



**“RESPUBLIKA OLIY TA’LIM MUASSASALARIDA
IKKINCHI CHET TILLARNI O’QITISHNING
ZAMONAVIY NAZARIY VA AMALIY YONDASHUVLARI:
INGLIZ, NEMIS, RUS VA O’ZBEK TILLARI BO’YICHA
ILMIY-TADQIQOTLAR VA PEDAGOGIK TAJRIBALAR”**
mavzusida respublika ilmiy-amaliy anjumani

2026-yil, 18-19 may

MAQOLA VA TEZISLAR TO’PLAMI

II qism



Qo‘qon-2026



“Respublika oliy ta’lim muassasalarida ikkinchi chet tillarni o‘qitishning zamonaviy nazariy va amaliy yondashuvlari: ingliz, nemis, rus va o‘zbek tillari bo‘yicha ilmiy-tadqiqotlar va pedagogik tajribalar” mavzusida respublika ilmiy-amaliy konferensiyasi
MAQOLA VA TEZISLAR TO‘PLAMI

II qism

UDK: 37.02:811.111+811.112.2+811.161.1+811.512.133

BBK: 74.268.1я43

“Respublika oliy ta’lim muassasalarida ikkinchi chet tillarni o‘qitishning zamonaviy nazariy va amaliy yondashuvlari: ingliz, nemis, rus va o‘zbek tillari bo‘yicha ilmiy-tadqiqotlar va pedagogik tajribalar” mavzusida respublika ilmiy-amaliy konferensiyasining maqola va tezislar to‘plami / “Yosh hunarmandlar uyi” nashriyoti-2026. Mas‘ul muharrir: Q. Ismoilov va boshqalar. – Qo‘qon. 286 bet.

“Respublika oliy ta’lim muassasalarida ikkinchi chet tillarni o‘qitishning zamonaviy nazariy va amaliy yondashuvlari: ingliz, nemis, rus va o‘zbek tillari bo‘yicha ilmiy-tadqiqotlar va pedagogik tajribalar” mavzusida respublika ilmiy-amaliy konferensiyasi

Mazkur respublika konferensiyasi O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirining 2026-yil 16-yanvardagi 11-sonli buyrug‘iga (*1-ilovasi bilan belgilangan «2026-yilda respublika miqyosida o‘tkaziladigan ilmiy va ilmiy-texnik tadbirlar» asosida (ro‘yxat raqami 219)*) asosan Qo‘qon davlat universiteti, Xorijiy filologiya fakulteti, Fakultetlararo tillar kafedrasidan tashkil etildi.

BOSH MUHARRIR:

D.Sh.Xodjayeva, Qo‘qon DU rektori, f.f.n, dotsent

TAHRIR HAY’ATI A’ZOLARI

Sh.Pulatov, ilmiy ishlar va innovatsiyalar bo‘yicha prorektor, t.f.d, professor;

O.Bozorov, ilmiy-tadqiqotlar, innovatsiyalar va ilmiy-pedagogik kadrlarni tayyorlash bo‘limi boshlig‘i, t.f.f.d, (PhD), dotsent;

F.Muhammedjanov, Xorijiy filologiya fakulteti dekani;

E.Yusufaliyev, Fakultetlararo tillar kafedrasidan mudiri, f.f.f.d. (PhD), dotsent.

TO‘PLAM UCHUN MAS’UL MUHARRIRLAR

Q.Ismoilov – Filologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent. To‘plam uchun mas’ul;

S.Usmonova – Filologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent - o‘zbek tilidagi maqola va tezislariga mas’ul;

M.Ergasheva – Filologiya fanlari nomzodi, dotsent - o‘zbek tilidagi maqola va tezislariga mas’ul;

Z.Paziljonova - Pedagogika fanlari bo‘yicha falsafa doktori (PhD) - nemis tilidagi maqola va tezislariga mas’ul;

E.Husanov - Filologiya fanlari bo‘yicha falsafa doktori, (PhD), dotsent - ingliz tilidagi maqola va tezislariga mas’ul;

G.Isroilova - Fakultetlararo tillar kafedrasidan dotsenti - rus tilidagi maqola va tezislariga mas’ul.

D. Mirzaliyeva - Fakultetlararo tillar kafedrasidan o‘qituvchisi - rus tilidagi maqola va tezislariga mas’ul.

TAHRIRIYAT KENGASHI A’ZOLARI:

O‘.Islomov - Fakultetlararo tillar kafedrasidan o‘qituvchisi (*an alumnus of Leicester university, UK*). To‘plam va tashkiliy ishlarga mas’ul;

M.Islomova - Fakultetlararo tillar kafedrasidan o‘qituvchisi. To‘plam uchun mas’ul;

J.Komilov - Fakultetlararo tillar kafedrasidan o‘qituvchisi. To‘plam va tashkiliy ishlar uchun mas’ul;

Sh.Bektosheva - Fakultetlararo tillar kafedrasidan o‘qituvchisi. To‘plam uchun mas’ul;

S.Sharipova - Fakultetlararo tillar kafedrasidan o‘qituvchisi. To‘plam uchun mas’ul;

D.Alimova - Fakultetlararo tillar kafedrasidan o‘qituvchisi. To‘plam uchun mas’ul.

Taqrizchilar:

S.Xamzayev, PhD, dotsent UzDJTU

X.Akbarova, PhD, Qo‘qonDU

MUNDARIJA

IV SHO‘BA: XORIJIY (INGLIZ VA NEMIS) TILLARNI O‘QITISHDA INNOVATSION METODLARNING ILMIY TADQIQI VA ULARNING AMALIYOTGA JORIY ETILISHI MASALALARI

1. NEMIS TILIDA ANGLIZIZMLARNING RASMIY VA NORASMIY KONTEKSTLARDA USLUBIY FARQLANISHI	
<i>Prof. Kaxarova Mavluda Mukaramovna</i>	9
2. NEMIS TILINING XORIJIY TIL SIFATIDA SHAKLLANISHINING TARIXIY ASOSLARI	
<i>Paziljanova Zulfiya Sabirjanovna</i>	11
3. NEMIS TILI DARSLARI UCHUN ZAMONAVIY DARSЛИKLAR YARATISH	
<i>Paziljanova Zulfiya Sabirjanovna, Chutanov Barkamol</i>	14
4. INGLIZ TILINI O‘QITISHDA INNOVATSION METODLAR VA ULARNING AMALIYOTGA JORIY ETILISHI	
<i>Qahramonjon Ismoilov</i>	16
5. XORIJIY TILLARINI O‘QITISHDA INNOVATSION YONDASHUVLAR	
<i>Qahramon Ismoilov, Nigora Ilhomjonova</i>	19
6. IKKINCHI CHET TIL TA‘LIMIDA EVFEMIZMLARNI O‘QITISHNING LINGVOPRAGMATIK ASOSLARI (INGLIZ VA NEMIS TILLARIDA)	
<i>Aliyeva Nargiza Nodirovna</i>	21
7. DINIY DISKURSDA “IMON” KONSEPTINING LINGVOKULTUROLOGIK TALQINI	
<i>Otaboyeva Mazmuna Raximovna</i>	23
8. TANQIDIY FIKR YURITISHNI RIVOJLANTIRISHDA “PROBLEM-BASED LEARNING” YONDASHUVINI QO‘LLASH METODIKASI	
<i>Tojiboyeva Shohistaxon Komiljonovna</i>	29
9. BO‘LAJAK INGLIZ TILI O‘QITUVCHILARINING TANQIDIY FIKR YURITISH KO‘NIKMALARINI BAHOLASH USULLARI	
<i>Tojiboyeva Shohistaxon Komiljonovna</i>	30
10. AXBOROT MUHITIDA BO‘LAJAK INGLIZ TILI O‘QITUVCHILARI UCHUN TANQIDIY FIKRNI SHAKLLANTIRUVCHI ENG SAMARALI INTERFAOL METODLAR	
<i>Tojiboyeva Shohistaxon Komiljonovna</i>	35
11. INTERNET MUHITIDA BREND IMIJINI SHAKLLANTIRISH: SOTSIOLINGVISTIK VA SOTSIAL-PSIXOLOGIK TEXNOLOGIYALAR	
<i>Madiyeva Madina Yusupovna</i>	38
12. AN‘ANAVIY BOSMA MEDIADA BREND IDENTIFIKATSIYASINING O‘ZGARISH JARAYONI	
<i>Madiyeva Madina Yusupovna</i>	41
13. IKKINCHI CHET TILINI O‘QITISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARNING SAMARADORLIGI	
<i>Ubaydullayeva Maftunaxon Omonboy qizi</i>	44
14. TEACHER SUPPORT IN MAINTAINING AND PROTECTING CLASSROOM MOTIVATION	
<i>Islomova Madinaxon</i>	46
15. COMMON PROBLEMS IN STUDENTS’ ACADEMIC WRITING AND WAYS TO OVERCOME THEM	
<i>Utkirjon Islomov, Turdaliyeva Begoyim, Qurbonova Munisaxon</i>	51
16. ROLLE DES INTEGRATIVEN ANSATZES BEI DER ENTWICKLUNG INTERKULTURELLER KOMPETENZ IM DEUTSCHUNTERRICHT	

<i>Bektosheva Shahnoza Komron qizi, Isamutdinova Sharofat Jamshid qizi</i>	56
17. KÜNSTLICHE INTELLIGENZ ALS TRAININGSUMGEBUNG ZUR FÖRDERUNG DER SPONTANEN MÜNDLICHEN SPRACHPRODUKTION IM DEUTSCHUNTERRICHT	
<i>Bektosheva Shahnoza Komron qizi, Shohistaxon Hatamqulova</i>	59
18. BO‘LAJAK O‘QITUVCHILARNING INGLIZ TILIDA KASBIY KOMPETENSIYALARINI RIVOJLANTIRISH	
<i>Eshonova Shohida Hakimjon qizi</i>	62
19. FORMS OF AFTER-CLASS EDUCATIONAL WORK ON THE FOREIGN LANGUAGE	
<i>Ataxojayev Toxirjon Maxmudjonovich, Hasanova Begoyim Alisher qizi, Nazirova Niginaxon Ne`matjon qizi</i>	64
20. DIE ENTWICKLUNG DER MÜNDLICHEN SPRACHKOMPETENZ IM DEUTSCHUNTERRICHT DURCH KOMMUNIKATIVE SITUATIONEN	
<i>Bektosheva Shahnoza Komron qizi</i>	68
21. KONTRASTIVES LERNEN DES DEUTSCHEN IM VERGLEICH ZU ENGLISCH UND RUSSISCH ALS AUSGANGSSPRACHEN	
<i>Bektosheva Shahnoza Komron qizi</i>	70
22. INCLUSIVE EDUCATION: THEORETICAL AND METHODOLOGICAL FOUNDATIONS, PRACTICE AND PROSPECTS	
<i>Alieva Dilafruz</i>	73
23. THE IMPORTANCE OF ANTHROPOCENTRIC PARADIGM IN MODERN LINGUISTICS	
<i>Alimova Dilzoda Ikromjon qizi</i>	76
24. РОЛЬ ТЕХНОЛОГИЙ В ФИЛОЛОГИИ И ИННОВАЦИИ В СИСТЕМЕ ОБРАЗОВАНИЯ	
<i>Исраилова Гулнара Мамаджановна, Собирова Исмигул, Эргашева Намуна</i>	80
25. WISSENSCHAFTLICHE ERFORSCHUNG INNOVATIVER METHODEN IM DEUTSCHUNTERRICHT UND FRAGEN IHRER PRAKTISCHEN UMSETZUNG	
<i>Mamatov Ravshanbek Rustamovich</i>	83
26. SPRICHWÖRTER IN DER USBEKISCHEN UND DEUTSCHEN SPRACHE UND IHRE ERZIEHERISCHE BEDEUTUNG	
<i>Masodiqova Zulfiyaxon Hamdamovna, Erkinov Muhammadkarim Akmaljon o‘g‘li</i>	87
27. ZUNGENBRECHER IM DEUTSCHEN UND USBEKISCHEN UND IHRE ERZIEHERISCHE BEDEUTUNG	
<i>Masodiqova Zulfiyaxon Hamdamovna, Erkinov Muhammadkarim Akmaljon o‘g‘li</i>	90
28. DIE KATEGORIE DES SUBSTANTIVS IM DEUTSCHEN UND USBEKISCHEN: EINE ERWEITERTE VERGLEICHENDE UNTERSUCHUNG	
<i>Masodiqova Zulfiyaxon Hamdamovna, Botiraliyeva Shaxzoda Qahramonjon qizi</i>	92
29. DIE MODALVERBEN IM DEUTSCHEN UND IHRE GRAMMATISCHE ROLLE	
<i>Masodiqova Zulfiyaxon Hamdamovna, Botiraliyeva Shaxzoda Qahramonjon qizi</i>	96
30. EFFEKTIVE METHODEN ZUM AUSWENDIGLERNEN VON GEDICHTEN IM DEUTSCHUNTERRICHT	
<i>Masodiqova Zulfiyaxon Hamdamovna, Botiraliyeva Shaxzoda Qahramonjon qizi</i>	100
31. О ПРИМЕНЕНИИ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ВУЗАХ	
<i>Мирзалиева Дилфуза Саминовна</i>	104
32. LEKSEMALAR MA’NO MUNDARIJASIDAGI DOLZABR SEMALAR XUSUSIDA	
<i>Muslimbek Nasirov</i>	107
33. BADIY MATN – KOGNITIV LINGVISTIKA OBYEKTI SIFATIDA	
<i>Muslimbek Nasirov</i>	109
34. ПРОБЛЕМЫ С МОТИВАЦИЕЙ И САМОДИСЦИПЛИНОЙ ПРИ САМОСТОЯТЕЛЬНОМ ОБУЧЕНИИ ЧЕРЕЗ МОБИЛЬНЫЕ УСТРОЙСТВА	

<i>Очилдиева Хилола Гуламовна, Абдукадырова Махлиё</i>	113
35. O‘ZLASHGAN SO‘ZLARNING INGLIZ TILI MADANIYATIDAGI RAMZIY VA KONSEPTUAL AHAMIYATI	
<i>Olimov Xurshidjon Yunusaliyevich, Olimova Yoqutxon Rahmonjonovna</i>	116
36. FRANSUZCHA LUG‘AT BOYLLIGINING INGLIZ TILIGA KIRIB BORISHI UCHUN TARIXIY VA MADANIY SHAROITLAR	
<i>Olimov Xurshidjon Yunusaliyevich</i>	118
37. FRANSUZCHA O‘ZLASHMALARNING FONETIK, ORFOGRAFIK VA MORFOLOGIK ASSIMILYATSIYASI	
<i>Olimov Xurshidjon Yunusaliyevich</i>	120
38. TILDAGI O‘ZLASHTIRISH HODISASI LINGVOMADANIY FENOMEN SIFATIDA	
<i>Olimov Xurshidjon Yunusaliyevich</i>	123
39. РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ С ПОМОЩЬЮ ИИ-АССИСТЕНТОВ	
<i>Раметова Бибимарьям Махмудовна</i>	125
40. SUN‘IY INTELLEKT VOSITALARI YORDAMIDA INGLIZ TILINI O‘QITISH SAMARADORLIGINI OSHIRISH	
<i>Rustamova Mohinabonu Sherzod qizi</i>	128
41. LOYIHA ORQALI O‘QITISH (PBL) METODIKASINING INGLIZ TILI SO‘ZLASHISH KO‘NIKMALARINI RIVOJLANTIRISHDAGI SAMARADORLIGI	
<i>Salimova Ra‘noxon Abduxamid qizi, Kosimova Fotima (O‘zDJTU)</i>	133
42. STUDIES ON SYSTEMATIC APPROACHES IN LINGUISTICS	
<i>Saydaliyeva Dilzoda Bohodirovna</i>	136
43. LANGUAGE UNITS USED IN PERSUASION	
<i>Saydaliyeva MahliyoXon Ulug‘bek qizi, Ikromova Ominaxon Ibodullo qizi</i>	140
44. THE EFFECTIVE USE OF SONGS IN TEACHING ENGLISH TO YOUNG LEARNERS	
<i>Sharipova Sadoqatxon Abbosxon qizi, Imomova Yodgoroy Yunusxo‘jayevna</i>	143
45. ASHULA VA RAQS UYG‘UNLIGIDA SAHNA MADANIYATINI SHAKLLANTIRISHNING BADIY VA PEDAGOGIK ASOSLARI	
<i>Sharipova Sadoqatxon Abbosxon qizi, Qo‘chqorov Asadbek Gulshanbek o‘g‘li</i>	147
46. FEATURES OF ENGLISH COLLOCATIONS AND PROBLEMS OF THEIR TRANSLATION INTO UZBEK	
<i>Solijonov Muhammadjon, Usmonova Muxtasarxon Samadjon qizi</i>	151
47. A COMPARATIVE STUDY OF ENGLISH AND UZBEK CONSONANT SYSTEMS	
<i>Khasanov Elyorjon Odiljonovich, Mamatojiyeva Gulbahor Ulug‘bek qizi</i>	157
48. NEMIS TILIDA PODKASTLAR ORQALI TIL O‘RGANISHNING SAMARADORLIGI	
<i>Xatamkulova Shoxista Saydaxmedovna, A‘zamjonova Husnidabonu G‘ayrat qizi</i>	159
49. A COMPARATIVE ANALYSIS OF GRAMMATICAL STRUCTURES IN ENGLISH AND GERMAN	
<i>Khatamkulova Shokhista Saydakhmedovna, Botiraliyeva Shakhzodakhon</i>	164
50. THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN PRIMARY EDUCATION: AN ANALYSIS OF OPPORTUNITIES AND ETHICAL CHALLENGES	
<i>Yuldasheva Dilorom Aliyevna, Yulchiyeva Zarina Maxmurjon qizi</i>	169
51. OPTIMIZING THE DEVELOPMENT OF LISTENING COMPREHENSION IN ADVANCED ENGLISH LEARNERS	
<i>Raximova Ruxshona Tolibjon qizi. V.V.Karimova</i>	171
52. OLIY TA‘LIMDA XORIJIY TILLARNI O‘QITISHDA KOMPETENSIYAVIY YONDASHUV	
<i>E.A.Imomov</i>	175
53. THE ROLE OF METAPHOR AND GESTURE IN CONSTRUCTING MEANING IN TELEVISION COMMERCIALS	

<i>Kudratova Shakhnoza</i>	177
54. LINGUOCULTUROLOGICAL ASPECTS OF VERBAL SIGNS IN ADVERTISING DISCOURSE	
<i>Kudratova Shakhnoza</i>	179
55. INGLIZ VA O‘ZBEK BADIY MATNLARIDA LINGVOKULTUROLOGIK BIRLIKLAR VA KONSEPTUAL MAYDONNING CHOG‘ISHTIRMA TAHLILI	
<i>Solijonov Muhammadjon Zokirjon o‘g‘li</i>	182
56. DIE EFFEKTIVITÄT DER CLIL-METHODE IM DEUTSCHUNTERRICHT	
<i>Abdumannonova Zilola Rustamjon qizi, Eshonqulova M</i>	187
57. KÜNSTLICHE INTELLIGENZ IM DEUTSCHUNTERRICHT: CHANCEN UND HERAUSFORDERUNGEN	
<i>Asqaraliyeva Gulsanam Shavkatjon qizi, Eshonqulova M</i>	190
58. OLIY TA‘LIMDA KASBIY NUTQ KOMPETENTLIGINI RIVOJLANTIRISHNING MUAMMOLARI VA STRATEGIK MODELLARI	
<i>Ergasheva Dilnavoz Baxtiyor qizi</i>	194
59. ФОРМИРОВАНИЕ ОРФОГРАФИЧЕСКИХ НАВЫКОВ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ УЗБЕКИСТАНА	
<i>Жураева М.А., Нуёзалиева С.М</i>	198
60. SHAXS KAMOLOTI VA JAMIYAT TARAQQIYOTINING MUHIM OMILI	
<i>N.M.Qodirova, O‘rinboyeva Surayyo Dadajon qizi</i>	201
61. O‘ZBEK TILINING GLOBAL MAYDONDAGI O‘RNI VA ISTIQBOLLARI	
<i>Abdulhamidova Ruqiyaxon Ulug‘bek qizi, X.M.Akbarova</i>	205
62. THE CONCEPT AND FEATURES OF MOBILE LEARNING (M-LEARNING)	
<i>Khilola Gulomovna Ochildieva, Iroda Adxamova</i>	207
63. ПОНЯТИЕ И ОСОБЕННОСТИ МОБИЛЬНОГО ОБУЧЕНИЯ (M-LEARNING)	
<i>Очилдиева Хилола Гуламовна, Каримова Фарангиз</i>	209
64. THE CONCEPTUALISATION OF SUCCESS IN ENGLISH PROVERBS	
<i>Yusupova Madinaxon Muhammadayub qizi</i>	212
65. THE CONCEPTUALIZATION OF ACHIEVEMENT IN ENGLISH PROVERBS	
<i>Yusupova Madinaxon Muhammadayub qizi</i>	217
66. WOMEN AND THE CONCEPT OF SUCCESS IN ENGLISH PROVERBS: A LINGUISTIC AND CULTURAL ANALYSIS	
<i>Yusupova Madinaxon Muhammadayub qizi</i>	223
67. SIYOSIY NUTQLARNING MADANIYATLARARO TAHLILI	
<i>Solijonova Mohiraxon Baxtiyorjon qizi</i>	226
68. AKADEMIK DISKURSDA KIRITMA KONSTRUKTSIYALAR: INGLIZ TILIDAN O‘ZBEK TILIGA TARJIMA QILISH MUAMMOLARI	
<i>Asatilloeva Sh. I. Ernazarova X. E</i>	229
69. THE ROLE OF CASE STUDIES IN TEACHING FOREIGN LANGUAGES	
<i>Usmonov Giyosiddin Murotjonovich</i>	233
70. ONLAYN TA‘LIMDA IQTISODIY TERMINLARNI O‘ZLASHTIRISH SAMARADORLIGI	
<i>Barno Djamalutdinova Ramizitdinovna</i>	237
71. A PHONETIC STUDY OF CHILDREN’S SPONTANEOUS SPEECH	
<i>Saydaliyeva MahliyoXon Ulug‘bek qizi, Karimova Zilola Shuhrat qizi</i>	239
72. A LINGUO PSYCHOLOGICAL STUDY OF CHILDREN’S SPONTANEOUS SPEECH	
<i>Saydaliyeva MahliyoXon Ulug‘bek qizi, Karimova Zilola Shuhrat qizi</i>	243
73. VIER SPRACHFERTIGKEITEN UND INTEGRATION IM UNTERRICHT	
<i>Mamasharibova Mohigul Baxromjon qizi, Elyorjon Mashrabovich Yusufaliyev</i>	247
74. DIE ÜBERSETZUNG DEUTSCHER SPRICHWÖRTER INS USBEKISCHE (erste Überlegungen)	

<i>Mo‘tabaxon Eshonqulova , Shohistaxon Hatamqulova</i>	<i>251</i>
75. THE SYMBOLIC FUNCTION OF THE PORTRAIT IN THE PICTURE OF DORIAN GRAY: AESTHETICISM, MORAL DUALITY, AND THE CRISIS OF IDENTITY	
<i>Atabayeva Zarnigor Bakhran kizi</i>	<i>253</i>
76. IXTISOSLASHTIRILGAN TERMINLARNI O‘RGATISHNING METODOLOGIK ASOSLARINI TAKOMILLASHTIRISH	
<i>Axmedova Dilnoza Anvarovna</i>	<i>256</i>
77. FROM CURRICULUM DESIGN TO CLASSROOM PRACTICE: FACTORS INFLUENCING THE IMPLEMENTATION OF SECONDARY SCHOOL ENGLISH CURRICULA	
<i>Sabohat Makhmudova</i>	<i>260</i>
78. NEMIS TILI TA‘LIMIDA METODIK YONDOSHUVLARNING RIVOJLANISHI VA CEFRNING AHAMIYATI	
<i>Jo‘rayeva Guliston Mardanovna</i>	<i>265</i>
79. NEMIS TILI YO‘NALISHI TALABALARIGA XORIJIY TIL (INGLIZ TILI) O‘QITISHNING O‘ZIGA XOS MURAKKABLIK LARI	
<i>Zuhra Mamasodiqova, Qahramon Ismoilov.....</i>	<i>267</i>
80. CHET TILLARINI O‘QITISHDA TA‘LIM SIFATINI OSHIRISH: INTERFAOL METODLAR VA ZAMONAVIY TEXNOLOGIYALARDAN UNUMLI FOYDALANISH	
<i>Mamajonova Munisa Mansurjon qizi, Ernazarova X. E</i>	<i>269</i>
81. YAPON TILINI O‘RGATISHDA TALABALARNING GAPIRISH KO‘NIKMASINI RIVOJLANTIRISH USULLARI	
<i>Baqoyev Navro‘zjon Abdullo o‘g‘li</i>	<i>272</i>
82. AGROTURIZMGA OID LEKSIK BIRLIKLARNING FUNKSIONAL-SEMANTIK MAYDONI	
<i>Mamadaliyeva Moxizarxon Tursinali qizi</i>	<i>275</i>
83. XORIJIY TILLARNI O‘QITISHDA INNOVATSION METODLAR	
<i>G‘anijonova Farangiz, Abdunazarova Nozima</i>	<i>278</i>
84. KIBERXAVFSIZLIK MUTAXASSISLARINI TAYYORLASHDA XORIJIY TILLARNING ROLI	
<i>Yusupov Ulug‘bek Sardorovich (KU)</i>	<i>281</i>
85. XORIJIY TILLARNING KIBERXAVFSIZLIK DAGI O‘RNI	
<i>Yusupov Ulug‘bek Sardorovich</i>	<i>284</i>

IV SHO‘BA: XORIJIY (INGLIZ VA NEMIS) TILLARNI O‘QITISHDA INNOVATSION METODLARNING ILMIY TADQIQI VA ULARNING AMALIYOTGA JORIY ETILISHI MASALALARI

NEMIS TILIDA ANGLIZIZMLARNING RASMIY VA NORASMIY KONTEKSTLARDA USLUBIY FARQLANISHI

*Kaxarova Mavluda Mukaramovna,
Farg‘ona davlat universiteti professori, f.f.n.*

Annotatsiya

Ushbu maqolada ingliz tilidan olingan so‘zlar – anglizizmlarning nemis tilida qo‘llanilishining rasmiy va norasmiy uslublar bo‘yicha uslubiy farqlanishi o‘rganiladi. Tadqiqotda terminologik anglizizmlarning rasmiy matnlarda neytral tarzda qo‘llanilishi va norasmiy nutqda uslubiy bo‘yoq bilan paydo bo‘lishi ko‘rsatiladi. Misollar orqali rasmiy (ilmiy, texnik, ma‘muriy) va norasmiy (so‘zlashuv, media, yoshlar tili) kontekstlarda anglizizmlarning funktsional farqlari yoritiladi. Xulosa tariqasida, rasmiy til aniqlik uchun xalqaro terminlarni qabul qilsa, norasmiy nutq esa ijtimoiy ekspressiya va zamonaviylik uchun anglizizmlarni o‘zlashtiradi.

Kalit so‘zlar: anglizizm, nemis tili, rasmiy uslub, norasmiy uslub, stilistik farq, terminologiya, so‘zlashuv tili, ijtimoiy ekspressivlik

Globalizatsiya va ingliz tilining xalqaro mavqei tufayli nemis tilining lug‘at tarkibida anglizizmlar (ingliz tilidan olingan so‘zlar) va boshqa internatsional leksik birliklar keng tarqalgan. Biroq ularning rasmiy va norasmiy uslublardagi taqsimoti bir xil emasligini kuzatish mumkin. Anglizizmlarning bir qismi mutlaqo soha terminologiyasi sifatida qabul qilingan bo‘lib, rasmiy matnlarda uchraydi va boshqa qismi esa slang yoki moda so‘zlar shaklida bo‘lib, asosan norasmiy nutqqa xos [2. 56].

Tadqiqotlardan kuzatish mumkinki, nemis tilidagi inglizcha kelib chiqishdagi so‘zlarning katta qismi maxsus sohalarga oid terminlar sanaladi [1.134]. Busse ko‘rsatishicha, anglizizmlarning aksariyati texnika, ilm-fan, biznes kabi fachsprachlich (maxsus tarmoqlarga oid) lug‘at tarkibida jamlangan. Bu so‘zlar odatda yozma matnlarda, masalan, texnik hujjatlar yoki ilmiy maqolalarda ishlatiladi va uslubiy jihatdan neytral deb baholanadi [3.67]. Masalan, “Computer”, “Software”, “Internet”, “Algorithmus” kabi so‘zlar bugungi kunda rasmiy matnlarda bimalol qo‘llanadi chunki, ular aniq termin sifatida tushuniladi. Shu bilan birga, “Implementierung”, “Konzeptualisierung”, “Evaluation” kabi aslida lotin-ingliz manbali internatsional terminlar ham rasmiy-uslubiy matnlarning ajralmas qismiga aylangan. Bunday so‘zlar yozma va rasmiy nutqda odatda stilistik markerlarsiz, neytral qabul qilinadi. Masalan, rasmiy matnlarda “Die Implementierung der neuen Software verlief erfolgreich” (“Yangi dasturiy ta‘minotni implementatsiya qilish muvaffaqiyatli o‘tdi”). Bu jumlada “Implementierung” va “Software” anglizizm va internatsionalizm bo‘lsa-da, rasmiy kontekstda u oddiy termin sifatida ishlatilgan va stilistik jihatdan betarafdir.

Bunga qarama-qarshi tarzda, anglizizmlarning boshqa bir qismi norasmiy registrga xos bo'lib, ular ko'pincha yoshlar va ommaviy madaniyat tilida faol qo'llanilib kelinadi. Busse ta'kidlashicha, umumxalq nutqida anglizizmlar asosan yoshlar tili, jurnalistika va reklamalarda yuqori chastotada uchraydi [1.167]. Bu toifadagi so'zlar orasida "cool" (zo'r), "okay", "Job" (ish, kontekstda "ishga joylashish" ma'nosida), "Kids" (bolalar, norasmiy), "chillen" (dam olish, bekorchilik qilish) kabi so'zlar mavjud. Ular odatda muloqotning og'zaki shaklida ko'proq ishlatiladi va uslubiy jihatdan so'zlashuv yoki slang deb belgilanadi. Masalan, norasmiy og'zaki nutqda bir o'smir do'sti haqida "Er ist echt cool und chillt gerne nach der Schule" deyishi mumkin ("U judayam zo'r, maktabdan keyin dam olishni yaxshi ko'radi"). Bu jumlada "cool" va "chillen" so'zlari qo'llanilgan va ikkisi ham inglizcha kelib chiqqan norasmiy so'zlardir. Rasmiy uslubda bunday so'zlar, albatta, ishlatilmaydi. Masalan, rasmiy tilga o'giradigan bo'lsak "Er ist sehr sympathisch und entspannt sich nach dem Unterricht gerne" kabi variant tanlanadi ("U juda xushmuomala va maktabdan so'ng dam olishni yoqtiradi"), bu yerda hech qanday anglizizm yo'qligi, balki nemischa adabiy leksika tanlangan.

Anglizizmlarning registr bo'yicha farqlanishiga misol qilib, "Handy" va "Mobiltelefon" so'z juftligini ko'rsatish mumkin. Nemis tilida "Handy" (ingliz tilidan olingan, "mobil telefon" ma'nosida) xalq tilida juda keng tarqalgan bo'lsa-da, rasmiy matnlarda odatda "Mobiltelefon" yoki "Mobilgerät" termini afzal ko'riladi. Masalan, odatiy norasmiy ogohlantirish "Schaltet bitte eure Handys aus!" ("Iltimos, telefonlaringizni o'chirib qo'ying!") bo'lsa, rasmiy ko'rsatma "Das Mobiltelefon ist während der Sitzung auszuschalten." ("Majlis vaqtida mobil telefon o'chirilgan bo'lishi kerak."). Bu misolda rasmiy variant to'liq nemischa termindan foydalangan va majhul uslubda ifodalangan, norasmiy variant esa inglizcha kelib chiqqan "Handy" so'zini ishlatib, bevosita murojaat qilgan.

