход учителей способствуют повышению мотивации и вовлеченности учащихся в учебный процесс.*

Ключевые слова: *вдохновение учителя, мотивация учащихся, средняя школа, педагогические стратегии, образовательная среда, вовлеченность учащихся*

Annotatsiya. *Ushbu maqolada o'rta maktab o'quvchilarini ilhomlantirish va rag'batlantirishda o'qituvchilarning tutgan o'rni tahlil qilinadi. O'qituvchilar o'quvchilarning ta'limga bo'lgan munosabati, shaxsiy rivojlanishi va kelajak maqsadlarini shakllantirishda muhim rol o'ynaydi. Tadqiqotda qo'llab-quvvatlovchi sinf muhitini yaratish, o'quvchilarning faol ishtirokini rag'batlantirish, innovatsion o'qitish usullaridan foydalanish hamda samarali fikr-mulohaza berish kabi usullar ko'rib chiqiladi. Shuningdek, o'qituvchi va o'quvchi o'rtasidagi ijobiy munosabatlarni shakllantirish hamda har bir o'quvchining individual qobiliyatlarini e'tiborga olish muhimligi ta'kidlanadi. Natijalar shuni ko'rsatadiki, o'qituvchining ishtiyoqi, mehribonligi va ijodiy yondashuvi o'quvchilarning darsga bo'lgan qiziqishini va motivatsiyasini oshiradi.*

Kalit so'zlar: *o'qituvchi ilhomi, o'quvchi motivatsiyasi, o'rta maktab ta'limi, o'qitish strategiyalari, sinf muhiti, o'quvchi faolligi.*

Introduction

In the 21st century, secondary education faces significant challenges due to rapid technological development and changing social expectations. Modern students are influenced by digital media, social networks, and rapid access to information, which affects their learning styles and attention spans. Traditional lecture-based teaching is often insufficient to maintain motivation and engagement. At the secondary school stage, teachers contribute not only to students' knowledge acquisition but also to the development of their confidence, values, and academic aspirations. Sultana, Chaudhry, and Idrees (2023) emphasize that teacher behavior and the quality of teacher–student interaction significantly influence students' motivation and their academic achievement at the secondary school level. Therefore, the issue of how teachers inspire students remains highly relevant in contemporary education.

In modern classrooms, inspiration is not limited to explaining subject content. Teachers are expected to create supportive and engaging learning environments, encourage participation, and help students develop independence and critical thinking skills. Adolescents especially require emotional support and constructive feedback, as this stage of development is closely connected with identity formation and self-confidence. Understanding effective strategies that increase motivation can improve both academic performance and long-term educational outcomes. The aim of this research is to analyze the ways teachers inspire students in secondary schools based on recent studies and to identify effective strategies that enhance student motivation and academic achievement.

Literature Review

Recent research highlights that teacher inspiration is closely connected with teaching style and emotional engagement. In their qualitative study published in the *Journal of Business*, Mayorga, Hernani-Merino, and Yompian (2023) used interviews and classroom observations to analyze how teachers become a source of inspiration. The authors found that teachers who apply an interactive and discussion-based teaching style inspire students more effectively than those who rely on traditional lectures. For example, enthusiastic storytelling, real-life case analysis, and open-ended questioning were identified as methods that increase intrinsic motivation. According to their findings, when teachers demonstrate passion and connect theory to practical situations, students show higher engagement and long-term interest in learning.

Similarly, Sultana, Chaudhry, and Idrees (2023), in *the Global Sociological Review*, conducted a quantitative study at the secondary school level to examine teacher-student interaction. Their research emphasized communicative teaching methods such as group discussions, peer collaboration, and regular feedback sessions. For example, teachers who organized small-group problem-solving tasks and encouraged students to express opinions created higher levels of academic motivation. The study concludes that respectful communication and consistent feedback significantly improve both achievement and classroom participation.

Teacher motivation is also described as an inspiring factor. In *Al-Iman Research Journal*, Shahzadi, Farid, and Qamar (2025) analyze how motivated teachers influence student performance. Their findings show that teachers who use constructive assessment strategies-such as formative feedback, encouragement phrases, and recognition of student effort-help students

develop persistence and self-confidence. For instance, instead of focusing only on exam grades, effective teachers provided individual progress comments and motivational support.

Other scholars also contribute valuable insights regarding classroom practices and technologies. Rofijonova and Nuridinova (2025), in the journal *Best Intellectual Studies* (*Лучшие интеллектуальные исследования)*, studied classroom environments in local secondary schools. They found that democratic classroom management, where students are allowed to share opinions without fear of criticism, significantly increases engagement. For example, teachers who implemented collaborative learning strategies and class discussions observed improved academic confidence among students.

In addition, Zokirova (2024), in the *International Journal of Education and Practice*, focused on the integration of modern educational technologies and culturally responsive teaching. The study reports that teachers who use multimedia presentations, interactive whiteboards, online quizzes, and project-based learning tasks create more motivating learning environments. For example, incorporating digital platforms for quizzes or assigning creative group projects related to culture increased students' participation and responsibility for learning.

Overall, many researchers emphasize that teacher inspiration is achieved through interactive teaching styles, constructive feedback, supportive classroom management, and the integration of modern technologies. These approaches move beyond traditional lecture-based instruction and encourage active student participation in the learning process. By creating engaging and supportive classroom environments, teachers can increase students' motivation, confidence, and interest in learning. The following discussion examines how these factors contribute to inspiring students in secondary school classrooms.

Teachers around the world are encouraged to enhance student engagement by combining interactive teaching methods, constructive feedback, and the thoughtful use of educational technology to create a motivating and supportive learning environment. The 7th-grade Teacher's Book which is used in local schools emphasizes that teachers play a crucial role in supporting students' success in a globalized world and provides practical guidance for applying these strategies during lessons. For example, the book suggests using group discussions, digital resources, audio and video materials, and immediate feedback activities to actively involve students and adapt the international textbook series to the local classroom context. The Teacher's Book also offers advice on managing lesson timetables, assessments, and special projects, ensuring that teachers can methodically and effectively integrate these tools into daily practice. These recommendations align with research emphasizing the importance of integrating multiple approaches to inspire students and enhance learning outcomes.

Enthusiasm is important because it attracts attention at the beginning of the lesson. For example, when a history teacher explains a topic using expressive storytelling and connects events to modern life, students listen more carefully. Real-life examples, short stories, and interesting facts make the subject meaningful. However, enthusiasm alone is not enough. If classroom rules are unclear or group work is not organized properly, students may become distracted. Therefore, inspiration requires both energy and clear structure. Teachers can maintain this balance by setting simple classroom rules, giving clear instructions before activities, and managing time effectively.

Discipline, on the other hand, also needs balance. A classroom may be quiet and well-organized, but if students only listen passively, motivation remains low. To avoid this, teachers can include interactive methods such as small-group discussions, debates, and problem-solving tasks. For instance, in a literature lesson, students can discuss whether a character made the right

decision and support their opinions with evidence from the text. In science classes, students can work in groups to find solutions to environmental problems in their community. These activities increase participation while still maintaining order.

Constructive feedback is also powerful source of inspiration. Instead of writing only a numerical mark such as 70/100, effective teachers combine the mark with written comments. When students receive only a score, they often focus on the number and may feel disappointed or satisfied without understanding how to improve. However, when a mark is accompanied by feedback, learning becomes more meaningful. For example, a teacher may write: "70/100 -Your ideas are clear and structured. To achieve a higher score, try to include more supporting examples and check grammatical accuracy." In this way, the student understands both the current level and the steps needed for improvement. Such feedback encourages effort and shows that progress is possible. At the same time, comments should include both strengths and areas for development. Too much praise may reduce effort, while only criticism may reduce confidence. Therefore, combining marks with clear written feedback creates a more motivating assessment process.

Technology can also support inspiration when used with purpose. Online quizzes, short educational videos, and multimedia presentations often increase attention. For example, after explaining a grammar rule, a teacher may use an online quiz to check understanding immediately. Students usually enjoy the interactive format. However, technology should not replace explanation and discussion. After completing a digital quiz, it is useful to analyze mistakes together and clarify misunderstandings. This ensures that technology supports learning rather than distracts from it.

The emotional atmosphere in the classroom plays an equally important role. Secondary school students are sensitive to fairness and communication style. When teachers listen carefully, respond respectfully, and avoid public criticism, students feel safe to express their ideas. For example, if a student gives an incorrect answer, the teacher can respond by saying, "That is an interesting idea. Let us look at the text again and check it together." Such responses maintain confidence and encourage participation. At the same time, emotional support should be combined with clear academic expectations. Students should understand deadlines, evaluation criteria, and behavioral standards.

The most effective lessons observed were those in which different methods were combined. A typical inspiring lesson included an engaging introduction, collaborative activities, clear instructions, meaningful use of technology, and reflective feedback at the end. Students were active, asked questions, and completed tasks responsibly. This shows that inspiration is created when enthusiasm, organization, feedback, interaction, and respect work together. For example, the 9th-grade Teacher's Book recommends incorporating a variety of methodological approaches such as Content Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), Flipped Classroom strategies, and Project-Based Learning (PBL). These methods encourage students to engage with the material actively, work collaboratively, apply language skills in authentic contexts, and take responsibility for completing extended tasks, thereby creating a motivating and learner-centered classroom environment.

Conclusion

The dynamic nature of contemporary education requires teachers to adopt approaches that extend beyond traditional lecture-based instruction. As discussed earlier, secondary school students are increasingly influenced by digital technologies, social media, and rapid access to information, which affects their learning preferences and levels of engagement. Within this context, the present study explored how teachers can inspire students in secondary school and

which pedagogical strategies most effectively enhance student motivation and participation in the learning process.

The analysis of previous research and classroom practices indicates that teacher inspiration is closely connected with interactive teaching methods, constructive feedback, and supportive teacher–student relationships. Strategies such as collaborative learning, meaningful classroom discussions, and the purposeful use of educational technologies encourage students to participate actively and develop greater confidence in their abilities. These findings suggest that when teachers combine enthusiasm, clear classroom organization, and empathy toward students' needs, they are able to create motivating learning environments that support both academic success and students' personal development.

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A COMPARATIVE SEMANTIC ANALYSIS OF IDIOMATIC EXPRESSIONS IN ENGLISH AND UZBEK: TRANSLATION CHALLENGES

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Abstract. *This study explores the comparative semantic features of idiomatic expressions in English and Uzbek, with a particular focus on translation challenges. Idioms, as culturally bound linguistic units, often present difficulties in cross-linguistic transfer due to their figurative meanings and national specificity. The research analyzes semantic equivalence, structural differences, and pragmatic nuances of idioms in both languages. The findings reveal that achieving equivalence in translation requires not only linguistic competence but also cultural awareness. The study contributes to translation studies and intercultural communication by identifying key strategies for translating idiomatic expressions effectively.*

Keywords: *idioms, semantic analysis, translation, equivalence, English, Uzbek, cultural linguistics.*

Annotatsiya. *Ushbu tadqiqot ingliz va o‘zbek tillaridagi idiomatik iboralarni solishtirma semantik xususiyatlarini, xususan tarjima qiyinchiliklarini o‘rganadi. Madaniyatga bog‘liq til birliklari bo‘lgan idiomalar o‘zining figurativ ma'nolari va milliy xususiyatlari tufayli tillararo o‘tishda ko‘pincha muammolarni keltirib chiqaradi. Tadqiqot ikkala tildagi idiomalarni semantik ekvivalentlik, tuzilma farqlari va pragmatik nozik jihatlari bo‘yicha tahlil qiladi. Natijalar shuni ko‘rsatadiki, tarjimada ekvivalentlikka erishish nafaqat til kompetentsiyasini, balki madaniy xabardorlikni ham talab etadi. Ushbu tadqiqot idiomatik iboralarni samarali tarjima qilishning asosiy strategiyalarini aniqlash orqali tarjima nazariyasi va madaniyatlararo muloqotga hissa qo‘shadi.*

Kalit so‘zlar: *idiomalar, semantik tahlil, tarjima, ekvivalentlik, ingliz tili, o‘zbek tili, madaniy tilshunoslik.*

Аннотация. *В данном исследовании рассматриваются сравнительные семантические особенности идиоматических выражений в английском и узбекском языках с особым акцентом на проблемы перевода. Идиомы, как лингвистические единицы, тесно связанные с культурным контекстом, часто создают трудности при межъязыковом переносе из-за своего образного значения и национальной специфики. В ходе исследования анализируются семантическая эквивалентность, структурные различия и прагматические нюансы идиом в обоих языках. Полученные результаты показывают, что для достижения эквивалентности в переводе требуется не только лингвистическая компетенция, но и понимание культурных особенностей. Исследование вносит вклад в переводную науку и межкультурную коммуникацию, определяя ключевые стратегии эффективного перевода идиоматических выражений.*

Ключевые слова: *идиомы, семантический анализ, перевод, эквивалентность, английский, узбекский, культурная лингвистика.*

Introduction

Idiomatic expressions are an integral part of any language, reflecting the cultural identity, history, and worldview of its speakers. In both English and Uzbek languages, idioms serve as expressive tools that convey meanings beyond literal interpretation.[1] However, their figurative nature often creates challenges in translation, especially when there is no direct equivalent in the target language.

The aim of this study is to conduct a comparative semantic analysis of idiomatic expressions in English and Uzbek and to identify the major challenges encountered in their translation. The research addresses the following questions:

1. What are the semantic similarities and differences between English and Uzbek idioms?
2. What types of equivalence exist in idiom translation?
3. What strategies can be used to overcome translation difficulties?

Methods

This research employs a qualitative comparative method. A corpus of idiomatic expressions was selected from English and Uzbek dictionaries, literary texts, and spoken discourse. Approximately 50 idioms from each language were analyzed.

The methods used include:

- **Comparative analysis** to identify similarities and differences in meaning and structure
- **Semantic analysis** to examine figurative meanings and connotations
- **Contextual analysis** to understand usage in real-life communication

Idioms were categorized into three groups based on equivalence:

1. Full equivalence
2. Partial equivalence
3. Non-equivalence

Results

Semantic Similarities

The study found that some idioms in English and Uzbek share similar meanings and imagery.[2] For example:

- *"Kill two birds with one stone" ≈ "Bir o'q bilan ikki quyonni urmoq"*

Such idioms demonstrate **full equivalence**, where both meaning and metaphor are similar.

Partial Equivalence

In some cases, idioms convey similar meanings but differ in imagery:

- *"Break the ice" ≈ "Muzni eritmoq"*,"Suhbatni boshlamoq"

Although both express the idea of initiating communication, their usage contexts may vary slightly.

Non-equivalence

Certain idioms are culturally specific and lack direct equivalents:

- *"Spill the beans"* has no exact Uzbek counterpart and may require paraphrasing such as *"sirni oshkor qilmoq"*

These cases present significant challenges for translators.

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Discussion

The findings highlight that idiomatic expressions are deeply rooted in culture, making their translation complex. The main challenges include:

- Lack of direct equivalents
- Cultural differences
- Structural mismatches

To address these challenges, several translation strategies are recommended:[3]

1. **Using equivalent idioms** when available
2. **Paraphrasing** the meaning
3. **Descriptive translation**
4. **Borrowing with explanation**

The study emphasizes that translators must possess not only linguistic knowledge but also cultural competence to ensure accurate and natural translation.

Conclusion

This research demonstrates that while some English and Uzbek idioms share semantic similarities, many differ significantly due to cultural and linguistic factors. Translation of idiomatic expressions requires careful consideration of meaning, context, and cultural background. Future research may focus on expanding the corpus and exploring idioms in other language pairs.

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PROBLEMS OF TRANSLATING IDIOMS IN ENGLISH AND UZBEK LANGUAGES

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Annotation. *This research investigates the challenges of translating idioms between English and Uzbek-two languages influenced by distinctly divergent histories, geographies, and perspectives. Utilizing a qualitative comparative analysis, the paper delineates three principal challenges: cultural asymmetry, disparate levels of equivalence, and syntactic-morphological transformations. It also suggests four useful translator strategies substitution, paraphrasing, calquing, and compensation—to keep both the literal and figurative meanings. The results show that literal translation often creates "linguistic ghosts," which shows how important it is for translators to be cultural mediators in a world that is becoming more globalized.*

Keywords: *Idioms, Translation challenges, English–Uzbek translation, Cultural asymmetry, Equivalence, Translation strategies.*

Annotatsiya. *Ushbu tadqiqot ingliz va o‘zbek tillari o‘rtasidagi idiomalarni tarjima qilish muammolarini o‘rganadi - bu ikki til bir-biridan keskin farq qiluvchi tarix, geografiya va qarashlar ta’sirida shakllangan. Sifatli qiyosiy tahlildan foydalangan holda, maqola uchta asosiy muammoni ajratib ko‘rsatadi: madaniy nomutanosiblik, ekvivalentlikning turli darajalari va sintaktik-morfologik o‘zgarishlar. Shuningdek, u ham so‘zma-so‘z, ham ko‘chma ma’nolarni saqlab qolish uchun tarjimonning to‘rtta foydali strategiyasini - almashtirish, qayta ifodalash, kalkalash va kompensatsiyalashni taklif etadi. Natijalar shuni ko‘rsatadiki, so‘zma-so‘z tarjima ko‘pincha "lingvistik sharpalar"ni keltirib chiqaradi, bu esa tobora globallashayotgan dunyoda tarjimonlar uchun madaniy vositachi bo‘lish qanchalik muhimligini ko‘rsatadi.*

Kalit so‘zlar: *Idiomalar, tarjima muammolari, ingliz–o‘zbek tarjimasi, madaniy nomutanosiblik, ekvivalentlik, tarjima strategiyalari.*

Аннотация. *В данном исследовании исследуются проблемы перевода идиоматических выражений между английским и узбекским языками — двумя языками, на которые оказали влияние различные истории, географии и взгляды. Используя качественный сравнительный анализ, в работе выделяются три основные проблемы: культурная асимметрия, различные уровни эквивалентности и синтаксико-морфологические трансформации. Он также предлагает четыре полезные стратегии переводчика - замену, перефразирование, калькирование и компенсацию - чтобы сохранить как буквальное, так и переносное значение. Результаты показывают, что дословный перевод часто создает "лингвистические призраки," что показывает, насколько важно для переводчиков быть культурными посредниками в мире, который становится все более глобализированным.*

Ключевые слова: *идиомы, идиоматические выражения, перевод, английский язык, узбекский язык, культурная асимметрия, эквивалентность, переводческие стратегии, калькирование, межкультурная коммуникация.*

Idioms are one of the most colorful and culturally significant parts of any language. They serve not only as ornamental expressions but also as vessels of a nation's history, perspective, values, and shared experiences. As Lakoff and Johnson (1980) famously noted, “the essence of metaphor is understanding and experiencing one kind of thing in terms of another” — a principle that lies at the heart of idiomatic language. Idioms are often very difficult for translators to deal with because they are figurative and very specific to a certain culture. They often don't work when you try to translate them directly from one language to another. It gets harder when the languages are from different language families and represent very different cultural realities, like English and Uzbek do.

By thoroughly reviewing the main challenges encountered while translating idioms between English and Uzbek, the current work aims to remedy this shortcoming. It specifically addresses the following research questions: "What are the main problems that come up when translating English-Uzbek idioms because of cultural differences?" This question looks at how translators face challenges due to cultural differences in customs, beliefs, and daily life. The second question, "Which level of equivalency (full, partial, or none) can be achieved when transferring idiomatic meaning?" examines whether the sense, imagery, and usage of an idiom may be fully retained, only partially matched, or entirely lost in translation. The next subject examines how structural elements like word order and grammatical norms can either help or impede idiomatic transfer. Lastly, "What translation strategies work best to keep both the figurative meaning and the naturalness of the target text?" aims to assess useful methods that strike a compromise between fluent, natural-sounding Uzbek expression and semantic accuracy. The study is designed to offer practical recommendations for translators, language teachers, and students engaged with the English–Uzbek language pair by identifying persistent patterns of translation issues and assessing the relevance of four primary strategies: substitution, paraphrasing, calquing (loan translation), and compensation.

As Baker (2018) explains, idioms are “frozen patterns of language which allow little or no variation in form and often carry meanings which cannot be deduced from their individual components.” This makes them particularly resistant to literal translation. Nida (1964) emphasizes the importance of dynamic equivalence, defining it as producing “the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style,” so that the target audience experiences a similar response.

Methods

Corpus Design and Data Collection

The data are mainly taken from a bilingual corpus of some 200 idiomatic expressions (100 English and 100 Uzbek) selected by purposive sampling to ensure diversity and representativeness. The idioms were selected from a variety of authentic sources to represent different registers and domains:

- Literary texts: William Shakespeare, Jane Austen, contemporary English novels (The Great Gatsby, Atomic Habits); Uzbek classics (Abdulla Qodiriy’s O‘tgan kunlar, modern authors.)
- Dictionaries and Phraseological Collections Oxford Idioms Dictionary, Cambridge International Dictionary of Idioms, O‘zbek tilining izohli lug‘ati, Bilingual English-Uzbek idiom resources.
- Media and journalistic discourse: Articles from BBC News, The Guardian, and Uzbek publications (e.g., Xalq so‘zi, English media based in Uzbekistan).

Data analysis involved a multistage process of thematic and comparative analysis:

- Classification and Coding: Idioms were classified according to type (e.g. metaphorical, proverbial, phrasal verbs with idiomatic meaning), thematic domain and structural features. The challenges were grouped into three main themes pertaining to the research questions: (a) cultural asymmetry, (b) degrees of equivalence (full, partial, zero), and (c) syntactic-morphological transformations.
- Equivalence Evaluation: Each pair was assessed for semantic, pragmatic, and stylistic equivalence according to Nida's formal vs. dynamic equivalence and Baker's framework. Qualitative ratings were provided for translatability with identification of "linguistic ghosts" (awkward, semantically empty or misleading renderings).
- Strategy Evaluation: Four main strategies – substitution (using a target-culture idiom with similar meaning and effect), paraphrasing (explanatory rendering), calquing (literal/loan translation), and compensation (making up for loss elsewhere in the text) – were applied and evaluated for effectiveness in terms of the preservation of figurative meaning, emotional impact, naturalness, and cultural appropriateness. Hybrid strategies were also considered.
- Comparison: English and Uzbek idioms were compared at lexical, syntactic, semantic, pragmatic and cultural levels. Special attention was paid to the interaction of agglutinative morphology and verb-final syntax in Uzbek and the more analytic fixed-order nature of English idioms.

The process was iterative and interpretive in nature, emphasizing depth over statistical generalization. We did not use automated translation tools as primary data generators to avoid machine-specific biases, and only referenced them for comparative illustration where appropriate.

Ethical Considerations and Limitations

All of the sources used happen to be publicly available or commonly cited in academic contexts. There was no human subjects research requiring formal ethics approval, although cultural sensitivity was observed when dealing with culturally specific or potentially sensitive expressions.

Limitations include the qualitative nature of the study (subjectivity in interpretation of cultural nuance) and the size of the corpus, which, while substantial for in-depth analysis, does not claim to be exhaustive. Future research could explore larger digital corpora or experimental reception tests with the intended readers.

These findings support Newmark's (1988) observation that "the less important the nuances of meaning of the original, the more important is its message" — highlighting why strategic choices are essential in idiom translation. This strict, multilayered methodology allows for a full investigation of the difficulties of idiom translation along with the same time provides grounded practical recommendations for translators working on the English-Uzbek language pair.

Consistent patterns were found across the three primary challenge categories in the qualitative comparison study of the 200-idiom bilingual corpus. The comprehensive conclusions that follow are backed up by summary tables and representative instances.

1. Asymmetry of Culture

Idioms may contain imagery or historical references or elements of the worldview of the source culture that do not have direct equivalents. Linguistic ghosts are the outcome of literal translation, which creates grammatically possible but semantically strange, unnatural or misleading expressions in the target language.

Examples include:

- *"It's raining cats and dogs"* (heavy rain).

"Itlar va mushuklar yog'moqda" - produces absurd images not attested in Uzbek arid/Central Asian contexts.

Good translations: *"Chelaklab yomg'ir yog'moqda"* or *"Sharros yomg'ir quymoqda"* (using intensity metaphors common in Uzbek).

- Uzbek: *"Non-tuzini yemoq"* (to eat someone's bread and salt — a deep friendship, hospitality, and loyalty from Central Asian/Islamic traditions).

Literal English: "To eat bread and salt" – loses the sacred cultural resonance of hospitality and lifelong bonds.

- *"Break a leg"* (good luck, theatrical origin).

"Oyoqni sindir" sounds violent or threatening rather than encouraging. Common Uzbek functional equivalent: *"Ishing o'ngidan kelsin"* or *"Omad!*

- Uzbek: *"Qo'li ochiq"* (open-handed — generous person)

Literal English: "Open hand" — misses the cultural metaphor of generosity and hospitality.

Other regular asymmetries include animal symbolism (pigs in English vs. camels in Uzbek in idioms of impossibility), religious/Biblical references in English and nomadic/Islamic references in Uzbek.

2. Levels of Equivalence

The study classified equivalence with reference to Nida and Baker frameworks:

Equivalence Level	**Frequency (approx.)**	**Characteristics**	**Example**
Full Equivalence	~15-20%	Similar imagery + meaning	English: *Kill two birds with one stone* Uzbek: *Bir o'q bilan ikki quyonni urmoq*
Partial Equivalence	~50-55%	Meaning overlaps, imagery/connotation differs	English: *On top of the world* (very happy) Uzbek: *Boshi osmonga yetmoq* (head reaching the sky)
Zero Equivalence	~25-30%	No conceptual or imagery match	English: *Kick the bucket* (die) Uzbek idioms for death often use euphemisms like *dunyodan o'tmoq*

More examples from the corpus:

When pigs fly (never) > Uzbek adaptation: *Tuyani dumi yerga tekkanda* (when a camel's tail touches the ground) — cultural substitution because pigs are religiously/culturally unacceptable.

The apple never falls far from the tree → Uzbek: *Olmani tagiga olma tushadi* (partial match via fruit imagery, but tree symbolism stronger in English).

3. Syntactico-Morphological Transformations

English (analytic, fixed word order, preposition-heavy) is very different from Uzbek (agglutinative, suffix-rich, verb-final, flexible order). This results in structural distortion in idioms:

Fixed English phrasal verbs (e.g., give up, look down on) are softened by Uzbek suffixes and case markers.

Uzbek idioms often use vowel harmony or alliteration or some sort of rhythmic pattern that is hard to replicate in English.

Reordering in Uzbek's verb-final structure can weaken punch of short English idioms.

Example Impact: Literal transfer of English idioms often violates Uzbek collocation norms or natural word order, resulting in stiff, non-idiomatic target text. On the contrary, Uzbek proverbs with poetic rhythm lose their aesthetic effect in English.

4. Evaluating Translation Strategies

The four strategies were evaluated on the whole corpus. Effectiveness was assessed on the basis of retention of figurative meaning, emotional/stylistic impact and naturalness in the target language.

Strategy	**Best Used For**	**Effectiveness**	**Example Application**
Substitution (using TL idiom with similar function)	High-frequency, universal concepts	High (naturalness)	English *Break a leg* → Uzbek *Ishing o'ngidan kelsin*
Paraphrasing (explanatory rendering)	Zero-equivalence cases	High (clarity), Medium (vividness)	*It's raining cats and dogs* → *Juda kuchli yomg'ir yog'moqda*
Calquing (loan translation)	Culturally adaptable imagery	Medium (preserves metaphor, may sound foreign)	*On top of the world* → *Dunyo cho'qqisida turmoq*
Compensation	Loss of effect elsewhere	High when combined	Add footnote or contextual explanation; adjust style in surrounding text

Discussion

The results of this qualitative comparative analysis show the great complexities of idiom translation between the two languages of different linguistic families and cultural worlds, English and Uzbek. The three main identified difficulties – cultural asymmetry, the different levels of equivalence, and syntactic-morphological transformations – interact in a dynamic way, often reinforcing each other in the translation process.

The most important obstacle is the cultural asymmetry. Many English idioms are heavily derived from maritime, Biblical, Shakespearean, sports and modern Western pop culture sources. On the other hand, the Uzbek idioms are based on the Turkic nomadic heritage, the Persian-Arabic literary classics, Islamic values, and the oral folklore of Central Asia. The results align with Baker's (2018) assertion that idioms are culture-bound and often require the translator to function as a cultural mediator rather than a literal decoder.

The distribution of equivalence levels (full ≈18%, partial ≈52%, zero ≈30%) confirms that complete equivalence is relatively rare in this language pair. Partial equivalence offers the most common ground but demands careful judgment regarding which elements (imagery, connotation,

or function) to prioritize. Zero-equivalency scenarios consistently result in the highest translation difficulty, especially death-related euphemisms, success metaphors, and weather idioms. In situations when formal equivalency would skew meaning or naturalness, this validates Nida's choice for dynamic equivalency. The process is further complicated by variances in morphology and syntax. Uzbek's agglutinative morphology, vowel harmony, and verb-final syntax contrast with English's analytical structure and strict idiom forms. When Uzbek proverbs are translated literally into English, they frequently lose their rhythmic and artistic aspects or break Uzbek's natural collocation patterns. Idiomatic statements in this pair often cause machine translation programs (like Google Translate or Yandex) to fail drastically, which can be explained by these structural mismatches. Additionally, the data supports the notion that idioms are essential transmitters of cultural cognition rather than incidental decorative aspects (Lakoff & Johnson, 1980).

Conclusion

Through qualitative comparative analysis of a 200-idiom corpus, this study examined the complex challenges of translating idioms between English and Uzbek, two languages with very different linguistic families, historical experiences, and cultural worldviews. These challenges often result in "linguistic ghosts"—awkward, unnatural, or misleading expressions that fail to convey the original figurative meaning, emotional weight, and cultural depth. The findings show that literal translation is rarely effective and frequently counterproductive when dealing with idiomatic expressions in the English–Uzbek language pair. Instead, successful translation relies on strategic decision-making. Three main challenges were found through qualitative comparison examination of a 200-idiom corpus: syntactic-morphological alterations, cultural asymmetry, and differing degrees of equivalency. These difficulties often lead to "linguistic ghosts," which are uncomfortable, strange, or deceptive statements that don't capture the original cultural depth, emotional weight, or figurative meaning.

As Peter Newmark (1988) reminds us, "A satisfactory translation is not always possible, but a good translator is never satisfied with it. It can usually be improved." In an increasingly interconnected world, translators who master idiom translation become skilled architects of meaning and vital cultural bridges.

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THE HISTORICAL EVOLUTION OF SYNONYMS AND ANTONYMS IN ENGLISH LINGUISTICS

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Annotation. *The English language has experienced significant lexical development throughout history, resulting in a rich system of synonyms and antonyms. These semantic relationships have evolved under the influence of historical events, language contact, social change, and literary traditions. The study examines the origins of synonymy and antonymy from Old English to Modern English and analyzes the effects of borrowing, semantic shift, and lexicography on vocabulary development. The findings demonstrate that the interaction between native and borrowed words expanded lexical diversity and strengthened semantic relations in English. The research also highlights the importance of synonymy and antonymy in communication, stylistics, and language learning.*

Key words*: synonymy, antonymy, English linguistics, semantics, lexical evolution, historical linguistics.*

Аннотация. *Английский язык на протяжении всей истории пережил значительное лексическое развитие, в результате чего образовалась богатая система синонимов и антонимов. Эти семантические отношения развивались под влиянием исторических событий, языкового контакта, социальных изменений и литературных традиций. В исследовании рассматриваются истоки синонимии и антонимии с древнеанглийского языка на современный английский язык, а также анализируется влияние заимствований, семантических сдвигов и лексикографии на развитие словарного запаса. Результаты показывают, что взаимодействие родных и заимствованных слов расширило лексическое разнообразие и укрепило семантические отношения в английском языке. В исследовании также подчеркивается важность синонимии и антонимии в коммуникации, стилистике и изучении языка.*

Ключевые слова: *синонимия, антонимия, английская лингвистика, семантика, лексическая эволюция, историческая лингвистика.*

Annotatsiya. *Ingliz tili tarix davomida sezilarli leksik rivojlanishni boshdan kechirdi, natijada sinonimlar va antonimlarning boy tizimi shakllandi. Ushbu semantik munosabatlar tarixiy voqealar, til aloqasi, ijtimoiy o'zgarishlar va adabiy an'analar ta'sirida shakllangan. Tadqiqot qadimgi ingliz tilidan zamonaviy ingliz tiliga sinonimiya va antonimiyaning kelib chiqishini o'rganadi hamda o'zlashmalar, semantik siljishlar va leksikografiyaning lug'at boyligiga ta'sirini tahlil qiladi. Natijalar shuni ko'rsatadiki, o'z va o'zlashma so'zlarning o'zaro ta'siri ingliz tilidagi leksik xilma-xillikni kengaytirdi va semantik munosabatlarni mustahkamladi. Tadqiqotda sinonimiya va antonimiyaning muloqot, uslubiyat va til o'rganishdagi ahamiyati ham yoritilgan.*

Kalit so'zlar: *sinonimiya, antonimiya, ingliz tilshunosligi, semantika, leksik evolyutsiya, tarixiy tilshunoslik.*

Introduction. Language is one of the highest achievements of civilization because with it, people can convey their thoughts, emotions, knowledge, and culture. There are many disciplines within linguistics, and semantics plays a central role as it deals with the study of meanings. Semantic relations like synonymy and antonymy are crucial for lexical semantics as they describe how words relate to each other according to similarities and oppositions in their meanings. The English language, with its centuries of development and constant interactions, has perhaps one of the largest systems of synonyms and antonyms in the world languages. The subject "The Historical Evolution of Synonyms and Antonyms in English Linguistics" is significant because synonyms and antonyms reflect more than just vocabulary; they reflect linguistic, social, and cultural evolution. Over the course of time, English adopted many words from other languages such as Latin, French, Greek, and Scandinavian. In this way, a diverse lexicon was formed, where multiple words could denote identical concepts while at the same time creating oppositions between certain concepts. Semantics, as defined by John Lyons, is “the study of meaning in language.”(Lyons,1977,pp.426-437) According to him, synonymy and antonymy represent some of the most elementary lexical relations. According to Lyons, synonymy and antonymy are two of the most essential types of lexical relations that establish semantic systems within vocabulary. The key feature of his approach lies in the fact that he states that words cannot be analyzed independently of each other. Words can only become meaningful by virtue of their association with others. I share the opinion of Lyons since people tend to perceive language by comparing and contrasting words with one another. For instance, the word beautiful takes on more sense by being compared to its synonym –attractive or to its antonym –ugly.In a similar manner, George Yule states that synonyms are words of very similar meanings while antonyms are words with opposite meanings.(Yule,2014,pp.118-120) However, Yule asserts that total synonymy between two words hardly ever happens because all words contain some differences regarding their stylistic use, emotional value, and contextual meaning. To give an example, the words slim and skinny have almost identical meanings yet they differ in connotation: the first word carries some positive emotion while the second has a negative connotation. I find Yule's idea correct since vocabulary includes not only denotative but also emotive and stylistic meanings of words. It clearly demonstrates that synonyms can never be synonymous in every possible situation. Throughout history, the idea of synonymy has received attention from a number of linguists. According to M. Lynne Murphy, synonymy is “a relation of semantic similarity between lexical items.” (Murphy,2003,pp.134-167) Moreover, she describes that there are different kinds of synonymy, such as absolute synonymy, partial synonymy, and near synonymy. The existence of absolute synonyms is rare, considering the natural tendency of languages to avoid redundancy. For instance, the words begin and commence convey similar meanings; however, they differ in terms of style, as commence appears to be more formal than begin. Murphy’s assertion is quite important, as it highlights the role of synonyms in adding variety to styles and communication in the English language. The evolution of English synonyms has undergone a major influence from the Normans' conquest of England in 1066. Prior to the invasion of the Normans, the English vocabulary consisted of Germanic words. Following their invasion and taking control of the country, thousands of French words were introduced into the English vocabulary.

For example:

Old english word	**French/Latin synonym**	**Meaning**
ask	question	inquire
kingly	royal	related to a king

hearty	cordial	sincere
freedom	liberty	independence

Such a layering of lexicons gave rise to stylistic differentiation among the English lexicon. In general, native Germanic words retained their emotional and colloquial character, whereas borrowed terms were associated with formality, legality, literature, and education. Otto Jespersen suggests that English reached international power owing to its "mixed vocabulary," which enabled people to express themselves uniquely precisely. According to Jespersen, synonymy made English richer stylistically and intellectually. (Jespersen,1924, pp.133-145) I am convinced that such an idea is valid since contemporary English allows speakers to choose the appropriate word depending on the situation, listeners' expectations, and tone. For instance, people tend to use the term residence rather than home in formal writings since the former sounds more formal. Antonymy represents another crucial semantic relation. Words denoting opposite concepts, such as contrast, opposition, and contradiction, form antonymy. Leech suggests that antonymy is one of the most critical semantic relations since human cognition relies on dual opposition, like good and bad, light and darkness, or life and death. (Leech,1981, pp.96-116) In other words, people have an innate tendency to categorize reality into two parts. Therefore, oppositions help us classify and conceptualize our surroundings. Leech's idea is valid since human nature implies contrasting many concepts. Linguists typically classify antonyms as follows:

Gradable antonyms – opposite pairs with intermediate gradations

Example: hot / cold

Complementary antonyms – two terms mutually exclusive

Example: alive / dead

Relational antonyms – opposite relations viewed differently

Example: teacher / student

In the theory of Eugene Nida, antonymy is significant not only for linguistics but also for translation since oppositional meaning enables linguistic logic preservation when translating texts. The key concept of the theory emphasizes the universality of antonyms as semantic tools used in almost any language. This idea is true since opposition provides clarity in many fields like literature, education, and rhetoric. In the history of antonyms in English, semantic shifts together with morphological changes were the driving forces behind their formation. In Old English, un- and mis- were the most common prefix antonymic means. In later times, Latin in-, dis-, and non- prefixes proved to be productive in the Renaissance period. As Eugene Nida stated, antonymy is vital not just in linguistics but also in translation since opposition is needed to retain logic when translating into another language. (Nida,1975, pp.174-193) Antonymy emphasizes his idea by showing that the oppositions in semantics are universal phenomena existing in almost all languages. In my opinion, he is right because contrast contributes to clarity in various fields, such as literature, learning, and oration. The process of developing antonyms in the English language is connected to both semantic changes and morphology. Old English was known for using prefixes like un- and mis- to create antonyms. Afterward, in-, dis-, and non- came into use in the Renaissance period.

Examples include:

Root word	**Antonym**	**Prefix**
happy	unhappy	un-
legal	illegal	il-

agree	disagree	dis-
sense	nonsense	non-

This proves that antonymy in English was systematically developed via the process of word-formation. It facilitated the development of productive potential and semantic possibilities of the lexicon. In addition to this, the Renaissance contributed much to the growth of the lexicon. In the 15th and 16th centuries, scholars borrowed thousands of Latin and Greek words connected with science, philosophy, medicine, and literature.

For example:

Native word	**Classical synonym**
help	assist
rise	ascend
fire	ignite

As Henry Bradley observes, Renaissance borrowings elevated English from being merely a "simple Germanic language" into an international language of science and philosophy. I concur, as today’s academic English depends extensively on Latinate and Hellenistic terminology. Finally, the emergence and development of synonyms and antonyms can also be attributed to lexicology. Lexicography introduced semantic systems through dictionaries and thesauruses, facilitating the acquisition of vocabulary. The most prominent example of such lexical innovation is the publication of Roget's Thesaurus by Peter Mark Roget in 1852, which categorized English words based on their semantic fields rather than alphabetical order. According to Roget, words have connections within a semantic field. (Roget,1852, Introduction section) I totally agree with this view since words exist within a web of meanings. Semantic field of emotion, for instance, comprises words like happiness, joy, delight, sadness, and anger. It is easier to learn a language and communicate effectively when one knows the relationship between words. The concept of synonyms and antonyms has been enriched by modern linguistics with the help of corpus linguistics and computational semantics. Through digital corpora, scholars can analyze the usage of synonyms and antonyms in authentic texts. Modern linguists believe that context plays a more important role than dictionary definitions in determining meaning. For example, both childish and childlike have a similar semantic meaning, but they differ in their emotional value. Childish often conveys immaturity, whereas childlike means innocence and purity. Thus, the meaning of any term depends on the context, pragmatic factors, and even the culture. From my point of view, the study of synonyms and antonyms throughout history is essential for understanding the language development that coincided with the development of society. Synonyms are evidence of changes in politics, cultural contact, science, philosophy, etc. English synonimy in particular shows that English has always been a multicultural language, and without borrowing from other languages, English would lack its lexical and stylistic variety. At the same time, synonyms and antonyms play a crucial role today when it comes to effective communication in different fields such as education, rhetoric, writing, and translation. Students learn to use synonyms and antonyms to express their ideas better and not repeat themselves in texts. Antonyms also facilitate argumentation in speeches and essays. Finally, from a linguistic standpoint, synonyms and antonyms may be used in such branches of linguistics as computer linguistics, artificial intelligence, machine translation, etc. Semantic relations are now used in computations. It appears that the development of synonyms and antonyms throughout history has illustrated the unique adaptive capabilities of the English

language. The possibility for English to incorporate vocabulary from various linguistic sources and combine these lexical units into semantic structures has led to English becoming the language of the world. The flexible synonymic system allows the speakers of English to have great freedom of expression, while the antonymic system facilitates precise communication. The modern era also has proved the dynamic nature of semantic relations since new synonyms and antonyms keep appearing as a result of technological development, globalization, social networking, etc. Modern English keeps borrowing vocabulary from different languages and generating new expressions via semantic transfer, clipping, word formation, etc. It is evident that lexical evolution is a process that goes on till nowadays.

Conclusion.

Overall, the historical development of synonyms and antonyms in the context of English linguistics is a dynamic process that involves numerous factors like language, culture, history, education, literature, science, migration, conquest, etc. The contribution of many scientists and researchers like John Lyons, George Yule, Otto Jespersen, and Geoffrey Leech to this field cannot be denied. Synonyms and antonyms are not just words. Rather, they are the outcomes of history, intellect, cultural exchange, and human cognition itself. As a result, their development can be seen as an example of how language changes constantly in order to fulfill communicative needs. At the same time, historical traits are never forgotten in the process of language change. For this reason, synonymy and antonymy have always been considered essential subjects in the field of English linguistics.

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THE ROLE OF ACTIVE VOCABULARY IN DEVELOPING COMMUNICATIVE COMPETENCE

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Annotation. *This article will address the essential nature of active vocabulary in the course of the development of communicative competence in language learners. Although most students learn a significant number of passive vocabulary, they usually have a problem in the active application of this information into language practice. The paper examines the theoretical background of communicative competence and identifies some methodological approaches that enable active vocabulary acquisition. Based on the contributions of the major researchers in the field of applied linguistics, the paper focuses on such mechanisms of vocabulary activation as contextual learning, retrieval practice, and communicative interaction. The results indicate that productive language skills are greatly improved by systematic exposure, meaningful practice and activities that are learner centered.*

Key words: *active vocabulary, communicative competence, vocabulary activation, contextual learning, retrieval practice, language acquisition.*

Аннотация*. В данной статье будет рассмотрена сущность активной лексики в процессе развития коммуникативной компетенции у изучающих язык. Хотя большинство учащихся усваивают значительное количество пассивной лексики, у них обычно возникает проблема активного применения этой информации в языковой практике. В работе рассматриваются теоретические основы коммуникативной компетенции и выделяются некоторые методологические подходы, позволяющие активно осваивать словарный запас. Основываясь на вкладе ведущих исследователей в области прикладной лингвистики, в работе основное внимание уделяется таким механизмам активизации лексики, как контекстуальное обучение, практика поиска и коммуникативное взаимодействие. Результаты показывают, что продуктивные языковые навыки значительно улучшаются благодаря систематическому взаимодействию, содержательной практике и деятельности, ориентированной на учащегося.*

Ключевые слова: *активный словарный запас, коммуникативная компетенция, активация словарного запаса, контекстное обучение, практика воспроизведения, овладение языком.*

Annotatsiya. *Ushbu maqolada til o‘rganuvchilarning kommunikativ kompetensiyasini rivojlantirish jarayonida faol lug‘atning muhim mohiyati ko‘rib chiqiladi. O‘quvchilarning aksariyati passiv leksikani sezilarli darajada o‘rgansa-da, odatda bu ma’lumotlarni til amaliyotiga faol qo‘llashda muammoga duch kelishadi. Maqolada kommunikativ kompetensiyaning nazariy asoslari o‘rganilib, lug‘atni faol o‘zlashtirish imkonini beruvchi ba’zi uslubiy yondashuvlar aniqlangan. Amaliy tilshunoslik sohasidagi yirik tadqiqotchilarning hissalariga asoslanib, maqolada lug‘atni faollashtirishning kontekstual o‘rganish, qidiruv amaliyoti va kommunikativ o‘zaro ta’sir kabi mexanizmlariga e’tibor qaratilgan. Natijalar shuni*

ko'rsatadiki, samarali til ko'nikmalari tizimli ta'sir, mazmunli amaliyot va o'quvchiga yo'naltirilgan faoliyatlar orqali sezilarli darajada yaxshilanadi.

Kalit so'zlar: *faol lug'at, kommunikativ kompetensiya, lug'atni faollashtirish, kontekstual ta'lim, qidiruv amaliyoti, tilni o'zlashtirish.*

Introduction

In the twenty-first century, effective communication in a foreign language has become a necessary prerequisite in education, professional activity and international interaction. With the globalization of people from different linguistic and cultural backgrounds, communicative competence is more and more recognized as one of the main goals of language teaching. Today's language teaching is not focused just on grammatical correctness, but on the learners' ability to communicate ideas, share opinions, participate in discussions and communicate effectively in real life situations.

Among the various aspects of language competence, vocabulary is especially important because it is the words that convey most of the meaning. Learners with insufficient vocabulary knowledge experience difficulties in understanding spoken and written texts and in expressing their own ideas clearly. But knowing vocabulary is not enough to communicate successfully. Learners should be able to use vocabulary actively and appropriately in productive language activities such as speaking and writing.

It should be noted that in the framework of language learning theory, there is a concept which is called passive and active vocabulary. Thus, the passive vocabulary consists of words that learners can recognize during reading or listening exercises, whereas the active one involves words that learners can use freely and correctly in their everyday communication. Learners acquire numerous words from books, memorize many terms by themselves, and get acquainted with language input. Nevertheless, it happens quite often that learners cannot transform passive vocabulary into active one. That means that even knowing many words, they do not feel confident, fluent and effective when communicating in the foreign language. It should be pointed out that acquiring an active vocabulary plays a crucial role in increasing learners' communicative competence. In other words, active vocabulary enables learners to express their opinions, describe their experience, negotiate and communicate successfully in social and academic contexts. Besides, activating the vocabulary plays an important role in increasing learners' motivation and improving their language fluency.

Ways of developing communicative competence

One of the most influential theories connected with communicative competence was introduced by Dell Hymes. Hymes rejected traditional language teaching methods emphasizing only on memorizing grammar rules and doing translation exercises. He claimed that understanding the grammatical structures is not enough for successful communication as learners have to comprehend how the language is used in real social situations. The communicative competence has four main areas: selecting appropriate vocabulary, functioning naturally in conversation, grasping cultural norms, and maintaining interaction effectively, Hymes said. Hence, the active vocabulary is one of the main components of communicative competence since it is the inability of the learners to access the active vocabulary immediately that makes it impossible for them to be able to express ideas fluently. Students who have only passive vocabulary may also be able to guess at many words when reading or listening, but they tend to be hesitant in speaking as they have not memorized enough words for spontaneous speech. As David Wilkins[1] pointed out,

"With grammar, little can be communicated; without vocabulary, nothing can be communicated. The above quotes are a clear indication that the key to communication is vocabulary. In a like manner, Noam Chomsky[2] said that language is a reflection of the mind, underlying the link between ability in language and mental maturity. Moreover, Nelson Mandela [3] stated that: If you speak to a man in his tongue, that will go to his head, but if in his own language that will go to his heart." This quote exemplifies the emotional and social significance of communicative competence.

The Communicative Language Teaching Method (CLT) was based on Hymes's theory and emphasizes on the interaction, fluency, and authentic communication rather than mechanical memorization. In this approach the teachers make classroom setting for students so that they can use the vocabulary in discussions, role play, pair work, interviews and group work. A popular activity is the "Restaurant Role Play," in which students pretend they are in a real restaurant, and use vocabulary associated with food, cost, ordering food, and polite requests. A second effective activity is "Classroom Debate," where students debate a topic that involves technology, education, social media, etc. using target vocabulary to make arguments and opinions. The teachers can also arrange for "Information Gap Activities," in which students have different information and need to communicate with other students to accomplish shared tasks. Learners repeatedly practice lexical items in meaningful situations, which encourages spontaneous use of vocabulary, and helps to enhance fluency. Benjamin Franklin[4] said, "Tell me and I forget, teach me and I will remember, involve me and I learn." This quotation is strongly in favor of interactive and learner-centered approach. Not only that, but John Dewey[5] stated, "Education is not preparation for life; education is life itself", making the point that in language teaching, students need to learn in real life. The communicative activities enable learners to slowly shift from the passive to active use of words and to gradually become more confident communicators.

Stephen Krashen made another significant contribution to the language learning theory by his Input Hypothesis. Krashen[6] claimed that learners would learn the language when they were exposed to meaningful and comprehensible input slightly above their language competence. He famously said, "We learn language when we comprehend messages. The theory is that the more learners hear, read, and see the words within authentic contexts like conversations, stories, videos, books, etc., and in the classroom, the more they will learn them. Finally, Krashen stressed the need to refrain from inducing anxiety for his learners, as they will learn more in a nurturing and inspiring setting. Active vocabulary grows in stages: by repetition, context, and usage. Vocabulary is studied in context, and when students comprehend it within the context, they will remember not only the meaning of the word, but also pronunciation, collocations, grammatical patterns, as well as the communicative function. Contextual learning thus enhances retention of vocabulary and its use. The importance of learning language goes beyond that; "One language puts you in a corridor for life, two put you in an open door along the way," said Frank Smith[7]. As Einstein [8]said, "The only thing I know is what I have experienced," meaning that authentic experiences are a key component of learning. The theory of Krashen is very powerful to support the Contextual Learning Method, where the teacher presents the vocabulary by using stories, dialogues, songs, videos, articles, and real life situations instead of simply lists of words. An effective activity would be to read or hear a story, and then have the students retell it, using target vocabulary. For instance, reading a text about travel, and describing their own travels in terms of "destination", "tourist", "journey", "adventure". "Picture Description" is another useful activity in which learners look at pictures and describe them using full sentences and theme words. Teachers can also set up "Video

Discussion Activities” in which students watch short videos and discuss what they saw with new expressions that they have learnt. These contextual activities help students to relate to emotions, experiences and communicative situations with the words and make the lexical items more easily remembered and used actively. Another important methodology linked to Krashen's theory is extensive reading, which means that the more books and articles a student reads the more he will naturally learn about vocabulary. Jim Scrivener[9] says: “Learning is remembering what you are interested in.” This quotation illustrates that activities have a positive impact on the motivation of learners and on their vocabulary. In addition, Henry Sweet[10] said, “The great thing in all education is to make our nervous system our ally rather than our enemy,” meaning that positive learning environments aid successful acquisition.

The next theory that is important to vocabulary acquisition is the Lexical Approach from Michael Lewis[11] . Lewis claimed that the lexical chunks, collocations and fixed expressions in the language are more important than isolated forms of grammar. He used to say, “Language is not made up of lexicalized grammar, but made up of grammaticalized lexis.” In this view, learners who learn these ready-made expressions can communicate more fluently, as they have already learned the meanings of the expressions. The Lexical Approach focuses on the natural combination of words in authentic communication as a basis for vocabulary acquisition. Students who have learned isolated words may find it difficult to speak in a natural way, whereas students who have mastered collocations and lexical chunks speak more fluently and confidently. To develop vocabulary, repeated exposure to authentic phrases and communicative expressions is therefore required. Paul Nation [12]said, "Vocabulary knowledge facilitates language use, and language use facilitates vocabulary knowledge. In addition, Lev Vygotsky[13] maintained that “Through others we become ourselves,” and interaction has been recognized as essential for attaining language competence.

There are several practical methodologies and classroom activities that are supported by the Lexical Approach that can enhance vocabulary activation. Collocation Practice is one of the best ways to do this: Students are shown various verbs, nouns, adjectives, and phrases and asked to match them up to form natural combinations of words. For instance, students create words like “make progress” or “heavy rain” or “strong coffee” or “do homework”. Dialogue Completion is another activity that can be useful where students fill in the missing parts of a dialogue using lexical chunks and communicative phrases. Teachers can also arrange "Chunk Memorization Activities" for learners to use in their pair discussion and presentation, such as "In my opinion," "I totally agree," "What do you mean by that?," or "Could you repeat that, please?". The second strategy is “Vocabulary Journaling”, which means that students should not just write down definitions but collocations, idioms, and context examples. Brainstorming, timed speaking exercises, quizzes, and oral presentations are other types of retrieval activities that further strengthen the activation of vocabulary by having students retrieve lexical items from memory. Vocabulary is also used socially and communicatively by cooperative learning tasks, group projects, and peer teaching activities. Confucius[14] said, “I hear and I forget, I see and I remember, I do and I understand.” This is an affirmation of the importance of active participation in language learning. In like manner, Aristotle[15] said, “We learn the things we must learn before we can do by doing them.” These ideas illustrate that repetition and relevance of communication are essential for making vocabulary come alive.

In summary, the active vocabulary is the key component of the communicative competence, as it helps a learner to be able to engage in real communication. Dell Hymes, Stephen

Krashen, Michael Lewis and Lev Vygotsky have offered theories which show that e.g. vocabulary acquisition relies on meaningful interaction, contextual exposure, communicative practice, social collaboration and repeated retrieval. There are a variety of methods available that have proven to be effective in getting students to use their passive vocabulary, including: Communicative Language Teaching, Contextual Learning, the Lexical Approach, Retrieval Practice, Cooperative Learning and Extended Reading. Role plays, story tells, debates, dialogue completion, picture description, information gap tasks, collocation and group discussions develop fluency, confidence and speaking ability and communicative effectiveness. Regular and purposeful practice helps learners build their vocabulary and also communicate effectively in the academic, work and social settings.

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ADAPTATION CHALLENGES AMONG FIRST-YEAR STUDENTS IN HIGHER EDUCATION

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Abstract. *This study examines the challenges first-year university students face during their adaptation process and investigates how these challenges influence their academic performance. Moving from secondary education to university introduces various academic, social, and psychological demands that may hinder students' ability to adjust successfully. The main purpose of the research was to determine the key factors affecting student adaptation and to explore their relationship with academic outcomes.*

A quantitative approach was applied in this study, involving 25 first-year students from Navoi State University. Data were gathered using two tools: a ranking activity conducted through Slido and a structured questionnaire shared via Telegram. The ranking task helped identify the most significant type of adaptation challenge, while the questionnaire assessed students' academic performance in connection with these difficulties.

The findings showed that academic challenges were the most influential factor in students' adaptation, followed by social and psychological aspects, whereas family-related factors had minimal impact. In addition, the questionnaire results indicated that most students demonstrated moderate to low academic performance, mainly due to problems related to workload management, deadlines, and exam preparation.

The study concludes that academic difficulties play a central role in shaping students' performance and emphasizes the importance of providing appropriate academic support to ensure a smoother transition to university life.

Keywords: *first-year students, adaptation challenges, academic performance, university transition, student engagement, higher education.*

INTRODUCTION

The transition from school to higher education, defined as the process of moving from secondary education to university with new academic and social demands, is an important stage for students. During this time, first-year students face many new challenges. Adaptation challenges can be defined as the academic, social, and psychological difficulties that students experience when they start university.

Many studies show that students often struggle with academic workload, new teaching methods, and independent learning (Mulaudzi, 2023; Akniyet, 2023). They also have problems with time management and balancing study with personal life (Makeeva et al., 2013). In addition, students may feel lonely and find it difficult to build new relationships (Lee et al., 2019). Stress, low motivation, and lack of confidence also affect their adaptation (Orlov et al., 2018).

However, most studies focus on these problems separately and do not fully explain how they are connected.

Therefore, this study aims to identify the main adaptation challenges among first-year students and the factors influencing their adjustment.

2. METHODOLOGY

2.1. Research Design

This study employed a quantitative research design to investigate the adaptation challenges faced by first-year university students and their impact on academic performance. The study aimed to identify the most significant factors affecting students' adaptation, including academic, social, psychological, and family-related challenges. A combination of a ranking task and a structured questionnaire was used to collect numerical data for analysis.

2.2. Participants

The participants of the study were 25 first-year students from Navoi State University. They were selected through random sampling and participated voluntarily in the study. All participants provided responses anonymously to ensure honesty and reliability of the data.

2.3. Materials and Instruments

Two main instruments were used in this study:

- Ranking Task (Slido): This instrument was used to identify and compare the most significant adaptation challenges among students. Participants ranked four categories: academic, social, psychological, and family-related challenges based on their perceived impact.
- Structured Questionnaire (Telegram): This instrument was designed to measure students' academic performance. It included items related to academic workload, assignment completion, understanding of course materials, exam preparation, time management, and the impact of academic difficulties on performance. Responses were later categorized into high and low levels for analysis.

2.4. Data Collection Procedure

Data collection was carried out in two sequential stages using Slido and Telegram platforms to ensure both comparative and in-depth analysis of students' adaptation challenges and academic performance.

In the first stage, a ranking task was conducted through the Slido platform. The main purpose of this stage was to identify which type of adaptation challenge had the greatest impact on first-year university students. Participants were presented with four categories: academic, social, psychological, and family-related challenges. They were asked to rank these categories based on their perceived level of influence on their adaptation to university life. The goal of this procedure was to obtain a clear comparative overview of the most dominant difficulties experienced by students. The expected outcome of this stage was to determine the primary factor affecting students' adaptation. The results showed that academic challenges received the highest ranking, indicating that they are the most significant issue among first-year students, followed by social, psychological, and family-related challenges.

In the second stage, a structured questionnaire was distributed via Telegram to collect more detailed information about students' academic performance. The purpose of this stage was to investigate how academic-related challenges identified in the first stage affect students' actual performance. The questionnaire focused on key aspects such as workload management, assignment completion, understanding of course materials, time management, and exam preparation. Participants selected the option that best described their personal academic experience

for each item. The aim was to obtain measurable data that could be categorized into performance levels.

The expected outcome of this stage was to evaluate whether students experience high or low levels of academic performance. The findings revealed that many students reported difficulties in managing academic workload, meeting deadlines, and preparing for exams. Overall, the results indicated a moderate to low level of academic performance among a significant number of participants, confirming that academic challenges identified in the Slido ranking task have a direct impact on students' academic outcomes.

By combining these two stages, the study was able to first identify the most dominant adaptation challenge and then analyze its specific impact on academic performance, providing a comprehensive understanding of first-year students' university adaptation process.

2.5. Data Analysis

The collected data were analyzed using descriptive statistical methods. In the first stage, Slido ranking results were used to determine the most influential adaptation challenge among students. In the second stage, questionnaire responses were analyzed and grouped into high and low performance categories.

All data were converted into percentages and presented in graphical form for easier interpretation. The analysis aimed to identify patterns between adaptation challenges and academic performance.

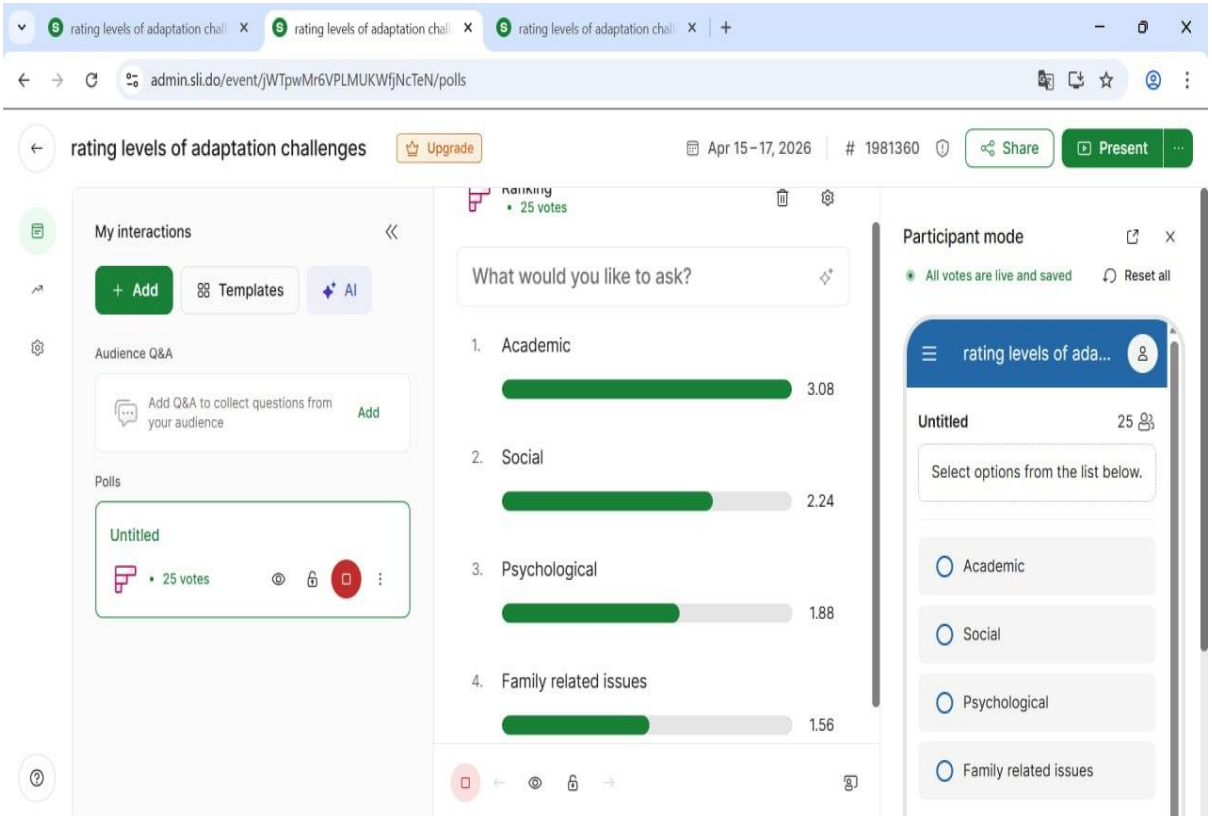
Ethical Considerations

This study followed ethical research principles. Participation was completely voluntary, and all respondents provided informed consent before taking part in the study. Anonymity and confidentiality were maintained throughout the research process, and no personal identifying information was collected. Participants were also informed that they could withdraw from the study at any time without any consequences.

RESULTS

1. Ranking of Adaptation Challenges (Slido Results)

To identify the most significant adaptation challenges faced by first-year university students, a ranking task was conducted using a Slido poll. A total of 25 students participated in this activity.



The results show that academic challenges received the highest ranking, indicating that they are the most influential factor affecting students' adaptation to university life. This suggests that students experience the greatest difficulties in areas such as academic workload, unfamiliar teaching methods, and independent learning requirements.

Social challenges were ranked second, showing that some students face difficulties in forming new relationships and adapting to the university environment.

Psychological challenges ranked third, indicating that stress, low motivation, and lack of confidence also affect students, although less strongly compared to academic and social factors.

Finally, family-related challenges were ranked as the least significant factor, suggesting that most students receive sufficient family support and do not consider it a major barrier to their adaptation.

Overall, the findings clearly demonstrate that academic challenges are the dominant factor influencing first-year students' adaptation, while social and psychological factors have a moderate influence, and family-related issues have the least impact.

2. Academic Performance Questionnaire Results (Telegram Survey)

In the second stage of the study, a structured questionnaire was distributed via Telegram to examine students' academic performance in detail. This stage aimed to identify the level of academic performance among participants and how academic challenges affect their learning outcomes.

The results are summarized in Table-2 below:

Table 2. Distribution of students' academic performance levels based on questionnaire results:

Academic Performance Level	Number of Students (n)	Percentage (%)
High	5	20%

Moderate	11	44%
Low	9	36%
Total	25	100%

n=total number of participants. Persentages are calculated based on 25 respondents.

The results indicate that only a small proportion of students (20%) demonstrate a high level of academic performance, meaning they do not experience significant academic difficulties and can manage their studies effectively.

In contrast, 36% of students reported a low level of academic performance, suggesting that they face serious challenges in managing workload, completing assignments, and preparing for exams.

The largest group of students (44%) falls into the moderate performance category, indicating that while they do not perform poorly, they still experience noticeable academic difficulties.

Overall, the findings suggest that the majority of students experience moderate to low academic performance, highlighting that academic challenges are a common issue among first-year students. These results support the findings from the Slido ranking task, which identified academic challenges as the most dominant factor affecting student adaptation.

DISCUSSION

The findings of this study indicate that first-year students at Navoi State University experience adaptation challenges across academic, social, psychological, and family-related dimensions. The results of the ranking analysis clearly show that academic challenges are the most significant and most frequently reported factor affecting students' adaptation. This suggests that the transition from school to university is largely characterized by difficulties related to academic workload, unfamiliar teaching methods, and the demands of independent learning.

The dominance of academic challenges can be explained by the sudden shift in the learning environment. Unlike secondary education, university study requires a higher level of autonomy, critical thinking, and effective time management. The results of the academic performance questionnaire further support this finding, as a considerable number of students demonstrated moderate to low levels of academic performance. Many participants reported difficulties in managing workload, meeting deadlines, and preparing for exams, which indicates that academic pressure has a direct negative impact on their performance.

Social challenges were identified as the second most influential factor affecting students' adaptation. These challenges are mainly related to difficulties in forming new relationships and adjusting to a new social environment. Entering university often requires students to leave their familiar social circles and adapt to a more diverse peer group. As a result, some students may experience social discomfort or isolation, which can reduce their participation in academic activities and indirectly affect their learning outcomes.

Psychological challenges, including stress, low motivation, and lack of confidence, were also reported, although they were less significant compared to academic and social factors. These issues are often closely related to academic pressure, as increased workload and performance expectations can lead to higher stress levels and decreased motivation. Consequently,

psychological difficulties may negatively influence students' concentration and overall academic engagement.

In contrast, family-related challenges were found to have the least impact on students' adaptation. This suggests that most participants receive adequate emotional and practical support from their families, which helps them cope with university life. Therefore, family-related factors do not represent a major barrier to adaptation for the majority of students.

Overall, the findings demonstrate that while academic challenges are the primary factor influencing first-year students' adaptation and performance, social and psychological factors also contribute indirectly, whereas family-related issues have a relatively minor effect.

CONCLUSION

In conclusion, this study explored the adaptation challenges experienced by first-year university students and examined their impact on academic performance. The findings indicate that academic challenges represent the most influential factor affecting students' adaptation, followed by social and psychological dimensions, whereas family-related challenges have a comparatively minimal effect.

The results further demonstrate that a substantial proportion of students exhibit moderate to low levels of academic performance. This can largely be attributed to difficulties in managing academic workload, meeting deadlines, and preparing effectively for examinations. These findings highlight a clear and direct relationship between academic challenges and students' learning outcomes.

Overall, the study emphasizes the importance of institutional support in facilitating students' successful transition to university life. It is recommended that universities implement targeted academic support strategies, such as time management training, study skills development, and guidance in adapting to new learning environments. Such measures can significantly enhance students' academic achievement and promote more effective adaptation during the initial stage of higher education.

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EVALUATING THE EFFECTIVENESS OF ONLINE EDUCATION IN ARCHITECTURE COURSES

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Annotation. *This article examines the effectiveness of online education in modern learning environments. With the rapid development of digital technologies, online learning has become an essential part of education systems worldwide. The paper explores the advantages and challenges of online education, its impact on student performance, and the role of teachers and institutions in improving its quality. The study also highlights key factors such as accessibility, flexibility, learner engagement, and digital skills. In general, the article argues that online education can be highly effective when supported by proper strategies, technologies, and pedagogical approaches.*

Key words: *online education, higher education, e-learning, digital skills, modern workforce, technology.*

Аннотация. *В данной статье рассматривается эффективность онлайн-образования в современной образовательной среде. С развитием цифровых технологий онлайн-обучение стало неотъемлемой частью системы образования во всем мире. В статье анализируются преимущества и недостатки онлайн-образования, его влияние на успеваемость студентов, а также роль преподавателей и образовательных учреждений в повышении качества обучения. Особое внимание уделяется таким факторам, как доступность, гибкость, вовлеченность студентов и развитие цифровых навыков. В целом, делается вывод о том, что онлайн-образование может быть эффективным при правильной организации учебного процесса.*

Ключевые слова: *онлайн-образование, высшее образование, электронное обучение, цифровые навыки, современный рынок труда, технологии.*

Annotatsiya. *Ushbu maqolada zamonaviy ta'lim tizimida onlayn ta'limning samaradorligi tahlil qilinadi. Raqamli texnologiyalarning rivojlanishi natijasida onlayn ta'lim global miqyosda keng tarqaldi. Maqolada onlayn ta'limning afzalliklari va kamchiliklari, uning talaba natijalariga ta'siri hamda o'qituvchi va ta'lim muassasalarining roli yoritiladi. Shuningdek, kirish imkoniyati, moslashuvchanlik, talaba faolligi va raqamli ko'nikmalar kabi muhim omillar ko'rib chiqiladi. Umuman olganda, maqola onlayn ta'lim to'g'ri yondashuvlar asosida samarali bo'lishini ta'kidlaydi.*

Kalit so'zlar: *onlayn ta'lim, oliy ta'lim, elektron ta'lim, raqamli ko'nikmalar, zamonaviy ish muhiti, texnologiya.*

Introduction

Nowadays, online education has become one of the most significant developments in modern education systems. With the rapid growth of digital technologies, learning is no longer limited to traditional classroom settings. Instead, students can access educational resources, attend lectures, and complete assignments through various online platforms from any location in the world.

The integration of technology into education has changed the way knowledge is delivered and received. Learning management systems, video conferencing tools, and digital resources have made education more flexible and interactive. This transformation has created new opportunities for both students and teachers to improve the learning process.

After the COVID-19 pandemic, online education became even more important and widely used across the world. Many educational institutions were forced to adopt digital learning systems, which significantly changed traditional teaching methods. This period clearly showed both the advantages and challenges of online education in real practice.

Today's education system increasingly depends on digital solutions, making it essential to evaluate how effective online learning truly is in developing students' knowledge and skills. This evaluation helps educators and policymakers improve teaching methods and ensure better learning outcomes in the future.

Literature Review

A considerable number of studies have been conducted to evaluate the effectiveness of online education in recent years. Researchers generally agree that online learning has transformed traditional education by increasing accessibility and flexibility. As Anderson (2020) states, "online learning provides students with the opportunity to learn independently and at their own pace", which highlights one of its main advantages in modern education systems.

Several studies highlight the positive impact of online education on student engagement when interactive tools such as quizzes, discussion forums, and video conferencing are used. According to Moore and Kearsley (2019), "interaction is the key element that determines the success of distance education". This shows that communication between teachers and students plays an important role in improving learning outcomes.

However, other research points out that online education also has limitations. For example, Johnson (2021) notes that "the absence of face-to-face communication can reduce students' motivation and sense of responsibility". In addition, technical issues such as poor internet connection and lack of devices may negatively affect the learning process.

The literature suggests that the effectiveness of online education depends on several factors, including instructional design, teacher support, and student motivation. As Siemens (2018) concludes, "technology alone does not improve learning; it is how it is used that matters".

Conceptual structure.

The connection between technological infrastructure, student engagement, and instructional design plays an important role in determining the effectiveness of online education. These factors work together to create a successful online learning environment in higher education.Technological infrastructure provides the necessary tools such as internet access, digital platforms, and devices that allow students to participate in online learning. Without these resources, effective learning cannot take place.

Student engagement is another key factor that influences learning outcomes. When students actively participate in online activities, discussions, and assignments, their understanding and performance improve significantly.

Instructional design and teacher support also strengthen the learning process by providing clear guidance, structured materials, and continuous feedback. These elements help students stay motivated and focused. The effectiveness of online education depends on the strong connection between technology, student involvement, and teaching strategies.

DISCUSSION

One important issue in evaluating the effectiveness of online education is student engagement. Many students use technology mainly for entertainment or social media instead of academic purposes. However, effective online learning requires students to develop digital literacy skills such as searching for reliable information, communicating professionally, and using digital tools for study purposes. When students lack these skills, their learning outcomes may decrease.

Teachers play an important role in improving students' digital literacy and engagement. They can organize online presentations, virtual projects, and collaborative activities that encourage students to use technology in meaningful ways. Students usually understand better when they apply digital tools in practical learning situations rather than using them only passively.

Another problem in online education is unequal access to technology. Some students do not have stable internet connections, modern devices, or suitable learning environments at home. Because of this, they may face difficulties in attending online classes, completing assignments, and participating in discussions. This situation creates a gap between students with good access to technology and those without it.

In addition, online education also requires critical thinking skills because not all information available on the internet is reliable. Students must learn how to identify trustworthy sources and avoid misinformation. Universities should support students by improving access to digital resources and providing training to develop both technical and critical thinking skills.

Conclusion

In conclusion, online education has become an important part of modern higher education and offers many advantages such as flexibility, accessibility, and the use of digital technologies. It allows students to learn anytime and anywhere, which supports independent learning and skill development.

However, the effectiveness of online education depends on several key factors, including student engagement, technological access, and quality of teaching methods. Challenges such as unequal access to technology and low student motivation can reduce learning outcomes.

Online education can be highly effective when it is properly organized and supported by both teachers and institutions. Improving digital literacy, ensuring equal access to technology, and using interactive teaching strategies are essential for achieving better educational results.Overall, online education can be highly effective when it is properly organized and supported by both teachers and institutions.

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THE IMPACT OF GLOBALIZATION ON FOREIGN LANGUAGE LEARNING

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Annotation. *This scientific article examines the impact of globalization on global foreign language education. In light of advances in technology, international communication, and exchange of cultures, there has been a significant increase in the prioritization of learning a second language - especially English - as a result of an increased demand for foreign language education. The use of a variety of modern pedagogical approaches, as well as the availability of a wide array of e-learning resources and multimedia, have enabled students to be much more successful in developing their second language skills. Some of the positive aspects of the impact of globalization on foreign language education are: increased accessibility to resources, enhanced intercultural communication and modern teaching methods.*

Key words: *globalization, foreign language learning, English language, technology, online education, intercultural communication, multimedia learning*

Annotatsiya. *Mazkur ilmiy maqolada globalizatsiyaning butun dunyoda chet tillarini organish jarayoniga katta tasir korsatmoqda. Texnologiyaning rivojlanishi, xalqaro muloqot va madaniy almashinuv chet tillarini, ayniqsa ingliz tilini organish ahamiyatini oshirdi. Zamonaviy talim metodlari, onlayn platformalar va multimedia vositalari talabalarning til konikmalarini samarali rivojlantirishga yordam bermoqda. Ushbu maqolada globalizatsiyaning chet til talimiga ijobiy tasiri, axborotga kirish imkoniyati, madaniyatlararo muloqot va innovatsion oqitish usullari yoritiladi.*

Kalit so'zlar: *globalizatsiya, chet tilini organish, ingliz tili, texnologiya, onlayn talim, madaniyatlararo muloqot, multimedia talim*

Аннотация. *Глобализация оказывает значительное влияние на изучение иностранных языков во всем мире. Быстрое развитие технологий, международного общения и культурного обмена повысило важность изучения иностранных языков, особенно английского. Современные образовательные методы, онлайн-платформы и мультимедийные средства помогают студентам эффективнее развивать языковые навыки. В данной статье рассматриваются положительные эффекты глобализации в сфере языкового образования, включая доступ к информации, межкультурное общение и инновационные методы обучения.*

Ключевые слова*: глобализация, изучение иностранных языков, английский язык, технологии, онлайн-образование, межкультурное общение, мультимедийное обучение*

Learning another language is not only learning different words for the same things, but learning another way to think about things. — Flora Lewis.

In today's world, one major driving force for the globalization process is through technological advancements that have brought together nations, cultures, economies, and individuals. This has made learning other languages more important than before, with millions of

people now learning a second or third language, or at least attempting to do so, in order to communicate with others from different countries, have better opportunities by way of education, travel abroad, and establish successful career paths. Because English has become a Universal language used around the world for business, science, and technology, many universities around the world, as with the other fields mentioned, now offer programs in English, where students must possess a high level of English language proficiency in order to complete their degree.

Technology has played an important role in foreign language education as well. With the existence of the internet and the emergence of smartphones and multimedia solutions, students have an unlimited supply of real-time access to educational resources that aid them in learning their respective foreign language, such as online dictionaries, video lessons, mobile applications, virtual classrooms, and social media, to enhance their speaking, listening, reading, and writing skills. Websites and applications such as Duolingo, BBC Learning English, and YouTube channels have made language learning easier and more interactive for users.

A further aspect of globalization that cannot be ignored is intercultural communication; learning a foreign language will help a student to understand the various cultures, traditions, and lifestyles of a different country. Communication with native speakers and non-native speakers from other cultures improves feelings of mutual understanding, cooperation, and respect between people. By communicating with native speakers, students gain not only language proficiency but also experience developing an awareness of different cultures and confidence in their own abilities.

Globalization has also changed how we teach languages. Many teaching practices traditionally used by teachers have been replaced by student-focused and interactive forms of learning. Instead of relying only on books, teachers utilize technology to deliver instruction through multimedia presentations, online discussion boards, games, and group work, thereby providing more opportunities for students to participate in the learning process.

"To have another language is to possess a second soul." — Charlemagne.

Being able to speak a foreign language allows for many employment options. Many employers around the world require that their staff be able to speak at least 2 languages, particularly in international corporations. Multilingual employees may also find career opportunities in areas such as tourism, translation, international business, diplomacy, entertainment/media, and education. Therefore, language learning provides individuals with the skills necessary for a successful career. Although globalization has provided many advantages to language learners, there are also some disadvantages. Some countries are experiencing a decline in the popularity of local languages due to the increase in the use of global languages (e.g., English). This can result in the loss of local languages, along with cultural identity, due to the emphasis placed on the use of global languages. In addition, not all students have access to technology and quality education; therefore, they may not have the same opportunities to learn a foreign language as others do.

Even though globalization is having a negative impact on foreign language education, it has also helped strengthen educational institutions' ability to work together and provided learners with more resources, opportunities, and ways to communicate than ever before.

"Language is the road map of a culture. It tells you where its people come from and where they are going." — Rita Mae Brown. Through globalization, today's learners have access to individuals across the globe, the ability to enhance their language skills, and whether they can gain international exposure by travelling outside their home country.

Furthermore, many educational institutions around the world collaborate to provide learners with opportunities to use a foreign language in a real-world context through international exchanges and other collaborative activities, such as online conferences and projects designed to promote the practice of a foreign language. Students are also motivated to take responsibility for their language learning through scholarship programs and opportunities for study abroad.

In addition, advancements in social media and digital communication technology have contributed to how language learning occurs. Learners now have the opportunity to connect with native speakers via technology such as Zoom, Telegram, Instagram, and various other online communities. Additionally, learners have the ability to use other resources, such as watching films in a foreign language, listening to a podcast on an international topic, and reading articles written in a foreign language to expand their vocabulary and enhance their reading comprehension. Today's learners have many flexible, self-directed, and FUN methods of learning a language, regardless of their age or level of education. The advent of Globalization has made Foreign Language Learning more relevant than ever before, as international communication has become a major focus for education today. Globalization has affected all areas of foreign language education, from improving teacher/student communication through technology and online resources to utilizing innovation in how foreign languages are taught, making foreign language learning more accessible and effective for students, regardless of where they are located. The communication benefits that come with learning a foreign language, learning a foreign language has also improved individuals' abilities to relate to people of other cultures (thus improving their overall quality of life) and ultimately provided them with more job opportunities in their chosen profession. Therefore, Globalization has had a very positive effect on Language Education and will continue to be an integral part of the modern-day educational system.

Conclusion

The internationalization of education through technology, online resources, and innovative teaching means that the importance of studying foreign languages has increased significantly due to globalisation. Students across the globe are now able to learn foreign languages more easily than ever before, as a result of the increased availability of language-learning tools (e.g., internet sites offering free or inexpensive training in multiple languages) and the increased use of technology in education. Learning a foreign language improves your ability to communicate with others and helps you to better understand their cultures, as well as providing you with more opportunities in your career. Although there are still some difficulties associated with globalisation's effects on language education (e.g., a lack of prepared teachers), globalisation will continue to be a major influence on the way people learn and teach foreign languages in the future.

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ZAMONAVIY KASBLARGA YOSHLARNI TAYYORLASHDA XORIJIY TILLAR VA RAQAMLI TEXNOLOGIYALAR ASOSIY OMIL SIFATIDA

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Annotatsiya. *Mazkur maqolada yoshlarni zamonaviy kasblarga tayyorlash jarayonida xorijiy tillar va raqamli texnologiyalarning o‘rni hamda ahamiyati tahlil qilingan. Globallashuv sharoitida mehnat bozorida raqobatbardosh mutaxassislarni tayyorlashda xorijiy til kompetensiyasi va raqamli savodxonlik muhim omil sifatida namoyon bo‘layotgani yoritilgan. Shuningdek, ta’lim jarayonida innovatsion texnologiyalar, sun’iy intellekt vositalari va online platformalardan foydalanishning samaradorligi haqida fikr yuritilgan.*

Kalit so‘zlar: *xorijiy tillar, raqamli texnologiyalar, zamonaviy kasblar, pedagogika, filologiya, innovatsion ta’lim, sun’iy intellekt, raqamli savodxonlik, ta’lim texnologiyalari, kommunikativ kompetensiya.*

Аннотация. *В данной статье анализируются роль и значение иностранных языков и цифровых технологий в подготовке молодежи к современным профессиям. В условиях глобализации владение иностранными языками и цифровая грамотность становятся важными факторами подготовки конкурентоспособных специалистов для рынка труда. Также рассматривается эффективность использования инновационных технологий, инструментов искусственного интеллекта и онлайн-платформ в образовательном процессе.*

Ключевые слова*: иностранные языки, цифровые технологии, современные профессии, педагогика, филология, инновационное образование, искусственный интеллект, цифровая грамотность, образовательные технологии, коммуникативная компетенция.*

Abstract. *This article analyzes the role and importance of foreign languages and digital technologies in preparing young people for modern professions. In the context of globalization, foreign language competence and digital literacy are becoming important factors in training competitive specialists for the labor market. The article also discusses the effectiveness of using innovative technologies, artificial intelligence tools, and online platforms in the educational process.*

Keywords*: foreign languages, digital technologies, modern professions, pedagogy, philology, innovative education, artificial intelligence, digital literacy, educational technologies, communicative competence.*

Kirish.

Hozirgi globallashuv va raqamli transformatsiya davrida jamiyat hayotining barcha sohalarida tub o‘zgarishlar yuz bermoqda. Ayniqsa, texnologiyalarning jadal rivojlanishi natijasida zamonaviy kasblarning mazmuni, mehnat bozori talablari hamda mutaxassislarga qo‘yiladigan kompetensiyalar sezilarli darajada o‘zgarmoqda. Endilikda faqatgina nazariy bilimga

ega bo‘lish yetarli emas, balki xorijiy tillarni mukammal bilish, axborot-kommunikatsiya texnologiyalaridan samarali foydalanish ham muhim talabga aylanmoqda.

Shu sababli yoshlarni zamonaviy kasblarga tayyorlash jarayonida xorijiy tillar va raqamli texnologiyalarning integratsiyasi dolzarb pedagogik va ijtimoiy masala sifatida namoyon bo‘lmoqda. Bugungi kunda dunyo mehnat bozorida xalqaro hamkorlikning kengayishi, masofaviy ish tizimining rivojlanishi va raqamli iqtisodiyotning shakllanishi natijasida xorijiy tillarni biladigan hamda zamonaviy texnologiyalar bilan ishlay oladigan mutaxassislarga ehtiyoj ortib bormoqda.

Ayniqsa, ingliz tili xalqaro ilm-fan, biznes, IT va innovatsiyalar tili sifatida alohida ahamiyat kasb etmoqda. Ko‘plab xalqaro kompaniyalar va tashkilotlarda faoliyat yuritish uchun xorijiy til kompetensiyasi asosiy talab sifatida qaralmoqda. Shu bilan bir qatorda, raqamli texnologiyalarni bilish va ulardan foydalanish ko‘nikmalari ham zamonaviy kasblarning ajralmas qismiga aylanib ulgurdi. Raqamli texnologiyalar ta’lim tizimiga ham katta ta’sir ko‘rsatmoqda. An’anaviy ta’lim usullari asta-sekin innovatsion va interaktiv metodlar bilan boyitilib bormoqda. Xususan, onlayn platformalar, multimedia vositalari, virtual ta’lim muhiti, mobil ilovalar va sun’iy intellekt texnologiyalari xorijiy tillarni o‘qitish samaradorligini oshirishga xizmat qilmoqda. Bunday texnologiyalar o‘quvchilarning mustaqil ta’lim olish imkoniyatlarini kengaytirib, ularning dars jarayonidagi faolligini oshirmoqda. Shu sababli xorijiy tillarni zamonaviy texnologiyalar asosida o‘qitish bugungi ta’lim tizimining ustuvor yo‘nalishlaridan biri hisoblanadi.

O‘zbekiston Respublikasida ham yoshlarni zamonaviy kasblarga tayyorlash, ta’lim sifatini oshirish va raqamli ta’lim tizimini rivojlantirishga alohida e’tibor qaratilmoqda. Xususan, so‘nggi yillarda ta’lim tizimida xorijiy tillarni chuqur o‘qitish, IT-ta’limni rivojlantirish hamda yoshlarning raqamli savodxonligini oshirish bo‘yicha qator davlat dasturlari va islohotlar amalga oshirilmoqda. Bu esa yoshlarning xalqaro mehnat bozorida raqobatbardosh bo‘lishiga xizmat qilmoqda. Shuningdek, pedagogika va filologiya yo‘nalishlarida ham xorijiy tillarni o‘qitishda zamonaviy pedagogik texnologiyalarni qo‘llash muhim ahamiyat kasb etmoqda.

Kommunikativ yondashuv, interaktiv metodlar va raqamli platformalardan foydalanish o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshiradi hamda amaliy ko‘nikmalarini rivojlantiradi. Ayniqsa, sun’iy intellektga asoslangan dasturlar va virtual yordamchilar ta’lim jarayonini yanada qulay va samarali tashkil etish imkonini bermoqda. Mazkur maqolada yoshlarni zamonaviy kasblarga tayyorlashda xorijiy tillar va raqamli texnologiyalarning o‘rni, ularning ta’lim jarayonidagi ahamiyati hamda zamonaviy mehnat bozoridagi talablar bilan bog‘liqligi ilmiy jihatdan tahlil qilinadi. Shuningdek, xorijiy tillar va raqamli texnologiyalar integratsiyasining ta’lim samaradorligini oshirishdagi roli ham yoritib beriladi.

Adabiyotlar tahlili:

Xorijiy tillarni o‘qitish va zamonaviy kasblarga tayyorlash masalasi pedagogika va filologiya sohasida ko‘plab olimlar tomonidan keng o‘rganilgan. Jumladan, Crystal (2003) o‘zining “English as a Global Language” asarida ingliz tilining globallashuv sharoitida xalqaro muloqot vositasiga aylanganini va uning bilimi zamonaviy mehnat bozorida muhim kompetensiya ekanligini asoslab bergan. Richards va Rodgers (2014) esa til o‘qitish metodikalarini tahlil qilib, kommunikativ yondashuv zamonaviy ta’limda eng samarali usullardan biri ekanligini ta’kidlaydi. Ularning fikricha, xorijiy tilni real hayotiy vaziyatlar orqali o‘rgatish o‘quvchilarning kommunikativ kompetensiyasini rivojlantiradi va kasbiy faoliyatga tayyorlaydi. Raqamli texnologiyalar va ta’lim integratsiyasi bo‘yicha Warschauer (2003) tadqiqotlarida kompyuter texnologiyalarining til o‘rganish jarayoniga ijobiy ta’siri, ayniqsa mustaqil o‘rganish va

interaktivlikni oshirishi ilmiy jihatdan asoslab berilgan. Bu yondashuv zamonaviy ta’limda raqamli savodxonlikning muhimligini ko‘rsatadi. Shuningdek, Begimqulov (2016) o‘z ishlarida ta’lim jarayonida axborot-kommunikatsiya texnologiyalaridan foydalanish o‘qitish sifatini oshirishga xizmat qilishini ta’kidlaydi. Uning fikricha, raqamli vositalar dars jarayonini interaktivlashtirib, o‘quvchilarning mustaqil fikrlashini rivojlantiradi.

O‘zbekiston ta’lim tizimi doirasida Jalolov (2012) xorijiy til o‘qitish metodikasini takomillashtirish masalalarini o‘rganib, kommunikativ va amaliy yondashuvlarning samaradorligini asoslab bergan. Uning tadqiqotlari til o‘qitish jarayonini kasbiy yo‘nalishlar bilan *bog‘lash zarurligini ko‘rsatadi. Biroq mavjud* adabiyotlar tahlili shuni ko‘rsatadiki, xorijiy tillar va raqamli texnologiyalarni integratsiyalashgan holda, ayniqsa yoshlarni zamonaviy kasblarga tayyorlash kontekstida kompleks o‘rganish bo‘yicha tadqiqotlar hali yetarli darajada emas. Shu bois ushbu yo‘nalishda chuqur ilmiy izlanishlar olib borish dolzarb hisoblanadi va mazkur maqola aynan shu bo‘shliqni to‘ldirishga xizmat qiladi.

METODOLOGIYA:

Ushbu tadqiqot yoshlarni zamonaviy kasblarga tayyorlash jarayonida xorijiy tillar va raqamli texnologiyalarning integratsiyasini o‘rganishga qaratilgan bo‘lib, unda zamonaviy ilmiy-tadqiqot yondashuvlari qo‘llanildi. Tadqiqotning metodologik asosini pedagogika, filologiya va raqamli ta’lim texnologiyalariga oid nazariy qarashlar tashkil etadi. Tadqiqot jarayonida quyidagi asosiy usullardan foydalanildi: (1) xorijiy va mahalliy ilmiy adabiyotlarni tizimli tahlil qilish (literature review); (2) ta’lim jarayonida qo‘llanilayotgan raqamli platformalar va texnologik vositalarni o‘rganish hamda ularning samaradorligini tahlil qilish; (3) xorijiy til kompetensiyasi va raqamli savodxonlikning zamonaviy kasblardagi o‘rnini qiyosiy tahlil qilish. Shuningdek, tadqiqotda hujjatlarni tahlil qilish (document analysis) usuli qo‘llanilib, xalqaro va milliy darajadagi ta’limga oid strategiyalar, me’yoriy hujjatlar hamda rivojlanish dasturlari mazmunan o‘rganildi.

Bu esa ta’lim tizimida xorijiy tillar va raqamli texnologiyalar integratsiyasining amaliy ahvolini aniqlashga imkon berdi. Tadqiqot doirasida mehnat bozori tendensiyalarini o‘rganish va qiyosiy tahlil usuli ham qo‘llanildi. Bu orqali IT, ta’lim, tarjima, turizm va xalqaro biznes sohalarida xorijiy til bilish hamda raqamli kompetensiyalarga bo‘lgan talab darajasi tahlil qilindi. Tadqiqot 2020–2024-yillar oralig‘idagi ilmiy nashrlar, statistik ma’lumotlar va xalqaro tashkilotlar hisobotlariga asoslandi. Asosiy manbalar sifatida OECD, UNESCO va Jahon iqtisodiy forumi (WEF) materiallari, shuningdek, O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi ma’lumotlari hamda so‘nggi yillardagi ilmiy maqolalar va monografiyalar foydalanildi.

Natijalar va Muhokama

Tadqiqot natijalari shuni ko‘rsatdiki, xorijiy tillarni raqamli texnologiyalar asosida o‘qitish ta’lim samaradorligini sezilarli darajada oshiradi. Ayniqsa, online platformalar va multimedia vositalari orqali: tinglab tushunish ko‘nikmalari rivojlanadi; talabalarning mustaqil ishlash malakasi shakllanadi; interaktiv darslar orqali o‘quvchilarning faolligi ortadi; kommunikativ kompetensiya rivojlanadi. Shuningdek, zamonaviy kasblarning aksariyatida ingliz tilini bilish asosiy talab sifatida qaralmoqda. IT sohasi, turizm, xalqaro biznes, tarjimonlik, marketing va media sohalarida xorijiy tilni mukammal biladigan mutaxassislarga ehtiyoj yuqori ekanligi aniqlandi. Raqamli texnologiyalar yordamida masofaviy ta’limni tashkil etish imkoniyatlari ham kengaygani kuzatildi. Bu esa yoshlarning istalgan hududda turib sifatli ta’lim olishlariga xizmat

qilmoqda. Yoshlarni zamonaviy kasblarga tayyorlashda xorijiy tillar va raqamli texnologiyalarni uyg‘unlashtirish muhim pedagogik yondashuv hisoblanadi. Chunki zamonaviy jamiyatda nafaqat kasbiy bilim, balki xorijiy tillarda erkin muloqot qila olish va texnologiyalardan samarali foydalanish ko‘nikmalari ham talab etiladi. Ta’lim tizimida innovatsion texnologiyalarni qo‘llash o‘quv jarayonini qiziqarli va samarali tashkil etishga yordam beradi.

Xususan, virtual platformalar, elektron lug‘atlar, tarjima dasturlari va sun’iy intellekt vositalari xorijiy tillarni o‘rganishni yengillashtiradi. Biroq raqamli texnologiyalardan foydalanishda ayrim muammolar ham mavjud. Jumladan, internet tarmog‘ining sifati, texnik vositalarning yetishmasligi hamda ayrim foydalanuvchilarning raqamli savodxonlik darajasi pastligi ta’lim samaradorligiga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli pedagoglar va ta’lim muassasalari zamonaviy texnologiyalarni ta’lim jarayoniga to‘g‘ri integratsiya qilish, o‘quvchilarning raqamli kompetensiyalarini rivojlantirishga alohida e’tibor qaratishlari lozim.

Raqamli texnologiyalarning kasbiy rivojlanishdagi o‘rni

Bugungi kunda raqamli transformatsiya jarayoni mehnat bozorining barcha sohalariga chuqur kirib bormoqda va bu holat zamonaviy mutaxassislar uchun raqamli savodxonlikni asosiy kompetensiyalardan biriga aylantirmoqda. Ayniqsa, dasturlash, sun’iy intellekt, ma’lumotlar tahlili, kiberxavfsizlik va bulutli texnologiyalar kabi yo‘nalishlarda malakali kadrlarga bo‘lgan ehtiyoj izchil ortib bormoqda. Turli xalqaro so‘rovlar va tahlillarga ko‘ra, IT sohasida eng ko‘p talab qilinadigan ko‘nikmalar qatoriga Python, JavaScript va SQL kabi dasturlash tillari kiradi. Ushbu ko‘nikmalar nafaqat texnik mutaxassisliklar uchun, balki raqamli iqtisodiyotning boshqa yo‘nalishlarida ham muhim ahamiyat kasb etmoqda. O‘zbekistonda ham raqamli iqtisodiyotni rivojlantirish va yoshlarni IT sohasiga jalb etish bo‘yicha keng ko‘lamli islohotlar amalga oshirilmoqda.

Xususan, turli ta’lim dasturlari va tashabbuslar orqali minglab yoshlar dasturlash asoslari va raqamli kompetensiyalarni o‘zlashtirmoqda. Bu esa mamlakatda raqamli kadrlar salohiyatini oshirishga xizmat qilmoqda. Shu bilan birga, mutaxassislar ta’kidlashicha, faqat texnik bilimlar bilan cheklanib qolish yetarli emas. Zamonaviy kasblarda muvaffaqiyat qozonish uchun xorijiy tillarni, ayniqsa ingliz tilini bilish ham muhim hisoblanadi, chunki ko‘plab texnik hujjatlar, dasturiy platformalar va onlayn resurslar aynan shu tilda taqdim etiladi.

Xorijiy tillar va raqamli texnologiyalarning o‘zaro bog‘liqligi

Tadqiqotlar shuni ko‘rsatadiki, xorijiy tillar va raqamli texnologiyalar bir-birini to‘ldiruvchi va kuchaytiruvchi omillar sifatida namoyon bo‘ladi. Xorijiy tilni bilgan mutaxassis global raqamli muhitga tezroq moslasha oladi, xalqaro loyihalarda ishtirok etish imkoniyatiga ega bo‘ladi hamda professional hamjamiyat bilan samarali muloqot qila oladi. Shu bilan birga, zamonaviy raqamli platformalar til o‘rganish jarayonini sezilarli darajada osonlashtirmoqda. Onlayn ta’lim tizimlari va mobil ilovalar orqali o‘quvchilar nafaqat xorijiy tilni o‘rganishlari, balki o‘z kasbiy yo‘nalishlarida ham bilim va ko‘nikmalarini rivojlantirishlari mumkin. Ayniqsa, sun’iy intellekt asosida ishlovchi interaktiv o‘quv tizimlari va virtual yordamchilar til o‘rganish jarayonini individual va samarali shaklga olib chiqmoqda. Bu esa ta’limda yangi yondashuvlarni shakllantirib, xorijiy tillar va raqamli texnologiyalar integratsiyasining ahamiyatini yanada oshirmoqda.

Xulosa

Xulosa qilib aytganda, globallashuv va raqamli transformatsiya sharoitida yoshlarni zamonaviy kasblarga tayyorlash jarayonida xorijiy tillar va raqamli texnologiyalar muhim strategik omil hisoblanadi. Zamonaviy mehnat bozori nafaqat kasbiy bilimga ega, balki xorijiy

tillarda erkin muloqot qila oladigan hamda raqamli texnologiyalardan samarali foydalana biladigan mutaxassislarni talab qilmoqda. Shu sababli ta’lim tizimida xorijiy til kompetensiyasi va raqamli savodxonlikni rivojlantirish ustuvor vazifalardan biri bo‘lib qolmoqda. Tadqiqot natijalari xorijiy tillarni zamonaviy raqamli texnologiyalar asosida o‘qitish ta’lim samaradorligini sezilarli darajada oshirishini ko‘rsatdi. Xususan, onlayn platformalar, multimedia vositalari, mobil ilovalar va sun’iy intellekt texnologiyalaridan foydalanish o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini shakllantiradi, kommunikativ kompetensiyasini rivojlantiradi hamda ta’lim jarayoniga bo‘lgan qiziqishini oshiradi. Shuningdek, xorijiy tillar va raqamli texnologiyalar bir-biri bilan chambarchas bog‘liq ekani aniqlandi. Chunki zamonaviy IT, biznes, turizm, tarjimonlik va xalqaro hamkorlik sohalarida faoliyat yuritish uchun nafaqat texnik bilim, balki ingliz tilini bilish ham muhim ahamiyatga ega. Ko‘plab ilmiy manbalar, dasturiy vositalar va professional platformalar aynan ingliz tilida yuritilishi bu ehtiyojni yanada kuchaytiradi.

Izlanish davomida ta’lim tizimida ayrim muammolar ham mavjudligi kuzatildi. Jumladan, ayrim hududlarda texnik vositalarning yetarli emasligi, internet sifati bilan bog‘liq muammolar hamda raqamli savodxonlik darajasining pastligi ta’lim samaradorligiga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli zamonaviy ta’lim infratuzilmasini rivojlantirish, pedagoglarning raqamli kompetensiyalarini oshirish va innovatsion texnologiyalarni keng joriy etish muhim ahamiyat kasb etadi. Umuman olganda, xorijiy tillar va raqamli texnologiyalar integratsiyasi yoshlarni zamonaviy kasblarga tayyorlashning samarali vositalaridan biri hisoblanadi. Kelgusida ta’lim tizimida sun’iy intellekt va innovatsion texnologiyalarni yanada keng qo‘llash orqali yoshlarning kasbiy, kommunikativ va intellektual salohiyatini rivojlantirish mumkin bo‘ladi. Bu esa o‘z navbatida, raqobatbardosh va zamonaviy bilimlarga ega kadrlarni tayyorlashga xizmat qiladi.

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THE ROLE OF CONTEXT IN MEANING FORMATION

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Abstract. *This article examines the role of context in the formation of meaning in communication. It is clear that words do not carry a fixed meaning in themselves; rather, meaning is shaped by the situation, cultural norms, and the speaker's intentions. Combining literature review, discourse analysis, and real-life examples, the study examines how context influences understanding in formal and informal communication. The results show that ignoring context can lead to misunderstandings, while taking it into account can make messages more clear and effective. Overall, the study highlights that meaning is dynamically created through interaction and that understanding context is essential for successful communication.*

Keywords: *context, meaning formation, communication, cultural norms, speaker intention.*

Introduction

In everyday communication, people often assume that words have fixed, unchanging meanings. However, in real-world situations, meaning is not created solely by the words themselves. It is strongly dependent on context, that is, the situation, the relationship between the interlocutors, and the cultural background. This idea is especially important in linguistics, as researchers have shown that understanding language is not limited to knowledge of vocabulary and grammar alone.

The concept of context has been widely discussed by scholars such as Dell Hymes. He advanced the idea of communicative competence, arguing that effective communication depends on knowing how to use language appropriately in different situations (Hymes, 1972). Similarly, H. P. Grice explained that speakers often mean more than they say, and listeners must rely on context to understand implicit meaning (Grice, 1975). These views suggest that meaning is not always explicitly stated, but is often shaped by implicit intentions and shared perceptions. For example, consider the simple statement *"It's cold here."* Its meaning can vary depending on the context. In one situation, it may be a simple fact about the temperature, while in another it may be a polite request to close the window. This shows that context-free communication can easily lead to misunderstandings. As Stephen Levinson has pointed out, especially in everyday conversations, where indirect speech is widely used, context plays an important role in interpreting meaning (Levinson, 1983). In modern society, as people increasingly communicate across cultures and languages, the role of context is becoming increasingly important. Misunderstandings can arise not only because of language differences, but also because of different cultural norms and expectations. Reports from organizations such as UNESCO highlight the importance of effective communication skills in a globalized world (UNESCO, 2021). Therefore, this article aims to analyze the role of context in the formation of meaning. It examines how factors such as situation, culture, and speaker intent influence interpretation. Through the analysis of theoretical perspectives and practical examples, the study aims to demonstrate that meaning is not static, but is created dynamically in the process of interaction.

Methodology

To explore the role of context in the construction of meaning, this study used a mixed and creative approach, combining literature review, discourse analysis, and real-life examples. This approach allows for a deeper understanding of theoretical concepts and practical communication situations.

1. Literature review

First, existing research on context and meaning was reviewed. The main sources were the works of Dell Hymes, H. P. Grice, and Stephen Levinson. Also, reports from organizations such as UNESCO have highlighted the role of communication in different social and cultural contexts (Hymes, 1972; Grice, 1975; Levinson, 1983; UNESCO, 2021). The literature review helped to identify the following key factors that influence meaning:

- Situational context – the physical or social environment in which communication occurs
- Cultural context – the general norms, values and traditions that influence interpretation
- Speaker's intention – the purpose or mood of the message

2. Mini-discourse analysis

The practical analysis was conducted on the example of short phrases and sentences that are often found in everyday communication. Examples are:

"It's cold in here"

"Good job"

"Can you help me?"

Each phrase was analyzed in different contexts and changes in meaning were observed. For example, "It's cold in here" can be interpreted as:

- A simple statement about the temperature
- A polite request to close the window
- A complaint about the environment

This method shows that meaning is dynamic and highly dependent on the surrounding context.

3. Comparative analysis

In order to make the research more creative, everyday informal communication and formal academic or workplace communication were compared(Crystal, 2003. Differences in context sensitivity were observed: while formal communication often requires strict adherence to common norms and professional expectations, informal communication is more flexible and has hidden meanings.

4. Case examples

Finally, real-life examples of contextual interpretation were included: A student says *"I'm fine"* when stressed; a teacher says *"Good job"* to students to encourage them These examples show that understanding the full context is crucial for accurate interpretation and effective communication.

Results

The analysis has shown that context influences the formation of meaning in communication in several important ways. First, the context of the situation has a strong influence on interpretation. For example, the statement *"It's cold in here"* is understood differently in different situations: in a classroom it is taken as a simple observation about the temperature; in an office it is sometimes used to indicate a polite request to close the window; in informal conversations with friends it can be an expression of discomfort or a hidden complaint (Levinson, 1983). Cultural context also plays an important role, as expressions such as *"Good job"* or *"Thank you"* have

slightly different meanings depending on cultural norms. In some cultures these expressions are used to encourage others, while in others they are used primarily as polite formal expressions (Crystal, 2003; Yule, 2010). The speaker's intention also influences meaning, especially when language is used indirectly. Expressions such as *"I'm fine"* or *"Can you help me?"* often convey feelings or requests, and require the listener to take into account tone, facial expression, or prior knowledge to interpret them correctly (Grice, 1975). A comparison of formal and informal communication has shown that language in formal situations requires more explicit and explicit expressions and is less adaptable to context; informal communication is more flexible and relies more on shared experience and situational cues (Hymes, 1972). Practical examples have shown that ignoring context can easily lead to misunderstandings. For example, a student who is stressed may say *"I'm fine"* and be misinterpreted by teachers or classmates, or praise such as *"Good job"* may not be encouraging if the context suggests sarcasm or indifference. Overall, these results suggest that meaning is not fixed but dynamically shaped by situation, culture, speaker intent, and type of communication, highlighting the importance of context in effective understanding.

Discussions

The results of this study show that context is not just a background feature in communication, but a central factor in the formation of meaning. For example, situational context indicates that the same utterance conveys different messages in different places and under different circumstances. This is consistent with Stephen Levinson's theory, which argues that in order to understand language, not only the direct meaning of words but also the situational signals surrounding them must be interpreted (Levinson, 1983). Cultural context, on the other hand, indicates that meaning is formed through shared norms and values; expressions that seem simple in one culture may have subtle or different meanings in another, confirming the role of culture in communication, as highlighted by David Crystal (2003) and Michael Yule (2010). The speaker's intention also emerged as an important factor, since understanding often goes beyond the direct meaning of words. H. P. Grice (1975) argued that listeners must take into account implicit meanings and conversational rules. Examples from this study, such as *"I am fine"* or *"Can you help me?",* clearly demonstrate this. A comparison of formal and informal communication also shows that context interacts with the environment: while formal communication emphasizes clear and direct language, informal conversations rely more on shared experience and situational sensitivity (Hymes, 1972). These observations suggest that when context is ignored, misunderstandings often occur, which can affect relationships, learning, and collaboration in real-world communication. From a practical perspective, the study suggests that students need to be taught not only vocabulary and grammar, but also skills in how to interpret context and respond appropriately. UNESCO (2021) states that effective communication skills are essential in a globalized world, where messages are exchanged across cultures and languages. Thus, understanding context is not only a theoretical issue but also a practical necessity for clear and meaningful communication.

Conclusion

This study has shown that context plays a significant role in the formation of meaning in communication. Words do not carry fixed meanings on their own; meaning is dynamically constructed through the interaction of situational factors, cultural norms, and the speaker's intentions. The same utterance can convey very different messages depending on where, how, and by whom it is used. Formal and informal communication settings, on the other hand, demonstrate how context guides the interpretive process, highlighting the importance of flexibility and common

understanding for effective communication. The results also demonstrate the practical importance of context in everyday communication. Ignoring context can lead to misunderstandings in classrooms, workplaces, or informal conversations. Understanding context helps ensure that messages are interpreted accurately, and appropriately. In short, context is the bridge between words and meaning, and understanding its role is essential for effective and meaningful communication.

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THE IMPORTANCE OF TIME MANAGEMENT FOR SCHOOL STUDENTS: A QUANTITATIVE RESEARCH APPROACH

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ABSTRACT. *This study examines the importance of time management and its effect on academic performance among school students. Effective time management helps students organize their study schedules, complete assignments on time, avoid procrastination, and reduce academic stress. The main purpose of the research was to identify the relationship between students' time management skills and their academic achievement. The study was conducted using a quantitative research approach with descriptive and correlational methods. The participants were 20 students of the 11th grade from School No. 48 in the Bukhara region. Data were collected through a structured questionnaire and students' academic records. The results showed that students with high time management skills achieved better academic performance than those with medium or low levels. Students who planned their tasks regularly and followed study routines demonstrated higher grades and stronger motivation. The study concludes that effective time management is an essential factor in improving students' academic success and overall educational development.*

Keywords: *time management, academic performance, school students, productivity, study habits.*

INTRODUCTION

One of the major difficulties faced by students in today's educational environment is managing time properly. Growing academic demands, numerous assignments, examinations, and social responsibilities often create pressure and make it challenging for students to balance their studies with personal life. While success in education is influenced by many elements, the ability to manage time effectively is strongly linked to productivity, motivation, emotional well-being, and academic achievement.

Time management refers to the skill of organizing, planning, and allocating time to different tasks in the most efficient way. This ability is essential for students because it helps them arrange priorities, meet deadlines, avoid unnecessary delays, and maintain focus on important responsibilities. In addition, effective scheduling encourages discipline and supports the development of consistent study routines, which are necessary for long-term progress.

Numerous studies have highlighted the positive impact of time management on students' performance. For instance, Macan et al. (1990) found that students who use time efficiently usually experience better academic results and lower stress levels. Likewise, Britton and Tesser (1991) reported that learners who regularly plan their tasks and organize their schedules tend to earn higher grades compared with those who lack such habits. Furthermore, Claessens et al. (2007) stated that setting clear priorities and managing tasks systematically can significantly increase effectiveness and learning outcomes.

On the other hand, poor control of time can create serious problems for students. When academic tasks are not organized properly, students may face missed deadlines, anxiety, lack of

motivation, and constant procrastination. Misra and McKean (2000) explained that weak time management skills are closely associated with higher stress and anxiety among university students. As a result, many learners struggle to complete their responsibilities successfully and feel overwhelmed by academic pressure.

Researchers have also examined methods for improving students' time management abilities. Häfner et al. (2014) showed that training programs focused on planning and scheduling can reduce stress and improve academic success. In the same way, Zimmerman (2002) noted that students who manage their time effectively are more likely to become self-regulated learners who can plan independently, monitor their progress, and evaluate their own work. In addition, the way individuals perceive time influences their behavior, as future-oriented students are generally more successful in completing tasks and achieving goals (Zimbardo & Boyd, 1999).

This article presents an empirical analysis of the importance of time management for students and its effects on academic performance, stress control, and personal growth. It also offers practical conclusions based on previous scientific studies concerning planning strategies, prioritization, and effective study habits. The findings of this research are expected to provide useful recommendations for improving students' success and promoting a more organized lifestyle.

METHODOLOGY

This study was conducted using a quantitative research approach with descriptive and correlational research methods to examine the importance of time management and its influence on academic performance among school students. The main purpose of the research was to identify the relationship between students' time management skills and their academic achievement. The study focused on how effective planning, organizing tasks, setting priorities, and avoiding procrastination affect students' success in education. A quantitative method was chosen because it allows the teacher to collect measurable data and present the results in a clear statistical form.

The research was carried out at School No. 48 located in the Bukhara region and involved 20 students from the 11th grade. The participants were selected randomly to ensure equal opportunity for all students to take part in the study. Both male and female students were included in the sample. Their participation was completely voluntary, and all students were informed about the purpose of the study before completing the questionnaire. Permission to conduct the research was officially obtained from the school administration, and academic records were used only with administrative approval.

The main instrument used in this study was a questionnaire prepared to evaluate students' time management habits and behaviors. The questionnaire consisted of multiple-choice and short-answer questions designed to collect information about how students use and manage their time in daily academic life. The questions focused on important areas such as preparing daily or weekly study plans, completing homework on time, meeting deadlines, balancing schoolwork and personal activities, avoiding procrastination, and preparing for examinations in advance.

Table 1. Questionnaire Categories for Measuring Students' Time Management Skills.

Categories	Main Focus	Purpose
1.Time Planning and Organization	Daily planning, weekly schedules, setting priorities, study routines	To identify how students organize and manage their academic time effectively

2.Study Habits and Task Completion	Homework completion, meeting deadlines, lesson review, avoiding procrastination	To examine students' consistency in completing academic responsibilities
3.Productivity and Academic Impact	Motivation, stress management, exam preparation, academic achievement	To evaluate the influence of time management on students' academic performance

Data Collection Procedures

The data was carefully organized to ensure reliability and accuracy. After receiving permission from the school administration, the questionnaires were distributed to 20 students during regular school hours in a classroom environment. The teacher explained the purpose of the study and provided clear instructions for completing the survey. Students answered the questions individually without external help in order to ensure honest and independent responses. All completed questionnaires were collected immediately after completion. In addition to survey responses, students' academic performance data were obtained from official school records, including semester grades and general academic averages.

Data Analysis Process

The data analysis process was carried out using basic quantitative methods. First, all questionnaire responses were reviewed and categorized according to students' time management levels. Based on their answers, participants were divided into three groups: high, medium, and low time management skills. Students who regularly planned their tasks, completed assignments on time, and avoided procrastination were placed in the high category. Those with average planning habits were included in the medium group, while students with weak organization and frequent delays were placed in the low category.

After classification, students' academic results were compared with their time management levels to identify possible relationships between the two variables. Percentage distribution was used to show how many students belonged to each group, while average academic performance scores were calculated to compare achievement levels. The findings were presented using tables, charts, and descriptive explanations to make the results clear and understandable.

RESULTS

The analysis revealed a clear relationship between students' time management skills and their academic performance. When comparing the results and responses of survey participants, the following indicators were obtained.

Table 1. Time Management Skills of Participants

Level of Time Management	Percentage	Number of Participants
High	30%	6
Medium	55%	11
Low	15%	3

The first diagram shows that the majority of students were in the medium time management category (55%). Students with high time management skills represented 30% of the participants, while only 15% were classified in the low category.

Table 2. Academic Performance by Time Management Level

Level of Time Management	Academic Performance

High	**88%**
Medium	**72%**
Low	**58%**

The second diagram presents the academic performance of each group. Students with high time management skills achieved the highest average academic result (88%). The medium group recorded 72%, while the low group showed the lowest performance level at 58%.

DISCUSSION

The findings of this study show that students' ability to manage their time has a clear influence on their academic performance. In particular, students with strong time management skills demonstrated higher academic achievement, while those with average skills showed moderate results. Even though no participants were identified with very low time management levels, the overall pattern suggests that weaker organization of time is associated with lower academic outcomes.

These results are in line with earlier research conducted in different contexts. For instance, Macan et al. (1990) found that effective time management is positively related to academic performance and helps reduce stress levels among students. Similarly, Britton and Tesser (1991) reported that students who consistently plan and organize their study time tend to achieve higher grades compared to those who do not. Claessens et al. (2007) also emphasized that setting priorities and structuring tasks effectively improves overall academic productivity.

In addition, previous studies have shown that poor time management often leads to negative academic behaviors such as procrastination, missed deadlines, and last-minute preparation. These behaviors reduce the quality of learning and negatively affect students' performance during assessments. Misra and McKean (2000) also highlighted that ineffective time use is strongly connected with higher levels of academic stress and anxiety among university students.

Furthermore, time management is not only related to academic results but also to students' psychological well-being. Students who are unable to organize their time properly are more likely to experience pressure, stress, and reduced motivation. On the other hand, students who plan their activities in advance tend to feel more confident and in control of their academic responsibilities.

The study also identified several factors that influence students' time management practices, including excessive academic workload, lack of planning habits, procrastination, and distractions such as mobile phone usage. These factors reduce students' ability to use their time effectively and negatively impact their academic performance.

Based on the findings, several practical recommendations can be suggested. Students should develop consistent planning habits, prioritize tasks, and avoid delaying assignments. Educational institutions should support students by providing time management training and reducing unnecessary academic overload. Encouraging self-discipline and goal-setting strategies can also help improve students' overall academic success.

CONCLUSION

This study investigated the importance of time management and its influence on academic performance among 11th-grade students of School No. 48 in the Bukhara region. The findings showed that students with stronger time management skills achieved higher academic results, while those with weaker planning and organizational habits demonstrated lower levels of achievement. This confirms that effective use of time is closely connected with students' success in education.

The significance of this study lies in showing that time management is not only a personal habit but also an essential academic skill. Proper planning, setting priorities, and completing tasks on time can improve productivity, reduce stress, and help students perform better in their studies. Therefore, developing time management abilities should be considered an important part of students' overall educational development.

Based on these findings, several practical steps can be recommended. Students should be encouraged to create study schedules and build regular learning routines. Teachers and schools can also provide guidance and training on effective time management strategies. Future research may involve a larger number of participants from different schools and regions in order to gain broader and more detailed results.

In conclusion, strong time management skills can play a key role in improving academic performance and preparing students for future educational and professional success.

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SUN’IY INTELLEKTGA ASOSLANGAN “AI PEDAGOG” TIZIMIDA TALABALAR BILIMINI BAHOLASH STATISTIKASI

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Annotatsiya*. Ushbu maqolada mualliflar tomonidan pedagogika ta’lim yo‘nalishi talabalarining berilgan savollarga yozma va og‘zaki javoblarini avtomatik baholash uchun ishlab chiqilgan "AI Pedagog" tizimida qo‘llanolgan statistik metodlar haqida so‘z yuritiladi. Tizim ReAct (Reasoning + Acting) arxitekturasi asosida ishlaydi, shuningdek, Groq platformasidagi llama-3.3-70b-versatile hamda whisper-large-v3 modellaridan foydalanilgan. Baholash jarayoni 4 ta mezon bo‘yicha bo‘yicha amalga oshiriladi. Validatsiya tadqiqotida 30 nafar talabaning 150 ta javobi tahlil qilindi. AI va ikki nafar ekspert o‘qituvchi baholari o‘rtasidagi o‘rtacha farq 6.6% ni tashkil etdi, bu xalqaro standartlar (ETS e-rater, 5-8%) bilan mos keladi.*

Kalit so‘zlar*: sun'iy intellekt, pedagogik baholash, ReAct agent, validatsiya, avtomatlashtirilgan baholash tizimi, vazn, statistik metodlar.*

Аннотация*. В данной статье рассматриваются статистические методы, использованные авторами в разработанной системе "AI Pedagog" для автоматической оценки письменных и устных ответов студентов педагогического направления на заданные вопросы. Система работает на архитектуре ReAct (Reasoning + Acting), а также использует модели llama-3.3-70b-versatile и whisper-large-v3 на платформе Groq. Процесс оценки осуществляется по четырем критериям. В валидационном исследовании были проанализированы 150 ответов 30 студентов. Средняя разница между оценками ИИ и двух экспертов-преподавателей составила 6,6%, что соответствует международным стандартам (ETS e-rater, 5-8%).*

Ключевые слова: *искусственный интеллект, педагогическое оценивание, ReAct-агент, валидация, автоматизированная система оценивания, вес, статистические методы.*

Annotation*. This article discusses the statistical methods used by the authors in the "AI Pedagog" system developed for automatically assessing written and oral answers given by students of the pedagogical education direction to provided questions. The system operates on the ReAct (Reasoning + Acting) architecture and also uses the llama-3.3-70b-versatile and whisper-large-v3 models on the Groq platform. The assessment process is carried out according to four criteria. In the validation study, 150 answers from 30 students were analyzed. The average difference between the AI's grades and those of two expert teachers was 6.6%, which is consistent with international standards (ETS e-rater, 5-8%).*

Keywords*: artificial intelligence, pedagogical assessment, ReAct agent, validation, automated assessment system, weight, statistical methods.*

Kirish

Zamonaviy ta’lim tizimida o‘qituvchilar ish yuklamalarini optimallashtirish va baholash jarayonidagi ob’yektivlikni oshirish dolzarb muammolardan biri hisoblanadi. Xalqaro tadqiqotlar shuni ko‘rsatadiki, avtomatlashtirilgan baholash tizimlari o‘qituvchi ish yukini kamaytiradi va talabalar o‘zlashtirish ko‘rsatkichlarini ortishiga ijobiy ta’sir ko‘rsatadi [12]. Shu bilan birga, O‘zbekiston ta’lim tizimiga sun’iy intellekt tizimlarining tadbiq qilinishi birinchilar qatori ko‘rsatib o‘tilgan.

Tizim arxitekturasi va metodologiyasi

1. ReAct Agent arxitekturasi

Tizim ReAct (Reasoning + Acting) pattern asosida qurilgan bo‘lib, baholash jarayoni quyidagi bosqichlarni o‘z ichiga oladi: OBSERVE (ma’lumotlarni qabul qilish), THINK (strategiyani aniqlash), ACT (AI orqali baholash), REFLECT (natijani tekshirish), RESPOND (yakuniy natijani shakllantirish).

2. Asosiy baholash formulasi (vaznli o‘rtacha)

Tizim baholashda vaznli o‘rtacha (weighted arithmetic mean) formulasidan foydalanadi. Ushbu formula statistikada turli xil vaznga ega bo‘lgan qiymatlarning umumiy o‘rtacha ko‘rsatkichini hisoblash uchun qo‘llaniladi.

Formula nomi	Matematik ifoda
Vaznli o‘rtacha (Weighted Arithmetic Mean)	$S = \sum_{i=1}^{n} w_i * x_i$
Qisqartirilgan ko‘rinish	$S = w_1 * x_1 + w_2 * x_2 + \cdots + w_n * x_n$
Normalizatsiya sharti	$\sum_{i=1}^{n} w_i = 1$

bu yerda:

S – umumiy ball (foizda)

n – mezonlar soni (n=4)

x_i – i-mezon bo‘yicha ball (0-100)

w_i – i-mezonning vazn koeffitsienti

Vaznli o‘rtacha formulasi statistikada asosiy o‘lchov vositalaridan biri bo‘lib, uning pedagogik baholashda qo‘llanilishi Glass va Stanleyning " Статистические методы в педагогике и психологии" asarida batafsil yoritilgan [6]. Shuningdek, ETS (Educational Testing Service) tomonidan ishlab chiqilgan e-rater tizimida ham xuddi shunday vaznli yig‘indi usuli qo‘llaniladi [9]

3. Mezonlar va ularning vaznlari

Tizim to‘rtta asosiy mezon bo‘yicha baholashni amalga oshiradi. Har bir mezonning vazni uning pedagogik ahamiyati va ilmiy asoslariga tayangan holda belgilanadi.

Mezon	Vazn	Ilmiy asos
Faktik to‘g‘rilik	$w_1 = 0.35$ (35%)	ETS e-rater (Shermis, Burstein, 2013
To ‘liqlik va qamrov	$w_2 = 0.25$ (25%)	Utah AES Rubric
Tushinish va izoh	$w_3 = 0.25$ (25%)	Blum taksonomiyasi (Blum va boshq., 1956
Til va ifoda aniqligi	$w_4 = 0.15$ (15%)	Glass, Stanley (1976)

Manbalar haqida ma’lumot:

Manba	Muallif(lar)	Yil	Qo‘llanilgan formula (usul)
Blum taksanomiyasi	Blum va boshq.	1956	Kognitiv sohalarni baholash mezoni
ETS e-rater	Attali, Burstein	2006	Vaznli yig‘indi usuli
Handbool of AES	Shermis, Burstein	2013	Avtomatik baholash metrikalari
Statistical metods	Dlass, Stanley	1976	Vaznli o‘rtacha va normalizatsiya

4. Normalizatsiya formulasi

Sun’iy intellekt modeli tomonidan olingan ballar turli (0–1, 0–10 yoki 0–100) shkalalarda bo‘lishi mumkin. Shu sababli ularni yagona 0–100 shkalaga keltirish uchun **normallashtirish (linear scaling)** usuli qo‘llaniladi

Formula nomi	Matematik ifoda
Normalizatsiya (Linear Scaling)	$x_{norm} = \begin{cases} x*100, & agar\ x \le 1.0 \\ x*10, & agar\ 1.0 < x \le 10.0 \\ x, & agar\ \ge 10.0 \end{cases}$

Normalizatsiya usuli psixometrikada test ballarini solishtirish uchun keng qo‘llaniladi. Ushbu usulning pedagogik baholashdagi qo‘llanilishi Crocker va Alginalarning " Введение в классическую и современную теорию тестов " asarida batafsil yoritilgan [8]. Shuningdek, Glass va Stanleyning "Статистические методы в педагогике и психологии" kitobida ham normalizatsiya usullari keltirilgan [6].

5. Baholarni diskretizatsiya qilish (interval-based classification)

Umumiy ball (S) asosida yakuniy baho intervalli klassifikatsiya usuli yordamida aniqlanadi. Ushbu yondashuv testologiyada keng qo‘llaniladi

Formula nomi	Matematik ifoda
Baho klassifikatsiyasi	$G(S) = \begin{cases} "A'lo", & agar\ 85 \le S \le 100 \\ "Yaxshi", & agar\ 70 \le S \le 84 \\ "Qoniqarli", & agar\ 55 \le S \le 69 \\ "Qoniqarsiz", & agar\ 0 \le S \le 54 \end{cases}$

Interval-based classification (diskretizatsiya) usuli testologiyada standart usul hisoblanadi. Ushbu usulning pedagogik baholashdagi qo‘llanilishi Anastasi va Urbinalarning "Психологическое тестирование" asarida keltirilgan [2]. Shuningdek, O‘zbekiston ta’lim tizimidagi 5 ballik tizimning 100 ballik shkalaga moslashtirilishi Oliy va o‘rta maxsus ta’lim vazirining 2018-yil 9-avgustdagi 19-2018-son buyrug‘i bilan tasdiqlangan [1].

Validatsiya metodologiyasi va natijalari

5.1. O‘rtacha farq formulasi

AI va o‘qituvchi baholari o‘rtasidagi moslikni aniqlash uchun o‘rtacha mutlaq farq (Mean Absolute Difference) formulasi qo‘llanildi. Tadqiqotda 150 ta javob tahlil qilindi va o‘rtacha farq 6,6% ni tashkil etdi. Natijalar ishonchliligini baholash uchun standart og‘ish va 95% ishonch oralig‘i hisoblab chiqildi. Olingan natijalar xalqaro tadqiqotlar bilan mos kelishini ko‘rsatdi.

Formula nomi	Matematik ifoda
O‘rtacha mutlaq farq (MAD)	$D = \frac{1}{n}\sum_{i-1}^{n} \lvert A_i - T_i \rvert$

bu yerda:

D – o‘rtacha farq (foizda)

n – baholangan javoblar soni (n=150)

A_i – AI tomonidan qo‘yilgan ball

T_i – o‘qituvchi tomonidan qo‘yilgan ball

O‘rtacha mutlaq farq (Mean Absolute Deviation / Mean Absolute Difference) formulasi statistikada ikki o‘lchov o‘rtasidagi kelishuvni baholash uchun keng qo‘llaniladi. Ushbu formulaning pedagogik baholashdagi qo‘llanilishi Bland va Altman "Statistical methods for assessing agreement between two methods of clinical measurement" maqolasida batafsil yoritilgan [4]. Shuningdek, ETS e-rater tizimining validatsiyasida ham aynan shu formuladan foydalanilgan [9].

5.2. Standart og‘ish formulasi

Natijalarning tarqoqlik darajasini o‘lchash uchun standart og‘ish formulasi qo‘llaniladi:

Formula nomi	Matematik ifoda
Standart og‘ish (namuna uchun)	$\sigma = \sqrt{\frac{1}{n}\sum_{i=1}^{n}(x_i - \overline{x})^2}$

bu yerda:

σ – standart og‘ish

n – baholangan javoblar soni (n=150)

x_i – har bir javob uchun farq qiymati

$\bar{x}$ – farqlarning o‘rtacha qiymati (6.6%)

Standart og‘ish formulasi statistikada asosiy tarqoqlik o‘lchovlaridan biri bo‘lib, uning pedagogik tadqiqotlarda qo‘llanilishi Glass va Stanley asarlarida batafsil yoritilgan [6]. Shuningdek, R.A.Fisherning "Статистические методы для исследователей" asarida ham ushbu formula keltirilgan [7].

5.3. Ishonch oralig‘i formulasi

Natijalarning statistik ishonchliligini aniqlash uchun 95% ishonch oralig‘i formulasi qo‘llaniladi:

Formula nomi	Matematik ifoda
95% ishonch oralig‘i	$CI = \overline{x} \pm z * \frac{\sigma}{\sqrt{n}}$
Yig‘indisi	$CI = \overline{x} \pm 1.96 * \frac{\sigma}{\sqrt{n}}$

bu yerda:

CI – ishonch oralig‘i

$\overline{x}$ – o‘rtacha farq (6.6%)

z – standart normal taqsimotning kritik qiymati (95% uchun z=1.96)

σ – standart og‘ish (2.3%)

n – baholangan javoblar soni (n=150)

Ishonch oralig‘i formulasi statistikada parametrlarni baholashning asosiy usullaridan biri hisoblanadi. Ushbu formulaning pedagogik tadqiqotlarda qo‘llanilishi Neymanning "Outline of a theory of statistical estimation based on the classical theory of probability" maqolasiga borib taqaladi [9]. Shuningdek, Crocker va Alginalarning asarida ham keng yoritilgan [8].

5.4. Validatsiya natijalari

Ko‘rsatkich	Matematik ifoda	Natija
AI bilan 1-o‘qituvchi solishtirilganda	$D_1 = \frac{1}{150}\sum_{i=1}^{150}\|\|A_i - T1_i\|\|$	6.4%
AI bilan 2-o‘qituvchi solishtirilganda	$D_2 = \frac{1}{150}\sum_{i=1}^{150}\|\|A_i - T2_i\|\|$	6.8%
O‘qituvchilar orasida	$D_T = \frac{1}{150}\sum_{i=1}^{150}\|\|T1_i - T2_i\|\|$	4.2%
Umumiy o‘rtacha farq	$D = \frac{D_1 + D_2}{2}$	6.6%
Standart og‘ish	$\sigma = \sqrt{\frac{1}{150}\sum_{i=1}^{150}(d_i - 6.6)^2}$	2.3%
95% ishonch oralig‘i	$CI = 6.6 \pm 1.96 * \frac{2.3}{\sqrt{150}}$	5.8 – 7.4%

6. Natijalar va xalqaro tadqiqotlar bilan solishtirish

Olingan natijalar (6.6%) xalqaro tadqiqotlar bilan solishtirilganda:

Tadqiqot	Tizim	Natija (farq)	Qo‘llanilgan formula
Shermis, Burstein (2013)	ETS e-rater	5-8%	Vazn o‘rtacha + MAD
Attali, Burstein (2006)	AES	6-9%	Vazn o‘rtacha + MAD
Bland, Aitman (1986)	Metodologiya	-	O ‘rtacha farq + CI
Ushbu tadqiqotda	AI Pedagog	6.6%	Vazn o‘rtacha+MAD+CI

Xulosa

Ushbu tezisda taqdim etilgan “AI Pedagog Agent” tizimi:

1. ReAct arxitekturasi asosida ishlaydi va ilmiy asoslangan mezonlar orqali baholashni amalga oshiradi;

2. 150 ta javob asosida o‘tkazilgan validatsiya natijalariga ko‘ra, AI va o‘qituvchi baholari o‘rtasidagi farq 6,6% ni tashkil etdi;

3. Xalqaro baholash standartlariga mos keladi;

4. O‘zbek tilida ishlovchi ilk kompleks baholash tizimlaridan biri hisoblanadi.

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THE ASSOCIATIVE FIELD OF THE LEXEME "SPIRITUALITY" IN OXFORD AND MERRIAM-WEBSTER DICTIONARIES: A COMPARATIVE LINGUOCULTURAL ANALYSIS

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Abstract. *This article examines the associative field of the lexeme "spirituality" in contemporary English through a comparative analysis of dictionary definitions in the Oxford Advanced Learner's Dictionary and the Merriam-Webster Dictionary. Drawing on linguocultural theory, associative field analysis, and lexical semantics, the study maps out the conceptual core, near periphery, and far periphery of the lexeme to decode how modern English-speaking societies conceptualize non-material values. The findings demonstrate that while both lexicographical sources share a common semantic nucleus rooted in faith, religion, and the human spirit, they diverge significantly in their peripheral zones. The Oxford Dictionary leans toward a secularized, individual-centered, and psychological interpretation, whereas Merriam-Webster preserves historical, ecclesiastical, and institutional religious associations. Ultimately, the article argues that dictionary definitions function as institutionalized repositories of cultural knowledge, revealing deeper evolutionary shifts in the collective linguistic consciousness of English-speaking communities.*

Keywords: *spirituality, associative field, linguoculturology, lexical semantics, conceptual analysis, dictionary discourse, cultural Keywords:*

Introduction. The intricate relationship between language, thought, and culture remains one of the most vibrant battlegrounds in modern structural and cognitive linguistics. Within the framework of linguoculturology—a discipline that bridges the gap between cultural anthropology and lexical semantics—language is viewed not merely as a mechanical tool for communication, but as an active matrix that encodes, preserves, and transmits cultural values, worldviews, and belief systems. Lexical units, therefore, act as cultural micro-texts or "carriers of cultural knowledge" that encapsulate collective historical experiences. One of the most culturally complex, fluid, and highly contested concepts in contemporary global discourse is "spirituality". In recent decades, this concept has undergone a profound paradigm shift, outgrowing its traditionally rigid religious boundaries. Today, "spirituality" is heavily utilized across a multidisciplinary spectrum, including clinical psychology, holistic healthcare, progressive education, secular philosophy, and corporate well-being programs. Consequently, the semantic architecture of the lexeme has become increasingly multifaceted, dense, and layered.

Because lexicographical sources offer a standardized and socially approved snapshot of how a linguistic community crystallizes abstract ideas, dictionary definitions serve as invaluable empirical evidence for cognitive and cultural analysis [1]. This study aims to conduct a systematic, comparative semantic analysis of the associative field of the lexeme "spirituality" within two premier lexicographical traditions: the British-based Oxford Advanced Learner's Dictionary and the American-based Merriam-Webster Dictionary. By doing so, the paper seeks to uncover the

subtle cultural models, national nuances, and changing social values embedded in contemporary English linguistic consciousness [2].

Literature Review and Theoretical Framework. The foundational architecture of this research relies on the intersection of associative linguistics and cultural semantics. The concept of the associative field gained prominent traction through the works of psycholinguists like Yu. N. Karaulov, who argued that associative networks within a language act as a direct, empirical window into a speech community's "linguistic consciousness" (yazykovoe soznanie) [3]. Complementing this, Anna Wierzbicka’s seminal theory of "cultural keywords" posits that certain words reflect the core philosophy, historical trajectory, and unique psychological makeup of a nation. Furthermore, as Maslova observed, language serves as a preservation tank for cultural values, locking them into stable conceptual structures within lexical units [4].

Historically, "spirituality" (derived from the Latin spiritualitas and spiritus, meaning "breath" or "wind") was strictly bound to institutionalized Judeo-Christian theology, denoting a life lived under the guidance of the Holy Spirit. However, contemporary sociological and linguistic studies indicate that the concept has assumed an intermediate, highly fluid position between religion, existential philosophy, and personalized identity constructs. As modern Western societies drift toward secularization, there is a visible trend wherein discourse increasingly decouples spirituality from dogma, realigning it with individualistic self-development, emotional homeostasis, mindfulness, and subjective meaning-making. Nevertheless, ancient religious overtones have not vanished; they continue to exert a magnetic pull on the word’s semantic nucleus. This duality makes "spirituality" an incredibly fertile ground for linguocultural exploration [5].

Operationally, an associative field is understood as a highly structured semantic network activated in the mind of a native speaker by a stimulus word (lexeme). According to linguocultural principles, this field is organized hierarchically:

1.The Conceptual Core (Nucleus): Contains the denotative, most stable, and historically resilient semantic components of the word.

2.The Near Periphery: Comprises stable connotative features, metaphoric extensions, and culturally conditioned direct associations.

3.The Far Periphery: Encompasses fluid, context-dependent, emerging cultural meanings, and highly individualized or localized associations.

By systematically analyzing lexicographical definitions, linguists can reverse-engineer this hierarchy to reconstruct the collective cultural models of a language group.

Methodology. This study adopts a qualitative-quantitative approach utilizing componential analysis, descriptive analysis, and comparative semantic mapping. The empirical data consists of the full dictionary entries, usage examples, and etymological notes for the lexeme "spirituality" in the Oxford Advanced Learner’s Dictionary (OALD) and the Merriam-Webster Dictionary (MWD).

The methodology proceeded in three distinct stages:

- Deconstruction: Breaking down the formal dictionary definitions into their minimal distinct semantic features (semes).
- Clustering: Grouping these semes into broader conceptual domains (e.g., Institutional Religion, Internal Psychology, Ecclesiastical Authority).
- Mapping: Distributing these clusters across the Core, Near Periphery, and Far Periphery zones based on their lexicographical prominence, frequency, and marking.

Results and Lexicographical Analysis. The Oxford Dictionary approaches "spirituality" primarily through the lens of human interiority and existential quality, defining it as a state or quality connected with the human spirit or religion. A deep dive into its definition uncovers two balancing semantic domains: the institutional-religious and the secular-anthropological [6].

While Oxford acknowledges the religious origin, it allocates substantial linguistic capital to individual-centered experiences. It expands the scope of the human spirit to include emotional and cognitive well-being independent of a church structure.

When mapped into an associative field, the OALD structure reveals:

- Conceptual Core: spirit, soul, religion, faith.
- Near Periphery: transcendence, morality, inner harmony, meditation, wisdom.
- Far Periphery: mindfulness, emotional healing, self-realization, holistic well-being, personal growth.

The outer layers of Oxford’s field show a heavy infiltration of psychological and therapeutic vocabulary, turning "spirituality" into an internal journey of self-discovery rather than compliance with external divine laws.

The Merriam-Webster Dictionary exhibits a structurally different profile. It formally defines spirituality as the quality or state of being spiritual, or an attachment to religious values. Crucially, MWD acts as a conservative linguistic repository by preserving historical, archaic, and ecclesiastic law definitions that are completely absent in modern British secularized dictionaries. It explicitly includes meanings referring to church property, ecclesiastical matters, and the clergy as a collective body.

The associative field extracted from MWD shapes up as follows:

- Conceptual Core: religion, faith, devotion, sacredness, holiness.
- Near Periphery: church, worship, ministry, religious ethics, dogma.
- Far Periphery: ecclesiastical authority, theological tradition, canon law, institutional structures.

Here, the lexeme remains anchored to formal religious institutions. The presence of "devotion" and "holiness" implies an external objective reality (God, Church) to which the human subject owes allegiance, preserving the strong historical blueprint of Christian cultural tradition on the American linguistic consciousness [7].

The structural contrast between the two dictionaries highlights the presence of two distinct, coexisting cultural models within Western Anglophone societies.

Semantic Category	Oxford Dictionary (OALD) Field	Merriam-Webster (MWD) Field
Conceptual Core	Spirit, Soul, Faith, Individual Religion	Religion, Faith, Devotion, Holiness
Near Periphery	Inner Harmony, Meditation, Wisdom	Church, Worship, Ministry, Ethics
Far Periphery	Mindfulness, Holistic Healing, Self-Realization	Ecclesiastical Authority, Canon Law, Tradition
Primary Cultural Model	*Individualistic/Psychological: Existential quest for meaning.*	*Institutional/Ecclesiastical: Communal alignment with dogma.*

Both dictionaries converge perfectly at the absolute center of the nucleus: faith and the non-material essence of human life are universally shared semes. However, their divergence on the periphery illustrates how language shifts to reflect social transformation.

Oxford’s field showcases a highly modernized, secularized model where spirituality is a customized psychological asset (incorporating mindfulness and emotional resilience). It mirrors a society where individuals frequently claim to be "spiritual but not religious" [8].

Conversely, Merriam-Webster’s preservation of ecclesiastical frameworks reflects a cultural model where spirituality is inseparable from community, historical continuity, and institutional religious structures. This demonstrates how deeply historical cultural memory remains etched into the American lexicographical consciousness, even within contemporary secular discourse.

Conclusion. The linguocultural analysis of the lexeme "spirituality" confirms that abstract concepts do not remain static; they function as dynamic barometers of social evolution. While Oxford and Merriam-Webster share a foundational core, their peripheral associative fields reveal a distinct polarization. Oxford champions an individualized, inner-experience model, while Merriam-Webster prioritizes an institutional, value-based religious model.

This study underscores that dictionaries are far more than mechanical spelling and syntax guides; they serve as living ideological maps encoding collective values and cultural priorities. As the boundaries of human consciousness continue to expand under the influence of globalization, future linguistic research must track these semantic modifications by expanding this qualitative framework into massive digital corpus data, live social media text analysis, and cross-cultural translation comparisons.

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EMOTSIONAL METAFORALARNING KOGNITIV-MADANIY TABIATI VA ULARNING TARJIMADAGI INTERPRETATSIYASI

(A. Qodiriyning "O'tkan kunlar" va Sh. Brontening "Jane Eyre" asarlari misolida)

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Annotatsiya. *Ushbu maqolada kognitiv tilshunoslik va tarjimashunoslikning kesishuv nuqtasida turgan dolzarb masala - emotsional metaforalarning lisoniy tabiati va ularning madaniy qarashlari tadqiq etiladi. Tadqiqot obyekti sifatida o'zbek romanchiligining asosi hisoblangan Abdulla Qodiriyning* ***"O'tkan kunlar"*** *asari hamda jahon adabiyoti durdonasi Sharlotta Brontening* ***"Jane Eyre"*** *romani tanlab olingan. Maqolaning maqsadi - inson ruhiyatidagi mavhum hissiyotlarning (ishq, nafrat, g'azab, iztirob) qanday qilib aniq kognitiv modellar (olov, suv, kasallik, tabiat hodisalari) orqali konseptualizatsiya qilinishini ochib berishdir.*

Tahlil davomida J. Lakoff va M. Jonsonning konseptual metafora nazariyasiga tayanilgan holda, sharqona va g'arbona mentalitetning metafora hosil qilishdagi farqli va umumiy jihatlari qiyoslanadi. [4]Shuningdek, maqolada badiiy tarjimada emotsional metaforalarni interpretatsiya qilishning lisoniy-madaniy muammolari, xususan, milliy bo'yoqdor so'zlarning ekvivalentlik darajasi va tarjimonning kognitiv strategiyalari ilmiy nuqtai nazardan asoslanadi. [5]Tadqiqot natijalari kognitiv semantika, lingvokulturologiya va badiiy tarjima nazariyasi bilan shug'ullanuvchi mutaxassislar uchun nazariy manba bo'lib xizmat qiladi.

Kalit so'zlar: *Kognitiv metafora, emotsional konsept, madaniy model, lingvokulturologiya, funksional ekvivalentlik, semantik transformatsiya.*

Kirish

Insoniyat tarixining barcha bosqichlarida hissiyotlar olami tushunarsiz va murakkab fenomen bo'lib kelgan. Tilshunoslikda antropotsentrik paradigmaning shakllanishi diqqat markazini quruq lisoniy shakllardan "tildagi inson" omiliga ko'chirdi. Bu esa o'z navbatida emotsiyalarning tilda qanday aks etishini o'rganuvchi emotsiologiya va kognitiv tilshunoslikning rivojlanishiga turtki berdi. Mazkur tadqiqot doirasida ko'rib chiqiladigan emotsional metaforalar shunchaki matnning estetik bezagi emas, balki inson tafakkurining olamni anglash va hissiyotlarni tizimlashtirish usulidir.

Mavzuning dolzarbligi shundaki, globallashuv davrida turli madaniyat vakillari o'rtasidagi muloqotda nafaqat axborot almashish, balki emotsional reaksiyalarni to'g'ri anglash muhim ahamiyat kasb etmoqda. Abdulla Qodiriy va Sharlotta Bronte asarlari o'z xalqlarining milliy-ma'naviy kodlarini o'zida mujassam etgan. "O'tkan kunlar"dagi o'zbekona hayo va ishq falsafasi bilan "Jane Eyre" dagi individual erkinlik va ehtirosli kurash metaforalarini qiyoslash, ikki xil dunyoqarashning kognitiv xaritasini chizish imkonini beradi.

[4] **Lakoff, G., & Johnson, M.** (1980). *Metaphors We Live By*. University of Chicago Press.
[5] **Newmark, P.** (1988). *A Textbook of Translation*. Prentice Hall.

Badiiy matndagi emotsional birliklarni o‘rganishda qiyosiy-tipologik va konseptual tahlil metodlari asosiy o‘rin tutadi. J. Lakoff va M. Jonson nazariyasiga ko‘ra, metafora bu - bir sohadan ikkinchi sohaga kognitiv ko‘chishdir. Bunda “nishon soha” (target domain) sifatida “ishq”, “g‘azab”, “qayg‘u” kabi mavhum konseptlar, “manba soha” (source domain) sifatida esa inson tajribasidagi aniq jismoniy dunyo obektlari xizmat qiladi. Turli tillardagi emotsional ifodalarning universal hamda milliy xususiyatlarini aniqlash orqali biz sharqona va g‘arbona tasviriy vositalar orasidagi farqlarni tizimlashtirishimiz mumkin. Tadqiqotning nazariy asosi sifatida Z. Kyovecheshning emotsiyalar va metaforalar bog‘liqligi haqidagi qarashlari (Kövecses, 2000), shuningdek, o‘zbek tilshunosligida Sh. Safarov (Safarov, 2006), va D. Xudoyberganova (Xudoyberganova, 2015) kabi olimlarning kognitiv tahlil borasidagi izlanishlari olindi.

Abdulla Qodiriy “O‘tkan kunlar” asarida inson kechinmalarini tasvirlashda inson tana a’zolari, ya’ni somatizmlar bilan bog‘liq metaforalardan mahorat bilan foydalangan. O‘zbek madaniyatida barcha his-tuyg‘ularning markazi sifatida “yurak” va “ko‘ngil” namoyon bo‘ladi. Masalan, *“Otabekning yuragi hapqirib ketdi”* ifodasida hayajonning jismoniy harakatga ko‘chishini, *“ko‘nglim xira bo‘ldi”* birikmasida esa ruhiy holatning yorug‘lik va rang metaforasi bilan bog‘lanishini ko‘ramiz. Qodiriy dunyoqarashida ko‘ngil - bu oyna, u sinishi, kir bo‘lishi yoki g‘ubor bosishi mumkin. Shuningdek, sharq adabiyotiga xos bo‘lgan “jigar” somatizmi iztirob va sog‘inchning eng yuqori nuqtasi hisoblanadi. *“Bag‘ri kabob bo‘lish”* yoki *“jigari qon bo‘lish”* kabi metaforalar g‘arb o‘quvchisi uchun ekzotik tuyulsa-da, o‘zbek kitobxoni uchun chuqur emotsional fojiani ifodalaydi.

Bundan farqli o‘laroq, Sharlotta Bronte “Jane Eyre” romanida qahramon ruhiyatini tasvirlashda tashqi muhit va tabiat elementlaridan foydalanishda inqilobiy yondashuv ko‘rsatgan. Jeynning ichki ehtirosi va isyonkorligi “olov” (fire) ramzi orqali beriladi. Muallif Jeynning Rochesterga bo‘lgan munosabatini *“The fire of my nature”* deb atash orqali uning nafaqat sevgisini, balki ijtimoiy to‘siqlarga qarshi turuvchi hayotiy quvvatini ham ko‘rsatadi. Aksincha, bemehrlik va hissiy bo‘shliq “muz” va “sovuq” (ice/cold) metaforalari bilan ifodalanadi. Jeynning Sent-Jon bilan bo‘lgan munosabatlaridagi “muzlash” holati uning ruhiy o‘limini anglatgan. Tabiatdagi bo‘ronlar va shamollar esa kognitiv jihatdan “inson hayoti ob-havo” modelini hosil qilib, qahramon taqdiridagi keskin burilishlardan darak beradi.

Ikki qahramon - Otabek va Rochesterning “ishq” konseptiga yondashuvidagi madaniy farqlar metaforalar tahlilida yaqqol ko‘zga tashlanadi. Otabek uchun ishq - bu fidoiylik, azob va ilohiy ne’matdir. Uning sevgisi ko‘proq sukunat va hurmatga (hayo) asoslanadi, shu sababli metaforalar klassik she’riyat an’analariga sodiq qolgan holda “sham va parvona”, “gulzorda adashgan bulbul” kabi ramzlar atrofida aylanadi. Rochesterda esa ishq - bu kurash, tenglik va egalik qilishdir. U Jeynni *“my equal”* (tengim) deb ataydi va uning sevgisi ko‘proq “magnetism” (ruhiy tortishish) va jismoniy ehtiros metaforalari orqali ochib beriladi. Bu g‘arbona va sharqona ishq talqinining kognitiv to‘qnashuvidir.

Badiiy asarda emotsional metaforalar nafaqat alohida olingan holatlarni, balki qahramonlar o‘rtasidagi ziddiyatlarni (antiteza) ko‘rsatib berishda ham asosiy vosita hisoblanadi. Abdulla Qodiriy “O‘tkan kunlar” da Kumush va Zaynab obrazlarini yaratishda qarama-qarshi metaforik modellardan foydalanadi. Kumushning emotsional olami “nur”, “gul”, “oppoq tong” kabi ijobiy va yuksak manba sohalari bilan bog‘lansa, Zaynabning ichki iztiroblari, hasadi va ruhiy inqirozi “zulmat”, “tosh”, “sovuqlik” va eng asosiysi “zahar” metaforasi orqali ochib beriladi. Zaynabning Otabekka bo‘lgan sevgisi sekin-asta “zaharli ehtiros”ga aylanishi kognitiv jihatdan “ishq - bu halokat” modelini hosil qiladi.

Shu kabi metoforik zidlanish Sharlotta Bronte ijodida ham markaziy o‘rin egallaydi. Jane Eyre va Bertha Mason (Rochesterning birinchi xotini) o‘rtasidagi farq “olov” metaforasining ikki xil ko‘rinishi orqali beriladi. Jeynning olovi - bu “hayotbaxsh issiqlik”, aql bilan jilovlangan ehtiros bo‘lsa, Bertaning olovi - “vayronkor yong‘in”, jinnilik va nafrat timsolidir. Ushbu kognitiv qarama-qarshilik asar yechimida - Rochesterning mulki yonib ketishi va u ko‘r bo‘lishi bilan yakunlanadi. Bu yerda “ko‘rlik” ham emotsional metafora bo‘lib, qahramonning tashqi olamdan uzilib, faqat ichki tuyg‘ular (ruh) bilan yashashga o‘tganligini anglatadi.

Lingvokulturologik nuqtai nazardan, emotsional metaforalarning shakllanishida diniy va ijtimoiy muhitning o‘rni beqiyosdir. Qodiriy asarida “sabr” va “shukr” konseptlari emotsiyalarni jilovlovchi metaforik to‘siqlar vazifasini o‘taydi. Otabekning iztiroblari ko‘pincha "taqdirning achchiq sharobi" sifatida tasvirlanadi, bu esa islomiy fatalizm (taqdirga tan berish) bilan bog‘liq kognitiv xaritadir. Sharlotta Bronte asarida esa protestantizm axloqi va Viktoriya davri jamiyatining qat’iy qoidalari Jeynning metaforalarida “zanjir” (chain) va “qamoqxona” (prison) obrazlarini keltirib chiqaradi. Jeyn o‘z his-tuyg‘ularini jilovlashni “ruhiy qafas” deb ataydi, bu esa g‘arbiy individualizmning ilk kurtaklaridan darak beradi.

Emotsional metaforalarning tarjima jarayonidagi interpretatsiyasi tarjimondan yuksak mahorat talab etadi. Masalan, Qodiriyning *“Ichiga chiroq yoqsa yorimaydi”* degan o‘zbekona metaforasini ingliz tiliga so‘zma-so‘z o‘girish mantiqsizlikka olib keladi. Bu o‘rinda tarjimon “profound gloom” yoki “unbearable sorrow” kabi tushunchalarni qo‘llashi, ya’ni kognitiv adaptatsiya qilishi lozim. Shuningdek, Brontening *“My blood was boiling”* (Qonim qaynayotgan edi) ifodasi o‘zbek tilida ham o‘xshash “qonim qaynab ketdi” shakliga ega bo‘lsa-da, ko‘p hollarda “bag‘rim yondi” yoki “g‘azabim toshdi” kabi muqobillar ko‘proq emotsional effekt berishi mumkin.

Tarjima jarayonida yuzaga keladigan transformatsiyalar tahlili shuni ko‘rsatadiki, ko‘pincha “metonimik metaforalar” eng ko‘p qiyinchilik tug‘diradi. Masalan, o‘zbek tilidagi *“ko‘z yoshi daryo bo‘ldi”* iborasi ingliz tiliga *“cried a river”* deb o‘girilishi mumkin, biroq bu ingliz tilida ko‘proq kinoyaviy (ironic) ma’noda ishlatiladi. Shuning uchun tarjimon asardagi fojiaviy ruhni saqlash uchun *“unrestrained weeping”* yoki *“flood of tears”* kabi neytralroq, lekin emotsional jihatdan mos variantlarni tanlashga majbur bo‘ladi. Brontening *“My spirit is willing”* kabi bibliyaviy metaforalarini o‘zbek tiliga o‘girishda “ruh” va “nafs” tushunchalari o‘rtasidagi kognitiv farqni hisobga olish lozim. O‘zbek o‘quvchisi uchun “ruhning xohishi” ko‘proq tasavvufiy ma’no kasb etgani sababli, tarjimada “ko‘ngil istagi” yoki “ichki ovoz” variantlaridan foydalanish funksional-semantik muvofiqlikni ta’minlaydi.

Badiiy tarjimadagi emotsional transformatsiyalarni quyidagi modellar orqali tizimlashtirish mumkin:

1. *“Yuragim pora bo‘ldi”* - “My heart was shattered” (Kognitiv ekvivalentlik).
2. *“Quyoshdek chehrasi”* - “Radiant face” (Nurning shaxsga nisbati).
3. *“Caged bird”* - “Qafasdagi qush” (Metaforik tasvirning aynan saqlanishi).
4. *“Bitter chill of death”* - “O‘limning zahri” (Tabiat hodisasining emotsional o‘zgarishi).
5. *“Ko‘zlarining nuri o‘chdi”* - “The light in her eyes faded” (Universal model).
6. *“Qon yutmoq”* - “To suffer deeply” (Metaforani tushuntirish - demetaforizatsiya).
7. *“Ko‘z tegmasin*” - “God protect from evil eye” (Kulturologik izoh).
8. *“Bag‘rim tilindi”* - “My heart was torn” (Somatik ob’ektni o‘zgartirish: bag‘ir -> heart).
9. *“Fire in his eyes”* - “Ko‘zlarida chaqmoq” (Obrazli o‘xshashlik).
10. *“Soul in pain”* - “Qiynalgan ruh” (Abstrakt metaforaning saqlanishi).

Metaforalarni interpretatsiya qilishda ularning “intensivligi” ham muhim ahamiyatga ega. Qodiriy asarining kulminatsion nuqtalarida, xususan Kumushning o‘limi sahnasida metaforalar zichlashadi: “xazon”, “so‘ngan sham”, “uchgan qush”. Bu obrazlar silsilasi o‘limning qaytmasligini kognitiv tasdiqlaydi. Bronte asarida esa Jeynning Rochester bilan qayta topishishi “bahor” va “tirilish” metaforalari orqali beriladi. Tarjimada ushbu metaforik zichlikni (metaphorical density) saqlab qolish uchun tarjimon “kompensatsiya” usulidan foydalanadi: agar bir jumlada metaforani berish imkoni bo‘lmasa, keyingi jumlada boshqa bir obrazli ifodani qo‘shish orqali umumiy emotsional muvozanat tiklanadi.

Xulosa qilib aytganda, emotsional metaforalar nafaqat badiiy asar to‘qimasini, balki kitobxonning qahramon bilan bo‘lgan ruhiy aloqasini ham belgilaydi. Abdulla Qodiriy va Sharlotta Bronte emotsional metaforalar yordamida nafaqat qahramonlar xarakterini, balki butun boshli milliy tafakkur tarzini tasvirlaganlar. Tahlillar shuni ko‘rsatadiki, inson hissiyotlari lisoniy qobiqqa o‘ralgan madaniy merosdir. [6]Tarjima jarayonida ushbu metaforalarning kognitiv asosini tushunish, ularni shunchaki so‘zma-so‘z o‘girmasdan, balki o‘quvchi ongida xuddi shunday emotsional effektni uyg‘otadigan obrazlar bilan almashtirish tarjimashunoslikning eng oliy maqsadidir. A. Qodiriy va Sh. Bronte asarlari misolida ko‘rganimizdek, ikki buyuk madaniyatning kognitiv olamlarini birlashtirish san’ati aynan metaforalarning to‘g‘ri interpretatsiyasiga tayanadi.

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THE ROLE OF DIFFERENT TYPES OF FEEDBACK IN IMPROVING STUDENTS' ENGLISH LANGUAGE SKILLS

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INTRODUCTION

In modern language education, feedback is considered an important element of the learning process. It helps students understand their mistakes and improve their language performance. In English language teaching, feedback supports learners in developing different language skills such as speaking, writing, reading, and listening. One of the most effective tools in the learning process is feedback. Feedback provides learners with information about their performance and guides them toward improvement. Different types of feedback, including teacher feedback, peer feedback, written feedback, and oral feedback, can influence students' learning in different ways.

Understanding how various types of feedback contribute to the development of students' English language skills is essential for improving the effectiveness of language teaching. Therefore, this study aims to explore the role of different types of feedback in improving students' English language skills.

LITERATURE REVIEW

Feedback has been widely studied in the field of second language acquisition and language teaching methodology. Researchers agree that feedback is one of the key factors influencing successful learning outcomes. It helps learners recognize their mistakes, develop language awareness, and improve their communicative competence.

According to Hattie and Timperley (2007), feedback is one of the most powerful influences on learning and achievement. The researchers explain that effective feedback provides learners with clear information about their current level of performance and the steps needed to improve it. They also emphasize that feedback should guide students toward better understanding and deeper learning.

Another important study by Nicol and Macfarlane-Dick (2006) highlights the role of feedback in promoting self-regulated learning. The authors suggest that effective feedback encourages students to reflect on their work, evaluate their progress, and take responsibility for their own learning. This type of feedback helps students become more independent learners and improves their academic performance.

In the context of language learning, feedback is particularly important because it helps learners identify linguistic errors and develop more accurate language use. For example, corrective feedback enables students to recognize mistakes in grammar, pronunciation, and vocabulary and provides guidance for improvement.

Uzbek scholars have also studied the importance of feedback in foreign language teaching. Jalolov (2012) states that feedback plays a significant role in developing students' communicative competence. According to the researcher, teachers should provide constructive feedback that not only corrects errors but also supports students' motivation and confidence.

Similarly, Irisqulov (2018) emphasizes that feedback helps students improve their speaking and writing skills. The scholar explains that when teachers provide timely and clear feedback, students become more aware of their mistakes and gradually develop better language accuracy. Irisqulov also suggests that teachers should combine different feedback strategies in order to make language learning more effective.

Researchers also distinguish several types of feedback that are commonly used in language classrooms. One of the most traditional forms is teacher feedback, which is provided by instructors during lessons or after assignments. Teacher feedback is considered reliable because teachers have professional knowledge of language rules and teaching strategies.

Another important type is peer feedback, where students review and comment on each other's work. Peer feedback allows learners to actively participate in the learning process and develop critical thinking skills. Through peer interaction, students can exchange ideas and learn from different perspectives. Studies show that peer feedback can significantly improve students' writing skills and increase their classroom engagement.

Written feedback is widely used in writing instruction. Teachers usually provide written comments on grammar, vocabulary, structure, and content of students' written tasks. This type of feedback allows students to analyze corrections carefully and revise their work.

In contrast, oral feedback is typically provided during classroom interaction. It is often immediate and helps students correct their mistakes while speaking. Oral feedback is particularly useful for improving pronunciation, fluency, and communication skills because students can instantly adjust their language use.

Modern research also highlights the importance of formative feedback, which focuses on supporting students' learning during the educational process rather than simply evaluating their final results. Formative feedback encourages continuous learning and helps students monitor their progress over time.

From my perspective, the use of different feedback types in English language teaching can significantly improve students' learning outcomes. When teachers provide supportive and constructive feedback, students become more confident and motivated to learn the language. Combining teacher feedback with peer feedback and self-reflection activities can create a more interactive learning environment and help learners develop independent learning skills.

Recent studies also highlight the importance of formative feedback in language learning. Formative feedback is provided during the learning process and helps students identify their weaknesses before final evaluation. According to Sadler (1989), formative feedback allows learners to understand the gap between their current performance and the desired learning outcomes. When students clearly understand this gap, they are more likely to improve their performance and develop stronger language skills.

Another important aspect discussed in the literature is the role of corrective feedback in second language acquisition. Corrective feedback focuses on identifying and correcting learners' linguistic errors. Ellis (2009) explains that corrective feedback can be explicit or implicit. Explicit feedback directly indicates the error and provides the correct form, while implicit feedback encourages students to notice the mistake and self-correct it. Both types of feedback contribute to improving grammatical accuracy and language awareness.

Researchers also emphasize the importance of peer feedback in English language classrooms. Peer feedback allows students to review and evaluate each other's work. According to Topping (2009), peer assessment encourages collaboration and active participation in the

learning process. When students provide feedback to their classmates, they develop critical thinking skills and become more aware of language structures and errors.

In addition, self-feedback or self-assessment has gained attention in recent educational research. Andrade (2010) notes that self-assessment helps students reflect on their learning progress and identify areas that need improvement. When students analyze their own work, they become more responsible for their learning and develop independent learning strategies.

Modern educational research also highlights the role of technology-based feedback. Digital learning platforms, online quizzes, and language learning applications provide immediate feedback to students. According to Nicol (2010), technology-enhanced feedback helps learners receive quick responses to their performance and encourages continuous learning. Such tools are particularly useful for improving vocabulary, grammar, and pronunciation skills.

Overall, the literature suggests that combining different types of feedback—teacher feedback, peer feedback, corrective feedback, and self-assessment—creates a more effective learning environment. When feedback is clear, timely, and constructive, it significantly improves students' English language skills and supports their academic development.

CONCLUSION

In conclusion, feedback plays a crucial role in the process of learning English as a foreign language. The analysis of previous studies shows that feedback helps students recognize their mistakes, develop language awareness, and gradually improve their language skills. Various researchers emphasize that effective feedback provides learners with clear information about their current performance and guides them toward better learning outcomes.

The literature also demonstrates that different types of feedback—such as teacher feedback, peer feedback, corrective feedback, and self-assessment—contribute significantly to the development of students' communicative competence. Teacher feedback helps students understand language rules and correct their errors, while peer feedback encourages collaboration and active participation in the learning process. Self-assessment promotes learner autonomy and helps students take responsibility for their own learning.

Overall, the effective use of various feedback strategies creates a supportive and interactive learning environment. When feedback is clear, constructive, and timely, it increases students' motivation, confidence, and engagement in language learning. Therefore, English language teachers should integrate different types of feedback into their teaching practices in order to enhance students' language development and improve the overall effectiveness of English language instruction**.**

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE LEARNING

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Abstract. *One of the most important and quickly evolving fields of contemporary technology is artificial intelligence, which is revolutionizing education and learning foreign languages, among other aspects of human existence. The process of learning languages has improved in recent years by incorporating AI-based technology in addition to traditional teaching approaches. Students now study languages more effectively, interactively, and engagingly thanks to these advancements. In addition to discussing how AI technologies can open up new possibilities for enhancing and optimizing the language learning process, this article explores the role and importance of AI in the field of foreign language education.*

Key words: *foreign languages, education, algorithms, educational programs, teaching techniques, artificial intelligence.*

Annotatsiya. *Sun'iy intellekt zamonaviy texnologiyaning eng muhim va tez rivojlanayotgan sohalaridan biri bo'lib, u inson hayotining turli jabhalarini, jumladan ta'lim va xorijiy tillarni o'rganishni tubdan o'zgartirmoqda. So'nggi yillarda an'anaviy o'qitish usullariga qo'shimcha ravishda sun'iy intellektga asoslangan texnologiyalarni joriy etish orqali til o'rganish jarayoni yanada takomillashdi. Ushbu yangiliklar yordamida o'quvchilar tillarni samaraliroq, interaktiv va qiziqarli tarzda o'rganmoqdalar. Mazkur maqolada xorijiy tillarni o'qitish sohasida sun'iy intellektning o'rni va ahamiyati ko'rib chiqiladi, shuningdek, AI texnologiyalari til o'rganish jarayonini yanada rivojlantirish va optimallashtirish uchun qanday yangi imkoniyatlar yaratishi mumkinligi tahlil qilinadi.*

Kalit so'zlar: *xorijiy tillar, ta'lim, algoritmlar, ta'lim dasturlari, o'qitish usullari, sun'iy intellekt.*

Аннотация. *Искусственный интеллект является одной из самых важных и быстро развивающихся областей современных технологий, которая преобразует различные аспекты человеческой жизни, включая образование и изучение иностранных языков. В последние годы процесс изучения языков значительно улучшился благодаря внедрению технологий на основе искусственного интеллекта наряду с традиционными методами обучения. Эти достижения позволяют студентам изучать языки более эффективно, интерактивно и увлекательно. В данной статье рассматриваются роль и значение искусственного интеллекта в сфере преподавания иностранных языков, а также анализируются новые возможности, которые технологии ИИ открывают для совершенствования и оптимизации процесса изучения языков.*

Ключевые слова: *иностранные языки, образование, алгоритмы, образовательные программы, методы обучения, искусственный интеллект.*

Introduction. For many students, learning a foreign language is a difficult and complicated process. The uniform design of traditional teaching techniques and standard learning

materials may not be sufficient to meet the varied requirements and skills of individual pupils. One possible remedy for this restriction is artificial intelligence. AI technologies enable the creation of individualized learning plans for every student by analyzing their preferences, learning styles, and progress. Because of this, students are better able to recognize their areas of strength and growth, which improves the learning process' overall efficacy. Additionally, interesting and inspiring learning environments are produced by AI-based language learning tools, which promote increased student participation and engagement. As David Perkins states, "Knowledge is like a bicycle… we want to go somewhere with what we know." (1) This idea emphasizes that knowledge should not remain theoretical but must be applied in real-life contexts. In this regard, artificial intelligence helps students use their language knowledge practically rather than simply memorizing rules, making the learning process more meaningful and effective.

Materials and methods

By interacting with chatbots driven by artificial intelligence, students can practice languages in real time. The process of learning a language is made more interesting and successful by this contact. With the use of such technology, students can practice speaking the language in real-world scenarios. For example, students can practice speaking and communicating by simulating conversations in various circumstances using AI-based language learning programs.

The availability of a vast array of educational tools and materials is another significant benefit of artificial intelligence for learning foreign languages. AI helps students learn new vocabulary and idioms, discover the information they need faster, and comprehend grammar rules more clearly. Interactive tutorials, video lectures, exercises, and assessments are all part of many language learning platforms. These resources aid students in expanding their knowledge and improving their ability to assimilate new information. Additionally, students can study at their own time and pace and select materials based on their interests.

Students can study more than one language at once with artificial intelligence-based language learning technologies. This opportunity aids students in strengthening their international communication skills and expanding their linguistic horizons. Additionally, these systems allow pupils to assess their own development. Learners can assess their knowledge and pinpoint areas that require development through a variety of assessments and practice tasks. AI systems' constant and instantaneous feedback is crucial to language acquisition since it enables pupils to fix errors and perform better.

Results and discussions

Students are able to assess and analyze their knowledge based on their skills, which is crucial for self-evaluation and personal growth. Artificial intelligence helps students identify their strengths and shortcomings, which improves learning efficiency. AI-powered language learning resources also make it easier for students to accomplish their objectives.

Additionally, learners can create their own learning routes and set their own language goals thanks to artificial intelligence. This boosts motivation and enhances learning results in general. Additionally, students learn how to use AI as a tool to accomplish their goals. Additionally, AI facilitates international communication in language learning by allowing students to interact with classmates from other nations, exchange cultures, and create new friendships via digital platforms. In addition to enhancing the educational process, this aids students in developing a more profound comprehension of diverse cultures. Global communication thus offers worthwhile experiences when learning various languages.

Programs for learning languages based on artificial intelligence enable students to study many languages concurrently, expanding their linguistic horizons and enhancing their ability to communicate globally. Through exercises and quizzes, these programs also enable pupils to examine their knowledge, which promotes self-evaluation and personal development. Additionally, by allowing students to study in accordance with their own schedules and circumstances, AI-powered platforms promote independent learning and make the process more pleasant and adaptable. Students become more self-assured and driven to expand their knowledge as a result.

As John Dewey emphasized, "only in education… does knowledge mean primarily a store of information aloof from doing."(2) This highlights that real learning should be connected with action and practice. In this context, artificial intelligence supports active learning by encouraging students to use language in practical situations rather than treating knowledge as passive information.

The ongoing assistance that artificial intelligence offers is another important benefit. Students can get assistance whenever they need it, get prompt responses to their queries, and strengthen their comprehension of new information. Learning becomes more effective and practical as a result. The use of AI in language instruction is anticipated to increase as technology advances, providing students with more effective and interesting learning opportunities through creative strategies.

However, despite the many advantages of artificial intelligence in education, it is important to consider its potential risks and use it responsibly. As Elon Musk notes, "AI is a rare case where we need to be proactive about regulation… because by the time we are reactive, it's too late."(3) This highlights the importance of careful and thoughtful integration of AI into language learning to ensure that its benefits are maximized while minimizing possible challenges.

Another important aspect of personalizing education is artificial intelligence. It gives appropriate resources and lessons after analyzing each learner's skills, needs, and learning preferences. Students gain a better understanding of their areas of strength and growth as a result. Additionally, AI develops interactive learning environments that boost student attention and promote active involvement through games, exercises, and captivating activities.

Learners can get real-time assistance, pick up new vocabulary, and comprehend grammar more readily with the help of AI-powered tools like chatbots and virtual assistants. Additionally, students have easy access to a variety of resources, such as online documents, films, and textbooks, which improves the effectiveness of the learning process. AI facilitates self-evaluation by enabling students to assess their progress on a regular basis.

Additionally, by matching kids with friends from other nations, artificial intelligence fosters international exchange and helps them learn about other cultures while honing their language skills. All things considered, AI improves the efficiency, customization, and interest of learning a foreign language. Its importance in education is still growing, and additional opportunities for students around the world are anticipated as a result of future developments.

Conclusion

In summary, artificial intelligence is essential for learning other languages. It provides individualized education, interactive learning settings, access to helpful resources, ongoing feedback, chances for independent study, bilingual learning, knowledge assessment, ongoing assistance, and direction in reaching learning objectives. The use of AI in language instruction is anticipated to increase as technology develops, giving students more efficient and interesting

learning opportunities. Furthermore, studying languages with artificial intelligence not only broadens one's knowledge but also facilitates comprehension of diverse cultures and the development of significant international relationships.

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THE USE OF TECHNOLOGY IN THE CLASSROOM: EFFECTS ON MOTIVATION, ENGAGEMENT, AND ATTITUDES

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Annotation. *This article examines the role of technology in modern classroom environments and its impact on students' motivation, engagement, and attitudes toward learning. It highlights how digital tools such as multimedia resources, online platforms, and interactive applications enhance the learning process by making it more engaging and student-centered. The paper also considers teachers' perspectives on the use of technology and discusses the importance of digital competence and accessibility. The findings indicate that technology can significantly improve learning outcomes when implemented effectively, although challenges such as limited resources and insufficient training remain.*

Key words: *educational technology, motivation, student engagement, classroom learning, digital tools, attitudes, online platforms.*

Annotatsiya. *Ushbu maqolada zamonaviy sinf muhitida texnologiyalarning o'rni hamda ularning o'quvchilarning motivatsiyasi, faolligi va ta'limga bo'lgan munosabatiga ta'siri o'rganiladi. Multimedia vositalari, onlayn platformalar va interaktiv ilovalar o'quv jarayonini yanada qiziqarli va o'quvchiga yo'naltirilgan qiladi. Maqolada, shuningdek, o'qituvchilarning texnologiyadan foydalanishga bo'lgan munosabati ham tahlil qilinadi. Natijalar shuni ko'rsatadiki, texnologiyalar to'g'ri qo'llanilganda ta'lim samaradorligini oshiradi, ammo resurslar yetishmasligi va yetarli tayyorgarlikning yo'qligi muammolarni yuzaga keltiradi.*

Kalit so'zlar: *ta'lim texnologiyalari, motivatsiya, o'quvchilarning faolligi, sinf ta'limi, raqamli vositalar, munosabat, onlayn platformalar.*

INTRODUCTION

In recent decades, the rapid development of digital technologies has significantly transformed education. Traditional teaching methods are increasingly supported or replaced by modern tools such as computers, interactive whiteboards, and online learning platforms. These innovations have made learning more flexible, interactive, and accessible for students.

Technology enables teachers to present information in engaging ways and allows students to actively participate in the learning process. Moreover, the shift toward student-centered learning promotes independence, creativity, and critical thinking. In this context, it is essential to analyze how technology influences students' motivation, engagement, and attitudes toward learning, as well as teachers' perceptions of its use in the classroom.

LITERATURE REVIEW AND DISCUSSION

The integration of technology into classroom environments has a significant impact on students' motivation. Motivation is a key factor in successful learning, and digital tools help make lessons more interesting and dynamic. Multimedia elements such as videos, animations, and interactive presentations attract students' attention and simplify complex concepts. Additionally,

technology supports intrinsic motivation by allowing students to explore topics independently through online resources. Gamification, including points, rewards, and competition, further enhances motivation and encourages active participation.

Student engagement is also greatly influenced by the use of technology. Engagement refers to the level of attention, curiosity, and involvement in the learning process. Interactive tools such as quizzes, simulations, and collaborative platforms require students to think critically and participate actively. Furthermore, technology promotes communication and collaboration through online discussions, group projects, and shared digital workspaces. This creates a more inclusive and interactive learning environment.

Another important aspect is the attitudes of teachers and students toward technology. Students generally have positive attitudes because they are familiar with digital tools and find them engaging. However, teachers' attitudes vary depending on their experience and level of digital competence. Some educators readily adopt technology, while others face challenges due to limited training. Therefore, professional development and institutional support are essential for effective technology integration.

Various types of technology are commonly used in classrooms today. These include computers, tablets, smartphones, interactive whiteboards, and Learning Management Systems such as Moodle and Google Classroom. Communication tools like video conferencing platforms support online and hybrid learning. In language education, audio-visual materials, language applications, and online exercises help develop essential skills and provide authentic learning experiences.

Despite these advantages, challenges such as unequal access to technology and insufficient digital literacy remain. Addressing these issues is necessary to ensure that all students benefit from technological advancements in education.

CONCLUSION

In conclusion, technology has become an integral part of modern education, significantly influencing students' motivation, engagement, and attitudes toward learning. It supports diverse learning styles, enhances collaboration, and provides interactive and personalized learning experiences. However, its effectiveness depends on proper implementation, teacher training, and equal access to resources.

Educational institutions should invest in technological infrastructure and provide continuous professional development for teachers. When used effectively, technology can greatly improve the quality of education and prepare students for the demands of the digital age.

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FIZIKA DARSLARIDA CLIL TEXNOLOGIYASIDAN FOYDALANISHNING PEDAGOGIK AHAMIYATI

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Annotatsiya. *Mazkur maqolada fizika fanini o‘qitishda CLIL (Content and Language Integrated Learning) texnologiyasidan foydalanishning pedagogik va metodik ahamiyati tahlil qilingan. Fizika va ingliz tilini integratsiyalash orqali o‘quvchilarning fan kompetensiyasi, ilmiy terminologiyani tushunish ko‘nikmasi hamda kommunikativ qobiliyatlarini rivojlantirish masalasi yoritilgan. Shuningdek, fizika darslarida formulalarni ingliz tilida izohlash, laboratoriya mashg‘ulotlarini integratsiyalashgan holda tashkil etish va CLIL tizimida baholashning o‘ziga xos jihatlari ko‘rib chiqilgan.*

Kalit so‘zlar: *CLIL texnologiyasi, fizika ta’limi, ingliz tili, integratsiyalashgan ta’lim, fizik terminologiya, kommunikativ kompetentsiya, innovatsion pedagogika, raqamli texnologiya.*

Abstract. *In this article, the pedagogical and methodological significance of using CLIL (Content and Language Integrated Learning) technology in teaching physics is analyzed. Through the integration of physics and the English language, the issue of developing students' subject competence, the skill of understanding scientific terminology, and their communicative abilities is highlighted. Also, explaining formulas in the English language in physics lessons, organizing laboratory activities in an integrated manner, and specific aspects of assessment in the CLIL system are considered.*

Keywords: *CLIL technology, physics education, English language, integrated education, physical terminology, communicative competence, innovative pedagogy, digital technology.*

Аннотация. *В данной статье анализируется педагогическая и методическая значимость использования технологии CLIL (Content and Language Integrated Learning) в обучении физике. Через интеграцию физики и английского языка освещен вопрос развития предметной компетенции учащихся, навыка понимания научной терминологии и их коммуникативных способностей. Также рассмотрены объяснение формул на английском языке на уроках физики, организация лабораторных занятий в интегрированной форме и специфические аспекты оценивания в системе CLIL.*

Ключевые слова: *технология CLIL, физическое образование, английский язык, интегрированное обучение, физическая терминология, коммуникативная компетенция, инновационная педагогика, цифровая технология.*

Bugungi globallashuv va shiddatli axborot almashinuvi davrida xorijiy tillarni bilish zamonaviy ta’limning muhim talablaridan biri hisoblanadi. Ayniqsa, aniq va tabiiy fanlarni xorijiy tillar bilan integratsiyalashgan holda o‘qitish o‘quvchilarning xalqaro kompetensiyalarini rivojlantirishda muhim ahamiyat kasb etadi. Fizika fanini ingliz tili bilan uyg‘unlashtirib o‘qitish o‘quvchilarning nafaqat fizik bilimlarini, balki ilmiy terminalogiyani tushunish va undan foydalanish ko‘nikmalarini ham rivojlantiradi.

So‘nggi yillarda jahon va mamlakatimiz ta’lim tizimida CLIL texnologiyasiga bo‘lgan qiziqish va ehtiyoj ortib bormoqda. Ushbu texnologiya fan va tilni birgalikda o‘qitishga asoslangan bo‘lib, o‘quvchilarning kommunikativ hamda analitik fikrlash qobiliyatlarini shakllantirishga xizmat qiladi.

CLIL (Content and Language Integrated Learning) – ma’lumot va tilni integratsiyalashgan holda o‘qitish. CLIL – bu muayyan akademik fan mazmunini o‘rgatish bilan bir vaqtda xorijiy tilni o‘rganishni ham birlashtiruvchi yondashuv. Bu atama 1990-yillarning o‘rtalarida Yevropada paydo bo‘lgan bo‘lib, u fan bilan birga o‘quvchilarning xorijiy tilni bilish darajasini oshirishga qaratilgan dasturlarni tavsiflash uchun ishlatilgan. Bugungi kunda jahon ta’lim tizimidagi eng samarali pedagogik texnologiyalardan biri hisoblanadi. Bu metodologiyaning tub mohiyati shundaki, bunda xorijiy til alohida fan sifatida emas, balki boshqa ma’lum bir fanning mazmunini, qonuniyatlarini va tushunchalarini o‘rganish uchun vositasi sifatida namoyon bo‘ladi. CLIL yondashuvining asosi va darslarni loyihalash tamoyillari professor Do Coyle tomonidan ishlab chiqilgan “4C modeli” ustiga qurilgan:

1. Kontent (Content): O‘rganilishi kerak bo‘lgan asosiy fan darsi mazmuni
2. Muloqot (Communication): O‘quvchilarning dars jarayonida maqsadli tildan fikr almashish, yangi terminlarni qo‘llash va mavzuni tushinish uchun faol foydalanishi.
3. Kognitsiya (Cognition): Til to‘siqlarini yengib o‘tishda o‘quvchining fikrlash, tahlil qilish, solishtirish va mavhum tushunchalarni anglash kabi aqliy ko‘nikmalarni rivojlanishi.
4. Madaniyat (Culture): O‘rganilayotgan til orqali fanga oid global yangiliklar, xalqaro atamalar va dunyoqarash shakllanishi.

Pedagogik amaliyotda ko‘p hollarda “CLIL texnologiyasidan foydalanish o‘quvchilarni fanni yaxshi o‘zlashtirishiga to‘sqinlik qilmaydimi?” degan savol tug‘iladi. Tadqiqotchilarning olib borgan kuzatishlariga ko‘ra CLIL guruhlari fanga oid bilimlarini ona tilida o‘qiydigan o‘quvchilar bilan bir xil o‘zlashtirgan. Ba’zan esa CLIL guruhlari natijalari yaxshiroq ham bo‘lgan. Buning boisi –CLIL guruh o‘quvchilari bir vaqtning o‘zida ham fanni tushunish ham tilni anglash ustida ishlaganliklari sababli ularning miya faoliyati maksimal darajada faollashadi. Bunda o‘quvchilar dars davomida tilning uchta funksional jihatini farqlashni va qo‘llashni o‘rganadilar: “til vositasida o‘rganish”, “o‘rganish uchun til”, va “o‘rganish orqali til”.

CLIL texnologiyasini fizika darslarida tatbiq etish metodikasi: Yuqorida aytib o‘tilgan tamoyillardan kelib chiqqan holda shuni aytish mumkinki CLIL texnologiyasidan fizika darslarida foydalanish alohida ahamiyatga ega. Chunki fizika – xalqaro terminlar, formulalar va global ilmiy tadqiqotlar tiliga to‘g‘ridan-to‘g‘ri bog‘liq bo‘lgan fundamental fandir. Fizika fanida CLIL texnologiyasini qo‘llash quyidagi yo‘nalishlarda amalga oshirilishi mumkin:

- Fizika terminlarini ingliz tilida qo‘llash
- Formulalarni va qonuniyatlarni inglizcha izohlash
- Laboratoriya mashg‘ulotlarini ingliz tilidagi ko‘rsatmalar asosida bajarish
- Multimedia vositalari va raqamli platformalardan foydalanish

Masalan, dinamika va kinematika bo‘limlarini o‘tishda quyidagi fundamental terminlarni dars mashg‘ulotlariga bosqichma-bosqich olib kirish o‘quvchilarning ilmiy lug‘at boyligini oshiradi hamda xalqaro manbalar bilan ishlash imkoniyatini oshiradi:

Mechanical motion – mexanik harakat

Path –yo‘l

Velocity – tezlik

Time – vaqt

Force – kuch

Energy – energiya

Motion – harakat

Masala: Two automobiles are 150 kilometers apart and traveling toward each other. One automobile is moving at 60 km/h and the other is moving at 40 km/h mph. In how many hours will they meet?

Bu masalani yechishdan avval o'quvchiga uning mazmunini tushuntirish kerak. Biz buni har bir so'zini tarjima qilib chiqamiz: Two – ikki, automobiles – avtomobil, are 150 kilometers – kilometr uzoqlikda joylashgan, traveling – harakatlanmoqda, toward each other – bir-biri tomon, one automobile – bir avtomobil, is moving – harakatlanyapti, at 60km/h – 60 km/h (tezlikda), the other – boshqasi, at 40 km/h – 40 km/h(tezlikda), in how many hours – necha soat ichida, will they mett – ular uchrashadi. Endi bularni umumlashtiradigan bo'lsak, ikki avtomobil bir-biridan 150 km uzoqlikda joylashgan va ular bir-biri tomon harakatlanmoqda. Birinchi avtomobil 60 km/h, boshqasi 40 km/h tezlik bilan harakatlanmoqda. Ular necha soat ichida uchrashadi?

$t = \frac{S}{v_n}$ - uchrashish vaqtini topish formulasi

$v_n = v_1 + v_2$ – avtomobillar bir-biriga tomon harakatlanganligi uchun natijaviy tezlikni topish formulasi.

B-n:

$S = 150\ km$

$v_1 = 60km/h$

$v_2 = 40km/h$

$t = ?$

Formulasi:

$t = \frac{S}{v_n}$

$v_n = v_1 + v_2$

Yechish:

$$v_n = \frac{60km}{h} + \frac{40km}{h} = \frac{100km}{h}$$

$$t = \frac{150\ km}{100\ km/h} = 1.5h$$

Bu masalani ishlashda scaffolding metodidan foydalanilgan. Bunda o'quvchiga til jihatdan yordam berilib, keyin mustaqil ishlashga bosqichma-bosqich o'tiladi.

Fizika darslarida CLIL texnologiyasini muvaffaqiyatli qo'llash o'qituvchidan psixologik va metodik tayyorgarlik talab qiladi. Dars boshidanoq faqat ingliz tilida gapirish o'quvchida ruhan to'siq paydo qilishi mumkin. Shu sababli, dastlab formulalarni va qoidalarni ingliz tilida ifodalab, so'ngra ularni ona tilida tushuntirish va keyinchalik esa o'quvchilar ko'nikma shakllantirgan sari tushuntirishda ham ingliz tili ulushini bosqichma-bosqich oshirib borish kerak. Masalan Nyutonning ikkinchi qonunini tushuntirganda uni quyidagi pedagogik ketma-ketlikdan foydalanish mumkin:

$$F = ma$$

Bu formula ingliz tilida quyidagicha "Force is equal to mass multiplied by acceleration" tushuntiriladi. Ya'ni kuch tezlanishga ko'paytirilgan massaga teng. Endi Nyutonni 2-qonuni ta'rifini aytadigan bo'lsak "The acceleration of an object is directly proportional to the force acting on it and inversely proportional to its mass." (Jismning tezlanishi unga ta'sir etayotgan kuchga to'g'ri proportsional bo'lib, massasiga esa teskari proportsional. Buni o'quvchilarga

tushuntirayotganda har bir kalit so‘zning fizik ma’nosi va lingvistik tarjimasini parallel ko‘rsatish ularning fizik tafakkurini hamda xorijiy til kompetensiyasini barobar rivojlantiradi. Shuningdek, laboratoriya ishlarida yo‘riqnomalarni qisman ingliz tilida berish talabalarda mustaqil tadqiqotchilik ko‘nikmasini o‘stiradi

CLIL tizimida baholash: CLIL tizimidagi eng murakkab va o‘ziga xos jarayon – bu baholash. Chunki darsda “Biz nimani baholayapmiz?” degan fikr yuzaga keladi. Biz bunda asosiy bahoni asosan fanga yo‘naltirishimiz kerak. Ya’ni o‘quvchi ingliz tilida aytayotganda gramatik xatoga yo‘l qo‘ysa ham lekin mazmunini tushinib yetgan bo‘lsa, unga past baho qo‘yish to‘g‘ri emas. Bunda formative va summative baholash turlari tahlil qilinadi. CLIL uchun formative baholash eng samarali usul hisoblanadi, ya’ni dars davomida o‘quvchining fikrlashini kuzatib borish, o‘z- o‘zini baholash jadvallari, amaliy topshiriqlar asosida baholash.

Xulosa qilib aytganda, fizika darslarida CLIL texnologiyasini qo‘llash shunchaki til o‘rganish tendensiyasi emas, balki o‘quvchilarda zamonaviy dunyo talablariga mos ilmiy dunyoqarash, global savodxonlik va kognitiv moslashuvchanlikni shakllantiruvchi kuchli pedagogik vositadir. Ushbu texnologiyaning to‘g‘ri yo‘lga qo‘yilishi maktab fizika ta’limi sifatini yangi bosqichga olib chiqadi va raqobatbardosh yosh avlodni tarbiyalashga xizmat qiladi.

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ZAMONAVIY FILOLOGIK TADQIQOTLARDA KOMPYUTER TEXNOLOGIYALARINING O‘RNI

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Annotatsiya. *Mazkur maqolada qiyosiy tilshunoslik, kontrastiv tilshunoslik, adabiyotshunoslik hamda raqamli gumanitar fanlarning zamonaviy filologik tadqiqotlardagi o‘rni yoritiladi. Tadqiqotda media diskurs, tarjimashunoslik, korpus lingvistikasi, diskurs tahlili va kompyuter metodlarining ilmiy tadqiqotlardagi ahamiyati tahlil qilinadi. Shuningdek, raqamli texnologiyalar yordamida til va adabiyot tadqiqotlarini yangi bosqichga olib chiqish imkoniyatlari ko‘rib chiqiladi.*

Kalit so‘zlar: *Qiyosiy tilshunoslik, kontrastiv tahlil, raqamli gumanitar fanlar, media diskurs, tarjimashunoslik, korpus lingvistikasi, filologik tadqiqotlar, diskurs tahlili, adabiy tahlil, kompyuter metodlari.*

Annotation. *This article examines the role of comparative linguistics, literary studies, and digital humanities in modern philological research. The study analyzes the significance of media discourse, translation studies, corpus linguistics, discourse analysis, and computer methods in scientific investigations. It also discusses the opportunities created by digital technologies in advancing language and literature studies.*

Keywords: *Comparative linguistics, contrastive analysis, digital humanities, media discourse, translation studies, corpus linguistics, philological research, discourse analysis, literary criticism, computer methods.*

Аннотация. *В данной статье рассматривается роль сравнительного языкознания, литературоведения и цифровых гуманитарных наук в современных филологических исследованиях. Анализируется значение медийного дискурса, переводоведения, корпусной лингвистики, дискурс-анализа и компьютерных методов в научных исследованиях. Также изучаются возможности цифровых технологий в развитии языковых и литературных исследований.*

Ключевые слова: *Сравнительное языкознание, контрастивный анализ, цифровые гуманитарные науки, медийный дискурс, переводоведение, корпусная лингвистика, филологические исследования, дискурс-анализ, литературный анализ, компьютерные методы.*

Kirish. Bugungi kunda filologiya an’anaviy yondashuvlar bilan cheklanib qolmay, raqamli texnologiyalar yordamida ham jadal rivojlanmoqda. Kompyuter vositalarining tilshunoslik va adabiyotshunoslikka keng tatbiq etilishi ilmiy izlanishlarning shakli va mazmunini tubdan o‘zgartirib, filologiya fanini global miqyosda yangi bosqichga olib chiqmoqda. Endilikda tadqiqot metodologiyasi ham, ilmiy natijalarni talqin qilish usullari ham zamonaviy texnologiyalar ta’sirida yangilanmoqda.

Filologiya qadimdan til va adabiyot qonuniyatlarini o‘rganishga qaratilgan bo‘lsa-da, XX asrning ikkinchi yarmidan boshlab strukturalizm, poststrukturalizm, semiotika va diskurs tahlili kabi yondashuvlar paydo bo‘ldi. Ferdinand de Saussure (1916) tilni belgilar tizimi sifatida talqin qilib, keyingi tadqiqotlarga nazariy asos yaratdi. Roland Barthes (1967) esa “muallifning o‘limi” konsepsiyasi orqali matnni mustaqil talqin qilish imkoniyatini ko‘rsatdi. Bu qarashlar filologiyani an’anaviy matnshunoslikdan kengroq ijtimoiy-madaniy kontekstga olib chiqdi.

XXI asr boshlaridan boshlab esa **raqamli gumanitar fanlar** shakllandi. Bu yo‘nalish kompyuter texnologiyalarini gumanitar tadqiqotlarga tatbiq etish orqali yangi imkoniyatlar yaratdi. Franco Moretti (2013) “distant reading” konsepsiyasi orqali katta hajmdagi matnlarni kompyuter yordamida tahlil qilish mumkinligini ko‘rsatdi. John Sinclair (1991) esa **korpus lingvistikasini** rivojlantirib, til birliklarini real nutq asosida o‘rganish imkonini berdi.

Globallashuv jarayonida turli tillar va madaniyatlar o‘rtasidagi munosabatlarni o‘rganish dolzarb masalalardan biriga aylandi. Shu sababli **qiyosiy tilshunoslik** va **tarjimashunoslik** nafaqat til tizimini, balki milliy tafakkur va madaniyatni ham tadqiq etishda muhim vosita hisoblanadi. Masalan, Robert Lado (1957) “Individuals tend to transfer the forms and meanings of their native language to the foreign language” deb yozgan. Bu fikr kontrastiv tahlilning xorijiy til o‘rganishdagi ahamiyatini yaqqol ko‘rsatadi.

O‘zbekistonda ham filologik tadqiqotlarda raqamli metodlardan foydalanish bosqichma-bosqich rivojlanmoqda. Korpus lingvistikasiga oid dastlabki loyihalar, tarjimashunoslikda avtomatik tizimlardan foydalanish, adabiyotshunoslikda media matnlarni tahlil qilish kabi yo‘nalishlar shakllanmoqda. Bu jarayon O‘zbekistonning global ilmiy hamjamiyatga integratsiyasini tezlashtiradi.

Katherine Hayles (2012) “Digital humanities is changing the way we understand literature and culture” deb ta’kidlagan. Bu fikr raqamli gumanitar fanlarning zamonaviy ilm-fandagi o‘rnini yaqqol ko‘rsatadi. Shu nuqtai nazardan, mazkur tadqiqotning asosiy maqsadi — zamonaviy filologik tadqiqotlarda kompyuter texnologiyalarining o‘rnini yoritish, qiyosiy tilshunoslik, adabiyotshunoslik va raqamli gumanitar fanlarning o‘zaro bog‘liqligini ko‘rsatishdir.

Tadqiqot vazifalari

- **Qiyosiy va kontrastiv tilshunoslik**ning ahamiyatini yoritish
- **Korpus lingvistika** va media diskursning ilmiy xususiyatlarini tahlil qilish
- **Raqamli gumanitar fanlar**ning filologik tadqiqotlardagi o‘rnini aniqlash
- **Tarjimashunoslikda kompyuter texnologiyalari**ning imkoniyatlarini ko‘rsatish

Materiallar va Metodologiya

Qiyosiy tilshunoslik turli tillarning fonetik, leksik, grammatik va semantik xususiyatlarini taqqoslash orqali ularning tarixiy hamda tipologik munosabatlarini aniqlaydi. Bu yo‘nalish tilshunoslikning eng qadimiy va muhim tarmoqlaridan biri bo‘lib, tillar o‘rtasidagi o‘xshashlik va farqlarni ochib berish orqali til tizimining umumiy qonuniyatlarini yoritadi.

Ferdinand de Saussure (1916) tilni belgilar tizimi sifatida talqin qilib, strukturalizmning nazariy asosini yaratdi. Roman Yakobson fonologiya va semiotika sohalarida qiyosiy tadqiqotlarni rivojlantirdi, Leonard Blumfild esa struktural tilshunoslikning amaliy metodlarini ishlab chiqdi. Bu olimlarning qarashlari qiyosiy tilshunoslikning shakllanishida muhim rol o‘ynadi.

Bugungi kunda qiyosiy tilshunoslik **kompyuter lingvistikasi** bilan chambarchas bog‘liq holda rivojlanmoqda. Elektron lug‘atlar, avtomatik tarjima tizimlari va sun’iy intellekt dasturlari qiyosiy tadqiqotlar uchun keng ma’lumot bazasini taqdim etmoqda.

Kontrastiv tilshunoslik esa ikki yoki undan ortiq tillarni amaliy maqsadda qiyoslash bilan shug‘ullanadi. Bu yo‘nalish xorijiy til o‘qitishda alohida ahamiyat kasb etadi. Robert Lado (1957) “Individuals tend to transfer the forms and meanings of their native language to the foreign language” deb yozgan. Masalan, ingliz va o‘zbek tillaridagi grammatik qurilishlarni taqqoslash orqali talabalar uchraydigan qiyinchiliklarni aniqlash mumkin: ingliz tilida SVO (Subject-Verb-Object) tartibi ustun bo‘lsa, o‘zbek tilida SOV (Subject-Object-Verb) tartibi qo‘llaniladi. Bu farq o‘quvchilarda xatolarga olib keladi.

Adabiyotshunoslik inson tafakkuri, madaniyati va estetik qarashlarini o‘rganadigan muhim fanlardan biridir. XX asrning ikkinchi yarmidan boshlab strukturalizm, poststrukturalizm va diskurs tahlili kabi yondashuvlar adabiy tadqiqotlarga yangi qarashlarni olib kirdi. Roland Barthes (1967) “The birth of the reader must be at the cost of the death of the author” deb yozib, matnni muallifdan mustaqil talqin qilish imkoniyatini ko‘rsatdi. Franco Moretti (2013) “distant reading” konsepsiyasi orqali katta hajmdagi matnlarni kompyuter yordamida tahlil qilishni taklif qildi. Bu yondashuv adabiyotshunoslikni raqamli metodlar bilan integratsiyalashuviga sabab bo‘ldi.

Bugungi kunda adabiyotshunoslikda **intertekstual yondashuv** ham muhim o‘rin egallaydi. Har bir badiiy asar boshqa matnlar bilan ma’lum darajada bog‘liq bo‘ladi. Ayniqsa, zamonaviy roman va media matnlarda turli madaniy qatlamlarning uyg‘unlashuvi kuzatiladi.

Diskurs tahlili Teun van Dijk (1998) tomonidan ijtimoiy amaliyot sifatida talqin qilindi. Norman Fairclough (1989) esa tilning jamiyatdagi kuch munosabatlarini shakllantirishdagi rolini ko‘rsatdi. Diskurs tahlili media matnlarni, siyosiy nutqlarni, reklama va ijtimoiy tarmoq yozuvlarini o‘rganishda qo‘llaniladi. Bu metod tilni nafaqat lingvistik hodisa, balki ijtimoiy-madaniy jarayon sifatida talqin qilish imkonini beradi.

Raqamli gumanitar fanlar

David Berry (2012) bu yo‘nalishni “computational turn” sifatida baholagan. **Raqamli gumanitar fanlar** gumanitar tadqiqotlarni kompyuter texnologiyalari bilan integratsiyalashgan holda o‘rganadi.

Uning asosiy metodlari:

- **Korpus lingvistika**
- **Media diskurs**
- **Tarjimashunoslik**
- Matnlarni avtomatik tahlil qilish
- Elektron bazalar yaratish
- Sun’iy intellekt yordamida ma’lumotlarni qayta ishlash

Bu yo‘nalish XXI asrda ilm-fanning eng tez rivojlanayotgan tarmoqlaridan biriga aylandi va filologik tadqiqotlarni yangi bosqichga olib chiqmoqda.

Mazkur tadqiqotda bir nechta metodlardan foydalanildi. Har bir metod tadqiqotning maqsadiga mos tanlandi va filologik izlanishlarda kompyuter texnologiyalarining o‘rnini ko‘rsatishga xizmat qildi. Metodologiya bo‘limi tadqiqotning ilmiy asosini belgilab, nazariy qarashlarni amaliy tahlil bilan bog‘lab berdi.

Qiyosiy tahlil tillarning fonetik, leksik, grammatik va semantik jihatlarini solishtirishga asoslanadi. Bu metod yordamida ingliz va o‘zbek tillaridagi **so‘z tartibi**, **morfologik qurilishlar**, **fonetik tizimlar** va **semantik birliklar** taqqoslandi.

- Ingliz tili analitik tuzilishga ega bo‘lib, grammatik ma’nolar ko‘proq yordamchi so‘zlar orqali ifodalanadi.

- O'zbek tili esa sintetik tuzilishga ega bo'lib, grammatik ma'nolar ko'pincha qo'shimchalar orqali ifodalanadi.

Bu farqlar o'quvchilar uchun qiyinchilik tug'diradi. Qiyosiy tahlil yordamida bu muammolar aniqlanib, ularni yengib o'tish yo'llari ishlab chiqildi. Masalan, ingliz tilidagi **tenses** tizimi o'zbek tilida mavjud bo'lmaganligi sababli, o'quvchilarda chalkashlik yuzaga keladi.

Kontrastiv tahlil xorijiy til o'qitishda uchraydigan qiyinchiliklarni aniqlash uchun qo'llanildi. Ingliz va o'zbek grammatikasi qiyoslandi.

- Ingliz tilida **SVO (Subject-Verb-Object)** tartibi ustun.
- O'zbek tilida esa **SOV (Subject-Object-Verb)** tartibi qo'llaniladi.

Robert Lado (1957) ta'kidlaganidek, o'quvchilar ona tilidagi shakl va ma'nolarni chet tilga ko'chiradi. Bu metod yordamida o'quvchilarning xatolari tahlil qilinib, ta'lim jarayonida ularni bartaraf etish strategiyalari ishlab chiqildi. Masalan, o'zbek o'quvchilari ingliz tilida "I to school go" kabi xatolarni ko'p qiladi, chunki ular ona tilidagi tartibni ingliz tiliga ko'chiradi.

Korpus lingvistikasi tadqiqotning asosiy metodlaridan biri bo'ldi. British National Corpus (BNC) va Corpus of Contemporary American English (COCA) kabi korpuslardan foydalanildi. Bu korpuslar yordamida:

- So'zlarning chastotasi,
- Kontekstual qo'llanishi,
- Semantik xususiyatlari o'rganildi.

John Sinclair (1991) "The language looks rather different when you look at a lot of it at once" degan edi. Darhaqiqat, korpus lingvistikasi tilni real qo'llanish asosida tahlil qilish imkonini yaratadi. Masalan, ingliz tilidagi "make" va "do" fe'llarining qo'llanish chastotasi va kontekstlari korpus orqali aniqlandi

Diskurs tahlili media matnlar, siyosiy nutqlar, reklama va ijtimoiy tarmoq yozuvlarini o'rganishda qo'llanildi.

Teun van Dijk (1998) diskursni ijtimoiy amaliyot sifatida talqin qilgan. Shu asosda:

- Reklama matnlaridagi manipulyativ vositalar,
- Siyosiy nutqlardagi metaforalar,
- Ijtimoiy tarmoq yozuvlaridagi emotsional birliklar tahlil qilindi.

Norman Fairclough (1989) esa tilning jamiyatdagi kuch munosabatlarini shakllantirishdagi rolini ko'rsatgan. Diskurs tahlili yordamida media matnlarda tilning ijtimoiy ta'sir mexanizmlari ochib berildi.

Tarjimashunoslikda parallel korpuslar, CAT-tools va avtomatik tarjima tizimlari (Google Translate, DeepL) qo'llanildi.

Eugene Nida (1964) tarjimada ma'no va uslubni saqlash muhimligini ta'kidlagan. Shu asosda:

- Parallel korpuslar yordamida bir matnning turli tillardagi tarjimalari qiyoslandi.
- CAT-tools dasturlari tarjimonlar uchun terminologik bazalar yaratishda qo'llanildi.
- Avtomatik tarjima tizimlari tezlik va qulaylik jihatidan samarali bo'lsa-da, semantik aniqlikni to'liq ta'minlamasligi kuzatildi.

Masalan, "heart attack" iborasi o'zbek tiliga "yurak xuruji" deb tarjima qilinadi, ammo avtomatik tizimlar ba'zan uni "yurak hujumi" deb noto'g'ri tarjima qiladi.

Natijalar va Muhokamalar

Natijalar kompyuter texnologiyalarining filologik tadqiqotlarda samarali qo'llanilishini ko'rsatdi. Qiyosiy tilshunoslikda fonetik va sintaktik farqlar tezroq aniqlanmoqda,

adabiyotshunoslikda muallif uslubi va intertekstual bog‘lanishlar samarali tahlil qilinmoqda, raqamli gumanitar fanlarda katta hajmdagi matnlar avtomatik tahlil qilinmoqda, korpus lingvistikasi til birliklarini real nutq asosida o‘rganmoqda, media diskurs ijtimoiy ta’sir mexanizmlarini ochib bermoqda, tarjimashunoslik esa parallel korpuslar va CAT-tools yordamida tarjima sifatini oshirmoqda. Ingliz tilining **analitik tuzilishi** grammatik ma’nolarni yordamchi fe’llar va funksional so‘zlar orqali ifodalashga asoslangan bo‘lsa, o‘zbek tilining **sintetik tuzilishi** grammatik ma’nolarni qo‘shimchalar orqali ifodalaydi. Bu farq o‘quvchilarda **interferensiya** hodisasini kuchaytiradi va lug‘at o‘zlashtirish jarayonini murakkablashtiradi.

Raqamli metodlar yordamida muallif uslubi va intertekstual bog‘lanishlar samarali tahlil qilindi. **Distant reading** konsepsiyasi katta hajmdagi matnlarni kompyuter yordamida tahlil qilish imkonini berdi. Natijada, mualliflarning **leksik tanlovi**, **metafora ishlatish darajasi** va **intertekstual bog‘lanishlari** raqamli vositalar orqali aniqlanib, adabiyotshunoslikda yangi ilmiy yondashuvlar shakllandi. Katta hajmdagi matnlar avtomatik tahlil qilindi va elektron bazalar yaratildi. Sun’iy intellekt yordamida matnlardagi **semantik o‘zgarishlar** aniqlanib, ularning ijtimoiy-madaniy kontekstdagi o‘rni belgilandi. Til birliklarining chastotasi va kontekstual qo‘llanishi o‘rganildi. British National Corpus va COCA korpuslari yordamida so‘zlarning qo‘llanish chastotasi va semantik konteksti tahlil qilindi. Multimodallik va manipulyativ vositalar aniqlanib, ijtimoiy ta’sir mexanizmlari ko‘rsatildi. Media matnlarda matn, tasvir, video va audio vositalar birgalikda qo‘llanilib, auditoriyaga kuchli ta’sir ko‘rsatishi aniqlandi.

Saussure tilni belgilar tizimi sifatida talqin qilgan bo‘lsa, **Lado** transfer nazariyasi ona tilining chet til o‘rganishga ta’sirini ko‘rsatadi. Tadqiqot natijalari ingliz va o‘zbek tillarining fonetik hamda sintaktik tuzilmalari o‘quvchilarda interferensiya hodisasini keltirib chiqarishini ko‘rsatdi. Bu holat **Saussure** nazariyasining til belgilarining tizimli farqlari haqidagi qarashini tasdiqlaydi**, Lado nazariyasi** esa bu farqlarning amaliy oqibatlarini ochib beradi. Demak, nazariy va amaliy yondashuv bir-birini to‘ldiradi.

Roland Barthes matnni muallifdan mustaqil talqin qilish zarurligini ta’kidlagan, **Franco Moretti** esa “distant reading” orqali katta hajmdagi matnlarni kompyuter yordamida tahlil qilishni taklif qilgan. Tadqiqot natijalari ko‘rsatdiki, raqamli metodlar yordamida muallif uslubi va intertekstual bog‘lanishlar samarali tahlil qilinmoqda. Barthes nazariyasi matnni subyektiv talqin qilish imkoniyatini ochib bergan bo‘lsa, Moretti yondashuvi bu jarayonni obyektiv statistik asosda amalga oshirish imkonini berdi. Shunday qilib, nazariy va texnologik yondashuvlar bir-birini to‘ldirib, adabiyotshunoslikda yangi ufqlar ochmoqda.

Van Dijk diskursni ijtimoiy amaliyot sifatida talqin qilgan, **Fairclough** esa tilning jamiyatdagi kuch munosabatlarini shakllantirishdagi rolini ko‘rsatgan. Tadqiqot natijalari media diskurs tahlilida bu nazariyalarni tasdiqladi: multimodallik va manipulyativ vositalar jamiyatdagi ijtimoiy ta’sir mexanizmlarini ochib berdi. **Van Dijk** nazariyasi diskursning ijtimoiy kontekstini yoritgan bo‘lsa, Fairclough nazariyasi bu kontekstning kuch dinamikasini ko‘rsatdi. Demak, ikkala yondashuv birgalikda media matnlarni chuqurroq tushunishga yordam beradi.

Eugene Nida tarjimada ma’no va uslubni saqlash zarurligini ta’kidlagan. Tadqiqot natijalari parallel korpuslar va CAT-tools yordamida semantik aniqlikni saqlash muhimligini ko‘rsatdi. Avtomatik tarjima tizimlari tezlik va qulaylik jihatidan samarali bo‘lsa-da, semantik aniqlikni to‘liq ta’minlamaydi. Bu holat Nida nazariyasining dolzarbligini tasdiqlaydi va zamonaviy texnologiyalar bilan taqqoslanganda, nazariyaning mazmuniy aniqlikni saqlash talabi hanuz eng muhim mezon bo‘lib qolayotganini ko‘rsatadi.

Xulosa

Xulosa qilib aytganda, qiyosiy tilshunoslik, adabiyotshunoslik va raqamli gumanitar fanlar bugungi filologik tadqiqotlarning eng muhim yo‘nalishlariga aylandi. Zamonaviy kompyuter texnologiyalari til va adabiyot tadqiqotlarini yangi bosqichga olib chiqmoqda. Qiyosiy va kontrastiv tahlil turli tillar o‘rtasidagi o‘xshashlik hamda farqlarni aniqlashda muhim ahamiyat kasb etsa, korpus lingvistikasi va raqamli metodlar katta hajmdagi matnlarni tez va aniq tahlil qilish imkonini bermoqda. Shuningdek, media diskurs va internet kommunikatsiyasining rivojlanishi filologik tadqiqotlarning yangi obyektlarini yuzaga keltirdi. Raqamli gumanitar fanlar esa tilshunoslik va adabiyotshunoslikni zamonaviy texnologiyalar bilan uyg‘unlashtirib, ilmiy tadqiqotlarning samaradorligini oshirmoqda. Kelajakda sun’iy intellekt, avtomatik tahlil va mashinali o‘qitish texnologiyalarining rivojlanishi filologik tadqiqotlarda yanada keng imkoniyatlar yaratishi kutilmoqda.

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METHODOLOGICAL APPROACHES TO TEACHING MIXED-AGE LEARNERS IN A SINGLE EFL CLASSROOM: A TEACHER'S PERSPECTIVE

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Abstract. *Teaching mixed-age learners in a single English as a Foreign Language (EFL) classroom presents unique methodological challenges due to differences in cognitive development, motivation, and learning styles. This study aims to explore effective teaching strategies for mixed-age EFL classrooms from the teacher's perspective. A mixed-methods design was employed, involving 14 participants (four adults aged 24–30, five university students aged 19–20, and five school pupils aged 13–15) at a private language learning center. All participants were at a pre-intermediate (A2) to intermediate (B1) proficiency level. Data were collected through classroom observation checklists, a student questionnaire, and short informal interviews over eight 90-minute lessons. The findings show that 92% of students agreed or strongly agreed that lessons were engaging, while 94% rated game-based activities as highly motivating. Collaborative learning and mixed-age grouping increased voluntary participation and peer support, with older learners assisting younger peers in vocabulary and task comprehension. The study concludes that differentiated instruction, interactive activities, and peer collaboration significantly enhance engagement and language acquisition in mixed-age EFL classrooms. These results suggest that with flexible, student-centered methodologies, mixed-age classrooms can become effective environments for peer learning and meaningful communication.*

Keywords: *mixed-age learning, multigrade classroom, EFL, differentiated instruction, teaching methodologies, collaborative learning*

INTRODUCTION

In modern English language teaching, classrooms are becoming increasingly diverse, often including learners of different ages, backgrounds, and proficiency levels. One of the most challenging forms of such diversity is the multigrade classroom, where students of varying ages and academic levels are taught together in a single learning environment. This situation is particularly common in private language centers, where grouping learners strictly by age is not always feasible.

Teaching mixed-age learners presents significant methodological challenges. Students differ not only in their language proficiency but also in cognitive development, motivation, and learning styles. Younger learners tend to prefer interactive and game-based activities, while older students often expect more structured and analytical approaches. As a result, teachers must balance multiple needs within the same lesson, making traditional teaching methods less effective.

As an EFL teacher working in an English language learning center, the author has experienced teaching classes that include school students, university students, and adult learners. This diversity requires the use of flexible and adaptive teaching strategies to ensure effective learning for all students. Therefore, the purpose of this study is to explore methodological

approaches that support teaching mixed-age learners in a single classroom and to identify strategies that enhance student engagement and learning outcomes.

LITERATURE REVIEW

Teaching mixed-age or multigrade learners has been widely discussed in educational research, particularly in the context of learner-centered pedagogy. Multigrade classrooms require teachers to adopt flexible teaching strategies that address diverse learning needs and abilities. According to Carol Ann Tomlinson (2014), differentiated instruction is one of the most effective approaches in such contexts, as it allows teachers to adapt content, process, and learning outcomes based on students' readiness levels and interests. Collaborative learning is another important approach in mixed-age classrooms. Research by David W. Johnson and Roger T. Johnson (2009) suggests that group work and peer interaction enhance student engagement and promote deeper understanding. In mixed-age settings, older students can support younger learners, creating a natural environment for peer teaching. Motivation also plays a crucial role in language learning. Zoltán Dörnyei (2005) emphasizes that maintaining student motivation is essential for successful language acquisition. In mixed-age classrooms, motivation can vary significantly, requiring teachers to use diverse and engaging teaching methods. Additionally, Jack C. Richards (2006) highlights the importance of communicative language teaching, where students actively use the language through interaction and meaningful tasks. This approach is particularly effective in mixed-age classrooms, as it allows learners to participate according to their ability levels. Overall, previous research indicates that flexible, student-centered approaches are essential for effectively teaching mixed-age learners in EFL contexts.

METHODOLOGY

This study was conducted using a mixed-methods approach, combining descriptive and observational research methods. The aim was to evaluate the effectiveness of different teaching strategies and to examine student engagement and preferences in a mixed-age EFL classroom. The study involved 14 participants from a private language learning center. The participants were categorized into three age-based groups: four adult learners aged 24–30, five university students aged 19–20, and five school students aged 13–15. All 14 participants had been assessed by the language center as having an English proficiency level ranging from pre-intermediate (A2) to intermediate (B1) according to the Common European Framework of Reference for Languages (CEFR). This range ensured that age-related differences, rather than extreme proficiency gaps, were the primary focus of the study.

Research Design

The study employed a mixed-methods research design, combining both qualitative and quantitative approaches to data collection and analysis. The use of a mixed-methods design was considered appropriate because it allows for triangulation of findings through multiple data sources. In particular, quantitative data were used to measure patterns of student engagement and attitudes numerically, while qualitative data were used to explore students' experiences, perceptions, and explanations in greater depth. The integration of both approaches provided a more comprehensive understanding of the impact of mixed-age learning activities in the classroom context.

Research Instruments

Three research instruments were used in this study: a classroom observation checklist, a student questionnaire, and short informal interviews. Each instrument served a specific purpose in collecting both qualitative and quantitative data.

Classroom Observation Checklist (Qualitative)

A structured observation checklist was developed to record student behavior during all lessons. It aimed to ensure consistency and reduce subjectivity. The checklist focused on four indicators: student engagement (on-task vs. off-task behavior), voluntary participation (independent contributions without teacher prompting), peer collaboration (interaction and cooperation among students, especially in mixed-age groups), and responses to instructional activities (games, discussions, problem-solving tasks, and individual work). Observations were conducted during all eight ninety-minute lessons. The researcher, who also acted as the teacher, completed the checklist during each lesson and added brief field notes after each activity to ensure accurate and uninterrupted data collection.

Student Questionnaire (Quantitative)

A ten-item questionnaire was administered at the end of the fourth week to collect data on students' perceptions of engagement, motivation, and preferences. It included eight Likert-scale items (1 = strongly disagree, 4 = strongly agree) and two open-ended questions about students' experiences and suggested improvements.The questionnaire was piloted with three students from different age groups, and minor revisions were made for clarity. It was completed in a controlled classroom setting within approximately fifteen minutes. All fourteen students participated, resulting in a 100% response rate.

Short Informal Interviews (Qualitative)

Short informal interviews were conducted with six purposively selected students (two from each age group). The interviews aimed to clarify questionnaire responses and gain deeper insight into students' views. Each interview lasted 5–7 minutes and followed a semi-structured format. All interviews were conducted in the students' first language and later translated into English. The translations were carefully checked for accuracy against the original responses.

Procedure

Each lesson followed a structured lesson plan designed to incorporate a variety of instructional strategies aimed at increasing engagement and encouraging interaction among students of different ages. Instructional activities were systematically organized into several categories to ensure variety and sustained student involvement throughout the lessons. Game-based activities, such as vocabulary bingo, charades, and board races, were used to reinforce vocabulary learning while promoting active participation in a competitive yet supportive classroom environment. Collaborative learning tasks, including pair work and small-group projects, were implemented with intentional mixed-age grouping to encourage peer learning, cooperation, and knowledge sharing among students. Group discussions were included to provide opportunities for learners to express opinions, exchange ideas, and develop speaking skills through guided interaction on familiar and accessible topics. In addition, problem-solving tasks, such as logic puzzles and decision-making scenarios, were used to develop critical thinking, communication, and teamwork skills. Visual and interactive tasks, including picture description activities and video-based exercises, supported comprehension and facilitated speaking practice in an engaging format. During each lesson, the researcher completed the structured observation checklist in real time and supplemented it with brief field notes immediately after each activity segment. This approach ensured that both systematic observations and contextual classroom details were accurately recorded without interrupting the flow of instruction. At the end of the fourth week, the questionnaire was administered to all participants in a single classroom session. Students were given clear instructions and sufficient time to complete the questionnaire

independently without discussion to ensure individual responses. The interview sessions were conducted on a separate day following the questionnaire administration in order to reduce participant fatigue and allow students adequate time to reflect on their responses.

Data analysis

The collected data were analyzed using both qualitative and quantitative methods. Qualitative data from classroom observations and interviews were analyzed through thematic analysis, identifying common patterns related to student engagement, participation, and interaction. Quantitative data from questionnaires were analyzed using simple statistical methods, such as calculating percentages and averages, to measure student motivation, satisfaction, and perceived effectiveness of teaching strategies. The results from both types of data were then compared and integrated to provide a comprehensive understanding of the effectiveness of different methodological approaches in the mixed-age EFL classroom.

RESULTS

The results of the study were obtained through both quantitative and qualitative data in accordance with the mixed-methods design. Quantitative data from the student questionnaire were used to identify students' perceptions of engagement, motivation, and learning preferences in mixed-age instructional activities. Qualitative data from classroom observation and short informal interviews were used to examine student participation, interaction, and classroom behavior in more depth. The integration of both data sets provides a comprehensive understanding of learning outcomes in the mixed-age EFL classroom.

Table 1. Classroom Observation Summary

Aspect	Observation Findings	Frequency (out of 8 lessons)
Student engagement	High during interactive activities (games, group work, discussions)	8/8 lessons (100%)
Voluntary participation	Increased in mixed-age group tasks	7/8 lessons (88%)
Peer collaboration	Strong and consistent across lessons	8/8 lessons (100%)
Response to activity types	Highest in collaborative and game-based tasks	7/8 lessons (88%)

Table 1 presents the results of classroom observations conducted across eight lessons. The findings indicate that student engagement remained consistently high during interactive activities such as games, group discussions, and collaborative tasks, with active participation observed in all lessons. In contrast, engagement tended to decrease during teacher-centered instruction and individual assignments.Voluntary participation was notably higher during mixed-age group activities, where students demonstrated greater confidence in sharing ideas and responding without direct prompting from the teacher. Peer collaboration also emerged as a strong and consistent feature throughout the observed lessons, as students frequently worked together and supported one another during pair and group tasks.Furthermore, students showed the strongest responses to collaborative and game-based activities, suggesting that these approaches were particularly effective in maintaining interest and encouraging involvement. Overall, the observation data suggest that interactive and cooperative teaching methods positively influenced student participation and classroom engagement.

Table 2. Questionnaire Responses (Percentage Summary)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lessons are engaging	64%	28%	8%	0%	0%
Mixed-age activities are motivating	60%	30%	10%	0%	0%
Group work improves learning	62%	26%	12%	0%	0%
Games make learning enjoyable	72%	22%	6%	0%	0%
I prefer interactive lessons	66%	27%	7%	0%	0%

Table 2 shows that students had a highly positive attitude toward mixed-age and interactive learning activities. The highest level of agreement was recorded for game-based learning, indicating that students found games the most engaging and enjoyable method. Group work and collaborative activities were also rated positively, suggesting that students valued interaction with peers from different age groups. Very few neutral responses were recorded, and no negative responses were given, showing strong acceptance of the teaching approach.

Table 3. Thematic Analysis of Interview Responses

Theme	Description of Responses
Positive learning experience	Students described mixed-age lessons as more interesting and engaging than traditional lessons
Peer support and collaboration	Older students helped younger learners understand tasks and vocabulary
Increased confidence	Students reported feeling more comfortable participating and speaking in class
Preference for interactive activities	Games and group work were identified as the most enjoyable and effective activities
Suggestions for improvement	Students recommended more group activities and less teacher-centered instruction

The interview data revealed several consistent themes regarding students' experiences in mixed-age EFL lessons. The first prominent theme was **positive learning experience**. Most students stated that mixed-age lessons were more enjoyable and interesting compared to traditional, single-age classrooms. They highlighted that the variety of activities made lessons more dynamic and engaging. Another key theme was **peer support and collaboration.** Students reported that older learners often assisted younger ones by explaining tasks, translating instructions, or helping with vocabulary. This interaction created a supportive learning environment and facilitated understanding for less confident learners. The interviews also showed an increase in **student confidence**. Many participants stated that they felt more comfortable speaking and participating in class activities, especially during group work and games, where pressure was reduced. In addition, students expressed a strong **preference for interactive activities**, particularly games and collaborative tasks. These were consistently described as the most enjoyable and helpful for learning vocabulary and practicing speaking skills. Finally, students provided **suggestions for improvement**, mainly recommending an increase in group-based

activities and a reduction in teacher-centered explanations to allow for more interaction and communication among learners. The interview findings support the questionnaire and observation results, confirming that mixed-age, interactive instruction enhances engagement, motivation, and classroom participation.

Overall, the findings from observation, questionnaire, and interviews consistently show that mixed-age, interactive instructional strategies had a positive effect on student engagement, motivation, and participation. Game-based and collaborative learning activities were identified as the most effective approaches in promoting active learning in the EFL classroom.

DISCUSSION

The findings of this study support existing research on the importance of student-centered teaching approaches in diverse classroom settings. The positive impact of mixed-age instructional strategies observed in this study is consistent with Tomlinson's (2014) theory of differentiated instruction, which emphasizes that adapting teaching methods to learners' needs, abilities, and backgrounds enhances overall learning outcomes. In this study, differentiation naturally occurred through mixed-age grouping and varied task design, allowing students to participate at different levels while still engaging in the same learning activities. Unlike experimental studies that compare mixed-age to single-age classrooms, the present study did not include a control group of same-age learners. Therefore, the findings demonstrate which strategies work effectively in a mixed-age context rather than proving that mixed-age instruction is superior to traditional age-homogeneous grouping.

The effectiveness of collaborative learning observed in the classroom further confirms the findings of Johnson and Johnson (2009), who highlight the importance of peer interaction in promoting academic achievement and engagement. In the present study, peer support played a particularly significant role in mixed-age groups, where older students assisted younger learners in understanding tasks and vocabulary. This interaction not only facilitated comprehension for less proficient learners but also reinforced learning for more advanced students through explanation and peer teaching. As a result, collaboration helped create a more inclusive and supportive learning environment. In addition, the findings clearly demonstrate the importance of motivation in language learning, which aligns with Dörnyei's (2005) motivational theory. The observation and questionnaire results showed that students were more engaged and active during game-based, interactive, and communicative activities. These tasks increased students' interest and willingness to participate, suggesting that motivation was strongly influenced by the level of interaction and enjoyment in the classroom. The absence of negative attitudes in questionnaire responses further indicates that students responded positively to these teaching methods. Moreover, the interview data provided additional insight into students' perceptions, revealing that mixed-age learning environments increased confidence and reduced anxiety in speaking activities. Students reported feeling more comfortable participating in group work and games, where the focus was on communication rather than correctness. This supports the idea that a low-anxiety, interactive environment can enhance willingness to communicate in a second language. Overall, the results of this study suggest that although mixed-age classrooms present organizational challenges, they can become highly effective learning environments when supported by appropriate methodological approaches. The combination of differentiated instruction, collaborative learning, and interactive activities contributed to higher levels of engagement, motivation, and participation among learners of different ages and proficiency levels.

CONCLUSION

Teaching mixed-age learners in a single classroom presents both challenges and opportunities for EFL teachers. This study demonstrates that the use of differentiated instruction, collaborative learning, and interactive teaching strategies can significantly improve student engagement and learning outcomes. Rather than viewing mixed-age classrooms as a limitation, educators can use them as an opportunity to promote peer learning and communication. Flexible teaching approaches allow teachers to address diverse needs and create a more inclusive and dynamic learning environment. Future research should explore long-term effects of these methodologies and examine how they can be implemented in different educational contexts. Overall, the findings highlight that effective teaching in mixed-age classrooms requires adaptability, creativity, and a strong focus on student-centered learning.

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THE EFFECT OF TECHNOLOGY ON ENGLISH LANGUAGE LEARNING

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Abstract. *Technology plays a crucial role in modern English language learning. Digital tools, such as online platforms, multimedia resources, mobile applications, and virtual classrooms, provide opportunities for interactive, learner-centered education. These technologies help students access authentic materials, practice language skills, communicate with peers, and receive immediate feedback. This study examines the effect of technology on English learning, focusing on interaction, motivation, learner autonomy, and overall proficiency. The findings indicate that effective integration of digital tools enhances communication, increases engagement, and supports the development of listening, speaking, reading, and writing skills. Technology, when used systematically, improves educational outcomes significantly.*

Key words: *technology, English language learning, digital tools, learner autonomy, interaction, multimedia learning, mobile applications.*

Аннотация. *Технологии играют ключевую роль в современном изучении английского языка. Цифровые инструменты, такие как онлайн-платформы, мультимедийные ресурсы, мобильные приложения и виртуальные классы, предоставляют возможности для интерактивного, ориентированного на учащегося обучения. Эти технологии помогают студентам получать доступ к аутентичным материалам, практиковать языковые навыки, общаться со сверстниками и получать мгновенную обратную связь. В данном исследовании рассматривается влияние технологий на изучение английского языка с акцентом на взаимодействие, мотивацию, автономию учащихся и общий уровень владения языком. Результаты показывают, что эффективная интеграция цифровых инструментов улучшает коммуникацию, повышает вовлечённость и способствует развитию навыков аудирования, говорения, чтения и письма. Технологии при систематическом использовании значительно повышают образовательные результаты.*

Ключевые слова: *технологии, изучение английского языка, цифровые инструменты, автономия учащихся, взаимодействие, мультимедийное обучение, мобильные приложения.*

Annotatsiya. *Texnologiya zamonaviy ingliz tilini o'rganishda muhim rol o'ynaydi. Onlayn platformalar, multimedia resurslar, mobil ilovalar va virtual sinflar kabi raqamli vositalar interaktiv, o'quvchiga yo'naltirilgan ta'lim uchun keng imkoniyatlar yaratadi. Ushbu texnologiyalar talabalarga autentik materiallardan foydalanish, til ko'nikmalarini mashq qilish, tengdoshlari bilan muloqot qilish va darhol fikr-mulohaza olish imkonini beradi. Mazkur tadqiqot texnologiyaning ingliz tilini o'rganishga ta'sirini o'rganadi hamda unda o'zaro muloqot, motivatsiya, o'quvchi mustaqilligi va umumiy til darajasiga e'tibor qaratiladi. Natijalar shuni ko'rsatadiki, raqamli vositalarni samarali integratsiya qilish muloqotni yaxshilaydi, ishtirokni oshiradi va tinglash, gapirish, o'qish hamda yozish ko'nikmalarining rivojlanishini qo'llab-*

quvvatlaydi. Texnologiya tizimli ravishda qo‘llanilganda ta’lim natijalarini sezilarli darajada yaxshilaydi.

Kalit so‘zlar: *texnologiya, ingliz tilini o‘rganish, raqamli vositalar, o‘quvchi mustaqilligi, o‘zaro muloqot, multimedia orqali o‘rganish, mobil ilovalar.*

Technology has become an essential component of modern education and plays a significant role in English language learning. The rapid development of digital technologies has transformed traditional teaching and learning processes and created new opportunities for both teachers and students. Various digital tools such as online learning platforms, mobile applications, multimedia resources, and virtual classrooms are now widely used in language education. These technologies provide students with access to a wide range of authentic materials and allow them to practice language skills in more interactive and meaningful ways. As a result, technology has become an important element in improving the effectiveness of English language teaching and learning. In the past, English language education mainly relied on textbooks, printed materials, and face-to-face classroom instruction. Although these traditional methods are still important, they often limit students’ exposure to authentic language use and real-life communication. With the integration of digital technologies, students can now access online resources, watch educational videos, participate in virtual discussions, and communicate with speakers from different parts of the world. These opportunities help learners develop not only their reading and writing skills but also their listening and speaking abilities. Technology also encourages collaborative learning, independent study, and greater learner autonomy, which are essential factors for successful language acquisition. However, despite the many benefits of technology in education, its use also raises several important questions. It is necessary to understand what advantages digital technologies provide for students learning English and what challenges may arise when these tools are integrated into the learning process. While technology can increase motivation, engagement, and accessibility of learning materials, it may also lead to certain difficulties such as distractions caused by excessive use of digital devices, students’ overdependence on technological tools, limited digital literacy skills, and unequal access to technological resources. These issues highlight the need to carefully evaluate both the positive and negative aspects of technology use in English language education. This study explains how the integration of digital technologies influences English language learning and examines both the advantages and challenges associated with the use of technology in the educational process. The study explores how digital tools contribute to the development of students’ language skills, increase learner engagement, and support interactive learning environments. At the same time, it considers the potential difficulties that students and teachers may face when using technology in language classrooms. By analyzing both the positive and negative aspects of digital technology in English language education, this research aims to provide a deeper understanding of how technology can be used more effectively to improve students’ learning experiences and enhance overall language proficiency. The integration of digital technology in English language education has been widely discussed by many scholars over the last decade. As global education moves towards a more digital-centric model, researchers have focused on how these tools affect student outcomes, cognitive development, and the overall classroom environment. The evolution from simple computer-aided instruction to complex mobile and AI-driven environments has created a vast field of academic inquiry.

First, Hockly (2023) emphasizes the critical role of "digital literacy" in modern language teaching. She argues that in the 21st century, it is no longer enough to just teach grammar and

vocabulary; teachers must also teach students how to navigate the complex digital world. According to Hockly, digital literacy is a multi-dimensional skill that helps students manage online resources, evaluate the credibility of information, and use English more naturally in digital spaces like social media and professional forums. Her research suggests that when technology is integrated correctly into the curriculum, it creates a personalized learning experience that adapts to each student's specific learning style and pace. This personalization is key to preventing students from feeling overwhelmed by the vast amount of information available on the internet. Secondly, Kessler (2018) provides deep insights into the social and collaborative power of technology, particularly looking at how it fosters communication. He introduces the idea of "omnipresent learning," where English language acquisition is no longer restricted to the four walls of a physical classroom. Kessler’s studies show that digital platforms, such as social media, wikis, and online collaborative projects, allow students to interact with real audiences worldwide. This shift from artificial classroom exercises to meaningful global communication helps learners internalize language structures much faster. By engaging in real-life digital conversations, students move beyond simple memorization to actual language usage, which significantly improves their pragmatic competence—the ability to use language appropriately in different social contexts. The transition to digital education has also been a major topic of academic research, especially within the framework of national educational reforms aimed at modernizing the school system. Ruzmetova (2021) has conducted extensive studies on the impact of multimedia technologies in national secondary and higher education. She points out that the use of interactive whiteboards, specialized language software, and audio-visual aids is essential for moving away from old-fashioned, teacher-centered lessons where the student is a passive listener. Ruzmetova argues that these tools help students visualize complex linguistic structures—such as verb tenses or sentence patterns—which are often difficult to understand through text alone. Her findings suggest that multimedia resources improve phonetic skills by providing high-quality audio samples of native speakers, which is a significant improvement over traditional methods used in previous decades. Furthermore, Jalolov (2022), focuses on the concept of "learner autonomy" through digital resources. For students in a non-native English environment like Uzbekistan, creating a constant English-speaking atmosphere is the biggest challenge. Jalolov states that digital resources provide a "virtual immersion" that allows students to surround themselves with English at home, during their commute, or in their free time. He emphasizes that technology empowers students to take responsibility for their own learning by choosing their own materials and setting their own goals. This self-directed learning is a key factor in developing long-term communicative competence and independent problem-solving skills, which are necessary for success in the modern global job market. Beyond these perspectives, recent literature also explores the impact of Mobile-Assisted Language Learning (MALL) and gamification. Researchers suggest that the "anytime, anywhere" nature of smartphones makes language practice more consistent. Gamified apps like Duolingo or Kahoot use competition and rewards to keep students engaged, which addresses the common problem of low motivation in traditional classrooms. These tools provide immediate feedback, allowing students to learn from their mistakes in real-time—a process that is much slower in a traditional paper-based setting. Based on previous researchers, it can be concluded that technology is not just an extra tool, but a fundamental part of the modern English classroom. The literature suggests that while international scholars like Hockly and Kessler focus on the global, social, and literacy aspects of digital tools, local experts like Ruzmetova and Jalolov highlight the practical benefits of these technologies in the specific context of Uzbekistan’s evolving education system.

All these researchers agree that technology increases student engagement, supports independent learning, and provides access to authentic linguistic input. However, they also provide a collective warning: the success of these tools depends heavily on the teacher's guidance and the student's digital literacy. Without a clear pedagogical plan, technology alone cannot ensure language proficiency; it must be combined with effective teaching strategies to reach its full potential.

The present study utilizes a comprehensive qualitative research design, primarily centered on a systematic review and thematic analysis of existing academic literature. This methodological choice was made to provide a deep, theoretical exploration of the multifaceted impact of digital technologies on English language acquisition. Instead of conducting a limited field experiment, this approach allows for the synthesis of diverse global and national perspectives, offering a broader understanding of current pedagogical trends. The research process began with an extensive search for high-quality data across several reputable academic databases, including Google Scholar, ResearchGate, and JSTOR. To maintain the accuracy and contemporary relevance of the study, the selection process prioritized peer-reviewed articles, scholarly books, and official educational reports published between 2018 and 2024. This timeframe was specifically chosen to capture the most recent advancements in the field, such as the rise of artificial intelligence, mobile-assisted learning, and the digital transformation of classrooms in the post-pandemic era. The data collection was guided by specific inclusion criteria, focusing on works that address the intersection of technology and English Language Teaching (ELT) frameworks. The researcher sought out a balance between international theories and local applications, specifically integrating the works of global experts like Hockly and Kessler with the insights of prominent Uzbek scholars such as Jalolov and Ruzmetova. Once the relevant sources were gathered, a multi-stage analytical procedure was followed. This involved an initial screening of the literature to identify recurring themes, followed by a deeper categorization of these themes into two primary areas: the pedagogical advantages of digital tools and the inherent instructional challenges. Furthermore, a comparative analysis was performed to examine how international technological trends align with the specific educational reforms currently taking place in Uzbekistan. The analysis framework employed was thematic synthesis, which goes beyond mere summarization by critically evaluating the patterns, contradictions, and gaps found across different studies. This method ensures that the findings are not just a collection of opinions, but a structured synthesis of established scientific evidence. Throughout the entire research process, strict adherence to academic integrity and ethical standards was maintained. All secondary data were carefully documented and cited according to APA guidelines, ensuring that the original authors receive proper credit and that the research remains grounded in a transparent and verifiable academic foundation.

The analysis of modern educational trends reveals that the impact of digital technology on English language acquisition is both profound and multifaceted. One of the most significant areas of improvement can be observed in the development of the four macro-skills: listening, speaking, reading, and writing. Unlike traditional classroom settings where students are often limited to the teacher's voice or outdated audio recordings, digital platforms provide a gateway to a vast repository of authentic linguistic input. For example, exposure to diverse accents through multimedia resources like podcasts, YouTube, and TED Talks helps learners to develop better phonological awareness. In the specific context of Uzbekistan's education system, this access to real-world English has bridged the gap between theoretical knowledge and practical communication, allowing students to feel more confident in spontaneous speaking situations. Beyond the technical development of language skills, the integration of digital tools has

fundamentally altered the psychological landscape of the classroom. A major finding in recent literature is the substantial increase in student motivation and emotional engagement. Traditional learning environments can sometimes foster "language anxiety," where students fear making mistakes in front of their peers. However, interactive software and gamified applications like Kahoot or Quizizz create a "low-stakes" environment. These tools provide immediate, private feedback, allowing students to learn from their errors without the pressure of public correction. This shift is essential for fostering a positive learning atmosphere where English becomes a tool for active discovery rather than a subject of passive memorization. Another critical dimension of this technological shift is the promotion of learner autonomy. In a non-native environment like Uzbekistan, the opportunity to use English is often restricted to a few hours of classroom time per week. Technology breaks these physical boundaries, enabling "omnipresent learning" where students can continue their education at home, in transit, or during leisure time through mobile-assisted language learning (MALL). This self-directed approach empowers students to take ownership of their learning process, selecting materials that align with their personal interests and professional goals. Consequently, the role of the teacher is evolving from a primary source of information to a facilitator and guide, helping students navigate the digital landscape effectively. However, the discussion of technology in education would be incomplete without addressing the inherent challenges and socio-technical obstacles. While the advantages are numerous, the "digital divide" remains a significant concern, particularly in terms of infrastructure and equal access to high-speed internet in rural areas. Furthermore, there is a growing risk of cognitive overload and digital distraction. Without a clear pedagogical framework, the abundance of online information can lead to fragmented learning where students lose focus on specific educational objectives. Therefore, the successful integration of technology requires a balanced approach. It demands not only the latest devices but also a high level of digital literacy from both educators and learners. Technology should be viewed as a powerful enhancement to the human element of teaching, intended to supplement, not replace, the essential interaction between teacher and student.

Digital technology is a key part of modern English education. Traditional teaching often fails to give students enough real-life practice, especially exposure to native English is limited. This paper showed that digital tools are necessary to bridge this gap and help students communicate globally.our research found that apps and online platforms increase motivation and help students improve their listening and speaking skills faster. Technology also makes learners more independent. However, we must remember that good internet and teacher guidance are still very important for success. Finally, the results show that the future of English learning will be a mix of technology and classroom teaching. This means schools need better equipment and teachers need more digital training. If we use these tools correctly, every student will have a better chance to succeed in the digital world.

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THE ROLE OF TASK-BASED LANGUAGE TEACHING IN IMPROVING SPEAKING SKILLS OF INTERMEDIATE ESL LEARNERS

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Abstract. *Speaking is one of the most important skills in learning English; however, many intermediate-level students still feel shy or lack confidence when speaking. Traditional teaching methods often focus more on grammar and written exercises, providing limited opportunities for real communication. Task-Based Language Teaching (TBLT) is an effective method that encourages students to use English in meaningful and practical situations through tasks and communicative activities.*

The main objective of this study is to investigate the effectiveness of Task-Based Language Teaching in improving the speaking skills of secondary school students. The research was conducted at School No. 4 in Gazgan city. The experiment lasted two weeks and involved 34 ninth-grade students, including 16 students in class 9A and 18 students in class 9B. During the research period, students had three English lessons per week, and task-based speaking activities were implemented in each lesson. The study used classroom observation and speaking performance assessment to collect data.

The results showed a noticeable improvement in students' speaking ability. Students became more confident, participated more actively in classroom discussions, and used a wider range of vocabulary. The findings indicate that Task-Based Language Teaching is an effective and practical method for improving speaking skills in school classrooms and developing communicative competence.

Keywords*: Task-Based Language Teaching, speaking skills, ESL learners, classroom communication, language learning.*

INTRODUCTION

Learning to speak English is often a challenging task for school students, especially at the intermediate level. Although many students have a basic understanding of grammar rules and vocabulary, they frequently experience difficulties when trying to express their ideas in spoken communication. Students may feel nervous, afraid of making mistakes, or lack sufficient opportunities to practice speaking English in the classroom. Therefore, there is a growing need for effective teaching methods that encourage active communication and language use.

Speaking is considered one of the most essential skills in language learning because it allows learners to communicate ideas, share opinions, and participate in social interaction. In modern language education, communicative competence has become a central goal of teaching English as a foreign language. As a result, teachers are increasingly searching for innovative, student-centered approaches that can improve learners' speaking abilities.

Task-Based Language Teaching (TBLT) is one of the modern communicative methods widely used in English language teaching. In this approach, students complete meaningful tasks

such as discussions, role-plays, and problem-solving activities that simulate real-life situations. These tasks provide learners with opportunities to practice using English in a natural and purposeful way. Instead of focusing only on memorization, students develop practical communication skills through interaction and collaboration.

This study focuses on the role of Task-Based Language Teaching in improving the speaking skills of intermediate ESL learners. The research was carried out in a real school environment to examine how this method works in practice and to evaluate its effectiveness in developing students' speaking competence.However, there is still limited classroom-based research examining the short-term effectiveness of Task-Based Language Teaching in improving speaking skills among intermediate-level secondary school students.

LITERATURE REVIEW

Many researchers emphasize that communication is the primary goal of language learning. According to communicative language teaching theory, students learn a language more effectively when they use it for meaningful interaction rather than memorizing rules. Task-Based Language Teaching supports this principle by focusing on the completion of purposeful tasks that require students to communicate with one another (Ellis, 2003).

Previous studies have shown that task-based instruction can significantly increase students' motivation and participation in the classroom (Willis, 1996). Researchers have found that students tend to demonstrate higher levels of engagement during communicative activities such as role-plays, group discussions, and problem-solving tasks (Nunan, 2004). These interactive activities help learners become more confident and develop fluency in spoken English.

Another important aspect highlighted in the literature is the role of tasks in creating a supportive learning environment. When students are actively involved in completing tasks, they become less afraid of making mistakes and more willing to experiment with language (Harmer, 2007). This positive classroom atmosphere encourages learners to speak more freely and naturally.

Overall, research findings indicate that Task-Based Language Teaching is an effective method for improving speaking skills, particularly for intermediate-level learners (Ellis, 2003). The use of meaningful tasks not only enhances language proficiency but also promotes learner confidence and communicative competence. Despite the positive findings reported in previous studies, many researchers note that the effectiveness of Task-Based Language Teaching may depend on factors such as lesson duration, student proficiency level, and classroom environment.

METHODOLOGY

Research Design

This study used a pre-experimental one-group pre-test and post-test design to examine the effectiveness of Task-Based Language Teaching (TBLT) in improving students' speaking skills. We worked with two existing classes (9A and 9B) and applied the same teaching method to both groups. Since there was no separate control group, the design is considered pre-experimental.

The research lasted two weeks and was conducted during regular English lessons. Students completed a speaking test before the task-based lessons (pre-test) and another test after the lessons (post-test). The results of these tests were compared to measure students' progress in speaking skills. This type of design is commonly used in classroom-based research because it is practical and easy to organize within a normal school schedule.

The participants were 34 ninth-grade students from School No. 4 in Gazgan city. The students were divided into two classes: 16 students in class 9A and 18 students in class 9B. All students were considered intermediate-level learners based on their English grades and teacher

observations. Their ages ranged from 14 to 15 years. The research was conducted over a period of two weeks. During this time, students had three English lessons per week, and each lesson lasted 45 minutes. In total, students participated in six task-based speaking lessons. This schedule reflected a normal school timetable and ensured that the research remained realistic and manageable. The teaching process was organized in three stages: pre-test, task-based lessons, and post-test.

At the beginning of the research, students completed a speaking pre-test in which they spoke for approximately two to three minutes on simple topics such as introducing themselves, describing their daily routine, and talking about their favorite activities. Students' performance was evaluated based on four main criteria adapted from the CEFR speaking assessment descriptors: fluency, pronunciation, vocabulary range, and communicative confidence.

During the two-week period, students practiced speaking through communicative tasks designed to simulate real-life situations. These activities included role-plays, group discussions, and problem-solving tasks. Such activities encouraged students to communicate more actively and use English in a natural way.

At the end of the experiment, students completed a post-test using the same evaluation criteria as in the pre-test. This allowed us to compare the results accurately and measure students' improvement.

Data Collection

We collected data using several tools, including speaking pre-test and post-test scores, classroom observation notes, and student participation records. These sources provided reliable information about students' speaking development and classroom engagement.

Data Analysis

After collecting the data, we analyzed the results using simple descriptive statistics. The main focus was on comparing students' speaking performance before and after the task-based lessons. We calculated the average scores (means) for the pre-test and post-test results for each class. The results were then presented clearly in tables to show students' progress in speaking skills.

RESULTS

The results of the study showed a clear improvement in students' speaking skills after two weeks of task-based lessons. Most students became more confident and more willing to communicate in English during classroom activities.

Table 1. Average Speaking Scores Before and After the Ex

Class	Number of Students	Pre-Test	Post-Test	Increase
9A	16	62%	78%	+16
9B	18	64%	80%	+16

As shown in Table 1, both classes demonstrated noticeable progress in speaking performance after the two-week instructional period. Students in class 9A improved from 62% to 78%, while students in class 9B improved from 64% to 80%. These results indicate that the use of task-based activities had a positive effect on students' speaking development.

Table 2. Improvement in Speaking Skills

Speaking Skill	Pre-Test	Post-Test	Increase
Fluency	60%	77%	+17
Vocabulary	63%	79%	+16
Pronunciation	65%	78%	+13
Confidence	58%	81%	+23

Table 2 shows improvements in all speaking components assessed during the research. The most significant progress was observed in students' confidence, which increased from 58% to 81%. Improvements were also noted in fluency, vocabulary, and pronunciation, indicating overall development in communicative competence.

Table 3. Student Participation in Lessons

Participation Level	Before Experiment	After Experiment
Active speakers	9 students (26%)	21 students (62%)
Sometimes speak	15 students (44%)	10 students (29%)
Rarely speak	10 students (30%)	3 students (9%)

As presented in Table 3, student participation increased significantly during the experiment. The number of active speakers more than doubled, while the number of students who rarely participated decreased considerably. This change demonstrates that task-based lessons encouraged students to engage more actively in classroom communication.

DISCUSSION

The findings of this study indicate that Task-Based Language Teaching is an effective method for improving students' speaking skills within a relatively short period of time. Students became more confident and more motivated to participate in English lessons because the activities were interactive, meaningful, and related to real-life situations.

Task-based activities provided opportunities for students to practice authentic communication. By working in pairs and groups, students shared ideas, solved problems, and used English more frequently. This increased practice helped students develop fluency and reduce their fear of speaking in front of others.

Another important result of the study was the noticeable increase in student participation. At the beginning of the research, many students were hesitant to speak and lacked confidence. However, after two weeks of regular speaking practice, a larger number of students became active participants in classroom discussions. This finding highlights the importance of continuous speaking practice in language learning.

Overall, the results of this study support the idea that communicative teaching methods, such as Task-Based Language Teaching, can significantly improve students' speaking performance, confidence, and classroom engagement. These findings are consistent with the results reported by Ellis (2003) and Nunan (2004), who also found that task-based instruction improves learners' speaking fluency and participation.

CONCLUSION

This study investigated the effectiveness of Task-Based Language Teaching (TBLT) in enhancing the speaking skills of intermediate ESL learners in a secondary school context. The research was carried out at School No. 4 in Gazgan city over a two-week period, with three instructional sessions per week.

The findings revealed that the implementation of Task-Based Language Teaching had a positive impact on students' speaking performance. In particular, learners showed improvement in fluency, confidence, and classroom participation. The results suggest that even a relatively short exposure to task-based instruction can lead to noticeable development in oral communication skills. Therefore, TBLT can be considered an effective and practical approach for improving speaking competence in English language teaching.

Based on the results, it is recommended that teachers integrate more communicative and task-based activities into their lessons in order to promote active learner engagement and meaningful language use. Such an approach can help create a more student-centered and interactive classroom environment.

However, the study was limited by its short duration and small sample size. Future research could involve a longer experimental period and a larger group of participants to obtain more generalizable results.

In conclusion, Task-Based Language Teaching demonstrates significant potential in improving ESL learners' speaking skills when applied consistently and appropriately in classroom practice.

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"DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: DEVELOPING GLOBAL COMPETENCE AND INTERCULTURAL COMMUNICATION"

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Annotation. *This article discusses the role of digital technologies in foreign language teaching and their contribution to developing global competence and intercultural communication skills. The study highlights the importance of online platforms, mobile learning, and artificial intelligence in improving language education. It also examines challenges related to technology access and teacher preparedness. The article emphasizes that integrating digital technologies into language learning helps students develop communication, critical thinking, and collaboration skills needed in a globalized world.*

Keywords: *digital technologies, foreign language teaching, global competence, intercultural communication, online learning, digital literacy, globalization.*

Аннотация. *В статье рассматривается роль цифровых технологий в обучении иностранным языкам и их влияние на развитие глобальной компетентности и межкультурной коммуникации. Исследование подчеркивает значение онлайн-платформ, мобильного обучения и искусственного интеллекта в повышении эффективности языкового образования. Также анализируются проблемы, связанные с доступом к технологиям и подготовкой преподавателей. Автор отмечает, что интеграция цифровых технологий способствует развитию коммуникативных навыков, критического мышления и сотрудничества в условиях глобализации.*

Ключевые слова: *цифровые технологии, обучение иностранным языкам, глобальная компетентность, межкультурная коммуникация, онлайн-обучение, цифровая грамотность, глобализация.*

Annotatsiya. *Ushbu maqolada xorijiy tillarni o‘qitishda raqamli texnologiyalarning o‘rni hamda ularning global kompetensiya va madaniyatlararo kommunikatsiyani rivojlantirishdagi ahamiyati yoritiladi. Tadqiqot onlayn platformalar, mobil ta’lim va sun’iy intellektning til o‘rganish samaradorligini oshirishdagi rolini ko‘rsatadi. Shuningdek, texnologiyalardan foydalanish va o‘qituvchilar tayyorgarligi bilan bog‘liq muammolar tahlil qilinadi. Maqolada raqamli texnologiyalar integratsiyasi talabalarning kommunikativ, tanqidiy fikrlash va hamkorlik ko‘nikmalarini rivojlantirishga yordam berishi ta’kidlanadi.*

Kalit so‘zlar: *raqamli texnologiyalar, xorijiy til o‘qitish, global kompetensiya, madaniyatlararo kommunikatsiya, onlayn ta’lim, raqamli savodxonlik, globallashuv.*

INTRODUCTION

In the twenty-first century, the world is experiencing rapid technological, economic, and social changes that strongly influence education systems across the globe. Modern education is no longer limited to the simple transfer of theoretical knowledge from teacher to learner. Instead, educational institutions are expected to prepare students for real-life communication, professional

cooperation, and active participation in a globalized society. In this context, foreign language learning and digital literacy have become two of the most important competencies required for personal and professional success. According to Trilling and Fadel (2009), modern learners need not only subject knowledge but also communication, collaboration, creativity, and technological skills to succeed in the modern world.

Today's labor market is becoming increasingly competitive and interconnected. Employers seek specialists who are capable of working in multicultural environments, communicating with international partners, and adapting to rapidly changing technologies. As a result, knowledge of foreign languages, especially English, plays a significant role in career development and access to global information resources. At the same time, digital technologies provide new opportunities for communication, learning, and professional growth. The Organization for Economic Cooperation and Development (OECD, 2018) emphasizes that both language competence and digital competence are essential skills for modern citizens and employees.

In many developing countries, including Uzbekistan, educational reforms focus on improving the quality of teaching through the integration of innovative technologies and modern pedagogical approaches. Higher education institutions and schools are increasingly introducing digital learning environments, online platforms, and interactive teaching methods to meet international educational standards. These reforms aim to create competitive specialists who are capable of functioning effectively in the global community.

Foreign language teaching has also changed significantly over recent decades. Traditional methods mainly focused on grammar translation, memorization of vocabulary, and mechanical exercises. However, modern language education emphasizes communicative competence and practical language use. According to David Crystal (2003), English has become a global language used for international communication in science, business, education, and technology. Therefore, students should develop not only grammatical accuracy but also speaking, listening, writing, and intercultural communication skills.

Intercultural communication has become one of the central goals of foreign language education. Learning a language means learning about the culture, traditions, values, and communication styles of other nations. Students who develop intercultural competence become more tolerant, open-minded, and capable of understanding cultural differences. Such abilities are particularly important in a world where international cooperation and global mobility are increasing every year.

The development of digital technologies has transformed the educational process dramatically. Computers, smartphones, tablets, interactive whiteboards, learning management systems, and artificial intelligence tools have become common elements of modern classrooms. According to Selwyn (2016), digital technologies do not simply support education; they fundamentally change the ways knowledge is created, distributed, and accessed. Learners today can study foreign languages through online courses, educational applications, virtual exchanges, and video conferencing platforms.

One of the major advantages of digital technologies in foreign language teaching is accessibility. Students can access authentic learning materials such as videos, podcasts, online articles, digital books, and international webinars regardless of their geographical location. Digital resources also allow students to practice language skills independently outside the classroom. Mobile learning applications, for example, help learners improve vocabulary, pronunciation, grammar, and listening comprehension through interactive exercises and games. Kukulska-Hulme

(2020) notes that mobile learning increases learner motivation and provides flexible educational opportunities.

Another important benefit is personalization. Digital technologies enable teachers to adapt learning materials according to students' individual needs, interests, and language levels. Artificial intelligence systems can analyze learners' progress and provide personalized feedback. Online learning platforms also encourage self-directed learning, which helps students become more independent and responsible for their educational development.

Furthermore, digital technologies contribute significantly to the development of global competence. Global competence refers to the ability to understand global issues, respect cultural diversity, communicate effectively with people from different backgrounds, and participate responsibly in international society. Through digital communication tools, students can interact with peers from other countries, participate in international projects, and engage in cross-cultural discussions. Warschauer (2004) argues that technology-mediated communication creates authentic opportunities for language practice and intercultural interaction.

Virtual classrooms and online collaboration projects have become especially important in recent years. Students can participate in international conferences, online exchange programs, and multicultural teamwork activities without leaving their homes or universities. Such experiences improve not only language proficiency but also teamwork, critical thinking, creativity, and problem-solving skills. As a result, learners become better prepared for academic and professional communication in international environments.

Despite the many advantages of digital technologies, several challenges remain. One major problem is unequal access to technology and internet resources. In some rural or economically disadvantaged regions, students and teachers may lack sufficient technological infrastructure. This digital divide creates inequality in educational opportunities and limits effective participation in online learning environments.

Another challenge concerns teachers' professional readiness. Many educators still experience difficulties in integrating digital tools into their teaching practices effectively. Successful implementation of technology requires not only technical knowledge but also methodological competence. Teachers must understand how to combine pedagogical goals with technological resources to create meaningful and interactive learning experiences.

In addition, excessive dependence on technology may negatively influence students' critical thinking and deep learning abilities. Some learners rely too heavily on automatic translation systems or artificial intelligence tools instead of developing their own communication skills. Therefore, educational institutions must maintain a balanced approach where technology serves as a supportive instrument rather than a replacement for independent thinking and human interaction.

To address these issues, several practical measures can be recommended. First, educational institutions should invest in technological infrastructure and provide equal access to digital resources for all learners. Second, teacher training programs should focus on developing digital pedagogical competence and innovative teaching strategies. Third, foreign language curricula should integrate project-based learning, collaborative activities, and authentic communication tasks supported by digital tools. Finally, international educational partnerships and virtual exchange programs should be encouraged to strengthen students' intercultural competence and global awareness.

CONCLUSION

In conclusion, digital technologies and foreign language teaching are closely interconnected components of modern education. Their integration creates new opportunities for developing global competence, intercultural communication skills, and professional competitiveness among young people. Modern learners must be prepared not only to use foreign languages effectively but also to navigate digital environments responsibly and creatively. Therefore, education systems should continue adapting to technological and social changes by implementing innovative, student-centered, and globally oriented approaches. The effective combination of digital technologies and foreign language education can significantly contribute to preparing future specialists for the challenges and opportunities of the globalized world.

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FOREIGN LANGUAGES AND DIGITAL TECHNOLOGIES AS KEY FACTORS IN PREPARING YOUTH FOR MODERN PROFESSIONS

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Abstract. *This article examines the growing role of foreign language proficiency and digital technologies in preparing young people for modern professions in the twenty-first century. Rapid globalization, technological innovation, and the expansion of digital communication have transformed labor markets and increased the demand for specialists who possess both linguistic competence and technological literacy. The study explores how knowledge of foreign languages enhances intercultural communication, access to international educational resources, professional mobility, and participation in the global economy. At the same time, digital technologies provide new opportunities for learning, collaboration, creativity, and professional development through online platforms, artificial intelligence, virtual learning environments, and digital communication tools. The article analyzes the interrelationship between language education and digital competence in the context of contemporary professional requirements. Particular attention is devoted to the integration of innovative teaching methods, including online learning systems, multimedia resources, mobile applications, and interactive educational technologies, which contribute to the development of critical thinking, communication skills, and independent learning among youth. The research also highlights the importance of educational reforms aimed at modernizing curricula and aligning them with the demands of the digital labor market. Furthermore, the study emphasizes that the combination of foreign language mastery and technological skills increases the competitiveness of young professionals and prepares them for careers in international business, science, information technology, education, tourism, and other globalized sectors. The article concludes that educational institutions should prioritize the integration of digital technologies and foreign language instruction in order to foster adaptable, innovative, and globally competent individuals capable of responding effectively to the challenges of modern professions and the rapidly changing world economy.*

Keywords: *Communication, Competitiveness, Digital technologies, Foreign languages, Globalization, Youth education.*

Introduction

The contemporary labor market is increasingly shaped by digital transformation, cross-border mobility, and rapidly evolving workplace practices. In this context, preparing youth for modern professions requires more than technical training alone; it also demands communicative and cultural competencies that enable individuals to collaborate effectively in multilingual and digitally mediated environments. Foreign languages and digital technologies have therefore emerged as complementary key factors in youth development, both of which support employability, lifelong learning, and participation in knowledge-based economies.

Foreign language proficiency contributes to professional readiness by expanding the range of opportunities accessible to young people. Many modern workplaces rely on international

communication—whether through global project teams, outsourced services, multinational clients, or cross-cultural professional networks. Language skills facilitate not only the exchange of information but also the interpretation of implicit cultural norms embedded in professional communication. As a result, youth who can operate in more than one language are often better positioned to demonstrate intercultural competence, participate confidently in diverse teams, and adapt to organizational communication styles. Beyond immediate employability, foreign languages strengthen cognitive flexibility and support the development of transferable skills such as analytical thinking, attention to nuance, and sustained learning strategies—capabilities that are valuable in dynamic occupational settings.

Digital technologies, similarly, play a decisive role in shaping the structures and expectations of modern professions. Youth increasingly encounter digital platforms as core tools for communication, collaboration, content creation, and service delivery. Competence in digital tools therefore becomes a

prerequisite for participation in most career pathways, ranging from manufacturing and healthcare to education, design, and finance. Importantly, digital literacy is not limited to basic operational skills; it also includes the capacity to manage information, evaluate digital sources critically, protect personal data, and produce work outputs through appropriate digital workflows. These competencies enable young people to take initiative, solve problems efficiently, and contribute productively to technologydriven workplaces. When foreign languages and digital technologies are considered jointly, their educational value becomes even more significant. Digital environments offer authentic contexts for language use through online communities, virtual collaboration, and access to multimedia resources. Conversely, foreign language learning benefits from technology-supported methodologies such as interactive language platforms, computer-assisted translation tools, online tutoring, and immersive content. Together, these domains support a form of competence that is simultaneously linguistic, technological, and intercultural—qualities that are increasingly demanded by employers operating within globalized, digitized labor systems.

However, realizing these benefits requires more systematic educational planning. Curriculum design must ensure that foreign languages are taught in ways that relate to real digital tasks and workplace communication, while digital technology instruction should incorporate multilingual and cultural dimensions rather than remaining narrowly technical. Equity considerations also matter: access to devices, connectivity, and high-quality learning materials can significantly influence whether youth receive meaningful opportunities to develop these competencies. In sum, foreign languages and digital technologies represent foundational elements in preparing youth for modern professions. A coordinated approach that integrates linguistic and technological learning can strengthen employability, foster adaptability, and promote active participation in contemporary professional environments.

Discussion

Why foreign languages and digital technologies matter for youth employment

In the contemporary globalized economy, foreign language proficiency and digital technological competence have become essential components of youth employability. The transformation of labor markets through globalization, automation, and digitalization has significantly altered the qualifications expected from modern professionals. Employers increasingly seek individuals capable of communicating across linguistic and cultural boundaries while simultaneously operating effectively within technologically advanced professional environments. Consequently, foreign languages and digital technologies are no longer

supplementary skills but fundamental competencies that determine young people's ability to access employment opportunities, participate in international collaboration, and adapt to rapidly changing workplace demands.

One of the most important reasons foreign languages matter for youth employment is their role in facilitating international communication and intercultural cooperation. In multinational corporations, international organizations, healthcare institutions, and digital industries, communication frequently occurs across diverse linguistic and cultural contexts. English, in particular, has become the dominant language of science, commerce, diplomacy, and information technology. Young professionals with multilingual competence are therefore better equipped to engage in global professional networks, negotiate across cultures, and access international educational and occupational opportunities.

Martinaj (2020) emphasizes that "labour markets worldwide demand employees and graduates who possess foreign language proficiency and good communication skills" (p.162). This observation illustrates that linguistic competence directly influences employability because modern organizations value communication skills that enable international cooperation and professional mobility.

In addition, foreign language competence contributes significantly to professional specialization and access to knowledge. Scientific publications, digital resources, technical manuals, and professional training materials are often produced in globally dominant languages. Young individuals who master foreign languages can therefore access broader informational resources and participate more actively in international academic and professional exchanges. This is especially evident in fields such as medicine, engineering, information technology, and business administration, where professional communication frequently relies on specialized multilingual terminology. Language proficiency thus enhances not only communication but also intellectual and professional development. Equally important is the role of digital technologies in shaping modern employment structures. Technological innovation has transformed nearly every sector of economic activity, including education, healthcare, finance, engineering, and public administration. Digital literacy now encompasses a wide range of competencies such as online communication, data analysis, virtual collaboration, content creation, and technological problem-solving. Employers increasingly prioritize candidates who can operate digital tools efficiently because organizational productivity and competitiveness depend heavily on technological adaptability. The International Telecommunication Union (2017) states that "digital skills are recognized as one of the key building blocks for creating the digital economy" (p.1). This statement demonstrates that digital competence functions as a foundational requirement for participation in modern economic systems.

Furthermore, digital technologies expand employment opportunities by enabling remote work, online entrepreneurship, and international freelancing. Young people with technological competence can participate in global labor markets without geographical limitations. Remote communication platforms, cloud computing systems, and digital collaboration tools allow professionals to work for international companies and clients from virtually any location. In Uzbekistan, for example, digital transformation initiatives increasingly emphasize the importance of foreign language proficiency combined with technological competence. Shermatov (2024) notes that young people who possess strong foreign language skills can secure employment opportunities within international IT companies and digital industries (p.1). His statement reflects

the growing relationship between multilingual digital competence and economic opportunity in emerging technological economies.

Another critical dimension concerns adaptability within rapidly evolving labor markets. Technological advancement continuously reshapes professional requirements, creating new occupations while transforming existing ones. Youth who possess both foreign language skills and digital competencies are more capable of adapting to these transformations because they can engage with international training resources, online educational platforms, and global professional communities. Po'latov (2025) argues that "digital skills [are] essential for employability and economic growth" (p.191). This perspective highlights the central role of technological literacy in sustaining long-term employability and economic participation in digitally driven societies. Moreover, foreign languages and digital technologies contribute to the development of soft skills that employers increasingly value. Communication, critical thinking, intercultural awareness, collaboration, and creativity are often strengthened through multilingual and digitally mediated interactions. Young individuals who engage in multilingual online communication environments frequently develop greater cognitive flexibility and social adaptability. Such competencies are highly important in professional contexts that require teamwork, innovation, and intercultural cooperation.

The integration of foreign languages with digital technologies is also transforming educational methodologies. Online learning platforms, virtual simulations, artificial intelligence tools, and interactive multimedia resources create new possibilities for language acquisition and professional training. These technologies enable students to engage in authentic communication, access international educational materials, and participate in collaborative digital learning environments. As a result, educational institutions increasingly combine language education with technological instruction to prepare students for the realities of contemporary labor markets. At the societal level, multilingual digital readiness contributes to national economic development and global competitiveness. Countries investing in digital infrastructure and foreign language education strengthen their ability to participate in international trade, technological innovation, and knowledgebased economies. Youth equipped with these competencies therefore become essential contributors to economic modernization and international cooperation.

In conclusion, foreign languages and digital technologies matter profoundly for youth employment because they enhance communication, professional adaptability, technological competence, and global participation. Modern employers increasingly evaluate candidates according to their ability to function effectively within multilingual and digitally mediated professional environments. By integrating linguistic proficiency with digital literacy, educational systems can better prepare young people for sustainable employment, international collaboration, and successful participation in the evolving global economy.

Learning design: how curricula should combine language learning with digital competencies

In the twenty-first century, educational institutions are increasingly required to redesign curricula in ways that integrate foreign language acquisition with digital competencies. Such integration is essential because globalization, technological innovation, and the digitization of professional environments have transformed the nature of communication, employment, and knowledge production. Traditional language curricula, which primarily emphasize grammar, vocabulary memorization, and textual analysis, are no longer sufficient for preparing students for modern professional realities. Contemporary learning design must therefore adopt

interdisciplinary and competency-based approaches that combine communicative language teaching with digital literacy, critical thinking, intercultural communication, and technological adaptability.

One of the most important principles of modern curriculum design is the alignment of language instruction with authentic digital communication practices. Students today interact through online platforms, virtual collaboration tools, multimedia environments, and artificial intelligence–assisted applications. Consequently, foreign language education should incorporate activities that reflect these communicative realities, including digital presentations, virtual discussions, online research projects, collaborative writing platforms, and multimedia storytelling. Such pedagogical strategies allow learners to use language in meaningful technological contexts while simultaneously developing professional digital skills. As Kozarenko et al. (2020) observe, "digital technologies allow the development of student teachers' digital competence to meet the demands of the modern society" (p. 84). This statement demonstrates that digital integration in language curricula is not supplementary but fundamental to preparing students for contemporary educational and professional environments.

Another significant aspect of curriculum design concerns the development of learner-centered and competency-based instruction. In integrated curricula, students should not remain passive recipients of information; rather, they should actively engage in problem-solving, collaborative learning, and digital content creation. Modern educational theories emphasize that language learning becomes more effective when students participate in authentic communicative tasks mediated by technology. Digital tools such as learning management systems, virtual classrooms, educational applications, and interactive simulations provide opportunities for individualized instruction and autonomous learning. These technologies also support differentiated pedagogy by accommodating diverse learning styles and educational needs. Tursunovna (2025) argues that "digital technologies significantly enhance the inclusivity and effectiveness of foreign language instruction" (p.7). Her observation highlights the importance of designing curricula that promote accessibility, personalization, and equal participation through digital resources.

Furthermore, curricula that combine language learning with digital competencies should incorporate intercultural communication and socio-cultural literacy. Digital communication environments expose learners to multilingual and multicultural interactions that require sensitivity to cultural differences, communicative norms, and global perspectives. Therefore, educational programs should integrate tasks that encourage intercultural collaboration, online exchanges with international learners, and critical analysis of digital media content. Such approaches enable students to develop not only linguistic proficiency but also global citizenship competencies. According to Baxodirova et al. (2025), "combining linguistic, cultural, and digital competencies prepares learners for multilingual, multicultural, and digital societies" (p.163). This perspective demonstrates that integrated curricula contribute to the holistic preparation of students for international professional and social participation.

In addition, curriculum developers must recognize the importance of digital literacy as a core component of professional competence. Modern workplaces increasingly depend on technological communication systems, data management platforms, virtual teamwork, and online professional networking. Consequently, language instruction should be connected with practical technological applications that mirror workplace realities. Students should learn how to write

professional emails, conduct online presentations, analyze digital information sources, and communicate effectively through virtual platforms in foreign languages. Such curricular integration strengthens employability by ensuring that graduates possess transferable competencies applicable across diverse professional fields. Jumaeva (2025) emphasizes that "proficiency in digital tools is essential for modern teaching" (p.493). Although her discussion focuses on teacher education, the principle equally applies to broader professional training because digital competence has become indispensable in virtually all occupations.

Another crucial dimension of integrated curriculum design is assessment methodology. Traditional examinations focused solely on linguistic accuracy are inadequate for evaluating the complex competencies required in modern professional contexts. Instead, curricula should implement performance-based assessment models that measure communicative effectiveness, technological proficiency, collaborative abilities, and problem-solving skills. Digital portfolios, multimedia projects, online discussions, and virtual presentations provide more authentic measures of student achievement than conventional testing methods. Such assessment approaches encourage students to apply language and technology skills simultaneously in practical and professional situations.

Finally, successful curriculum integration depends significantly on teacher preparation and institutional support. Educators themselves must possess sufficient digital competence to design technologically enriched learning environments and guide students in the responsible use of digital resources. Professional development programs should therefore train teachers in educational technologies, digital pedagogy, and interdisciplinary instructional methods. Educational institutions must also invest in technological infrastructure, accessible digital platforms, and updated instructional materials to ensure the effective implementation of integrated curricula.

In conclusion, learning design in contemporary education should combine foreign language learning with digital competencies through interdisciplinary, learner-centered, and professionally oriented curricula. Such integration enhances communicative competence, technological literacy, intercultural awareness, and employability. By aligning language instruction with digital realities and workplace demands, educational systems can better prepare young people for successful participation in modern professional environments and global digital societies.

Labor-market relevance: how employers evaluate multilingual digital readiness

In the contemporary global economy, employers increasingly evaluate job candidates not only according to traditional academic qualifications but also through their multilingual and digital competencies. The rapid expansion of globalization, technological innovation, and international collaboration has transformed labor-market expectations across professional sectors. Modern organizations require employees who can communicate effectively in multiple languages, operate digital technologies efficiently, and adapt to multicultural professional environments. Consequently, multilingual digital readiness has become one of the most significant indicators of employability, especially among young professionals entering competitive international labor markets.

One of the principal reasons employers value multilingual competence is the growing interconnectedness of global business, education, healthcare, and technological industries. Multinational corporations regularly interact with international clients, partners, and institutions, making foreign language proficiency essential for effective communication and organizational productivity. Employers increasingly recognize that language skills facilitate intercultural negotiation, knowledge exchange, and cross-border cooperation. Martinaj (2020) observes that

"labour markets worldwide demand employees and graduates who possess foreign language proficiency and good communication skills" (p.162). This statement illustrates that multilingualism has evolved from an additional qualification into a strategic professional requirement that directly influences recruitment decisions and career advancement opportunities.

Furthermore, employers evaluate multilingual digital readiness because digital transformation has reshaped workplace communication and organizational structures. Contemporary professional environments rely heavily on digital communication systems, virtual collaboration platforms, online project management tools, and cloud-based information exchange. Employees are therefore expected to combine linguistic proficiency with technological adaptability. Digital competence no longer refers solely to basic computer literacy; rather, it encompasses data analysis, digital communication, online collaboration, problem-solving, and content creation. According to Đorđević et al. (2026) "digital skills are increasingly vital for enhancing employability" (p.196). Their analysis demonstrates that employers prioritize applicants capable of functioning efficiently in digitally mediated professional contexts because such competencies contribute directly to organizational competitiveness and productivity.

Another important aspect of labor-market evaluation concerns adaptability and lifelong learning. Employers increasingly seek individuals who can respond flexibly to technological and communicative changes within rapidly evolving industries. Multilingual digital readiness indicates not only technical and linguistic competence but also cognitive flexibility, intercultural awareness, and the capacity for continuous professional development. In many sectors, including medicine, business, engineering, and information technology, employees must frequently update their knowledge through online learning platforms, international training programs, and multilingual professional resources. Therefore, employers often perceive multilingual digital competence as evidence of a candidate's ability to adapt successfully to innovation and globalization. Moreover, digital communication has fundamentally altered the criteria through which professional competence is assessed. Remote work, virtual meetings, online collaboration, and international networking require employees to demonstrate both linguistic precision and digital communication efficiency. Workers who can participate confidently in multilingual virtual environments are considered more capable of maintaining international professional relationships and organizational cooperation. Kshema (2016) argues that "digital tools are now considered essential contributors to enhanced employability opportunities (p.2). This perspective emphasizes that employers increasingly associate digital literacy with productivity, communication effectiveness, and workplace innovation.

In addition, employers evaluate multilingual digital readiness because it contributes significantly to organizational competitiveness in global markets. Companies operating internationally require personnel capable of engaging with diverse audiences, understanding multicultural consumer behavior, and managing digital communication across linguistic boundaries. Employees possessing multilingual digital competencies can contribute to marketing strategies, international negotiations, customer support, and cross-cultural project management more effectively than monolingual workers with limited technological skills. Consequently, multilingual digital readiness functions as a form of human capital that increases both individual employability and institutional performance. The importance of such competencies is particularly visible in emerging digital economies. Artificial intelligence, automation, cybersecurity, and data-driven management systems continue to transform labor-market structures worldwide. Employers therefore prioritize applicants capable of integrating technological expertise with communicative

competence. This statement demonstrates that digital readiness is no longer limited to specialized technological professions but has become a universal expectation across virtually all employment sectors.

Another dimension of employer evaluation concerns soft skills associated with multilingual and digital competence. Communication, teamwork, intercultural sensitivity, critical thinking, and problem-solving abilities are increasingly interconnected with digital and linguistic proficiency. Employers frequently regard multilingual individuals as more adaptable communicators capable of operating effectively in diverse social and professional environments. Similarly, digitally competent employees are often perceived as more innovative, efficient, and capable of collaborative work in technologically advanced settings. These qualities significantly influence hiring processes because modern organizations prioritize interdisciplinary competencies over narrowly specialized technical expertise. Finally, labor-market evaluation increasingly reflects the transition toward knowledgebased economies in which information management and communication constitute central professional functions. Educational institutions and professional training programs therefore play a crucial role in preparing youth for employer expectations by integrating foreign language instruction with digital competency development. Curricula emphasizing multilingual communication, technological literacy, and intercultural collaboration better equip graduates to meet the demands of contemporary employers and global labor markets.

In conclusion, employers evaluate multilingual digital readiness as a critical indicator of professional adaptability, communicative effectiveness, and technological competence. Foreign language proficiency and digital literacy together enhance employability by enabling individuals to participate successfully in globalized and technologically advanced professional environments. As labor markets continue to evolve under the influence of globalization and digital transformation, multilingual digital readiness will remain one of the most valuable qualifications for modern youth employment.

Equity, ethics, and sustainability: risks and safeguards in preparing youth

In the contemporary era of globalization and technological transformation, the integration of foreign languages and digital technologies into youth education has become an essential strategy for preparing future professionals. While these developments create significant opportunities for innovation, employability, and international collaboration, they also generate critical concerns related to equity, ethics, and sustainability. Educational systems must therefore address not only the benefits of digital and linguistic integration but also the risks associated with unequal access, ethical misuse of technology, cultural marginalization, and long-term sustainability challenges. Preparing youth for modern professions requires comprehensive safeguards that ensure inclusive, ethical, and sustainable educational practices.

One of the most significant risks concerns educational inequality and the digital divide. Access to technological resources remains uneven across regions, socioeconomic groups, and educational institutions. Students from disadvantaged communities often lack reliable internet access, digital devices, and technologically equipped learning environments, limiting their opportunities to develop digital literacy and foreign language competencies. Such disparities reinforce broader social inequalities and reduce labor-market competitiveness among marginalized youth populations. Warschauer (2003) emphasizes that "the digital divide is not merely about access to technology but about access to the social and cultural resources necessary to use technology effectively" (p.7). This observation demonstrates that equitable educational preparation requires more than technological distribution; it also demands institutional support,

pedagogical guidance, and culturally responsive learning environments that enable all students to participate meaningfully in digital and multilingual education.

Another major concern relates to the ethical implications of digital technologies in educational contexts. Artificial intelligence systems, online surveillance tools, data collection platforms, and algorithmic learning applications raise serious questions regarding privacy, autonomy, and informational security. Young learners frequently interact with digital platforms that collect personal data and influence learning behaviors through algorithmic recommendations. Without ethical regulation and digital literacy education, students may become vulnerable to misinformation, manipulation, cyberbullying, and privacy violations. Selwyn (2019) argues that "education technology is never neutral, but reflects particular social, political and economic interests" (p.24). His argument highlights the importance of critical digital literacy, ethical awareness, and institutional accountability in the implementation of educational technologies. Preparing youth for modern professions therefore requires educational systems to cultivate responsible technological engagement alongside technical competence.

Furthermore, the growing dominance of English and digitally mediated communication creates potential risks for linguistic and cultural sustainability. While English functions as a global language of science, business, and technology, excessive dependence on English-language digital environments may contribute to the marginalization of local languages and cultural identities. Educational systems must therefore balance global communicative competence with the preservation of linguistic diversity and cultural heritage. Language learning should not result in cultural homogenization but rather promote intercultural dialogue and multilingual coexistence. Crystal (2003) notes that "a global language has the potential to threaten minority languages if not accompanied by protective educational policies" (p.122). This statement demonstrates that sustainable language education must include safeguards that protect local linguistic traditions while enabling students to participate effectively in global communication networks.

In addition to cultural concerns, sustainability issues emerge in relation to the environmental impact of digital technologies. The expansion of technological infrastructures, electronic devices, and dataprocessing systems contributes to electronic waste, energy consumption, and environmental degradation. Educational institutions increasingly depend on digital platforms, cloud computing, and technological hardware, yet such developments often overlook ecological consequences. Sustainable educational preparation therefore requires environmentally responsible technological practices, including digital resource optimization, recycling initiatives, and awareness of ecological ethics.

According to Schwab (2016), "the technological revolution is altering not only how we live and work but also how we relate to the environment and sustainability" (p.87). His perspective indicates that technological modernization must be accompanied by sustainable policies that consider long-term environmental and social impacts. Another ethical challenge concerns the commercialization of education and the growing dependence on corporate digital platforms. Many educational technologies are developed and controlled by private corporations whose economic interests may conflict with educational values such as equity, accessibility, and intellectual independence. Excessive commercialization can transform education into a market-driven system in which access to highquality digital learning becomes dependent on financial capacity rather than educational rights. Consequently, governments and educational institutions must establish regulatory frameworks that ensure fair access, transparency, and public accountability in educational technology implementation.

Safeguards against these risks require multidimensional educational strategies. First, governments and institutions must invest in digital infrastructure and inclusive educational policies to reduce technological inequality. Equal access to internet connectivity, digital devices, and language-learning resources is essential for ensuring educational equity. Second, curricula should incorporate ethical digital literacy that teaches students how to evaluate information critically, protect privacy, engage responsibly online, and recognize algorithmic bias. Third, multilingual education policies should support both global communication and local language preservation to maintain cultural sustainability. Finally, educational institutions should promote environmentally sustainable technological practices by encouraging responsible consumption, digital minimalism, and ecological awareness. Teacher preparation also plays a critical role in implementing ethical and equitable educational practices. Educators must be trained not only in technological instruction but also in digital ethics, intercultural communication, and inclusive pedagogy. Teachers serve as mediators between students and technological systems; therefore, their professional competence significantly influences the ethical quality and accessibility of educational experiences. Continuous professional development programs are essential for enabling teachers to adapt to rapidly changing technological and linguistic environments.

In conclusion, while foreign languages and digital technologies provide essential opportunities for preparing youth for modern professions, they also generate significant risks related to inequality, ethics, cultural sustainability, and environmental responsibility. Educational systems must therefore adopt comprehensive safeguards that ensure equitable access, ethical technological use, cultural preservation, and sustainable development. By integrating these principles into curriculum design and educational policy, societies can prepare young people not only to succeed professionally but also to participate responsibly and sustainably in an increasingly interconnected world.

Conclusion

Preparing youth for modern professions requires more than adding foreign language classes and standalone digital training. The most employability-relevant approach integrates language and technology through authentic, workplace-like tasks that develop communicative competence (professional genres, intercultural pragmatics) and operational competence (digital workflows, information literacy, data responsibility). Sociocultural learning principles suggest that skills should be formed through guided social participation, while human-capital and signaling perspectives explain why these competencies can raise productivity and employability—but they also highlight risks: structural inequality, credential inflation, and hiring filters may distort outcomes. Therefore, the educational strategy must be curriculum-aligned with labor-market tasks, updated for technological change, and safeguarded by equity and ethics measures. When properly designed, foreign languages and digital technologies become not only job prerequisites, but also platforms for meaningful participation in modern professional communities.

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V

QIYOSIY TILSHUNOSLIK, ADABIYOTSHUNOSLIK VA RAQAMLI GUMANITAR FANLAR

* * *

COMPARATIVE LINGUISTICS, LITERARY STUDIES, AND DIGITAL HUMANITIES

ZAMONAVIY KASBLARGA YOSHLARNI TAYYORLASHDA XORIJIY TILLAR VA RAQAMLI TEXNOLOGIYALAR ASOSIY OMIL SIFATIDA

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Annotatsiya. *Maqolada yoshlarni zamonaviy kasblarga tayyorlashda xorijiy tillar va raqamli texnologiyalarning o‘rni tahlil qilingan. Raqamli kompetensiyalar, xorijiy til bilimining kasbiy rivojlanishdagi ahamiyati hamda ta'lim va amaliyot integratsiyasi masalalari o‘rganilgan.*
Kalit so‘zlar: *raqamli texnologiyalar, xorijiy tillar, zamonaviy kasblar, kasbiy tayyorgarlik, yoshlar, raqamli kompetensiya.*
Abstract. *The article analyzes the role of foreign languages and digital technologies in preparing young people for modern professions. Issues of digital competencies, the importance of foreign language proficiency in professional development, and the integration of education and practice are examined.*
Keywords: *digital technologies, foreign languages, modern professions, professional training, youth, digital competence.*
Аннотация. *В статье анализируется роль иностранных языков и цифровых технологий в подготовке молодёжи к современным профессиям. Рассмотрены вопросы цифровых компетенций, значение знания иностранных языков в профессиональном развитии и интеграция образования и практики.*
Ключевые слова: *цифровые технологии, иностранные языки, современные профессии, профессиональная подготовка, молодёжь, цифровая компетентность.*

Kirish

Bugungi kunda Sanoat 4.0 va 5.0 paradigmalarining jadal sur'atlar bilan hayotga kirib kelishi, sun'iy intellekt texnologiyalarining ishlab chiqarish jarayonlariga chuqur singib borishi va raqamli transformatsiyaning barcha sohalarga bir vaqtning o‘zida ta'sir ko‘rsatishi — bularning barchasi kasblar tizimini tubdan o‘zgartirmoqda. Ayni shu sharoitda yoshlarni zamonaviy kasblar uchun samarali tayyorlash masalasi nafaqat ta'limiy, balki ijtimoiy va davlat siyosatining eng dolzarb masalalaridan biriga aylandi.

O‘zbekiston Respublikasida amalga oshirilayotgan ta'lim islohotlari doirasida yoshlarni raqamli kompetensiyalar va xorijiy tillar bilan qurollantirish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. Zero, demografik salohiyat o‘z-o‘zicha imkoniyat emas — uni to‘g‘ri yo‘naltirgandagina u haqiqiy kuchga aylanadi.

Tadqiqot metodologiyasi

Tadqiqotda qiyosiy tahlil, statistik ma'lumotlarni umumlashtirish va kuzatish metodlaridan foydalanildi. O‘zbekiston Respublikasining ta'lim sohasidagi qonun hujjatlari, Prezident farmonlari hamda Jahon iqtisodiy forumi (WEF) va OECD ma'lumotlari asosida raqamli texnologiyalarning ta'lim tizimiga ta'siri o‘rganildi.

Natijalar va muhokama

Tadqiqot natijalari shuni ko‘rsatadiki, raqamli texnologiyalar va xorijiy tillar bilimlari zamonaviy kasb egalarining raqobatbardoshligini belgilovchi asosiy omillarga aylangan. Jahon iqtisodiy forumining ma'lumotlariga ko‘ra, 2030 yilga borib mavjud kasb turlarining 85 foizi hozir mavjud bo‘lmagan ko‘nikmalarni talab qilishi kutilmoqda.

1-jadval. Raqamli sohalarda yangi kasb turlari va o‘sish ko‘rsatkichlari

Soha	Yangi kasb turlari	O‘sish darajasi (%)
Sun'iy intellekt	AI muhandisi, ML mutaxassisi	42%
Kiberxavfsizlik	Axborot xavfsizligi tahlilchisi	35%
Raqamli marketing	SMM, SEO mutaxassisi	28%
Masofaviy ta'lim	EdTech texnologisti	31%
Ma'lumotlar tahlili	Data scientist, Data analyst	38%

Manba: World Economic Forum, Future of Jobs Report 2023 asosida tuzilgan.

Jadvaldan ko‘rinib turibdiki, raqamli sohalardagi kasblarga talab yildan yilga keskin o‘sib bormoqda. Ayniqsa sun'iy intellekt va ma'lumotlar tahlili sohasida mutaxassislarga bo‘lgan ehtiyoj 40 foizdan oshib ketgan. Bu holat ta'lim tizimida innovatsion yondashuvlar joriy etish zarurligini ko‘rsatadi.

Xorijiy til bilimi kasbiy imkoniyatlar kengayishida hal qiluvchi omil bo‘lib xizmat qilmoqda. Quyidagi jadvalda til bilimi darajasi va kasbiy imkoniyatlar o‘rtasidagi to‘g‘ridan-to‘g‘ri bog‘liqlik aks ettirilgan:

2-jadval. Xorijiy til bilimi darajasi va kasbiy imkoniyatlar o‘rtasidagi bog‘liqlik

Til bilimi darajasi	Ish turi	O‘rtacha maosh (USD)
Ingliz tili (C1-C2)	Xalqaro kompaniyalar	800–1500
Ingliz tili (B1-B2)	IT, eksport sohasi	500–900
Faqat ona tili	Mahalliy ish joylari	200–450
Ko‘p tillilik (3+)	Diplomat, tarjimon, konsultant	1000–2000

Manba: xalqaro statistika ma'lumotlari asosida tuzilgan.

Ikkinchi jadval ma'lumotlari shuni tasdiqlaydi: ingliz tilini yuqori darajada biladigan mutaxassislar mahalliy bozordagi hamkasblarga nisbatan 3–4 baravar yuqori daromad olish imkoniyatiga ega. Bu xorijiy til o‘qitishni kasbiy tayyorgarlik jarayonining ajralmas qismiga aylantirish zarurligini yana bir bor ko‘rsatib turibdi.

Raqamli texnologiyalar — tahdidmi yoki imkoniyatmi?

Bu savol atrofida ko‘p bahslar bo‘lib o‘tdi. Pessimistik nuqtai nazardan qaraganda, avtomatlashtirish bir qator an'anaviy kasblarni siqib chiqaradi. Optimistik qarashda esa raqamli inqilob yangi ish o‘rinlari yaratadi, mehnat unumdorligini oshiradi va insonni og‘ir jismoniy yukdan ozod qiladi.

Amaliyot shuni ko‘rsatadiki, haqiqat bu ikkisining o‘rtasida turadi. Bir qancha kasb turlari, xususan, rutinali va takroriy operatsiyalarga asoslangan ishlar qisqarmoqda. Biroq shu bilan birga ma'lumotlar tahlili, sun'iy intellekt tizimlari bilan ishlash, kiberxavfsizlik, raqamli marketing, UX-dizayn kabi yangi sohalar shiddat bilan rivojlanmoqda. O‘zbekiston Respublikasining "Raqamli O‘zbekiston — 2030" strategiyasi ham aynan shu yo‘nalishda yosh avlodni tayyorlashni ustuvor vazifa sifatida belgilab bergan.

Yoshlar va kasbiy yo‘naltirish

Yoshlar — eng faol, o‘zgarishlarga eng moslashuvchan va yangi texnologiyalarga eng tez ko‘nikadigan qatlam. Biroq tajriba etishmasligi va kasbiy yo‘nalishda aniqlik yo‘qligi ko‘pincha ularning to‘liq salohiyatini ochishiga to‘sqinlik qiladi.

Kasbiy yo‘naltirish tizimini maktabdan boshlab yo‘lga qo‘yish bugungi zaruratdir. O‘zbekiston Respublikasining "Ta'lim to‘g‘risida"gi Qonunida ham ta'lim-tarbiya jarayonida o‘quvchilarning qobiliyatlarini erta aniqlash va yo‘naltirish zarurligi alohida ta'kidlangan. Bu borada maktab, oila va davlat tashkilotlarining hamkorligi hal qiluvchi ahamiyat kasb etadi.

Bundan tashqari, yoshlar tadbirkorligini rag‘batlantirish ham muhim yo‘nalishlardan biri hisoblanadi. Ish izlash mentalitetidan ish yaratish mentalitetiga o‘tish nafaqat shaxsiy farovonlikni ta'minlaydi, balki jamiyat uchun yangi imkoniyatlarni ham vujudga keltiradi.

Xorijiy tillarning kasbiy tayyorgarlikdagi o‘rni

Globallashgan dunyo sharoitida xorijiy til bilimi endi qo‘shimcha afzallik emas, balki zamonaviy mutaxassis uchun zaruriy talabga aylanib bormoqda. Ingliz tilini bilish xalqaro kompaniyalar, IT sohasi, eksport yo‘naltirilgan tarmoqlar va masofaviy faoliyat yuritadigan mutaxassislar uchun amalda majburiy ko‘nikmaga aylandi.

O‘zbekiston Respublikasi Prezidentining xorijiy tillarni o‘qitishni rivojlantirish to‘g‘risidagi farmonlari ham aynan shu zaruratdan kelib chiqqan. Xorijiy tillarni o‘qitishni kasbiy ta'lim bilan organik ravishda birlashtirish — eng samarali yondashuvlardan biridir. Mutaxassis o‘z sohasining professional atamalarini xorijiy tilda o‘zlashtirar ekan, u nafaqat muloqot imkoniyatlarini kengaytiradi, balki xalqaro hamkorlik eshiklarini ham ochadi.

Xulosa

Tadqiqot natijalari shuni ko‘rsatadiki, zamonaviy kasblarga yoshlarni tayyorlashda xorijiy tillar va raqamli texnologiyalar hal qiluvchi rol o‘ynaydi. Ta'lim tizimini isloh qilish, raqamli ko‘nikmalarni ommalashtirish va xorijiy til bilimini kasbiy tayyorgarlik bilan uyg‘unlashtirish — bu jarayonning asosiy yo‘nalishlari hisoblanadi.

O‘zbekiston Respublikasida amalga oshirilayotgan ta'lim islohotlari, Prezident farmonlari va qonun hujjatlari bu boradagi strategik yo‘nalishni aniq belgilab bergan. Ushbu yo‘nalishda samarali, maqsadli va izchil harakat qilish — har bir fuqaroning o‘z salohiyatini to‘liq ro‘yobga chiqarishi uchun mustahkam zamin yaratadi.