Anglizizmlarning bunday taqsimlanishi sabablari funksional va sotsiolingvistik omillarga borib taqaladi. Rasmiy uslub ko'pincha aniqlik va standartlashgan tushuncha apparatini talab qilgani uchun, inglizcha yoki lotincha xalqaro terminlarni o'zlashtirib oladi chunki, ular aniq ta'riflangan konseptlar sifatida xizmat qiladi. Masalan, "Computer, File, Objektivität" kabilar ilm-fan va texnikada muqobilisiz qabul qilingan. Norasmiy uslubda esa inglizcha so'zlar ko'pincha moda va submadaniyat unsurlari sifatida kiradi. Ular yordamida yosh avlod yoki jamoalar o'ziga xos til uslubini namoyish qiladi, zamonaviylik va norasmiylik ruhini ifodalaydi. Masalan, nemis reklamasida "Enjoy das Leben – mit dem neuen SUV!" kabi aralash ifoda bo'lishi mumkin, bu reklama trendi hisoblanib, ingliz tilining ijtimoiy nufuzidan foydalangan holda e'tiborni tortish va brendga zamonaviy obraz berishdir. Rasmiy biznes matnida esa bunday aralashmalar noo'rin ko'riladi, unda toza adabiy tilga rioya qilinadi yoki ataylab xalqaro terminlardan foydalanilsa ham, yaxlit matn registri rasmiyligicha qoladi.

Ulrich Busse o'z tadqiqotida, shuningdek, uslubiy belgilangan (stilistisch markiert) anglizizmlarning prestij vazifasini ta'kidlaydi [1.168]. Ya'ni, ayrim inglizcha so'zlar norasmiy bo'lsa ham, nemis jamiyatida modaga kirgani bois obro'li tuyuladi. Masalan, "cool, Business, Lifestyle" kabi atamalar. Yoshlar va ba'zi

guruhlar bu soʻzlarni ishlatib, oʻzlarini zamonaviy koʻrsatishga intilishadi. Biroq, bunday soʻzlarning qoʻllanilishi qisqa boʻlishi ham mumkin. Trend oʻtishi bilan ular isteʼmoldan chiqib ketadi. Rasmiy til bunday oʻzgaruvchan unsurlarga ehtiyotkor munosabatda boʻlib, yangi anglizm avval ilmiy yoki rasmiy doirada tan olinib, lugʻatlarga kiritilmasa, rasmiy uslubda qoʻllanilmaydi. Norasmiy til esa xususan, ijtimoiy media va ogʻzaki nutq yangi soʻzlarni tez qabul qilib, tez istemoldan chiqishi mumkin.

Rasmiy uslubdagi inglizcha va internatsional elementlar asosan terminologik zarurat tufayli qoʻllanadi va ular uslubiy neytral tus olgan. Norasmiy uslubdagi anglizm va internatsionalizmlar esa koʻpincha uslubiy boʻyoqqa ega boʻlib, ular jargon, moda yoki oddiy qisqa ifoda sifatida qoʻllanadi. Bu farqlanish sababini funksional jihatdan izohlash mumkinki, rasmiy registr xalqaro terminlardan aniqlik va qulaylik uchun foydalanadi, norasmiy registr esa xorijiy soʻzlarni ekspressivlik va guruhiiy identifikatsiya uchun oʻzlashtiradi.

Soʻnggi oʻn yilliklarda raqamli kommunikatsiya (SMS, chat, ijtimoiy tarmoqlar) tilga taʼsir koʻrsatib, alohida raqamli leksika va grafemik uslubiyotni shakllantirdi. Bu soha ham rasmiy va norasmiy registrlar oʻrtasidagi keskin farqlar bilan ajralib turadi. Raqamli leksika vositalari deganda turli qisqartmalar, emojilar va yozuvdagi ijodiy usullar tushuniladi. Ularning asosiy qismi norasmiy yozishmalarda uchrab, aksincha, rasmiy yozishmalarda bunday unsurlar deyarli qoʻllanmaydi yoki qatʼiyan meʼyorlashtirilgan tarzda qoʻllanadi.

Foydalanilgan adabiyotlar roʻyxati

1. Busse U. Typen von Anglizismen: von der heilago geist bis Extremsparing - aufgezeigt anhand ausgewählter lexikographischer Kategorisierungen // Erschienen in: Stickel, Gerhard (Hrsg.): Neues und Fremdes im deutschen Wortschatz. Aktueller lexikalischer Wandel. – Berlin/New York: de Gruyter, 2001. – S. 131-155.
2. Onysko A. Anglicisms in German: Borrowing, lexical productivity, and written codeswitching. – Berlin: de Gruyter, 2007.
3. Keller, Rudi. *Sprachwandel: Von der unsichtbaren Hand in der Sprache*. Tübingen: Francke, 2003. – Til oʻzgarishi va ijtimoiy omillarning leksikaga taʼsiri haqida.
4. Eisenberg, Peter. *Grundriss der deutschen Grammatik. Band 1: Das Wort*. Stuttgart: Metzler, 2013. Nemis tilidagi soʻz tuzilishi va zamonaviy leksik tendensiyalar, jumladan, anglizizmlar.

NEMIS TILINING XORIJIY TIL SIFATIDA SHAKLLANISHINING TARIXIY ASOSLARI

Paziljanova Zulfiya Sabirjanovna,
pedagogika fanlari boʻyicha falsafa doktori, PhD
Qoʻqon davlat universiteti

Annotatsiya: Mazkur maqolada nemis tilining xorijiy til sifatida shakllanishi va rivojlanishining tarixiy bosqichlari yoritilgan. Unda savdo-sotiq, harbiy yurishlar, diplomatik munosabatlar, ilm-fan, diniy migratsiya hamda taʼlim almashinuvi orqali nemis tilining Yevropa

va boshqa hududlarda tarqalishi tahlil qilingan. Shuningdek, turli ijtimoiy qatlam vakillarining nemis tilini o'zlashtirish jarayonlari ham ilmiy jihatdan izohlangan.

Kalit so'zlar: nemis tili, xorijiy til, til tarixi, diplomatiya, savdo aloqalari, migratsiya, til o'qitish, Yevropa madaniyati.

Nemis tili xorijiy til sifatida uzoq tarixiy taraqqiyot yo'lini bosib o'tgan tillardan biridir. Uning shakllanishi va rivojlanishi Yevropadagi siyosiy, iqtisodiy, madaniy hamda diniy jarayonlar bilan chambarchas bog'liq bo'lgan. Nemis tilining boshqa xalqlar orasida tarqalishi savdo aloqalari, diplomatik munosabatlar, harbiy yurishlar, ta'lim tizimi hamda migratsion jarayonlar orqali amalga oshgan [1, 24-b.].

O'rta asrlardayoq nemis savdogarlari Yevropaning turli hududlariga borib, o'z mustamlakalarini tashkil etganlar. Bordo, Lissabon, Frankfurt-Mayn, Kyoln kabi shaharlarda savdo faoliyati bilan shug'ullangan nemis va xorijiy savdogarlar o'rtasidagi iqtisodiy aloqalar til o'rganishga ehtiyoj tug'dirgan. Shu tariqa nemis tili iqtisodiy va savdo munosabatlarining muhim vositalaridan biriga aylangan [2, 31-b.].

Harbiy yurishlar ham nemis tilining tarqalishida muhim omil bo'lgan. XV–XVIII asrlarda Yevropada ko'p tilli yollanma qo'shinlar faoliyat yuritgan bo'lib, ular orasida nemis va shveytsar askarlari alohida o'rin egallagan. Harbiylar uchun yaratilgan dastlabki nemis tili darsliklari aynan O'ttiz yillik urush davrida paydo bo'lgan [3, 18-b.]. Bu esa nemis tilini amaliy maqsadlarda o'qitish tarixining qadimiyligini ko'rsatadi.

Diplomatik aloqalar ham nemis tilining xalqaro mavqeini oshirgan. O'rta asrlarda diplomatiya tili lotin tili bo'lgan bo'lsa-da, XVI–XVII asrlarga kelib xorijiy elchilar mahalliy hukmdorlar bilan ularning tilida muloqot qilishga majbur bo'lganlar. Natijada nemis saroylarida faoliyat yuritgan diplomatlar nemis tilini o'rganishga ehtiyoj sezganlar [4, 27-b.].

Ilm-fan va ta'lim tizimi ham nemis tilining xorijiy til sifatida rivojlanishida katta rol o'ynagan. XVIII asrgacha lotin tili ilm-fan tili hisoblangan bo'lsa-da, Germaniya universitetlarida tahsil olgan talabalar nemis tilini ham o'zlashtirganlar. Keyinchalik ular tarjimonlik va ilmiy faoliyatda nemis tilidan foydalanganlar [5, 42-b.]. Bu holat nemis tilining ilmiy kommunikatsiya vositasi sifatida shakllanishiga xizmat qilgan.

XVI asrda Yevropada keng tarqalgan kavalерlik sayohatlari ham xorijiy tillarni, jumladan nemis tilini o'rganishga turtki bergan. Skandinaviya, Boltiqbo'yi hamda Sharqiy Yevropa davlatlari zodagonlari Germaniyani ta'lim olish uchun eng maqbul hududlardan biri deb hisoblaganlar [6, 36-b.]. Ayniqsa, Pyotr I davridan boshlab Rossiyadan Germaniyaga yuborilgan yoshlarning soni ortgan va ular uchun maxsus nemis tili darsliklari yaratilgan.

Migratsion va diniy jarayonlar ham nemis tilining keng tarqalishiga sabab bo'lgan. Protestantlar, fransuz gugenotlari hamda boshqa diniy qochoqlar Germaniya hududiga ko'chib kelib, ijtimoiy moslashuv jarayonida nemis tilini o'rganishga majbur bo'lganlar [7, 51-b.]. Ushbu tarixiy hodisalar tilning integratsion vosita sifatidagi ahamiyatini namoyon etadi.

Bundan tashqari, ziyoratchilar, hunarmandlar, xizmatkorlar va mavsumiy ishchilar ham nemis tilining amaliy qo'llanish doirasini kengaytirgan. Ular uchun so'zlashgichlar, qo'llanmalar va sodda darsliklarning yaratilishi nemis tilini o'qitish metodikasining dastlabki shakllarini yuzaga keltirgan [8, 44-b.].

Nemis tilining xorijiy til sifatida rivojlanishida bosma nashrlarning paydo bo'lishi ham muhim ahamiyat kasb etgan. XV asrning ikkinchi yarmida kitob bosish texnologiyasining rivojlanishi natijasida nemis tilini o'rgatishga mo'ljallangan dastlabki lug'atlar, so'zlashgichlar va grammatik qo'llanmalar yuzaga kelgan [6, 58-b.]. Ayniqsa, savdogarlar, talabalar va diplomatlar uchun tayyorlangan amaliy qo'llanmalar nemis tilining xalqaro muloqot vositasi sifatida qo'llanishiga yordam bergan. Bu darsliklar ko'pincha kundalik muloqot, savdo yozishmalari va rasmiy uchrashuvlarda qo'llaniladigan iboralarni o'z ichiga olgan.

XVII–XVIII asrlarga kelib Germaniyada ilm-fan va madaniyatning rivojlanishi nemis tilining xalqaro nufuzini yanada oshirgan. Nemis faylasuflari, yozuvchilari va olimlarining asarlari Yevropa mamlakatlarida keng tarqala boshlagan. Ayniqsa, nemis universitetlarining ilmiy salohiyati ko'plab xorijiy talabalarni jalb qilgan [5, 63-b.]. Bu esa nemis tilini nafaqat maishiy yoki savdo tili, balki ilmiy va akademik til sifatida ham rivojlantirgan.

XIX asrda sanoatlashuv jarayoni va texnika sohasining taraqqiyoti natijasida Germaniya iqtisodiy jihatdan kuchli davlatlardan biriga aylangan. Shu sababli nemis tilini o'rganishga bo'lgan ehtiyoj yanada ortgan. Muhandislik, tibbiyot, kimyo va texnika sohalarida nemis tilidagi ilmiy manbalar muhim o'rin egallagan [2, 74-b.]. Ko'plab xorijiy mutaxassislar Germaniyada tahsil olish yoki ish faoliyatini yuritish maqsadida nemis tilini o'rganganlar.

XX asrda esa nemis tilini o'qitish metodikasi yangi bosqichga ko'tarildi. Til o'rgatishda kommunikativ yondashuv, audiovizual vositalar va interaktiv metodlar qo'llanila boshlandi [4, 81-b.]. Ikkinchi jahon urushidan keyingi davrda Germaniyaning iqtisodiy tiklanishi hamda xalqaro hamkorlik aloqalarining kengayishi nemis tilining dunyo miqyosida o'rganilishiga ijobiy ta'sir ko'rsatdi.

Xulosa qilib aytganda, nemis tilining xorijiy til sifatida shakllanishi uzoq tarixiy jarayon mahsuli bo'lib, u savdo, diplomatiya, harbiy faoliyat, migratsiya va ta'lim tizimi bilan uzviy bog'liq holda rivojlangan. Ushbu omillar bugungi kunda ham nemis tilining xalqaro ta'lim tizimidagi mavqeini saqlab qolishiga xizmat qilmoqda.

Bugungi kunda nemis tili Yevropadagi eng muhim xorijiy tillardan biri hisoblanadi. U nafaqat Germaniya, Avstriya va Shveytsariyada, balki dunyoning ko'plab mamlakatlarida ta'lim, ilm-fan va iqtisodiyot sohalarida keng qo'llaniladi [1, 92-b.]. Zamonaviy texnologiyalar, jumladan, raqamli platformalar, onlayn kurslar va sun'iy intellekt asosidagi dasturlar nemis tilini o'qitish samaradorligini oshirishga xizmat qilmoqda.

Foydalanilgan adabiyotlar

1. Barkowski H., Krumm H.-J. *Fachlexikon Deutsch als Fremd- und Zweitsprache*. Tübingen: Francke Verlag, 2010.
2. Ammon U. *Die Stellung der deutschen Sprache in der Welt*. Berlin: De Gruyter, 2015.

3. Glück H. *Deutsch als Fremdsprache in Europa vom Mittelalter bis zur Barockzeit*. Berlin, 2002.
4. Storch G. *Deutsch als Fremdsprache – Eine Didaktik*. München: Fink Verlag, 2008.
5. Polenz P. *Geschichte der deutschen Sprache*. Berlin: Walter de Gruyter, 2009.
6. Besch W. *Sprachgeschichte: Ein Handbuch zur Geschichte der deutschen Sprache*. Berlin, 2000.
7. Ehlich K. *Migration und Sprache*. München, 2001.
8. Haarmann H. *Sprachenwelten Europas*. Frankfurt am Main, 2006.

NEMIS TILI DARSLARI UCHUN ZAMONAVIY DARSLIKLAR YARATISH

Paziljanova Zulfiya Sabirjanovna,
pedagogika fanlari bo'yicha falsafa doktori PhD
Qo'qon davlat universiteti
Chutanov Barkamol,
Xorijiy filologiya fakulteti 2-bosqich talabasi
Qo'qon davlat universiteti

Annotatsiya. Ushbu maqolada nemis tili darslari uchun zamonaviy darsliklar yaratishning ahamiyati, ularning tarkibiy xususiyatlari hamda ta'lim jarayonidagi o'rni yoritiladi. Zamonaviy darsliklarning an'anaviy darsliklardan farqli jihatlari, interaktiv metodlardan foydalanish imkoniyatlari, real hayotiy mavzular asosida til ko'nikmalarini shakllantirish usullari tahlil qilinadi. Shuningdek, raqamli texnologiyalar, mobil ilovalar va onlayn platformalarning dars samaradorligiga ta'siri ko'rsatib beriladi.

Kalit so'zlar: nemis tili, zamonaviy darslik, interaktiv ta'lim, raqamli texnologiyalar, til ko'nikmalari, metodika.

Bugungi kunda xorijiy tillarni o'rganishga bo'lgan talab tobora ortib bormoqda. Ayniqsa, nemis tiliga qiziqishning kuchayishi ta'lim tizimi oldiga yangi vazifalarni qo'yimoqda. Xususan, talabalar ehtiyojiga mos, samarali va zamonaviy darsliklarni yaratish dolzarb masalalardan biri hisoblanadi. Chunki darslik ta'lim jarayonining asosiy vositalaridan biri bo'lib, u talabaning bilim olishiga bevosita ta'sir ko'rsatadi.

An'anaviy darsliklarda asosan grammatik qoidalar va tarjima mashqlariga ko'proq e'tibor qaratilgan bo'lib, bu usul talabani dars jarayonida unchalik faol ishtirok etishga undamaydi [1]. Natijada talabalar nazariy bilimga ega bo'lsalar-da, amaliy nutq jarayonida qiyinchiliklarga duch kelishlari mumkin. Shu sababli hozirgi davrda kommunikativ yondashuvga asoslangan darsliklarni yaratish muhim ahamiyat kasb etmoqda.

Zamonaviy darsliklarning asosiy vazifasi talabaning tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini bir vaqtning o'zida rivojlantirishdan iborat [2]. Bunday darsliklarda mavzular ketma-ketligi oddiydan murakkabga qarab tuziladi, mashqlar esa bosqichma-bosqich murakkablashib boradi. Bu esa talabalarning bilimni izchil o'zlashtirishiga yordam beradi.

Shuningdek, zamonaviy darsliklarda interaktiv topshiriqlar, juftlikda ishlash, guruhviy muhokamalar, rolli o'yinlar hamda dialog mashqlari keng qo'llaniladi [3]. Mazkur usullar talabani faollikka undaydi, mustaqil fikrlashini rivojlantiradi hamda

nutqiy kompetensiyasini oshiradi. Ayniqsa, dars jarayonida audio va video materiallardan foydalanish talaffuzni yaxshilashda muhim vosita hisoblanadi.

Real hayotga yaqin mavzularning berilishi ham zamonaviy darsliklarning muhim xususiyatidir. Masalan, kundalik suhbatlar, transportdan foydalanish, sayohat qilish, ishga joylashish, ta'lim muassasalaridagi muloqot kabi mavzular talabaga tilni amaliy jihatdan egallash imkonini beradi [2]. Natijada talaba o'rgangan bilimni real vaziyatlarda qo'llashga tayyor bo'ladi.

Hozirgi kunda raqamli texnologiyalarni darslik mazmuniga integratsiya qilish ham dolzarb yo'nalishlardan biridir. Mobil ilovalar, QR-kod orqali audio materiallarga kirish, onlayn testlar va virtual mashg'ulotlar dars samaradorligini oshiradi [4]. Bu vositalar talabaga mustaqil ravishda bilimni mustahkamlash imkonini yaratadi.

O'qituvchi uchun ham zamonaviy darsliklar qulay metodik yordamchi vazifasini bajaradi. Chunki ularda dars ishlanmalari, baholash mezonlari, qo'shimcha topshiriqlar va differensial yondashuv elementlari berilishi mumkin. Bu esa ta'lim sifatini oshirishga xizmat qiladi.

Zamonaviy darsliklarni yaratishda kompetensiyaviy yondashuv alohida ahamiyat kasb etadi. Ushbu yondashuvga ko'ra, talaba faqat nazariy bilimlarni egallabgina qolmay, balki ularni amaliy vaziyatlarda qo'llay olish ko'nikmasiga ega bo'lishi lozim. Ayniqsa, nemis tilini o'qitishda kommunikativ kompetensiya bilan bir qatorda sotsiomadaniy va pragmatik kompetensiyalarni rivojlantirish muhimdir. Bu esa darslik mazmuniga turli madaniy kontekstlarni, milliy an'analarni hamda real kommunikativ vaziyatlarni kiritishni talab etadi.

Bundan tashqari, zamonaviy darsliklarda differensial yondashuvni ta'minlash ham dolzarb masalalardan biridir. Har bir talabaning bilim darajasi, qobiliyati va o'rganish tezligi turlicha bo'lganligi sababli, darsliklarda turli darajadagi topshiriqlarni kiritish muhim hisoblanadi. Masalan, kuchli talabalar uchun murakkabroq ijodiy topshiriqlar, boshlang'ich darajadagi talabalar uchun esa soddalashtirilgan mashqlar berilishi o'quv jarayonining samaradorligini oshiradi. Shu orqali har bir talaba o'z imkoniyatiga mos ravishda bilimni rivojlantira oladi.

Shuningdek, zamonaviy darsliklar loyihalashda multimodal yondashuvdan foydalanish ham muhimdir. Ya'ni matn, rasm, audio va video materiallarning uyg'unligi talabaning turli sezgi organlari orqali bilimni qabul qilishiga yordam beradi. Tadqiqotlar shuni ko'rsatadiki, vizual va eshitish materiallari bilan boyitilgan darslar talabalarning eslab qolish darajasini sezilarli darajada oshiradi. Ayniqsa, nemis tilidagi autentik materiallardan foydalanish talabalarning til muhitiga moslashuvini tezlashtiradi.

Zamonaviy darsliklarning yana bir muhim jihati – baholash tizimining takomillashganligidir. An'anaviy baholash usullaridan farqli ravishda, hozirgi darsliklarda formativ (joriy) va summativ (yakuniy) baholash elementlari uyg'un holda qo'llaniladi. Bu esa talabaning o'zlashtirish darajasini muntazam nazorat qilish, kamchiliklarini o'z vaqtida aniqlash va bartaraf etishga imkon beradi. O'z-o'zini baholash va o'zaro baholash topshiriqlari esa talabalarda tanqidiy fikrlash va mas'uliyat hissini rivojlantiradi [5].

Bundan tashqari, zamonaviy darsliklar ochiq ta'lim resurslari (Open Educational Resources) bilan integratsiyalashgan holda ishlab chiqilishi ham muhimdir. Bu talabalarga qo'shimcha materiallardan erkin foydalanish, mustaqil ta'lim olish va bilim doirasini kengaytirish imkonini beradi. Ayniqsa, internet tarmog'idagi nemis tilidagi interaktiv platformalar, elektron kutubxonalar va videodarslar darslik mazmunini boyituvchi muhim vositalardan biri hisoblanadi.

Xulosa sifatida ta'kidlash joizki, zamonaviy nemis tili darsliklarini yaratish jarayoni kompleks yondashuvni talab etadi. Unda pedagogik, psixologik, lingvistik hamda texnologik omillar uyg'un holda hisobga olinishi zarur. Faqat shundagina darsliklar o'z oldiga qo'yilgan maqsadga erishib, talabalarining til o'rganish jarayonini samarali va mazmunli tashkil etishga xizmat qiladi. Bundan tashqari, nemis tili darslari uchun zamonaviy darsliklar yaratish bugungi kun talabidir. Bunday darsliklar talabalarga tilni oson, qiziqarli va samarali o'rganish imkonini beradi. Shu bois darsliklar yaratishda innovatsion yondashuvlar, pedagogik tajribalar va axborot texnologiyalaridan unumli foydalanish zarur.

Foydalanilgan adabiyotlar:

- Пассов Е.И. Коммуникативный метод обучения иноязычному говорению. – Москва: Просвещение, 1991. – 223 с.
- Бим И.Л. Теория и практика обучения немецкому языку в средней школе. – Москва: Просвещение, 1988. – 256 с.
- Muslimov N.A., Usmonboyeva M.H., Sayfurov D.M. Zamonaviy pedagogik texnologiyalar. – Toshkent: Fan va texnologiya, 2013. – 264 bet.
- ZiyoNET ta'lim portali. – URL: <http://www.ziynet.uz> (murojaat qilingan sana: 30.04.2026).
- Google Scholar ilmiy maqolalar bazasi. – URL: <https://scholar.google.com> (murojaat qilingan sana: 30.04.2026).

INGLIZ TILINI O'QITISHDA INNOVATSION METODLAR VA ULARNING AMALIYOTGA JORIY ETILISHI

Qahramonjon Ismoilov,
filologiya fanlari bo'yicha PhD,
dotsent, Qo'qon davlat universiteti.

Annotatsiya

Mazkur maqolada ingliz tilini o'qitishda zamonaviy innovatsion metodlarning ahamiyati, ularning nazariy asoslari hamda amaliyotga joriy etish yo'llari tahlil qilinadi. Shuningdek, jahondagi yetakchi pedagog va metodist olimlarning qarashlari asosida interaktiv yondashuvlar, kommunikativ metodlar va raqamli texnologiyalar samaradorligi yoritiladi.

Kalit so'zlar: innovatsion metodlar, kommunikativ yondashuv, interaktiv ta'lim, raqamli texnologiyalar, blended learning, CLT, pedagogik innovatsiya

Ingliz tilini o'qitishda innovatsion metodlar bugungi kunda ta'lim tizimining ajralmas qismiga aylanib bormoqda. Zamonaviy pedagogik yondashuvlar o'quvchini passiv tinglovchidan faol ishtirokchiga aylantirishni maqsad qiladi va bu jarayon ta'lim samaradorligini oshirishning muhim omili hisoblanadi. Shu nuqtai nazardan qaraganda, til o'rganish jarayoni faqat grammatik qoidalarni o'zlashtirish

bilan cheklanib qolmay, balki real hayotiy kommunikatsiya jarayonlariga moslashgan holda tashkil etilishi zarur. Bu yondashuv o'quvchilarda tilni amaliy qo'llash ko'nikmasini shakllantiradi hamda ularning nutqiy faolligini oshiradi. Bu borada ko'plab xorijiy olimlar samarali ilmiy qarashlarni ilgari surganlar. Masalan, Stephen Krashen tomonidan ishlab chiqilgan nazariyaga ko'ra, til o'rganish jarayonida tushunarli kirish materiali (comprehensible input) asosiy o'rin tutadi va bu jarayon tabiiy muhitga yaqinlashtirilgan holda tashkil etilganda samaraliroq bo'ladi [2, 45-bet]. Shuningdek, u tilni o'rganishda majburiy yodlashdan ko'ra tabiiy qabul qilish muhimligini ta'kidlaydi [2, 102-bet]. Shu sababli dars jarayonida autentik materiallardan foydalanish, video va audio resurslarni qo'llash, real nutq namunalarini tahlil qilish muhim ahamiyat kasb etadi.

Bundan tashqari, innovatsion metodlar o'quvchilar o'rtasida ijtimoiy hamkorlikni rivojlantirishga xizmat qiladi. Lev Vygotskyning ijtimoiy-madaniy nazariyasiga asoslanib aytish mumkinki, bilimlar o'zaro muloqot va hamkorlik orqali shakllanadi hamda bu jarayonda "yaqin rivojlanish zonasi" muhim rol o'ynaydi [5, 86-bet]. Uning fikricha, o'quvchi mustaqil bajara olmaydigan vazifalarni boshqalar yordamida bajarish orqali yangi bilimlarni egallaydi [5, 94-bet]. Shu bois guruhli ishlar, juftlikda ishlash, muhokamalar va loyiha asosida o'qitish metodlari ingliz tilini o'rganishda samarali hisoblanadi. Bunday metodlar orqali o'quvchilar faqat tilni o'rganib qolmay, balki tanqidiy fikrlash, muammoni hal qilish va jamoada ishlash kabi ko'nikmalarni ham rivojlantiradilar, bu esa zamonaviy ta'limning asosiy talablaridan biri hisoblanadi.

Shuningdek, konstruktivizm nazariyasiga asoslangan yondashuvlar ham innovatsion metodlarning muhim tarkibiy qismi hisoblanadi. Jean Piaget ta'kidlaganidek, o'quvchilar bilimni tayyor shaklda emas, balki o'z tajribalari asosida mustaqil ravishda shakllantiradilar [3, 67-bet]. Unga ko'ra, bilim olish jarayoni faol va individual bo'lib, o'quvchi yangi ma'lumotlarni mavjud bilimlari bilan integratsiya qiladi [3, 123-bet]. Shu jihatdan, o'qituvchi bilim beruvchi emas, balki yo'naltiruvchi va fasilitator rolini bajaradi. Bu esa interaktiv metodlarning, jumladan, rolli o'yinlar, debatlar, "case-study" va muammoli vaziyatlarni tahlil qilish kabi usullarning keng qo'llanilishini talab etadi. Mazkur metodlar o'quvchilarni mustaqil fikrlashga undaydi va ularning ijodiy salohiyatini rivojlantiradi.

Kommunikativ yondashuv ham zamonaviy ingliz tilini o'qitishda markaziy o'rin egallaydi. Dell Hymes tomonidan ilgari surilgan kommunikativ kompetensiya tushunchasiga ko'ra, tilni bilish nafaqat grammatik qoidalarni egallashni, balki uni turli ijtimoiy vaziyatlarda to'g'ri qo'llay olishni ham o'z ichiga oladi [6, 54-bet]. Bu yondashuv tilni real muloqot vositasi sifatida o'rganishni taqozo etadi [7, 89-bet]. Shu sababli darslarda real hayotiy vaziyatlarga asoslangan mashg'ulotlar tashkil etish, talabalarni erkin fikr bildirishga undash va ularning nutq faolligini oshirish muhim hisoblanadi. Bunday yondashuv o'quvchilarning nutqiy kompetensiyasini rivojlantirishga xizmat qiladi hamda ularni mustaqil fikr yuritishga o'rgatadi.

Zamonaviy ta'limda raqamli texnologiyalarni qo'llash ham innovatsion metodlarning ajralmas qismidir. Internet resurslari, mobil ilovalar, sun'iy intellekt

asosidagi platformalar va masofaviy ta'lim tizimlari ingliz tilini o'rganish imkoniyatlarini sezilarli darajada kengaytirmoqda. Bu borada Marc Prenskyning "raqamli avlod" haqidagi qarashlari alohida e'tiborga loyiq bo'lib, u zamonaviy o'quvchilar texnologiyalar bilan uyg'un holda o'rganishga moyil ekanini ta'kidlaydi [4, 2-bet]. Shuningdek, u o'qitish jarayonida texnologiyalardan foydalanish o'quvchilarning motivatsiyasini oshirishini qayd etadi [4, 4-bet]. Shu sababli o'qituvchilar dars jarayonida multimedia vositalari, onlayn platformalar va interaktiv dasturlardan samarali foydalanishlari zarur.

Blended learning, ya'ni an'anaviy va onlayn ta'limni uyg'unlashtirgan yondashuv ham ingliz tilini o'qitishda keng qo'llanilmoqda. Ushbu metod o'quvchilarga mustaqil o'rganish imkoniyatini yaratadi, shu bilan birga, auditoriya mashg'ulotlarida o'zlashtirilgan bilimlarni mustahkamlashga yordam beradi. Tadqiqotchilarning fikricha, blended learning modeli o'quvchilarning individual ehtiyojlarini hisobga olish imkonini beradi va ta'lim jarayonining samaradorligini oshiradi [7, 112-bet]. Bu esa ta'lim jarayonining moslashuvchanligini oshiradi va individual yondashuvni ta'minlaydi.

Shu bilan birga, innovatsion metodlarni amaliyotga joriy etishda ayrim muammolar ham mavjud. Jumladan, o'qituvchilarning texnologik savodxonligi yetarli darajada emasligi, zamonaviy texnik vositalarning yetishmasligi va ayrim hollarda an'anaviy metodlarga haddan tashqari bog'liqlik innovatsion yondashuvlarning samarali qo'llanilishiga to'sqinlik qilmoqda. Jeremy Harmerning fikricha, har qanday metodning samaradorligi o'qituvchining uni to'g'ri qo'llay olishiga bog'liq bo'lib, metoddan ko'ra pedagogning mahorati muhimroq hisoblanadi [1, 35-bet]. Shuningdek, u o'qituvchi doimo o'z ustida ishlashi va yangi pedagogik texnologiyalarni o'zlashtirib borishi zarurligini ta'kidlaydi [1, 78-bet].