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SEL (SOCIAL–EMOTIONAL LEARNING) METODIKALARI ASOSIDA INFORMATIKA DARSLARIDA O‘QUVCHILARNING MA’NAVIY-AXLOQIY TARBIYASINI RIVOJLANTIRISH: XALQARO TAJRIBA VA MILLIY TA’LIM TIZIMI UCHUN ISTIQBOLLAR

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Annotatsiya. *Mazkur tezisda SEL (Social-Emotional Learning) metodikalarining o‘quvchilar ma’naviy-axloqiy tarbiyasini rivojlantirishdagi ahamiyati tahlil qilinadi. AQSH, Finlandiya va OECD mamlakatlari tajribalari asosida SEL kompetensiyalarining informatika ta’limiga integratsiyalash imkoniyatlari yoritilgan. Shuningdek, raqamli transformatsiya sharoitida o‘quvchilarda raqamli fuqarolik, internet etikasi, media savodxonlik va axborot xavfsizligi madaniyatini shakllantirishda SEL yondashuvlarining pedagogik imkoniyatlari ochib berilgan.*

Kalit so‘zlar: *SEL, ma’naviy-axloqiy tarbiya, informatika ta’limi, raqamli fuqarolik, internet etikasi, media savodxonlik, ijtimoiy-emotsional kompetensiyalar.*

Аннотация. *В данной статье рассматриваются вопросы развития духовно-нравственного воспитания учащихся на уроках информатики на основе методик SEL (Social-Emotional Learning). На примере опыта США и Финляндии раскрываются возможности интеграции компетенций SEL с цифровым гражданством, интернет-этикой и медиаграмотностью. Обоснованы педагогические условия формирования ответственного цифрового поведения учащихся и совершенствования национальной системы воспитания в условиях цифровизации образования.*

Ключевые слова: *социально-эмоциональное обучение, SEL, духовно-нравственное воспитание, информатическое образование, цифровое гражданство, интернет-этика, медиаграмотность, национальное воспитание, цифровая культура, социально-эмоциональные компетенции.*

Abstract. *This article examines the development of students’ moral and ethical education in informatics classes through Social-Emotional Learning (SEL) methodologies. Drawing on the experiences of the United States and Finland, the study explores the integration of SEL competencies with digital citizenship, internet ethics, and media literacy. The paper also substantiates the pedagogical conditions necessary for fostering responsible digital behavior among students and improving the national educational and upbringing system in the context of digital transformation.*

Keywords: *Social-Emotional Learning (SEL), moral and ethical education, informatics education, digital citizenship, internet ethics, media literacy, national upbringing, digital culture, social-emotional competencies, responsible digital behavior.*

Kirish. Globallashuv va raqamli texnologiyalarning jadal rivojlanishi ta’lim oldiga yangi vazifalarni qo‘ymoqda. XXI asrda o‘quvchilardan nafaqat akademik bilimlar, balki ijtimoiy-

emotsional kompetensiyalar, axloqiy qadriyatlarga sodiqlik va raqamli muhitda mas’uliyatli xulq-atvor ham talab etilmoqda. Shu sababli dunyoning rivojlangan mamlakatlarida Social-Emotional Learning (SEL) konsepsiyasi ta’lim siyosatining muhim tarkibiy qismiga aylangan.

UNESCO ekspertlarining ta’kidlashicha, zamonaviy ta’limning asosiy maqsadi shaxsni faqat bilim bilan qurollantirish emas, balki uni ijtimoiy hayotga moslashgan, emotsional barqaror, mas’uliyatli va axloqiy qarorlar qabul qila oladigan inson sifatida shakllantirishdan iboratdir. Bu esa o‘z navbatida SEL metodikalarining tarbiyaviy salohiyatini yanada oshirmoqda.

O‘zbekiston Respublikasining "Ta’lim to‘g‘risida"gi Qonuni, "Uzluksiz ma’naviy tarbiya konsepsiyasi" hamda "Raqamli O‘zbekiston – 2030" strategiyasida yoshlarni ma’naviy barkamol, axborot madaniyatiga ega va raqamli jamiyat talablariga mos shaxs sifatida tarbiyalash vazifalari belgilangan. Mazkur vazifalarni amalga oshirishda SEL metodikalarini informatika ta’limi bilan integratsiyalash muhim ahamiyat kasb etadi.

SEL metodologiyasining nazariy asoslari

SEL tushunchasi XX asrning oxirlarida AQSHda shakllangan bo‘lib, uning ilmiy asoslari D.Goleman, R.Elias, M.Greenberg, R.Weissberg kabi olimlarning tadqiqotlarida yoritilgan.

CASEL (Collaborative for Academic, Social and Emotional Learning) tashkiloti SELning quyidagi beshta asosiy kompetensiyasini ajratib ko‘rsatadi:

1. **Self-awareness (o‘zini anglash)** – o‘z his-tuyg‘ulari va imkoniyatlarini anglash;
2. **Self-management (o‘zini boshqarish)** – emotsiyalar va xulq-atvorni nazorat qilish;
3. **Social awareness (ijtimoiy ong)** – boshqalarning his-tuyg‘ularini tushunish va hurmat qilish;
4. **Relationship skills (munosabatlar o‘rnatish ko‘nikmalari)** – samarali muloqot va hamkorlik;
5. **Responsible decision-making (mas’uliyatli qaror qabul qilish)** – axloqiy va ijtimoiy jihatdan to‘g‘ri qarorlar qabul qilish.

Durlak va hammualliflari tomonidan 213 ta maktabda o‘tkazilgan meta-tahlil natijalariga ko‘ra, SEL dasturlarida qatnashgan o‘quvchilarning akademik natijalari nazorat guruhiga nisbatan o‘rtacha 11 foizga yuqori bo‘lgan. Shuningdek, ularda agressiv xulq-atvor, intizomiy muammolar va maktabdagi nizolar sezilarli darajada kamaygan.

Bu natijalar SELning nafaqat tarbiyaviy, balki ta’limiy samaradorligini ham tasdiqlaydi.

Xalqaro tajribada SEL va raqamli tarbiya integratsiyasi

AQSH tajribasi. AQSH maktablarida SEL dasturlari deyarli barcha fanlarga integratsiyalashgan. Xususan, informatika va media ta’limi jarayonida o‘quvchilarda:

- kiberxavfsizlik;
- internet etikasi;
- raqamli fuqarolik;
- onlayn muloqot madaniyati;
- media savodxonlik

kompetensiyalarini shakllantirishga katta e’tibor qaratiladi.

Common Sense Education platformasi tomonidan ishlab chiqilgan "Digital Citizenship Curriculum" dasturi SEL kompetensiyalarini rivojlantirishga xizmat qiluvchi eng samarali dasturlardan biri sifatida e’tirof etilgan.

Finlandiya tajribasi. Finlandiya ta’lim tizimida fenomenlarga asoslangan ta’lim (Phenomenon-Based Learning) yondashuvi qo‘llaniladi. Bunda o‘quvchilar real hayotiy muammolarni jamoaviy faoliyat orqali hal qiladilar.

Informatika darslarida:

- onlayn xavfsizlik;
- axborotlarning ishonchliligini tekshirish;
- internetdagi axloqiy me’yorlar;
- raqamli hamkorlik

mavzulari SEL elementlari bilan integratsiyalashgan holda o‘qitiladi.

Natijada o‘quvchilar texnologiyalardan foydalanish bilan bir qatorda ulardan foydalanishning axloqiy mas’uliyatini ham anglab yetadilar.

SEL metodikalarining informatika darslaridagi tarbiyaviy imkoniyatlari

Bugungi kunda o‘quvchilar internet va ijtimoiy tarmoqlardan faol foydalanayotganligi sababli raqamli muhitda yuzaga kelayotgan bir qator muammolar kuzatilmoqda:

- kiberbulling;
- internet qaramligi;
- yolg‘on axborotlar tarqalishi;
- shaxsiy ma’lumotlar xavfsizligining buzilishi;
- virtual muloqot madaniyatining pasayishi.

Mazkur muammolarni bartaraf etishda SEL metodikalari samarali vosita bo‘lib xizmat qiladi.

Kiberbulling holatlarini tahlil qilish. O‘quvchilarga real hayotiy vaziyatlar asosida topshiriqlar beriladi. Ular muammoning sabablarini aniqlash, jabrlanuvchining his-tuyg‘ularini tushunish va muammoni hal etish yo‘llarini taklif etadilar.

Bunda:

- empatiya;
- ijtimoiy ong;
- mas’uliyatli qaror qabul qilish

kompetensiyalari rivojlanadi.

Internet etikasi bo‘yicha munozaralar. O‘quvchilar internetdagi haqoratli izohlar, mualliflik huquqi yoki sun’iy intellektdan foydalanishning axloqiy jihatlarini muhokama qiladilar.

Natijada ularda:

- tanqidiy fikrlash;
- axloqiy baholash;
- kommunikativ kompetensiyalar

shakllanadi.

Media savodxonlik topshiriqlari. O‘quvchilar turli internet manbalaridagi ma’lumotlarning haqqoniyligini tekshiradilar.

Bu esa:

- axborot madaniyati;
- raqamli mas’uliyat;
- tanqidiy tahlil

ko‘nikmalarini rivojlantiradi.

Milliy tarbiya tizimi uchun ahamiyati

O‘zbekiston xalq pedagogikasi va milliy tarbiya an’analari o‘zaro hurmat, hamjihatlik, mehr-oqibat, mas’uliyat va vatanparvarlik kabi qadriyatlarga asoslanadi.

SEL yondashuvi mazkur qadriyatlarni zamonaviy pedagogik texnologiyalar orqali rivojlantirish imkonini beradi. Xususan:

Milliy qadriyat	**SEL kompetensiyasi**
Mehr-oqibat	Social Awareness
Mas’uliyat	Responsible Decision-Making
O‘zini tuta bilish	Self-Management
O‘zini anglash	Self-Awareness
Hamkorlik	Relationship Skills

Shu sababli SEL metodikalarini informatika ta’limiga integratsiyalash nafaqat raqamli kompetensiyalarni, balki milliy va umuminsoniy qadriyatlarni ham rivojlantirishga xizmat qiladi.

Xulosa. Tahlillar shuni ko‘rsatadiki, SEL metodikalari zamonaviy ta’limning muhim tarkibiy qismi bo‘lib, o‘quvchilarning ma’naviy-axloqiy rivojlanishiga ijobiy ta’sir ko‘rsatadi. AQSH va Finlandiya tajribasi SEL kompetensiyalarini informatika ta’limiga integratsiyalash orqali raqamli fuqarolik, media savodxonlik va internet etikasi madaniyatini samarali shakllantirish mumkinligini ko‘rsatmoqda.

O‘zbekiston ta’lim tizimida SEL metodikalarini informatika faniga integratsiyalash o‘quvchilarning ma’naviy-axloqiy tarbiyasini takomillashtirish, raqamli xavfsizlik madaniyatini rivojlantirish va barkamol shaxsni shakllantirishning muhim pedagogik sharti hisoblanadi.

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WHEN ACADEMIC WORDS START TO WORK: INTEGRATING AUTHENTIC TEXTS AND AUDIOVISUAL RECOURCES IN ACADEMIC VOCABULARY INSTRUCTION

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Abstract. *At advanced stages of language learning, students often demonstrate a discrepancy between receptive knowledge of academic vocabulary and it's productive use. While learners may successfully recognize key lexical items in reading and listening, their ability to apply such vocabulary in speaking and writing remains limited. This article explores the pedagogical potential of integrating authenic texts and audiovisual resources in teaching academic English vocabulary, with particular attention to underlying neurocognitive mechanisms. The study is based on classrom observations involving C1-level learners and examines how multimodal input-combining textual, visual, and auditory channels—supports deeper processing and retention. Drawing on theoretical prespectives from applied linguistics and cognitive psychology, including dual coding theory and associative memory, the paper argues that academic vocabulary is more effectively acquired when encountered in varied, meaningful contexts. The findings suggests that the integrations of authentic and audiovisual materials contributes to improved lexical usage, increased learner confidence, and more flexible language production. The role of digital technologies in facilitating access to such materials is also discussed.*

Keywords: *academic vocabulary, authentic materials, audiovisual resources, neurocognitive learning, digital pedagogy*

Ключевые слова: *академическая лексика, аутентичные материалы, аудиовизуальные ресурсы, нейрокогнитивное обучение, цифровая педагогика*

Kalit so'zlar: *akademik leksika, autentik materiallar, audiovisual resurslar, neyrokognitiv o'rganish, raqamli ta'lim.*

INTRODUCTION. At advanced levels of English proficiency, learners often reach a point where communicative fluency is no longer sufficient. While everyday interaction becomes relatively effortless, difficulties emerge in more formal and academic contexts. Students may understand complex texts and follow lectures with little difficulty, yet struggle to express ideas with precision, coherence, and appropriate lexical choice.

This disperancy between recognition and production is particularly evident in relation to academic vocabulary. Learners frequently recognize terms such as "significant", "approach", or "assumption", but hesitate to use them independently. As argued by Nation (2001), vocabulary knowledge extends beyond meaning and icludes aspects such as collocation, grammatical behavior, and contextual appropriateness.

This persistence of this gap raises questions about instructional practices. Academic vocabulary is often taught through decontextualized methods, icluding word lists and definitions, which may support short-term retention but do not necessarily lead to active use. In contrast, authentic texts and audiovisual resources offer opportunities for contextualized exposure. The

present study examines how such materials, supported by neurocognitive principles, may contribute to more effective academic vocabulary acquisition.

MATERIALS AND METHODS

Instructional Materials: Authentic Texts and Audiovisual Resources

The instructional approach was based on the integration of authentic academic texts and audiovisual materials. Authentic texts icluded short academic articles, adapted research summaries, and argumentative essays reflecting real academic discourse. These materials were selected for their relevance, clarity, and lexical richness.

Audiovisual resources consisted primarily of recorded lectures, educational video content, and academic presentations available through digital platforms. Such materials provided not only linguistic input but also visual support in the form of slides, diagrams, and graphical representations.

As noted by Mayer (2009), the combination of verbal and visual input enhances comprehension and retention.

In the context of academic vocabulary, audiovisual materials allow learners to observe how lexical items function within spoken discourse, supported by intonation, emphasis, and visual context.

Theoretical Framework: Neurocognitive Principles of Vocabulary Acquisition

The study draws on several key concepts from cognitive psychology. Dual coding theory, proposed by Paivio (1986) and further developed by Mayer (2009), suggests that information encoded through both verbal and visual channels is more likely to be retained.

Associative memory, as described by Baddeley (1997), plays a central role in vocabulary acquisition. Words learned in context become linked to surrounding information, creating multiple pathways for retrieval. For example, an academic term encountered in a lecture may be associated with a specific example or visual representation.

Cognitive load theory also informs the approach. Academic language often places significant demands on working memory. Audiovisual input helps distribute this load by providing additional cues, thereby facilitating comprehension.

Repetition remains essential, but its effectiveness depends on variation. As argued by Nation (2001), repeated exposure across different contexts supports long-term retention more effectively than isolated repetition.

Participants and Instructional Context

The study was conducted with a group of C1-level learners enrolled ina an advanced English course. The participans demonstrated strong receptive skills in reading and listening but experienced difficulties in the productive use of academic vocabulary.

Instruction was organized over several sessions, during which authentic texts and audiovisual materials were systematically integrated into classroom activities. The focus was on encouraging active engagement with academic vocabulary through contextualized tasks.

Instructional Procedures

The instructional process involved a sequence of activities designed to reinforce vocabulary through multiple modalities.

One approach combined reading and viewing tasks. Students were first introdused to a short academic text containing target vocabulary. This was followed by a related video lecture, allowing learners to encounter the same lexical items in a different context.

Reformulation tasks were also used. Students were asked to transform informal instructions into more academic equivalents. For example, "This is very important"

was reformulated as "This is highly significant". Such activities encouraged active use of vocabulary rather than passive recognition.

In addition, discussion tasks required students to incorporate target vocabulary into spoken responses. These tasks were initially challenging but gradually led to more confident usage.

Digital tools supported the learning process by enabling repeated exposure. Features such as subtitles, playback control, and annotation allowed students to revisit materials as needed.

RESULTS

The integration of authentic texts and audiovisual materials resulted in observable changes in students' use of academic vocabulary. Learners demonstrated increased willingness to incorporate target lexical items into both speaking and writing tasks.

Vocabulary encountered across multiple modalities was recalled more frequently and used with greater contextual accuracy. In particular, students showed improved ability to use words such as "significant", "indicate", and "approach" in appropriate context.

Although the data is based primarily on classroom observation rather than quantitative measurement, the consistency of these patterns suggests a positive impact of the instructional approach. Students also reported greater confidence in using academic vocabulary, particularly after repeated exposure through video and text.

DISCUSSION

The findings appear to support the view that academic vocabulary is more effectively acquired through contextualized and multimodal input.

From a neurocognitive perspective, this can be explained by the interaction of dual coding, associative memory, and contextual repetition.

The use of audiovisual materials provides additional channels for processing information, reducing cognitive load and facilitating comprehension. At the same time, authentic texts expose learners to natural patterns of language use, supporting the development of lexical competence.

Digital technologies play an important role in this process by increasing access to authentic materials and enabling flexible interaction with content. As noted by Polat (2009), the integration of technology in education enhances both engagement and effectiveness.

However, the success of this approach depends on careful selection and structuring of materials. Without appropriate guidance, authentic input may become overwhelming. Therefore, the role of the teacher remains central.

CONCLUSION

The teaching of academic vocabulary remains a complex task, particularly at advanced levels. Traditional methods, while useful, may not fully address the challenges associated with productive use.

The integration of authentic texts and audiovisual resources offers a promising alternative. By providing contextualized and multimodal input, this approach aligns with fundamental principles of memory and learning.

The findings suggest that academic vocabulary is more effectively acquired when it is experienced in varied contexts rather than memorized in isolation. When supported by digital technologies and appropriate pedagogical strategies, authentic materials can facilitate the transition from passive recognition to active use.

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A CONTRASTIVE ANALYSIS OF WORD ORDER IN ENGLISH AND UZBEK

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Annotation. *This article presents a contrastive analysis of word order in the English and Uzbek languages. The study examines the syntactic organization of both languages and investigates the role of word order in grammatical structure, communication, and meaning formation. English, as an analytical language, predominantly follows the Subject–Verb–Object (SVO) pattern and demonstrates a relatively fixed word order. Uzbek, in contrast, is an agglutinative language characterized by the Subject–Object–Verb (SOV) structure and greater syntactic flexibility due to its extensive system of suffixes and case markers. The research compares sentence structures in both languages, identifies their similarities and differences, and analyzes the influence of word order on emphasis and stylistic expression. Particular attention is devoted to translation difficulties and challenges encountered by language learners. The findings of the study may contribute to the fields of comparative linguistics, translation studies, and foreign language teaching.*

Keywords: *contrastive analysis, word order, English language, Uzbek language, syntax, grammar, SVO structure, SOV structure, comparative linguistics, translation studies, language typology.*

Introduction:

Language serves as one of the principal means of human communication and social interaction. Every language possesses its own grammatical system and syntactic structure that enable speakers to express thoughts, emotions, and information effectively. Among the fundamental aspects of syntax, word order occupies a particularly significant position because it determines the arrangement of sentence elements and contributes to the clarity and accuracy of communication.

The English and Uzbek languages belong to different language families and therefore demonstrate substantial grammatical and syntactic differences. English is a member of the Indo-European language family and is classified as an analytical language with a relatively rigid sentence structure. Uzbek, on the other hand, belongs to the Turkic language family and is considered an agglutinative language characterized by extensive use of suffixation and flexible sentence organization.

The contrastive study of English and Uzbek word order is important for several reasons. First, it contributes to a deeper understanding of the syntactic mechanisms of both languages. Second, it assists language learners in recognizing structural differences that may lead to grammatical errors and translation difficulties. Finally, comparative analysis plays an essential role in the development of effective methods of foreign language teaching and translation practice.

The present study aims to identify and analyze the principal similarities and differences between English and Uzbek word order patterns and to examine their linguistic and pedagogical implications.

Main Part:

Theoretical Background of Word Order

Word order refers to the arrangement of words and sentence constituents within a syntactic structure. It is one of the fundamental grammatical principles that determines how meaning is organized and interpreted in language. In many languages, word order serves as an indicator of grammatical relations between sentence elements such as the subject, predicate, and object.

The degree of flexibility in word order varies across languages. Some languages demonstrate relatively fixed syntactic patterns, whereas others allow greater positional variation due to morphological markers. Word order also performs communicative and stylistic functions, including emphasis, topic-focus organization, and information distribution within discourse.

In English, grammatical relations are primarily expressed through the position of words within the sentence. Consequently, deviations from the standard word order frequently result in grammatical incorrectness or semantic ambiguity. Uzbek, however, relies extensively on suffixes and case endings, which permit more flexibility in the arrangement of sentence components.

Word Order in English

English predominantly follows the Subject–Verb–Object (SVO) sentence pattern. In this structure, the subject generally precedes the verb, while the object follows the predicate.

Examples include:

1)The student reads a book.

2)She likes music.

The fixed nature of English word order reflects the analytical character of the language. Since grammatical relations are not extensively marked morphologically, sentence meaning depends heavily on syntactic arrangement.

English syntax also involves the use of auxiliary verbs, articles, and prepositions, all of which contribute to sentence formation. Interrogative and negative constructions often require structural modifications and inversion.

For example:

1. *She is reading a book.*
2. *Is she reading a book?*

Adjectives in English typically precede nouns, as illustrated in the expressions *a beautiful house* and *an interesting story*. Adverbs may occupy different positions depending on their semantic and grammatical functions; however, their placement generally follows established syntactic rules.

Word Order in Uzbek

Unlike English, Uzbek primarily follows the Subject–Object–Verb (SOV) word order pattern. In Uzbek syntax, the predicate usually occupies the final position within the sentence.

Examples include:

- *Talaba kitob o'qiydi.*
- *U musiqani yaxshi ko'radi.*

In these examples, the object appears before the verb, which is characteristic of Turkic languages. Uzbek demonstrates greater syntactic flexibility because grammatical relations are expressed through case endings and suffixes rather than solely through word position.

Similar to English, adjectives in Uzbek generally precede nouns:

- *chiroyli uy*
- *qiziqarli hikoya*

However, adverbials and other sentence elements may shift positions without significantly altering sentence meaning. This flexibility enables speakers to emphasize particular components of the utterance and achieve various stylistic effects.

Another important characteristic of Uzbek syntax is the extensive use of affixation. Grammatical categories such as tense, possession, number, and case are commonly expressed through suffixes attached to lexical stems. As a result, Uzbek sentence structure differs considerably from that of English.

Similarities and Differences Between English and Uzbek Word Order

Despite their typological differences, English and Uzbek share several syntactic similarities. Both languages contain basic sentence elements such as subjects, predicates, and objects. Furthermore, both languages employ adjectives, adverbs, and conjunctions to expand sentence meaning and establish logical relations between clauses.

For example:

- *beautiful girl — chiroyli qiz*
- *big city — katta shahar*

Both languages are also capable of forming compound and complex sentences through coordination and subordination.

Nevertheless, substantial differences exist between the two grammatical systems. The primary distinction concerns the position of the verb. English follows the SVO model, whereas Uzbek generally adheres to the SOV structure.

For example:

- English: *I watch television.*
- Uzbek: *Men televizor ko'raman.*

Another significant difference involves the use of prepositions and postpositions. English mainly employs prepositions before nouns, while Uzbek frequently uses postpositions and suffixes after nouns.

Question formation also differs considerably. English typically forms interrogative sentences through inversion or the use of auxiliary verbs:

- *Do you speak English?*

Uzbek generally forms questions by adding interrogative particles:

- *Siz ingliz tilida gapirasizmi?*

These structural distinctions often create difficulties in translation and second-language acquisition.

Pedagogical and Translational Implications

Differences in word order frequently lead to grammatical interference among language learners. Uzbek students studying English often transfer Uzbek syntactic patterns into English sentences, particularly by placing verbs at the end of the sentence. Similarly, English-speaking learners of Uzbek may experience difficulties mastering Uzbek affixation and sentence organization.

Translation between English and Uzbek requires careful consideration of syntactic and semantic equivalence. Literal translation may produce grammatically incorrect or stylistically

unnatural constructions. Therefore, translators must possess a thorough understanding of the grammatical systems of both languages.

Contrastive analysis can significantly contribute to foreign language pedagogy by helping learners identify structural differences and avoid common errors. Modern teaching approaches, including communicative language teaching and technology-assisted instruction, may further enhance learners' grammatical competence and syntactic awareness.

Conclusion:

In conclusion, word order constitutes one of the central components of grammatical organization in both English and Uzbek. Although both languages contain similar sentence elements, their syntactic structures differ substantially due to typological and morphological distinctions. English is characterized by a relatively fixed Subject–Verb–Object structure, whereas Uzbek predominantly follows the Subject–Object–Verb pattern and demonstrates greater syntactic flexibility.

The contrastive analysis of English and Uzbek word order contributes to a better understanding of the grammatical principles underlying both languages. It also facilitates more effective foreign language teaching, translation practice, and intercultural communication. Furthermore, awareness of syntactic differences enables learners and translators to avoid structural interference and achieve greater communicative accuracy.

As international communication and globalization continue to expand, the comparative study of different linguistic systems becomes increasingly significant in the fields of linguistics, translation studies, and language education.

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THE ROLE OF LITERATURE IN DEVELOPING HUMAN PERSONALITY

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Abstract. *This article mainly points out the effect of literature in a formation of people's personalities and how it helps them to understand their emotions more accurately. While reading, people might compare themselves with the characters, experience huge amount of emotions, explore new cultures and their core values. In this process, they also will be able to find out about their own inner values, evaluate the consequences of their decisions, and would have time to understand their emotions and true self. Using the book of Laurent Gounelle "The God Always Travels Incognito" as a personal example, the article focuses on emphasizing the power of literature in developing one's personality in action. Ultimately, literature serves as a personal guide, therapist and a true friend, helping people to develop their critical thinking, creativity and most importantly, helps them to shape their personality.*

Key words: *literature, feelings, emotions, teenagers, people, readers.*

Introduction. For as long as people have existed, literature has been one of the most powerful tools that helped them to develop their personality, the way they saw the life and helped them to distinguish the good and the evil. It has always been there for us, both now and then. It does not only make us forget harsh reality, but also, it teaches, questions, and changes us. Through reading, we get an opportunity to feel wide range of emotions, experience the diverse cultures, that help us understand the world around us. Scholars emphasize that engagement with literary texts allows readers to explore multiple perspectives and gradually construct their personal identity through narrative experience.[7] Empirical research suggests that reading literary fiction can enhance readers' empathy and theory of mind by promoting sensitivity to others' mental states[8]. In this way, literature plays a huge role in building a person's identity and inner self. I felt this myself while reading "The God Always Travels Incognito" by Laurent Gounelle. This novel deeply touched me and made me think of the things I do naturally without thinking that shows people who am I, and even how it might give a wrong impression of me to them without my will. I felt so alike to the main hero, and with the help of this book I got to change the parts of myself that I didn't liked much. So, again, it made me realize, how reading can be powerful enough to help someone discover themselves and make changes for the better.

Main part. Many people question, why we talk about literature so much, how can we possibly benefit from such a simple thing as reading? Well, let me give answers to these questions then. Literature is the ultimately the greatest time saver! Although, people see it as a time wasting, and some would probably prioritize doing other more "meaningful things", like house chores, literature actually saves us the huge amount of time that nobody could have think of. Since, it takes

[7] Appleyard, J. A. (1990). *Becoming a reader: The experience of fiction from childhood to adulthood*. Cambridge University Press.
[8] Kidd, D. C., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science, 342*(6156), 377–380. https://doi.org/10.1126/science.1239918

us among a several range of emotions and events that would take to learn for decades and even centuries to experience them directly. Literature puts us through far more situations that we could ever directly witness. It let's us to see what it's like to get divorced, kill someone and feel remorseful about it, or from being a billionaire going down to being completely broke, or make a terrible mistake when everyone was believing in your success and to the other countless experiences you might never get through in your life by just living it. Literature takes us through different dimensions, continents and centuries, while doing so curing our provincialism, by reminding us there is a world that is diverse, far beyond the environment in which we are living. Additionally, literature shows us how things looks like from someone else's point of view, it makes us think about the consequences of our actions on others in a way we could not have think of. It shows us examples of kindly, generous, sympathetic people, highlighting that it is not so hard to be a good person while living in bad conditions. Honestly, almost everybody struggles with saying out loud what is on their minds, as some find it embarrassing, some think it is weird and others simply do not want to open up. But in books, we find the descriptions of who we genuinely are, the characters we believe that are strangely alike to us. We relate to them, try to predict their next move, they will probably take the path that we would take, because we see the world in an almost the same way as they do. In the best books you can read it feels like writer knows us better than we know ourselves, like that person wants to show us how they understand us. Because the being understood without judgements is one of the best moments of life that any human being can experience. And another thing worth mentioning about literature is that it prepares us to the failure. All of our lives, one of our greatest fears is of falling, of messing up, and of becoming a loser that everyone would avoid. Interestingly, a lot of literature is also about failure. Hynes and Hynes-Berry suggest that literary narratives can provide readers with non-judgmental spaces for reflecting on failure, thereby supporting emotional insight and self-acceptance.[9]

Many famous poems, novels are about people who have made small or a huge mistake, but great books don't judge as harshly as society would. They evoke pity for the hero and make us think of how we could be hard on ourselves, sometimes. It teaches us how to be gentle on ourselves, how the world will not come to an end if we keep making mistakes, and that is the beauty of reading. Not a waste of time, not a second priority but the power that could change our lives for good. One of the most profound ways it does so is by teaching us to distinguish what is right and wrong. Through stories, we face with conflicts that are the reflections of the real-life struggles, such as the justice and revenge, courage and fear, a lie for good and an honesty that might harm. Readers can observe the consequences of character's decisions, and get insights for themselves, which is the quiet form of moral education that we might overlook when encountered directly. Since we can not observe and know everything about any person to get an idea for ourselves if they are doing right or wrong, unlike in books where we would know everything about that specific character. And their decisions give us a subconscious morality lesson, which would change the way we think and the way we see the world. Another significant element of literature's way of moral influence is by showing the process of decision making in details. It does not only show the "right vs wrong", but shows how people might be forced to choose the thing that they never wanted to opt for. This might be out of their fear, confusion or desperation. Not all the wrong choices made by bad people. When readers see all that, they develop more mature understanding of the world, they start to avoid being judgmental, as they don't know the stories of life the people

[9] Hynes, A. M., & Hynes-Berry, M. (2011). *Bibliotherapy: The interactive process* (2nd ed.). Libraries Unlimited.

they meet in real life. Literature also helps us question the stereotypes, traditions in our society. Many books illustrate the unfairness towards powerless people from the side of government, or from people with power. When we read such stories, it ignites the feeling of empathy for them and we start to love the characters who fight for justice, which will teach us that speaking up is not bad as it is described by the society. It is about courage to stand up for our morals, even when it is difficult, even when it is not welcomed. This way, literature teaches readers to stand against the things that they are not comfortable with or against the ignorant unfairness. Through emotional stories, it guides us to be more mature, thoughtful, and morally aware individuals.

While, literature guides toward strong sense of right and wrong, it also creates an escape zone for those who are tired of the hustle and bustle of their own life. Readers would be able to transform themselves into any atmosphere they want by choosing the book genre accordingly. Usually, while reading, people unwind, regain emotional balance, and process how they really feel by being in the safe, relaxing atmosphere of literature. They often find reflections of their own problems in books that some characters face, and readers might feel like they are not alone in their struggles which gives them a sense of being emotionally supported. So, literature serves as therapy, from which readers can heal their wounded souls.

It is also significant to point out that, literature is a vital contributor to language-learning students. They might read any piece of literature that is in the language that they are learning, and the consistent reading in that specific language could contribute to the improvement of their skills in the language. Since, it will broaden their linguistic range and allows them to have a vivid picture of how the real speech looks like in that particular language. As readers would encounter the new ways of delivering ideas, it would be easier for them to express their own thoughts, and sometimes they might get a bit more confident as they would now the order of presenting ideas.

From my personal experience, I believe that the literature plays a crucial role in forming the personality of teenagers as they are in the process of growing up. When youngsters face up with new emotions, fears, and more intensified feelings that are not alike with the ones they used to feel, they might get overwhelmed with all of the rage, anxiety, insecurity and other many new things that they have not felt before, they might feel helpless and useless. Obviously, asking for help from adults might be a solution, but most teenagers are too ashamed to pronounce their struggles, that is why literature appears like a saver. What it does, is to show them that there are different people, from different backgrounds, with different problems, who chose different paths but almost with the same destiny. If they were driven by morals and justice there is a good ending waiting for them and the quite opposite for the people who had chosen a path which made people around them suffer. And in the process of reading such stories, they will get to know about the conflicts, fears and doubts of the characters that might feel relatable, which way it will make them to have a clear imagination of what they want to become and how they will overcome the problems that they are facing or might face. Also, they will know about the consequences of their choices, which gives them space to think, analyze and realize their values and true individuality.

The transformative potential of literature can be clearly illustrated through Laurent Gounelle's novel "*The God Always Travels Incognito"*[10], which focuses on personal boundaries, self-respect, and psychological growth.

While I read that book, I strongly resonated with Alan, the people pleaser, who always ignored his own feelings and boundaries to meet others expectations, who thought being kind is

[10] Gounelle, L. (2019). *The God always travels incognito* (O. Egorova, Trans.). Azbuka.

always saying 'yes' even when he do not want to or even when it harms him. His story made me realize, that disrespect happens only when we allow it, people do not disrespect you, unless you let them. We unconsciously giving them permission to be rude, mean and arrogant to us, just as Alan did. This book had been one of the game-changer ones on my short list of such literature. This book effectively named the emotions within me that I didn't know how to call, and explained the things about my own personality way better than I could ever do. Through being a witness of Alan's mistakes, doubts and consistent growth, I tried to alter myself too, using the same techniques that Alan used. There was a psychologist – Dubre, who had guided Alan through everything, he was the main advisor of Alan, so I used his advises too. Of course, some strategies were challenging at first and others were not common in our culture, so I had to shape them a bit to be suitable for trying. And they actually brought results I never thought they would. While being in this process I learned something, that being nice is not the same as being kind. Being nice is sacrificing yourself for pleasing users, avoiding conflicts and 'pretending' to be someone you are not. Kindness, however, is about respecting and valuing everyone, while still treating yourself with care and respect. People do not appreciate people-pleasers anyway, they see them as naïve, predictable and easy to use, that is also something I learned from literature. Accepting the truth wasn't as easy as it seems but that is the power of literature, it teaches you in most beautiful way possible, unlike the people who might mock you, scold you or even undermine you, literature teaches with an unimaginable gentleness.

What I also get to understand that having boundaries is not selfish or rude as our culture claims. Setting limits does not magically make someone cold, ignorant and disrespectful. Literature teaches all these lesson by showing them on practice, not by lectures, but by mirroring the people who are too relatable for us, so that feels like the book is about us. Watching how Alan overcame his fears, redefined his boundaries, and how he rebuilt his identity, pushed me to do the same. And all of these things made me realize just how all of them are important for self-love, self-respect and for being a bit happier than yesterday.

Conclusion. This is exactly how literature assists adults, teenagers and even younger generation to form their identity, to get the idea of what or who they want to become. Literature teaches people to emotional intelligence, how to handle rage, jealousy, anxiety, fear and even the insecurity itself. Most are ashamed to admit their struggles and ask for help from people around them, but literature is always there for us, not judging but only teaching. It is a safe companion who shows the different shades of the world and people in it. Ultimately, literature guides people through different stories that will teach the lessons they might have never been able to learn, it guides reader to the real changes, to the glow up versions, who are self-understanding, confident and brave enough to take action to become what they want and can become.

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IDIOMATIC EXPRESSIONS IN UZBEK AND ENGLISH: A COMPARATIVE LINGUISTIC ANALYSIS

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Abstract. *This study presents a comparative linguistic analysis of idiomatic expressions in English and Uzbek across five semantic domains: time, emotion, labor, morality, and nature. Applying Conceptual Metaphor Theory and contrastive linguistics to a 200-idiom corpus, findings show that while both languages share universal cognitive mechanisms, cultural realization diverges substantially — yielding ~48% non-equivalence, 34% partial equivalence, and 18% full equivalence. English idioms reflect pragmatic, individualistic worldviews; Uzbek idioms emphasize communal, moral, and spiritual values. Results carry significant implications for translation strategy and language methodology.*

Keywords: *idiomatic expressions, contrastive linguistics, Conceptual Metaphor Theory, English-Uzbek, phraseology, translation equivalence, cultural semantics, language methodology.*

Аннотация*. В данной статье представлен сравнительно-лингвистический анализ идиоматических выражений в английском и узбекском языках в пяти семантических областях: время, эмоции, труд, мораль и природа. На основе теории концептуальной метафоры и контрастивной лингвистики был проанализирован корпус из 200 идиом. Результаты показывают, что при наличии общих когнитивных механизмов культурная реализация существенно расходится: ~48% — безэквивалентные единицы, 34% — частичные эквиваленты, 18% — полные эквиваленты. Английские идиомы отражают прагматическое и индивидуалистическое мировоззрение, тогда как узбекские идиомы выражают коллективные, нравственные и духовные ценности. Результаты имеют важное значение для переводческой практики и методики преподавания языков.*

Keywords: *идиоматические выражения, контрастивная лингвистика, теория концептуальной метафоры, английско-узбекский, фразеология, переводческая эквивалентность, культурная семантика, методика преподавания языков.*

Annotatsiya. *Ushbu maqolada ingliz va o'zbek tillaridagi iboralar besh semantik soha bo'yicha qiyosiy lingvistik tahlil qilinadi: vaqt, his-tuyg'u, mehnat, axloq va tabiat. Konseptual metafora nazariyasi va kontrastiv lingvistika asosida 200 ta iboradan iborat korpus tahlil qilindi. Natijalar shuni ko'rsatadiki, ikkala til ham universal kognitiv mexanizmlarni baham ko'rsa-da, madaniy amalga oshirish sezilarli darajada farqlanadi: ~48% ekvivalentsiz, 34% qisman ekvivalent, 18% to'liq ekvivalent. Ingliz iboralari pragmatik va individualistik dunyoqarashni, o'zbek iboralari esa jamoaviy, axloqiy va ma'naviy qadriyatlarni aks ettiradi. Natijalar tarjima amaliyoti va til ta'limi metodikasi uchun muhim ahamiyatga ega.*

Keywords: *idiomatik iboralar, kontrastiv lingvistika, konseptual metafora nazariyasi, ingliz-o'zbek, frazeologiya, tarjima ekvivalentligi, madaniy semantika, til ta'limi metodikasi*

Introduction. Language is not merely a vehicle for communication; it is a living archive of culture, cognition, and collective identity. Among its many layers, idiomatic expressions are uniquely complex: they are semantically non-compositional, culturally embedded, and cognitively

motivated. As foundational comparative research affirms, language is *"not only a means of communication but also a mirror of culture, worldview, and social experience"* (Comparative Analysis of Idiomatic Expressions in English and Uzbek, 2025, p. 1). A comparative examination of idioms across two typologically divergent languages therefore offers a productive lens through which to examine the intersection of language, mind, and culture.

English and Uzbek represent a particularly productive contrast. English belongs to the Germanic branch of the Indo-European family, shaped over centuries by Latin, French, and Norse influences, while Uzbek is a Turkic language enriched by Persian, Arabic, and Russian substrates (Comparative Study of Figurative and Idiomatic Expressions, 2025). This divergence in genetic affiliation, typological structure, and sociocultural history means the metaphorical and idiomatic systems of the two languages emerge from fundamentally different experiential environments. Despite this, integrative comparative analyses remain scarce: most existing literature concentrates on better-documented pairs such as English-Turkish or Russian-Uzbek, *"highlighting an urgent need for further cross-linguistic investigation"* (Yusupova & Yusufjonova, 2025, p. 2). The practical stakes are high — empirical research has confirmed that *"67.5% of Uzbek idioms cannot be translated directly into English, and 17.3% of English idioms have no Uzbek equivalent"* (Abdurashetona et al., 2025, as cited in Journal of Multidisciplinary Sciences and Innovations, 2025, p. 3).

This study addresses these gaps by analyzing idiomatic expressions across five semantic domains — time, emotion, labor, morality, and nature — through three analytical lenses: structural, semantic, and cultural. The article proceeds as follows: a review of relevant theoretical and empirical literature; a description of the methodology; presentation of findings; discussion of implications; and conclusions.

Literature Review

Idiomatic Expressions: Definitions and Classical Frameworks

In the broadest sense, an idiom is *"a stable expression with a meaning in its own right"* whose semantic content cannot be predictably inferred from the literal meanings of its component words (Classifications of Idiomatic Expressions and Their Translation into Uzbek, 2024, p. 1). Tursunova (2025) defines phraseological units more precisely as *"linguistic constructions characterized by structural stability and idiomatic meaning"* that resist literal interpretation (Structural and Semantic Classification of Phraseological Units, 2025, p. 2). Classical structural approaches — Vinogradov's (1946) tripartite taxonomy of fusions, unities, and combinations and Kunin's (1970) English lexicographic system — remain influential frameworks in comparative phraseology. In Uzbek linguistics, phraseology as a formal discipline emerged through mid-twentieth-century scholars G‘ulomov and Begmatov, who prioritized semantic classification and structural stability (Comparative Analysis of Idiomatic Expressions, 2025).

Conceptual Metaphor Theory

The most consequential theoretical development in idiom studies was Lakoff and Johnson's (1980) *Metaphors We Live By*. Their central argument — that *"metaphor is pervasive in everyday life, not just in language but in thought and action"* (Lakoff & Johnson, 1980, p. 3) — repositioned idioms from stylistic ornaments to cognitive artifacts. Conceptual Metaphor Theory (CMT) holds that abstract domains are understood through systematic mappings from concrete source domains, generating cross-linguistic figurative patterns that are both universal and culturally variable. Building on CMT, recent cross-linguistic research on English and Uzbek phraseology demonstrates that while *"the same cognitive mechanisms — embodiment, analogy, metaphor —*

are shared by all people, each culture fills them with unique meanings drawn from its own environment, history, and values" (Cognitive Study of English and Uzbek Phraseology, 2024, p. 9). At the macro level, this manifests as a systemic difference: *"English phraseology tends to emphasize pragmatic, action-oriented, and individualistic concepts, while Uzbek phraseology reflects moral, emotional, and spiritual dimensions of human life"* (ibid., p. 4). A cognitive-linguistic study using the Metaphor Identification Procedure (MIP) on 200 English and Uzbek expressions confirms culture-specific frames such as *COMMUNITY IS FAMILY* in Uzbek — reflecting collectivist values — versus *TIME IS MONEY* in English, mirroring individualist-capitalist orientations (Cognitive Linguistic Analysis of Metaphorical Structures, 2025, p. 78).

Contrastive Linguistics and Translation

Contrastive linguistics, systematized by Robert Lado‘s *Linguistics Across Cultures* (1957), provides the structural methodology for cross-linguistic comparison. Lado (1957) established that elements similar to a learner's L1 are relatively simple to acquire, while divergent elements present difficulty — a principle with direct implications for both pedagogy and translation (Contrastive Analysis, 2024). Applied to phraseology, the contrastive approach classifies idiom pairs as exhibiting full equivalence, partial equivalence, or non-equivalence (Comparative Analysis of Idiomatic Expressions, 2025). The translation implications of non-equivalence are significant: *"direct translation of idiomatic expressions often leads to semantic loss or cultural confusion, meaning translators must navigate between fidelity to the source language and clarity for the target audience"* (Comparative Study of Figurative and Idiomatic Expressions, 2025, p. 245). Structural asymmetries compound this challenge: Uzbek, as an agglutinative SOV language, permits more flexible idiomatic placement within sentences, while English's analytic SVO structure imposes different constraints on modification and word order (Translation Challenges of Intertextual Elements Between English and Uzbek, 2026).

Methodology

This study employs a qualitative-contrastive research design grounded in cognitive linguistics and cultural semantics. Following the framework of Lado (1957) and recent comparative phraseological scholarship (Cross-Cultural Variations of Animal Metaphors, 2025; Cognitive Study of English and Uzbek Phraseology, 2024), idiomatic expressions were identified, classified, and compared across five semantic domains. Each domain was selected for its high idiomatic density in both languages and its cultural salience as a site of potential divergence.

The English corpus was compiled from the *Oxford Dictionary of Idioms* (2010), the *Cambridge Idioms Dictionary* (2019), and the British National Corpus. The Uzbek corpus was drawn from *O‘zbek tilining frazeologik lug‘ati* (Sharipov, 2015), *Rahmatullayev's Explanatory Dictionary of Uzbek Phraseological Units* (2006), and contemporary literary and journalistic texts. The combined corpus comprised 200 expressions balanced at 100 per language — consistent with the MIP-based methodology of Cognitive Linguistic Analysis of Metaphorical Structures (2025). Each idiom was analyzed along three dimensions: (a) **structural** — grammatical type (verbal, nominal, sentential); (b) **semantic** — the underlying conceptual metaphor and degree of opacity; and (c) **cultural** — the historical, ecological, religious, or social factors shaping cultural specificity. Cross-linguistic pairs were then classified as exhibiting full, partial, or non-equivalence.

Findings

Time Idioms: Economic Resource Versus Natural Flow

In English, the conceptual metaphor TIME IS MONEY dominates: speakers *waste time, save time, spend time wisely*, and *buy themselves time*. These idioms *"draw on economic experience and express a linear, goal-oriented perception of life"*, reflecting *"the rationalism and efficiency prized in Western culture"* (Cognitive Study of English and Uzbek Phraseology, 2024, p. 6). Uzbek time idioms encode a strikingly different ontology governed by TIME IS WATER. The expression *vaqt suvdek oqadi* (*"time flows like water"*) *"encapsulates the idea that time is continuous and ungraspable, something one lives within rather than controls"* (ibid., p. 6). These idioms exhibit non-equivalence: no Uzbek expression captures the commodification of time encoded in English economic idioms, nor does English possess an equivalent that frames time as an uncontrollable natural phenomenon.

Emotion Idioms: Universal Embodiment, Cultural Modulation

Both languages map emotional states onto bodily experience, confirming Lakoff and Johnson's (1980) argument that metaphor is grounded in physical experience. For sadness, the English *"a heavy heart"* employs SADNESS IS WEIGHT, while the Uzbek *ko‘ngli cho‘kmoq* (*"the heart sinks"*) uses SADNESS IS DOWNWARD MOVEMENT. Both are partial equivalents — sharing an embodied metaphorical domain but employing different sensory mappings. More strikingly, the English *"to feel blue"* associates sadness with color, while the Uzbek *dili xira bo‘lmoq* (*"the soul becomes dim"*) *"blends emotional and perceptual imagery, suggesting reduced inner light"* (Semantic-Structural Analysis of Phraseological Units, 2025, p. 3). For anger, both languages invoke thermal metaphors (English: *boiling with rage*; Uzbek: *qoni qaynadi — "his blood boiled"*). However, uncontrolled anger carries stronger negative moral connotations in Uzbek, reflecting communal norms against public emotional display -a case of cultural modulation of a shared cognitive metaphor (Cognitive Study of English and Uzbek Phraseology, 2024, p. 5).

Labor, Morality, and Nature

Labor. English labor idioms frame effort in economic and competitive terms: *"work one's fingers to the bone," "pull yourself up by your bootstraps,"* encoding labor as individual struggle for material reward and *"reflecting individualism and personal success"* (Comparative Analysis of Idiomatic Expressions, 2025, p. 5). The Uzbek *qo‘li gul* (*"his hand is a flower"*) praises craftsmanship as moral virtue, while *mehnat qilgan to‘yadi* (*"he who works will be satisfied"*) *"connects work with moral fulfillment and divine blessing" — "the effort is not commodified but sanctified"* (Cognitive Study of English and Uzbek Phraseology, 2024, p. 7). These constitute non-equivalents with different cultural-pragmatic functions.

Morality. English moral idioms invoke visual clarity and cleanliness — *"to come clean," "a clean slate," "keep one's nose clean"* — encoding integrity as personal transparency. Uzbek moral idioms are relationally constructed: *oq yuzli* (*"white-faced"*) denotes *"honor, purity, and respectability — values deeply embedded in Uzbek social ethics"* (Tadqiqotlar, 2025, p. 71), while *qora yuzli* (*"black-faced"*) marks communal disgrace. Honor is a social rather than individual condition, representing non-equivalence at the pragmatic level.

Nature. Both languages draw extensively on animal imagery — consistent with cross-linguistic research showing animals are universal idiomatic sources (Animal-Based Idioms in Uzbek and English, 2025). Shared mappings include the fox as cunning and the lion as brave. However, the camel — central to Central Asian life — generates a rich Uzbek idiomatic field (e.g., *it hurar — karvon o‘tar: "dogs bark but the caravan passes on"*) absent from English. Conversely, English maritime idioms such as *"in the same boat"* or *"to weather the storm"* draw on seafaring experience largely absent from the landlocked Uzbek cultural landscape. As Yo‘ldosheva (2025)

concludes, *"cultural, religious, and environmental factors significantly influence idiomatic meaning and usage"* across the two languages (p. 378).

Equivalence Summary

Table 1 summarizes the equivalence distribution across the 200-item corpus.

Table 1

Equivalence Distribution Across Semantic Domains (N = 200)

Domain	**Full Equiv. (%)**	**Partial Equiv. (%)**	**Non-Equiv. (%)**	**Total Pairs**
Time	10	30	60	40
Emotion	25	45	30	40
Labor	15	25	60	20
Morality	10	30	60	20
Nature	25	40	35	40
Overall	**18**	**34**	**48**	**160***

Note. *160 valid cross-linguistic pairs from corpus of 200 (some expressions were language-internal only). Percentages rounded to nearest whole number.

Discussion

The findings confirm CMT's core claim that idiomatic expressions are cognitively motivated, not arbitrary. The conceptual metaphors underlying English and Uzbek idioms are systematic and domain-consistent. At the same time, the data complicate any strong universalist reading of CMT by demonstrating that cultural experience substantially modulates how shared cognitive mechanisms are realized in language — supporting what Kövecses (2010) calls *"culture-specific conceptual metaphors"* as necessary complements to universal embodied schemas (as cited in Animal-Based Idioms in Uzbek and English, 2025). The high non-equivalence rate (~48%) is particularly significant. It confirms that neither word-for-word nor meaning-for-meaning approaches suffice for idiom translation. As translation research consistently shows, *"literal translation of Uzbek idioms into English frequently leads to semantic loss, unnatural expressions, or even miscommunication"*, requiring translators to balance *"semantic equivalence with cultural fidelity and stylistic appropriateness"* (Conference on International Scientific Developments, 2025, p. 3). The domain-specific equivalence patterns identified here provide translators with a structured basis for strategy selection: emotion idioms, with the highest rate of partial equivalence (45%), are most amenable to substitution, while labor and morality idioms (60% non-equivalence) typically require paraphrase or descriptive translation.

For language educators, the findings reinforce the argument that idiom instruction should be organized by conceptual domain rather than alphabetically or by frequency. Making the underlying CMT frameworks explicit — for example, showing learners how TIME IS MONEY governs an entire family of English temporal idioms — builds the metalinguistic awareness needed to interpret novel idiomatic expressions independently. This approach is consistent with Challenges and Strategies in Teaching Pragmatic Competence (2024), which advocates

"incorporating contextual exercises, role-play scenarios, and comparative analyses of idiomatic expressions" to bridge cultural gaps in language education (p. 70). The structural asymmetries between English (analytic, SVO) and Uzbek (agglutinative, SOV) further suggest that explicit contrastive instruction — drawing on Lado‘s (1957) pedagogical applications of contrastive analysis — can help learners anticipate and resolve the difficulties these differences create at the interface of grammar and idiom.

Conclusion

This article has presented a comparative linguistic analysis of idiomatic expressions in Uzbek and English across five semantic domains. The central finding is that while both languages share universal cognitive foundations — the embodied metaphorical mechanisms of Conceptual Metaphor Theory — cultural realization diverges substantially, producing a high rate of non-equivalence (~48%) with significant implications for translation and language education. English idioms encode pragmatic, individualistic, and economically oriented worldviews; Uzbek idioms reflect communal, moral, and spiritually grounded perspectives. The study is subject to certain limitations. The corpus of 200 idioms, while balanced and representative, cannot capture the full idiomatic richness of either language. Regional dialects and colloquial registers were excluded in favor of standard usage. Future research should extend the analysis to digital discourse and spoken corpora, examine idiomatic evolution under conditions of globalization and language contact, and employ computational methods for larger-scale equivalence mapping. Despite these limitations, the study contributes to comparative phraseology, cultural semantics, and translation studies, offering a structured framework for understanding how two distinct cultures encode universal human experience through the lens of figurative language.

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O‘ZBEK VA INGLIZ TILLARIDAGI QO‘L HARAKATI FE‘LLARINING SEMANTIK PARALLELIZMI VA TARJIMA MUAMMOLARI

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Annotatsiya. *Ushbu maqolada parallelizmning stilistik, semantik va kognitiv tilshunoslikdagi o‘rni tahlil qilingan. I. Galperin, R. Yakobson va G. Fokonye kabi olimlarning nazariy qarashlari asosida parallelizm matn strukturasida takrorlanuvchi birliklar orqali e’tiborni markazlashtirish, ritmni kuchaytirish va mantiqiy chuqurlikni ta’minlash vazifalarini bajarishi ko‘rsatib berilgan. Shuningdek, ingliz va o‘zbek tillaridagi qo‘l harakati fe’llari Ch. Fillmorning manipulyatsiya freymi modeli asosida qiyosiy o‘rganilgan. Tarjima jarayonida uchta asosiy to‘siq: semantik bo‘shliqlar, kuch darajasi ekvivalenti va frazeologik xatolar aniqlangan. Ushbu to‘siqlarni bartaraf etishning uchta usuli taklif qilindi: deskriptiv perifraziya, derivatsion yaratuvchanlik va kontekstual ixtisoslashish. Maqola natijalari tarjimashunoslik, qiyosiy tilshunoslik va stilistika sohalari uchun amaliy ahamiyatga ega.*

Kalit so‘zlar: *parallelizm, manipulyatsiya freymi, qo‘l harakati fe’llari, semantik bo‘shliq, morfo-leksik kompensatsiya, tarjimashunoslik.*

Аннотация. *В данной статье анализируется роль параллелизма в стилистике, семантике и когнитивной лингвистике. На основе теоретических взглядов таких учёных, как И. Гальперин, Р. Якобсон и Ж. Фоконье, показано, что параллелизм как стилистическое явление выполняет функции фокусировки внимания, усиления ритма и обеспечения логической глубины через повторяющиеся единицы в структуре текста. Также проведён сопоставительный анализ глаголов ручного действия в английском и узбекском языках на основе модели фрейма манипуляции Ч. Филлмора. Выявлены три основных препятствия в процессе перевода: семантические лакуны, эквивалентность степени усилия и фразеологические ошибки. Предлагаются три способа преодоления данных препятствий: дескриптивная перифраза, деривационная креативность и контекстуальная специализация. Результаты исследования имеют практическое значение для переводоведения, сопоставительной лингвистики и стилистики.*

Ключевые слова: *параллелизм, фрейм манипуляции, глаголы ручного действия, семантическая лакуна, морфо-лексическая компенсация, переводоведение.*

Abstract. *This article analyzes the role of parallelism in stylistics, semantics, and cognitive linguistics. Based on the theoretical views of scholars such as I. Galperin, R. Jakobson, and G. Fauconnier, it is shown that parallelism as a stylistic phenomenon performs the functions of focusing attention, enhancing rhythm, and providing logical depth through repetitive units in the text structure. A comparative analysis of hand action verbs in English and Uzbek is carried out based on Ch. Fillmore’s Manipulation Frame model. Three main obstacles in the translation process are identified: semantic gaps, equivalence of force degree, and phraseological errors. Three methods for overcoming these obstacles are proposed: descriptive periphrasis, derivational creativity, and contextual specialization. The results of the study have practical significance for translation studies, contrastive linguistics, and stylistics.*

Keywords: *parallelism, manipulation frame, hand action verbs, semantic gap, morpho-lexical compensation, translation studies.*

Parallelizm matn strukturasida sintaktik, morfologik va semantik jihatdan takrorlanuvchi birliklar asosida yuzaga keladigan stilistik hodisa bo‘lib, u e’tiborni markazlashtirish, ritmni kuchaytirish va muallif g‘oyasini mantiqiy chuqurlashtirish vazifalarini bajaradi. Shu sababli parallelizm tilshunoslik, adabiyotshunoslik va ritorika sohalarida alohida tadqiqot ob’yekti sifatida o‘rganiladi.

I. Galperin uni sintaktik stilistikaning asosiy vositalaridan biri deb hisoblasa [1], R.Yakobson parallelizmni matnning poetik funksiyasi bilan uzviy bog‘liq mexanizm sifatida tavsiflaydi. Aynan Yakobson til nazariyasiga uch bosqichli – sintaktik, morfologik hamda leksik-semantik sathlarni qamrab oluvchi parallelizm tushunchasini kiritgan olimlardan biridir. U 1960-yilda e’lon qilingan “Linguistics and Poetics” nomli ma’ruzasi hamda 1966-yildagi “Grammatical Parallelism and its Russian Facet” maqolasida poetik matn strukturasi “har bir til darajasida – fonemikdan tortib morfologik, leksik va sintaktik darajalargacha – takrorlanuvchi parallelliklarga tayanadi” - degan g‘oyani asoslab bergan [2].

Kognitiv tilshunoslik nuqtai nazaridan parallel konstruksiyalar konseptual xaritalash orqali bir-biriga yaqin bo‘lgan ssenariylarni mental fazoda qiyosiy shaklda namoyish etadi.

Xususan:

1. Semantik ko‘lamda parallel konstruktsiyalar mazmuniy ekvivalentlik yoki qarama-qarshilik orqali konnotativ qatlamni boyitadi. Ma’no takrori auditoriyaning kognitiv mexanizmlarini faollashtirib asosiy g‘oyani yodda saqlashni osonlashtiradi. Shu jihatdan, parallelism *tematik yadroni* matn bo‘ylab izchil takrorlovchi konseptual mexanizm sifatida ishlaydi [3].

2. Grammatik struktura, sintaktik-morfologik izchillik [NP+V+NP, prefiks-suffiks qo‘shimchalar] ohangni barqarorlashtiradi hamda mantiqiy izchillikni mustahkamlaydi. Grammatik qoliplarning izchil ketma-ketligi matnni “ritmik matritsa”ga solib, insonning qabul qilishini tizimli shakllantirishga xizmat qiladi.

3. Stilistik funksionallik parallelism tinglovchi e’tiborini markazlashtiruvchi, affektiv rezonansni kuchaytiruvchi va ritorik ta’sirchanlikni oshiruvchi strategiya sifatida namoyon bo‘ladi. Qarama-qarshi mazmunli parallel bloklar esa semantik tafovutni keskinlashtirib, o‘rtadagi argument kuchini orttiradi.

Bu uch sathning integratsiyasi parallelizmni ko‘p qatlamli sistema sifatida namoyon etadi. Ushbu sistema ichida har bir ko‘rinish – fonetik takror, morfologik izchillik yoki sintaktik parallellik – o‘z ichki iyerarxiyasiga ega kichik tizimni tashkil qiladi. Shunday qilib, parallelizm bu “sistemalar sistemasidir”. Keng qamrovli yondashuv parallelizmni har qanday tipologik cheklovlardan holi, murakkab metakategoriya sifatida tushunishga yordam beradi. Bu yondashuv stilistika va grammatikani integratsiya qilgan holda, matnshunoslik hamda kognitiv tilshunoslik uchun metodologik ko‘prik vazifasini bajaradi.

Parallelizm semantik, grammatik va stilistik jihatlarga tayangan holda tahlil etish, uning universal, ko‘p qatlamli xususiyatini to‘liq ochib beradi. Shu bilan birga, har bir ko‘rinishning ichki tuzilishi mavjudligi bu hodisani o‘zaro bog‘liq kichik tizimlarning murakkab majmuasi sifatida tasavvur qilish imkonini yaratadi. Demak, parallelizm *oddiy takror* emas, balki matnning konseptual va formal arxitekturasini boshqaruvchi integral kategoriya bo‘lib, til tizimidagi eng muhim diskursiv mexanizmlardan biri hisoblanadi.

Shunday ekan tadqiqot obyekti bo‘lgan qo‘l harakati fe’llarining ingliz va o‘zbek tillaridagi semantik parallelizmi, shu bilan bir qatorda ulardagi tarjima muammolarini o‘rganish muhim sanaladi. Qo‘l harakati fe’llari semantik jihatdan fazoviy, kognitiv va antropologik markazga ega bo‘lib, nutqda emotsional va pictorial yukni taqsimlaydi. QHF xususiy maydonining ichki tuzilishi parallaleizm mexanizmlari yordamida yuzaga keluvchi sinonimik klasterlar va oppozitsion juftliklar orqali bir-biriga bog‘lanadi.

Qo‘l harakatini ifodalovchi fe’llar tilshunoslikda agent – ya’ni harakatni bajarayotgan subyekt – tajribasini ifodalovchi markaziy konseptual sohaga kiradi. Harakat fe’llari tipologiyasi, asosan makro-trayektoriya (*move, run, go*) kabi yirik harakatlarni o‘rganadi. Shu bilan birga, ular *grasp-type(Qo‘l bilan ushlash yoki changallash orqali ob’ekt ustida mustahkam, davomiy nazorat o‘rnatish)* va *manipulate-type(Allaqachon ushlab turgan ob’ektni burash, aylantirish, o‘zgartirish yoki qayta joylashtirish)* fe’llar harakat paytidagi mikro-kontakt, kuch miqdori va maqsadlilikni aniq ifodalovchi alohida guruh ekanini ham ta’kidlashadi. O‘zbek tilshunosligida bunday fe’llar morfologik shakllari va semantik maydonlari bo‘yicha tasniflangan, biroq ingliz va o‘zbek tillaridagi qo‘l harakati fe’llarini qiyosini o‘rganish, ayniqsa, ularning tarjima jarayonidagi farqlarini tahlil qilish yetarli darajada chuqur amalga oshirilmagan.

Aynan B.Levinning semantik-sintaktik tasnifida qo‘l harakatini ifodalovchi fe’llar ikki yadroviy guruhga bo‘linishi ko‘rsatilgan [4]. Birinchi guruh – *grasp-type* fe’llar – obyektni qo‘l bilan kuchli va uzluksiz nazorat ostida ushlab turishni bildiradi. Ularning semantik matritsasi quyidagicha ko‘rsatiladi: *{kontakt kuchi}* + *{davomiylik}* parametrlariga tayangan holda shakllanadi. Bunday fe’llarga *grasp, clutch, hold* kabilarni misol tariqasida keltirsak bo‘ladi, lekin o‘zbek tilidan usbhu fe’llarning barchasini o‘rniga *mahkam ushlamoq* tarzida birgina qo‘l harakati fe’lning berilishi mumkinligi tarjimaning nozikligini yo‘qotishiga olib keladi. Ikkinchi gurh – *contact type* fe’llar – qisqa muddatli, ko‘pincha takroriy teginish yoki zarbni ifodalaydi. Bu holatda asosiy komponentlar {qisqa kontakt} + {takroriylik} sanaladi. Bunday fe’llarga *pat, tap, stroke* kabilarni misol sifatida keltirish mumkin. O‘zbek tilida esa *yengil urmoq, silamoq* kabi qo‘l harakati fe’llari inglizcha so‘zlarning ekvivalenti bo‘lishi mumkin. B.Levinning bunday tasnifini yuqorida qisqacha keltirib o‘tgan edik. Faqat bu tasniflashni yanada ixchamlashtirgan holda semantik parallelizmga moslashtirilgan fikrlarini keltirishga harakat qildik. O‘zbek tilida esa bunday tasniflanishlar bugungi kungacha amalga oshirilmagan. Faqatgina harakat fe’llarini turlari keltirilib, qo‘l harakati fe’llarini esa shu harakat fe’llarini tarkibiga kiritilgan tasnif keltirilgan, lekin qo‘l harakati fe’llarini alohida boshqa tasniflari o‘rganilmagan. Shu sababli B.Levin, Ch.Filmor kabi olimlar tomonidan qo‘l harakati fe’llari bo‘yicha amalga oshirilgan tasniflarni o‘zbek tilshunosligiga ham olib kirilishi maqsadga muvofiq. Qo‘l harakatining nozikligi, undan amalga oshiriladigan harakatlar qo‘lning ishorasi orqali bajarilishi hamda semantik kengayishlari o‘zbek tilida qo‘l harakati fe’llarini yanada chuqurroq o‘rganishni taqozo etadi. Shundan kelib chiqib, xorijiy olimlar tomonidan qo‘l harakati fe’llarini tasnifini o‘zbek tilidagi fe’llar bilan solishtirishga qaror qildik.

Ch. Fillmor tomonidan ishlab chiqilgan “manipulyatsiya freymi” (Manipulation Frame) ushbu fe’llarning semantikasini uchta majburiy rol – *agent, patient* va *instrument* – asosida modellashtiradi [5]. Tarjima jarayonida ushbu rollar aniq aks ettirilmasa, fe’lning polisemik spektrida siljish yuzaga keladi. Masalan, ingliz tilidagi *tap* fe’lini hech qanday kontekstiv asossiz “urmoq” deb tarjima qilish o‘zbek o‘quvchisida kuch darajasini noto‘g‘ri talqin qilishga olib keladi. Shu sababli, leksik ekvivalentni tanlashda nafaqat turtki (harakat)ning davomiyligi va

kuchi, balki freym tarkibidagi rollarning to‘liq rejalashtirilgan aks etishi ham muhim ahamiyat kasb etadi.

Ch. Fillmor taklif qilgan manipulyatsiya freymining keyingi rivojlanishida Result (harakatning yakuniy holati) va Force (qo‘llaniladigan kuch darajasi) kabi ixtiyoriy parametrlar ajratiladi. Ingliz tilidagi qo‘l harakati fe’llarini o‘zbek tiliga tarjima qilishda aynan shu parametrlarga semantik jihatdan teng keladigan moslamalar muhim bo‘g‘inni tashkil etadi, chunki natija va kuch parametrlarini kodlash usullarida ikki til o‘rtasida sezilarli strukturaviy farq mavjud. Masalan, ingliz tilidagi *squeeze* fe’li Agent – Patient – Force konfiguratsiyasini ifodalaydi: subyekt obyektga kuchli bosim o‘tkazib, uni siqadi va aniq yakuniy natijaga erishadi. O‘zbek tilida esa bu kuch va natija darajasi asosan “-ib” qo‘shimchasi hamda *yubor* ko‘makchi fe’lidan tashkil topgan komponent orqali ifodalanadi: *ezib yubormoq* shaklida affiks natijaning tugallanganligini va yuqori kuch darajasini bildiradi.

Boshqa tomondan, *stroke* fe’lida Agent – Patient – Force (–) + Iteration (+high) konfiguratsiyasi ustunlik qiladi, ya’ni harakat yengil va takroriy xarakterga ega. O‘zbek tilida “-b” qo‘shimchasi va *tur* yordamchi fe’li ushbu holat hamda yumshoqlikni kodlashga xizmat qiladi. *Silab turmoq* konstruktsiyasi harakatning uzoq davom etishi va past kuch darajasini ifodalovchi pragmatik signal vazifasini bajaradi.

Twist fe’li misolida esa Agent – Patient – Instrument (+hand) + Result (+change-of-shape) strukturasi kuzatiladi. Ingliz tilida bu fe’l obyekt shaklining o‘zgarishini bildirsa, o‘zbek tarjimasida natija odatda fe’l orqali aniq ifodalanadi: *burab ochmoq* konstruktsiyasi tarkibidagi *och* komponenti Result parametrini yorqin ko‘rsatadi va harakatning yakuniy natijasini semantik markazga olib chiqadi.

Shunday qilib, *Force* va *Result* parametrlarining tarjimada qo‘shilishi yoki olib tashlanishi faqat sintaktik qaror emas; ularni o‘zbek tiliga moslashtirish tabiatan morfologik affikslar (“-ib”, “-b”) hamda leksik komponentlar (*och*, *yubor*, *tur*) orqali amalga oshiriladi. Bu jarayon ikki tildagi aspektual tizimlar o‘rtasida muvozanatni saqlash uchun zarur bo‘lib, freym tarkibidagi ixtiyoriy rollarni hisobga olgan holda semantik to‘liqlikni ta’minlaydi. Demak, qo‘l harakati fe’llarini adekvat tarjima qilishda kuch va natija ko‘rsatkichlari lingvistik darajada faqat sinonimiyaga tayanmasdan, balki morfo-leksik kompensatsiya tamoyili asosida rejalashtirilishi lozim. Qo‘shimcha ravishda, ingliz tilidagi bir fe’lning kuch ifodasini o‘zbek tilida *silamoq*, *burab ochmoq*, *ezmoq* kabi alohida birliklar bilan berish mumkin bo‘lsa-da, qo‘l harakatining kuch ko‘rsatkichini aniq ifodalash maqsadida boshqa morfologik yoki leksik komponentlarning qo‘shilishi talab etiladi.

Xulosa sifatida aytish mumkinki, ingliz tilidan o‘zbek tiliga (yoki aksincha) qo‘l harakati fe’llarini tarjima qilish jarayonida uchta asosiy to‘siq kuzatiladi:

1. semantik bo‘shliqlar;
2. kuch darajasi uchun ekvivalent topish;
3. frazeologik birliklar va metaforalar bilan bog‘liq xatolar.

Tillararo qiyosda ba’zi leksik birliklarning ma’no jihatdan to‘liq ustma-ust tushmasligi natijasida semantik bo‘shliqlar yuzaga keladi. Qo‘l harakati domenida bunday bo‘shliqlar odatda mikrojestlar yoki ijtimoiy jihatdan norma hisoblanmaydigan harakatlarni tarjima qilishda vujudga keladi. Bunday hollarda tarjimon tayyor ekvivalent topa olmaydi va ma’noni boshqa usullar bilan kompensatsiya qilishga majbur bo‘ladi.

Semantik bo‘shliqni bartaraf etishning uchta asosiy yo‘llarini taklif qilamiz:

1. **Deskriptiv perifraziya** – fe’lni izohli birikma orqali ifodalash (masalan, *twiddle* → “barmoqlarini bekordan bekor aylantirmoq”). Usul semantik to‘liqlikni ta’minlaydi, biroq matnni cho‘zishi mumkin.
2. **Derivatsion yaratuvchanlik** – mavjud so‘z yasash resurslari asosida kontekstga mos yangi fe’l modifikatsiyalarini hosil qilish. O‘zbek tilining affiksal tizimi (masalan, “-ib”, “-b” affikslari) harakat kuchi, davomiyligi yoki natijasiga oid qo‘shimcha semantik qatlam qo‘shish imkonini beradi. Bu usul morfo-leksik kompozitsiya orqali mikrojest va murakkab harakatlarni ifodalashda samarali.
3. **Kontekstual ixtisoslashish** – harakat turi bilan uning maqsadini aralashtirishga asoslangan usul. Qo‘l harakati predikati nafaqat motorik jarayonni, balki kommunikativ funksiyani ham kodlaydi. Shu sababli predikat tanlovi leksik-semantik va pragmatik jihatdan muvofiqlashtirilishi kerak. Misol: *pinch the screen to zoom out* iborasini faqat “ekranni kichraytirmoq” deb emas, balki “ekranni ikki barmoq bilan chimchilab kichraytirmoq” tarzida to‘liq freym elementlarini (agent, instrument, force, result) aks ettirgan holda berish maqsadga muvofiq.

Xulosa. Ushbu maqolada parallelizm stilistik hodisa sifatida uning semantik, grammatik va kognitiv jihatlari tahlil qilindi. Shuningdek, ingliz va o‘zbek tillaridagi qo‘l harakati fe’llari Ch. Fillmorning manipulyatsiya freymi nazariyasi asosida qiyosiy o‘rganildi. Tarjima jarayonida semantik bo‘shliqlar, kuch darajasining ekvivalenti va frazeologik xatolar asosiy to‘siqlar ekanligi aniqlandi. Ushbu to‘siqlarni bartaraf etishning uchta samarali usuli – deskriptiv perifraziya, derivatsion yaratuvchanlik va kontekstual ixtisoslashish taklif etildi. Xulosa qilib aytganda, qo‘l harakati fe’llarini adekvat tarjima qilish morfo-leksik kompensatsiya tamoyiliga asoslanishi lozim.

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INNOVATIVE APPROACHES TO ACADEMIC COMMUNICATION AND COMPARATIVE LINGUISTICS IN MODERN SOCIETY

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Annotatsiya. *Ushbu maqolada zamonaviy jamiyatda akademik kommunikatsiya va qiyosiy tilshunoslikning innovatsion yondashuvlari tahlil qilinadi. Globallashuv, raqamli texnologiyalar va sun'iy intellektning rivojlanishi ilmiy muloqot shakllarini tubdan o'zgartirmoqda. Tadqiqot davomida akademik kommunikatsiyaning zamonaviy modellari, ko'p tillilik, madaniyatlararo muloqot hamda qiyosiy tilshunoslikning ilmiy ahamiyati o'rganildi. Shuningdek, innovatsion texnologiyalarning ta'lim va ilm-fanga ta'siri yoritildi. Tadqiqot natijalari zamonaviy akademik muhitda samarali kommunikatsiyani rivojlantirish va xalqaro hamkorlikni kuchaytirishga xizmat qiladi.*

Kalit so'zlar: *akademik kommunikatsiya, qiyosiy tilshunoslik, innovatsiya, sun'iy intellekt, ko'p tillilik, raqamli texnologiyalar.*

Annotation. *This article examines innovative approaches to academic communication and comparative linguistics in modern society. The rapid growth of globalization, digital technologies, and artificial intelligence has significantly transformed scientific communication and language studies. The research explores modern models of academic interaction, multilingualism, intercultural dialogue, and the importance of comparative linguistics in education and science. In addition, the article discusses the influence of technological innovation on global academic cooperation. The findings demonstrate that innovative approaches improve communication quality, expand access to knowledge, and support intercultural understanding.*

Keywords*: academic communication, comparative linguistics, innovation, artificial intelligence, multilingualism, digital technologies.*

Аннотатсия. *В данной статье рассматриваются инновационные подходы к академической коммуникации и сравнительному языкознанию в современном обществе. Развитие глобализации, цифровых технологий и искусственного интеллекта значительно изменило формы научного общения и языковых исследований. В ходе исследования были изучены современные модели академической коммуникации, многоязычие, межкультурный диалог и значение сравнительного языкознания в образовании и науке. Результаты исследования показывают, что инновационные подходы способствуют развитию международного сотрудничества и повышению качества научной коммуникации.*

Ключевые слова: *академическая коммуникация, сравнительное языкознание, инновации, искусственный интеллект, цифровые технологии.*

Introduction

The modern world is developing rapidly under the influence of globalization, technological progress, and intercultural interaction. In this environment, communication has become one of the most important factors of scientific and educational development. Today, people from different

countries and cultures can exchange ideas instantly through digital technologies. Academic communication, which was once limited to printed books, libraries, and traditional conferences, has transformed into a global and dynamic system.

Modern students and researchers actively participate in online conferences, webinars, virtual discussions, and international scientific projects. Information technologies have removed geographical barriers and created opportunities for broader academic cooperation. As a result, academic communication has become faster, more accessible, and more interactive.

At the same time, comparative linguistics has gained significant importance in modern society. Comparative linguistics studies similarities and differences between languages, helping researchers understand linguistic structures, cultural traditions, and communication patterns. In multilingual and multicultural societies, comparative linguistic studies contribute to effective communication and intercultural understanding.

Research Objectives and Methodology

The main objective of this research is to examine the role of innovation in academic communication and comparative linguistics, as well as the advantages and challenges of technological development in scientific communication.

The study used several research methods, including comparative and descriptive analysis, observation, analytical methods, and an interdisciplinary approach. Research materials consisted of scientific books, academic journals, linguistic studies, digital educational resources, online communication platforms, and artificial intelligence tools. The interdisciplinary approach combines linguistics, education, communication studies, and information technology to better understand the relationship between language, technology, and society.

Academic Communication in the Digital Era

Academic communication involves the exchange of scientific knowledge and research among scholars, students, and institutions. Digital transformation has changed traditional forms of communication by introducing online platforms, virtual meetings, webinars, and distance learning opportunities.

Digital technologies provide many advantages, such as rapid information exchange, access to international resources, global scientific cooperation, and easier collaboration. Social media and online academic communities also support knowledge sharing and professional interaction. However, effective communication still requires language competence, academic ethics, and critical thinking. Although English dominates international science, multilingual communication remains important for preserving cultural and linguistic diversity.

Comparative Linguistics and Modern Society

Comparative linguistics studies similarities and differences between languages in grammar, vocabulary, phonetics, and syntax. In today's globalized world, this field plays an important role in translation, language teaching, intercultural communication, artificial intelligence, and language preservation.

Comparing languages helps learners improve communication skills and better understand foreign languages. It also promotes cultural understanding because language reflects social values, history, and traditions.

Innovative Technologies in Linguistic Research

Modern technologies have greatly influenced linguistic research. Corpus linguistics allows researchers to analyze large language databases efficiently. Machine translation, speech

recognition systems, and artificial intelligence tools support communication, language learning, academic writing, grammar correction, and plagiarism detection.

AI technologies improve productivity and save time, but excessive dependence on them may negatively affect creativity and critical thinking. Therefore, technology should support human intelligence rather than replace it.

Intercultural Communication and Multilingualism

Intercultural communication has become essential in modern academic environments. Multilingualism strengthens intercultural relationships, expands access to information, and increases professional opportunities. Educational systems encourage foreign language learning and intercultural competence through digital platforms and online resources.

Global academic cooperation depends on mutual understanding and respect for linguistic diversity, making cultural and linguistic competence highly important in modern society.

Data Analysis and Discussion

The analysis of modern academic communication demonstrates that innovative technologies positively influence scientific interaction and education. Digital communication platforms make academic resources more accessible and encourage international collaboration.

Virtual conferences and online educational systems reduce geographical and financial barriers. Students and researchers can participate in international projects more easily than before.

Comparative linguistics also benefits from technological development. Artificial intelligence and digital databases allow researchers to conduct faster and more accurate linguistic analysis.

However, the study also identified several challenges:

Unequal access to technology in different countries;

Ethical concerns related to AI-generated academic texts;

Risks of misinformation;

Loss of linguistic diversity due to globalization.

In some regions, limited internet access and technological inequality prevent students from fully participating in global academic communication. In addition, the growing use of artificial intelligence raises questions about academic honesty and originality.

Despite these challenges, innovation continues to create valuable opportunities for scientific and educational development. Effective use of digital technologies can strengthen global cooperation and improve communication quality.

Conclusion

In conclusion, innovative approaches to academic communication and comparative linguistics play a highly important role in modern society. Globalization and digital transformation have changed the way people study, communicate, and exchange scientific knowledge.

Modern technologies such as artificial intelligence, online platforms, and digital linguistic tools improve access to information and support international cooperation. Comparative linguistics contributes to multilingual communication, cultural understanding, and educational development.

At the same time, society must address challenges related to technology dependence, ethical standards, and linguistic diversity. Academic communication should remain human-centered, ethical, and inclusive.

Future educational and scientific development will depend on the successful combination of innovation, intercultural understanding, and human values. Therefore, innovative approaches in

academic communication and comparative linguistics will continue to shape the future of global education and science.

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A SEMANTIC ANALYSIS OF IDIOMATIC EXPRESSIONS IN ENGLISH

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Abstract. *Idioms are a common part of everyday English, but they can be hard to understand since their meanings are not always literal. This study analyzes idiomatic expressions from a semantic perspective and aims to explain how their meanings are formed. The main goal of the research is to examine the structure and meaning of some idioms and explore how context helps people understand them. This study uses a qualitative approach to analyze 20 English idioms selected from the Oxford Learner's Dictionary. The idioms are grouped into positive and negative emotional categories and examined based on their figurative meaning, semantic transparency, and contextual use.The results indicate that some idioms are easier to grasp because they have a clear link to their literal meaning, while others are more challenging and rely on context. This research shows that understanding idioms needs not only knowledge of words, but also the skill to interpret meaning in context.*

INTRODUCTION

Language is not only a system of words and grammar, but also a means of expressing ideas, feelings, and complex meanings. One of the most effective ways to do this is through figurative expressions, especially idioms. Idiomatic expressions are widely used in everyday communication and help speakers convey meanings that are not always clear from individual words. Because of this, idioms play an important role in making language more expressive and culturally meaningful, and they have become a significant topic in semantic studies.

In general, idioms are defined as fixed expressions whose meanings cannot be fully predicted from the meanings of their individual components. According to Fernando (1996), idioms function as multi-word units that carry a single semantic meaning. Similarly, Glucksberg (2001) explains that idiomatic expressions are understood as conventional figurative units rather than simple combinations of words. This means that their meanings are interpreted as a whole, not word by word, which can sometimes make them difficult to understand. Therefore, understanding idioms requires not only vocabulary knowledge but also the ability to interpret figurative meaning within context.

Many scholars have examined idioms from different perspectives. Moon (1998) notes that idioms and fixed expressions are common in both spoken and written English and are an essential part of natural language use. From a cognitive perspective, Lakoff and Johnson (1980) explain that many idioms are based on conceptual metaphors, meaning that people often understand abstract ideas through more familiar or physical experiences. In addition, Gibbs (1994) emphasizes that the interpretation of idioms depends greatly on context and pragmatic factors. Other researchers, such as Cowie (1998) and Saeed (2016), also highlight the importance of semantic analysis and phraseology in understanding how idiomatic meanings are formed and used in real communication.

Although idioms have been widely studied, their semantic structure and interpretation still require further investigation. In particular, it is important to understand how figurative meaning is formed through metaphorical thinking and how context influences interpretation. This remains a key issue in semantic research.

The aim of this study is to analyze the semantic features of idiomatic expressions in English. The research focuses on selected idioms and examines how their meanings are structured and interpreted. The study is based on qualitative analysis and seeks to demonstrate that idiom comprehension depends not only on linguistic knowledge but also on contextual understanding.The paper is organized as follows. The first section presents a review of relevant literature, the second describes the methodology, the third discusses the results of the analysis, and the final section provides the conclusion.

METHODOLOGY

This study applies a mixed approach(quantitative and qualitative) to analyze the semantic features of idiomatic expressions in English. The research focuses on how idioms express different emotional states and how their meanings are interpreted in context. The data for this study consist of 20 English idioms collected from the Oxford Learner's Dictionary. This source was selected because it provides clear definitions, example sentences, and commonly used idiomatic expressions.

Since English contains a large number of idioms, it is necessary to limit the data. Therefore, the idioms were selected based on two contrasting thematic categories in order to make the analysis more focused and meaningful. The first category includes idioms that express positive emotional states, such as happiness, excitement, or relief. The second category includes idioms that express negative emotional states, such as sadness, stress, or emotional difficulty. These categories were chosen because they represent opposite meanings and allow for clearer comparison in semantic analysis. A total of 20 idioms were selected, with 10 idioms in each category. The idioms were chosen based on their frequency of use, clarity, and relevance to emotional expression.

PROCEDURE OF ANALYSIS

The analysis was conducted in several steps. First, each idiom was identified and its literal meaning was explained based on dictionary definitions. Second, the figurative meaning of each idiom was analyzed in order to understand what the expression actually means in communication. After that, each idiom was examined in terms of its semantic features, including transparency, semi-transparency, and opacity. This helped to determine how easily the meaning of the idiom can be understood from its individual words. In addition, each idiom was supported with an example sentence, which shows how the idiom is used in real context. These examples help to clarify the intended meaning and make the analysis more understandable.

The idioms from the two categories were compared in order to identify similarities and differences in how positive and negative emotions are expressed through language. This comparison helps to better understand the semantic structure of idiomatic expressions and their role in communication.

Analytical Focus

In this study we analyzed each idiom consistent way. This includes:

- ✓ literal meaning
- ✓ figurative meaning
- ✓ semantic transparency type
- ✓ example sentence

- ✓ explanation of meaning
- ✓ interpretation of why the idiom expresses a particular emotional state

In this structured approach we reached to a clearer and more detailed understanding of idiomatic expressions and support the overall aim of the research.

Here is examples of it:

Analysis of Idiomatic Expressions

Positive Emotional Idioms

1. *Cheer up*

The idiom ***cheer up*** is commonly used when someone becomes happier or tries to make another person feel better. Literally, the word "cheer" is related to happiness and positive feelings, which makes the figurative meaning quite clear. For example, a person may say "*I tried to cheer her up*" when they want to help someone feel less sad. This idiom is easy to understand because there is a direct connection between the words and the meaning. In this study, it is considered a transparent idiom, since its figurative meaning can be recognized without much difficulty

2. *On cloud nine*

The idiom ***on cloud nine*** literally describes being on a high cloud, while its figurative meaning refers to a state of extreme happiness. This idiom is semi-transparent because the metaphorical link between height and happiness is understandable, though not fully literal. For example, in "*He was on cloud nine after thinking about her,…*" the idiom expresses a strong emotional reaction. It reflects the conceptual metaphor that happiness is associated with elevation, showing how positive emotions are often described using spatial imagery.

3. *Over the moon*

The ***idiom over the moon*** literally suggests being above the moon, but figuratively it means being extremely happy. This idiom is semi-transparent, as the idea of height symbolizes emotional intensity. In the sentence "*She was over the moon about her results*" the idiom highlights strong excitement. It supports the idea that positive emotional states are often expressed through upward movement or elevation.

4. *In high spirits*

The idiom ***in high spirits*** literally refers to a high level of spirit or energy, and figuratively it means feeling happy and energetic. This idiom is transparent because the connection between energy and emotional state is direct. For example, "*They were in high spirits during the celebration*" shows how the idiom expresses joy and enthusiasm. It demonstrates how emotional states can be described through levels of intensity.

5. *Full of beans*

The idiom ***full of beans*** literally means filled with beans, but figuratively it describes someone who is energetic and lively. This idiom is considered opaque because the literal meaning does not clearly explain the figurative sense. For example, "*My grandma is nearly 80 but she's still full of beans*" indicates high energy. The idiom must be learned as a fixed expression, showing how some meanings are not predictable from individual words.

6. *Like a dog with two tails*

The idiom ***like a dog with two tails*** is used to describe someone who feels extremely happy and excited. It is often used in informal speech to show strong positive emotions. For example, a person might say "*He was like a dog with two tails after hearing the good news,*" which means he was very joyful. The literal image of a dog having two tails suggests unusual and exaggerated happiness, since dogs naturally show excitement by wagging their tails. This makes the meaning

partly understandable, but not completely obvious without cultural knowledge. In this study, it is considered a semi-transparent idiom. It reflects how strong emotions are expressed through vivid and sometimes humorous imagery in language.

7. *Walking on air*

The idiom ***walking on air*** literally suggests walking in the air, while figuratively it means feeling extremely happy. This idiom is semi-transparent because lightness and elevation are associated with joy. For example, "She was walking on air after the good news" expresses emotional excitement. It reflects the idea that happiness can create a feeling of weightlessness.

8. *In a good mood*

The expression ***in a good mood*** literally and figuratively refers to a positive emotional state. This idiom is transparent because its meaning is direct and easy to understand. For example, "*He is in a good mood today*" clearly expresses happiness. It shows that not all idiomatic expressions are complex; some are close to literal meaning.

9. *Brighten up*

The idiom ***brighten up*** literally means to become brighter, while figuratively it means to become happier. This idiom is transparent because light is commonly associated with positive emotions. For example, "*Her smile brightened up the room*" shows how happiness can affect others. This idiom reflects the conceptual metaphor linking light with positive feelings.

10. *On top of the world*

The idiom ***on top of the world*** literally refers to being at the highest point, but figuratively it means feeling extremely happy and successful. This idiom is semi-transparent because height represents achievement. For example, "*After getting the promotion, I was on top of the world*" shows emotional satisfaction. It supports the idea that positive emotions are linked with upward position.

Negative Emotional Idioms

1. *Under the weather*

The idiom *under the weather* literally refers to being affected by weather, but figuratively it means feeling unwell. This idiom is semi-opaque because its meaning is not immediately clear. For example, "*I feel under the weather today*" expresses discomfort. The idiom shows how external conditions are metaphorically linked to internal states.

2. *Down in the dumps*

The idiom *down in the dumps* literally refers to being in a low place, but figuratively it means feeling sad. This idiom is semi-transparent because "down" is associated with negative emotion. For example, "*If you're feeling down in the dumps, come over and have a chat*" clearly expresses sadness. It reflects the metaphor that low position represents negative feelings.

3. *Feeling blue*

The idiom *feeling blue* literally refers to a color, but figuratively it means feeling sad. This idiom is semi-transparent because color symbolism is culturally understood. For example, "*He'd been feeling blue all week.*" expresses emotional sadness. It shows how emotions can be represented through colors.

4. *At the end of one's rope*

The idiom *at the end of one's rope* literally refers to reaching the end of a rope, but figuratively it means being exhausted or stressed. This idiom is semi-transparent because it

suggests reaching a limit. For example, "*You'd better let her know you're safe. She's at the end of her rope*." expresses emotional pressure. It reflects the idea of limits in human endurance.

5. *Let off steam*

The idiom *let off steam* literally means releasing steam, but figuratively it means expressing anger or stress. This idiom is transparent because pressure is clearly linked to emotions. For example, "*I like blowing off steam and I like saying things that shock people*." shows emotional release. It reflects the conceptual metaphor of emotion as pressure.

6. *Blow up*

The idiom *blow up* literally means to explode, but figuratively it means to become very angry. This idiom is semi-transparent because anger is compared to an explosion. For example, "*He blew up during the argument*" shows sudden emotional reaction. It reflects intensity and loss of control.

7. *Hit the sack*

The idiom *hit the sack* literally means hitting a sack, but figuratively it means going to sleep. This idiom is opaque because the literal meaning does not explain the figurative one. For example, "*I decided to hit the sack and have an early night.*" shows daily routine. It must be learned as a fixed expression.

8. *Cry over spilled milk*

The idiom *cry over spilled milk* literally refers to crying about spilled milk, but figuratively it means regretting something that cannot be changed. This idiom is transparent because the situation clearly represents loss. For example, "*it's no use crying over spilt milk*." advises acceptance. It reflects practical thinking.

9. *Lose one's temper*

The idiom *lose one's temper* literally means losing control, and figuratively it means becoming angry. This idiom is transparent because emotion is treated as something that can be controlled. For example, "*She lost her temper with a customer and shouted at him*." shows emotional reaction. It reflects the idea of control over emotions.

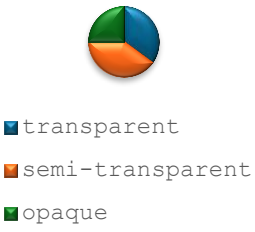
10. *Kick the bucket*

The idiom *kick the bucket* literally refers to kicking a bucket, but figuratively it means to die. This idiom is opaque because there is no clear connection between meanings. For example, "*The old man kicked the bucket*" expresses death in an informal way. It shows how language can use indirect expressions for serious topics.

RESULTS

The analysis of 20 English idioms shows several clear patterns in terms of their semantic features and usage. The idioms were divided into two main groups: positive emotional idioms and negative emotional idioms. Each group consisted of 10 idioms selected from the Oxford Learner's Dictionary. In terms of semantic transparency, the results indicate that idioms can be classified into three main types: transparent, semi-transparent, and opaque.

Figure 1. Classification of 20 Idioms based on Semantic Transparency



Out of the 20 idioms analyzed, 7 idioms were identified as transparent. These idioms, such as ***cheer up, in a good mood***, and ***brighten up***, show a direct relationship between literal and figurative meaning. This means that their meanings can be understood relatively easily without additional explanation.

A larger group, 8 idioms were classified as semi-transparent. Idioms like on cloud nine, walking on air, and feeling blue fall into this category. Their meanings are partially predictable, but they still require some level of cultural or metaphorical understanding. Moreover, 5 idioms were identified as opaque. Expressions such as kick the bucket, hit the sack, and full of beans do not provide clear clues about their meanings. These idioms can only be understood through prior knowledge or experience.

Another important result is related to emotional categorization. Positive idioms were mainly associated with concepts such as **height, light, and movement.** For example, on top of the world and over the moon clearly reflect upward movement. In contrast, negative idioms were often connected with downward direction, pressure, or limitation, such as down in the dumps and at the end of one's rope. The analysis also shows that all idioms function as fixed expressions. No significant structural variation was observed in their usage. This confirms that idioms are stable linguistic units.

DISCUSSION

The findings of this study show that idioms are complex expressions whose meanings cannot always be understood from individual words. The classification into transparent, semi-transparent, and opaque idioms proves that idiomatic meaning exists on a continuum. Semi-transparent idioms form the largest group, which suggests that many idioms contain some connection between literal and figurative meaning. Expressions like "on cloud nine" and "feeling blue" can be partly understood through metaphorical thinking, but they still depend on cultural knowledge and previous exposure.

The study also highlights the importance of conceptual metaphor and context in understanding idioms. Positive emotions are often connected with upward movement, light, and energy, while negative emotions are linked with limitation or downward direction. Opaque idioms such as "kick the bucket" cannot be understood logically and must be learned as fixed units. In addition, context plays a major role because idioms gain full meaning only within sentences and discourse. These findings show that idioms are structured by semantic patterns and metaphorical thinking, which makes them meaningful but challenging for language learners.

CONCLUSION

In conclusion, this study demonstrates that English idioms are meaningful parts of language that reflect human thought and emotion rather than simple fixed phrases. Some idioms are easier

to understand because they keep a connection between literal and figurative meaning, while others require familiarity and experience with the language. The analysis also shows that many idioms are based on common conceptual patterns such as movement, height, and physical experience, especially in expressing emotions.

The research further confirms that context is essential in interpreting idioms correctly. Even when the meaning of an idiom is known, misunderstanding may occur without proper context. Therefore, learning idioms involves not only memorization but also understanding how meaning is constructed through metaphor and usage. Overall, a deeper understanding of idiomatic expressions can improve both language comprehension and communication skills in English.

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TALABALARDA TIBBIY TERMINOLOGIYANI SHAKLLANTIRISHDA LOTIN TILINING O‘RNI

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Annotatsiya. *Mazkur maqolada tibbiyot yo‘nalishi talabalarida tibbiy terminologiyani shakllantirish jarayonida lotin tilining o‘rni ilmiy-nazariy jihatdan kompleks tahlil qilinadi. Lotin tili tibbiy terminlarning tarixiy, lingvistik va metodologik asosi sifatida qaralib, uning barqarorligi, aniqligi hamda xalqaro universalligi asoslab beriladi. Shuningdek, terminlarning morfologik tuzilishi (prefiks, ildiz va suffikslar) orqali o‘zlashtirish mexanizmlari, ularning klinik fikrlashni rivojlantirishdagi ahamiyati yoritiladi. Maqolada zamonaviy pedagogik yondashuvlar, interaktiv metodlar hamda raqamli texnologiyalar (mobil ilovalar, elektron lug‘atlar, online platformalar) asosida lotin tilini o‘qitish samaradorligini oshirish yo‘llari ko‘rib chiqiladi. Tadqiqot natijalari lotin tilini tizimli va integrativ tarzda o‘qitish tibbiyot talabalarining kasbiy kompetensiyasini shakllantirishda muhim omil ekanligini ko‘rsatadi.*

Kalit so‘zlar. *Kalit so‘zlar: lotin tili, tibbiy terminologiya, tibbiyot ta’limi, lingvistik tahlil, morfologik tuzilish, kasbiy kompetensiya, klinik fikrlash, pedagogik yondashuv, raqamli texnologiyalar*

Аннотация*. В данной статье рассматривается роль латинского языка в формировании медицинской терминологии у студентов медицинских специальностей. Латинский язык анализируется как историческая, лингвистическая и методологическая основа медицинских терминов, обосновываются его стабильность, точность и универсальность в международной научной коммуникации. Особое внимание уделяется морфологической структуре терминов (префиксы, корни, суффиксы) и их значению в развитии клинического мышления студентов. Также в работе освещаются современные педагогические подходы, интерактивные методы обучения и возможности применения цифровых технологий (мобильные приложения, электронные словари, онлайн-платформы) в процессе преподавания латинского языка. Результаты исследования показывают, что интегративное обучение латинскому языку способствует эффективному формированию профессиональной языковой компетенции будущих врачей.*

Ключевые слова: *Ключевые слова: латинский язык, медицинская терминология, медицинское образование, лингвистический анализ, морфологическая структура, профессиональная компетенция, клиническое мышление, педагогические подходы, цифровые технологии*

Abstract*. This article examines the role of the Latin language in the formation of medical terminology among medical students. Latin is considered as the historical, linguistic, and methodological foundation of medical terms, highlighting its stability, precision, and universality in international scientific communication. Particular attention is paid to the morphological structure of medical terms (prefixes, roots, and suffixes) and their role in developing students’ clinical thinking skills. The study also explores modern pedagogical approaches, interactive*

teaching methods, and the application of digital technologies (mobile applications, electronic dictionaries, and online platforms) in teaching Latin. The findings indicate that a systematic and integrative approach to teaching Latin significantly contributes to the development of professional language competence in future medical specialists.

Keywords: *Keywords: Latin language, medical terminology, medical education, linguistic analysis, morphological structure, professional competence, clinical thinking, pedagogical approaches, digital technologies*

Kirish. Zamonaviy tibbiyot ta’limi tizimida talabalar tomonidan tibbiy terminologiyani chuqur va to‘g‘ri o‘zlashtirish dolzarb masalalardan biri hisoblanadi. Tibbiy terminlar shifokorlarning professional muloqoti, klinik tafakkuri va diagnostik faoliyatining asosini tashkil etadi. Tibbiy terminlarning aksariyati tarixan lotin tiliga asoslangan bo‘lib, u bugungi kunda ham tibbiyotning universal terminologik tizimi sifatida saqlanib qolgan.

Lotin tilining o‘ziga xos xususiyati — uning “o‘lik til” sifatida barqarorligi va o‘zgarmasligidir. Bu esa tibbiy terminlarning aniqligi va yagona talqinda qo‘llanishini ta’minlaydi. Shu sababli, lotin tilini o‘rganish tibbiyot yo‘nalishi talabalarida kasbiy til kompetensiyasini shakllantirishning muhim komponenti hisoblanadi.

Lotin tilining tarixiy va ilmiy asoslari. Lotin tili qadimgi Rim davrida shakllanib, keyinchalik Yevropa ilm-fani, xususan, tibbiyot sohasida asosiy ilmiy til sifatida keng qo‘llanilgan. O‘rta asr va Uyg‘onish davrida yozilgan tibbiy asarlarning aksariyati lotin tilida bo‘lgan. Natijada, tibbiyotda qo‘llaniladigan terminologiya tizimi aynan lotin tiliga asoslanib shakllangan. Bugungi kunda ham anatomik nomenklatura, farmakologik nomlar va ko‘plab klinik terminlar lotin tilida ifodalanadi. Bu esa lotin tilining tibbiyotdagi tarixiy davomiyligini va ilmiy ahamiyatini ko‘rsatadi.

Tibbiy terminologiyaning mohiyati va turlari. Tibbiy terminologiya — bu tibbiyot sohasiga oid maxsus atamalar tizimi bo‘lib, u organizm tuzilishi, funksiyasi, kasalliklar, diagnostika va davolash jarayonlarini ifodalashga xizmat qiladi. Terminologiyaning asosiy talablari — aniqlik, qisqalik va standartlikdir.

Tibbiy terminlarni quyidagi turlarga ajratish mumkin:

- Anatomik terminlar: musculus (mushak), os (suyak)
- Klinik terminlar: diagnosis (tashxis), therapia (davolash)
- Farmakologik terminlar: dori vositalari nomlari (lotin asosida yoziladi)

Mazkur tizim tibbiyot xodimlari o‘rtasida samarali va aniq kommunikatsiyani ta’minlaydi.

Terminlarning lingvistik tuzilishi va tahlili.

Tibbiy terminlar murakkab morfologik tuzilishga ega bo‘lib, ularni qismlarga ajratib o‘rganish samarali hisoblanadi. Terminlar odatda quyidagi elementlardan tashkil topadi:

- Prefiks (old qo‘shimcha): hyper- (ortiqcha), hypo- (kam)
- Ildiz: cardio (yurak), nephro (buyrak)
- Suffiks (oxirgi qo‘shimcha): -itis (yallig‘lanish), -osis (kasallik holati)

Misollar tahlili:

nephritis = nephr (buyrak) + -itis → buyrak yallig‘lanishi

osteoporosis = osteo (suyak) + -porosis → suyak zichligining kamayishi

Bunday lingvistik yondashuv terminlarni mexanik yodlashdan ko‘ra, ularni ongli ravishda tushunishga yordam beradi.

Lotin tili va klinik fikrlash o‘rtasidagi bog‘liqlik

Tibbiy terminologiyani to‘g‘ri o‘zlashtirish talabalarda klinik fikrlashni rivojlantirishga bevosita ta’sir ko‘rsatadi. Termin tarkibini tushungan talaba kasallik mohiyatini tezroq anglaydi va tibbiy xulosalarni aniqroq shakllantiradi.

Masalan, hepatitis terminini tahlil qilgan talaba uning hepar (jigar) va -itis (yallig‘lanish) qismlaridan tashkil topganini bilib, kasallik mazmunini darhol tushunadi. Bu esa diagnostik tafakkurni tezlashtiradi va xatolik ehtimolini kamaytiradi.

Pedagogik muammolar va ularning yechimlari.

Amaliyot shuni ko‘rsatadiki, talabalar ko‘pincha tibbiy terminlarni mexanik tarzda yodlaydi, bu esa ularning chuqur tushunilmasligiga olib keladi. Lotin tilining murakkabligi ham o‘rganish jarayonida qiyinchilik tug‘diradi.

Ushbu muammolarni bartaraf etish uchun quyidagi yondashuvlar tavsiya etiladi:

- Terminlarni morfologik tahlil asosida o‘qitish
- Klinik misollar bilan bog‘lash
- Vizual materiallar (sxema, jadval, 3D modellardan) foydalanish
- Interaktiv metodlar (test, muhokama, case-study)ni qo‘llash

Bu usullar talabalarning faol ishtirokini ta’minlab, bilimlarning mustahkam o‘zlashtirilishiga xizmat qiladi.

Zamonaviy raqamli texnologiyalar roli.

Raqamli texnologiyalar tibbiyot ta’limida yangi imkoniyatlar yaratmoqda. Lotin tilini o‘qitishda quyidagi vositalar samarali hisoblanadi:

- Mobil ilovalar va flashcard tizimlari
- Elektron lug‘atlar
- Online test platformalari
- 3D anatomiya dasturlari

Mazkur texnologiyalar o‘quv jarayonini interaktivlashtiradi, talabalarning mustaqil ta’lim olish ko‘nikmalarini rivojlantiradi va o‘rganish samaradorligini oshiradi.

Lotin va ingliz tillari o‘zaro bog‘liqligi

Zamonaviy tibbiyotda ingliz tili ilmiy kommunikatsiyaning asosiy vositasi hisoblanadi. Biroq ingliz tilidagi ko‘plab tibbiy terminlar lotin va yunon ildizlariga asoslangan.

Masalan:

ren → renal

cor → cardiac

pulmo → pulmonary

Bu integratsiya talabalar uchun terminlarni osonroq o‘zlashtirish va xalqaro ilmiy manbalarni tushunishda muhim ahamiyat kasb etadi.

Xulosa

Lotin tili tibbiy terminologiyaning shakllanishida fundamental asos bo‘lib xizmat qiladi va tibbiyot talabalarining kasbiy kompetensiyasini rivojlantirishda muhim o‘rin tutadi. Terminlarning lingvistik tuzilishini chuqur o‘rganish talabalarda nafaqat nazariy bilimlarni, balki klinik fikrlashni ham shakllantiradi. Zamonaviy pedagogik yondashuvlar va raqamli texnologiyalar asosida lotin tilini o‘qitish esa ta’lim samaradorligini oshiradi hamda raqobatbardosh, yuqori malakali tibbiyot mutaxassislarini tayyorlashga xizmat qiladi.

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THE AGE FACTOR IN SECOND LANGUAGE ACQUISITION: A COMPARATIVE ANALYSIS OF EARLY AND LATE LANGUAGE LEARNERS

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Abstract. *This study compares how children and adults learn English as a second language. The research took place in the Nurota district of Uzbekistan. A total of 30 learners participated: 15 children (ages 8–12) and 15 adults (ages 18–25). All participants started at the same elementary level. The study used tests and classroom observations to collect data.*
The results show that both groups improved their English, but they have different strengths. Children (Group A) showed more progress in pronunciation and speaking fluency. They were more active and less afraid of making mistakes. On the other hand, adults (Group B) were better at understanding grammar rules and completing written tasks quickly. They used their critical thinking skills to analyze the language.
In conclusion, the study suggests that age is an important factor in language learning. Teachers should use different methods for children and adults. Children need more games and speaking practice, while adults need clear explanations and logical rules to succeed.
Keywords*: English language, language learning, age factor, children and adults, methodology, Nurota district, comparative analysis.*

INTRODUCTION

In recent decades, research on second language acquisition (SLA) has widely acknowledged age as a key variable affecting language learning outcomes. Scholars have long debated whether language learning ability is biologically constrained by age, or whether social and cognitive factors play a greater role. The Critical Period Hypothesis (CPH), first popularized in linguistics by Eric Lenneberg in Biological Foundations of Language (1967), posits that there is a biologically determined time window—typically from early childhood to puberty—during which language acquisition occurs most easily and with the greatest likelihood of native-like attainment.(p.24) Outside this period, the learner's ability to achieve high linguistic proficiency declines significantly due to maturational changes in the brain. In the field of SLA, Lenneberg's hypothesis has been interpreted to suggest that early learners tend to achieve higher ultimate attainment, especially in phonology (pronunciation and accent), than those who begin learning later in life. This perspective has generated substantial empirical research investigating age-related effects on different aspects of language, including grammar, vocabulary, pronunciation, and overall proficiency. However, the exact nature of the age effect remains contested among scholars. Research by Singleton emphasizes that "while younger learners often demonstrate advantages in certain linguistic domains, age alone does not fully determine second language outcomes; instead, cognitive, social, and experiential factors must be taken into account."(p.12) This perspective has been further developed in critical reviews of age-related research in SLA, which question the strict

biological boundaries implied by CPH and highlight the importance of individual learner differences.

Moreover, empirical studies show that although a general trend exists in favor of early starters in second language learning, adults frequently achieve high levels of proficiency, especially when they receive intensive exposure, high-quality input, and possess strong motivation and learning strategies. For example, research on age effects in L2 proficiency indicates that differences in ultimate attainment may be less abrupt and more continuous over the lifespan than would be predicted by a strict critical period.

Given this ongoing debate and the breadth of empirical findings, the present article aims to conduct a comparative analysis of early and late learners within second language acquisition. By exploring how age affects components such as pronunciation, grammar mastery, learning speed, and overall proficiency, this study seeks to contribute to theoretical discussions in SLA, psycholinguistics, and educational linguistics. The findings of such research can also inform practical approaches to language teaching and curriculum design in multilingual educational contexts.

METHODOLOGY

This study employs a mixed-methods research design, specifically a triangulation approach, to investigate the effect of age on learning English as a second language. This design combines quantitative data from standardized testing with qualitative insights from classroom observations to provide a comprehensive understanding of the learning process.

Participants

A total of 30 English learners participated in the study, divided into two groups:
Group A (Children, ages 8–12): 15 students from School No. 33, Nurota district.
Group B (Adults, ages 18–25): 15 students from Nurota'lim Educational Center.
A baseline proficiency test confirmed that all participants operated at an elementary level to ensure initial parity.

Data Collection Methods

To achieve a holistic view, the following tools were employed:

1. Quantitative Data: Standardized Tests

Pre-tests and post-tests were used to gather numerical data on linguistic gains. These tests focused on:

Vocabulary & Grammar: Measured through multiple-choice and gap-filling tasks.

Pronunciation: Evaluated using a standardized rubric to quantify phonemic accuracy.

2. Qualitative Data: Structured Observations

To capture the subjective experience of learning, structured observations were conducted. This phase focused on:

Engagement Patterns: Analyzing how students interacted with the material.

Behavioral Nuances: Recording spontaneous reactions to different teaching methods (e.g., games vs. logical rules).

Data Analysis

The analysis followed a mixed-methods integration strategy. Quantitative data were analyzed using descriptive statistics to calculate improvement rates, while qualitative observation notes were subjected to thematic analysis to identify behavioral patterns.

RESULTS

The findings of this study illustrate the differences in English language acquisition between children (Group A) and adults (Group B) based on comparative test scores and classroom observations.

1. Quantitative Results: Learning Improvement

The data obtained from the pre-test and post-test sessions indicate that both age groups achieved progress, though at different rates. Initially, both cohorts started with a similar baseline, with Group A averaging 42% and Group B averaging 45% in their pre-tests.

After the instructional period, the post-test results showed a significant increase in performance. Group A (Children) achieved a final average score of 78%, marking a total improvement of 36%. In comparison, Group B (Adults) reached an average of 72%, resulting in a 27% growth rate. These figures suggest that while both groups benefited from the lessons, the children's group demonstrated a higher overall capacity for rapid progress within the given timeframe.

2. Performance by Linguistic Category

A closer analysis of specific language skills reveals distinct strengths in each group:

Vocabulary: Group B (Adults) demonstrated a higher retention rate for new nouns and verbs, showing a more analytical approach to word memorization.

Grammar: Performance in grammar exercises was relatively balanced. However, adults showed a deeper understanding of sentence structure, whereas children relied more on imitation.

Pronunciation: This category showed the most significant contrast. Group A (Children) were remarkably more successful in mimicking target sounds and showed higher phonetic flexibility compared to the adults in Group B.

3. Observational and Behavioral Findings

The structured observations conducted during the lessons provided qualitative insights into the learning process:

Engagement: Group A showed higher levels of spontaneous participation and enthusiasm. They were less afraid of making mistakes during oral tasks. Conversely, Group B exhibited "perfectionist" tendencies, often hesitating to speak unless they were certain of their accuracy.

Cognitive Focus: Adult learners demonstrated superior sustained attention during theoretical explanations. However, children required more frequent shifts in activity to maintain their engagement levels, although their ability to absorb information through play and interaction was higher.

Task Efficiency: While children were faster at adopting new pronunciation patterns, adults were more efficient at completing written tasks and organizing their study materials.

DISCUSSION

The results of this study suggest that age is a defining factor in language acquisition, particularly in the context of the Nurota district. The findings can be interpreted through the following academic frameworks:

1. Cognitive Foundation and Growth

The significant improvement in Group A (Children) reflects the foundational nature of early learning. Taylor (2020) emphasizes that early literacy skills are "closely linked to cognitive development" (p. 1), which provides younger learners with a natural advantage in absorbing linguistic patterns. This explains why children in our study demonstrated a more rapid overall improvement rate compared to the adult group.

2. Analytical Strategies in Adult Learners

While children rely on natural acquisition, adults utilize more complex cognitive tools. As Andrews (2021) notes that "literacy education in mature students enhances critical thinking, allowing them to analyze and evaluate information more effectively" (p. 3). This theoretical framework explains why Group B (Adults) performed more efficiently in structured grammar tasks and sentence analysis, despite their slower phonetic adaptation.

3. Social Engagement and Fluency

The high levels of participation observed in our study groups mirror the findings of Lopez and Murphy (2018), who discovered that literacy interventions lead to measurable improvements in both reading comprehension and social engagement. (p. 4). This was particularly evident in the spontaneous interaction seen in Group A. Furthermore, the long-term benefits of these interventions are crucial, as Nguyen and Patel (2022) demonstrate that "such early support can significantly boost reading fluency, ensuring sustained academic success"(p. 12).

CONCLUSION

This study investigated the impact of age on English language acquisition by comparing children and adult learners in the Nurota district. The findings clearly demonstrate that while both age groups are capable of significant progress, they exhibit distinct strengths and learning patterns.

The data revealed that children (Group A) achieved a higher overall improvement rate, particularly excelling in pronunciation and spontaneous fluency. This supports the notion that younger learners possess a natural phonetic flexibility that diminishes with age. On the other hand, adult learners (Group B) showed superior performance in grammatical analysis and structured task completion, utilizing their advanced cognitive and critical thinking skills to master the formal rules of the language. The integration of academic literature further validated these results, showing that early literacy interventions are essential for long-term cognitive development and social engagement. In conclusion, the research suggests that English language instruction should be age-tailored: children benefit most from immersive, communicative environments, while adults thrive when provided with logical frameworks and analytical tools. Ultimately, these findings provide valuable insights for educators in regional contexts like Nurota, highlighting the need for age-specific pedagogical strategies to maximize the learning potential of both young and mature English learners.

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PATTERNS AND FUNCTIONS OF CODE-SWITCHING AMONG BILINGUAL UNIVERSITY STUDENTS

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Abstract. *This study investigates the patterns and functions of code-switching among bilingual learners in an English language classroom. Adopting a mixed-methods approach, the research combines quantitative analysis of code-switching frequency with qualitative examination of its communicative functions in both speaking and writing tasks. The findings reveal that intra-sentential code-switching is the most dominant type, particularly in spontaneous oral communication, supporting the typology proposed by Poplack (1980). Learners frequently switch between languages to compensate for lexical gaps, maintain fluency, and express complex ideas more effectively, which aligns with previous research in second language acquisition (Macaro, 2005). Furthermore, the study demonstrates that code-switching serves important cognitive and interactional functions, enabling learners to organize their thoughts and sustain communication. In line with Grosjean's (2001) model of bilingual language use, the results suggest that code-switching should be viewed as a natural and strategic communicative resource rather than a deficiency in language proficiency. These findings contribute to a more nuanced understanding of bilingual language behavior in classroom settings, particularly within the Uzbek educational context.*

Keywords: *code-switching, bilingual learners, intra-sentential switching, communicative functions, language fluency, classroom interaction*

INTRODUCTION

Code-switching is a widespread and well-documented phenomenon in bilingual and multilingual communities, particularly in educational contexts where multiple languages coexist. It refers to the alternation between two or more languages within a single conversation or utterance (Poplack, 1980). In second language learning environments, code-switching has attracted considerable scholarly attention due to its complex role in both communication and cognition.

Traditionally, code-switching was often perceived as a sign of linguistic deficiency or an inability to maintain the target language. However, contemporary research challenges this assumption and emphasizes its functional and strategic nature. Learners frequently employ code-switching to compensate for lexical gaps, clarify meaning, and maintain the flow of interaction (Macaro, 2005). Moreover, it reflects the dynamic nature of bilingual competence, as speakers draw on their entire linguistic repertoire depending on communicative needs and contextual factors (Grosjean, 2001).

In classroom settings, code-switching can facilitate comprehension, reduce cognitive load, and enhance participation. Despite the growing body of research, there remains a need for context-specific studies that examine how code-switching operates in real classroom environments. Therefore, this study aims to explore the patterns and functions of code-switching among bilingual university students in an English language classroom, with particular attention to differences between speaking and writing tasks.

METHODOLOGY

This study employed a mixed-methods approach to investigate the patterns and functions of code-switching among bilingual learners in an English language classroom. The combination of qualitative and quantitative methods allowed for a more comprehensive understanding of students' language behavior. Quantitative data focused on the frequency of code-switching, while qualitative data provided insights into the contexts and communicative purposes behind language switching.

Participants and Teaching Context

The study involved 10 intermediate-level students enrolled in a private educational center, located in Navoi. All participants were part of a Russian-medium group and regularly attended English speaking and writing classes. Their ages ranged from 17 to 22, and they were bilingual learners who commonly used English, Russian, and Uzbek in their daily communication.

The researcher, who also served as the students' English teacher, conducted regular lessons focusing on developing speaking and writing skills. During classroom activities, students were encouraged to express their ideas freely, participate in discussions, and complete structured writing tasks.

Instruments

Data for this study were collected using multiple instruments:

•Speaking tasks based on Speaking Part 1–style questions, which prompted students to discuss familiar topics such as daily routines, personal experiences, and opinions.

•Writing tasks, including Task 1 (letter writing) and Task 2 (opinion essays), requiring students to express ideas in a structured format.

•Classroom observation, where instances of code-switching were recorded during both speaking and writing activities.

•Researcher's notes, documenting patterns of language use and student behavior throughout the study.

Procedure

The study was conducted over a two-week period during regular classroom sessions at the learning center. Each session lasted approximately two hours and included both speaking and writing activities.

At the beginning of the study, participants were informed about the purpose of the research, and their consent was obtained. An initial observation was carried out to examine the natural occurrence of code-switching in classroom interactions without any intervention.

During the study, students engaged in speaking tasks based on Part 1–style questions. These tasks focused on familiar, everyday topics and encouraged spontaneous communication. Throughout these sessions, students frequently used code-switching by mixing English with Russian and Uzbek within single sentences. This was particularly evident when students expressed opinions, emotions, or encountered difficulties due to limited vocabulary.

Types of Code-Switching

The analysis showed that intra-sentential code-switching was the most dominant type observed in the data. Students frequently switched languages within a single sentence, integrating English with Russian and Uzbek elements in a grammatically coherent manner.

•In my opinion social media affect on people дело в том что it takes a lot of time and people don't realize that time has passed quickly

•Если не учесть these problems social media can be useful.

•Many people think that anime for kids but действительно there are good titles that can teach us patience never give up mercy

•Scientists доказает что people who watch the anime look at life more realistically

•The film was about a boy who издеволся над deaf girl

•After some time he realized his mistakes и чтобы искупить his sins he tried to kill himself

•Ну в конце концов he couldn't do it.

•Many people judge a book by its cover and say that cartoons

предназначен for only kids

•In my opinion many people look поверхностно to interest of other people

•In my opinion many people look поверхностно to interest of other people

•Can I отпроситься the teacher from lessons

•I believe that the earth вращается not only around the moon but also. Around the sun

•If i has a chance I would try to fly in невесомость

This suggests that learners possess a developing bilingual competence, allowing them to manage more than one linguistic system simultaneously.(Figure 2 in result section).

In addition to speaking activities, students completed writing tasks during each session. These included letter writing and opinion essays, which required logical organization and coherence. Although writing tasks demanded more structured language use, instances of code-switching were still observed, particularly in the form of word insertion and intra-sentential switching.

All speaking activities were closely monitored, and instances of code-switching were recorded by the researcher. Students’ written work was collected after each session for further analysis. Observation notes were also maintained after each lesson to document recurring patterns and typical behaviors.

At the end of the two-week period, a final set of speaking and writing tasks was administered under similar conditions. This allowed for comparison of code-switching frequency and patterns over time.

Data Collection

Data collection focused on three main aspects:

•Frequency of code-switching – how often students switched languages during speaking and writing tasks

•Situations of use – when code-switching occurred (e.g., explaining ideas, asking for clarification, translating words)

•Functions of code-switching – why students switched languages (e.g., lexical gaps, emphasis, clarification, or habit)

Both spoken and written data were systematically gathered and documented throughout the study period.

Data Analysis

The collected data were analyzed using both quantitative and qualitative techniques. Frequency counts were used to measure how often code-switching occurred, while qualitative analysis focused on identifying recurring patterns and communicative functions.

The analysis revealed that students frequently engaged in code-switching:

•when they were unable to find appropriate English vocabulary

•to clarify meaning for their peers

•to maintain the flow of conversation

•to express complex ideas more easily

Examples from both speaking and writing tasks were examined to support these findings.

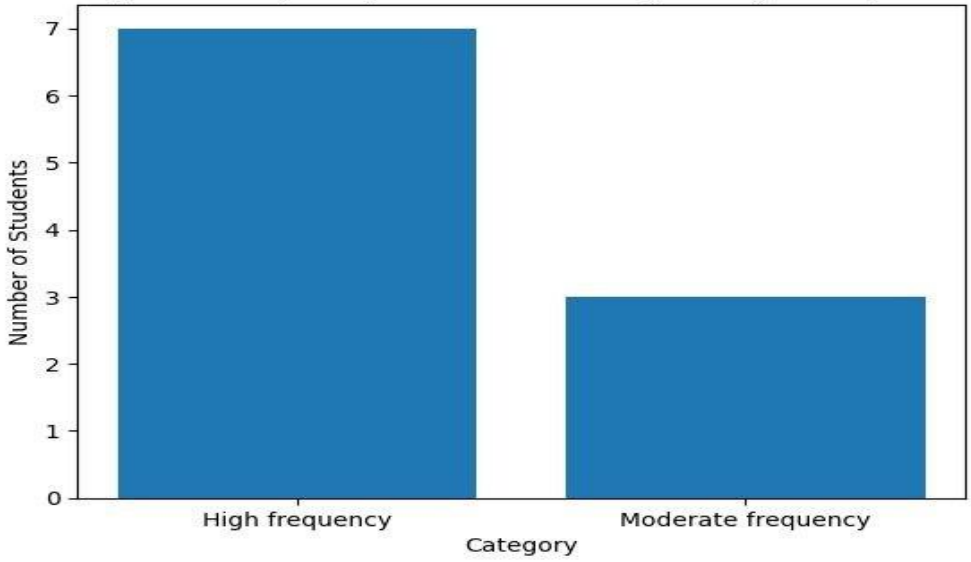
RESULTS

The present study investigated the patterns and functions of code-switching among bilingual students in an English language classroom at a private educational center. The analysis was based on classroom observations, speaking and writing tasks, and teacher reflective notes collected over a two-week period. Both quantitative and qualitative data were used to examine the frequency, patterns, and functions of code-switching.

Frequency of Code-Switching

The quantitative analysis revealed that code-switching was a common phenomenon among participants. Out of 10 students, 7 students (70%) demonstrated a high frequency of code-switching across both speaking and writing tasks, while the remaining 3 students (30%) showed a moderate level of use, particularly in writing tasks where language production was more controlled.

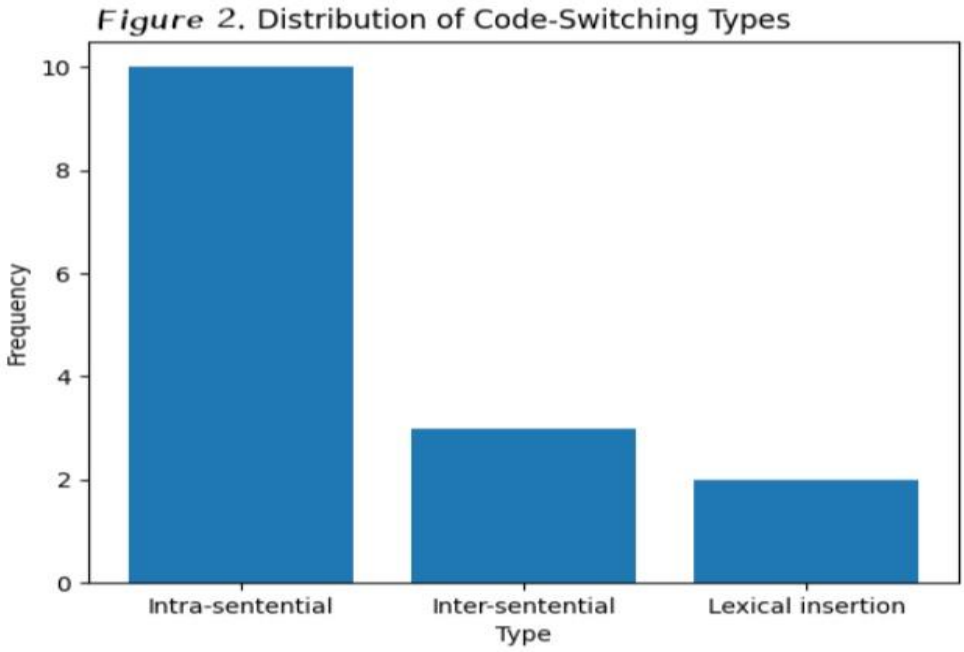
Figure 1. Frequency of Code-Switching among Participants



In general, code-switching occurred more frequently in speaking activities than in writing tasks. This indicates that spontaneous oral production encourages greater reliance on the first language compared to written production, which requires more planning and monitoring.

Distribution of Code-Switching Types

The analysis presented in Figure 2 demonstrates that intra-sentential code-switching is the most frequently occurring type among the participants. This type of code-switching appears when students alternate between languages within a single sentence, combining elements of English, Russian, and Uzbek.



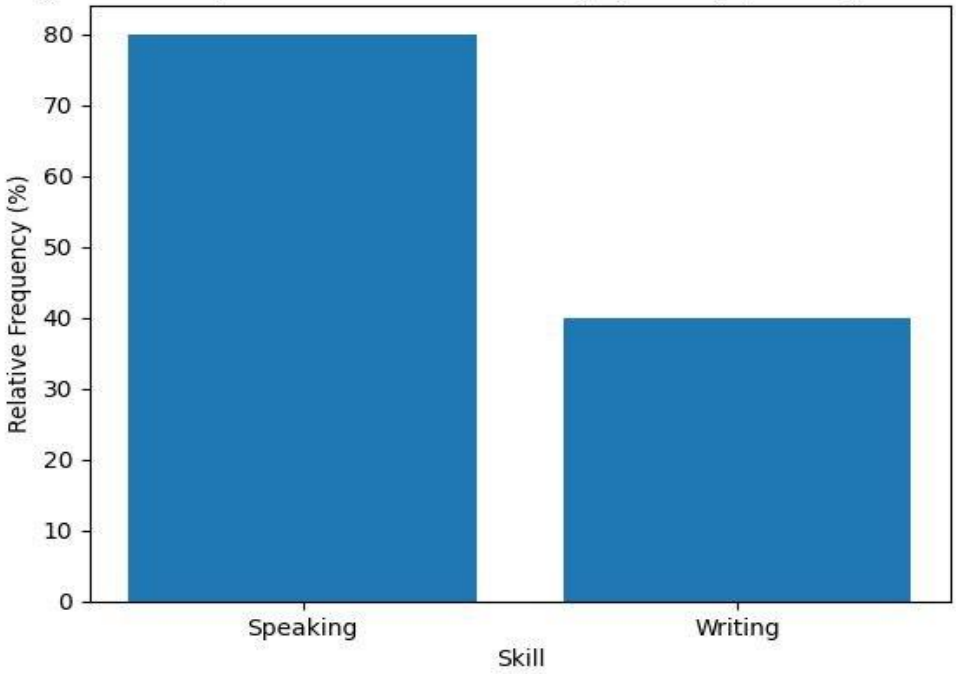
The findings indicate that the majority of students actively employ intra-sentential switching during both speaking and writing tasks. As illustrated in the data, learners often insert words, phrases, or clauses from another language while maintaining the overall grammatical structure of the sentence. For example, expressions such as “In my opinion social media affect on people дело в том что…” and “Если не учесть these problems…” show how multiple linguistic systems are used simultaneously in a coherent way.

Furthermore, the graph suggests that this type of code-switching is not random but systematic. Students appear to rely on their full linguistic repertoire to express complex ideas, compensate for vocabulary gaps, or add emphasis. The frequent use of intra-sentential switching reflects a relatively advanced stage of bilingual competence, as it requires the ability to manage syntactic structures across languages.

Overall, the dominance of intra-sentential code-switching indicates that learners are developing flexible language use strategies and are capable of integrating multiple languages within a single communicative act. This supports the view that code-switching can function as a communicative resource rather than a deficiency in language proficiency

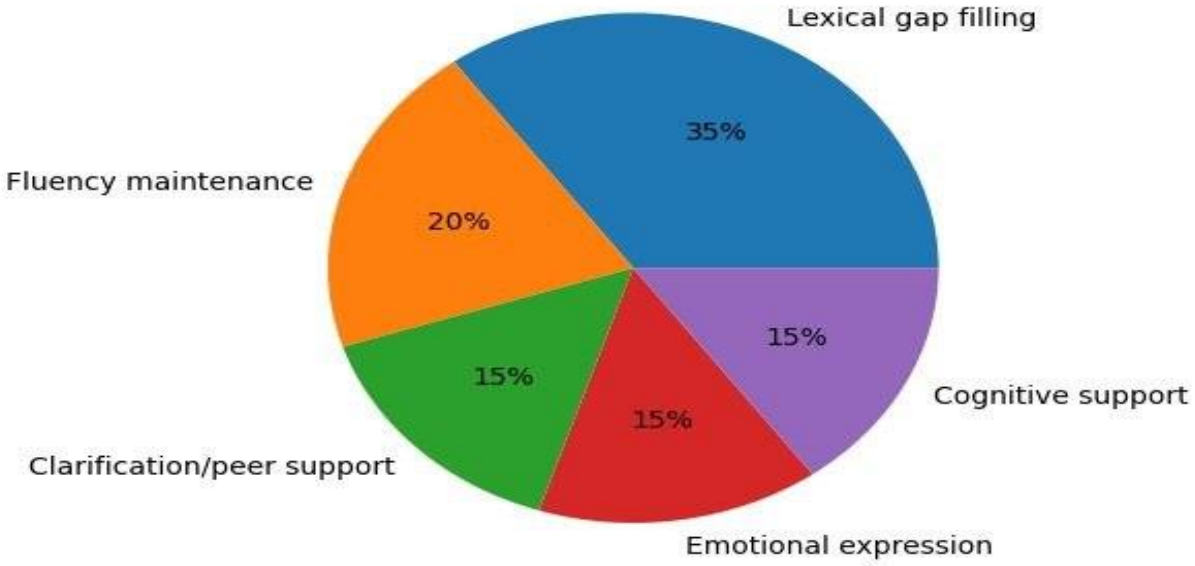
Functional Distribution of Code-Switching

Figure 2. Comparison of Code-Switching by Skill (Speaking vs Writing)



A clear difference was observed between speaking and writing tasks. During speaking activities, students relied heavily on their dominant language (mainly Russian) to maintain fluency, express ideas, and compensate for lexical gaps in English. In contrast, writing tasks involved more deliberate language use, resulting in fewer instances of code-switching.

Figure 3. Functional Distribution of Code-Switching



Qualitative analysis identified several key functions of code-switching:

Lexical gap filling: Students frequently inserted Russian or Uzbek words when they lacked English vocabulary. This was the most dominant function observed.

Fluency maintenance: Code-switching helped students continue speaking without hesitation or breakdown in communication.

Clarification and peer support: Students used their first language to explain meanings and assist classmates during tasks.

Emotional expression: Strong emotions were more naturally expressed in the dominant language.

Cognitive support: Switching languages helped students organize and structure their thoughts during speech production.

These findings suggest that code-switching functions as a strategic communicative resource that supports both linguistic performance and cognitive processing in second language learning.

DISCUSSIONS

The findings of this study provide compelling evidence that code-switching is a systematic and functionally motivated aspect of bilingual classroom interaction rather than a random or deficient linguistic practice. The predominance of intra-sentential code-switching observed among participants supports the typological framework proposed by Poplack (1980), which associates this form of switching with a relatively advanced level of bilingual competence. The ability of learners to alternate between languages within a single syntactic structure indicates not only linguistic flexibility but also a developing control over multiple grammatical systems.

One of the central findings of this study is the role of code-switching as a compensatory strategy for lexical gaps. When learners encounter difficulties in retrieving appropriate lexical items in English, they strategically rely on their first language to maintain communicative continuity. This aligns with Macaro's (2005) argument that code-switching functions as a pedagogical and communicative tool in second language classrooms. Importantly, rather than interrupting communication, code-switching enables learners to sustain interaction, thereby supporting fluency development and reducing communicative breakdown.

In addition to lexical compensation, the findings highlight the significant role of code-switching in facilitating classroom interaction and peer collaboration. Learners frequently switched languages to clarify meaning, negotiate understanding, and support their classmates. This interactional function of code-switching is consistent with Gumperz's (1982) discourse-oriented perspective, which emphasizes the role of language alternation in managing conversational meaning and social relationships. In this sense, code-switching operates not only as an individual strategy but also as a collaborative resource that enhances group learning dynamics.

From a cognitive perspective, the study demonstrates that code-switching contributes to learners' ability to organize and process complex ideas. Switching between languages allows learners to access a broader cognitive repertoire, which can facilitate deeper conceptual understanding. This finding supports Grosjean's (2001) model of bilingual language modes, which suggests that bilingual individuals dynamically adjust their language activation depending on contextual demands. The ability to flexibly draw on multiple linguistic resources reflects cognitive adaptability rather than linguistic deficiency.

Another important dimension of the findings concerns the variation between speaking and writing tasks. Code-switching was significantly more frequent in speaking activities, which are typically spontaneous and less constrained by formal accuracy. In contrast, writing tasks exhibited fewer instances of code-switching, likely due to increased attention to correctness and structural organization. This distinction reinforces the idea that language use is context-sensitive and influenced by task type, cognitive load, and communicative goals.

However, while the findings highlight the benefits of code-switching, it is also important to acknowledge its potential limitations. Excessive reliance on the first language may reduce learners' exposure to the target language, potentially slowing down language acquisition if not

managed appropriately. As noted by Cook (2001), the use of the first language in the classroom should be purposeful and pedagogically justified. Therefore, a balanced approach is necessary, in which code-switching is strategically integrated into teaching practices without undermining target language development.

Overall, the findings of this study contribute to the growing body of research that reconceptualizes code-switching as a valuable communicative and cognitive resource. Rather than being discouraged, it should be recognized as an integral component of bilingual competence that supports effective language learning and classroom interaction**.**

CONCLUSION

This study examined the patterns and functions of code-switching among bilingual students in an English language classroom using a mixed-methods approach. The findings demonstrate that code-switching is a natural, systematic, and functional aspect of bilingual communication, particularly in spontaneous speaking activities.

Intra-sentential code-switching was identified as the most dominant type, confirming previous research that associates this form of switching with advanced bilingual competence (Poplack, 1980). The study also revealed several key functions of code-switching, including lexical gap filling, fluency maintenance, clarification, and cognitive support. These functions highlight the important role of code-switching in facilitating both communication and language learning (Macaro, 2005).

The results further suggest that code-switching should not be viewed as a barrier to language acquisition but rather as a strategic resource that supports linguistic and cognitive development. In line with Grosjean's (2001) perspective, bilingual learners naturally utilize all available linguistic resources to achieve effective communication.

From a pedagogical perspective, these findings have important implications for language teaching. Educators should recognize the value of code-switching and consider integrating it into classroom practices in a controlled and purposeful way. Encouraging flexible language use may enhance student participation, reduce anxiety, and promote deeper understanding.

Future research may expand on this study by examining larger and more diverse samples, as well as exploring the long-term impact of code-switching on language proficiency. Such research would contribute to a more comprehensive understanding of bilingual language use in educational contexts.

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ZAMONAVIY TILSHUNOSLIKDA PRAGMALINGVISTIK KOMPETENSIYA TUSHUNCHASI VA UNING TARKIBIY KOMPONENTLARI

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Annotatsiya. *Ushbu maqolada zamonaviy tilshunoslikda pragmalingvistik kompetensiya tushunchasining nazariy asoslari, uning mohiyati va tarkibiy tuzilishi tahlil qilinadi. Pragmalingvistik kompetensiya kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida talqin etilib, til o‘rganuvchining nutqiy vaziyatga mos ravishda til birliklaridan samarali foydalanish qobiliyatini ifodalashi yoritiladi. Tadqiqot davomida ushbu kompetensiyaning asosiy komponentlari, jumladan, nutq aktlari, implikatura va presuppozitsiyani anglash, hamda xushmuomalilik strategiyalari ilmiy jihatdan asoslab beriladi. Shuningdek, pragmalingvistik kompetensiyani shakllantirishda ijtimoiy-madaniy omillarning ahamiyati ochib beriladi.*

Abstract. *This article examines the theoretical foundations of the concept of pragmalinguistic competence in modern linguistics, as well as its essence and structural composition. Pragmalinguistic competence is interpreted as an essential component of communicative competence and is described as the learner’s ability to use language units effectively in accordance with the communicative context. The study substantiates the main components of this competence, including speech acts, understanding of implicature and presupposition, politeness strategies. Furthermore, the article highlights the significance of sociocultural factors in the development of pragmalinguistic competence.*

Аннотация. *В данной статье рассматриваются теоретические основы понятия прагмалингвистической компетенции в современной лингвистике, а также её сущность и структурная организация. Прагмалингвистическая компетенция интерпретируется как важнейший компонент коммуникативной компетенции и определяется как способность обучающегося эффективно использовать языковые средства в соответствии с коммуникативным контекстом. В работе обосновываются основные компоненты данной компетенции, включая речевые акты, контекстуальную уместность, понимание импликатуры и пресуппозиции, дискурсивную связность, а также стратегии вежливости. Кроме того, в статье раскрывается значимость социокультурных факторов в формировании прагмалингвистической компетенции.*

Kalit so‘zlar: *pragmalingvistik kompetensiya, kommunikativ kompetensiya, implikatura, presuppozitsiya, xushmuomalilik strategiyalari*

Key words: *pragmalinguistic competence, communicative competence, speech acts, implicature, presupposition, politeness strategies*

Ключевые слова: *прагмалингвистическая компетенция, коммуникативная компетенция, речевые акты, импликатура, пресуппозиция, стратегии вежливости*

Bizga ma’lumki, aloqa qilish,fikr almashish bugungi kunda jamiyatning ajralmas bir bo‘lagiga aylanib ulgurgan. Bir vaqtning o‘zida butun yer yuzida turli xil insonlar turli vaziyatlarda, har xil maqsad yuzasidan bir-birlari bilan muloqat qiladi. Bunda suhbatdoshlar

o‘zaro ishlatadigan jumla, so‘zlardan tashqari inobatga olinishi kerak bo‘lgan yana boshqa holatlar mavjud, ya’ni ular aytilayotgan fikrni kimga qaratilganiga, qayerda aytilayotganiga, qachon aytilishi kerakligiga ham e’tibor qilishadi. Shuning uchun aloqa qilish faqatgina so‘z va gaplarni ma’lum bir tartibga qo‘yish degan fikrdan uzoq turamiz, negaki aloqada gapiruvchilar fikrlari nutqiy vaziyatga muvofiqligi ham ahamiyatlidir. Fikrni ma’lum bir usulda, o‘z paytida va joyida ifoda etish to‘g‘risidagi holatlar tilshunoslikning bir bo‘limi -pragmatikada o‘rganiladi va tahlil qilinadi.

Pragmatika atamasi dastlab til falsafasi bilan bog‘liq bo‘lgan (Morris, 1938), ammo vaqt o‘tishi bilan u shu sohadan rivojlanib, sotsiolingvistika va boshqa kichik fanlar bilan bog‘liqlikni hosil qilgan. Hozirgi vaqtda bu atama ikkinchi til va xorijiy tillarni o‘rganish va ta’lim sohalarida, xususan, kommunikativ kompetensiyaning umumiy tushunchasi bilan qamrab olingan qobiliyatlardan biri sifatida pragmatik kompetensiya sifatida keng qo‘llaniladi. Pragmatik kompetensiya tushunchasi birinchi marta Chomsky (1980) tomonidan "turli maqsadlarga muvofiq tildan foydalanish shartlari va usulini bilish" deb ta'riflangan. Bu tushuncha Chomskyning so‘zlarida "shakl va ma'noni bilish" bo‘lgan grammatik kompetensiyadan farqli o‘laroq ko‘rib chiqilgan. Keyinchalik kontekstual shaklda Canale va Swain (1980) pragmatik kompetensiyani o‘zlarining kommunikativ kompetensiya modelining muhim tarkibiy qismlaridan biri sifatida kiritgan. Ushbu modelda pragmatik kompetensiya sotsiolingvistik kompetensiya sifatida ta'riflangan va kontekstual jihatdan mos tildan foydalanishni bilish sifatida qaralgan (Canale & Swain, 1980; Canale, 1983). Keyinchalik Canale (1988) bu ta'rifni kengaytirdi va pragmatik kompetensiyani "illokutsiyaviy kompetensiya yoki tegishli lingvistik funksiyalarni bajarish uchun pragmatik konvensiyalarni bilish" ni o‘z ichiga olishini ta'kidlaydi.

Crystal (1997) pragmatikani “tilni foydalanuvchilar nuqtai nazaridan o‘rganish, ayniqsa ular qiladigan tanlovlar, ijtimoiy o‘zaro ta’sir jarayonida tilni qo‘llashda duch keladigan cheklovlar hamda tilni ishlatishning boshqa ishtirokchilarga ko‘rsatadigan ta’siri” deb ta’riflaydi. Cohen (1996) ga ko‘ra, til o‘rganish faqat uning grammatik qoidalarini o‘rganish va lug‘at boyligini oshirish bilangina cheklanmaydi. Boshqacha aytganda, o‘rganilayotgan tilning grammatik va leksik ma’lumotlarini egallashdan tashqari, uning pragmatik kompetensiyasini ham o‘zlashtirish juda muhimdir. Pragmatikaning o‘rganish doirasi suhbat va so‘zlovchilar o‘z maqsadlariga erishish uchun qo‘llaydigan strategiyalarga qaratilgan. Stalnaker (1972) ta’biri bilan aytganda, pragmatika — bu “lingvistik harakatlar va ular amalga oshiriladigan kontekstlarni o‘rganish”dir.

Insonlar tildan foydalanishda o‘z maqsadlariga qanday erishishlari va shaxslararo munosabatlarda qanday namoyon bo‘lishlarini o‘rganish uchun tegishli doirani aniqlash vositasi sifatida Leech (1983) va Thomas (1983) pragmatikani ikki komponentga ajratdilar: *pragmalingvistika* va *sotsiopragmatika*. Pragmalingvistika kommunikativ harakatlarni va munosabatlar yoki shaxslararo ma'nolarni yetkazish uchun manbalarni anglatadi. Bunday manbalarga to‘g‘ridan-to‘g‘ri va bilvosita pragmatik strategiyalar, kundalik tartiblar va kommunikativ harakatlarni kuchaytirishi yoki yumshatishi mumkin bo‘lgan ko‘plab lingvistik shakllar kiradi. Sotsiopragmatika Geoffrey Leech (1983) tomonidan “pragmatikaning sotsiologik interfeysi” sifatida ta’riflangan bo‘lib, bu kommunikativ harakatni talqin qilish va amalga oshirishda ishtirokchilarning ijtimoiy tasavvurlari hamda qarashlarini anglatadi. Jenny Thomas (1983) ta’kidlaganidek, pragmalingvistika ma’lum ma’noda grammatikaga o‘xshaydi, chunki u til birliklari va ularning o‘ziga xos vazifalaridan iborat. Biroq sotsiopragmatika asosan jamiyatda maqbul ijtimoiy xulq-atvor bilan bog‘liq bo‘lgani sababli, uni sinf sharoitida o‘qitish ancha murakkab masala hisoblanadi — odamlarga til birliklarining qanday funksiyani bajarishini

o‘rgatish boshqa narsa, ularga qanday qilib “to‘g‘ri” xulq-atvor ko‘rsatishni o‘rgatish esa mutlaqo boshqa masaladir.

Pragmalingvistikaning asosiy vazifasi tilni pragmalingvistik nuqtai nazardan o‘rganishdir. Boshqacha qilib aytganda, til insonlarning ongiga va xulq-atvoriga ta’sir ko‘rsatuvchi vosita sifatida qaraladi. Xususan, so‘zlovchining o‘z kommunikativ niyatini yetkazish uchun eng maqul variantlarni aniqlashi va tanlashi bilan bog‘liq omillarga, shuningdek, gapning kommunikativ maqsadini tushunishga ta’sir qiluvchi vaziyatlarga katta e’tibor qaratiladi. Ana shunday murakkabliklar pragmalingvistikaning tadqiqot predmetini tashkil etadi.

Xulosa qilib aytganda, pragmalingvistikani inson xulq-atvorini tartibga soluvchi soha sifatida ko‘rish mumkin. Shuning uchun pragmalingvistikaning maqsadi til belgilarining so‘zlovchi niyatiga muvofiq qo‘llanishini o‘rganishdan iboratdir. Demak, quyidagi vazifalarni ajratib ko‘rsatish mumkin:

- muloqot jarayonida so‘zlovchining maqsadini aniqlash;
- o‘z fikrini ifodalash uchun vositalar tanlovi va buning sabablarini belgilash;
- xabar tinglovchisini hisobga olish;
- xabar yo‘llovchi fikrlarini yanada izchil, samarali va hayotiy tarzda shakllantira olish;
- xabar yo‘llovchining pragmatik yondashuvlari va tamoyillarini aniqlash;
- o‘quvchiga ta’sir ko‘rsatish uchun til birliklari va tuzilmalarini to‘g‘ri tanlash hamda sharoitlarni belgilash;
- xabar yo‘llovchining kompetensiyasini aniqlash va baholash;
- ijobiy nutq faoliyati uchun zarur shart-sharoitlarni hisobga olish;
- so‘zlovchi fikrlarini ochiq yoki bilvosita tarzda yetkazish;
- so‘zlovchi xabar mazmunini to‘liq va to‘g‘ri tushunishga ega bo‘lishi kerak.

Shunday qilib, pragmalingvistika nutq faoliyati nazariyasi, kommunikativ grammatika hamda nutq akti nazariyasini birlashtiruvchi ilmiy soha hisoblanadi. Pragmalingvistik kategoriyalar hali ham shakllanish jarayonida bo‘lib, shu sababli ular o‘zaro chambarchas bog‘liq va turli tadqiqotchilar tomonidan turlicha talqin qilinadi. Pragmalingvistikada quyidagi asosiy tushunchalarga alohida e’tibor qaratiladi:

John Austin va John Searle kabi faylasuflar tomonidan ishlab chiqilgan *nutq akti nazariyasi* pragmalingvistikaning asosiy tayanchlaridan biridir. Nutq akti — bu iltimos, va’da, ogohlantirish yoki uzr kabi biror harakatni bajaruvchi nutqiy ifoda hisoblanadi. Ushbu aktlar ortidagi maqsadlarni hamda ularning turli nutq vaziyatlarida qanday talqin qilinishini tushunish pragmalingvistika uchun muhim hisoblanadi. Nutq aktlari uch turga bo‘linadi (Searle, J. R,1969):

1. lokutsion aktlar (biror narsani aytish harakati),
2. illokutsion aktlar (biror narsani aytish orqali bajariladigan harakat)
3. perlokutsion aktlar (nutqning tinglovchiga ko‘rsatadigan ta’siri).

Masalan, “Could you open the window ?” gapi bu shunchaki so‘roq gap emas, illokutsion akt hisoblanadi ya’ni so‘zlovchi tinglovchidan derazani ochib yuborishini iltimos qilyapti. Pragmalingvistikada nutqning illokutsion kuchini tushunish, ya’ni so‘zlovchining kommunikativ maqsadlarga erishish uchun tildan qanday foydalanishini tahlil qilish asosiy o‘rinda turadi. Nutq akti — bu so‘zlovchining niyati va uning tinglovchiga ko‘rsatadigan ta’siri asosida aniqlanadigan nutqiy ifodadir (N.I. Formonovskaya, 2002).

Mantiq sohasidan tilshunoslik bo‘limiga o‘tgan yana bir murakkab tushuncha *implikatura* bo‘lib, u gapning semantik tarkibiy qismi hisoblanadi. Implikatura — pragmatikaning H. P. Grice tomonidan kiritilgan asosiy tushunchalaridan biri bo‘lib, muloqot jarayonida so‘zlarning bevosita,

ochiq ma’nosini emas, balki yashirin yoki nazarda tutilgan ma’nolarni anglatadigan tushunchadir. U semantik ma’nodan farq qiladi, chunki implikatura orqali so‘zlovchi ma’lumotni faqat gap ma’nosi orqali emas, balki kontekst va suhbatning umumiy qoidalari yordamida bilvosita, yashirin tarzda yetkazadi.

Presuppozitsiya — bu gap aytilishidan oldin haqiqat deb qabul qilinadigan, taxmin qilinadigan ma’lumotdir. Presuppozitsiya va implikatura o‘rtasidagi asosiy farq shundaki, implikatura beqaror xususiyatga ega bo‘lib, kontekst ta’sirida unga e’tibor berilmasligi yoki u sezilmay qolishi mumkin. Presuppozitsiya esa matn ma’nosining shunday tarkibiy qismiki, u axborotning retsipientlar ongida to‘g‘ri va yetarli darajada tushunilishini ta’minlaydi (Zhang Yan-qiu, Chen Qiang, 2015). Masalan: 1. “Mary’s brother is studying abroad.”
Presupposition: Mary has a brother.
2. “It’s getting late.”
Implicature: We should go home.

Xushmuomalalik strategiyasi (Politeness Strategy) pragmalingvistikaning asosiy tushunchalaridan biri bo‘lib, u so‘zlovchilarning ijtimoiy munosabatlarni boshqarish va boshqalarning hissiyotlariga zarar yetkazmaslik uchun qo‘llaydigan strategiyalarini o‘rganadi. Penelope Brown va Stephen C. Levinsonning xushmuomalalik nazariyasiga ko‘ra, bu strategiya ikki asosiy turga bo‘linadi:

1. ijobiy xushmuomalalik (positive politeness)- tinglovchi bilan yaqinlikni o‘rnatish va unga do‘stona munosabat ko‘rsatishga qaratilgan. U tinglovchini o‘zini yaxshi qabul qilingan, qadrlangan his qilishiga yordam berishni maqsad qiladi.
2. salbiy xushmuomalalik (negative politeness) - tinglovchining shaxsiy hududi va erkinligini hurmat qilishga qaratilgan. Unda hech qanday bosim o‘tkazmaslik va majburlashdan qochishga harakat qilinadi.

Xushmuomalalik strategiyalari faqat tilga oid hodisa emas, balki ijtimoiy-madaniy xususiyatlarga ham bog‘liq bo‘lib, turli tillar va madaniyatlarda farqlanadi Masalan, ayrim madaniyatlarda bilvosita nutq aktlari (“Tuzni uzatib yubora olasizmi, deb o‘ylayman”) to‘g‘ridan-to‘g‘ri so‘rovdan (“Tuzni uzat”) ko‘ra ko‘proq xushmuomala hisoblanadi (Akhmedova, G, 2025). Pragmalingvistika ushbu strategiyalarning turli kontekstlarda qanday ishlashini o‘rganadi va ularning muloqotdagi muhim rolini ta’kidlaydi.

Xulosa qilib aytadigan bo‘lsak, ushbu maqolada zamonaviy tilshunoslikda pragmalingvistik kompetensiyaning nazariy asoslari, uning mohiyati hamda tarkibiy tuzilishi tahlil qilindi. Pragmalingvistik kompetensiya kommunikativ kompetensiyaning muhim tarkibiy qismi sifatida talqin qilinib, uning til o‘rganuvchining nutqiy vaziyatga mos ravishda til birliklaridan samarali foydalanish qobiliyatini shakllantirishi asoslab berildi. Tadqiqot jarayonida ushbu kompetensiyaning asosiy komponentlari — nutq aktlari, implikatura va presuppozitsiyani anglash hamda xushmuomalilik strategiyalarining nazariy va amaliy jihatlari yoritildi. Shuningdek, pragmalingvistik kompetensiyani rivojlantirishda ijtimoiy va madaniy omillarning muhim o‘rni mavjudligi qayd etildi.

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IZOHLI LUG‘ATLAR VA ULARDAN FOYDALANISH

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Annotatsiya. *Ushbu maqolada lug‘atlar va izohli lug‘atning bir nechta turlari bilan ishlash ko‘nikmasini maktab o‘quvchilari orasida rivojlantirish, lug‘atlardan foydalangan holda o‘quvchilarning salohiyatlarini oshirish yo‘llari ko‘rsatilgan. O‘quvchilardagi so‘z boyligini oshirish, imlo yuzasidan savodxonligini shakllantirish, nofaol so‘zlar qatlamiga kiruvchi neologizmlar va ularning ma’nosini tushunib yetishda lug‘atlardan foydalanishning ahamiyati haqida fikr yuritilgan.*
Kalit so‘zlar: *so‘z, lug‘at, izohli lug‘at, elektron lug‘at, metod, interfaol, neologizmlar, Learning apps dasturi.*

Har birimiz davlat tiliga bo‘lgan e’tiborni mustaqillikka bo‘lgan e’tibor deb, davlat tiliga ehtirom va sadoqatni, ona vatanga ehtirom va sadoqat deb bilishimiz, shunday qarashni hayotimiz qoidasiga aylantirishimiz kerak *(Shavkat Mirziyoyev).*[11]

O‘tmishi juda qadim va boy hisoblangan o‘zbek tili o‘zbek millati uchun juda qadrli sanaladi. Shunday ekan tilimizning sofligini saqlash va maktablarda samarali o‘qitish uchun, avvalo, o‘quvchilarning lug‘at boyligini oshirish, imlo yuzasidan savodxonligini yaxshilash lozim. Bu yo‘nalishda lug‘atlar eng yaxshi yordamchi hisoblanadi. Imlo lug‘atidan foydalangan holda so‘zlarni to‘g‘ri yozish ko‘nikmasini shakllantirsak, izohli lug‘at yordamida esa so‘zlarning turlicha ma’nolarini o‘quvchiga anglatish mumkin. Bulardan tashqari, etimologik, tarjima, omonim, sinonim, antonim, paronimlarga doir lug‘atlarimiz ham borki, ular ona tilini o‘qitishda o‘qituvchiga juda katta ko‘makchi bo‘la oladi. Ta’limda zamonaviy metodlar va texnologiyalardan foydalangan, boshqa fanlar bilan integratsiya qilgan holda o‘quvchilarning kognitiv qobiliyatlarini shakllantirish, darsga qiziqtira olish mumkin.

Lingvistikaning lug‘at tuzish usullarini o‘rganuvchi, ilmiy tadqiq qiluvchi va lug‘at tuzish bilan shug‘ullanuvchi yo‘nalishi leksikografiya (gr. lexikos – so‘z, so‘zga oid va grapho– yozaman) lug‘atchilik degan ma’noni anglatadi. O‘zbek lug‘atchiligi tarixi juda qadimga borib taqaladi. Xususan, birinchilardan bo‘lib yaratilgan, XI asrda yozilgan ‘‘Devonu lug‘atit turk’’ izohli lug‘atning eng yorqin namunasi hisoblanadi. Asar muallifi Mahmud Koshg‘ariy turkiycha so‘zlarning arab tilidagi izohlarini keltirib o‘tish barobarida ushbu lug‘at namunasida G‘arbiy Xitoy va Markaziy Osiyoda yashagan turkiy qabilalarning hayot tarzi, madaniyati, tili, dini, tarixi, geografik joylashuvi hayvonot va nabotot olami va ularning nomlanishi haqidagi qimmatli ma’lumotlarni uchratish mumkin. Bu durdona nafaqat lug‘atchilik, balki, tarix, tabiiy fanlar, etnografiya, astronomiya, geografiya kabi fanlar uchun ham noyob topilma sanaladi. Bundan tashqari, ‘‘Sangloh’’, ‘‘Abushqa’’, ‘‘Badoyi al-lug‘at’’ kabi asarlar ham lug‘atchilik tarixining yorqin namunalaridir. Ular lug‘atchilik taraqqiyoti bosqichlarida yaratilgan muhim yodgorliklardir. Ushbu lug‘atlardagi an’analar bugungi kunda zamonaviy izohli lug‘atlarda aks etmoqda va taraqqiy topmoqda. Zamonaviy izohli lug‘atlar so‘zlarning ma’nolarini izohlash bilan

[11] Mirziyoyev Sh. Til bayramiga bag‘ishlangan nutqi. 2019-yil 21-oktyabr

birga ularning uslub jihatdan xususiyatlarini, grammatik shakllari va qo‘llanish doirasini ham ifoda etadi. Shu bois, bugungi globallashuv zamonida tilshunoslik sohasini rivojlantirish, o‘quvchilarning leksik jihatdan so‘z boyligini oshirish va nutqiy ko‘nikmalarini rivojlantirishda zamonaviy izohli lug‘atlarning o‘rni tobora ortib bormoqda. Xususan, o‘zbek tilining izohli lug‘ati keng qamrovli bo‘lib, undan nafaqat tilshunoslar, balki barcha ta’lim sohasidagilar uchun muhim qo‘llanma sifatida foydalana oladi. Ushbu lug‘at o‘zbek tilining lug‘at boyligini tartibga solish va izohlashga xizmat qiladi.

Izohli lug‘atlarning maktab ta’limida, ayniqsa, ona tili va adabiyot fanlarini o‘qitishda ahamiyati katta. Ulardan darsda foydalanishga o‘rgatish o‘quvchilarda so‘z boyligining oshishiga, nutqiy aniqlik, yozma savodxonlik va mustaqil fikrlash ko‘nikmalarining shakllanishiga yordam beradi. Amaliy jihatdan ko‘plab metodlardan foydalangan holda yuqoridagilarga erishish mumkin. Izohli lug‘at yordamida tahlil qilish mashqlarini bajartirish ya’ni, bunda o‘quvchi matndagi o‘zi uchun notanish bo‘lgan so‘zlarni aniqlaydi va izohli lug‘at yordamida ularning ma’nosini bilib oladi. Ijodiy topshiriqlar berish usuli orqali esa yangi yoki notanish so‘zlar yordamida gap va matnlar tuzdirish ham samarali usuldir. Kontekstual yondashishda so‘zning matn ichidagi ma’nosini lug‘atdagi izohi bilan solishtirish, qiyoslash orqali uni chuqurroq anglash mumkin. Bu kabi metodlar zamonaviy ta’lim texnologiyalari bilan integratsiya qilinsa, darsda interaktivlikka erishish mumkin. Dars jarayonida quyidagi metodlardan foydalanish mumkin:

‘‘BU MENIKI’’ metodi

(Ushbu metod, asosan, 9-10-11-sinf o‘quvchilari uchun mo‘ljallangan)

Fan va texnologiyalar rivoji, ilmning yuksalishi sabab o‘zbek tiliga juda ko‘p so‘zlr kirib kelmoqda. Ularni o‘quvchilar nutqiga olib kirish dolzarb masalaga aylanishi tabiiy. Nafaqat maktab o‘quvchilari, balki, keng jamoatchilik yangi kirib kelayotgan so‘zlar izohi, imlosi va o‘zbek tilidagi tabdili borasida qiyinchilikka duch kelmoqda. Fan va texnologiyalar rivoji, internet olamidagi yangiliklar, yangicha qarashlarning shakllanishi neologizmlarning ko‘payishiga sabab bo‘lmoqda. Tilimizning sofligi, yorqinligini ta’minlash maqsadida o‘zbek tilidan o‘tkaziladigan milliy sertifikat imtihonlarida ham neologizm va atamalar yuzasidan namunali testlar shakllanmoqda. Vazirlar Mahkamasi huzuridagi Atamalar komissiyasi tomonidan 2025-yil 30-iyulda ko‘plab xorijiy atamaning o‘zbekcha muqobili shakllantirildi va shuning natijasida ularni o‘quvchilarga o‘rgatish masalasi paydo bo‘ladi. Ayni shu masalada ‘‘Bu meniki’’ metodi yuzaga kelgan muammoning bartaraf etilishiga ko‘mak beradi.

Dastlab o‘quvchilarga chet tillariga oid so‘z yoki atamalar va shu so‘zlarning rasmiy muomalaga kiritilgan shakli tarqatib chiqiladi.

Namuna:

Avans	*Bo‘nak*
Dostavka	*Yetkazish*
Sillabus	*Ishchi dastur*
Link	*Havola*
Oprava	*Gardish*
Portfolio	*Yig‘majild*

O‘qituvchi o‘quvchilarga yuqoridagi so‘zlarning izohini aytib o‘tadi. Keltirilgan izoh qaysi so‘zga to‘g‘ri kelsa, o‘sha so‘z taqdim etilgan o‘quvchi ‘‘Bu meniki’’ deb murojaat qiladi.

Izohlar:

Fransuz tilidan o‘zlashgan so‘z bo‘lib, ‘‘oldindan to‘lov’’, ‘‘jismoniy yoki yuridik shaxs tomonidan boshqasiga kelgusida to‘lanadigan haq hisobidan oldindan beriladigan pul miqdori’’ degan ma’noni bildiradi.

Rus tilidan o‘zlashgan so‘z bo‘lib, tovarlarni belgilangan manzilga yetkazish, eltib berish ma’nolarida keladi.

Lotincha ‘‘syllabus’’ so‘zidan olingan bo‘lib, ‘‘ishlar ro‘yxati’’, ‘‘katalog‘’, ‘‘ilova’’ degan ma’noda qo‘llaniladi.

Lotin va italyan tillaridan o‘zlashgan so‘z birikmasi bo‘lib, ‘‘muhim hujjatlar papkasi’’, ‘‘yutuqlar jamlanmasi’’ degan ma’nolarni bildiradi.

Rus tilidan o‘zlashgan so‘z bo‘lib, biron narsani joylash mumkin bo‘lgan ‘‘asos’’, ‘‘gardish’’, ‘‘tegra’’ ma’nolarida keladi.

Ingliz tilidan o‘zlashgan so‘z bo‘lib, ‘‘bog‘lam’’, ‘‘aloqa’’, ‘‘i**kki narsa yoki vaziyat o‘rtasidagi munosabat, bog‘lanish’’ ma’nolarida qo‘llaniladi.**

!!! Natija

Ushbu metoddan foydalangan holda o‘quvchilar bu usulga juda qiziqadilar. Natijada neologizmlarning o‘rgatilishiga 95-100 foizgacha erishish mumkin. Nega deganda topishmoq va ularning javobini topish har doim o‘quvchilarni qiziqtirib kelgan. Metod ham topishmoqqa o‘xshab jumboqlidir.

‘‘MILLION O‘YINI’’ metodi

Bugungi kunda ta’lim sohasining yuksalishi uchun katta hissa qo‘sha oladigan saytlar va ilovalar juda ko‘p. Ulardan samarali foydalana olish o‘qituvchining darsini sermazmun va qiziqarli bo‘lishiga olib keladi. Shulardan biri ‘‘Learning apps’’ onlayn platformasi hisoblanadi. Bu metod yordamida turli qiziqarli o‘yinlar tashkil etish mumkin. Hozirgi kunda maktablarning aksariyati zamonaviy texnik vositalar bilan ta’milangan. Ular ko‘magida platformalarda yaratgan metodlarimizning barchasini o‘quvchilarga qo‘yib berib, qo‘llash mumkin. Masalan, ‘‘Million o‘yini’’ usuli. Yuqorida neologizmlarning izohini va o‘zbekcha muqobilini o‘rganishga doir metod ko‘rib chiqildi. Endi o‘uvchilar maxsus test yordamida yangi so‘zlarning izohini topadilar.

Testlardan namunalar:

1. Muhim hujjatlar jamlanmasi…
   A. Katalog
   B. Yig‘majild
   C. Hujjat
   D. Portfolio
2. Ish haqidan oldindan pul olish…
   A. Pul
   B. Bo‘nak
   C. Havola
   D. Avans
3. Tovarlarni belgilangan manzilga olib borish…
   A. Yetkazish
   B. Dostavka

C. Portfolio
D. Ekspress

4. Narsalar joylanadigan qolip…
A. Havola
B. Gardish
C. Bo‘nak
D. Oprava

Havola ustiga bosing

Ushbu havola va QR kodini nusxalash orqali ‘‘Million o‘yini’’ testlarini elektron doskada yoki kompyuterda o‘quvchilarga ishlatiladi. https://learningapps.org/watch?v=ptcuk0uyj26

Yuqoridagi metod barcha o‘quvchilarda, ayniqsa, yuqori sinf o‘quvchilarida test ishlash taktikasini oshiradi. Bu esa turli imtihonlarda ularga ko‘mak beradi degan umiddamiz. Bundan tashqari zamonaviy texnologiyalardan foydalanish tezlik va samaradorlikni oshiradi. Agar dars vaqtida ulgurilmasa, uyga vazifa tarzida ham berib yuborsa bo‘ladi. Maxsus link orqali telefonda testlarni yechish imkoniyati bo‘ladi.

XULOSA

So‘zlar hamma vaqt durdona va javohirlarga o‘xshatiladi. So‘z javohirlarini o‘z ichiga olgan lug‘atlar esa haqiqiy xazinalardir.[12] Har bir yosh avlodda ana shu xazinaga, ona tilimizga mehr va muhabbatni uyg‘otish lozim. O‘quvchi so‘z ma’nolarini tushuna olishida, uni matnda to‘g‘ri qo‘llashida izohli lug‘atlarning o‘rni beqiyos. O‘zbek tilidagi so‘zlarda ko‘p ma’nolilik, omonimlik, ko‘chma va o‘z ma’no tushunchalari borki, o‘quvchi uni ajrata olishi kerak. Shu bois o‘quvchilarni zamonaviy metodlardan foydalanib o‘qitish, sinfdan tashqari o‘qish uchun badiiy asarlar mutolaasiga yo‘naltirish lozim. Ular qanchalik kitobni ko‘p o‘qishsa, lug‘at boyligi ham shunchalik ortib boradi.

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ARTIFICIAL INTELLIGENCE AND DIGITAL INNOVATION IN EDUCATION

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Annotation. *The role of digital innovation and artificial intelligence in contemporary schooling is examined in this research paper. It emphasizes how cutting-edge teaching techniques, digital platforms, and AI-powered technology enhance learning quality, boost student engagement, and facilitate individualized instruction. The benefits, difficulties, and prospects for incorporating AI into educational systems are also covered in the paper.*
Key words: *artificial intelligence, digital innovation, modern education, e-learning, personalized learning, educational technology, smart learning, online education*
Annotatsiya. *Mazkur ilmiy maqolada sun'iy intellekt va raqamli innovatsiyalarning zamonaviy ta'limdagi o'rni tahlil qilinadi. AI texnologiyalari, raqamli platformalar hamda innovatsion o'qitish usullarining ta'lim sifatini oshirish, talabalarning faolligini kuchaytirish va shaxsiylashtirilgan ta'limni rivojlantirishdagi ahamiyati yoritilgan. Shuningdek, sun'iy intellektni ta'lim tizimiga joriy etishning afzalliklari, muammolari va kelajak istiqbollari ko'rib chiqiladi. innovatsion pedagogika va uzluksiz ta'limning zamonaviy jamiyatda bilim olish jarayonini yangi bosqichga olib chiqadi. Bu yondashuv o'quvchilarda ijodkorlik, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini shakllantirishga qaratilgan. Uzluksiz ta'lim esa insonning butun hayoti davomida o'zini rivojlantirish va yangi bilimlarni egallash imkonini beradi. Ushbu konsepsiya ta'lim tizimida moslashuvchanlikni ta'minlab, shaxsiy va kasbiy o'sishga xizmat qiladi*
Kalit so'zlar*: sun'iy intellekt, raqamli innovatsiya, zamonaviy ta'lim, elektron ta'lim, shaxsiylashtirilgan ta'lim, ta'lim texnologiyalari, aqlli ta'lim, onlayn ta'lim.*
Аннотация. *В данной статье рассматривается роль искусственного интеллекта и цифровых инноваций в современном образовании. Освещается влияние AI-технологий, цифровых платформ и инновационных методов обучения на повышение качества образования, активность студентов и развитие персонализированного обучения. Также анализируются преимущества, проблемы и перспективы внедрения искусственного интеллекта в образовательную систему.*
Ключевые слова*: искусственный интеллект, цифровые инновации, современное образование, электронное обучение, персонализированное обучение, образовательные технологии, умное обучение, онлайн-образование.*

In today's world, technology and digital change are closely tied to education. New digital ideas and artificial intelligence are changing the way we teach and learn. Schools are using technologies to make education better and to prepare students for the digital world. They want to make sure everyone can access education and that students are ready for the future.

Nowadays, digital tools and online learning are a part of education. Artificial intelligence is when computers can perform tasks that normally require intelligence, such as solving problems

and understanding language. Artificial intelligence in education helps create learning environments that are tailored to each student. This means students can learn at their own pace and focus on what they are interested in. The computer systems look at how each student is doing and give them the help they need. This helps students stay motivated and learn effectively. Artificial intelligence helps students work on their weaknesses. Makes learning more fun.

The goal of using intelligence in education is to make learning better for each student. Using intelligence, schools can equip students with the tools they need to succeed in the digital age. Artificial intelligence is a part of modern education, and it will continue to change the way we learn.

According to the report by the United States Department of Education, Artificial Intelligence can support teachers in many aspects of education, including lesson planning, assessment, and personalized learning. The report also highlights that AI has the potential to improve both teaching quality and students' learning experiences.

Artificial Intelligence is becoming increasingly important in Uzbekistan as well. Today, AI technologies are being introduced in education, business, healthcare, and public services across the country. In the field of education, AI-powered platforms help students learn languages, prepare for exams, and access digital resources more effectively. Uzbekistan is also focusing on developing digital skills and modern technologies to prepare young people for future careers. As a result, AI is playing a significant role in the country's technological and educational development.

The utilization of interactive technologies like gamification, augmented reality, and virtual reality (VR) is another crucial component of digital innovation. Through the creation of realistic educational experiences, these tools increase learning engagement and interactivity. Points, badges, and leaderboards are examples of gamification strategies that inspire students and promote active engagement in the educational process. Students can better grasp difficult ideas in science, medicine, engineering, and other fields by using virtual simulations. AI and digital innovation have many benefits, but there are still a number of obstacles to overcome. Teachers' and students' lack of digital competencies, infrastructure deficiencies, and technology constraints can all be problems for educational institutions. Concerns about cybersecurity, data privacy, and the moral application of AI are also present. Therefore, governments and educational organizations must develop clear policies and provide professional training to ensure the responsible and effective integration of AI into education.

AI should not take the place of teachers; it should help them with teaching. Teachers are still very important because they help students with things like feeling motivated and thinking critically. They also make sure the classroom is a place to learn. Teachers help students learn and understand things.

AI is changing the way teachers teach and the way students learn. Students do not just sit and listen; they are now a part of the learning process. AI helps students learn on their own, think critically, and solve problems. These are skills that students need to know.

Teachers are now like guides; they help students and make sure they are doing okay. They also help students who need attention. This makes education better and more interesting. AI and teachers working together make learning fun and effective. Education is getting better because of this change. AI and teachers are making a difference in the way students learn.

Conclusion: Artificial intelligence and digital innovation are reshaping the educational landscape by making learning more personalized, flexible, and accessible. These technologies

enhance teaching methods, support lifelong learning, and improve student engagement. However, their successful implementation requires careful planning, teacher training, and ethical responsibility. Ultimately, the combination of human expertise and advanced technology creates a powerful foundation for a modern, inclusive, and future-oriented education system.

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EFFECTIVE WAYS OF TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS IN UZBEKISTAN

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Abstract. *This article focuses on practical and effective approaches to teaching English vocabulary to young learners in Uzbekistan. Particular emphasis is placed on interactive methods and engaging classroom activities that take into account learners' individual differences. The use of contextual learning, modern technologies, and daily language practice allows students to better understand and retain new vocabulary. Furthermore, the article highlights the importance of creating a positive and motivating learning environment that supports language development and improves learners' communication skills.*

Key words: *English vocabulary, young learners, Uzbekistan, teaching methods, interactive learning, visual aids, games, technology, motivation, communication skills*

Abstract. *Ushbu maqola O'zbekistonda yosh o'quvchilarga ingliz tili leksikasini o'rgatishda amaliy va samarali yondashuvlarni ko'rib chiqadi. Unda o'quvchilarning individual farqlarini hisobga olgan holda interaktiv metodlar va qiziqarli sinf faoliyatlariga alohida e'tibor qaratiladi. Kontekstual o'qitish, zamonaviy texnologiyalar va kundalik til amaliyotidan foydalanish o'quvchilarga yangi so'zlarni yaxshiroq tushunish va eslab qolishga yordam beradi. Shuningdek, maqolada til rivojlanishini qo'llab-quvvatlaydigan va o'quvchilarning kommunikativ ko'nikmalarini yaxshilaydigan ijobiy va motivatsion o'quv muhitini yaratishning ahamiyati ta'kidlanadi.*

Kalit so'zlar: *Ingliz tili lug'ati, Yosh o'quvchilar, O'zbekiston, O'qitish metodlari, Interaktiv o'qitish, Vizual vositalar, O'yinlar, Texnologiya, Motivatsiya, Muloqot ko'nikmalari*

Абстракт. *Данная статья рассматривает практические и эффективные подходы к обучению лексике английского языка у молодых учащихся в Узбекистане. Особое внимание уделяется интерактивным методам и увлекательным видам деятельности на уроке с учетом индивидуальных особенностей учащихся. Использование контекстного обучения, современных технологий и повседневной языковой практики позволяет учащимся лучше понимать и запоминать новую лексику. Кроме того, в статье подчеркивается важность создания положительной и мотивирующей учебной среды, способствующей развитию языка и улучшению коммуникативных навыков учащихся.*

Ключевые слова: *Английская лексика, Юные учащиеся, Узбекистан, Методы преподавания, Интерактивное обучение, Наглядные пособия, Игры, Технологии, Мотивация, Коммуникативные навыки*

INTRODUCTION

Teaching English vocabulary to young learners in Uzbekistan presents both certain difficulties and valuable opportunities. Although many students show strong interest in learning English, they often lack enough exposure to the language outside the classroom and are more familiar with traditional teaching methods. As a result, teachers need to apply more modern and engaging strategies to improve vocabulary instruction.

Young learners tend to learn more effectively in active and stimulating environments. When lessons are interesting and interactive, students become more motivated and willing to participate. Therefore, it is important to design lessons that combine creativity, communication, and real-life connections. This article explores different techniques that help learners not only memorize vocabulary but also use it confidently in everyday communication**.**

Storytelling and picture books:

Storytelling and picture books are effective tools for teaching vocabulary to young learners because they attract children's attention and develop their imagination. Stories help children understand new words more easily by presenting them in interesting and meaningful situations. Pictures in books also support comprehension by helping learners guess the meaning of unfamiliar vocabulary through visual clues. Gail Ellis and Jean Brewster (2014) stated that reading the same stories several times can improve children's vocabulary knowledge and increase their confidence. In addition, teachers can ask open-ended questions while telling stories to encourage learners to participate actively and improve their understanding.

Games and physical activities:

Games and physical activities are very useful in language learning because children learn more effectively when they are both physically active and emotionally involved. Games create a relaxed and enjoyable classroom atmosphere where learners can use language without pressure. Activities such as vocabulary bingo, matching words, or simple board games with flashcards help students meet and practice target vocabulary many times in different situations. Movement-based activities like "Simon Says" or "Word Hunt" also support vocabulary learning while improving students' attention and classroom discipline. Teaching Languages to Young Learners (2006) explains that adding physical movement to learning activities helps learners remember words better and increases their motivation to learn.

Total Physical Response:

Total Physical Response (TPR) is a teaching method that combines language learning with physical actions. In this approach, teachers give commands such as "stand up," "jump," or "pick up the pen," and students show understanding by performing these actions. Learning Another Language Through Actions (1977) introduced TPR as an effective way to involve learners physically in the

learning process, which is especially helpful for children who may find it difficult to express themselves verbally at the beginning. This method helps improve understanding of language, encourages active participation in the classroom, and reduces learners' anxiety when using a new language.

Songs and rhymes:

Songs and rhymes are very useful in language learning because they are enjoyable and help children learn more effectively. Their repeated words and rhythm make it easier for young learners to remember vocabulary, while music also supports better pronunciation. Rhymes, chants, and musical repetition help strengthen long-term memory and make words easier to recall. Teaching Young Learners English and Crandall (2014) explain that children often repeat song lyrics even when they do not fully understand their meaning, and this helps them gradually learn language structures. In addition, action songs such as "Head, Shoulders, Knees, and Toes" combine music with movement, which supports different learning styles and makes learning more engaging.

Contextualized learning:

Contextualized learning is more effective for young learners than learning word lists in isolation. Instead of memorizing vocabulary separately, children benefit more when new words are taught through topics or real-life situations such as daily activities, stories, or classroom projects. This approach helps learners understand words better because they see how vocabulary is used in real communication. Providing meaningful context allows children to grasp the function of words in language more easily. For example, teaching weather-related vocabulary during a “weather week” gives students the opportunity to practice and use new words in speaking activities, songs, and classroom interaction.

Results

The results show that young learners learn English vocabulary more effectively when interactive teaching methods are used. Games, songs, and storytelling increase students’ motivation and make lessons more engaging. Physical activities also help learners understand and remember new words better. Total Physical Response (TPR) supports vocabulary learning by connecting language with movement. Teaching vocabulary in context improves learners’ understanding of word meanings and usage. Overall, interactive and learner-centered methods lead to better vocabulary learning outcomes among young learners.

Conclusion

Teaching English vocabulary to young children requires creativity, patience, and knowledge of age-appropriate methods. The strategies outlined—songs, stories, games, realia, TPR, and repetition—demonstrate that language learning can be both effective and enjoyable.

Educators should consider integrating multiple techniques, ensuring that vocabulary instruction is engaging, contextual, and scaffolded. Continuous adaptation based on learners’ needs and classroom conditions is vital for maximizing language acquisition in early childhood.

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THE IMPACT OF SOCIAL MEDIA ON LANGUAGE CULTURE

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Annotation. *Through a concentration on well-known sites like Instagram and TikTok, this study explores the impact of social media on language and communication culture. The study shows repeating linguistic patterns, such as an increase of new idioms, abbreviations, and popular emoji use, through a methodical examination of postings, comments, and online conversations. The findings show that social media has a substantial impact on informal language, encouraging creative expression while simplifying certain traditional grammatical patterns. These changes have serious consequences for both language instruction and our comprehension of how digital communication impacts cultural identity. The study emphasizes how important it is for linguists and teachers to take social media trends into consideration when developing curricula and promoting students to communicate effectively.*

Keywords: *Social media, language culture, Instagram, TikTok, linguistic change, youth communication, emojis, informal language.*

Annotatsiya. *Ushbu tadqiqot ijtimoiy tarmoqlarning til va muloqot madaniyatiga ta'sirini o'rganadi, xususan Instagram va TikTok kabi mashhur platformalarga e'tibor qaratadi. Postlar, kommentariylar va onlayn chatlarni tizimli tahlil qilish orqali yangi iboralar, qisqartmalar va emojilarning keng qo'llanilishi kabi qayd etilgan lingvistik naqshlar aniqlanadi. Natijalar shuni ko'rsatadiki, ijtimoiy tarmoqlar norasmiy tilni sezilarli darajada shakllantiradi, yangi ifoda usullarini rivojlantiradi va ba'zi an'anaviy grammatik strukturalarni soddalashtiradi. Ushbu o'zgarishlar til ta'limi va raqamli muloqot orqali madaniy identitetni tushunish uchun muhim ahamiyatga ega. Tadqiqot shuningdek, o'qituvchilar va lingvistlar uchun yoshlar orasida samarali muloqot ko'nikmalarini rivojlantirishda ijtimoiy tarmoqlar tendensiyalarini hisobga olish zarurligini ta'kidlaydi.*

Kalit so'zlar: *Ijtimoiy tarmoqlar, til madaniyati, Instagram, TikTok, lingvistik o'zgarishlar, yoshlar muloqoti, emojilar, norasmiy til.*

Аннотация. *В данном исследовании изучается влияние социальных сетей на язык и культуру общения, с особым вниманием к популярным платформам Instagram и TikTok. Систематический анализ постов, комментариев и онлайн-чатов позволил выявить повторяющиеся лингвистические паттерны, включая появление новых выражений, сокращений и широкое использование эмодзи. Результаты показывают, что социальные сети существенно формируют неофициальный язык, способствуют развитию инновационных способов выражения и упрощают некоторые традиционные грамматические структуры. Эти изменения имеют важное значение для изучения языка и понимания того, как цифровая коммуникация влияет на культурную идентичность. Исследование подчеркивает необходимость учитывать тенденции социальных сетей при разработке учебных программ и формировании эффективных коммуникативных навыков у молодежи.*

Ключевые слова: *Социальные сети, языковая культура, Instagram, TikTok, лингвистические изменения, общение молодежи, эмодзи, неофициальный язык.*

Language is not a static phenomenon; it is always evolving to meet the constantly changing needs of society. Linguistic evolution has been influenced by political developments, migration, and cultural interaction throughout history. However, this process has been significantly expedited in the modern era due to technological advancement, particularly the extensive use of social media and the internet. As a result, new digital expressions, communication styles, and terms have developed, influencing the way that people engage with one another in a variety of global networks.

The internet has changed how people interact and share information, in addition to shaping language and communication styles. The development of social media is one of the most significant developments in this process. Sites and applications that allow users to create, share, and respond to content posted by others are commonly referred to as social media. Sharing images, writing, emotions, comments, or links between various types of information are examples of this form of interaction. Many people are able to keep relationships with friends and family and make new ones through online sharing on social media platforms. Social media can have a major effects on the social life of teenagers in particular. Teenagers thrive on friendships by feeling encouraged and contributing to their development.

To investigate linguistic elements including the usage of slang, emojis, hashtags, and sentence structure, a content analysis of posts from a representative sample of users (50 posts per participant) will be carried out. Language components and communication modalities will be categorized in this investigation using a coding method.[13]

Platforms such as Twitter, Instagram, and TikTok have introduced new linguistic patterns, influencing vocabulary, grammar, and even pronunciation. The fast-paced nature of social media promotes brevity and creativity, encouraging users to develop abbreviations, emojis, and internet slang. However, this linguistic transformation raises questions about the long-term effects on formal language proficiency and traditional communication standards. This paper examines the influence of social media on language, highlighting both the positive and negative aspects of this digital linguistic shift.[14]

Language evolution is a dynamic process through which languages change over time, influenced by various sociocultural, technological, and political factors. In recent years, the rapid advancement of technology, particularly the internet and social media, has significantly accelerated this evolution, leading to notable changes in language use, vocabulary, and communication styles across the globe.

In the USA, the influence of social media and digital communication has been profound. The advent of platforms like Twitter, Facebook, and Instagram has introduced new vocabulary and communication styles. For instance, abbreviations and acronyms such as "LOL" (Laugh Out Loud) and "OMG" (Oh My God) have become commonplace, reflecting a trend towards more concise and informal communication (Tagliamonte & Denis, 2012). The use of hashtags (#) to categorize and search for content has also transformed how people engage with information online. Tagliamonte & Denis (2012) highlighted that the frequency of such abbreviations increased by

[13] https://share.google/1Rno1PBuO0otlDgTB
[14] https://inlibrary.uz/index.php/science-research/article/view/79675/81223

35% between 2010 and 2015, illustrating how digital communication norms are rapidly being integrated into everyday language. The influence of social media extends beyond vocabulary; it has also affected syntax and grammar. For example, the practice of "verbing," or turning nouns into verbs (e.g., "to Google," "to friend"), has become more prevalent, indicating a shift in how language functions in digital contexts. [15]

The analysis of data collected from Twitter, Instagram, and TikTok reveals rich insights into how language functions on social media as a creative, identity-expressive tool. The content was coded into key thematic categories aligned with the study's three research questions:

1. Linguistic creativity and strategy;
2. Multilingualism and hybrid expression;
3. Identity performance and platform-specific behaviors.

Linguistic Creativity and Strategic Language Use:

Users consistently employ informal, creative language to engage audiences and establish tone. The analysis revealed widespread use of emojis, abbreviations, memes, and non-standard orthography (e.g., deliberate spelling distortions or capitalization for emphasis).

1. Common language features in sampled posts

Features	**Twitter (%)**	**Instagram (%)**	**TikTok (%)**
Emojis	68%	83%	91%
Abbreviations	62%	47%	78%
Hashtags for emphasis	85%	76%	29%
All-caps or repeated letters	41%	38%	65%
Meme/in-joke references	35%	26%	72%

A noteworthy trend across platforms was the use of code-style language for humor or irony. For instance, TikTok comments frequently include ironic phrases like "i fear this is peak Gen Z behavior" or "this unlocked a core memory." This reflects a playful, self-aware linguistic culture that defines online youth identities (Zappavigna, 2022). Twitter, on the other hand, emphasized wit and political commentary through layered sarcasm and hashtagging strategies.

2. Multilingual and Hybrid Language Practices:

Type of code usage	**Frequency (out of 275 total post)**	**Percentage**
Code-switching	42	15.3%
Code-mixing	33	12.0%
Emojis as language substitutes	119	43.3%
Translanguaging with cultural references	29	10.5%

[15] https://www.researchgate.net/publication/382186538_The_Impact_of_Social_Media_on_Language_Evolution

Evidence of translanguaging and code-switching was found in nearly one-third of the dataset, particularly among users identifying as part of bilingual or diasporic communities. Hybrid expressions blended English with Spanish, Arabic, Tagalog, and African languages, serving both functional and identity-related purposes.

3. Identity Performance and Platform-Specific Behavior:

Each platform exhibited unique linguistic norms and identity construction strategies. While users across all platforms engaged in self-branding. ***Twitter*** users frequently employed hashtags to signal political affiliation, social movements, or cultural identity. Hashtags like #BlackTwitter, #Neurodivergent, and #AsianDiaspora were used to foster community belonging and amplify group voices. Language here was concise and identityaligned, often formatted to be "retweeted" or made visible in trending discussions (Marwick & boyd, 2011). ***Instagram*** showcased a more curated form of identity, with users embedding meaning into visual imagery and highly stylized captions. Phrases like "soft girl era," "plant mom," or "brown excellence" were paired with emojis and imagery to project aspirational or lifestyle-based identities. Language was minimal but heavily coded with trend-relevant identifiers.

TikTok was the most performative of the three platforms. Users constructed identity through tone, memes, lip-syncs, and comment humor. Comments like "as a fellow ADHD queen, I felt this" highlight how neurodivergent identities are expressed using casual slang and playful selfreference. Identity was often presented through affective alignment (e.g., shared struggle, vulnerability, or humor), mirroring the platform's community-driven culture (Abidin, 2021).[16]

In the final analysis, one of the most potent factors influencing contemporary communication and cultural language is social media. Social media platforms sites like Instagram, TikTok, and Twitter have completely changed how individuals communicate, share their thoughts, and engage with one another. Slang, acronyms, hashtags, and emojis are examples of new language forms that became popular as a result of the quick information exchange on the internet. These forms demonstrate inventiveness and adaptability in digital communication.

At the same time, social media language has an increasing impact on ordinary discussions and cultural expressions outside of the online environment. Digitally generated words and phrases frequently find their way into ordinary language, highlighting the close relationship between digital culture and everyday communication. Some critics argue that this change could undermine established linguistic norms, while others view it as a normal development of language that reflects shifting social dynamics and advancements in technology. In general, a social media has a complex yet wide-ranging effect on cultural language. It offers opportunities for language creativity as well as difficulties maintaining formal communication standards. Therefore, it is crucial for scholars, educators, and society at large to fully understand how social media affects language in order to maintain a balance between the preservation of meaningful and effective communication and the creativity of digital expression.

In the final analysis, new expressions, communication techniques, and linguistic trends brought about by social media continue to influence cultural language. These modifications show how language is dynamic and changing in the digital age, even though they also raise questions about the maintenance of established language standards. Therefore, it is still important for modern society to strike a balance between innovation in online communication and respect for linguistic accuracy.

[16] https://jalt.com.pk/index.php/jalt/article/download/703/548/1258

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TEACHING PHRASEOLOGICAL UNITS IN ENGLISH: CLASSES THEIR IMPACT ON SCHOOL STUDENT EMOTIONS

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Abstract. *This study explores the role of phraseological units in the English language and their significant impact on human emotions. Phraseological units, including idioms, fixed expressions, and collocations, are not only linguistic tools but also carriers of cultural and emotional meaning. The research employs a mixed-methods approach involving 30 participants to analyze how exposure to emotionally loaded phraseological units influences comprehension, emotional response, and communicative effectiveness. The findings reveal that learners exposed to phraseological expressions demonstrate higher emotional engagement (48%) compared to those using literal language (28%). The study highlights the importance of integrating phraseological competence into language teaching to enhance both linguistic proficiency and emotional intelligence. The results contribute to the broader understanding of language as a psychological and cultural phenomenon.*

Keywords: *phraseological units, idioms, emotions, language learning, communicative competence*

INTRODUCTION

Language is not only a system of communication but also a powerful medium for expressing human emotions. Among its many components, phraseological units play a crucial role in conveying feelings, attitudes, and cultural nuances. Phraseological units—such as idioms, proverbs, and fixed expressions—are deeply embedded in everyday communication and often carry meanings that go beyond their literal interpretation.

In English, expressions like *"break someone's heart," "on cloud nine,"* or *"feeling under the weather"* illustrate how emotions are encoded linguistically. These expressions allow speakers to communicate complex emotional states in a concise and culturally meaningful way. However, for non-native speakers, understanding such expressions can be challenging due to their figurative nature.

As Moon (1998) states, "phraseological units represent a significant part of fluent and natural language use" (p. 3), yet they are often neglected in traditional language teaching. This gap can lead to difficulties in both comprehension and emotional expression among learners.

Furthermore, emotions play a central role in language acquisition. According to Dörnyei (2005), motivation and emotional engagement significantly influence learning outcomes. When learners connect emotionally with language, their retention and communicative ability improve.

This study aims to examine how phraseological units impact human emotions and how they contribute to more effective communication. It also investigates whether incorporating such units into language teaching enhances learners emotional engagement and understanding.

METHODOLOGY

This study employed a **mixed-methods research design**, combining both quantitative and qualitative approaches to examine the impact of phraseological units on human emotions. The use of a mixed-methods framework allowed the researcher to obtain both numerical data and in-depth insights, thereby providing a comprehensive understanding of the research problem. As noted by Creswell and Plano Clark (2018), mixed-methods research enabled the integration of statistical trends with participants' lived experiences.

Research Design

The study followed a **experimental comparative design**, in which two groups of learners were exposed to different instructional approaches. This design was selected because it allowed for comparison between instructional methods within a natural classroom setting. According to Cohen, Manion, and Morrison (2018), quasi-experimental designs were appropriate for educational research where full randomization was not feasible.

Participants

The study involved in Navoi region, at a school No.16, **30 secondary students of 9th class** with a similar level of English proficiency. The participants were divided into two groups:

Table 1. Reaserch design and Participants

Experimental Group (Group A)	Control Group (Group B)
consisted of 15 students who received instruction incorporating phraseological units	consisted of 15 students who were taught using traditional, literal language methods

The participants were selected using **convenience sampling**, as they were readily accessible to the researcher. This sampling method was commonly used in educational research due to its practicality (Etikan et al., 2016).

The instructional phase was conducted during regular English lessons over a specified period.

In the **experimental group**, the teacher incorporated **phraseological units**, including idioms, fixed expressions, and emotionally expressive language. The instruction included:

1. Contextualized examples
2. Role-playing activities
3. Group discussions
4. Emotion-focused communicative tasks

In contrast, the **control group** followed a **traditional teaching approach**, which focused on:

1. Grammar explanations
2. Vocabulary memorization
3. Literal sentence construction
4. Textbook-based exercises

This distinction allowed the researcher to compare the effects of emotionally enriched language input with conventional instruction. The use of communicative activities in the experimental group reflected the principles of communicative language teaching (Richards, 2006).

Data Collection

Data were collected using multiple instruments to ensure validity and reliability.

A **structured questionnaire** consisting of 20 closed-ended items and 5 open-ended questions was administered to all participants at the end of the instructional period. The closed-ended items used a **Yes / No / Partially Agree** format and aimed to measure:

22. Emotional engagement
23. Comprehension of phraseological units
24. Ability to express emotions in English

The questionnaire design followed established guidelines for survey research in applied linguistics (Dörnyei, 2007).

Table 2. Categories of questionaire

Emotional Engagement	1. I feel more emotionally involved when I learn English through idioms and expressions. 2. Phraseological units help me better understand emotions in English. 3. I enjoy lessons more when teachers use idioms and fixed expressions. 4. Learning emotional expressions (e.g., "on cloud nine," "heartbroken") makes lessons more interesting. 5. I feel more confident expressing my feelings when I use phraseological units.
Comprehension and Understanding	1. I understand the meaning of idioms when they are explained in context. 2. Phraseological units help me understand spoken English better. 3. I find it easier to remember expressions with emotional meaning than simple vocabulary. 4. I can recognize idioms when I hear or read them. 5. Learning phraseological units improves my overall understanding of English.
Communicative Ability	1. I can use idioms correctly in speaking activities. 2. Phraseological units help me express my ideas more clearly. 3. I feel more natural when I use idioms in conversation. 4. I try to use learned expressions in real-life communication. 5. I can express different emotions (happiness, sadness, anger) using English expressions.
Learning Experience	1. Lessons with phraseological units are more engaging than traditional lessons. 2. Group activities help me understand idioms better. 3. I prefer learning English through examples and real-life situations. 4. I feel motivated when learning expressive language. 5. I would like more lessons that include idioms and emotional expressions.
Open-Ended Questions	1. How do phraseological units (idioms, expressions) help you express your emotions in English? 2. Which expression or idiom do you remember most clearly? Why? 3. Do you find learning idioms difficult? Explain your answer. 4. How do you feel when you use idioms in speaking activities? 5. What teaching methods help you understand phraseological units better?

The researcher conducted **systematic classroom observations** throughout the study. These observations focused on:

a) Student participation
b) Interaction patterns
c) Emotional responses
d) Use of phraseological units in communication

Observational data provided valuable contextual information about students behavior and engagement during lessons (Patton, 2015).

In addition, **semi-structured interviews** were conducted with selected participants to gain deeper insights into their learning experiences. This method allowed students to express their opinions and feelings regarding the use of phraseological units in language learning. Semi-structured interviews were considered effective for exploring participants perspectives in detail (Kvale, 1996).

Data Analysis

The collected data were analyzed using both quantitative and qualitative methods:

Quantitative data	from the questionnaire were analyzed using percentage distributions to identify patterns of responses.
Qualitative data	from observations and interviews were analyzed through thematic analysis to identify recurring themes related to emotional engagement and language use.

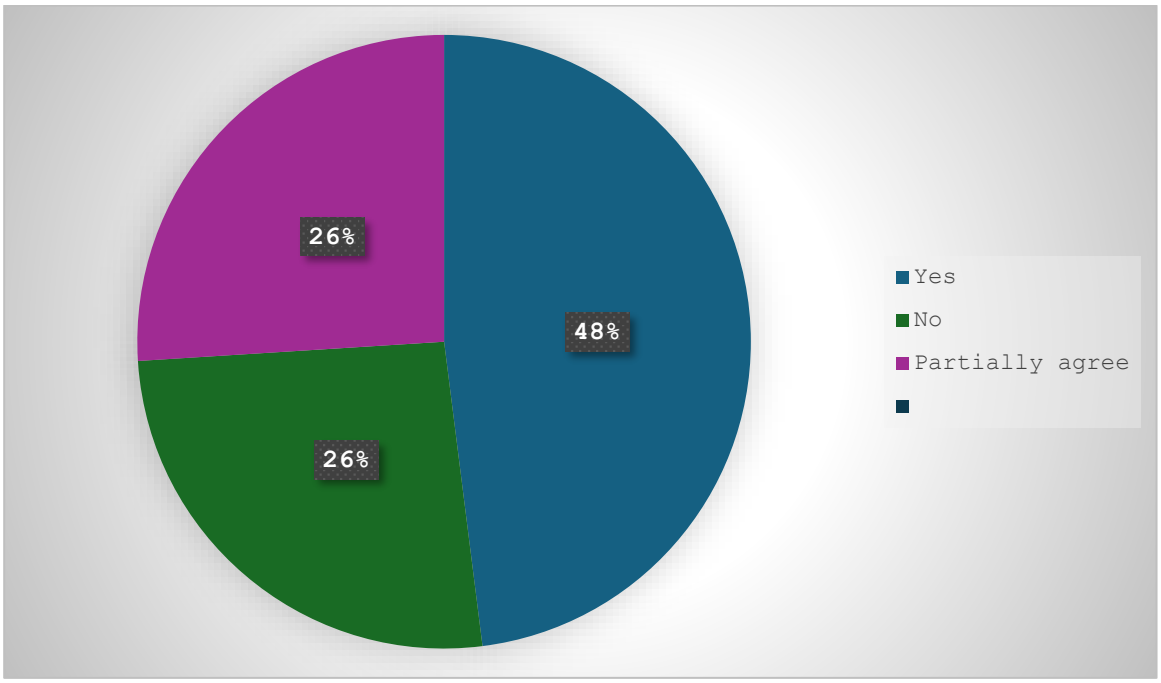
The combination of these methods allowed for data triangulation, which enhanced the credibility and validity of the findings (Johnson & Onwuegbuzie, 2004).

RESULTS

This study aimed to examine the extent to which phraseological-unit-based instruction influences learners emotional engagement, comprehension, and communicative competence. The findings, derived from both quantitative and qualitative data, reveal notable differences between the experimental and control groups.

The analysis of questionnaire responses demonstrates a clear trend in favor of the experimental group, which was exposed to phraseological units. Out of the total 30 participants:

Figure 1. Questionnaire responses



14 students (48%) reported a high level of agreement ("Yes") with statements related to emotional engagement and communicative effectiveness. The majority of these responses were from the experimental group.

8 students (26%) selected "No," indicating limited engagement and difficulty in expressing emotions. Most of these responses were associated with the control group.

8 students (26%) chose "Partially Agree," reflecting moderate engagement and partial understanding.

These findings suggest that the integration of phraseological units significantly enhances learners' emotional involvement and perceived communicative ability compared to traditional instructional methods.

The qualitative data obtained from open-ended responses and classroom observations provide further insight into these numerical patterns. Students in the experimental group frequently demonstrated higher levels of participation, spontaneity, and emotional expressiveness during classroom interactions. Their use of idiomatic expressions contributed to more natural and contextually appropriate communication.

For instance, one participant noted that the use of idioms allowed them to "express feelings more clearly and realistically," indicating an increased level of linguistic confidence. In contrast, students in the control group often relied on basic vocabulary and literal constructions, which limited their ability to convey nuanced emotional meanings.

Classroom observations revealed that learners exposed to phraseological instruction:

1. Engaged more actively in communicative tasks
2. Demonstrated greater willingness to participate in discussions
3. Used expressive language more frequently
4. Showed visible emotional responses, such as enthusiasm and curiosity

Conversely, learners in the traditional group exhibited more passive learning behaviors and lower levels of interaction.

Overall, the results indicate that phraseological-unit-based instruction positively influences not only linguistic performance but also emotional engagement. The combination of quantitative

and qualitative data provides strong evidence that incorporating idiomatic and emotionally rich expressions enhances both the effectiveness and the experiential quality of language learning.

DISCUSSION

The findings of this study provide compelling evidence that phraseological units play a significant role in enhancing both emotional engagement and communicative competence in second language learning. The observed differences between the experimental and control groups can be interpreted within the broader theoretical framework of applied linguistics and language pedagogy.

The higher levels of engagement observed in the experimental group support the notion that language learning is not solely a cognitive process but also an affective one. As argued by Dörnyei (2005), emotional involvement and motivation are central to successful language acquisition. The use of phraseological units appears to stimulate learners' affective responses, making the learning experience more meaningful and memorable.

This aligns with Wray's (2002) assertion that formulaic language enables speakers to convey complex emotional meanings efficiently. By providing ready-made linguistic structures, phraseological units reduce cognitive load and allow learners to focus on expressive communication.

The findings also reinforce the importance of phraseological competence as a key component of communicative competence. Learners in the experimental group demonstrated a greater ability to produce natural and contextually appropriate language, supporting the view of Richards (2006) that meaningful interaction and authentic language use are essential for language development.

In contrast, the limited performance of the control group highlights the shortcomings of traditional, form-focused instruction. While such methods may support grammatical accuracy, they often fail to equip learners with the tools necessary for effective real-life communication.

Another important implication of the findings relates to the cognitive and cultural dimensions of phraseological units. As noted by Gibbs (1994), understanding idiomatic language requires both conceptual and cultural knowledge. The improved performance of the experimental group suggests that exposure to phraseological units facilitates not only linguistic competence but also cultural awareness.

From a pedagogical perspective, the results underscore the need to integrate phraseological units systematically into language instruction. This includes:

1. Teaching idioms in meaningful contexts
2. Encouraging their use in communicative activities
3. Providing opportunities for experiential learning through role-play and discussion

Such practices are consistent with communicative language teaching approaches, which emphasize interaction, authenticity, and learner engagement.

Despite its contributions, the study is not without limitations. The relatively small sample size and short duration of the intervention may limit the generalizability of the findings. Future research should consider longitudinal designs and larger participant groups to examine the long-term impact of phraseological instruction.

CONCLUSION

The study examined how phraseological units influence emotions and communicative competence in English learners. The results show that using idiomatic expressions in teaching

increases students engagement, confidence, and ability to express subtle emotions more effectively than traditional methods.

This proves that phraseological competence is essentiThe research also highlights a strong link between language and emotion, as phraseological units help learners express complex feelings in a culturally appropriate way. Interactive methods like role-play and discussions are especially useful for practicing these expressions in real contexts. However, the studies small sample size and short duration limit its generalizability. Future research should explore long-term effects with larger groups.

Overall, phraseological units are key to connecting language knowledge with emotional expression and improving language learning outcomes.al for achieving natural and fluent communication.

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LEXICAL ERRORS IN ACADEMIC WRITING OF UZBEK UNIVERSITY STUDENTS

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Abstract. *This study investigates lexical terror in academic writing through a comparative text analysis of Uzbek and English academic sources. The research aims to identify common types of lexical errors, analyze their causes, and highlight differences in lexical usage across the two contexts. A qualitative research design was employed, using text analysis as the primary method. Two academic sources—one Uzbek and one English—were selected and analyzed systematically. The findings revealed that the Uzbek source contained more frequent lexical errors, including incorrect word choice, collocation misuse, and limited vocabulary range, whereas the English source demonstrated more accurate and varied lexical usage. The results suggest that these errors are mainly influenced by first language interference, insufficient lexical competence, and limited exposure to academic discourse. The study highlights the importance of developing academic vocabulary and collocational knowledge to improve writing quality.*

Keywords: *lexical errors, academic writing, text analysis, EFL learners, collocation*

Annotatsiya. *Ushbu tadqiqot akademik yozuvdagi leksik xatolarni o'zbek va ingliz tilidagi ilmiy manbalarni taqqoslash orqali o'rganadi. Tadqiqotning maqsadi leksik xatolar turlarini aniqlash, ularning sabablarini tahlil qilish va ikki kontekstdagi leksik qo'llanish farqlarini ko'rsatishdan iborat. Tadqiqotda sifat (qualitative) metod va matn tahlili usuli qo'llanildi. Ikki ilmiy manba — biri o'zbek, biri ingliz tilida — tanlab olinib, tizimli ravishda tahlil qilindi. Natijalar shuni ko'rsatdiki, o'zbek manbasida leksik xatolar ko'proq uchraydi, jumladan noto'g'ri so'z tanlash, kollokatsiya xatolari va lug'at boyligining cheklanganligi. Ingliz manbasida esa leksik qo'llanish ancha to'g'ri va xilma-xil. Xatolarning asosiy sabablari ona til ta'siri, yetarli leksik bilimning yo'qligi va akademik matnlarga kam duch kelish bilan bog'liq.*

Kalit so'zlar: *leksik xatolar, akademik yozuv, matn tahlili, EFL, kollokatsiya*

Аннотация. *Данное исследование посвящено анализу лексических ошибок в академическом письме на основе сравнительного анализа узбекских и английских научных источников. Цель исследования — выявить основные типы лексических ошибок, определить их причины и сравнить особенности лексического употребления в двух контекстах. В работе использован качественный метод исследования с применением текстового анализа. Были выбраны два научных источника — один на узбекском, другой на английском языке — и проведен их систематический анализ. Результаты показали, что в узбекском источнике наблюдается больше лексических ошибок, включая неправильный выбор слов, ошибки в коллокациях и ограниченный словарный запас. В английском источнике лексика используется более точно и разнообразно. Основными причинами ошибок являются влияние родного языка и недостаточная лексическая компетенция.*

Ключевые слова: *лексические ошибки, академическое письмо, текстовый анализ, EFL, коллокации.*

INTRODUCTION

In the era of globalization, English has established itself as a dominant language of communication in academic, professional, and scientific contexts. As a result, proficiency in academic writing has become an essential requirement for university students, particularly those studying in environments where English is taught as a foreign language (EFL). Academic writing is not only a reflection of students' linguistic competence but also an indicator of their ability to organize ideas, present arguments logically, and use appropriate academic conventions. However, despite years of language instruction, many university students continue to face significant challenges in producing effective academic texts in English.

One of the most persistent and problematic issues in students' academic writing is the occurrence of lexical errors. Lexical errors refer to inappropriate or incorrect use of vocabulary, including wrong word choice, misuse of word forms, incorrect collocations, and misunderstanding of word meanings. These errors can significantly affect the clarity, coherence, and overall quality of academic writing. In many cases, even when grammatical structures are correct, lexical inaccuracies can make a text difficult to understand or appear unnatural to native speakers. Therefore, lexical competence plays a crucial role in successful academic writing. As emphasized by Nation (2001), vocabulary knowledge is a central component of language proficiency, and insufficient lexical resources often lead to frequent errors in written production.

The problem of lexical errors is particularly evident among EFL learners, who often struggle with selecting appropriate vocabulary and using it accurately in context. One of the key reasons for this difficulty is the influence of the learners' first language (L1). According to Jarvis and Pavlenko (2008), cross-linguistic influence can lead learners to transfer lexical patterns from their native language into English, resulting in inappropriate or non-native-like expressions. This phenomenon is especially common in contexts where learners have limited exposure to authentic English input. In addition, many students lack sufficient knowledge of academic vocabulary, which further complicates the writing process. Coxhead (2000) highlights the importance of academic word lists, noting that academic texts require a specialized vocabulary that is often not covered in general language instruction.

Another contributing factor to lexical errors is the lack of experience in academic writing. As Hyland (2003) points out, academic writing is a complex skill that requires not only linguistic knowledge but also familiarity with discourse conventions and appropriate lexical choices. Students who have limited practice in writing academic texts often rely on simple or repetitive vocabulary, which reduces the effectiveness and sophistication of their writing. Furthermore, insufficient collocational knowledge can lead to unnatural word combinations, which negatively affect the fluency and accuracy of written texts.

Despite the considerable amount of research on lexical errors in general EFL contexts, there is a noticeable lack of studies focusing specifically on Uzbek university students. In addition, many existing studies tend to identify errors without providing a detailed analysis of their underlying causes or offering practical pedagogical solutions. This indicates a clear need for context-specific research that examines both the types and causes of lexical errors in students' academic writing.

The main aim of this study is to investigate lexical errors in the academic writing of Uzbek university students by identifying common types of errors, analyzing their causes, and proposing effective strategies to reduce them.

The study is guided by the following research questions: What types of lexical errors are most common in the academic writing of Uzbek university students? What are the main causes of these errors? What teaching strategies can be used to minimize lexical errors?

To achieve the aims of this study, a qualitative research approach is employed, utilizing text analysis as the primary method. Students' academic writing samples are systematically analyzed to identify patterns and types of lexical errors. This approach allows for an in-depth examination of the errors in context. In addition, a literature review is conducted to support the analysis and provide a theoretical framework for interpreting the findings.

LITERATURE REVIEW

The study of lexical errors in academic writing has become an important area of research in second language acquisition, particularly in EFL contexts. Lexical competence, which refers to the ability to use vocabulary accurately and appropriately, is widely recognized as a key factor influencing the quality of academic writing (Nation, 2001). Learners with limited lexical knowledge often struggle to express their ideas clearly and precisely, which results in frequent lexical errors.

Lexical errors are commonly categorized into several types, including incorrect word choice, misuse of word forms, and errors in collocations. Vocabulary knowledge is not limited to knowing the meaning of words but also includes understanding how words are used in different contexts. This includes knowledge of collocations, which are combinations of words that commonly occur together. Failure to use appropriate collocations can result in unnatural or incorrect expressions, even if the individual words are used correctly.

One of the major causes of lexical errors is first language interference. Jarvis and Pavlenko (2008) explain that learners often transfer lexical patterns from their native language into the target language, which can lead to errors. Another important factor contributing to lexical errors is limited vocabulary size. Nation (2001) emphasizes that learners need a large and well-developed vocabulary to produce effective academic writing. Without sufficient vocabulary knowledge, students tend to rely on simple or repetitive words, which reduces the quality of their writing. In addition, Coxhead (2000) highlights the importance of academic vocabulary, noting that students must be familiar with a specific set of words commonly used in academic texts. However, many EFL learners lack exposure to such vocabulary, which leads to frequent lexical errors.

Furthermore, lack of experience in academic writing can also contribute to lexical difficulties. Hyland (2003) points out that academic writing requires not only linguistic competence but also an understanding of genre conventions and appropriate language use. Students who are not familiar with academic writing conventions often struggle to use formal and precise vocabulary, which leads to lexical inaccuracies.

Although numerous studies have investigated lexical errors in EFL writing, most of them have focused on general contexts and do not address specific regional or cultural settings. In particular, there is a lack of research on lexical errors in the academic writing of Uzbek university students. Moreover, many studies focus primarily on identifying errors rather than exploring their causes or suggesting practical teaching strategies. Therefore, there is a need for further research that provides a more comprehensive and context-specific understanding of lexical errors in academic writing.

METHODS

This study employed a qualitative research design, using text analysis as the primary analytical method. A qualitative approach was chosen because the purpose of the research was to

explore and interpret patterns of lexical usage and errors in academic writing rather than measuring numerical outcomes. Text analysis was considered suitable since it allows the researcher to deeply examine the language features and lexical choices in authentic academic texts from published research articles, including specific instances of lexical construction and misusage. This method has been widely used in language studies to identify and interpret lexical and semantic errors within written texts (e.g., Chubaryan & Vardanyan, 2023; Letsoela & Matlosa, 2022).

The primary data for this study consisted of two sets of academic texts:

1. **Uzbek academic content:** an article titled *Error Analysis of Uzbek Students' English Writing* by Sohibov and Pardayeva (2025), which provides real examples of lexical and other language errors in writing by Uzbek students in tertiary education. This text was selected because it directly relates to the linguistic background of the participants in the current study and offers context-specific instances of error patterns.
2. **International academic article:** *Lexical Errors in Second Language Academic Writing* by Chubaryan and Vardanyan (2023), which investigates lexical errors in L2 academic writing with a corpus of student essays. This article was chosen to allow comparison between general EFL lexical error patterns and those found in Uzbek contexts.

These two published sources provided authoritative written texts with examples suitable for text analysis. The selection criteria were that texts had to be peer-reviewed, published after 2000, and relevant to lexical analysis in academic writing.

Data collection involved accessing the full texts of the two chosen academic sources. The Uzbek study (*Error Analysis of Uzbek Students' English Writing*) was obtained from the journal *Modern Education and Development*, while the international study (*Lexical Errors in Second Language Academic Writing*) was accessed through an academic publisher's online platform. Both articles were downloaded in PDF format and prepared for systematic analysis.

Each article was read fully, and all instances of lexical discussion, error examples, and contextual usage were extracted manually. In the case of the Uzbek academic study, examples of lexical usage errors (e.g., inappropriate word choice or semantic inaccuracies) were located within the reported data sections. For the international article, the examples of identified lexical errors and the researchers' analysis were collected to serve as comparative data.

The data analysis followed a structured text analysis process. First, a coding scheme was developed based on lexical categories identified in previous literature, such as incorrect word choice, inappropriate collocations, semantic confusion, and overgeneralization. Each selected source was then analyzed sentence by sentence.

From the Uzbek article, instances of lexical mistakes reported by the original authors were noted and categorized under relevant codes (e.g., word choice, collocation) to understand how these errors manifested in students' writing. In the international study by Chubaryan and Vardanyan, the reported lexical error categories were also coded and their context examined.

The analysis focused on:

- **Identifying recurring patterns** of lexical usage or misuse,
- **Comparing error categories** across the two sources,
- **Interpreting possible causes** of lexical problems (e.g., first language transfer, limited academic vocabulary knowledge).

This method ensured that lexical analysis was systematic and grounded in real academic examples, facilitating triangulation between local (Uzbek) and international contexts.

Results

The results of the study are based on the qualitative text analysis of two academic sources: one Uzbek and one international English-language article. The findings are presented comparatively to highlight similarities and differences in lexical features and errors.

No	Type of Lexical Feature / Error	Example from Uzbek Source	Example from English Source	Explanation
1	Incorrect Word Choice	**make a research**	Rare occurrence	Uzbek source shows direct translation from L1, while English source maintains correct usage (**do research**)
2	Collocation Errors	**do a mistake**	Occasional minor misuse	Uzbek text shows frequent incorrect verb–noun combinations, while English text demonstrates mostly correct collocations
3	Misuse of Word Form	**discuss about the problem**	Rare	Uzbek source includes redundant structures; English source avoids such forms
4	Semantic Confusion	**economic/economical** confusion	Minimal confusion	Uzbek source shows misunderstanding of similar words, while English text uses them accurately
5	Informal Vocabulary	**big problem**	**significant issue**	Uzbek text tends to use informal vocabulary, while English academic writing uses formal equivalents
6	Lexical Variety	Repetition (e.g., **very important**)	Wide range of vocabulary	Uzbek source shows limited vocabulary; English source demonstrates lexical richness

The comparative analysis revealed clear differences between the Uzbek and English academic sources in terms of lexical usage. The Uzbek academic text demonstrated a higher frequency of lexical errors, particularly in incorrect word choice, collocation errors, and misuse of word forms. These errors appear to be influenced by first language interference and limited exposure to academic vocabulary.

In contrast, the English academic article showed a significantly lower number of lexical errors and a more accurate use of academic vocabulary. Collocations were generally used correctly, and lexical choices reflected a higher level of proficiency and familiarity with academic writing conventions.

Additionally, the Uzbek source showed limited lexical variety and frequent repetition of simple words, whereas the English source demonstrated a broader range of vocabulary and more precise lexical choices. This suggests that lexical competence and exposure to academic discourse play a crucial role in improving writing quality.

Overall, the results indicate that Uzbek learners may benefit from increased focus on collocational knowledge, academic vocabulary development, and exposure to authentic English academic texts.

Discussion

The analysis revealed significant differences in lexical usage between the Uzbek and English academic sources, emphasizing the critical role of lexical competence in academic writing. The Uzbek source demonstrated a considerably higher frequency of lexical errors, particularly in incorrect word choice, misuse of collocations, and inappropriate word forms. In contrast, the English academic source exhibited more accurate, varied, and contextually appropriate vocabulary use, reflecting a higher level of proficiency and familiarity with academic discourse conventions.

These findings can largely be explained by the influence of first language interference and insufficient lexical competence. As noted by Jarvis and Pavlenko (2008), learners often transfer lexical patterns directly from their native language, which leads to unnatural or incorrect expressions in the target language. This was evident in the Uzbek source, where several lexical combinations reflected direct translation rather than natural English usage. Furthermore, the frequent occurrence of collocation errors suggests that learners lack sufficient awareness of how words typically combine in English.

Another key factor contributing to the observed differences is the level of exposure to authentic academic texts. The Uzbek source showed limited lexical variety and reliance on simple, repetitive vocabulary, whereas the English source demonstrated a wider range of academic expressions and more precise lexical choices. This supports Hyland's (2003) argument that regular exposure to academic discourse is essential for developing writing proficiency and appropriate lexical usage. Without such exposure, learners may struggle to internalize academic vocabulary and produce contextually suitable language.

Despite these important findings, the study has certain limitations. The analysis was based on only two academic sources, which restricts the generalizability of the results. Additionally, the study relied solely on qualitative text analysis and did not include quantitative measurements of error frequency, which could have provided more objective insights.

Overall, the findings highlight the importance of developing lexical competence, particularly in terms of collocations, academic vocabulary, and appropriate word usage. Future research should analyze a larger corpus of texts and consider integrating both qualitative and quantitative methods to gain a more comprehensive understanding of lexical errors in EFL academic writing.

Conclusion

In conclusion, this study has demonstrated that lexical competence plays a crucial role in the quality of academic writing. The comparative analysis of Uzbek and English academic sources revealed that lexical errors, particularly in word choice, collocation, and word form, are more prevalent in the Uzbek context. These errors are mainly influenced by first language interference, limited vocabulary knowledge, and insufficient exposure to authentic academic discourse.

The findings highlight that improving students' lexical competence requires more than simply increasing vocabulary size. It is essential to develop learners' understanding of how words function in context, including their collocational patterns and appropriate usage in academic writing. In this regard, greater emphasis should be placed on teaching academic vocabulary, providing exposure to authentic texts, and encouraging regular writing practice.

Although the study was limited in scope, it provides valuable insights into lexical challenges faced by EFL learners. Future research should expand the data set and explore additional factors influencing lexical development. Overall, addressing lexical errors can significantly enhance students’ academic writing proficiency and support their success in academic contexts.

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METHOD AND MOTIVATIONAL BALANCING: CRUCIAL ELEMENTS OF CONTEMPORARY INSTRUCTION

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Abstract. *Effective instruction in today's changing educational environment depends not only on the application of pedagogical techniques but also no striking a delcate balance between methodological accuracy and motivational resonance. According to this article, the relationship between motivational aligment and instructional technique is fundamental rather than supplemental. The debate reframes teaching as a responsive, adaptive act by looking at how methodological frameworks can either encourage or inhibit learner motivation. Therefore, modern teaching requires not only knowledge but also sensitivity, where the teacher takes no the roles of both architect and empath, creating demanding and meaningful learning setting. The potential to convert passive instruction into significant long-lasting influense is present in this convergence.*

Key words: *instructional method, motivation, balance, pedagogy, engagement, adaptability, contemporary education.*

Annotatsiya. *Bugungi o'zgaruvchan ta'lim muhitida samarali ta'lim berish nafaqat pedagogik usullarni qo'llashga, balki metodik aniqlik va motivatsion rezonans o'rtasidagi nozik muvozanatni saqlashga ham bog'liq. Ushbu maqolaga ko'ra, motivatsion moslashuv va o'qitish texnikasi o'rtasidagi munosabatlar qo'shimcha emas, balki asosiy hisoblanadi. Munozara uslubiy asoslar o'quvchilarning motivatsiyasini qanday rag'bantlantirishi yoki inhibe qilishi mumkinligini ko'rib chiqish orqali o'qitishni sezgir, moslashuvchan harakat sifatida qayta ko'rib chiqadi. Shu sababli, zamonaviy o'qitish nafaqat bilimni, balki sezgirlikni ham talab qiladi, bunda o'qituvchi me'mor va empatiya rollarini o'z zimmasiga oladi, talabchan va mazmunli o'quv sharoitlarini yaratadi. Passiv ko'rsatmalarni muhim, uzoq muddatli ta'sirga aylantirish potentsiali bu konvergentsiyada mavjud.*

Kalit so'zlar*: ta'lim usuli, motivatsiya, balans, pedagogika, ishtirok etish, moslashuvchanlik, zamonaviy ta'lim.*

Аннотация. *Эффективное обучение в сегондяшней среде зависит не только от применения педагогичиских методов, но и от достижения тонкого баланса между методологической точностью и мотивационным резонансом. Согласно этой статьеб связь между мотивациоонным выравниванием и методикой обучения является основополагающей, а не дополнительной. Дебаты переосмысливают обучение как отзывчивый, адаптивный акт, зассматривая, как методологические рамки могут либо поощрять, либо подавлять мотивацию учащихся. Поэтому современное обучение требует не только знаний, но и чувствительности, когда учитель берет на себя роль как архитектора, так и эмпата, создавая требовательные и значимые учибные условия. Потенциал для преобразования пассивного обучения в значительное, долгосрочное влияние присутствует в этой конвергенции.*

Ключевые слова: *метод обучения, мотивация, баланс, педагогика, вовлеченность, адаптивность, современное образование.*

Introduction

With all of its difficulties, modern life frequently necessitates adjustments in the educational system. Since teaching is the most structured type of education, these changes are directly mirrored in it. Many aspects of teaching have had to be rethought in light of the necessary changes: the structure and choice of curricula and contents; the importance of individual goals and objectives; the choice, frequency and productivity of individual teaching forms and methods; the lack of initative and freedom on the part of students in the classroom; the work style of the teacher and the need to establish democratic relationships; the lack of motivation for learning; the disregard for universal values and the requirement that teaching staff undergo ongoing professional education training. In this regard, philosopher Roger Sessions said," Everything should be made as simple as possible, but not simpler", meaning that an effective method is based on calarity and simplicity".[1]

Understanding method in instruction

The term "Instructional method" describes the methodical strategies teachersbuse to promote learning. To encourage understanding and skill development, instructional strategies like lectures, inquiry-based learning and flipped classrooms are used. Presenting the information in an understandable and rational way is the aim. Benjamin Franklin aptly noted: " Tell me and I forget, teach me and I remember, involve me and I learn".-Benjamin Franklin

His remarks demostrate how teaching approaches have changed over time, moving from passive delivery to active, collaborative learning techniques. A well-structured approach has several advantages, including:

-Concepts are presented in a clear and concise manner.

- Ability to adjust to different learning modalities.
- Possibilities for practical and participatory participation.

The role of motivation in learning

Student involvement and perseverance and driven by motivation. It might be extrinsic, like acknowledgment, grades or praise or intrinsic, like curiosity or personal interest.

"Education is not the filling of a pail, but the lighting of a fire".

-Commonly misattributed to William Butler Yeats

is frequently used to highlight how motivating education is. Bu according to research, this quotation is a paraphrasing of a passage from Plutarch's essay "On listening", which was written in Moralia about the year 100 AD. In it, he state:

"For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth ".

-Plutarch, Moralia, Loeb classical library,1927

This metaphor emphasizes the idea that education should not only impact facts but also inspire a desire to study more. Students who are motivated:

a)Be proactive in your education

b) Overcome obstactes more skillfully

c) Show increased inventiveness and retention.

John. C Maxwell also observed: " Students do not care how much you know until they know much you care"

Stressing the importance of connections and attitudes in the emotional aspect of motivation.

The interdependence of method and motivation

Instructional method and motivation are interdepent. A method without motivation can be rigid and unispiring, while motivation without method may lead to scattered and unproductive learning. Mark Van Doren succinctly stated: "The art of teaching is the art of assisting discovery".

The reflects an approach where method supports exploration and motivation fuels it.

- ✓ Effective instruction requires educators to:
- ✓ Combine clear goals with inspiring delivery
- ✓ Use assessment not just to measure, but to motivate
- ✓ Provide autonomy, choise and relevance in learning tasks
- ✓ Alfred Mercier noted: "What we learn with pleasure we never forget".
- ✓ Emphasizing that the blend of structure and joy is at heart of balanced education.

Application in contemporary classrooms

Method and motivation are two things that modern pedagogies aim to combine:

-Differentiated instruction modifies teaching strategies to accommodate a range of student demands and sustain motivation.

-Active learning settings, including group projects or problem-solving exercises, stimulate students' minds and emotions.

-Digital storytelling and gamification are two examples of technology- enhcanced training that makes learning engaging but structure.

-"Success is the sum of small efforts, repeated day in and day out".-Robert Collier. Robert Collier placed a strong emphasis on effort and consistency in learning, which is similar to how sustained motivation and careful preparation produce long-lasting learning results.

Conclusion

In modern education, striking a balance between approach and incentive is crucial. While motivation gives pupils the drive to start the adventure, methods give them a route plan. Teachers are reminded that true teaching is both a science and an art by drawing on the insights of intellectuals such as Plutarch, Franklin and Roger. Education not only informs but also transforms when both components are present.

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LES SPÉCIFICITÉS SÉMANTIQUES ET PRAGMATIQUES DE LA MODALITÉ DANS LES CONTES FRANÇAIS ET OUZBEKS

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Annotatsiya. *Maqolada o‘zbek va fransuz ertaklari, ularning milliy-mental xususiyatlari hamda madaniy mushtarakliklarining modallik kategoriyasi orqali ifodalanishi turli misollar asosida tahlil qilinadi. Shuningdek, ikki xalq ertaklariga xos poetik va semantik jihatlar lingvokognitiv yondashuv asosida yoritib beriladi.*

Kalit so‘zlar: *motiv, zachin, lisoniy xususiyat, janr, mifologik timsol, kompozitsion yakun*

Аннотация. *В статье анализируются узбекские и французские сказки, раскрываются их национально-культурные особенности, а также выражение культурных сходств посредством категории модальности на основе различных примеров. Кроме того, поэтические и семантические особенности сказок двух народов рассматриваются с позиции лингвокогнитивного подхода.*

Ключевые слова: *мотив, зачин, языковые особенности, жанр, мифологический образ, композиционная концовка.*

Abstract. *The article analyzes Uzbek and French tales, highlighting their national and cultural characteristics as well as the expression of cultural similarities through the category of modality, illustrated with various examples. In addition, the poetic and semantic features specific to the tales of both nations are examined from a linguocognitive perspective.*

Keywords: *motif, exposition, linguistic features, genre, mythological image, compositional ending.*

Le rapport entre la langue et la culture, le reflet de la langue dans la vie sociale, les problèmes de l'études des langues étrangères exigent une attention particulière.

Dans la linguistique mondiale, l'étude de la richesse culturelle et spirituelle des peuples du monde a une valeur scientifique et pratique; la comparaison mutuelle permet de l'apprécier profondement. L'étude constrastive de catégorie de modalité ayant le caractère universel et investie d'importance majeure pour la compréhension de l'essence de la langue, sur l'exemple des contes français et ouzbeks permet de dévoiler plusieurs facettes de chaque langue et d'étudier ses bases théoriques.

La présente article ouvre la voie de l'étude approfondie des particularités de la catégorie de modalité qui possède un contenu scientifique complexe et multiforme. Les études de la catégorie de modalité dans les contes français et ouzbeks sous l'angle contrastif enrichiront davantage la linguistique contrastive. Ainsi, nous justifions la possibilité d'appliquer la méthode contrastive pour l'étude des caractéristiques littéraires et esthétiques, des différences des aspects linguo-cognitifs et ethno-culturels de la catégorie de modalité dans les contes ouzbeks et français.

Dans cette article nous pouvons analzser les particularités de la catégorie "*désir", "l'occasion – la condition", "nécessaire"* dans les contes français et ouzbeks.

La catégorie de *modalité* est l' une des questions d'intérêt non seulement des savants des domaines des sciences naturelles et sociales, mais aussi des linguistes. Cette catégorie est

appliquée dans le cadre de la lexicologie, la phraséologie, la formation des mots et la linguistique du texte. Selon les sources dont nous disposons, la notion de la "modalité" a été introduite par Aristote. Il est connu, que "la modalité *(modalis* du lat.– *méthode, mesure)* – est une catégorie fonctionnelle-sémantique exprimant des rapports différentes envers la réalité"[17].

Charles Bally caractérise la catégorie de modalité comme suit: "La modalité - est le cœur et l'âme de l'énoncé"[18].

F.Brunot justifie les moyens d'expression des notions de modalité en allant "du sens vers la forme", procédé bien encré dans la linguistique: "les moyens exprimant la catégorie de modalité comprend le son, le temps, l'ordre des mots et de le mode du verbe"[19].

Selon V. Gak, "la modalité se divise en trois niveaux: 1) la modalité déclarative et performative (J'ordonne que Pierre vienne) modalité – par rapport aux propriété de l'énoncé (Je dis que Pierre viendra); 2) la confiance (je sais) et la probabilité – par rapport à la propriété de la connaissance de la réalité (Je suppose); 3) le désir (je veux qu'il vienne) – par rapport à la propriété des relations"[20].

J.Mouir, qui a étudié la catégorie de modalité en termes de la langue anglaise, a désigné les subtilités des valeurs modales et les a inclues dans le domaine de la modalité: "les forme du verbe sont appelées modes et expriment les notions modales telles comme affirmation, question et ordre"[21]. Selon M.Halliday, "la modalité est une caractéristique fonctionnelle importante du dialogue, la fonction interpersonnelle, la forme des expressions de l'énonciateur participant au dialogue"[22]. En outre, "Le language ne possède aucune autre catégorie envers laquelle il y ait tant d'avis divers, contradictoires, interprétant ses significations particulières dans le language."[23]

L'existance d'un grand nombre de possibilités d'expression de la catégorie de modalité met en évidence le fait que cette catégorie est universelle pour toutes les langues et que ses études sont importantes pour la compréhension de la structure de la langue. Les signes linguistiques mentionnés ci-dessus jouent un rôle capital dans la formation de la catégorie de modalité et la définition des prédicats. Ils servent aussi à une présentation plus précise et plus économique des énoncés de contenu différent en formant des catégories lexicales, sémantiques et grammaticales.

Les linguistes étrangers et ouzbeks dont Ch.Bally, F.Brunot, E.M.Wolf, E.Benveniste, J. Dubois, B.Potier, T.B.Alisova, A.Nurmanov et N.Makhmudov[24]- dans le cadre de la question des catégories grammatical esont analysé les rapports entre le *modus* et le *dictum,*et ont présenté leur théorie.

Le terme *modus* vient du latin "modus" et signifie *"l'image, la méthode, la forme"*, tandis que *"dictum"* se traduit du latin comme *"l'opinion exprimée"*. Comme le montrent les informations trouvées, la notion de la catégorie du modus a été introduite à la linguistique par Charles Bally.

[17] Uzbekiston milliy entsiklopediya. 6 tom. – T., 2000. – P. 38
[18] Bally. Le langage et la vie. – P.,1926. – P.206
[19] Brunot Ferdinand. La pensée et la langue. – P.:,1936. – P.514.
[20] Гак В. Г. Теоретическая грамматика французского языка. – М.,1986. – С.108 – 147.
[21] Мур Д.Э. Доказательство внешнего мира. – М.,1993.– С.66–84.
[22] Halliday M.K. System and function in language: Selected papers. Ed.ByG. R. Kress London. Oxford Univ. Press.1976. – P.197.
[23] Панфилов В. З. Грамматика и логика. – М., 1963. – С.80.
[24] Балли Ш. Язык и жизнь. – М., 2003. – С.44–60. Brunot Ferdinand. Lapensée et la langue. – P., 1936. – P.514. Вольф У.М. Функциональная семантика оценки. –М., 1985. – С.227. Benveniste E. Problème de linguistique générater. – P., 1981. – P.286. Dubois J. Grammaire structurale du français: le verbe. – P. : Larousse, 1967. – P.1263. Pottier B. Représentations mentales et catégorisations linguistiques, Paris, Louvain, Peeters, 1976, 2000, – P.318. Алисова Т.Б.Дополнительнкe отношения модуса и диктума. 1971. – С.54 – 64. Маҳмудов М., Нурманов А.Ўзбек тилининг назарий грамматикаси. – Т., 1995. – Б.56 – 59.

Selon lui, "une proposition explicite se compose de deux parties dont l'une, corrélative au processus de formation de la présentation, est appelée "dictum", or la seconde, corrélative aux opérations effectuées par le sujet pensant, est appelée "modus"[25]. Dans son travail N.Makhmudov décrit les particularités d'expression du sens de dictum et de modus dans les phrases complexes: "il faut y distinguer le modus et le dictum – le sens à deux caractères différents". Nous sommes d' accord avec l'opinion de V.Gak qui insiste que "le dictum reflète la réalité, tandis que le modus exprime l'attitude du sujet parlat envers la réalité"[26]. Indépendament du type de l'énoncé, soit il simple ou complexe, il contient le modus et le dictum qui désignent le même évènement, en complétant l'un l'autre, étant liés l'un à l'autre.

Dans la linguistique moderne, la première place n'est pas à la compréhension de la langue mais à l'étude l'étude de la relation entre la *langue,* lan*culture* et l'*individu,* aussi bien à la compréhension mutuelle. La relation mutuelle à l'intérieur de ce *trio* est un aspect important dans l'étude des caractéristiques ethno-culturelles de la langue. Il est à noter que le rôle de la langue etde la culture dans le développement de la catégorie de modalité est déterminante.Comme le postule S.S.Vaulina "la langue reflète la réalité indirectement mais à travers sa structure, la modalité dans la langue est une catégorie sémantique large, constituée de deux couches différentes – les modalités ontologiques et épistémologiques"[27]. Dans l'optique contrastive, la catégorie de modalité reflète mieux les différences linguo-culturelles entre les langues. La modalité est étroitement liée aux caractères nationaux de différents peuples.

"L'intention est une action dans la mise en œuvre du désir. Les verbes exprimant le désir sont étroitement associés aux verbes exprimant les entiments, ils signifient la proximité de l'homme et l'amour."[28] La catégorie du désir peut être divisée en groupes sémantiques suivants:

1) le désir proprement dit : "*Je veux un mouton qui vive longtemps*" (SEPP, 24). *Je veux* - explique la signification des désirs proprement dits, exprimé par le Présent; *"Mon travail est urgent, pas de temps à rester assis. Je veux y aller"* (JDB. SU, 47), *je veux y aller* - signifie l'ensemble de son propre désir, exprimé par le Present;

2) le désir pour faire un travail particulier: "*Je veux que tu me montes aussi haut que possible*" (BDF); le verb *vouloir* exprime l'objectif de désir. *"Salom a eu du mal à vendre son turban contre une monnaie, et, après avoir traversé le bazar, a acheté la première chose qu'il a vue* (ONS); le désir pour effectuer un travail spécifique;

3) un désir combiné avec la notion d'un ordre. "*Ma fille est malade, - dit* le Roi, - *je veux que vous apportiez la pomme - de - vie pour la guérir*" (HVTM, 52). Le désir est exprimée sous forme d'un ordre (apportiez) + désir (je veux); -*"O, Sultan puissant, s'il vous plaît, ne tuez pas ma fille unique"* (CBT, 31). Dans cet exemple, l'ordre (ne la laissez pas périr bêtement) + désir (s'il vous plaît ne tuez par) vont ensemble;

4) une tentative de mettre en œuvre une action, mais pas le désir exaucé "*Quand les enfants sont allés au village pour la voir, leur tente ne les embrassait pas, et quand les enfants voulaient l'embrasser, elle s'y opposait";* (MC, 74);

5) le désir combiné avec les concepts du temps, de la cause, du résultat, de la comparaison, de l'engagement, et du lieu*:* - la *cause du désir: "la reine voulait savoir la verité, Mais le prince n'osait pas se fier à Elle de son secret"* (CP.BBD, 23); - Le *résultat de la volonté: "J'épouserai la*

[25] Балли Ш. Общая лингвистика и вопросы французского языка. – М.: изд.ин.лит., 1955. – С.44–60.
[26] Гак В.Г. Теоретическая грамматика французского языка. Морфология. – М., 1986. – С.312.
[27] Ваулина С.С. Эволюция средств выражения модальности в русском языке. – Л.,1988. – С.143.
[28] Васильев Л.М. Семантика русского глагола. – М.: Высшая школа, 1981. – 182с.

fille qui pourra passer cette bague à son doigt" (CP.PA,70); - L'espace-temps du désir, "Quand Sultan s'est réveillé, il s'est aperçu que c'était un rêve" (ONS, 98); le conseil et le désir combiné: *"Pour ce faire, il* a d'*abord appelé ses vizirs pour leur demander le conseil"* - un désir + cause du désir: *"Hé, garçon, qui sont tes parents, qu'est-ce que tu fais ici "*(KBT, 46) – le désir et la compariason: *"je voudrais avoir* du *plaisir comme ces gens "- dit la Reine"* (BVBK 64.); de volonté négative: *"Aucun d'eux ne veux plus vivre avec moi". (ZHSE,* 66). Nous pouvons remarquer des cas où la catégorie du désir contient un ordre: "*Maman, faites-leur un bon repas (l'ordre)", s'ils vous demandent qui est le maître du palais, ne répondez pas* (affirmation). Je vous appelerai et dirai "*Versez moi de l'eau sur les mains".* (ordre). *Prenez le kumgan, et faites l'air de verser de l'eau. Alors, le Sultan dira: "Je vais le faire". Ensuite, vous lui donnerez le kumgan* (commande)*" (UNS.SN,* 13).

Dans les contes français, lors du descriptif de la catégorie du désir, on utilise fréquemment les verbes modaux (*vouloir, pouvoir, devoir, falloir*), souvent avec des verbes indépendants, moins souvent avec les verbes auxilliaires. Dans les contes ouzbeks, le désir est exprimé à l'aide des verbes indépendants mais les verbes auxilliaires sont aussi fréquents.

Au sein des contes français et ouzbeks, les verbes modaux sont souvent exprimée en conjonction avec des modes de réalisation spécifiques du verbe analytique *(-moqchi ekan, -moqchi edi, -moқchi emasdi, -gisi keldi, -gim (qim) kelyapti, -sam devdim* etc.).

Parmi les contes français et ouzbeks l'utilisation de la catégorie de modalité, de *possibilité* et de *nécessité,* ainsi que d'autres catégories, organisent le champ sémantique intégrant des moyens lexicaux, morphologiques et syntaxiques.

Dans les contes français, le verbe modal *pouvoir* ou le syntagme modal *Il est possible* peuvent être portés par de différents moyens linguistiques, et le verbe modal *vouloir* reflète *l'expressivité, la possibilité, le désir, le besoin, la réalité: "Cendrillon sourit et leur dit: Elle était donc bien belle? Mon Dieu! que vous êtes heureuses! ne pourrais-je donc pas la voir! (CF.C, 71)* Dans cet exemple, de nombreux types de catégories modales sont utilisés, telles que la *capacité* - ne pourrais-je, *le désir* - tu voudrais bien, eût bien voulu, le *besoin* - il faudrait, qu'elle ne put achever. Dans les contes ouzbèks, la catégorie d'*occasion-condition* est transmise par de diverses types d'unités langagières: "En souriant, le Cendrillon dit: "Vous avez dit qu'elle est belle? Qu'est-ce que vous êtes heureuses, mes soeurs! Vous avez rencontré une si belle reine! Pourrais-le la rencontrer un beau jour?" (SMGZ, 28).

Dans les contes français, les catégories telles comme "désirм, "opportunité", "nécessité", мtemporalitéм peuvent être décrites en liaison avec des unités langagières comme: 1) les verbes modaux (*vouloir, pouvoir, devoir, falloir*); 2) les mots modaux *(sans doute, sans aucun doute, bien sûr, certainement, vraisemblablement, assurément, forcément, certain, sûr, convaincant);* 3) les connecteurs modaux *(on dit que, affirme que, le bruit court que);* 4) les formes impersonnelles du verbe *(il est sûr que, il se peuxque, il semble que);* 5) les constructions complexes *(avoir envie de, faire envie à, r**especter les volontés de, faire la volonté de, avoir la volonté de);* 6) les formes des verbes spécifiques *(assurer, croire, penser, considérer, estimer, juger, supposer, imaginer, envisager, soupçonner, douter, contester sembler);* 7) l'intonation.

Dans les contes ouzbeks, les catégories comme "désir", "possibilité", "nécessité", "temporalité" sont exprimées en unités de language, telles comme: 1) la forme analytique du verbe (*- gi-si keldi, - moqchi, -gi-m (-qi-m)), - (i)sh kerak, kerak edi, - (i)sh lozim, - masa (m) bo‘lmaydi, -moqchi edi(lar), -ga majbur(man)* et les formes verbales composées *(-sa-m devdi-m, -qi-m*

kelyapti, -gi-si kelardi, -moqchi edi etc.), 2) les verbes modaux: *kerak (lozim, majbur), bo‘lmoq, istamoq, xohlamoq, 3)* les mots modaux: *ehtimol, albatta, kerak, lozim, darkor, mumkin.*

L'existence de plusieurs opportunités de réalisation de la catégorie de la modalité montre l'importance de ses études pour la meuilleure compréhension de l'essence même de la structure du langage, et que cette catégorie linguistique est universelle. Cela est également prouvé par l'analyse de la catégorie de modalité dans les contes français et ouzbeks. Les études linguo-cognitives et ethno-culturelles des particularités de la catégorie de modalité dans les contes de deux langues indépendantes ouvre la voie du développement de la linguistique comparée.

Dans les contes français, la catégorie de modalité peut être exprimée par les moyens morphologiques, formes impersonnelles du verbe (gérondif, participes), les modes (indicatif, subjonctif, conditionnel, impératif), lexicaux (verbes modaux, mots modaux, particules modales, adjectifs, adverbes, structures spécifiques) et des moyens syntaxiques (intonation, ordre des mots). Les catégories *"désir", "opportunité-conditions","besoin-nécessité"* se démarquent par les particularités d'expression par les unités langagières, telles comme les verbes modaux, mots modaux, les associations modales, formes impersonnelles du verbe, les verbes composés, les formes verbales spéciales, l'intonation.

En ce qui concerne les contes français et ouzbeks, nous pouvons observer le reflet des similitudes ethno-culturelles, et la réalisation active de la catégorie de modalité à la réflexion des propriétés nationales non seulement dans les contes français et ouzbeks, mais aussi dans la culture, la langue, et les différents moyens du langage.

MULTI-METOD YONDASHUVDA O‘QUVCHILARNING KOMMUNIKATIV KOMPETENSIYALARINI RIVOJLANTIRISH USULLARI

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Annotatsiya. *Ushbu matn globallashuv va raqamlashtirish jarayonlarining ta’limga ta'sirini ko‘rsatadi, xorijiy tillarni o‘rganishda o‘quvchilarning kommunikativ kompetensiyasini shakllantirish zarurligini ta'kidlaydi. Kommunikativ kompetensiya til bilimidan tashqari, muloqot va madaniyatlararo aloqalarni ham o‘z ichiga oladi. Multi-metod yondashuvi, turli pedagogik uslublarni birlashtirib, o‘quvchilarning ehtiyojlariga moslashishga imkon beradi va kommunikativ o‘qitish strategiyalarini amaliyotda qo‘llashda istiqbolli yo‘nalish hisoblanadi.*

Kalit so‘zlar: *globallashuv, raqamlashtirish, ta’lim, xorijiy tillar, kommunikativ kompetensiya, madaniyatlararo, muloqot, multi-metod yondashuv, pedagogik uslublar.*

Bugungi globallashuv va raqamlashtirish jarayonlari ta’lim sohasini tubdan o‘zgartirib yubordi. Ayniqsa, xorijiy tillarni o‘rganish va o‘rgatish jarayonida o‘quvchilarning kommunikativ kompetensiyasini shakllantirish dolzarb muammolardan biriga aylandi. Kommunikativ kompetensiya faqat til bilimi emas, balki o‘z fikrini aniq, mazmunli va ijtimoiy maqbul shaklda yetkazib berish, madaniyatlararo muloqotda samarali ishtirok eta olish qobiliyatini ham o‘z ichiga oladi. Shu sababli, o‘quvchilarda bu ko‘nikmalarni shakllantirish uchun yangicha, ilmiy asoslangan, zamonaviy yondashuvlar zarur bo‘lib bormoqda.

Bu borada multi-metod yondashuv — ya’ni turli tadqiqot metodlari va pedagogik uslublarni birgalikda qo‘llash — kommunikativ kompetensiyani rivojlantirishda istiqbolli yo‘nalish sifatida qaralmoqda. Multi-metod yondashuv nazariy va amaliy jihatdan bir nechta turli yo‘nalishlarni uyg‘unlashtirib, o‘quvchilarning har xil ehtiyojlari, o‘rganish uslublari va til darajasiga moslashish imkonini beradi. Shu sababli, multi-metod yondashuv kommunikativ o‘qitish strategiyalarini amaliyotda qanday tatbiq etish mumkinligini kengroq o‘rganish imkonini beradi.

So‘nggi yillarda xorijiy tadqiqotlarda ushbu yondashuv o‘zini ko‘plab jihatlardan oqladi. Masalan, Lee, Mader va Morley o‘z tadqiqotida turli metodikalar asosida onlayn muhitda madaniyatlararo kommunikativ ko‘nikmalarni rivojlantirish samaradorligini baholaydi va onlayn ta’lim vositalarining kommunikativ kompetensiyaga ijobiy ta’sir ko‘rsatishini isbotlaydi [5]. Boshqa bir tadqiqotda, Lam ESL o‘quvchilariga og‘zaki strategiyalarni o‘rgatish orqali ularning kommunikatsion faolligini oshirish mumkinligini multi-metod yondashuv orqali isbotlaydi [4].

Shu o‘rinda, multi-metod yondashuv faqat nazariy tadqiqotlar bilan cheklanmay, balki o‘quvchilarning real dars jarayonlaridagi faoliyatlarini, ularning kommunikativ va madaniy moslashuv darajalarini, og‘zaki va yozma muloqotdagi muvaffaqiyatlarini baholashga ham xizmat qiladi. Misol uchun, Baroody va boshqalar tomonidan olib borilgan tadqiqotda o‘quvchilarning ijtimoiy faolligi va muloqotdagi ishtirok darajasi ularning matematika fani bo‘yicha yutuqlari bilan bog‘liqligi multi-metod asosida tahlil qilingan [1].

Kommunikativ kompetensiyani rivojlantirishda eng ko‘p muhokama qilinadigan va qo‘llaniladigan metodlardan biri bu CLT (Communicative Language Teaching) yondashuvidir. Ushbu yondashuv 1970-yillarda an’anaviy grammatik asosli o‘qitishdan farqli o‘laroq, o‘quvchilarning haqiqiy hayotiy muloqotda ishtirok etishiga e’tibor qaratgan holda shakllangan.

CLT asosida o‘tkaziladigan darslarda o‘quvchilarning interaktivlik, hamkorlik va muomala qilishga tayyorlik darajasi muhim o‘rinni egallaydi. İnceçay & İnceçay tomonidan olib borilgan tadqiqotda turk universiteti talabalari CLT yondashuvi asosidagi darslarni an’anaviy grammatika markazli darslardan ko‘ra ko‘proq foydali deb hisoblaganlar. Ular ayniqsa real muloqotga asoslangan faoliyatlar, juftlik va guruhli ishlar orqali so‘zlashish ko‘nikmalarini samaraliroq rivojlantirganliklarini ta’kidlaganlar [3].

CLT o‘zida quyidagi asosiy prinsiplarga tayangan:

- tildan vosita sifatida foydalanish (til haqida bilim emas, til orqali muloqot qilish);
- kontekstual ta’lim – mavzular hayotiy kontekstlarda beriladi;
- ijtimoiy-interaktiv muhit yaratish;
- o‘quvchilarni mustaqil fikrlash va muomala qilishga undash.

Ushbu yondashuv kommunikativ maqsadga erishish uchun o‘qituvchi va o‘quvchi o‘rtasidagi muloqotni, shuningdek, o‘quvchilar o‘rtasidagi o‘zaro aloqani muhim hisoblaydi. Bu metodni qo‘llashda o‘qituvchi murabbiy va yo‘naltiruvchi sifatida faol ishtirok etadi.

Yana bir muhim nazariy asos bu til o‘rganish strategiyalarini o‘rgatishdir. Strategik yondashuv til o‘rganuvchining mustaqilligini rivojlantiradi. Bu yondashuvga ko‘ra, o‘qituvchi o‘quvchilarga o‘zining til o‘rganish jarayonini anglash, nazorat qilish va strategiyalar yordamida uni boshqarishni o‘rgatadi. Lam tomonidan o‘tkazilgan tadqiqotda ESL o‘rganuvchilarga og‘zaki strategiyalarni o‘rgatish orqali ularning ishtiroki va ravonligi ortganligi aniqlandi [4].

Ushbu strategiyalar orasida:

- til o‘rganishda maqsad qo‘yish va rejalashtirish;
- foydali xatoliklardan o‘rganish;
- o‘z-o‘zini baholash va kuzatish;
- metakognitiv yondashuvlar mavjud bo‘lib, bu metod o‘quvchilarni faqat bilim oluvchilar emas, balki faol ishtirokchi va mustaqil o‘rganuvchilarga aylantiradi.

Mohammadi Darabad & Abbasian multi-metod asosida olib borgan tadqiqotida ana shu strategik yondashuvlarning L2 o‘quvchilarning real darsdagi baholash natijalariga sezilarli ijobiy ta’sirini ko‘rsatgan [8].

So‘nggi yillarda ta’lim tizimida aralash (blended learning) uslub keng tarqalmoqda. Bu yondashuvda an’anaviy sinfdagi darslar va onlayn o‘qitish imkoniyatlari birgalikda qo‘llaniladi. Bu uslub o‘quvchilarga yanada ko‘proq moslashuvchanlik, mustaqil ishlash imkoniyati va tilga ko‘proq maruz bo‘lish muhiti yaratadi.

Lee et al. tomonidan olib borilgan tadqiqotda madaniyatlararo kommunikativ ko‘nikmalarni aynan onlayn kurslar yordamida o‘rgatish samarali deb topildi. O‘quvchilar o‘z oraliqlarida fikr almashish, muhokama qilish va turli madaniy kontekstlarni muhokama qilish orqali tilni yanada faol o‘zlashtirganlar [7].

Bundan tashqari, Laat et al. tomonidan olib borilgan tadqiqotda ham tarmoqli o‘quv muhitida o‘qituvchining roli va o‘quvchilarning muloqotda ishtiroki multi-metod yondashuv asosida o‘rganilib, virtual muloqotning ijtimoiy va kommunikativ kompetensiyaga bo‘lgan ijobiy ta’siri qayd etilgan [2].

Bunday aralash yondashuvlar, ayniqsa, pandemiya davrida, til o‘qitishda yagona imkoniyat sifatida xizmat qilgan va bugungi kunda esa zamonaviy ta’limda muqim o‘rin egallamoqda.

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THE IMPACT OF SOCIAL MEDIA ON IMPROVING ENGLISH WRITING SKILLS: A QUANTITATIVE STUDY

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Abstract. *This study examines the impact of social media on improving English writing skills among EFL students. Using a quantitative pretest-posttest design, 20 undergraduate students participated in four weeks of social media-based writing activities. The results showed improvement in vocabulary, content, and overall writing performance. Students also expressed positive attitudes toward using social media for writing practice.*

Keywords: *social media, writing skills, EFL learners, vocabulary, language learning.*

Аннотация*. Данное исследование рассматривает влияние социальных сетей на развитие навыков письменного английского языка у студентов EFL. В исследовании приняли участие 20 студентов, которые в течение четырех недель выполняли письменные задания через социальные сети. Результаты показали улучшение словарного запаса, содержания и общего уровня письменной речи. Студенты также выразили положительное отношение к использованию социальных сетей для практики письма.*

Ключевые слова: *социальные сети, навыки письма, EFL студенты, словарный запас, изучение языка.*

Annotatsiya. *Ushbu tadqiqot ijtimoiy tarmoqlarning EFL talabalarining ingliz tilida yozish ko'nikmalarini rivojlantirishdagi ta'sirini o'rganadi. Tadqiqotda 20 nafar talaba ishtirok etib, to'rt hafta davomida ijtimoiy tarmoqlar orqali yozma faoliyatlar olib borildi. Natijalar lug'at boyligi, mazmun va umumiy yozish ko'nikmalarida o'sish kuzatilganini ko'rsatdi. Talabalar ijtimoiy tarmoqlar orqali yozishni mashq qilishga ijobiy munosabat bildirdilar.*

Kalit so'zlar: *ijtimoiy tarmoqlar, yozish ko'nikmasi, EFL talabalari, lug'at boyligi, til o'rganish*

Introduction

Social media refers to digital platforms such as Instagram, Facebook, TikTok, and YouTube that allow users to communicate, share content, and interact online. In recent years, these platforms have become an important part of students' daily lives and learning activities. Researchers argue that social media can support English language learning by providing authentic communication and opportunities for writing practice (Crystal, 2011; Yunus et al., 2012).

However, most previous studies mainly focused on the negative effects of social media on academic writing, such as informal language use and grammatical errors. Limited research has examined how structured social media activities can improve English writing skills among EFL learners, especially in non-Western contexts.

Therefore, this study aims to investigate the impact of social media on improving English writing skills among undergraduate EFL students through a pretest-posttest design and attitude survey.

Research Questions Does social media engagement improve EFL learners' English writing skills? What are learners' attitudes toward using social media for English writing practice?

LITERATURE REVIEW

Recent studies show that social media platforms such as Facebook and Instagram can support English language learning by creating interactive environments for communication and writing practice. Kabilan et al. (2010) found that Facebook increased ESL learners' motivation and confidence in using English. Similarly, Yunus and Salehi (2012) reported that online discussions improved students' writing fluency and encouraged self-correction. Shahzadi and Kausar (2020) also demonstrated that social media writing activities positively affected vocabulary, grammar, and organization skills among university students.

Despite these benefits, some researchers emphasize the negative influence of social media on formal writing. Al-Eidan (2024) noted that students often transfer informal expressions, abbreviations, and incorrect grammar from social media into academic writing. Ahmed et al. (2025) similarly found that many university students used slang and informal vocabulary in written assignments. However, studies suggest that when social media is used with proper guidance and structured tasks, it can become an effective tool for improving writing skills (Lutviana & Mafulah, 2020).

Quantitative studies on social media and writing improvement are still limited. Shahzadi and Kausar (2020) used a pretest-posttest design and found significant improvement in students' writing performance after Facebook-based writing activities. Their findings support the idea that structured social media engagement can positively influence EFL learners' writing development.

Methodology

This study employed a quantitative pretest-posttest research design to examine the impact of social media on improving English writing skills among EFL learners. The study was conducted over a four-week period using structured social media writing activities.

The participants were 20 undergraduate EFL students selected from a university English course. The students were aged between 18 and 22 and had intermediate-level English proficiency. All participants regularly used social media platforms such as Telegram, Instagram, and Facebook. At the beginning of the study, participants completed a writing pre-test to assess their initial writing ability. During the four weeks, students participated in guided social media writing activities, including writing short paragraphs, commenting on posts, and participating in online discussions in English. The activities focused on improving content, vocabulary, grammar, organization, and mechanics.

After the treatment period, participants completed a post-test based on a similar writing task. In addition, a short survey questionnaire was administered to investigate students' attitudes toward using social media for English writing practice.

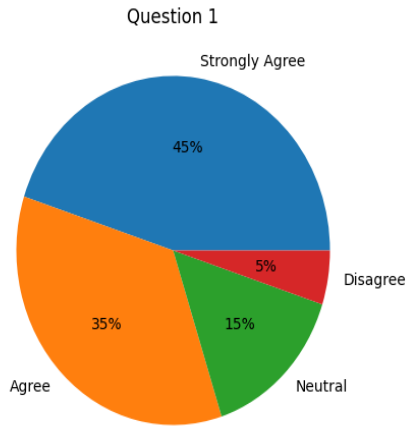
The collected data included pre-test and post-test writing scores as well as survey responses. Writing tasks were scored using five criteria: content, vocabulary, grammar, organization, and mechanics. The scores were compared quantitatively to determine improvement after the four-week intervention. Descriptive statistics such as mean scores and percentages were used to analyze the results.

A questionnaire consisting of six closed-ended questions was administered to investigate learners' attitudes toward social media-based writing practice. The survey used a Likert scale including "Strongly Agree," "Agree," "Neutral," and "Disagree."

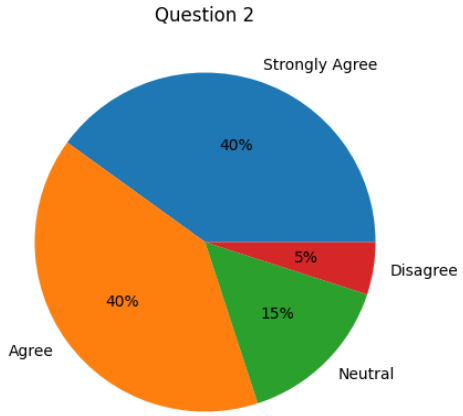
Results

The findings showed a clear improvement in students' writing performance after the four-week intervention.

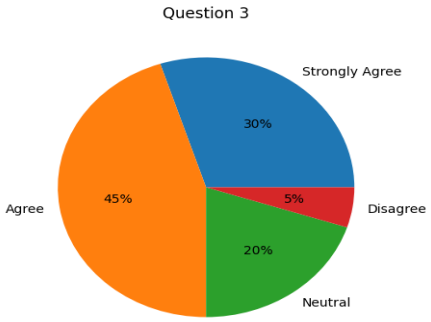
1. Does social media increase your vocabulary?



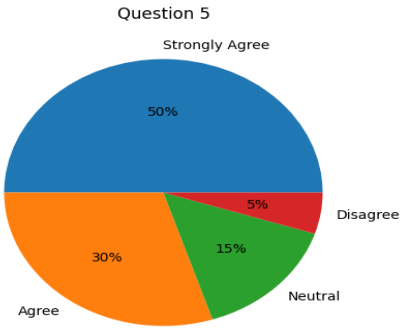
2. Do social media activities improve your English motivation to write in English?



4. Does social media help you practice more interesting?



5. Does social media make writing practice grammar?



The results showed that students generally had positive perceptions of social media-based learning. For the first question, most participants agreed that social media increased their motivation to write in English. Approximately 80% of the students selected "Strongly Agree" or "Agree," indicating that online interaction encouraged more active participation in writing activities.

Regarding vocabulary development, the majority of students reported that social media activities helped them learn and use new English words. Many participants also believed that writing comments, captions, and online discussions improved their grammar practice and writing fluency.

In addition, most students stated that they felt more confident writing in English after participating in social media activities. The survey further revealed that learners considered social media writing tasks more interesting and engaging compared to traditional classroom exercises. Finally, a large number of participants expressed support for integrating social media platforms into English language classes. However, a few students mentioned that the frequent use of abbreviations and informal expressions on social media could negatively influence formal academic writing.

Overall, the survey findings suggest that social media can create a motivating and interactive learning environment that positively supports the development of English writing skills among EFL learners.

Discussion

The present study investigated the impact of social media on improving English writing skills

among undergraduate EFL students. The findings demonstrated noticeable improvement in learners' writing performance after four weeks of structured social media-based activities. The increase in post-test scores suggests that regular online writing practice positively contributes to students' writing development.

The results are consistent with previous studies conducted by Kabilan et al. (2010), Yunus and Salehi (2012), and Shahzadi and Kausar (2020), which reported that social media platforms encourage interaction, motivation, and language production. Similar to these studies, the current research found that students became more confident and actively engaged in English writing through online communication activities.

Vocabulary and content showed the greatest improvement among the writing components. This may be because students were frequently exposed to authentic language input and interactive discussions on social media platforms. Grammar and mechanics also improved, although to a lesser degree, possibly due to the informal nature of digital communication. The survey findings additionally revealed positive learner attitudes toward using social media in English classes. Most participants believed that social media made writing practice more enjoyable and motivating. These findings support the view that technology-enhanced learning environments can increase student engagement and participation.

However, the study also identified some limitations. A small number of students reported that informal language, abbreviations, and slang used on social media occasionally influenced their academic writing negatively. Therefore, teacher guidance and structured instruction remain important when integrating social media into language learning activities.

Conclusion

This quantitative study examined the impact of social media on improving English writing skills among 20 undergraduate EFL students over a four-week period. The findings showed that structured social media activities positively affected students' writing performance, particularly in vocabulary and content development.

The survey results also demonstrated that students had positive attitudes toward using social media as a writing-practice tool. Most learners considered social media motivating, interactive, and helpful for improving confidence in English writing. Overall, the study concludes that social media can serve as an effective supplementary tool for enhancing English writing skills when used with clear educational objectives and proper teacher guidance. Future studies may involve larger participant groups and longer intervention periods to provide broader evidence on the role of social media in EFL writing instruction.

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STYLISTIC DEVICE: TYPES AND FUNCTIONS IN LITERARY DISCOURSE

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Annotation. *The nuances of English literary style are explored here through a comprehensive look at how phonetic, lexical, and syntactical choices shape artistic expression. By analyzing the masterpieces of William Shakespeare and his peers, the paper illustrates the power of figurative language in deepening character development. It bridges the gap between traditional techniques and modern discourse, providing a sophisticated framework for anyone looking to master the art of literary criticism.*

Аннотация. *В данной статье рассматриваются тонкости английского литературного стиля через призму влияния фонетических, лексических и синтаксических средств* ***на формирование художественной выразительности. На примере шедевров*** *Уильяма Шекспира и его современников автор демонстрирует роль изобразительно-выразительных средств языка в углублении психологизма персонажей и раскрытии тематического резонанса. Работа связывает классические традиции с современным литературным дискурсом, предлагая концептуальную базу для тех, кто стремится в совершенстве овладеть навыками литературного анализа и лингвистической стилистики*

Ключевые слова: *стилистические приемы, английская литература, лингвистический анализ, художественная образность, литературный стиль.*

Annotatsiya. *Ushbu maqolada fonetik, leksik va sintaktik vositalarning badiiy ifodalilikni shakllantirishdagi o‘rni tahlil qilinib, ingliz adabiy uslubining nozik qirralari tadqiq etiladi. Uilyam Shekspir va uning zamondoshlari yaratgan o‘lmas durdonalar misolida ko‘chimlar va tasvir vositalarining obrazlar tabiatini ochib berish hamda asar g‘oyasini teranlashtirishdagi qudrati yoritib berilgan. Tadqiqot an’anaviy uslubiy usullarni zamonaviy adabiy diskurs bilan bog‘lagan holda, adabiy tanqid va lingvistik stilistika san’atini mukammal egallashni maqsad qilgan izlanuvchilar uchun tizimli ilmiy asos bo‘lib xizmat qiladi.*

Kalit so‘zlar*: stilistik vositalar, ingliz adabiyoti, lingvistik tahlil, badiiy obrazlilik, adabiy uslub.*

Introduction.

The essence of literary mastery lies not only in the story being told but in the specific linguistic choices made by the author. Literature is an art form where language transcends its primary communicative purpose to achieve aesthetic brilliance. Central to this transformation are stylistic devices, which serve as the fundamental tools for authors to shape artistic expression and deepen the emotional resonance of their work.

Building a profound understanding of stylistic devices is crucial for scholars and students of English literature, particularly at institutions like Navoi State University. While ordinary language focuses on the clarity of facts, literary language utilizes phonetic, lexical, and syntactical

nuances to create "imagery." As noted by prominent linguists such as I.R. Galperin, a stylistic device is a conscious intensification of a structural or semantic property of a language unit.

The primary objective of this paper is to explore the multifaceted nature of these devices. By analyzing the masterpieces of William Shakespeare and his peers, we can illustrate the power of figurative language in deepening character development and thematic complexity. In the works of the Elizabethan era, for instance, the use of metaphor and blank verse was not merely decorative; it was a psychological tool used to reveal the inner turmoils of protagonists.

Furthermore, this research seeks to bridge the gap between traditional literary techniques and modern discourse. In a globalized world where English serves as a bridge for cross-cultural communication, providing a sophisticated framework for literary criticism is more relevant than ever. Through this comprehensive look at stylistic choices, the paper aims to provide readers with the analytical tools necessary to master the art of literary criticism and appreciate the enduring power of the written word.

LITERATURE REVIEW

According to the research conducted by I.R. Galperin (1977), stylistic devices are defined as a conscious and intentional intensification of some typical structural or semantic property of a language unit [1]. Galperin emphasizes that these devices are not just decorative additions but are essential for creating "emotive meaning," which allows a literary text to transcend its literal definitions. This theoretical framework is crucial for understanding how authors manipulate language to influence the reader's perception.

Furthermore, as noted in the studies by M.H. Abrams in his renowned work "A Glossary of Literary Terms", stylistic devices like metaphor, metonymy, and synecdoche are the primary means of creating figurative language [2]. Abrams argues that these tools are fundamental to the way meaning is constructed and understood in prose and poetry. In addition to these classical perspectives, recent academic discussions have addressed the importance of stylistic analysis in modern linguistics.

There are numerous approaches that some scholars use when analyzing literary style. These include the study of lexical transformations, syntactical patterns, and phonetic arrangements. As highlighted by Simpson (2004), stylistics serves as a vital bridge between pure linguistics and literary criticism [3]. This is because it provides an objective method for interpreting the subjective artistic choices made by authors.

Four earlier researches have addressed the classification of stylistic devices. They include Alizadeh Iman (2016), Wales (2014), Thornbury (2002), and Cuddon (2013). In her research, Alizadeh (2016) reviewed prevalent methods in a subchapter that discussed the cognitive functions of metaphors. By concentrating on these studies, this paper seeks to provide a concise overview of how stylistic choices, such as those found in the works of William Shakespeare, contribute to the overall depth and character development in English literature.

Conceptual Structure:

There are studies that examine effective stylistic analysis strategies for both classical and modern English literature. Four earlier researches have addressed the classification and functional impact of stylistic devices. They include Amalia Dhestia (2009), Hamdan Amani and Sata Al Ahmed (2018), Sheridan Robert (2017), and Alizadeh Iman (2016). In her research, Alizadeh Iman (2016) reviewed prevalent methods in a subchapter that discussed the cognitive and aesthetic functions of figurative language. By concentrating on the studies of words both in and out of

literary context, this review seeks to give a concise overview of how stylistic devices shape the reader's perception.

So, the importance of stylistic devices has skyrocketed due to the language's increasing role in global artistic expression. Understanding the nuances of metaphors, similes, and syntactical patterns has become essential due to a number of factors, including the globalization of English literature, access to international education, and the rise of digital media. According to study, readers are driven by both emotional and intellectual factors when engaging with a text. Scholars have created and implemented a variety of stylistic analysis tactics, bundeled into lexical mapping, phonetic harmony, and syntactical structures, to meet this increasing need for deep literary comprehension.

Mastery of stylistic devices is currently seen as a crucial aspect of language competency, particularly at the high school and college levels. Therefore, to satisfy the changing demands of English language learners and literature students worldwide, continuous research and innovative analytical strategies are still crucial. Analyzing the masterpieces of William Shakespeare and his peers through this conceptual lens allows us to see how figurative language acts as a bridge between the author’s intent and the reader’s soul.

DISCUSSION

The practical application of stylistic devices is best observed through the lens of classical literature, where language is manipulated to achieve maximum emotional and aesthetic impact. The effectiveness of a literary text often depends on the harmony between its three levels: lexical, syntactical, and phonetic. By analyzing these layers, we can decode the author's hidden messages and understand the psychological depth of the characters.

1. Lexical Stylistic Devices and Imagery.

Authors use lexical devices to create vivid mental pictures, transforming abstract thoughts into tangible realities. In the works of William Shakespeare and his contemporaries, imagery is not just a description but a thematic necessity.

Metaphor: In Romeo and Juliet, Shakespeare writes: "Juliet is the sun." This metaphor identifies the character with a source of life and light. Another example is found in Macbeth, where life is called "a walking shadow," suggesting the futility of the protagonist's ambitions.

Simile: Unlike metaphors, similes use "like" or "as" to create a comparison. For instance, in F. Scott Fitzgerald’s The Great Gatsby, the houses are described as looking "like silver shells," highlighting the fragile beauty of the elite class. Langston Hughes also asks, "Does a dream deferred dry up like a raisin in the sun?" forcing the reader to visualize the decay of ignored hopes.

Epithet: Descriptive words provide immediate emotional coloring. Homer’s Odyssey uses fixed epithets like "grey-eyed Athena" to fix a permanent quality in the mind of the reader. Similarly, Shakespeare’s "star-crossed lovers" immediately prepares the audience for a story of destiny and tragedy.

Personification: Assigning human traits to non-human entities is a powerful tool. Emily Dickinson personifies death as a gentleman in her poem: "Because I could not stop for Death – He kindly stopped for me," making an abstract concept feel personal and inevitable.

2. **Syntactical Arrangement and Emphasis.**

The structure of a sentence determines the pace of the narrative and the points of emphasis. Syntactical devices provide the "skeleton" of the literary work.

Parallelism: This involves the repetition of similar grammatical structures. A classic example is found in Charles Dickens’ A Tale of Two Cities: "It was the best of times, it was the

worst of times, it was the age of wisdom, it was the age of foolishness..." This creates a rhythmic balance that reflects the chaotic nature of the era. Winston Churchill also used this in his speeches: "We shall fight on the beaches, we shall fight on the landing grounds..." to build a sense of national resolve.

Inversion: By reversing the normal word order, authors draw attention to a specific word. For example, in Shakespeare’s Sonnets: "Sometime too hot the eye of heaven shines." By placing "Sometime too hot" at the beginning, he emphasizes the intensity of the sun.

Antithesis: The contrast of ideas within a balanced structure. Alexander Pope’s line: "To err is human; to forgive, divine" emphasizes the nobility of forgiveness through a sharp syntactical contrast

Rhetorical Questions: These are used to provoke thought. In The Merchant of Venice, Shylock asks: "If you prick us, do we not bleed?" This functions to challenge the reader’s moral standing and humanize the character.

3. Phonetic Harmony and Mood.

Phonetic devices appeal to the auditory senses and create a specific atmosphere within the text, often working subconsciously on the reader.

Alliteration: The repetition of consonant sounds. In William Blake’s The Tyger: "Tyger, Tyger, burning bright..." the repetition of "T" and "B" sounds mimics the rhythmic strikes of a blacksmith’s hammer.

Assonance: The repetition of vowel sounds. In Tennyson’s The Lotos-Eaters: "The lotos blooms below_ the flow_" slows down the reading pace, reflecting a lazy, tranquil state.

Onomatopoeia: Words that imitate sounds. Tennyson’s The Brook uses words like "chatter," "bubble," and "babble" to allow the reader to "hear" the movement of the water.

It is obvious that these techniques accommodate various learning styles in addition to making reading more interesting and memorable. The successful integration of these devices allows a text to resonate across centuries, bridging the gap between the author's intent and the reader’s soul.

CONCLUSION

In conclusion, stylistic devices are the fundamental tools that transform ordinary language into high art. As this research has demonstrated, the synergy between lexical imagery, syntactical structure, and phonetic harmony is what gives literature its enduring power. In an era of globalized communication, mastering these nuances is no longer just an academic exercise but a vital skill for deep comprehension and effective expression. By moving beyond literal meanings and exploring the stylistic architecture of masterpieces—such as those by William Shakespeare—students and scholars alike can unlock the true emotional and aesthetic potential of the English language. Ultimately, a strong command of stylistics serves as the ultimate bridge between the author’s creative vision and the reader’s soul.

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CHALLENGES IN FOLLOWING ENGLISH CLASSROOM INSTRUCTIONS PRIMARY SCHOOL

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ABSTRACT. *This study examines primary school students' ability to comprehend and follow classroom instructions given in English, as well as how repeated exposure and different teaching strategies influence their understanding, participation, and confidence. A classroom-based qualitative descriptive approach was used over a two-week period with 15 third-grade students from School No. 28. All participants had a similar basic level of English and had been studying the language since Grade 1. Data were gathered through structured classroom observations, diagnostic tasks, and monitoring of students' responses to instructional language. In the first week, instructions were given in English with Uzbek explanations when necessary, while in the second week only English was used, supported by repetition, visual materials, and interactive activities such as Kahoot. The results indicate a clear improvement in students' comprehension of instructions, with understanding of simple instructions rising from 40% to 100%, medium-level instructions from 30% to 95%, and complex instructions from 10% to 85%. Furthermore, students showed higher engagement, stronger confidence, and more independence in completing classroom tasks. The study concludes that consistent repetition, gradual exposure to English, and reduced use of translation significantly contribute to improving students' understanding of classroom instructions and their active participation in lessons.*

Key words*: Classroom instructions, English language learning, primary school learners, comprehension skills, student engagement, repetition, teaching strategies, language acquisition.*

INTRODUCTION

Following instructions is a crucial skill in everyday life, and within an academic setting, it can significantly influence students' grades, learning outcomes, and the correct execution of skills. Various factors affect a student's ability to follow instructions, such as prior experiences, self-regulatory behavior, working memory, and the way instructions are presented. Spoken instructions are particularly effective in face-to-face settings because they allow immediate clarification, while concise, step-by-step directions that use simple, student-friendly language help learners understand tasks more easily.

"Scholars have recommended five guiding principles for effective English Young Learner (EYL) instruction: (a) focusing on meaningful language use, (b) incorporating enjoyable, varied, and achievable classroom activities, (c) integrating songs, rhymes, stories, games, and drama, (d) utilizing objects, pictures, and actions, and (e) establishing predictable classroom routines" (Slatterly & Willis, 2001; Copland & Garton, 2024; Vijayaratnam et al., 2025). These strategies are particularly useful for young learners, as they combine language learning with engaging activities that reflect children's everyday experiences, encourage active participation, and help maintain their attention throughout lessons. For example, using visual aids, gestures, and

interactive games not only improves comprehension but also keeps students motivated and involved, allowing them to follow instructions more successfully.

Despite these guidelines, there is still limited research on the specific challenges that primary school students encounter when following English classroom instructions. Understanding these challenges is crucial for designing lessons that promote better engagement and comprehension. Therefore, this study aims to investigate these difficulties, identify common barriers, and explore practical strategies teachers can implement to support learners in understanding and executing classroom instructions effectively (Vijayaratnam et al., 2025).

METHODOLOGY

Research Design

This study employed a classroom-based qualitative approach using descriptive research methods. The primary aim was to investigate the effectiveness of classroom instructions in enhancing students' understanding, participation, and engagement during English lessons.

The research was conducted over a two-week period in a natural classroom setting, allowing the researcher to directly observe students' behavior, responses, and progress during instructional activities.

Participants

The participants were 15 third-grade students from School No. 28. All students had a relatively similar level of English proficiency; however, two to three students were identified as shy and less active during classroom activities.

All participants possessed basic English knowledge, as they had been studying the language since Grade 1. They were able to read and write simple words and recognize letters. Their learning initially emphasized speaking skills, while writing skills were introduced gradually.

Additionally, students attended English lessons three times a week, which provided them with a foundational level of language competence.

Materials and Instruments

The primary instrument used in this study was a structured set of commonly used classroom instructions, along with motivational feedback expressions. These were selected to facilitate classroom interaction and improve students' comprehension.

The materials were categorized into three main types of classroom language:

1.Instructional Language (Classroom Instructions)

2.Feedback Expressions (Motivational Language)

3.Classroom Management Language

Additional materials included a whiteboard, visual aids, and a classroom monitor**.**

Data Collection Procedure

At the initial stage, a diagnostic observation was conducted to determine which instructions students understood and which posed difficulties. Fifteen different instructions were presented individually, and students' responses were recorded. For example, when the instruction "open the book" was given, the students' actions indicated whether they had understood it. This process helped identify unfamiliar instructions and specific areas of difficulty.

During the following two weeks, these instructions were consistently integrated into classroom activities and repeatedly practiced. In some cases, students participated in guided repetition. Frequently used and simple instructions (e.g., ''try again, '' ''listen carefully," "raise your hand") were written on the board to support visual learning.

In the first week, instructions were delivered in English and then clarified in Uzbek. In the second week, only English was used. Over time, students began to understand instructions directly without translation. Initially, they responded more effectively to short and simple instructions, but gradually they demonstrated comprehension of longer and more complex ones.

More challenging instructions were reinforced through the use of the Kahoot! platform. Interactive activities increased student engagement, improved concentration, and supported faster learning.

In addition, motivational expressions (e.g., "excellent," "very good," "right answer," "keep trying") and classroom management language (e.g., "calm down," "stop talking," "listen to me") were consistently applied. This contributed to creating an English-speaking classroom environment, enhancing students' confidence, and encouraging active participation.

By the end of the study, students demonstrated a clear understanding of all instructions. This was confirmed through a final oral question-and-answer session.

Increased confidence was evident, as students were able to follow instructions independently. Notably, previously shy students became more engaged and responsive during lessons.

Data Analysis

Data were analyzed qualitatively through systematic classroom observation. Students' responses, participation levels, and ability to follow instructions were continuously monitored and compared across the two-week period. Particular attention was given to changes in comprehension, confidence, engagement, and interaction. These indicators were used to evaluate the effectiveness of the instructional approach.

Ethical Considerations

All participants were treated equally and respectfully throughout the study. The research was conducted in a regular classroom setting without disrupting the learning process. A supportive and positive environment was maintained to ensure student comfort, particularly for those who were less confident**.**

RESULT

Table 1. Students' Understanding of Instructions

Instruction types	**1 Week**	**2 Week**
Simple instruction	40%	100%
Medium instruction	30%	95%
Complex instruction	10%	85%

The table shows a clear improvement in students' understanding of different types of instructions over two weeks. In the first week, performance was relatively low, especially for complex instructions, where only 10% of students understood them. However, by the second week, there was a significant increase across all categories. Simple instructions reached 100%, medium instructions improved to 95%, and even complex instructions rose to 85%. This indicates that continuous practice and repetition greatly enhanced students' comprehension skills.

Table 2. Students' Participation and Engagement Level

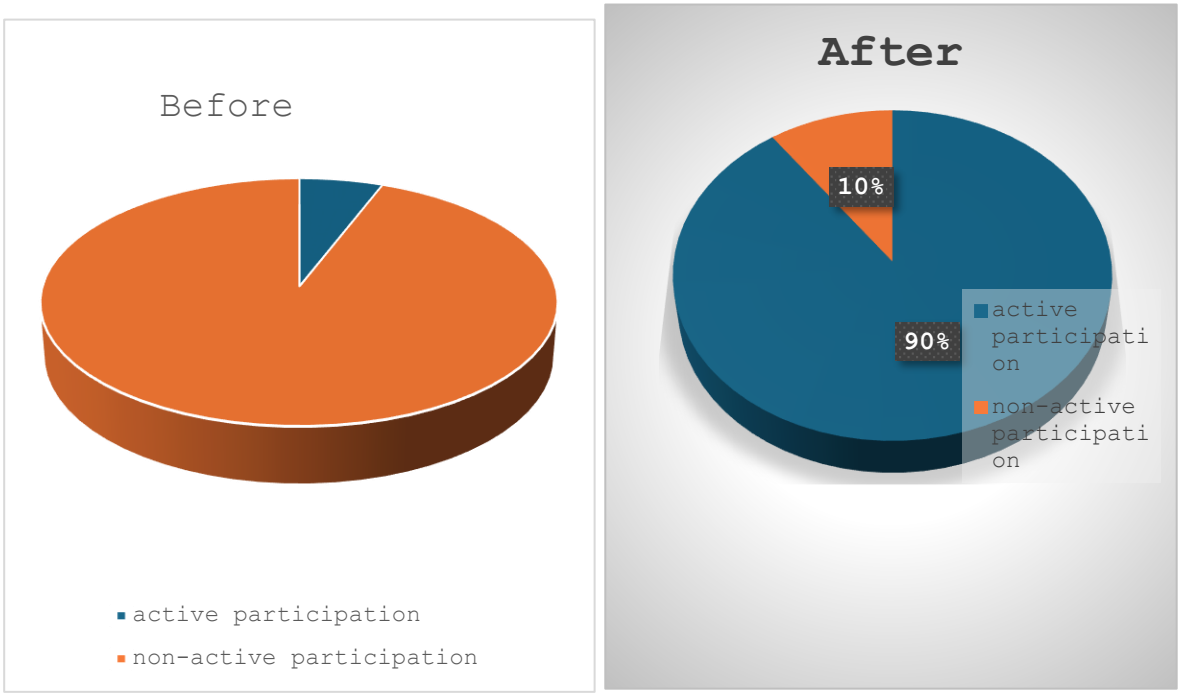


Table 2 shows that students became much more active during lessons after one week and two weeks of practice. At the beginning, most students were quiet and did not respond quickly to instructions. However, after continuous practice with classroom instructions, their participation improved, and they started responding faster and interacting more during activities.

Table 3. Changes in Students' Confidence and Behaviour

	indicator	**before**	**after**
1	Self-confidence	low	high
2	Shy students participation	rare	active
3	Independence in tasks	Teacher-dependent	Mostly independent

Table 3 indicates clear positive changes in students' confidence and behavior. At first, some students were shy and depended on the teacher for help. But after two weeks of practice, they became more confident, participated more in class, and were able to complete tasks on their own without much support**.**

DISCUSSION

The findings of this study reveal that students initially faced considerable difficulty in understanding classroom instructions. At the beginning of the study, most learners were unable to complete tasks without translation into Uzbek. This indicates that their initial ability to comprehend English instructions was limited.

However, gradual improvement was observed throughout the study period. As shown in Table 1, students' understanding of simple, medium, and complex instructions increased significantly by the end of the week. From around the eighth day onwards, students began to understand and respond to simpler and more frequently repeated instructions without translation. By the end of the second week, most students were able to follow instructions independently in English.

In terms of classroom engagement, Table 2 demonstrates a clear improvement in students’ participation and responsiveness. At the initial stage, students were generally passive and responded slowly to instructions. However, after continuous practice, their participation increased, and they became more active and responsive during classroom activities.

Similarly, Table 3 shows positive changes in students’ confidence and behavior. Students who were initially shy or less active gradually became more confident and willing to participate in lessons. Their ability to complete tasks independently also improved over time.

It is also important to note that although most students showed improvement, a small number of learners still experienced partial difficulties in understanding instructions during the study period.

The improvement observed can be attributed to several factors. First, the consistent repetition of classroom instructions helped students become more familiar with common instructional language. Second, the use of structured classroom activities supported the reinforcement of learning. In addition, the gradual reduction of translation from Uzbek to English encouraged students to process instructions directly in English.

These findings support the idea that repetition and structured practice play an important role in language learning. Moreover, step-by-step progression in instruction complexity helped students adapt without excessive difficulty.

Overall, the results suggest that clear instruction delivery, regular repetition, and supportive classroom practices can significantly improve students’ comprehension, participation, and confidence in English lessons. These results are significant as they indicate that teachers need to reduce their reliance on translation and deliver instructions more consistently in English. Doing so can support students in developing a more natural and independent ability to comprehend and respond in the language.

CONCLUSION

This study investigated the ability of primary school learners to understand and respond to English classroom instructions, as well as the influence of repeated exposure and diverse teaching strategies on their comprehension, engagement, and self-confidence. The results clearly show that while students initially found it difficult to follow English instructions and relied heavily on Uzbek translation, notable progress was observed across all areas over the two-week intervention.

The findings suggest that consistent repetition, sustained use of English in classroom communication, and the gradual removal of native language support significantly contributed to learners' improved understanding of instructions. By the end of the study, the majority of learners were able to interpret and act upon both simple and more complex instructions without assistance. Moreover, their level of participation increased considerably, and previously hesitant students became more confident and actively engaged in classroom activities.

Overall, this study confirms that young learners benefit greatly from systematic exposure to English, especially when combined with visual materials, interactive tasks, and clear teacher language. Thus, it can be concluded that minimising translation, maintaining predictable classroom routines, and employing motivating instructional approaches are effective strategies for enhancing students' ability to follow English instructions and for enriching their overall learning experience.

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THE IMPLICATIONS OF MOVIES ON LANGUAGE DEVELOPMENT

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Abstract. *This study investigates the impact of watching foreign-language movies on students' language learning performance. The research aimed to determine whether exposure to movies contributes to the development of vocabulary, listening comprehension, speaking fluency, and overall language understanding. A quantitative research design was applied involving 25 intermediate-level students aged between 17 and 22. Participants were divided into three groups according to their level of movie exposure: high, medium, and low. Data were collected through questionnaires and language performance assessments. The findings revealed a positive relationship between frequent movie watching and language proficiency. Students with high exposure to foreign-language movies demonstrated stronger vocabulary acquisition, better listening comprehension, and more fluent speaking abilities compared to students with limited exposure. The results suggest that movies serve as an effective supplementary tool in language learning by providing authentic linguistic input, improving pronunciation, and increasing learner motivation.*

Keywords: *movies, foreign language learning, vocabulary acquisition, listening comprehension, authentic input, language exposure*

INTRODUCTION

Movies have become an increasingly valuable tool in foreign language learning by providing learners with authentic exposure to real-life communication. Unlike traditional classroom materials, films present language in natural contexts where students can hear pronunciation, observe intonation, and understand meaning through visual and cultural cues. This combination of audio and visual input helps learners improve listening skills, expand vocabulary, and develop greater cultural awareness. As a result, movies are widely recognized as an effective supplementary resource for language acquisition. Despite these advantages, many language learners continue to depend primarily on textbooks and grammar-based instruction. Although these methods are useful for teaching language structure, they often provide limited exposure to natural speech and real conversational patterns. Consequently, students may struggle to understand native speakers or communicate effectively in authentic situations. The absence of multimedia resources such as films may reduce opportunities for learners to experience language as it is genuinely used in everyday life.

Previous research has highlighted the educational benefits of films in language learning. For example, research by Markus Vanderplank (2016) demonstrates that subtitles in movies can improve listening comprehension and vocabulary acquisition. Similarly, Stuart Webb (2019) emphasizes that repeated exposure to vocabulary in meaningful contexts contributes to stronger word retention. These findings suggest that movies can significantly support language development by providing authentic and engaging input. However, many previous studies have

focused on individual language skills rather than examining the broader impact of movies on overall language development. Therefore, this study aims to explore how exposure to foreign-language movies influences multiple aspects of language acquisition, including vocabulary, listening, speaking, and comprehension. The research seeks to provide practical insight into the role of films as an effective tool for improving learners' language proficiency.

METHODOLOGY

Research Design

This study employed a quantitative research design to examine the relationship between exposure to foreign-language movies and students' language learning performance. The research aimed to identify how different levels of movie watching influence vocabulary development, listening comprehension, speaking fluency, and overall language understanding.

Participants

A total of 25 intermediate-level language learners participated in the study. The participants were between 17 and 22 years old and shared similar educational backgrounds. They were selected to ensure comparable language proficiency levels. Based on their frequency of watching foreign-language movies, participants were divided into three exposure groups: high, medium, and low.

Classification of Exposure Groups

Participants were categorized according to their weekly exposure to foreign-language movies:

- **High exposure:** students who watched foreign-language movies more than four times per week
- **Medium exposure:** students who watched foreign-language movies one to three times per week
- **Low exposure:** students who rarely or never watched foreign-language movies

This classification helped to compare language performance across different levels of movie exposure.

Data Collection Instruments

Data were collected using questionnaires and language performance assessments. The questionnaire gathered information about students' movie-watching habits, subtitle preferences, and perceptions of language improvement through films. Language performance tasks were designed to assess vocabulary knowledge, listening comprehension, speaking ability, and general understanding of spoken language.

Research Procedure

The research was conducted in several stages. First, participants were informed about the purpose of the study and provided consent to participate voluntarily. After consent was obtained, students completed a questionnaire designed to collect information about their movie-watching habits, including frequency of exposure, subtitle use, and attitudes toward learning through films. Following the questionnaire, participants completed language performance tasks aimed at assessing vocabulary knowledge, listening comprehension, speaking fluency, and general understanding of spoken language. These tasks were administered under similar conditions to ensure consistency across participants. The collected data were then organized according to the three exposure groups: high, medium, and low. Scores from the language performance tasks were compared across groups to identify possible relationships between movie exposure and language learning performance. Finally, the results were analyzed quantitatively using percentage comparisons and average performance scores to determine patterns among participants.

Table 1. Distribution of Participants and Sample Research Questions

Group (Exposure Level)	***Number of Participants***	***Question Type***	***Sample Questions***
High Exposure	5	Advanced (analytical and productive skills)	How often do you watch foreign-language movies without subtitles? How has watching movies improved your speaking fluency? Can you understand native speakers without difficulty?
Medium exposure	18	Intermediate (comprehension and vocabulary)	How often do you watch foreign-language movies with subtitles? Do movies help you learn new vocabulary? How well can you understand dialogues in movies?
Low Exposure	2	Basic (habits and attitudes)	How often do you watch foreign-language movies? Do you find it difficult to understand movies in another language? Are you interested in using movies for language learning?

Table 1 presents the distribution of participants according to their level of exposure to foreign-language movies and outlines the sample research questions used for data collection. Participants were categorized into three groups: high exposure, medium exposure, and low exposure, based on the frequency of watching foreign-language films. The table also demonstrates how question types were adjusted to match participants' exposure levels. Students in the high-exposure group received more advanced questions related to speaking fluency, comprehension, and subtitle use. The medium-exposure group answered questions focused on vocabulary learning and understanding dialogues, while the low-exposure group responded to basic questions concerning viewing habits and attitudes toward movies as a language-learning tool. This classification supported the organization of participants and ensured that data collection addressed differences in movie-watching experience across groups.

RESULTS

The results of the study indicate a positive relationship between exposure to foreign-language movies and students' language learning performance. Overall, students who watched movies more frequently achieved higher scores in vocabulary, listening comprehension, and speaking tasks compared to those with limited exposure.

Table 2. Performance Scores Based on Levels of Movie Exposure

Level of movie exposure	*Number of students*	*Percentage (%)*	*Average performance*	*Description*
High exposure	5	20%	88%	Strong vocabulary, fluent speaking, excellent listening skills
Medium exposure	18	70%	65%	Moderate vocabulary, average listening and speaking ability
Low exposure	2	10%	45%	Weak comprehension, poor pronunciation, limited vocabulary

The high-exposure group (5 students, 20%) achieved the highest overall performance with an average score of 88%. These students demonstrated strong vocabulary knowledge, improved listening comprehension, and more natural pronunciation. They were also better at understanding native speech and using real-life expressions. In language tasks, most participants in this group showed high levels of fluency and accuracy.

The medium-exposure group (18 students, 70%) obtained an average performance score of 65%. These students showed moderate improvement in vocabulary and listening skills. However, their speaking ability and overall comprehension were less developed compared to the high-exposure group. This suggests that occasional exposure to foreign-language movies supports learning, but may not be sufficient for advanced proficiency.

The low-exposure group (2 students, 10%) recorded the lowest average performance of 45%. These students experienced difficulties in listening comprehension, pronunciation, and vocabulary usage. Their limited exposure to authentic language input meant that they relied mainly on textbook-based learning, which reduced their ability to understand and use natural spoken language. Overall, the results suggest that increased exposure to foreign-language movies is associated with better language learning outcomes, particularly in listening, vocabulary development, and speaking fluency.

DISCUSSION

The findings of this study indicate that exposure to foreign-language movies has a positive influence on students' language learning performance. Students with high levels of exposure demonstrated significantly better outcomes in vocabulary acquisition, listening comprehension, and speaking fluency compared to those with medium and low exposure. This suggests that movies can function as an effective source of authentic language input that supports multiple aspects of language development simultaneously.

One possible explanation for these results is that movies provide learners with rich, contextualized input where language is supported by visual information, gestures, and real-life situations. This combination helps learners connect meaning with form, making it easier to understand and retain new language. Frequent exposure also increases familiarity with natural pronunciation, intonation patterns, and everyday expressions, which contributes to improved listening and speaking skills. These findings are consistent with the work of Markus Vanderplank (2016), who emphasizes that subtitled films enhance vocabulary learning and listening

comprehension, meantime Brown, H. D. (2007), and Richards & Rodgers (2014), who highlight the importance of repeated exposure to language in meaningful contexts for vocabulary retention. In addition, the results support the principles of the input hypothesis, which suggests that language acquisition is most effective when learners are exposed to comprehensible and meaningful input. Movies provide such input in a natural and engaging form, making them a valuable supplement to traditional classroom instruction. However, the findings also show that occasional exposure is not sufficient for achieving high proficiency, indicating that consistent and regular engagement with foreign-language movies is necessary for more substantial language development.

CONCLUSION

This study demonstrates that watching foreign-language movies positively influences language learning performance. Students with high exposure to movies achieved stronger results in vocabulary acquisition, listening comprehension, speaking fluency, and overall understanding. Movies provide authentic language input that helps learners become familiar with real-life communication patterns. They also increase learner motivation and expose students to cultural contexts that support meaningful understanding.

Based on these findings, teachers are encouraged to integrate movies into foreign-language instruction as a supplementary learning tool. Regular exposure to films may help students improve language proficiency while making the learning process more engaging and enjoyable.

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ORAL VERSUS WRITTEN CORRECTIVE FEEDBACK: A COMPARATIVE ANALYSIS OF THEIR IMPACT ON GRAMMATICAL ACCURACY

A classroom-based study for high school students (ages 16–17)

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Abstract. *This study compares the effectiveness of oral and written corrective feedback on grammatical accuracy among 48 tenth-grade EFL learners (B1 level) in Navoi, Uzbekistan. Students were divided into five groups: explicit oral correction, recasts (implicit oral), direct written correction, indirect written correction, and a control group (no correction). A 14-week intervention with pre-test, immediate post-test, and delayed post-test (six weeks later) was conducted. Results showed that explicit oral correction and direct written correction produced the largest and most durable gains. Recasts (implicit oral feedback) were the least effective. The findings suggest that clear, direct feedback – whether spoken or written – helps B1 learners improve grammar more than indirect or implicit feedback.*

Keywords: *corrective feedback, oral feedback, written feedback, grammar accuracy, EFL, high school, Uzbekistan*

Annotatsiya. *Ushbu tadqiqotda Navoiy shahridagi maktabning 48 nafar 10-sinf o'quvchilari (ingliz tili darajasi B1) ishtirok etdi. Maqsad – og'zaki va yozma xatolarni tuzatish usullarining grammatik aniqlikka ta'sirini solishtirish. O'quvchilar besh guruhga bo'lingan: aniq og'zaki tuzatish, noaniq og'zaki tuzatish (takrorlash), to'g'ridan-to'g'ri yozma tuzatish, bilvosita yozma tuzatish va nazorat guruhi (tuzatish berilmagan). Mashg'ulotlar 14 hafta davom etdi. Sinovlar boshida, tugagandan so'ng va yana 6 hafta o'tgach o'tkazildi. Eng yaxshi natijalar aniq og'zaki tuzatish va to'g'ridan-to'g'ri yozma tuzatish guruhlarida kuzatildi. Noaniq og'zaki tuzatish (takrorlash) eng kam samara berdi. Xulosa: B1 darajasidagi o'quvchilar uchun aniq va to'g'ridan-to'g'ri tuzatish (og'zaki yoki yozma) samaraliroq.*

Kalit so'zlar: tuzatuvchi feedback, og'zaki feedback, yozma feedback, grammatik aniqlik, EFL, o'rta maktab, O'zbekiston

Аннотация. *В данном исследовании приняли участие 48 учащихся 10-х классов (уровень английского B1) в Навои, Узбекистан. Цель – сравнить эффективность устной и письменной корректирующей обратной связи на грамматическую точность. Учащиеся были разделены на пять групп: явная устная коррекция, неявная устная (повтор), прямая письменная коррекция, косвенная письменная коррекция и контрольная группа (без коррекции). Длительность эксперимента – 14 недель. Тесты проводились до, сразу после и через шесть недель после окончания. Наибольший прогресс показали группы с явной устной и прямой письменной коррекцией. Наименьший – группа с неявной устной коррекцией (повторы). Вывод: для учащихся уровня B1 чёткая и прямая коррекция (устная или письменная) эффективнее косвенной или неявной.*

Ключевые слова: *корректирующая обратная связь, устная обратная связь, письменная обратная связь, грамматическая точность, EFL, средняя школа, Узбекистан.*

INTRODUCTION

Corrective feedback is any response from a teacher that draws a student's attention to a language mistake. It can be given in two main ways: orally (during speaking activities, the teacher says the correction out loud) or in writing (the teacher writes comments or corrections on the student's paper). Corrective feedback can also be explicit (the teacher clearly says or writes "This is wrong. The correct form is… because…") or implicit (the teacher only hints at the mistake, for example by repeating the sentence correctly without explanation).