Umuman olganda, ingliz tilini o'qitishda innovatsion metodlar o'quvchilarning til o'rganishga bo'lgan qiziqishini oshiradi, ularning mustaqil fikrlash va kommunikativ ko'nikmalarini rivojlantiradi hamda ta'lim jarayonining samaradorligini sezilarli darajada yaxshilaydi. Turli metodlarning uyg'unlashuvi o'quvchilarning har tomonlama rivojlanishiga xizmat qiladi. Shu sababli zamonaviy ta'lim tizimida innovatsion metodlardan keng foydalanish muhim ahamiyat kasb etadi va bu yo'nalishda ilmiy izlanishlarni davom ettirish dolzarb hisoblanadi.

Foydalanilgan adabiyotlar

1. Harmer, J. *How to Teach English*. London: Longman, 2007. – 288 p.
2. Krashen, S. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon, 1982. – 202 p.
3. Piaget, J. *The Psychology of Intelligence*. New York: Routledge, 2001. – 256 p.
4. Prensky, M. *Digital Natives, Digital Immigrants*. On the Horizon, 2001. – 6 p.
5. Vygotsky, L. *Mind in Society*. Cambridge: Harvard University Press, 1978. – 159 p.
6. Hymes, D. *On Communicative Competence*. Philadelphia: University of Pennsylvania Press, 1972. – 269 p.
7. Richards, J., Rodgers, T. *Approaches and Methods in Language Teaching*. Cambridge: CUP, 2001. – 270 p.

XORIJIY TILLARINI O‘QITISHDA INNOVATSION YONDASHUVLAR

***Qahramon Ismoilov,**
filologiya fanlari bo‘yicha PhD,
dotsent, Qo‘qon davlat universiteti.*

***Nigora Ilhomjonova,**
Qo‘qon davlat universiteti
Xorijiy filologiya fakulteti 2-bosqich talabasi*

Annotatsiya

Mazkur maqolada ingliz va nemis tillarini o‘qitishda zamonaviy innovatsion metodlarning o‘rni, ularning ilmiy-nazariy asoslari hamda ta’lim jarayoniga samarali joriy etish mexanizmlari kompleks tarzda tahlil qilinadi. Xususan, kommunikativ yondashuv, axborot-kommunikatsiya texnologiyalari, gamifikatsiya, CLIL (Content and Language Integrated Learning), blended learning hamda multimedia vositalarining xorijiy til ta’limidagi samaradorligi ochib beriladi. Shuningdek, ushbu metodlarni qo‘llash jarayonida yuzaga keladigan muammolar va ularni bartaraf etishning ilmiy asoslangan yo‘llari taklif etiladi. Mazkur tadqiqot xorijiy til ta’limida innovatsion yondashuvlarning nafaqat nazariy, balki amaliy ahamiyatini ham yoritishga qaratilgan bo‘lib, ingliz va nemis tillarini o‘qitish jarayonini modernizatsiya qilishda muhim ilmiy xulosalarni taqdim etadi.

Kalit so‘zlar: innovatsion metod, ingliz tili, nemis tili, kommunikativ yondashuv, gamifikatsiya, CLIL, blended learning, multimedia, xorijiy til ta’limi

Globallashuv va raqamli texnologiyalar jadal rivojlanayotgan hozirgi davrda xorijiy tillarni o‘qitish tizimi tubdan yangilanmoqda. An’anaviy metodlar o‘rnini innovatsion, o‘quvchi markazli va interaktiv yondashuvlar egallamoqda. Ingliz va nemis tillarini o‘qitishda samaradorlikka erishish ko‘p jihatdan zamonaviy metodlarni to‘g‘ri tanlash va ularni amaliyotga puxta joriy etishga bog‘liq. Shu nuqtai nazardan, kommunikativ metod xorijiy tillarni o‘qitishda eng samarali yondashuvlardan biri sifatida e’tirof etilib, uning asosiy maqsadi o‘quvchilarda kommunikativ kompetensiyani shakllantirishdan iboratdir. Mazkur metod real kommunikativ vaziyatlarda tilni qo‘llashni o‘rgatadi, nutq faoliyatining barcha turlarini integrativ tarzda rivojlantiradi, mustaqil va tanqidiy fikrlashni shakllantiradi hamda dars jarayonida faol ishtirokni kuchaytiradi. Role-play, debate, discussion va interview kabi interaktiv metodlardan foydalanish esa ushbu yondashuvning samaradorligini sezilarli darajada oshiradi.

Shu bilan bir qatorda, gamifikatsiya metodining joriy etilishi ta’lim jarayoniga yangi dinamika olib kiradi. O‘yin elementlariga asoslangan ushbu yondashuv o‘quvchilarning motivatsiyasini oshirib, bilimlarni o‘zlashtirish jarayonini sezilarli darajada faollashtiradi. Ilmiy tadqiqotlar shuni ko‘rsatadiki, gamifikatsiya o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi, tezkor va shaffof baholash imkonini yaratadi, stresssiz ta’lim muhitini shakllantiradi hamda mustaqil o‘rganish ko‘nikmalarini rivojlantiradi.

Zamonaviy til o‘qitish metodlari orasida CLIL texnologiyasi alohida ahamiyat kasb etadi. Mazkur yondashuv til va mazmunni integratsiyalashgan holda o‘qitishga asoslanib, ayniqsa nemis tilini o‘qitishda samarali natijalar beradi. CLIL metodikasi o‘quvchilarga tilni tabiiy kontekstda o‘zlashtirish imkonini yaratadi,

fanlararo integratsiyani ta'minlaydi, terminologik lug'at boyligini oshiradi hamda kommunikativ kompetensiyani rivojlantiradi. Natijada o'quvchilar bir vaqtning o'zida ham til, ham fan bilimlarini egallash imkoniyatiga ega bo'ladi.

Blended learning texnologiyasi esa an'anaviy va onlayn ta'limning uyg'unlashuvi sifatida zamonaviy pedagogik jarayonda muhim o'rin egallaydi. Ushbu yondashuv individual ta'lim trayektoriyasini shakllantirishga xizmat qilib, o'quvchilarga vaqt va makondan mustaqil ravishda bilim olish imkonini beradi. Raqamli resurslardan samarali foydalanish, mustaqil o'rganish kompetensiyasini rivojlantirish va umumiy ta'lim samaradorligini oshirish blended learning metodining asosiy ustunliklari hisoblanadi.

Multimedia texnologiyalari ham xorijiy tillarni o'qitishda muhim innovatsion vosita sifatida namoyon bo'ladi. Audio, video va interaktiv materiallar yordamida o'quvchilarning tinglab tushunish ko'nikmalari rivojlanadi, talaffuz yaxshilanadi hamda nutq faolligi oshadi. Bunday vositalar autentik til muhitini yaratishda ayniqsa samarali hisoblanadi.

Bundan tashqari, loyiha asosida o'qitish metodining qo'llanilishi o'quvchilarning ijodiy va tanqidiy fikrlashini rivojlantirishda muhim rol o'ynaydi. Ushbu metod orqali o'quvchilar mustaqil tadqiqot olib boradi, taqdimotlar tayyorlaydi va jamoaviy ishlash ko'nikmalarini egallaydi. Natijada ularning kommunikativ va ijtimoiy kompetensiyalari shakllanadi.

Zamonaviy ta'lim tizimida sun'iy intellekt va mobil texnologiyalar ham muhim o'rin tutadi. Ushbu texnologiyalar individual yondashuvni ta'minlaydi, xatolarni avtomatik aniqlaydi, talaffuzni tahlil qiladi hamda mustaqil o'rganish jarayonini qo'llab-quvvatlaydi. Natijada xorijiy til o'rganish samaradorligi sezilarli darajada oshadi.

Shu bilan birga, innovatsion metodlarni amaliyotga joriy etish jarayonida qator muammolar ham kuzatiladi. Jumladan, texnik infratuzilmaning yetishmasligi, internet sifati pastligi, pedagoglarning raqamli kompetensiyasining yetarli emasligi hamda metodik resurslarning kamligi ushbu jarayonga salbiy ta'sir ko'rsatadi. Mazkur muammolarni bartaraf etish uchun o'qituvchilar malakasini oshirish, raqamli ta'lim muhitini rivojlantirish va xalqaro tajribalarni o'rganish muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, ingliz va nemis tillarini o'qitishda innovatsion metodlar ta'lim sifatini oshirishning muhim omili hisoblanadi. Kommunikativ yondashuv, gamifikatsiya, CLIL, blended learning va sun'iy intellekt texnologiyalari o'quvchilarning til kompetensiyalarini kompleks rivojlantirishga xizmat qiladi. Ushbu metodlarni samarali joriy etish esa zamonaviy pedagogik strategiyalar, texnologik infratuzilma va o'qituvchilarning kasbiy kompetensiyasiga bevosita bog'liqdir.

Foydalanilgan adabiyotlar

1. Jalolov J. J. *Chet til o'qitish metodikasi*. – Toshkent, 2012.
2. Passov E. I. *Kommunikativ metodika*. – Moskva, 2010.
3. Harmer J. *The Practice of English Language Teaching*. – London, 2015.
4. Richards J. C., Rodgers T. S. *Approaches and Methods in Language Teaching*. – Cambridge, 2014.

5. Ellis R. *Task-Based Language Learning*. – Oxford, 2003.
6. Nunan D. *Language Teaching Methodology*. – New York, 2011.
7. Krashen S. *Second Language Acquisition*. – Oxford, 1982.
8. Scrivener J. *Learning Teaching*. – Oxford, 2011.
9. Hedge T. *Language Classroom*. – Oxford, 2008.

IKKINCHI CHET TIL TA'LIMIDA EVFEMIZMLARNI O'QITISHNING LINGVOPRAGMATIK ASOSLARI (INGLIZ VA NEMIS TILLARIDA)

*Aliyeva Nargiza Nodirovna, Qo'qon Davlat Universiteti
Xorijiy Metodika kafedrası dotsenti, aliyevanargiza411@gmail.com*

Annotatsiya

Mazkur maqolada ikkinchi chet til ta'limida evfemizmlarni o'qitishning lingvopragmatik va metodologik asoslari tahlil qilinadi. Ingliz va nemis tillaridagi evfemik birliklarning kommunikativ xususiyatlari, ularning madaniyatlararo muloqotdagi o'rni hamda talabalarning pragmatik kompetensiyasini rivojlantirishdagi ahamiyati yoritiladi. Shuningdek, evfemizmlarni o'qitishda zamonaviy interaktiv metodlardan foydalanish masalalari ko'rib chiqiladi.

Kalit so'zlar: evfemizm, lingvopragmatika, ikkinchi chet til, kommunikativ kompetensiya, metodika, pragmatika, lingvodidaktika

Kirish

Bugungi kunda oliy ta'lim tizimida ikkinchi chet tillarni o'qitish jarayonida nafaqat grammatik va leksik bilimlarni, balki pragmatik kompetensiyani ham rivojlantirish muhim ahamiyat kasb etmoqda. Ayniqsa, kommunikativ madaniyatni shakllantirishda evfemizmlar alohida o'rin tutadi. Evfemizmlar insonlar o'rtasidagi muloqotda noqulay, qo'pol yoki salbiy ma'nolarni yumshatib ifodalashga xizmat qiluvchi til birliklari hisoblanadi. Ingliz va nemis tillarini ikkinchi chet til sifatida o'rganayotgan talabalarda evfemik birliklarni to'g'ri qo'llash ko'nikmasini shakllantirish kommunikativ muvaffaqiyatning muhim omillaridan biridir. Shu sababli evfemizmlarni lingvopragmatik nuqtai nazardan o'rganish va o'qitish metodikasini ishlab chiqish dolzarb masalalardan biri sanaladi. Asosiy qism Evfemizmlar tilning pragmatik qatlamiga mansub bo'lib, ular kommunikativ vaziyatga mos holda tanlanadi. Ingliz tilida "to die" o'rniga "pass away", nemis tilida esa "sterben" o'rniga "von uns gehen" kabi yumshoq ifodalar ishlatiladi. Bunday birliklar nutq madaniyatini shakllantirishda muhim vosita hisoblanadi. Ikkinchi chet tilni o'qitishda evfemizmlarni o'rgatish talabalarning: pragmatik kompetensiyasini; madaniyatlararo kommunikativ ko'nikmalarini; nutq etikasi haqidagi bilimlarini rivojlantiradi. Ayniqsa, ingliz va nemis tillarida rasmiy muloqot, diplomatik nutq hamda ommaviy axborot vositalarida evfemik birliklardan keng foydalaniladi. Masalan: English: "economically disadvantaged" — "poor"; German: "Senioren" — "alte Menschen". Evfemizmlarni o'qitishda kommunikativ yondashuv, rol o'yinlari, debat va autentik matnlardan foydalanish samarali hisoblanadi. Talabalar real kommunikativ vaziyatlarda evfemik birliklardan foydalanishni mashq qilish orqali pragmatik kompetensiyani rivojlantiradilar. Bundan tashqari, evfemizmlarni o'qitish madaniyatlararo tafovutlarni tushunishga ham yordam beradi. Ingliz tilida siyosiy korrektilikka katta e'tibor qaratilsa, nemis

tilida aniqlik va rasmiylik ustuvor hisoblanadi. Shu jihatlar evfemik birliklarning qo'llanilishiga ham ta'sir qiladi.

Tadqiqot metodlari Mazkur tadqiqotda ingliz tilini o'qitishda evfemizmlarni interaktiv metodlar asosida o'rgatish masalasi lingvistik, pragmatik va pedagogik jihatdan tahlil qilindi. Tadqiqot jarayonida quyidagi ilmiy metodlardan foydalanildi:

1. Qiyosiy-tahliliy metod Ingliz tilidagi evfemik birliklar o'zbek tilidagi muqobillari bilan qiyoslandi. Ushbu metod orqali ikki til o'rtasidagi semantik va pragmatik o'xshashlik hamda farqlar aniqlandi. Jumladan, ingliz tilidagi "pass away", "senior citizen", "economically disadvantaged" kabi evfemik birliklarning o'zbek tilidagi "olamdan o'tmoq", "keksa inson", "kam ta'minlangan" kabi variantlari tahlil qilindi.

2. Lingvopragmatik metod Evfemizmlarning kommunikativ vaziyatdagi qo'llanilishi va ularning nutq madaniyatidagi vazifasi o'rganildi. Ushbu metod orqali evfemik birliklarning tinglovchiga psixologik ta'siri, nutqni yumshatishdagi roli va kommunikativ etikani shakllantirishdagi ahamiyati tahlil qilindi.

3. Pedagogik kuzatish metodi Tadqiqot davomida ingliz tili darslarida talabalar faoliyati kuzatildi. Evfemizmlarni interaktiv metodlar yordamida o'qitish jarayonida talabalar ishtiroki, kommunikativ faolligi va nutq madaniyatidagi o'zgarishlar monitoring qilindi.

4. Tajriba-sinov metodi

Talabalar bilan amaliy mashg'ulotlar tashkil qilinib, evfemizmlarni o'qitishda rol o'yinlari, debat, guruhli muhokama va autentik matnlar asosidagi topshiriqlardan foydalanildi. Tajriba natijalari asosida interaktiv metodlarning samaradorligi aniqlandi.

5. Statistik tahlil metodi

Tajriba natijalari foiz ko'rsatkichlari asosida umumlashtirildi. Talabalarning pragmatik kompetensiyasi va evfemik birliklardan foydalanish darajasidagi o'zgarishlar statistik jihatdan tahlil qilindi. Natijalar va tahlillar Tadqiqot natijalari shuni ko'rsatdiki, evfemizmlarni interaktiv metodlar orqali o'qitish talabalarning kommunikativ kompetensiyasini sezilarli darajada rivojlantiradi. Ayniqsa, rol o'yinlari va autentik materiallar asosidagi mashg'ulotlar samarali natija berdi. Tajriba davomida talabalar ikki guruhga ajratildi: nazorat guruhi; tajriba guruhi. Nazorat guruhida evfemizmlar an'anaviy metod asosida o'qitildi. Tajriba guruhida esa interaktiv metodlar qo'llanildi. Mashg'ulotlar yakunida tajriba guruhidagi talabalar: evfemik birliklarni to'g'ri qo'llashda; pragmatik ma'nolarni tushunishda; kommunikativ vaziyatga mos nutq qurishda yuqori natijalarni ko'rsatdi. Masalan, dastlab talabalar "old people", "poor", "disabled" kabi birliklarni bevosita qo'llagan bo'lsalar, mashg'ulotlardan so'ng: "senior citizens"; "economically disadvantaged"; "people with disabilities" kabi siyosiy korrekt va pragmatik jihatdan mos birliklardan foydalana boshladilar. Rol o'yinlari asosidagi mashg'ulotlarda talabalar real kommunikativ vaziyatlarni modellashtirish orqali evfemik birliklardan tabiiy foydalanishni o'rgandilar. Ayniqsa: ish suhbatishifoxona muhiti; rasmiy uchrashuv; diplomatik muloqot

kabi vaziyatlarda evfemizmlarning kommunikativ ahamiyati yaqqol namoyon bo'ldi.

Autentik materiallar asosida olib borilgan tahlillar shuni ko'rsatdiki, ingliz tilidagi ommaviy axborot vositalarida evfemizmlar juda faol qo'llaniladi. Siyosiy nutqlarda iqtisodiy muammolarni yumshoqroq ifodalash maqsadida "economic slowdown", "negative growth" kabi birliklardan foydalaniladi. Shuningdek, tadqiqot davomida talabalar evfemizmlarning madaniyatlararo kommunikatsiyadagi o'rnini ham yaxshiroq anglay boshladilar. Bu esa ularning pragmatik va sotsiolingvistik kompetensiyasini rivojlantirishga xizmat qildi. Tahlillar natijasida interaktiv metodlarning quyidagi afzalliklari aniqlandi: talabalar nutq faolligini oshiradi; kommunikativ muhit yaratadi; pragmatik kompetensiyani rivojlantiradi; madaniyatlararo tafakkurni shakllantiradi; nutq madaniyatini boyitadi. Shu sababli ingliz tilini o'qitishda evfemizmlarni interaktiv metodlar asosida o'rgatish zamonaviy xorijiy til ta'limining muhim yo'nalishlaridan biri hisoblanadi.

Xulosa

Xulosa qilib aytganda, evfemizmlar ikkinchi chet til ta'limida pragmatik kompetensiyani rivojlantiruvchi muhim lingvistik vositalardan biridir. Ingliz va nemis tillaridagi evfemik birliklarni o'qitish talabalarning kommunikativ madaniyatini oshiradi, madaniyatlararo muloqotga tayyorlaydi hamda zamonaviy lingvodidaktik yondashuvlarning samaradorligini ta'minlaydi.

Foydalanilgan adabiyotlar

1. Allan K., Burridge K. Euphemism and Dysphemism: Language Used as Shield and Weapon.-Oxford University Press, 1991. — 256 p.
2. Safarov Sh. Pragmalingvistika. — Toshkent: O'zbekiston milliy ensiklopediyasi, 2008. - 300 b.
3. Mahmudov N. Til va nutq madaniyati. — Toshkent: O'qituvchi, 2013. — 224 b.
- Yule G. The Study of Language. — Cambridge University Press, 2020. — 364 p.
4. Ismatullayeva N. Lingvokulturologiya asoslari. — Toshkent, 2019. — 210 b.
5. Crystal D. The Cambridge Encyclopedia of Language. — Cambridge University Press, 2010. — 524 p.
6. Wardhaugh R. An Introduction to Sociolinguistics. — Wiley-Blackwell, 2015. - 432 p.
7. Ismatullayeva N. Lingvokulturologiya asoslari. — Toshkent, 2019. — 210 b.
8. Leech G. Principles of Pragmatics. — London: Longman, 1983. — 250 p.
9. Brown P., Levinson S. Politeness: Some Universals in Language Usage. — Cambridge University Press, 1987. — 345 p.

DINIY DISKURSDA “IMON” KONSEPTINING LINGVOKULTUROLOGIK TALQINI

Otaboyeva Mazmuna Raximovna

Qo'qon davlat universiteti

PhD, dotsent

mazmuna.rahimovna@gmail.com

ORCID: 0009-0004-5445-3782

Annotatsiya

Mazkur maqolada diniy diskursning asosiy konsepti bo'lgan "imon" tushunchasining lingvokulturologik mohiyati tahlil qilinadi. Unda imonning etimologik, semantik va madaniy jihatlari, shuningdek diniy tafakkurdagi o'rni yoritiladi.

Kalit so'zlar: imon, diniy diskurs, lingvokulturologiya, konsept, e'tiqod, til va madaniyat

Diniy diskurs insoniyat ma'naviy hayotining muhim tarkibiy qismlaridan biridir. Ushbu diskursning markazida "imon" konsepti turadi. Imon nafaqat diniy tushuncha, balki insonning ruhiy, axloqiy va madaniy qarashlarini belgilovchi murakkab fenomen sifatida

Diniy diskurs qadriyatlari haqida so'z yuritilganda, ushbu diskursning asosiy madaniy konsepti – bu IMON ekani alohida ta'kidlanishi lozim.

Konsept deganda murakkab tafakkuriy tuzilma tushuniladi, unda obrazli, tushunchaviy va qadriyatli komponentlar mavjud. Lug'aviy ta'riflarni bosqichma-bosqich tahlil qilib borish orqali biz "ishonch", "e'tiqod", "faith", "trust" kabi komponentlar faqatgina semantik mustahkamlovchi belgilarni (qat'iy, kuchli – firm, strong) qo'shishini kuzatamiz.

Y.S.Stepanov ta'kidlaganidek, so'zlarning ichki shakli va etimologiyasi asosida obrazli komponentni ko'rib chiqsak, umumhind-yevropa ildizida "ishonmoq", "umid qilmoq", "ishonch bildirmoq" ma'nolari qadimgi "yurak berish" birikmasi orqali ifodalanganini ko'ramiz. Bu, xususan, lotincha *credo* so'zida aniqlanadi.

Konseptning yana bir talqini lotincha *fides* so'ziga borib taqaladi va u "kutmoq", "majbur etmoq", "shartnoma" tushunchalari bilan bog'lanadi. Kengroq ma'noda esa bu "Xudoga murojaat qilish va unga umid bog'lash"ni anglatadi, ya'ni "ishonmoq" – "ishonch uyg'otmoq".

A.D.Shmelevning tadqiqotida bu konseptning qiziqarli talqini uchraydi: u *bilmoq* va *ishonmoq* predikatlarini qarama-qarshi qo'yadi va quyidagicha asoslaydi: "*bilmoq*" bilan ifodalangan holat *passiv bo'lib, subyektga kelgan ma'lumot bilan belgilanadi*; "*ishonmoq*" bilan ifodalangan holat esa *subyektning erkin tanloviga asoslanadi va bu tanlovdan kelib chiquvchi ruhiy-amaliy harakatlarni yuzaga chiqaradi*".

N.D.Arutyunovanning yozishicha, "Haqiqat va Xudo – imonning markaziy tushunchalaridir", "Haqiqat yagona, biroq u faqat dunyo ikki qutbga bo'lingan taqdirdagina mumkin, ya'ni dunyo real va ideal dunyoga ajraladi. Ideal dunyo real dunyoni aks ettiradi (yoki modellash tiradi) va shu ma'noda ikkilamchi hisoblanadi. Shu bilan birga, u real dunyoni belgilab beradi va shu ma'noda birlamchidir".

Shunday qilib, IMON konseptini quyidagicha tasvirlash mumkin: bu – insonning ruhiy holati bo'lib, unda 1) bir tomondan mavjud, kundalik dunyo, ikkinchi tomondan esa transsendent, ilohiy dunyo borligini anglash, 2) bu transsendent dunyoning mavjudligiga shubhasiz ishonish va uni markaziy mavjudot – Xudo g'oyasida mujassam ko'rish, 3) Xudoning mavjudligini tan olish yo'lini ongli ravishda tanlash, 4) Xudoga ishonch bildirish va undan yordam kutish mujassamdir.

Diniy aqidaviy ta'limotlarda mujassamlangan vahiy g'oyasi mo'minlar tomonidan betakror, hech narsa bilan qiyoslab bo'lmaydigan ruhiy-ekstatik holat sifatida idrok etiladi. Bu g'oya erkin tanlov aktiga asoslanadi. IMON konsepti diniy diskursning ichki mantiqini belgilaydi: hali tushunmaganlarga dunyoda Xudo borligini anglash quvonchini ochish, kishilarni e'tiqodda mustahkamlash, dunyoviy hayotdagi qiyinchiliklarni yengishda ularga yordam berish. Bu – vahiy va ilhomning to'satdan kashf etilishi holati bo'lib, dunyoga turli shakllarda yetkaziladi. Masalan, B.Pasternak shunday yozadi: *“Men uyg'onaman. Men Ochiqlik bilan qamrab olinganman. Men hisobda turibman”*.

Din insonlarni imon, marosim va mo'jizaviy hissiy kechinmalarning uch birligida birlashtiradi. Shuni ta'kidlash kerakki, tarixda turli konfessiyalar ichida ko'plab bid'atlar dinning tashqi, marosimiy-bezakli va ratsional-ilohiy jihatlarining ortishi hamda hissiy-mistik jihatlarining kamayishiga reaksiya sifatida yuzaga kelgan. Tabiiyki, dinlar jamiyatning siyosiy va iqtisodiy muammolari bilan hamnafas mavjud bo'ladi va sof diniy hamda diniy-siyosiy diskurslar o'rtasidagi chegara ko'pincha xiralashadi. Diniy tashkilot – cherkov kabi tuzilmalarni yaratishda esa bu chegarani ajratish ko'pincha maqsadga muvofiq emas.

Xulosa qilib aytganda, “imon” konsepti diniy diskursning markaziy va asosiy tushunchasi hisoblanadi. U insonning ruhiy olami, e'tiqodi va madaniy qadriyatlarini shakllantirishda muhim rol o'ynaydi. Lingvokulturologik yondashuv esa ushbu konseptning til va madaniyat bilan uzviy bog'liqligini ochib beradi.

FOYDALANILGAN ADABIYOTLAR

1. Мечковская Н. Б. Язык и религия. Лекции по филологии и истории религий. Пособие для студентов гуманитарных вузов. — М.: ФАИР, 1998
2. Крысин Л. П. Иноязычное слово в контексте современной общественной жизни // Русский язык конца XX столетия. — М.: Наука, 1996. — С. 142–161;
3. Прохватилова О. А. Православная проповедь и молитва как феномен современной звучащей речи. — Волгоград: Волгоградский государственный университет, 1999. — 220 с.
4. Крысин Л. П. Иноязычные слова в современном русском языке. — М.: Наука, 1968. — 208 с.
5. Бобырева, Е. В. Религиозный дискурс: ценности, жанры, стратегии (на материале православного вероучения) : автореф. дис. . д-ра филол. наук : 10.02.19 / Бобырева Екатерина Валерьевна. - Волгоград: Волгоградский государственный педагогический университет, 2007. - 42 с.
6. Кубрякова, Е. С. Язык и знание: На пути получения знаний о языке: Части речи с когнитивной точки зрения. Роль языка в познании мира / Е. С. Кубрякова. - М.: Языки славянской культуры, 2004. - 560 с.
7. Кушнерук, С. Л. «Мир дискурса» в аспекте когнитивного моделирования (Вопросы дискурсивного анализа) / С. Л. Кушнерук // Вопросы когнитивной лингвистики. - 2013. - № 1. - С. 105-114.
8. Бобырева, Е. В. Религиозный дискурс: ценности, жанры, стратегии (на материале православного вероучения) : автореф. дис. . д-ра филол. наук : 10.02.19 / Бобырева Екатерина Валерьевна. - Волгоград: Волгоградский государственный педагогический университет, 2007. - 42 с.
9. Levinson, P., Brown, P., Levinson, S. C., & Levinson, S. C. (1987). Politeness: Some universals in language usage (Vol. 4): Cambridge university press

10. Kaykovus. (1994). *Qobusnoma*. Toshkent: O'qituvchi.
11. Grice H. P. "Logic and Conversation" in Cole and Morgan, op. cit., pp: 41 - 58.
12. Erbert, L. A., & Floyd, K. (2004). Affectionate expressions as face-threatening acts: Receiver assessments. *Communication studies*, 55(2), 254-270.
13. Elen, G. (2001). *A critique of politeness theories*. Manchester: St. Jerome Publishing.
14. Sandberg, S. (2010). "The Role Of Advertising on Facebook. Sheryl facebook's Chief operating officer". 338- 376.
15. Fraser, B. (2005). Whither politeness. *PRAGMATICS AND BEYOND NEW SERIES*, 139, 65
16. Gittan Jewad, H., Ghabanchi, Z., & Ghazanfari, M. (2020). Politeness strategies and maxims in English for Islamic texts: A sociolinguistic analysis of Quran. *Arab World English Journal (AWEJ) Special Issue on the English Language in Iraqi Context*.
17. Sorour, I., Zaghloul, M., & Youssef, A. (2023). (Im) Politeness in Dialogues between some Prophets and the Polytheists in the Noble Qur'an:: A Pragmatic Analysis. *British Journal of Translation, Linguistics and Literature*, 3(4), 54-82.

TANQIDIY FIKR YURITISHNI RIVOJLANTIRISHDA “PROBLEM-BASED LEARNING” YONDASHUVINI QO‘LLASH METODIKASI

Tojiboyeva Shohistaxon Komiljonovna,
Termiz iqtisodiyot va servis universiteti
Fakultetlararo chet tili kafedrası dotsenti v.b.,
Pedagogika fanlari bo'yicha falsafa doktori (Phd)

Annotatsiya: Ta'lim mazmunida “tayyor bilimlarni o‘zlashtirish” o‘rniga, “amalda muammoni aniqlash, uni hal qilish strategiyalarini ishlab chiqish, muqobil yechimlarni baholash, xulosa chiqarish” kabi faoliyat turlari ustuvor bo‘lib qolmoqda. Problem-based learning (PBL) – muammoli vaziyat orqali o‘rganishni tashkil qiluvchi yondashuv – aynan shunday ko‘nikmalarni rivojlantirishda samarali ekani, bu jarayonda tanqidiy fikrni shakllantirish tushunchasi bilan chambarchas bog‘liqligi ilmiy-pedagogik jamoatchilikda e’tirof etilmoqda.

Mazkur tezisda tanqidiy fikrlash hamda problem-based learning yondashuvining nazariy asoslari, ularning bir-biriga uzviy bog‘liqligi, o‘qituvchilarning kasbiy faoliyatida qanday qo‘llanilishi, xususan, bo‘lajak ingliz tili o‘qituvchilari uchun qanday strategik ahamiyat kasb etishi tahlil qilinadi.

Kalit so‘zlar: Tanqidiy fikr, “PBL” yondashuvining asosiy tamoyillari, muammoni o‘rganish, kontekstual o‘qitish, tahlil qilish ko‘nikmalari, kreativlik, o‘zgaruvchan muhit, interfaol metodlar, axborot oqimi.

Kirish. Zamonaviy ta'lim tizimi har bir o‘quvchi va talabani shunchaki tayyor bilim bilan ta'minlash emas, balki ularning mustaqil fikrlash, ijodkor yondashuv, tanqidiy tahlil qilish, muammoli vaziyatlarda qaror qabul qilish kabi ko‘nikmalarini rivojlantirishni maqsad qilib olgan. Tanqidiy fikr yuritish (critical thinking) – har bir shaxsga ilmiy-ijtimoiy, texnik va hayotiy masalalarni izchil, dalil-isbot, turli nuqtayi nazar, muqobil yechimlarni baholash orqali hal qilish, hissiy bayonot va manipulyatsiyalarga berilmaslik, qarorlarda xolis bo‘lish imkonini beradi. Bunday

tanqidiy fikrni rivojlantirish jarayonida problem-based learning (PBL) yondashuvi sotsiopsixologik hamda didaktik tamoyillar nuqtayi nazaridan keng e'tibor qozonmoqda.