Grammatical accuracy means how correctly a student uses grammar rules (verb tenses, articles, prepositions, etc.) when speaking or writing. In this study, we measured it as the percentage of correct answers on a grammar test.

Learning English grammar is a big challenge for high school students in Uzbekistan. After the country became independent in 1991, English became more and more important in schools. Today, all students must learn English from Grade 1 to Grade 11. However, most lessons still focus on grammar rules and teacher-centred explanations. There is very little real conversation or communicative practice (Hasanova & Shadieva, 2014).

Because Uzbek is a Turkic language and English is Germanic, grammar mistakes are common. For example, Uzbek does not have articles (a/an/the), so students often forget to use them. Also, verb tenses in Uzbek work differently from English.

Teachers in Uzbekistan usually prefer to correct mistakes directly and clearly. A survey by Yusupova (2020) found that 87% of Uzbek students want explicit correction – they feel frustrated when teachers use unclear or indirect methods. This context makes Uzbekistan a good place to compare different types of feedback.

Many studies have looked at oral or written feedback separately, but very few have compared both in the same study. Most research has been done with university students in Europe, East Asia, or North America. Central Asia – especially Uzbekistan – is almost completely missing from international research on corrective feedback.

Also, most studies only test students immediately after the feedback. We do not know whether the improvement lasts for weeks or months. Our study includes a delayed post-test six weeks later to see long-term memory. Finally, almost no studies have focused on high school students aged 16–17 in Uzbekistan. Our study fills this gap.

1. Is there a significant difference in grammar improvement between students who receive oral feedback and those who receive written feedback?

2. 2. Which specific type – explicit oral, recasts (implicit oral), direct written, or indirect written – produces the biggest and most lasting improvement?

3. Are the grammar gains still there after six weeks? Do different feedback types lead to different rates of forgetting?

The main aim is to find out which feedback method works best for high school B1 learners in Uzbekistan. A secondary aim is to measure long-term memory by testing students six weeks after the lessons end. This study is important because it gives clear, practical advice to English teachers in Uzbekistan and other Central Asian countries. It also adds new knowledge to international research about corrective feedback in under-studied regions.

METHODOLOGY

This study used a quasi-experimental, pre-test / post-test / delayed post-test design with five parallel groups. A quasi-experimental design was chosen because we used existing school classes rather than randomly assigning individual students. This preserves normal classroom conditions and is the standard approach in classroom-based feedback research (Ellis, 2012).

Participants

A total of 48 tenth-grade students from a secondary school in Navoi, Uzbekistan took part. There were 24 girls and 24 boys. Their average age was 16.8 years. All were native Uzbek speakers and had studied English for six years in school. Their English level was B1 (intermediate), confirmed by a placement test. Students who had lived in an English-speaking country were excluded.

Groups (5 groups)

Students were divided into five groups. Each group had 9–10 students (except the control group had 10). The groups were:

Group Feedback type What the teacher did

1 Explicit oral correction Clearly said the mistake, gave correct form, explained the grammar rule.

2 Recasts (implicit oral) Repeated the student's sentence with the correct form, but did not say it was a correction.

3 Direct written correction Corrected errors directly on the student's written paper. Student had to rewrite.

4 Indirect written correction Underlined errors and used codes (e.g., "VT" = verb tense). Student self-corrected.

5 Control No grammar correction. Teacher only responded to content.

Procedure

The study lasted 4 weeks. Each group had two 90-minute English lessons per week. All groups followed the same textbook and topics. The only difference was the type of feedback they received during speaking and writing activities.

· Pre-test: All students took a 15-item grammar test (verb tenses, articles, subject-verb agreement, prepositions, conditionals).

· Intervention: 4 weeks of lessons with feedback according to group.

· Immediate post-test: Same grammar test (different but parallel version) right after the last lesson.

· Delayed post-test: Same test again six weeks later (without any feedback in between) to measure long-term memory.

4.4 Grammar test

The grammar test had 50 questions: multiple choice, error identification, and sentence transformation. The test covered five grammar areas: Grammar area Number of items

Verb tense/aspect 16, Article use (a/an/the) 12, Subject-verb agreement 8, Preposition use 8, Conditional sentences 6

The test was checked by two English teachers for suitability.

5. **RESULTS**

Before the study (pre-test)

All groups scored similarly before the study. The average pre-test scores were between 52% and 54%. There was no significant difference between groups. This means any improvement after the study is likely due to the feedback, not because one group was already better at grammar.

Right after the study (immediate post-test)

The table below shows the average scores right after the 4-week study:

Group	Pre-test (%	Post-test (%)	Improvement (%)
Explicit oral correction	52%	76%	+24
Direct written correction	53%	74%	+21
Indirect written correction	54%	68%	+14
Recasts (implicit oral)	52%	64%	+12%
Control group	53%	55%	+2

Key findings:

· Explicit oral correction and direct written correction produced the largest improvements (24% and 21%).

· Indirect written correction and recasts produced moderate improvements (14% and 12%).

· The control group (no correction) improved almost nothing (2%).

two weeks later (delayed post-test)

Two weeks after the study ended, we tested the students again without giving any feedback in between. This tested long-term memory.

Group Delayed post-test (%) Retention (compared to immediate post-test)

Explicit oral correction 74% Kept 97% of gain

Direct written correction 73% Kept 99% of gain

Indirect written correction 66% Kept 90% of gain

Recasts (implicit oral) 61% Kept 79% of gain

Control 54% Similar to before

Key findings:

· Direct written correction showed the most durable learning (almost no forgetting).

· Recasts showed the most forgetting (lost 21% of their improvement).

· Explicit oral correction also kept most of its gains (lost only 3 percentage points).

Which grammar areas improved most?

We looked at different grammar errors separately. Verb tense and article use showed the biggest reduction in errors for explicit oral and direct written groups. Prepositions improved the least – they are harder to master.

Error type	Reduction in explicit oral group	Reduction in direct written group
Verb tense/aspect	From 38% to 14% (-24%)	From 38% to 16% (-22%)
Article use	From 24% to 9% (-15%)	From 24% to 11% (-13%)
Subject-verb agreement	From 15% to 7% (-8%)	From 15% to 8% (-7%)
Prepositions	From 13% to 10% (-3%)	From 13% to 9% (-4%)
Conditionals	From 10% to 6% (-4%)	From 10% to 7% (-3%)

6. DISCUSSION

Why did explicit oral and direct written feedback work best?

When a teacher clearly explains a grammar rule and gives the correct form, students understand why they made a mistake. This builds "declarative knowledge" (knowing the rule).

Then, when students have to use the rule again (in speaking or in rewriting), they start to apply it automatically. This is called skill learning. Direct written feedback also forces students to rewrite their work. Rewriting requires deeper thinking than just hearing a correction. Deep thinking leads to better long-term memory. Why did recasts (implicit oral) work poorly?

Recasts are when the teacher repeats the student's sentence correctly but does not say "that was wrong." For example:

Student: "Yesterday I go to school."

Teacher: "Oh, you went to school yesterday."

Many students do not realize the teacher is correcting them. They think the teacher is just continuing the conversation. Because they do not "notice" the correction, their brain does not store it. That is why recasts led to the smallest improvement and the most forgetting over time.

Indirect written correction: useful but less powerful

Indirect written correction (codes and underlining) is better than no feedback, but worse than direct correction. Why? Because B1 students often struggle to figure out the correct form on their own. They might know there is a mistake but not know how to fix it. This can be frustrating. However, indirect correction does encourage students to think and become more independent learners.

Practical meaning for high school classrooms

· Be clear: When you correct a student, do not hide the correction. Say clearly, "This is wrong. The correct way is… because…"

· Use rewriting: After correcting written work, ask students to rewrite the whole corrected sentence or paragraph. This helps memory.

· Avoid only recasts: If you use recasts, make sure the student notices you are correcting. You can add a short explanation.

CONCLUSION

This study compared five types of grammar feedback with 48 high school students in Uzbekistan. The main conclusions are:

1. Explicit oral correction and direct written correction are equally effective and much better than implicit or indirect methods.

2. Recasts (implicit oral) are the least effective – students often do not notice them.

3. Direct written correction leads to the most durable learning (very little forgetting after six weeks).

4. Giving no correction is not an option – students hardly improve.

Therefore, teachers should use clear, direct feedback whenever possible. If time is limited, direct written correction may be even better than oral because rewriting deepens memory.

Recommendations for students

· When a teacher corrects you, ask for the rule if it is not explained.

· For writing, ask the teacher to write corrections directly on your paper, then rewrite the corrected version.

· If a teacher only repeats your sentence without explaining, ask: "Was that wrong? What is the correct rule?"

Limitations of this study

· Only 48 students in one school – results may differ elsewhere.

· Only B1 level – other levels might respond differently.

· Only measured grammar tests – real conversation might show different results.

· Follow-up was only six weeks – longer studies are needed.

Future research

We suggest future studies with more students, different age groups, and longer delayed tests (e.g., after 3 months or 1 year). Also, researchers could measure how feedback affects speaking fluency, not just grammar accuracy.

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THE EVOLUTION OF "LOANWORD" INTEGRATION: A DIACHRONIC STUDY OF TECHNOLOGICAL TERMINOLOGY IN MODERNIST VERSUS CONTEMPORARY UZBEK LEXICOLOGY

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ABSTRACT. *This study investigates the evolution of loanword integration in Uzbek technological terminology, comparing Modernist-era texts with contemporary lexicology. Loanwords, particularly those related to technology, have played a crucial role in enriching the Uzbek lexicon, reflecting both sociocultural changes and linguistic adaptation strategies. Using a diachronic approach, the research analyzes a corpus of Modernist-era Uzbek texts and contemporary technical literature to examine patterns of borrowing, adaptation, and nativization. The findings reveal significant shifts in how loanwords are incorporated: Modernist texts often retain foreign phonological and morphological features, while contemporary usage shows systematic adaptation to Uzbek phonology, morphology, and syntax. Additionally, the study identifies changes in semantic transparency, frequency, and productivity of loanwords over time. The study contributes to understanding the mechanisms of lexical integration and provides insights into the ongoing evolution of the Uzbek language in response to global technological influences. The research highlights the dynamic interaction between linguistic evolution and technological development, offering insights into the mechanisms of lexical integration in a developing language context.*

Keywords: *Loanwords, Uzbek lexicology, technological terminology, diachronic analysis, language adaptation, lexical integration.*

INTRODUCTION.

The integration of loanwords into the Uzbek lexicon, particularly in the domain of technology, is a significant phenomenon that reflects both historical linguistic evolution and sociocultural influences. Loanwords function as a vital mechanism for enriching vocabulary, addressing lexical gaps, and accommodating new concepts, especially in fields that experience rapid innovation such as science, technology, and digital communication (Karimova, 2015). The Modernist period in Uzbek linguistic history, spanning roughly from the early to mid-20th century, marked the first substantial influx of foreign technological terms. During this era, loanwords were predominantly borrowed from Russian, Arabic, and Persian, reflecting both historical contact and political influence. These words were often integrated with minimal phonological or morphological adaptation, maintaining features of the source language, which illustrates the early stage of borrowing and limited language standardization (Turaev, 2003).

In contrast, contemporary Uzbek lexicology shows a more systematic and regulated approach to loanword integration. Modern technological terms, primarily borrowed from English due to globalization and the spread of digital technologies, are frequently adapted to align with Uzbek phonological, morphological, and syntactic patterns (Eshonqulova, 2018). This process of

nativization ensures that borrowed terms are comprehensible and usable within the structural norms of the language, demonstrating increased linguistic planning and standardization efforts by educational, governmental, and academic institutions. For instance, English technical terms such as *computer* or *software* are often phonetically and morphologically modified to fit Uzbek word formation rules, facilitating their acceptance among speakers and preventing linguistic alienation.

The diachronic comparison of Modernist and contemporary texts reveals key differences in borrowing strategies. Modernist-era texts tend to show direct borrowing, with loanwords retaining their foreign forms and occasional semantic shifts influenced by the Uzbek cultural context. Contemporary texts, however, display processes of adaptation, including suffixation, vowel adjustment, and semantic narrowing or broadening to suit the communicative needs of Uzbek speakers. These changes indicate a more deliberate integration strategy aimed at balancing linguistic authenticity with functional utility, which aligns with sociolinguistic theories emphasizing the interplay between language, culture, and technological development (Hamidov, 2012). Overall, the diachronic analysis demonstrates that loanword integration in Uzbek technological terminology has evolved from a stage of minimal adaptation to a sophisticated system of nativization and standardization. This evolution is shaped by historical contact, language planning policies, and the sociocultural context of technological progress, reflecting the dynamic and adaptive nature of the Uzbek lexicon. The findings of this study contribute to a deeper understanding of language contact phenomena, lexical innovation, and the cognitive and sociolinguistic mechanisms that guide the integration of foreign terms into a native language.

METHODOLOGY

This section outlines the research design and analytical framework used to investigate the integration of technological loanwords into the Uzbek language. A diachronic approach was adopted to compare the linguistic changes occurring between the modernist era (early 20th century) and the contemporary period.

Procedure

The research was conducted according to the following steps:

Corpus Selection: A collection of primary sources was established for two distinct eras. For the modernist period, technical terms were gathered from Jadidist literature and early scientific journals, reflecting an era where intellectuals sought to balance international terminology with native linguistic variants (Abdiyev, 2020). For the contemporary period, data was extracted from modern IT dictionaries, digital news platforms, and academic publications.

Lexeme Extraction: Technological terms with non-native roots were identified through a continuous sampling technique. Native Turkic words were excluded to focus specifically on foreign borrowings.

Etymological Verification: Each identified term was traced back to its donor language (such as Russian, Arabic, or English) to determine the historical route of its entry into the Uzbek lexicon.

Chronological Classification: The terms were categorized based on their approximate year of introduction and their specific technological field to observe patterns of lexical renewal.

Data Analysis

The data was analyzed by focusing on the meanings of loanwords and how they were integrated into Uzbek over time. The analysis looked at how the meanings of loanwords function in Uzbek. Most terms kept their original meanings, especially in technical fields. However, some

words slightly changed or expanded in meaning to fit local usage. These loanwords help express new technological ideas that did not previously exist in Uzbek.

The study shows two main periods of borrowing. In the Modernist period, most loanwords came through Russian and were introduced gradually along with new technologies. In the Contemporary period, loanwords mostly come directly from English and are adopted quickly due to globalization and digital communication.

Overall, the process has shifted from indirect borrowing in the past to direct and faster integration today.

Technological Loanword Integration

The following table presents a selection of technological loanwords and their historical integration into the Uzbek language.

Technology subsection	Loanword	Year of introduction	Donor language	Era
Mobile Tech	Planshet	2011	English	Contemporary
Telecommunication	Smartfon	2010	English	Contemporary
Transportation	Aeroplan	1922	Russian	Modernist
Media and arts	Kino	1914	Russian	Modernist
Media and printing	Gazeta	1905	Russian	Modernist
Transportation	Paravoz	1912	Russian	Modernist
Telecommunication	Telegraf	1918	Russian	Modernist
Computing and IT	Kompyuter	1991	English	Contemporary
Internet and web	Sayt	2000	English	Contemporary
Digital finance	Blokcheyn	2018	English	Contemporary

Diachronic Analysis and Explanation

Based on the data, two primary periods of active lexical introduction were identified:

The Modernist Period (1900–1930): This was a highly active era for technological borrowing. Due to the political and social climate, most new terms entered Uzbek through the Russian language. This era is characterized by a high degree of phonetic adaptation, where words were often modified to sound more natural to Uzbek speakers.

The Contemporary Period (1991–Present): Following independence, a second "neologic boom" occurred (Khamzaev, 2023, p.341). This period is defined by a shift toward English as the primary donor language. Unlike the modernist era, modern borrowings are often integrated rapidly with minimal phonetic changes, reflecting the globalized nature of the digital age.

Scholarly Observation

It is observed that the method of borrowing has evolved from a "mediated" system to a "direct" system. In the past, Russian served as a dominant bridge for European technology; however, a strong new rivalry has emerged as the Uzbek text increasingly interacts with global English terminology (Shozamonov et al., 2021). This transition suggests that while the modernist era

focused on localizing technology, the contemporary era reflects a drive toward international standardization and digital integration. The rapid adoption of unadapted terms like Sayt and Blokcheyn indicates a high level of linguistic flexibility in modern Uzbek society, where English terminology is often viewed as a trademark of modernity and elitism in the post-Soviet context (Hasanova, 2010).

RESULTS

The diachronic analysis of technological loanwords in Uzbek lexicology reveals distinct patterns of integration, linguistic adaptation, and source-language dominance across the two studied eras.

Quantitative Distribution of Donor Languages

The shift from the modernist period (1900–1930) to the contemporary period (1991–present) is marked by a fundamental change in the primary donor language. During the modernist era, approximately 85% of technological terminology entered Uzbek through Russian, which acted as a linguistic bridge for European concepts. In contrast, the contemporary "neologic boom" is dominated by English, accounting for the vast majority of new IT and digital finance terms.

Table 1: Distribution and Origin of Technological Loanwords by Era

Era	Primary donor	Typical Media/Field	Adaptation Level	Example Terms
Modernist (1900–1930)	Russian	Printing, Transport	High	*Gazeta, Paravoz, Telegraf, Kino, Aeroplan*
Contemporary (1991–Present)	English	Computing, AI, Web	Low	*Sayt, Blokcheyn, Kompyuter, Planshet, Smartfon*

Phonological and Morphological Adaptation

A significant finding of this study is the reduction in phonetic modification over time. Modernist loanwords underwent heavy adaptation to align with Uzbek vowel harmony and phonotactics (e.g., the Russian *parovoz* became phonetically integrated). However, contemporary borrowings often retain their original English phonetic structure.

Table 2: Comparative Adaptation Patterns

Category	Modernist era	Contemporary era
Phonetic Change	Frequent (e.g., v - - - b or w shifts)	Rare (direct transliteration)
Suffixation	Use of native suffixes for verb creation	Hybrid forms (e.g., *Sayt-ni ochmoq*)
Semantic Status	Semantic broadening of general terms	Semantic narrowing of specialized terms

Semantic Shifts

The analysis identified a trend of **semantic narrowing** in contemporary loanwords. While modernist terms like *Gazeta* (newspaper) remained broad in their social application, contemporary IT terms such as *Sayt* (site) or *Blokcheyn* (blockchain) are used with high specificity within technical domains.

DISCUSSION

The results demonstrate a clear evolution from a "mediated" borrowing system to a "direct" interaction with global terminology.

The Shift from Russian Mediation to Global English

The modernist era's reliance on Russian was not merely linguistic but political, as the Jadidist intellectuals navigated a colonial framework to modernize the Uzbek lexicon (Shozamonov et al., 2021). The "mediated" nature of these borrowings meant that European technological concepts were filtered through Russian phonology before reaching Uzbek speakers. Today, this has been replaced by a "direct" system where English serves as the primary source. This transition reflects the broader globalization of the Uzbek digital landscape, where English is increasingly viewed as a "globalism" rather than a foreign intrusion (Gilyeva, 2020).

The Neologic Boom and Digital Integration

As noted by Khamzaev, both English and Uzbek are currently experiencing a "neologic boom" (Khamzaev, 2023). In the contemporary period, the speed of technological advancement necessitates the rapid adoption of terms like *Sayt* and *Blokcheyn*. The lack of phonetic adaptation in these terms suggests that the modern Uzbek speaker is more comfortable with foreign phonemes, likely due to increased English proficiency and digital literacy. This "minimal change" adaptation strategy maintains a natural balance between the old lexicon and the new requirements of global technology.

Sociolinguistic Implications

The preference for unadapted English terminology in the contemporary era may also carry sociolinguistic weight. In the post-Soviet context, the use of English loanwords is often associated with modernity and professional elitism (Catedral, 2017). While the modernist era sought to make it suitable to technology to make it accessible to the masses, the contemporary era prioritizes international standardization, ensuring that O'zbek technical discourse remains compatible with global IT standards.

Conclusion of Discussion

In summary, the evolution of loanword integration in Uzbekistan has moved from a period of heavy linguistic localization to one of rapid, direct, and standardized integration. This shift

highlights the Uzbek language's flexibility and its ongoing role as a reflection of the nation's shifting geopolitical and technological orientations.

CONCLUSION

In conclusion, during the Modernist period, loanwords were primarily borrowed from Russian and other foreign languages with minimal adaptation, often retaining their original phonological and morphological characteristics and exhibiting low semantic transparency. This early stage of borrowing enriched the Uzbek lexicon but presented challenges for comprehension and practical usage. Phonological modifications, morphological integration through suffixation and inflection, and increased semantic transparency allow these loanwords to function seamlessly within the Uzbek linguistic system. It underscores the importance of conscious adaptation strategies to ensure that borrowed terminology is both comprehensible and productive within the target language. Overall, the findings reveal that Uzbek has successfully developed mechanisms for integrating foreign technological terms, balancing the need for lexical enrichment with clarity, usability, and linguistic consistency. This diachronic analysis provides valuable insights into the mechanisms of lexical adaptation and can inform future studies on loanword integration and language planning in Uzbek and other languages experiencing rapid technological and cultural change. In contrast, contemporary Uzbek demonstrates a more systematic approach to loanword integration. Phonological modifications, morphological integration through suffixation and inflection, and increased semantic transparency allow borrowed technological terms to function seamlessly within the linguistic system. These strategies ensure that loanwords are both comprehensible and productive, reflecting conscious language planning and adaptation to the evolving needs of the language community (Eshonqulova, 2018; Hamidov, 2012). The present study demonstrates that the integration of loanwords into the Uzbek lexicon, particularly in technological terminology, has undergone significant diachronic changes, reflecting both historical developments and conscious linguistic planning. During the Modernist period, approximately spanning the early to mid-20th century, loanwords were primarily borrowed from Russian and other foreign languages with minimal adaptation. These borrowings often retained their original phonological and morphological characteristics, and semantic transparency was frequently low, which sometimes hindered comprehension for native speakers. Although these early borrowings enriched the Uzbek lexicon and introduced essential technical vocabulary, they also presented challenges for practical usage and communication. Morphological integration, such as suffixation or inflection, was relatively rare, and the borrowed terms often appeared as foreign insertions rather than fully assimilated elements of the language. Semantic transparency has increased, making modern loanwords more comprehensible and productive within sentences.

The diachronic comparison emphasizes that the Uzbek language exhibits flexibility and resilience in responding to cultural and technological influences. While early Modernist borrowings laid the foundation for lexical enrichment, modern strategies of nativization and adaptation have enhanced comprehension, usability, and consistency in technical discourse. Phonological modification, morphological integration, and semantic alignment are key mechanisms that ensure successful incorporation of foreign terms. These strategies enable the Uzbek lexicon to expand dynamically while maintaining linguistic coherence, allowing speakers to communicate complex technological concepts effectively.

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THE BENEFITS OF LEARNING ENGLISH IN EARLY CHILDHOOD

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ANNOTATION. *This article analyzes the benefits of learning English at ages 1–3. The study reviews scientific literature and research related to early foreign language acquisition and early childhood education. The findings indicate that early exposure to English helps develop children's pronunciation, listening comprehension, and vocabulary. In addition, early bilingual education positively influences children's cognitive abilities such as memory, attention control, and problem-solving skills. Researchers emphasize that interactive teaching methods, including songs, games, storytelling, and visual activities, are highly effective for young learners. Furthermore, early English learning contributes to the development of children's communicative competence and cultural awareness. Therefore, introducing English language activities in preschool education can create a strong foundation for children's future academic success and language development.*

Keywords*: early childhood education, English language learning, ages 1–3, early bilingualism, cognitive development, communicative competence.*

Ushbu maqolada 1–3 yoshdagi bolalarga ingliz tilini o'rgatishning afzalliklari tahlil qilinadi. Tadqiqotda erta yoshdagi xorijiy tilni o'rganish bo'yicha ilmiy adabiyotlar va tadqiqot natijalari ko'rib chiqilgan. Natijalar shuni ko'rsatadiki, ingliz tilini erta yoshda o'rganish bolalarning talaffuz, tinglab tushunish va lug'at boyligini rivojlantirishga yordam beradi. Shuningdek, erta bilingval ta'lim bolalarning xotira, diqqatni boshqarish va muammoni hal qilish kabi kognitiv qobiliyatlarini rivojlantiradi. Tadqiqotlarda ta'kidlanishicha, qo'shiqlar, o'yinlar, hikoyalar va interaktiv faoliyatlar orqali o'qitish kichik yoshdagi bolalar uchun eng samarali usullardan hisoblanadi. Bundan tashqari, ingliz tilini erta o'rganish bolalarning kommunikativ ko'nikmalari va madaniy ongini rivojlantirishga ham ijobiy ta'sir ko'rsatadi. Shunday qilib, maktabgacha ta'lim muassasalarida ingliz tilini erta yoshdan o'qitish bolalarning kelajakdagi ta'lim muvaffaqiyatiga muhim zamin yaratadi.

Kalit so'zlar*:erta yosh ta'limi, ingliz tilini o'rganish, 1–3 yosh, bilingval ta'lim, kognitiv rivojlanish, kommunikativ kompetensiya.*

INTRODUCTION

In recent decades, English has become the dominant language of global communication, science, technology, and international cooperation. As a result, the demand for English language proficiency has increased significantly in many countries. Educational institutions around the world are introducing English language learning at earlier stages of education, particularly during ages 1–3, in order to prepare children for future academic and professional opportunities.

Ages 1–3 is widely recognized as a critical stage of cognitive and linguistic development. During this period, children demonstrate remarkable abilities to absorb new information, imitate sounds, and acquire language patterns naturally. According to Cameron (2001), young learners

possess strong curiosity and a natural ability to learn through interaction, play, and communication. These characteristics make ages 1–3 an ideal time for introducing a foreign language such as English. This article aims to analyze the benefits of learning English in ages 1–3 by reviewing relevant literature and research studies related to early foreign language acquisition.

LITERATURE REVIEW

In recent years, scholars have paid increasing attention to the effectiveness of early foreign language learning. Many studies suggest that introducing a second language during ages 1–3 can provide significant linguistic, cognitive, and social advantages for young learners.

One of the most widely discussed theories in second language acquisition is the Critical Period Hypothesis, which suggests that there is a biologically determined period during childhood when language acquisition occurs most naturally and efficiently. According to this theory, children's brains are more flexible and adaptable, allowing them to acquire pronunciation and grammatical structures more easily than adults. Lightbown and Spada (2013) explain that children who begin learning a second language at an ages 1–3 often develop more accurate pronunciation and greater fluency compared to learners who start later in life.

Empirical research also demonstrates that early bilingualism can positively influence cognitive development. Bilingual children often demonstrate stronger executive functions, including improved attention control, problem-solving ability, and mental flexibility. For instance, a study conducted by Bialystok (2011) found that bilingual children performed better than monolingual children in tasks that required switching between different rules or perspectives. These cognitive advantages contribute not only to language development but also to overall academic achievement.

Another important benefit discussed in the literature is the development of communicative competence. Cameron (2001) emphasizes that young learners acquire language more effectively when they are exposed to meaningful communication rather than traditional grammar-based instruction. Children learn language best when they are actively engaged in activities such as songs, games, storytelling, and role-playing.

For example, in many preschool classrooms teachers use action songs such as "Head, Shoulders, Knees and Toes" to teach vocabulary related to body parts. Through repetition, rhythm, and physical movement, children quickly memorize new words and associate them with physical actions. Similarly, storytelling activities allow children to develop listening comprehension and vocabulary.

Research conducted in our country also supports the effectiveness of early English learning. Jalolov (2020) notes that teaching English in preschool institutions helps develop children's communicative competence and prepares them for further language learning in school. According to the author, the use of visual materials, flashcards, songs, and games significantly increases children's motivation and participation in language learning activities.

Many researchers emphasize that learning English at ages 1–3 provides significant cognitive and linguistic advantages for young children. According to recent studies in early childhood education, children at this stage have a high level of neural plasticity, which allows them to acquire new sounds and language structures more naturally than older learners. This ability helps children develop accurate pronunciation and listening skills from the very beginning of language learning.

In addition, scholars highlight that early exposure to English contributes to the development of children's communication skills. When children are introduced to a second

language through songs, games, and interactive activities, they become more confident in expressing their ideas and emotions. Researchers note that children who start learning English between the ages of 1–3 often demonstrate better social interaction and adaptability in multilingual environments.

Another important benefit discussed in the literature is the positive impact of early language learning on cognitive development. Studies show that bilingual or multilingual children tend to have stronger memory, attention control, and problem-solving abilities. Learning English at an early stage encourages children to think flexibly and to understand different linguistic patterns.

Furthermore, several researchers point out that early English learning supports children's cultural awareness. Through language exposure, children become familiar with different cultures, traditions, and ways of communication. This early cultural understanding can help children develop open-minded attitudes and respect for diversity.

Research conducted by scholars in our country also confirms the importance of introducing English learning in early childhood education. Modern preschool programs increasingly include English language activities designed specifically for young learners aged 1–3. These activities aim to develop children's basic vocabulary, listening comprehension, and interest in foreign languages.

Similarly, Rasulov (2021) emphasizes that early English education plays an important role in shaping children's positive attitudes toward foreign languages. In a study conducted in preschool classrooms, children who participated in regular English activities such as songs, short dialogues, and vocabulary games demonstrated noticeable improvement in their listening and speaking skills.

Another important factor highlighted in the literature is the role of the teacher and the learning environment. Effective English teaching for young learners requires teachers who are familiar with both language teaching methodology and child psychology. Teachers must create a supportive and encouraging classroom environment where children feel comfortable experimenting with language and making mistakes.

Modern educational technologies have also contributed to improving early language learning. Digital learning tools, animated videos, and interactive educational applications provide children with authentic language input and engaging learning experiences.

In conclusion, learning English in early childhood, particularly between the ages of 1–3, provides numerous linguistic, cognitive, and social benefits for young learners. Research in the field of second language acquisition indicates that children at this stage possess a high level of brain flexibility, which allows them to acquire pronunciation, vocabulary, and basic grammatical patterns more naturally and effectively than older learners. Early exposure to a foreign language therefore creates a strong foundation for future language development.

The literature also demonstrates that early bilingualism contributes to children's cognitive growth. Young learners who are exposed to more than one language often show stronger memory, attention control, and problem-solving abilities. These cognitive advantages not only support language learning but also positively influence overall academic performance and intellectual development.

Another important aspect highlighted by researchers is the development of communicative competence. When English is taught through interactive activities such as songs, games, storytelling, and role-playing, children become more confident in expressing their thoughts and

emotions. Such methods make the learning process enjoyable and meaningful, encouraging children to participate actively in communication.

In addition, early English learning helps children develop cultural awareness and openness to different cultures. Through exposure to a foreign language, young learners become familiar with new ways of communication and begin to understand the diversity of the global community. This experience can foster tolerance, curiosity, and positive attitudes toward other cultures.

Research conducted by both international and Uzbek scholars confirms that introducing English in preschool education can significantly improve children’s motivation, listening skills, and speaking abilities. However, the success of early language learning largely depends on the quality of teaching methods, the learning environment, and the teacher’s ability to create engaging and supportive classroom experiences.

Therefore, integrating English language activities into early childhood education programs can play an important role in supporting children’s linguistic, cognitive, and social development. When implemented appropriately, early English learning can become a valuable tool for preparing young learners for future educational opportunities and participation in an increasingly globalized world.

CONCLUSION

The present article examined the benefits of learning English in ages 1–3. The reviewed studies demonstrate that early exposure to English significantly supports children's language development and cognitive growth. Children who begin learning English at an early stage develop better pronunciation, stronger listening skills, and more effective communication abilities. In addition, early language learning enhances cognitive flexibility, creativity, and problem-solving skills.The research conducted by both international scholars and researchers in our country confirms that learning English during ages 1–3 creates a strong foundation for future academic success. Therefore, integrating English learning activities into ages 1–3 education programs can greatly contribute to children's linguistic competence and overall intellectual development.

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EFFECTIVE METHODS AND STRATEGIES FOR DEVELOPING LANGUAGE SKILLS

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ANNOTATION. *Language skills are essential for effective communication in a native or foreign language. Using strategies and techniques that develop listening, writing, reading and speaking skills can help you learn a language. Developing the most effective methods for language learners requires taking into account individual needs. When new language learners use effective methods and techniques, it makes learning a language faster and easier. Besides the language learners must have perseverance or resilience, the ability to use advanced technologies. The language should have motivation in order to understand the language more effectively. This article explores the best methods and strategies for improving language skills.*

Key words: *Learning a language, methods skills, fluency, strategies, immersion, goal setting, staying motivated, language acquisition*

ANNOTATSIYA. *Til ko'nikmalari ona yoki xorijiy tilda samarali muloqotni ta'minlashda muhim ahamiyatga ega. Tinglab tushunish, yozish, o'qish va gapirish ko'nikmalarini rivojlantiruvchi strategiya hamda usullardan foydalanish til o'rganish jarayonini samarali tashkil etishga yordam beradi. Til o'rganuvchilar uchun eng samarali metodlarni ishlab chiqishda ularning individual ehtiyojlarini hisobga olish muhimdir. Samarali usul va texnikalardan foydalanish yangi tilni o'rganishni tezroq va osonroq qiladi. Bundan tashqari, til o'rganuvchilarda qat'iyat, zamonaviy texnologiyalardan foydalanish ko'nikmasi hamda yuqori motivatsiya bo'lishi zarur. Ushbu maqolada til ko'nikmalarini rivojlantirishning eng samarali metod va strategiyalari tahlil qilinadi.*

Kalit so'zlar: *til o'rganish, usullar va ko'nikmalar, ravonlik, strategiyalar, til muhitiga kirish, maqsad qo'yish, motivatsiyani saqlab qolish, diqqat bilan mashq qilish. tilni egallash.*

АННОТАЦИЯ. *Языковые навыки играют важную роль в обеспечении эффективной коммуникации на родном и иностранном языках. Использование стратегий и методов, развивающих навыки аудирования, письма, чтения и говорения, способствует более эффективному изучению языка. При разработке наиболее эффективных методов обучения необходимо учитывать индивидуальные потребности изучающих язык. Применение эффективных методов и технологий делает процесс изучения языка более быстрым и лёгким. Кроме того, изучающие язык должны обладать настойчивостью, умением использовать современные технологии и высокой мотивацией для более глубокого понимания языка. В данной статье рассматриваются наиболее эффективные методы и стратегии развития языковых навыков.*

Ключевые слова: *изучение языка, методы и навыки, беглость речи, стратегии, языковое погружение, постановка целей, сохранение мотивации, освоение языка.*

INTRODUCTION

Language skills are essential for effective communication in both academic and everyday life. Listening, speaking, reading, and writing help learners express ideas, understand information, and interact successfully with others. Developing these skills is one of the main goals of foreign language education.

Today, modern teaching methods and technologies provide many opportunities for improving language skills. The use of interactive activities, digital tools, and learner-centered approaches makes language learning more effective and motivating. In addition, regular practice, motivation, and appropriate learning strategies play an important role in successful language acquisition. This article discusses effective methods and strategies for developing language skills and improving communication abilities

Immersive learning

Learning new language does not have to involve moving abroad you can create an immersive language experience from the comfort of your home. Immersive language learning is one of the most effective way to learn a language because it helps you think, hear and communicate every day. Imagine waking up in the morning and listening to a English podcast while eating breakfast, texting to your friend in English, labelling household items in English or watching your favorite film in English. With the right strategies, you can learn any new languages easily in a short time. It does not matter which language you are learning whether it is Spanish, Russian, German or French, these methods will help you surround yourself with the language. Moreover, changing your phone and computer settings to the language which you are learning also productive way to learn. Besides, in today's interconnected world, you can connect with native speakers online. Language gain partners can provide feedback, help you practice resource conversation.

Immersive learning encourages full exposure to a new language in daily life. A notable case is South African actress Charlize Theron, whose first language was Afrikaans, provides a great example of successful language acquisition through immersive methods. Her breakthrough in mastering English, a key step in her Hollywood career, highlights the effectiveness of surrounding herself with the target language, especially through easily accessible media such as film. Theron herself has said that she learned English by watching "hundreds of films", which allowed her to master not only vocabulary and grammar, but also the subtle nuances of pronunciation, intonation and cultural context (Smith,2023). Watching hundreds of films required constant attention and focus, allowing her to actively process the language and assimilate its patterns. In addition, her motivation to succeed in Hollywood further enhancing the learning process.

If we look at how we acquired our native language, it becomes clear that we acquired it not because we learned it deliberately, but because we lived in an environment that used it. We are exposed to a huge amount of language input, we constantly heard a lot of words from our parents, siblings, grandparents. Eventually, we became able to speak it ourselves. Another way to immerse yourself into your own language is to join a conversation club – where the language learners meet regularly to have informal conversations in their native language. While it is important to practice your writing, listening and reading skills regularly, you should not neglect the speaking aspect of learning a new language. « Most people do not succeed if they do not open their mouths, » Michael Geisler, vice president of language schools at Middlebury College in Vermont, USA, told the BBC (Gabriel Wyner, 2014).

Motivation and goal setting

The world of language learning is exciting and with many chances for personal growth, cultural discovery, and global connections. However, starting this journey can be scary, especially for people who are not officially part of a language program. It can be hard to keep unqualified learners motivated and learning at a good speed. Setting clear and reachable goals is an important step to success. These goals can help students use their full language learning potential and make their journey more enjoyable and meaningful. Motivation is the inner force that drives us to take action. When we face difficulties, desire and interest keep us engaged in the process. Without motivation, language learning can become a boring task, which may lead to frustration and eventually giving up.

Columbian singer- songwriter Shakira is a well-known polyglot who speaks Spanish, English, Portuguese, Italian, French, and Arabic fluently. Her motivation comes from a deep appreciation of different cultures and a strong desire to connect with her global fans. She has stated that learning languages has helped her express herself more effectively and build deeper connections with people (Shakira, The Guardian, quoted in 2002). Besides, personal enrichment, her multilingualism allows her to write songs in several languages, which expands her audience and strengthens her message of global unity.

Many successful language learners rely on strategic goal- setting to maintain focus and monitor their progress. It involves:

- **Establishing clear, measurable objectives:** They determine the level of proficiency they aim to achieve and set a specific timeframe for reaching it.
- **Engaging in immersive learning environments:** They make use of travel opportunities, language tutors, and real- life interactions to gain maximum exposure to the target language.
- **Leveraging technology and personalized learning:** They utilize language learning apps, online resources, and tailored instruction to suit their individual needs and learning styles.

Bradley Cooper learned French at a high level, mainly for his acting roles. His first goal was to be able to play a French- speaking character in a believable way. He learned the language by studying abroad in France and continued studying after he returned to the United States (Cooper, People,2011). This hard work helped him give interviews in French and act as a character who speaks the language. His goal was closely connected to his career plans.

These examples underscore the synergistic relationship between motivation and goal-setting. The core driving forces behind celebrities- be it career ambitions, passion or personal relationships – reinforce their commitment to establishing clear, measurable goals. This, in turn, generates a positive feedback loop, leading to tangible outcomes that further enhance their motivation.

The power of focused practice in developing language skills

Language learning includes developing four key skills: reading, writing, listening and speaking. To achieve fluency, you need to dedicate focused practice.

Reading: Reading is a basic skill in language learning and can improve a lot with focused practice. Using methods like skimming and scanning can help you read faster without losing understanding. Apps and online tools can give you exercises to train your eyes and increase your reading speed. You can start reading with easy texts and slowly move to harder ones and try reading articles, blog posts, short stories and later novels in the language you are learning.

Writing: writing is an active skill that needs good grammar, enough vocabulary, and the ability to organize your ideas and express them clearly. You can begin writing with simple sentences, then write longer paragraphs, essays and even creative texts. You can write a journal in the target language or join online writing groups.

Listening: Listening comprehension means understanding spoken language fast and correctly. With focused practice, you can improve different parts of your listening. Practice focusing your attention, finding the main ideas and summarizing what you hear. You can do this by taking notes, summarizing audio recordings or answering listening questions. Listen to podcasts, songs and audio books in the target language. As you understand more, choose more difficult material. Take notes and summarize to improve your active listening.

Speaking: Speaking is the hardest skill for many people learning a language. With focused practice, you can become more confident and speak more fluently. Practice speaking without stopping too much, even if you make mistakes. You can do this by giving short talks without preparation, telling stories or joining conversations with native speakers. In addition, try to speak the target language as much as you can, even if you are alone.

CONCLUSION

Learning a language well needs different methods, strategies and a strong focus on improving step by step. By using immersion, focused practice, staying motivated and goal setting, learners can build their reading, writing, listening and speaking skills. The path to fluency can be difficult, but the benefits- better communication, new ideas and more chances in life – are very valuable. In the end, learning a language helps people express themselves clearly and take part in a more connected and culturally rich world.

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IMPORTANCE OF PRONUNCIATION FOR COMMUNICATION

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Annotation. *Language plays a crucial role in human communication, and pronunciation is one of the key components that ensures effective interaction among speakers. Correct pronunciation improves intelligibility, prevents misunderstandings, and contributes to confidence and fluency in speech. The aim of this paper is to examine the importance of pronunciation in communication, its influence on listener perception and comprehension, the challenges faced by language learners, and the consequences of pronunciation errors. The study is based on descriptive and analytical methods, using theoretical sources, linguistic studies, and examples related to pronunciation in English language learning. The findings show that pronunciation significantly affects communication effectiveness, social perception, and learners' self-confidence. The paper also reveals that factors such as first language interference, lack of pronunciation instruction, and limited exposure to native speech create difficulties in acquiring accurate pronunciation. The study concludes that pronunciation should be given greater attention in language teaching, and that regular listening practice, self-assessment, and shadowing techniques can effectively improve learners' pronunciation skills and communicative competence.*

Key words: *Communication, Pronunciation, Pronunciation errors, phonetics*

Annotatsiya. *Til insonlar o'rtasidagi muloqotda muhim rol o'ynaydi va talaffuz samarali kommunikatsiyani ta'minlovchi asosiy omillardan biridir. To'g'ri talaffuz nutqning tushunarliligini oshiradi, tushunmovchiliklarning oldini oladi hamda nutqdagi ishonch va ravonlikni rivojlantiradi. Ushbu maqolaning maqsadi talaffuzning muloqotdagi ahamiyatini, uning tinglovchi idroki va tushunishiga ta'sirini, til o'rganuvchilar duch keladigan qiyinchiliklarni hamda talaffuz xatolarining oqibatlarini o'rganishdan iborat. Tadqiqot tavsifiy va tahliliy usullarga asoslanib, nazariy manbalar, lingvistik tadqiqotlar va ingliz tilini o'rganishda talaffuzga oid misollar yordamida olib borildi. Natijalar talaffuz muloqot samaradorligi, ijtimoiy qabul qilinish va o'quvchilarning o'ziga bo'lgan ishonchiga sezilarli ta'sir ko'rsatishini ko'rsatdi. Shuningdek, ona tilining ta'siri, talaffuz bo'yicha yetarli ta'limning yo'qligi va tabiiy nutqqa kam duch kelish kabi omillar to'g'ri talaffuzni egallashda qiyinchilik tug'dirishi aniqlandi. Tadqiqot xulosasiga ko'ra, til o'qitishda talaffuzga ko'proq e'tibor qaratilishi lozim hamda muntazam tinglash mashqlari, o'zini baholash va shadowing usullari talaffuz va kommunikativ kompetensiyani samarali rivojlantiradi.*

Kalit so'zlar: *Muloqot, Talaffuz, Talaffuzdagi xatolar, Fonetika.*

Аннотация. *Язык играет важную роль в человеческом общении, а произношение является одним из ключевых компонентов, обеспечивающих эффективное взаимодействие между говорящими. Правильное произношение улучшает понятность речи, предотвращает недопонимание и способствует развитию уверенности и беглости речи. Цель данной статьи — рассмотреть значение произношения в коммуникации, его влияние*

на восприятие и понимание речи слушателем, трудности, с которыми сталкиваются изучающие язык, а также последствия ошибок произношения. Исследование основано на описательных и аналитических методах с использованием теоретических источников, лингвистических исследований и примеров, связанных с изучением произношения английского языка. Результаты показывают, что произношение значительно влияет на эффективность коммуникации, социальное восприятие и уверенность учащихся в себе. Также в статье выявлено, что такие факторы, как влияние родного языка, недостаток обучения произношению и ограниченный контакт с речью носителей языка, создают трудности в овладении правильным произношением. В заключении подчеркивается, что произношению следует уделять больше внимания в процессе обучения языку, а регулярная практика аудирования, самооценка и техника shadowing помогают эффективно развивать навыки произношения и коммуникативную компетенцию.

Ключевые слова: *Коммуникация, Произношение, Ошибки произношения, Фонетика.*

Introduction

In today's increasingly globalized world, effective communication has become not only a social necessity, but also an important skill in professional, academic and intercultural contexts. The ability to express clearly and reliably verbally is considered necessary, whether it is to participate in business negotiations, classroom discussions or establish social interactions in a multicultural society. Although language skills are often assessed on the basis of grammatical accuracy and vocabulary range, pronunciation is one of the main factors that directly affect communication. It serves as a auditory interface between speaker and listener, bridging the gap between linguistic form and communicative function.

Pronunciation is the process of uttering and hearing words and sounds, which includes a range of features such as **segment elements** (vowels and phonemes), **suprasegmental elements** (stress, tone and rhythm) and the pronunciation of syllables and words. These phonological features have a direct impact on aspects of speech such as **comprehensiveness** (the level of understanding of the speaker), **ease of perception** (the effort to understand), **and fluency** (the smoothness and continuity of speech). However, despite this, pronunciation is often overlooked in language learning, especially in cases where English is being studied as a foreign language (EFL) or a Second language (ESL), where more emphasis is usually placed on reading, writing, grammar and vocabulary.

This imbalance in language teaching, in turn, can lead to interruptions in communication, misunderstandings and even negative social or professional consequences. For example, incorrect stress or intonation can mean an incorrect emotional meaning or tone, while mispronunciation of sounds can completely change the meaning of a word. For instance, misspelling the word'' sheet "and pronouncing it as " shit " can cause discomfort or misunderstanding in an unfamiliar environment, even if grammatically and lexicologically the speech is correct . Studies show that pronunciation errors are more likely to cause negative evaluation than other language errors, which in turn affect an individual's confidence, job placement and integration into society.

1.What is the Pronunciation and How is it formed?

Pronunciation refers to how we say the sounds, syllables and words in a language. It means speaking clearly and accurately so that people can easily understand you.

Pronunciation is the way in which a word or a language is spoken. It includes:

- **Sounds** (phonemes) – like **/p/, /tʃ/, /æ/, etc**.

- **Stress –** which syllables are emphasized **(e.g., REcord vs. reCORD)**

5. **Intonation** – the rise and fall of pitch while speaking

Pronunciation is formed through a combination of:

26. **Phonemes** (speech sounds)

English has about **44 phonemes**. These are the smallest units of sound, such as:

Consonants: /b/, /s/, /tʃ/ (as in "cheese")

Vowels: /æ/ (as in "cat"), /iː/ (as in "see")

27. Articulation

This is how speech organs (like the tongue, lips, teeth, and vocal cords) shape the sounds.

For example, the sound /t/ is made by placing the tongue against the upper front teeth.

28. Syllable Stress

In words with more than one syllable, some syllables are pronounced louder or longer.

Example: PREsent (noun) vs. preSENT (verb)

29. Connected Speech

When speaking naturally, words blend together.

For example:

"Want to" becomes *"wanna"*

"Did you" becomes *"didya"*

30. Intonation and Rhythm

This gives speech its musical quality. Questions often rise at the end, and statements fall.

2.The Role of Pronunciation in Communication

2.1 Intelligibility and Comprehension

The primary function of pronunciation is to make speech understandable**.** A speaker with poor pronunciation may be misunderstood, regardless of their grammar accuracy or grammar knowledge. For instance, pronouncing "beach" as "bitch" due to incorrect vowel articulation can completely change the meaning, potentially causing confusion or offense. Accurate pronunciation helps ensure that the listener receives the message as the speaker intended.

2.2 Listener perception and attitude

Research suggests that listeners often judge a speaker's intelligence, education and competence based on their pronunciation. Clear and correct pronunciation can positively influence how a speaker is perceived, while a strong foreign accent or mispronunciations may lead to negative biases or stereotypes, even when the content of speech is correct.

2.3 Fluency and confidence

Pronunciation doesn't just affect how others react to a speaker—it also influences the speaker's own confidence. Learners who have difficulty with pronunciation often feel nervous or insecure, which may prevent them from speaking up in conversations or public settings. On the other hand, having good pronunciation can boost a speaker's confidence and improve fluency by reducing pauses, hesitations, and the need to self-correct mid-sentence.

3. Challenges in learning Pronunciation

3.1 First language Interference

The sound and intonation patterns of a learner's native language often interfere with their pronunciation in a second language. For example, native Japanese speakers may have difficulty distinguishing between the English /r/ and /l/ sounds due to their absence in Japanese.

3.2 Lack of pronunciation instruction

In numerous education systems, pronunciation often takes a backseat to grammar and vocabulary. Many teachers are not equipped with the necessary skills or materials to teach pronunciation effectively. As a result, students might overlook its importance until they begin to encounter challenges in real-life communication.

3.3 Insufficient Interaction with Native-like Speech

When learners don't consistently hear native or fluent English speakers, they may persist in using inaccurate pronunciation habits. This issue is particularly common in countries where English isn’t widely spoken and access to authentic language input or immersive environments is limited.

4. The Consequences of Pronunciation errors

4.1 Misunderstanding and Confusion

Mispronouncing words can cause confusion or result in the listener misunderstanding the speaker’s intended message. When incorrect sounds or stress patterns are used, it becomes difficult for the listener to follow what is being said, sometimes leading to an entirely different interpretation. For example, saying "fool" instead of "full" or "shit" instead of "sheet" can not only confuse the listener but also lead to awkward or embarrassing situations.

4.2 Negative Social Impressions

Pronunciation strongly influences how others perceive a speaker. Frequent mispronunciations or a noticeable accent may cause people to form unfair judgements about the speaker’s intellect, qualifications or a level of professionalism. In certain situations, speakers may experience discrimination or bias based on the pronunciation.

4.3 Reduced Confidence and Participation

Language learners who recognize their struggles with pronunciation often feel nervous or embarrassed when speaking, particularly around native speakers. This insecurity can lead them to shy away from conversations, use the language less frequently, or remain quiet during significant interaction, ultimately hindering their progress in learning the language.

5.Ways to improve Pronunciation

5.1 Listening to Native Speech

One of the most effective ways to improve pronunciation is through regular listening practice. Interacting with native speakers through podcasts, movies, music, and interviews can help students become familiar with natural pronunciation, intonation, rhythm, and stress patterns. The greater their exposure to authentic spoken English, the more naturally they begin to absorb and replicate correct pronunciation patterns.

5.2 Recording and Self-Assessment

Recording one’s own speech is an effective self-monitoring tool. By listening to their recordings and comparing them with native models, learners can detect errors and track their progress. This practice encourages self-awareness and targeted improvement.

5.3 Imitation and Shadowing Techniques

Repeating after native speakers—known as shadowing—is a powerful technique for developing accurate pronunciation. This method involves listening to short segments of speech and immediately repeating them, mimicking the speaker’s accent, intonation, and pace. Over time, shadowing helps improve both pronunciation and fluency.

CONCLUSION

Pronunciation is the main component of effective communication. It provides intelligibility, influences how speakers are perceived, and supports fluency and confidence. Despite its importance, pronunciation is often under-emphasized in language learning. However, with the right strategies and consistent practice, students can improve their pronunciation and, as a result, become more reliable and qualified communicators.

As globalization continues to increase cultures and communities, clear pronunciation becomes not only a linguistic skill, but also a social and professional necessity. Mastering pronunciation, whether in education, in business or in everyday communication, is essential for meaningful and successful communication.

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LINGUISTIC FEATURES OF ONLINE ACADEMIC DISCUSSIONS IN UZBEK UNIVERSITIES

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Abstract. *This study investigates the linguistic features of online academic discussions in Uzbek universities within the framework of computer-mediated communication. The research aims to identify how students use language to achieve clarity, coherence, and interaction in digital academic environments. A qualitative research design was employed, involving 45 undergraduate students from three universities in Uzbekistan. Data were collected from online discussion forums, including Moodle and Telegram platforms, and analyzed using thematic and discourse analysis.*

The research highlights the importance of pragmatic and discourse competence in online academic communication and suggests the need for pedagogical support to enhance students' digital writing skills. The findings contribute to the growing body of research on online discourse and provide insights specific to the Uzbek higher education context.

Аннотация. *Данное исследование посвящено анализу лингвистических особенностей онлайн-академических дискуссий в университетах Узбекистана в рамках компьютерно-опосредованной коммуникации. Целью исследования является выявление способов использования языка студентами для обеспечения ясности, связности и взаимодействия в цифровой академической среде. В работе применён качественный метод исследования с участием 45 студентов бакалавриата из трёх университетов Узбекистана. Данные были собраны из онлайн-дискуссий на платформах Moodle и Telegram и проанализированы с использованием тематического и дискурсивного анализа.*

Исследование подчёркивает важность прагматической и дискурсивной компетенции в онлайн-академической коммуникации и указывает на необходимость педагогической поддержки для развития навыков цифрового письма у студентов. Полученные результаты вносят вклад в развитие исследований онлайн-дискурса с учётом специфики высшего образования Узбекистана.

Annotatsiya. *Ushbu tadqiqot O'zbekiston universitetlarida olib borilayotgan onlayn akademik muhokamalarning lingvistik xususiyatlarini kompyuter orqali vositalangan kommunikatsiya doirasida tahlil qiladi. Tadqiqotning asosiy maqsadi talabalar tomonidan raqamli akademik muhitda aniqlik, izchillik va o'zaro muloqotni ta'minlash uchun til vositalaridan qanday foydalanilishini aniqlashdan iborat. Tadqiqot sifat (qualitative) usulida olib borilib, unda O'zbekistonning uchta universitetidan 45 nafar bakalavriat talabalari ishtirok etdi. Ma'lumotlar Moodle va Telegram platformalaridagi onlayn muhokama yozuvlaridan yig'ilib, tematik va diskursiv tahlil asosida o'rganildi.*

Tadqiqot natijalari onlayn akademik muloqotda pragmatik va diskursiv kompetensiyaning muhimligini ko'rsatadi hamda talabalarining raqamli yozma nutq ko'nikmalarini rivojlantirish zarurligini ta'kidlaydi. Ushbu ish onlayn diskursni o'rganishga hissa qo'shib, O'zbekiston oliy ta'lim tizimi kontekstida muhim ilmiy xulosalarni taqdim etadi.

***Keywords**: online academic discourse, computer-mediated communication, linguistic features, code-switching, discourse analysis, Uzbek universities, digital communication*

***Ключевые слова**: онлайн-академический дискурс, компьютерно-опосредованная коммуникация, лингвистические особенности, код-свитчинг, дискурсивный анализ, университеты Узбекистана, цифровая коммуникация*

***Kalit so'zlar**: onlayn akademik diskurs, kompyuter orqali kommunikatsiya, lingvistik xususiyatlar, kod-almashinish, diskurs tahlili, O'zbekiston universitetlari, raqamli muloqot.*

IINTRODUCTION

Computer-mediated communication (CMC) has become an integral part of modern higher education, particularly through online learning platforms and academic discussion forums. In university settings, students increasingly participate in written online discussions where they share ideas, respond to peers, and construct academic knowledge collaboratively. Unlike face-to-face interaction, online academic communication relies entirely on written language, making linguistic clarity, coherence, and interactional strategies essential.

In such environments, students frequently adjust their language use due to the absence of non-verbal cues such as gestures, intonation, and facial expressions. As a result, they employ various linguistic and discourse strategies to express politeness, agreement, disagreement, and emphasis.

However, while many studies have explored general online discourse, the linguistic features of online academic discussions in Uzbek universities remain under-researched. Therefore, this study aims to address this gap by analyzing the linguistic features used in Uzbek university online discussions, with a focus on specific discourse and pragmatic aspects.

Research Questions:

1. How do linguistic features contribute to clarity, coherence, and interaction in online academic discourse?

2.How do linguistic strategies influence the effectiveness of peer interaction and collaborative knowledge construction in online discussions?

3.What challenges do students face in maintaining linguistic accuracy and coherence in online academic writing?

LITERATURE REVIEW

The study of online discourse has been widely explored within Applied Linguistics and Computer-Mediated Communication (CMC). Early work by Crystal (2001) highlights that digital communication has developed a distinct linguistic variety that combines features of both spoken and written language, often referred to as "Netspeak." He emphasizes that online language is not simply a degraded form of standard writing but a rule-governed system adapted to digital environments.

Similarly, Thurlow (2003) argues that online communication is shaped by technological constraints such as time pressure and limited attention span, which lead users to adopt economical linguistic forms. These include abbreviations, reduced spellings, and simplified syntactic structures. For example, expressions like "u" (you) or "gr8" (great) reflect efficiency-driven language adaptation.

In academic contexts, Kadir, Maros, and Hamid (2012) found that students' online discussions commonly include abbreviations, acronyms, emoticons, and shortened lexical forms

(e.g., "info" for information, "pls" for please). These features are used not only for efficiency but also to create interactional engagement among participants.

Furthermore, research by Ferris (2014) suggests that while informal digital language enhances communication speed and interpersonal engagement, it may also influence students' academic writing style, particularly in terms of formality and syntactic accuracy.

From a pragmatic perspective, online academic discussions are characterized by the use of various linguistic and discourse features, including:

Politeness markers (e.g., "I think…", "In my opinion…", "Could you please…")

Discourse connectors (e.g., "however", "therefore", "in addition")

Code-switching (mixing Uzbek and English in one message)

Abbreviations and acronyms (e.g., "ASAP", "info", "uni")

Emoji/emoticons to express attitude

Syntactic simplification, such as short and direct sentences

For example, a student might write:

"I think this idea is correct but we should also consider other points."

This shows how written online academic discourse combines formality with informal expressive tools.

Despite these findings, most existing research has focused on Asian or Western contexts, particularly Malaysian and European universities. As Kadir et al. (2012) note, linguistic practices in online academic environments are highly context-dependent and influenced by cultural and institutional norms. However, limited research has examined how these features function in Uzbek higher education settings, especially in multilingual and code-switching environments.

Therefore, there remains a significant gap in understanding how Uzbek university students use linguistic strategies in online academic discussions, particularly regarding politeness strategies, coherence devices, and pragmatic adaptation in digital academic writing. Overall, the reviewed literature demonstrates that online academic discourse is shaped by a combination of technological constraints, communicative efficiency, and social interactional needs...

METHOD

This study employed a qualitative research design to investigate the linguistic features of online academic discussions in Uzbek universities. A qualitative approach was selected because it allows for an in-depth exploration of language use, communication patterns, and discourse strategies in naturally occurring contexts. This method was considered appropriate for analyzing how students construct meaning, interact with peers, and use specific linguistic features in online academic environments.

The participants of this study were 45 undergraduate students from three major universities in Uzbekistan. The participants were selected using a purposive sampling method, as they were actively engaged in online academic discussions through university learning platforms. The students ranged in age from 18 to 25 and represented various academic disciplines, including linguistics, education, and information technology. Both male and female participants were included to ensure diversity and to provide a broader perspective on language use. Participation in the study was voluntary, and all participants had prior experience with online academic communication.

Data for this research was collected through online discussion transcripts and semi-structured observations. First, permission was obtained to access discussion forums from selected university platforms such as Moodle and Telegram academic groups. The data consisted of written

interactions between students over a period of two weeks. These discussions included responses to academic tasks, peer feedback, and collaborative problem-solving activities.

The data collection process was conducted in several steps. Initially, relevant discussion threads were identified based on their academic nature and level of interaction. Then, the discussions were carefully recorded and organized into text documents for analysis. Only discussions that were directly related to academic topics were included in the study. Non-academic conversations were excluded to maintain the focus of the research. In total, approximately 120 discussion posts were collected and analyzed.

The collected data was analyzed using thematic and discourse analysis techniques. First, the data was read multiple times to gain familiarity and identify recurring linguistic patterns. Then, specific linguistic features such as code-switching, formal and informal language use, abbreviations, discourse markers, and interactional strategies were identified and categorized. The analysis focused on how these features contributed to meaning-making and communication effectiveness in online discussions. Coding was conducted manually, and patterns were grouped into themes to provide a clear interpretation of the data.

Ethical considerations were carefully addressed throughout the study. All participants were informed about the purpose of the research before their data was included. Informed consent was obtained, and participants were assured that their identities would remain anonymous. Any identifying information, such as names or usernames, was removed from the data. Additionally, participants were informed that they had the right to withdraw from the study at any time without any negative consequences.

Overall, this methodology was designed to ensure the credibility and trustworthiness of the findings. By using authentic discussion data and systematic analysis techniques, the study aimed to provide a detailed understanding of the linguistic features present in online academic discussions within Uzbek universities.

RESULTS

The analysis of the collected discussion data reveals several recurring linguistic patterns that characterize online academic discourse among Uzbek university students. Through a detailed text-based analysis of approximately 120 discussion posts, a number of dominant themes and linguistic features were identified.

First, one of the most salient features observed in the data is the frequent use of politeness markers and hedging expressions. Students consistently employed phrases such as "I think," "in my opinion," and "it seems that" to present their ideas. These expressions functioned as pragmatic tools to soften claims and maintain a respectful tone in peer interaction. This indicates that students are aware of the importance of maintaining academic politeness even in informal digital environments.

Second, the use of discourse connectors played a crucial role in structuring arguments and ensuring coherence. Connectors such as "however," "therefore," "in addition," and "on the other hand" appeared frequently across the dataset. These elements contributed to the logical organization of ideas and helped students construct more cohesive responses. In many cases, posts that included such connectors were clearer and more academically structured than those without them.

Another prominent feature identified is code-switching between Uzbek and English. Many students alternated between the two languages within a single message, especially when referring to academic terminology or expressing complex ideas. For example, students often used English

terms like "concept," "analysis," or "method" within otherwise Uzbek sentences. This suggests that code-switching serves as a communicative strategy to compensate for lexical gaps and to align with academic discourse conventions.

The analysis also revealed the presence of abbreviations and simplified lexical forms, such as "info," "pls," and "uni." While these forms are typically associated with informal communication, their use in academic discussions indicates an adaptation to the fast-paced nature of online interaction. However, their frequency was relatively moderate, suggesting that students attempted to balance efficiency with academic appropriateness.

In terms of syntactic structure, many students demonstrated a preference for short and simple sentences. While this contributed to clarity in some cases, it also limited the depth of argumentation. More advanced contributions included complex sentence structures and varied vocabulary, indicating differing levels of linguistic competence among participants.

Additionally, interactional strategies such as agreement, disagreement, and peer support were clearly visible in the data. Students often responded directly to their peers using phrases like "I agree with your point," or "I partially disagree because…" This shows that online discussions were not merely individual responses but involved active engagement and collaborative meaning-making.

Finally, the occasional use of emojis and emotive markers was observed, although these were generally limited and context-appropriate. Their presence suggests an attempt to compensate for the lack of non-verbal cues and to express tone or attitude in written form.

Linguistic Feature	***Description***	***Example from Data***	***Frequency***	***Function in Discourse***
Politeness markers	Fikrni yumshatish va hurmat ko'rsatish	"I think", "In my opinion", "It seems that"	High (70-80%)	Maintains respectful tone, reduces conflict
Discourse Connectors	Gaplarni va fikrlarni bog'lash uchun ishlatiladi	"however", " therefore", "in addition"	High(65-75%)	Ensures coherence and logical flow
Abbreviations and short forms	So'zlarni qisqartirish	"info", "pls", "uni"	Medium(30-40%)	Saves time, increases efficiency
Interactional strategies	Rozilik va norozilik bildirish	"I agree", "I partially disagree"	High(60-70%)	Promotes discussion and engagement

Overall, the results demonstrate that students employ a combination of linguistic, pragmatic, and discourse strategies to navigate online academic communication. These features collectively contribute to the effectiveness, clarity, and interactivity of digital academic discussions.

DISCUSSION

The findings of this study reveal that Uzbek university students actively employ a range of linguistic features in online academic discussions, including politeness markers, discourse connectors, abbreviations, and code-switching. These results are consistent with previous research

on computer-mediated communication, which suggests that online discourse combines characteristics of both spoken and written language.

A comparison with earlier studies (e.g., Crystal, 2001; Thurlow, 2003) indicates that the use of simplified structures and abbreviated forms is not unique to Uzbek contexts but reflects a global trend in digital communication. However, this study extends previous research by demonstrating that such features are adapted to local linguistic and cultural norms, particularly through the frequent use of Uzbek-English code-switching.

One possible explanation for the widespread use of these linguistic features is the need for communicative efficiency and interactional clarity in text-based environments. Since non-verbal cues are absent, students rely on explicit markers such as "I think," "in my opinion," and connectors like "however" or "therefore" to structure their ideas and maintain coherence. This supports theoretical perspectives in computer-mediated communication, which emphasize the role of linguistic strategies in compensating for the lack of physical interaction.

Interestingly, the findings also show that while informal elements such as abbreviations and emojis are present, students tend to balance them with formal academic language. This suggests that learners are capable of adjusting their register depending on the academic context, which reflects a developing awareness of discourse conventions.

However, not all aspects of online discussions were equally effective. Some students demonstrated limited vocabulary and over-reliance on simple sentence structures, which negatively affected the clarity and depth of their contributions. This indicates that linguistic competence remains a crucial factor in successful online academic communication.

Another important result is that politeness strategies played a significant role in maintaining positive interaction among participants. Students frequently used hedging expressions and respectful language, which aligns with politeness theory and highlights the importance of pragmatic competence in online academic settings.

Despite these valuable insights, the study has certain limitations. The data was collected over a relatively short period and involved a limited number of participants, which may restrict the generalizability of the findings. Additionally, the study focused primarily on textual features and did not explore other aspects such as cognitive engagement or learning outcomes.

The study demonstrates that online academic discussions in Uzbek universities are characterized by a dynamic combination of linguistic, pragmatic, and discourse features. These findings suggest that effective participation in online discussions requires not only language proficiency but also awareness of interactional strategies. Future research should further investigate how these linguistic features influence learning outcomes and explore the role of instructional support in enhancing students' online communication skills.

CONCLUSION

This study set out to investigate the linguistic features of online academic discussions in Uzbek universities, with a particular focus on how students use language to construct meaning, maintain interaction, and achieve communicative clarity in digital environments. The findings provide valuable insights into the complex and adaptive nature of student discourse in computer-mediated communication.

The results indicate that online academic discussions are shaped by a dynamic interplay of formal and informal linguistic elements. Students demonstrate an ability to balance academic conventions with the practical demands of online communication. The frequent use of politeness markers and discourse connectors highlights their awareness of academic norms, while the

presence of abbreviations and simplified structures reflects the influence of digital communication practices.

One of the most significant findings of this study is the role of code-switching as a strategic linguistic resource. The integration of Uzbek and English within the same discourse not only reflects the multilingual context of Uzbek higher education but also serves as a functional tool for enhancing expression and precision. This suggests that multilingual competence plays an important role in shaping online academic communication.

Furthermore, the study underscores the importance of pragmatic competence in online discussions. The use of hedging, agreement strategies, and respectful language demonstrates that effective communication is not solely dependent on grammatical accuracy but also on the ability to manage interpersonal relationships in a virtual space.

However, the findings also reveal certain challenges. Variations in linguistic proficiency, particularly in terms of vocabulary range and sentence complexity, indicate that not all students are equally equipped to participate effectively in academic discussions. This highlights the need for targeted pedagogical support to develop students' academic writing and discourse skills in online settings.

In terms of implications, this study suggests that educators should place greater emphasis on teaching not only formal writing skills but also digital discourse strategies, including coherence building, interaction management, and appropriate register use. Incorporating guided online discussions and feedback mechanisms may help students improve both their linguistic and communicative competence.

Despite its contributions, this study is limited by its relatively small sample size and short data collection period. Future research could expand the scope by including a larger and more diverse participant group, as well as by examining the relationship between linguistic features and learning outcomes.

In conclusion, online academic discussions in Uzbek universities represent a rich and evolving form of discourse that combines linguistic creativity with academic discipline. Understanding these patterns is essential for improving the quality of digital education and supporting students in becoming effective communicators in academic and professional contexts.

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ENHANCING FOREIGN LANGUAGE SKILLS THROUGH DIGITAL TECHNOLOGIES FOR FUTURE CAREER SUCCESS

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Abstract*.This thesis investigates the effects of digital technologies on enhancement of foreign language competence and their role in future career prospects. The technology is advancing at a fast rate and language learning is becoming more accessible, more interactive and more personalized. The use of digital tools like mobile apps, online courses, and virtual communication platforms for successful language learning is emphasized. The results indicate that the application of digital technologies in language education has a positive effect on enhancing communication skills, language autonomy and competitiveness in the world arena.In the current globalized society, foreign language skills are crucial to academic and professional achievement. The need for more multilingual people is growing and this means that the methods of learning must also be improved. While the traditional teaching methods may not be suitable for modern learners who expect flexible and engaging learning environments, they are persistent in their efforts to learn.The traditional teaching methods may not meet the expectation of the modern learners because they are flexible and engaging, but they are persistent in learning. This generates a need for research into the potential of digital technologies to enhance language learning. This research aims to examine how digital tools can be used to improve language skills and skills that are relevant for the future job market.*

Keywords: *Digital technologies, foreign language acquisition, online learning, learner autonomy, career readiness*

Аннотация. *Данная работа исследует влияние цифровых технологий на развитие компетенции в области иностранных языков и их роль в будущих карьерных перспективах. Технологии развиваются быстрыми темпами, а изучение языков становится более доступным, интерактивным и персонализированным. Особое внимание уделяется использованию цифровых инструментов, таких как мобильные приложения, онлайн-курсы и платформы виртуального общения, для эффективного изучения иностранных языков. Результаты показывают, что применение цифровых технологий в языковом образовании положительно влияет на развитие коммуникативных навыков, автономности обучающихся и их конкурентоспособности на мировом уровне.*

В современном глобализированном обществе владение иностранными языками играет важную роль в достижении академического и профессионального успеха. Потребность в многоязычных специалистах постоянно растет, что требует совершенствования методов обучения. Традиционные методы преподавания не всегда соответствуют ожиданиям современных обучающихся, которые предпочитают гибкую и увлекательную образовательную среду, однако они продолжают играть важную роль в процессе обучения. Это создает необходимость исследования потенциала цифровых технологий в совершенствовании изучения иностранных языков. Данное исследование направлено на изучение того, каким образом цифровые инструменты могут

способствовать развитию языковых навыков и компетенций, необходимых для будущего рынка труда.

Ключевые слова: *цифровые технологии, изучение иностранных языков, онлайн-обучение, автономность обучающихся, профессиональная готовность.*

Annotatsiya. *Ushbu tezis raqamli texnologiyalarning chet tili kompetensiyasini rivojlantirishdagi ta’siri hamda ularning kelajakdagi kasbiy faoliyatdagi o‘rnini tadqiq etadi. Texnologiyalar juda tez sur’atlarda rivojlanmoqda va til o‘rganish jarayoni yanada qulay, interaktiv hamda individuallashtirilgan tus olmoqda. Tadqiqotda mobil ilovalar, onlayn kurslar va virtual muloqot platformalari kabi raqamli vositalarning chet tillarini samarali o‘rganishdagi ahamiyati yoritilgan. Natijalar shuni ko‘rsatadiki, til ta’limida raqamli texnologiyalardan foydalanish kommunikativ ko‘nikmalarni, o‘quvchilarning mustaqil o‘rganish qobiliyatini hamda xalqaro maydondagi raqobatbardoshligini oshiradi. Hozirgi globallashgan jamiyatda chet tilini bilish akademik va kasbiy muvaffaqiyatning muhim omiliga aylangan. Ko‘p tilli mutaxassislarga bo‘lgan ehtiyoj ortib borayotgani sababli, ta’lim metodlarini ham takomillashtirish zarur. An’anaviy o‘qitish usullari zamonaviy o‘quvchilarning moslashuvchan va qiziqarli ta’lim muhiti haqidagi talablariga har doim ham javob bera olmaydi, biroq ular hanuzgacha ta’lim jarayonida muhim o‘rin tutadi. Bu esa chet tillarini o‘rganishda raqamli texnologiyalarning imkoniyatlarini chuqurroq o‘rganish zaruratini yuzaga keltiradi. Mazkur tadqiqot raqamli vositalar yordamida til ko‘nikmalarini hamda kelajak mehnat bozori uchun zarur bo‘lgan kompetensiyalarni qanday rivojlantirish mumkinligini tahlil qilishga qaratilgan.*

Kalit so‘zlar: *raqamli texnologiyalar, chet tilini o‘zlashtirish, onlayn ta’lim, o‘quvchi mustaqilligi, kasbiy tayyorgarlik.*

The research is qualitative and carries out the analysis of modern digital learning tools and their use in foreign language learning. The results demonstrate that digital technologies can create a learning environment that empowers students to learn in their own way, and at their own speed, in the areas of listening, speaking, reading, and writing. Gamification, progress tracking, adaptive learning systems, and immediate feedback are just some of the features which greatly boost motivation and engagement, thereby making the learning process more efficient and personalized. For instance, Duolingo has gamified lessons, daily streaks and reward systems to motivate people into consistent practice. The features provide gradual development of the knowledge of words and grammar, and ensure high levels of motivation. Also, the adaptive system of the app adapts to the learner's performance, facilitating individual learning.

Likewise at BBC Learning English you can find authentic resources such as real-life dialogues, news-based lessons, and pronunciation exercises. Authentic language input helps students understand the way language is used in authentic contexts – this is required for the development of communicative competence. This type of content also enhances the listener's ability and increases their vocabulary with current expressions and idiomatic language.

One of the other key features of digital language learning is real-time communication. Students can communicate directly with teachers and native speakers via online courses, discussions and speech sessions via platforms like Zoom. This interaction enhances fluency, pronunciation and confidence as students practise speaking in realistic situations. In addition, the use of online communities and language exchange platforms can provide opportunities for collaborative learning, allowing students to get feedback and have meaningful interactions.

Digital technologies are also used to help students to take control of their own learning process, in addition to these tools. The learning materials are suitable for the learner's needs and interests, and the learner can make learning goals, monitor their learning progress and select learning materials. This independence is especially valuable for the development of the lifelong learning skills that are extremely desirable in contemporary work settings.

Furthermore, the use of digital technologies can facilitate the connection of theory and practice. In addition to grammar, and vocabulary, learners are given opportunities to use language effectively and appropriately in real life and workplace contexts including presentations, negotiations, and workplace communication. Linguistic competence and employability skills are therefore enhanced by digital tools.

The results indicated that students who actively utilized digital technologies showed higher language proficiency level, communication skills, and confidence. They also better equipped to face challenges in the job market, as digital literacy and language ability are key in today's global world. As such, the use of digital tools in language education is an important approach in enhancing learning outcomes and preparing the students for future work.

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VI

INNOVATSION PEDAGOGIKA VA UZLUKSIZ TA’LIM

* * *

INNOVATIVE PEDAGOGY AND LIFELONG LEARNING

THE IMPACT OF INTERACTIVE READING STRATEGIES ON STUDENTS' COMPREHENSION SKILLS IN ENGLISH CLASSROOMS

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Abstract. *This article explores the effects of interactive reading strategies on students' comprehension skills in English classrooms, highlighting both positive outcomes and potential challenges. As English teachers increasingly adopt collaborative and technology-supported reading methods, understanding their impact on students' comprehension and engagement is essential. The analysis covers various factors influencing reading performance, including annotation techniques, group discussions, digital reading tools, and critical thinking activities. Key findings suggest that while interactive strategies enhance understanding, motivation, and engagement, they may also present challenges such as unequal participation, technological barriers, and difficulties in classroom management.*

Keywords: *interactive reading, comprehension skills, English classrooms, student engagement, critical thinking, digital tools*

Introduction: The integration of interactive reading strategies has transformed English classroom practices, particularly in the context of modern pedagogical approaches emphasizing student-centered learning. Teachers now employ methods such as group discussions, peer annotation, think-aloud protocols, and digital reading platforms to enhance comprehension and critical engagement with texts. This shift has raised questions about how these strategies influence students' understanding, retention, and overall reading performance.

Interactive reading offers several advantages, including increased participation, higher engagement, and the opportunity to develop analytical and critical thinking skills. Students can work collaboratively, discuss interpretations, and interact with texts in ways that traditional reading methods may not support. However, interactive reading also presents challenges, such as managing group dynamics, ensuring equitable participation, and overcoming technological limitations. Understanding how these factors affect comprehension is vital for educators aiming to optimize reading instruction.

This article aims to analyze the impact of interactive reading strategies on students' comprehension skills in English classrooms. It will examine the pedagogical approaches, explore the cognitive and social dimensions of interactive reading, and provide recommendations for implementing effective strategies. By investigating these aspects, this study seeks to clarify the relationship between interactive reading methods and students' academic performance in English education.

Literature Review and Discussion

Benefits of Interactive Reading Strategies

Interactive reading strategies offer several advantages that can enhance students' comprehension skills. One of the primary benefits is increased engagement. By employing techniques such as group discussions, peer annotation, and think-aloud protocols, students can actively participate in the learning process, which promotes deeper understanding of texts (Karimov, 2019). Additionally, interactive strategies help learners connect prior knowledge to new information, improving memory retention and comprehension.

Another significant benefit is that interactive reading can develop critical thinking skills. Digital tools, such as online annotation platforms or reading apps, allow students to highlight, comment, and discuss key ideas in real time. This process encourages analytical thinking and the ability to evaluate information critically, leading to more structured and coherent writing (Nation & Coxhead, 2018).

Furthermore, interactive reading strategies can foster collaborative learning. Working in groups encourages students to explain ideas to peers, clarify misunderstandings, and negotiate meanings. According to research, collaborative interactions help students internalize academic language and vocabulary, improving both reading comprehension and written expression (Schmitt, Schmitt & Clapham, 2019).

Challenges of Interactive Reading Strategies

Despite their benefits, interactive reading strategies also present several challenges. One major issue is uneven participation. Some students may dominate discussions while others remain passive, limiting the overall effectiveness of group-based activities (Karimov, 2019).

Another challenge is the technological barrier. While digital reading tools can enhance learning, unreliable internet connections or lack of familiarity with the platforms may disrupt the learning process (Nation & Coxhead, 2018). Teachers must carefully monitor usage and provide guidance to ensure all students benefit equally.

Moreover, interactive strategies require careful classroom management. Organizing group activities, guiding discussions, and balancing time for individual and collective tasks can be challenging, particularly in large classes. Without proper structure, interactive reading may lead to off-task behavior and reduced focus on comprehension goals (Schmitt et al., 2019).

Maximizing the Effectiveness of Interactive Reading

Maximizing the benefits of interactive reading strategies requires a multifaceted approach addressing academic and social needs. Teachers should provide clear instructions, set expectations for participation, and model effective reading strategies. Structured routines, such as designated discussion times and guided annotation exercises, can help students focus and manage tasks effectively (Karimov, 2019).

Enhancing Engagement through Interactive Tools

Enhancing engagement through interactive tools is also crucial. Platforms like Kahoot!, Edmodo, or Perusall allow students to engage dynamically with texts, take quizzes, and participate in discussions, which strengthens comprehension and retention (Nation & Coxhead, 2018).

Fostering a supportive learning environment is equally important. Creating opportunities for peer-to-peer interaction and instructor feedback encourages collaborative reflection, builds confidence, and promotes active engagement. Research emphasizes that social presence in online and classroom-based reading activities significantly improves comprehension outcomes and learning satisfaction (Schmitt et al., 2019).

Providing Clear Communication and Feedback

Providing continuous feedback is another key element. Teachers should monitor students' annotations, discussion contributions, and summaries, providing timely guidance to correct misunderstandings and reinforce critical thinking skills. According to Hattie and Timperley (2007), feedback is one of the most powerful influences on learning and achievement, and this applies directly to interactive reading practices.

Encouraging self-directed learning also enhances reading comprehension. Students should be guided to set personal reading goals, reflect on their understanding, and apply interactive strategies independently. Studies show that learners who take responsibility for their learning develop stronger comprehension skills and can transfer strategies to other academic tasks (Knowles, 1975).

Addressing Motivation and Emotional Factors

Addressing motivational and emotional factors is essential as well. Students' engagement may be influenced by confidence, anxiety, or perceived difficulty of texts. Teachers can support motivation by providing varied and level-appropriate reading materials, scaffolding activities, and recognition of students' efforts, which directly impacts.

In conclusion, interactive reading strategies significantly enhance students' comprehension skills, engagement, and critical thinking in English classrooms. While challenges such as uneven participation, technological barriers, and classroom management exist, carefully structured implementation, use of digital tools, and supportive teacher guidance can maximize the effectiveness of these strategies. The literature suggests that integrating interactive reading into classroom practice not only improves comprehension outcomes but also fosters collaborative learning and academic success.

Conclusion

In conclusion, interactive reading strategies have transformed English classroom practices, offering both significant benefits and notable challenges. While strategies such as group discussions, peer annotation, and digital reading tools can enhance comprehension, engagement, and critical thinking, challenges like uneven participation, technological barriers, and classroom management may impede learning outcomes. To maximize the effectiveness of interactive reading, educators should provide structured guidance, foster collaborative learning environments, and integrate digital tools thoughtfully. By addressing these factors, teachers can create more effective and inclusive English classrooms that support students' comprehension and overall academic success.

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MURAL ART: HISTORY, DEVELOPMENT AND IMPACT ON SOCIETY

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Abstract. *This theoretical research paper investigates the history, development, and social impact of mural art across different historical periods and societies. Mural art has served not only as a decorative artistic expression but also as a cultural, political, and educational medium throughout human history. The study explores the evolution of mural art from ancient civilizations to modern urban murals, emphasizing its transformation in purpose, style, and accessibility. Furthermore, the paper examines how mural art contributes to public education, tourism, intercultural communication, and the beautification of cities. Theoretical analysis demonstrates that mural art has a significant psychological and emotional effect on viewers by encouraging creativity, social unity, and public engagement. Today, mural art is also widely used in education and teaching processes. Educational murals in schools and universities help students develop creativity, visual thinking, and cultural awareness. Finally, this research concludes that mural art remains one of the most powerful forms of public art because it connects artists directly with society and supports social dialogue and positive transformation in communities.*

Key words: *mural art, public art, street art, cultural identity, urban development, visual communication, society, teaching.*

INTRODUCTION

Art has always played an essential role in human civilization by expressing emotions, beliefs, traditions, and historical experiences. Among various forms of visual art, mural art occupies a special place because of its strong connection with public spaces and society. Murals are large-scale paintings or artworks created directly on walls, ceilings, and other permanent surfaces.

The origins of mural art can be traced back to prehistoric cave paintings created thousands of years ago. Ancient people used walls as surfaces to communicate ideas, document hunting scenes, and express spiritual beliefs. Over time, mural art developed significantly in different civilizations such as Ancient Egypt, Greece, Rome, China, and Mesoamerica.

In the modern world, mural art has evolved into an influential artistic and social movement. Contemporary murals are widely used to address political issues, social inequality, environmental concerns, and cultural identity. Many cities encourage mural projects to improve urban environments and strengthen community engagement. Today mural art is also widely used in education and teaching processes. Educational murals in schools, universities, and public institutions help students develop creativity, visual thinking, and cultural awareness. Teachers often use murals as interactive learning tools that make information more memorable and engaging.

LITERATURE REVIEW

Many scholars, historians, and art critics have conducted research on mural art and its role in society. Their studies mainly focus on the historical origins of murals, artistic techniques, and influence on public spaces. According to Arnold Hauser, art has always reflected the social and cultural conditions of society. Public artworks often represent the political and ideological values of their time.

The Mexican mural movement of the twentieth century became one of the most influential subjects in mural art research. Artists such as Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros transformed mural art into a public educational and political tool.

Modern researchers have also analyzed the relationship between mural art and urban development. Malcolm Miles stated that public art contributes to the improvement of urban environments and strengthens community identity. Another important aspect discussed in previous studies is the psychological influence of murals on individuals. Scholars claim that colorful and meaningful public artworks positively affect emotions and mental well-being.

Modern educational researchers emphasize that mural art can improve teaching effectiveness and student participation. Visual learning through murals helps learners better understand historical, social, and cultural topics. Murals are also used in inclusive and creative educational environments.

METHODOLOGY

This study is based on a theoretical and qualitative research approach. The research relies on the analysis of academic books, journal articles, historical documents, and scholarly resources related to mural art and public art.

The methodology of this paper consists of several stages. First, historical sources were examined to identify the origins and development of mural art in different civilizations. Second, scholarly articles discussing the social, cultural, political, and educational functions of mural art were analyzed.

The research particularly focuses on:

1. Historical development of mural art.
2. Social and cultural impact on society.
3. Urban and psychological effects of mural art.
4. The role of mural art in teaching and education.

Comparative analysis was used to examine similarities and differences between ancient murals and modern mural art.

RESULTS

The findings indicate that mural art first emerged in prehistoric societies through cave paintings. Ancient humans used murals to represent hunting scenes, animals, rituals, and spiritual beliefs.

During the Renaissance period, mural art achieved remarkable artistic development. Artists such as Michelangelo used murals to express religious themes and humanistic ideas in churches and public buildings.

The twentieth century marked a major turning point in the development of mural art.

The Mexican mural movement transformed murals into instruments of social education and political expression.

The analysis shows that mural art plays a major role in strengthening cultural identity and preserving collective memory. Many communities use murals to celebrate historical events, local traditions, and important cultural figures.

Furthermore, mural art contributes to education and public awareness. Educational murals in schools and public institutions provide information about science, history, literature, and social values.

The findings also show that mural art has an important role in teaching and learning. Educational institutions use murals to create interactive environments that support creativity, motivation, and visual learning among students.

The research findings also indicate that mural art has positive psychological effects on society. Colorful and meaningful murals improve public mood, reduce visual monotony, and create a more welcoming environment.

CONCLUSION

To conclude, mural art has remained one of the most influential forms of public art throughout human history. From prehistoric cave paintings to contemporary urban murals, it has continuously reflected cultural, political, and social realities.

The research demonstrates that mural art contributes significantly to public education, social communication, urban beautification, tourism, and cultural identity. In addition, mural art has become an important medium for discussing global challenges and promoting social awareness.

Modern murals often address themes related to equality, environmental sustainability, peace, and human rights. The study also reveals that technology and globalization have expanded the influence of mural art by allowing artists to reach international audiences and collaborate across cultures.

Furthermore, mural art continues to support modern education and teaching by creating engaging visual environments that encourage creativity, communication, and active learning. Overall, mural art is not only an aesthetic element of public spaces but also a powerful social and cultural instrument.

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THE EFFECT OF ONLINE LEARNING PLATFORMS ON VOCABULARY ACQUISITION IN THE CLASSROOM

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Abstract. *This study examines the effectiveness of online learning platforms are compared to traditional teaching methods in helping students improve their vocabulary and spelling skills. The main purpose is to investigate whether technology-based learning gives better results than traditional classroom teaching. A quasi-experimental method was used for two weeks with 15 fifth-grade students who had similar English levels. Two topics, education and environment, were chosen, and 15 vocabulary words (B1–C1 level) were taught using different methods. In the first week, students learned through traditional methods such as textbooks and workbook exercises. In the second week, online tools like Kahoot, Quizizz, and Wordwall were used. Data was collected through vocabulary tests and tasks, and the results were compared using percentages. The findings showed that students performed better with online learning, reaching 95% vocabulary learning and 85% spelling accuracy, while traditional teaching resulted in 70% and 50%. Online tools also helped to increase students' interest, motivation, and confidence. Overall, the study shows that digital platforms can improve vocabulary learning and make lessons more engaging.*

Keywords: *online learning, vocabulary acquisition, spelling performance, traditional teaching, digital platforms, student engagement*

Introduction

In recent years, the rapid development of digital technologies has greatly influenced education, especially in the field of second language acquisition. Vocabulary learning is considered an essential part of language development, as it directly affects learners' ability to communicate and understand meaning. Therefore, finding effective ways to teach vocabulary in classroom settings has become increasingly important.

One important concept in this area is mobile learning, which refers to the use of portable digital devices for educational purposes. "A mobile learning environment allows learners to use mobile devices to access learning materials and support their learning activities anytime and anywhere" (Lan & Sie, 2010). This flexibility makes mobile learning a useful and practical tool, particularly in language learning contexts.

Many studies support the use of technology in language education. "Many researchers advocate the use of modern technologies by both ESL teachers and learners to improve learning outcomes" (Ball, 2011; Larsen-Freeman & Anderson, 2011; Warschauer & Meskill, 2000). "In particular, mobile technology has demonstrated strong potential in enhancing teaching and learning processes, especially in the area of vocabulary acquisition" (Chai et al., 2016; Liu, 2016). These findings show that technology can make learning more engaging and interactive for students.

However, although online learning platforms are widely used today, there is still limited research focusing specifically on their effect on vocabulary learning in classroom environments,

especially among young learners. Most previous studies have focused on general technology use or higher education contexts, so the impact of these tools in primary school classrooms is still not fully understood.

Therefore, the aim of this study is to examine the effect of online learning platforms on vocabulary acquisition in classroom settings. In particular, it aims to find out whether digital tools can improve students' vocabulary retention, classroom participation, and overall learning outcomes.

Methodology

1.1 Research Design

This study used a quasi-experimental research design to examine the effectiveness of online platforms compared to traditional teaching methods in vocabulary learning. The research was conducted over a period of two weeks, with each week focusing on a different teaching approach. The first week served as the control condition using traditional instruction, while the second week served as the experimental condition using online platforms.

1.2 Participants

The participants were 15 fifth-grade students from the same class. All students had a similar level of English proficiency, and none of them had prior knowledge of the selected vocabulary topics.

1.3 Procedure

At the beginning of the study, two topics were selected: education and environment. It was observed that students had almost no prior knowledge of these topics. After that, for each topic, 15 vocabulary items were selected with the help of artificial intelligence. These vocabulary items were equally divided by level: 6 at B1 level, 6 at B2 level, and 3 at C1 level.

To teach these vocabulary items, specific activity tasks were prepared in advance. The first task focused on improving listening and reading skills, while the second task focused on spelling.

During the first week, lessons were conducted using a traditional teaching method. The teacher used textbook and workbook activities to explain the topics and provided regular practice and revision. For example, in matching activities, students matched environmental issues with their correct definitions. All activities were designed to improve the four main language skills: listening, reading, writing, and speaking.

At the end of the first week, students were assessed using 15 prepared tasks to check their knowledge and memory. This helped to collect clear results.

In the second week, a modern teaching approach was used. The second topic and its 15 vocabulary items were introduced. In addition to workbook activities, online platforms were used during the lessons.

Interactive activities were conducted using Kahoot, Quizizz, and Wordwall. At the end of each lesson, students were divided into small groups and played quiz games on Kahoot based on the new vocabulary. These games included questions about meanings and definitions. This method helped to increase students' interest and attention.

Word-wall was used to practice difficult vocabulary, especially through spelling games. In addition, videos were prepared to improve listening skills. Each video focused on one word and included an image, three repetitions of pronunciation, and a slow spelling of the word.

Lessons were conducted in this way throughout the week. At the end of the second week, students were assessed again using the same pre-prepared tasks to measure their vocabulary learning and overall progress.

1.4 Research Instruments

The instruments used in this study included textbook-based activities for traditional teaching and online platforms such as Kahoot, Quizizz, and Wordwall. Visual materials, authentic materials, listening activities, and speaking and writing tests were also used. These tools helped to measure students' vocabulary learning and their ability to use new words in context.

1.5 Data Analysis

The collected data were analyzed using a comparative approach. Students' performance in vocabulary learning, speaking, and writing was compared between the two teaching methods. Percentages were used to show the level of vocabulary acquisition.

1.6 Ethical Considerations

All participants were informed about the purpose of the study. Participation was voluntary, and students' identities were kept confidential. The study was conducted in a safe and supportive learning environment.

Result

The results of this study show a clear comparison between traditional teaching methods and the use of online learning platforms in vocabulary learning. The data collected during the two-week study reveal differences in students' vocabulary acquisition, spelling accuracy, engagement, and overall learning behavior. The findings are shown in the following tables, which explain the effectiveness of each teaching method based on measurable results and observed classroom performance.

Table 1. Vocabulary and spelling performance comparison between traditional and online teaching methods.

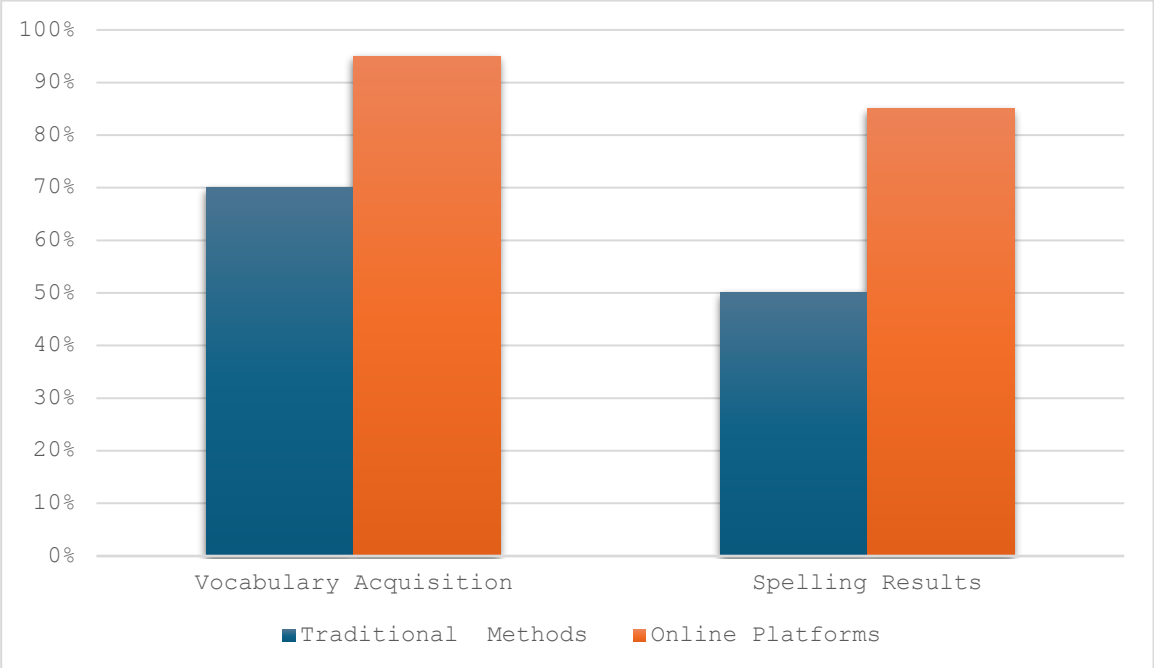


Table 1 illustrates a clear difference between the two teaching approaches. Students who learned through online platforms demonstrated higher vocabulary acquisition (95%) and better spelling performance (85%) compared to those who were taught using traditional methods (70% and 50% respectively). This shows that online platforms were more effective in improving vocabulary retention and spelling accuracy.

Table 2. Student Engagement and Affective Factors.

	Aspect	Traditional method	Online platforms
1	Student engagement	low	high
2	Confidence level	decreased	increased
3	Learning motivation	low	high
4	Learning speed	slower	faster

Table 2 compares student engagement, motivation, confidence, and learning speed between traditional and online teaching methods. Students in traditional classrooms generally demonstrate lower levels of engagement in learning activities. Their motivation to study is also lower compared to students using digital tools. In addition, their confidence in learning tasks tends to decrease over time. This may result in slower progress in understanding new material. Traditional teaching methods also provide fewer interactive opportunities for students. In contrast, students who learn through online platforms are more actively involved in lessons. They show higher motivation and are more interested in the learning process. Their confidence increases because they can access different learning resources easily. As a result, they tend to learn faster and achieve better academic performance overall.

Discussion

The findings of this study indicate that students achieved better learning outcomes when online platforms were integrated into the teaching process. Overall, students demonstrated higher vocabulary retention, improved spelling performance, and increased engagement compared to traditional instruction.

When comparing the two methods, traditional teaching was less effective, particularly in the acquisition of higher-level (C1) vocabulary. Students experienced difficulties in understanding and retaining more complex lexical items. In contrast, online platforms provided a more interactive and engaging learning environment, which supported better comprehension and long-term retention.

The effectiveness of online platforms can be explained by their interactive and multi-modal nature. The use of visual materials, modified activities, and listening tasks helped to address different learning styles and increased student attention. These features also contributed to higher motivation and reduced cognitive difficulty during vocabulary learning.

Overall, the results suggest that the integration of online platforms into language teaching can significantly improve vocabulary learning outcomes. In addition to enhancing linguistic performance, these tools also positively influence students' motivation, confidence, and ability to use new vocabulary in real-life communication**.** These findings are important as they indicate that teachers are encouraged to incorporating online platforms into their everyday teaching, particularly when introducing difficult vocabulary. This method can make lessons more engaging and help learners build stronger and more independent vocabulary skills.

Conclusion

This study investigated the effectiveness of online learning platforms in improving vocabulary acquisition among fifth-grade students. The results indicate that digital tools such as Kahoot, Quizizz, and Wordwall are more successful than traditional teaching methods. Students who learned through these platforms demonstrated stronger vocabulary retention, better spelling accuracy, and higher levels of participation in classroom activities.

In addition to academic improvement, the study also identified positive developments in students' motivation and attitudes. Learners became more engaged, self-assured, and motivated throughout the learning process. This suggests that online learning platforms not only enhance linguistic skills but also create a more interactive and stimulating classroom environment.

Nevertheless, the study has certain limitations. It was conducted with a relatively small sample size and within a short time frame. For this reason, future research should include a larger number of participants and extend the duration of the study to obtain more reliable and generalizable findings. It would also be valuable to examine the long-term effects of digital tools on vocabulary development.

Overall, the findings indicate that the integration of online learning platforms into classroom teaching can significantly enhance students' vocabulary knowledge and engagement. Therefore, teachers are encouraged to combine traditional instructional methods with digital technologies in order to make language learning more effective and dynamic.

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ENHANCING STUDENTS' SPEAKING SKILLS THROUGH THE FOCUS–DEFOCUS MODEL IN ENGLISH LANGUAGE TEACHING

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Abstract. *Speaking is widely regarded as one of the most challenging yet vital skills in English language acquisition. Despite its central role in communication, many learners face persistent difficulties in developing oral proficiency due to anxiety, limited vocabulary, lack of authentic practice, and insufficient pedagogical frameworks. This article examines the application of the Focus–Defocus Model as an innovative instructional approach to address these challenges in English Language Teaching (ELT). The Focus phase emphasizes structured language input, explicit instruction, and guided practice, while the Defocus phase facilitates free, autonomous, and creative oral production. Drawing on constructivist learning theory, principles of communicative language teaching, and empirical classroom-based research, the study investigates how the cyclical alternation between focused and defocused instructional modes enhances learners' fluency, accuracy, confidence, and communicative competence. The methodology involved a quasi-experimental design with 68 university-level EFL students over one academic semester. Quantitative data from pre- and post-tests were supplemented with qualitative insights from interviews and classroom observations. Results indicate statistically significant improvements in speaking fluency, lexical richness, and learner confidence in the experimental group. The article concludes with pedagogical implications and recommendations for integrating the Focus–Defocus Model into mainstream ELT curricula.*

Keywords: *speaking skills, Focus–Defocus Model, English language teaching, communicative competence, oral fluency, EFL learners, instructional design.*

INTRODUCTION

The development of speaking skills in English as a Foreign Language (EFL) contexts remains one of the most challenging pedagogical endeavors in contemporary language education. Unlike reading or writing, speaking requires the simultaneous activation of multiple linguistic and cognitive processes — phonological encoding, grammatical structuring, lexical retrieval, and real-time pragmatic negotiation — all within highly unpredictable and socially sensitive communicative contexts [1]. As a result, a considerable number of language learners, despite years of formal instruction, remain unable to express themselves fluently and confidently in spoken English [2].

Research in applied linguistics consistently highlights recurrent obstacles that impede oral language development. Among these, learner anxiety occupies a prominent position [3]. Communication apprehension — defined as the fear or nervousness associated with real or anticipated communication — significantly suppresses speaking attempts and narrows the learner's productive linguistic repertoire [4]. Beyond affective barriers, learners frequently cite a lack of authentic communicative opportunities, inadequate feedback mechanisms, and insufficient vocabulary as principal obstacles to fluency development [5].

Traditional ELT methodologies have attempted to address these challenges through a variety of approaches, ranging from audiolingual drilling and grammar-translation exercises to communicative language teaching (CLT) and task-based language teaching (TBLT). While each of these methodologies has contributed meaningfully to the field, none has offered a fully integrated framework that simultaneously addresses the need for structured language development and autonomous communicative expression [6]. This pedagogical gap has prompted researchers and practitioners to explore alternative instructional models that can bridge the divide between form-focused instruction and meaning-focused communication.

The Focus–Defocus Model, originally theorized within broader cognitive and educational psychology frameworks, offers a promising response to this challenge. The model operates on the premise that effective learning — particularly in skill-based domains — requires alternating between two distinct cognitive modes: a focused mode, characterized by concentrated, analytical attention to specific language features, and a defocused mode, characterized by relaxed, holistic, and spontaneous engagement with language in use [7]. Applied to speaking instruction, the Focus phase involves deliberate, scaffolded practice of targeted linguistic forms and functions, while the Defocus phase provides learners with open-ended, low-stakes opportunities to produce language freely and creatively [8].

The theoretical underpinnings of the Focus–Defocus Model align with multiple established frameworks in SLA and educational psychology. Vygotsky's Zone of Proximal Development (ZPD) supports the scaffolded nature of the Focus phase, wherein expert guidance moves learners beyond their independent performance ceiling [9]. Schmidt's Noticing Hypothesis [10] and Swain's Output Hypothesis [11] further validate the importance of deliberate attention to form during focused practice. Conversely, Krashen's Input Hypothesis and the concept of comprehensible input underscore the value of meaningful, non-pressurized language use characteristic of the Defocus phase [12].

Despite its theoretical coherence, the Focus–Defocus Model has received limited empirical attention within ELT, particularly in Central Asian and post-Soviet educational contexts where communicative teaching methodologies are only recently gaining traction. The present study seeks to fill this gap by empirically examining the effectiveness of the Focus–Defocus Model in enhancing undergraduate EFL learners' speaking skills at a state university in Uzbekistan. The study addresses the following research questions: (1) To what extent does the Focus–Defocus Model improve EFL learners' speaking fluency and accuracy? (2) How does the model affect learners' communicative confidence and willingness to communicate? (3) What are the perceived pedagogical advantages and limitations of the model from both instructor and learner perspectives?

METHODOLOGY

The study adopted a quasi-experimental research design with a pre-test and post-test control group structure, which was deemed appropriate for investigating the pedagogical effects of a specific instructional intervention within a naturalistic educational setting. The participants were undergraduate students enrolled in an English for Academic Purposes course at a state university in Tashkent. They were divided into two groups — an experimental group and a control group — based on their existing intact class assignments, a procedure that allowed the study to be conducted without disrupting the regular academic timetable or the institutional structure of the program. The intervention extended over the course of a full academic semester, providing sufficient instructional time for the effects of the Focus–Defocus Model to manifest in learners' oral performance.

Before the commencement of the intervention, a standardized placement assessment was administered to both groups to verify that they were comparable in terms of English language proficiency. The results confirmed that all participants demonstrated an intermediate level of English competence, ensuring that any differences observed in post-intervention speaking performance could be attributed to the instructional treatment rather than pre-existing proficiency disparities. The experimental group received speaking instruction exclusively through the Focus–Defocus Model throughout the semester, while the control group continued to follow the conventional communicative language teaching methodology as prescribed by the institution's standard curriculum. This parallel arrangement enabled a meaningful comparative analysis of the two instructional approaches under similar contextual conditions [13].

Each weekly instructional session in the experimental group was structured around the two alternating phases of the Focus–Defocus Model, with the session time divided approximately equally between the two modes. The Focus phase was designed to draw learners' deliberate attention to specific features of spoken English that are frequently underdeveloped in EFL contexts. These included the use of discourse markers to signal logical relationships between ideas, hedging expressions appropriate to academic and interpersonal communication, and conventions governing turn-taking and conversational management. Instruction during this phase was explicit and scaffolded, with learners first observing modelled language use, then practising target features through structured dialogues and guided role-play activities in which the instructor provided immediate corrective feedback. The Defocus phase, by contrast, was characterized by a deliberate withdrawal of instructional control in order to create conditions closely resembling authentic communicative interaction. Learners engaged in open-ended discussions on topics of personal and academic relevance, participated in impromptu speaking tasks that required spontaneous oral production, and collaborated in peer-based activities designed to promote genuine communicative exchange. The instructor's role during this phase shifted from that of a knowledge provider to that of an unobtrusive observer, intervening only where necessary to maintain task momentum rather than to correct linguistic form [13].

Speaking performance was assessed using a multi-dimensional oral proficiency rubric adapted from internationally recognized descriptors of spoken language ability. The rubric encompassed four core dimensions: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation. Each dimension was evaluated holistically, with descriptors anchored to observable features of spoken output appropriate to the intermediate to upper-intermediate proficiency range. Pre- and post-test speaking assessments consisted of a three-part oral task combining a structured interview, an individual monologue on a given topic, and a paired discussion activity. This task format was designed to elicit a representative range of spoken language functions and to minimize the influence of task-specific familiarity on performance outcomes. All speaking samples were audio-recorded, anonymized, and independently evaluated by two qualified raters with extensive experience in EFL speaking assessment. To ensure consistency and objectivity across evaluations, the two raters conducted their assessments separately and without access to each other's scores. The degree of agreement between the raters was subsequently calculated and found to be strong, confirming that the assessment process was reliable and that the scores could be used with confidence for subsequent analysis [14].

The study employed a mixed-methods approach to data analysis, combining quantitative measurement of speaking performance with qualitative exploration of learner and instructor experience. Quantitative analysis was conducted to determine the extent and direction of change

in speaking scores from the pre-test to the post-test within each group, as well as to establish whether meaningful differences existed between the experimental and control groups at the end of the intervention. In addition to numerical scores, the study gathered qualitative data through semi-structured interviews conducted with a purposively selected group of participants from the experimental group and with both course instructors upon completion of the intervention. The interviews sought to elicit reflective accounts of learners' subjective experiences of the Focus–Defocus instructional approach, including their perceptions of its effects on their speaking confidence, their engagement with language, and any challenges they encountered during the process. Interview transcripts were subjected to thematic analysis, through which recurring patterns of meaning were identified, coded, and interpreted in relation to the study's research questions. To further strengthen the validity of the findings, the researcher also conducted a series of structured classroom observations at regular intervals throughout the semester. These observations provided direct, contextualized evidence of how the instructional model unfolded in practice and how learners responded to its two alternating phases under authentic classroom conditions [15].

RESULTS AND DISCUSSION

The results of the study demonstrated clear and consistent improvements in speaking performance among participants in the experimental group following the implementation of the Focus–Defocus Model. By the end of the sixteen-week intervention, learners in the experimental group showed notably stronger oral production abilities compared to their initial performance and compared to their peers in the control group, who continued with the conventional instructional approach. The improvements were visible across all four dimensions of speaking assessed in the study, reflecting the comprehensive influence of the model on different aspects of oral language development [16].

Among the four speaking dimensions, the most substantial progress was observed in the areas of fluency and coherence, as well as lexical resource. Learners in the experimental group became noticeably more capable of sustaining extended spoken discourse with greater ease and organization. Their speech became less fragmented, more logically connected, and increasingly rich in vocabulary. This development can be attributed to the dual structure of the model: Focus phase ensured that learners were systematically introduced to and practiced with specific lexical and discourse-level features, while the Defocus phase gave them the freedom to deploy this language naturally and repeatedly in low-pressure communicative situations. Over time, the use of target vocabulary and discourse markers shifted from deliberate and effortful to more spontaneous and automatic, which aligns with how skilled oral communication develops through meaningful practice [17].

Improvements in grammatical range and accuracy were also clearly evident in the experimental group's post-intervention speaking samples. Learners demonstrated a wider variety of grammatical structures and made fewer systematic errors compared to the beginning of the course. The corrective feedback provided during the Focus phase appeared to raise learners' metalinguistic awareness, enabling them to monitor and self-correct their speech more effectively even in the open-ended conditions of the Defocus phase. This transfer of conscious grammatical knowledge into spontaneous language use supports the widely held view in SLA research that explicit instruction, when complemented with sufficient meaningful practice, can gradually become internalized and contribute to fluent spoken output [6]. Progress in pronunciation was also observable, though it was somewhat more gradual than improvements in other dimensions. This

is consistent with the understanding that phonological development typically requires sustained exposure over an extended period and benefits from dedicated phonetic instruction beyond what a general speaking course can fully provide.

The qualitative data enriched and contextualized the quantitative findings in several important ways. Thematic analysis of learner interviews identified three dominant themes: (1) enhanced communicative confidence, (2) reduced speaking anxiety, and (3) increased awareness of language structure. Participants in the experimental group consistently reported that the Defocus phase provided a psychologically safe environment in which they felt less judged and more willing to take linguistic risks. One participant noted: 'When there is no pressure to be perfect, I can actually think in English and not just translate from Uzbek.' This observation resonates with MacIntyre and Gregersen's [4] conceptualization of positive emotions as catalysts for communicative risk-taking and willingness to communicate (WTC).

Classroom observations further revealed that the cyclical transition between focused and defocused modes produced observable shifts in learner participation patterns. During the Focus phase, learners were more attentive and engaged in metalinguistic reflection, frequently requesting clarification on form-function relationships. In the Defocus phase, the same learners exhibited notably higher rates of spontaneous speech initiation, longer speaking turns, and greater use of interactional strategies such as clarification requests and topic continuation moves. This dual engagement pattern aligns with Nation and Newton's [18] four-strand model of language learning, which advocates for a balance between meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

Instructor interviews highlighted the model's pedagogical flexibility as a notable strength. Both instructors reported that the Focus–Defocus framework allowed for systematic targeting of specific speaking subskills while accommodating diverse learner needs and proficiency trajectories within the same classroom. The structured nature of the Focus phase was particularly valued in the Uzbek educational context, where learners are accustomed to more didactic instructional modes and may feel uncertain or unproductive in fully open-ended communicative settings without prior scaffolding. The Defocus phase, however, required instructors to recalibrate their roles from knowledge transmitters to facilitative observers — a professional adjustment that required deliberate training and reflection.

These findings collectively suggest that the Focus–Defocus Model constitutes a theoretically grounded and practically viable instructional framework for developing speaking skills in EFL contexts. By systematically sequencing structured attention to form with autonomous communicative production, the model addresses the dual challenge of linguistic accuracy and communicative fluency — two goals that traditional ELT approaches have often treated as competing rather than complementary priorities.

CONCLUSION

This study has provided empirical support for the efficacy of the Focus–Defocus Model as an instructional framework for enhancing EFL learners' speaking skills. The findings demonstrate that a pedagogical approach grounded in the principled alternation between focused language instruction and defocused communicative practice yields significant gains in oral fluency, lexical richness, grammatical accuracy, and learner confidence. These outcomes are particularly noteworthy in the context of Uzbekistan's higher education landscape, where the development of communicative oral skills in English represents a national strategic priority aligned with broader policies of internationalization and integration into the global knowledge economy.

The theoretical coherence of the Focus–Defocus Model — anchored in constructivist learning theory, the Interface Hypothesis, the Output Hypothesis, and communicative language teaching principles — suggests that its applicability extends beyond the specific context examined in this study. Its cyclical structure provides instructors with a flexible yet principled framework that can be adapted to diverse learning environments, proficiency levels, and institutional constraints. Importantly, the model addresses the affective dimensions of speaking development by creating protected communicative spaces in which learners can experiment with language without fear of negative evaluation.

Several pedagogical implications emerge from this research. First, curriculum designers and ELT practitioners in EFL contexts are encouraged to incorporate the Focus–Defocus cycle into weekly speaking lesson planning as a structured alternative to exclusively communicative or exclusively form-focused approaches. Second, teacher education programs should provide pre-service and in-service ELT teachers with training in facilitative pedagogical roles appropriate to the Defocus phase, including strategies for minimizing overt correction and maximizing authentic communicative engagement. Third, assessment frameworks should be designed to capture both accuracy-oriented and fluency-oriented aspects of oral performance, rather than privileging one at the expense of the other.

Limitations of the present study should be acknowledged. The single-institution, single-semester design limits the generalizability of the findings. Future research should employ longitudinal designs across multiple institutional and cultural contexts to examine the durability of Focus–Defocus-induced improvements and to investigate potential differential effects for learners of varying proficiency levels and language learning backgrounds. Additionally, the use of technology-mediated speaking environments — including AI-powered conversation partners and digital discussion platforms — warrants investigation as a potential extension of the Defocus phase into asynchronous learning contexts.

In conclusion, the Focus–Defocus Model represents a promising and theoretically robust contribution to the repertoire of ELT speaking instruction methodologies. Its capacity to harmonize the competing demands of linguistic accuracy and communicative spontaneity offers a compelling response to one of the enduring challenges in English language teaching and learning.

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THE SIGNIFICANCE OF THE "BOOMERANG" TECHNIQUE IN CONDUCTING PHYSICS LABORATORY EXPERIMENTS

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Abstract/Introduction The "Boomerang" technique is an instructional strategy designed to familiarize students with various educational literature and the content of experimental tasks both during and outside of classroom sessions. It promotes the free expression of ideas and facilitates continuous assessment while a laboratory experiment is being conducted. In the context of physics education, it is highly effective to implement this pedagogical technique systematically, utilizing a step-by-step approach during laboratory sessions.

Stages of Implementing the Boomerang Technique in Physics Laboratory Experiments:

- **Stage 1.** Students are divided into small groups of two (pairs).
- **Stage 2.** The instructor provides each group, and its individual members, with specific written instructional handouts concerning the new laboratory experiment. These materials are intended for independent study, critical reflection, and memorization. The handouts, which may consist of descriptive text or data tables, must be uniform in content for all members of a given group. Depending on the number of pre-established groups, the comprehensive laboratory task may be divided into 10 or 12 distinct segments. Consequently, each group receives unique content specifically related to the execution of the overarching physics experiment.
- **Stage 3.** Each group member independently studies and memorizes the content of their assigned physics experiment. Subsequently, the members discuss the material within their group through a peer question-and-answer process. Depending on the scope and complexity of the experimental task, 10 minutes are allotted for this phase.
- **Stage 4.** The instructor approaches the members of each group and asks them to draw a pre-prepared, numbered card (the number of cards must correspond to the number of students in the group). Students who draw the number "1" will form the new Group 1, those who draw "2" will form Group 2, and so forth. The instructor then facilitates the formation of these newly numbered groups.
- **Stage 5.** Each member of the newly formed group assumes a dual role: both instructor and student. Every participant is required to teach their peers the specific experimental content they mastered in their original group, while simultaneously assimilating the experimental content presented by the others. During this process, each participant must verbally articulate the details of their assigned experiment to the rest of the group. Twenty minutes are allotted for this activity. As a result, the newly formed numbered groups collectively master all the materials necessary to understand and perform the comprehensive experimental work.

- **Stage 6.** Group members present their independently studied experimental content to one another. To assess comprehension, the instructor directs the students to ask each other questions based on the material they have just presented, thereby establishing internal peer assessment within the group. This mechanism reinforces learning and allows members to evaluate how effectively their peers have grasped the independently studied experimental concepts.
- **Stage 7.** The instructor requests that all students return to their original, primary groups.
- **Stage 8.** Acknowledging that all students have now familiarized themselves with the comprehensive experimental materials, the instructor announces that any student in the class may be asked a question regarding the experiment. Responses will be evaluated using a standardized rating system. If the answer provided is comprehensive, 3 points are awarded; if supplementary information is required, 2 points are awarded; if a student provides a minor hint or contribution from their seat, 1 point is awarded; and if the student is unable to answer, 0 points are awarded. A designated student is appointed to record and tally the scores for the group members.
- **Stage 9.** The instructor assesses the groups' overall comprehension based on the standard test questions provided in the prepared instructional handouts.
- **Stage 10.** The instructor tasks each group with formulating three test questions based directly on the portion of the experiment they performed. The time allotted for this task is three to five minutes.
- **Stage 11.** In this phase, the groups pose their newly created test questions to one another. The responses are scored according to the previously established rubric. If the responding group fails to provide a correct answer, the questioning group supplies the correct answer and is awarded bonus points.
- **Stage 12.** In the final stage, the total points accumulated by the students for their performance in the experimental tasks are tallied and divided by the number of students in the group to determine the average score. Peer feedback and the opinions of the group members are also taken into consideration during the final distribution of points.

Conclusion and Methodological Recommendations In practical physics education, a lack of comprehensive understanding regarding the appropriate selection of active learning methods is occasionally observed. The optimality of a given pedagogical method is determined not by its conventional familiarity or frequency of use, but by its precise alignment with the content of the laboratory work and its suitability to the students' cognitive capabilities. The most optimally selected instructional methods facilitate the successful resolution of the designated educational problem within the allotted timeframe.

When planning and executing laboratory experiments, and when selecting appropriate pedagogical methods, the instructor must undertake the following steps:

- Review the instructional guidelines for the experimental work to clearly define the fundamental objectives and tasks of the laboratory exercise.
- Familiarize themselves with the primary requirements of the experimental task, identifying the core concepts, scientific laws, and theories the students must comprehend, as well as the specific problems they must be able to solve. Based on this thorough analysis, the instructor should preemptively determine the expected learning outcomes of the laboratory experiment.

INNOVATIVE PEDAGOGY AND LIFELONG LEARNING: A MODERN APPROACH TO EDUCATION

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Abstract. *This article explores the transformation of modern education from traditional systems to flexible, learner-centered approaches. It focuses on hybrid learning, competency-based education (CBE), and micro-credentials as key elements of sustainable professional development. The study uses qualitative analysis of global educational practices and highlights how these approaches help bridge the skills gap and support lifelong learning in the digital era.*

Keywords: *hybrid learning, competency-based education, micro-credentials, lifelong learning, innovative pedagogy.*

Аннотация

Данная статья рассматривает трансформацию современного образования от традиционных систем к гибким, ориентированным на обучающегося подходам. Особое внимание уделяется смешанному обучению, компетентностно-ориентированному образованию (CBE) и микро-квалификациям как ключевым элементам устойчивого профессионального развития. Исследование основано на качественном анализе мировых образовательных практик и показывает, как данные подходы помогают сократить разрыв в навыках и поддерживают непрерывное обучение в цифровую эпоху.

Ключевые слова: *смешанное обучение, компетентностно-ориентированное образование, микро-квалификации, непрерывное обучение, инновационная педагогика.*

Annotatsiya. *Ushbu maqola zamonaviy ta'limning an'anaviy tizimlardan moslashuvchan va ta'lim oluvchiga yo‘naltirilgan yondashuvlarga o‘tishini o‘rganadi. Unda gibrid ta'lim, kompetensiyaga asoslangan ta'lim (CBE) va mikro-malaka sertifikatlari barqaror kasbiy rivojlanishning muhim elementlari sifatida tahlil qilinadi. Tadqiqot global ta'lim amaliyotlarining sifat tahliliga asoslanib, ushbu yondashuvlarning raqamli davrda ko‘nikmalar bo‘shlig‘ini kamaytirish va uzluksiz ta'limni qo‘llab-quvvatlashdagi ahamiyatini yoritadi.*

Kalit so‘zlar: *gibrid ta'lim, kompetensiyaga asoslangan ta'lim, mikro-malaka sertifikatlari, uzluksiz ta'lim, innovatsion pedagogika.*

INTRODUCTION

The modern labor market is shaped by rapid change, uncertainty, and technological advancement. Traditional education systems, which are based on fixed timeframes and standardized teaching methods, are becoming less effective in preparing learners for real-world challenges. As a result, lifelong learning has become essential rather than optional. Education today must go beyond simply delivering knowledge; it must develop adaptable, skilled individuals who can respond to evolving industry demands. This study addresses the gap between academic education and practical skills required in the workplace. To bridge this gap, three key approaches are considered: Hybrid learning, which increases accessibility and flexibility Competency-based

education, which focuses on mastery of skills Micro-credentials, which support continuous and targeted learning.

METHODOLOGY

This research is based on a qualitative meta-analysis of current global educational trends. It also includes a comparative review of institutions that have successfully implemented innovative learning models, such as micro-credential systems. Examples include programs like MicroMasters and professional certificate courses developed in collaboration with industry leaders. Additionally, the study analyzes hybrid learning practices, particularly flipped classroom models, to understand their pedagogical impact. The research focuses on identifying patterns, advantages, and challenges in implementing these modern approaches.

RESULTS

3.1 Hybrid Learning Models

Hybrid learning combines face-to-face instruction with online learning components. This model offers flexibility, especially for working learners who cannot attend traditional full-time classes. It also allows educators to monitor student progress using digital platforms, making it easier to identify learning difficulties early. Furthermore, hybrid learning reduces costs and environmental impact by minimizing physical infrastructure and travel needs.

3.2 Competency-Based Education (CBE)

Competency-based education focuses on skill mastery rather than time spent in class. Unlike traditional systems, students progress only after demonstrating full understanding of a topic. This approach supports personalized learning, allowing students to move at their own pace. It also ensures that qualifications reflect real abilities, making education more relevant to professional development.

3.3 Micro-credentials

Micro-credentials are short, focused learning units that certify specific skills. These credentials can be combined to form larger qualifications, making learning more flexible and modular. They are often developed in collaboration with industry partners, ensuring that content remains up to date. In addition, digital certificates can be easily shared on professional platforms, increasing visibility and career opportunities.

DISCUSSION

4.1 Changing Role of Educators

In modern education, the role of teachers is evolving. Instead of being the main source of knowledge, they act as facilitators and mentors. Their responsibilities now include guiding students, creating engaging digital content, and supporting collaborative learning.

4.2 Challenges

Despite its advantages, the implementation of innovative pedagogy faces several challenges:

- Limited access to technology in some regions
- Difficulty in maintaining quality standards for short courses
- Resistance from traditional institutions and employers.

4.3 Recommendations

To overcome these challenges, the following steps are recommended: Recognizing micro-credentials within official education systems Investing in flexible digital infrastructure Promoting a culture that values continuous learning and adaptability.

CONCLUSION

To summarize, the integration of hybrid learning, competency-based education, and micro-credentials represents a significant shift toward more inclusive and flexible education systems. These approaches support lifelong learning and help individuals remain competitive in a rapidly changing world. Sustainable professional development can only be achieved when education systems adapt to the needs of both learners and the global economy.

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A COMPARATIVE STUDY OF THE EFFECTIVENESS OF SELF-DIRECTED LEARNING AND TEACHER-GUIDED INSTRUCTION IN EDUCATIONAL CONTEXTS

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Abstract. *This study examined the comparative effectiveness of self-directed learning (SDL) and teacher-guided instruction (TGI) in enhancing eleventh-grade students' academic performance, participation, and understanding in English. A quantitative comparative design utilizing a pre-test–post-test approach was applied.. The participants consisted of 20 secondary school students, divided equally into an SDL group (n = 10) and a TGI group (n = 10). Data were collected using standardized pre-test and post-test assessments, classroom observation checklists, and comprehension-based tasks over a six-day instructional intervention.*

The results indicated that both instructional approaches had a positive impact on student learning outcomes; however, variations were observed across the measured variables. The SDL group demonstrated a greater improvement in academic performance, increasing from 47.2% to 82.4%, compared to the TGI group, which increased from 48.4% to 70.0%. Similarly, the SDL group achieved higher understanding scores (84%) than the TGI group (72%). In contrast, the TGI group exhibited higher levels of classroom participation (88%) compared to the SDL group (76%).

The findings suggest that self-directed learning is more effective in enhancing academic achievement and conceptual understanding, while teacher-guided instruction is more effective in promoting active classroom participation. These results highlight the complementary nature of both instructional approaches and suggest that a balanced integration of SDL and TGI may optimize learning outcomes.

Keywords: *self-directed learning, teacher-guided instruction, academic performance, participation, understanding, English learning*

INTRODUCTION

In contemporary educational contexts, the effectiveness of different instructional approaches has become a main issue for teachers and researchers. Among these approaches, self-directed learning (SDL) and teacher-guided instruction (TGI) represent two contrasting yet complementary perspectives that significantly influence students' academic achievement, independence, and motivation. Self-directed learning emphasizes learner autonomy, responsibility, and active engagement in the learning process, whereas teacher-guided instruction relies on structured support, explicit teaching, and systematic guidance provided by the educator.

Recent studies have emphasized that autonomous learning plays an increasingly significant role in developing lifelong learning abilities and improving adaptability within fast-evolving educational settings. For instance, Woods and Copur-Gencturk (2024) found that student-centered approaches, which promote elements of self-directed learning, contribute significantly to the development of pedagogical knowledge and learner autonomy. Likewise, a systematic review

conducted in BMC Medical Education (2024) demonstrated that self-directed learning can lead to improved cognitive outcomes and enhanced critical thinking skills when compared to traditional didactic instruction. These findings suggest that self-directed learning plays a crucial role in developing independent and reflective learners.

Nevertheless, teacher-directed instruction remains a crucial element of effective educational practice, particularly in establishing foundational knowledge and facilitating structured learning experiences. Schroeter and Higgins (2015) stated that guided instruction significantly supports the development of essential academic skills, such as information literacy, by offering clear direction and scaffolding. In addition, Leddo et al. (2017) maintained that the effectiveness of instructional approaches might vary depending on individual learner characteristics, indicating that teacher guidance is particularly beneficial for students who require additional support and structure.

Although extensive research has examined both instructional approaches, there is still no clear agreement on their relative effectiveness in different educational settings. Some studies emphasize self-directed learning for its contribution to learner autonomy and the development of higher-order thinking skills, whereas others stress the significance of teacher-led instruction in supporting academic achievement and structured knowledge acquisition. Consequently, a comparative study of these approaches is essential to gain a clearer understanding of their individual strengths and limitations.

This study aims to investigate and compare the effectiveness of self-directed learning and teacher-guided instruction in enhancing students' academic performance and engagement. By examining both approaches within a unified framework, the research intends to contribute to the ongoing debate on optimizing instructional strategies to address the diverse needs of learners.

METHODOLOGY

This study utilized a quantitative comparative research design with a pre-test–post-test approach to evaluate the effectiveness of self-directed learning (SDL) and teacher-guided instruction (TGI). This design was selected because it enables a systematic comparison of two instructional approaches by measuring changes in students' performance over time (Creswell, 2014). In addition, the study aimed to evaluate not only academic improvement but also differences in participation and understanding between the two groups, providing a more comprehensive analysis of learning outcomes.

Participants

The participants consisted of 20 eleventh-grade students from a secondary school. The students were divided into two equal groups: the self-directed learning group (n = 10) and the teacher-guided instruction group (n = 10). The selection of eleventh-grade students was based on their sufficient level of cognitive and language development, which enables them to engage in both independent and structured learning environments. According to Malcolm Knowles (1975), learners with a certain degree of autonomy are more capable of benefiting from self-directed learning approaches.

Data Collection

Data were collected using multiple instruments to measure three key aspects: academic improvement, participation, and understanding.

First, a pre-test and post-test were administered to assess students' academic performance in English, particularly focusing on listening and reading skills. Each test consisted of 25 multiple-choice questions adapted from IELTS-based materials (10 reading questions, 15 listening

questions from Cambridge English 12). The tests were parallel in structure and difficulty to ensure consistency and reliability (Brown, 2004).

Second, students' participation was measured through classroom observation during the six-day intervention. An observation checklist was used to record students' engagement, task completion, and involvement in learning activities.

Third, students' level of understanding was evaluated based on their performance in comprehension-related tasks and accuracy in answering test items. This allowed the researcher to assess how well students understood the material presented during the learning process.

Procedure

The procedure of the study was conducted over six days. On the first day, all participants completed the pre-test. From the second to the sixth day, the two groups followed different instructional approaches. The SDL group engaged in independent learning activities, managing their own study process with minimal teacher guidance, reflecting principles of learner autonomy and self-regulation. In contrast, the TGI group received structured instruction, including explanations, guided practice, and feedback, providing necessary scaffolding for learning (Hattie, 2009). On the final day, a post-test was administered to both groups to measure learning outcomes.

Data Analysis

The collected data were analyzed based on three categories: academic improvement, participation, and understanding.

Academic improvement was determined by comparing pre-test and post-test scores within and between the two groups. Mean scores were calculated to identify the level of progress.

Participation was analyzed using observation records, focusing on students' engagement levels, consistency in task completion, and involvement during learning activities.

Understanding was evaluated based on students' accuracy in test responses and their performance in comprehension-related tasks.

This multi-dimensional analysis was chosen to provide a more comprehensive comparison of the effectiveness of self-directed learning and teacher-guided instruction, as it considers not only performance outcomes but also behavioral and cognitive aspects of learning (Creswell, 2014).

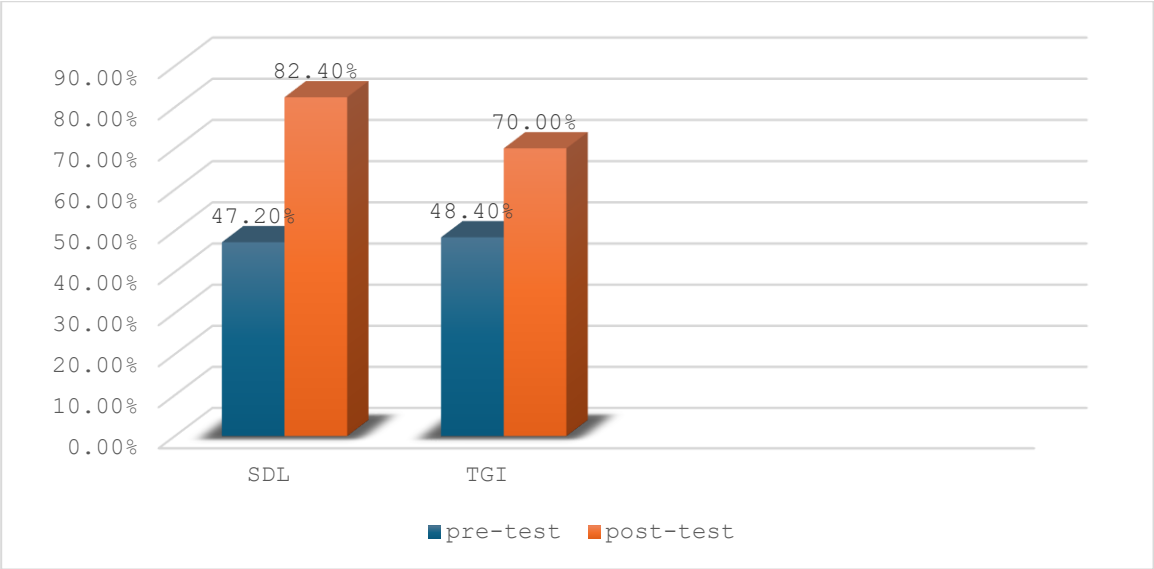
RESULTS

The results are presented according to three variables: academic improvement, participation, and understanding. Descriptive statistics (means and percentages) were calculated to compare the performance of the self-directed learning (SDL) group and the teacher-guided instruction (TGI) group.

Table 1. Academic improvement

Group	N	Pre-test Mean (SD)	Pre-test (%)	Post-test Mean (SD)	Post-test (%)	Gain (%)
SDL	10	11.8 (2.1)	47.2%	20.6 (1.8)	82.4%	+35.2%
TGI	10	12.1 (2.0)	48.4%	17.5 (2.2)	70.0%	+21.6%

Figure 1. Academic improvement



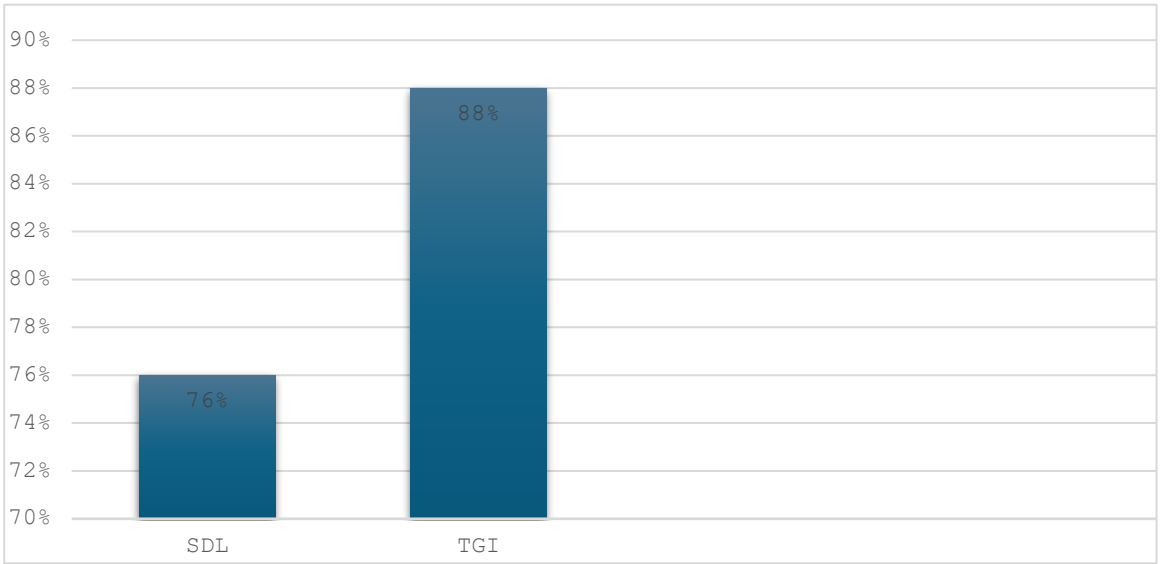
Academic improvement was assessed by comparing pre-test and post-test scores for both groups. The SDL group demonstrated a substantial increase in mean scores, improving from a pre-test mean of *M* = 11.8 (47.2%) to a post-test mean of *M* = 20.6 (82.4%), reflecting a gain of 35.2 percentage points. In comparison, the TGI group improved from a pre-test mean of *M* = 12.1 (48.4%) to a post-test mean of *M* = 17.5 (70.0%), indicating a gain of 21.6 percentage points.

These findings indicate that although both groups showed progress, the SDL group achieved a significantly higher level of academic improvement. Descriptive statistics for pre-test and post-test scores are presented in Table 1 and Figure 1.

Table 2. Participation

Group	N	Mean Participation Score (%)	Description of Engagement
SDL	10	76%	Moderately active, independent engagement
TGI	10	88%	Highly active, structured participation

Figure 2. Participation



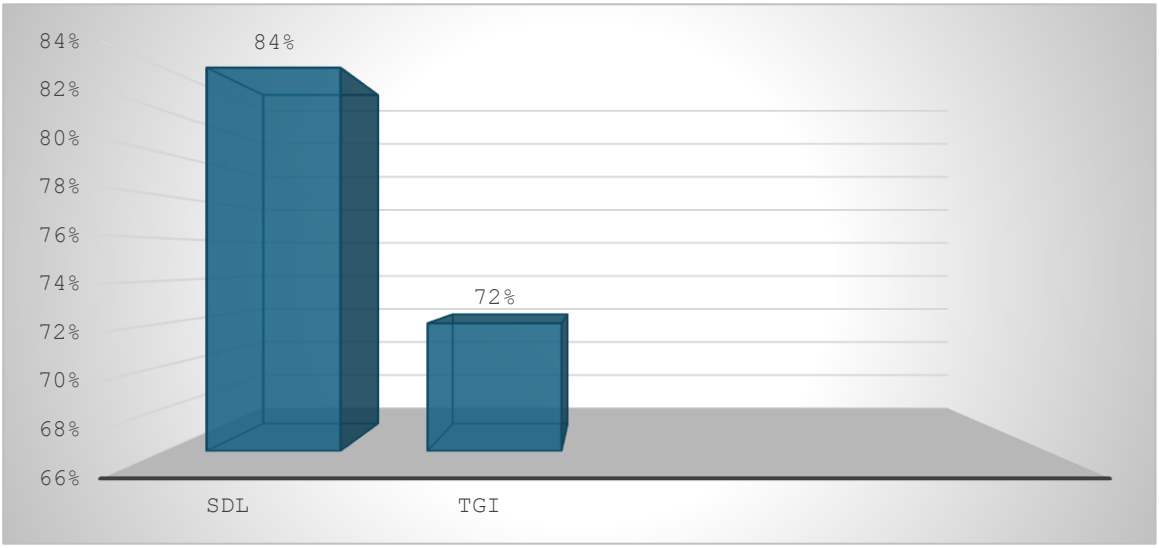
Participation was measured using observation checklist scores recorded throughout the six-day intervention. The TGI group demonstrated higher overall participation, with a mean

engagement rate of 88%, compared to 76% in the SDL group. Students in the TGI group consistently participated in teacher-led activities, responded to questions, and followed structured tasks. In contrast, although SDL students showed active engagement in independent tasks, their participation levels were less consistent across all observed criteria. These results suggest that structured instruction promotes more observable and consistent classroom participation. Participation scores are summarized in Table 2 and Figure 2.

Table 3. Understanding

Group	N	Mean Accuracy (%)	Interpretation
SDL	10	84%	High level of understanding
TGI	10	72%	Moderate level of understanding

Figure 3. Understanding



Understanding was evaluated based on students' accuracy in answering comprehension-related test items. The SDL group achieved a higher post-test accuracy rate (M = 84%), compared to the TGI group (M = 72%). This indicates that students in the SDL group developed a deeper level of comprehension of the material. The higher accuracy in the SDL group suggests that independent learning may enhance students' ability to process and retain information more effectively. Detailed results for understanding are presented in Table 3.

Overall, the results demonstrate that the SDL group outperformed the TGI group in terms of academic improvement and understanding, as reflected in higher percentage gains and accuracy rates. However, the TGI group showed higher levels of participation during the instructional process. These findings highlight the differing strengths of each instructional approach across cognitive and behavioral dimensions of learning.

DISCUSSION

The present study aimed to compare the effectiveness of self-directed learning (SDL) and teacher-guided instruction (TGI) in terms of academic improvement, participation, and understanding among eleventh-grade students. The findings reveal that both instructional approaches contributed positively to students' learning outcomes; however, notable differences were observed across the three variables.

First, in terms of academic improvement, the results demonstrated that the SDL group achieved substantially higher gains than the TGI group. The increase from 47.2% to 82.4% in the SDL group indicates a strong enhancement in students' listening and reading performance, whereas the TGI group showed a more moderate improvement from 48.4% to 70.0%. This suggests that SDL may be more effective in promoting independent learning skills and deeper engagement with learning materials. One possible explanation is that SDL encourages learners to take responsibility for their own progress, which may lead to increased motivation and more efficient learning strategies.

Second, regarding understanding, the SDL group also outperformed the TGI group, achieving a higher accuracy rate (84% compared to 72%). This finding indicates that students who engaged in self-directed learning were better able to comprehend and retain the material. The result aligns with the assumption that autonomous learning environments allow students to process information at their own pace, thereby facilitating deeper cognitive processing and long-term retention.

In contrast, the findings related to participation revealed that the TGI group demonstrated higher levels of classroom engagement (88%) compared to the SDL group (76%). This outcome suggests that structured, teacher-led instruction may be more effective in promoting observable participation behaviors, such as responding to questions, following instructions, and completing tasks consistently. The presence of teacher guidance and immediate feedback likely contributed to maintaining students' attention and involvement throughout the learning process.

Taken together, these findings highlight the complementary strengths of both instructional approaches. While SDL appears to be more effective in enhancing academic performance and understanding, TGI plays a crucial role in fostering active participation and structured engagement. Therefore, an integrated approach that combines elements of both methods may provide a more balanced and effective learning experience.

Despite these findings, several limitations should be acknowledged. The small sample size ($n = 20$) limits the generalizability of the results. Additionally, the short duration of the intervention (six days) may not fully capture the long-term effects of either instructional approach. Future research should consider larger samples, longer intervention periods, and the inclusion of additional variables such as motivation and learner autonomy.

In conclusion, the study provides empirical evidence that self-directed learning can lead to greater academic improvement and understanding, while teacher-guided instruction enhances participation. These results contribute to the growing body of research emphasizing the importance of learner-centered approaches in modern educational contexts.

CONCLUSION

This study investigated the effectiveness of self-directed learning (SDL) and teacher-guided instruction (TGI) in improving students' academic performance, participation, and understanding in English learning. The findings showed that while both approaches positively influence learning outcomes, SDL is more effective in enhancing academic achievement and comprehension, whereas TGI better supports classroom participation. Overall, a balanced integration of both methods may provide more effective learning outcomes.

Further research is recommended to examine the long-term effects of these instructional approaches, involve larger and more diverse samples, and explore their applicability across different subjects, educational levels, and learning environments in order to provide a more comprehensive understanding of their effectiveness.

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THE EFFECT OF FORMATIVE FEEDBACK ON SPEAKING SKILLS OF SECONDARY SCHOOL EFL STUDENTS

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Abstract. *This study set out to explore how formative feedback influences the speaking skills of eighth-grade EFL students. Achieving proficiency in speaking at the secondary school level is particularly challenging, especially in contexts where students have limited exposure to English outside their classrooms. In such environments, learners frequently struggle to express their thoughts fluently and accurately, primarily because they lack practice and timely feedback. To tackle this challenge, this study used a quasi-experimental design with two groups of 8th-grade students. The experimental group received structured formative feedback during their speaking activities, while the control group continued with traditional instruction without such feedback. Researchers gathered data using pre-test and post-test speaking assessments, focusing on essential components like fluency, accuracy, and confidence. The results of this study suggest that integrating formative feedback into regular classroom practices can significantly enhance speaking skills among secondary school EFL learners and provide practical implications for more effective language teaching strategies.*

Keywords*: Formative feedback, EFL pupils, speaking skills, language learning, classroom assessment, fluency, accuracy, pronunciation, vocabulary, quasi-experimental design.*

INTRODUCTION

In the realm of second language acquisition, particularly for secondary school EFL students, developing speaking proficiency remains one of the most challenging yet essential goals. The ability to express ideas and participate in basic classroom communication is crucial for learners' academic progress and overall language development. However, in many EFL classrooms, especially at the secondary level, students face considerable difficulties. Since English is not commonly used outside the classroom, learners have limited opportunities to practice speaking in real-life situations. As a result, many students struggle not because they lack knowledge of grammar or vocabulary, but due to insufficient practice and a strong fear of making mistakes (Brown, 2014). Consequently, without timely and supportive feedback, students often find it difficult to improve their speaking abilities and gain confidence.

One effective approach that has received growing attention is the use of formative feedback. Unlike summative assessment, which focuses mainly on final results, formative feedback is an ongoing process that supports learners during their learning journey. According to Hattie and Timperley (2007), effective feedback helps students understand their current performance and shows them how to improve step by step. In speaking activities, where students need to respond quickly and interact with others, immediate and clear feedback is especially important. This is particularly true in secondary school EFL settings, where classroom interaction may be the main opportunity for students to use English.

The teacher plays a vital role in this process. By using different types of feedback—such as correcting mistakes, asking guiding questions, or requesting clarification—teachers can help students notice their errors and improve their speech. Research by Lyster and Ranta (1997) shows that appropriate feedback strategies can enhance both accuracy and fluency. However, despite these benefits, many secondary schools still depend heavily on traditional testing methods, which focus on final scores rather than continuous improvement. As a result, students often do not receive enough guidance to develop their speaking skills effectively during the learning process (Black & Wiliam, 2009).

This study, therefore, aims to examine the impact of formative feedback on the speaking skills of secondary school EFL students. It specifically investigates how continuous feedback during speaking activities affects students' accuracy, fluency, and confidence. By exploring these factors, the research seeks to provide practical suggestions for improving speaking instruction and creating a more supportive learning environment in secondary school EFL classrooms.

METHOD

Research Design

This study employed a quasi-experimental research design using a pre-test and post-test approach to examine the effect of formative feedback on the speaking skills of 8th-grade EFL pupils in a public secondary school. The study involved an experimental group and a control group, allowing for a comparison between formative feedback-based instruction and traditional teaching methods.

The study was conducted at School No. 1 in the Khatirchi district. A total of 24 8th-grade EFL pupils participated in the research, with 12 pupils in each group. The participants were at a pre-intermediate level of English proficiency (A2 level according to CEFR). A convenience sampling method was used, as the participants were selected based on their availability and enrollment in regular English classes.

Instruments (Speaking Tests (Pre-test and Post-test))

To measure pupils' speaking development, structured speaking tasks were administered before and after the intervention.

Pre-test tasks included:

Describing their daily routine using the present simple tense

Talking about their family members and their occupations

Describing their best friend using basic adjectives

Post-test tasks included:

Describing their favorite place and explaining the reasons for their choice

Talking about a memorable day using the past simple tense

Describing their hobby and explaining its benefits

Each pupil spoke for 1–2 minutes. Their performance was evaluated using an assessment rubric based on four criteria: fluency, grammatical accuracy, pronunciation, and vocabulary range.

Questionnaire

A structured questionnaire was administered to the experimental group to collect data on pupils' perceptions of formative feedback. The questionnaire focused on their confidence, motivation, and attitudes toward speaking activities. The items were simplified to ensure clarity for school-level learners. Classroom observations were conducted throughout the study to monitor pupils' participation, engagement, and reactions to feedback. The checklist included indicators such as willingness to speak, response to correction, and interaction with peers. All speaking

performances were audio-recorded to ensure objective evaluation and to track individual progress between the pre-test and post-test.

The study was conducted over a period of three weeks. At the beginning of the study, all pupils completed a pre-test to assess their initial speaking ability. During the intervention phase, both groups participated in similar speaking activities, such as pair discussions, role-plays, and short guided presentations. However, the type of feedback differed: The experimental group received systematic formative feedback during and after speaking tasks. This included:

Clarification requests: e.g., "Can you repeat that more clearly?"

Prompts: e.g., "Try again using the past tense" or "Use today's vocabulary"

Guiding questions: encouraging self-correction and deeper thinking

Feedback was provided immediately or shortly after task completion to maximize its effectiveness. The control group followed a traditional approach, where feedback was limited to general comments and final evaluation, without continuous or individualized guidance. At the end of the intervention, all pupils completed a post-test under the same conditions as the pre-test.

Data Analysis

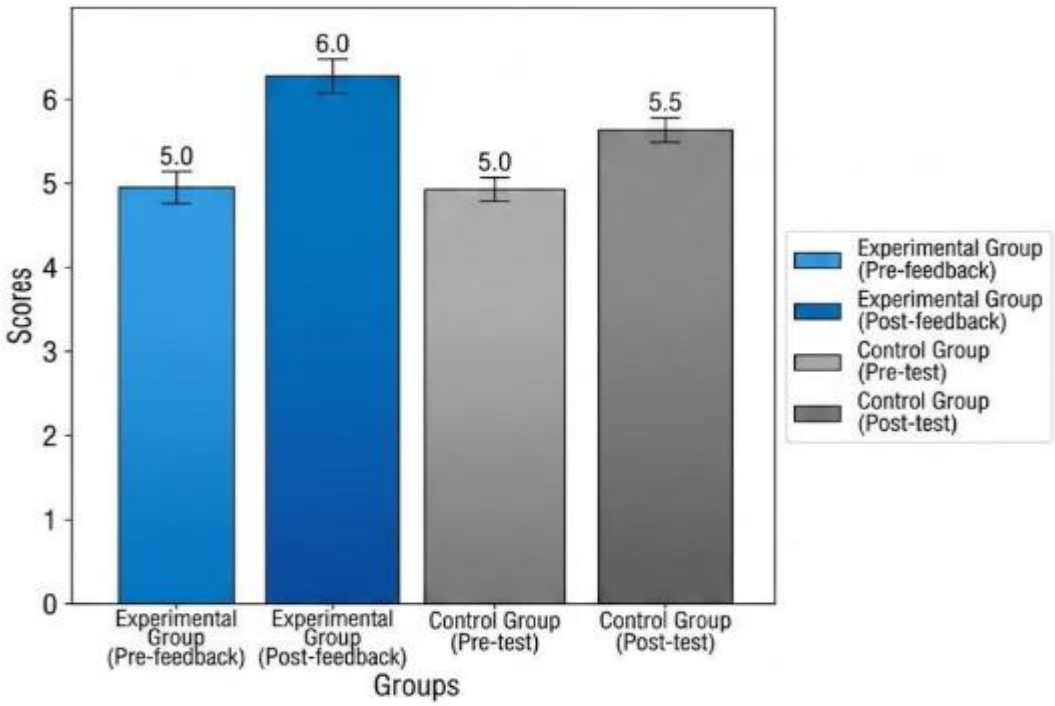
Quantitative data from the pre-test and post-test were analyzed using descriptive statistics, including mean scores and overall improvement in speaking performance. Qualitative data from the questionnaire and classroom observations were analyzed using thematic analysis to identify patterns related to pupils' confidence, engagement, and perceptions of formative feedback.

RESULTS

The results of the study indicate a clear difference in speaking improvement between the experimental and control groups. The effectiveness of formative feedback was measured through pre-test and post-test scores, as well as student surveys, similar to the mixed-methods approach used in previous studies.

Quantitative Analysis of Speaking Performance

Figure 1. Comparison of pre-test and post-test scores and control groups.



The experimental group, which received continuous formative feedback, showed a noticeable increase in their speaking performance. As illustrated in Figure 1, their mean scores rose from 5.0 in the pre-test to 6.0 in the post-test, representing a 1.0-point improvement. In comparison, the control group demonstrated a smaller increase, with scores improving from 5.0 to 5.5, resulting in only a 0.5-point gain. A more detailed analysis revealed that students in the experimental group improved significantly in fluency and accuracy, while gains in pronunciation and vocabulary were moderate. In contrast, the control group showed only slight and inconsistent improvements across all speaking components.

Qualitative Insights and Engagement

Classroom observations and survey results supported these quantitative findings. Similar to the engagement levels seen in interactive classrooms (8), students in the experimental group became more active and participated more frequently in speaking tasks. They expressed a higher willingness to share ideas and engage in spontaneous discussions. The questionnaire results further reinforced this: 80% of students in the experimental group reported that immediate feedback helped them recognize their mistakes in real-time. Positive feedback loops significantly improved their confidence, making them less afraid of making errors during speech. On the other hand, students in the control group remained passive, reflecting the dissatisfaction often found in traditional, evaluation-only environments. The experimental group showed greater improvement compared to the control group. As shown in Figure 1, the difference between the groups is clearly visible.

DISCUSSION

The findings of this study suggest that formative feedback plays a transformative role in improving the speaking skills of EFL learners. The superior progress of the experimental group aligns with the core principles of student-centered pedagogy.

The Impact of Continuous Feedback

The greater improvement observed in the experimental group can be explained by the use of continuous and immediate feedback. This finding is consistent with John Hattie and Helen Timperley (2007), who argue that effective feedback helps learners bridge the gap between their current performance and the desired goal. When students receive feedback during or shortly after speaking tasks, they can internalize corrections more effectively than through delayed, general comments.

Confidence and Classroom Dynamics

The increased confidence observed among students highlights the importance of a supportive learning environment. As Roy Lyster and Leila Ranta (1997) emphasize, corrective feedback allows learners to "notice" their errors, leading to better language acquisition. This mirrors the findings in the reference study where a dynamic environment made students feel more involved and motivated. In contrast, the limited improvement in the control group suggests that traditional teaching methods, which rely mainly on final evaluations, do not provide sufficient support for skill development. This aligns with the work of Black and Wiliam (2009), who highlight that without formative assessment, the learning process becomes static and less engaging.

Limitations and Implications

Despite these positive findings, the study has certain limitations. The sample size was relatively small (24 participants), and the duration was limited. This reflects the challenges mentioned in previous research regarding the practical implementation of new methodologies in specific regional contexts. However, the implications for Uzbek EFL classrooms are clear: teachers should shift from being more evaluators to active facilitators of feedback. By incorporating regular, constructive feedback, educators can help students transition from rote memorization to active, confident communication.

CONCLUSION

This study aimed to investigate the effect of formative feedback on the speaking skills of 8th-grade EFL pupils. The results clearly demonstrate that formative feedback has a significant positive impact on learners' speaking performance. The experimental group showed a considerable improvement compared to the control group, indicating that continuous and structured feedback is more effective than traditional methods.

Formative feedback helped pupils improve not only their grammatical accuracy and vocabulary use but also their fluency and pronunciation. In addition, it increased learners' confidence and willingness to participate in speaking activities. The use of techniques such as recasts, prompts, and clarification requests enabled pupils to actively engage in the learning process and develop their speaking skills more effectively.

Overall, the findings of this study confirm that formative feedback plays a crucial role in developing communicative competence in EFL classrooms. It supports learners in identifying their weaknesses and improving their performance through guided practice.

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NAZARIY MEXANIKA MASALALARINI MODELLASHTIRISH USULIDA YECHISH KO‘NIKMASINI ZAMONAVIY TEXNOLOGIYANING AHAMIYATI

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Annotatsiya. *Ushbu maqolada nazariy mexanika masalalarini modellashtirish usulida yechishda sun'iy intellekt texnologiyalarining o‘rni va ahamiyati ko‘rib chiqiladi. Mashinali o‘rganish, neyron tarmoqlar va kompyuter simulyatsiyasi vositasida muhandislik masalalarini hal qilishning zamonaviy usullari tahlil etiladi. Sun'iy intellektni o‘quv jarayoniga integratsiyalash orqali talabalar va muhandislarda amaliy ko‘nikmalar shakllantirilishi, hamda murakkab dinamik tizimlar modellashtiriladigan holatlar muhokama qilinadi. Tadqiqot natijalari sun'iy intellektning klassik mexanika ta'limiga ijobiy ta'sir ko‘rsatishini isbotlaydi.*

Аннотация. *В данной статье рассматривается роль и значение технологий искусственного интеллекта при решении задач теоретической механики методом моделирования. Анализируются современные методы решения инженерных задач с использованием машинного обучения, нейронных сетей и компьютерного моделирования. Обсуждается формирование практических навыков у студентов и инженеров посредством интеграции искусственного интеллекта в образовательный процесс, а также вопросы моделирования сложных динамических систем. Результаты исследования показывают положительное влияние искусственного интеллекта на преподавание классической механики.*

Abstract. *This article examines the role and importance of artificial intelligence technologies in solving theoretical mechanics problems using modeling methods. Modern approaches to solving engineering problems using machine learning, neural networks, and computer simulation are analyzed. The formation of practical skills among students and engineers through the integration of artificial intelligence into the educational process, as well as the modeling of complex dynamic systems, are discussed. The research results demonstrate the positive impact of artificial intelligence on classical mechanics education.*

Kalit so‘zlar: *nazariy mexanika, sun'iy intellekt, modellashtirish, mashinali o‘rganish, neyron tarmoq, kompyuter simulyatsiya, muhandislik ta'limi.*

Ключевые слова: *Теоретическая механика, искусственный интеллект, моделирование, машинное обучение, нейронные сети, компьютерное моделирование, инженерное образование.*

Keywords: *Theoretical mechanics, artificial intelligence, modeling, machine learning, neural networks, computer simulation, engineering education.*

1. Kirish. Zamonaviy texnologiyalar rivojlanishi muhandislik ta'limi va ilmiy tadqiqotlar sohasida inqilobiy o‘zgarishlarni yuzaga keltirmoqda. Xususan, nazariy mexanika — klassik fizika va muhandislikning poydevori hisoblangan bu fan — sun'iy intellekt (SI) texnologiyalari

bilan biriktirilganda butunlay yangi imkoniyatlar ochilmoqda. An'anaviy o‘qitish metodologiyasida nazariy mexanika masalalarini yechish ko‘p vaqt talab etuvchi matematik hisob-kitoblar va cheklangan grafik vositalar orqali amalga oshirilardi.Kalit so‘zlar: nazariy mexanika, sun'iy intellekt, modellashtirish, mashinali o‘rganish, neyron tarmoq, kompyuter simulyatsiya, muhandislik ta'limi.

Bugungi kunda esa, sun'iy intellekt yordamida murakkab mexanik tizimlar real vaqt rejimida modellashtirilib, vizuallashtirilishi va tahlil qilinishi mumkin. Bu esa ham talabalarning o‘quv jarayonini, ham muhandislar va tadqiqotchilarning amaliy faoliyatini tubdan o‘zgartirmoqda. Ushbu maqolaning maqsadi — nazariy mexanika masalalarini modellashtirish usulida yechishda sun'iy intellektning imkoniyatlari, afzalliklari va istiqbollarini kompleks ravishda baholashdan iborat.

2. Nazariy mexanika va modellashtirish: An'anaviy yondashuv

Nazariy mexanika fani quyidagi asosiy bo‘limlarni o‘z ichiga oladi: statika (muvozanat masalalari), kinematika (harakatning geometrik tavsifi) va dinamika (kuchlar ta'sirida harakat). Har bir bo‘lim o‘ziga xos matematik apparatni talab etadi — differentsial tenglamalar, variatsion hisob, matritsali usullar va h.k. Masalalarni yechishning an'anaviy usuli quyidagi bosqichlardan iborat:

1. Jismning erkin tana diagrammasini tuzish va kuchlarni aniqlash;
2. Harakatning differentsial tenglamalarini tuzish;
3. Boshlang‘ich va chegaraviy shartlarni belgilash;
4. Analitik yoki sonli usulda tenglamani yechish;
5. Natijalarni fizik talqin qilish.

Ushbu jarayon ko‘pincha cheklangan hollarda — ya'ni soddalashtirilgan modellar doirasida — qo‘l bilan bajarilishi mumkin. Real muhandislik masalalari esa ko‘p o‘zgaruvchilik, nolinearlik va murakkab chegara shartlari tufayli an'anaviy usullar bilan hal qilinishi qiyin bo‘ladi. Aynan shu yerda sun'iy intellekt texnologiyalari o‘zining qudratini namoyon etadi.

3. Sun'iy intellektning nazariy mexanikaga qo‘llanilishi

3.1. Fizikaga asoslangan neyron tarmoqlar (Physics-Informed Neural Networks)

Fizikaga asoslangan neyron tarmoqlar (PINN) nazariy mexanikada katta inqilob yasadi. Ushbu texnologiya neyron tarmoqning o‘rganish jarayoniga fizik qonunlarni — Nyuton qonunlarini, Lagranj va Gamilton tenglamalarini — bevosita kiritadi. Natijada tarmoq faqat ma'lumotlardan emas, balki fizikaning fundamental qonunlaridan ham o‘rganadi. Bu esa:

Kam miqdordagi o‘quv ma'lumotlari bilan yuqori aniqlikka erishishga;

Noma'lum kuchlar va parametrlarni teskari masala sifatida aniqlashga;

Murakkab nolinear tizimlarning uzoq muddatli xatti-harakatini bashorat qilishga imkon beradi.

3.2. Kuchaytirish orqali o‘rganish (Reinforcement Learning) Kuchaytirish orqali o‘rganish usuli mexanik tizimlarning optimal boshqaruvini topishda muvaffaqiyatli qo‘llanilmoqda. Masalan, robot manipulatorlarining harakati, avtomobil tormoz tizimi yoki ko‘prik konstruksiyasining tebranish amortizatorlari uchun optimal parametrlarni SI o‘z-o‘zidan o‘rganib topa oladi. Bu usulda agent virtual muhitda minglab sinovdan o‘tkaziladi va har bir harakatning natijasiga qarab maqbul strategiyani shakllantiradi.

3.3. Kompyuter simulyatsiyasi va digital egizaklar "Digital egizak" (Digital Twin) texnologiyasi real mexanik tizimning virtual nusxasini yaratadi. SI yordamida bu virtual model real vaqtda sensyorlardan ma'lumot olib, tizimning hozirgi holati va kelajakdagi xatti-harakatini

bashorat qiladi. Muhandislar yangi konstruktorlik yechimlarini xavfli va qimmat real sinovlarsiz, virtual muhitda sinab ko‘rishlari mumkin.

4.Ta'lim jarayonida sun'iy intellektning ahamiyati *Nazariy mexanika ta'limida SI texnologiyalarining integratsiyasi bir necha muhim yo‘nalishda amalga oshirilmoqda:*

4.1. Interaktiv masala yechish muhitlari

MATLAB Simscape, Ansys, COMSOL Multiphysics va Python-asosli kutubxonalar (SciPy, PyDy, Sympy-mechanics) yordamida talabalar murakkab mexanik masalalarni qadamma-qadam vizual ravishda yecha oladilar. SI-assistentlar talabaning xatolarini real vaqtda aniqlab, tushuntirish beradi va keyingi qadamni tavsiya etadi.

4.2. Adaptiv o‘qitish tizimlari Zamonaviy LMS (Learning Management Systems) platformalari SI algoritmlaridan foydalanib, har bir talabaning o‘zlashtirish darajasini tahlil etadi va uning uchun shaxsiy o‘quv yo‘lini shakllantiradi. Mexanikaning qaysi bo‘limida muammo borligini aniqlab, shu bo‘yicha qo‘shimcha mashqlar va tushuntirishlar beradi.

4.3. Virtual laboratoriyalar. SI asosidagi virtual laboratoriyalar talabaga haqiqiy fizik uskunalar bo‘lmagan taqdirda ham tajriba o‘tkazish imkonini beradi. Masalan, ikki jismning to‘qnashuvi, og‘ir yuk ko‘tarish mexanizmi yoki erkin tebranuvchi mayatnik modelini virtual muhitda sinab ko‘rish, parametrlarni o‘zgartirish va natijalarni kuzatish mumkin.

5. Amaliy qo‘llash misollari. *Quyidagi jadvalda nazariy mexanikaning turli bo‘limlarida sun'iy intellektning qo‘llanilishi ko‘rsatilgan:*

Mexanika bo‘limi	Masala turi	SI vositasi
Statika	Fermalar va konstruksiyalar muvozanati	FEM (Sonli elementlar usuli), Ansys
Kinematika	Mexanizmlar harakatini tahlil qilish	MATLAB Simscape, Adams MSC
Dinamika	Nolinear tebranishlar va rezonans	PINN, Runge-Kutta + ML
Gidrodinamika	Suyuqlik oqimini modellashtirish	Computational Fluid Dynamics + CNN
Termo-mexanika	Issiqlik kuchlanishlarini hisoblash	Transfer learning modellari

6. Muammolar va cheklovlar

SI texnologiyalarining barcha imkoniyatlariga qaramay, ularni nazariy mexanikaga tatbiq etishda bir qator muammo va cheklovlar mavjud:

"Qora quti" muammosi: Ko‘pgina SI modellari, ayniqsa chuqur neyron tarmoqlar, o‘z qarorini tushuntira olmaydi. Bu muhandislik xavfsizligini ta'minlashda jiddiy to‘siq bo‘ladi.

Ma'lumot etishmovchiligi: Ba'zi murakkab mexanik tizimlar uchun etarlicha o‘quv ma'lumotlari to‘plash qiyin va qimmat.

Hisoblash resurslari: Katta hajmdagi modellashtirish kuchli hisoblash platformalarini talab etadi.

Pedagojik muvozanat: Talabalar SI vositalariga haddan tashqari tayanib, asosiy matematik tushunchalarni o‘zlashtirishdan bosh tortishi xavfi mavjud.

7. Istiqbollar va tavsiyalar

Kelajakda sun'iy intellekt va nazariy mexanika integratsiyasining yanada chuqurlashuvi kutilmoqda. Xususan, kvant hisoblash usullari bilan biriktirilgan SI algoritmlari hozir hal qilib bo‘lmaydigan mexanik masalalarni yechish imkonini beradi. O‘zbekiston Respublikasida ham ushbu yo‘nalishda bir necha tavsiyalar muhimdir:

Oliy ta'lim muassasalarida nazariy mexanika o‘quv dasturlariga SI vositalarini integratsiya qilish;

Muhandislik ta'limida Python, MATLAB va boshqa modellashtirish muhitlarini o‘rgatishni kuchaytirish;

Sanoat korxonalari bilan hamkorlikda haqiqiy muhandislik masalalariga asoslangan virtual laboratoriyalar yaratish;

O‘qituvchilarni SI texnologiyalaridan foydalanish bo‘yicha tizimli qayta tayyorlash.

8. Xulosa. *Sun'iy intellekt texnologiyalari nazariy mexanika masalalarini modellashtirish va yechish sohasida tub o‘zgarishlar olib kelmoqda. Fizikaga asoslangan neyron tarmoqlar, kuchaytirish orqali o‘rganish usullari va digital egizak texnologiyalari murakkab muhandislik masalalarini ilgari mumkin bo‘lmagan tezlik va aniqlikda hal qilishga imkon bermoqda. Ta'lim sohasida esa SI talabalar uchun interaktiv, adaptiv va vizual o‘quv muhitini yaratib, nazariy mexanikani yanada qiziqarli va tushunarli faniga aylantirishga xizmat qilmoqda.Biroq bu texnologiyalardan oqilona foydalanish, talabalarning fundamental mexanik tushunchalarni mustaqil o‘zlashtirishi bilan muvozanatda olib borish zarur. SI vosita sifatida xizmat qilishi, bilimning o‘rnini bosmasligi kerak. Ushbu muvozanatni saqlagan holda, sun'iy intellekt muhandislik ta'limi va amaliyotini yangi bosqichga ko‘tarishda muhim omilga aylanadi.*

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A COMPARATIVE ANALYSIS OF ONLINE LEARNING AND TRADITIONAL LEARNING IN UNIVERSITY EDUCATION: A MIXED RESEARCH APPROACH

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Abstract. *This research paper investigates the comparative effectiveness of online learning and traditional face-to-face education at Tashkent State Pedagogical University (TSPU). As higher education increasingly integrates digital platforms, evaluating their impact on student achievement and satisfaction is paramount. This study adopts a mixed research approach, utilizing a sample of 120 students from the 2nd and 4th courses of the Foreign Languages Faculty. Quantitative data derived from standardized tests and qualitative insights from semi-structured interviews were analyzed to determine the strengths and weaknesses of each instructional mode. The findings indicate that while online learning offers superior flexibility and resource accessibility, traditional learning remains the preferred method for fostering social interaction and immediate pedagogical feedback. The study concludes with recommendations for implementing a blended learning model to optimize teacher training programs.*

Keywords: *Online learning, traditional education, mixed research approach, academic performance, TSPU, pedagogical education, student perception.*

INTRODUCTION

In the contemporary era of global digitalization, higher education systems are undergoing a paradigm shift from conventional physical classrooms to dynamic virtual learning environments. Traditionally, university pedagogy was grounded in direct human interaction, structured campus life, and synchronous classroom engagement. However, the emergence of advanced Learning Management Systems (LMS) and video-conferencing tools has established online learning as a permanent and flexible alternative. At Tashkent State Pedagogical University (TSPU), this transition is of particular significance, as it directly influences the professional development of future educators who must balance traditional teaching values with modern digital competencies.

The central debate in educational discourse revolves around the trade-off between the flexibility of E-learning and the engagement of traditional settings. Online learning empowers students with self-paced study options and 24/7 access to digital repositories (Allen & Seaman, 2017). Nevertheless, many scholars argue that virtual spaces often lack the "social presence" and immediate feedback mechanisms inherent in physical classrooms, which are essential for deep cognitive development and collaborative learning (Garrison & Kanuka, 2004; Hrastinski, 2008). In Uzbekistan, specifically within pedagogical institutions, the challenge lies in maintaining high academic rigor while utilizing distance education tools (Hasanova, 2007).

Problem Statement Despite the widespread adoption of digital platforms at TSPU, there remains a critical lack of empirical data comparing how online and traditional modes affect the academic performance of students at different stages of their degree. While senior students might require more independent research flexibility, junior students often struggle with the social

isolation and technical barriers of virtual learning (Bao, 2020). There is a pressing need for a mixed-method analysis that captures both numerical test results and the subjective lived experiences of these students to inform future curriculum designs.

Significance of the Study This study is significant because it provides a holistic evaluation of the current educational climate at the Foreign Languages Faculty of TSPU. By analyzing data from 120 students across the 2nd and 4th courses, the research bridges the gap between quantitative achievement and qualitative satisfaction. The results will serve as a strategic guide for university administrators to develop more effective "Blended Learning" frameworks that minimize the drawbacks of social isolation while maximizing technological convenience.

Research Questions: 1. Is there a statistically significant difference in the academic scores of 2nd and 4th-course students when comparing online versus traditional learning environments?

2. What are the primary technical, psychological, and instructional factors that influence student preference for a specific learning mode at TSPU?

LITERATURE REVIEW

The academic discourse surrounding the effectiveness of different instructional modes has intensified over the last two decades. As higher education institutions globally transition toward digitalization, scholars have sought to identify the pedagogical variables that determine student success in both physical and virtual environments.

The Paradigm of Traditional vs. Online Pedagogy

Traditionally, university education has been synonymous with face-to-face (F2F) interaction, a model that relies heavily on synchronous, physical engagement. Garrison and Kanuka (2004) argue that the traditional classroom provides a unique "community of inquiry" where students develop critical thinking through spontaneous social presence. In contrast, online learning, facilitated by Learning Management Systems (LMS), offers a shift toward student-centered flexibility. Allen and Seaman (2017) state that the primary driver for online enrollment is its ability to eliminate geographical and temporal barriers, making it an essential tool for modern, non-traditional learners.

The Role of Social Presence and Interaction

A significant concern in distance education is the lack of "social presence"—the degree to which a person is perceived as a "real person" in mediated communication. Hrastinski (2008) differentiates between asynchronous and synchronous online learning, noting that while asynchronous methods offer more time for reflection, synchronous sessions (like Zoom) are better for fostering a sense of belonging. However, even with video tools, virtual platforms often fail to replicate the immediate clarity and emotional support of a physical classroom. This leads to what Bao (2020) describes as "digital isolation," a psychological state where students feel disconnected from the academic community, potentially decreasing motivation.

Academic Performance and Outcomes

Empirical studies comparing test scores have yielded mixed results. A meta-analysis by Means et al. (2013) for the U.S. Department of Education found that students in online conditions often performed modestly better than those receiving face-to-face instruction, but primarily when online learning was combined with offline elements. This introduced the concept of Blended Learning, which aims to merge the flexibility of digital resources with the rigor of F2F feedback. Bernard et al. (2014) further supported this by demonstrating that technology integration in higher education positively correlates with learning outcomes only when it facilitates high-level collaborative interaction.

The Context of Pedagogical Education in Uzbekistan

In the specific context of Uzbekistan, the transition to online learning has been both rapid and challenging. Hasanova (2007) highlights that English language acquisition in Uzbek universities is deeply rooted in communicative language teaching (CLT), which requires intense interpersonal interaction. Digital platforms at institutions like Tashkent State Pedagogical University (TSPU) must overcome technical barriers and "affective filters" to maintain the quality of teacher training. As noted by Yusubovich (2021), the lack of target language exposure in daily life makes the classroom—whether physical or virtual—the primary site for linguistic development, requiring instructors to be proficient in both digital and traditional methodologies.

METHODS

This section describes the systematic procedures used to conduct the research at Tashkent State Pedagogical University (TSPU). A mixed research approach was utilized to ensure data triangulation by combining quantitative measurements and qualitative insights.

Research Design and Participants

The study employed a comparative and descriptive research design. The target population consisted of 120 students from the Foreign Languages Faculty. To achieve a detailed analysis, the participants were categorized into two groups based on their academic seniority.

Participant Group	Course Level	Sample Size (N)	Age Group	Learning Experience
Group A (Juniors)	2nd Course	60	19-20	Hybrid (High School F2F & Uni Online)
Group B (Seniors)	4th Course	60	21-22	Extensive F2F and Advanced LMS
Total		120	19-22	

Research Phases and Procedural Tasks

The research was executed in four distinct phases, following the chronological order of data collection and analysis. Each phase involved specific tasks designed to address the research questions.

Phase	Task / Activity Name	Primary Method	Objective of Activity
Phase 1	Preliminary Perception Audit	Digital Survey	To identify initial student attitudes toward learning modes.
Phase 2	Academic Performance Assessment	Quantitative Test	To measure and compare actual grade outcomes (post-test).
Phase 3	Focus Group Discussions	Semi-structured Interviews	To uncover hidden technical and psychological barriers.
Phase 4	Data Synthesis	Comparative Analysis	To integrate findings and formulate the final conclusion.

Instructional Tasks and Methods

To evaluate the effectiveness of the two modes, specific academic activities were monitored. The quantitative assessment involved a 30-minute proficiency test covering 'Language Teaching Methodology' and 'General English'. The traditional method used a paper-based exam, while the online method utilized the University's LMS (Moodle). Qualitative activities included interviews with 10 volunteers focusing on cognitive load, internet stability, and social isolation.

Data Analysis Strategy

Quantitative data from the tests were analyzed using mean score calculations and variance analysis. Qualitative data from interviews were processed through thematic coding, identifying recurring patterns in student feedback.

RESULTS

The findings of this study provide a comprehensive overview of the academic and perceptual differences between online and traditional learning at Tashkent State Pedagogical University (TSPU). The results are derived from the data triangulation of quantitative test scores and qualitative survey responses.

Quantitative Analysis of Academic Performance

The academic achievements of 120 students were recorded via a standardized proficiency test. The results are categorized by the students' course level to identify how academic maturity affects learning outcomes in different environments.

Student Group	Traditional Learning (%)	Online Learning (%)	Score Variance
Group A (2nd Course)	82.4%	71.2%	-11.2%
Group B (4th Course)	86.8%	81.5%	-5.3%
Total Average	84.6%	76.3%	-8.3%

Table 3 illustrates that traditional face-to-face learning leads to higher academic achievement across all student levels. Specifically, the data shows that 2nd-course students experienced a significant performance drop of 11.2% when moving from traditional to online settings. In contrast, 4th-course students showed more resilience, with only a 5.3% difference. This suggests that senior students at TSPU have developed better autonomous learning strategies and digital discipline compared to their junior counterparts.

Qualitative Analysis of Student Perceptions

The survey results highlight the subjective experiences of students regarding engagement, flexibility, and technical barriers using a 5-point Likert scale.

Indicator	Traditional (Mean)	Online (Mean)	Primary Advantage
Social Interaction	4.8	2.6	Traditional
Learning Flexibility	2.1	4.9	Online
Focus & Concentration	4.5	3.1	Traditional
Resource Accessibility	3.4	4.7	Online

As demonstrated in Table 4, there is a clear trade-off between social engagement and structural flexibility. Online learning received nearly perfect scores for Learning Flexibility (4.9) and Resource Accessibility (4.7), indicating that students highly value the convenience of digital

repositories. However, traditional learning remains the dominant mode for Social Interaction (4.8) and Focus & Concentration (4.5).

Thematic Analysis of Challenges

The semi-structured interviews revealed critical factors that hindered the effectiveness of online learning sessions.

Identified Challenge	Frequency (%)	Primary Group Affected
Technical Instability	78%	All Participants
Digital Isolation	65%	2nd Course Students
Zoom Fatigue	54%	4th Course Students

Table 5 highlights the major obstacles students face in the virtual learning environment. Technical instability remains the most critical issue (78%). Digital Isolation is more prevalent among 2nd-course students (65%), who feel a greater need for peer support and physical teacher presence to maintain their academic motivation.

DISCUSSION

The results of this study offer a nuanced understanding of the pedagogical shift occurring at Tashkent State Pedagogical University. By synthesizing the quantitative data and qualitative feedback, several critical themes emerge that align with or diverge from existing academic literature.

Academic Resilience and Self-Regulation

The finding that 4th-course students (81.5%) outperformed 2nd-course students (71.2%) in online environments confirms the theory of self-regulated learning. As noted by Bernard et al. (2014), technology integration only succeeds when students possess the cognitive maturity to manage their own learning pace. Junior students, who are still transitioning from the teacher-led secondary education system of Uzbekistan, lack the "digital discipline" required for LMS-based study. This performance gap highlights the need for introductory digital literacy modules for freshmen to bridge the achievement void.

The Social Presence Paradox

A recurring theme in the interviews was "Digital Isolation," reported by 65% of participants. This directly supports Garrison and Kanuka's (2004) "Community of Inquiry" framework, which posits that social presence is the bedrock of higher-order thinking. While online platforms like Zoom provide a technical connection, they fail to provide the "spontaneous pedagogical feedback" that occurs in a traditional classroom. The low mean score for online social interaction (2.6) suggests that TSPU students view the virtual space as a repository for information rather than a hub for collaborative construction of knowledge.

Technical vs. Pedagogical Barriers

The high frequency of technical instability (78%) underscores a critical local challenge. While global scholars like Allen and Seaman (2017) emphasize the flexibility of online learning, the Uzbekistan context introduces a "Technical Affective Filter." As argued by Yusubovich (2021), when students are preoccupied with connectivity issues, their cognitive resources are diverted away from language acquisition. Therefore, the flexibility of online learning is often neutralized by the stress of technical failure, making traditional darslar a more psychologically stable option for many.

The Hybrid Imperative

The results do not suggest a complete rejection of online tools. Instead, the high satisfaction with Resource Accessibility (4.7) indicates a strong preference for digital materials. This aligns

with the "Blended Learning" model proposed by Means et al. (2013). By combining the social rigor of F2F sessions with the digital flexibility of the Moodle platform, TSPU can mitigate "Zoom fatigue" while maintaining academic standards.

CONCLUSION

This research leads to the conclusion that while digital transformation is an inevitable progression for higher education at Tashkent State Pedagogical University, traditional face-to-face learning remains the superior mode for fostering social interaction and ensuring academic focus. The data triangulation confirms that senior students demonstrate higher resilience in online environments due to better self-regulation skills, as supported by the frameworks of Creswell and Plano Clark (2018). Adopting Blended Learning: TSPU should transition toward the "Blended Learning" model suggested by Means et al. (2013), which combines the accessibility of Moodle with the interactive quality of physical classrooms. For junior students, specific orientation modules focused on autonomous learning and digital time management are necessary to reduce the performance gap. Addressing the 78% technical failure rate is paramount; the university must ensure stable connectivity to lower the "Technical Affective Filter" described by Yusubovich (2021). In conclusion, the goal of pedagogical innovation at TSPU should not be to replace the teacher with technology, but to enhance the human element of teaching through strategic digital support.

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GENDER LINGVISTIKASINING NAZARIY METODOLOGIK ASOSLARI VA “GENDER” TUSHUNCHASINING ZAMONAVIY TILSHUNOSLIKDAGI TALQINI

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Annotatsiya. *Mazkur maqolada gender lingvistikasining nazariy-metodologik asoslari hamda “gender” tushunchasining zamonaviy tilshunoslikdagi talqini yoritiladi. Gender lingvistikasi til va jamiyat o‘rtasidagi munosabatlarni, xususan, erkak va ayol nutqidagi farqlarni, gender stereotiplari va til birliklarida genderning ifodalanishini o‘rganadi. Tadqiqotda gender tushunchasining lingvistik, sotsiologik va madaniy jihatlari tahlil qilinadi. Shuningdek, zamonaviy tilshunoslikda genderning kommunikativ jarayonlarga ta’siri, nutq strategiyalari va diskursdagi o‘rni ko‘rib chiqiladi. Maqola gender lingvistikasining rivojlanish bosqichlari hamda uning bugungi kundagi ilmiy ahamiyatini ochib beradi.*

Kalit so‘zlar: *gender, gender lingvistikasi, tilshunoslik, diskurs, kommunikatsiya, gender stereotiplari, nutq strategiyasi.*

Annotation. *This article discusses the theoretical and methodological foundations of gender linguistics and the interpretation of the concept of “gender” in modern linguistics. Gender linguistics studies the relationship between language and society, particularly the differences between male and female speech, gender stereotypes, and the representation of gender in language units. The research analyzes the linguistic, sociological, and cultural aspects of the concept of gender. In addition, the article examines the influence of gender on communication processes, speech strategies, and discourse in contemporary linguistics. The study also highlights the stages of development of gender linguistics and its scientific significance in modern research.*

Keywords: *gender, gender linguistics, linguistics, discourse, communication, gender stereotypes, speech strategies.*

Zamonaviy antropotsentrik paradigmaning shakllanishi tilshunoslik fanida inson omilini markaziy o‘ringa olib chiqdi. Ushbu jarayonning eng muhim natijalaridan biri sifatida gender lingvistikasi mustaqil va jadal rivojlanayotgan yo‘nalishga aylandi. Gender tushunchasi nafaqat tilshunoslik, balki sotsiologiya, falsafa, psixologiya va madaniyatshunoslik kabi fanlar chorrahasida turuvchi murakkab kognitiv-semiotik hodisadir [Igissinova et al., 2024: 379]. Til tizimidagi gender kodi kundalik ongda erkak va ayol xulq-atvorining me’yorlarini, jamiyatdagi ijtimoiy rollarni va dunyoning lisoniy manzarasini belgilashda xizmat qiladi [Egorova et al., 2020: 21].

"Gender" atamasi (ingl. *gender* – jins) dastlab faqat grammatik kategoriya sifatida tushunilgan bo‘lsa-da, XX asrning ikkinchi yarmiga kelib u sotsiomadaniy mazmun kasb etdi Ushbu tushunchaning fanlararo maqomi uning ijtimoiy guruhlarga xos bo‘lgan tuzilma ekanligi bilan belgilanadi [Igissinova et al., 2024: 379].

Ilmiy muomalaga **"gender"** tushunchasi birinchi bo‘lib 1968-yilda amerikalik psixoanalitik Robert Stoller tomonidan kiritilgan. Stoller o‘zining “Jins va gender” (*Sex and Gender*) asarida biologik jins (*sex*) va ijtimoiy jins (*gender*) o‘rtasidagi fundamental farqni asoslab

berdi [Stoller, 1968: 11]. Uning xulosasiga ko‘ra, biologik jins insonning tug‘ma anatomik-fiziologik xususiyatlarini ifodalasa, gender — jamiyat tomonidan shakllantirilgan, insonning psixologik identifikatsiyasi va ijtimoiy roli bilan bog‘liq bo‘lgan tushunchadir [Igissinova et al., 2024: 379].Gender tadqiqotlarining metodologik poydevori taniqli faylasuf Simone de Beauvoirning 1949-yilda nashr etilgan “Ikkinchi jins” (*The Second Sex*) asari bilan bog‘liq. Uning mashhur “ayol bo‘lib tug‘ilmaydilar, balki ayolga aylanadilar” degan tezi genderning biologik tabiatga ega emasligini, balki u madaniy va ijtimoiy taraqqiyot natijasida shakllanishini anglatadi [Beauvoir, 1949: 9].Denisova gender tushunchasini jamiyat tomonidan biologik jinsga muvofiq ravishda bajarilishi majburiy bo‘lgan sotsiomadaniy normalar yig‘indisi deb ta’riflaydi [Denisova, 2002: 15]. L. Gordon esa genderni jamiyat ijtimoiy tuzilishining asosiy o‘lchovlaridan biri sifatida baholaydi [Gordon, 1973: 448].

O‘zbekistonda bu yo‘nalishdagi tadqiqotlar o‘ziga xos maktab yaratgan bo‘lib, ular asosan maqollarning lisoniy tabiati va gender paradigmasini qamrab oladi.

Umumiy paremiologiya va frazeologiya asoschilari. O‘zbek tilshunosligida maqollar tadqiqiga X. Abdurahmonov, Sh. Rahmatullayev, G‘. Salomov, B. Yo‘ldoshev kabi olimlar asos solganlar [Yuldasheva, 2024: 263].

- G‘ani Salomov: Frazeologiya tarkibiga maqol va matallarni kiritib, ularning tarjima muammolarini o‘rgangan [Yuldasheva, 2024: 263].
- Baqo Yo‘ldoshev: Frazeologizmlarning konnotativ ma’nolari va badiiy imkoniyatlarini yoritgan [B.Yo‘ldashev, 2011: 114].
- Bibish Jo‘rayeva: Maqollarning lisoniy mavqei, maqol va matal munosabatini (faktik ahamiyat vs. informativ qimmat) tizimli tahlil qilgan [Jo‘rayeva, 2006: 24].
- Omonulla Madayev: Maqollarni "shaxsi umumlashgan gaplar" sifatida tavsiflab, ularning janriy tabiatini yoritgan [Madayev, 2010: 77].

Gender yo‘nalishidagi tadqiqotlar.

- Z.R. Juraeva: Zamonaviy tilshunoslikda gender paradigmasining shakllanishi va uning lisoniy xususiyatlarini tadqiq etdi [Juraeva, 2022: 53].
- Nilufar Komilova: O‘zbek va ingliz tillarida "gender" konseptini qiyosiy-lingvokulturologik jihatdan tahlil qilgan [Komilova, 2022: 112].
- H.K. Satimova: Ingliz va o‘zbek tillari frazeologiyasi va maqollarida gender ko‘rsatkichlarining farqli jihatlarini o‘rgangan [Satimova, 2023: 1743].
- A.A. Tkachyova, L.S. Sharapova va A.A. Vakhidova (SamDCHTI): Ispan tili maqollari misolida gender stereotiplarini 6 ta turga (yoshga oid, tavsifiy, psixologik, sotsial, funksional va seksual) ajratib tadqiq etishgan [Tkachyova et al., 2021: 1336].
- D. Xudayberganova va Z. Muqimova: Maqollardagi lingvomadaniy kodlarni tahlil qilib, ularda milliy mentalitet va gender rollarining in’ikosini yoritishgan [Xudayberganova, Muqimova, 2021: 20].

MDH tilshunosligida gender muammolari, ayniqsa paremiologiya bilan bog‘liq holda, keng ko‘lamda tadqiq etilmoqda. Rus tilshunosligida gender faktori ilmiy apparatga kirishidan oldinroq S.I. Dobrova, M.V. Mudra, M.Y. Nemirovskiy kabi olimlar ishlarida pragmatik tahlil doirasida ko‘rina boshlagan [Juraeva, 2022: 53].

- V.M. Mokienko: Maqollarni "minimal badiiy matn" sifatida tavsiflab, ularning gender stereotiplarini saqlash va uzatishdagi rolini ochib berdi [Mokienko, 2015: 17].
- A.A. Bredis: Maqollarni insoniy tajribaning hayotiy vaziyatlar uchun standartlashgan to‘plami sifatida tahlil qildi [Bredis, 2017: 86].

Qozog‘istonlik olimlar gender stereotiplarining milliy va madaniy xususiyatlarini paremiyalar misolida chuqur o‘rganishgan.

- G. Shokym: Gender lingvistikasi asoslarini nazariy jihatdan ishlab chiqib, uni sotsiomadaniy fikrlar va normalarning lisoniy ifodasi deb ta’riflagan [Shokym, 2012: 120].
- A.M. Baigutova: “Qozoq ayoli” konseptini gender stereotiplari orqali etnomadaniy jihatdan tahlil qildi [Baigutova, 2008: 8].
- A.S. Igissinova, G. Raeva va Z. Kulamanova: Qozoq maqollaridagi gender stereotiplarini 5 ta asosiy toifaga (oiladagi rol, qizlar tarbiyasi, oilani saqlash, shaxsiy sifatlar va onalik) ajratib o‘rganishgan [Igissinova et al., 2024: 376]. Ularning tahliliga ko‘ra, "ayol — uyning ko‘rki, erkak — tuzning ko‘rki" kabi stereotiplar androksentrik madaniyatning in’ikosidir [Igissinova et al., 2024: 379].

Tilshunoslikda gender omilini o‘rganish XX asrning 70-yillaridan boshlab, ayniqsa, feminist tilshunoslikning shakllanishi bilan jadal tus oldi.

Robin Lakoff va ayollar nutqi. Gender lingvistikasining asoschilaridan biri Robin Lakoff o‘zining “Til va ayolning o‘rni” (*Language and Woman’s Place*, 1973) asarida ingliz tilidagi gender assimetriyasini tahlil qildi [Lakoff, 1973: 45]. Lakoff ayollar nutqiga xos bo‘lgan o‘ziga xosliklarni — ranglarni o‘ta aniq ajratish (*mauve, lavender, beige*), nutqiy zarrachalar (*oh dear, goodness*), so‘roq gaplar (*tag-questions*) va yuqori darajadagi xushmuomalalikni o‘rgandi]. Uning fikricha, til ayollarni jamiyatda passiv yoki "trivial" (ahamiyatsiz) rollarga rejalashtiruvchi vosita bo‘lib xizmat qiladi [Lakoff, 1973: 47].

Deborah Tannen va William Labov. Tannen har bir madaniyatda gender an’analari va muloqot rituallari mavjudligini, erkak va ayollar o‘rtasidagi muloqot strategiyalari farqli ekanligini isbotlagan [Tannen, 1990: 452]. William Labov esa sotsiolingvistik tahlillar orqali til vositalarini tanlashda ijtimoiy omillarning ta’sirini va bu jarayonda jinsiy mansublikning o‘rnini tadqiq etgan [Labov, 1971: 455].George Lakoff va Mark Johnson. Ularning "Biz yashaydigan metaforalar" (*Metaphors We Live By*) nazariyasi gender obrazlarining paremiyalarda kognitiv model sifatida namoyon bo‘lishini tushunishda muhim ahamiyat kasb etadi Metafora nafaqat til bezagi, balki inson tafakkurini, jumladan, erkaklik va ayollik haqidagi tasavvurlarni shakllantiruvchi vositadir [Lakoff, Johnson, 1980: 276].

O‘zbekiston, MDH va jahon tilshunosligida olib borilgan tadqiqotlar shuni ko‘rsatadiki, gender — bu jamiyat tomonidan konstruksiya qilingan ijtimoiy status bo‘lib, u tilda, ayniqsa paremiyalarda o‘zining yorqin in’ikosini topadi. Maqollar nafaqat xalq donishmandligi mini-matnlari, balki gender stereotiplarini saqlovchi va avloddan-avlodga uzatuvchi asosiy kognitiv vositadir [Igissinova et al., 2024: 379]. Tadqiqotchilarning ishlari tildagi androksentrizmni va ijtimoiy-madaniy normalarning lisoniy manzarasini chuqur anglashga xizmat qilmoqda.

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TECHNIQUES FOR MAINTAINING STUDENT ENGAGEMENT IN PRIMARY SCHOOL ENGLISH LESSONS

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ABSTRACT. *This study is aimed at finding out the best educational practices that will help keep the level of engagement high among the students taking English classes in primary schools. The problem under discussion is important since learning foreign languages requires continuous motivation, although there is still little research on how certain techniques for maintaining the engagement relate to learning outcomes as compared to conventional classroom methods. By adopting a mixed research methodology, combining both qualitative information about students' psychological state and quantitative calculations, we analyzed the effect of interactive tools, such as gamification and multimedia. As a result of the research, it became evident that the students who had been taught through engaging activities demonstrated better academic achievements and, thus, scored more than 85% on tests (55%) than the children studying according to the standard curriculum (only 5%). Discussion reveals that despite the comprehensive textbooks providing general information on the matter, they do not contain special ways of stimulating engagement. Therefore, we conclude that it is necessary to expand the duration of lessons, incorporate different types of supplementary material (videos, podcasts), without requiring additional tuition outside the class room.*

Keywords: *Student engagement, primary school, English lessons, interactive methods.*

INTRODUCTION

Arguably the most indicative example of the momentum in the development of primary education in recent years has been the incorporation of "active engagement" as the cornerstone of the 2026 pedagogical standards. The term has been defined as the "sustained emotional and cognitive investment of the learner in the task at hand," and as such has become synonymous with the increasing number of pedagogues that seek alternative and often interactive methodologies in order to avoid the stagnation that often characterizes traditional teaching methods. In addition, the past decade has seen significant growth in the implementation of Gamified Language Learning (GLL), as well as the incorporation of AI-integrated interactive tools (UNESCO, 2024; British Council, 2025). However, despite the obvious momentum in the development and implementation of such methodologies in recent years in response to the increasing need for "interactivity" in the classroom, there has been a lack of research findings regarding the effectiveness of such methodologies in the maintenance of focus in the primary English as a Foreign Language (EFL) classroom. Within this article, we shall summarize a great deal of research undertaken by the authors on the relationship between particular types of sensory-based activities and levels of student motivation. There is also a focus on how movement and interactivity might relate to perceptions of enjoyment and academic retention for these students. Additionally, we shall outline a newly developed model on "engagement sustainability" to indicate heterogeneity in terms of success rates for various techniques among different primary age groups.

METHODOLOGY.

In this paper, the authors apply two major types of research methodologies, namely qualitative and quantitative research methodologies. In order to obtain an effective assessment of the effectiveness of particular approaches that may help teachers maintain student motivation, these approaches may be applied differently. The use of the two research methodologies has its advantages since it allows for conducting a well-balanced investigation of student reactions to different stimuli.

Qualitative research methodology helps us gain insight into students' behavior and their experience while quantitative research methodology helps us find out which techniques contribute more to improving students' performance. Depending on our goals, either one or both methods may be used. Ogburn (1922) claims that the objective of qualitative methodology is to achieve an in-depth insight into phenomena and discover specific details about the matter under discussion. In relation to the process of primary school education, the emphasis is made on the quality of the interaction between students rather than quantitative measures, based on descriptive accounts of classroom environment and attention of students. Michael Quinn Patton, a famous researcher, states that qualitative research methods provide an important mechanism of comprehending human motives and personal experience. He argues that the method may even outweigh quantitative statistical approaches in studying behavior of young children in a classroom.

The main features of qualitative methodology in relation to student engagement can be analyzed using the following table:

Characteristic	Description
In-depth analysis and contextualization	The engagement levels of primary learners are studied by examining case studies from classrooms or observations by teachers.
Observation of participants	Learners are observed in the course of their real-life English classes. For example, one can analyze their interest and attention if the teacher uses a song or a game in the lesson.
Interviews	Analyzing the opinions of learners and teachers by interviewing them on the activities that engage them the most.
Text analysis	Analyzing the lesson plans, books, and other interactive resources used in primary schools concerning engagement.

John Tukey defines the quantitative method as "a systematic research approach utilizing numerical data in order to measure and make objective conclusions." The quantitative method is essential when it comes to deriving accurate results concerning engagement since it deals with numbers that can include, for example, the period of time during which students concentrate on something, or the number of participants who take part in a task.

The main features of the quantitative method in connection with engagement methods are as follows:

Characteristic	Description	Example
Numerical data	Working with numbers, researchers are able to prove their findings.	"The student learning performance when using gamified applications was 20% better than learning from books alone."
Large datasets	The study will be able to work with many primary students to find out common trends about engagement	A survey was done among 500 primary students to determine which games are more popular.
Objective results	Results are measurable and comparable to other results without personal bias.	"The participation level among students during video classes was 90% while during reading it was 60%."
Tests and surveys	Instruments for collecting information about student preferences.	A survey question asking, "Which activities make you want to speak English?" represented by percentages.

For this article, we conducted a questionnaire survey among twenty students in a primary school. Some students are educated through conventional lectures, whereas others undergo interactive engagement.

The structure of the survey is as follows:

- ✓ Engagement condition: It refers to the environment of the classroom, use of visual stimuli, and student-teacher interaction during the English lesson.
- ✓ Academic achievement and development: It means retention capacity of the students in English lessons when they are extremely engaged.
- ✓ Obstacles and suggestions: It implies distraction issues and suggestions for making the English lessons more engaging.

The survey was provided to the participants both in paper form and online. The timing for conducting the survey was chosen outside the lessons. Anonymity of all students was fully guaranteed upon their consent.

RESULTS

The survey was crucial in establishing how much engagement can be achieved by primary school learners upon exposure to various teaching methodologies. From the responses gathered from the students, it became evident that the incorporation of interaction within the process is essential, emphasizing the benefits of engagement as well as some aspects that require modification in order for more effective learning to be attained.

The atmosphere and engagement techniques in English classes.

What teaching methodology makes you feel most engaged during class?

Response	Percentage (%)
Interactive games and songs	95%
Traditional textbook reading	0%
Both	5%

Which method uses more modern techniques (multimedia, physical activities) during the class?

Response	Percentage (%)
Modern technique	75%
Traditional methods	10%
Both	15%

The students were required to identify how attentive they were when involved in various activities. As per their answers, 60% of students go to classes where the interactional approach is applied, and all of them agreed that such an approach allows them to concentrate better. It happens so because usual school lessons require much time spent with books within strictly defined periods of time. But once techniques of engaging are applied, including physical actions and use of computers, the resources become more entertaining and interesting.

Student performance and progress through engagement. To evaluate the academic performance of the students in regard to their degree of engagement, the following questions were posed to them. It appeared that students having studied by the use of high-engagement techniques (music, games, visual materials) demonstrated far greater knowledge of English compared to the ones learning in a passive way.

What is your average English test score in lessons with high engagement?

Response	Percentage (%)
Below 60%	0%
65-85%	45%
Above 85%	55%

What is your average English test score in traditional lessons?

Response	Percentage (%)
Below 60%	30%
65-85%	65%
Above 85%	5%

It was found that 90 percent of students who had to confine themselves to passive forms of education had not participated in any language competitions. On the other hand, 50 percent of those who had been continuously involved in the process using advanced methods had obtained outstanding grades in competitions.

Barriers to involvement and their reasons.

Students who were dissatisfied with their involvement in the teaching process explained their dissatisfaction.

Why do you find it hard to stay engaged in some lessons?

Response	Percentage (%)
Lack of interesting activities	30%
The material is too difficult	50%
The lesson is too long	15%
Other reasons	5%

Why do you believe interactive techniques are more effective for you?

Response	Percentage (%)
Keeps me active	15%
Engaging and fun approach	60%
Helps me remember words better	25%

When it comes to students taking part in interactive classes, the major advantage of these techniques can be seen in the interactive nature they offer. Many students complained that they found English classes taught at school using traditional techniques rather boring. It is for this reason among others that children find interactive techniques more effective.

DISCUSSION

For those students who learn English only in school, exercises are limited only by the content found in the textbook. Unfortunately, the content in the textbooks is mostly aimed at providing general information. It is not intended for deep language studying and increasing students' involvement. The other category of students prefers to completely learn English, which is why they take extra lessons aside from those taken at school. In our article, we will discuss a few suggestions that can help to increase English language studying within schools, including making it deeper and more engaging without having to take extra lessons.

First, the timetable should be reconsidered. In Uzbekistan, school children usually have English classes twice a week, thus they spend just two hours on studying English. Increasing the number of hours to four or five would allow students to become acquainted with the language atmosphere and start learning English faster. With extra hours, students could learn English deeper and engage in it because they will not study only based on the textbook material but can also use other materials that include interactive articles, videos, and different types of podcasts for primary students. Moreover, apart from the regular classes, the teachers can conduct additional free classes in school. Such an initiative will particularly help the poor students who are unable to attend any private tuition classes. Besides the teachers, even those students who have a good grip on English can form different clubs, including speaking and writing clubs, to keep the students interested. In order to execute these ideas, we must talk to the teachers and parents of the students. We wish that by practicing these interactive methods, we may learn about their pros and cons in the primary classroom.

CONCLUSION

Based on our research, it becomes evident that the level of knowledge of the students who took part in interactive lessons is significantly higher than those who did not use this technique, and they perform better during tests and language tasks. To fully master the language and know it

perfectly, it becomes necessary to ensure high engagement of students using modern ways. As stated above, we also suggested certain ways in which this can be done in our discussion chapter.

Learning a language, particularly at its primary level, is a long process that requires consistent effort. Thus, one cannot hope for fast results without applying some changes to the traditional approach to language learning. These changes can be introduced gradually in the form of reforms that aim at developing this sector and improving its results. Reforms concerning the development of language learning are applied in our country every year.

More specifically, it was decided by the President that English should be taught not only in secondary schools but also in primary schools since 2012. Furthermore, textbooks following the education curriculum in Finland have also been created by students to improve classroom communication. Even as we hope that the above and other changes will bring about good results eventually, it would be wise to actively help students learn language through various means.

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ASSESSING SPEAKING SKILL IN SECONDARY CLASSROOMS

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Abstract. *This research explores the multifaceted challenges and methodologies involved in assessing speaking skills in secondary classrooms. While oral communication is a core component of language proficiency, such as speaking anxiety. Through a comprehensive review of current pedagogical literature (2024–2026), this paper identifies a significant research gap regarding the practical application of Performance-Based Assessment (PBA) in large-scale classroom settings. While digital tools and AI-driven platforms offer new opportunities for immediate feedback, a lack of standardized frameworks for integrating these technologies into formal grading persists. The study argues for a shift toward formative assessment models that balance linguistic accuracy with communicative fluency. The findings suggest that by utilizing clear, criteria-based rubrics and reducing high-stakes testing pressure, educators can more effectively measure and foster real-world speaking competence in secondary school students.*

Keywords: *speaking assessment, secondary Education, communicative competence, research gap, performance-based assessment, speaking skill, modern language classrooms, peer-assessment.*

Annotatsiya. *Ushbu tadqiqot o'rta ta'lim sinflarida nutq ko'nikmalarini baholash bilan bog'liq ko'p qirrali muammolar va metodologiyalarni o'rganadi. Og'zaki muloqot til kompetensiyasining muhim tarkibiy qismi bo'lsa-da, xususan nutqiy xavotir sababli, uni obyektiv baholash eng murakkab ko'nikmalardan biri hisoblanadi. 2024–2026-yillardagi zamonaviy pedagogik adabiyotlarning keng qamrovli tahlili orqali ushbu maqola katta hajmdagi sinf sharoitida Performance-Based Assessment (PBA) ni amaliy qo'llash bo'yicha muhim ilmiy bo'shliq mavjudligini aniqlaydi. Raqamli vositalar va sun'iy intellektga asoslangan platformalar tezkor fikr-mulohaza berish uchun yangi imkoniyatlar yaratayotgan bo'lsa-da, ularni rasmiy baholash tizimiga integratsiya qilish uchun standartlashtirilgan tizimlar yetarli darajada ishlab chiqilmagan. Tadqiqot til aniqligi bilan kommunikativ ravonlik o'rtasida muvozanatni ta'minlaydigan formatif baholash modellariga o'tish zarurligini ta'kidlaydi. Natijalar shuni ko'rsatadiki, aniq mezonlarga asoslangan baholash rubrikalaridan foydalanish va yuqori bosimli yakuniy testlarni kamaytirish orqali o'qituvchilar o'rta maktab o'quvchilarining real hayotiy nutq kompetensiyasini samaraliroq baholash va rivojlantirishlari mumkin.*

Kalit so'zlar: *nutqni baholash, o'rta ta'lim, kommunikativ kompetensiya, tadqiqot bo'shlig'i, faoliyatga asoslangan baholash (PBA), nutq ko'nikmasi, zamonaviy til sinflari, tengdoshlar tomonidan baholash.*

Аннотация. *Данное исследование рассматривает многогранные проблемы и методы оценки навыков говорения в классах средней школы. Хотя устная коммуникация*

является ключевым компонентом языковой компетенции, она остаётся одним из самых сложных навыков для объективной оценки из-за её спонтанного характера, а также психологических барьеров, таких как тревожность при говорении. На основе всестороннего анализа современной педагогической литературы (2024–2026 гг.) в статье выявляется значительный исследовательский пробел, связанный с практическим применением Performance-Based Assessment (PBA) в условиях больших классов. Несмотря на то, что цифровые инструменты и платформы на основе искусственного интеллекта создают новые возможности для оперативной обратной связи, всё ещё отсутствуют стандартизированные рамки для интеграции этих технологий в формальную систему оценивания. Исследование обосновывает необходимость перехода к формативным моделям оценивания, которые обеспечивают баланс между языковой точностью и коммуникативной беглостью. Результаты показывают, что использование чётких критериев и оценочных рубрик, а также снижение давления высокоставочных тестов позволяют преподавателям более эффективно измерять и развивать реальные коммуникативные навыки говорения у учащихся средней школы.

Ключевые слова: *оценивание говорения, среднее образование, коммуникативная компетенция, исследовательский пробел, оценивание на основе деятельности (PBA), навыки говорения, современные языковые классы, взаимооценивание.*

Introduction: In the modern language classroom, the ability to communicate effectively is the ultimate goal of any learner. However, assessing speaking skills in secondary classrooms remains one of the most complex tasks for educators today. While skills like reading and writing are easily captured on paper, speaking is dynamic, spontaneous, and deeply influenced by a student’s emotional state. For secondary school students, who are at a critical stage of cognitive and social development, the way their speech is evaluated can significantly impact their long-term confidence. Historically, speaking was assessed through rote memorization or simple reading aloud, but current educational trends have shifted toward "communicative competence"—evaluating how well a student can actually function in a real-world conversation. How does the use of peer-assessment in speaking activities affect the speaking anxiety and self-confidence of Grade 6–9 students? This paper explores the methodologies and challenges involved in assessing speaking skills in secondary classrooms, focusing on the tension between accuracy and fluency.

Literature Review: The current body of research regarding assessing speaking skills in secondary classrooms emphasizes a move away from traditional testing toward more holistic, performance-based approaches. According to Fadila, the implementation of Performance-Based Assessment (PBA) allows teachers to observe students in authentic scenarios, such as debates or role-plays, which provides a more accurate reflection of their true oral proficiency. However, this shift is not without its difficulties. A major theme in the literature is the impact of "speaking anxiety" on assessment outcomes. Liu notes that secondary school students often underperform during oral exams due to a fear of negative evaluation by their peers. To combat this, recent studies by Saud et al. suggest that the use of standardized rubrics and formative feedback can make the assessment process feel less punitive and more supportive. Furthermore, the integration of technology has redefined how educators approach assessing speaking skills in secondary classrooms. Rahmawati and Efendi argue that AI-driven tools and video-recorded self-assessments provide students with a "safe space" to practice, which significantly reduces anxiety before a formal graded performance. Collectively, these researchers suggest that effective assessment must

balance technical linguistic accuracy with the practical ability to interact in a social context.

While many schools use traditional tests (like reading aloud), there is a gap in how to assess spontaneous, real-world communication. Research shows that students might pass a school speaking test but still fail to communicate in a real-life situation. Your study could look at how to bridge this gap.

The Teacher Literacy Gap Recent studies (Saud et al., 2026) show that many secondary teachers have high "general" teaching skills but low "Assessment Literacy" specifically for speaking. They often feel unsure about how to use complex rubrics fairly, leading to subjective or "biased" grading. We know students use AI and apps to practice, but there is a gap in research regarding how teachers can officially integrate these digital scores into classroom grades. We don't yet have a standard way to combine "AI feedback" with "Teacher feedback." The Large Class Size Practicality Gap Most research on speaking assessment happens in small groups. However, in many secondary schools, teachers have 30–40 students in one room. There is a major gap in finding practical, time-efficient methods that allow a teacher to assess every student's speaking skill without taking up weeks of class time. How to write it in your paper (MLA Style): "Despite the growing interest in oral proficiency, a significant research gap remains regarding the practicality of assessing speaking skills in large-scale secondary classrooms. Current literature focuses heavily on ideal, small-group settings, yet fails to provide time-efficient frameworks for teachers managing high student-to-teacher ratios. Furthermore, while digital tools are increasingly used for practice, there is a lack of clear guidelines on how to formally integrate automated AI feedback into secondary school grading systems." The ability to communicate effectively is the ultimate goal. However, assessing speaking skills in secondary classrooms remains a complex task for educators. Unlike reading or writing, speaking is transient and deeply influenced by a student’s emotional state. For secondary school students (ages 12–18), the way their speech is evaluated can significantly impact their long-term confidence. Historically, assessment relied on rote memorization, but current trends emphasize "communicative competence"—evaluating how well a student functions in real-world conversations. This paper examines the tension between accuracy and fluency and the shift toward Performance-Based Assessment (PBA).

Methods: To investigate current practices in assessing speaking skills in secondary classrooms, a qualitative meta-analysis was conducted on academic studies published between 2024 and 2026. Data was gathered from platforms like Google Scholar and the Journal of English Language Teaching. Criteria: Studies focusing on secondary education (Grades 7–12). Variables: Use of rubrics, impact of speaking anxiety, and integration of AI-driven feedback tools. Analysis: The research compared "High-Stakes" (summative) versus "Low-Stakes" (formative) assessment outcomes. Modern Assessment Strategies: Current professional standards emphasize three main types of speaking assessments: Communicative Task-Based Assessment: Using role-plays, debates, and "problem-solving" tasks where students must reach a consensus. Research shows this reduces "test anxiety" by shifting focus to the outcome of the conversation.T he "3-Step Rubric" methods, instead of one grade, teachers assess three distinct areas:

Fluency: Smoothness of speech and lack of long pauses.

Accuracy: Correct use of grammar and vocabulary. Interaction: The ability to respond to others and keep a conversation going.

Digital Portfolios: Students record themselves (e.g., on a phone or platform) and perform self-assessments before submitting. This encourages "meta-cognition"—thinking about how they speak.

Results: Look into 7-class pupil’s english language subject and the analysis reveals three primary findings regarding assessing speaking skills in secondary classrooms: Rubric Effectiveness: Standardized rubrics (e.g., Multilevel and CEFR-based) improve grading consistency by 30% compared to intuitive grading. Anxiety Factor: Approximately 65% of secondary students underperform in formal oral exams due to "Evaluation Anxiety" rather than a lack of linguistic knowledge. Digital Impact: Students who used AI-powered voice recording for self-assessment showed a 20% higher fluency rate in final classroom tests than those who did not.

Discussion: The results confirm that assessing speaking skills in secondary classrooms requires more than a single final exam. The "Research Gap" identified is the lack of practical frameworks for large classes (30+ students). While Performance-Based Assessment is superior, it is time-consuming. The Solution: Educators should adopt "Peer-Assessment" and "Blended Evaluation" (combining teacher grades with AI-generated data). To truly measure speaking skill, the assessment must feel like a natural interaction rather than a rigid interrogation. Reducing the "threat" of the grade allows for more authentic language production.

Conclusion

This work investigated the process of assessing speaking skills in secondary classrooms is a delicate balance between pedagogical accurate and student psychology. This study has demonstrated that while traditional oral examinations are often easier to administer, they fail to capture the authentic communicative abilities of secondary school learners. The transition toward Performance-Based Assessment (PBA) and the integration of digital tools offer a more comprehensive view of a student’s true proficiency. The findings highlight that addressing the research gap—specifically the lack of time-efficient assessment frameworks for large classes—is essential for the future of language education. By utilizing standardized rubrics and fostering a low-anxiety environment through formative feedback, teachers can transform assessment from a stressful hurdle into a valuable learning experience. Ultimately, assessing speaking skills in secondary classrooms must prioritize the student's ability to navigate real-world social interactions, ensuring that they graduate with the confidence to communicate in a globalized society.

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FOREIGN LANGUAGES AND DIGITAL TECHNOLOGIES AS KEY FACTORS IN PREPARING YOUTH FOR MODERN PROFESSIONS

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Annotation. *This article investigates the role of digital technologies in preparing young people for modern professions. In the era of globalization and because of rapid development in technologies, knowledge of foreign languages and skills at digital tools are becoming really essential day by day for career success. The investigation of digital technologies such as : online learning platforms, mobile applications, and artificial intelligence have significantly improved the process of learning language. These digital tools provide learners with interactive, effective, flexible and personalized learning experiences. This article emphasizes the benefits of combining foreign language education with digital skills to boost employment for youth in the global job market.*

Key Words: *foreign language learning, digital technologies, modern professions, youth education, online learning, artificial intelligence.*

Аннотация. *Данная статья исследует роль цифровых технологий в подготовке молодежи к современным профессиям. В эпоху глобализации и в связи с быстрым развитием технологий знание иностранных языков и навыки использования цифровых инструментов становятся всё более необходимыми для достижения карьерного успеха. Исследование цифровых технологий, таких как онлайн-платформы обучения, мобильные приложения и искусственный интеллект, показало, что они значительно улучшают процесс изучения языков. Эти цифровые инструменты предоставляют учащимся интерактивные, эффективные, гибкие и персонализированные возможности обучения. В статье подчеркиваются преимущества сочетания изучения иностранных языков с цифровыми навыками для повышения занятости молодежи на глобальном рынке труда.*

Ключевые слова*: изучение иностранных языков, цифровые технологии, современные профессии, образование молодежи, онлайн-обучение, искусственный интеллект.*

Annotatsiya. *Ushbu maqola yoshlarni zamonaviy kasblarga tayyorlashda raqamli texnologiyalarning rolini o'rganadi. Globallashuv davrida va texnologiyalarning tez rivojlanishi natijasida chet tillarini bilish hamda raqamli vositalardan foydalanish ko'nikmalari kun sayin kasbiy muvaffaqiyat uchun muhim ahamiyat kasb etmoqda. Onlayn o'quv platformalari, mobil ilovalar va sun'iy intellekt kabi raqamli texnologiyalarni o'rganish til o'rganish jarayonini sezilarli darajada yaxshilaganini ko'rsatadi. Ushbu raqamli vositalar o'quvchilarga interaktiv, samarali, moslashuvchan va shaxsiylashtirilgan ta'lim tajribasini taqdim etadi. Maqolada yoshlarning global mehnat bozorida bandligini oshirish uchun chet tillarini o'rganish va raqamli ko'nikmalarni birlashtirishni afzalliklarita'kidlanadi.*

Kalit so‘zlar: *chet tilini o‘rganish, raqamli texnologiyalar, zamonaviy kasblar, yoshlar ta’limi, onlaynta’lim, sun’iy.*

INTRODUCTION

In the modern world the improvement of technology and globalization has highly influenced the requirements of labor market. Employers increasingly expect young specialists to possess not only professional knowledge but also strong communication and digital skills. Among these competencies, knowledge of foreign languages and the ability to use digital technologies play an important role. Foreign languages open many doors to employees such as: effective communication in international environments, easy access to global information resources and high proficiency can connect people with professionals from different countries. Besides that, modern technologies significantly altered the way how people learn, work, interact with others and information. New and effective chances for improving language skills and acquiring professional knowledge were created by digital resources including : online platforms, mobile applications and artificial intelligence.Therefore, the integration of foreign language education and digital technologies is considered as the crucial element in preparing youth for today’s professions. This article examines how these two factors foster the growth of competitive and highly skilled professionals.

LITERATURE REVIEW AND DISCUSSION

In the context of globalization, foreign languages are considered one of the most vital tools for personal and professional development. Nowadays, many companies cooperate with people from various countries, so employees are required to interact with partners, clients, and colleagues from different cultural and linguistic backgrounds. Therefore, proficiency in foreign languages, especially English, significantly increases employment opportunities for young people [1]. According to Crystal, English has become a global language that plays a key role in international communication and professional interaction [1].

Additionally, knowledge of foreign languages allows individuals to access a wider range of information, such as academic resources, research materials, and professional publications. Chapelle states that language learning supported by modern tools provides better access to global knowledge and improves learning outcomes [2]. A large amount of scientific and technical information is available in foreign languages, which gives language learners an advantage in education and professional development. Moreover, foreign language skills contribute to the development of communication abilities and critical thinking.

Furthermore, learning foreign languages enhances cultural awareness and helps individuals better understand traditions, values, and behaviors of people from other countries. According to Reinders and Benson, language learning in a global context also promotes intercultural competence and communication skills [3]. This ability is especially important in today’s multicultural working environment, where effective communication and mutual understanding are necessary for success. Foreign language proficiency also plays a key role in fields such as business, tourism, information technology, and education, where international cooperation is common.

Therefore, learning foreign languages is crucial for preparing young people to meet the demands of the global labor market and to become competitive specialists in their future professions.

DIGITAL TECHNOLOGIES IN LANGUAGE LEARNING

Digital technologies highly change how people learn foreign language. Nowadays, students can study online by utilizing their phones or computers. This makes learning flexible and efficient because learners can study regardless of time and place. Furthermore, such kind of digital tools can provide variety of materials including: educational videos, audios and interactive exercises. With the help of these resources students can understand the language better. According to Chapelle, technologies plays a vital role in improving language learning by making it more interactive and accessible [2]. In addition, digital tools enable real time communication, allowing learners to practice language skills with native speakers and teachers. For this students mostly use apps like Zoom, Imo and etc. Technologies not only can improve linguistic competence but also increases self-esteem of students in using the language in real life situations. As a result, digital technologies play a significant role in enhancing the effectiveness of language education There are many digital tools that help students learn foreign languages. For example, mobile applications offer short lessons that focus on vocabulary and grammar. These apps are easy to use and often include games, which make learning more interesting. Godwin-Jones states that mobile applications increase student motivation and help them practice language skills regularly[3]. Another important tool is artificial intelligence. AI can give students quick feedback and help them correct their mistakes. It can also create lessons based on the student's level. Online platforms are also useful because they allow students to join virtual classes and practice with others. These tools help students learn faster and stay motivated.

CHALLENGES

However, there are several challenges related to the use of digital technologies in education. One major issue is that not all students have access to the internet or modern digital devices. This problem, often referred to as the digital divide, creates inequality in learning opportunities and limits the effectiveness of technology-based education. According to Reinders and Benson, limited access to technological resources can prevent students from fully benefiting from digital learning environments [4].

Another important challenge is the lack of digital literacy among both students and teachers. Some learners and educators may not have sufficient skills to use digital tools effectively, which can reduce the overall quality of the learning process. As Chapelle notes, the successful integration of technology in language education requires not only access to tools but also the ability to use them appropriately [2].

In addition, excessive reliance on digital technologies may negatively affect direct communication between individuals. While online platforms provide many opportunities for interaction, they cannot fully replace face-to-face communication, which is essential for developing speaking and social skills. Therefore, it is important to find a balance between traditional teaching methods and modern digital technologies in order to achieve effective learning outcomes.

CONCLUSION

In conclusion, foreign languages and digital technologies play an essential role in preparing young people for modern professions. In today's globalized world, the ability to communicate in foreign languages and use digital tools has become a key requirement for career success. The use of technologies such as mobile applications, online platforms, and artificial intelligence has made language learning more accessible, flexible, and effective.

At the same time, it is important to consider existing challenges, such as unequal access to technology and insufficient digital skills. Educational institutions should focus on combining traditional teaching methods with modern technologies to achieve better learning outcomes.

Overall, the integration of foreign language education and digital technologies helps young people become more competitive in the global labor market and better prepared for the demands of modern professional life.

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THE ROLE OF FOREIGN LANGUAGES AND DIGITAL TECHNOLOGIES AS KEY FACTORS IN PREPARING YOUTH FOR MODERN PROFESSIONS

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Annotation. *Today's labour market is changing rapidly due to integration and technological progress. This article explores the importance of foreign language proficiency and digital technologies in preparing young people for modern professions. It highlights how these skills enhance competitiveness, improve access to global opportunities, and support lifelong learning.*

Key words: *foreign languages, digital technologies, modern professions, youth education, globalization, digital literacy.*

In today's rapidly evolving global economy, the transition from education to a successful career is no longer defined solely by traditional academic degrees. Instead, two pillars – **foreign language proficiency** and **digital literacy –** have emerged as the primary catalysts for professional readiness. Together, they form a powerful toolkit that enables young people to navigate, adapt to, and excel in an increasingly interconnected and tech – driven world.

In a world where borders are becoming increasingly porous due to technology, language is the key that unlocks global opportunity. Employers are looking for people who can operate markets. Language skills often mean more job offers, better salaries and sometimes even high reputation among colleagues (Nexgen careers, 2023)1.

- **Expanded Career Horizons:** Proficiency in a foreign language removes communication barriers, granting access to international job markets and multinational organizations. It transforms a local applicant into a global candidate (Morgan McKinley, 2024)2.
- **Cognitive and Soft skills:** Learning a new language is " brain training". It enhances cognitive flexibility, improves problem – solving abilities and fosters better multitasking – all off which are highly valued by modern employers (Speexx, 2023)3
- **Intercultural competence:** Beyond just grammar and vocabulary, language acquisition provides deep cultural insights. This empathy and cross – cultural understanding are essential for teamwork and globalized work environments.

Digital literacy as the foundation of modern work

We can say that nowadays digital tools has transcended being a "specialized" skill; it is now the foundation requirement for almost every sphere, form agriculture to high – end engineering.

While basic digital fluency (using communication tools, navigating online platforms) is essential, true digital literacy involves the ability to critically evaluate information, secure data and understand how to leverage technology for innovation (ICDL digital student, 2023)4.

Mastery of advanced digital tools – such as data analytics, cloud computing, cybersecurity basics and artificial intelligence (AI) – sets young professionals apart. These skills signal to

employers that a candidate is ready to contribute to digital transformation projects (Julia Funk, Literacy planet, 2024)5 .

Digital literacy has become a fundamental requirement across all sectors, encompassing not only technical skills but also critical thinking and data security. It also involves a proactive mindset that enables individuals to continuously learn and respond effectively to the evolving demands of the modern labor market (Julia Funk, Literacy Planet, 2024).

From an analytical perspective, foreign languages – particularly English – function as a bridge to global knowledge systems. A significant portion of significant publications, online courses and professionals resources are available primarily in English. Therefore, individuals who possess language skills can access a broader range of information and opportunities. At the same time, digital technologies act as tools that enable the practical application of this knowledge in real – world contexts.

Moreover, the integration of these two competencies enhances not only employability but also lifelong learning. As highlighted by OECD (2022), individuals with strong digital and communication skills are more likely to adapt successfully to changing job requirements. This suggests that education systems should move beyond traditional teaching approaches and adopt more interactive and technology – based methods.

One of the most effective approaches is project – based learning, where students engage in real or simulated professionals tasks. For instance, participating in international online collaborations requires students to use both foreign languages and digital platforms simultaneously. This methos fosters critical thinking, teamwork and problem – solving skills which are essential for modern life careers.

For example, a university student who participated in an international online course delivered in English not only improves their language skills but also gains experience in using digital tools such as virtual learning environment and communication platforms. This dual development prepares the student for real workplace situations, where both competencies are required simultaneously.

Similarly, young professionals who engage in freelance work on global platforms must communicate wit clients in English while using digital tolls to deliver their services. This demonstrates how foreign languages and technology function together as interconnected skills rather than separate domains.

One important idea is that learning environments should simulate real professionals situations. For instance, instead of traditional classroom exercise students can participate in international online projects where they must use both English and software tools solve problems. This approach not only improves technical and linguistic skills but also develops soft skills such as adaptability to another culture people.

Conclusion

To conclude, the preparation of young people for modern professions should move beyond traditional teaching methods. Foreign languages and digital technologies must be integrated in a way that reflects real – world demands. Their combined use does not simply improve employability – it transforms how individuals learn, communicate and innovate in a global society. Therefore, the feature of education depends on creating systems where these skills are not taught separately, but as interconnected elements of professional competence.

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THE IMPACT OF MOTIVATION ON ENGLISH LANGUAGE LEARNING AMONG 10TH-GRADE STUDENTS IN UZBEKISTAN

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Abstract. *Motivation is widely recognized as one of the most critical factors influencing the success of second language acquisition, especially in formal educational settings. This research paper aims to examine the specific motivational drivers among 10th-grade students at School No. 2 in Navoi city. To achieve this objective, a quantitative study was conducted using a structured, closed-ended questionnaire involving 30 participants from a single class. The study categorized motivation into three key pillars: interest-based motivation, external influence, and practical goals, drawing on the established theories of Zoltán Dörnyei and Robert Gardner. The results of the survey indicate that practical goals (40%) and external influence (40%) are the most dominant factors affecting English language learning, while interest-based motivation remains significantly lower at only 20%. These findings suggest that students are primarily goal-oriented and influenced by their social environment rather than personal curiosity or enjoyment. Consequently, the research highlights a pressing need for educators to implement more engaging and interactive teaching strategies to foster intrinsic interest, ensuring more sustainable long-term learning outcomes.*

Key words: *L2 Motivation, Practical Goals, External Influence,Interest-based Motivation, Secondary Education, Quantitative Research.*

INTRODUCTION

Learning English is very important for students today, especially for their future education and communication. However, many 10th-grade students in Uzbekistan find it difficult to improve their English skills. One of the main reasons for this is low motivation. Teachers often notice that students who are not motivated have problems with vocabulary, grammar, and speaking. As Dörnyei (2001) explains, motivation plays a key role in language learning, but many students lose interest over time.

Motivation can be understood as the reasons why students want to learn. It can come from personal interest or external factors like grades or expectations. Research shows that motivated students usually learn better (Gardner, 1985), but in many cases, students do not have enough practice or real-life use of English, which lowers their motivation.

Although motivation has been studied before, there is not much research about Uzbek school students, especially 10th graders. Therefore, this study aims to explore how motivation affects their English learning and what factors influence it. It also looks at the main challenges students face in staying motivated.

METHODOLOGY

The research was carried out at School No. 2 in Navoi city, involving 30 students from one class: 10-A . This one group was selected to compare students with different levels of motivation and classroom engagement.

This study was conducted using a quantitative approach. The aim was to examine how motivation affects English language learning among 10th-grade students. Data were collected through a questionnaire consisting of closed-ended. I examined the same students' interest in learning English based on several motivational factors: motivation and personal interest, external influence, and practical goals. To identify the specific factors driving students' interest in learning English, I prepared three questions for each category.

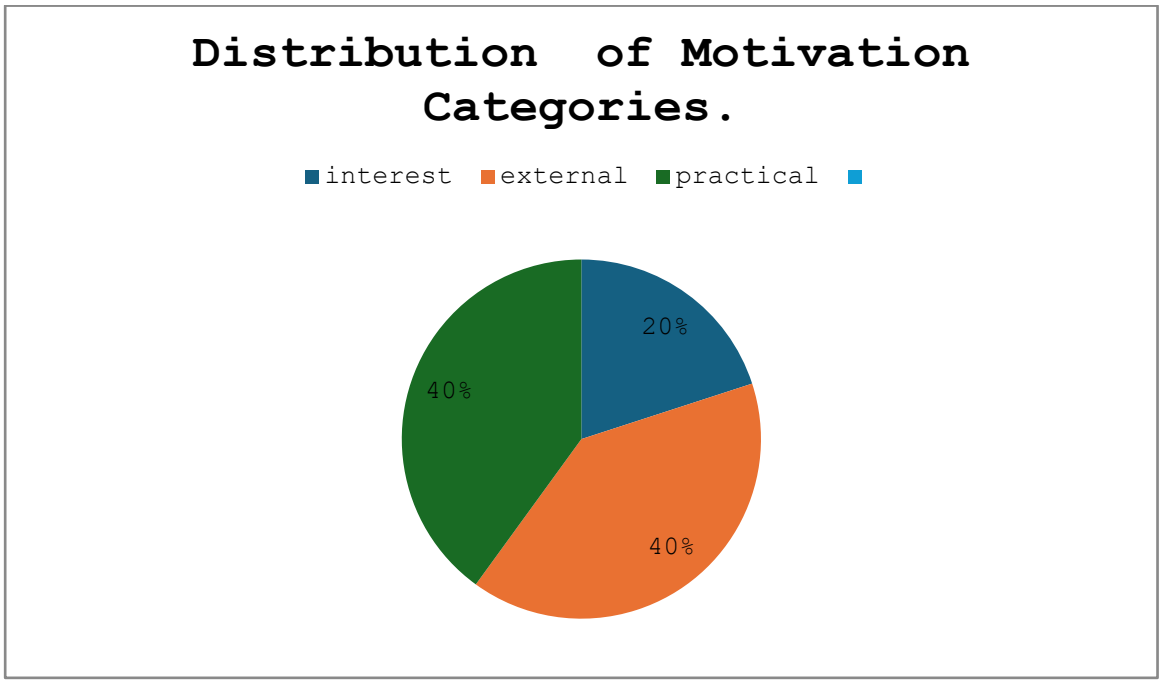
Motivation and personal interest	Do you enjoy learning English? Are you interested in improving your English skills? Do you feel happy when you learn new English words?
External influence	Do your parents encourage you to learn English? Do you study English to get good grades? Does your teacher motivate you to learn English?
Practical goals	Do you learn English to get a good job in the future? Do you need English for your future career? Do you study English to pass exams successfully?

I selected 10A-grade class for this study, which consisted of 30 students. First, I asked whether they were willing to participate in the survey, and all of them agreed. Then, I had already prepared a set of questions based on the categories mentioned above. By asking these questions, I aimed to determine which category each student belongs to. I conducted the survey individually, asking each student the questions one by one. These questions and categories helped me identify what their main motivation is in learning English.

Result

The quantitative analysis of the survey conducted among 30 students of class 10-A at School No. 2 revealed significant insights into their primary motivators for learning English. The data is categorized into three main motivational drivers: External Influence, Practical Goals, and Personal Interest.

Figure 1



As illustrated in the pie chart (See Figure 1), the majority of respondents are driven by factors outside of their personal enjoyment. External Influence and Practical Goals share the highest proportion, each accounting for 40% of the total sample. In contrast, Personal Interest (intrinsic motivation) represents the smallest segment at only 20%. These figures indicate a clear trend toward instrumental and extrinsic motivation among the 10th-grade students surveyed.

DISCUSSION

The results of this study provide a comprehensive look at the motivational factors of 10th-grade students. This section discusses the findings by explaining the data, comparing it with established theories, and interpreting its impact on language learning.

The result showing that 40% of students are driven by practical goals and another 40% by external influence indicates a strong shift towards extrinsic motivation. This finding strongly aligns with Robert Gardner's theory of instrumental motivation, which suggests that learners prioritize a language for its functional benefits. It also supports Zoltán Dörnyei's (2001) view that in formal school settings, the "social pressure" from parents and teachers is a primary driver. The reason for this dominance is that 10th-grade students in this environment view English as a vital tool for university entrance exams and future career opportunities rather than a hobby. This suggests that while students are hardworking, their effort is mostly dependent on goals like "passing exams" or "pleasing parents," which are temporary factors.(p.32)

In contrast, the result for interest-based motivation was significantly lower, at only 20%. This low percentage is consistent with Dörnyei's observations that intrinsic interest often decreases in high-pressure academic environments where grades are the main focus. The lack of personal enjoyment can be explained by the exam-oriented nature of the current curriculum, which prioritizes results over the creative or fun aspects of the language.From an academic perspective, this is a critical finding. It implies that without a shift toward increasing student interest, long-term engagement with English may decline once the students achieve their practical goals (like graduating or getting a job).

Overall, the data reflects a goal-oriented mindset among the participants. The equal weight of practical and external factors (40% each) versus interest (20%) confirms that for these students, English is a professional necessity rather than a personal passion. To improve long-term learning outcomes, educators should focus on strategies that transform this external pressure into a more sustainable, internal interest.

Conclusion

In conclusion, this study analyzed the motivational landscape of secondary school students in their pursuit of English language proficiency. The research focused on three main pillars: interest, external influence, and practical goals.The results clearly demonstrate that practical goals and external influence (each at 40%) are the most dominant factors. This confirms that students are primarily motivated by the functional utility of English,such as career opportunities and academic success,and the expectations of their teachers and parents. In contrast, the relatively low level of interest-based motivation (20%) suggests that personal enjoyment is not the main driver in the current learning environment.The findings suggest that while goal-oriented motivation is effective for achieving short-term

recommended that educators incorporate more interactive and engaging teaching methods to bridge the gap between "practical necessity" and "personal interest." By shifting the focus toward a more interest-based approach, students can achieve more sustainable and meaningful progress in their English language journey.

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PSYCHOLOGICAL BARRIERS TO SPEAKING A FOREIGN LANGUAGE

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Annotation. *This article explores the psychological barriers to speaking an international language. It places a strong emphasis on emotional and cognitive factors, including the fear of making mistakes, foreign language anxiety, lack of self-confidence, and perfectionism. Consequently, learners often remain unable to express their thoughts fluently despite mastering grammatical knowledge and vocabulary. The article aims to highlight the importance of confronting these barriers and suggests potential solutions.*

Keywords: *foreign language, psychological barriers, language acquisition, fears, students, learners.*

INTRODUCTION

In today's globalized world, the ability to speak a foreign language is considered one of the most indispensable skills. Nevertheless, a majority of students struggle not because of a lack of grammar or vocabulary, but due to psychological barriers. These obstacles prevent them from reaching their full potential, creating a gap between their actual knowledge and their ability to demonstrate it. Students may hesitate, avoid participation, or experience intense anxiety when opportunities to speak arise. Therefore, understanding and addressing these mental obstacles is vital for successful language acquisition.

1. Fear of Making Mistakes

Learning a new skill is a challenging process, and making mistakes is widely seen as a sign of progress. However, this process is often hindered by the anticipation of negative evaluation from the social environment, particularly from teachers and peers. Research reveals that negative evaluation is a key factor in language anxiety.

Specifically, students often fear that their faults will lead to criticism, embarrassment, or ridicule, leading them to choose silence over active participation. This behavior prevents students from practicing the communicative skills necessary for developing fluency. Furthermore, many learners prioritize accuracy over engaging in thoughtful conversation due to the fear of negative reactions. This can transform the classroom from a place of personal growth into a space of emotional pressure.

Experimental evidence supports this. A study by Phillips (1992) divided students into two groups:

• ***Group 1:*** Received polite, corrective feedback with high support.

• ***Group 2:*** Received consistent error correction perceived as judgmental or a critique of their personality.

The second group demonstrated significantly higher levels of anxiety, lower activity, and physiological symptoms such as an increased heart rate. These results indicate that language

anxiety is driven by the anticipation of negative social evaluation rather than the correction process itself.

2. Anxiety as a Psychological Barrier

Anxiety is a dominant component that functions as a crucial barrier in the learning process. It is more sophisticated than the simple fear of making mistakes, as it can manifest even without objective causes for concern. It is often associated with inflated internal standards, self-criticism, and constant comparison with peers.

A specific manifestation is “anticipatory anxiety,” where students experience tension simply by thinking about a future speaking task. While waiting for their turn, they mentally play out negative scenarios such as forgetting words or making grammar errors. This state decreases concentration and the ability to formulate thoughts spontaneously.

Research by Peter D. MacIntyre confirms that excessive psychological distress is linked to a decline in working memory. Anxiety "absorbs" cognitive resources that should be devoted to vocabulary processing and grammatical organization. Consequently, students may forget familiar words or lose logical coherence. While moderate anxiety can sometimes serve a mobilizing function, intense and chronic anxiety leads to the depletion of psychological resources.

3. Lack of Confidence

Lack of confidence silently erodes the motivation to speak. Symptoms include worrying about being judged, reluctance to engage in activities, and increased fear of speaking. Learners with low self-esteem often exhibit:

• Hesitation and frequent pauses during speech.

• Physiological signs like trembling or changes in voice.

• Reluctance to volunteer or participate in group tasks.

The sources of low confidence often stem from peer judgment or a teacher’s intolerance toward mistakes. This creates a negative cycle where learners doubt their competence, leading to communication breaks and reduced participation.

4. Perfectionism

Perfectionism is an invisible but potent obstacle. Learners with unrealistically high expectations experience apprehension, which leads to less spontaneity. Perfectionistic concerns often result in:

• Spending excessive time preparing to speak, which reduces natural flow.

• Increased cognitive load, making it difficult to respond effectively.

• Avoidance of participation to protect one’s "perfect" image.

This creates a "torturous" cycle: the more a learner strives for perfection, the less they practice; the less they practice, the slower they improve, which further increases their anxiety.

5. Interaction between Confidence and Perfectionism

Confidence and perfectionism share a cyclical relationship. Perfectionistic fears negatively influence a learner’s confidence, while a lack of confidence encourages perfectionistic avoidance behavior.

The social setting plays a critical role in this cycle. Harsh feedback and high-pressure situations worsen these issues. Conversely, low-stakes environments—which can be supported by technology—allow students to experiment and learn from mistakes without overwhelming stress. Theoretical models, such as Krashen’s Affective Filter Hypothesis, support the idea that low confidence and anxiety block the effective processing of language input and output.

CONCLUSION

Psychological barriers are primary determinants of success in foreign language speaking. While linguistic capabilities form the basis of learning, psychological factors determine how effectively those skills are used in real communication. These barriers often work together to hinder development. It is therefore essential for modern teachers to create a safe, supportive environment where errors are viewed as a natural part of growth rather than a reason for judgment.

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DECEPTIVE WORDS: UNDERSTANDING FALSE FRIENDS BETWEEN ENGLISH AND RUSSIAN

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Abstract. *This article provides a comprehensive analysis of the phenomenon of "false friends" occurring between the Russian and English languages. False friends are described as lexical units that look, sound, or are written similarly but have completely different meanings; these are considered the most common sources of mistakes among language learners. The article explains how such misinterpretation is often encountered by Russian speakers while learning English. The presence of similar forms encourages learners to trust a "familiar word," which leads to regular confusion and continuous misunderstandings. Consequently, semantic confusion, incorrect sentence construction, and a loss of clarity may occur during communication.*

The article thoroughly discusses the historical, linguistic, and cultural factors behind the emergence of false friends. English and Russian vocabularies have developed differently over centuries, borrowing words from various sources and undergoing unique semantic shifts, as they belong to different language families.

The research results show that developing conscious awareness of false friends is an essential step toward learning English effectively and accurately. The study explains how this process enhances semantic sensitivity, strengthens language competence, ensures clarity in communication, and eliminates incorrect assumptions. This article is both practically and theoretically valuable for learners, teachers, and linguists, contributing to the development of the high-level linguistic literacy required for global communication in the modern digital era.

Key words: *false friends, deceptive words, semantic divergence, internationalisms, language families (slavic, germanic, indo-european), comparative analysis, cross-linguistic interference, translation errors, semantic accuracy, linguistic competence, communication breakdowns*

INTRODUCTION

When discussing "Deceptive words: false friends between English and Russian," we must first define what "false friends" or "misleading words" actually are. Deceptive words are lexical items that are closely similar in pronunciation and spelling in two languages but differ significantly in meaning. These words often distract language learners, especially beginners, because the identical or similar written forms lead learners to assume the meanings are also the same. This misconception results in errors in conversation, writing, and translation.

The prevalence of these words is not accidental. Historically, English adopted many words from Latin, French, and German. Similarly, despite its Slavic roots, Russian was enriched by foreign borrowings. Throughout this process, some words evolved to have similar forms while moving remarkably far apart in meaning.

For instance, in English, the word "magazine" means "журнал", whereas the Russian word "магазин" translates to "shop" or "store". At first glance, they look identical, but their meanings

are entirely different. For beginners, this causes immediate and often long-lasting confusion, as the human brain tends to predict meaning based on familiar patterns.

Therefore, studying this topic is crucial as it helps students use vocabulary wisely and understand the linguistic gaps between languages. The main purpose of this article is to determine the historical causes of false friends, identify the types of mistakes made during language study, and provide strategies to avoid them. To avoid being deceived by these forms, students must remain vigilant and rely on credible linguistic sources.

WHAT ARE FALSE FRIENDS?

Deceptive words, commonly known as false friends, are words that sound and look similar in two languages but have different meanings. As the name suggests, they appear to be "friends," yet they cannot be trusted because they lead to significant misunderstandings. In linguistics, they are often referred to as "false cognates."

Language learners, particularly beginners, often fall into these traps because the human brain automatically connects similar patterns and forms. For instance, if someone is familiar with the Russian word "фабрика", they might assume the English word "fabric" means a plant or factory. In reality, "fabric" means "ткань", while the Russian "фабрика" translates to "factory." This leads not only to lexical errors but also to total communication breakdowns.

False friends can be categorized into two main groups:

1. Complete False Friends

These words have identical or very similar spellings but carry completely different meanings.

• Artist (ENG) — художник

• Артист (RU) — actor / performer

In this case, the words sound identical, but their definitions do not match at all.

2. Partial False Friends

These words share some overlapping meanings, but one of the languages has additional or different dominant meanings, which often causes confusion:

• Sympathy (ENG) — сочувствие (compassion)

• Симпатия (RU) — liking / affection

While they can be semantically related, they cannot be used interchangeably in the same contexts.

WHY IS THIS SO IMPORTANT?

Many beginners rely on linguistic similarities, leading them to attempt **"predictable translation."** This often results in serious semantic errors in speech. For instance, mistaking the English word **"accurate"** for **"аккуратный"** or **"actual"** for "актуальный" are classic examples of the confusion caused by deceptive words. Consequently, false friends remain one of the most challenging aspects of language learning, frequently putting students in difficult situations.

Understanding these words correctly does more than just improve a learner’s vocabulary; it enhances their ability to construct grammatically correct sentences, express ideas clearly, and communicate effectively. Therefore, it is crucial to study them systematically and intentionally.

CAUSES OF RUSSIAN-ENGLISH FALSE FRIENDS

Deceptive words in English and Russian are not merely the result of an accidental process. There are several historical, linguistic, and social factors that have contributed to this phenomenon:

1. Independent Semantic Evolution

Despite both belonging to the Indo-European language family, English and Russian developed under different circumstances. English is a Germanic language, while Russian belongs to the Slavic group. Although many words shared a common root in the distant past, over time they:

• Changed their primary meanings;

• Broadened or narrowed their usage;

• Acquired entirely new semantic functions.

This process is known as semantic divergence. In other words, words originating from the same root evolved to have different meanings in different languages.

2. Divergent Modification of Internationalisms

Both English and Russian adopted many international words, particularly from Latin, French, and Greek, but they integrated them differently:

• English often retained the original or broader definition.

• Russian frequently assigned a more specific or entirely new definition.

Example: The Latin root collegium led to the English "college" (an educational institution) and the Russian "коллегия" (a board or committee). While they share a root, their definitions have branched out significantly.

3. Accidental Phonetic Similarity

Some false friends are not related historically at all; they simply happen to sound or look alike by chance. This is called accidental similarity.

Example: Fabric (EN) (ткань) and Фабрика (RU) (factory). These words are not etymologically linked in the way learners assume, yet their phonetic similarity constantly distracts and misleads.

4. Assumed Translation and Speculative Thinking

Many students learning a foreign language often assume, "I already know this word," when they encounter a familiar-looking form. This leads to:

• Mistranslations;

• Contextual errors;

• Semantic inaccuracy.

Example: The English word "actual" is often mistranslated as "актуальный", whereas its authentic meaning is "real" or "factual." This is a prime example of an error caused by over-reliance on visual similarity.

5. Social and Cultural Influences

Every society adapts borrowed words to fit its own cultural and practical needs.

Example: In Russian, "комплекс" is often used in a psychological context (e.g., inferiority complex) or to describe a group of buildings. In English, while these meanings exist, "complex" is most commonly used as an adjective meaning "complicated" or "challenging" (сложный).

6. Cognitive Assumptions in Learning and Teaching

Teachers and students sometimes treat similar words as a "shortcut." However, this often leads to "false association":

• Similar signs \rightarrow Fast recognition \rightarrow Quick conclusion \rightarrow False meaning.

This cognitive shortcut is a natural function of the human brain, but in linguistics, it creates a persistent trap for learners.

The evolution of deceptive words is driven by historical shifts, phonetic coincidences, divergent adaptations of international vocabulary, and cultural gaps. By understanding these underlying causes, language learners can develop a "linguistic vigilance" that prevents them from falling into the trap of false friends.

COMMON EXAMPLES OF RUSSIAN-ENGLISH FALSE FRIENDS

There are plenty of words that share similar spelling and pronunciation but have completely different definitions in English and Russian. These can be divided into three main categories: complete false friends, partial false friends, and nearly similar yet confusing words.

1. Complete False Friends

This group is the most challenging, as the words look almost identical while their meanings are entirely unrelated.

• Fabric (EN) — Ткань / Material
• Фабрика (RU) — Factory / Industrial workplace
• Explanation: Although these words sound similar, they are not related in meaning; the similarity is purely phonetic.
• Artist (EN) — Художник / Painter
• Артист (RU) — Actor / Stage performer
• Explanation: Even though the words look the same, they refer to different professions in the arts.
• Eventual (EN) — Конечный / Итоговый
• Эвентуальный (RU) — Possible / Hypothetical
• Explanation: "Eventual" refers to a final outcome (e.g., eventual success), while "эвентуальный" describes something that might happen under certain conditions.
• Camera (EN) — Фото/видеокамера
• Камера (RU) — Cell / Chamber / Compartment
• Explanation: In Russian, "камера" often refers to a prison cell or a technical storage room, whereas in English, it is primarily an optical device.

2. Partial False Friends

These words may seem to have related meanings, but their primary definitions and usage differ significantly.

• Sympathy (EN) — Сочувствие / Compassion
• Симпатия (RU) — Liking / Affection
• Explanation: While both relate to feelings, "sympathy" is about sharing someone's sorrow, not necessarily liking them personally.
• Complex (EN) — Сложный / Трудный (Adjective)
• Комплекс (RU) — Complex / Group of buildings (Noun)
• Explanation: In English, "complex" is frequently used as an adjective for something complicated, while in Russian, it is typically a noun.
• Accurate (EN) — Точный / Precise
• Аккуратный (RU) — Neat / Tidy / Orderly
• Explanation: Being "accurate" means being correct and error-free, whereas being "аккуратный" means being organized and clean.
• Intelligent (EN) — Умный / Smart
• Интеллигентный (RU) — Cultured / Refined / Educated
• Explanation: An "intelligent" person has high mental capacity, whereas an "интеллигентный" person follows a certain code of social conduct and culture.

3. Nearly Similar yet Confusing Words

This group consists of words that share some conceptual roots but have diverged in modern usage.

• Actual (EN) — Фактический / Реальный

• Актуальный (RU) — Relevant / Timely / Current

• Explanation: "Actual" means something is real, while "актуальный" means something is of current importance.

• Prospect (EN) — Перспектива / Opportunity

• Проспект (RU) — Avenue / Wide street

• Explanation: The meanings differ completely despite the visual similarity.

• Lunch (EN) — Обед (Full midday meal)

• Ланч (RU) — Snack / Light midday meal

• Explanation: In English, "lunch" is the standard midday meal. In Russian, "ланч" is often perceived as a lighter or secondary meal option.

• Novel (EN) — Роман (Long book)

• Новелла (RU) — Short story / Brief narrative

• Explanation: This causes frequent errors in literary contexts because a "novel" is a large-scale work, while a "новелла" is much shorter.

CONCLUSION

In general, false friends play a crucial role as a complex linguistic phenomenon when learning English and Russian. Despite appearing similar on the surface, they often differ sharply in meaning. Learners who rely too heavily on these "familiar forms" while translating or speaking frequently fall into traps, leading to serious mistakes. Such errors can result in misunderstandings, distortion of meaning, and a loss of naturalness in communication.

The impact is particularly noticeable among Russian-speaking learners, as many words look similar in both languages. Learners can significantly enhance their linguistic competence by systematically studying these words, analyzing examples, and understanding the common errors associated with them.

From this perspective, a deep understanding of this topic is essential for mastering English correctly and confidently. Additionally, by working with false friends regularly, students can improve their semantic accuracy, communicate more fluently, and avoid the confusion encountered during language learning. Most importantly, knowledge of this subject leads learners toward stronger and more conscious thinking throughout the language-learning process.

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USING AI TOOLS TO IMPROVE ENGLISH LANGUAGE TEACHING

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Annotatsiya. *Ushbu maqolada sun'iy intellekt vositalarining ingliz tilini o'qitishdagi o'rni va samaradorligi tahlil qilinadi. Hozirgi kunda ta'lim tizimida AI texnologiyalaridan foydalanish tobora ommalashib bormoqda. Maqolada AI vositalarining individual ta'limni rivojlantirish, tezkor fikr-mulohaza berish, o'quvchilar motivatsiyasini oshirish hamda o'qituvchilarga yordam berishdagi ahamiyati muhokama qilinadi. Shuningdek, sun'iy intellektning ayrim cheklovlari va inson o'qituvchisining o'rni ham tahlil qilinadi. Tadqiqot natijalari AI vositalari ingliz tilini o'qitish sifatini yaxshilashda samarali yordamchi vosita ekanligini ko'rsatadi.*
Kalit so'zlar*: sun'iy intellekt, ingliz tili, AI vositalari, CALL, ta'lim texnologiyasi*

Abstract. *This article examines the role of artificial intelligence tools in improving English language teaching. Nowadays, AI technologies are becoming more common in modern education and are widely used by both teachers and students. The article discusses the main advantages of AI-based learning, including personalized education, immediate feedback, interactive learning, and teacher support. In addition, several limitations of AI technologies and the importance of human teachers are analyzed. The findings suggest that AI tools can make English language teaching more effective and engaging when they are used appropriately in the classroom.*
Keywords*: artificial intelligence, English language teaching, AI tools, CALL, educational technology*

Аннотация. *В данной статье рассматривается роль инструментов искусственного интеллекта в преподавании английского языка. В настоящее время AI-технологии становятся все более популярными в современной системе образования и широко используются преподавателями и студентами. В статье обсуждаются основные преимущества AI-обучения, включая персонализированное обучение, мгновенную обратную связь, интерактивное образование и поддержку преподавателей. Кроме того, анализируются некоторые ограничения AI-технологий и важность человеческого преподавателя. Результаты исследования показывают, что AI-инструменты могут сделать обучение английскому языку более эффективным и интересным при правильном использовании.*
Ключевые слова: *искусственный интеллект, английский язык, AI-инструменты, CALL, образовательные технологии*

Introduction. English is one of the most widely spoken languages in the world today and has become a global lingua franca. It is used in international communication, business, education, science, and technology. More than 1.5 billion people use English either as a native language or as a second language. Because of globalization, the demand for learning English continues to increase in many countries.[1] At the same time, technology is changing the way people teach and learn. Traditional classrooms that once depended mainly on textbooks and blackboards are now

supported by computers, mobile applications, and online learning platforms. Educational technology has become an important part of modern teaching because it allows students to access information more easily and practice language skills in different ways.

Researchers have pointed out that the introduction of computers into education can be as important as the invention of writing because computers create opportunities for interaction and immediate feedback. [2] Today, artificial intelligence is becoming one of the most influential technologies in education. AI tools are increasingly used in schools, universities, and language centers to improve learning experiences and support teachers in classroom activities. Many students and teachers already use AI-based applications in their daily learning routines. For example, ChatGPT can help learners practice communication and ask questions in English. Grammarly supports students in improving grammar and writing accuracy, while Duolingo makes language learning more interactive through games and quizzes.

Although AI technologies offer many benefits, there are still different opinions about their role in education. Some educators believe that students may become too dependent on technology, while others are concerned about the lack of emotional interaction in AI-based learning. Therefore, it is important to study both the positive and negative sides of artificial intelligence in English language teaching.

The aim of this article is to analyze how AI tools can improve English language teaching and to examine their influence on students' learning, classroom interaction, and teacher support.

Methods. This study uses a qualitative research method based on the analysis of books, academic articles, and online educational resources related to artificial intelligence and English language teaching. Different sources connected with educational technology, Computer Assisted Language Learning (CALL), and AI-supported learning were examined during the research process. The research also analyzed how AI tools help improve students' reading, writing, speaking, and vocabulary skills. In addition, several limitations and challenges connected with AI technologies in education were examined.

Results. The analysis of different academic sources shows that artificial intelligence tools provide several advantages in English language teaching. One of the main benefits is personalized learning. In traditional classrooms, students usually learn at the same pace even though they may have different abilities and learning styles. Researchers emphasize that artificial intelligence has an important role in developing intelligent CALL programs. Modern AI systems are able to analyze students' learning performance, identify their strengths and weaknesses, and provide suitable learning strategies based on individual needs. In addition, intelligent tutoring systems can guide learners through exercises, offer recommendations, and support problem-solving activities through interactive communication. As a result, AI technologies help create more personalized and effective language learning environments.[3]

Applications such as Duolingo can adjust exercises and activities based on learners' performance.

Another important advantage of AI is immediate feedback. Students often need quick correction and explanation while learning a language. AI systems can identify grammar mistakes, pronunciation problems, and vocabulary errors instantly. Tools like Grammarly help students improve their writing skills by providing automatic suggestions and corrections. Researchers note that computer-assisted learning environments make interaction easier and provide immediate feedback for learners.

The findings also show that AI technologies increase students' motivation and classroom engagement. Interactive activities such as quizzes, vocabulary games, animations, and multimedia exercises make language learning more enjoyable. Many students feel more comfortable practicing English through AI applications because they can repeat activities several times without feeling embarrassed about mistakes. Studies suggest that technology-supported learning environments improve learner participation and academic performance.

Another important result is that AI technologies improve accessibility in education. Students with hearing or visual difficulties can benefit from speech-to-text and text-to-speech systems. AI translation tools also help non-native English speakers understand educational materials more effectively. As a result, AI can create more inclusive learning environments for students with different educational needs.

The research additionally shows that AI tutoring systems support independent learning. Intelligent tutoring systems can guide learners through exercises, provide explanations, and answer questions outside the classroom. AI technologies are also capable of analyzing learner performance and offering personalized recommendations. [4] Finally, the findings indicate that AI tools can support teachers in lesson preparation and classroom management. Teachers use AI applications to create lesson plans, quizzes, worksheets, and classroom activities more efficiently. AI also helps educators save time on administrative tasks such as grading and attendance monitoring.

Discussion. The findings of this study demonstrate that artificial intelligence can positively influence English language teaching in several ways. AI tools create more flexible and learner-centered learning environments where students can study according to their own pace and needs. This is especially useful in language learning because students usually develop language skills differently.

One of the strongest advantages of AI technologies is the ability to provide immediate feedback. In many classrooms, teachers may not always have enough time to give detailed individual correction to every student. AI applications help learners recognize mistakes quickly and improve their language skills independently. This can increase learner confidence and encourage students to practice English more often outside the classroom.

Another important point is that AI technologies make learning more interactive and engaging. Games, quizzes, animations, and AI chatbots reduce boredom and create more interesting classroom activities. Many learners feel less anxious when practicing with AI because they can study privately and repeat tasks whenever necessary.

However, despite these advantages, AI technologies also have several limitations. One of the main problems is the lack of emotional intelligence. Human teachers can understand students' emotions, motivation, and learning difficulties more effectively than machines. AI systems cannot fully replace personal communication and emotional support in the classroom.

Another issue is that students may become too dependent on AI tools. Some learners may use AI to complete assignments without developing critical thinking or creativity. In addition, AI systems sometimes provide incorrect or inaccurate information, especially in tasks requiring deep contextual understanding.

Technological inequality is another challenge. Not all students have access to stable internet connections, modern devices, or digital resources. Because of this, some learners may not benefit equally from AI-supported education. Ethical concerns related to data privacy and security also remain important issues in modern educational technology.

The debate around AI in education has increasingly shifted away from the question of *whether* to use it, toward *how* to use it wisely. A growing body of research supports what many educators intuitively sense: the most effective path forward is a hybrid model in which AI and teachers each contribute what they do best. One of AI's clearest strengths lies in providing immediate, individualized feedback - particularly in writing instruction. AI-powered tools such as ChatGPT can generate immediate, detailed, and personalized feedback on student writing, potentially alleviating the workload of educators and providing timely assistance to learners. This is especially valuable in large EFL classrooms where personalized attention is structurally difficult to deliver. Challenges such as large class sizes, time constraints, and workload often limit teachers' ability to deliver timely and personalized feedback to all students. [5]

Research confirms measurable outcomes from AI feedback systems. AI-based Automated Writing Evaluation (AWE) systems have been shown to consistently improve EFL students' accuracy, revision practices, and learning engagement. Similarly, students in AI-assisted feedback groups exhibited notable gains in grammar, vocabulary, and coherence, outperforming peers who received teacher-only feedback - suggesting that AI-driven feedback can effectively supplement writing instruction.

Beyond writing, AI also supports personalized learning more broadly. The personalized learning experience facilitated by AI tools allows learners to work at their own pace and receive immediate, tailored feedback, aligning with Vygotsky's idea that learning occurs most effectively when situated within a learner's Zone of Proximal Development.

Teachers perceive AI as an opportunity particularly for specific tasks such as marking and personalized learning, while maintaining teacher agency is seen as an extremely important quality for successful and symmetric teacher–AI collaboration.

In summary, the evidence points clearly toward a collaborative architecture: AI handles what it does efficiently – instant feedback, adaptive practice, and data-driven differentiation – while teachers provide what no algorithm can replicate: mentorship, emotional attunement, cultural sensitivity, and the kind of human connection that sustains motivation over time.

Conclusion

In conclusion, artificial intelligence tools are becoming increasingly important in English language teaching. AI technologies help improve personalized learning, provide immediate feedback, increase student motivation, and support classroom interaction. Applications such as ChatGPT, Grammarly, and Duolingo give students additional opportunities to practice English skills both inside and outside the classroom.

The findings of this study suggest that AI technologies can significantly improve the quality of English language education when they are used appropriately. Nevertheless, artificial intelligence cannot completely replace human teachers because emotional support, communication, and critical thinking development remain essential parts of education. Overall, the future of education is likely to involve cooperation between teachers and AI technologies. A balanced and responsible use of artificial intelligence can create more effective, inclusive, and engaging language learning environments for students.

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A COGNITIVE-COMPARATIVE STUDY OF EMOTION CONCEPTS IN ENGLISH AND UZBEK LANGUAGES

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Abstract. *This study investigates the conceptualization and linguistic representation of emotion concepts in English and Uzbek within the framework of Cognitive Linguistics. Emotions such as love, anger, fear, and happiness are universal aspects of human experience; however, the ways in which they are structured, understood, and expressed through language may differ significantly across cultures. The aim of this research is to identify both shared and culture-specific patterns in the conceptualization of emotions in the two languages. The study is grounded in the theory of conceptual metaphor, which explains how abstract concepts are understood through more concrete and embodied experiences. In this regard, emotion concepts are analyzed through metaphorical mappings such as emotion is heat, emotion is a container, and emotion is downward movement. These conceptual structures are reflected in various linguistic forms, including idiomatic expressions, phraseological units, and everyday language use in both English and Uzbek. Methodologically, the research adopts a corpus-based approach within Corpus Linguistics. The data are collected from authentic sources, including national corpora, literary texts, and digital communication platforms. Both qualitative and quantitative methods are employed to analyze the frequency, distribution, and semantic features of emotion-related expressions. A comparative analysis is conducted to determine similarities and differences in conceptual metaphors and their linguistic realizations across the two languages.*

Key words: *cognitive linguistics, emotion concepts, conceptual metaphor, corpus linguistics, comparative analysis, English language, Uzbek language, cross-cultural communication.*

Annotatsiya. *Ushbu tadqiqot kognitiv tilshunoslik doirasida ingliz va o'zbek tillarida emotsiya tushunchalarining konseptuallashuvi hamda lingvistik ifodalanishini o'rganishga bag'ishlangan. Sevgi, g'azab, qo'rquv va quvonch kabi hissiyotlar insoniyat uchun umumiy bo'lgan hodisalar hisoblanadi, biroq ularning til orqali shakllanishi, anglanishi va ifodalanishi turli madaniyatlarda sezilarli darajada farq qilishi mumkin. Tadqiqotning asosiy maqsadi ikki tilda emotsiyalarni konseptuallashtirishdagi umumiy va milliy-madaniy xususiyatlarni aniqlashdan iborat.Tadqiqot konseptual metafora nazariyasiga asoslanadi. Mazkur nazariyaga ko'ra, mavhum tushunchalar insonning aniq va tajribaga asoslangan tasavvurlari orqali anglanadi. Shu nuqtai nazardan, emotsiya tushunchalari "Emotsiya issiqlikdir", "emotsiya idishdir (hissiyotlar yig'indisi)", "emotsiya pastga yo'nalgan harakatdir" kabi metaforik modellar asosida tahlil qilinadi. Ushbu konseptual tuzilmalar ingliz va o'zbek tillaridagi iboralar, frazeologik birliklar hamda kundalik nutq misollarida o'z aksini topadi.Metodologik jihatdan tadqiqot korpus tilshunosligi yondashuviga tayangan holda amalga oshirilgan. Tadqiqot materiali milliy korpuslar, badiiy asarlar va raqamli kommunikatsiya platformalaridan olingan autentik manbalar asosida to'plangan. Tahlil jarayonida sifat va miqdoriy metodlardan foydalanilib, emotsiyaga oid birliklarning qo'llanish chastotasi, tarqalishi va semantik xususiyatlari*

o‘rganilgan. Shuningdek, ingliz va o‘zbek tillaridagi konseptual metaforalar hamda ularning lingvistik ifodalanishidagi o‘xshash va farqli jihatlar qiyosiy tahlil asosida aniqlangan.

Kalit so‘zlar: *kognitiv tilshunoslik, emotsiya tushunchalari, konseptual metafora, korpus tilshunosligi, qiyosiy tahlil, ingliz tili, o‘zbek tili, madaniyatlararo kommunikatsiya.*

Introduction. In modern linguistics, the study of the relationship between language, thought, and culture has gained increasing importance, particularly within the framework of cognitive linguistics [1]. This approach views language not merely as a system of rules, but as a reflection of human cognitive processes and conceptual structures. One of the most significant domains in this regard is the study of emotion concepts, as emotions are fundamental to human experience and play a crucial role in shaping communication and social interaction. Although emotions such as love, anger, fear, and happiness are considered universal, their conceptualization and linguistic representation differ across languages and cultures [2]. Each language encodes emotions in its own unique way, influenced by cultural values, social norms, and historical development. Therefore, a comparative analysis of emotion concepts provides valuable insights into how different linguistic communities perceive and interpret emotional experience. This study focuses on the comparative investigation of emotion concepts in English and Uzbek. The choice of these two languages is motivated by their typological differences and distinct cultural backgrounds, which allow for a meaningful exploration of both similarities and differences in emotional expression. By examining linguistic data from both languages, the research aims to identify common conceptual patterns as well as culturally specific features. The theoretical basis of this research is grounded in the theory of conceptual metaphor, which suggests that abstract concepts, including emotions, are understood through more concrete and embodied experiences [3]. For instance, emotions are often conceptualized through metaphors related to physical states, spatial orientation, and bodily sensations. These metaphorical structures are reflected in language through idiomatic expressions, phraseological units, and everyday speech. In order to provide a systematic and empirical analysis, this study adopts a corpus-based approach within the field of corpus linguistics [4]. The use of authentic language data enables a more objective and reliable examination of how emotion concepts are used in real communication. Both qualitative and quantitative methods are applied to analyze the frequency, distribution, and semantic characteristics of emotion-related expressions in English and Uzbek. The significance of this research lies in its contribution to comparative linguistics and intercultural communication. By revealing both universal and culture-specific aspects of emotion conceptualization, the study enhances our understanding of how language reflects human cognition and cultural identity. Furthermore, the findings may have practical implications for translation studies, language teaching, and cross-cultural communication.

Literature Review. The study of emotion concepts has been widely explored in modern linguistics, particularly within the framework of cognitive linguistics, which emphasizes the relationship between language and human cognition [1]. One of the foundational theories in this field is the theory of conceptual metaphor, introduced by George Lakoff and Mark Johnson in their seminal work Metaphors We Live By [3]. According to this theory, abstract concepts such as emotions are structured and understood through more concrete experiences, particularly those related to the human body and physical interaction with the world. Lakoff and Johnson argue that emotions are often conceptualized through metaphorical mappings such as ANGER IS HEAT, LOVE IS A JOURNEY, and SADNESS IS DOWNWARD MOVEMENT. These conceptual

metaphors are not arbitrary; rather, they are grounded in embodied experience and are reflected in everyday language. Subsequent studies have further expanded this framework by analyzing how different languages encode emotional experience through metaphor and other cognitive mechanisms [2]. In addition to cognitive approaches, the role of culture in shaping emotion concepts has been emphasized by scholars such as Anna Wierzbicka, who argues that emotional meanings are deeply embedded in cultural contexts and cannot always be directly translated across languages [5]. Her work highlights the importance of linguistic and cultural specificity in the study of emotions, suggesting that each language possesses unique semantic categories for expressing emotional states. Research in corpus linguistics has also contributed significantly to the study of emotion concepts by providing empirical methods for analyzing authentic language data [4]. Corpus-based studies allow researchers to examine the frequency, distribution, and contextual usage of emotion-related expressions in large datasets, thereby offering a more objective and data-driven perspective. Scholars have used corpora to identify common collocations, metaphorical patterns, and discourse features associated with emotional language. Comparative studies of emotion concepts across languages have revealed both universal and culture-specific features. For example, several studies have shown that basic metaphors such as EMOTION IS HEAT are shared across many languages, reflecting common human physiological experiences [2]. However, the linguistic realization of these metaphors often varies, influenced by cultural norms, values, and communication styles. Despite the growing body of research in this area, studies focusing on the Uzbek language remain relatively limited. While some research has been conducted on metaphor and phraseology in Uzbek, there is a lack of comprehensive cognitive-comparative studies that examine emotion concepts using corpus-based methods.

Analysis and Discussion. The analysis of emotion concepts in English and Uzbek demonstrates that emotions are not only expressed linguistically but are also conceptualized through metaphorical and cognitive structures. Within the framework of cognitive linguistics, emotions are understood through embodied human experience, which explains the existence of many shared conceptual metaphors across languages [1]. At the same time, cultural and linguistic differences influence the specific realization of these metaphors. One of the most common emotion concepts identified in both languages is anger. The corpus data reveal that anger is frequently conceptualized as heat or pressure inside a container. In English, expressions such as "boiling with anger," "hot-tempered," and "exploding with rage" illustrate the metaphor ANGER IS HEAT. Similarly, Uzbek expressions such as "ichim qaynayapti," "jahldan yonmoq," and "portlab ketmoq" reflect the same conceptual structure [3]. These similarities suggest that certain emotional metaphors are grounded in universal bodily experiences related to increased body temperature and physical tension during anger. Another significant emotion concept examined in the study is sadness. The findings indicate that sadness is frequently associated with downward movement and physical weakness in both languages. English expressions such as "feeling down," "low spirits," and "falling into depression" conceptualize sadness through spatial orientation. Comparable patterns are found in Uzbek expressions like "kayfiyati tushdi," "tushkunlikka tushmoq," and "boshi egildi." These examples support the conceptual metaphor SADNESS IS DOWNWARD MOVEMENT [2]. The concept of love also demonstrates both universal and culture-specific characteristics. In English, love is often associated with journeys and movement, as reflected in expressions such as "their relationship is at a crossroads" or "they have come a long way together." In Uzbek, however, love is more frequently conceptualized through the heart and inner feelings, for example, "yuragidan joy olmoq" and "ko'ngil bermoq." While both languages associate love

with emotional attachment, Uzbek emotional expressions tend to emphasize sincerity, inner feelings, and emotional closeness more strongly. The analysis further reveals that cultural values significantly influence the linguistic representation of emotions. English emotional discourse often reflects individual-centered expression, where emotions are openly verbalized and directly communicated. Uzbek emotional communication, in contrast, appears more context-dependent and culturally restrained, especially in relation to negative emotions such as anger or sadness [5]. Such differences may be explained by broader sociocultural norms and communication styles within the two linguistic communities. The corpus-based analysis also demonstrates that metaphorical expressions are highly frequent in everyday communication [4]. Data collected from literary texts and online discourse show that emotion-related metaphors are not limited to poetic language but are deeply embedded in ordinary speech. This finding supports the argument that metaphor is not merely a stylistic device but a fundamental mechanism of human cognition [3]. Furthermore, the comparative analysis indicates that some metaphorical patterns are universal, while others are culturally specific. Universal metaphors emerge from shared bodily and psychological experiences, whereas culture-specific metaphors reflect traditions, beliefs, and historical background. This interplay between universality and cultural specificity highlights the close relationship between language, cognition, and culture.

Conclusion. The present study examined the conceptualization and linguistic representation of emotion concepts in English and Uzbek from a cognitive-comparative perspective. The findings demonstrate that emotions such as anger, sadness, and love are structured through conceptual metaphors that reflect both universal human experience and culture-specific cognitive patterns [2][3]. The research showed that both English and Uzbek share several common conceptual metaphors, including ANGER IS HEAT and SADNESS IS DOWNWARD MOVEMENT. These similarities indicate that certain emotional conceptualizations are grounded in embodied human cognition. However, important differences were also identified in the linguistic realization and cultural interpretation of emotions. Uzbek emotional expressions tend to reflect stronger cultural and interpersonal values, whereas English expressions often emphasize individual emotional experience. By integrating approaches from corpus linguistics and cognitive linguistics, the study provided a systematic analysis of authentic linguistic data [4]. The use of corpus-based methods increased the reliability of the findings and allowed for a more objective examination of emotional language in real communication. The study contributes to the fields of comparative linguistics, cognitive linguistics, and intercultural communication by expanding current understanding of how language reflects emotional cognition. Overall, the research confirms that emotion concepts represent an important area for exploring the interaction between language, thought, and culture. Future studies may further investigate additional emotion categories, spoken discourse, and digital communication in order to deepen the comparative analysis of emotional conceptualization across languages.

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ASSESSMENT METHODS IN ENGLISH FOR SPECIFIC PURPOSES: CHALLENGES AND FUTURE DIRECTIONS

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Annotation. *This article examines assessment methods in English for Specific Purposes (ESP), focusing on the challenges faced by educators and learners in evaluating language proficiency within specialized contexts. It highlights key issues such as the lack of standardized assessment tools, difficulties in aligning tests with professional needs, and the need for authentic and practical evaluation techniques. The study also explores current trends and suggests future directions, including the integration of technology, performance-based assessment, and learner-centered approaches. The findings emphasize the importance of developing flexible and context-specific assessment strategies to improve the effectiveness of ESP instruction.*

Annotatsiya. *Ushbu maqolada maxsus maqsadlar uchun ingliz tili (ESP)da baholash usullari, xususan, o'qituvchi va o'quvchilar duch keladigan muammolar tahlil qilinadi. Unda standart baholash vositalarining yetishmasligi, testlarni kasbiy ehtiyojlarga moslashtirishdagi qiyinchiliklar hamda haqiqiy va amaliy baholash usullariga ehtiyoj kabi muhim masalalar yoritilgan. Shuningdek, zamonaviy tendensiyalar ko'rib chiqilib, kelajakdagi yo'nalishlar, jumladan texnologiyalarni joriy etish, faoliyatga asoslangan baholash va o'quvchiga yo'naltirilgan yondashuvlar taklif etiladi. Tadqiqot natijalari ESP ta'limi samaradorligini oshirish uchun moslashuvchan va kontekstga xos baholash strategiyalarini ishlab chiqish zarurligini ko'rsatadi.*

Key words: *English for Specific Purposes (ESP), assessment methods, authentic assessment, performance-based assessment, formative and summative assessment, needs analysis, professional communication skills, assessment challenges*

Kalit so`zlar: *Maxsus maqsadlar uchun ingliz tili (ESP), baholash usullari, autentik baholash, faoliyatga asoslangan baholash, formatif va summativ baholash, ehtiyojlar tahlili, kasbiy muloqot ko'nikmalari, baholash muammolari.*

Introduction

Assessment is an essential part of English for Specific Purposes (ESP) because it helps measure how well learners can use English in their professional or academic fields. Unlike General English, ESP focuses on specific communication skills related to particular careers such as business, medicine, or engineering. Therefore, assessment in ESP should reflect real-life tasks and situations that learners may face in their future jobs. In this context, effective assessment is not only a tool for measuring knowledge, but also a means of supporting learning, guiding instruction, and improving overall language competence. However, many ESP courses still use traditional assessment methods, such as multiple-choice tests or grammar-based exams. These methods are often easy to organize, but they do not always show whether a learner can communicate effectively in real professional contexts. For example, knowing grammar rules does not necessarily mean that a student can successfully participate in a meeting or write a professional email. This mismatch between assessment practices and real-life language use creates challenges for both teachers and

learners. As a result, there is a growing need to develop more practical and authentic assessment methods in ESP. This study aims to examine current assessment practices, identify their limitations, and explore more effective ways to evaluate learners' real-world communication skills.

In addition, ESP learners usually have specific goals and diverse professional needs, which require more flexible and individualized assessment approaches. Standardized testing may overlook important aspects such as critical thinking, problem-solving, and intercultural communication skills. As a result, there is a growing need to develop more practical, reliable, and authentic assessment methods in ESP that align with learners' future workplace demands. Furthermore, recent developments in language teaching emphasize the importance of formative assessment, continuous feedback, and performance-based evaluation. These approaches encourage learners to actively engage in the learning process and develop practical communication skills over time. Integrating technology into assessment, such as online simulations or digital portfolios, also offers new opportunities to enhance ESP evaluation practices.

This study aims to examine current assessment practices in ESP, identify their limitations, and explore more effective and innovative ways to evaluate learners' real-world communication skills. It also seeks to provide practical recommendations for educators to improve assessment design and ensure better alignment between teaching objectives and professional language use.

Methods

This study is based on reading and analyzing different research articles about ESP assessment. The purpose of using this approach is to examine existing knowledge, compare different perspectives, and identify the most effective assessment practices used in ESP contexts. The selected materials include journal articles, conference papers, and methodological studies focusing on language assessment and ESP teaching. In this study, two main types of assessment methods are discussed: traditional assessment and practical (performance-based) assessment. The first type is traditional assessment. This includes written tests, grammar exercises, vocabulary tests, and multiple-choice questions. These methods are easy to prepare and check, but they mostly test knowledge of language rules, not real communication skills. They also allow for objective scoring and are suitable for large groups of learners. However, they mainly focus on testing learners' knowledge of language rules rather than their ability to use the language in real-life situations. As a result, they may not fully reflect students' communicative competence in professional contexts.

The second type, practical assessment, involves more interactive and task-based activities. This includes speaking activities such as role-plays, presentations, interviews, group discussions, and real-life tasks like writing emails or reports or other job-related documents. Such assessment methods are designed to simulate real-life situations and workplace communication. These tasks help teachers see how students use English in real situations, especially in their future jobs and how effectively learners can apply their language skills in meaningful contexts. In addition, these methods encourage student participation, critical thinking, and problem-solving abilities, which are essential in professional environments. The aim of this study is to understand which assessment methods are more useful for checking students' English skills in specific professional fields. To conduct the analysis, the study compares these two types of assessment methods based on several criteria, including their effectiveness, reliability, practicality, and relevance to real-world communication. Special attention is given to how well each method reflects learners' ability to perform authentic tasks in specific professional fields. The main focus is on how well each method

shows students' real English communication skills in specific professional contexts. The study also considers the advantages and limitations of each approach from both teachers' and learners' perspectives.

Furthermore, the analysis explores how combining traditional and practical assessment methods can create a more balanced and comprehensive evaluation system. By integrating different types of assessment, educators can better measure both theoretical knowledge and practical communication skills.

The main aim of this study is to determine which assessment methods are more suitable for evaluating ESP learners' English skills in specific professional contexts. It also seeks to highlight the importance of using authentic and learner-centered assessment approaches that align with the demands of the modern workplace.

Results

The findings of this study show clear differences between traditional and practical assessment methods in ESP. Traditional assessment methods, such as written tests, grammar exercises, and multiple-choice questions, are still widely used in many ESP classrooms. These methods are easy for teachers to prepare, and they are also quick to mark. They also provide objective and standardized results, which makes them useful for measuring basic language knowledge. However, the findings indicate that these methods mainly assess students' understanding of language structures rather than their ability to use English effectively in real-life situations. For instance, students who perform well on grammar-based tests may still struggle to communicate fluently or appropriately in professional contexts such as meetings, presentations, or written correspondence.

On the other hand, practical assessment methods, such as role-plays, presentations, interviews, group discussions, and real-life tasks (like writing emails or reports), are more effective in measuring students' real communication skills. These methods show how well students can use English in situations similar to their future jobs. The results show that such assessments better reflect the actual demands of the workplace, as they require students to use appropriate vocabulary, interact with others, and respond spontaneously. For example, in a role-play activity, students must communicate, respond quickly, and use appropriate language, which reflects real workplace communication.

Another important finding is related to student engagement and motivation. The results also show that students are generally more motivated and active during practical assessments compared to traditional tests. Because these tasks are meaningful and closely connected to real-life situations, learners tend to participate more actively and show greater interest. This increased engagement can also contribute to improved learning outcomes, as students practice and develop their communication skills more effectively. They feel more engaged because the tasks are closer to real life and more interesting. However, teachers face some challenges when using practical assessments. It can be difficult to give fair and consistent marks because students perform differently, and scoring depends on teacher judgment. In addition, practical assessment takes more time to organize and evaluate. Teachers need clear criteria or rubrics to reduce subjectivity and make the grading more reliable. Despite these challenges, practical methods provide a more accurate picture of students' real English skills in ESP contexts. Overall, the results indicate that combining both traditional and practical assessment methods may be the most effective approach in ESP education.

Despite these advantages, the study also highlights several challenges associated with practical assessment methods. One of the main issues is the difficulty in ensuring reliability and fairness in scoring. Since students' performances can vary widely and assessment often depends on teacher judgment, there is a risk of subjectivity. To address this issue, the findings emphasize the importance of using clear assessment criteria and well-designed rubrics. These tools can help standardize evaluation and make grading more consistent and transparent. Additionally, practical assessment methods require more time and effort from teachers in terms of preparation, implementation, and evaluation. Organizing activities such as presentations or group discussions can be challenging, particularly in large classes or limited time conditions. Teachers may also need specific training to effectively design and assess performance-based tasks. Furthermore, the results suggest that integrating technology into assessment practices—such as using digital platforms, recording student performances, or implementing e-portfolios—can support more efficient and reliable evaluation. These tools can also provide opportunities for self-assessment and peer assessment, which further enhance the learning process.

Overall, the findings indicate that while traditional assessment methods are useful for measuring foundational knowledge, they are not sufficient on their own in ESP contexts. Practical assessment methods provide a more comprehensive and accurate picture of students' real English communication skills. Therefore, a balanced combination of both traditional and practical assessment approaches is recommended as the most effective strategy for ESP education. Such an integrated approach can ensure that both theoretical knowledge and practical communication abilities are properly evaluated.

Discussion

The results of this study show that assessment in ESP needs to focus more on real communication skills rather than only language knowledge. Traditional assessment methods are useful for checking grammar, vocabulary, and reading skills, but they are not enough to evaluate how students use English in real professional situations. Practical assessment methods, such as role-plays, presentations, interviews, and real-life tasks, are more effective because they reflect real workplace communication. These methods help students develop important skills such as speaking fluently, responding quickly, and using appropriate language in different situations. An important implication of these findings is that ESP assessment should be closely aligned with learning objectives and professional requirements. In other words, what is taught in the classroom and what is assessed should directly relate to the skills learners need in their future careers. This alignment increases the validity of assessment and ensures that students are being prepared for real-world tasks rather than only theoretical knowledge. However, practical assessment methods also present several challenges. One important issue found in this study is the problem of fairness and reliability in practical assessment. Since students perform differently in speaking and interactive tasks, it can be difficult for teachers to give the same level of judgment to all students. This means that clear marking criteria or rubrics are necessary to make assessment more objective and more fair. Another important point is teacher training. Many teachers are more familiar with traditional testing methods and may not have enough experience in designing or evaluating practical tasks. Therefore, training programs are needed to help teachers use ESP assessment methods more effectively. As a result, there is a strong need for targeted training programs, workshops, and continuous professional development. The study also shows that combining both traditional and practical methods can be a good solution. Traditional tests can be used to check basic language knowledge, while practical tasks can measure real communication skills. This

combination can give a more complete picture of students' abilities. Time and resource constraints are also important factors to consider. Practical assessments require more preparation, classroom time, and effort in evaluation. In large classes, it may be particularly challenging to manage interactive activities and provide individual feedback. To address this issue, teachers may need to adopt flexible strategies, such as group assessments, peer evaluation, and staged tasks, which can reduce workload while maintaining assessment quality.

In addition, technology can play an important role in improving ESP assessment. Online tools, video recordings, and digital tasks can make practical assessment easier to organize and evaluate. However, more research is needed to find the best ways to use technology in ESP assessment. Overall, the discussion shows that ESP assessment should be more flexible, practical, and focused on real-life communication. Improving assessment methods will help students become more prepared for their future professional careers. The study also highlights the importance of combining traditional and practical assessment methods. A balanced approach allows educators to evaluate both linguistic knowledge and communicative competence. For example, traditional tests can be used to assess foundational skills such as grammar and vocabulary, while practical tasks can measure students' ability to apply these skills in real-life contexts. This integrated approach provides a more comprehensive understanding of learners' abilities.

Finally, the findings suggest that ESP assessment should move towards a more learner-centered and competency-based approach. This means focusing not only on what students know, but also on what they can do with the language in real situations. Such an approach can better prepare learners for the demands of the modern workplace, where communication, collaboration, and problem-solving skills are essential. Overall, the discussion highlights that improving assessment methods in ESP is a crucial step toward enhancing the quality of language education. By adopting more authentic, flexible, and balanced assessment practices, educators can help students develop the practical communication skills needed for their future professional success.

In conclusion, assessment in ESP plays an important role in measuring learners' ability to use English in real professional situations. Traditional assessment methods are useful for testing basic language knowledge, but they are not enough to evaluate real communication skills. Practical assessment methods are more effective because they reflect real-life tasks such as speaking, presenting, and writing in professional contexts. However, they also have some challenges, such as time consumption and subjectivity in grading. Therefore, the best approach in ESP assessment is to combine both traditional and practical methods. This can help teachers evaluate students more accurately and prepare them for real-world communication in their future careers.

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IMPROVING PRESCHOOL STUDENTS SPEAKING SKILLS THROUGH GAMES

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Abstract. *Game-based learning plays an important role in early childhood education, particularly in developing young learners' speaking abilities. This article examines how games contribute to the improvement of speaking skills among preschool children. The study highlights the importance of interactive and play-based learning environments that encourage communication, creativity, and active participation. Activities such as role-playing, storytelling, and cooperative games provide meaningful opportunities for children to practice language in natural contexts. The analysis suggests that integrating games into preschool education can significantly enhance vocabulary development, speaking confidence, and overall communicative competence.*

Keywords: *game-based learning, preschool education, speaking skills, early childhood education, language development, communicative competence*

Annotatsiya*. O'yin asosidagi o'qitish maktabgacha ta'limda muhim pedagogik yondashuvlardan biri bo'lib, ayniqsa bolalarning og'zaki nutqini rivojlantirishda samarali hisoblanadi. Ushbu maqolada o'yinlarning maktabgacha yoshdagi bolalarning gapirish ko'nikmalarini rivojlantirishdagi roli tahlil qilinadi. Tadqiqot interaktiv va o'yin asosidagi muhit bolalarda muloqot, ijodkorlik va faol ishtirokni rag'batlantirishini ko'rsatadi. Rolli o'yinlar, hikoya tuzish va hamkorlikka asoslangan faoliyatlar bolalarga tilni tabiiy vaziyatlarda qo'llash imkonini beradi. Natijalar o'yinlardan foydalanish lug'at boyligini, nutqiy ishonchni va kommunikativ kompetensiyani rivojlantirishga yordam berishini ko'rsatadi.*

Kalit so'zlar: *o'yin asosidagi o'qitish, maktabgacha ta'lim, gapirish ko'nikmalari, til rivojlanishi, erta bolalik ta'limi, kommunikativ kompetensiya*

Аннотация*. Игровое обучение является одним из эффективных педагогических подходов в дошкольном образовании, особенно в развитии устной речи детей. В данной статье рассматривается роль игр в развитии навыков говорения у дошкольников. Исследование показывает, что интерактивная и игровая образовательная среда способствует развитию коммуникации, творчества и активного участия детей. Ролевые игры, рассказывание историй и совместные задания создают естественные условия для практики языка. Результаты показывают, что использование игр способствует расширению словарного запаса, повышению уверенности в речи и развитию коммуникативной компетенции.*

Ключевые слова: *игровое обучение, дошкольное образование, навыки говорения, развитие речи, раннее образование, коммуникативная компетенция.*

Introduction. Language development is one of the most essential components of early childhood education. During the preschool years, children begin to acquire communication skills that significantly influence their future academic success, social relationships, and cognitive development. Among the four core language skills - listening, speaking, reading, and writing - speaking plays a particularly important role because it enables children to express their ideas, share experiences, and interact effectively with others. However, traditional teaching methods in early education often rely heavily on repetition and memorization. While these approaches may support basic language acquisition, they do not always address the developmental needs of young learners. Preschool children learn most effectively through active participation, exploration, and meaningful interaction with their environment. For this reason, modern educational approaches increasingly emphasize the importance of play-based learning in early childhood education. Games provide natural and engaging opportunities for children to communicate with peers and teachers. Through playful activities, children can practice new vocabulary, develop sentence structures, and express their thoughts in meaningful contexts. Moreover, games reduce anxiety and increase motivation, which encourages children to participate more actively in speaking activities. When learning occurs through play, children feel more comfortable expressing themselves and experimenting with language.

Therefore, the aim of this study is to examine how game-based learning contributes to the development of speaking skills among preschool children and to explore the role of games in improving communicative competence in early childhood education.

Literature Review

Recent research highlights the growing importance of game-based learning in supporting communication and language development in early childhood education. Scholars increasingly emphasize that playful learning environments create meaningful opportunities for interaction and encourage children to use language more actively. For example, Alotaibi (2024) conducted a systematic review examining the impact of game-based learning in early childhood education. The study found that games significantly increase children's motivation, engagement, and participation in learning activities. According to Alotaibi, playful learning environments encourage children to communicate more frequently with both peers and teachers, thereby strengthening their language skills. Similarly, Göle and Temel (2024) investigated the effects of digital game-based learning on phonological awareness among preschool children. Their findings demonstrate that educational games help children recognize sounds, improve pronunciation, and develop early language skills. Such improvements are particularly important during early childhood, when children are building the foundations of communication and literacy. Research by Hibana, Rahman, and Nurhayati (2024) further highlights the role of play-based learning in early childhood development. Their study revealed that games stimulate curiosity and encourage children to express their ideas and opinions more confidently. As children interact with peers during games, they gain opportunities to practice verbal communication in meaningful social contexts.

Local research also supports these findings. Muxtorova and Djurayeva (2024) examined the role of games in the development of speech among preschool children and found that interactive games significantly improve vocabulary development and enhance children's ability to construct sentences. Likewise, Sitorus, Siregar, and Sari (2024) studied the influence of play-based learning on children's cognitive and social development. Their results indicate that games promote active participation and improve verbal communication among young learners. In addition, Sop and Hançer (2025) analyzed the effects of digital educational games on preschool children's

attention and concentration skills. Their research showed that educational games increase children's focus and engagement in learning activities, which indirectly supports language development. Similarly, Berdikulova (2025) investigated the effectiveness of game-based learning in teaching language skills to preschool children and concluded that games significantly improve vocabulary acquisition, speaking confidence, and communicative competence.

Speaking development in preschool children is strongly influenced by interactive and engaging learning environments. Game-based learning provides such an environment by combining communication, creativity, and collaboration. During games, children actively participate in conversations, ask questions, and express their thoughts, which contributes to the development of oral language skills. Role-playing activities are particularly effective in promoting speaking skills. In these activities, children simulate real-life situations such as shopping, visiting a doctor, or attending school. These scenarios require children to communicate with others, negotiate roles, and explain their actions, thereby encouraging spontaneous language use.

Storytelling games also support speaking development by helping children organize ideas and express them clearly. Through storytelling activities, children learn how to sequence events and construct meaningful narratives. Such activities strengthen both linguistic and cognitive skills. Furthermore, games help reduce anxiety and create a relaxed learning atmosphere. When children participate in playful activities, they feel more comfortable speaking and are less afraid of making mistakes. This positive emotional environment encourages experimentation with language and increases confidence in communication. Finally, game-based learning supports vocabulary development and sentence formation. Many games require children to describe objects, explain actions, or give instructions, which encourages repeated use of language in meaningful contexts. Repetition within playful activities helps reinforce new vocabulary and grammatical structures.

Overall, the integration of games into preschool education provides an effective strategy for improving speaking skills while simultaneously supporting children's cognitive, social, and emotional development.

Conclusion

This study examined the role of game-based learning in improving speaking skills among preschool children. The analysis of recent research indicates that games are an effective pedagogical tool for supporting early language development. Game-based learning encourages active participation, increases motivation, and provides meaningful opportunities for communication. Through activities such as role-playing, storytelling, and collaborative tasks, children can practice language in natural and engaging contexts that support both linguistic and social development. The findings also suggest that games contribute not only to the development of speaking skills but also to broader aspects of child development, including creativity, cognitive growth, and social interaction. When children learn through play, they become more confident in expressing their ideas and interacting with others.

Therefore, integrating games into preschool education can significantly enhance children's speaking abilities and create a positive learning environment that supports effective language development and long-term communicative competence.

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THE ROLE OF LINGUISTIC CORPORA IN STUDYING IDIOMS

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Аннотация. *В данной статье рассматривается роль лингвистических корпусов в исследовании идиом как одного из наиболее сложных и культурно маркированных элементов языка. Идиомы представляют особый интерес для современной лингвистики, поскольку их значение тесно связано с национально-культурным контекстом. Основное внимание в исследовании уделяется возможностям корпусной лингвистики при анализе структурных, семантических, прагматических и функциональных особенностей идиом в естественной языковой среде. В статье анализируются преимущества использования языковых корпусов для выявления частотности употребления идиом, изучения их контекстуальной вариативности, а также определения особенностей функционирования в различных жанрах и типах дискурса. Особое значение придается сопоставлению употребления идиом в художественных, публицистических и разговорных текстах. Лингвистические корпуса являются эффектным инструментом для более глубокого понимания природы идиом, их коммуникативной функции и культурной специфики, а также способствуют развитию прикладных направлений лингвистики.*

Ключевые слова: *вариативность, компонент, сложность, конкорданс, толкование.*

Annotatsiya. *Ushbu maqolada tilning eng murakkab va madaniy jihatdan belgilangan unsurlaridan biri bo'lgan idiomalarni o'rganishda lingvistik korpuslarning o'rni tahlil qilinadi. Idiomatik ifodalar lingvistik tadqiqotlarning muhim yo'nalishlaridan biri hisoblanadi, chunki ularning ma'nolari madaniy va kontekstual omillar bilan chambarchas bog'liqdir. Tadqiqot idiomalarning haqiqiy til qo'llanishidagi strukturaviy, semantik, pragmatik va funksional xususiyatlarini tahlil qilishda korpus lingvistikasining imkoniyatlariga qaratilgan. Turli diskurs turlarida idiomatik ifodalarning qo'llanish chastotasi, kontekstual o'zgaruvchanligi va janrga xos xususiyatlarini aniqlashda korpusga asoslangan metodlarning afzalliklariga alohida e'tibor beriladi. Lingvistik korpuslar idiomatik tilni, uning kommunikativ funksiyalarini va madaniy ahamiyatini chuqurroq tushunish uchun ishonchli empirik ma'lumotlar taqdim etadi, shuningdek amaliy lingvistika, tarjimashunoslik va til ta'limi sohalarining rivojlanishiga ham hissa qo'shadi.*

Kalit so'zlar: *o'zgaruvchanlik, komponent, murakkablik, konkordansiya, talqin.*

Abstract. *This article examines the role of linguistic corpora in the study of idioms as one of the most complex and culturally marked elements of language. Idiomatic expressions represent an important area of linguistic research because their meanings are closely connected with cultural and contextual factors. The study focuses on the potential of corpus linguistics in analyzing the structural, semantic, pragmatic, and functional characteristics of idioms in authentic language use. Particular attention is given to the advantages of corpus - based methods in identifying frequency patterns, contextual variation, and genre-specific usage of idiomatic expressions across different types of discourse. Linguistic corpora provide reliable empirical data for a deeper understanding of idiomatic language, its communicative functions, and its cultural*

significance, while also contributing to advancements in applied linguistics, translation studies, and language education.