Tanqidiy fikrlash – shaxsning har qanday ma'lumotni izchil, dalil-isbotlar asosida sinchiklab o'rganish, muqobil nuqtayi nazarlarni hisobga olish, xolis xulosa chiqara olish va tayyor stereotiplardan xoli bo'lish ko'nikmasidir. Bugungi kunda o'quvchi (yoki talaba) jamiyatda turli axborot xurujlari, manipulyatsiyalar, soxta yangiliklar bilan duch keladi, shu bois tanqidiy fikr yuritish “axborot immuniteti”ni shakllantiradi. Barrows o'z tadqiqotlarida shaxs mustaqil ravishda o'zida tanqidiy yondashuvni shakllantirish uchun problemali vaziyatlarda dalillarga tayanishi, qarama-qarshi dalillarni ko'rib chiqishi, xulosalarni qayta ko'rib chiqish imkoniyatiga ega bo'lishi muhimligini alohida ta'kidlaydi[1]. Richard Paul tanqidiy fikrni “har qanday keltirilgan g'oya va dalillarni mantiqiy sintez, dalil-isbotni chuqur ko'rib chiqish, manipulyatsion yoki asossiz komponentlarni rad etish orqali xolis xulosa qilish jarayoni” deb ta'riflaydi. Unga ko'ra, shaxs tanqidiy fikr orqali mustaqil bilish, ongli qaror qabul qilish, bag'rikeng diskussiyaga ochiq bo'lish kabi fazilatlarni o'zlashtiradi[2].

Bo'lajak o'qituvchining tanqidiy fikr kompetentligi. Bo'lajak ingliz tili o'qituvchilari – o'quvchilarga chet tilidan foydalanish orqali turli manbalardan (adabiy, ilmiy, publicistik, blog, ijtimoiy tarmoq) xabar olish, ularni baholash, lingvistik hamda madaniy qirralarini o'rganish ko'nikmalarini singdiradigan shaxs sifatida ularning axborot savodxonligiga ham mas'uldir. Shunday ekan, bo'lajak ingliz tili o'qituvchisi o'zi tanqidiy fikrni egallamagan bo'lsa, turli feyk xabarlar, noto'g'ri tarjima, manipulyatsion ifodalar, hissiy bo'rttirishlarga duch kelishi, o'quvchilarga esa biryoqlama axborotni tarqatishi ehtimoli ortadi. Howard Gardner xotira va fikr jarayonlari tadqiqotlari misolida o'qituvchining kognitiv faoliyati, turli ma'lumotlarni saralash, hissiy reaksiyadan xalos bo'lish, dalillarni izchil tahlil qilish kabi bosqichlarda professional yondashuv lozimligini ta'kidlaydi. Unga ko'ra, mustahkam tanqidiy fikr yuritish abilitalariga ega bo'lgan o'qituvchining darslari ancha ijodiy, hamkorlikka asoslangan, manipulyatsiyalarga qarshi turgan holda ma'lumotni tahlil qilish jarayonini yuksak darajada ta'minlaydi[3].

“Problem-based learning” (pbl) mazmuni va o'qituvchining tanqidiy fikrini rivojlantirishdagi ahamiyati. PBL yondashuvi: muammoli o'qitish modeli. Problem-based learning (PBL) – bu muammoli vazifa, real hayotiy keys yoki vaziyat oldida o'quvchilarni (yoki talabalarning) mustaqil dalillarni qidirish, savollar berish, qarorlar ishlab chiqish, bahslar orqali xulosa tuzish jarayoniga jalb etadigan metodika hisoblanadi. Donald R. Woods ta'kidlashicha, PBL shaxsda bir vaqtning o'zida bir necha muhim ko'nikma – mustaqil izlanish, tanqidiy fikr, jamoada ishlash, muammoli vaziyatlarda qaror qabul qilish, anglash – rivojlanishiga imkon beradi

PBL yondashuvining asosiy tamoyillari:

Muammoli vazifa: o'quvchilarga javobi oldindan tayyor bo'lmagan, real hayotdan olingan keys yoki voqea taqdim etiladi;

Izlanish: ishtirokchilar turli manba, statistika, intervyu, maqola topib, dalillarni jamlashadi;

Bahs-munozara: guruh ichida yoki umumiy bahs doirasida qarama-qarshi fikrlar, shubhali manbalar ko‘rib chiqilib, xolis savollar berish orqali muammo ochib beriladi;

Xulosa: integratsiya, sintez bosqichida ishtirokchilar eng asosli yechim yoki xulosaga kelishadi.

Tanqidiy fikr yuritishni rivojlantirishda pbl mexanizmlarining bosqichlari. Muammoli keys (problem scenario) tanlash. PBL yondashuvida muammo – darsning markaziy qismi. Sylvia C. Chard fikricha, muammoli keys qanchalik real va qiziquvchanlik uyg‘otadigan bo‘lsa, o‘quvchilarning tanqidiy fikrga jalb etilishi ham shunchalik samarali bo‘ladi. Keysi taklif etilayotgan masala oldindan aniq “javob”ga ega bo‘lmasligi, turli nuqtayi nazar yuzaga kelishini ta’minlashi lozim. Masalan: bo‘lajak ingliz tili o‘qituvchilari uchun “Chet tili darsida jarayonni yanada ijodiy va interaktiv qilish uchun qaysi texnologik vositalar uyg‘un – VR (virtual reality) yoki an’anaviy kitob?” kabi muammo taqdim etilishi mumkin.

Izlanish va resurslar jamlash. Dann C.L. “PBL” jarayonida har bir ishtirokchi mustaqil yoki jamoada muammoni o‘rganish uchun turli resurslar (ilmiy maqola, blog, intervyu, statistika, so‘rovnoma, videorolik) topishi, keyin guruhda ularni tahlil qilishi muammoga tanqidiy yondashuvni mustahkamlashini ta’kidlaydi. Izlanish bosqichida tanqidiy fikrni rag‘batlantirish uchun, Kimdan dalil olish (rasmiy, norasmiy, ishonchli, manipulyatsion)?, Qaysi manbalar turlicha qarash bildirishi mumkin?, O‘quvchilarning hissiy (taxmin, taxayyul) va daliliy (fakt, ma’lumot) yondashuvlarini ajratib ko‘rsatish.

Munozara va fikr almashish (discussion). Izlanish bosqichidan keyin har bir kishi yoki guruh topgan dalillarni o‘rtaga tashlab, “Qaysi dalillar mustahkam, qaysi biri asossiz? Qaysi bloger shunchaki hissiy reaksiya bildirgan, kim ilmiy jihatdan isbot keltirgan?” kabi savollar bilan bahs boshlanadi. Helen Redwood tadqiqotlarida PBLning “discussion stage” – o‘quvchilarda mantiqiy, tanqidiy fikr yuritish, savol-javob qilish, manipulyatsiyani fosh etish, ijtimoiy va bag‘rikeng munosabat bilan qarama-qarshi nuqtayi nazarlarga ham hurmat ko‘rsatish kabi ko‘nikmalarni rivojlantirishini qayd etadi.

Yechimlar ishlab chiqish va baholash. Guruhlar (yoki individual ishtirokchilar) muammo bo‘yicha o‘z yakuniy tavsiyasini, dalil-isbotga asoslangan xulosasini tuzadi. Morgan T. B. nazarida, tanqidiy fikr aynan shu bosqichda “mustahkam xulosa” sifatida namoyon bo‘lib, avvalgi bosqichlarda to‘plangan dalil, izchillik, qarama-qarshi dalillarga e’tibor, manipulyatsion elementlarni rad etish kabi jarayonlar sintezi kuzatiladi.

Bo‘lajak ingliz tili o‘qituvchilarida pbl yondashuvini qo‘llash. Metodik ahamiyat. Ingliz tili o‘qituvchilari uchun PBL metodining joriy etilishi nafaqat lingvistik, balki tanqidiy, ijtimoiy, madaniy jihatlarni o‘rganishga ham imkon yaratadi. Shulman, Lee S. fikricha, chet tili darsida til o‘qitish “fan mazmuni + pedagogik texnologiya + muammoli yondashuv” integratsiyasidan o‘tishi lozim. Bu jarayon bo‘lajak o‘qituvchining darsni to‘g‘ri loyihalash, o‘quvchilarda tanqidiy tafakkur uyg‘otish, turli matn va kontekstlarda manipulyatsiya yoki muqobil fikrlarni ko‘ra bilish kabi masalalarga tayyor turishini ta’minlaydi[.]

Misol: bo'lajak ustoz "reading" darsida bitta muammoni ilgari suradi – "Ekoturizm: foydali yoki zararmi?" Matnlar, blogpostlar, statistika – turlicha. O'quvchilar guruhda PBL usulida izlanishadi, qarama-qarshi dalillarni topishadi, so'ng tanqidiy bahs orqali xulosa qilinadi. Bu nafaqat lug'at boylik, balki dalil izlash, manipulyatsiyani payqash, real hayotiy fikr almashish odatini mustahkamlaydi[5].

Raqamli platformalardan foydalanish. Problem-based learning jarayonida onlayn forum, masofaviy bahs, keys-stadi, rolli o'yin, fact-checking saytlari yordamida bo'lajak ingliz tili o'qituvchilari muammoli vazifalarni hal qilishda yanada keng imkoniyatga ega bo'ladi. Boud & Feletti fikricha, raqamli texnologiyalar PBLda dalil topish, manba ishonchliligini tekshirish, jamoa bilan muloqot qilish, xulosa qilishni yanada tezlashtirishi, motivatsiyani oshirishi mumkin. Misol: Onlayn forumda "ingliz tili darsida turli matnlar" bo'yicha problem-based vazifa, so'ng har bir ishtirokchi dalillarni "DeepL, ChatGPT, Google Scholar, JSTOR" kabi vositalardan topish, manipulyatsion ohangni rad etish, ijtimoiy tarmoq sharhlari bilan ilmiy manbani qiyoslash kabi jarayonlar orqali tanqidiy fikrni boyitadi.

Xulosa. Problem-based learning (PBL) yondashuvi – muammoli vazifa, izlanish, munozara va xulosa bosqichlaridan iborat bo'lib, o'quvchilarda tanqidiy fikr, ijodkorlik, muammoli vaziyatda qaror qabul qilish kabi eng muhim kompetentliklarni shakllantiradigan qudratli didaktik strategiya hisoblanadi. Bu yondashuv bo'lajak ingliz tili o'qituvchilari uchun ham katta ahamiyatga ega. Chunki:

Muammoli o'qitish turli lingvistik, metodik, madaniy mavzularni chuqur o'rganishga, dalil-isbotlarni izchil tahlil qilishga undaydi;

Tanqidiy fikr PBL jarayonining ajralmas qismi sifatida muammoni yuzaga keltirgan sabablar, manipulyatsiya yo'llari, qarama-qarshi fikrlar, ishonchli dalillar, hissiy reaksiya kabi omillarni mustaqil ravishda saralash va xulosa chiqarish imkonini beradi;

Samarali interfaol metodlar (keys-stadi, debate, rolli o'yin, brainstorming, fishbone analizi) PBL bilan uyg'un holda, muammoli topshiriqlarni yechish, dalil so'rash, subyektiv hissiy muhitdan xoli bo'lish, axborot xurujlariga tayyor turish kabi pishiq kognitiv immunitetni rivojlantiradi;

Bo'lajak o'qituvchining kasbiy mahorati oshishi bilan birga, o'quvchilarga ham mustaqil tafakkur muhitini yaratib berish, ularni shunchaki ma'lumot iste'molchisi emas, balki ijodkor izlanish ishtirokchisiga aylantirish zarurati ro'yobga chiqadi.

Shunday qilib, tanqidiy fikr yuritishni rivojlantirishda "Problem-based learning" yondashuvini qo'llash metodikasi zamonaviy pedagogikada dolzarb yo'nalish hisoblanib, bo'lajak ingliz tili o'qituvchilari uchun, xususan, mustaqil va chuqur fikrga ega bo'lgan, ijodkor va tadbirkor, manipulyatsiyaga berilmaydigan kuchli shaxslar tayyorlashda eng samarali innovatsion strategiya sifatida e'tirof etilishi mumkin.

1. Kilroy, D. A. "Problem based learning." *Emergency medicine journal* 21.4 (2004): 411-413.
2. Shayakubov, Shk, and R.X.Ayupov. "Interfaol ta'lim usullari." Toshkent, «Tafakkur-bo'stoni» nashriyoti (2012).
3. Gardner, Howard, and Thomas Hatch. "Educational implications of the theory of multiple intelligences." *Educational researcher* 18.8 (1989): 4-10.
4. Shulman, Lee S. "Those who understand: Knowledge growth in teaching." *Journal of Education* 193.3 (2013): 1-11.
5. Aripova, Ulbosin. "Nofilologik yo'nalishi talabalariga ingliz tilidagi kommunikativ muloqotda tanqidiy fikrlashni rivojlantiruvchi pedagogik texnologiyalar va metodlar." *Fan, Jamiyat va Innovatsiyalar* 2.17 (2024): 37-40.

BO'LAJAK INGLIZ TILI O'QITUVCHILARINING TANQIDIY FIKR YURITISH KO'NIKMALARINI BAHOLASH USULLARI

Tojiboyeva Shohistaxon Komiljonovna,
Termiz iqtisodiyot va servis universiteti
Fakultetlararo chet tili kafedrasida dotsenti v.b.,
Pedagogika fanlari bo'yicha falsafa doktori (Phd)

Annotatsiya: Ushbu tezisda bo'lajak ingliz tili o'qituvchilarining tanqidiy fikr yuritish ko'nikmalarini baholash usullari muhokama qilinadi. Tanqidiy fikrlash, o'quvchilarni mantiqiy va analitik fikr yuritishga, ma'lumotlarni tahlil qilishga va o'z fikrlarini asoslashga undaydi. Tezisda ingliz tili o'qituvchilari uchun zarur bo'lgan tanqidiy fikrlash ko'nikmalarining ahamiyati, ularni rivojlantirishning uslublari va baholash metodlari keltiriladi. Ushbu ishning maqsadi bo'lajak o'qituvchilarning pedagogik faoliyatida tanqidiy fikr yuritish ko'nikmalarini samarali rivojlantirishga yordam beradigan innovatsion yondashuvlarni taklif qilishdir. Tezis ta'lim jarayonida tanqidiy fikrlashni rag'batlantirish uchun yangi metodologik yondashuvlarni ishlab chiqishga xizmat qiladi.

Kalit so'zlar: Tanqidiy fikr, tahlil qilish ko'nikmalari, kreativlik, interfaol metodlar, baholash usullari, metodikalar, innovatsion yondashuvlar, nazorat va baholash, amaliy mashg'ulotlar, samaradorlik.

Аннотация: В данной диссертации рассматриваются методы оценки навыков критического мышления будущих учителей английского языка. Критическое мышление побуждает студентов мыслить логически и аналитически, анализировать данные и обосновывать свои мнения. В диссертации представлена важность навыков критического мышления, необходимых учителям английского языка, методы их развития и методы оценки. Цель данной работы — предложить инновационные подходы, которые помогут будущим учителям эффективно развивать навыки критического мышления в своей педагогической деятельности. Диссертация служит для разработки новых методологических подходов к стимулированию критического мышления в образовательном процессе.

Kirish. Zamonaviy globallashuv va raqamli axborot oqimining shiddatli rivojlanishi sharoitida bo'lajak ingliz tili o'qituvchilari nafaqat lingvistik kompetensiyalarga, balki mustaqil, asosli, xolis, ijodkor va tanqidiy fikr yuritish ko'nikmalariga ham ega bo'lishlari muhimdir. Tanqidiy fikr – har qanday ma'lumot,

xabar yoki ish jarayonida dalil-isbotga tayanish, asoslanmagan yoki manipulyatsion qarashlardan xabardor bo'lish, turli nuqtayi nazarni baholash, muqobil yechimlarni tekshirish, mustahkam xulosa chiqarish kabi faoliyatlarni o'z ichiga oladi. Ta'lim jarayonida bo'lajak ingliz tili o'qituvchilarining tanqidiy fikrini shakllantirish jahon pedagogika ilmidagi ustuvor yo'nalishlardan biriga aylangan, ammo bu kompetensiyani qanday baholash, mezonlar va metodlarni qanday ishlab chiqish masalasi hamisha dolzarbligicha qolib keladi. Tanqidiy fikrlash – shaxsning har qanday ma'lumotni xolis, daliliy, izchil va mantiqiy tahlil qilish, takroriy savollar berish, qarama-qarshi fikrlarni e'tiborga olish, xulosa va qarorlarni ishonchli dalillarga tayangan holda qabul qilish jarayonidir. Diane F. Halpern bu jarayonni “insonning intellektual jihatdan chuqur ishtiroki, subyektiv hissiyotlardan yiroq turib, asoslanmagan fikr va mulohazalarni dalil-isbot bilan inkor yoki tasdiq etishi” deb ta'riflaydi. Halpernning ta'kidlashicha, tanqidiy fikrni rivojlantirishda turli nazariy va amaliy yo'nalishlar (muammoli savol berish, dalil topish, qarama-qarshi misollar izlash, hissiy reaksiya o'rnida dalillarni sinchiklab tekshirish) muhim rol o'ynaydi. Bo'lajak ingliz tili o'qituvchilari shunchaki lug'at va grammatik qoidalarga tayanmasdan, o'quvchilarga turli manbalar bilan ishlashda kerakli tanqidiy tahlil bosqichlarini ham o'rgatishlari lozim. Stephen D. Brookfield esa tanqidiy fikrni shaxsning avvaldan shakllangan qarashlarini qayta ko'rib chiqish, turli qarama-qarshi dalillarni o'rganish, o'z fikrini dalil bilan himoya qilish va kerak bo'lsa, xulosa o'rnini mantiqiy sabablarga ko'ra yangilashga tayyor bo'lish sifati sifatida ta'riflaydi. Unga ko'ra, tanqidiy fikr yuritish – bu jamiyatda o'quvchining mustaqil ovoz bilan fikr bildirish, manipulyatsiyaga qarshi tura olish, axborotni samarali o'zlashtirish, ijodkorlik bilan ishlash uchun zarur poydevor[1].

Ingliz tili pedagogikasi va tanqidiy fikr. Bo'lajak ingliz tili o'qituvchilari – o'quvchilarga chet tilida o'qish, yozish, eshitish va gapirish ko'nikmalarini rivojlantiradigan shaxs sifatida turli madaniy kontekst, matnlar, ijtimoiy tarmoqlardagi xabarlar, ilmiy maqola va boshqalardan foydalanishlari lozim. Bunda xabarning ishonchli yoki asossiz ekanini ajratish, lingvistik manipulyatsiyalarni payqash, turli nuqtayi nazarlarni solishtirish, dalil keltirish, stereotiplardan xoli bo'lish kabilar – barchasi tanqidiy fikr yuritish bilan chambarchas bog'liq. Ennis fikricha, chet tili pedagogikasida tanqidiy fikr “o'qish va eshitish jarayonida matn mazmunini tahlil qilish, muallif maqsadi va dalillarni aniqlash, tarjima yoki fikr yuritish vaqtida manipulyatsiya unsurlariga qarshi tura olish” kabi jihatlarda yaqqol namoyon bo'ladi. Ennis shuni ta'kidlaydiki, bu ko'nikmani baholashda nafaqat til bilish, balki “dalillarga tayanish, subyektiv hissiyotlarni cheklash, argument tuzish” kabi intellektual amaliyotni ham inobatga olish kerak.

Tanqidiy fikrni baholash: metodik va nazariy muammolar. Nima uchun baholash muhim? O'qituvchida (yoki bo'lajak ustozda) tanqidiy fikr darajasi qanday ekanini o'lchamasdan, uning kasbiy tayyorgarligi haqida to'liq tasavvurga ega bo'lish qiyin. John E. McPeck tanqidiy fikrni “faqat yakuniy xulosa bilan cheklanmaydigan, balki dalil so'rash, muammoli savollar, qarshi dalillar bilan ishlash va xulosa chiqarish jarayonini ham ko'rsatadigan mahorat” sifatida baholash zarurligini qayd etadi[2]. Baholash quyidagi sabablar bilan muhim:

Obyektiv tasavvur: O'qituvchining tanqidiy fikr darajasini aniq mezonlar yordamida o'lchasak, uning kuchli va zaif tomonlari namoyon bo'ladi;

Takomillashtirish: Natijaga ko'ra, o'qituvchiga metodik yordam, treninglar, amaliy mashg'ulotlar rejalashtirilishi mumkin;

Monitoring: Ta'lim jarayonida tanqidiy fikr boyib boryaptimi yoki susayaptimi – buni o'lchash uchun baholash usullari lozim.

Baholashdagi muammolar. Daniel Willingham bu borada "tanqidiy fikr subyektiv omillar, shaxsiy tajriba, hissiy reaksiya, dalil topish qobiliyati, shuningdek, lingvistik mahorat bilan chambarchas bog'liq. Uni oddiy test yoki to'g'ri/noto'g'ri javoblardan iborat an'anaviy imtihon bilan o'lchash qiyin" deya ta'kidlaydi[3]. Shu bois baholash jarayonida: Subyektivlikka yo'l qo'ymaslik uchun aniq mezonlar (savol berish sifati, dalil topish, muqobil fikrni e'tiborga olish, xulosa mantiqliligi) ishlab chiqish;

Faqat test emas, balki keys-stadi, esse, bahs-munozara, rolli o'yin, portfolio, kuzatuv kabi usullarni uyg'unlash mustahkam natija berishi zarur.

Baholash usullari: bo'lajak ingliz tili o'qituvchilari misolida. Keng qo'llaniladigan baholash shakllari

Diane F. Halpern tanqidiy fikrni baholashda turli usullarni birlashtirishni taklif etadi:

Test-savollar: O'qituvchining mantiqiy xulosa qilish, dalil-topish, manipulyatsiyani payqash, qarama-qarshi fikrni ham inobatga olish bo'yicha multiple-choice yoki qisqa javobli testlar.

Insholar (esse): Muammoli mavzu bo'yicha tanqidiy fikr esse shaklida yoziladi, o'qituvchining dalilga asoslanishi, qarama-qarshi dalillarni ham tahlil etishi, xulosa uzviyligi baholanadi.

Portfolio: Uzluksiz ravishda bo'lajak ustozning turli keys, interfaol metodlar, bahs-munozaralardagi ishtiroki, dalillar jamlovi, o'z-o'zini baholash, "dars ishlanmalarini tanqidiy ko'z bilan ko'rish" kabi jarayonlarini to'plash.

Interaktiv metodlar orqali baholash. Stephen P. Norris tanqidiy fikrni "bahs-munozara (debate), keys-stadi, rolli o'yin, brainstorming, fishbone, onlayn forum bahsi" orqali baholash usullarini ilgari suradi. Unga ko'ra, o'qituvchilarga muammoli mavzu taklif qilinadi, guruhda dalillar keltirish, savol-javob, qarama-qarshi fikr, manipulyatsiyaga qarshi turish jarayoni baholanadi. Har bir ishtirokchining tanqidiy fikri "savol sifati, dalil ishonchliligi, hissiy reaksiyadan xoli bo'lish, muqobil dalillarni rad etish yoki inobatga olish" kabi ko'rsatkichlar asosida nazorat qilinadi. Misol: "Ingliz tili o'rganishda faqat grammatik tahlil kifoyami yoki interfaol metod zarurligimi?" degan bahs-munozara o'tkaziladi. Har bir bo'lajak ustoz dalil, statistika, ilmiy maqola, o'quvchilar bilan tajriba misollari keltiradi. Munozarada manipulyatsion ifodalar, hissiy bo'rttirish, subyektiv so'zlar payqalganda o'quvchining tanqidiy fikri – "Nega bu dalil ishonchli emas?" – deya savol bilan oshkor bo'ladi. O'qituvchi (baholovchi) esa aniq mezonlar asosida ball qo'yadi.

Keys-stadi va debate summativ baholash shakli. Richard W. Paul tanqidiy fikrni baholashda "keys-stadi + debate summativ baholash shakli"dan foydalanishni

tavsiya etadi. Bunda: Keys: Biror real muammo (masalan, “Chet tilini erta o‘rganish metodikasi: qaysi yoshdan zarur?”). Har bir ishtirokchi izlanib, muammoli holatni tahlil qiladi.

Debate: Ikki guruh o‘z topgan dalillarini taqdim etadi, qarshi guruh savol berish, manipulyatsiyani rad etish bilan shug‘ullanadi.

Baholovchi: “Savol berish sifati, dalilga asoslanish, hissiy ohangdan chetda bo‘lish, xulosa pishiq-puxtaligi” kabi 4-5 mezon asosida ishtirokchilarni summativ baholaydi. Yakuniy ball o‘quvchining tanqidiy tafakkur darajasini ifodalaydi[5].

Raqamli texnologiyalar yordamida tanqidiy fikrni baholash. Onlayn test va so‘rovnomalar. Alec Fisher onlayn test va so‘rovnomalar yordamida tanqidiy fikr komponentlarini operatsion shaklda o‘lchash mumkinligini aytadi. Masalan, “Manipulyatsiyaga oid 5 scenariy” – har bir scenariyda dalil topish, shuhratparast shior, hissiy so‘zlardan xoli bo‘lish, aniq manba ko‘rsatish kabilar baholanadi. Onlayn testlar har bir variantga ball yoki tahliliy javob belgilash imkonini beradi[5].

Shuningdek, so‘rovnomalarda “Men turli manbalardan kelgan xabarni qanchalik darajada sinchiklab o‘rganaman?”, “Qarama-qarshi fikrlarni rad etmay, tahlil qilamanmi?” kabi o‘zi baholash (self-assessment) savollari bilan tanqidiy fikr darajasiga doir subyektiv tasavvur ham olinadi.

Portfolio va e-portfolio. Robert Swartz tanqidiy fikrni baholashda e-portfolio juda muhim ekanini, chunki bu jarayon o‘qituvchining (yoki talabarning) turli PBL vazifalarida to‘plagan dalillari, muhokamalardagi rolli o‘yin, keys, debate, esse, o‘zi yozgan reflexive matnlarni jamlab, bir davr ichida tanqidiy tafakkur qanchalik o‘sganini ko‘rsatadi deya urg‘u beradi. E-portfolio formatida bo‘lajak ingliz tili o‘qituvchilari har bir dars/ hafta/ semestrda yoki muammoli mashg‘ulotda ishlangan dalillar, infografika, o‘zi tuzgan xulosa, rolli o‘yin transkripti, ijtimoiy tarmoqda manipulyatsion xabar bilan kurashish usuli kabilar joylashtirib borishi, so‘ngra baholovchi (ustoz) aniq mezonlar bilan o‘zgarish dinamikasini nazorat qilishi mumkin.

Baholash mezonlari. Dalil-isbot sifati. John E. Chaffee dalil-isbot, fakt keltirish, manba ishonchliligi masalalariga alohida e’tibor berish lozimligini aytadi. O‘quvchi (yoki bo‘lajak ustoz) tanqidiy fikr bildirayotganda “Qaysi manba?” “Qancha dalil keltirildi?” “Dalillar mantig‘iga ko‘ra xulosa shunchalik kuchli bo‘ladi”, “Muallif manipulyatsion so‘z, hissiy ohang ishlatdimi?” – bularning barchasi dalil-isbot sifatini belgilaydi. Mezon: Dalillar turi (statistika, rasmiy manba, blog yoki mish-mish?), manbaning obro‘si, dalillar izchilligi, subyektiv ta’sir yo‘qligi.

Savol berish ko‘nikmasi. Sharon Bailin tanqidiy fikrda “to‘g‘ri savol berish” – o‘ta muhim omil ekanini, savollar nima uchun / qanday asos / muqobil yechim / kim foyda ko‘radi / manipulyatsiya bormi / hissiy so‘zlarmi / manba ishonchliligi / statistika xatoligi kabi jihatlar bo‘yicha tuzilishi lozimligini ta’kidlashini aytadi. Ushbu savol berish sifati baholash orqali tanqidiy fikr darajasini aniqlash qulay

Mezon: Savol berish chuqurligi, dalil so‘rab berish, manipulyatsion yoki hissiy unsurlarni fosh etishga xizmat qilishi, soddalashtirish yoki chetlab o‘tishdan saqlanish, savoldagi muqobil qarashlar e’tibori.

Qarama-qarshi nuqtayi nazar bilan ishlash. Gerald Nosich nazarida tanqidiy fikrda “qarama-qarshi fikrlarni e’tiborga olish, faqat o‘z taqdimotini emas, balki boshqalarning dalillarini ham tinglash, inkor yoki qabul qilishda puxta asosga ega bo‘lish” mezonlari eng muhim ko‘rsatkichlardan biri. O‘quvchi “opponent fikrini ham inobatga olishi” tanqidiy nuqtayi nazarining “bag‘rikeng analitik” fazilatini namoyish etadi. Mezon: Qarshi guruh yoki qarshi dalilga munosabat, dalillarni chetda qoldirmaslik, zarur bo‘lsa, o‘z nuqtayi nazarini qayta ko‘rib chiqish, hissiy reaksiya o‘rniga ilmiy-huquqiy dalilga tayangan holda ijobiy yoki salbiy javob berish.

Xulosa pishiq-puxtaligi. Alec Fisher xulosa mantiqiyiligi, shubha yoki dalillar ziddiyati bartaraf qilingani, aniq manba va asosga suyanilgani, manipulyatsiyalardan xoli holda tuzilgani kabi belgilarni tanqidiy fikr yuritishning yakuniy bosqichi sifatida e’tirof etadi. Baholash jarayonida “Xulosa – dalillar bilan qanchalik mustahkam bog‘liq, hissiy yoki subyektiv so‘zlar bilan ifodalanmaganmi?” kabi savollarga e’tibor qaratiladi

Xulosa. “Bo‘lajak ingliz tili o‘qituvchilarining tanqidiy fikr yuritish ko‘nikmalarini baholash usullari” – zamonaviy pedagogikaning dolzarb masalalaridan biri bo‘lib, mustahkam amaliy natijalarga erishish uchun turli interfaol metodlar, keys-stadilar, test, forum, debate, esse, portfolio kabi shakllarni uyg‘un qo‘llash tavsiya etiladi. Tanqidiy fikr – bo‘lajak ustozning o‘quvchilarga turli manbalar bilan ishlash, manipulyatsiyani payqash, dalilga tayanish, ma’lumotni xolis baholash, mustaqil xulosa qilishda o‘rnak bo‘lishi, shuningdek, o‘zi ham bu jarayonni uzluksiz rivojlantirishi lozim bo‘lgan intellektual ko‘nikmadir.

Baholash usullari aniq mezonlarga asoslangan holda turli usullarda (PBL, debate, rolli o‘yin, onlayn test, portfolio, fact-checking mashg‘ulotlari) qo‘llansa, subyektivlik pasayadi, o‘qituvchining real tanqidiy fikr darajasi, kuchli va zaif tomonlari namoyon bo‘ladi. Bu esa ma’lum bosqichda aniq takomillashtirish strategiyasini belgilash, uzluksiz o‘sish, professional malakasini boyitish, jamiyat oldida turli axborot xurujlariga qarshi mustahkam ijtimoiy immunitet yaratishiga xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati

1. Ro‘ziqulovna, Xo‘jamqulova Nafisa, and Eshkuvvatova Xosiyat Farxodovna. "Ta'limda ijodiy va tanqidi fikrlashni rivojlantirish o'zbekistondagi imkoniyatlar va xalqaro tajribalar." Global Science Review 1.1 (2025): 138-142.
2. Kubeysinova, N. "talabalarining tanqidiy fikrlash ko'nikmasini shakllantirish." theory and analytical aspects of recent research 3.26 (2024): 164-170.
3. Mamatmurotov, O. K. "Tanqidiy fikrlashning pedagogik aspektlari." Inter education & global study 5 (2024): 275-282.
4. Nosirov, N. V. "Bo‘lajak texnologiya fani o‘qituvchilarining metodik kompetentligini takomillashtirish modeli." Ta ‘lim, fan va innovatsiya” Ilmiy jurnali (2023): 71-75.
5. Mulaydinov, Farxod, "Tillarni o‘rganishda raqamli texnologiyalarning ahamiyati." qo‘qon universiteti xabarnomasi 11 (2024): 105-107.