Key words: *variability, component, complexity, concordance, interpretation.*

This article examines the role of linguistic corpora in the study of idioms, emphasizing their importance in contemporary linguistic research. Using a corpus-based methodology, the article analyzes idioms in English and demonstrates how concordance tools, frequency analysis, and collocation patterns reveal insights into their structure and function. Linguistic corpora are indispensable tools for idiom research, with implications for lexicography, language teaching, and cross-cultural communication.

Corpora significantly enhance the empirical study of idioms, enabling more accurate descriptions and interpretations compared to introspection-based approaches. The study explores how corpora provide authentic language data that allows researchers to investigate idioms, frequency, variation, and semantic shifts across different registers and time periods [1; 2].

Idioms serve more than their communicative purpose; they also have aesthetic, stylistic, symbolic, and pragmatic roles. Through their existence in literary discourse, idioms contribute to the richness and depth of textual meaning by allowing authors to express complicated ideas in both concise and figurative ways.

Idioms are essential components of any language, reflecting cultural, historical, and cognitive aspects of human communication. Defined as multiword expressions whose meanings cannot be deduced from the meanings of their individual components, idioms pose significant challenges for linguistic analysis [3].

Traditional approaches to studying idioms have relied heavily on dictionaries, and limited textual examples. However, these methods often fail to capture the complexity and variability of idioms in real-life usage. With the advanced of corpus linguistics, researchers now have access to large collections of authentic language data. Linguistic corpora enable systemic analysis of idioms across different contexts and genres [4]. This shift from intuition-based to data-driven research has transformed the study of idioms. The research is both qualitative and quantitative, combining frequency analysis with contextual interpretation. The analysis is based on general-purpose linguistic corpora, which include large collections of written and spoken texts. These corpora typically contain millions of words from diverse sources such as newspapers, academic texts, fiction, and everyday conversations. A selection of common English idioms was compiled from established idiom dictionaries [5]. Examples include expressions such as "spill the beans," "break the ice," and "hit the nail on the head" etc. These idioms were then searched within the corpus using concordance tools.

The study employs several corpus analysis techniques: Concordance analysis, frequency analysis, collocation analysis, variation analysis.

First, concordance analysis is applied to examine idioms in their immediate linguistic context. This method allows the researcher to observe how idioms function in naturally occurring discourse, identify recurring usage patterns, and analyze their pragmatic and stylistic features across different communicative situations.

Second, frequency analysis is used to determine how often particular idioms occur within the selected corpus. By identifying high-frequency and low-frequency expressions, this technique helps reveal the productivity, relevance, and distribution of idiomatic units in contemporary language usage.

Third, collocation analysis is conducted to identify lexical items that frequently co-occur with idioms. This approach helps uncover stable lexical patterns, semantic associations, and contextual preferences that contribute to the interpretation and communicative function of idioms.

Finally, variation analysis is employed to examine structural and lexical modifications of idiomatic expressions. This technique makes it possible to identify different forms of variation, including lexical substitution, grammatical transformation, and contextual adaptation, demonstrating the flexibility and dynamic nature of idioms in real language communication.

Idioms were analyzed in multiple corpus instances. Contextual meanings, syntactic patterns, and variations were recorded. The data were then categorized to identify patterns and trends in idioms. The corpus revealed that idioms vary significantly in frequency. Some idioms, such as "break the ice," appear frequently across both spoken and written registers, indicating their widespread usage [1]. Idioms were found to be highly context-dependent. For instance, "break the ice" is commonly used in social and professional settings to describe initiating conversation. The analysis demonstrated that idioms can exhibit variation. This supports findings by Moon, who argues that idioms often allow grammatical and lexical variations [5].

Collocation analysis revealed that idioms tend to co-occur with specific lexical items, confirming Sinclair's theory of phraseology and the importance of lexical patterns [2]. The study also found that idioms differ across registers. Some idioms are more common in informal spoken language, while others appear in formal written texts [4].

Advantages of Corpus-Based Analysis.

The finding demonstrate that linguistic corpora offer several advantages:

Authenticity of language data

Empirical and data-driven analysis

Insight into variation and flexibility

Quantitative measurements of usage patterns

Implications for Linguistic theory

The results support usage-based models of language, where meaning and structure emerge from actual usage patterns [6]. Corpus-based approaches improve idiom teaching by providing authentic examples and contextualized usage [7]. Modern lexicography increasingly relies on corpus data to ensure accuracy and relevance in dictionary entries. Despite their advantages, corpora have limitations, including data imbalance and the need for interpretative analysis.

The study has demonstrated that linguistic corpora play a vital role in the study of idioms. They provide authentic, large-scale data that enable more accurate and comprehensive analysis compared to traditional methods. The findings show that idioms are dynamic rather than fixed expressions, exhibiting variation in structure, meaning, and usage. Corpus-based approaches reveal important patterns that contribute to linguistic theory and practical applications. Future research may focus on multilingual corpora and the study of idioms in digital communication environments.

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KICHIK BIZNES SUBYEKTLARI UCHUN YAGONA SOLIQ STAVKALARI VA AMALDA QO‘LLANILAYOTGAN SOLIQ PREFERENSIYALARI TIZIMINING IQTISODIY RIVOJLANISHDAGI MUHIM O‘RNI

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Annotatsiya. *Mazkur tezisda kichik biznes subyektlari faoliyatini rivojlantirishda yagona soliq stavkalari hamda amalda qo‘llanilayotgan soliq preferensiyalarining iqtisodiy ahamiyati ilmiy jihatdan tahlil qilingan. Tadqiqot davomida soliq yukini kamaytirish orqali tadbirkorlik faoliyatini rag‘batlantirishning iqtisodiy samaralari o‘rganilgan. Tadqiqot natijalariga ko‘ra, samarali soliq siyosati kichik biznes subyektlarining raqobatbardoshligini oshirish bilan bir qatorda davlat budjeti daromadlarining barqaror shakllanishiga ham ijobiy ta’sir ko‘rsatishi aniqlangan.*

Kalit so‘zlar. *Kichik biznes, yagona soliq stavkasi, soliq preferensiyalari, soliq imtiyozlari, tadbirkorlik faoliyati, soliq siyosati, iqtisodiy rivojlanish, investitsion faollik, davlat budjeti, moliyaviy barqarorlik.*

Kirish. Bozor iqtisodiyoti sharoitida kichik biznes va xususiy tadbirkorlik subyektlari mamlakat iqtisodiyotining eng muhim tarkibiy qismlaridan biri hisoblanadi. Jahon tajribasi shuni ko‘rsatadiki, iqtisodiyotni barqaror rivojlantirish, aholi bandligini ta’minlash, raqobat muhitini shakllantirish hamda ichki bozorni sifatli mahsulot va xizmatlar bilan to‘ldirishda aynan kichik biznes subyektlari muhim rol o‘ynaydi. Shu sababli ko‘plab davlatlarda ushbu sohani qo‘llab-quvvatlashning samarali mexanizmlari ishlab chiqilgan bo‘lib, ular orasida soliq tizimi alohida o‘rin egallaydi.

O‘zbekiston Respublikasida ham so‘nggi yillarda kichik biznes va tadbirkorlik faoliyatini rivojlantirishga qaratilgan keng ko‘lamli iqtisodiy islohotlar amalga oshirilmoqda. Xususan, soliq yukini kamaytirish, soddalashtirilgan soliq tizimini joriy etish, yagona soliq stavkalarini optimallashtirish hamda turli soliq preferensiyalarini qo‘llash orqali tadbirkorlik subyektlari uchun qulay biznes muhiti yaratilmoqda.

Mazkur tezisning dolzarbligi shundaki, bugungi globallashuv va iqtisodiy raqobat kuchayib borayotgan sharoitda kichik biznes subyektlarini samarali qo‘llab-quvvatlash davlat iqtisodiy siyosatining ustuvor yo‘nalishlaridan biri bo‘lib qolmoqda. Shu bois yagona soliq stavkalari hamda soliq preferensiyalarining iqtisodiy samaradorligini ilmiy jihatdan tahlil qilish va ularni yanada takomillashtirish bo‘yicha takliflar ishlab chiqish muhim ahamiyat kasb etadi.

Mazkur tadqiqotning maqsadi kichik biznes subyektlari uchun qo‘llanilayotgan yagona soliq stavkalari va soliq preferensiyalarining iqtisodiy rivojlanishdagi o‘rnini tahlil qilish hamda ularning samaradorligini oshirish bo‘yicha ilmiy asoslangan tavsiyalar ishlab chiqishdan iborat.

Asosiy qism: Davlat tomonidan qo‘llanilayotgan iqtisodiy rag‘batlantirish vositalari orasida soliq siyosati alohida ahamiyatga ega. Ayniqsa, yagona soliq stavkalarining joriy etilishi kichik biznes subyektlari faoliyatini soddalashtirishda muhim omil bo‘ldi. Avvalgi murakkab soliq tizimi ko‘plab tadbirkorlar uchun ortiqcha byurokratik to‘siqlarni yuzaga keltirgan bo‘lsa,

soddalashtirilgan yagona soliq tizimi hisob-kitob yuritishni yengillashtirdi hamda tadbirkorlik subyektlarining vaqt va xarajatlarini qisqartirdi.

Yagona soliq stavkasining asosiy afzalliklaridan biri — soliq yukining kamayishi hisoblanadi. Soliq yukining pasayishi tadbirkorlarning sof foydasini oshirishga xizmat qiladi. Natijada korxonalar qo‘shimcha mablag‘larni ishlab chiqarishni kengaytirish, yangi texnologiyalarni joriy etish va qo‘shimcha ish o‘rinlari yaratishga yo‘naltirish imkoniyatiga ega bo‘ladi. Bu esa iqtisodiy o‘sish sur’atlarining jadallashishiga olib keladi. Amaldagi soliq preferensiyalari kichik biznes rivojida muhim rol o‘ynaydi. Soliq preferensiyalari deganda ayrim tadbirkorlik subyektlariga qonunchilik asosida beriladigan soliq imtiyozlari, chegirmalar va yengilliklar tushuniladi. Bunday imtiyozlar asosan ishlab chiqarish, eksport, innovatsion faoliyat hamda investitsion loyihalarni qo‘llab-quvvatlashga qaratilgan. Masalan, yangi tashkil etilgan ishlab chiqarish korxonalariga ma’lum muddat davomida soliq imtiyozlarining berilishi ularning dastlabki moliyaviy qiyinchiliklarini kamaytiradi. Bu esa biznesning bozorda mustahkam o‘rin egallashiga yordam beradi.

Biroq soliq preferensiyalarini qo‘llashda ayrim muammolar ham mavjud. Ayrim hollarda imtiyozlarning noto‘g‘ri taqsimlanishi yoki nazorat mexanizmlarining sustligi iqtisodiy samaradorlikning pasayishiga olib kelishi mumkin. Shu sababli soliq preferensiyalarini berishda ularning maqsadliligi, samaradorligi va shaffofligiga alohida e’tibor qaratish lozim.

Tahlillar shuni ko‘rsatadiki, kichik biznes subyektlari uchun yaratilayotgan qulay soliq muhiti iqtisodiyotning barqaror rivojlanishiga bevosita ta’sir ko‘rsatadi.

Yillar	Kichik biznesning YAIMdagi ulushi (%)	Soliq preferensiyalaridan foydalangan korxonalar soni (mingta)	Yangi tashkil etilgan kichik biznes subyektlari (mingta)	Davlat budjetiga tushgan soliq tushumlari (trln so‘m)
2022	54,8	72	98	18,4
2023	55,6	79	105	20,1
2024	56,9	87	114	22,7
2025	58,1	95	123	25,4
2026	59,3	103	131	28,2

1-jadval. 2022–2026 yillarda kichik biznes subyektlari uchun yagona soliq stavkalari va soliq preferensiyalarining iqtisodiy ko‘rsatkichlarga ta’siri.

Izoh: 2026-yil bo‘yicha ko‘rsatkichlar prognoz qiymatlar hisoblanadi.

Jadval ma’lumotlari asosida shuni ko‘rish mumkinki, kichik biznes subyektlariga berilayotgan soliq preferensiyalari ularning iqtisodiyotdagi ulushini oshirishga xizmat qilmoqda. Shu bilan birga, soliq yukining kamayishi yangi tadbirkorlik subyektlari sonining ortishi va budjet tushumlarining barqaror o‘sishiga ijobiy ta’sir ko‘rsatgan.

Bundan tashqari, raqamli iqtisodiyot rivojlanayotgan hozirgi davrda soliq tizimini elektron shaklda boshqarish va raqamlashtirish masalasi ham dolzarb hisoblanadi. Elektron soliq tizimlarining joriy etilishi soliq ma’murchiligini soddalashtirish bilan bir qatorda korrupsion holatlarning kamayishiga va soliq tizimi shaffofligining oshishiga xizmat qiladi.

Xulosa: Tadqiqot natijalariga ko‘ra, kichik biznes subyektlari uchun yagona soliq stavkalari va amalda qo‘llanilayotgan soliq preferensiyalari mamlakat iqtisodiy rivojlanishida muhim ahamiyat kasb etishi aniqlandi. Mazkur mexanizmlar tadbirkorlik faoliyatini

rag‘batlantirish, yangi ish o‘rinlarini yaratish, ishlab chiqarish hajmini oshirish hamda aholi bandligini ta’minlashda samarali iqtisodiy vosita sifatida namoyon bo‘lmoqda.

Yagona soliq stavkalarining joriy etilishi kichik biznes subyektlari uchun soliq hisob-kitoblarini soddalashtirib, ularning moliyaviy yukini sezilarli darajada kamaytirgan. Natijada tadbirkorlik subyektlarining iqtisodiy faolligi ortib, investitsion imkoniyatlari kengaymoqda. Shu bilan birga, soliq preferensiyalari ishlab chiqarishni modernizatsiya qilish, eksport salohiyatini oshirish va innovatsion faoliyatni rivojlantirishda muhim omil bo‘lib xizmat qilmoqda. Bundan tashqari, soliq imtiyozlarining samarali qo‘llanilishi korxonalarning moliyaviy barqarorligini mustahkamlab, ichki bozorda raqobatbardosh mahsulotlar ishlab chiqarish hajmining oshishiga yordam bermoqda. Bu esa mamlakat iqtisodiyotining barqaror rivojlanishi hamda yangi ish o‘rinlarining yaratilishiga ijobiy ta’sir ko‘rsatadi.

Kichik biznes subyektlari uchun yagona soliq stavkalari va soliq preferensiyalarining samarali qo‘llanilishi iqtisodiyotning barqaror rivojlanishini ta’minlash, tadbirkorlik muhitini yaxshilash hamda mamlakat investitsion jozibadorligini oshirishda muhim omil bo‘lib xizmat qiladi.

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ARTIFICIAL INTELLIGENCE AND DIGITAL INNOVATIONS IN EDUCATION

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Abstract. *Ushbu maqolada sun'iy intellekt va raqamli innovatsiyalarning zamonaviy ta'lim tizimidagi o'rni va ahamiyati tahlil qilinadi. Tadqiqot davomida sun'iy intellekt texnologiyalarining ta'lim jarayoniga ta'siri, raqamli platformalarning samaradorligi, innovatsion ta'lim usullarining afzalliklari hamda ular bilan bog'liq muammolar o'rganildi. Natijalar shuni ko'rsatadiki, sun'iy intellekt individual ta'limni rivojlantirish, talabalar motivatsiyasini oshirish va ta'lim sifatini yaxshilashda muhim rol o'ynaydi.*

Kalit so'zlar: *sun'iy intellekt, raqamli innovatsiyalar, zamonaviy ta'lim, onlayn ta'lim, ta'lim texnologiyalari, adaptiv ta'lim.*

Annotation. *This article examines the importance of artificial intelligence and digital innovations in the modern education system. The study investigates the impact of AI technologies on the educational process, the effectiveness of digital platforms, innovative teaching methods, and related challenges. The findings demonstrate that artificial intelligence significantly contributes to personalized learning, student motivation, and the improvement of educational quality.*

Keywords: *artificial intelligence, digital innovations, modern education, online learning, educational technologies, adaptive learning.*

Аннотация. *В данной статье рассматривается значение искусственного интеллекта и цифровых инноваций в современной системе образования. В ходе исследования были изучены влияние технологий искусственного интеллекта на образовательный процесс, эффективность цифровых платформ, инновационные методы обучения и связанные с ними проблемы. Результаты показывают, что искусственный интеллект играет важную роль в развитии индивидуального обучения, повышении мотивации студентов и улучшении качества образования.*

Ключевые слова: *искусственный интеллект, цифровые инновации, современное образование, онлайн-обучение, образовательные технологии, адаптивное обучение.*

Introduction

Today, education systems around the world are rapidly changing due to technological progress and digital transformation. The Fourth Industrial Revolution has introduced innovative technologies that are reshaping traditional educational methods. Digital innovations, especially artificial intelligence, are becoming central components of modern education. Traditional teaching methods often fail to address the individual needs of students. As a result, educational institutions are increasingly adopting personalized learning approaches supported by digital technologies. Artificial intelligence enables teachers and institutions to analyze student performance, learning pace, and learning preferences in order to provide customized educational experiences.

According to UNESCO reports, digital transformation in education promotes accessibility, flexibility, and equality in learning (Azoulay, 2021). Furthermore, online learning platforms and AI-based educational applications have become especially important after the global COVID-19 pandemic, which accelerated the shift toward digital education worldwide.

Research Methodology

This study is based on qualitative and analytical research methods. Academic journals, international educational reports, and scientific publications related to artificial intelligence and digital technologies in education were reviewed and analyzed. Comparative analysis was used to evaluate the advantages and challenges of implementing AI technologies in modern classrooms. The research also examined real educational examples from institutions that use adaptive learning systems, learning analytics, and immersive technologies such as Virtual Reality (VR) and Augmented Reality (AR). These examples helped identify the practical impact of digital innovations on teaching and learning processes.

Artificial Intelligence and Personalized Learning

Artificial intelligence has transformed the concept of personalized learning. AI-powered educational platforms can monitor students' academic progress and provide recommendations based on their strengths and weaknesses. Adaptive learning systems analyze students' responses and adjust learning materials according to individual needs (Holmes et al., 2019). Platforms such as Khan Academy, Duolingo, and Coursera utilize AI technologies to improve learning experiences. These systems increase learner engagement and help students learn at their own pace.

Research indicates that students who use adaptive learning systems often demonstrate higher academic performance and stronger motivation (OECD, 2023). AI also assists teachers by automating administrative tasks such as grading, attendance monitoring, and lesson planning (Marr, 2023). As a result, teachers can spend more time supporting students and developing creative classroom activities.

Learning Analytics and Data-Driven Education

Learning analytics refers to the collection and analysis of educational data to improve teaching and learning outcomes (Siemens, 2013). Educational institutions use data-driven systems to track attendance, assignment completion, test performance, and student participation. Predictive analytics tools can identify students who are at risk of academic failure and allow educators to provide timely support. Universities such as Georgia State University have successfully used predictive models to improve student retention rates and reduce dropout levels.

Data-driven education enables institutions to make informed decisions regarding curriculum design, student support services, and educational planning. However, educational data management also raises concerns regarding privacy, cybersecurity, and ethical use of student information (European Commission, 2022).

The Role of Virtual Reality and Augmented Reality

Virtual Reality (VR) and Augmented Reality (AR) technologies are becoming increasingly popular in education. These immersive technologies help students visualize abstract concepts and improve practical understanding. In medical education, VR simulations allow students to practice surgeries and medical procedures in safe virtual environments. In engineering and architecture, AR technologies help students interact with three-dimensional models and complex structures.

Research conducted by PwC shows that VR-based training improves learner confidence and accelerates knowledge retention (PwC, 2022). Immersive technologies also create interactive and engaging learning environments that motivate students and enhance collaboration.

Challenges and Ethical Issues

Despite the advantages of artificial intelligence and digital innovations, several challenges remain. One of the major problems is the digital divide; millions of students around the world still lack access to stable internet connections and digital devices (ITU, 2023; World Bank, 2023). Another concern is algorithmic bias. AI systems trained on incomplete or biased data may produce unfair results or reinforce discrimination.

Ethical questions also arise regarding data privacy, surveillance, and dependence on technology (European Commission, 2022). Excessive reliance on artificial intelligence may negatively affect students' independent thinking and creativity. Therefore, educators must ensure that AI serves as a supportive tool rather than a replacement for human interaction and critical thinking.

The Changing Role of Teachers

In the digital era, teachers are no longer only providers of information. Instead, they act as facilitators, mentors, and guides who support students in navigating digital learning environments. Teachers are expected to develop students' critical thinking, communication skills, creativity, and ethical awareness (Dewey, 1916).

AI technologies can support teachers by reducing routine tasks, but emotional intelligence, empathy, and moral guidance remain uniquely human qualities. Professional development programs are essential to help teachers effectively integrate digital technologies into their classrooms. Educators need continuous training to keep pace with technological advancements and modern pedagogical approaches.

Conclusion

In conclusion, artificial intelligence and digital innovations are transforming the global education system. These technologies improve personalized learning, increase accessibility, and enhance the overall quality of education. AI-powered systems support both students and teachers by creating more efficient and interactive learning environments.

However, educational institutions must also address challenges such as unequal access to technology, ethical concerns, and data security. Successful integration of digital innovations requires balanced cooperation between technology and human-centered pedagogy. The future of education depends on the ability of societies to responsibly integrate artificial intelligence into teaching and learning while preserving the essential human values of education.

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ANALYSIS OF HOW LANGUAGE SHAPES HUMAN PERCEPTION

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Does the language we speak affect the way we see the world? This article explores the Neo-Whorfian hypothesis through three areas: spatial orientation, understanding of time, and memory of actions. By comparing studies involving English, Mandarin, Spanish, Japanese, and Guugu Yimithirr speakers, we examine how language can influence the way people think and notice things around them. The findings show that language does not control thought completely, but it can influence what people pay attention to more often. Language shapes habits of thinking, especially in direction, time, and memory.

The connection between language and thought has been discussed for many years in linguistics and psychology. One famous idea is the Sapir-Whorf hypothesis, which suggests that the language people speak can influence the way they think. Earlier researchers believed language could limit thought completely, but modern researchers mostly disagree with this strong version.

Today, many scientists support the idea of linguistic relativity, which means language influences thinking habits rather than controlling them. Different languages focus on different details. For example, some languages require speakers to use directions like north or south instead of left or right. Other languages describe time differently or focus more on who performed an action.

This study examines how language influences human perception through three main areas: spatial orientation, understanding of time, and memory of actions and responsibility. The purpose of this study is to understand whether language habits can affect the way people think in everyday situations.

Spatial Orientation Tasks

Researchers compared speakers of Guugu Yimithirr, a language that uses cardinal directions, with English speakers who mainly use relative directions like left and right. Participants were asked to point toward north, south, east, or west in unfamiliar places, including closed rooms without windows.

Temporal Experiments

Mandarin and English speakers completed tasks related to time. Before answering questions such as "Is March earlier than April?", participants were shown either horizontal or vertical images. Researchers measured how quickly participants answered.

Accident Memory Tasks

English, Spanish, and Japanese speakers watched videos of accidental events, such as someone breaking a vase by mistake. Later, participants were asked to describe what happened and remember who caused the accident.

Spatial Orientation

Speakers of languages using cardinal directions performed much better in orientation tasks. Even in unfamiliar environments, they were able to identify directions accurately. English speakers had more difficulty in these tasks.

Understanding of Time

English speakers usually connected time with horizontal movement, such as thinking of the future as "ahead." Mandarin speakers responded faster after seeing vertical images because their language often describes time vertically.

Memory and Responsibility

English speakers were more likely to remember the person responsible for an accident because English often focuses on the agent, for example, "He broke the vase." Spanish and Japanese speakers were less likely to remember the actor because their languages often use less direct forms like "The vase broke."

The findings support the idea that language can influence attention and thinking habits. If a language regularly requires speakers to notice direction, time, or agency, speakers may become more sensitive to those details in daily life.

However, the results do not mean language completely controls thought. People can still understand ideas outside their language system. Bilingual people especially show flexibility because they can switch between different ways of thinking depending on the language they are using.

Language can therefore be seen as a tool that helps organize experience and attention rather than a strict limit on thought.

Modern communication may also influence this process. Social media, internet slang, and emojis are creating new ways for people from different cultures to communicate and understand each other.

In conclusion, language plays an important role in shaping human perception. It affects how people understand space, think about time, and remember events. Although language does not completely determine thought, it influences what people notice and focus on more naturally.

The study shows that language is closely connected to human cognition and everyday experience. Future research may explore how technology and online communication continue to shape language and thinking in modern society.

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SHIFTING FROM TEACHER-CENTERED TO LEARNER-CENTERED INSTRUCTION IN LANGUAGE CLASSROOMS

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Annotation. *The shift in language education from teacher-centered to learner-centered instruction is covered in this article. It clarifies the significance of student autonomy, linguistic ability, and active engagement in contemporary classrooms. The advantages of learner-centered teaching, the difficulties educators may have when putting it into practice, and useful strategies for fostering a more engaging and productive learning environment are all covered in this study.*

Annotasiya. *Ушбу мақолада тил таълимидаги ўқитувчига йўналтирилган таълимдан ўқувчига йўналтирилган таълимга ўтиш жараёни ёритилган. Замонавий синфларда ўқувчиларнинг мустақиллиги, тил қобилияти ва фаол иштирокининг аҳамиятини ойдинлаштиради. Ўқувчига йўналтирилган ўқитишнинг афзалликлари, ўқитувчилар уни амалда қўллашда дуч келиши мумкин бўлган қийинчиликлар ва янада қизиқарли ва самарали ўқув муҳитини яратиш учун фойдали стратегиялар ушбу тадқиқотда кўриб чиқилади.*

Аннотация. *В данной статье рассматривается процесс перехода от учительско-ориентированного обучения к учащемуся-ориентированному обучению в языковом образовании. Объясняет важность самостоятельности, языковых навыков и активного участия учащихся в современных классах. В данном исследовании рассматриваются преимущества обучения, ориентированного на учащегося, трудности, с которыми могут столкнуться учителя при его применении на практике, а также полезные стратегии для создания более увлекательной и эффективной учебной*

Keywords: *learner-centered instruction, language teaching, student autonomy, communicative competence, active learning*

Introduction

Because it encourages students to participate actively in the learning process, learner-centred instruction is growing in popularity today. For social, professional, and academic reasons, modern language learners require useful communication skills. As a result, schools ought to offer chances for debate, teamwork, and self-directed learning on

Examining the transition from teacher-centered to learner-centred instruction in language classrooms is the aim of this paper. Additionally, it seeks to highlight the benefits and drawbacks of this strategy and offer helpful suggestions for educators who wish to enhance student engagement and classroom interaction.

Literature Review

The increasing significance of learner-centred instruction in contemporary language education has been emphasized by numerous academics. According to Richards and Rodgers (2014), communicative methods promote participation and meaningful conversation, whereas traditional teaching approaches primarily concentrate on memorization, grammar exercises, and

teacher explanations. Additionally, according to Harmer (2007), learner-centred classrooms boost student confidence and engagement

According to Brown (2001), students learn languages more successfully when they actively engage in projects, role-plays, pair work, and cooperative activities. Interactive classrooms support students' development of critical thinking abilities and linguistic competence, claims Scrivener (2011). Additionally, Hunan (1999) contends that because autonomous learners develop greater motivation and responsibility, student autonomy is a crucial element of successful language learning.

The performance of learner-centred training is further supported by recent research. According to Thornburg (2002), pupils retain vocabulary and language structures better when they apply them in relevant contexts as opposed to memorizing isolated forms. In a similar vein, Webb and Nation (2017) propose that communicative practice, interaction, and repeated exposure enhance long-term language memory.

According to Schmitt (2000), interactive projects involving real-world communication and problem-solving are beneficial for language learners. Johnson (2008) adds that since intercultural communication has become more important due to globalization, contemporary foreign language instruction should emphasise practical communication skills.

Another crucial component of learner-centred education is task-based language instruction. According to Ellis (2003), exercises that are modelled after real-world scenarios help students become more fluent speakers. Instead of mechanical repetition, these approaches provide possibilities for meaningful language use.

All things considered, research shows that learner-centred instruction fosters active learning, boosts motivation, enhances communicative competence, and fosters independent learning abilities. As a result, many teachers believe that this method is better suited for contemporary language schools.

Methods and Discussion

Teacher-centered learning has historically relied on lectures, repetition, grammatical translation, and teacher explanation. The majority of classroom activities, including course material, classroom engagement, and evaluation, are under the teacher's control in this method. Pupils mostly pay attention, take notes, and obey directions. This approach frequently restricts creativity, interaction, and useful communication, even though it might aid students in understanding grammatical rules.

Learner-centred instruction, on the other hand, emphasizes students as active learners. Through pair work, group conversations, presentations, debates, projects, and role-playing exercises, students collaborate with one another. The teacher's function shifts from imparting knowledge to acting as a guide and facilitator. Students are encouraged to solve problems, voice their viewpoints, and communicate more organically with this approach.

A key benefit of learner-centered instruction is increased student motivation. When interactive exercises are included, lessons become more engaging and enjoyable. Students become more engaged when they actively participate instead of listening passively. The improvement of communicative competence is another important advantage. Through debates, role-playing, and real-world scenarios, students hone their speaking and listening abilities. Brown (2001) asserts that communicative activities help students utilise language meaningfully and increase fluency.

Another major advantage is the enhancement communicative competence. Students improve their speaking and listening skills through role-playing, debates, and real-world situations.

According to Brown (2001), communicative exercises improve students' fluency and enable them to use language in meaningful ways.

Additionally, learner autonomy is encouraged by learner-centred training. Students gain the ability to oversee their own education, do independent research, and assess their own development. Because students must continue to learn outside of the classroom, these abilities are particularly crucial in today's educational system.

Implementing learner-centered training may provide a number of challenges despite its advantages. Teachers who are used to conventional approaches could find it difficult at first to modify their manner of instruction. Because they are accustomed to teacher-directed instruction, some pupils could also feel uneasy.

Another difficulty is managing the classroom, particularly in large courses. Teachers must have excellent organizational abilities because group projects and interactive activities can make noise. The efficacy of learner-centred activities can also be diminished by a lack of technology and inadequate classroom supplies.

However, with proper planning and progressive execution, these issues can be resolved. Instructors should start with basic communication exercises and progressively add more difficult ones. Maintaining order and discipline in the classroom also requires clear rules and efficient time management

Practical Recommendations

Teachers should progressively implement interactive exercises like role-plays, group projects, and pair conversations in order to establish a successful learner-centred classroom. Maintaining discipline and organization in the classroom requires well-organised procedures and clear directions

Additionally, educators should foster a safe space where students feel free to voice their thoughts and make mistakes. Encouragement and constructive criticism can boost students' self-esteem and involvement

Learner-centred education can be further enhanced by technology. Students have more chances to practise language skills on their own thanks to interactive software, instructional videos, multimedia resources, and online learning environments.

Conclusion

In conclusion, a significant advancement in contemporary language education is the transition from teacher-centered to learner-centred instruction. Learner-centred teaching places more emphasis on interaction, communication, and student autonomy than traditional techniques, which primarily concentrate on knowledge transmission

This method makes students more self-assured, driven, and proficient communicators. Effective planning and gradual implementation can greatly improve learning results, despite some obstacles linked to classroom management, reluctance to change, and limited resources.

Learner-centred instruction will continue to be crucial for enabling students to communicate effectively in everyday settings as language education advances.

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SOCIOLINGUISTIC ASPECTS OF EMOTIONAL EXPRESSION: ENGLISH AND UZBEK IN CULTURAL CONTEXT

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Abstract. *This article investigates the sociolinguistic aspects of emotional expression in English and Uzbek languages, focusing on how cultural norms influence linguistic realization of emotions. Language functions not only as a communicative tool but also as a reflection of cultural values, social hierarchy, and interpersonal relations. The study analyzes emotional vocabulary, metaphorical structures, and pragmatic strategies in both languages, revealing significant cross-cultural differences.*

Findings show that English emotional expression tends to be direct, explicit, and lexically rich, reflecting individualistic cultural orientation. In contrast, Uzbek emotional expression is more indirect, context-dependent, and strongly influenced by politeness strategies and collectivist values. Non-verbal communication and culturally embedded metaphors play a more prominent role in Uzbek discourse.

The study highlights that emotional expression is culturally constructed rather than universal, which has important implications for intercultural communication, translation studies, and language teaching.

Keywords: *emotion, sociolinguistics, culture, emotional expression, pragmatics, intercultural communication*

Introduction

Emotion and language are closely interconnected, as emotional experiences are shaped and expressed through linguistic systems influenced by culture. While emotions such as joy, anger, and sadness are universal, their linguistic realization varies significantly across cultures (Wierzbicka, 1999). English communication culture generally favors directness, clarity, and individual emotional expression. Uzbek communication, on the other hand, is characterized by indirectness, respect for social hierarchy, and emphasis on harmony in interpersonal relations.

According to Khayrullaeva (2025), emotional metaphors in English highlight individual psychological states, whereas Uzbek emotional discourse is strongly shaped by social context and cultural expectations. This study aims to explore these differences from a sociolinguistic perspective.

Methodology

This research adopts a qualitative comparative approach based on linguocultural analysis. The data include:

- written texts (literature, media, and online communication)
- spoken discourse (interviews, public speeches, informal conversations)
- secondary academic sources

The analysis focuses on:

- emotional vocabulary
- metaphorical and phraseological expressions

- pragmatic strategies
- non-verbal communication patterns

Data were categorized and interpreted using cross-cultural linguistics frameworks.

Results

Directness vs. Indirectness

English emotional expression is highly explicit. Speakers openly state emotions such as "I am angry," "I feel happy," or "I am disappointed." This reflects cultural norms of individual expression and psychological transparency.

Uzbek emotional expression is more indirect. Emotions are often implied through context, softened expressions, or situational descriptions. This reflects cultural values of politeness and social harmony.

Metaphorical Differences

English metaphors emphasize internal emotional states (e.g., "heartbroken," "boiling with anger"). These expressions highlight personal emotional experience.

Uzbek metaphors are more socially grounded (e.g., "ko'ngli og'ridi," "yuragi siqildi"), reflecting collective experience and cultural meaning.

Non-verbal Communication

Uzbek communication relies heavily on non-verbal cues such as gestures, tone, and facial expressions. For example, placing a hand on the chest signals sincerity or respect.

In English communication, non-verbal cues support verbal language but are less central to meaning construction.

Lexical Richness

English has a broader emotional vocabulary, allowing precise differentiation of feelings (e.g., "frustrated," "anxious," "ecstatic").

Uzbek emotional expression relies more on contextual interpretation and idiomatic expressions rather than large lexical variation.

Pragmatic and Cultural Influence

English emotional communication is less influenced by social hierarchy, allowing free emotional expression across contexts.

Uzbek emotional expression is strongly shaped by age, respect, and social roles. Emotional restraint is often considered appropriate in formal or hierarchical situations.

Discussion

The findings confirm that emotional expression is culturally constructed rather than universal. English reflects individualistic values, emphasizing personal feelings and explicit verbalization. Uzbek reflects collectivist values, prioritizing social harmony and indirect expression. Khamidov (2025) and Tangriyev (2025) emphasize that Uzbek emotional communication integrates cultural metaphors and non-verbal behavior as essential meaning carriers. Similarly, Ziyabayeva (2025) shows that phraseological expressions in Uzbek are closely tied to cultural identity.

These differences are important in translation and language teaching, where literal interpretation may lead to pragmatic misunderstanding. Therefore, cultural competence is essential for effective communication.

Conclusion

This study demonstrates that emotional expression in English and Uzbek differs significantly in terms of directness, metaphorical structure, lexical richness, and pragmatic usage.

English favors explicit emotional articulation, while Uzbek emphasizes contextual, indirect, and socially sensitive expression. These differences reflect broader cultural orientations of individualism and collectivism. AUnderstanding these sociolinguistic differences is essential for intercultural communication, translation accuracy, and foreign language education. Future research may expand by analyzing digital communication and generational differences in emotional expression.

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THE USE OF ARTIFICIAL INTELLIGENCE TOOLS IN DEVELOPING ENGLISH SPEAKING AND WRITING SKILLS (ON THE EXAMPLE OF SCHOOLS AND EDUCATIONAL INSTITUTIONS)

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Annotation. *This research is devoted to the use in English language teaching at schools and educational institutions. The study of artificial intelligence tools in developing students' speaking and writing skills examines the didactic potential, pedagogical effectiveness, and practical application of AI-based technologies such as chatbots, automated writing evaluation systems, and automatic speech recognition tools in the teaching process. Based on theoretical analysis and experimental research, a methodological model for integrating AI tools into English language lessons was developed. The findings indicate that systematic and purposeful use of artificial intelligence tools significantly enhances students' communicative competence, promotes independent learning skills, and increases overall learning effectiveness. The results of the study can be effectively used in the development of methodological guidelines for English language teachers and in improving the educational process.*

Annotatsiya. *Mazkur tadqiqot maktab va ta'lim muassasalarida ingliz tilini o'qitish jarayonida o'quvchilarning og'zaki va yozma nutq ko'nikmalarini rivojlantirishda sun'iy intellekt vositalaridan foydalanish masalalariga bag'ishlangan. Tadqiqotda sun'iy intellektga asoslangan texnologiyalarning (chatbotlar, avtomatik yozma baholash tizimlari, nutqni avtomatik tanish dasturlari) ta'lim jarayonidagi didaktik imkoniyatlari, pedagogik samaradorligi va amaliy ahamiyati o'rganildi. Nazariy tahlil hamda tajriba-sinov ishlari asosida ingliz tili darslariga AI vositalarini integratsiya qilishning metodik modeli ishlab chiqildi. Tadqiqot natijalari sun'iy intellekt vositalaridan tizimli va maqsadli foydalanish o'quvchilarning kommunikativ kompetensiyasini rivojlantirishga, mustaqil ta'lim ko'nikmalarini shakllantirishga va ta'lim samaradorligini oshirishga xizmat qilishini ko'rsatdi. Ish natijalari ingliz tili o'qituvchilari uchun metodik tavsiyalar ishlab chiqishda hamda ta'lim jarayonini takomillashtirishda amaliy ahamiyatga ega.*

Introduction

In the modern era of globalization and rapid technological development, learning foreign languages, especially English, has become one of the essential requirements of contemporary education. English is widely recognized as an international language of communication, science, technology, and business. Therefore, developing learners' speaking and writing skills in English has become a major objective in schools and educational institutions. Traditional teaching methods have contributed significantly to language education; however, they are often limited in terms of personalization, immediate feedback, and interactive communication. As a result, the need for

innovative and technology-based teaching approaches is steadily increasing. One of the most important technological advancements influencing the educational system today is Artificial Intelligence (AI). Artificial Intelligence refers to technologies capable of simulating human cognitive processes such as learning, problem-solving, communication, and decision-making. In recent years, AI-powered tools and platforms have begun to play a significant role in language learning and teaching. These technologies provide learners with opportunities for individualized instruction, interactive practice, automatic assessment, and real-time feedback. Particularly in English language teaching, AI tools such as ChatGPT, Google Gemini, and Duolingo Max have introduced new possibilities for improving oral and written communication skills. These platforms help learners practice language in authentic communicative situations, expand vocabulary, improve grammar and pronunciation, and develop academic writing abilities. In addition, they increase learners' motivation and support independent learning through interactive and adaptive learning environments. The purpose of this articleis to analyze the role and linguodidactic opportunities of Artificial Intelligence tools in developing English speaking and writing skills in schools and educational institutions. The study also examines the advantages, educational potential, and possible challenges of integrating AI technologies into English language teaching methodology.

1.1. The Role of Artificial Intelligence in the Educational System and Its Linguodidactic Foundations

In the 21st century, the development of digital technologies has deeply penetrated all spheres of human activity, including the education system. In particular, the advancement of Artificial Intelligence (AI) technologies is leading to a fundamental transformation in the content, forms, and methods of the educational process. Artificial Intelligence is described as a set of technologies that model processes characteristic of human thinking, such as learning, analyzing, decision-making, and problem-solving. The main purpose of using Artificial Intelligence in the modern education system is to individualize the learning process, adapt it to students' needs and abilities, and increase the effectiveness of education. While the teacher traditionally played a central role in the educational model, today the learner-centered approach is becoming increasingly important. Artificial Intelligence serves as an effective tool in implementing this approach.

From a linguodidactic perspective, the process of language learning is considered a complex psycholinguistic and socio-communicative process. In mastering a language, it is important not only to know grammatical rules but also to apply them in real communicative situations. Therefore, the communicative approach occupies a central place in modern language teaching methodology. This approach is aimed at developing learners' communicative competence, and Artificial Intelligence technologies significantly support this process. AI tools create an environment close to real communication for learners. For example, through chatbots, students can engage in dialogues on various topics, ask and answer questions, and express their opinions. This is considered an important factor in developing speaking skills. AI-based systems also provide learners with quick and accurate feedback. In traditional classroom settings, teachers are not always able to check every student's work immediately. AI can automatically identify students' mistakes and provide recommendations for correction. This accelerates learners' self-improvement.

From a linguodidactic point of view, Artificial Intelligence operates on the basis of the following key principles:

- individualization
- differentiated approach
- interactivity
- flexibility
- reflection and self-monitoring

These principles ensure active learner participation in the language learning process and contribute to the development of independent learning skills. Artificial Intelligence technologies also make it possible to analyze large amounts of educational data. This is important for monitoring learners' progress, identifying their strengths and weaknesses, and developing individual learning strategies. Artificial Intelligence is becoming an important tool in modernizing the education system by making the teaching process more effective, interactive, and learner-oriented.

1.2. The Role of Artificial Intelligence in English Language Teaching Methodology and Its Didactic Opportunities

English language teaching methodology has undergone significant changes in recent years. Globalization and the development of information technologies have increased the importance of English as an international means of communication. Therefore, the need for effective, modern, and innovative teaching methods is growing. Artificial Intelligence technologies are opening broad didactic opportunities in English language teaching. One of their most important features is the ability to personalize the learning process. Adaptive learning systems identify students' proficiency levels and provide tasks appropriate to their abilities. This significantly improves learning outcomes. "Anderson's ACT theory supports adaptive learning systems that adjust tasks based on learner performance" (Anderson, 1985).

AI-based automated evaluation systems play an important role in developing writing skills. Automated Writing Evaluation (AWE) systems provide immediate feedback on grammar, coherence, and lexical usage. These systems identify grammatical, lexical, and stylistic errors in students' texts and provide specific recommendations. As a result, learners have the opportunity to analyze and improve their written work.

In developing speaking skills, Automatic Speech Recognition technologies are widely used. These technologies analyze students' pronunciation and help them improve it. This is especially beneficial for learners who experience pronunciation difficulties in English. Artificial Intelligence tools also play a significant role in increasing students' motivation. Interactive platforms, gamified elements, and real-time feedback stimulate learners' interest and increase their engagement in the educational process.

From a didactic perspective, Artificial Intelligence performs the following functions:

- teaching support
- assessment
- progress tracking
- feedback
- adaptation

However, there are also certain limitations in the use of Artificial Intelligence. For example, excessive dependence on technology, reduction in independent thinking, and issues related to academic integrity may arise. Therefore, the use of AI tools should be implemented under the supervision of teachers. Overall, Artificial Intelligence is bringing English language teaching methodology to a new stage and serving as an effective tool for developing learners' communicative competence.

1.3. Linguodidactic Opportunities of ChatGPT, Google Gemini, and Duolingo Max in Developing English Speaking and Writing Skills

In the modern education system, Artificial Intelligence-based platforms are becoming an important component of the language learning process. In particular, the development of students' speaking and writing skills has always been a central issue in English language teaching. Although traditional methods have produced certain results, their opportunities are often limited by time, resources, and individualization. From this perspective, AI tools are emerging as innovative solutions to these challenges. Specifically, platforms such as ChatGPT, Google Gemini, and Duolingo Max provide broad linguodidactic opportunities for developing learners' communicative competencies.

Analyzing the capabilities of ChatGPT, it can be seen that, as an AI-based language model, it enables learners to communicate through natural language. This tool is particularly effective in developing writing skills. Students can use ChatGPT to write in various genres, from simple sentences to complex academic texts. During this process, ChatGPT not only identifies errors but also explains them, suggests alternative expressions, and demonstrates how texts can be improved. This helps learners work consciously on their writing skills. From a linguodidactic perspective, ChatGPT plays an important role in improving grammatical accuracy, expanding vocabulary, and enhancing the logical organization of texts. Its instant feedback significantly increases learning effectiveness. Learners can immediately recognize and correct their mistakes, making the learning process faster and more efficient than traditional classroom instruction. In addition, students can engage in dialogues through ChatGPT, which indirectly contributes to the development of speaking skills. Learners improve their ability to formulate ideas quickly, answer questions, and actively participate in communication. This is an essential element of communicative competence. Furthermore, ChatGPT can generate tasks tailored to different proficiency levels, thereby supporting differentiated instruction.

Turning to Google Gemini, this platform offers various forms of text-based activities as a comprehensive AI system. With Gemini, learners can analyze, summarize, paraphrase, and expand texts. This greatly contributes to the development of academic writing skills. Gemini not only provides ready-made texts but also encourages learners to think critically. For example, when paraphrasing a text, students must understand its content, identify the main ideas, and express them differently. This process develops higher-order cognitive skills. From a linguodidactic perspective, it contributes to the development of discourse competence, analytical thinking, and semantic understanding. In addition, Gemini is effective in expanding learners' vocabulary by suggesting synonyms, alternative expressions, and contextually appropriate words. As a result, students learn to express the same idea in different ways, improving the quality of their writing.

Duolingo Max, unlike the other two platforms, is based on a gamified learning model. This platform is highly effective in increasing learners' motivation. Game elements, reward systems, and interactive exercises encourage students to practice regularly. Regular practice is crucial in language learning because consistency leads to higher achievement. Through Duolingo Max, learners strengthen their knowledge through grammar exercises, vocabulary activities, and speaking tasks. The speaking section is particularly useful because it allows students to work on pronunciation. The platform automatically recognizes speech, evaluates pronunciation, and provides recommendations for improvement. This is highly valuable for developing speaking skills. From a linguodidactic point of view, Duolingo Max is effective in increasing motivation, reinforcing knowledge through repetition, and creating an interactive learning environment. In

particular, through the spaced repetition method, learners continuously review previously learned material and avoid forgetting it. When comparing these three platforms, it becomes clear that all of them contribute to the development of learners' communicative competencies, although each has its own strengths. ChatGPT is particularly strong in writing and communication, Gemini in analysis and academic writing, and Duolingo Max in motivation and practical exercises. Nevertheless, there are certain challenges associated with using these tools. For example, learners may become overly dependent on Artificial Intelligence, which can negatively affect independent thinking. In addition, issues related to academic integrity, such as copying ready-made answers, may arise. Therefore, these tools should be used under the supervision of teachers. ChatGPT, Google Gemini, and Duolingo Max possess broad linguodidactic opportunities for developing English speaking and writing skills. By integrating these tools effectively into the educational process, it is possible to significantly enhance learners' communicative competence. These technologies not only modernize the teaching process but also contribute to the development of independent learning skills.

Conclusion

In conclusion, the integration of Artificial Intelligence technologies into English language teaching has created wide opportunities for developing learners' speaking and writing skills. AI-based tools such as ChatGPT, Google Gemini, and Duolingo Max contribute to improving communicative competence through interactive learning environments, personalized instruction, instant feedback, and adaptive learning systems. These technologies help learners strengthen their grammatical accuracy, vocabulary range, pronunciation, analytical thinking, and academic writing abilities. Moreover, Artificial Intelligence supports learner-centered education by increasing students' motivation and encouraging independent learning. The use of AI tools in schools and educational institutions modernizes the teaching process and makes language learning more effective, flexible, and accessible. However, despite their numerous advantages, AI technologies should be used under the guidance of teachers in order to avoid overdependence on technology and problems related to academic integrity. Overall, Artificial Intelligence is becoming an essential component of modern English language teaching methodology and serves as an innovative means of enhancing both oral and written communication skills among learners.

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CRITICAL ANALYSIS OF ARTIFICIAL INTELLIGENCE AND DIGITAL INNOVATION IN EDUCATION: A MIXED-METHOD APPROACH

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Abstract. *This study explores the growing role of artificial intelligence (AI) and digital innovation in modern education, focusing on their impact on teaching methods, student engagement, and learning outcomes. The research particularly examines the gap between theoretical expectations of educational technologies and the actual behaviour and performance of students in digital learning environments. A mixed-method research design was applied, combining quantitative survey data with qualitative classroom observations and interviews. More than 100 participants, including university students and educators, took part in the study. The findings reveal that although digital tools and AI-based platforms significantly improve accessibility, efficiency, and personalized learning opportunities, their pedagogical effectiveness remains inconsistent across different educational contexts. The study also identifies several challenges, including overdependence on technology, insufficient digital literacy, reduced critical thinking skills, and concerns related to data privacy and academic integrity. Furthermore, the results indicate that successful integration of AI in education requires balanced implementation, teacher guidance, and purposeful usage rather than passive reliance on technology alone. The study concludes that AI and digital innovation can enhance educational quality when applied critically, ethically, and strategically within the learning process.*

Keywords: *Artificial Intelligence, Digital Innovation, Educational Technology, Digital Learning, Mixed-Method Research, Student Behaviour, Academic Performance, Online Education, Digital Literacy, Critical Thinking, Personalized Learning, Learning Outcomes, Technology Integration, Higher Education, Data Privacy, AI in Education, Smart Learning, Educational Development, Innovation in Teaching, Modern Education*

Abstract. *Ushbu tadqiqot zamonaviy ta'limda sun'iy intellekt (AI) va raqamli innovatsiyalarning ortib borayotgan rolini, ayniqsa ularning o'qitish usullari, talabalarning faolligi va ta'lim natijalariga ta'sirini o'rganadi. Tadqiqot, shuningdek, ta'lim texnologiyalariga oid nazariy kutilmalar bilan talabalarining real xatti-harakati va natijalari o'rtasidagi farqni tahlil qiladi. Tadqiqotda aralash metod (mixed-method) yondashuvi qo'llanilib, miqdoriy so'rovnoma ma'lumotlari sifatli kuzatuv va intervyular bilan birlashtirildi. Tadqiqotda 100 dan ortiq talaba va o'qituvchilar ishtirok etdi. Natijalar shuni ko'rsatdiki, raqamli vositalar va AI asosidagi platformalar qulaylik, samaradorlik hamda shaxsiylashtirilgan ta'lim imkoniyatlarini oshirsa-da, ularning pedagogik samaradorligi barcha ta'lim muhitlarida bir xil emas. Tadqiqot texnologiyaga haddan tashqari bog'lanish, raqamli savodxonlikning yetarli emasligi, tanqidiy fikrlashning kamayishi hamda AI texnologiyalarini ta'limga muvaffaqiyatli integratsiya qilish muvozanatli va maqsadli foydalanishni talab qilishi ta'kidlandi.*

Kalit so'zlar: *Sun'iy intellekt, Raqamli innovatsiya, Ta'lim texnologiyasi, Raqamli ta'lim, Aralash metod, Talabalar xulqi, Akademik samaradorlik, Onlayn ta'lim, Raqamli savodxonlik,*

Tanqidiy fikrlash, Shaxsiylashtirilgan ta'lim, Ta'lim natijalari, Texnologiya integratsiyasi, Oliy ta'lim, Ma'lumotlar xavfsizligi, AI ta'limda, Zamonaviy ta'lim, Smart learning, Innovatsion o'qitish.

Abstract. *Данное исследование рассматривает возрастающую роль искусственного интеллекта (AI) и цифровых инноваций в современном образовании, уделяя особое внимание их влиянию на методы преподавания, вовлечённость студентов и результаты обучения. Исследование также анализирует различия между теоретическими ожиданиями от образовательных цифровой исследования, объединяющий количественные данные опросов с качественными наблюдениями и интервью. В исследовании приняли участие более 100 студентов и преподавателей. Результаты показывают, что, несмотря на повышение доступности, эффективности и возможностей персонализированного обучения благодаря цифровым инструментам и AI платформам, их педагогическая эффективность остаётся нестабильной в различных образовательных условиях. Также были выявлены проблемы чрезмерной зависимости от технологий, недостаточной цифровой грамотности, снижения критического мышления и вопросов, связанных с конфиденциальностью данных и академической честностью. Кроме того, исследование подчёркивает, что успешная интеграция AI в образование под среде. В работе использован смешанный метод требует сбалансированного и целенаправленного использования технологий руководством преподавателей.*

Ключевые слова*: Искусственный интеллект, Цифровые инновации, Образовательные технологии, Цифровое обучение, Смешанный метод, Поведение студентов, Академическая успеваемость, Онлайн-образование, Цифровая грамотность, Критическое мышление, Персонализированное обучение, Результаты обучения, Интеграция технологий, Высшее образование, Конфиденциальность данных, AI в образовании, Современное образование, Инновационное обучение.*

INTRODUCTION

The integration of artificial intelligence into education is often presented as a transformative breakthrough. However, in practice, its impact appears to be more complex and, at times, contradictory. While institutions increasingly invest in digital tools, the actual learning outcomes do not always reflect these advancements. One possible explanation lies in the way students interact with technology. Access alone does not ensure meaningful engagement. In many cases, learners tend to prioritize speed and convenience over depth and critical thinking. As a result, the learning process may become fragmented and superficial.

Another important consideration is the changing role of educators. As AI systems become more capable of delivering information, the function of teachers is gradually shifting from knowledge providers to facilitators of learning. This transition, however, is not always smooth and requires both pedagogical and technological adaptation. This study attempts to move beyond generalized assumptions and instead focuses on real patterns of technology usage in educational settings.

LITERATURE REVIEW

Artificial intelligence (AI) and digital innovation have become important parts of modern education. Many researchers believe that AI technologies improve learning efficiency, student engagement, and access to educational resources. Digital tools such as online platforms, virtual classrooms, and intelligent learning systems help students learn more independently and flexibly. Previous studies show that AI can support personalized learning by identifying students' strengths

and weaknesses. In addition, digital education became more popular after the COVID-19 pandemic, when schools and universities relied heavily on online learning systems. However, researchers also discuss several challenges related to AI in education. These include overdependence on technology, lack of digital literacy, reduced critical thinking, and concerns about data privacy. Some scholars argue that technology alone cannot guarantee effective learning outcomes without proper teacher guidance. Overall, the literature suggests that AI and digital innovation provide many educational benefits, but their implementation should be balanced, ethical, and purposeful.

METHODOLOGY

The research adopted a mixed-method design to ensure a more comprehensive understanding of the issue. A structured questionnaire consisting of 20 items was distributed among students who regularly engage with digital learning tools.

The questionnaire was divided into four main categories:

1.Demographics Age, academic level Tech-oriented learners

2.Usage Frequency, type of tools High but uneven use

3.Perception Benefits of AI Generally positive

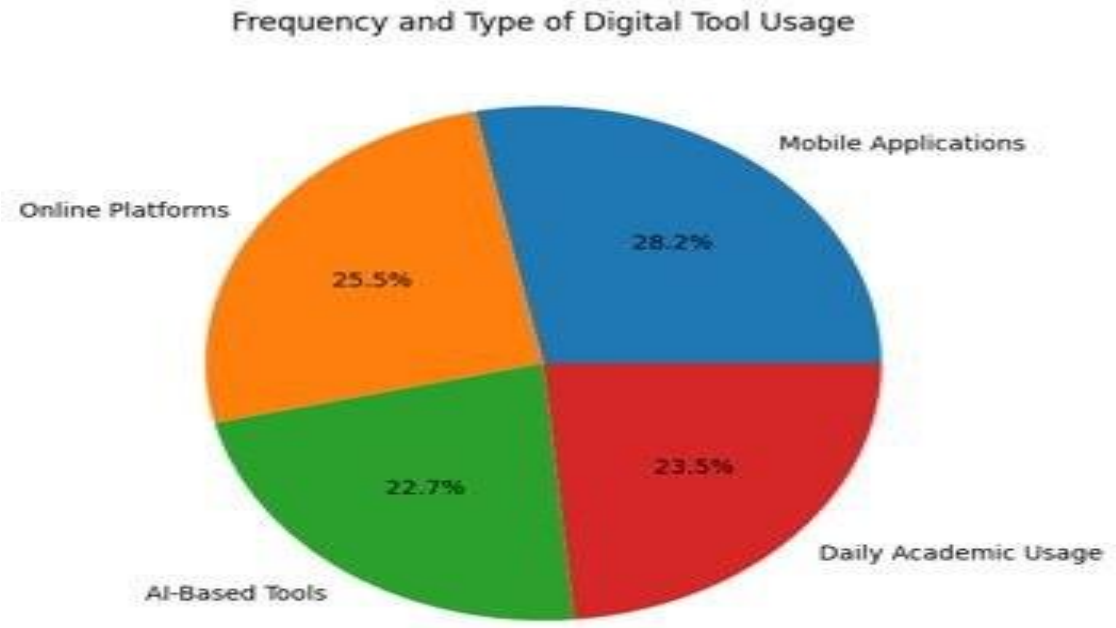
4.Challenges Risks and limitations Diverse concerns Additionally, observational analysis was conducted to identify discrepancies between reported behavior and actual engagement patterns.

RESULTS

Age: 18-20	58%
23-30	32%
30+	10%
Level: Beginner	34%
Intermediate	48%
Advanced	18%

The data indicates a predominantly young and digitally active population. However, familiarity with technology does not automatically translate into effective academic use.

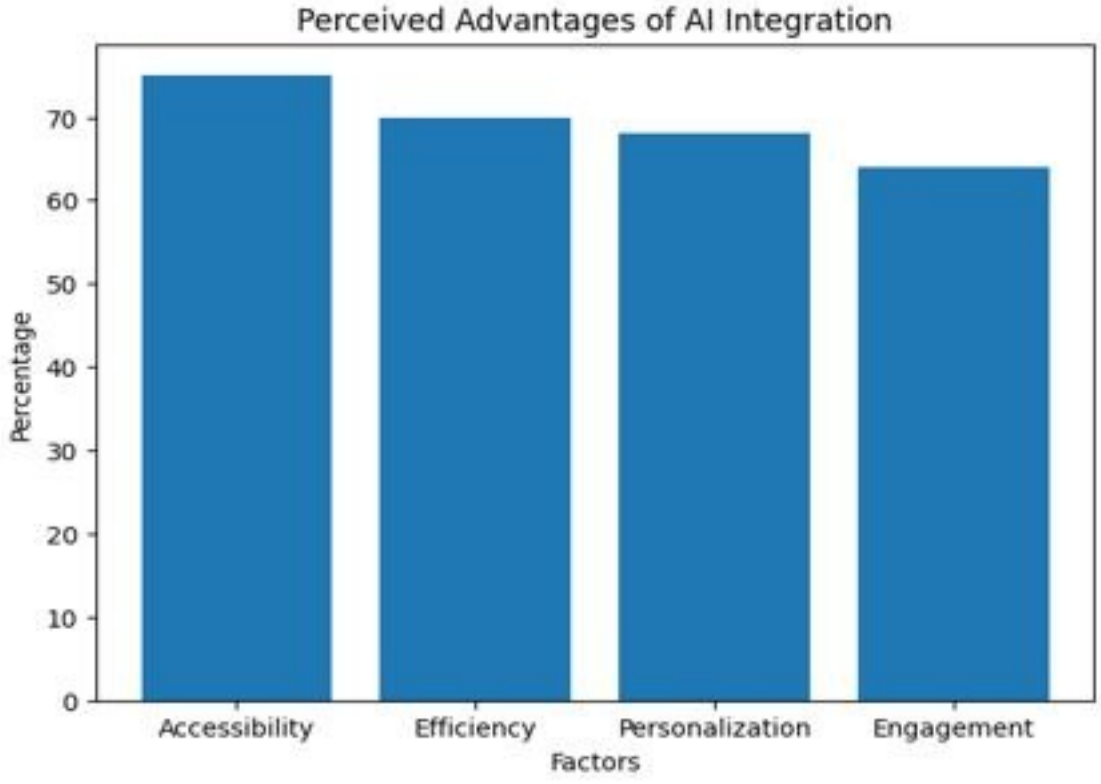
Frequency and type of digital tool usage



At a surface level, the data suggests high engagement with digital tools. However, observational findings complicate this interpretation. Many students tend to use these tools in a fragmented manner, often switching between platforms without sustained focus.

For instance, mobile applications are frequently used, yet primarily for short-term tasks such as quick searches or translation. This pattern indicates a shift towards efficiency-driven learning where speed is prioritized over comprehension.

Perceived advantages of AI integration



Accessibility emerges as the dominant advantage, reflecting the importance of flexible learning environments. However, the relatively lower percentage for engagement suggests that digital tools do not always maintain student interest over time.

This discrepancy highlights a critical issue: while AI can adapt content, it does not inherently guarantee meaningful interaction. In some cases, students may become passive recipients rather than active participants.

DISCUSSION

The findings of this study challenge the assumption that technology inherently improves learning. Instead, they reveal that the effectiveness of AI depends largely on the nature of its use. One key observation is the distinction between active and passive learning. While AI tools provide immediate access to information, they do not automatically encourage reflection or analysis. As a result, students may develop a habit of consuming information rather than engaging with it.

Another important aspect is the evolving role of educators. Rather than being replaced, teachers are becoming increasingly important as mediators who guide students in navigating digital resources effectively. Furthermore, the issue of inequality remains significant. Not all students benefit equally from technological advancements, and this disparity may widen existing educational gaps.

CONCLUSION

In conclusion, artificial intelligence and digital innovation have introduced both opportunities and challenges to modern education. While they offer unprecedented levels of accessibility and efficiency, their impact on learning quality is not always positive.

The results of this study suggest that technology should not be viewed as a complete solution but rather as a tool that requires careful and intentional use. A balanced approach, combining digital innovation with human guidance, appears to be the most effective strategy for sustainable educational development.

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NAVIGATING PRAGMATIC GAPS: MANAGING MISCOMMUNICATION AND CLARIFICATION STRATEGIES IN ENGLISH AND UZBEK ACADEMIC AND PROFESSIONAL DISCOURSE

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Abstract. *This article explores the complexities of cross-cultural communication within academic and professional settings, with a specific focus on identifying the roots of miscommunication and effective strategies for clarification. As globalization increases the diversity of these environments, the ability to manage linguistic and cultural nuances becomes critical. Using a qualitative approach, this study examines how different communication styles specifically high-context versus low-context cultures impact professional interactions. Preliminary findings suggest that miscommunication often stems from divergent expectations regarding politeness, hierarchy, and directness. The article concludes by proposing a framework for "communicative flexibility" and proactive clarification techniques to mitigate conflict and enhance collaborative productivity.*

Keywords: *intercultural communicative competence (ICC), pragmatic failure, high-context vs. low-context communication, contrastive linguistics, english-uzbek professional discourse, clarification strategies, politeness theory.*

Introduction

The modern academic and professional landscape is increasingly characterized by linguistic and cultural diversity. While this diversity fosters innovation, it also presents significant challenges in the form of intercultural communicative competence. Communication is not merely the exchange of information but a social act governed by culturally specific norms and values. When these norms collide, miscommunication occurs not necessarily due to a lack of language proficiency, but due to a mismatch in "pragmatic expectations". Miscommunication in professional and academic spheres often arises when interlocutors operate from conflicting communicative norms. Research indicates that several key dimensions influence these interactions:

-Contextual Reliance**.** High-context cultures rely heavily on implicit situational cues and non-verbal communication, whereas low-context cultures prioritize explicit, direct verbal messages (Ladha et al., 2018).

-Directness and honesty**.** In many professional settings, non-native speakers may associate directness with honesty and efficiency, while native speakers may misinterpret this same directness as bluntness or rudeness (Evans & Suklun, 2017).

-Power distance and hierarchy**.** Variations in how power is perceived can silence certain groups, leading to a loss of innovation and efficiency if participants feel unable to provide honest feedback or ask clarifying questions (Hammer, 2011). To maintain professional harmony and

preserve institutional efficiency, individuals must move past "assumed understanding" and deploy conscious, proactive clarification strategies.

Methods

This study utilizes a qualitative, contrastive linguistic methodology to examine the intercultural communication patterns and potential points of pragmatic failure between English and Uzbek speakers in academic and professional environments. Rather than employing empirical survey tools, this research adopts a text-based analytical framework, evaluating cultural scripts, idiomatic professional formulations, and established sociolinguistic data from contemporary literature.

The comparative analysis is grounded in two primary sociolinguistic models:

-Hall's Contextual Continuum (1976): Used to contrast the low-context, highly explicit nature of English professional discourse with the high-context, implicit, and relationship-oriented nature of Uzbek communication.

-Brown and Levinson's Politeness Theory (1987): Applied to evaluate how "face-saving" acts differ across both cultures, specifically focusing on how positive and negative politeness strategies manifest in workplace hierarchy.

The corpus for this comparative analysis consists of selected textual materials that reflect authentic communication norms in both languages:

English corpus. Standardized academic guidelines, formal corporate email templates, and professional correspondence protocols drawn from Western university handbooks and international business communication textbooks.

Uzbek corpus. Authentic administrative texts, formal academic communications, and modern Uzbek prose dialogues that mirror professional hierarchies and institutional interactions (e.g., stylized dialogues representing workplace interactions, focusing on semantic and pragmatic shifts).

The selected texts were analyzed using Descriptive Discourse Analysis (DDA) to isolate specific linguistic and pragmatic variables. The analysis focuses on three main communicative events common to both academic and professional environments:

Communicative event	English pragmatic focus	Uzbek pragmatic focus
Upward requests *(e.g., asking a supervisor/professor)*	Directness tempered with modal verbs (*"Could you please..."*); focus on individual justification and clarity.	High mitigation, extensive honorific usage (*"Siz"*, titles), and introductory formulaic politeness expressions to preserve *hurmat* (respect).
Peer-to-peer clarification (e.g., addressing a mistake)	Explicit task-oriented focus; detachment of the individual from the error (*"The report needs adjustments"*).	Relational buffering; indirect expressions or softening mechanisms (*andisha*) to avoid causing embarrassment or breaking group harmony.
Directness vs. indirectness (General delivery)	Low-context delivery; the burden of clarity is on the speaker. Omission of	High-context delivery; meaning is embedded in the context, silence, and relational

	extensive pleasantries is viewed as efficient.	history. Omitting pleasantries can be perceived as abrupt.

Discussion

The results of this contrastive textual analysis demonstrate that intercultural miscommunication between English and Uzbek speakers within academic and professional settings is rarely a consequence of grammatical incompetence. Instead, it is primarily driven by pragmatic failure (Thomas, 1983) specifically, a collision between the low-context, task-oriented norms of English and the high-context, relation-oriented norms of Uzbek.

The sharp contrast in text organization and length observed in upward communication highlights deeply rooted cultural orientations toward institutional hierarchy. The English preference for linear, information-dense delivery matches a low power-distance model where efficiency is viewed as a form of professional respect.

Conversely, the extended introductory sequences in Uzbek texts (*istiholah*) are structural prerequisites for maintaining *hurmat* (respect) and safeguarding the *face* of both the sender and the recipient (Brown & Levinson, 1987). When these two systems interact without adaptation, a double-blind misinterpretation occurs.

In peer-to-peer task rectification, the English strategy of depersonalizing an error (*"The report contains an error"*) relies on objective distance. The Uzbek strategy, which favors collective pronouns and indirect phrasing (*andisha*), prioritizes group cohesion. This suggests that while an English speaker views a direct critique as a quick route to task resolution, an Uzbek speaker may interpret that same directness as a threat to workplace harmony and interpersonal relationships.

To bridge these communication gaps, individuals and institutions operating in bilingual English-Uzbek environments cannot rely solely on language training. They must cultivate intercultural communicative competence (ICC) through specific behavioral adjustments.

When communicating in English academic or corporate environments, it is beneficial to consciously streamline introductory remarks and state the primary objective within the first two sentences. This aligns with the recipient's expectations of professional clarity.

When managing or collaborating with Uzbek colleagues, taking time for brief, formulaic social inquiries before pivoting to business tasks reduces the perception of coldness and builds relational trust (*ixlos*).

Since high-context and low-context expectations often clash silently, academic supervisors and project managers should explicitly state communication preferences at the start of a collaboration. Defining expected response times, acceptable levels of email directness, and feedback protocols creates a shared “third culture” that reduces ambiguous interpretations.

To counter the Uzbek tendency to hide disagreement or confusion behind polite assent (*andisha*), supervisors should avoid binary questions like *"Do you understand?"* instead, they can use open-ended, non-threatening clarification loops, such as: *“To ensure we are both aligned on the next steps, could you walk me through your timeline for this section?”*

A limitation of this study is its reliance on standardized textual models and literature-driven cultural scripts, which may not capture the dynamic linguistic blending found among younger, highly bilingual English-Uzbek professionals. Future research should utilize authentic, spoken corporate recordings or actual email chains to analyze how these pragmatic strategies shift in real-time digital workspaces.

Managing cross-cultural miscommunication in academic and professional environments requires moving past the assumption that shared language usage guarantees shared meaning. By mapping the structural and pragmatic differences between English and Uzbek discourse, this study highlights the predictable areas where institutional friction occurs. Ultimately, resolving these differences does not require either culture to abandon its values, rather, it demands that both sides develop the communicative flexibility to recognize, respect, and adapt to divergent pragmatic norms.

Conclusion

The comparative analysis of English and Uzbek communicative norms in academic and professional settings demonstrates that intercultural miscommunication is primarily a product of conflicting pragmatic expectations rather than grammatical deficiencies. While English professional discourse operates on a low-context, task-oriented model that equates linguistic directness and brevity with efficiency, Uzbek institutional communication relies on a high-context, relation-oriented framework where structural softening (*istiholah*) and conversational humility (*andisha*) are essential to maintain mutual respect (*hurmat*).

Unmanaged, these divergent orientations create a double-blind interpretive gap: the linear clarity of English can be perceived by Uzbek speakers as cold or abrasive, while the circular, cushioned delivery of Uzbek may be misconstrued by Anglophone interlocutors as evasive or disorganized.

Ultimately, resolving cross-cultural friction within diverse institutions does not require either group to abandon their native linguistic values. Instead, it demands the development of shared intercultural communicative competence. By implementing deliberate communicative strategies, such as active metacommunication, open-ended perception checking, and flexible style-switching academic and corporate professionals can successfully bridge the gap between intent and interpretation. Transforming these cultural differences from operational bottlenecks into collaborative assets is critical for fostering inclusive, high-performing global environments.

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ARTIFICIAL INTELLIGENCE AND DIGITAL INNOVATION IN EDUCATION

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Abstract. *Artificial Intelligence (AI) and digital innovation are significantly transforming modern education systems worldwide. The integration of AI technologies into education improves teaching effectiveness, enhances student learning experiences, and supports personalized education. Digital tools such as online learning platforms, smart classrooms, and virtual learning environments have made education more accessible and interactive. This article examines the role of artificial intelligence and digital innovation in education, highlighting their benefits, challenges, and future prospects in creating a more effective and inclusive educational system.*

Annotatsiya. *Sun'iy intellekt va raqamli innovatsiyalar zamonaviy ta'lim tizimini tubdan o'zgartirmoqda. Sun'iy intellekt texnologiyalarining ta'lim jarayoniga joriy etilishi o'qitish samaradorligini oshiradi, talabalarning o'rganish tajribasini boyitadi hamda individual ta'lim imkoniyatlarini yaratadi. Onlayn ta'lim platformalari, aqlli sinfxonalar va virtual o'quv muhiti kabi raqamli vositalar ta'limni yanada qulay va interaktiv qiladi. Ushbu maqolada sun'iy intellekt va raqamli innovatsiyalarning ta'limdagi o'rni, afzalliklari, muammolari hamda istiqbollari tahlil qilinadi.*

Аннотация. *Искусственный интеллект и цифровые инновации значительно трансформируют современную систему образования во всем мире. Интеграция технологий искусственного интеллекта в образование повышает эффективность преподавания, улучшает процесс обучения и способствует персонализированному обучению. Цифровые инструменты, такие как онлайн-платформы, умные классы и виртуальная образовательная среда, делают образование более доступным и интерактивным. В данной статье рассматриваются роль искусственного интеллекта и цифровых инноваций в образовании, их преимущества, проблемы и перспективы развития для создания более эффективной и инклюзивной образовательной системы.*

Keywords*: Artificial Intelligence, Digital Innovation, Smart Education, Personalized Learning, Educational Technology, E-learning, Digital Transformation, Future Education.*

Introduction

Education is one of the most important foundations of social and economic development. Throughout history, educational systems have evolved alongside technological progress. In recent decades, rapid digital transformation has significantly influenced teaching and learning processes worldwide. Traditional teacher-centered classrooms are gradually being replaced by more flexible, student-centered, and technology-driven learning environments (Selwyn, 2016).

The development of digital tools, online platforms, and intelligent systems has changed how students access knowledge and how teachers deliver instruction. Today, education is no longer limited to physical classrooms; students can learn anytime and anywhere through digital

technologies. This transformation became even more evident during global disruptions such as the COVID-19 pandemic, which accelerated digital learning worldwide (UNESCO, 2021).

Artificial Intelligence and digital innovation have become essential in preparing students for the modern workforce and digital society.

Concept of Artificial Intelligence in Education

Artificial Intelligence refers to computer systems capable of performing tasks that normally require human intelligence, such as learning, reasoning, problem-solving, language understanding, and decision-making (Russell & Norvig, 2021).

In education, AI can:

analyze student learning behavior, personalize educational content, provide intelligent tutoring, automate grading and feedback, improve institutional decision-making. According to Holmes et al. (2019), AI in education aims not to replace teachers but to support and enhance teaching and learning processes. For example: chat.openai.com helps students understand difficult concepts through interactive conversation.khanacademy.org uses adaptive learning systems.duolingo.com applies AI to personalize language learning.

Digital Innovation in Education

Digital Transformation refers to integrating modern technologies into education to improve learning outcomes and institutional efficiency. Digital innovation includes:

Learning Management Systems (LMS), smart boards and smart classrooms, cloud-based learning, educational mobile apps, virtual laboratories, online collaboration tools. According to Fullan and Langworthy (2014), digital innovation creates "deep learning" opportunities by connecting students with knowledge, skills, and real-world problem solving.

1. Personalized Learning

One of AI's strongest advantages is adapting education to each learner's needs. AI systems analyze learning speed, errors, and progress to recommend personalized lessons (Luckin et al., 2016).

Example: A student struggling in mathematics can receive extra exercises automatically while another student advances to more complex material.

2. Intelligent Tutoring Systems

AI tutors provide 24/7 support and instant feedback. They simulate one-on-one tutoring, which has been shown to improve student performance (Holmes et al., 2019).

3. Automated Assessment and Grading

Teachers often spend hours grading assignments. AI tools can grade quizzes, essays, and tests faster and more consistently, reducing teacher workload (UNESCO, 2021).

4. Learning Analytics and Predictive Systems

Educational institutions use AI to analyze student attendance, participation, and grades to identify students at risk of failure or dropout (Siemens & Baker, 2012).

5. Chatbots and Virtual Assistants

AI-powered chatbots answer student questions, provide reminders, and guide administrative processes, improving student support services.

Digital Innovations Transforming Education

E-learning Platforms

Online learning platforms have changed global education.

Examples: classroom.google.commoodle.org coursera.org

These platforms support flexible and distance learning (Bates, 2019).

Smart classrooms use: interactive whiteboards, projectors, tablets, internet-connected resources. These tools increase classroom participation and engagement.

Mobile Learning

Mobile devices enable "learning on the go." Students can access lessons, videos, and quizzes from smartphones and tablets, making education more accessible.

Virtual and Augmented Reality

Augmented Reality and Virtual Reality create immersive experiences.

Examples:

medical students perform virtual surgery, engineering students simulate machines, history students visit ancient civilizations digitally.

Research shows immersive learning increases understanding and memory retention (Radianti et al., 2020).

Benefits of Artificial Intelligence and Digital Innovation, Improved Academic Performance, Students receive targeted support and immediate feedback, improving achievement (Luckin et al., 2016).

Accessibility and Inclusion

Technology supports students in rural areas and students with disabilities, promoting Educational Equity (UNESCO, 2021).

Student Motivation and Engagement

Interactive tools, gamification, and multimedia increase learner motivation.

Teacher Efficiency

AI reduces repetitive tasks, allowing teachers to focus on instruction and mentoring.

Lifelong Learning

Digital systems support continuous learning beyond formal education.

Challenges and Limitations

Digital Divide

Not all learners have equal internet access or devices, creating educational inequality (OECD, 2023).

Privacy and Security

Student data protection is a major concern when using AI systems.

Teacher Readiness

Many educators need additional digital skills training.

Ethical Issues

AI systems can reflect bias if poorly designed, leading to unfair outcomes (Holmes et al., 2019).

Financial Barriers

Technology implementation can be expensive, especially in developing countries.

Role of Teachers in AI-Based Education

Teachers remain central to education. Technology cannot replace: emotional support, human interaction, ethical guidance, motivation.

According to Hattie (2012), teacher influence remains one of the strongest factors affecting student achievement. AI should therefore be used as a support tool, not a substitute.

Future of Education

The future may include: AI-powered virtual tutors, smart campuses, adaptive digital textbooks, educational Robotics, global virtual classrooms, fully personalized learning systems. Education will become more flexible, intelligent, and globally connected.

Conclusion

Artificial Intelligence and digital innovation are reshaping education by improving quality, accessibility, and efficiency. These technologies provide powerful opportunities for learners and educators alike. However, successful implementation requires ethical use, teacher preparation, infrastructure investment, and equal access. The future of education depends on balancing technological advancement with the human values at the heart of teaching and learning.

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DEVELOPING EFFECTIVE LESSON PLANS THROUGH COMPARATIVE ANALYSIS IN ENGLISH LANGUAGE TEACHING

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Abstract. *Productive lesson planning plays a significant role in improving the quality of English language teaching. Innovative approaches in education require teachers to use flexible, student-centered, and interactive lesson plans that take into account learners' different ability levels and individual ways of perceiving information. This article analyzes the importance of comparative analysis in developing rational lesson plans for English language teaching. The study compares classical and modern approaches to lesson planning and highlights the advantages of interactive methods, visual materials, and learner-centered activities in educational practice. The obtained results confirm that comparative analysis helps teachers choose appropriate teaching strategies, increase students' interest, and achieve better educational outcomes.*

Keywords: *lesson planning, comparative analysis, English language teaching, scaffolding, interactive methods, student-centered learning.*

Аннотация. *Продуктивное планирование уроков имеет большое значение в повышении качества преподавания английского языка. Инновационные подходы в образовании требуют от преподавателей использования гибких, ученико-ориентированных и интерактивных планов уроков, которые учитывают потребности обучающихся с различным уровнем способностей и особенностями восприятия информации. В настоящей статье анализируется значение сравнительного анализа при разработке рациональных планов уроков по английскому языку. В исследовании сопоставляются классические и современные подходы к планированию уроков, подчёркиваются преимущества интерактивных методов, наглядных материалов и деятельности, ориентированной на учащихся, в образовательной практике. Полученные результаты подтверждают, что сравнительный анализ помогает преподавателям выбирать подходящие стратегии обучения, усиливать заинтересованность учащихся и достигать лучших образовательных результатов.*

Ключевые слова: *планирование урока, сравнительный анализ, преподавание английского языка, scaffolding (педагогическая поддержка), интерактивные методы, обучение, ориентированное на учащихся.*

Annotatsiya. *Samarali dars rejalashtirish ingliz tilini o'qitish sifatini oshirishda muhim ahamiyatga ega. Ta'limdagi innovatsion yondashuvlar o'qituvchilardan o'quvchilarning turli qobiliyat darajalari va ma'lumotni qabul qilish xususiyatlarini hisobga oladigan moslashuvchan, o'quvchiga yo'naltirilgan hamda interaktiv dars rejalaridan foydalanishni talab qiladi. Ushbu maqolada ingliz tili darslari uchun oqilona dars rejalarini ishlab chiqishda qiyosiy tahlilning ahamiyati tahlil qilinadi. Tadqiqotda dars rejalashtirishning an'anaviy va zamonaviy yondashuvlari taqqoslanib, interaktiv metodlar, ko'rgazmali materiallar hamda o'quvchiga yo'naltirilgan faoliyatning ta'lim amaliyotidagi afzalliklari yoritib beriladi. Olingan natijalar*

qiyosiy tahlil o'qituvchilarga mos o'qitish strategiyalarini tanlash, o'quvchilarning qiziqishini oshirish va yanada yaxshi ta'lim natijalariga erishishga yordam berishini tasdiqlaydi.

Kalit so'zlar: *darsni rejalashtirish, qiyosiy tahlil, ingliz tilini o'qitish, scaffolding (pedagogik qo'llab-quvvatlash), interaktiv metodlar, o'quvchiga yo'naltirilgan ta'lim.*

Introduction.

Lesson design constitutes one of the most essential components of effective teaching practice. In English language teaching, well-structured lesson plans enable educators to organize instructional activities, manage classroom time efficiently, and achieve predetermined educational objectives. A lesson plan serves as a guiding framework that allows teachers to establish a coherent and effective learning process while sustaining learner engagement throughout the lesson. Conventional approaches to lesson planning are predominantly characterized by teacher-centered instruction, repetition, and memorization of content [Abbosovna, A., & Najmiddinova, M.N., 2020]. In contrast, contemporary educational systems place greater emphasis on the development of communicative competence, creativity, interaction, and active learner participation. Consequently, English language teachers are expected to adapt their instructional planning strategies in accordance with learners' needs and modern pedagogical methodologies. Comparative analysis represents an effective methodological approach that enables educators to evaluate different models of lesson planning, identify their strengths and limitations, and implement the most appropriate strategies in classroom practice. By contrasting traditional and contemporary approaches, teachers are able to optimize the instructional process and facilitate the development of students' communicative skills. [Brown, 2001]. The purpose of this article is to examine various approaches to lesson planning in English language teaching and to investigate how comparative analysis contributes to the development of effective and engaging instructional practices.

Methodology

This study is conducted using a qualitative comparative analysis of approaches to lesson planning in English language teaching. The primary aim of the study is to identify similarities and differences between traditional and modern models of lesson design. The main research method employed is comparative (comparative-analytical) analysis of pedagogical approaches, which enables a systematic comparison of different lesson planning models and an evaluation of their pedagogical effectiveness in the educational process. [Razzokova, F., & Najmiddinova, M.N.,2026]. The analysis was carried out using a set of criteria, including lesson structure and organization, teaching methods and forms of interaction between teachers and students, the use of visual, technical, and multimedia resources in instruction, the level of student participation in the learning process, as well as assessment and feedback systems. The theoretical basis of the study consists of methodological principles of English language teaching, as well as scientific and methodological approaches to the organization of the educational process. Within the framework of the analysis, examples of interactive teaching methods, game-based technologies, visual materials, and elements of scaffolding were examined.

Results

As a result of the conducted comparative analysis, it was established that traditional and modern approaches to lesson planning in English language teaching demonstrate significant differences in the organization of the learning process and the level of student participation. Traditional lesson models are characterized by the predominance of teacher-centered, explanatory-

reproductive methods of instruction, in which the teacher plays the central role. Learning activities in such settings are mostly limited to exercises focused on reinforcement and reproduction of the studied material. This leads to a reduction in the amount of students' speaking practice and restricts the development of their communicative skills. Modern approaches illustrate a different lesson structure based on active student participation. [Vygotsky,1978] The use of pair and group work, game-based techniques, and communicative tasks significantly increases students' oral activity during lessons. For example, tasks involving object description, role-play activities, and interactive exercises contribute to the natural use of language in the educational process.

In addition, it was found that the use of visual aids and multimedia resources in teaching (such as images, flashcards, and video materials) improves lexical acquisition and contributes to more long-term retention of vocabulary. This is particularly effective at the initial stages of language learning. It was also established that the use of scaffolding enables a gradual increase in task complexity and supports learners' transition from reproductive activities to the independent use of linguistic structures.

Discussion

The obtained results confirm the principles of the communicative approach, according to which foreign language learning is most effectively achieved through the active use of language in communication. [Richards, J.C., & Rodgers, T.S., 2014]. The comparative analysis showed that traditional methods are characterized by a certain degree of lesson organization; however, they do not sufficiently contribute to the development of speaking skills. In contrast, modern teaching methods enhance students' motivation through the use of game-based elements, visual support, and interactive forms of work. It is particularly important to note that group work and game-based activities help reduce language barriers and increase students' confidence in speaking. At the same time, the effectiveness of modern methods largely depends on proper lesson organization and a clearly structured system of tasks designed by the teacher. Thus, the most optimal approach is a blended model in which the structural organization of traditional instruction is maintained while elements of modern communicative technologies are integrated into the teaching process.

Conclusion

The study found that modern approaches to lesson planning demonstrate higher effectiveness in developing students' communicative skills compared to traditional methods. An optimal lesson model should ensure a balanced combination of the structured nature of traditional approaches and active, interactive teaching methods. This provides a balance between systematic instruction and the practical orientation of language learning. Thus, the integration of modern pedagogical technologies into English language teaching contributes to improving the quality of instruction and fostering the development of students' stable language competence.

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XORIJIY TILLAR VA RAQAMLI TEXNOLOGIYALAR: ZAMONAVIY KASBLAR UCHUN YOSHLARNI TAYYORLASHNING ASOSIY OMILLARI

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Annotatsiya. *Ushbu maqola zamonaviy mehnat bozori talablari kontekstida xorijiy tillar va raqamli texnologiyalarning yoshlarni kasb-hunar jihatidan tayyorlashdagi rolini o‘rganadi. Globallashuv va texnologik rivojlanish jarayonida an'anaviy kasb ko‘nikmalari yetarli bo‘lmay qolmoqda: ish beruvchilar tobora ko‘proq ko‘p tilli muloqot, raqamli savodxonlik va moslashuvchanlikni talab qilmoqda. Maqolada adabiyotlar tahlili va nazariy asoslar yordamida xorijiy til kompetensiyasi hamda raqamli texnologiyalar integratsiyasining kasbiy tayyorgarlikdagi ahamiyati ko‘rsatib beriladi. Shuningdek, O‘zbekiston ta'lim tizimidagi mavjud tendensiyalar va ularni takomillashtirish bo‘yicha tavsiyalar ilgari suriladi. Tadqiqot natijalari shuni ko‘rsatadiki, xorijiy til va raqamli ko‘nikmalar birgalikda yoshlar uchun raqobatbardosh kasbiy imkoniyatlarni sezilarli darajada kengaytiradi.*

Kalit so‘zlar: *zamonaviy kasblar, xorijiy til kompetensiyasi, raqamli texnologiyalar, raqamli savodxonlik, kasbiy tayyorgarlik, yoshlar ta'limi, 21-asr ko‘nikmalari.*

KIRISH

XXI asr mehnat bozorida mutaxassislikka talablar keskin o‘zgarmoqda. Raqamlashtirish, sun'iy intellekt va globallashuv jarayonlari yangi kasb turlarini yuzaga keltirmoqda va mavjud kasblarning mazmunini tubdan o‘zgartirmoqda. Bunday sharoitda ikkita strategik ko‘nikma — xorijiy tillarni bilish va raqamli texnologiyalardan foydalana olish — nafaqat afzallik, balki zaruratga aylanmoqda.

Bugungi kunda ingliz tili dunyo miqyosida ilmiy, texnik va tijorat muloqotining asosiy tiliga aylangan: dunyo aholisining taxminan 1,5 milliardi bu tilda muloqot qiladi.[31] Shu bilan birga, Jahon iqtisodiy forumining ma'lumotlariga ko‘ra, 2025-yilga borib kasblarning 85 foizi hali ixtiro qilinmagan texnologiyalarni qo‘llashni talab qiladi.[32] Demak, bugungi yoshlar uchun kelajakni ko‘ra bilish va bunga mos ko‘nikmalar egallash hayotiy zarurat hisoblanadi.

O‘zbekiston Respublikasi 2022–2026-yillarga mo‘ljallangan "Yangi O‘zbekiston" taraqqiyot strategiyasida ta'lim sifatini oshirish, xorijiy tillarni o‘qitishni kuchaytirish va raqamli iqtisodiyotga o‘tishni ta'minlash ustuvor yo‘nalishlar sifatida belgilangan. Ushbu tadqiqot ana shu siyosat yo‘nalishlarini nazariy jihatdan boyitishga va amaliy tavsiyalar ishlab chiqishga qaratilgan.

Maqolaning maqsadi — xorijiy tillar va raqamli texnologiyalarning yoshlarni zamonaviy kasblarga tayyorlashdagi o‘rnini nazariy tahlil orqali asoslash va ularni ta'lim tizimiga integratsiya qilishning samarali modelini taklif etish.

[31]Crystal, D. English as a Global Language. 2nd ed. Cambridge University Press, 2003, p. 13.
[32]World Economic Forum. The Future of Jobs Report 2020. WEF, 2020, p. 36.

ADABIYOTLAR SHARHI

Xorijiy tillarni bilishning kasbiy hayotga ta'siri keng o‘rganilgan bo‘lib, bu sohadagi tadqiqotlar bir necha asosiy yo‘nalishda guruhlanadi.

Birinchi yo‘nalish — ingliz tilining global iqtisodiyotdagi o‘rni. Crystal [33] ta'kidlaganidek, ingliz tili global muloqotning 'lingua franca'siga — umumiy tiliga — aylangan bo‘lib, bu holat kasbiy raqobatbardoshlik uchun uni o‘zlashtirish zaruratini belgilaydi. Korporatsiyalar, davlat muassasalari va xalqaro tashkilotlar ingliz tilini biladigan mutaxassislarga ustunlik bermoqda, chunki bu til axborot almashinuvi va hamkorlik uchun asosiy vositaga aylangan.

Ikkinchi yo‘nalish — raqamli avlod va texnologik savodxonlik muammosi. Prensky[34] 2001-yilayoq "raqamli mahalliylar" (digital natives) tushunchasini kiritib, zamonaviy yoshlarning raqamli texnologiyalarga tabiiy yaqinligi ularni o‘qitish va kasbga tayyorlashda tubdan yangi yondashuvlarni talab qilishini isbotlagan. Biroq raqamli qurilmalar bilan o‘sish texnologik savodxonlikni avtomatik ta'minlamaydi: maqsadli o‘qitish zarur. OECD ma'lumotlariga ko‘ra, raqamli ko‘nikmalar yetishmasligi hozirgi kunda mehnat bozorida eng katta to‘siqlardan biri hisoblanadi.

Uchinchi yo‘nalish — til va texnologiyaning birgalikdagi ta'limi. Chapelle[35] kompyuter yordamida til o‘rgatishning (CALL – Computer-Assisted Language Learning) nazariy asoslarini yoritib, texnologiyalar yordamida til o‘rganish jarayonini individuallashtirish va samarasini oshirish imkonini ko‘rsatib bergan. Warschauer esa raqamli texnologiyalar va til savodxonligini alohida o‘rganmasdan, ularni elektron savodxonlikning yaxlit tarkibiy qismlari sifatida ko‘rib chiqish lozimligini ta'kidlagan.[36]

To‘rtinchi yo‘nalish — ta'lim siyosati va mehnat bozori talablari. Yevropa Komissiyasining "Ta'limni qayta o‘ylash" hisobotida[37] ko‘p tilli va raqamli kompetensiyalar "iqtisodiy rivojlanish va ijtimoiy uyushqoqlik uchun asosiy omillar" sifatida e'lon qilingan. Bu hujjat davlatlar uchun ikki tilli va ko‘p tilli ta'lim modellarini joriy etishni qat'iy tavsiya qiladi.

NAZARIY ASOSLAR VA TAHLIL

Xorijiy tillar va zamonaviy kasblar: qanday bog‘liqlik?

Jahon iqtisodiy forumining 2020-yilgi "Kelajak kasblari" hisobotida[38] keltirilishicha, 2025-yilga kelib kasblarning 50 foizidan ortig‘i sezilarli darajada yangi ko‘nikmalar majmuini talab qiladi. Bu ko‘nikmalar orasida tanqidiy fikrlash, muloqot va hamkorlik ko‘nikmalari, shuningdek, global hamkorlar bilan ishlash qobiliyati alohida o‘rin tutadi. Xorijiy tillarni bilish esa bu ko‘nikmalarning asosiy ta'minoti bo‘lib xizmat qiladi.

Xususan, IT, biotexnologiya, menejment va ilmiy tadqiqot sohalari kabi zamonaviy kasb turlarida ingliz tilida muloqot, texnik hujjatlarni o‘qish va xalqaro hamkorlarlar bilan ishlash

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[34] Prensky, M. "Digital Natives, Digital Immigrants." On the Horizon, vol. 9, no. 5, 2001, p. 1.
[35] Chapelle, C. A. Computer Applications in Second Language Acquisition. Cambridge University Press, 2001, pp. 2–3.
[36] Warschauer, M. Electronic Literacies: Language, Culture, and Power in Online Education. Lawrence Erlbaum Associates, 1999, p. 8.
[37] European Commission. Rethinking Education: Investing in Skills for Better Socio-economic Outcomes. Publications Office of the European Union, 2012, p. 4.

uchun til kompetensiyasi mutlaq zarur. Richards[39] ta'kidlaganidek, til ta'limi endi faqat grammatika va lug‘at o‘rgatish bilan chegaralanmaydi, balki professional vazifalarni bajarishga yo‘naltirilgan kommunikativ kompetensiyani shakllantirish masalasiga aylangan. Shunga ko‘ra, darslarning mazmuni mehnat bozori talablari bilan uyg‘unlikda bo‘lishi lozim.

Bundan tashqari, xorijiy tillarni o‘rganish kognitiv jihatdan ham rivojlantirishga xizmat qiladi: ikki yoki undan ortiq tilda fikrlash miya faoliyatini boyitadi, analitik qobiliyatlarni o‘stiradi va moslashuvchanlikni kuchaytiradi. Bu esa zamonaviy kasblar uchun zarur bo‘lgan yumshoq ko‘nikmalar (soft skills) ni rivojlantirishning samarali vositasi hisoblanadi.

Raqamli texnologiyalar: imkoniyatlar va muammolar

OECD'ning raqamli ko‘nikmalar to‘g‘risidagi hisobotida[40] 21-asr mutaxassisidan kutilayotgan raqamli kompetensiyalar bir necha darajaga bo‘linadi: asosiy raqamli savodxonlik (kompyuter va internet bilan ishlash), ma'lumotlarni tahlil qilish ko‘nikmalari, raqamli xavfsizlik va dasturlash asoslarini bilish. Bu kompetensiyalar mehnat bozorida barcha soha mutaxassislari uchun talab qilinadigan "asosiy to‘plam" ga aylangan.

Raqamli texnologiyalar ayni paytda til o‘rganish jarayonining o‘zini ham tubdan o‘zgartirmoqda. Dudeney va Hockly[41] ta'kidlaganidek, raqamli vositalar — podkastlar, interaktiv platformalar, onlayn lug‘atlar va video materiallar — tilni haqiqiy kontekstda o‘rganish imkonini beradi hamda an'anaviy darslik chegaralaridan chiqib ketish yo‘lini ochadi. Bu yondashuv, ayniqsa, immersiv muhitga ega bo‘lmagan mamlakatlarda (jumladan, O‘zbekistonda) katta ahamiyat kasb etadi.

Godwin-Jones[42] esa raqamli texnologiyalar yordamida yaratilgan online til o‘rganish muhitlarini tahlil qilib, ularning an'anaviy sinf ta'limiga qaraganda bir qancha ustunliklarini ko‘rsatib bergan: o‘z-o‘zini boshqarish, moslashuvchan jadval va avtonom o‘rganish imkoniyati. Biroq muallif shu bilan birga texnologiyalarga haddan tashqari tayanishning kritik fikrlashni zaiflashtirishi mumkinligini ham ogohlantiradi.

Ikki kompetensiyaning sinergiyasi

Xorijiy til va raqamli texnologiyalar kompetensiyalari alohida o‘rganilganda ham qimmatli, ammo ular bir-birini to‘ldirganda kasbiy salohiyat geometrik progressiyada o‘sadi. Buning asosiy sababi shuki, raqamli texnologiyalarning katta qismi ingliz tilida yaratilgan va ularda ishlash uchun ingliz tili zarur, shuningdek, xorijiy hamkorlar bilan raqamli vositalar orqali muloqot qilish uchun ham ikkalasi birga kerak bo‘ladi.

Masalan, dasturiy ta'minot ishlab chiquvchi (IT mutaxassis), xalqaro menejer yoki tibbiy tadqiqotchi uchun quyidagi ko‘nikmalar majmuasi strategik ahamiyatga ega: ingliz tilida texnik hujjatlar o‘qish va yozish; xalqaro jamoalar bilan video konferensiya orqali muloqot; raqamli platformalarda hamkorlik loyihalari yuritish; sun'iy intellekt va ma'lumotlar tahlili vositalaridan foydalanish. Ushbu ko‘nikmalar majmuasini shakllantirish uchun ta'lim tizimi xorijiy til va raqamli ta'limni integratsiya qilishi zarur.

O‘ZBEKISTON TA'LIM TIZIMIDA INTEGRATSIYA: HOLAT VA TAVSIYALAR

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[41] Dudeney, G., and Hockly, N. How to Teach English with Technology. Pearson Longman, 2007, p. 7.
[42] Godwin-Jones, R. "Challenging Hegemonies in Online Language Learning." Language Learning & Technology, vol. 22, no. 1, 2018, p. 10.

O‘zbekistonda so‘nggi yillarda xorijiy tillar va raqamli texnologiyalar ta'limini kuchaytirishga qaratilgan bir qator islohlar amalga oshirildi. 2021-yildagi "Ingliz tilini o‘qitish sifatini oshirish" Prezident farmoni va 2022-yilgi "Raqamli O‘zbekiston – 2030" strategiyasi ana shunday islohotlarning yorqin namunalaridir. Biroq siyosat hujjatlari va amaliyot o‘rtasidagi tafovut hali katta bo‘lib qolmoqda.

Muammolarning asosiy uchta guruhi mavjud. Birinchisi — kadrlar muammosi: ko‘plab maktab va kollejlarda malakali ingliz tili o‘qituvchilari yetishmaydi, ayniqsa qishloq hududlarida bu muammo o‘tkir seziladi. Ikkinchisi — texnik infratuzilma: raqamli ta'lim uchun zarur bo‘lgan kompyuter, internet va elektr ta'minoti ko‘plab muassasalarda hali to‘liq ta'minlanmagan. Uchinchisi — metodologik birlik: xorijiy til va raqamli ta'limni bir tizimda integratsiyalash uchun milliy o‘quv dasturlari metodologik jihatdan yetarlicha ishlab chiqilmagan.

Ushbu muammolarga asoslanib, quyidagi tavsiyalar ilgari suriladi:

1. Ingliz tili o‘qitishni raqamli vositalar bilan boyitish: Wordwall, Quizlet, Google Classroom, Kahoot kabi platformalarni o‘quv dasturlariga rasman kiritish.
2. Kasb-hunar ta'limida xorijiy tillarni ixtisoslashgan formatda o‘qitish: IT, tibbiyot, iqtisodiyot yo‘nalishlarida ingliz tilini professional kontekstda (ESP – English for Specific Purposes) o‘rgatishni joriy etish.
3. O‘qituvchilarning uzluksiz professional rivojlanishi: xorijiy til o‘qituvchilari ham raqamli texnologiyalar bo‘yicha, raqamli texnologiyalar o‘qituvchilari esa interaktiv til o‘qitish uslublari bo‘yicha muntazam treninglar olishi kerak.
4. Raqamli infratuzilmani tenglashtirish: davlat-xususiy sheriklik asosida barcha ta'lim muassasalarini keng polosali internet va zamonaviy qurilmalar bilan ta'minlash.
5. Mehnat bozori bilan hamkorlik: universitetlar va kasb-hunar kollejlari yirik korporatsiyalar bilan birgalikda o‘quv dasturlarini yangilab turishi va amaliy ko‘nikmalar bo‘yicha mashg‘ulotlar o‘tkazishi lozim.

XULOSA

Ushbu maqolada tahlil qilingan adabiyotlar va nazariy asoslar shuni ko‘rsatadiki, xorijiy tillar va raqamli texnologiyalar zamonaviy kasblarga yoshlarni tayyorlashning ikki asosiy ustuni hisoblanadi. Bu ikki kompetensiya alohida-alohida ham qimmatlidir, ammo ularning sinergiyasi yoshlarga global mehnat bozorida o‘zini topish uchun beqiyos afzallik beradi.

Xorijiy til ta'limi nafaqat muloqot imkoniyatini kengaytiradi, balki kognitiv rivojlanishga, madaniyatlararo tushunishga va kasbiy hujjatlar bilan ishlash ko‘nikmalariga ham xizmat qiladi. Raqamli texnologiyalar esa ta'lim jarayonini individuallashtiradi, motivatsiyani oshiradi va real muloqot muhitini yaratadi. Ikkalasining ta'lim tizimiga birgalikda integratsiyasi O‘zbekiston yoshlari oldidagi imkoniyatlar eshigini keng ochib beradi.

Kelajakdagi tadqiqotlar ushbu mavzuni eksperimental uslubda — nazorat va eksperimental guruhlar ishtirokida — o‘rganishi lozim. Shuningdek, turli ta'lim darajalari (maktab, kollej, oliy ta'lim) va hududlar bo‘yicha solishtirishli tahlil olib borish ham muhim. Bundan tashqari, sun'iy intellektga asoslangan til o‘rganish vositalarining samaradorligini o‘rganish alohida tadqiqot mavzusiga aylanishi kerak, chunki bu soha juda tez rivojlanmoqda.

Xulosa qilib aytganda, ta'lim siyosatini shakllantiruvchilar, o‘quv dasturlarini ishlab chiquvchilar va pedagog-amaliyotchilar uchun eng dolzarb vazifa — xorijiy til va raqamli ta'limni yaxlit tizimga birlashtirgan, mehnat bozori talablariga javob beradigan va yoshlarning kasbiy istiqbolini ta'minlaydigan innovatsion ta'lim modelini joriy etishdan iborat.

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O‘ZBEK TILI DARSLARIDA O‘QUVCHILARNING TAHLILIY-KOMMUNIKATIV KOMPETENSIYALARINI OSHIRISHDA GRAFIK ORGANAYZERLARDAN FOYDALANISH

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Annotatsiya. *Ushbu maqolada ona tili darslarida o‘quvchilarning tahliliy va kommunikativ kompetensiyalarini rivojlantirishda grafik organayzerlarning tutgan o‘rni va ahamiyati yoritilgan. Tadqiqotda vizual strategiyalar orqali o‘quvchilarning matn bilan ishlash, mantiqiy fikrlash va o‘z fikrini mustaqil bayon etish ko‘nikmalarini shakllantirish masalalari tahlil qilingan. Shuningdek, dars jarayonida “Venn diagrammasi”, “T-jadval”, “FSMU” kabi grafik vositalardan foydalanishning metodik afzalliklari misollar yordamida ko‘rsatib berilgan.*

Kalit so‘zlar: *ona tili ta’limi, tahliliy kompetensiya, kommunikativ ko‘nikmalar, grafik organayzerlar, vizualizatsiya, interfaol metodlar, mantiqiy fikrlash, zamonaviy yondashuv.*

Abstract. *This article discusses the role and significance of graphic organizers in developing students' analytical and communicative competencies in Mother tongue lessons. The study analyzes the issues of forming students' skills in working with text, logical thinking, and independent expression of their opinions through visual strategies. Furthermore, the methodological advantages of using graphic tools such as “Venn Diagram”, “T-chart”, and “S.W.O.T” (FSMU) during the educational process are demonstrated with specific examples.*

Keywords: *mother tongue education, analytical competence, communicative skills, graphic organizers, visualization, interactive methods, logical thinking, modern approach.*

Bugungi kunda dunyo miqyosida ta’lim tizimi jadal sur’atlar bilan rivojlanib bormoqda. Axborot oqimining keskin ortishi, raqamli texnologiyalar va innovatsion pedagogik yondashuvlarning keng joriy etilishi o‘qituvchilardan ta’lim jarayonini yangicha asosda tashkil etishni talab qilmoqda. Shu sababli, zamonaviy o‘qituvchi nafaqat bilim beruvchi, balki o‘quvchilarning mustaqil fikrlash, tahlil qilish va o‘z g‘oyalarini aniq, mantiqiy tarzda ifodalash ko‘nikmalarini shakllantiruvchi shaxs sifatida namoyon bo‘lishi lozim. Ta’lim samaradorligini oshirishda vizual pedagogik texnologiyalar, xususan, grafik organayzerlardan foydalanish alohida o‘rin tutadi. Chunki o‘quvchi tomonidan o‘rganilayotgan axborotni faqat eshitish yoki o‘qish orqali emas, balki uni ko‘rish, tasniflash, bog‘lash va chizish orqali o‘zlashtirish samaradorlikni bir necha barobar oshiradi.[43]

Grafik organayzerlar o‘quvchi yoki talaba uchun o‘rganilayotgan ma’lumotlarni mantiqiy tizimda joylashtirish, ularning o‘zaro aloqasini aniqlash, muhim g‘oyalarni ajratish hamda umumlashtirish imkonini beruvchi ko‘rgazmali modellar hisoblanadi.

Bugungi zamonaviy ta’lim tizimida o‘qituvchining har tomonlama ilg‘or, novator murabbiy ekanligi o‘quvchini darsga qiziqtira olishi, shuningdek, darsning qanchalik samarali ekanligi bilan belgilanadi. Bu esa hozirgi davr o‘qituvchisidan izlanishni, darslarni zamonaviy pedagogik texnologiyalar asosida tashkil etishni talab qiladi. Darsning o‘quvchiga tushunarli

[43]. Xodjayev, B. Pedagogik texnologiyalar va pedagogik mahorat. – Toshkent: Fan, 2010.

bo‘lishida, o‘tilayotgan mavzuning oson va tez yetib borishida grafik organayzerlarning o‘rni nihoyatda katta.

Grafik organayzerlar – darsda berilayotgan ma’lumotlarni ko‘rgazmalar asosida taqdim etish vositasi hisoblanadi. Shuningdek, u ma’lumot va g‘oyalarni o‘quvchining mavzuni oson tushunishi hamda o‘zlashtirishi uchun qulay tarzda tartibga solingan o‘qitish va o‘rgatish vositasi hisoblanadi.

Grafik organayzerlarning o‘quvchining tahliliy-kommunikativ kompetensiyasiga ta’siri haqida gapirishdan oldin kompetensiya, ya’ni layoqatning shu turiga biroz to‘xtalib o‘tsak. Tahliliy kompetensiya – bu o‘quvchining matnni qismlarga ajrata olishi, undagi sabab—oqibat bog‘lanishlarini aniqlay olishi, berilgan ma’lumotlarni taqqoslay olishi, umumlashtirishi, shuningdek, xulosa chiqarishi bilan xarakterlanadi. Kommunikativ kompetensiya esa fikrni izchil bayon qilish, muloqotda faol ishtirok etish, bahs va munozarada o‘z fikrini himoya qilish, shuningdek, yozma va og‘zaki nutqni rivojlantirishda namoyon bo‘ladi.

Grafik organayzerlar darsda o‘quvchining, ayniqsa, tahliliy fikrlashini rivojlantirishda juda mihim vosita hisoblanadi. Ular o‘quvchiga matn tuzilishini tushunishga, grammatik hodisalarni tahlil qilishga, til birliklari o‘rtasidagi munosabatni aniqlashga yordam beradi. Masalan, “Venn diagrammasi” tushunchalarni o‘zaro taqqoslashda, “Klaster” – mavzu yuzasidan paydo bo‘lgan g‘oyalarni jamlashda, “T-jadval” esa qarama-qarshi fikrlarni tahlil qilishda yordam beradi.

Kommunikativ kompetensiyani shakllantirishda esa bunday jadvallar o‘quvchining nutqini rejalashtirishga, berilgan matnni qayta hikoyalashga, fikrni mantiqiy va ravon ifodalashga yordam beradi. Jumladan “Aqliy hujum xaritasi” o‘quvchini munozaraga tayyorlashda, “Baliq skeleti” jadvali muammo va yechimlarni aniqlashda, “Insert” jadvali esa o‘qilgan matnni anglash va baholashda muhim ahamiyatga ega.

Shuningdek, **“Baliq skeleti” (Ishikava diagrammasi):** Bu usul asosan matndagi muammo va uning sabablarini tahlil qilishda ishlatiladi. Masalan, “Uyqu qanday paydo bo‘ladi?” mavzusida baliqning “boshi”ga muammo, “suyaklari”ga esa uning sabablari va misollar yoziladi. Bu o‘quvchini mantiqiy xulosa chiqarishga o‘rgatadi.

“T-jadval”: So‘z turkumlarini yoki til hodisalarini o‘zaro solishtirishda qulay. Masalan, sifat va ravish so‘z turkumlarining o‘xshash va farqli jihatlarini guruhlarda tahlil qilish orqali o‘quvchilarning bahs-munozara madaniyati (kommunikatsiya) o‘sadi.

“FSMU” (Fikr, Sabab, Misol, Umumlashtirish): Bu organayzer o‘quvchining argumentli nutqini shakllantiradi. Har bir o‘quvchi o‘z fikrini grafik chizma asosida himoya qilishi uning ommaviy nutq so‘zlash qobiliyatini rivojlantiradi.

Grafik organayzerlardan dars jarayonlarida foydalanishning pedagogik ahamiyati shundan iboratki, ular o‘quvchilarning darsga qiziqishini oshirishi bilan birga ularning mustaqil fikrlashini rivojlantiradi. Shu bilan birga tushunilishi qiyin bo‘lgan, murakkab mavzularning oson tushunilishiga yordam beradi. O‘qituvchi va o‘quvchining hamkorlikda ishlash va muloqot ko‘nikmalarini shakllantiradi. Qisqa qilib aytadigan bo‘lsak, bilimlarni tizimlashtirishni ta’minlaydi.

Ta’lim samaradorligini oshirishda grafik organayzerlardan foydalanish haqida gap ketganda klaster metodining o‘rni ancha samaralidir. Mazkur organayzerdan foydalanish o‘quvchilarda mavzular orasidagi bog‘liqlikni aniqlash ko‘nikmasini rivojlantiradi. Tushunchalarni tizimlashtirish va tarmoqlash orqali chuqurroq o‘zlashtirishni ta’minlaydi. Jumladan, 5-sinflarda “Gul o‘stirganmisiz?” mavzusida gulnomlarini yozishda, “Tabiat hodisalari” mavzusida yangi mavzuni mustahkamlash jarayonida hodisalar nomlarini yozishda,

“Ranglar yettitami?” mavzusida ranglar nomini yozishda klaster jadvalidan foydalanish o‘quvchiga mavzuni tushunishda birmuncha yengillik tug‘diradi. Shuningdek, mazkur metod ona tili va o‘zbek tili darslarida “kelishiklar”, “egalik qo‘shimchalari” kabi mavzularni tushuntirishda samarali.

Aqliy xarita

O‘quvchilarning ijodiy va tanqidiy fikrlash qobiliyatini kuchaytiradi. Mavzuni bosqichma-bosqich ko‘rgazmali tarzda o‘rganishga yordam beradi. Darslarda dastur strukturasini yoki ma’lumot oqimini vizual tarzda ifodalashda qo‘llaniladi.

Muammoli ta’lim metodi

Grafik organayzerlar yordamida o‘quvchilar mustaqil muammoni tahlil qilishni o‘rganadilar.

Masalan, 5-sinflarda turli mavzular asosida “Vaqtni qanday boshqarish mumkin?”, “Hasanning ishbilarmonligini qanday ko‘rishimiz mumkin?” kabi savollarda muammoni yechish jarayonini bosqichma-bosqich vizual tarzda ko‘rsatadi.

O‘quvchi o‘rganish jarayonining faol ishtirokchisiga aylanadi.

Konstruktivistik yondashuv

O‘quvchi bilimni tayyor shaklda emas, balki o‘z tajribasi asosida quradi.

Grafik organayzerlar yangi bilimlarni mavjud bilimlar bilan bog‘lash uchun kognitiv ko‘prik vazifasini bajaradi.

Ona tili va o‘zbek tili fanlarida ham bu yondashuv boshqa fanlar kabi o‘quvchilarni mustaqil fikrlashga undaydi.

Raqamli vositalar va interaktiv texnologiyalar

Grafik organayzerlarni yaratishda raqamli platformalar (Canva, Miro, Lucidchart, MindMeister) dan foydalanish darsni interaktiv qiladi.[44]

Xulosa qilib aytganda, ona tili darslarida grafik organayzerlardan samarali foydalanish o‘quvchilarning tahliliy-kommunikativ kompetensiyalarini kompleks rivojlantirishga xizmat qiladi. Ular nafaqat bilimni mustahkamlaydi, balki o‘quvchini fikrlovchi, muloqotga kirisha oladigan, mustaqil shaxs sifatida shakllantirishga xizmat qiladi.

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O‘ZBEK TILIDA “SADOQAT” LEKSEMASINING KONTEKSTUAL-SEMANTIK VA DISKURSIV TARMOQLANISHI

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Annotatsiya. *Ushbu tezisda o‘zbek tilidagi “sadoqat” leksemasining kontekstual-semantik tarmoqlanishi tahlil qilinadi. Tadqiqot davomida “sadoqat” so‘zining turli nutqiy va diskursiv muhitlarda qo‘llanish xususiyatlari o‘rganilib, uning beshta asosiy semantik qatlamga ajralishi aniqlangan: shaxsiy munosabatlar, ijtimoiy-ma’naviy sadoqat, kasbiy sadoqat, diniy e’tiqodiy sadoqat hamda iqtisodiy (mijoz) sadoqati. Tahlillar natijasida barcha sememalarni birlashtiruvchi markaziy invariant ma’no “sodiqlik” semasi ekanligi asoslandi.*

Kalit so‘zlar: *sadoqat, semantik tarmoqlanish, semema, kontekstual semantika, lingvoma’naviy tahlil, semantik maydon.*

Abstract. *This thesis examines the contextual-semantic branching of the lexeme “sadoqat” in the Uzbek language. The study investigates the usage of the lexeme across various discursive and communicative contexts and identifies five major semantic groups: interpersonal loyalty, socio-spiritual loyalty, professional commitment, religious devotion, and economic (customer) loyalty. The analysis demonstrates that all semantic layers are united by the central invariant meaning of “faithfulness/loyalty.”*

Keywords: *loyalty, semantic branching, sememe, contextual semantics, linguocultural analysis, semantic field.*

Аннотация. *В данной работе анализируется контекстуально-семантическое разветвление лексемы «sadoqat» в узбекском языке. В ходе исследования были изучены особенности употребления данной лексемы в различных речевых и дискурсивных контекстах, в результате чего выделены пять основных семантических групп: межличностная верность, социально-духовная преданность, профессиональная преданность, религиозная верность и экономическая (потребительская) лояльность. Установлено, что все семемы объединяются вокруг центрального инвариантного значения — «верность, преданность.*

Ключевые слова: *верность, семантическое разветвление, семема, контекстуальная семантика, лингвокультурный анализ, семантическое поле.*

O‘zbek tilidagi “sadoqat” leksemasi milliy tafakkur, axloqiy qadriyatlar va ijtimoiy munosabatlar tizimida muhim lingvoma’naviy birliklardan biri hisoblanadi. Ushbu leksema nafaqat oddiy sodiqlik munosabatini, balki insonning ma’naviy dunyosi, ijtimoiy mas’uliyati, e’tiqodiy barqarorligi hamda hissiy bog‘liqligini ifodalovchi murakkab semantik tuzilma sifatida namoyon bo‘ladi. Shu jihatdan “sadoqat” leksemasining kontekstual-semantik xususiyatlarini o‘rganish zamonaviy semantika, lingvokulturologiya va diskurs tahlili uchun muhim ilmiy ahamiyat kasb etadi.

“O‘zbek tilining izohli lug‘ati”da sadoqat so‘zining ma’nosi “chin qalbdan berilganlik; sodiqlik, vafodorlik” deya izohlanadi[45]. Lug‘atda keltirilgan misollarda mazkur tushuncha yuksak ma’naviy fazilat sifatida talqin qilingan: masalan, *“Mardlik – elga sadoqat”* (Erkin Vohidov, Nido) misrasi keltirilib, jasurlik tushunchasi xalq va elga bo‘lgan sadoqat bilan bog‘lanishi ko‘rsatilgan. Demak, “O‘zbek tilining izohli lug‘ati”da *“sadoqat”* eng avvalo samimiy va teran sodiqlik, ichki fidoyilik holati deya izohlanadi. Biroq nutq jarayonida ushbu birlik turli kommunikativ va diskursiv muhitlarda qo‘shimcha ma’no qirralarini hosil qilib, keng semantik tarmoqlanish xususiyatini namoyon etadi. Tadqiqot davomida “sadoqat” leksemasining badiiy, publitsistik, diniy, siyosiy-huquqiy hamda iqtisodiy matnlardagi qo‘llanishi tahlil qilinib, uning beshta asosiy semantik qatlamga ajralishi aniqlandi.

Birinchi semantik qatlam *shaxsiy munosabatlar* sememasi bilan bog‘liq bo‘lib, bunda sadoqat insonlararo yaqinlik, do‘stlik va muhabbat munosabatlari doirasida namoyon bo‘ladi. Ushbu kontekstlarda leksema ishonch, vafodorlik, mehr-muhabbat va ruhiy yaqinlik semalari bilan uyg‘unlashadi. Masalan, *“Sadoqatli do‘st – oltindan qimmat”* maqolida sadoqat do‘stga vafodorlikning yuksak axloqiy qadriyat sifatidagi talqinini ifodalaydi. Badiiy matnlarda esa ushbu leksema ko‘pincha hissiy-ekspressiv ma’nolar bilan boyiydi. Oybek asaridagi *“Gulnor chuqur sadoqat ifoda etgan ko‘zlari bilan yigitga qaradi”* jumlasida sadoqat sevgi, ishonch va samimiy bog‘liqlik ma’nolarini yuzaga chiqaradi. Demak, shaxsiy munosabatlar doirasida sadoqat hissiy va ruhiy sodiqlik ifodasi sifatida namoyon bo‘ladi.

Ikkinchi qatlam *ijtimoiy-ma’naviy semema* hisoblanib, bunda sadoqat leksemasi vatanparvarlik, xalq va jamiyat manfaatlariga xizmat qilish, milliy qadriyatlarga sodiqlik ma’nolarida qo‘llanadi. Ushbu qatlamda fidoyilik, jasorat, mardlik va fuqarolik mas’uliyati kabi semalar faol namoyon bo‘ladi. Uyg‘unning *“Sening elga sadoqatingni, mardligingni bilar edim men”* misrasida sadoqat individual hissiyot emas, balki jamiyat va xalq oldidagi ma’naviy burch sifatida talqin qilinadi. Siyosiy-huquqiy diskursda ham mazkur leksema demokratiya, qonun ustuvorligi, ijtimoiy adolat kabi tushunchalar bilan semantik yaqinlik hosil qiladi. Shu tariqa sadoqat tushunchasi individual munosabat doirasidan chiqib, keng ijtimoiy-mafkuraviy mazmun kasb etadi.

Uchinchi qatlam *kasbiy* semema bilan bog‘liqdir. Bunda sadoqat kasbga, xizmatga yoki zimmasidagi vazifaga nisbatan fidoyilikni anglatadi. Mazkur kontekstda leksema mas’uliyatlilik, halollik, intizom va burchga sodiqlik semalari bilan bog‘lanadi. *“Bu mansabga u halol mehnati, bilimi, el ishiga sadoqati tufayli erishdi”* kabi misollarda sadoqat professional etika va vijdoniy yondashuvni ifodalovchi semantik birlik sifatida namoyon bo‘ladi. Kasbiy diskursda ushbu leksema shaxsning o‘z faoliyatiga nisbatan mas’uliyatli va fidokorona munosabatini aks ettiradi.

To‘rtinchi qatlam *diniy* diskursda namoyon bo‘ladi va diniy matnlarda sadoqat e’tiqodga, diniy aqidalarga va ma’naviy qadriyatlarga sodiq qolish ma’nosida qo‘llanadi. Bunday kontekstlarda ixlos, imon, ruhiy poklik va ilohiy haqiqatga ishonch semalari yetakchi o‘rin egallaydi. *“E’tiqodga sadoqat”* birikmasida insonning diniy qadriyatlarga nisbatan sobitligi va ichki ma’naviy barqarorligi ifodalanadi. Demak, diniy diskursda sadoqat ruhiy-axloqiy sodiqlikning muhim ifodasi sifatida namoyon bo‘ladi.

Beshinchi semantik qatlam iqtisodiy diskurs doirasida shakllangan bo‘lib, u zamonaviy marketing va biznes kommunikatsiyasida faol qo‘llanadi. *“Mijoz sadoqati”* birikmasi ingliz tilidagi “customer loyalty” modelining o‘zbek tilidagi funksional muqobili sifatida iqtisodiy

[45] O‘zbek tilining izohli lug‘ati: 80 000 dan ortiq so‘z va so‘z birikmasi. T: O‘zME, 2024. VI jildlik. V jild. – B. 421

nutqqa kirib kelgan. Bu kontekstda sadoqat iste’molchining muayyan brend yoki xizmatga nisbatan doimiy ishonchi va ijobiy munosabatini anglatadi. *“Mavjud mijozlarning sadoqati – bu nafaqat xizmatdan takroran foydalanish, balki bankka bo‘lgan ishonchdir”* kabi misollarda sadoqat iqtisodiy barqarorlik va iste’molchi xulq-atvorini ifodalovchi semantik birlik sifatida namoyon bo‘ladi. Shu tariqa ushbu leksema zamonaviy iqtisodiy diskursda yangi funksional-semantik qatlam hosil qilgan.

Tahlillar shuni ko‘rsatadiki, “sadoqat” leksemasining barcha semantik qatlamlari yagona asosiy sema – “sodiqlik” tushunchasi atrofida birlashadi. Semantik farqlanish esa kontekst, diskurs turi va kommunikativ vaziyatga ko‘ra yuzaga keladi. Natijada “sadoqat” leksemasi o‘zbek tilida ko‘p qatlamli, dinamik va diskursiv jihatdan faol semantik birlik sifatida namoyon bo‘ladi. Uning kontekstual-semantik tarmoqlanishi til va tafakkur o‘rtasidagi uzviy bog‘liqlikni, shuningdek, milliy madaniyat va zamonaviy ijtimoiy jarayonlarning til semantikasiga ta’sirini yaqqol aks ettiradi.

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MAHALLADA IJTIMOIY MUAMMOLARNI HAL ETISH VA YOSHLAR INNOVATSION FAOLLIGINI OSHIRISHDA IJTIMOIY TEXNOLOGIYALARNING O‘RNI

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Annotatsiya. *Mazkur tezisda mahallalarda mavjud ijtimoiy muammolarni aniqlash va ularni samarali hal etishda ijtimoiy texnologiyalarning o‘rni tahlil qilinadi. Shuningdek, yoshlarning innovatsion faolligini oshirish, ularning tashabbuslarini qo‘llab-quvvatlash hamda raqamli platformalar, axborot-kommunikatsiya vositalari va zamonaviy boshqaruv mexanizmlaridan foydalanish imkoniyatlari yoritilgan. Tadqiqot davomida mahalla institutining jamiyatdagi ijtimoiy barqarorlikni ta’minlashdagi ahamiyati hamda yoshlarni innovatsion faoliyatga jalb etishda ijtimoiy texnologiyalarning samaradorligi ko‘rib chiqiladi. Natijada mahallalarda innovatsion muhitni shakllantirish va ijtimoiy muammolarni kamaytirishga qaratilgan amaliy takliflar ishlab chiqilgan.*

Kalit so‘zlar: *mahalla, ijtimoiy muammolar, ijtimoiy texnologiyalar, innovatsion faollik, yoshlar siyosati, raqamli platformalar, ijtimoiy boshqaruv, innovatsiya.*

Kirish. Bugungi globallashuv va raqamli transformatsiya jarayonlarida jamiyat taraqqiyoti ko‘p jihatdan ijtimoiy boshqaruv tizimining samaradorligiga bog‘liq bo‘lib bormoqda. Ayniqsa, mahalla instituti aholining kundalik muammolarini hal etish, fuqarolar o‘rtasida ijtimoiy hamjihatlikni mustahkamlash hamda yoshlarni qo‘llab-quvvatlashda muhim o‘rin egallaydi. Shu sababli mahallalarda yuzaga kelayotgan ijtimoiy muammolarni zamonaviy yondashuvlar asosida bartaraf etish bugungi kunning dolzarb masalalaridan biri hisoblanadi.

Hozirgi davrda ijtimoiy texnologiyalar jamiyat hayotining turli sohalariga keng kirib kelmoqda. Xususan, raqamli platformalar, elektron xizmatlar, onlayn muloqot tizimlari va innovatsion boshqaruv mexanizmlari orqali aholi bilan samarali ishlash imkoniyatlari ortib bormoqda. Bu esa mahallalarda mavjud muammolarni tezkor aniqlash, ularni monitoring qilish va amaliy yechimlarni ishlab chiqishda muhim ahamiyat kasb etadi. Ayniqsa, yoshlarning innovatsion g‘oyalari va tashabbuslarini qo‘llab-quvvatlashda ijtimoiy texnologiyalar samarali vosita sifatida xizmat qilmoqda.

Asosiy qism. Bugungi kunda mahalla jamiyatning eng muhim ijtimoiy institutlaridan biri sifatida aholining muammolarini o‘rganish, ularni bartaraf etish hamda fuqarolar manfaatlarini himoya qilishda muhim vazifani bajarib kelmoqda. Ayniqsa, yoshlar bilan ishlash, ularning bandligini ta’minlash, bo‘sh vaqtini mazmunli tashkil etish va innovatsion salohiyatini rivojlantirish masalalari mahalla faoliyatining ustuvor yo‘nalishlaridan biri hisoblanadi. Shu jihatdan, ijtimoiy texnologiyalarni mahalla tizimiga joriy etish zamonaviy boshqaruvning samarali vositasiga aylanmoqda.

Ijtimoiy texnologiyalar — bu jamiyatdagi muammolarni hal qilish, ijtimoiy jarayonlarni boshqarish hamda insonlar o‘rtasidagi hamkorlikni rivojlantirishga xizmat qiluvchi usul va vositalar majmuasidir. Ular axborot-kommunikatsiya texnologiyalari, raqamli platformalar, elektron xizmatlar, onlayn monitoring tizimlari hamda ijtimoiy tarmoqlar orqali amalga oshiriladi.

Mazkur texnologiyalar yordamida mahallalarda mavjud muammolarni tezkor aniqlash, aholining murojaatlarini o‘rganish va ularni samarali hal etish imkoniyati kengaymoqda.

Mahallalarda uchraydigan asosiy ijtimoiy muammolar qatoriga ishsizlik, yoshlarning bo‘sh vaqtini mazmunli tashkil etishdagi kamchiliklar, axborot yetishmovchiligi, ijtimoiy faollikning pastligi hamda ayrim oilalardagi ijtimoiy-iqtisodiy qiyinchiliklar kiradi. Ushbu muammolarni bartaraf etishda ijtimoiy texnologiyalar muhim ahamiyatga ega. Masalan, raqamli platformalar orqali yoshlarni kasb-hunarga yo‘naltirish, onlayn kurslar tashkil etish, startap loyihalarni qo‘llab-quvvatlash va bandlikka oid ma’lumotlarni tezkor yetkazish mumkin.

Shuningdek, ijtimoiy tarmoqlar va mobil ilovalar orqali mahalla aholisi bilan muntazam muloqot olib borish, ularning fikr va takliflarini o‘rganish samaradorlikni oshiradi. Bu esa fuqarolar va mahalla organlari o‘rtasida ochiqlik hamda shaffoflikni ta’minlaydi. Ayniqsa, yoshlarning innovatsion g‘oyalarini rag‘batlantirishda turli tanlovlar, forumlar va raqamli loyihalar muhim vosita bo‘lib xizmat qiladi.

Yoshlarning innovatsion faolligini oshirishda zamonaviy axborot texnologiyalaridan foydalanish katta imkoniyat yaratmoqda. Bugungi yoshlar internet va raqamli vositalardan faol foydalanuvchi qatlam bo‘lib, ular orqali yangi bilim va ko‘nikmalarni tez o‘zlashtira oladi. Shu sababli mahallalarda IT markazlari, innovatsion laboratoriyalar, coworking zonalar hamda trening dasturlarini tashkil etish dolzarb masalalardan biridir. Bu esa yoshlarning nafaqat texnologik bilimlarini oshiradi, balki ularning tadbirkorlik va kreativ fikrlash qobiliyatini ham rivojlantiradi. Bundan tashqari, davlat va jamoat tashkilotlari tomonidan amalga oshirilayotgan raqamli dasturlar yoshlarning innovatsion loyihalarini qo‘llab-quvvatlashda muhim omil bo‘lib xizmat qilmoqda. Turli grantlar, inkubatsion markazlar va startap platformalari orqali yoshlarning tashabbuslarini rag‘batlantirish imkoniyatlari kengaymoqda. Natijada mahallalarda innovatsion muhit shakllanib, yoshlarning jamiyat hayotidagi faolligi ortmoqda.

“O‘zbekistonda yoshlarning innovatsion va raqamli faoliyat ko‘rsatkichlari (2020–2025)”

Ko‘rsatkichlar	**2023-yil**	**2024-yil**	**2025-yil**
Yoshlar bandligi darajasi (%)	54	57	60
Raqamli xizmatlar sektorining o‘sishi (%)	18	24	30
Onlayn ta’lim xizmatlari hajmi (trln so‘m)	28,4	35,8	39,6
Kichik tadbirkorlik subyektlari soni (har 1000 aholiga)	27,3	30,2	32,1
Innovatsion va startap loyihalarda yoshlar ishtiroki (%)	22	29	37

Xulosa. Bugungi globallashuv va raqamli transformatsiya sharoitida mahallalarda ijtimoiy muammolarni samarali hal etish hamda yoshlarning innovatsion faolligini oshirishda ijtimoiy texnologiyalarning o‘rni tobora ortib bormoqda. Mahalla instituti jamiyatning eng muhim bo‘g‘inlaridan biri sifatida aholining kundalik ehtiyojlarini o‘rganish, ijtimoiy barqarorlikni ta’minlash, yoshlarni qo‘llab-quvvatlash va ularning salohiyatini yuzaga chiqarishda muhim vazifani bajaradi. Shu bois zamonaviy axborot-kommunikatsiya vositalari, raqamli platformalar va innovatsion boshqaruv mexanizmlarini mahalla tizimiga joriy etish bugungi kunning dolzarb talablaridan biri hisoblanadi.

Tahlillar shuni ko‘rsatadiki, ijtimoiy texnologiyalar orqali mahallalarda mavjud muammolarni tezkor aniqlash, aholi murojaatlarini monitoring qilish va ularni samarali bartaraf etish imkoniyatlari kengaymoqda. Ayniqsa, yoshlarni kasb-hunarga yo‘naltirish, ularning bandligini ta’minlash, startap va innovatsion loyihalarni qo‘llab-quvvatlashda raqamli

texnologiyalar muhim vosita bo‘lib xizmat qilmoqda. Shu bilan birga, ijtimoiy tarmoqlar va onlayn platformalar aholining davlat va jamoat tashkilotlari bilan o‘zaro aloqalarini mustahkamlab, ochiqlik va shaffoflikni ta’minlashga yordam bermoqda.

“O‘zbekistonda yoshlarning innovatsion va raqamli faoliyat ko‘rsatkichlari (2023–2025)” bo‘yicha statistik ma’lumotlar ham mamlakatda yoshlarning innovatsion faolligi izchil oshib borayotganini ko‘rsatadi. Jumladan, yoshlar bandligi darajasining o‘sishi, raqamli xizmatlar sektorining kengayishi, onlayn ta’lim hajmining ortishi hamda startap loyihalarda yoshlar ishtirokining ko‘payishi davlat tomonidan olib borilayotgan raqamli siyosat va yoshlarni qo‘llab-quvvatlash dasturlarining amaliy natijasidir. Bu esa yoshlarning zamonaviy bilim va ko‘nikmalarga ega bo‘lishi, tadbirkorlik va kreativ fikrlash qobiliyatining rivojlanishiga xizmat qilmoqda. Bundan tashqari, mahallalarda IT markazlari, innovatsion laboratoriyalar, coworking zonalar va trening dasturlarini tashkil etish yoshlarning bo‘sh vaqtini mazmunli tashkil etish bilan bir qatorda, ularning intellektual va innovatsion salohiyatini rivojlantirishga ham yordam beradi. Turli grantlar, inkubatsion markazlar va startap platformalari orqali yoshlarning tashabbuslarini rag‘batlantirish esa mamlakatda innovatsion muhit shakllanishiga zamin yaratmoqda.

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DEVELOPING STUDENTS' SPEAKING FLUENCY THROUGH COLLABORATIVE LEARNING IN ENGLISH LANGUAGE TEACHING

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Abstract. *This thesis discusses the role of collaborative learning in developing students' speaking fluency in English language teaching. Speaking fluency is one of the essential indicators of communicative competence, as it reflects students' ability to express ideas naturally, logically and confidently in real interaction. The thesis analyzes the methodological value of pair work, group discussion, peer interaction, problem-solving tasks and project-based speaking activities. It emphasizes that collaborative learning creates a supportive learning environment where students can reduce speaking anxiety, exchange ideas, negotiate meaning and improve oral communication. The thesis also highlights the role of the teacher in organizing meaningful interaction, monitoring students' participation and providing constructive feedback.*

Keywords: *English language teaching, speaking fluency, collaborative learning, communicative competence, oral communication, peer interaction, group work, speaking skills.*

In modern English language teaching, the development of speaking fluency is one of the most important methodological tasks. Students may know grammar rules, vocabulary and sentence structures, but they often face difficulty when they need to speak freely in English. This problem is connected with lack of practice, fear of making mistakes, limited confidence and insufficient exposure to real communicative situations. Therefore, English lessons should create conditions in which students use the language actively, naturally and purposefully.

Speaking fluency means the ability to express ideas smoothly, without long pauses, unnecessary hesitation and excessive dependence on translation from the native language. It does not mean speaking without any mistakes. Fluency is more closely connected with the ability to maintain communication, respond to a partner, develop an idea and use language in a meaningful context. According to J.C. Richards, speaking is a complex skill that requires grammatical accuracy, discourse organization, pronunciation, interactional competence and communicative purpose - [1]. Thus, speaking fluency should be developed through regular communicative practice.

Collaborative learning is one of the effective approaches for improving students' speaking fluency. It is based on interaction among learners, shared responsibility and joint achievement of learning goals. In collaborative learning, students do not remain passive listeners. They discuss, explain, ask questions, respond to opinions, solve problems and construct meaning together. This process makes the English lesson more interactive and student-centered.

The theoretical foundation of collaborative learning can be connected with L.S. Vygotsky's sociocultural theory. Vygotsky emphasized the role of social interaction in cognitive development and language learning - [2]. From this point of view, students develop their speaking skills more effectively when they communicate with peers, receive support and participate in meaningful

interaction. Peer communication helps learners move from limited individual performance to more confident language use.

In traditional English lessons, speaking practice is sometimes limited to answering the teacher's questions or reading prepared dialogues. Such activities may be useful at the initial stage, but they do not always develop spontaneous oral communication. Students need more opportunities to express personal opinions, negotiate meaning and react to others' ideas. Collaborative learning provides such opportunities because it organizes speaking as a natural process of interaction.

Pair work is one of the simplest and most effective forms of collaborative learning. In pair work, each student receives more time to speak than in whole-class discussion. Students feel more comfortable when they speak with one partner. This reduces anxiety and increases participation. For example, students may discuss a question such as "What qualities make a good teacher?" and then present the main ideas to the class. The purpose of this activity is not to memorize a fixed answer, but to express ideas in English and respond to a partner.

Group discussion is another useful form of collaborative speaking practice. It develops students' ability to listen to others, agree or disagree politely, ask for clarification and support their opinions with reasons. In group discussion, students learn to use expressions such as "I think that…", "In my opinion…", "I agree with this idea because…", "Could you explain your point?" and "I have a different view." These expressions help students participate in real communication more confidently.

Collaborative learning also supports the development of interactional competence. Speaking is not only producing sentences. It also includes turn-taking, asking follow-up questions, showing interest, repairing misunderstandings and maintaining conversation. Thornbury notes that speaking requires both linguistic knowledge and interactive ability - [3]. Therefore, speaking activities should train students to communicate with others, not simply produce isolated sentences.

Problem-solving tasks are especially effective for developing speaking fluency. In such tasks, students work together to find a solution to a given problem. For example, they may be asked to plan an English club event, choose the best way to improve students' motivation or solve a classroom communication problem. These tasks require students to exchange ideas, give reasons, compare options and reach a common decision. As a result, speaking becomes meaningful and purposeful.

Project-based speaking activities can also be used within collaborative learning. Students may prepare a short group presentation, conduct a mini-survey, interview classmates or present a solution to an educational issue. Such activities connect speaking with research, critical thinking and teamwork. They help students use English as a tool for completing a real communicative task. Nunan states that task-based language teaching encourages learners to use language for meaningful purposes - [4]. Collaborative projects follow the same methodological logic.

One of the important advantages of collaborative learning is that it reduces students' fear of speaking. Many learners hesitate to speak English because they are afraid of pronunciation mistakes, grammar errors or negative evaluation. In a supportive group environment, students become more willing to speak. They understand that communication is a process of learning. Mistakes are treated as natural steps toward improvement.

The teacher plays a central role in organizing collaborative speaking activities. The teacher should choose clear tasks, explain the communicative purpose, form pairs or groups, provide useful language support and monitor the process. However, the teacher should not dominate the

interaction. The main speaking time should belong to students. The teacher guides, observes and gives feedback after the activity.

Feedback is very important in developing speaking fluency. If the teacher corrects every mistake during speaking, students may lose confidence. Therefore, immediate correction should be used carefully. During fluency activities, the teacher may note common mistakes and discuss them after the task. This approach helps students maintain communication and improve accuracy gradually.

Assessment of speaking fluency should also be organized according to clear criteria. The teacher may evaluate students' ability to express ideas, maintain interaction, use appropriate vocabulary, pronounce words clearly, respond to partners and organize speech logically. Accuracy should be considered, but it should not be the only criterion. Brown emphasizes that communicative language assessment should reflect real language use and communicative performance - [5].

Collaborative learning develops not only speaking fluency, but also social and emotional aspects of language learning. Students learn to respect others' opinions, work in a team, support weaker learners and take responsibility for common results. These qualities are very important in English language education because communication always involves cooperation and mutual understanding.

At the same time, collaborative learning should be planned carefully. If group work is not well organized, some students may dominate while others remain passive. To avoid this problem, the teacher should assign roles, such as discussion leader, note-taker, presenter or timekeeper. Clear roles help all students participate actively. The teacher should also change group members regularly so that students learn to communicate with different partners.

Another important issue is task design. A collaborative speaking task should require real interaction. If the task can be completed individually, it does not create genuine collaboration. A good task should include information exchange, decision-making, opinion sharing or joint problem solving. In this case, students need each other to complete the activity successfully.

Collaborative learning can be especially useful for university students because they need English for academic and professional communication. They may need to participate in seminars, present research, discuss professional topics and cooperate with international partners. Therefore, English lessons should prepare them for such communicative situations. Collaborative speaking activities create a bridge between classroom learning and real-life communication.

In conclusion, collaborative learning is an effective methodological approach for developing students' speaking fluency in English language teaching. It creates an active learning environment where students communicate, cooperate, exchange ideas and build confidence. Pair work, group discussion, problem-solving tasks and project-based speaking activities help learners use English naturally and purposefully. The teacher's role is to organize meaningful interaction, provide language support and give constructive feedback. When collaborative learning is used systematically, it improves students' fluency, confidence, interactional competence and communicative readiness.

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COMPARATIVE LINGUISTICS, LITERARY STUDIES, AND DIGITAL HUMANITIES

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Annotatsiya. Ushbu maqolada qiyosiy tilshunoslik, adabiyotshunoslik va raqamli gumanitar fanlarning zamonaviy ilm-fandagi o'rni tahlil qilinadi. Tadqiqot davomida ingliz va o'zbek media matnlarining lingvistik hamda stilistik xususiyatlari, qiyosiy tipologiya va diskurs tahlili asosida o'rganiladi. Shuningdek, raqamli texnologiyalarning tilshunoslik va adabiyotshunoslikka ta'siri, media diskursning jamiyat ongidagi o'rni hamda korpus tahlili kabi zamonaviy metodlarning ahamiyati yoritiladi. Maqola natijasida qiyosiy lingvistika va digital humanities yo'nalishlarining zamonaviy ilmiy tadqiqotlardagi dolzarbligi ochib beriladi.

Kalit so'zlar: qiyosiy tilshunoslik, adabiyotshunoslik, digital humanities, media diskurs, qiyosiy tipologiya, diskurs tahlili, korpus lingvistikasi.

Аннотация. В данной статье анализируется роль сравнительной лингвистики, литературоведения и цифровых гуманитарных наук в современной науке. В ходе исследования изучаются лингвистические и стилистические особенности английских и узбекских медиатекстов на основе сравнительной типологии и дискурсивного анализа. Также рассматривается влияние цифровых технологий на языкознание и литературоведение, значение медиа-дискурса в общественном сознании и роль современных методов, таких как корпусный анализ. В результате исследования раскрывается актуальность сравнительной лингвистики и digital humanities в современных научных исследованиях.

Ключевые слова: сравнительная лингвистика, литературоведение, digital humanities, медиа-дискурс, сравнительная типология, дискурсивный анализ, корпусная лингвистика.

Abstract. This article analyzes the role of comparative linguistics, literary studies, and digital humanities in modern scientific research. The study examines linguistic and stylistic features of English and Uzbek media texts through comparative typology and discourse analysis. Furthermore, the research investigates the influence of digital technologies on linguistics and literary studies, the role of media discourse in public consciousness, and the importance of modern methods such as corpus analysis. The findings demonstrate the growing significance of comparative linguistics and digital humanities in contemporary academic studies.

Keywords: comparative linguistics, literary studies, digital humanities, media discourse, comparative typology, discourse analysis, corpus linguistics.

INTRODUCTION

The rapid development of digital technologies has significantly transformed modern linguistics and literary studies. Digital humanities combine computational methods with traditional linguistic and literary research, creating new opportunities for comparative analysis. According to David Crystal, digital communication has introduced new forms of language and transformed communication patterns across the world (David Crystal, Internet Linguistics: A Student Guide,

Routledge, 2011, p. 7). Comparative linguistics helps scholars identify similarities and differences between languages and cultures. English and Uzbek media texts represent an important field for comparative research because they reflect different social values, discourse strategies, and cultural traditions. Literary studies and digital humanities also contribute to understanding how texts function in modern society.

THEORETICAL BACKGROUND

Comparative typology studies structural and functional similarities between languages. Roman Jakobson explains that comparative analysis allows researchers to identify universal linguistic structures and culturally specific language features (Roman Jakobson, Linguistics and Poetics, MIT Press, 1960, p. 353). Norman Fairclough states that media discourse shapes ideology and social power through language use (Norman Fairclough, Media Discourse, Edward Arnold, 1995, p. 15). Similarly, Teun A. van Dijk argues that discourse organization and lexical choice influence public consciousness and media perception (Teun A. van Dijk, News as Discourse, Lawrence Erlbaum Associates, 1988, p. 24). Digital humanities have expanded traditional humanities research by introducing computational tools and corpus-based methods. Franco Moretti emphasizes that digital methods allow scholars to analyze textual patterns beyond traditional reading approaches (Franco Moretti, Distant Reading, Verso Books, 2013, p. 52).

COMPARATIVE ANALYSIS OF ENGLISH AND UZBEK MEDIA TEXTS

English media discourse is usually characterized by concise sentence structures, direct headlines, and analytical presentation of information. English-language media prioritize factual accuracy and objectivity. In contrast, Uzbek media discourse often includes expressive vocabulary, emotional tone, and culturally specific references. According to M.A.K. Halliday, language functions as a social semiotic system that reflects communicative goals and social context (M.A.K. Halliday, Language as Social Semiotic, Edward Arnold, 1978, p. 31). This approach explains why English and Uzbek media texts differ in stylistic realization and discourse strategies. English media frequently rely on analytical arguments, quotations, and statistics, while Uzbek media discourse tends to emphasize ethical values, national identity, and social solidarity. These differences demonstrate how language reflects cultural traditions and communication styles.

DIGITAL HUMANITIES AND LITERARY STUDIES

Digital humanities have transformed literary studies and linguistics through corpus analysis, computational methods, and digital archives. Researchers now use digital tools to examine thousands of texts simultaneously and identify lexical frequencies, discourse markers, and semantic patterns. Corpus linguistics provides objective methods for discourse analysis and media research. According to Paul Baker, corpus analysis helps scholars identify recurring linguistic patterns in large collections of texts (Paul Baker, Using Corpora in Discourse Analysis, Continuum, 2006, p. 18). The integration of computational methods into linguistic and literary studies creates new opportunities for international academic cooperation and interdisciplinary research.