AXBOROT MUHITIDA BO‘LAJAK INGLIZ TILI O‘QITUVCHILARI UCHUN TANQIDIY FIKRNI SHAKLLANTIRUVCHI ENG SAMARALI INTERFAOL METODLAR

*Tojiboyeva Shohistaxon Komiljonovna,
Termiz iqtisodiyot va servis universiteti
Fakultetlararo chet tili kafedrası dotsenti v.b.,
Pedagogika fanlari bo‘yicha falsafa doktori (Phd)*

Annotatsiya: Ushbu tezısdı, Axborot muhitida bo‘lajak ingliz tili o‘qıtuvchilari uchun tanqıdiy fikrni shakllantiruvchi eng samarali interfaol metodlar tahlil qilinadi. Zamonaviy ta‘lim tizimida axborot texnologiyalarining keng qo‘llanilishi, o‘quv jarayonini yanada interfaol va samarali qilish imkoniyatini yaratmoqda. Tanqıdiy fikrlash, o‘quvchilarning analitik qobiliyatlarini rivojlantirishda muhim rol o‘ynaydi. Ushbu metodlar orasida guruhli munozaralar, loyiha asosidagi o‘qıtish va simulyatsiyalar kabilar alohida ahamiyatga ega. Shuningdek, interfaol metodlarning ta‘siri misollar bilan ko‘rsatilib, ularning ingliz tilini o‘qıtishda qanday qilib tanqıdiy fikrni shakllantirishga yordam berishi haqida ma‘lumotlar beriladi. O‘qıtuvchilar uchun yangi yondashuvlarni qo‘llash orqali ta‘lim jarayonini sifatli darajaga olib chiqish va talabalarni faol ishtirok etishga undash mumkinligi ko‘rsatiladi. Tezisning asosiy maqsadi, bo‘lajak ingliz tili o‘qıtuvchilarining pedagogik kompetensiyalarini oshirishdir.

Kalit so‘zlar: Axborot muhiti, tanqıdiy fikr, interfaol metodlar, munozara, kreativlik, analitik fikrlash, tahlil qilish, resurslar, o‘z-o‘zini baholash, qobiliyat, o‘qıtish usullari.

Kirish. Globallashuv va raqamli texnologiyalarning jadal rivojlanishi natijasida bugungi kunda bo‘lajak ingliz tili o‘qıtuvchilari turli axborot manbalari va media resurslari bilan to‘g‘ridan-to‘g‘ri muloqotga kirishishi, shu asosda o‘z kasbiy va shaxsiy malakasini boyitish zarurati tug‘ilmoqda. Bu jarayonda tanqıdiy fikr (tanqıdiy mulohaza, tanqıdiy tafakkur) – shaxsni axborot xurujlari, stereotiplar, manipulyatsion xabarlar, soxta (feyk) yangiliklardan himoyalovchi va mustaqil fikr yuritishga o‘rgatuvchi eng muhim ko‘nikma sifatida maydonga chiqmoqda. Xususan, bo‘lajak ingliz tili o‘qıtuvchilari uchun tanqıdiy fikr – chet tilidagi har qanday manbaga izchil yondashish, dalil-isbotlarni tekshirish, o‘quvchilarga obyektiv axborot taqdim etish, manipulyatsiyadan xoli bo‘lgan lingvistik va metodik faoliyatni amalga oshirishdek mas‘uliyatli vazifani bajarishda zarur vosita hisoblanadi. Tanqıdiy fikr (tanqıdiy tafakkur) – shaxsning ma‘lumotni izchil ravishda tahlil qilish, savol berish, muqobil qarashlarni inobatga olish, dalil-isbot, manba ishonchliligini tekshirish kabi amaliy bosqichlar orqali xolis xulosa chiqara olish qobiliyatidir.

Axborot muhiti – ijtimoiy tarmoqlar, bloglar, onlayn nashrlar, raqamli platformalar orqali tarqalayotgan turli ko‘rinishdagi xabarlar, maqola, infografika, audio/video roliklar jamlanmasi. Bugun o‘quvchilar va o‘qıtuvchilar barcha sohalarida axborotni onlayn tarzda tez va oson topadilar. Biroq bu muhitda:

Soxta xabarlar (fake news), manipulyatsion blogpostlar, yarim haqiqatga asoslangan maqolalar tez tarqalishi;

Raqobatli media bozorida ko‘proq “klik” yoki “hissiy” mavzularni bo‘rttirib ko‘rsatish;

O'quvchi va o'qituvchilar bilish jarayonida chalkashlik, subyektiv yoki manipulyatsion ta'sirga berilish xavfi yuqori.

Tanqidiy fikrni shakllantirishda eng samarali interfaol metodlar

Debate (bahs-munozara) klublari. Debate – eng klassik, ammo samarador interfaol metodlardan biri bo'lib, o'quvchilar yoki talabalar ikki (yoki bir necha) jamoaga bo'linib, qarama-qarshi yoki muqobil fikrlarni himoya qiladi, dalil keltiradi, savollarga javob beradi, xulosa chiqaradi. Debate jarayonida:

Har bir jamoa axborot muhitidan turli dalillarni izlab topadi: ilmiy maqola, rasmiy statistik raqam, soxta xabarni rad etuvchi isbot, blogpost sharhlari va h.k.

Tanqidiy savollar bilan opponentni “urish”, manipulyatsiya keltirishni rad etish, asossiz fikrlarni fosh etish, hissiy bayonotlardan xoli bo'lishga intilish rasmiy metod sifatida qo'llaniladi. O'qituvchi esa debate munozarasini boshqaradi, ishtirokchilarning dalil-isbot, fikr bildirish, raqib savollariga javob berish jarayonini baholaydi[1]. Bo'lajak ingliz tili o'qituvchisi bu metodni dars jarayoniga ham tatbiq etishi, “Ingliz tili ta'limida raqamli darsliklar an'anaviy kitoblardan afzalmi?”, “Soxta xabarni qanday aniqlash mumkin?” kabi mavzularda debate tashkil qilishi mumkin. Shu tarzda axborot muhitidan topilgan turli materiallarni tahlil qilib, bahsga jalb etish, tanqidiy fikrni shakllantiradi.

Keys-stadi (Case-study) usuli. Keys-stadi – muammoli vaziyatni, real voqelikdan olingan “ibratli” yoki “o'qituvchini o'ylantiruvchi” keysni guruhda tahlil qilish metodikasi. Bu metod bo'lajak ingliz tili o'qituvchilarida ham turli “axborot muhitida duch kelgan voqea”ni tahlil qilish, dalil keltirish, manipulyatsion unsurlarni payqash qobiliyatini oshiradi. Masalan: “Siyosiy partiya targ'iboti bo'lgan blogpost” keys. Har bir guruh blogpostni o'qib chiqib, muallif kim, maqsadi nimada, dalillar asosligi, hissiy bosim bormi-yo'qligini aniqlaydi, xulosa qiladi. Keyin guruhlar o'zaroga natijalarini taqdim etishadi, savollar berishadi, rad etish yoki qo'llab-quvvatlash orqali tanqidiy fikr jarayonida dalillar pishiq-puxta bo'lishini ta'minlashadi[2].

Rolli o'yin (Role-play) va dramatizatsiya. Rolli o'yin – o'quvchilar yoki talabalar muayyan ssenariy bo'yicha turli rollarni ijro etadi. Axborot muhitida bo'lajak ingliz tili o'qituvchisi uchun: Bir guruh “ishonchli jurnalistlar”, boshqa guruh “shubhali bloggerlar”, yana kimdir “fact-checker” yoki “rasmiy matbuot kotibi” bo'lib rolga kiradi. “O'quvchilar oldida manipulyatsion xabarni targ'ib qilish, rad etish, ishonchli dalillarni taqdim qilish” kabi jarayon jonli o'yin shaklida bo'lib o'tadi. Bu jarayonda o'qituvchi ham ishtirok etib, “Sizning dalilingiz qayerdan?” yoki “Bu foto rasmiy manbaga tayanganmi?” kabi tanqidiy savollar berishi mumkin. Rolli o'yin jarayonida bo'lajak ingliz tili o'qituvchilari dalil keltirish, qarama-qarshi fikrga hurmat, subyektiv hissiy reaksiyadan yiroq holda tahlil qilish kabi tanqidiy xususiyatlarini rivojlantiradilar.

Brainstorming (G'oya yog'dusi) va “Fishbone” (baliq skleti) analizi. Brainstorming: Tezkor g'oyalarni to'plash, so'ng ularni saralash va tanqidiy mezonlar bo'yicha baholash. Masalan, “Axborot muhitida o'qituvchini manipulyatsiyadan himoya qiluvchi 10 ta usulni ayting” deya guruhda brainstorming

tashkil etiladi. Keyin 20-25 g'oya kelib chiqadi, o'quvchilar "qaysi g'oya real, qaysi biri asossiz?" deya tanqidiy tahlil qilishadi.

Fishbone: Muammo markazga yozilib, "sabab" va "oqibat" taraflari "baliq suyaklari" shaklida tarvaqaylab ketadi. O'quvchilar har bir suyak bo'ylab "qanday dalil bor?" yoki "manba ishonchliligi qancha?" kabi savollarni berishadi. Bu usul vizual ravishda masalani to'liq qamrab, tanqidiy mulohaza siyosatini oshiradi[3].

Bo'lajak ingliz tili o'qituvchilarida tanqidiy fikr shakllantirish: samarali metodik yondashuv. Ingliz tili darslarida o'quvchilar ko'p hollarda turli davlatlardagi ijtimoiy-madaniy xabarlariga duch keladi. Shuning uchun har bir matn, maqola, videoni lingvistik nuqtayi nazar bilangina o'rganmasdan, "manbaning ishonchliligini tekshirish, dalillarni solishtirish, turli blog yoki OAVda bu mavzuga qanday yondashuv bor?" savollari bilan interfaol mashg'ulotlar tashkil etish juda foydali. Bu jarayon bo'lajak ingliz tili o'qituvchilarining ham lingvistik malakasini, ham tanqidiy fikr qobiliyatini mustahkamlaydi. Stereotiplarning oldini olish, soxta xabarlarni rad etish, biror voqea haqida turli xorijiy nashrlarni qiyoslash – barchasi "metodik" amaliyot sifatida ham, "tanqidiy fikr" amaliyoti sifatida ham foydali.

Mahalliy voqelik misollarida tanqidiy fikr. Axborot muhitida o'qituvchi faqat xorijiy emas, balki o'z yurtimizdagi maqola, blog, rasmiy yoki norasmiy intervyularni tahlil qilishi mumkin. Masalan: Ijtimoiy tarmoqdagi o'zbek tilidagi siyosiy, iqtisodiy, ijtimoiy mavzudagi xabar. O'qituvchi "Bu xabarning manbasi kim, dalillar qay darajada, manipulyatsion ifodalar bormi?" deya savol berishi, Ba'zan rasmiy nashrlar bilan bloger chiqishini qiyoslash, kimning dalili ishonchliroq, nega? O'qituvchi bo'lajak metodik ishlarida ham shu yo'sinda o'zbek va ingliz tilidagi turli xabarlarda manipulyatsiya unsurlarini qiyosan baholash mashqlarini taklif etishi mumkin.

Tanqidiy fikrni mustahkamlash natijalarini baholash va uzluksiz rivojlantirish. Davriy test yoki keys: Har ikki haftada o'qituvchilarga biror "manipulyatsion matn" berilib, "nima uchun manipulyatsion?" degan savolga javob, dalillar keltirish so'raladi. Natija mezonlar bo'yicha (savol sifati, dalil, muqobil fikrni e'tiborga olish, xulosa pishiq-puxtaligi) baholanadi.

Portfolio: O'qituvchi fakt-checking, blogpost tahlillari, debate ishtiroki, bahs-munozaralardagi dalillar, reflexive xulosalarini e-portfolio tarzida to'playdi.

Xulosa. Axborot muhitida bo'lajak ingliz tili o'qituvchilari, xususan, har qanday fan o'qituvchisi, tanqidiy fikrga ega bo'lmasa, turli manipulyatsion xabarlar, soxta yangiliklar, asossiz dalillar ostida to'g'ri xulosa qilishdan ojiz bo'lib qoladi. Zamonaviy raqamli vositalar bu jarayonni engillashtiradigan qudratli manba bo'lib, onlayn forum, debate, rolly o'yin, keys-stadi, fact-checking, plagiatni aniqlash dasturlari, sun'iy intellekt bilan ishlash kabi usullarda tanqidiy fikrni boyitadi. Bo'lajak ingliz tili o'qituvchisining eng muhim vazifalaridan biri – o'zi mustaqil dalil-isbot bilan xulosaga kela olish, so'ngra o'quvchilarga ham shu jarayonni o'rgatish. O'qituvchi tang situatsiyalarda media savodxonlik, manipulyatsiyadan himoyalani, reallikni ajratishdagi metodlarni qo'llasa, o'quvchilarda ham tahliliy fikr, mustaqil baholash, xolis mulohaza shakllanadi.

1. Askardjanovna, Kurbonova Ziyoda. "Chet tili darslarida bahs olib borish metodikasi". Science and innovation 1.1 (2022): 710-717.
2. Nizamov, Shakir Shukurovich, and Laziza Shukurova. "Fanlarni oqitishda keys-stadi texnologiyasini qollash". Научное знание современности 3 (2021): 17-22.
3. Aripova, Ulbosin. "Nofilologik yo'nalishi talabalariga ingliz tilidagi kommunikativ muloqotda tanqidiy fikrlashni rivojlantiruvchi pedagogik texnologiyalar va metodlar". Fan, Jamiyat va Innovatsiyalar 2.17 (2024): 37-40.
4. Ismoilov, Najmiddin Boysoatovich. "Zamonaviy yoshlar mediasavodxonligining mexanizmlarini shakllantirish komponentlari". International scientific journal of Biruni 4.1 (2025): 4-13.

INTERNET MUHITIDA BREND IMIJINI SHAKLLANTIRISH: SOTSIOLINGVISTIK VA SOTSIAL-PSIXOLOGIK TEXNOLOGIYALAR

*Madiyeva Madina Yusupovna,
Termiz iqtisodiyot va servis universiteti
Ingliz filologiyasi kafedrasida dotsenti, (PhD)
E-mail: madinayusupovna1984@gmail.com*

Annotatsiya. Ushbu maqolada internet muhitida brend imijini shakllantirish jarayoni sotsiologik va sotsial-psixologik texnologiyalar nuqtai nazaridan tahlil etiladi. Brend va brend imiji tushunchalarining mohiyati, ularning kommunikativ xususiyatlari, shuningdek internet makonida imij yaratishning asosiy usullari ko'rib chiqiladi. Zamonaviy marketing kommunikatsiyalari tizimida brendning iste'molchi bilan samarali muloqot o'rnatish mexanizmlari hamda raqamli muhitda brend imijiga ta'sir ko'rsatuvchi omillar tahlil qilinadi. Tadqiqot natijalari brendlarning internet muhitidagi kommunikatsion siyosatini optimallashtirish uchun amaliy ahamiyatga ega.

Kalit so'zlar: brend, brend imiji, internet marketing, sotsiologika, sotsial psixologiya, kommunikatsiya, raqamli branding, iste'molchi xulq-atvori, imij menejment, marketing kommunikatsiyalari.

Kirish. Bugungi kunda brendlar faqat iste'mol qiymatini ifodalovchi belgilar bo'lib qolmay, balki jamiyat ijtimoiy hayotining faol ishtirokchilariga aylangan. Brendlarning internet makonida faol ishtiroki nafaqat infokommunikatsion ahamiyatga, balki muhim ijtimoiy mazmunga ham ega. Auditoriyani o'ziga jalb etish orqali brend iste'molchining o'ziga xos muhitini yaratadi, uning hayotiy makonini shakllantiradi hamda belgilar va ramzlarga asoslangan iste'mol madaniyatini vujudga keltiradi.

Shu nuqtai nazardan qaralganda, brend obrazi zamonaviy axborot makonidagi eng muhim kommunikativ kategoriyalardan biri sifatida namoyon bo'ladi. Zamonaviy iste'molchi ko'pincha oddiy mahsulot yoki xizmatdan ko'ra, o'ziga xos nomga, identifikatsiyaga va takrorlanmas obrazga ega bo'lgan brendni tanlashga intiladi. Ushbu maqolaning maqsadi internet muhitida brend imijini shakllantirish jarayonini sotsiologik va sotsial-psixologik texnologiyalar orqali tahlil qilishdan iborat.

1. "Brend" va "Brend Imiji" tushunchalari: nazariy tahlil: "Brend" tushunchasiga eng mashhur ta'riflardan biri American Marketing Association

tomonidan berilgan: brend — bu nom, so'z, belgi, ramz, dizayn yoki ushbu elementlarning kombinatsiyasi bo'lib, u muayyan sotuvchi yoki sotuvchilar guruhining tovar va xizmatlarini identifikatsiya qilish hamda ularni raqobatchilar mahsulotlaridan ajratib ko'rsatish uchun xizmat qiladi [1]. Ushbu ta'rifni F. Kotler va J.-J. Lamben kabi mashhur marketing mutaxassislari ham qo'llab-quvvatlaydilar.

Brend imiji esa iste'molchi ongida shakllangan brend obrazi bo'lib, iste'molchining mahsulotning afzalliklari yoki kamchiliklari haqidagi tasavvuridir [2]. I. V. Goncharova imij tushunchasini maqsadli ravishda shakllantiriladigan obraz sifatida ta'riflaydi — u obyektning muhim qiymat xususiyatlarini ajratib ko'rsatadi va auditoriyaga emotsional-psixologik ta'sir ko'rsatish orqali uni ommalashtirish va reklama qilishga xizmat qiladi [3].

A. Jukovning fikricha, brend imiji brend bilan bog'liq bo'lgan turli assotsiatsiyalar asosida shakllanadi. Bu assotsiatsiyalar reklama xabarlarini orqali uzatiladi, shuningdek iste'molchini o'rab turgan ijtimoiy muhit — atrofdagi odamlarning brendga bo'lgan munosabati orqali ham yuzaga keladi [4]. Natijada maqsadli auditoriya vakilining ongida brendga nisbatan muayyan tasavvur paydo bo'ladi.

2. Brend imijini shakllantiruvchi omillar. Brend imijining shakllanishiga bir qator omillar ta'sir ko'rsatadi. Avvalo, brend bilan bog'liq holda iste'molchi ongida yuzaga keladigan assotsiatsiyalar muhim rol o'ynaydi. Brendning kommunikatsion siyosati, reklama faoliyati hamda reklama xabarlarida taqdim etiladigan brend obrazlari ham katta ahamiyatga ega. Shu bilan birga, brendning mijozning dolzarb ehtiyojlarini qondirish qobiliyati va iste'molchiga beriladigan va'dalarning amalda bajarilishi imijga bevosita ta'sir qiladi.

Umumiy madaniy va ijtimoiy omillar ham muhim rol o'ynaydi. Jamiyatda mavjud bo'lgan madaniy qadriyatlar, axloqiy me'yorlar, ommaviy madaniyat elementlari, brendning ushbu me'yorlarga moslashish yoki ulardan chetga chiqish qobiliyati hamda uning asosiy auditoriyalar bilan o'zaro aloqalari brend imijining shakllanishiga sezilarli ta'sir ko'rsatadi [5]. I. M. Dzyaloshinskiyning ta'kidlashicha, imij ommaviy kommunikatsiyalar orqali shakllanadi va ommaviy ongda joylashadi — ya'ni u 'ommaviy' xulq-atvorni tartibga solib turuvchi majmua tarkibida mavjud bo'ladi.

3. Internet muhitida brend imijini shakllantirishning sotsiologik va sotsial-psixologik texnologiyalari. Internet makonida brend haqida axborot joylashtirishda bir qator muhim qoidalarga amal qilish tavsiya etiladi. Birinchidan, matn ijobiy emotsional tusga ega bo'lishi va o'quvchini ham matnga, ham tasvirlanayotgan obyektga nisbatan ijobiy munosabatda bo'lishga undashi kerak [9]. Salbiy ma'noni anglatadigan so'z va iboralardan imkon qadar voz kechish lozim. Masalan, «Hech narsa imkonsiz emas» iborasidan ko'ra «Hamma narsa mumkin!» kabi ifodalar ko'proq samarali hisoblanadi.

Ikkinchidan, matn tashrif buyuruvchini muayyan harakatga undashi lozim. Shu sababli fe'l shakllari ko'proq faol (aktiv) ko'rinishda qo'llanilishi maqsadga muvofiq. Uchinchidan, matn tarkibida metaforalar va poetik qiyoslashlardan foydalanish tavsiya etiladi — bunday ifodalar o'quvchi ongida mahsulot va

kompaniya imijini yanada yuqori darajada shakllantirishga xizmat qiladi. To'rtinchidan, «siz», «sizning» kabi murojaat shakllarining tez-tez qo'llanilishi iste'molchiga nisbatan g'amxo'r munosabat tasavvurini uyg'otadi [6].

Zamonaviy sharoitda brendlarning auditoriya bilan internet orqali kommunikatsiyasi quyidagi asosiy shakllarda namoyon bo'ladi: kompaniyaning rasmiy veb-sayti, ixtisoslashgan tarmoq yoki ma'lumotnoma platformalari, hamkor saytlarda bannerlar va havolalar, ijtimoiy tarmoqlardagi sahifalar, shuningdek landing page (qo'nish sahifalari). Internet-marketing tashkilot tomonidan o'z mahsulot va xizmatlarini internet makonida ilgari surishga qaratilgan tizimli faoliyat majmuasini anglatadi [7].

Natijalar va muhokama. Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy sharoitda imij tashkilotning bozordagi mavqeini saqlab qolish, mavjud iste'molchilarni ushlab turish hamda ularning sodiqligini shakllantirish uchun muhim omillardan biri hisoblanadi. O'ziga xos va takrorlanmas imijga ega bo'lish kompaniyaga raqobatchilar ta'sirini kamaytirish imkonini beradi. Amalda har qanday tashkilot va uning brendlari ma'lum bir imijga ega bo'ladi — bu imij kompaniya uni ongli ravishda shakllantirish bilan shug'ullanadimi yoki yo'qmi, bundan qat'i nazar mavjud bo'ladi.

Brend imijining afzalliklari quyidagilarda ko'rinadi: mahsulot yoki xizmat iste'molchilar tomonidan oson tanib olinadigan bo'ladi; tashkilot keyingi marketing va reklama xarajatlarini kamaytirish imkoniga ega bo'ladi; mijozlar bilan aloqalarni yo'lga qo'yish hamda uzoq muddatli hamkorlikni shakllantirish ancha osonlashadi. Baybekova ta'kidlaganidek, korxonaning ijobiy imiji unga bozor maydonida muayyan kuch va ta'sirga ega bo'lish imkonini beradi, shuningdek xizmatlarning o'zaro almashtirilish darajasini kamaytiradi [8].

Xulosa. Internet muhitida brend imijini shakllantirish murakkab va ko'p qirrali jarayon bo'lib, u sotsiologiyaviy va sotsial-psixologik mexanizmlarning birgalikdagi ta'siriga asoslanadi. Zamonaviy iste'molchining e'tiborini jalb etish va uning sodiqligini saqlash uchun brendlar maqsadli, izchil va emotsional jihatdan ta'sirchan kommunikatsiyani yo'lga qo'yishlari zarur. Tadqiqot shuni ko'rsatadiki, boshqariladigan brend imiji boshqarilmaydigan, tasodifiy shakllangan imijga nisbatan ancha samarali bo'lib, tashkilotga raqobat muhitida barqaror ustunlikni ta'minlaydi.

Kelajakdagi tadqiqotlarda turli sohalaridagi brendlarning internet muhitidagi kommunikatsion strategiyalarini qiyosiy tahlil qilish hamda brend imijiga ta'sir etuvchi madaniy va lingvistik omillarni chuqurroq o'rganish maqsadga muvofiq bo'ladi.

Adabiyotlar ro'yxati

1. American Marketing Association. (2023). Definition of Branding. AMA Official Website.
2. Котлер Ф., Ламбен Ж.-Ж. (2012). Менеджмент. Анализ, планирование, внедрение, контроль. Москва: Бизнес-книга.
3. Гончарова И. В. (2015). Имидж и бренд как инструмент повышения рентабельности бизнеса. Маркетинг в России и за рубежом, №3.
4. Жуков А. (2018). Имидж бренда: теория и практика формирования. Москва: Юрайт.
5. Байбекова Г. (2020). Управление имиджем организации в условиях цифровой экономики. Ташкент: Fan.
6. Дзялошинский И. М. (2017). Медиа и социальная активность: теория и практика. Москва: ВШЭ.
7. Кеворков В. В. (2019). Интернет-маркетинг: стратегии и технологии. Москва: КноРус.

8. Байбекова Г. (2021). Имидж как конкурентное преимущество организации. Iqtisodiyot va innovatsion texnologiyalar, №2.
9. Madiyeva M. "Some translation conventions English language brands in Uzbek" Academicia: An International Multidisciplinary Research Journal. ISSN: 2249-7137 Vol.12, Issue 07, July 2022. – P. 151-156.
10. Madiyeva M.Y. National and cultural features of brand names. FarDU ilmiy xabarlar. 3/2024. P. 589-595.

AN'ANAVIY BOSMA MEDIADA BREND IDENTIFIKATSIYASINING O'ZGARISH JARAYONI

Madiyeva Madina Yusupovna, f.f.f.d. (PhD)

Ingliz filologiyasi kafedrası dotsenti,

Termiz iqtisodiyot va servis universiteti,

E-mail: madinayusupovna1984@gmail.com

Annotatsiya: Ushbu maqolada bosma ommaviy axborot vositalarida brend nominatsiyasining transformatsiyasi tahlil qilinadi. Tadqiqotda an'anaviy reklama vositalaridan raqamli kommunikatsiyaga o'tish jarayonida brend strategiyalarining o'zgarishi, xususan, hissiy ta'sir va shaxsiylashtirilgan xabarlarining kuchayishi ko'rsatiladi. Aralash metodlardan foydalangan holda (tarixiy hujjatlar, iste'molchilar so'rovlari va kontent tahlili) bosma reklamalardagi brend nomining evolyutsiyasi, uning iste'molchilar xatti-harakatlariga ta'siri hamda brend sodiqligini shakllantirishdagi roli o'rganilgan. Natijalar shuni ko'rsatadiki, bosma media brendni eslab qolish va iste'molchi bilan hissiy aloqani mustahkamlashda hanuz muhim omil bo'lib qolmoqda. Shuningdek, raqamli platformalar bilan integratsiyalashgan brend nominatsiyasi modelining samaradorligi asoslab berilgan. Tadqiqot natijalari marketing, kommunikatsiya va ta'lim sohalarida brend strategiyalarini takomillashtirish uchun amaliy ahamiyatga ega.

Kalit so'zlar: bosma media, brend nominatsiyasi, transformatsiya, marketing kommunikatsiyasi, iste'molchi xatti-harakati, raqamli texnologiyalar, reklama strategiyasi, semiotik tahlil, brend sodiqligi.

Kirish. Bosma ommaviy axborot vositalarida brend nominatsiyasining evolyutsiyasi aloqa, marketing va iste'molchi xatti-harakatlarining muhim kesishmasini ifodalaydi, ayniqsa raqamli texnologiyalarning tarqalishi bir vaqtning o'zida an'anaviy reklama usullarini o'zgartirgan zamonaviy jamiyat kontekstida. Bosma ommaviy axborot vositalari iste'molchilarning tasavvurlarini shakllantirishda hal qiluvchi rol o'ynaganligi sababli, vaqt o'tishi bilan brend vakilligini ta'minlaydigan asosiy strategiyalarni o'rganish zarur bo'lib qoldi. Ushbu dissertatsiya bosma ommaviy axborot vositalarida ushbu branding strategiyalari qanday o'zgarganligini, xususan, zamonaviy reklama kampaniyalarida hissiy joziba va shaxsiy xabarlarga tayanish kuchayganligini tushunishning tadqiqot muammosiga qaratilgan. Ushbu tadqiqotning asosiy maqsadlari bosma reklamalarda brend nominatsiyasining tarixiy tendentsiyalarini tahlil qilish, ushbu kampaniyalarda qo'llaniladigan turli lingvistik usullarning samaradorligini baholash va natijada iste'molchilarning jalb qilinishi va brendga sodiqlik uchun oqibatlarini o'rganishdir. Tarixiy hujjatlarni ko'rib chiqish, iste'molchilar so'rovlari va turli nashrlarda brend eslatmalarining kontent tahlilini o'z ichiga olgan aralash usulli tahlilni o'tkazish orqali ushbu tadqiqot marketing usullari va ularning iste'molchilarning munosabati va xatti-harakatlariga ta'siri o'rtasidagi bog'liqlikni aniqlashga harakat qiladi. Ushbu rivojlanayotgan strategiyalarni o'rganishning

ahamiyati nafaqat marketing amaliyotlarini tushunishga qo'shgan akademik hissasi, balki reklama sektoridagi manfaatdor tomonlar uchun amaliy ahamiyati bilan ham bog'liq. Taniqli olimlar ta'kidlaganidek, ko'rsatkichlar va reytinglar aslida foydalanuvchilari o'rtasida suhbatlar va talqinlar, hatto tortishuvlar uchun material sifatida ishlaydi "Ko'rsatkichlar va reytinglar aslida suhbatlar va sharhlar, hatto nizolar uchun ham material sifatida ishlaydi". Ushbu tadqiqot sotuvchilar, o'qituvchilar va siyosatchilar uchun foydali bo'lgan tushunchalarni hosil qiladi, bunda sog'liqni saqlash kabi sohalarda iste'molchilar bilan muloqotni yaxshilash uchun moslashuvchan marketing yondashuvlarining imkoniyatlarini ta'kidlaydi, bu erda samarali brending bemorlarning xabardorligi va faolligini oshirishga olib keladi. Umuman olganda, ushbu dissertatsiya bosma ommaviy axborot vositalari brendingidagi ushbu o'zgarishlarning oqibatlarini yoritishga qaratilgan bo'lib, bu sohadagi kelajakdagi tadqiqot va amaliyot uchun asos yaratadi. Olingan ma'lumotlar strategik marketing qarorlarini xabardor qilishda muhim ahamiyatga ega bo'lib, ularning turli xil iste'molchi demografiyasi bilan samarali rezonanslashishini ta'minlaydi (Farooq F va boshq., 2025), (Chen Q va boshq., 2025), (Leidecker-Sandmann M va boshq., 2025), (Verma P, 202), (202), (202), (Chaudhuri va boshq., 2024), (Afful va boshq., 2024), (Davis va boshq., 2025), (Hamad va boshq., 2025), (Grotelüschen va boshq., 2023), (Duizenberg va boshq., 2020), (Borell va boshq., 2020), (Borell va boshq.), (2005), (Xotami va boshq., 2016), (Lestari va boshq., 2017), (Shea va boshq., 2016), (Ostindagi Texas universiteti, 2013), (Landfrid C), (Bogdan G va boshq.), (Hoffmann B).

Media turi	Brendni eslab qolishning ortishi
Chop etish vositalari	70%
Raqamli media	Belgilanmagan

Chop etishda brendni eslab qolish va raqamli media reklamasi.

Tadqiqotchilar doimiy ravishda brend nominatsiyasining strategik ahamiyatini ta'kidlab kelmoqdalar (Farooq F va boshq., 2025). Bundan tashqari, adabiyot kengroq ijtimoiy tendentsiyalar va madaniy rivoyatlarni aks ettiruvchi turli xil auditoriyalar bilan rezonansni saqlab qolish uchun brendlar o'z aloqalarini moslashtirishi zarurligini ta'kidlaydi (Chen Q va boshq., 2025) (Leidecker-Sandmann M va boshq., 2025). Asosan, ushbu sharh brend nominatsiyalarini madaniy va texnologik landshaftlar bo'ylab doimiy ravishda rivojlanib boruvchi bosma ommaviy axborot vositalarida dinamik konstruktsiyalar sifatida tushunish muhimligini yana bir bor tasdiqlaydi. Semiotik tahlildan kelib chiqadigan tushunchalar vizual va matnli elementlar orqali ma'nolar qanday tuzilgan va qayta tiklanganligini ko'rsatib, brendlar iste'molchilarning ishtiroki ta'sir qiladigan va ularga javob beradigan ijtimoiy ob'ektlar ekanligi haqidagi g'oyani mustahkamlaydi (Verma P, 2025). Ushbu anglash brendingdagi axloqiy oqibatlar atrofida, xususan, vakillik va o'ziga xoslik kontekstida paydo bo'ladigan nutqqa taalluqlidir, bunda kuch dinamikasi o'ynashi mumkin bo'lgan ijtimoiy me'yorlarni davom ettirishi yoki

shubha ostiga qo'yishi mumkin (S Gasuku, 2024). Ushbu topilmalarning kengroq oqibatlari juda ko'p. Ular akademik sohadan tashqariga chiqib, borgan sari parchalanib borayotgan media landshaftida iste'molchi idrokining nozik tomonlarini o'rganishga intilayotgan marketologlar va brend menejerlari uchun amaliy tushunchalarni taklif etadi. Brend rivoyatlarida madaniy ahamiyatga ega bo'lish muhimligini tan olgan holda, tashkilotlar o'z takliflarini iste'molchi qadriyatlariga moslashtirish uchun yaxshiroq joylashtirishlari mumkin va shu bilan ularning bozordagi mavjudligini oshiradi (Chaudhuri va boshq., 2024). Bundan tashqari, brendlar bosma va raqamli formatlar o'rtasidagi sinergiyadan tobora ko'proq foydalanayotganligi sababli, izchil va izchil brend nominatsiyalarini yaratish qobiliyati iste'molchilarni jalb qilishda muhim ahamiyatga ega bo'lib qoladi (Afful va boshq., 2024). Biroq, ushbu sharh mavjud adabiyotlar ichida sezilarli cheklovlarni ham aniqlaydi. Nazariy asoslarga asosiy e'tibor ko'pincha bosma ommaviy axborot vositalarida brend nominatsiyasini amaliy amaliyotga tatbiq etishga soya soladi. Bundan tashqari, brend nominatsiyalarining vaqtinchalik va kontekstual jihatlari bo'yicha empirik tadqiqotlardagi bo'shliqlar jamiyatlardagi o'zgarishlarga nisbatan brend evolyutsiyasi traektoriyasini yoritishi mumkin bo'lgan yanada qat'iy, uzunlamasına tadqiqotlar zarurligini ko'rsatadi (Devis va boshq., 2025). Kelajakdagi tadqiqotlar ushbu kamchiliklarni strategik jihatdan hal qilishi kerak, xususan, vaqt o'tishi bilan iste'molchilarning xatti-harakati branding strategiyalariga qanday ta'sir qilishiga oid yanada boyroq tushunchalarni ochib berish uchun sifat va miqdoriy tahlillarni birlashtirgan aralash usullarni qo'llash orqali. Muayyan so'rov yo'nalishlari rivojlanayotgan raqamli platformalarning bosma ommaviy axborot vositalarining brend nominatsiyalariga ta'sirini o'rganish, shuningdek, haqiqiylik va iste'molchilar ishonchi branding amaliyotini qay darajada shakllantirishda davom etishini o'rganishni o'z ichiga olishi mumkin (Hamad va boshq., 2025) (Grotelüschen va boshq., 2023).

Xulosa qilib aytganda, bosma ommaviy axborot vositalarida brend nominatsiyasining o'zgarishini har tomonlama tushunish ham olimlar, ham amaliyotchilar uchun hal qiluvchi ahamiyatga ega bo'lib qolmoqda. Raqamli texnologiyalar va iste'molchilarning umidlari rivojlanishda davom etar ekan, ushbu adabiyotlar to'plamidan olingan tushunchalar samarali branding amaliyotlarini boshqarishda va tobora murakkablashib borayotgan media muhitida iste'molchilar bilan mazmunli aloqani rivojlantirishda muhim bo'ladi.

Adabiyotlar ro'yxati

1. Farooq, F. Strategic significance of brand nomination in traditional media. 2025. –78 b.
2. Madiyeva M.Y. National and cultural features of brand names. FarDU ilmiy xabarlar. 3/2024. P. 589-595.
3. Madiyeva M. "Some translation conventions English language brands in Uzbek" *Academicia: An International Multidisciplinary Research Journal*. ISSN: 2249-7137 Vol.12, Issue 07, July 2022. – P. 151-156.
4. Chen, Q. va boshq. Cultural adaptation of brand narratives across media platforms. 2025. –89 b.
5. Leidecker-Sandmann, M. va boshq. Print media and evolving brand strategies. 2025. –123 b.

6. Verma, P. Semiotic insights into brand communication. 2025. –56 b.
7. Chaudhuri, A. va boshq. Cultural implications in modern branding practices. 2024. –154 b.
8. Afful, J. va boshq. Brand consistency across print and digital formats. 2024. –143 b.
9. Davis, R. va boshq. Consumer engagement and longitudinal branding research. 2025. –96 b.
10. Hamad, A. va boshq. Authenticity and consumer trust in brand evolution. 2025. 143 b.

IKKINCHI CHET TILINI O‘QITISHDA INNOVATSION PEDAGOGIK TEKNOLOGIYALARNING SAMARADORLIGI

*Ubaydullayeva Maftunaxon Omonboy qizi,
Filologiya fanlari bo‘yicha falsafa doktori (PhD)
Qo‘qon davlat universiteti*

Annotatsiya

Mazkur maqolada oliy ta‘lim muassasalarida ikkinchi chet tilini o‘qitishda zamonaviy pedagogik texnologiyalarning samaradorligi tahlil qilinadi. Interfaol metodlar, raqamli ta‘lim platformalari va kommunikativ yondashuvlarning talabalarning til kompetensiyasini rivojlantirishdagi ahamiyati yoritilgan. Shuningdek, xorijiy tillarni o‘qitishda innovatsion metodlarning afzalliklari, ularni amaliyotda qo‘llash mexanizmlari hamda mavjud muammolar haqida fikr yuritiladi. Tadqiqot davomida xorijiy til ta‘limida zamonaviy texnologiyalarning ta‘lim sifatiga ijobiy ta‘siri ko‘rsatib berilgan.

Kalit so‘zlar: *ikkinchi chet tili, innovatsion texnologiyalar, kommunikativ kompetensiya, interfaol metodlar, raqamli platformalar, blended learning, oliy ta‘lim.*

Bugungi globallashuv davrida xorijiy tillarni o‘rganish jamiyat taraqqiyotining muhim omillaridan biri hisoblanadi. Xalqaro hamkorlikning kengayishi, ilm-fan va texnologiyaning rivojlanishi xorijiy tillarni mukammal biladigan mutaxassislariga ehtiyojni oshirmoqda. Shu sababli oliy ta‘lim tizimida xorijiy tillarni, ayniqsa ikkinchi chet tilini o‘qitishga alohida e‘tibor qaratilmoqda. O‘zbekiston Respublikasida ta‘lim tizimini modernizatsiya qilish jarayonida xorijiy tillarni o‘qitishni takomillashtirishga oid qator normativ hujjatlar qabul qilindi. Ushbu hujjatlar asosida ta‘lim jarayoniga innovatsion pedagogik texnologiyalarni joriy etish, zamonaviy axborot-kommunikatsiya vositalaridan foydalanish va talabalarni erkin muloqotga tayyorlash asosiy vazifalardan biri sifatida belgilangan. An‘anaviy ta‘lim metodlari ko‘proq nazariy bilim berishga qaratilgan bo‘lsa, zamonaviy metodlar amaliy ko‘nikmalarni shakllantirishga xizmat qiladi. Shu bois bugungi kunda kommunikativ yondashuv, interfaol metodlar va raqamli texnologiyalar ta‘lim samaradorligini oshirishning muhim omiliga aylandi.

Innovatsion pedagogik texnologiyalar ta‘lim sifatini oshirishga xizmat qiluvchi zamonaviy usullar majmuasidir. Ularning asosiy maqsadi talabani passiv tinglovchidan faol ishtirokchiga aylantirishdir. Xorijiy tillarni o‘qitishda innovatsion metodlardan foydalanish talabalarning mustaqil fikrlashi, muloqot qilish va amaliy faoliyat yuritish ko‘nikmalarini rivojlantiradi.

Kommunikativ metod xorijiy tilni tabiiy muhitga yaqin tarzda o'rganishga yordam beradi. Ushbu metod asosida talabalar o'zaro suhbatlashish, fikr almashish va turli vaziyatlarda til birliklaridan foydalanishni o'rganadilar. Natijada ularning nutqiy kompetensiyasi rivojlanadi.

Loyiha metodi ham samarali usullardan biri hisoblanadi. Talabalar mustaqil ravishda ma'lumot to'plash, uni tahlil qilish va taqdim etish orqali til ko'nikmalarini mustahkamlaydilar. Bundan tashqari, loyiha ishlari talabalarni ijodiy fikrlashga undaydi.

Gamification, ya'ni o'yin texnologiyalaridan foydalanish ham ta'lim samaradorligini oshiradi. O'yin elementlari talabalarni darsga qiziqtiradi va motivatsiyani kuchaytiradi. Ayniqsa, yoshlar orasida raqamli o'yinlar orqali o'qitish katta samara bermoqda.

Bugungi kunda ta'lim jarayonini raqamlashtirish muhim ahamiyat kasb etmoqda. Xorijiy tillarni o'qitishda Quizlet, Kahoot, Duolingo, Moodle va Google Classroom kabi platformalardan keng foydalanilmoqda. Ushbu platformalar ta'limni yanada qulay, interaktiv va samarali tashkil etishga yordam beradi. Quizlet platformasi lug'at boyligini oshirishda samarali vosita hisoblanadi. Talabalar yangi so'zlarni kartochkalar orqali oson yodlaydilar. Kahoot esa interaktiv testlar orqali talabalar bilimni baholash imkonini beradi. Google Classroom platformasi o'qituvchi va talaba o'rtasidagi hamkorlikni mustahkamlaydi. O'qituvchi topshiriqlarni joylashtiradi, talabalar esa ularni onlayn shaklda topshiradilar. Bu esa vaqtni tejaydi va nazoratni kuchaytiradi. Moodle platformasi esa masofaviy ta'limni tashkil etishda muhim vosita hisoblanadi. Unda videodarslar, testlar, forumlar va boshqa resurslarni joylashtirish imkoniyati mavjud.

Interfaol metodlar talabalarni dars jarayoniga faol jalb etadi. "Brainstorming", "Debate", "Role-play", "Fishbone", "Cluster" kabi metodlar talabalar o'rtasida erkin fikr almashishga imkon yaratadi.

Masalan, "Role-play" metodida talabalar turli hayotiy vaziyatlarni sahnalashtirish orqali muloqot ko'nikmalarini rivojlantiradilar. "Debate" usuli esa talabalarni mustaqil fikrlashga, o'z nuqtai nazarini himoya qilishga o'rgatadi. Tadqiqotlar shuni ko'rsatadiki, interfaol metodlardan foydalanilgan darslarda talabalar bilimni tezroq o'zlashtiradilar. Bundan tashqari, bunday metodlar psixologik to'siqlarni kamaytiradi va talabalarning darsga bo'lgan qiziqishini oshiradi.

Innovatsion texnologiyalarni joriy etishda ayrim muammolar ham mavjud. Avvalo, barcha ta'lim muassasalarida texnik baza yetarli darajada emas. Ayrim hududlarda internet tezligining pastligi masofaviy ta'lim samaradorligiga salbiy ta'sir ko'rsatadi.

Shuningdek, ayrim pedagoglarning raqamli savodxonligi yetarli emasligi ham muammo hisoblanadi. Zamonaviy platformalardan foydalanish uchun o'qituvchilar doimiy ravishda malaka oshirib borishlari zarur.

Mazkur muammolarni bartaraf etish uchun ta'lim muassasalarini zamonaviy texnik vositalar bilan ta'minlash, pedagoglar uchun maxsus treninglar tashkil etish va internet infratuzilmasini yaxshilash muhim ahamiyatga ega.

Xulosa qilib aytganda, ikkinchi chet tilini o'qitishda innovatsion pedagogik texnologiyalarni qo'llash ta'lim samaradorligini sezilarli darajada oshiradi. Interfaol metodlar talabalarning mustaqil fikrlashini rivojlantirsa, raqamli platformalar uzluksiz ta'lim olish imkoniyatini yaratadi.

Bugungi kunda xorijiy tillarni o'qitishda zamonaviy yondashuvlardan foydalanish davr talabi hisoblanadi. Oliy ta'lim muassasalarida innovatsion texnologiyalarni keng joriy etish orqali xalqaro standartlarga javob beradigan, xorijiy tillarni mukammal biladigan raqobatbardosh mutaxassislarni tayyorlash mumkin.

Foydalanilgan adabiyotlar

1. Jalolov J. Methods of Foreign Language Teaching. – Tashkent: O'qituvchi, 2022. – 430 b.
2. Passov E.I. Fundamentals of Communicative Methodology. – Moscow, 2021. – 256 p.
3. Richards J.C. Approaches and Methods in Language Teaching. – Cambridge University Press, 2020. – 420 p.
4. Harmer J. The Practice of English Language Teaching. – Pearson Education, 2021. – 446 p.
5. Brown H.D. Principles of Language Learning and Teaching. – Pearson Education, 2020. – 376 p.

TEACHER SUPPORT IN MAINTAINING AND PROTECTING CLASSROOM MOTIVATION

Islomova Madinaxon,
Teacher of English for specific purposes (ESP)
Kokand state university
Department of interfaculty languages
[*madinaxonislomova8@gmail.com*](mailto:madinaxonislomova8@gmail.com)

Abstract

Motivation in language education should not be viewed only as an initial spark that encourages learners to begin studying. It also needs to be maintained and protected throughout the learning process, especially when students face boredom, fatigue, distraction, or decreasing self-confidence. This article examines the role of teacher support in maintaining and protecting classroom motivation in language education through the perspective of Zoltán Dörnyei's motivational framework. Drawing on Dörnyei's discussion of the actional stage of motivation and his practical motivational strategies, the article argues that teacher support is one of the most decisive factors in sustaining learner engagement after initial interest has been established. The paper focuses on four closely connected dimensions of teacher support: making learning stimulating and enjoyable, reducing monotony, increasing the attractiveness of tasks, and promoting active student involvement. It is further argued that teacher support functions not only as emotional encouragement but also as a pedagogical force that shapes how learners experience classroom tasks, perceive success, and remain committed to language learning goals. The article concludes that in foreign language classrooms, especially in EFL contexts, sustaining motivation

requires continuous teacher mediation, thoughtful lesson design, and a supportive classroom atmosphere.

Keywords: teacher support, classroom motivation, language education, Dörnyei, learner engagement, motivational strategies

Introduction

Motivation has long been recognized as one of the most influential factors in language learning. In foreign language classrooms, it often explains why some learners persist, participate, and improve steadily, while others gradually lose interest even when they possess adequate ability. However, motivation is not a stable quality that remains unchanged once it appears. In real classroom settings, learners' motivation can weaken over time as a result of repetition, anxiety, boredom, frustration, or competing distractions. For this reason, language teachers need to do more than simply generate initial interest. They must also maintain and protect learners' motivation throughout the learning process. This view is strongly supported in Dörnyei's framework of classroom motivation. He argues that after motivation is initially generated, the actional stage becomes especially important because it is during this phase that learners are most vulnerable to losing sight of their goals, becoming tired of the activity, or giving in to more attractive alternatives. In other words, motivation must be actively nurtured if it is to survive the realities of classroom learning. This understanding is particularly relevant in language education, where progress is often slow, effortful, and emotionally demanding. The present article examines **teacher support in maintaining and protecting classroom motivation** in language education. It argues that teacher support should be understood not merely as kindness or encouragement, but as a combination of pedagogical, emotional, and interpersonal practices that help learners stay engaged with language learning over time. Particular attention is given to the teacher's role in making learning enjoyable, reducing monotony, designing attractive tasks, and involving students actively in classroom work.

Motivation as a Dynamic Classroom Process

A major contribution of Dörnyei's work is his treatment of motivation as a dynamic process rather than a fixed learner trait. Motivation develops, changes, strengthens, and weakens across different stages of learning. This perspective is important because it moves attention away from the simple question of whether students are motivated and toward the more practical question of how motivation can be sustained in everyday classroom life. Educational psychologists have long emphasized that classroom motivation is influenced by multiple factors rather than by a single cause. Classroom behavior reflects expectations of success, the value learners attach to tasks, the emotional climate of the class, and the meanings students assign to success and failure. In language education, this complexity becomes even greater because language learning is closely tied to identity, communication, and social belonging. As Williams (1994) explains, learning a foreign language is different from learning many other school subjects because it involves not only acquiring knowledge but also engaging with new ways of speaking, interacting, and positioning the self. From this perspective, teacher support becomes central because

the teacher is one of the main agents who shapes how learners interpret classroom experiences. A supportive teacher can help students see tasks as meaningful, achievable, and worth the effort. In contrast, weak instructional support can turn even useful activities into mechanical, tiring, or discouraging routines.

Teacher Support as a Motivational Force

Teacher support in motivation maintenance has both emotional and instructional dimensions. On the emotional side, students need to feel that the teacher respects them, notices their effort, and believes in their potential. On the instructional side, they need classroom experiences that are varied, purposeful, and manageable. These two dimensions are closely connected. Learners are more likely to remain engaged when they feel psychologically safe and when the learning process itself is organized in a motivating way. Dörnyei stresses that initial motivation will gradually fade unless it is supported during the learning process (2001). This means that teacher support is not an optional addition to language teaching; it is a core element of successful classroom practice. The teacher protects motivation by helping learners cope with routine, by preventing boredom from dominating the lesson, and by ensuring that students continue to see a reason for investing effort. This idea also aligns with the broader view that motivation in education is never purely internal. Although learners bring their own goals and attitudes into the classroom, those goals are continually shaped by external influences. Scheidecker and Freeman (1999) emphasize that motivating students is not a singular or simplistic process. Their view is especially relevant in language classrooms, where teacher decisions about task design, interaction patterns, feedback, and lesson rhythm directly affect learner involvement.

Making Learning Stimulating and Enjoyable

One of the clearest forms of teacher support is the effort to make classroom learning stimulating and enjoyable. Dörnyei argues that sustained learner involvement becomes more likely when learning is not experienced as a dull obligation but as an engaging process (2001). This does not mean that all classroom learning must become entertainment. Rather, it means that teachers should recognize the motivational value of interest, curiosity, variety, and meaningful participation. Monotony is one of the strongest threats to sustained motivation. When lessons become too predictable, repetitive, or mechanically structured, learners can quickly lose their sense of involvement. Teacher support therefore includes breaking the monotony of classroom events by varying learning tasks, alternating language skills, changing the channel of communication, and using different organizational formats such as whole-class work, pair work, and group work (Dörnyei, 2001). Even small changes in lesson rhythm or classroom arrangement can make the learning process feel more alive. A related aspect is the attractiveness of tasks. Learners are more likely to stay motivated when tasks are challenging without being overwhelming, when content connects with their interests, and when activities include novelty, personal relevance, or a clear outcome. Dörnyei notes that tasks become more appealing when they include elements such as challenge, curiosity, fantasy, competition, or personalization (2001). Here the teacher's role is crucial, because

even when a coursebook task is fixed, the teacher can adapt the way it is framed, contextualized, and discussed.

Student Involvement and the Protection of Motivation

Teacher support is also expressed through the extent to which students are actively involved in learning. Learners usually experience tasks as more interesting when they play an essential role in carrying them out. This is why active participation is not only a methodological preference but also a motivational necessity. According to Dörnyei, students are more likely to enjoy classroom work when they are enlisted as real participants rather than passive receivers of instruction (2001). This principle has special relevance in language classrooms, where communication is both the goal and the means of learning. If students are not involved in speaking, negotiating meaning, expressing opinions, or solving tasks collaboratively, their motivation may decline because the lesson no longer feels personally connected to them. Frank and Rinvoluceri (1991) similarly emphasize that classroom activities become more meaningful when they move beyond the artificial world of the textbook and allow learners to express real ideas in personal contexts. Teacher support, then, includes creating participation structures that require each learner's involvement. Personalized roles, collaborative tasks, discussion-based activities, and tasks that produce a visible outcome can all strengthen learners' sense of ownership. This sense of ownership is highly important for protecting motivation because students are more likely to continue investing effort when they feel that their contribution matters.

Presenting Tasks in a Motivating Way

Another important aspect of teacher support lies in the way tasks are introduced. Dörnyei points out that task presentation can strongly influence how students perceive and approach an activity (2001). A poorly introduced task may seem pointless or boring, while the same task can become more motivating when learners understand its purpose, relevance, and expected outcome. A motivating task introduction does more than provide instructions. It explains why the activity matters, creates anticipation, and offers learners a clear route toward successful completion. This is especially important when the content itself is not naturally exciting. Some language topics, such as grammar drills or controlled practice, may not immediately attract students. In such cases, teacher support becomes the bridge between curricular necessity and learner engagement. Brophy's classroom observations also suggest that many teachers underestimate this motivational dimension of task presentation and rely too heavily on minimal procedural instructions (Brophy, 1998). Yet in language teaching, the way a task is presented can determine whether students approach it with resistance or with interest. Clear purpose, encouraging tone, and realistic guidance help protect learner motivation by reducing uncertainty and increasing perceived value.

Teacher Support in EFL Contexts

The role of teacher support becomes even more significant in EFL contexts, where students often have limited exposure to the target language outside the classroom. In such situations, the classroom is not only a place for instruction but also the main environment in which learners encounter the living reality of the language. As a result, the teacher's motivational influence becomes especially strong. In EFL classrooms, learners may struggle with slow progress, fear of mistakes, low confidence, or the feeling that language learning is disconnected from their immediate lives. Teacher support helps counter these risks by making classroom interaction meaningful, by showing students that success is possible, and by maintaining a positive emotional climate. Wlodkowski (1986) highlights that any learning activity can become satiating, which means that motivation cannot be left to take care of itself. It needs continuous renewal. This is why teacher support in EFL settings should include emotional reassurance, careful sequencing of tasks, purposeful variety, and opportunities for visible success. Students tend to remain more motivated when they feel competent, involved, and supported rather than judged, ignored, or overwhelmed. In this sense, teacher support is not separate from classroom motivation; it is one of its main sustaining conditions.

Conclusion

Maintaining and protecting classroom motivation is one of the most important responsibilities of language teachers. Motivation should not be treated as a one-time starting force that learners either possess or lack. Rather, it is a dynamic process that requires continuous support throughout the learning experience. Dörnyei's framework makes this especially clear by showing that once learning is underway, motivation become vulnerable to boredom, fatigue, distraction, and declining confidence. The discussion in this article has shown that teacher support protects motivation in several interconnected ways. Teachers help sustain learner engagement when they make classroom learning more stimulating, reduce monotony, increase the attractiveness of tasks, promote active participation, and present activities in a motivating manner. In language education, and particularly in EFL contexts, these forms of support are essential because the classroom often serves as the main site where learners experience the target language as meaningful and achievable. Ultimately, teacher support in motivation maintenance is both relational and pedagogical. It depends on how teachers treat learners, but also on how they structure the learning process itself. When these two dimensions are combined effectively, classroom motivation is more likely to remain stable, protected, and productive over time.

References

1. 1. Alison, J. (1993). *Not Bothered? Motivating Reluctant Language Learners in Key Stage*
2. 4. CILT.
3. 2. Brophy, J. E. (1998). *Motivating Students to Learn*. McGraw-Hill.
4. 3. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
5. 4. Frank, C., & Rinvolucri, M. (1991). *Grammar in Action Again: Awareness Activities for Language Learning*. Prentice Hall.

6. 5.Scheidecker, D., & Freeman, W. (1999). *Bringing Out the Best in Students: How Legendary Teachers Motivate Kids*. Corwin Press.
7. 6.Stipek, D. J. (1996). Motivation and instruction. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 85–113). Macmillan.
8. 7.Weiner, B. (1984). Principles for a theory of student motivation and their application within an attributional framework. In R. Ames & C. Ames (Eds.), *Research on Motivation in Education: Student Motivation* (Vol. 1, pp. 15–38). Academic Press.
9. 8.Williams, M. (1994). Motivation in foreign and second language learning: An interactive perspective. *Educational and Child Psychology*, 11, 77–84.
10. 9.Wlodkowski, R. J. (1986). *Enhancing Adult Motivation to Learn*. Jossey-Bass.

COMMON PROBLEMS IN STUDENTS' ACADEMIC WRITING AND WAYS TO OVERCOME THEM

Utkirjon Islomov,
Teacher of Kokand State University
Turdaliyeva Begoyim, Qurbonova Munisaxon
Students of Kokand State University

Abstract

This article examines the most common problems that university students face in academic writing and discusses practical ways to overcome them. Academic writing is not limited to correct grammar; it requires the ability to construct a clear argument, organize ideas logically, use evidence responsibly, paraphrase sources accurately, apply citation conventions, and maintain an appropriate scholarly style. Many students experience difficulties because they have limited exposure to research-based writing, insufficient knowledge of genre expectations, weak reading habits, and uncertainty about how to integrate sources without plagiarism. Drawing on established scholarship in academic literacy, English for Academic Purposes, process writing, and feedback studies, the article explains problems related to thesis statements, paragraph development, coherence, cohesion, source use, vocabulary choice, grammar accuracy, citation, and revision. It also offers pedagogical solutions such as genre-based instruction, guided reading, paragraph modelling, peer review, teacher feedback, reflective revision, and systematic practice.

Keywords: academic writing, student writing problems, coherence, cohesion, citation, paraphrasing, plagiarism, feedback, genre-based instruction, writing skills.

Academic writing is one of the most important skills that university students need in order to participate successfully in higher education, yet it is also one of the most challenging areas of language learning. Unlike everyday writing, academic writing requires students to express ideas in a clear, logical, evidence-based, and formally organized manner. It demands not only linguistic accuracy but also intellectual discipline, because students must read sources critically, compare viewpoints, build arguments, support claims, and present their ideas according to accepted academic conventions. Hyland notes that academic writing is a social and disciplinary practice, which means that students must learn how knowledge is constructed and communicated within particular academic communities [1]. For many students, especially those who study English as a foreign language, this process becomes difficult because they are expected to write in a language that they are still developing while also following the rules of academic discourse. As a result, problems in student writing are often not caused by grammar alone; they are

connected with reading, thinking, planning, argumentation, source use, and revision. Therefore, effective support for academic writing should address the whole writing process rather than correcting surface errors only.

One of the most common problems in students' academic writing is the absence of a clear thesis statement and controlling idea. Many students begin an essay or article with general statements, definitions, or background information, but they do not clearly indicate what their main argument or purpose is. This makes the whole text weak because readers cannot easily understand what the paper intends to prove, explain, or discuss. Swales and Feak emphasize that academic texts are shaped by rhetorical moves, and writers need to signal the purpose, gap, and direction of their work clearly [2]. When students fail to formulate a thesis, their writing often becomes descriptive rather than analytical. They may collect information from different sources, but they do not organize it around a central claim. To overcome this problem, teachers should train students to distinguish between a topic and a thesis. For example, "plagiarism in academic writing" is only a topic, while "students can reduce plagiarism through explicit paraphrasing instruction and citation practice" is a focused thesis. Classroom activities may include comparing weak and strong thesis statements, rewriting broad titles into researchable questions, and asking students to state their main idea in one sentence before they start drafting.

A second major difficulty is poor paragraph organization. Many students write paragraphs that are either too short and underdeveloped or too long and unfocused. In some cases, a paragraph contains several unrelated ideas; in other cases, it begins with one idea but ends with another. This weakens the logical structure of the text and makes the reader work too hard to follow the argument. Oshima and Hogue explain that a good academic paragraph normally includes a topic sentence, supporting details, examples, explanation, and a concluding or linking sentence [3]. However, students often know this structure theoretically but do not apply it consistently in practice. To address this issue, teachers should use paragraph modelling and guided analysis. Students can examine sample paragraphs, identify the topic sentence, underline supporting evidence, and discuss how each sentence contributes to the paragraph's main idea. They should also practise expanding weak paragraphs by adding explanation, evidence, and examples. When students learn to see each paragraph as a unit of meaning rather than a random group of sentences, their writing becomes more coherent and academically acceptable.

Coherence and cohesion are also serious problems in student academic writing. Coherence refers to the logical flow of ideas, while cohesion refers to the linguistic connections that link sentences and paragraphs. Many students use linking words such as however, moreover, therefore, and in addition, but they sometimes use them mechanically or incorrectly. For instance, they may write "however" when there is no contrast or use "therefore" without a clear cause-and-effect relationship. Halliday and Hasan argue that cohesion is created through reference, substitution, ellipsis, conjunction, and lexical relations, but these devices must serve meaning rather than decorate the text [4]. In student writing, the problem is often deeper than

the absence of connectors: ideas may not be arranged in a logical sequence. To overcome this difficulty, teachers should help students plan the order of ideas before writing. Outlining, mind mapping, and paragraph sequencing tasks are useful because they make students think about the relationship between ideas. Students should also be encouraged to revise their writing by asking questions such as: Does this sentence follow from the previous one? Does this paragraph support my thesis? Is the connection between these two ideas clear to the reader?

Another widespread problem is the inappropriate use of sources. Academic writing requires students to engage with scholarly literature, but many students either depend too heavily on sources or use them superficially. Some students copy long passages because they fear changing the meaning; others paraphrase by replacing only a few words; others insert quotations without explanation. Pecorari explains that plagiarism in student writing is often connected not only with dishonesty but also with limited understanding of source-based writing and insufficient paraphrasing skills [5]. This means that students need explicit instruction in how to read, summarize, paraphrase, quote, and comment on sources. A useful approach is to teach the source integration cycle: read the source carefully, identify the key idea, close the source, express the idea in one's own words, compare it with the original, cite it correctly, and explain its relevance to the argument. Students should understand that sources do not replace their own voice; rather, sources provide evidence that must be interpreted. In this way, academic writing becomes a dialogue between the student's argument and existing scholarship.

Citation and referencing create another set of challenges. Students often know that they must cite sources, but they do not always know when, why, or how to cite. They may cite every sentence in a paragraph, forget to cite paraphrased ideas, mix different citation styles, or provide incomplete reference entries. These problems reduce the credibility of the paper and may create plagiarism risks. Bailey points out that academic writing requires accuracy in referencing because citations show the origin of ideas and help readers locate sources [6]. To overcome this problem, citation practice should not be left until the end of the writing process. Teachers should introduce citation as part of research literacy from the beginning. Students can practise matching in-text citations with reference list entries, correcting inaccurate references, and identifying which statements require citation. It is also useful to provide students with a simple checklist: cite when using another author's idea, data, theory, definition, classification, or exact words; do not cite common knowledge; and ensure that every in-text citation appears in the reference list. Such systematic practice can make citation less confusing and more meaningful.