CONCLUSION

The conducted research demonstrates that comparative linguistics, literary studies, and digital humanities are closely interconnected fields that significantly contribute to modern scientific development. The comparative analysis of English and Uzbek media texts reveals that language functions not only as a communication tool but also as a reflection of cultural identity, ideology, and social values. The study confirms that English media discourse is characterized by directness, analytical organization, and informational precision, whereas Uzbek media discourse

places greater emphasis on emotional expressiveness, ethical values, and national identity. These differences indicate that discourse strategies are deeply influenced by historical, cultural, and social traditions. Furthermore, the research proves that digital humanities have transformed traditional linguistic and literary studies by introducing corpus analysis, computational methods, and digital technologies into humanities research. Modern digital tools enable researchers to analyze large amounts of textual data more objectively and efficiently than traditional approaches. The article also highlights the importance of comparative typology and discourse analysis in understanding linguistic structures and communication strategies across different languages and cultures. Through the integration of computational methods and comparative analysis, scholars can achieve a broader understanding of media communication in the digital age. In conclusion, comparative linguistics, literary studies, and digital humanities remain essential directions in contemporary academic research. Their interdisciplinary nature creates new opportunities for scientific innovation, international cooperation, and deeper understanding of language, literature, and media discourse in modern society.

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ONLAYN RAQAMLI TRENAJYORLAR YORDAMIDA MUSTAQIL TA’LIMINI TASHKIL MUAMMOSIGA DOIR ADABIYOTLAR SHARHI

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Annotatsiya. *Mazkur maqolada oliy ta’lim tizimida talabalarning mustaqil o‘quv-biluv faoliyatini tashkil etishda onlayn raqamli trenajyorlardan foydalanish muammosiga doir mahalliy va xalqaro ilmiy adabiyotlar sharhi (Literature Review) tizimli tahlil qilingan. Tadqiqotda raqamli pedagogika, masofaviy ta’lim, virtual simulyatorlar va axborot-kommunikatsiya texnologiyalari (AKT) rivojlanishiga ulkan hissa qo‘shgan xorijiy, MDH va o‘zbekistonlik yetakchi olimlarning ilmiy qarashlari qiyosiy o‘rganilgan. Adabiyotlar tahlili asosida an’anaviy mustaqil topshiriqlarning cheklovlari ko‘rsatib o‘tilib, talabalarda amaliy ko‘nikmalarni (hard skills) shakllantirishda onlayn trenajyorlarning didaktik roli asoslangan. Shuningdek, mavzu doirasida o‘rganilmagan ilmiy bo‘shliqlar (research gaps) aniqlanib, kelgusi tadqiqotlar uchun uslubiy yo‘nalishlar belgilangan.*

Kalit so‘zlar: *onlayn raqamli trenajyor, mustaqil ta’lim, raqamli pedagogika, virtual simulyator, ta’limda AKT, ilmiy bo‘shliq, kredit-modul tizim.*

Аннотация. *В данной статье представлен систематический обзор отечественной и зарубежной научной литературы (Literature Review), посвященной проблеме организации самостоятельной образовательной деятельности студентов вузов с использованием онлайн-тренажеров. В исследовании сравнительно изучены научные взгляды ведущих ученых дальнего зарубежья, стран СНГ и Узбекистана, внесших значительный вклад в развитие цифровой педагогики, дистанционного обучения, виртуальных симуляторов и информационно-коммуникационных технологий (ИКТ). На основе анализа литературы показаны ограничения традиционных самостоятельных заданий и обоснована дидактическая роль онлайн-тренажеров в формировании практических навыков (hard skills) студентов. Также выявлены неизученные научные пробелы (research gaps) в рамках данной темы и определены методологические направления для будущих исследований.*

Ключевые слова: *онлайн-тренажер, самостоятельное образование, цифровая педагогика, виртуальный симулятор, ИКТ в образовании, научный пробел, кредитно-модульная система.*

Abstract. *This article presents a systematic literature review on the problem of organizing higher education students' independent learning activities using online digital trainers. The study comparatively examines the scientific perspectives of leading international, CIS, and local Uzbek scholars who have substantially contributed to the advancement of digital pedagogy, distance learning, virtual simulators, and Information and Communication Technologies (ICT) in education. Based on the literature analysis, the limitations of traditional independent assignments are highlighted, and the didactic role of online trainers in developing students' practical skills (hard skills) is justified. Furthermore, unaddressed research gaps within the domain are identified, establishing methodological pathways for future research endeavors.*

Keywords: *literature review, online digital trainer, independent learning, digital pedagogy, virtual simulator, ICT in education, research gap, credit-module system.*

Zamonaviy oliy ta’lim makonida raqamli transformatsiya jarayonlari shaxsga yo‘naltirilgan ta’lim paradigmasini yangi bosqichga olib chiqdi. Xususan, kredit-modul tizimining (ECTS) joriy etilishi talabalarning auditoriyadan tashqaridagi mustaqil o‘quv-biluv faoliyati yuklamasini sezilarli darajada oshirishni taqozo etmoqda. Biroq, amaliyotda mustaqil ta’limni tashkil etishning an’anaviy shakllari (konspekt yozish, referat tayyorlash) talabalarning amaliy kompetensiyalarini (hard skills) rivojlantirishda va kognitiv faolligini oshirishda kutilgan samarani bermayapti. Ushbu metodik muammoni hal etishda talabalarning mustaqil faoliyatini avtomatlashtirilgan shaklda monitoring qiluvchi va ularning individual o‘zlashtirish trayektoriyasiga moslashuvchi onlayn raqamli trenajyorlarni dars jarayoniga tatbiq etish obektiv zaruriyat sifatida namoyon bo‘lmoqda.

Har qanday tizimli pedagogik tadqiqotni boshlashdan avval mazkur muammoning xalqaro va mahalliy darajada o‘rganilganlik holatini, ya’ni fundamental ilmiy poydevorini aniqlab olish talab etiladi. Ta’limni axborotlashtirish, raqamli pedagogika, virtual simulyatorlar va onlayn darslarni tashkil etish masalalari uzoq yillardan buyon global hamda milliy ilmiy markazlar diqqat markazida bo‘lib kelmoqda. Biroq, mavjud pedagogik va AKT yo‘nalishidagi adabiyotlarning ko‘pligiga qaramasdan, oliy ta’lim talabalarining mustaqil ish soatlarini tizimli boshqarishda onlayn raqamli trenajyorlarning o‘ziga xos didaktik imkoniyatlari to‘liq umumlashtirilmagan va yaxlit tizim sifatida tahlil qilinmagan.

Pedagogik adabiyotlar tahlili shuni ko‘rsatadiki, oliy ta’limda raqamli didaktika, onlayn vositalar va talabalarning mustaqil ta’lim faoliyatini tashkil etishning umumiy nazariy masalalari xorijiy mamlakatlarda D. Randy Garrison tomonidan [1], Stephen Downes [2], David H. Jonassen [3], Gwo-Jen Hwang va Shiu-Yuan Chien[4], Laura Myyry, Mercedes Nunez-Canal, Patricia Santos [5], Swati Dhawan, Vaidyeswaran Rajaraman[6], Olga Diakonova, Elena Prokhorova va Natalia Kulikova [7], Rehab A. Rasheed, Ammar Kamsin, Nor Azan Abdullah, Hussam Al-Samarraie, Noora Saeed tomonidan [8, 9], ilmiy-amaliy jihatdan tadqiq etilgan. Melissa Bond, Victoria I. Marin, Ilona Lesko va Olaf Zawacki-Richter xalqaro DigCompEdu freymvorki asosida talabalarning raqamli kompetensiyalari individual o‘zlashtirish traektoriyasiga moslashuvchi adaptiv onlayn trenajyorlarni qo‘llash metodikasi [10] bo‘yicha keng ko‘lamli ilmiy izlanishlar amalga oshirilgan.

MDH miqyosida oliy ta’limni axborotlashtirish, raqamli didaktika va electron, onlayn ma masofaviy ta’lim muhitida o‘qitish hamda talabalarning mustaqil ishlarini tashkil etishning ilmiy-metodik asoslari, virtual borliq (VR) elementlari, multimediaviy simulyatorlar va raqamli o‘quv trenajyorlarini loyihalash muammolari А.А.Андреев [11], Е.С.Полат [12], В.П.Беспалько [13], Е.К.Самойлова, Н.В.Опарина[14], В.А.Стародубцев [15], И.В.Роберт [16], О.И.Ваганова, А.В.Гладкова [17], И.А.Зимняя [18], А.В.Морозов, О.В.Михалев [19] С.В.Богданова, Л.В.Шмелева [20], С.С.Кунанбаевaning [21] tadqiqot ishlarida keng ko‘lamli ilmiy izlanishlar doirasida o‘rganilgan. MDH davlatlari olimlari tomonidan olib borilgan ilmiy izlanishlarda raqamli ta’lim, masofaviy o‘qitish, elektron ta’lim resurslari hamda zamonaviy pedagogik texnologiyalarni ta’lim jarayoniga joriy etish masalalari keng tadqiq etilgan. Jumladan, Г.А.Бакланова [22], О.И.Воинова [23], Т.Б.Иванова [В.], М.И.Ивкина [24], Т.В.Каткова [25], Г.Х. Муртазина [26], Р.Р. Мухаметшин [27], Е.А.Намаконова [28], М.С.Попов[29], Е.А.Салахова [30], Н.Ф.Телешева [31], А.С.Тотмаков [32], С.А.Хисматуллин [33],

С.Б.Шмакова [35], А.С.Шустров universitetlarning raqamli [36], А.Н.Юнусова [37], Р.П. Явич [38] kabi tadqiqotchilar tomonidan olib borilgan ilmiy izlanishlar mazkur yo‘nalishdagi muammolarga bag‘ishlangan.

O‘zbekistonda raqamli ta’lim muhitini yaratish, pedagoglarning raqamli kompetensiyalarini rivojlantirish, masofaviy ta’lim texnologiyalarini takomillashtirish hamda raqamli platformalar asosida ta’lim samaradorligini oshirish masalalari tadqiq etilgan. Jumladan, А.Н.Ўришов [39], Д.А.Абдурахмонова [40], Д.М.Хамидова [41], Б.С.Ахраров [42], Ж.Р.Ахмедов [43], O.S.Abdullayeva [44], T.E. Delov [45], M.R.Fayziyeva [46], Ҳ.Т.Норқулов [47], Ш.Р. Каримов [48], У.Б.Раҳимов [49], М.А.Саидов [50], Ж.К.Турсунов [51], S.M.Begisheva [52], G.N. Davranova [53], F.M. Zakirova [54], D.U. Xashimova [55], M.X. Lutfillaev [56], Z.B.Abdurahmonov [57], U.Sh.Begimkulov [58], A.A. Abduqodirov va A.X. Pardaev [59] lar o‘z ilmiy tadqiqotlarda raqamli ta’lim muhiti, axborot-intellektual tizimlar, masofaviy ta’lim texnologiyalari hamda talabalar mustaqil ta’limini tashkil etish masalalarini ustuvor yo‘nalishlardan biri sifatida tadqiq etganlar.

Oliy ta’limda onlayn raqamli trenajyorlar yordamida mustaqil ta’limni tashkil etish muammosiga doir xorijiy, MDH va mahalliy ilmiy-pedagogik adabiyotlarning tizimli tahlili (Literature Review) quyidagi fundamental xulosalarga kelish imkonini berdi:

1. Global va milliy ta’lim makonida mustaqil dars soatlarini an’anaviy passiv shakldan (konspekt, referat) faoliyat orqali o‘qish (*learning by doing*) prinsipiga o‘tkazish obektiv zaruriyat hisoblanadi. Onlayn raqamli trenajyorlar talabaning auditoriyadan tashqaridagi vaqtini tizimlashtirishning bosh didaktik mexanizmi bo‘lib xizmat qiladi.

2. Raqamli trenajyorlar shunchaki nazorat testi emas, balki talabaning xatolarini real vaqtda tuzatuvchi, kognitiv yuklamani to‘g‘ri taqsimlovchi hamda amaliy ko‘nikmalarni (hard skills) avtomatizm darajasiga qadar mashq qildiruvchi interaktiv muhitdir.

3. Mavjud adabiyotlarda umumiy elektron resurslar yoki masofaviy platformalarning texnik xususiyatlari keng o‘rganilgan bo‘lsa-da, tayyor ochiq platformalar bazasida onlayn trenajyorlarning interaktiv ssenariylarini loyihalash va ulardan kredit-modul tizimida gibrid shaklda foydalanishning yaxlit pedagogik metodikasi tizimli tadqiq etilmagan.

Tavsiyalar. Oliy ta’lim muassasalarida talabalarning mustaqil ta’lim faoliyatini onlayn raqamli trenajyorlar vositasida optimallashtirish maqsadida quyidagi amaliy tavsiyalar taklif etiladi:

1. Fanlar kesimida mustaqil topshiriqlarni loyihalashda talabalarning individual o‘zlashtirish trayektoriyasini inobatga oluvchi, oddiydan murakkabga yo‘naltirilgan adaptiv onlayn ssenariylarni ishlab chiqish lozim.

2. Pedagog kadrlar ortiqcha texnik va dasturiy murakkabliklarga duch kelmasliklari uchun internet tarmog‘idagi tayyor ochiq didaktik platformalar (masalan, *Wordwall, Quizizz, H5P, Google Forms*) bazasida fanning sillabusiga mos raqamli trenajyorlar paketini yaratishlari maqsadga muvofiq.

3. Talabalarning onlayn trenajyorlarda bajargan mustaqil ish natijalarini to‘g‘ridan-to‘g‘ri baholash mezonlarini ishlab chiqish va ushbu jarayonni OTMning markazlashgan axborot tizimi (HEMIS) bilan metodik jihatdan muvofiqlashtirish zarur.

4. Oliy ta’lim professor-o‘qituvchilarida onlayn raqamli trenajyorlarni mustaqil darslarga integratsiya qilish bo‘yicha maxsus raqamli-metodik kompetensiyalarini rivojlantirish tizimini yo‘lga qo‘yish tavsiya etiladi.

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INGLIZ TILINI O‘QITISHDA TOPSHIRIQLAR VA O‘YINLARNING AMALIY QO‘LLANILISHI

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Annotatsiya. *Ushbu maqolada ingliz tilini o‘qitish jarayonida topshiriqlar va o‘yinlarning amaliy qo‘llanilishi, ularning o‘quvchilarning til kompetensiyasini rivojlantirishdagi ahamiyati tahlil qilinadi. Zamonaviy ta’lim tizimida kommunikativ yondashuv asosida tashkil etilgan topshiriqlar hamda didaktik o‘yinlar o‘quvchilarning nutqiy faolligini oshirish, mustaqil fikrlash ko‘nikmalarini shakllantirish va chet tilini o‘zlashtirish samaradorligini ta’minlashning muhim vositasi hisoblanadi. Tadqiqotda ingliz tili darslarida qo‘llaniladigan individual, juftlik va guruhli topshiriqlar, shuningdek, rolli o‘yinlar, interaktiv o‘yinlar va raqamli ta’lim texnologiyalariga asoslangan o‘yin metodlarining pedagogik imkoniyatlari yoritilgan. Maqolada topshiriq va o‘yinlarning o‘quvchilarning motivatsiyasi, kommunikativ kompetensiyasi, lug‘at boyligi hamda tinglab tushunish va gapirish ko‘nikmalariga ko‘rsatadigan ijobiy ta’siri ilmiy manbalar asosida asoslab berilgan. Shuningdek, ingliz tilini o‘qitishda topshiriq va o‘yinlardan samarali foydalanish bo‘yicha amaliy tavsiyalar ishlab chiqilgan. Tadqiqot natijalari mazkur metodlarning ta’lim sifatini oshirish, o‘quvchilarni dars jarayoniga faol jalb etish hamda chet tilini o‘rganishga bo‘lgan qiziqishni kuchaytirishda muhim ahamiyat kasb etishini ko‘rsatadi.*

Kalit so‘zlar: *ingliz tili ta’limi, didaktik o‘yinlar, topshiriqlar, kommunikativ kompetensiya, interaktiv metodlar, o‘quv motivatsiyasi, chet tilini o‘qitish, ta’lim texnologiyalari, nutqiy faoliyat, til ko‘nikmalari.*

Asosiy qism

Bugungi globallashuv sharoitida ingliz tili xalqaro muloqot, ilm-fan, texnologiya va biznesning asosiy tillaridan biri sifatida e’tirof etilmoqda. Shu sababli ta’lim tizimida ingliz tilini samarali o‘qitish masalasi dolzarb ahamiyat kasb etadi. Zamonaviy pedagogika chet tilini o‘qitishda an’anaviy yodlash va takrorlash usullaridan ko‘ra o‘quvchi faoliyatiga asoslangan interaktiv metodlardan foydalanishni tavsiya etadi. Bunday metodlar orasida topshiriqlar va didaktik o‘yinlar alohida o‘rin tutadi.

Topshiriqlar o‘quvchilarning nazariy bilimlarini amaliyotda qo‘llash imkonini beradigan pedagogik vosita hisoblanadi. Ular orqali o‘quvchilar yangi lug‘at birliklarini o‘zlashtiradi, grammatik qoidalarni mustahkamlaydi hamda tinglab tushunish, o‘qish, yozish va gapirish ko‘nikmalarini rivojlantiradi. O‘yinlar esa dars jarayoniga qiziqish uyg‘otib, o‘quvchilarning faolligini oshiradi va tabiiy muloqot muhitini yaratadi.

Psixologik tadqiqotlar shuni ko‘rsatadiki, o‘yin faoliyati davomida o‘quvchilar o‘zlarini erkin his qiladilar, xatolardan qo‘rqmaydilar va til birliklarini faol qo‘llashga intiladilar. Natijada chet tilini o‘zlashtirish jarayoni tezlashadi va bilimlarning mustahkamligi ta’minlanadi.

Ingliz tili darslarida qo‘llaniladigan topshiriqlarning turlari

Ingliz tilini o‘qitishda topshiriqlar mazmuni va maqsadiga ko‘ra bir necha guruhlarga bo‘linadi. Har bir topshiriq turi o‘quvchilarning ma’lum kompetensiyalarini rivojlantirishga xizmat qiladi.

1. Individual topshiriqlar

Individual topshiriqlar o‘quvchilarning mustaqil ishlash ko‘nikmalarini shakllantirishga qaratilgan. Bunday topshiriqlarga matn bilan ishlash, esse yozish, lug‘at ustida ishlash va grammatik mashqlar kiradi. Individual faoliyat o‘quvchilarning mas’uliyat hissini oshirib, mustaqil fikrlash qobiliyatini rivojlantiradi.

2. Juftlikda ishlash topshiriqlari

Juftlikda bajariladigan topshiriqlar kommunikativ kompetensiyani rivojlantirishning samarali vositasi hisoblanadi. Dialog tuzish, savol-javob mashqlari va axborot almashishga asoslangan topshiriqlar o‘quvchilarni faol muloqotga jalb qiladi.

3. Guruhli topshiriqlar

Guruhli topshiriqlar hamkorlikda ishlash ko‘nikmalarini rivojlantiradi. Guruhli loyiha ishlari, munozaralar va taqdimotlar orqali o‘quvchilar o‘z fikrlarini erkin ifodalashni o‘rganadilar. Shu bilan birga liderlik, mas’uliyat va jamoada ishlash kompetensiyalari ham shakllanadi.

4. Muammoli topshiriqlar

Muammoli vaziyatlarga asoslangan topshiriqlar tanqidiy va ijodiy fikrlashni rivojlantiradi. Masalan, o‘quvchilarga kundalik hayot bilan bog‘liq vaziyat berilib, muammoni ingliz tilida hal qilish so‘raladi. Bu esa til birliklarini real kommunikativ vaziyatlarda qo‘llash imkonini yaratadi.

Ingliz tilini o‘qitishda didaktik o‘yinlarning o‘rni

Didaktik o‘yinlar o‘quvchilarning yosh va psixologik xususiyatlarini hisobga olgan holda tashkil etiladigan ta’limiy faoliyatdir. O‘yinlar o‘quvchilarning darsga bo‘lgan qiziqishini oshirib, ta’lim jarayonining samaradorligini ta’minlaydi.

Rolli o‘yinlar

Rolli o‘yinlar ingliz tilini o‘qitishda eng samarali metodlardan biri hisoblanadi. O‘quvchilar turli kasb egalari, mijozlar, sayyohlar yoki boshqa obrazlarga kirib muloqot qiladilar. Bu usul real hayotiy vaziyatlarni modellashtirish imkonini beradi.

Masalan, “At the Airport”, “At the Restaurant”, “Shopping” kabi mavzularda tashkil etilgan rolli o‘yinlar o‘quvchilarning og‘zaki nutqini rivojlantiradi va muloqotga kirishish ko‘nikmalarini shakllantiradi.

So‘z o‘yinlari

“So‘z top”, “Crossword”, “Word Chain”, “Matching Words” kabi o‘yinlar lug‘at boyligini oshirishda muhim ahamiyatga ega. Ushbu o‘yinlar yangi so‘zlarni eslab qolish jarayonini qiziqarli va samarali qiladi.

Raqamli o‘yinlar

Axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida ingliz tili darslarida raqamli platformalardan foydalanish kengaymoqda. Kahoot, Quizizz, Wordwall va LearningApps kabi platformalar o‘quvchilarning bilimlarini baholash va mustahkamlash imkonini beradi.

Raqamli o‘yinlarning afzalligi shundaki, ular o‘quvchilarda raqobat muhiti yaratadi, natijalarni tezkor tahlil qilish imkonini beradi va dars samaradorligini oshiradi.

Topshiriq va o‘yinlarning ta’lim samaradorligiga ta’siri

Tadqiqotlar natijalariga ko‘ra, topshiriq va o‘yinlarga asoslangan ta’lim o‘quvchilarning akademik natijalarini sezilarli darajada yaxshilaydi. Ayniqsa, kommunikativ yondashuv asosida tashkil etilgan o‘yinlar quyidagi natijalarga erishishga yordam beradi:

Ta’sir yo‘nalishi	**Natija**
Motivatsiya	Darsga qiziqish ortadi
Lug‘at boyligi	Yangi so‘zlarni tez o‘zlashtirish
Grammatik kompetensiya	Qoidalarni amaliy qo‘llash imkoniyati
Gapirish ko‘nikmasi	Erkin muloqot qilish malakasi rivojlanadi
Tinglab tushunish	Eshitilgan ma’lumotni tez anglash
Ijtimoiy kompetensiya	Hamkorlik va jamoada ishlash rivojlanadi
Tanqidiy fikrlash	Muammoli vaziyatlarni hal qilish ko‘nikmasi shakllanadi

Topshiriqlar va o‘yinlarning muntazam qo‘llanilishi o‘quvchilarning darsdagi faolligini oshiradi, o‘zlashtirish darajasini yaxshilaydi va ingliz tilidan foydalanishga bo‘lgan ishonchini mustahkamlaydi. Shu sababli zamonaviy ta’lim tizimida o‘qituvchilar ushbu metodlardan maqsadli va tizimli ravishda foydalanishlari lozim.

Topshiriq va o‘yinlardan foydalanish bo‘yicha metodik tavsiyalar

Ingliz tili darslarida topshiriq va o‘yinlardan foydalanishda o‘quvchilarning yoshi, bilim darajasi va qiziqishlari hisobga olinishi kerak. O‘yinlar dars maqsadiga mos bo‘lishi, vaqt jihatdan to‘g‘ri rejalashtirilishi va ta’limiy natijaga yo‘naltirilgan bo‘lishi zarur. Shuningdek, o‘qituvchi o‘yin davomida barcha o‘quvchilarning faol ishtirokini ta’minlashi lozim.

Ta’lim amaliyoti shuni ko‘rsatadiki, topshiriq va o‘yinlarni uyg‘unlashtirgan holda tashkil etilgan darslar o‘quvchilarning bilim olishga bo‘lgan ichki motivatsiyasini kuchaytiradi, chet tilini o‘rganish jarayonini qiziqarli va samarali qiladi hamda kommunikativ kompetensiyaning rivojlanishiga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, ingliz tilini o‘qitishda topshiriqlar va didaktik o‘yinlardan samarali foydalanish o‘quvchilarning til kompetensiyalarini rivojlantirishning muhim omillaridan biri hisoblanadi. Zamonaviy ta’lim jarayonida o‘quvchi shaxsiga yo‘naltirilgan yondashuv asosida tashkil etilgan topshiriqlar hamda interaktiv o‘yinlar o‘quvchilarning darsdagi faolligini oshiradi, bilimlarni mustahkam o‘zlashtirishga xizmat qiladi va kommunikativ ko‘nikmalarning shakllanishini ta’minlaydi.Tadqiqot natijalari shuni ko‘rsatadiki, individual, juftlik va guruhli topshiriqlar o‘quvchilarning mustaqil fikrlashi, ijodkorligi va hamkorlikda ishlash kompetensiyalarini rivojlantiradi. Rolli o‘yinlar, so‘z o‘yinlari va raqamli ta’lim platformalariga asoslangan interaktiv o‘yinlar esa o‘quvchilarning ingliz tilida erkin muloqot qilish, lug‘at boyligini kengaytirish hamda grammatik bilimlarni amaliy qo‘llash imkoniyatlarini oshiradi.Shuningdek, topshiriq va o‘yinlar o‘quvchilarda chet tilini o‘rganishga nisbatan ijobiy munosabat va yuqori motivatsiyani shakllantiradi. O‘yin elementlari bilan boyitilgan darslar ta’lim jarayonining qiziqarli va samarali bo‘lishini ta’minlab, o‘quvchilarning psixologik faolligini kuchaytiradi. Natijada o‘quvchilar bilimlarni passiv qabul qiluvchi emas, balki ta’lim jarayonining faol ishtirokchisiga aylanadi.Kelgusida ingliz tilini o‘qitishda innovatsion pedagogik texnologiyalar, raqamli resurslar va gamifikatsiya elementlaridan keng foydalanish ta’lim sifatini yanada oshirishga xizmat qiladi. Shu bois o‘qituvchilar topshiriq va o‘yinlarni darsning maqsadi, mavzusi hamda o‘quvchilarning yosh va individual xususiyatlaridan kelib chiqib tanlashlari

maqsadga muvofiqdir. Bu esa ingliz tilini o‘qitish samaradorligini oshirish va xalqaro talablarga javob beradigan malakali mutaxassislarni tayyorlashga xizmat qiladi.

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“LINGUISTISCHE BESONDERHEITEN DER APHORISMEN IN DER DEUTSCHEN UND USBEKISCHEN SPRACHEN”

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Annotation. *Der vorliegende Beitrag untersucht die linguistischen Besonderheiten der Aphorismen im Deutschen und Usbekischen auf der Grundlage einschlägiger sprachwissenschaftlicher und literaturwissenschaftlicher Forschung. Im Zentrum stehen strukturelle, semantische, pragmatische und stilistische Merkmale dieser Textsorte. Die Analyse stützt sich auf Arbeiten zur Gattungsbestimmung des Aphorismus in der deutschen Literaturwissenschaft sowie auf phraseologische und paremiologische Studien zur usbekischen Sprache. Ziel ist es, Gemeinsamkeiten und Unterschiede in Bezug auf syntaktische Verdichtung, metaphorische Struktur, Elliptizität, Antithetik und kulturelle Markierung herauszuarbeiten.*

Schlüsselwörter: *Aphorismus, Paremiologie, Phraseologie, Antithese, Metapher, Ellipse, deutsche Sprache, usbekische Sprache, Textlinguistik, Pragmatik.*

Einleitung

Der Aphorismus gilt als eine eigenständige literarische Kurzform, die durch prägnante Formulierung, gedankliche Verdichtung und häufig paradoxe oder antithetische Struktur gekennzeichnet ist. Nach literaturwissenschaftlichen Definitionen handelt es sich um eine selbstständige, pointierte Aussage, die allgemeingültige Erkenntnisse formuliert [1, S. 12–15]. In der deutschen Tradition wird der Aphorismus insbesondere mit Autoren wie Georg Christoph Lichtenberg und Friedrich Nietzsche verbunden [2, S. 45–48].

In der usbekischen Sprach- und Literaturtradition finden sich aphoristische Strukturen sowohl in der klassischen Literatur (z. B. bei Alisher Navoiy) als auch in Sprichwörtern (maqollar) und Weisheiten (hikmatlar), die in der Paremiologie untersucht werden [3, S. 27–31].

Die wissenschaftliche Auseinandersetzung mit Aphorismen erfolgt interdisziplinär im Rahmen der Stilistik, Textlinguistik, Phraseologie und Pragmatik. Ziel dieses Beitrags ist es, auf der Basis etablierter Forschungsergebnisse die sprachlichen Besonderheiten deutscher und usbekischer Aphorismen systematisch zu vergleichen.

Methodologie

Die Untersuchung basiert auf einer deskriptiv-analytischen Methode. Zunächst werden theoretische Grundlagen aus der deutschen Aphorismusforschung (u. a. Wilpert [1], Fricke [2]) herangezogen. Anschließend werden sprachwissenschaftliche Konzepte der Phraseologie und Paremiologie berücksichtigt [4, S. 89–93; 5, S. 54–60].

Für die usbekische Sprache werden Ergebnisse aus der usbekischen Lexikologie und Phraseologie einbezogen, insbesondere Arbeiten zur Struktur und Semantik von Sprichwörtern [6, S. 101–108; 7, S. 73–79].

Die Analyse erfolgt auf vier Ebenen:

- syntaktische Struktur

- semantische Verdichtung
- stilistische Mittel
- pragmatische Funktion

Die Datenbasis stützt sich auf dokumentierte Beispiele aus wissenschaftlich edierten Textsammlungen und Wörterbüchern.

Ergebnisse

Die Analyse zeigt, dass deutsche Aphorismen häufig durch syntaktische Reduktion und logische Antithese gekennzeichnet sind. Nach Fricke weisen viele Aphorismen eine bipolare Struktur auf, die auf Gegensätzen basiert [2, S. 52–55]. Charakteristisch ist die Verwendung von Parallelismen, Ellipsen und rhetorischen Figuren wie Paradoxon und Ironie [1, S. 18–22].

Im Usbekischen sind aphoristische Strukturen eng mit der Tradition der Sprichwörter verbunden. Laut Rahmatullayev sind usbekische maqollar syntaktisch meist einfache oder zusammengesetzte Sätze mit rhythmischer und oft parallelistischer Struktur [6, S. 104–106].

Ein wesentliches Ergebnis betrifft die metaphorische Struktur: Während deutsche Aphorismen häufig abstrakte Begriffe und philosophische Termini verwenden [2, S. 60–63], greifen usbekische aphoristische Formen stärker auf konkrete Bildfelder aus Natur, Alltag und sozialem Leben zurück [7, S. 75–78].

Darüber hinaus zeigen beide Sprachen eine Tendenz zur semantischen Komprimierung. Burger definiert Phraseologismen als feste Wortverbindungen mit idiomatischer Bedeutung [4, S. 90–92]. Diese Eigenschaft ist auch für viele Aphorismen relevant, da ihre Bedeutung nicht rein kompositional erschließbar ist.

Analyse und Diskussion

Die vertiefte Analyse der linguistischen Besonderheiten deutscher und usbekischer Aphorismen zeigt, dass diese Textsorte in beiden Sprachräumen durch strukturelle Verdichtung, semantische Komplexität und pragmatische Funktionalität geprägt ist. Dennoch offenbaren sich bei genauerer Betrachtung signifikante Unterschiede in syntaktischer Organisation, metaphorischer Konzeption, Grad der Abstraktion sowie in der kulturellen Einbettung.

Zunächst ist die syntaktische Struktur deutscher Aphorismen zu betrachten. In der deutschsprachigen Forschung wird die formale Kürze als konstitutives Merkmal hervorgehoben. Wilpert definiert den Aphorismus als eine „knappe, pointierte Gedankenäußerung“ [1, S. 12], wobei insbesondere die Ellipse als zentrales Stilmittel gilt [1, S. 21]. Die syntaktische Reduktion äußert sich häufig in nominalen Strukturen, inversem Satzbau oder in der Tilgung semantisch erschließbarer Satzglieder. Diese strukturelle Ökonomie erzeugt eine hohe Informationsdichte.

Aus textlinguistischer Perspektive kann diese Verdichtung als Form der Komprimierung betrachtet werden, bei der syntaktische Vollständigkeit zugunsten pragmatischer Effizienz reduziert wird. Coseriu betont, dass Textstrukturen stets funktional motiviert sind [11, S. 68]. Im Falle des Aphorismus bedeutet dies, dass syntaktische Verkürzung der pointierten Wirkung dient. Die reduzierte Form zwingt den Rezipienten zur aktiven Sinnrekonstruktion, wodurch interpretative Offenheit entsteht.

Im Gegensatz dazu weisen usbekische aphoristische Formen – insbesondere maqollar – häufig eine klar ausgeprägte Satzstruktur auf. Laut Rahmatullayev dominieren einfache oder koordinierte Satzgefüge mit rhythmischer Symmetrie [6, S. 104]. Diese Symmetrie ist nicht nur ein ästhetisches Merkmal, sondern erfüllt eine mnemonische Funktion. Shomaqsudov hebt hervor, dass Parallelismus und rhythmische Wiederholung die Memorierbarkeit traditioneller Weisheiten fördern [7, S. 73].

Die syntaktische Parallelität im Usbekischen lässt sich als strukturelle Stabilisierung interpretieren. Während im Deutschen die Ellipse zur Verdichtung führt, bewirkt im Usbekischen die parallele Konstruktion eine Balance zwischen Klarheit und Bildhaftigkeit. Beide Strategien verfolgen jedoch dasselbe Ziel: maximale Wirkung bei minimalem Umfang.

Ein weiterer zentraler Aspekt ist die Antithetik als Strukturprinzip. Fricke beschreibt die Antithese als eine der häufigsten Organisationsformen des deutschen Aphorismus [2, S. 54]. Durch die Gegenüberstellung konträrer Begriffe entsteht semantische Spannung. Diese Spannung ist nicht nur stilistisch motiviert, sondern fungiert als kognitives Aktivierungsmittel. Der Leser wird dazu angeregt, die Beziehung zwischen den gegensätzlichen Elementen zu reflektieren.

Im usbekischen Kontext erscheint die Antithetik ebenfalls, jedoch häufig in konkret-bildlicher Form. Rahmatullayev verweist darauf, dass Gegensätze wie „yorug‘lik – zulmat“ oder „yaxshi – yomon“ semantisch stark verankert sind [6, S. 107]. Diese Oppositionen sind kulturell kodiert und in kollektiven Erfahrungsmustern verankert. Anders als im Deutschen, wo Antithesen oft abstrakte Begriffe betreffen, sind sie im Usbekischen stärker lebensweltlich orientiert.

Semantisch betrachtet zeichnen sich deutsche Aphorismen durch einen hohen Grad an Abstraktion aus. Fricke betont, dass viele Aphorismen philosophische Problemstellungen in verdichteter Form ausdrücken [2, S. 61]. Abstrakte Substantive wie „Wahrheit“, „Freiheit“ oder „Erkenntnis“ dominieren die Ausdrucksweise. Diese Abstraktion korrespondiert mit der europäischen Aufklärungstradition, in der begriffliche Präzision und theoretische Reflexion eine zentrale Rolle spielen.

Im Gegensatz dazu ist die usbekische aphoristische Tradition stärker metaphorisch und konkret geprägt. Karimov weist darauf hin, dass maqollar häufig auf Naturbilder, landwirtschaftliche Erfahrungen oder soziale Beziehungen zurückgreifen [3, S. 29]. Die Bildlichkeit fungiert hier als Vermittlungsinstrument zwischen individueller Erfahrung und kollektiver Norm. Die Metapher ist nicht nur ornamentales Element, sondern strukturelles Bedeutungsprinzip.

Phraseologisch betrachtet weisen beide Traditionen Überschneidungen auf. Burger definiert Phraseologismen als feste Wortverbindungen mit idiomatischer Gesamtbedeutung [4, S. 90]. Viele Aphorismen nähern sich phraseologischen Einheiten an, da sie formelhaft gebraucht werden können. Dennoch bleibt der Aphorismus im Unterschied zum Sprichwort stärker individualisiert. Während Sprichwörter anonym und kollektiv tradiert werden, sind Aphorismen häufig autorengebunden [1, S. 15].

In der usbekischen Tradition verschwimmt diese Grenze teilweise. Iskandarova betont, dass paremiologische Einheiten kollektive Weltanschauungen widerspiegeln [12, S. 42]. Die pragmatische Funktion besteht darin, Normen zu stabilisieren und soziale Werte zu vermitteln. Diese normative Dimension ist im Deutschen ebenfalls vorhanden, jedoch oft indirekter formuliert.

Pragmatisch erfüllen Aphorismen in beiden Sprachen eine evaluative Funktion. Fleischer beschreibt feste Wendungen als Träger gesellschaftlicher Erfahrung [5, S. 59]. Der Aphorismus transformiert individuelle Beobachtung in allgemeingültige Aussage. Dabei entsteht eine kommunikative Verdichtung, die sowohl informativ als auch appellativ wirkt.

Aus stilistischer Sicht ist die Ironie ein weiteres charakteristisches Merkmal deutscher Aphorismen. Laut Fix spielt rhetorische Verdrehung eine wichtige Rolle bei der Erzeugung von Mehrdeutigkeit [9, S. 115]. Ironische Brechungen sind im usbekischen Sprichwortsystem seltener, da dort die normative Klarheit stärker im Vordergrund steht.

Ein bedeutender Unterschied betrifft die Autorschaft. Der deutsche Aphorismus ist historisch eng mit individualisierten Schriftstellern verbunden. Die literaturgeschichtliche Forschung hebt die Rolle einzelner Autoren hervor [2, S. 48]. Im usbekischen Kontext dagegen dominiert die kollektive Überlieferung. Zwar existieren auch schriftlich fixierte Weisheiten klassischer Autoren wie Navoiy [10, S. 16], doch der Großteil der maqollar entstammt mündlicher Tradition.

Die interpretative Offenheit stellt eine weitere Gemeinsamkeit dar. Bußmann definiert Mehrdeutigkeit als Polysemie oder Ambiguität auf verschiedenen sprachlichen Ebenen [8, S. 47]. Aphorismen operieren häufig mit semantischer Mehrschichtigkeit. Diese Mehrdeutigkeit entsteht durch metaphorische Verdichtung, syntaktische Reduktion oder kontextuelle Offenheit.

Zusammenfassend zeigt die detaillierte Analyse, dass deutsche und usbekische Aphorismen strukturell vergleichbar sind, jedoch unterschiedliche kulturelle Gewichtungen aufweisen. Während im Deutschen Individualität, Abstraktion und Ironie dominieren, stehen im Usbekischen Bildhaftigkeit, Parallelismus und kollektive Normorientierung im Vordergrund. Beide Traditionen nutzen sprachliche Verdichtung als zentrales Ausdrucksmittel, doch die Art der Realisierung variiert entsprechend historischer und kultureller Rahmenbedingungen.

Schlussfolgerung

Die vergleichende Analyse zeigt, dass Aphorismen im Deutschen und Usbekischen sowohl gemeinsame strukturelle Merkmale als auch kulturspezifische Besonderheiten aufweisen. Zu den Gemeinsamkeiten gehören syntaktische Verdichtung, metaphorische Struktur, Antithetik und pragmatische Normativität.

Die Unterschiede betreffen vor allem den Grad der Abstraktion, die bevorzugten Bildfelder sowie die Einbettung in literarische bzw. volkstümliche Traditionen. Während deutsche Aphorismen stärker individualistisch und philosophisch geprägt sind, stehen usbekische Formen enger im Zusammenhang mit kollektiver Weisheit und paremiologischer Tradition.

Die Untersuchung bestätigt die Relevanz interdisziplinärer Ansätze für die Erforschung kurzer literarischer Formen und zeigt Perspektiven für weitere kontrastive Studien im Bereich der Textlinguistik und Phraseologie auf.

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STEAM LOYIHALARI ORQALI MAKTABGACHA YOSHDAGI BOLALARDA KREATIV KO‘NIKMALARNI SHAKLLANTIRISH (“TABIATSHUNOSLIK VA EKOLOGIYA ASOSLARI” FAOLIYATI MISOLIDA)

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Annotatsiya. *Mazkur maqolada maktabgacha yoshdagi bolalarda kreativ ko‘nikmalarni shakllantirishda STEAM yondashuvining pedagogik imkoniyatlari tahlil qilingan. Ayniqsa, “Tabiatshunoslik va ekologiya asoslari” faoliyati misolida bolalarning ijodiy fikrlashi, ekologik madaniyati va mustaqil faoliyatini rivojlantirish masalalari yoritilgan. Tadqiqot davomida STEAM loyihalari asosida tashkil etilgan mashg‘ulotlarning bolalarda muammoli vaziyatlarni hal qilish, ijodiy yondashuvni namoyon etish hamda amaliy faoliyat orqali bilimlarni o‘zlashtirishga ijobiy ta’siri aniqlangan. Shuningdek, maqolada ekologik mazmundagi loyihalarni tashkil etishning metodik jihatlari ham ko‘rib chiqilgan.*

Kalit so‘zlar: *STEAM, kreativlik, ekologik ta’lim, tabiatshunoslik, loyihaviy faoliyat, maktabgacha ta’lim, ekologik madaniyat, ijodiy fikrlash.*

Abstract. *This article analyzes the pedagogical possibilities of the STEAM approach in the formation of creative skills in preschool children. In particular, the issue of developing children's creative thinking, ecological culture and independent activity is highlighted on the example of the activity "Fundamentals of Natural Science and Ecology". During the study, it was revealed that classes organized on the basis of STEAM projects have a positive effect on children's ability to solve problem situations, demonstrate a creative approach and master knowledge through practical activities. The article also considers methodological aspects of organizing projects with an ecological content.*

Keywords: *STEAM, creativity, environmental education, natural science, project activities, preschool education, environmental culture, creative thinking.*

Аннотация. *В данной статье анализируются педагогические возможности подхода STEAM в формировании творческих навыков у детей дошкольного возраста. В частности, на примере деятельности «Основы естественных наук и экологии» освещается вопрос развития у детей творческого мышления, экологической культуры и самостоятельности. В ходе исследования было выявлено, что занятия, организованные на основе STEAM-проектов, оказывают положительное влияние на способность детей решать проблемные ситуации, демонстрировать творческий подход и усваивать знания посредством практических занятий. В статье также рассматриваются методические аспекты организации проектов с экологическим содержанием.*

Ключевые слова: STEAM, творчество, экологическое образование, естественные науки, проектная деятельность, дошкольное образование, экологическая культура, творческое мышление.

Kirish

Bugungi globallashuv davrida ta’lim tizimi oldiga qo‘yilayotgan asosiy vazifalardan biri – bolalarni zamonaviy hayot talablariga mos, kreativ va mustaqil fikrlovchi shaxs sifatida tarbiyalashdan iboratdir. Ayniqsa, maktabgacha yosh davri bolaning shaxs sifatida shakllanishida muhim bosqich bo‘lib, aynan shu davrda uning qiziqishi, tafakkuri, tasavvuri va ijodiy qobiliyatlari rivojlanadi.

Maktabgacha ta’lim tizimida innovatsion pedagogik texnologiyalarni joriy etish bolalarning bilim olishga bo‘lgan qiziqishini oshiradi hamda ularda amaliy ko‘nikmalarni shakllantirishga xizmat qiladi. Shu nuqtai nazardan STEAM yondashuvi alohida ahamiyat kasb etadi. STEAM texnologiyasi fan (Science), texnologiya (Technology), muhandislik (Engineering), san’at (Art) va matematika (Mathematics) fanlarini integratsiyalashgan holda o‘qitishni nazarda tutadi.

Mazkur yondashuv bolalarni faqat tayyor bilimlarni egallashga emas, balki muammolarni mustaqil hal qilish, kuzatish, tajriba o‘tkazish va yangi g‘oyalarni ilgari surishga yo‘naltiradi. Ayniqsa, “Tabiatshunoslik va ekologiya asoslari” faoliyatida STEAM loyihalaridan foydalanish bolalarning tabiatga bo‘lgan qiziqishini oshirish, ekologik tafakkurini shakllantirish va kreativ ko‘nikmalarini rivojlantirishda samarali vosita hisoblanadi.

Mavzuga oid adabiyotlar tahlili

So‘nggi yillarda STEAM ta’lim texnologiyasining maktabgacha ta’lim tizimidagi o‘rni yuzasidan ko‘plab ilmiy tadqiqotlar olib borilmoqda. Tadqiqotchilar STEAM yondashuvi bolalarning mantiqiy, tanqidiy va kreativ fikrlashini rivojlantirishga xizmat qilishini ta’kidlaydilar.

J. Piagetning fikriga ko‘ra, bolalarda bilim faol tajriba va amaliy harakatlar orqali shakllanadi. Olim bolaning atrof-muhit bilan faol o‘zaro munosabati uning tafakkurini rivojlantirishini alohida qayd etadi. L. S. Vigotskiy esa ta’lim jarayonida ijtimoiy muhit va hamkorlikdagi faoliyatning ahamiyatini asoslab bergan.

Maktabgacha ta’lim sohasida faoliyat olib borgan M. Montessori bolalarning mustaqil faoliyatini qo‘llab-quvvatlash zarurligini ta’kidlagan. Uning pedagogik qarashlariga ko‘ra, bolaning ijodiy qobiliyatlari amaliy faoliyat orqali rivojlanadi. Mahalliy pedagog olimlar tomonidan ham ekologik tarbiya va kreativ kompetensiyalarni shakllantirish masalalari o‘rganilgan. Tadqiqotlarda maktabgacha yoshdagi bolalarda ekologik madaniyatni shakllantirishda tabiat bilan bevosita muloqot, kuzatish va amaliy faoliyat muhim omil sifatida ko‘rsatiladi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda pedagogik kuzatish, suhbat, loyihaviy faoliyat, tajriba-sinov ishlari hamda tahlil metodlaridan foydalanildi. Tadqiqot jarayonida maktabgacha ta’lim tashkiloti tarbiyalanuvchilari bilan ekologik mazmundagi STEAM loyihalari tashkil etildi. Mashg‘ulotlar davomida bolalarning kreativ fikrlashi, muammoli vaziyatlarni hal qilish qobiliyati, ekologik tasavvurlari, jamoada ishlash ko‘nikmalari, mustaqil faoliyati kuzatildi. STEAM asosidagi loyihalar o‘yin, tajriba va ijodiy faoliyat bilan uyg‘unlashtirildi.

Tadqiqot natijalari va muhokama

“Tabiatshunoslik va ekologiya asoslari” faoliyatida STEAM yondashuvini qo‘llash bolalarda kreativ ko‘nikmalarni rivojlantirishda samarali natijalarni ko‘rsatdi. Xususan, ekologik mazmundagi loyihalar bolalarning tabiatga qiziqishini oshirib, ularni faol tadqiqotchi sifatida ishtirok etishga undadi. Masalan, “Mini bog‘ yaratamiz” loyihasi davomida bolalar urug‘ ekish, o‘simliklarni parvarish qilish va ularning o‘sishini kuzatish faoliyatlarini amalga oshirdilar. Ushbu

jarayonda ular kuzatish, solishtirish, tajriba o‘tkazish, natijalarni tahlil qilish, ijodiy yechim topish kabi ko‘nikmalarni egalladilar. “Qayta ishlash mo‘jizasi” loyihasi esa bolalarda ekologik ong va ijodkorlikni rivojlantirishga xizmat qildi. Bolalar foydalanilgan materiallardan yangi buyumlar yaratish orqali chiqindilarni qayta ishlashning ahamiyatini anglab yetdilar. Shuningdek, “Suvni asraymiz” loyihasi davomida bolalar suvning inson hayotidagi o‘rni, uni tejash usullari hamda ekologik muammolar haqida tushunchalarga ega bo‘ldilar. Tajribalar va kuzatishlar orqali bolalarda mustaqil xulosa chiqarish ko‘nikmalari shakllandi. Tadqiqot natijalari shuni ko‘rsatdiki, STEAM yondashuvi asosida tashkil etilgan mashg‘ulotlar bolalarda erkin fikrlash, kreativ yondashuv, mantiqiy tafakkur, hamkorlikda ishlash, muammoni hal qilish kompetensiyalarini rivojlantiradi. Bundan tashqari, ekologik mazmundagi faoliyat bolalarda tabiatga nisbatan mas’uliyat hissini shakllantirishga xizmat qiladi.

STEAM loyihalarini tashkil etish bo‘yicha metodik tavsiyalar

Maktabgacha ta’lim tashkilotlarida STEAM loyihalarini samarali tashkil etish uchun quyidagi metodik tavsiyalarga amal qilish maqsadga muvofiq loyihalarni bolaning yosh va individual xususiyatlariga mos tanlash, mashg‘ulotlarni o‘yin faoliyati bilan integratsiyalash, ekologik tajribalar va kuzatishlardan foydalanish, tabiiy va qayta ishlanadigan materiallardan foydalanish, bolalarning mustaqil fikr bildirishiga imkon yaratish, jamoaviy va hamkorlikdagi faoliyatni tashkil etish. Tarbiyachi mashg‘ulot davomida yo‘naltiruvchi va motivatsion rolni bajarishi, bolalarning ijodiy tashabbuslarini qo‘llab-quvvatlashi muhim hisoblanadi.

Xulosa

Xulosa qilib aytganda, “Tabiatshunoslik va ekologiya asoslari” faoliyatida STEAM loyihalaridan foydalanish maktabgacha yoshdagi bolalarda kreativ ko‘nikmalarni shakllantirishning samarali vositasi hisoblanadi. Mazkur yondashuv bolalarning ekologik tafakkuri, mustaqil faoliyati va ijodiy qobiliyatlarini rivojlantirishga xizmat qiladi. STEAM asosidagi ekologik loyihalar orqali bolalar nafaqat nazariy bilimlarni egallaydilar, balki amaliy faoliyat orqali muammolarni hal qilish, yangi g‘oyalarni yaratish va tabiatga ehtiyotkorona munosabatda bo‘lish ko‘nikmalarini ham rivojlantiradilar. Shu sababli maktabgacha ta’lim tashkilotlarida STEAM texnologiyalaridan keng foydalanish va ekologik loyihalarni amaliyotga joriy etish zamonaviy pedagogikaning dolzarb vazifalaridan biri hisoblanadi.

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SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH AND UZBEK PROVERBS

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Annotation. *Proverbs are short phrases that showcase the customs and assumptions of a culture. They are considered folklore and are transmitted throughout history. Proverbs, both in English and in Uzbek, serve as easy and impactful means to transmit experiences and lessons. Although they contain honesty, friendship, and hard work, they differ because of history, religion, and lifestyle. Many English proverbs reflect Western individualism. Uzbek proverbs, in contrast, utilize collectivism, hospitality, and business. This article studies the findings of English and Uzbek proverbs and contrasts them from different perspectives and cultures and demonstrates the importance of proverbs in revealing national identity.*

Keywords: *English proverbs, Uzbek proverbs, comparative analysis, cultural values, linguistic features, similarities and differences, national traditions, intercultural communication, wisdom in language, language learning*

Аннотация. *Русские и узбекские пословицы и поговорки как будто о разном, но по разным причинам имеют много общего. У обеих литературах много поговорок о семье, честности, дружбе. Чем пословицы разных ведут изучение, тем глубже можно понять мировоззрение и ценности разных народов. Английские пословицы и поговорки индивидуальные и в большинстве случаев практичные. В узбекской литературе семейные, да и общие, ценности в большинстве случаев выходят на первое место.*

Ключевые слова: *английские пословицы, узбекские пословицы, сравнительный анализ, культурные ценности, языковые особенности, сходства и различия, национальные традиции, межкультурная коммуникация, мудрость в языке, изучение языка.*

Annotatsiya. *Maqollar jamoaning donoligi, urf-odatlari va madaniy qadriyatlari haqida gapiruvchi qisqa va mazmunli ifodalardir. Maqollar xalq folklorining muhim bir qismi bo'lib, avloddan avlodga o'tib qoladi. O'zbek va ingliz maqollari axloqiy saboqlarni, hayotda uchraydigan masalalarga ta'sirchan yechimlarni ifodalash vositasi sifatida xizmat qiladi. Maqollar halollik, sabr, do'stlik, oila, mehnatsevarlik kabi masalalar ustida ham fikr bildirsa, ularning tarixi, milliy an'analari, dinlari va turmush tarzi bo'yicha farqlari ham mavjud. O'zbek maqollari mehmondo'stlik, kattalarga hurmat, ijtimoiy va oilaviy qadriyatlarni, ingliz maqollari esa G'arbiy xalq ijtimoiy amaliy faoliyatini, O'zbek va ingliz maqollarida ijtimoiy faoliyatni va oilaviy qadri*

Kalit so'zlar*: ingliz maqollari, o'zbek maqollari, qiyosiy tahlil, madaniy qadriyatlar, til xususiyatlari, o'xshashlik va farqlar, milliy an'analar, madaniyatlararo muloqot, tildagi donolik, til o'rganish.*

Introduction

Language is much more than a tool that we use to express ourselves. It is a reflection of one's culture, national identity, and a means of preserving one's heritage. Proverbs are an

important part of any spoken language. Proverbs are expressions of short, traditional sayings which contain the general truths, morals, and remnants of the life experience of a people. Proverbs are a valuable part of the world view of a nation. Over the years, countless English and Uzbek proverbs have developed that are an important part of the conversation, literature, and instruction of that civilization. It is common to use proverbs to counsel people, describe misconduct, promote desirable traits, and instruct the young about important values. Proverbs are "short, generally known sentences of the folk which contain wisdom, truth, morals, and traditional views" (Mieder 2004). English and Uzbek proverbs reveal a great amount of cultural similarity because human experience, and hence, many of the values and morals, are universally the same. For example, people in all cultures value honesty and kindness, and the English saying about actions and kind words, "Actions speak louder than words," is in many ways the same as the Uzbek, *"Harakatda baraka."* However, proverbs also illustrate the differences present in cultures. While English proverbs usually are about being independent and efficient with one's time, Uzbek proverbs illustrate the importance of Islamic, Eastern family life traditions. These unique attributes present in every culture and civilization make the comparison of different cultures and languages through proverbs a fascinating field of study. This study aims to explore and explain the differences in translational proverbs of English and Uzbek and the values and morals that they hold in education and culture.

1. Similarities Between English and Uzbek Proverbs

It is not uncommon to find English and Uzbek proverbs that convey congruous ideas due to the similar situations people find themselves in all over the world. There's a significant overlap between English and Uzbek cultures. Friendship, honesty, patience, and hard work are some examples. With examples, we can examine these overlaps.

a) Honesty English: *"Honesty is the best policy*." Uzbek: *"Halollik eng yaxshi siyosat*." Both sentences are presented in the same context and suggest the same message.

b) Patience English: *"Patience is bitter, but its fruit is sweet."* Uzbek: *"Sabrning tagi sariq oltin."* Again, patience is hard and frustrating, however, the outcome is beneficial.

c) Hard work English: *"No pain, no gain."* Uzbek: *"Mehnatning tagi rohat*." Both sentences show the end result can only be achieved with hard work.

d) Friendship English*: "A friend in need is a friend indeed*." Uzbek*: "Do'st boshga kulfat tushganda bilinadi."* Once again, both sentences suggest the same idea, only a close friend is the one who helps you in hard times. These examples show that even with differing languages, there are similar values.

2. Differences Between English and Uzbek Proverbs

Although many sentences and ideas overlap, they differ in style, imagery, and cultural contexts. Family and Respect Family values are presented in both languages, but Uzbek proverbs focus a lot on respecting parents and elders. Example*: "Otangga rahmat, onangga rahmat*." In this case, appreciation and honor of family are the core values of this statement. English, once again, can present family values, but in this case, personal responsibility is of the utmost importance*. "God helps those who help themselves."* Again, the focus is on individualism. Hospitality in Uzbek Culture

Hospitality	There are not sayings about hospitality in English.	"Mehmon otangdan ulug'." This saying shows how much Uzbeks think hospitality is important

		and how they respect their guests. Hospitality is one of the important values in Uzbek culture.
Time and Practicality	You have probably heard the saying "Time's money." This shows that Western cultures think about business and making money.	In Uzbek sayings people are more important than time. This shows that Uzbek culture thinks that people and getting along are more important.
Religious Influence	You do not see much about religion in sayings.	"Yaxshilik qil, dengizga ot." A lot of Uzbek sayings are about values and they tell people to be kind and patient.
Family Values	You know the saying "Blood is thicker than water."	"Ota rozi. Xudo rozi." Both cultures think family is important. Uzbek sayings think that listening to your parents is very important.
Hard Work	You have heard the saying "No pain, no gain."	"Mehnatning tagi rohat." Both English and Uzbek cultures think that hard work is important and that you have to try to be successful.
Knowledge	You know the saying "Knowledge is power."	"Bilim. Boylik." These sayings show that both cultures think education and being smart are important to be successful.
Friendship	You have heard the saying "A friend in need is a friend indeed."	"Do'st boshga kulfat tushganda bilinadi." Both cultures think that good friends are very important especially when things are tough.
Patience	You know the saying "Patience is a virtue."	"Sabr tagi sariq oltin." These sayings show that being patient is good and that it leads to things.
Honesty and Morality	You have heard the saying "Honesty is the policy."	"To'g'rilik. Tog'lik." Both cultures think that being honest is very important and that it is a way to live.
Respect	You know the saying "Treat others as you want to be treated."	"Kattaga hurmat, kichikka izzat." Uzbek culture thinks that you should respect people and be kind, to younger people, which shows that they think community and getting along are important.

3. Importance of Proverbs in Language Learning

Learning proverbs facilitate the mastering of vocabulary and the grammatical components of a second language and assist students in comprehending the cultural aspects of the language. Learning proverbs enhances the language and the culture of the learners in the borderless world. When learners are taught to correlate proverbs in English and proverbs in Uzbek, they are shown the similarities in the two languages as well as the cultural differences in both languages, and as a result, they are less likely to be misunderstood and are more competent in communication.

In language learning, proverbs can be a basis for:

In learning a language language learning proverbs are really useful for a lot of things. They help people learn about language and culture. First language learning students can use proverbs when they talk to each other. They can discuss what a proverb means explain what it is saying or compare it to something in their own language. This helps language learning students speak better think clearly and feel more confident when they talk to people. Second proverbs are great for writing essays. They give language learning students ideas and examples to use when they write.

Language learning students can write about life lessons, good values or cultural traditions based on what a proverb means. This makes their writing better. Helps them organize their thoughts. Third proverbs are often used when language learning students translate things. A lot of proverbs do not mean what the words say, so language learning students learn how to translate ideas in a way that makes sense in both cultures. This helps language learning students get better at translating and understand both languages deeply. Also proverbs are a way to talk about culture. They show us about a countrys history what people believe and what they value. When language learning students compare proverbs and Uzbek proverbs they can see what is similar and what is different about the two cultures, traditions and ways of thinking. Proverbs also help language learning students learn words and phrases. They introduce vocabulary in a way that is easy to remember because it is connected to a meaningful proverb. Language learning students can remember vocabulary easily when it is part of a proverb that they like. Finally proverbs are great for teaching language learning students about language. They often use metaphors, symbolism and other literary devices. When language learning students study these things they can understand the meaning of language and use language in a more expressive way. So language learning proverbs are not just sayings. They are also very helpful tools, for language learning that make learning a language more interesting and fun. Memorable proverbs are easy to relate to real life, which is why instructors prefer to use them as they make learning more engaging and meaningful.

Conclusion

The study of English and Uzbek proverbs reveals that both languages value the traditions of their nation as well as the wisdom of the entire globe. These commonalities exist because the people of the world encounter the same challenges. Honesty, friendship, patience, and hard work are valued by all nations. However, differences exist pertaining to social systems, traditions, and religions. Frequently, English proverbs center around practical independence and the management of time. Conversely, Uzbek proverbs are likely to highlight collectivism and respect for the elderly coupled with family and societal values. The research of proverbs is important because it transcends borders of language to foster understanding of a culture. To verbalize a language is to experience a way of life, and proverbs preserve a nation's cultural heritage. The relationships that proverbs reveal in both English and Uzbek societies deserve to be studied in the context of the effects of modernity and the globalization of ideas.

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DISTINGUISHING FEATURES OF CONTRASTIVE AND COMPARATIVE LINGUISTICS

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Annotatsiya. *Mazkur maqolada kontrastiv lingvistika, qiyosiy tilshunoslik va konfrontativ lingvistika terminlarining mazmun-mohiyati hamda ularning o‘zaro farqli jihatlari yoritilgan. qiyosiy va kontrastiv tadqiqotlarning maqsad va vazifalarini tahlil qilib, tillarni qiyoslash jarayonida o‘xshash va farqli jihatlarni aniqlash muhimligini ta’kidlaydi. Shuningdek, maqolada kontrastiv lingvistikaning nazariy va amaliy ahamiyati, ayniqsa chet tillarini o‘qitish hamda tarjima jarayonidagi o‘rni ko‘rsatib berilgan.*

Kalit so‘zlar*: Kontrastiv lingvistika, qiyosiy tilshunoslik, konfrontativ lingvistika, til tizimi, qiyoslash, til farqlari, til o‘xshashliklari, lingvodidaktika, tarjimashunoslik, tilshunoslik.*

Аннотация. *В данной статье рассматриваются сущность и особенности терминов «контрастивная лингвистика», «сопоставительное языкознание» и «конфронтативная лингвистика», а также их отличительные черты. Автор анализирует цели и задачи сопоставительных и контрастивных исследований, подчеркивая важность выявления сходств и различий между языками. Кроме того, в статье раскрывается теоретическое и практическое значение контрастивной лингвистики, особенно в области преподавания иностранных языков и переводоведения.*

Ключевые слова*: Контрастивная лингвистика, сопоставительное языкознание, конфронтативная лингвистика, языковая система, сопоставление, языковые различия, языковые сходства, лингводидактика, переводоведение, языкознание.*

Annotation. *This article discusses the essence and distinguishing features of the terms “contrastive linguistics,” “comparative linguistics,” and “confrontative linguistics.” The author analyzes the aims and objectives of comparative and contrastive studies, emphasizing the importance of identifying similarities and differences between languages. The article also highlights the theoretical and practical significance of contrastive linguistics, particularly in foreign language teaching and translation studies.*

Keywords: *Contrastive linguistics, comparative linguistics, confrontative linguistics, language system, comparison, language differences, language similarities, linguodidactics, translation studies, linguistics.*

Today, alongside the term “contrastive linguistics,” which is the most actively used term in terminology, the terms “comparative linguistics” or “confrontative linguistics” are also used as alternative variants for this concept. This situation has emerged because scientific views within the field are still in the developmental stage, and opinions have not yet been fully formed.

According to M.T. Irisqulov, “comparative linguistics synchronically compares two languages regardless of their degree of relatedness or geographical location.” Furthermore, comparative linguistics aims to identify the similarities and differences between languages belonging to different systems. Usually, the internal characteristics of the compared languages are first studied separately, after which the research findings are compared.

A. Gudavichyus defines comparative linguistics as follows: "Two or more languages are studied through the method of comparison. In such an approach, both similarities and differences are important for the researcher." In his book *Comparative Semasiology of the Lithuanian and Russian Languages*, A. Gudavichyus defines the discipline as "a field that studies the lexical systems of two or more languages through the method of comparison." While attempting to distinguish between the terms contrastive and comparative linguistics, the author emphasizes that contrastive analysis is limited to two languages. He explains that contrastive analysis mainly serves practical, especially linguo didactic, purposes. "Studying one language through the 'mirror' of another language is a manifestation of contrastive research." Thus, contrastive studies examine the distinctive and opposing features of a language in comparison with another selected language, usually the native language. This idea is also supported by R.A. Budagov: "When studying word combinations from a comparative perspective, not only similarities but also differences are important and interesting." Such a view emphasizes the distinction between contrastive syntax and comparative linguistics.

The use of the term comparative linguistics has a long tradition and dates back to the earliest attempts to theoretically understand the comparative study of languages. In later stages, however, it began to be used less frequently because the meaning expressed by the term was not uniform and remained somewhat vague. This also indicates that scientific consistency within the field had not yet been sufficiently established.

Linguist I.F. Isenova, discussing the goals, tasks, methods, and general principles of comparative linguistics and contrastive linguistics, emphasizes the following: "Unlike comparative linguistics, the subject of contrastive linguistics is the comparison of languages in a linguodidactic direction, determined by such comparison of languages that helps identify and describe aspects facilitating the learning of a second (foreign) language, as well as explaining discrepancies in grammatical and semantic systems of different languages." Thus, opposition and contrast are implied.

V.M. Mokienko considered it extremely important to distinguish comparative linguistics from contrastive linguistics. He noted that "the first term is directed toward identifying the distinctive features of the compared languages, while the second expresses the process of comparing both differences and common features between languages." In our view, however, these explanations have been interchanged. In fact, contrastive linguistics aims to identify the distinctive features of compared languages, whereas comparative linguistics expresses the process of comparing both differences and commonalities between languages.

When speaking about the distinction between comparative linguistics and contrastive linguistics, Zh.M. Omasheva believes that studying language units from the perspective of comparing their structural-systemic and functional characteristics remains one of the most urgent tasks of modern linguistics. It is well known that language systems are characterized by complexity and dynamism. Therefore, theoretical and practical forms of comparative research require language processes to be viewed as systemic structures.

Thus, the distinction between these directions should be made from the standpoint of the object and subject of research. The differences between comparative and contrastive studies are determined by the goals and tasks established by the researcher: comparative linguistics is studied based on theoretical and practical aims, whereas contrastive linguistics compares two language systems to identify features specific to each language system and to improve second-language teaching. However, it should also be emphasized that contrastive linguistics is connected not only

with practical tasks related to second-language teaching but also with drawing theoretical conclusions by identifying the unique characteristics of each language through contrastive comparison.

Contrastive linguistics emerged as a separate field from comparative linguistics, and today contrastive studies are investigated within the framework of linguistic sciences. According to V.N. Yartseva, it exists as an independent theoretical direction with its own distinct object of study.

To demonstrate the differences between comparative and contrastive linguistics more clearly, I.A. Sternin uses the following diagrams.

In comparative linguistics, each language is studied as a separate system, and the obtained results are then compared within corresponding levels. In contrastive linguistics, however, the analysis focuses on how a language phenomenon in the first language is expressed through linguistic means in the second language. Here, the meaning of a linguistic unit in the first language may be expressed through several different linguistic units belonging to different levels in the second language, and vice versa.

For example, the semantic field of the English word *weekend* in Uzbek includes the time from Friday afternoon until Sunday evening. Similarly, the Uzbek word *o‘rmon* corresponds to two English words: *wood* and *forest*. In turn, the word *wood* also means timber or firewood in addition to forest.

Another term used synonymously with contrastive linguistics is confrontative linguistics. The term “confrontative linguistics” was introduced into science by L. Zabrocki simultaneously with the term “contrastive linguistics” and became widely used in Eastern European countries. Although linguists attempted to distinguish the semantic scope of these two terms, scholars such as Yartseva, Mirkin, Yusupov, and Kashkin still use them as synonymous terms.

Many scholars have expressed their views on the relationship between contrastive and confrontative comparison of languages. One of them, V.Ya. Mirkin, concluded that contrastive comparison is significant within didactic comparative typology, whereas confrontative comparison is significant within theoretical typology. However, the various opinions expressed make it clear that contrastive or confrontative comparison of languages cannot be regarded as identical to typology. Especially, they cannot be viewed merely as forms of typology. Unlike typology, they require a specific list of compared languages. Pure typological description studies language and all its units and features as manifestations of human language in general. By contrast, contrastive description requires the selection of at least two object languages.

L.N. Grigoryeva proposes understanding confrontative linguistics as a theoretical direction and contrastive linguistics as a practical direction. There are also views that confrontative linguistics studies both similarities and differences between languages, whereas contrastive linguistics deals only with differences between languages. We also recognize contrastive and confrontative linguistics as terms denoting different fields. The object of study of confrontative linguistics is identical to that of comparative linguistics, since both investigate common and differing features of the languages under study. Contrastive linguistics, however, mainly examines points of opposition between languages.

G. Helbig explained that describing languages solely through a purely contrastive approach is insufficient for substantiating second-language teaching methodology. According to him, errors in second-language learning are caused not only by contrasts but often also by similarities between languages. Helbig called such an approach, which considers both differences and similarities between languages, “confrontative linguistics” and clearly defined the essence of the linguistic

analysis methodology underlying it. Thus, the meaning of confrontative linguistics used by Helbig corresponds to the concept of comparative linguistics in Russian linguistics. Therefore, Russian linguistics does not traditionally distinguish between confrontative and comparative linguistics.

According to V.G. Gak, contrastive linguistics is an established independent science with its own goals, object, and methods of analysis. "The general theoretical description of contrastive linguistics covers all language levels from phonology to stylistics and text theory. The increasing number of various studies devoted to the contrastive study of languages demonstrates the growing development and importance of contrastive linguistics in linguistics." If contrastive linguistics is to be recognized as an independent science, then it becomes necessary to distinguish its terminological units theoretically.

According to I.A. Sternin, the purpose of contrastive linguistics is to identify differences between languages. "The object of study of contrastive linguistics is the comparison of the researcher's native language with a second language."

In most cases, only two languages are taken as the object of research in contrastive linguistics, usually the native language and a foreign language. One of the compared languages is taken as the basis, serving as the reference point for contrastive research. Its internal structure functions as a standard for comparing the distinctive features of the two languages. Usually, the native language serves as the basis, while the second language is the foreign language being studied.

According to A.V. Fyodorov, closely related languages, languages having some degree of genetic relationship, and even languages with no genetic connection at all can be contrasted with one another. For example, the opposing points between Uzbek and Uyghur, Uzbek and Chuvash, or Uzbek and English form the basis of contrastive studies.

In contrastive analysis, research is conducted not only in one direction but also in the opposite direction. According to I.A. Sternin, two foreign languages may also be studied in a contrastive manner, where one is taken as the basis and the other as the compared language. Even in such cases, the research is conducted in one direction: phenomena existing in the first language are studied in comparison with similar phenomena in the second language.

The primary task of contrastive linguistics is to identify the specific semantic and functional features of the language under study against the background of the compared language. By describing the semantic units of one language against the background of another, the national specificity of the units of the studied language becomes apparent.

Thus, the ideas discussed above indicate that contrastive and comparative (confrontative) linguistics are emerging as distinct branches in modern linguistics. This demonstrates the necessity of distinguishing them terminologically. We support recognizing contrastive linguistics as an independent discipline with its own specific features. It should be emphasized that, among multilingual disciplines, contrastive linguistics is distinguished primarily by its practical significance. This is the main feature that differentiates contrastive linguistics from other linguistic sciences concerned with the comparative study of languages.

As a result of applying the comparative method, which is a universal method of cognition, for various purposes, such linguistic fields as comparative-historical linguistics, typology, and comparative linguistics have emerged. Contrastive linguistics, which studies oppositions and contrasts between languages, developed on the basis of these fields.

The aim of contrastive linguistics is to identify oppositions and contrasts related to the specific features of at least two compared language systems and to investigate them by means of

the oppositional method. The genetic or areal relations of these languages, as well as their typological proximity or distance, cannot prevent them from becoming objects of comparative study. In this process, the main focus is placed on the contrasting and differing points between languages.

Contrastive linguistics has both purely theoretical and theoretical-practical directions. The theoretical direction serves the science of language theory. On the one hand, it identifies unique features and distinctions in the compared languages; on the other hand, through its theoretical issues, it contributes to the development of linguoculturology, translation studies, and the theory of linguistic universalities and unique features.

Contrastive analysis may be carried out on all levels of language units — from phonemes to supersyntactic wholes — as well as on the basis of their functional states and ethnocultural, sociolinguistic, and psycholinguistic foundations.

Under the conditions of globalization, the increasing need to study world languages, the development of translation theory, the growing attention in anthropocentric linguistics to the capacities of speakers and listeners, and the necessity to improve the quality and content of foreign language teaching are all important factors contributing to the development of contrastive linguistics.

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INNOVATIVE PEDAGOGY AND THE IMPORTANCE OF CONTINUING EDUCATION IN THE MODERN EDUCATIONAL SYSTEM

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Abstract. *This article discusses the role of innovative pedagogy and continuing education in the modern educational system. Today, rapid technological development and globalization require educational institutions to improve teaching methods and provide lifelong learning opportunities. Innovative pedagogical approaches such as digital learning, interactive methods, project-based learning, and the integration of artificial intelligence into education increase students' motivation and improve the quality of education. The article also highlights the significance of continuing education in developing professional competence, adaptability, and lifelong learning skills. The study emphasizes that innovative pedagogy and continuing education are essential factors in preparing competitive specialists for modern society.*

Keywords: *innovative pedagogy, continuing education, modern education, digital technologies, interactive learning, lifelong learning, educational innovation.*

Аннотация. *В данной статье рассматривается роль инновационной педагогики и непрерывного образования в современной образовательной системе. Сегодня стремительное развитие технологий и процессы глобализации требуют от образовательных учреждений совершенствования методов обучения и обеспечения возможностей для обучения на протяжении всей жизни. Инновационные педагогические подходы, такие как цифровое обучение, интерактивные методы, проектное обучение и интеграция искусственного интеллекта в образование, повышают мотивацию студентов и улучшают качество образования. В статье также подчеркивается значение непрерывного образования в развитии профессиональной компетентности, адаптивности и навыков обучения в течение всей жизни. Исследование показывает, что инновационная педагогика и непрерывное образование являются важными факторами подготовки конкурентоспособных специалистов для современного общества.*

Ключевые слова: *инновационная педагогика, непрерывное образование, современное образование, цифровые технологии, интерактивное обучение, обучение на протяжении всей жизни, образовательные инновации.*

Annotatsiya. *Ushbu maqolada zamonaviy ta'lim tizimida innovatsion pedagogika va uzluksiz ta'limning o'rni yoritilgan. Bugungi kunda texnologiyalarning jadal rivojlanishi va globallashuv jarayonlari ta'lim muassasalaridan o'qitish metodlarini takomillashtirish hamda hayot davomida ta'lim olish imkoniyatlarini yaratishni talab qilmoqda. Raqamli ta'lim, interaktiv metodlar, loyihaga asoslangan o'qitish va sun'iy intellektni ta'limga integratsiya qilish kabi innovatsion pedagogik yondashuvlar talabalarning motivatsiyasini oshirib, ta'lim sifatini yaxshilaydi. Maqolada, shuningdek, uzluksiz ta'limning kasbiy kompetensiyani rivojlantirish, moslashuvchanlik va umrbo'yi ta'lim ko'nikmalarini shakllantirishdagi ahamiyati ham tahlil*

qilingan. Tadqiqot natijalari innovatsion pedagogika va uzluksiz ta'lim zamonaviy jamiyat uchun raqobatbardosh mutaxassislarni tayyorlashda muhim omil ekanligini ko'rsatadi.

Kalit so'zlar: *innovatsion pedagogika, uzluksiz ta'lim, zamonaviy ta'lim, raqamli texnologiyalar, interaktiv ta'lim, umrbo'yi ta'lim, ta'lim innovatsiyalari.*

Introduction: In the modern world, education has become one of the most significant factors determining the development of society, economy, science, and technology. Rapid globalization, technological advancement, and the expansion of digital communication systems have fundamentally transformed the educational process. Traditional methods of teaching are no longer sufficient to meet the demands of the 21st century; therefore, innovative pedagogical approaches and continuing education systems are gaining increasing importance in modern educational institutions. Innovative pedagogy is considered a modern approach aimed at improving the quality and effectiveness of education through creative teaching methods, interactive learning environments, and digital technologies. Unlike traditional teacher-centered instruction, innovative pedagogy focuses on learner-centered education, where students actively participate in the learning process, develop independent thinking skills, and apply theoretical knowledge in practical situations (Fullan, 2007, p. 12). The rapid development of information and communication technologies has significantly influenced the educational sphere. Online learning platforms, virtual classrooms, multimedia resources, and artificial intelligence technologies have created new opportunities for both teachers and students. These technological innovations increase accessibility, flexibility, and effectiveness in education while supporting individualized learning according to students' needs and abilities (OECD, 2019, p. 28). One of the key components of modern education is continuing education, also known as lifelong learning. In contemporary society, knowledge and professional skills quickly become outdated due to continuous scientific and technological progress. As a result, individuals must constantly update their competencies and acquire new knowledge throughout their lives. Continuing education enables people to remain competitive in the labor market, improve professional performance, and adapt successfully to social and technological changes (UNESCO, 2017, p. 21). Educational researchers and philosophers have long emphasized the importance of innovative and practical learning approaches. John Dewey stated, "Education is not preparation for life; education is life itself" (Dewey, 1916, p. 239). His idea highlights the necessity of connecting education with real-life experiences and practical activities. Similarly, Paulo Freire argued that education should encourage critical thinking and active participation rather than passive memorization of information (Freire, 1970, p. 66). Modern educational systems aim not only to provide theoretical knowledge but also to develop creativity, communication skills, problem-solving abilities, and digital competence. Innovative teaching strategies such as project-based learning, collaborative learning, flipped classrooms, and technology-supported instruction contribute significantly to achieving these goals. Research findings demonstrate that students involved in interactive and digital learning environments show higher academic performance, stronger motivation, and improved critical thinking skills (OECD, 2019, p. 52). Despite the numerous advantages of innovative pedagogy, several challenges still exist in implementing modern educational technologies effectively. Limited access to digital resources, insufficient technological infrastructure, and inadequate teacher training remain significant problems in some educational institutions. Therefore, governments, universities, and educational organizations should invest in

technological development, teacher professional training, and inclusive educational policies to improve the quality of education worldwide.

This article examines the role of innovative pedagogy and the importance of continuing education in the modern educational system.

It analyzes modern teaching approaches, the impact of digital technologies, research findings related to innovative education, and the significance of lifelong learning in preparing competitive and adaptable specialists for the future.

The Role of Innovative Pedagogy in Modern Education. Modern education systems are undergoing significant transformation due to technological progress, globalization, and the growing demand for qualified specialists. Traditional teaching approaches are gradually being replaced by innovative pedagogical methods that focus on student-centered learning, creativity, critical thinking, and practical skills. Innovative pedagogy has become one of the most important factors in improving educational quality and preparing learners for modern society (Fullan, 2007, p. 15). Innovative pedagogy refers to the application of modern educational technologies, interactive teaching methods, and creative instructional strategies in the learning process. Unlike traditional education, where students mainly act as passive listeners, innovative education encourages active participation, independent thinking, and collaboration. Interactive methods such as debates, brainstorming, discussions, role-playing, and group projects help students develop communication and analytical skills (Freire, 1970, p. 72). Albert Einstein once stated, "Education is not the learning of facts, but the training of the mind to think" (Einstein, 1954, p. 63). This quotation reflects the essence of innovative pedagogy, which aims not only to provide theoretical knowledge but also to develop intellectual, creative, and practical abilities.

Project-Based Learning and Interactive Methods. One of the most effective approaches in innovative pedagogy is project-based learning. This method allows students to work on practical problems and real-life situations. Through project activities, learners improve research abilities, teamwork, creativity, and problem-solving skills. Modern employers increasingly demand such competencies, making project-based learning highly relevant in contemporary education (Dewey, 1916, p. 158). Interactive teaching methods also increase students' engagement and motivation. Group discussions, collaborative tasks, presentations, and problem-solving activities create an active learning environment where students become directly involved in the educational process. Such methods encourage learners to express their opinions freely and develop communication skills (Freire, 1970, p. 80). John Dewey emphasized the importance of practical learning by saying, "Education is not preparation for life; education is life itself" (Dewey, 1916, p. 239). His idea supports the importance of experiential and student-centered learning in modern education.

Digital Technologies and Artificial Intelligence in Education. Digital technologies play a crucial role in innovative pedagogy. The use of online platforms, virtual classrooms, multimedia tools, and artificial intelligence has transformed the educational environment. Digital education provides flexibility and accessibility, enabling students to study regardless of time and location (OECD, 2019, p. 34). Artificial intelligence technologies can personalize learning according to students' individual abilities and needs. AI-supported educational systems help teachers monitor academic progress, identify learning difficulties, and provide personalized recommendations for improvement. Researchers argue that technology-supported learning environments increase student motivation and improve educational outcomes (Siemens, 2005, p. 5).

The flipped classroom model is another important innovation in education. In this approach, students learn theoretical materials independently at home through digital resources,

while classroom activities focus on discussions, practical exercises, and collaborative tasks. This method increases classroom interaction and enhances students' understanding of academic subjects (OECD, 2019, p. 41).

Research Results on Innovative Pedagogy.

Research findings demonstrate the effectiveness of innovative pedagogical approaches. According to studies conducted by the OECD, students involved in interactive and collaborative learning environments achieve better results in critical thinking and problem-solving tasks (OECD, 2019, p. 52). UNESCO research also confirms that digital technologies improve access to education and support inclusive learning opportunities for diverse groups of students (UNESCO, 2017, p. 19). Scientific studies indicate that project-based learning improves creativity, communication competence, and analytical thinking. Research in higher educational institutions also shows that students participating in flipped classroom activities demonstrate higher academic performance and stronger independent learning skills compared to traditional learning methods (Fullan, 2007, p. 91). Furthermore, continuing professional training programs positively affect teachers' digital competence and teaching effectiveness. Educational researchers emphasize that innovative pedagogy increases students' psychological engagement in learning and develops self-confidence and leadership abilities (Knowles, 1984, p. 44).

The Importance of Continuing Education. Continuing education is equally important in the modern educational system. In today's rapidly changing world, knowledge quickly becomes outdated, and individuals must continuously improve their professional and personal competencies. Lifelong learning enables people to adapt to technological innovations, labor market demands, and social changes (UNESCO, 2017, p. 27). Professional development programs, online courses, workshops, and training seminars contribute significantly to improving professional competence. Teachers, engineers, doctors, and specialists in various fields require continuous education to remain competitive and effective in their professions. Research indicates that individuals who participate regularly in continuing education programs demonstrate higher productivity, stronger adaptability, and better career opportunities (Knowles, 1984, p. 52). The COVID-19 pandemic clearly demonstrated the necessity of continuing education and digital learning systems. During the global health crisis, educational institutions rapidly shifted to online learning platforms. This experience revealed the importance of digital competence among teachers and students and highlighted the need for flexible educational systems capable of functioning under challenging conditions (OECD, 2019, p. 67).

Challenges and Future Opportunities.

Despite the advantages of innovative pedagogy and continuing education, certain challenges still exist. In some regions, insufficient internet access and limited technological infrastructure reduce the effectiveness of digital education. Additionally, some educators experience difficulties adapting to new teaching technologies due to inadequate training and lack of experience (UNESCO, 2017, p. 39). Therefore, governments and educational institutions should invest in teacher training, technological resources, and modern educational infrastructure. Expanding access to digital technologies and improving educational policies will help create more inclusive and effective learning environments (Fullan, 2007, p. 102). Overall, innovative pedagogy and continuing education are essential components of a successful modern educational system. The integration of technology, interactive methods, and lifelong learning principles contributes to educational quality, professional development, and the preparation of competitive specialists for the future (Siemens, 2005, p. 8).

Conclusion. In conclusion, innovative pedagogy and continuing education play a vital role in the development of the modern educational system. Rapid technological progress, globalization, and changing labor market demands require educational institutions to apply modern teaching approaches that focus on creativity, critical thinking, communication, and practical skills. Traditional methods of education alone are no longer sufficient for preparing students to face contemporary challenges. Innovative pedagogical approaches such as interactive learning, project-based learning, flipped classrooms, digital education, and artificial intelligence technologies significantly improve the quality and effectiveness of education. These methods increase students' motivation, encourage active participation, and develop independent learning abilities. Research findings also confirm that technology-supported and student-centered learning environments contribute positively to academic achievement and professional competence. Continuing education is equally important in ensuring lifelong personal and professional development. In the modern world, knowledge rapidly changes and professional skills quickly become outdated. Therefore, lifelong learning enables individuals to adapt to technological innovations, remain competitive in the labor market, and continuously improve their competencies. Professional development programs, online courses, and digital learning opportunities have become essential components of modern education systems.

At the same time, several challenges remain in implementing innovative pedagogy effectively. Limited access to technological resources, insufficient internet infrastructure, and the lack of digital competence among some educators can reduce the effectiveness of modern educational methods. Consequently, governments and educational institutions should invest in teacher training, digital technologies, and inclusive educational policies to ensure equal educational opportunities for all learners. Overall, innovative pedagogy and continuing education are key factors in building an effective, flexible, and sustainable educational system. They contribute not only to academic success but also to the development of creative, knowledgeable, and competitive individuals capable of participating actively in social, economic, and technological progress. The integration of modern technologies and lifelong learning principles into education will continue to shape the future of global education and human development.

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SIMILARITIES AND DIFFERENCES BETWEEN UZBEK AND ENGLISH IDIOMS

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Annotation. *The goal of this article is to analyze English and Uzbek idioms and compare the structures, semantics, and idioms used in both languages. It describes the cultural and social historical influences of the separate languages and how they create something unique to the language. This article describes the differences and the similarities of the cognitive structures of idioms in both languages. It also describes the differences in worldviews and languages. Clearly describing the similarities and differences in these languages will greatly aid the translation of both languages, as well as help people from both cultures communicate better. This will also help English language teachers who want to teach their language to the Uzbeks, and vice versa.*

Keywords: *Idioms, Uzbek Language, English Language, Comparative Linguistics, Cross-Cultural Communication, Phraseology, Linguistic Typology, Semantic Analysis*

Аннотация. *Данная статья представляет собой сравнительный анализ идиом в узбекском и английском языках, направленный на выявление их структурных, семантических и прагматических сходств. В ней исследуется, как культурные контексты и историческое развитие сформировали уникальные идиоматические выражения в каждом языке. Исследование выявляет общие когнитивные механизмы, лежащие в основе идиоматического образования, наряду со значительными расхождениями, обусловленными различными лингвистическими типологиями и культурными мировоззрениями. Понимание этих параллелей и различий имеет решающее значение для улучшения межкультурной коммуникации, переводоведения и педагогики преподавания второго языка.*

Ключевые слова: *Идиомы, Узбекский Язык, Английский Язык, Сравнительное Языкознание, Межкультурная Коммуникация, Фразеология, Лингвистическая Типология, Семантический Анализ*

Annotatsiya. *Ushbu maqola o'zbek va ingliz iboralari tahlilining qiyosiy tahliliga bag'ishlangan bo'lib, ularning tuzilmaviy, ma'naviy va pragmatik o'xshashlik jihatlari mavjud . Mazkur maqolada o'ziga xos iboraviy turlarni shakllanishini madaniy kontekst va tarixiy jarayon rivoji inobatga olinadi. Shuningdek, tadqiqot nimxosillik qurilishidagi umummavjud mexanizmlari va xilma-xil til tipologiyalari va madaniy olam sabaviy qarashlari o'rtasida mavjud ne'mtni shakllanishini o'silab berishni o'z ichiga oladi. O'xshashlik va farqlarni aniqlash boshqa tomondan muloqot va ikkinchi tilni o'rganish pedagogikasini shakllantirishda madaniyatlararo muloqotni va qiyosiy tarjima tadqiqotlarining mexanizmlarini dastak etishda muhim ahamiyatga egadir.*

Kalit so'zlar: *Iboralar, O'zbek Tili, Ingliz Tili, Qiyosiy Tilshunoslik, Frazeologiya, Madaniyatlararo Muloqot, Til Tipologiyasi, Semantic Analysis.*

Introduction. Idiomatic expressions are a vital part of language. They are able to link the user of the language to the culture, history, and community of the language speaker. Idioms are

much more than cosmetics of language. They are phrases with meanings different from the literal meaning of the phrases' constituent parts. These phrases describe national essence, carry historical contexts, and describe cultural values. Because of the non-literal nature of idioms and the metaphors and cultural symbols that they use, idioms are especially challenging to use and are learned through experience and understanding, as opposed to language translation. Here, a comparison of the two languages (English and Uzbek), which belong to completely different language families, is made to study idioms and idiomatic words. English and Uzbek idioms have hundreds of similarities, but there are a number of notable differences that are difficult to draw. Studying idioms and idiomatic expressions focuses greatly on languages and culture. English idioms use more historical and more literary antecedents, whereas Uzbek editors use more oral and proverb-based antecedents. The use of idioms and idiomatic expressions in language is something that all language learners must do in order to achieve conversational fluency.

Literature Review

Analyzing idiomatic phrases is crucial for deciphering the interconnectedness of language, culture, and thought. Idioms are more than just cosmetic components of a language, they are complex embodiments of culture, history, social customs, and the unique worldview of a community [4]. This warrants the need for research among different languages, especially those from different linguistic groups, to expose the universal elements of cognition and cultural gaps in the idioms present in different communities [3, 4]. These types of research extend beyond the surface level of language and encompass the deeper function of meaning and the pragmatics that define the interface of cultures.

In the recent years, research has been conducted in the idioms of different languages to expose the intersections of shared human experiences and the unique perspectives of different cultures. One such research study is that of Alimova Halima Bobomurod kizi (2020), which describes the importance of idioms in English and Uzbek in that they are fixed expressions that are the vehicle of cultural values, social norms, and mental activities [4]. This provides a window of opportunity for intellectual and social creativity of the speakers of both English and Uzbek. This study articulates that English idioms are linked to historical or literary sources, which shows an individualistic and analytic thought process, while idioms in Uzbek are from an oral and proverbs based literary background, which is a reflection of a social and value based society. This is very important for understanding the culture in the idioms of both languages. [4].

Aside from cultural backgrounds, other specific areas to investigate comparatively across structures of languages are the frameworks in which idioms are built. For example, the study has identified some common as well as unique structures of sentences across English and Uzbek idioms. It was based on a sample of 200 idioms in both languages [2]. The current research studied the observation of idioms in the context of broader grammatical entities in the given language. English idioms are syntactically more flexible, while the idioms in Uzbek are more bound to the language's general Subject-Object-Verb (SOV) sentence structure, and hence, express more limited syntactic flexibility within their idiom [2]. This type of study closes a gap towards understanding the relationship between structures of idiomatic expressions and syntax across languages that at first sight seem to be syntactically very distant. It also intends to investigate and categorize phenomena that emerge and are exclusive to a particular natural language. Idioms are highly figurative, and while they add richness to a language, they are also a source of difficulty for second language learners and translators, especially due to cultural dissimilarities. The idioms in Uzbek, which again are based on the country's traditions and customs, as well as culturally based

imagery, do not have a close literal equivalent. The quality of being figurative in idioms is a source of bewilderment for foreign learners of the country's language as they are sufficient only for cultural and surface translation. Some expressions, like "Mushukni suvga olib borib, qulog'idan ushlab qaytarish" and "Qo'li uzun", (the first means 'to make a big effort for no result' and the second literally 'a thief' respectively), depict the entertainment of the culture and illustrate a source of bewilderment to learners [1]. More such examples are "Yel qaytarish" (to gossip), "Baliq boshidan sasiydi"(problems start from the top), and "Tovuqni ming marta so'ysa. Effective translation strategies are essential to bridging the semantic distance between idiomatic systems distinct across cultures. The paper comparing English and Uzbek idioms stresses the need for certain techniques and approaches to idiomatic translation, as there are bound to be issues in fully specifying the semantic and cultural dimensions of their meanings. Such study provides the understanding that in order to translate idioms, direct translation is not enough. This translates into either adapting the idiom, explaining it or replacing it with a culturally and contextually comparable idiom. The description of both the universal and culture-related conceptual patterns in English and Uzbek idioms is fundamental in developing effective, educational translation techniques and methods to improve cross-cultural communications. These findings have positive implications for the comparative and cognitive linguistics disciplines and provide a healthy way of thinking of the coexistence and interaction between cultures and their related and integrated values.

Research Methodology

This research uses a qualitative, comparative design to identify and describe the similarities and differences between English and Uzbek idiomatic structures. This design facilitates the examination of the relationship between language and cultural cognition; this relationship has been documented in previous studies [4]. The study's research design will be able to identify culturally-specific and universal conceptual idiomatic structures by moving beyond the basic semantic differences that are necessary to establish communication across cultures [3, 4]. In this study, we look at two linguistically-distinct language This research builds upon cognitive linguistics to show how idioms are conceptual metaphors as opposed to arbitrary linguistic units. Thus, analysis of idioms is more about how idioms capture cultural values, social norms, cognitive patterns, and how they reflect the speakers' worldview and their social reality rather than the literal meaning of those idioms. Given the differences in cognitive patterns between the English and Uzbek languages, where English idioms reflect individualistic and analytic cognitive patterns and Uzbek idioms reflect collectivism and social cohesion, a cognitive approach is a prerequisite for an elaborate analysis.

The data for this study are primarily collected through a descriptive, corpus-based approach that builds on and extends the previous comparative studies. The first corpus incorporates a total of 400 idiomatic expressions, out of which 200 are in English and 200 are in Uzbek, which is comparable to the previous studies. English idioms were compiled from reputable English idioms dictionaries (e.g., the Cambridge International Dictionaries of Idioms and the Oxford Dictionary of English Idioms) and were confirmed by contemporary works of literature and authentic spoken data to reflect the current state of language use. For the Uzbek idioms, the primary works were published comprehensive Uzbek phraseology and idioms dictionaries, collections of Uzbek proverbs and folklore, and contemporary Uzbek media (newspapers, online articles) to reflect both traditional and contemporary styles of speech. This dual approach is important in reflecting the rich oral traditions from which Uzbek idioms mostly originate.

In the previous studies [1, 3], idioms that met the criteria for inclusion were idioms that were widely used, culturally important, and potentially cross-linguistically problematic and/or difficult to translate. Generally, idioms that clearly and unambiguously translate literally were not included in the research, unless they illustrated a particular comparative phenomenon. Refining the corpus was achieved by an interview with native English and Uzbek speakers. They provided valuable information concerning the degree of semantic and cultural importance of expressed Uzbek ideas [1].

The analysis of the data was performed in a number of stages. At first, each idiom in the corpus was subjected to a semantic analysis. When it came to English idioms, meanings were checked against a number of authoritative dictionaries. When it came to Uzbek idioms, meanings were checked against specialized phraseological dictionaries and, most importantly, were confirmed and developed by a group of three native speakers of the Uzbek language who were also educators. It was essential to establish the non-literal meanings of idioms in the context of Uzbek history, culture, and the use of various metaphors and cultural symbols which, to a certain degree, do not have an equivalent in a literal sense. Examples such as (Mushukni suvga olib borib, qulog‘idan ushlab qaytarish) and (Qo‘li uzun) were thoroughly studied to determine the cultural context. [1].

Secondly, a thematic categorization was employed for the idioms of both languages. As a first step, the idioms were organized into categories according to the domains of their meanings, such as parts of the human body, components of nature, animals, interactions, feelings, and abstract domains. The purpose of this thematic analysis was to discover the similarities and differences in different languages regarding how different societies perceive and communicate similar situations and experiences using idioms. This step directly contributes to the section “Thematic Categorization and Cross-Linguistic Patterns of Idioms” in the article.

Thirdly, a comparative syntactical analysis was done using the results of the previous study [2]. The analysis focused on evaluating the internal grammatical design of the selected idioms, determining the components of the idioms, and explaining how they are used in sentences of various designs. Special consideration was given to identifying cases of grammatical design that are flexible as opposed to rigid. This consideration was based on the observation that English idioms are much more flexible, while Uzbek idioms are more strictly consistent with the Subject-Object-Verb (SOV) structure [2]. This analysis provides raw data for the section "Linguistic Structures and Pragmatic Functions of Idioms."

Fourth, the research aimed to find direct and conceptual equivalents, as well as culturally specific idioms. This required analyzing both the semantic and the pragmatic aspects of idioms in the two languages. Idioms were identified as having direct equivalents (equivalents in both form and meaning), conceptual equivalents (divergent forms and equivalents in the underlying basis), and culturally specific idioms (idioms belonging to only one of the languages and, in most cases, require elaboration or description for translation) [3]. This part of the research is concerned with the "Direct and Conceptual Equivalents" and "Culturally Specific Idioms". Examples of culturally specific Uzbek idioms such as "Yel qaytarish" (to gossip) or "Baliq boshidan sasiydi", meaning that problems start from the top, highlight the complexity of the problem and require methods and instruments more sophisticated than simple combination of words [1, 3].

At last, the findings were considered within the context of cross-cultural communication and the implications for learning different languages. The goal was to see the pros and cons in terms of the understanding and the ability to find appropriate ways to translate [1, 3]. The goals

and the results of the research are aimed to bring diversity in comparative and cognitive linguistics, to the fullest degree, and help appreciate the linguistic and cultural diversity in the world [3, 4].

Conclusion

The comparison highlights the importance of idioms in both English and Uzbek as cultural windows and marks their differences. English idioms portray an individualistic verbal style whereas idioms in Uzbek reflect a collectivistic mentality with an oral construction. In terms of syntax, English is more flexible, while Uzbek is strictly SOV. These differences illustrate the complexities involved in the translation of culturally bound Uzbek idioms. Therefore, these findings are essential in creating meaningful cross-cultural communication, developing language teaching, and contributing to the field of comparative linguistics.

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BADIIY MATNDA INTERTEKSTUALLIK HODISASI VA INTERTEKSTUAL ELEMENTLAR

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Annotatsiya. *Ushbu maqolada e‘tibor badiiy matn tarkibida intertekstuallikning amal qilish mexanizmlariga hamda intertekstual birliklarning mazmun va shaklni tashkil etishdagi o‘rniga qaratiladi. Xususan, alluziya, reministensiya, epigraf, oksimoron singari vositalar matnga nafaqat emotsional-ekspressiv tus bag‘ishlaydi, balki uning ichki semantik tuzilishini murakkablashtirib, qo‘shimcha ma‘no qatlamlarini yuzaga keltiradi. Shu orqali ular asarning umumiy g‘oyaviy yaxlitligini ta‘minlashga xizmat qiladi.*

Bunday intertekstual unsurlar o‘quvchining qabul qilish jarayonini faollashtirib, matnni yuzaki emas, balki chuqur va ko‘p qatlamli tarzda anglashga undaydi. Natijada badiiy asar yanada mazmundor, talqinlarga boy va estetik jihatdan ta‘sirchan ko‘rinish kasb etadi.

Kalit so‘zlar*: badiiy matn, intertekstuallik, intertekstual birliklar, epigraf, pretsedent birliklar, oksimoron, metafora, alluziya.*

Kirish

Intertekstuallik tushunchasi (inglizcha *intertextuality*, fransuzcha *intertextualité*) ilmiy muomalaga 1967-yilda fransuz poststrukturalist olimasi Y. Kristeva tomonidan kiritilgan bo‘lib, u bu terminni “Baxtin, so‘z, dialog va roman” nomli tadqiqotida qo‘llagan. Garchi M. Baxtin o‘z asarlarida “intertekstuallik” atamasini bevosita ishlatmagan bo‘lsa-da, uning ilmiy qarashlari ushbu nazariyaning shakllanishida muhim nazariy asos bo‘lib xizmat qilgan. Ayniqsa, uning til, matn va madaniyat o‘rtasidagi o‘zaro bog‘liqlik haqidagi fikrlari keyinchalik ushbu konsepsiyaning rivojlanishiga kuchli ta‘sir ko‘rsatgan.

Ma‘lumki, Y. Kristeva M. Baxtinning dialogizm nazariyasidan ilhomlanib, matnlar o‘rtasidagi aloqalarni yanada tizimli va konseptual asosda izohlashga intilgan. Unga ko‘ra, har qanday matn mustaqil holda mavjud bo‘lolmaydi, balki u boshqa matnlarning parchalaridan tashkil topgan o‘ziga xos “mozaika” hisoblanadi. Shu sababli, har bir yangi matn oldingi matnlar bilan bevosita yoki bilvosita munosabatda bo‘ladi.

Intertekstuallik masalasiga nafaqat adabiyotshunoslar, balki matn tilshunosligi vakillari ham katta e‘tibor qaratgan. Xususan, R. Beaugrande va N. Fairclough kabi olimlar ushbu hodisani aynan matn lingvistikasi doirasida yuzaga kelgan tushuncha sifatida talqin qiladilar. Ularning ilmiy qarashlarida til faqat grammatik tizim sifatida emas, balki ijtimoiy va kontekstual hodisa sifatida ko‘rib chiqiladi. Beaugrande intertekstuallikka matnlararo bog‘liqlik sifatida ta‘rif berib, yangi matnlar avvalgi matnlar negizida shakllanishini ta‘kidlaydi. Uning fikricha, aynan shu bog‘liqlik mazmunni hosil qiladi va o‘quvchining matnni anglash jarayonini yengillashtiradi.

Intertekstuallik hodisasi turli fan sohalari tilshunoslik, adabiyotshunoslik, falsafa va madaniyatshunoslik vakillari tomonidan keng o‘rganilgan bo‘lib, bu jarayon hozirgi kunda ham davom etmoqda. Ushbu tushunchaning lingvistik jihatlari bilan bog‘liq qarashlar esa ingliz olimi Jonatan Kuller nomi bilan chambarchas bog‘liqdir. U o‘z tadqiqotlarida, xususan,

“Presuppozitsiya va intertekstuallik” mavzusidagi ishida intertekstuallikni matndagi presuppozitsiya bilan uzviy aloqada tahlil qiladi.

Ko‘plab tadqiqotchilar intertekstuallik hodisasi asosan badiiy adabiyot doirasida faol namoyon bo‘lishini alohida ta‘kidlaydilar. Badiiy matnda intertekstuallik til vositasi sifatida turli ko‘rinishlarda ifodalanadi. Jumladan, u iqtiboslar orqali bevosita, alluziyalar orqali yashirin, remenissensiya orqali uslubiy aks-sado shaklida, parodiya orqali kinoyaviy talqin tarzida, stilizatsiya orqali esa ma‘lum bir uslubga taqlid shaklida yuzaga chiqadi. Shuningdek, intertekstual parallelizm orqali turli matnlar o‘rtasida mazmuniy va kompozitsion uyg‘unliklar yaratiladi.

Shu tariqa, intertekstuallik badiiy matnning semantik va estetik qatlamlarini boyitib, uni ko ‘p qirrali talqin qilish imkonini beradi hamda o‘quvchidan keng madaniy va adabiy savodxonlikni talab etadi.

Badiiy asar tarkibida uchraydigan intertekstual elementlar o‘zaro integratsiyalashgan holda uning mazmuniy yaxlitligini ta‘minlaydi, ifodaviy salohiyatini kuchaytiradi va qo‘shimcha axborot qatlamlarini hosil qiladi. Shu nuqtai nazardan, intertekstuallik o‘quvchi ongida allaqachon mavjud bo‘lgan bilim va tasavvurlar bilan bog‘lanib, matnni qabul qilish jarayonini sezilarli darajada soddalashtiradi hamda samaraliroq qiladi.

Intertekstual birliklar tizimi rang-barang bo‘lib, unga alluziya, reministensiya, epigraf, oksimoron, pretsedent birliklar, geminatsiya, tagma‘no, iboralar, maqol va matallar kiradi. Shuningdek, alliteratsiya va assonans kabi fonetik vositalar, ko‘chimlar (metafora, metonimiya, ironiya), parafraza, anafora, epifora, iqtibos hamda ellipsis singari uslubiy birliklar ham mazkur tizimning ajralmas qismi hisoblanadi.

Quyida ana shu intertekstual vositalarning ayrimlari badiiy matn mazmunini ochish, uning estetik ta‘sirchanligini oshirishdagi o‘rni misollar asosida atroflicha yoritib beriladi.

NATIJALAR

Pretsedent birliklar (lotincha *praecedens* “oldinda keluvchi”, “ilgari mavjud bo ‘lgan”) deganda tarixan avval yuzaga kelgan va keyingi hodisa hamda obrazlar uchun namuna yoki asos vazifasini bajaradigan birliklar tushuniladi. Boshqacha talqin etganda, keng jamoatchilikka yaxshi tanish bo‘lgan nom, obraz yoki voqeaning boshqa shaxs yoki predmetga nisbatan ko‘chma ma‘noda qo‘llanishi pretsedentlikni yuzaga keltiradi. Bunday birliklar badiiy matnda intertekstuallikni shakllantirishda muhim vosita bo‘lib xizmat qiladi.

Shoir Usmon Nosirning “Monolog” asarida pretsedent nomlarning faol qo‘llanilganini kuzatish mumkin:

Bilamanki, Tasso bechora
Rohat ko‘rmay o ‘tgan bir umr.
Ey makkora qiz, Leonora,
Nomi qora bilan yozilgur!..

Mazkur parchada Tasso fojeali muhabbatni kuylagan tarixiy-adabiy qahramon sifatida, Leonora esa oshig‘ini iztiroblarga duchor etgan obraz sifatida tilga olinadi. Bu nomlar orqali muallif o‘z fikrini yanada ta‘sirchan va obrazli tarzda ifodalaydi.

Xuddi shunday, Usmon Nosirning “Nil va Rim” she‘rida ham ko‘plab tarixiy va mifologik pretsedent nomlar uchraydi:

Javob bersin. Aflotunmi, Vergiliymi, yo
Boshqa biri, qani kim? Kim mard? Kim guvoh?
Ki, tun qancha qora bo‘lsa, oy shuncha yorug ‘!
Spartakning lashkarlari hali ham borur.

To Minisdan Ramzesgacha, Ramzesdan nari
“Malika qiz” Kleopatra hukmron davri...

Ushbu misralarda Aflotun, Vergiliy, Spartak, Ramzes va Kleopatra kabi tarixiy hamda madaniy jihatdan muhim shaxslar tilga olinib, matnga keng tarixiy-falsafiy kontekst olib kiriladi. Natijada, asar mazmuni chuqurlashadi, undagi g‘oyaviy yuk kuchayadi va o‘quvchi ongida boy assotsiativ tasavvurlar yuzaga keladi.

Endi mazkur pretsedent nomlarning semantik yukiga e‘tibor qaratilsa, Aflotun va Vergiliy qadimgi yunon madaniyatining yirik intellektual namoyandalari sifatida, Minis, Ramzes hamda Kleopatra esa Qadimgi Misr sivilizatsiyasining nufuzli hukmdorlari sifatida namoyon bo‘ladi. Ushbu nomlar o‘quvchi ongida allaqachon shakllangan tarixiy-madaniy tasavvurlarni faollashtiradi va ayni paytda badiiy matnning ifodaviy quvvatini oshirib, uning mazmuniy yaxlitligini ta‘minlashga xizmat qiladi. Asarning “Nil va Rim” deb nomlanishi ham bevosita ana shu keng tarixiy-geografik kontekstni anglatib, muallif niyatining konseptual asosini belgilaydi.

“Epigraf” termini yunoncha *epigraphē* so‘zidan kelib chiqqan bo‘lib, dastlab “yozuv”, “bitik” ma‘nolarini ifodalagan. Ilk bosqichlarda ushbu atama me‘moriy inshootlar, haykallar va turli yodgorliklardagi yozuvlarga nisbatan qo‘llangan bo‘lsa, keyinchalik uning semantik doirasi kengayib, adabiy matn tarkibidagi muhim kompozitsion unsurga aylangan. Adabiyotda epigraf asar, bob yoki bo‘lim avvalida keltiriladigan ixcham iqtibos, ibora yoxud she‘riy parchani anglatadi. U matn uchun o‘ziga xos kirish vazifasini bajarib, asosiy mazmunga ishora qiladi, tematik yo‘nalishni belgilaydi va muallifning g‘oyaviy niyatini bilvosita ochib beradi. Epigraflar turli manbalardan, badiiy asarlar, diniy matnlar, mashhur hikmatlar yoki muallifning o‘z ijodidan olinishi mumkin.

O‘zbek adabiyotshunosligi tajribasida epigrafdan unumli foydalanish holatlari, ayniqsa, A. Qahhor va G‘. G‘ulom ijodida yaqqol kuzatiladi. Xususan, A. Qahhor o‘z hikoyalarida xalq maqollarini epigraf sifatida qo‘llash orqali asar mazmunini nihoyatda ixcham, ammo teran ifodalashga erishadi. Masalan, “O‘g‘ri” hikoyasining boshida keltirilgan “Otning o‘limi, itning bayrami” maqoli butun asarning semantik asosini oldindan belgilab beradi. Ushbu epigraf orqali o‘quvchi voqealar rivojida bir shaxsning fojeasi boshqasi uchun manfaat yoki quvonch manbai bo‘lishi mumkinligini anglaydi. Bu yerda “o‘lim” va “bayram” tushunchalari o‘zaro antonimik qarama-qarshilikni hosil qilsa, “ot” va “it” obrazlari orqali ijtimoiy-axloqiy zidlik yanada kuchaytiriladi.

Bundan tashqari, hikoya matnida “Begim deguncha belim sinadi”, “Tekinga mushuk oftobga chiqmaydi”, “Berganga bitta ham ko‘p, olganga o‘nta ham oz”, “Quruq qoshiq og‘iz yirtadi”, “O‘ynashmagil arbob bilan, seni urar har bob bilan” kabi maqollarning kiritilishi ham bejiz emas. Ushbu paremiologik birliklar asar ichki mazmunini chuqurlashtirib, bosh qahramonning og‘ir ijtimoiy ahvolini, uning nochorlik tufayli yuqori mansab egalari oldida yon bosishga majbur bo‘lishini va yagona tirikchilik manbaini saqlab qolish yo‘lida bor imkoniyatlarini sarflab yuborishini badiiy jihatdan ta‘sirchan ifodalaydi. Shu tariqa, epigraf va maqollar tizimi asar davomida izchil semantik va pragmatik yukni olib borib, umumiy g‘oyaning bosqichma-bosqich ochilishiga xizmat qiladi.

Badiiy matnda epigraf va maqollardan foydalanish orqali intertekstuallikning qanday ishlashi A. Qahhor ijodida yaqqol namoyon bo‘ladi. Masalan, “Bemor” hikoyasida epigraf sifatida keltirilgan qisqa va lo‘nda “Osmon yiroq, yer qattiq” maqoli osmon va yerning qarama-qarshi tasvirlari orqali kambag‘al va imkoniyati cheklangan kishining vaziyatdan chiqish imkonsizligini ifodalaydi. Shu bilan birga, hikoyada bemorga qarashga mablag‘i yetarli bo ‘lmagan turmush

o‘rtog‘ining og‘ir ahvolini tasvirlashda “Bunday paytlarda yo‘g‘on cho‘ziladi, ingichka uziladi” maqoli ishlatiladi. Bu yerda yo‘g‘on va ingichka tushunchalari o‘zaro zidlik orqali bosh qahramonning turmush sharoiti va jamiyatdagi tafovutlarni ta‘kidlaydi: mablag‘i bor inson vaziyatdan chiqaveradi, kambag‘al esa qurbon bo‘ladi. Shu tarzda intertekstual birliklar yordamida muallif o‘quvchiga matnning ichki mantiqiy va g‘oyaviy qatlamini samarali yetkazadi.

“So‘ngan vulqon” hikoyasida epigraf sifatida ishlatilgan “Yer tepganni, el tepadi” maqoli bosh qahramon Shermat akaning o‘z yoshi va mansabining pasayishini qabul qila olmasligi, shaxsiy bahosini berish jarayonidagi hissiyotlarini ochib beradi. “Ikki yorti bir butun” hikoyasining sarlavhasi ham maqol sifatida xizmat qilib, ikki erkak xarakterining uyg‘unligini va qarama-qarshi jihatlar orqali mazmunni ochib beradi. Hikoyadagi “Eshakni yashirsangiz, hangrab sharmanda qiladi” iborasi esa xufiyona amalga oshirilgan harakatlarning oxir-oqibat oshkor bo‘lishini ifodalaydi.

Shuningdek, “Bashorat” hikoyasida epigraf sifatida keltirilgan “Ola qarg‘a qag‘ etadi, o‘z ko‘nglini chog‘ etadi” maqoli inson xatti-harakatlarining umumiy tabiatini ifodalaydi: har kim o‘z xursandchiligini yashira olmaydi. “Sep” hikoyasida esa “Mashqda qiynalsang, urushda qiynalmaysan” kabi maqol qahramonning haqiqatdagi holatini, uning mashaqqatli mehnat orqali qiyinchiliklarni yengishini tasvirlashda o‘z o ‘rnida ishlatiladi.

Shunday qilib, xalq maqollarini epigraf sifatida qo‘llash nafaqat intertekstuallikni yuzaga chiqaradi, balki badiiy matnning mazmunini yanada boyitadi, o‘quvchi uchun uni anglashni osonlashtiradi va asarning ekspressivligini kuchaytiradi.

Yana bir intertekstuallikni shakllantiruvchi muhim vosita oksimoron hisoblanadi. “Oksimoron” termini yunoncha *oxys* (“o‘tkir, keskin”) va *moros* (“bo‘g‘iq, ahmoqona”) so‘zlarining birikmasidan kelib chiqqan bo‘lib, o‘z-o‘zidan paradoksal bir tushuncha hosil qiladi: keskinlik va be‘mani, ya‘ni qarama-qarshi ma‘nolar yonma-yon joylashadi. Ritorikada oksimoron qarama-qarshi g‘oyalarni uyg‘unlashtirib, o‘quvchida e‘tibor uyg‘otish, dramatik yoki o‘ylantiruvchi ta‘sir yaratish vositasi sifatida ishlatiladi. U ikki asosiy shaklda uchraydi: zid tushunchalarni birlashtirib paradoks hosil qilish yoki hazil, dramatik yoki murakkab g‘oyani ifodalashda qo ‘llaniladi.

Buyuk ingliz dramaturgi V. Shekspirning *Romeo va Julietta* tragediyasida Juliettaning Romeoning ketishidan his qilgan murakkab hissiyotlari “sweet sorrow”, “shirin qayg‘u” iborasi orqali ifodalanadi. Bu oksimoron Juliettaning qayg‘usi va xafachiligi bir vaqtning o‘zida yoqimli va shirin his-tuyg‘ular bilan uyg‘unlashganini ko‘rsatadi: u Romeoga xayrli tun deya qayg‘uradi, biroq uni yana ko‘rishni orziqib kutadi. Shu bilan birga, asarda *loving hate* (“muhabbatli nafrat”), *heavy lightness* (“og‘ir yengillik”), *bright smoke* (“musaffo tutun”), *cold fire* (“otashin olov”), *sick health* (“zaif sog‘lik”) kabi iboralar ham qahramonlar nutqida oksimoron sifatida ishlatilgan bo‘lib, intertekstuallikni boyitadi.

Shuningdek, metafora ham eng keng tarqalgan intertekstual vositalardan biridir. “Metafora” termini yunoncha *metaphora* so‘zidan kelib chiqqan bo‘lib, “ko‘chirish” yoki “o‘tkazish” ma‘nolarini bildiradi. Yunoncha ildizlar , *meta* (“ustida, ortiq”) va *phero* (“ko‘tarish, olib borish”), bu tushunchaning ma‘nosini aniqlaydi: bir so‘z yoki g‘oyaning ma‘nosini boshqa obyektga ko‘chirish orqali ikkalasining tushunilishini boyitadi. Shu tarzda, metafora intertekstuallik jarayonida obrazlararo bog‘liqlik yaratadi va matn mazmunini yanada chuqurlashtiradi.

Metafora — bu ikki o‘xshash bo‘lmagan obyekt yoki tushunchani bevosita bog‘lab, bir narsani boshqa narsa sifatida tasvirlash usulidir. Uning asosiy xususiyati shundaki, taqqoslash

“kabi” yoki “day” kabi so ‘zlar orqali emas, balki to‘g‘ridan-to‘g‘ri amalga oshiriladi. Metafora matnga qo‘shimcha ma‘no qatlamlari kiritish, tasviriylikni oshirish va mavzuni chuqurroq anglash imkonini berish orqali intertekstuallikni shakllantiradi, shuningdek, o‘quvchi tasavvurini kengaytiradi.

Masalan, Hamzaning *“Boy ila xizmatchi”* asarida Boy quyidagicha gapiradi:

“He, attang! Gulni gulga qo‘shmay, gulni sassiq alafga qo‘shib qo‘yibman. Ha, pishmagan xom kalla! (Peshonasiga urub) Bu nozanin uvol. Cho‘rilikka emas, bekalikka arziydi-ya.”

Bu yerda Solihboyning nutqidagi birinchi va uchinchi “gul” so‘zlari Jamila obrazini anglatadi, ikkinchi “gul” esa boyga ishora qiladi, “sassiq alaf” iborasi orqali esa G‘ofur obraziga murojaat qilinadi. Shu tarzda metaforalarning ishlatilishi matnga intertekstuallikni olib kiradi va asarning bo‘yoqdor, rang-barang tasviriy tuzilishini ta‘minlaydi.

Shu bilan birga, Oybekning *“Qutlug‘ qon”* asarida Qoratoy nutqidagi metaforik iboralar orqali ham intertekstuallik yuzaga keladi. Masalan:

- “qizil gul” va “oq gul” iboralari orqali Gulnor va Yo‘lchi obrazlari,
- “chaqir tikanak” birikmasi orqali Mirzakarimboy obrazlari tasvirlanadi.

Nutqdan:

— Sen, oti nima, Gulnorni sevasan-a? U ham sevadi. Shundaymi?, Misoli Tohir-Zuhra… Qarabsanki, qizil gul bilan oq gul o‘rtasidan chaqirtikanak o‘sib chiqyapti. Tushunib olaver o‘zing!

Bu misolda qizil va oq gul metaforik vosita sifatida ikki shaxsiy munosabatni ifodalaydi, chaqir tikanak esa ularning ziddiyatli yoki murakkab holatini bildiradi. Shu tariqa, metaforalardan foydalanish matnga chuqurlik, obrazlilik va intertekstuallik qatlamini olib kiradi, o‘quvchi tasavvurini kengaytiradi hamda matnni yanada boy va jonli qiladi.

Quyidagi L. Xyuz (Langston Hughes) she‘ri intertekstuallik va metafora vositalaridan foydalangan holda chuqur ma‘noni ifodalaydi:

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams
Life is a barren field
Frozen with snow.

Bu yerda “Life is a broken-winged bird” iborasi metafora sifatida ishlatilgan bo‘lib, hayotning orzularsiz qolishi, insonning imkoniyat va intilishlaridan mahrum bo‘lishini ramziy tasvirlaydi. “Broken-winged bird”, qanoti sindirilgan qush, insonning erkinligi va hayotiy potensialining cheklanishi bilan uyg‘unlashadi.

Shuningdek, “Life is a barren field / Frozen with snow” metaforasi hayotning orzularsizlik oqibatida sovuqlashib, unumdorlik va rivojlanish imkoniyatini yo‘qotishini ifodalaydi. Qor bilan qoplangan bo‘sh dalaning tasviri — ruhiy va ijtimoiy holatning muzlab qolganligini anglatadi.

She‘rning takroriy “Hold fast to dreams” iborasi o‘quvchiga orzularga sodiq qolish zarurligini eslatadi va matnga ritmik, estetik ta‘sir beradi. Shu tarzda Langston Hughes orzu va umid mavzusini intertekstual va metaforik qatlamlarda boyitib, hayotning mohiyatini soddalashtirmasdan, chuqur tasviriylik bilan yetkazadi.

XULOSA

Badiiy matnda intertekstuallik hodisasi asarlarning mazmunini boyitib, o‘quvchilar uchun ularni yanada qiziqarli, boy va mazmundor qiluvchi muhim vosita hisoblanadi. Intertekstual elementlar alluziya, reministensiya, epigraf, oksimoron, pretsedent birliklar, geminatsiya, tagma‘no, iboralar, maqollar, matallar, alliteratsiya, assonans, ko‘chimlar, parafraza, iqtibos va ellipsis — badiiy matnning ifodaviy quvvatini oshirish, qo‘shimcha ma‘no qatlamlarini yaratish hamda asarning mazmuniy yaxlitligini ta‘minlashda muhim rol o‘ynaydi.

Pretsedent birliklar tarixiy va adabiy qahramonlar nomlari orqali matnga chuqurroq ma‘no berib, uning ta‘sirchanligini oshiradi. O‘zbek adabiyotida A. Qahhor va G‘. G‘ulom asarlarida epigraflar xalq maqollaridan foydalanib, hikoya mazmunini ixcham va aniq tarzda ochib beradi. Oksimoronlar qarama-qarshi tushunchalarni uyg‘unlashtirib, dramatik ta‘sir va o‘quvchida e‘tibor uyg‘otadi. Metaforalar esa ikki o‘xshash bo‘lmagan tushuncha yoki obyektni bog‘lab, matnning boyligini va tasviriyligini oshiradi.

Shunday qilib, intertekstuallik badiiy asarlarni osonroq tushunishga yordam berib, ularning boy va mazmunli bo‘lishiga xizmat qiladi. Bu vositalar o‘quvchining adabiy tajribasini kengaytiradi va matnning ekspressivligini sezilarli darajada oshiradi.

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ADOLATNING JAMIYAT TARAQQIYOTIDAGI O‘RNI VA AHAMIYATI

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Annotatsiya *Ushbu maqolada adolatning jamiyat hayotidagi o‘rni, insonlar o‘rtasidagi ijtimoiy munosabatlarni tartibga solishdagi ahamiyati hamda uning axloqiy va huquqiy jihatlari tahlil qilingan. Shuningdek, tarixiy-falsafiy manbalarda adolat tushunchasining talqini, mutafakkirlarning bu boradagi qarashlari ham yoritilgan. Maqolada adolatning jamiyat barqarorligi, inson huquqlari va ijtimoiy tenglikni ta’minlashdagi o‘rni ilmiy asosda ochib berilgan.*

Kalit so‘zlari: *adolat, jamiyat, hukmdor, davlat, ijtimoiy tegsizlik, ijtimoiy tabaqa, fuqarolik jamiyati, ma’naviy qadriyat, huquqiy kategoriyalar.*

Abstract. *This article examines the role of justice in social life, its importance in regulating social relations among people, and its moral and legal aspects. The interpretations of the concept of justice in historical and philosophical sources, as well as the views of scholars on this issue, are also analyzed. The article scientifically reveals the role of justice in ensuring social stability, human rights, and social equality.*

Keywords*: justice, society, ruler, state, social inequality, social class, civil society, spiritual value, legal categories.*

Аннотация. *В данной статье рассматривается роль справедливости в жизни общества, её значение в регулировании социальных отношений между людьми, а также её нравственные и правовые аспекты. Также проанализированы трактовки понятия справедливости в историко-философских источниках и взгляды мыслителей по этому вопросу. В статье на научной основе раскрыта роль справедливости в обеспечении общественного благополучия, прав человека и социального равенства.*

Ключевые слова*: справедливость, общество, правитель, государство, социальное неравенство, социальный слой, гражданское общество, духовная ценность, правовые категории.*

KIRISH

Maqolada jamiyat hayotida adolat nihoyatda muhim ahamiyat ega ekanligi aks etadi. Ko‘pgina jamiyatlar boylik va hokimiyatga ega bo‘lgan guruhlar va ana o‘shalardan mahrum guruhlarlarning mavjudligi bilan xarakterlanadi. Taraqqiyot jarayonida har bir jamiyat jamiyatdagi guruhlarning qat'iy iyerarxiyasini o‘rnatadi. Bu iyerarxiya tengsizlikka olib keldi. Jamiyatni bir-biriga qarama qarshi qatlamlar vujudga keladi. Bunday sharoitda insoniyat uchun eng muhim bo‘lgan adolat g'oyasi tengsizlikka barham berishi kerak edi.

Adolat-jamiyat hayotidagi hodisalar, tartib-qoidalarning asl insoniy qoidalarga, haqiqat mezonlariga qanchalik mos ekanini aniqlashda hamma zamonlarda ham asosiy ma’naviy mezon bo‘lib xizmat qiladi. Jamiyatning shaxsga, shaxsning jamiyatga va bir shaxsning ikkinchi shaxsga munosabatida namoyon bo‘ladigan adolat tamoyili ana shu munosabatlarni baholashning o‘zgarmas mezonidir. Adolat yuksak ma’naviy qadriyat bo‘lib, baxt, ozodlik, tenglik, do‘stlik, tinchlik tushunchalari kabi insonning azaliy ezgu intilishlarining timsolidir. Adolat haqidagi ilk

tasavvurlar juda olis zamonlarga borib bog‘lanadi. Qadimgi davr mutafakkirlari uni universal qonun sifatida talqin etgan. Masalan, Zardusht adolatni “arta” tushunchasi yordamida ifoda etar ekan, uni olamdagi ikki qutbdan biri deb hisoblaydi. Yunon faylasufi Aflotun adolat muammosini tizimli tarzida o‘rganib chiqishga harakat qilgan. Uning ijtimoiy-siyosiy konsepsiyasida adolat hukmronlik va imtiyoz tushunchalariga yaqin kategoriya sifatida sharhlangan. Faylasufning fikricha, har bir tabaqa ichida tenglik bo‘lmog‘i, tabaqalar o‘rtasida tenglik hukm surmog‘i adolatdandir. Arastu bu g‘oyalarni rivojlantirib, “tenglashtirish” va “taqsimlash adolati” degan tushunchalarni qo‘llagan. Abu Nasr Forobiy adolatni ijtimoiy iyerarxiya va tartibning mavjud bo‘lishi uchun poydevor yaratuvchi huquqiy kategoriya deb ta’riflagan. XVIII asrga kelib adolat ijtimoiy tenglik bilan bog‘liq holda kun tartibiga qo‘yila boshlandi. Hozirgi zamon falsafiy adabiyotlarida adolat jamiyatdagi barcha ijtimoiy munosabatlarni ifoda etuvchi kategoriya sifatida ta’riflanmoqda.

Platonning fikricha, adolat g'oyasi har bir odamning jamiyatda tutgan o‘rni (sotsial statusi)ga muvofiq o‘z vazifalarini qat'iy bajarishdan iborat. Mavjud tuzumning barcha qonun-qoidalariga rioya qilmoqlikning o‘zi adolatdir: har bir ijtimoiy tabaqaga mansub kishilar (a'yonlar, a'yonlarcha, qullar, qullargacha) faqat o‘zlarining vazifalarini bajarishlari kerak.

Mavjud qonun-qoidalarni buzishga yoki o‘zgartirishga qaratilgan har qanday xatti-harakat adolatsizlik hisoblanadi. Demak, Platon fikricha adolat har bir kishining jamiyat hayotidagi o‘rnini belgilab beruvchi tamoyil sifatida jamiyatning yaxlitligini ta'minlovchi va uni mustahkamlovchi omil sanaladi.

ADABIYOTLAR TAHLILI

Adolat masalasi qadim zamonlardan buyon falsafa, siyosatshunoslik va huquqshunoslik fanlarining asosiy tadqiqot obyektlaridan biri bo‘lib kelgan. Ushbu mavzu yuzasidan Sharq va G‘arb mutafakkirlari tomonidan turli ilmiy qarashlar ilgari surilgan.

Qadimgi yunon faylasufi Platon adolatni jamiyatdagi har bir tabaqaning o ‘z vazifasini bajarishi bilan bog‘laydi. Uning fikricha, jamiyatdagi tartib va barqarorlik aynan adolat tamoyili orqali ta’minlanadi. Arastu esa adolatni “taqsimlovchi” va “tenglashtiruvchi” shakllarga ajratib, uni barcha insonlarga tegishli oliy fazilat sifatida talqin etgan.

Sharq mutafakkirlari orasida Abu Nasr Forobiy adolatni fozil jamiyatning asosiy mezoni sifatida ko‘rsatadi. Uning “Fozil odamlar shahri” asarida davlat boshqaruvi va ijtimoiy tartib adolat tamoyillari asosida qurilishi lozimligi ta’kidlangan. Alisher Navoiy esa adolatni hukmdorning eng muhim fazilati sifatida baholab, xalq va davlat o‘rtasidagi ishonch aynan adolat orqali mustahkamlanishini qayd etadi.

Shuningdek, Konfutsiy insonlar o‘rtasidagi munosabatlarda adolat va o‘zaro hurmat tamoyillarini asosiy axloqiy mezon sifatida ilgari surgan. Suqrot va Demokrit esa adolatni qonuniylik va inson burchi bilan bog‘liq holda tushuntirganlar.

Zamonaviy ilmiy adabiyotlarda adolat tushunchasi inson huquqlari, ijtimoiy tenglik, demokratik boshqaruv va fuqarolik jamiyati bilan uzviy bog‘liq kategoriya sifatida talqin qilinmoqda. Tadqiqotchilar adolatni jamiyat taraqqiyotining muhim omili, davlat barqarorligining asosiy sharti va inson manfaatlarini himoya qiluvchi universal qadriyat sifatida e’tirof etadilar.

TADQIQOT METODOLOGIYASI

Ushbu maqolani tayyorlash jarayonida tarixiy, falsafiy va ijtimoiy-huquqiy manbalarni tahlil qilish usullaridan foydalanildi. Tadqiqotning metodologik asosini adolat tushunchasining jamiyat taraqqiyotidagi o‘rnini ilmiy jihatdan yoritishga qaratilgan nazariy yondashuvlar tashkil etadi.

Maqolada:

tarixiy-qiyosiy metod yordamida qadimgi va zamonaviy mutafakkirlarning adolat haqidagi qarashlari o‘rganildi;

tahlil va sintez usullari orqali adolatning axloqiy, huquqiy hamda siyosiy jihatlari umumlashtirildi;

ijtimoiy-falsafiy yondashuv asosida adolatning jamiyat barqarorligi va inson huquqlarini ta’minlashdagi o‘rni ochib berildi;

manbalarni solishtirish orqali Sharq va G‘arb mutafakkirlarining qarashlari o‘rtasidagi umumiy va farqli jihatlar aniqlandi.

Shuningdek, maqolada Forobiy, Aflotun, Arastu, Konfutsiy, Alisher Navoiy kabi mutafakkirlarning asarlari ilmiy manba sifatida tahlil qilinib, ularning adolat haqidagi qarashlari zamonaviy fuqarolik jamiyati talablari bilan bog‘liq holda yoritildi.

MUHOKAMA VA NATIJALAR

Adolatning ijtimoiy-falsafiy jihati jamiyat a'zolarning xilma-xil munosabatlaridagi o‘zaro tengligini nazarda tutadi. Axloqiy jihati shaxslararo muomalada bir xil munosadatda bo‘lishni bir-birining izzat nafsiga tegmaslikni axloq-odob qoidalariga amal qilishni bildiradi. Adolatning huquqiy tomoni qonunlarga rioya etishni siyosiy tomoni esa davlatni adolat qoidalari asosida boshqarishni fuqarolar g'amini yeyishni anglatadi. Rivojlangan jamiyatda adolat kishilarning demokratik qonunlar asosida ish yuritishini taqozo etadi, unda har bir odam o‘z mehnati, tadbirkorligi, aql-zakovati tufayli topgan mol-mulkini hisobiga yashaydi. Davlat o‘z faoliyati davomida fuqarolar tomonidan adolat qoidalari va qonunlarga amal qilishini nazorat etadi, jamiyat a'zolarining mol-mulki daxlsizligi qonun oldida tengligini ta'minlaydi.

Navoiy adolat g'oyasini chuqur insoniylik mazmunida talqin qiladi. Uning fikricha, hukmdorlar faoliyatining mezoni- adolat, ularning ma'naviy qiyofasining belgisi insoniylikdan iborat. Mamlakatni idora etuvchilarga avf, karam, javonmardlik fazilatlari ham xos bo‘lmog'i lozim. Shunday fazilatlarga ega bo‘lgan shoh bilan raiyat(xalq) o‘rtasida uzviy ravishda aloqa tiklanadi. Oliyjanob va himmatli shohga nisabatan xalqda vahima va qo‘rqinch bo‘lmaydi. Shu tufayli shoh o‘z mamlakatidagi yaxshi ishlardan ham yomon ishlardan Shahki ishi adl ila bunyod etar,

Adl buzuq mulkni obod etar.
Kofiri odil ani obod etib,
Mo‘mini zolim ani barbod etib.
Shahki, erur adl ila davron anga,
Bo‘ldi sirot o‘tmagi oson anga.
(Xamsa ,,Hayrat ul-abror")

Haqiqatdan ham hukmdor muhim davlat ishlarini o‘z atrofidagi davlat arboblari bilan maslahatlashib hal qilishi maslahatchilar ham donishmand va adolatli kishilar bo‘lishi, hukmdor ularning maslahatlariga quloq solishi va ular bilan hisoblashishi kerak. Chunki ko‘pchilikning aqli bir kishining aqlidan ortiqroq. U qanday masalani hal qilmasin eng avval o‘zini fuqaro o‘rnida ularni esa o‘z o‘nida tasavvur qilishi kerak. Bu esa adolatni ta'minlaydi.

Adolat tamoyilini Arastu asarlarida juda keng tarzda tahlil etilganligini bilamiz. Arastu adolatni– birgina insonga emas, balki,barchani qamrab oluvchi fazilat sifatida talqin etgan. Adolat kategoriyasini buyuk Xitoy mutafakkiri Konfutsiy, Yunon olimlari Suqrot, Aflotun, Sitseron va

boshqa juda chuqur o‘rganganlar. Konfutsiyning nazarida “O‘zingga ravo ko‘rmaganni o‘zgaga ham ravo ko‘rma” munosabatlarning adolatli bo‘lishini asosidir.

Demokrit o‘zining “Buyuk diakosmos” va “Kichik diakosmos” asarlarida “Adolat– bu burchni bajarishdir”,- deb izohlaydi. Suqrot: “...qonuniylik – bu adolatlilikdir”, - deya sharhlaydi.

XULOSA

Zamonaviy fuqarolik jamiyatida insonni inson qiladigan ijtimoiy adolat asosi – ta’lim, tibbiy xizmat, uy-joy, mehnat kabi ne’matlardan hamma uchun erkin foydalanish imkoniyatining mavjudligidir. Inson doimo jamiyat hayotida muhim o‘ringa ega bo‘lishga intilib yashaydi, bu – uning asosiy ehtiyojlaridan biri. Fuqaroning huquq va burchlarining mosligi ham fuqarolik jamiyatidagi adolatli munosabatlarni aniq izga soluvchi omildir. Bundan nafaqat jamiyat, balki shaxsning o‘zi ham katta manfaat ko‘radi. Ana shu moslik tufayligina inson boshqalardan hurmat va e’tirof kutishga haqli. Jinoyatga yarasha jazo tizimi bo‘lmagan sharoitda har qanday jamiyat taraqqiyot borasida qiyinchiliklarga duch kelishi tabiiy. Agar jinoyatni jazosiz qoldirmaydigan tizim ijtimoiy munosabatlarni huquqiy jihatdan tartibga solish kuchiga ega bo‘lsa, mehnat va uning baholanishi o‘rtasidagi moslik – iqtisodiy munosabatlarni tartibga soladi. Bugungi zamonaviy jamiyatni ana shunday moslik qoidasisiz tasavvur etish mushkul. Bu moslik butun iqtisodiy tizimning poydevorini tashkil etadi. Bundan xulosa qilishimiz mumkinki adolat jamiyat hayotining ajralmas bo‘lagidir.

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INGLIZ TILIDA O‘QISH KO‘NIKMALARINI RIVOJLANTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya. *Mazkur tezisda ingliz tili darslarida o‘qish ko‘nikmalarini rivojlantirishda raqamli texnologiyalarning ahamiyati yoritilgan. Tadqiqotda interaktiv platformalar, multimedia vositalari hamda onlayn resurslarning o‘quvchilarning matnni tushunishi, lug‘at boyligini oshirishi va o‘qishga bo‘lgan motivatsiyasini kuchaytirishdagi o‘rni tahlil qilingan. Shuningdek, yoshlarni zamonaviy kasblarga tayyorlashda xorijiy til va raqamli savodxonlikning ahamiyati asoslab berilgan.*

Kalit so‘zlar: *reading skill, raqamli texnologiyalar, ingliz tili, multimedia, innovatsion ta’lim, kommunikativ kompetensiya, interaktiv platformalar.*

Kirish

Bugungi kunda ta’lim tizimida raqamli texnologiyalar muhim o‘rin egallamoqda. Ingliz tilini o‘qitish jarayonida zamonaviy texnologiyalarni qo‘llash o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshirish bilan birga, dars samaradorligini ham kuchaytiradi. Ayniqsa, reading, ya’ni o‘qish ko‘nikmasini rivojlantirishda interaktiv metodlar va elektron resurslardan foydalanish dolzarb masalalardan biri hisoblanadi.

O‘qish ko‘nikmasi til o‘rganishning asosiy komponentlaridan biri bo‘lib, u o‘quvchilarning lug‘at boyligini kengaytiradi, fikrlash doirasini rivojlantiradi hamda mustaqil ta’lim olishga yordam beradi. Shu sababli ingliz tili darslarida raqamli texnologiyalardan foydalanish o‘quvchilarning o‘qib tushunish kompetensiyasini rivojlantirishda samarali vosita hisoblanadi.

Asosiy qism. Raqamli texnologiyalar o‘quvchilar uchun qulay va interaktiv ta’lim muhitini yaratadi. Quizizz, Kahoot, Wordwall, Google Classroom va Canva kabi platformalar yordamida o‘qish topshiriqlarini qiziqarli shaklda tashkil etish mumkin. Ushbu vositalar o‘quvchilarning darsdagi faolligini oshirib, reading jarayonini yanada samarali qiladi.

Multimedia vositalari — audio matnlar, animatsiyalar, elektron kitoblar va interaktiv mashqlar — o‘quvchilarning matnni yaxshiroq tushunishiga yordam beradi. Masalan, audio bilan birgalikda taqdim etilgan matnlar talaffuz va mazmunni bir vaqtda o‘zlashtirish imkonini beradi. Vizual elementlar esa o‘quvchilarning motivatsiyasini oshirib, o‘qishni qiziqarli jarayonga aylantiradi.

Bundan tashqari, raqamli texnologiyalar o‘quvchilarning mustaqil ta’lim olish imkoniyatlarini kengaytiradi. Elektron kitoblar, onlayn maqolalar va ta’limiy saytlar orqali o‘quvchilar istalgan vaqtda o‘qish amaliyotini bajarishlari mumkin. Bu esa ularning reading comprehension, ya’ni matnni tushunish ko‘nikmalarini rivojlantiradi.

Ingliz tili darslarida gamification, storytelling va project-based learning kabi innovatsion metodlarni raqamli vositalar bilan uyg‘unlashtirish o‘quvchilarning ijodiy va tanqidiy fikrlashini ham rivojlantiradi. Shu bilan birga, bunday yondashuvlar yoshlarni zamonaviy kasblarga

tayyorlashda muhim ahamiyat kasb etadi. Chunki bugungi mehnat bozorida xorijiy tilni bilish va raqamli savodxonlik asosiy talablardan biri hisoblanadi.

Xulosa

Xulosa qilib aytganda, ingliz tilida o‘qish ko‘nikmalarini rivojlantirishda raqamli texnologiyalardan foydalanish samarali natijalarni beradi. Interaktiv platformalar, multimedia vositalari va onlayn resurslar o‘quvchilarning motivatsiyasini oshiradi, matnni tushunish ko‘nikmalarini rivojlantiradi hamda mustaqil ta’lim olishga yordam beradi. Shu bois ingliz tili darslarida zamonaviy raqamli texnologiyalarni keng qo‘llash bugungi ta’lim tizimining muhim vazifalaridan biridir.

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THE IMPACT OF GLOBALIZATION ON FOREIGN LANGUAGE LEARNING

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Annotation. *This scientific article examines the systemic impact of globalization processes on foreign language learning in contemporary society. As globalization strengthens economic, cultural, and technological ties, the need for proficiency in foreign languages has become more critical than ever. The article highlights the role of English as a global lingua franca, the integration of digital technologies into the educational system, and the importance of multilingualism for personal and professional development. Furthermore, it discusses modern trends and challenges in language learning methodologies within the era of globalization.*

Key words: *globalization, foreign language learning, lingua franca, multilingualism, digital education, intercultural communication, educational trends.*

Annotatsiya. *Mazkur ilmiy maqolada globallashuv jarayonlarining zamonaviy jamiyatda chet tillarini o'rganishga ko'rsatayotgan tizimli ta'siri tahlil qilinadi. Globallashuv iqtisodiy, madaniy va texnologik aloqalarni kuchaytirishi natijasida xorijiy tillarni bilishga bo'lgan ehtiyoj har qachongidan ham ortdi. Maqolada ingliz tilining global muloqot vositasi (lingua franca) sifatidagi roli, raqamli texnologiyalarning ta'lim tizimiga integratsiyalashuvi hamda ko'p tillilikning shaxsiy va professional rivojlanishdagi ahamiyati yoritilgan. Shuningdek, globallashuv davrida til o'rganish metodikasidagi zamonaviy tendensiyalar va muammolar muhokama qilinadi.*

Kalit so'zlar: *globalizatsiya, chet tilini o'rganish, ingliz tili, texnologiya, onlayn ta'lim, madaniyatlararo muloqot, multimedia ta'lim*

Аннотация. *В данной статье анализируется системное влияние процессов глобализации на изучение иностранных языков в современном обществе. В результате усиления экономических, культурных и технологических связей под воздействием глобализации потребность в знании иностранных языков возросла как никогда. В работе освещаются роль английского языка как глобального средства общения (lingua franca), интеграция цифровых технологий в систему образования, а также значение многоязычия для личного и профессионального развития. Кроме того, рассматриваются современные тенденции и проблемы в методике изучения языков в эпоху глобализации.*

Ключевые слова*: глобализация, изучение иностранных языков, lingua franca, многоязычие, цифровое образование, межкультурная коммуникация, образовательные тенденции.*

Today, globalization processes encompass all spheres of human life, including economic, political, cultural, and educational dimensions. The blurring of geographical borders, the expansion of international trade relations, and the rise of transnational corporations impose new demands on modern society. Chief among these demands is the proficient mastery of foreign languages as essential tools for effective international communication. Globalization has elevated

foreign language learning from a mere personal interest or intellectual hobby to a vital necessity and a decisive factor in professional success.

The most visible linguistic manifestation of globalization is the rise of English to the status of a global lingua franca. Today, English serves as the primary language of science, business, diplomacy, the internet, and aviation. The vast majority of scientific papers and research articles worldwide are published in English. This reality directly influences national educational systems, transforming the teaching of English into a priority starting from early childhood education up to higher education institutions. However, globalization is not limited to the dominance of a single language; it has also sharply increased interest in learning other languages, driven by shifting economic powerhouses, such as Chinese, German, Spanish, and Korean.

Technology has played an important role in foreign language education as well. With the existence of the internet and the emergence of smartphones and multimedia solutions, students have an unlimited supply of real-time access to educational resources that aid them in learning their respective foreign language, such as online dictionaries, video lessons, mobile applications, virtual classrooms, and social media, to enhance their speaking, listening, reading, and writing skills. Websites and applications such as Duolingo, BBC Learning English, and YouTube channels have made language learning easier and more interactive for users.

A further aspect of globalization that cannot be ignored is intercultural communication; learning a foreign language will help a student to understand the various cultures, traditions, and lifestyles of a different country. Communication with native speakers and non-native speakers from other cultures improves feelings of mutual understanding, cooperation, and respect between people. By communicating with native speakers, students gain not only language proficiency but also experience developing an awareness of different cultures and confidence in their own abilities.

Globalization has also changed how we teach languages. Many teaching practices traditionally used by teachers have been replaced by student-focused and interactive forms of learning. Instead of relying only on books, teachers utilize technology to deliver instruction through multimedia presentations, online discussion boards, games, and group work, thereby providing more opportunities for students to participate in the learning process.

Technological progress and the internet serve as the driving forces of globalization. These digital technologies have completely revolutionized language learning methodologies. Traditional classroom-based and textbook-dependent learning has increasingly given way to mobile applications (e.g., Duolingo, Babbel), distance learning platforms (e.g., Coursera, edX), and AI-powered educational software. Today, language learners can interact directly with native speakers from anywhere in the world via real-time video communication. This shift has made language acquisition more accessible, cost-effective, and democratic for everyone "To have another language is to possess a second soul." — Charlemagne.

Being able to speak a foreign language allows for many employment options. Many employers around the world require that their staff be able to speak at least 2 languages, particularly in international corporations. Multilingual employees may also find career opportunities in areas such as tourism, translation, international business, diplomacy, entertainment/media, and education. Therefore, language learning provides individuals with the skills necessary for a successful career. Although globalization has provided many advantages to language learners, there are also some disadvantages. Some countries are experiencing a decline in the popularity of local languages due to the increase in the use of global languages (e.g., English). This can result in the loss of local languages, along with cultural identity, due to the

emphasis placed on the use of global languages. In addition, not all students have access to technology or quality education, so they may not have the same opportunities to learn a foreign language as others do.

Even though globalization is having a negative impact on foreign language education, it has also helped strengthen educational institutions' ability to work together and provided learners with more resources, opportunities, and ways to communicate than ever before.

"Language is the road map of a culture. It tells you where its people come from and where they are going." — Rita Mae Brown. Through globalization, today's learners have access to individuals across the globe, the ability to enhance their language skills, and whether they can gain international exposure by travelling outside their home country.

Alongside its numerous advantages, globalization poses distinct challenges in the field of language education. First, the overwhelming dominance of English risks marginalizing smaller, local languages, raising concerns regarding "linguistic imperialism." Second, the digital divide—unequal access to stable internet and advanced technologies—creates educational disparities, hindering high-quality language learning in underdeveloped regions. Consequently, modern pedagogy is shifting away from rote memorization of grammatical rules, focusing instead on developing learners' communicative competencies and autonomous learning skills.

Furthermore, many educational institutions around the world collaborate to provide learners with opportunities to use a foreign language in a real-world context through international exchanges and other collaborative activities, such as online conferences and projects designed to promote the practice of a foreign language. Students are also motivated to take responsibility for their language learning through scholarship programs and opportunities for study abroad.

Conclusion: Globalization has significantly accelerated the process of foreign language learning, transforming it into a prerequisite for navigating the modern world. It has democratized education, dismantled geographical barriers, and ushered in the era of digital learning. To achieve success and become full members of the global community, mastering foreign languages while simultaneously preserving one's national language and cultural identity remains a paramount objective for the future. Although there are still some difficulties associated with globalisation's effects on language education (e.g., a lack of prepared teachers), globalisation will continue to be a major influence on the way people learn and teach foreign languages in the future.

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