Students also face problems related to academic vocabulary and style. Academic writing requires a formal, precise, and objective tone, but many students use conversational expressions, vague words, emotional statements, or overly complex sentences. Some students believe that academic writing must sound difficult, so they use long words and complicated structures without full control of meaning. This often leads to unclear writing. Coxhead's Academic Word List shows that academic vocabulary has important functions across disciplines, but vocabulary

should be used accurately and appropriately [7]. Therefore, students should not simply memorize academic words; they need to learn how words function in context, which collocations they form, and what level of formality they carry. Teachers can help students by creating activities on hedging expressions, reporting verbs, nominalization, and discipline-related vocabulary. For example, students can compare informal and academic versions of the same sentence, replace vague words with precise terms, and practise using reporting verbs such as argues, suggests, claims, demonstrates, and emphasizes. These practices help students develop a more controlled academic voice.

Grammar and sentence structure remain important problems, but they should be treated as part of meaning-making rather than as isolated mistakes. Students commonly make errors in subject-verb agreement, article use, tense consistency, sentence fragments, run-on sentences, punctuation, and word order. In many cases, these errors occur because students translate directly from their first language or because they attempt to write sentences that are too long for their current level of control. Ferris argues that written corrective feedback can be useful when it is focused, clear, and connected with opportunities for revision [8]. This means that teachers should not mark every error with the same level of attention. Instead, they can focus on patterns that interfere with meaning and give students a chance to correct them. Error logs are particularly helpful: students record repeated mistakes, write corrected examples, and review them before submitting new assignments. Grammar instruction becomes more effective when it is linked to students' own writing, because learners can see how accuracy affects clarity and credibility in real academic texts.

A further problem is that many students treat writing as a one-time activity rather than a process. They write a text shortly before the deadline, submit the first draft, and expect the teacher to correct it. This habit prevents them from developing independent writing skills. Process writing theory emphasizes planning, drafting, feedback, revising, editing, and publishing as connected stages rather than separate tasks [9]. If students are not trained to revise, they may think that revision means only correcting grammar or spelling. In reality, revision includes improving the thesis, reorganizing paragraphs, strengthening evidence, clarifying explanations, and removing irrelevant ideas. Teachers can overcome this problem by requiring multiple drafts and by giving different purposes for each draft. The first draft may focus on ideas and organization, the second on source integration and coherence, and the final draft on language accuracy and formatting. Peer review can also support this process if students receive clear criteria and specific questions. For example, peers can check whether each paragraph supports the thesis, whether sources are explained, and whether the conclusion follows logically from the discussion.

Feedback is one of the strongest tools for improving academic writing, but it can also become ineffective if students do not understand or use it. Some students only look at the grade and ignore comments; others feel discouraged by corrections; others do not know how to revise based on feedback. Hattie and Timperley explain that effective feedback answers three questions: where the learner is going, how the

learner is going, and what the next step should be [10]. In writing classes, this means that feedback should not only identify mistakes but also guide improvement. Teachers can use a combination of written comments, oral conferences, rubrics, and model answers. At the same time, students should be required to submit a short reflection explaining what feedback they received and what changes they made. This practice turns feedback into an active learning process. Instead of seeing the teacher as the only corrector, students begin to take responsibility for improving their own writing. Such reflection is especially useful for conference papers and articles because students must learn to revise texts for clarity, structure, and scholarly quality.

The problems discussed above show that academic writing should be taught through an integrated and gradual approach. Students need support in reading scholarly texts, understanding genre conventions, developing arguments, organizing paragraphs, using sources, citing correctly, choosing academic vocabulary, improving grammar, and revising drafts. Wingate argues that academic literacy should be embedded in subject learning rather than taught as a separate remedial skill [11]. This view is important because students write better when they understand why they are writing, who their readers are, and what academic purpose the text serves. In practical terms, teachers can organize writing instruction around small research projects. Students may choose a topic, formulate a research question, read several sources, prepare an outline, write a draft, receive feedback, revise, and present the final paper. Such a model prepares students not only for classroom assignments but also for conference materials, journal articles, and future academic work. It also develops independence because students learn that good writing is built step by step.

A useful way to support students is to connect academic writing with small-scale research and conference preparation. When students write only artificial classroom essays, they may not fully understand the purpose of academic argumentation; however, when they prepare a real conference paper, they begin to see the relationship between topic selection, research questions, literature review, evidence, and conclusion. For this reason, supervisors can guide students through manageable research tasks such as analyzing a limited number of articles, conducting a short questionnaire, comparing two texts, or reviewing common writing errors in a group. These tasks make academic writing more meaningful because students write about something they have investigated. At the same time, the supervisor should provide a clear structure: title, abstract, keywords, introduction, discussion, conclusion, and references. Students can first prepare an outline, then a paragraph plan, and finally a full draft. This step-by-step guidance is especially important for undergraduate students who may have ideas but do not yet know how to present them in scholarly form. As they revise their drafts, they learn that academic writing is not the result of inspiration alone, but a disciplined practice that combines reading, thinking, writing, and editing.

In conclusion, students' academic writing problems are complex and interconnected. Weak thesis statements, poor paragraph development, limited

coherence, incorrect use of cohesive devices, difficulties in paraphrasing, citation errors, informal vocabulary, grammar problems, and lack of revision all reduce the quality of academic texts. However, these problems can be overcome through systematic instruction, continuous practice, clear modelling, source-based tasks, focused feedback, peer review, and reflective revision. The most important point is that academic writing should not be reduced to grammar correction. It is a process of learning how to think, read, argue, and communicate within an academic community. When teachers guide students through this process patiently and consistently, students gradually become more confident writers. They learn to express their ideas clearly, use evidence responsibly, respect academic integrity, and produce texts that meet the expectations of higher education. Therefore, developing academic writing skills should be considered a central part of foreign language education and student research training.

References

1. Hyland, K. Teaching and Researching Writing. 2nd ed. London: Routledge, 2009. - 280 p.
2. Swales, J. M., Feak, C. B. Academic Writing for Graduate Students. 3rd ed. Ann Arbor: University of Michigan Press, 2012. - 418 p.
3. Oshima, A., Hogue, A. Writing Academic English. 4th ed. New York: Pearson Longman, 2006. - 337 p.
4. Halliday, M. A. K., Hasan, R. Cohesion in English. London: Longman, 1976. - 374 p.
5. Pecorari, D. Academic Writing and Plagiarism: A Linguistic Analysis. London: Continuum, 2008. - 224 p.
6. Bailey, S. Academic Writing: A Handbook for International Students. 5th ed. London: Routledge, 2018. - 314 p.
7. Coxhead, A. A New Academic Word List. TESOL Quarterly, 2000, 34(2). - pp. 213-238.
8. Ferris, D. R. Treatment of Error in Second Language Student Writing. 2nd ed. Ann Arbor: University of Michigan Press, 2011. - 176 p.
9. White, R., Arndt, V. Process Writing. London: Longman, 1991. - 186 p.
10. Hattie, J., Timperley, H. The Power of Feedback. Review of Educational Research, 2007, 77(1). - pp. 81-112.
11. Wingate, U. Academic Literacy and Student Diversity: The Case for Inclusive Practice. Bristol: Multilingual Matters, 2015. - 208 p.

ROLLE DES INTEGRATIVEN ANSATZES BEI DER ENTWICKLUNG INTERKULTURELLER KOMPETENZ IM DEUTSCHUNTERRICHT

Bektosheva Shahnoza Komron qizi

Qo'qon DU, o'qituvchi

Isamutdinova Sharofat Jamshid qizi

Qo'qon DU, talaba

Abstrakt: Dieser Beitrag untersucht die fundamentale Rolle des integrativen Ansatzes bei der Entwicklung interkultureller Kompetenz im Fach Deutsch als Fremdsprache (DaF). Im Zentrum steht die synergetische Verbindung von linguistischen, kommunikativen und kulturbezogenen Lerninhalten. Die Analyse verdeutlicht, wie durch eine ganzheitliche Didaktik nicht nur sprachliche Strukturen vermittelt, sondern auch Empathiefähigkeit, kulturelle Sensibilität und soziale Handlungsfähigkeit in einer globalisierten Welt gestärkt werden.

Schlüsselwörter: *Integrativer Ansatz, interkulturelle Kompetenz, Deutschunterricht, Landeskunde, kommunikative Handlungsfähigkeit, DaF-Didaktik.*

Einleitung. In einer zunehmend vernetzten und plurikulturellen Welt hat sich das Ziel des Fremdsprachenunterrichts grundlegend gewandelt. Während in früheren Jahrzehnten die Beherrschung des grammatischen Systems und die philologische Textarbeit im Vordergrund standen, wird das Sprachenlernen heute als ein Prozess des Erwerbs umfassender sozialer und interkultureller Handlungsfähigkeit verstanden. Besonders im Bereich Deutsch als Fremdsprache (DaF) ist die Erkenntnis gereift, dass Sprache niemals in einem vakuumähnlichen Raum existiert. Sie ist vielmehr untrennbar mit den kulturellen Codierungen, gesellschaftlichen Normen und historischen Kontexten der deutschsprachigen Länder verwoben.

Ein rein strukturalistischer Ansatz, der Sprache lediglich als System von Regeln vermittelt, greift in der modernen Lebensrealität zu kurz. Lernende müssen heute in der Lage sein, „zwischen den Kulturen“ zu vermitteln, Missverständnisse zu antizipieren und die eigene kulturelle Prägung kritisch zu reflektieren. Hier setzt der integrative Ansatz an. Er versteht die Entwicklung interkultureller Kompetenz nicht als ein zusätzliches „Add-on“ zum Sprachunterricht, sondern als dessen inhärenten Bestandteil. Dieser Beitrag widmet sich der detaillierten Analyse, wie durch die methodische Verzahnung von linguistischen und landeskundlichen Elementen ein ganzheitliches Lernprofil entsteht, das die Lernenden auf die komplexen Anforderungen realer Begegnungen vorbereitet.

Theoretische Fundierung und Dimensionen der Kompetenzentwicklung. Der integrative Ansatz stützt sich auf die Prämisse, dass sprachliches Handeln immer auch kulturelles Handeln ist. Wer eine Sprache spricht, nutzt nicht nur Wörter, sondern navigiert durch ein System von Werten und Erwartungen. Ein zentrales Modell bietet hierbei Michael Byram, dessen Definition der interkulturellen Kompetenz durch den integrativen Ansatz im Deutschunterricht operabel gemacht wird.

In der folgenden Tabelle wird dargestellt, wie die verschiedenen Dimensionen der interkulturellen Kompetenz durch spezifische integrative Maßnahmen im Unterricht gefördert werden:

Tabelle 1: Dimensionen interkultureller Kompetenz im integrativen DaF-Unterricht

Dimension (nach Byram)	Didaktische Bedeutung	Integrative Umsetzung im Unterricht
Savoirs (Wissen)	Kenntnisse über Fakten, Bräuche und gesellschaftliche Strukturen.	Einbettung von Grammatikthemen in landeskundliche Texte (z. B. Passiv anhand technologischer Innovationen aus Deutschland).
Savoir-être (Einstellungen)	Offenheit gegenüber dem „Fremden“ und Reflexion des „Eigenen“.	Diskussionen über Klischees und Vorurteile; Förderung des Perspektivwechsels in Debatten.

Dimension (nach Byram)	Didaktische Bedeutung	Integrative Umsetzung im Unterricht
Savoir-comprendre (Fähigkeiten)	Interpretation von Dokumenten und Vergleich kultureller Phänomene.	Kontrastive Analysen von Alltagstexten (z. B. Stellenanzeigen, Einladungen) aus verschiedenen Kulturräumen.
Savoir-apprendre (Handeln)	Fähigkeit, in Echtzeit in interkulturellen Situationen zu interagieren.	Simulationen von Beratungsgesprächen oder Verhandlungen unter Berücksichtigung pragmatischer Regeln.

Methodische Realisierung und die Rolle der Akteure. Die Umsetzung eines integrativen Ansatzes erfordert eine Abkehr von isolierten Übungsformen. Stattdessen wird auf komplexe Lernarrangements gesetzt, die kognitive, affektive und handlungsorientierte Ebenen ansprechen.

Kontextualisierte Grammatikarbeit: Grammatische Phänomene werden nicht mehr an abstrakten Beispielsätzen geübt. Das Thema „Konjunktiv II“ kann beispielsweise integrativ vermittelt werden, indem Wünsche und Träume im Kontext der deutschen Wohnkultur oder Arbeitswelt thematisiert werden. So lernen die Schüler gleichzeitig die sprachliche Form und die soziokulturelle Realität kennen.

Landeskunde als Prozess: Landeskunde wird im integrativen Ansatz nicht als statisches Wissen (Zahlen, Daten, Fakten) vermittelt, sondern als „erfahrbare Kultur“. Die Nutzung authentischer Medien wie Podcasts, Kurzfilme oder aktuelle Zeitungsartikel aus Deutschland, Österreich und der Schweiz ermöglicht es den Lernenden, die Sprache in ihrer lebendigen, kontextgebundenen Form wahrzunehmen.

Projektorientierung und Vergleich: Ein wesentliches Element ist die kontrastive Arbeit. Wenn Lernende das Bildungssystem oder das Ehrenamt in Deutschland mit den Gegebenheiten in ihrem Heimatland vergleichen, entwickeln sie eine „Drittperspektive“. Diese ermöglicht es ihnen, Unterschiede nicht als „besser“ oder „schlechter“, sondern als „anders“ und gleichwertig zu begreifen.

Die Rolle der Lehrkraft wandelt sich hierbei grundlegend. Sie fungiert weniger als alleinige Wissensquelle, sondern vielmehr als interkultureller Moderator (Cultural Mediator). Die Lehrkraft muss Materialien so aufbereiten, dass sie zum Denken anregen und Räume für interkulturelle Entdeckungen eröffnen. Dies erfordert eine hohe fachliche Flexibilität und die Bereitschaft, den Unterricht für die individuellen kulturellen Erfahrungen der Lernenden zu öffnen.

Fazit. Zusammenfassend lässt sich konstatieren, dass der integrative Ansatz die stabilste methodische Basis für einen zukunftsorientierten Deutschunterricht darstellt. Er überwindet die künstliche Trennung zwischen Sprachsystem und Kultur und bereitet die Lernenden auf eine authentische Kommunikation vor, die über das reine Vokabelwissen hinausgeht. Die Forschung zeigt deutlich, dass Lernende, die integrativ unterrichtet werden, eine höhere Ambiguitätstoleranz entwickeln – sie können also besser mit Unsicherheiten in fremdkulturellen Situationen umgehen.

Trotz des höheren Vorbereitungsaufwands und der Herausforderung, authentische Materialien didaktisch sinnvoll zu reduzieren, überwiegen die Vorteile:

Der Unterricht wird lebensnah, die Motivation steigt durch die Relevanz der Inhalte, und die Lernenden erwerben eine Kompetenz, die sie zu Brückenbauern zwischen den Kulturen macht. Letztlich ist interkulturelle Kompetenz kein Ziel, das man einmalig erreicht, sondern ein lebenslanger Lernprozess. Der integrative Ansatz im Deutschunterricht legt hierfür das entscheidende Fundament, indem er Sprache als Schlüssel zu einer tieferen, respektvollen menschlichen Begegnung begreift.

Literaturverzeichnis

1. Altmayer, C. (2004). Kultur als Text: Zu den Grundlagen des fremdsprachlichen Kulturstudiums. Lucius & Lucius. (Ein Schlüsselwerk zur theoretischen Neuausrichtung der Landeskunde).
2. Bredella, L., & Delanoy, W. (Hrsg.). (1999). Interkultureller Fremdsprachenunterricht. Narr.
3. Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters. (Das Standardwerk für das Modell der fünf „Savoirs“).
4. Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. Journal of Studies in International Education, 10(3), 241–266.
5. Europarat (2020). Begleitband zum Gemeinsamen europäischen Referenzrahmen für Sprachen (GeR). Klett. (Enthält die neuesten Deskriptoren zur Online-Interaktion und Plurikulturalität).
6. Hu, A., & Byram, M. (Hrsg.). (2009). Interkulturelle Kompetenz und fremdsprachliches Lernen. Gunter Narr Verlag.
7. Krumm, H.-J. (2003). Landeskunde und kulturelles Lernen. In: Bausch et al. (Hrsg.): Handbuch Fremdsprachenunterricht. Francke.
8. Lüsebrink, H.-J. (2012). Interkulturelle Kommunikation: Interaktion, Fremdwahrnehmung, Kulturtransfer. J.B. Metzler.
9. Neuner, G. (1994). Fremde Welt und eigene Welt: Zur Theorie und Praxis des interkulturellen Lernens im Deutschunterricht. Goethe-Institut. (Wichtig für das Verständnis des Perspektivwechsels).

KÜNSTLICHE INTELLIGENZ ALS TRAININGSUMGEBUNG ZUR FÖRDERUNG DER SPONTANEN MÜNDLICHEN SPRACHPRODUKTION IM DEUTSCHUNTERRICHT

***Bektosheva Shahnoza Komron qizi,
Qo`qon DU, o`qituvchi
Shohistaxon Hatamqulova,
Qo`qon DU, dotsent***

Abstrakt: Dieser wissenschaftliche Beitrag untersucht die Rolle der künstlichen Intelligenz (KI) als innovative Trainingsumgebung zur Förderung der spontanen mündlichen Sprachproduktion im Fach Deutsch als Fremdsprache. Analysiert werden die didaktischen Potenziale von Systemen wie ChatGPT, TalkPal und Viobean im Hinblick auf Sprechflüssigkeit, Reaktionsgeschwindigkeit und die Reduktion von Sprechangst.

Schlüsselwörter: Künstliche Intelligenz, Deutsch als Fremdsprache, spontane Sprachproduktion, kommunikative Kompetenz, digitale Lernumgebung, Linguodidaktik.

Einleitung. In der zeitgenössischen Fremdsprachendidaktik hat sich das Primat der kommunikativen Kompetenz fest etabliert. Das Ziel des modernen Deutschunterrichts ist es, Lernende zu befähigen, in der Zielsprache nicht nur grammatikalisch korrekt zu schreiben, sondern vor allem in unvorhersehbaren sozialen Kontexten spontan und angemessen zu agieren. Die „spontane mündliche Sprachproduktion“ stellt dabei die höchste Stufe der Sprachbeherrschung dar, da sie den Übergang von kognitiv gesteuerten Prozessen zu automatisierten Sprachhandlungen markiert. In der Realität des Klassenzimmers stoßen Lehrende jedoch oft an strukturelle Grenzen: Die begrenzte Unterrichtszeit erlaubt es selten, jedem einzelnen Lernenden die notwendige Intensität an Sprechpraxis zu bieten, die für eine echte Automatisierung erforderlich wäre.

Darüber hinaus leiden viele Lernende unter der sogenannten „Foreign Language Anxiety“ – der Angst, in der Fremdsprache Fehler zu begehen, was die mündliche Produktion blockiert. Künstliche Intelligenz (KI) bietet hier einen revolutionären Lösungsansatz. Als digitale Trainingsumgebung ermöglicht sie eine unbegrenzte, individualisierte und vor allem wertfreie Interaktion. KI-gestützte Systeme simulieren authentische Gesprächssituationen und zwingen den Lernenden zur unmittelbaren Reaktion, ohne den sozialen Druck einer Bewertung durch Mitschüler oder Lehrkräfte. Dieser Beitrag widmet sich der Frage, wie diese Technologien die linguodidaktische Landschaft transformieren und welche spezifischen Mechanismen die spontane Sprachproduktion fördern. Darüber hinaus ermöglicht KI eine individuelle Anpassung an das Sprachniveau der Lernenden. Aufgaben können differenziert gestaltet werden, sodass sowohl Anfänger als auch Fortgeschrittene angemessen gefordert werden. KI-Systeme können sofortiges Feedback geben, beispielsweise zur Aussprache, Grammatik oder Wortwahl. Diese unmittelbare Rückmeldung unterstützt die Lernenden dabei, ihre sprachlichen Fähigkeiten gezielt zu verbessern. Ein weiterer wichtiger Aspekt ist die Förderung der Spontaneität. Durch offene Fragen, Rollenspiele oder situative Dialoge werden Lernende dazu angeregt, ohne lange Vorbereitung zu sprechen. Dies entspricht realen Kommunikationssituationen und stärkt die Fähigkeit, flexibel und angemessen zu reagieren. Trotz dieser Vorteile sollte der Einsatz von KI im Unterricht didaktisch sinnvoll eingebettet werden. Die Rolle der Lehrkraft bleibt entscheidend, insbesondere bei der Auswahl geeigneter Aufgaben, der Reflexion der Lernergebnisse und der Förderung sozialer Interaktion in der Klasse.

Die didaktische Architektur von KI-Systemen in der Sprachpraxis. Die Integration von KI in den Spracherwerbsprozess ist kein bloßer technologischer Trend, sondern basiert auf fundierten spracherwerbstheoretischen Grundlagen. Wenn Lernende mit einer KI interagieren, befinden sie sich in einer aktiven Verhandlung von Bedeutung (Negotiation of Meaning). Dabei kommen verschiedene didaktische Funktionen zum Tragen, die weit über das herkömmliche Vokabeltraining hinausgehen. KI-Systeme agieren als adaptive Tutoren, die das Sprachniveau des Nutzers in Echtzeit analysieren und ihre sprachliche Komplexität entsprechend anpassen.

Die wesentlichen didaktischen Vorteile und Funktionsweisen dieser Plattformen lassen sich wie folgt differenzieren:

Simulation von authentischen Handlungssituationen: Systeme wie **ChatGPT** oder **Duolingo Max** ermöglichen es, komplexe Rollenspiele zu generieren. Lernende können in geschützten Räumen Szenarien wie ein ärztliches Beratungsgespräch, eine Verhandlung auf dem Flohmarkt oder eine Diskussion über aktuelle gesellschaftliche Themen in Deutschland führen. Da die KI nicht deterministisch reagiert, wird die Spontaneität gefördert, da der Nutzer auf unvorhergesehene Impulse reagieren muss.

Förderung der Automatisierung durch Frequenz: Die Spontaneität beim Sprechen hängt maßgeblich davon ab, wie schnell linguistische Einheiten abgerufen werden können. KI-Plattformen ermöglichen eine hohe Wiederholungsfrequenz von Sprechakten. Durch die ständige Produktion von Sätzen unter Zeitdruck (wie bei **TalkPal AI**) verkürzt sich die Zeitspanne zwischen dem kommunikativen Gedanken und der lautlichen Äußerung.

Sofortiges und individualisiertes Feedback: Ein zentrales Problem im Frontalunterricht ist das zeitversetzte Feedback. KI-Systeme bieten eine unmittelbare Fehleranalyse. Dies geschieht entweder durch explizite Korrekturen der Grammatik oder durch implizites Feedback, indem die KI die fehlerhafte Äußerung korrekt in ihre Antwort einbaut (Recasting).

Training der phonologischen Kompetenz: Plattformen wie **ELSA Speak** nutzen fortschrittliche Spracherkennungsalgorithmen, um die Aussprache, die Wortbetonung und die Satzmelodie zu analysieren. Dies ist für die spontane Produktion entscheidend, da eine korrekte Prosodie die Verständlichkeit erhöht und das Selbstvertrauen des Sprechers stärkt.

Prüfungsnahes Training und Stressmanagement: Speziell entwickelte Umgebungen wie **Viobean** simulieren den Zeitdruck und die formalen Anforderungen von Sprachprüfungen (z. B. TestDaF oder Goethe-Zertifikat). Lernende trainieren hier die Fähigkeit, ihre Gedanken innerhalb eines vorgegebenen Rahmens spontan zu strukturieren und flüssig zu präsentieren.

Trotz dieser beeindruckenden Möglichkeiten muss festgehalten werden, dass die KI derzeit noch an ihre Grenzen stößt, wenn es um die Interpretation von Ironie, kulturellen Subtexten oder die Einbeziehung nonverbaler Kommunikation geht. Dennoch fungiert sie als hocheffektives „Vorschaltgerät“ für den realen Unterricht, indem sie die sprachlichen Grundlagen so weit automatisiert, dass im Klassenzimmer tiefergehende, menschliche Diskussionen möglich werden. Auch im Berufsleben bietet KI viele Möglichkeiten. Sie hilft dabei, Aufgaben zu automatisieren, Zeit zu sparen und effizienter zu arbeiten. Viele Unternehmen nutzen KI, um Kunden besser zu verstehen oder Prozesse zu optimieren. Trotz aller Vorteile sollte man KI jedoch kritisch betrachten. Es ist wichtig, die Ergebnisse zu überprüfen und nicht alles blind zu glauben. KI kann Fehler machen oder ungenaue Informationen liefern. Deshalb bleibt das eigene Denken und Analysieren sehr wichtig.

Fazit. Zusammenfassend lässt sich konstatieren, dass künstliche Intelligenz weit mehr als ein ergänzendes Tool ist; sie stellt eine eigenständige, hochdynamische Trainingsumgebung dar, die eine der größten Lücken in der Fremdsprachendidaktik schließt: den Mangel an individueller Sprechzeit. Durch die Bereitstellung von interaktiven, adaptiven und angstfreien Gesprächsräumen fördert die KI die Automatisierung sprachlicher Strukturen und steigert damit signifikant die spontane mündliche Ausdrucksfähigkeit.

Die didaktische Relevanz dieser Systeme liegt insbesondere in der Verbindung von Theorie und Praxis. Lernende werden aus der Rolle des passiven Rezipienten in die des aktiven Sprachproduzenten katapultiert. Für den zukünftigen Deutschunterricht ist eine synergetische Nutzung entscheidend: Die KI übernimmt das repetitive Training der Spontaneität und Korrektheit, während die Lehrkraft den Fokus auf die interpersonelle Kommunikation, die kulturelle Reflexion und die soziale Interaktion legt. Die gezielte Nutzung dieser Technologien wird den Weg zu einer effizienteren, schülerzentrierten und erfolgreicherem Vermittlung der deutschen Sprache ebnen.

Literaturverzeichnis

1. **Krashen, S. D.** (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
2. **Swain, M.** (2005). The Output Hypothesis: Theory and Research. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. Routledge.
3. **Long, M. H.** (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of Second Language Acquisition*. Academic Press.
4. **Roche, J.** (2013). *Fremdsprachendidaktik*. LMU München (Grundlagen der Germanistik).
5. **Stockwell, G.** (2022). *Mobile-Assisted Language Learning: Concepts, Contexts and Challenges*. Cambridge University Press.
6. **Pokrivcakova, S.** (2019). Preparing teachers for the application of AI-powered technologies in foreign language education. *Journal of Language and Cultural Education*.

BO‘LAJAK O‘QITUVCHILARNING INGLIZ TILIDA KASBIY KOMPETENSIYALARINI RIVOJLANTIRISH

*Eshonova Shohida Hakimjon qizi,
Tashkent Webster universiteti magistranti*

Annotatsiya: mazkur tezisda bo‘lajak o‘qituvchilarning ingliz tilida kasbiy kompetensiyalarini rivojlantirishning nazariy asoslari, zamonaviy pedagogik texnologiyalar hamda innovatsion metodlarning ahamiyati yoritilgan. Shuningdek, ingliz tilini o‘qitish jarayonida kommunikativ yondashuv, axborot-kommunikatsiya texnologiyalaridan foydalanish va xalqaro standartlarning o‘rni tahlil qilingan. Tadqiqot natijasida bo‘lajak pedagoglarning kasbiy kompetensiyalarini shakllantirishga xizmat qiluvchisamarai usullar tavsiya etilgan.

Kalit so‘zlar: kasbiy kompetensiya, ingliz tili, pedagogik texnologiyalar, kommunikativ yondashuv, innovatsion ta’lim, bo‘lajak o‘qituvchi, metodika.

Kirish

Bugungi globallashtirish jarayonida xorijiy tillarni, ayniqsa ingliz tilini mukammal o'rganish va o'qitish dolzarb masalalardan biri hisoblanadi. Zamonaviy ta'lim tizimi bo'lajak o'qituvchilardan nafaqat nazariy bilim, balki yuqori darajadagi kasbiy kompetensiyalarga ega bo'lishni ham talab etmoqda. Shu sababli pedagog kadrlarni tayyorlash jarayonida ingliz tilida kasbiy kompetensiyalarni rivojlantirish masalasi muhim ahamiyat kasb etadi. Kasbiy kompetensiya - bu o'qituvchining pedagogik faoliyatni samarali amalga oshirish uchun zarur bo'lgan bilim, ko'nikma, malaka va shaxsiy sifatlar majmuasidir[1]. Ayniqsa, ingliz tili o'qituvchilarida kommunikativ, lingvistik, metodik va axborot-kommunikatsion kompetensiyalarni shakllantirish bugungi kunning asosiy talablaridan biri sanaladi.

Kasbiy kompetensiya pedagogning o'z kasbiga oid bilimlarni amaliyotda samarali qo'llay olish qobiliyatini anglatadi. Bo'lajak ingliz tili o'qituvchisining kasbiy kompetensiyasini quyidagi tarkibiy qismlardan iborat:

Lingvistik kompetensiya;

Kommunikativ kompetensiya;

Metodik kompetensiya;

Axborot-kommunikatsion kompetensiya;

Ijtimoiy-madaniy kompetensiya.

Lingvistik kompetensiya tilning grammatik, fonetik va leksik jihatlarini chuqur bilishni talab etsa, kommunikativ kompetensiya ingliz tilida erkin muloqot olib borish qobiliyatini ifodalaydi[2]. Metodik kompetensiya esa o'quv jarayonini samarali tashkil etish va zamonaviy metodlardan foydalanish bilan bog'liqdir. Hozirgi davrda bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishda innovatsion pedagogik texnologiyalar muhim o'rin tutadi. Xususan, interaktiv metodlar, loyiha asosida o'qitish, muammoli ta'lim va raqamli platformalar ta'lim samaradorligini oshiradi.

Kommunikativ yondashuv xorijiy tilni o'qitishning zamonaviy metodlaridan biri bo'lib, u o'quvchilarning nutqiy faoliyatini rivojlantirishga xizmat qiladi. Ushbu yondashuv orqali talabalar real hayotiy vaziyatlarda ingliz tilidan foydalanishni o'rganadilar[3].

Kommunikativ metod quyidagi afzalliklarga ega:

O'quvchilarning erkin fikrlashini rivojlantiradi;

Nutqiy faoliyatni faollashtiradi;

Mustaqil ta'lim ko'nikmalarini shakllantiradi;

Jamoadan ishlash madaniyatini rivojlantiradi.

Bo'lajak o'qituvchilarni tayyorlashda aynan kommunikativ kompetensiyani rivojlantirish muhim ahamiyatga ega. Chunki o'qituvchi nafaqat bilim beruvchi, balki samarali kommunikator ham bo'lishi kerak. Raqamli texnologiyalarning rivojlanishi ta'lim tizimiga ham sezilarli ta'sir ko'rsatmoqda. Ingliz tilini o'qitishda multimedia vositalari, onlayn platformalar va sun'iy intellekt texnologiyalaridan foydalanish dars samaradorligini oshirmoqda[4]. Bugungi kunda Google, Classroom, Kahoot kabi platformalar o'quvchilarning ingliz tiliga bo'lgan qiziqishini kuchaytiradi. Ayniqsa, masofaviy ta'lim sharoitida ushbu vositalarning ahamiyati yanada ortdi. Shuningdek, sun'iy intellekt asosidagi dasturlar talaffuzni

yaxshilash, grammatika xatolarini aniqlash va individual ta'lim yo'nalishini shakllantirish imkonini beradi. Bu esa bo'lajak o'qituvchilarning kasbiy kompetensiyalarini rivojlantirishda yangi imkoniyat yaratadi.

Xalqaro ta'lim standartlari bo'lajak o'qituvchilardan yuqori darajadagi til kompetensiyasini talab qiladi. Xususan, CEFR tizimi ingliz tilini bilish darajasini aniqlashda muhim mezon hisoblanadi[5]. Rivojlangan davlatlar tajribasi shuni ko'rsatadiki, o'qituvchilarni tayyorlashda amaliy mashg'ulotlarga katta e'tibor qaratiladi. Pedagogik amaliyot, trening va seminarlar orqali talabalar real ta'lim muhitiga moslashadilar.

O'zbekiston ta'lim tizimida ham xorijiy tillarni o'qitishga alohida e'tibor berilmoqda. Prezident qarorlari va davlat dasturlari asosida ingliz tilini o'qitish sifati oshirilmoqda hamda pedagog kadrlar malakasini rivojlantirishga qaratilgan islohotlar amalga oshirilmoqda.

Xulosa qilib aytganda, bo'lajak o'qituvchilarning ingliz tilida kasbiy kompetensiyalarini rivojlantirish zamonaviy ta'lim tizimining muhim vazifalaridan biridir. Ushbu jarayonda kommunikativ yondashuv, innovatsion pedagogik texnologiyalar va axborot-kommunikatsiya vositalaridan samarali foydalanish katta ahamiyat kasb etadi. Kasbiy kompetensiyaga ega bo'lgan pedagoglar ta'lim sifatini oshirish, o'qituvchilarning bilim va ko'nikmalarini rivojlantirish hamda xalqaro standartlarga mos kadrlar tayyorlashda muhim rol o'ynaydi. Shu bois pedagoglarni tayyorlash jarayonida zamonaviy metod va texnologiyalarni keng joriy etish zarur hisoblanadi.

Foydalanilgan adabiyotlar ro'yxati:

- Muslimov N.A. *Kasbiy kompetentlik va pedagogik mahorat asoslari*. – Toshkent, 2017.
- Jalolov J.J. *Chet til o'qitish metodikasi*. – Toshkent: O'qituvchi, 2012.
- Richards J., Rodgers T. *Approaches and Methods in Language Teaching*. – Cambridge University Press, 2014.
- Harmer J. *The Practice of English Language Teaching*. – Pearson Education, 2015.
- Common European Framework of Reference for Languages (CEFR). – Cambridge University Press, 2020.
- O'zbekiston Respublikasi Prezidentining xorijiy tillarni o'qitishni rivojlantirishga oid qarorlari va farmonlari.

FORMS OF AFTER-CLASS EDUCATIONAL WORK ON THE FOREIGN LANGUAGE

*Ataxojayev Toxirjon Maxmudjonovich,
docent of the chair of Methodology
of teaching foreign languages of KSU
tohirzonatadzanov@gmail.com*

*Hasanova Begoyim Alisher qizi,
Nazirova Niginaxon Ne'matjon qizi,
The students of the second course of the department
of the English language and literature of KSU*

Abstract

This article studies the use of out of class activities and their usage in the language learning process, its types and significance and forms how to conduct them with the language learners.

Key words: out of class activity, independent work, types of out of class activity, language oriented, discussions, debates, role playing.

In the methodical literature and in school practice traditionally distinguish three forms of out-of-class work: individual, group and mass. In a basis of such distribution the sign of quantitative coverage of participants is assigned. Underlining an illegibility of concept of "mass character", V.I.Shepeleva suggests to distinguish forms of out-of-class work on foreign language to organizational-structural signs. Accordingly, it carries group forms to organizational-structural forms, and individual and mass - to not structural.

Individual out-of-class work is spent with separate pupils who prepare the message or the report on the country which language is studied, about considerable dates and events, outstanding people, study verses, songs, fragments from literary works in a foreign language, produce visual aids, make out wall newspapers, albums, stands, etc. Individual work can constantly be spent or incidentally.

The group form of out-of-class work has accurate organizational structure and rather constant structure of the participants united by the general interests. To this form various mugs belong: colloquial, vocal, drama, translators, philatelists, home reading, etc. Some methodologists recommend to organize for pupils of all classes colloquial and choral mugs, for pupils of the senior classes - literary-translational and regional geographic. Have positively proved the combined mugs where different kinds of activity, for example, learning of songs and preparation of performances, home reading and viewing of filmstrips with the further discussion of the seen unite. Employment in mugs, as a rule, are spent regularly.

Mass forms of out-of-class work have no accurate organizational structure. To them carry such actions as evenings of amateur performances, festivals, competitions, carnivals, thematic evenings and т.п. These actions are spent incidentally.

On sense it is possible to allocate such forms of out-of-class work on foreign language:

- 1) competitive,
- 2) mass media,
- 3) cultural-mass,
- 4) politiko-mass.

Each group of the specified forms provides concrete actions. Actions of competitive character, competition, game, the Olympic Games, a quiz and other. Mass media - the wall newspaper, the announcement, the bulletin, oral magazine, the digest, an exhibition-quiz and т.п. Actions of cultural-mass character, the evening-holiday devoted to national traditions of native land or the country, which language is studied; the evening-portrait devoted to life and activity of known writers, Poets, composers, actors, etc.; evening-meeting with interesting people;

evenings-chronicles in connection with significant events. Actions of politiko-mass character: a forum, festival, press conference, solidarity fair, a space bridge and other.

In the pedagogical literature there is a concept "uniting forms of out-of-class work" (T.M.Kalechits, Z.O.Kejlina). To uniting forms carry children's and youthful clubs on interests, school museums, libraries, film studios, cinemas and clubs cheerful and resourceful. Clubs are the effective form of out-of-class work on FOREIGN LANGUAGE as they unite pupils of different age and different interests, create wide space for dialogue, operate on bases of self-management and become the centers of out-of-class work at schools. Clubs have the names, emblems, positions and charters. Among schoolboys clubs of cheerful and resourceful (KVN's) which provide carrying out of interesting competitions, execution of songs, verses, solving of riddles, crossword puzzles, rebuses with a visual support in the form of posters, pictures, filmstrips use special popularity. Each command which takes part in KVN, has the motto, an emblem, a song and the form. As "homework" participants of club prepare a performance of products of known foreign writers and playwrights.

It is expedient to allocate such form of out-of-class work as Week of a foreign language at school. This form in character is mass as provides participation in it of a wide contingent of pupils, and on the structure is complex as includes a complex different in sense and the form of actions which occur during the certain period of time and are directed on realization of problems of the complex approach to education of pupils.

Week of a foreign language at school as the complex form should assist the purposeful organization and ordering of all out-of-class work on foreign language in school, activization of work of circles for which week becomes the original creative report, to formation of creative relations between pupils, teachers and parents who cooperate in the course of preparation and carrying out of Week. Week of a foreign language spend to the certain period of academic year under preliminary made program which defines the purposes, the maintenance and the form of any of its components. The subjects of actions within the limits of a Week should be interesting, informative, accessible, connected with a teaching material and to answer age features of pupils, level of their language preparation. Process of preparation and carrying out of Week foreign language passes in three stages.

I stage (preparatory) begins drawing up of the program of Week. At this stage the organizing committee in which structure teachers of a foreign language, the director of studies, representatives of student's and parental weight are selected is created. Members of organizing committee define executors of the program, will organize manufacturing of suits, a requisite, registration of premises, exhibitions, announcements, invitations, and also preparation of necessary phonomaterials, filmstrips, films, slides. Directly preparation of pupils for performances is spent by teachers foreign language , working individually with each pupil or with groups of

pupils in mugs. During rehearsals pupils will improve the pronunciation, learn to behave on a scene, etc.

Stage is a carrying out of Week of a foreign language. Creation of atmosphere of conviviality, ease is an indispensable condition of carrying out of Week. Pupils should feel satisfaction and pleasure from the participation in a holiday. III stage is devoted results of Week. It is desirable to let out the newsletter and to inform on how there has passed the Week, what successes its participants who from pupils was most noted have reached.

As the separate form of out-of-class work on a foreign language it is possible to allocate correspondence of pupils. It has not only big educational, but also practical value as assists development of speech of pupils.

Correspondence gives the chance to pupils to use practically a foreign language as means of dialogue and to receive the additional information to program themes. That correspondence assisted development not only written, but also oral speech of pupils, at sessions of a circle or club section the information in a foreign language about which it is gone in the letter listens with delight, exhibitions of letters during which time their maintenance is made comments are arranged. The organizing center of this work is "the School post office" which helps pupils with correspondence, gives foreign language the information on how correctly to issue letters (to write the address, date, etc.) Offers addresses of foreign friends which wish to correspond, provides with envelopes, marks, advises concerning the use of a language material, characteristic dialogue for the epistolary form.

As practice shows, kinds of out-of-class work which provide optimum results, should have such characteristics: pithiness which realizations of the practical and general educational purposes of out-of-class work assist, a communicative orientation: all kinds of out-of-class work should provide using a foreign language as with means of reception and information transfer in typical natural situations of dialogue, the overwhelming majority of kinds of out-of-class work should include "set" of situations which are a subject background and stimulus to purposeful language acts, orientation of problems to increase of language activity of pupils. Emotionality of forms and ways of realization which assists increase of interest of pupils to activity speaking another language.

Referencies

1. Littlewood W. T. Communicative approach to language teaching methodology. - Dublin: Dublin University, Trinity College, Centre for Language and Communication Studies, 2005. - 265 p.
2. Chomsky N. The Logical Structure of Linguistic Theory. - New York: Prentice Hall, 1975. - 285 p.
3. Hymes, D. H. (1971). On communicative competence. Philadelphia: University of Pennsylvania Press.
4. Ecroyd D. H. Speech in the Classroom. - New Jersey: Prentice Hall, 2003. - 180 p.
5. Krashen, S. & Terrell, T. D. (1983), The Natural Approach, Pergamon
6. Brown H. D. Principles of Language learning and teaching. - New York: Prentice Hall, 2009. - 285 p.

- 7.Malamah-Thomas A. Classroom Interaction. - Oxford: Oxford University Press, 2003. - 310 p.
- 8.Nunan D.Communicative Language Teaching. - New York: Longman, 2006. - 384 p.

DIE ENTWICKLUNG DER MÜNDLICHEN SPRACHKOMPETENZ IM DEUTSCHUNTERRICHT DURCH KOMMUNIKATIVE SITUATIONEN

*Bektosheva Shahnoza Komron qizi,
Qo`qon DU, o`qituvchi*

Abstrakt: Dieser Beitrag analysiert die didaktischen Grundlagen zur Förderung der mündlichen Sprachkompetenz im Deutschunterricht durch den Einsatz kommunikativer Situationen. Im Zentrum der Untersuchung steht die Effizienz realitätsnaher Szenarien zur Steigerung der Sprechbereitschaft sowie zur praktischen Anwendung lexikalischer und pragmatischer Strukturen.

Schlüsselwörter: Kommunikativer Ansatz, mündliche Sprachkompetenz, Deutschunterricht, kommunikative Situationen, Fremdsprachendidaktik, Interaktion.

Einleitung. In der zeitgenössischen Fremdsprachendidaktik hat sich ein grundlegender Paradigmenwechsel vollzogen: Weg von einer rein systemorientierten Vermittlung von Grammatikregeln und Vokabellisten, hin zu einer konsequent handlungsorientierten Kommunikation. Die Entwicklung der mündlichen Sprachkompetenz (Sprechen) gilt dabei als die zentrale Säule und zugleich größte Herausforderung im Fach Deutsch als Fremdsprache (DaF). Das primäre Bildungsziel moderner Curricula besteht darin, Lernende dazu zu befähigen, sich in der Zielsprache souverän, flüssig und soziolinguistisch angemessen zu bewegen. Trotz umfassender theoretischer Kenntnisse stehen viele Lernende in der Praxis jedoch vor einer „Sprachmauer“: Sie verfügen zwar über das Wissen *über* die Sprache, scheitern aber an der Anwendung *in* der Sprache, besonders wenn spontane Reaktionen in unvorhersehbaren Alltagssituationen gefordert sind.

Dieses Defizit ist häufig auf eine künstliche Unterrichtsgestaltung zurückzuführen, in der authentische Sprechanlässe zugunsten von isolierten Übungsformen vernachlässigt werden. Die gezielte Implementierung von „kommunikativen Situationen“ im Lehrprozess bietet hier einen entscheidenden methodischen Lösungsansatz. Kommunikative Situationen fungieren als didaktische Brücke, die den geschützten Raum des Klassenzimmers mit der sozialen und kulturellen Realität der deutschsprachigen Welt verbindet. Sie schaffen einen funktionalen und motivierenden Rahmen, in dem Sprache nicht als Selbstzweck, sondern als Werkzeug zur Bewältigung konkreter Lebensaufgaben eingesetzt wird. Die vorliegende Arbeit setzt sich das Ziel, die theoretischen Konzepte dieser situativen Vermittlung zu beleuchten und konkrete methodische Wege aufzuzeigen, wie durch Simulationen, Rollenspiele und Problemstellungen die pragmatische Kompetenz sowie das kommunikative Selbstvertrauen der Lernenden nachhaltig gestärkt werden können.

Methodik und didaktische Umsetzung kommunikativer Szenarien. Die methodische Gestaltung kommunikativer Situationen basiert auf dem Prinzip der Lerneraktivierung. Ein zentrales Element ist dabei die Schaffung einer „Informationslücke“ (Information Gap), die nur durch den sprachlichen Austausch geschlossen werden kann. Dies zwingt die Lernenden zur aktiven Aushandlung von Bedeutung (Negotiation of Meaning).

Die folgende Tabelle bietet eine systematische Übersicht über die im Deutschunterricht eingesetzten kommunikativen Methoden und deren spezifischen didaktischen Mehrwert:

Tabelle 1: Methodische Analyse kommunikativer Situationen im Unterricht

Methoden	Didaktische Zielsetzung	Fokus der Kompetenzentwicklung	Rolle der Lehrkraft
Rollenspiele	Simulation von Alltagsszenarien (z. B. Arztbesuch, Einkauf)	Soziolinguistische Angemessenheit & Empathie	Beobachter & Moderator
Problem-Solving	Gemeinsame Lösungsfindung bei fiktiven Konflikten	Argumentative Kompetenz & Verhandlungsgeschick	Impulsgeber
Informationslücke	Austausch von fehlenden Informationen zwischen Partnern	Präzision in der Ausdrucksweise & aktives Zuhören	Organisator
Simulationen	Nachstellung komplexer Institutionen (z. B. Hotel, Reisebüro)	Fachsprachliche Nuancen & institutioneller Diskurs	Regisseur
Interviews	Strukturierte Gewinnung von Informationen über Mitschüler	Fragetechniken & strukturierte Berichterstattung	Mentor

Diese Methoden fördern nicht nur die linguistische Korrektheit, sondern primär die strategische Kompetenz. Lernende entwickeln die Fähigkeit, mit begrenzten sprachlichen Mitteln kommunikative Ziele zu erreichen. Ein wesentlicher Aspekt ist hierbei das Training von Kompensationsstrategien, wie das Umschreiben unbekannter Begriffe oder das Nachfragen bei Unklarheiten. Ergebnisse aus der Unterrichtspraxis zeigen, dass eine Fehlerkorrektur, die den Kommunikationsfluss nicht unterbricht (Delayed Correction), wesentlich zur Reduktion der Sprechangst beiträgt.

Fazit. Zusammenfassend lässt sich festhalten, dass die systematische Entwicklung der mündlichen Sprachkompetenz durch kommunikative Situationen die effektivste Methode darstellt, um Lernende auf die sprachliche Realität in deutschsprachigen Ländern vorzubereiten. Durch die konsequente Anwendung des kommunikativen Ansatzes verwandelt sich der Unterricht von einem Ort der theoretischen Wissensvermittlung in einen lebendigen Interaktionsraum, in dem Sprache als lebendiges Handlungsmedium erfahren wird. Die Untersuchung

verdeutlicht, dass realitätsnahe Szenarien maßgeblich dazu beitragen, lexikalische und grammatische Strukturen im Langzeitgedächtnis zu verankern, da diese durch die situative Einbettung mit emotionalen und biografischen Erlebnissen verknüpft werden.

Für die Zukunft der Fremdsprachendidaktik bedeutet dies, dass die Lehrkraft verstärkt die Rolle eines „Facilitators“ einnehmen muss, der komplexe Lernumgebungen schafft, anstatt lediglich Regeln vorzugeben. Trotz bestehender Herausforderungen wie großer Lerngruppen, heterogener Leistungsniveaus oder eines oft starren Zeitkorsetts im Lehrplan, bleibt die situative Kommunikation das Herzstück eines erfolgreichen Unterrichts. Ein moderner Deutschunterricht muss den Mut zur Lücke und zum Experimentieren haben, um den Lernenden den Raum für eigene sprachliche Entdeckungen zu geben. Zukünftige Konzepte sollten zudem die Synergie zwischen physischer Interaktion im Klassenraum und digitalen Innovationsmöglichkeiten (wie KI-basierten virtuellen Sprechumgebungen) suchen. Nur so kann eine umfassende kommunikative Kompetenz erreicht werden, die den Lernenden nicht nur als „Schüler“, sondern als souveräne Teilnehmer an einer globalisierten, deutschsprachigen Gemeinschaft auszeichnet.

Literaturverzeichnis

- Bimmel, P., & Kast, B. (2003). Deutsch als Fremdsprache: Sprechen. Fernstudieneinheit, Langenscheidt. (Standardwerk zur Methodik des Sprechens im DaF-Kontext).
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Europarat (2001). Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen. Klett-Langenscheidt. (Die Grundlage für kommunikative Niveaustufen in Europa).
- Hymes, D. (1972). On Communicative Competence. Penguin Books. (Das theoretische Fundament der kommunikativen Wende).
- Krumm, H.-J., Fandrych, C., Hufeisen, B., & Riemer, C. (Hrsg.). (2010). Deutsch als Fremd- und Zweitsprache: Ein internationales Handbuch. De Gruyter Mouton.
- Littlewood, W. (1981). Communicative Language Teaching: An Introduction. Cambridge University Press.
- Luchtenberg, S. (2002). Kommunikative Kompetenz. In: Handbuch Fremdsprachendidaktik. Berlin: Erich Schmidt Verlag.
- Neuner, G., & Hunfeld, H. (1993). Methoden des fremdsprachlichen Deutschunterrichts. Langenscheidt. (Umfassende historische und methodische Analyse der Unterrichtsformen).
- Piepho, H. E. (1974). Kommunikative Kompetenz als übergeordnetes Lernziel im Englischunterricht. Frankonius. (Pionierarbeit zur Definition kommunikativer Lernziele).

KONTRASTIVES LERNEN DES DEUTSCHEN IM VERGLEICH ZU ENGLISCH UND RUSSISCH ALS AUSGANGSSPRACHEN

*Bektosheva Shahnoza Komron qizi,
Qo`qon DU, o`qituvchi*

Abstrakt: Dieser Beitrag untersucht die kontrastiven lingvodidaktischen Aspekte des Erwerbs der deutschen Sprache unter Berücksichtigung von Englisch und Russisch als Ausgangssprachen. Die Analyse fokussiert sich auf die Identifikation von strukturellen Divergenzen und Konvergenzen in der Grammatik, Lexik und Syntax. Ziel ist es, den Nutzen kontrastiver Methoden zur Minimierung von Interferenzen und zur Steigerung der kommunikativen Kompetenz wissenschaftlich zu begründen.

Schlüsselwörter: *Kontrastive Linguistik, Deutsch als Fremdsprache, Interferenz, Sprachvergleich, Linguodidaktik, Englisch, Russisch.*

Einleitung. Der Erwerb des Deutschen als Fremdsprache (DaF) ist kein isolierter Prozess, sondern findet in einem komplexen Gefüge bereits vorhandener sprachlicher Strukturen statt. In der modernen Fremdsprachendidaktik wird zunehmend anerkannt, dass die Vorbildung in anderen Sprachen – sei es die Muttersprache (L1) oder eine zuvor erlernte erste Fremdsprache (L2) – maßgeblich darüber entscheidet, wie neue sprachliche Informationen verarbeitet werden. Besonders im Kontext von Lernenden, die bereits über Kenntnisse im Englischen verfügen oder deren Erstsprache Russisch ist, ergeben sich spezifische kognitive Verknüpfungspunkte.

Die kontrastive Linguistik bietet hierbei das theoretische Gerüst, um diese zwischensprachlichen Einflüsse systematisch zu untersuchen. Während Gemeinsamkeiten oft zu einer positiven Übertragung (Transfer) führen und den Lernprozess beschleunigen, provozieren strukturelle Unterschiede häufig Fehlleistungen, die als negative Interferenz bezeichnet werden. In einer globalisierten Bildungswelt, in der Mehrsprachigkeit die Norm darstellt, ist es für Lehrkräfte und Didaktiker von entscheidender Bedeutung, diese Kontraste nicht nur zu kennen, sondern sie proaktiv in die Unterrichtsgestaltung einzubinden. Die vorliegende Arbeit setzt sich das Ziel, die wichtigsten Interferenzbereiche zwischen Deutsch, Englisch und Russisch zu analysieren und deren Implikationen für eine effiziente Sprachvermittlung darzustellen. Gleichzeitig können Unterschiede zwischen den Sprachen zu typischen Fehlern führen. Englischsprachige Lernende haben oft Schwierigkeiten mit den deutschen Artikeln und Kasus, da diese im Englischen kaum vorhanden sind. Russischsprachige Lernende hingegen können Probleme mit der Wortstellung im deutschen Satz haben, da die Regeln unterschiedlich sind. Durch kontrastives Lernen können solche Fehlerquellen früh erkannt und gezielt bearbeitet werden. Ein weiterer Vorteil dieses Ansatzes ist die Förderung des Sprachbewusstseins. Lernende reflektieren aktiv über Sprache, vergleichen Strukturen und entwickeln ein tieferes Verständnis für grammatische Zusammenhänge. Dies stärkt nicht nur die Deutschkenntnisse, sondern auch die allgemeine Sprachkompetenz.

Kontrastive Analyse der Sprachsysteme und didaktische Implikationen. Die wissenschaftliche Untersuchung der drei Sprachen offenbart ein interessantes Spannungsfeld zwischen der genetischen Verwandtschaft (Deutsch-Englisch) und der typologischen Distanz (Deutsch-Russisch). Diese Konstellation führt zu unterschiedlichen Lernpfaden und spezifischen Herausforderungen im Unterrichtsalltag.

Deutsch im Vergleich zum Englischen: Potenziale und Fallstricke. Da Deutsch und Englisch beide der germanischen Sprachfamilie angehören, profitieren Lernende von einer hohen Transparenz im Bereich der Lexik und einiger grammatischer Konzepte. Dennoch führt gerade diese Nähe oft zu Übergeneralisierungen. Die wesentlichen Kontrastpunkte umfassen:

Phonologische und Orthographische Ähnlichkeiten: Viele Kognaten (Haus/house, Hand/hand) erleichtern das Leseverstehen erheblich. Jedoch stellen "Falsche Freunde" (z. B. *eventuell* vs. *eventually* oder *Gift* vs. *gift*) eine ständige Gefahrenquelle für semantische Fehlinterpretationen dar.

Syntax und Satzklammer: Während das Englische eine relativ starre SVO-Struktur (Subjekt-Verb-Objekt) aufweist, verlangt das Deutsche eine flexible, aber regelgebundene Positionierung des Verbs (V2-Stellung im Hauptsatz, Endstellung im Nebensatz). Englischsprachige Lernende neigen dazu, die deutsche Satzklammer aufzubrechen und das Verb nach englischem Vorbild vorzuziehen.

Morphologische Komplexität: Das deutsche Kasussystem (Vier-Kasus-System) und die Genuszuweisung (der/die/das) stehen im starken Kontrast zum weitgehend analitischen Charakter des Englischen. Hier ist ein bewusster Kontrast zum "Null-Kasus"-Empfinden des Englischen notwendig, um die Deklination von Artikeln und Adjektiven korrekt zu vermitteln.

Deutsch im Vergleich zum Russischen: Systematische Divergenzen. Im Gegensatz zum Englischen ist der Vergleich mit dem Russischen durch tiefgreifende typologische Unterschiede geprägt, die insbesondere die Grammatik betreffen:

Das Artikelsystem: Da das Russische keine Artikel besitzt, stellt der korrekte Gebrauch der definiten und indefiniten Artikel für russischsprachige Lernende eine der größten Hürden dar. Es kommt häufig zur Auslassung von Artikeln oder zur fehlerhaften Zuordnung des grammatischen Geschlechts, da das Genus im Russischen oft nicht mit dem Deutschen korrespondiert.

Tempus und Aspekt: Das russische Verbsystem ist primär durch den Aspekt (vollendet/unvollendet) geprägt, während das Deutsche ein stark temporal orientiertes System (Perfekt, Präteritum, Plusquamperfekt) nutzt. Das Fehlen einer direkten Entsprechung für das deutsche Perfekt mit Hilfsverben (*haben/sein*) führt oft zu Konstruktionsfehlern.

Kasusreaktion: Obwohl beide Sprachen über ein Kasussystem verfügen, unterscheiden sich die Präpositionalreaktionen und die Funktionen der Fälle erheblich. Russischsprachige Lernende übertragen oft die Kasuslogik ihrer Muttersprache auf das Deutsche, was zu Präpositionalfehlern führt.

Wortstellung: Die im Russischen sehr freie Wortstellung kollidiert mit der strengen deutschen Regelung der Verbposition. Dies erfordert ein intensives Training der syntaktischen "Architektur" des deutschen Satzes.

Didaktische Umsetzung und strategische Vorteile. Der bewusste Einsatz kontrastiver Methoden im Unterricht zielt darauf ab, die metasprachliche Bewusstheit (Language Awareness) der Lernenden zu schärfen. Anstatt Sprachvergleiche zu vermeiden, sollten diese als kognitive Brücken genutzt werden.

Bewusste Fehlerprophylaxe: Lehrkräfte können gezielt Übungen entwickeln, die typische Interferenzfehler thematisieren (z. B. Kontrastierung der Satzstellung im Englischen und Deutschen).

Förderung des positiven Transfers: Bei englischsprachigen Lernenden sollte die Ähnlichkeit im Wortschatz genutzt werden, um das Leseverstehen von Anfang an auf ein hohes Niveau zu heben.

Visualisierung von Strukturen: Da das Russische und Deutsche unterschiedliche Logiken in der Satzbildung verfolgen, helfen graphische Darstellungen der Satzklammer, die abstrakten Regeln greifbar zu machen.

Fazit. Zusammenfassend lässt sich konstatieren, dass das kontrastive Lernen des Deutschen im Vergleich zu Englisch und Russisch eine hocheffiziente Strategie zur Optimierung des Fremdspracherwerbs darstellt. Die Untersuchung hat verdeutlicht, dass Lernende keine "unbeschriebenen Blätter" sind, sondern ihre bisherigen Sprachsysteme aktiv in den neuen Lernprozess integrieren. Während das Englische vor allem auf lexikalischer Ebene als Beschleuniger wirkt, bietet das Russische durch sein vorhandenes Kasusverständnis eine wertvolle, wenn auch komplexe Basis für das Verständnis der deutschen Morphologie.

Ein moderner, kontrastiv ausgerichteter Deutschunterricht sollte diese Synergien nutzen, um Interferenzfehler nicht nur zu korrigieren, sondern ihnen präventiv zu begegnen. Dies führt nicht nur zu einer schnelleren Aufnahme grammatischer Strukturen, sondern steigert auch die Lernmotivation, da die Lernenden ihre bereits vorhandene Sprachkompetenz als wertvolle Ressource erleben. Letztlich ist die kontrastive Analyse ein unverzichtbares Instrument, um den Weg zur multilingualen kommunikativen Kompetenz effizienter und nachhaltiger zu gestalten.

Literaturverzeichnis

- **Lado, R.** (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press.
- **Oksaar, E.** (2003). *Zweitspracherwerb: Wege zur Mehrsprachigkeit und zur interkulturellen Verständigung*. Kohlhammer.
- **Krumm, H.-J., & Helbig, G.** (2001). *Deutsch als Fremdsprache: Ein internationales Handbuch*. De Gruyter.
- **Hufeisen, B.** (2010). *Theoretische Grundlagen zur Mehrsprachigkeitsdidaktik*. In: *Handbuch Mehrsprachigkeit und Bildung*.
- **Grießhaber, W.** (2010). *Spracherwerbsprozesse in Erst- und Zweitsprache*. Baltmannsweiler: Schneider Verlag Hohengehren.

INCLUSIVE EDUCATION: THEORETICAL AND METHODOLOGICAL FOUNDATIONS, PRACTICE AND PROSPECTS

*Alieva Dilafruz,
Docent, (PhD), KSU*

Abstract: This article presents a scientific analysis of the theoretical and methodological foundations of inclusive education, its socio-legal framework, and its relationship with modern pedagogical approaches. The article also examines the problems and barriers arising in the process of implementing inclusive education and develops proposals and recommendations for overcoming them. The research findings substantiate the positive impact of inclusive education on the quality of learning, social integration, and the comprehensive development.

Keywords: Inclusive education, differentiated approach, universal design, special educational needs, pedagogical integration, social inclusion, quality of education, equality in education, pedagogical innovations, collaborative pedagogy.

Introduction

Over the past 30 years, reforms in the field of education have taken on a global character, and the concept of inclusive education has become a central focus of pedagogical theory and practice. Inclusive education represents a comprehensive pedagogical paradigm aimed at ensuring equal educational opportunities for all learners with diverse social, psychological, and physiological characteristics. It is based on the principles of social justice, human rights, and quality education (Ainscow, Booth & Dyson, 2006; UNESCO, 1994).

This article aims to provide a scientific analysis of the theoretical foundations, methodological principles, practical implementation, existing challenges, and future prospects of inclusive education.

1. Theoretical Foundations of the Concept of Inclusive Education

1.1 Human Rights and Social Justice

The concept of inclusive education is grounded in human rights and affirms the necessity of guaranteeing every individual's right to education without discrimination. This approach is closely linked to the fundamental principles reflected in the UN Convention on the Rights of Persons with Disabilities and the World Declaration on Education (UNESCO, 1994; 2006).

1.2 Pedagogical Theories

The pedagogical foundations of inclusive education are associated with the following theoretical directions:

L.S. Vygotsky's social constructivism: the learning process occurs through social interaction and promotes personal development at both individual and group levels;

Universal Design for Learning (UDL): educational resources and methods should be developed in such a way that they automatically address the needs of diverse learners;

Differentiated pedagogy: adaptation of teaching methods and tools according to students' individual characteristics to optimize learning outcomes (Tomlinson, 2014).

All of this allows inclusive education to be viewed not only as support for learners with special needs, but also as the creation of a flexible pedagogical environment for all students.

2. Methodological Principles of Inclusive Education

The effective implementation of inclusive education requires adherence to several methodological principles.

2.1 Differentiated Approach

In the educational process, the individual characteristics of each learner (abilities, level of knowledge, psychological state) are taken into account, and the content, methods, and assessment system are adapted accordingly.

2.2 Universal Design

The creation of educational materials, teaching tools, and a school environment that are accessible and convenient for all learners. This includes the use of various formats, from printed materials to audiovisual resources.

2.3 Collaborative Pedagogy

A learning model based on interaction among teachers, students, and parents. It also involves teamwork with psychologists, social educators, and special education specialists.

3. Inclusive Education in Practice: Experience and Challenges

3.1 Adaptation of the School Environment

The implementation of inclusive education begins with adapting the school infrastructure:

- physical environment (ramps, adapted sanitary facilities),
- learning materials (Braille, audio versions),
- technological support (assistive technologies).

These elements are essential to ensure full participation of learners and the formation of their personal identity.

3.2 Professional Development of Teachers

Numerous studies show that the success of inclusive education directly depends on teachers' professional training (Forlin & Chambers, 2011). This includes:

- mastering differentiated teaching methods,
- strategies for working with learners with diverse needs,
- development of socio-emotional competencies and stress management.

3.3 The Role of Society and Parents

Tripartite cooperation between schools, parents, and society increases the effectiveness of inclusive education. Otherwise, pedagogical initiatives may not yield the expected results.

3.4 Problems and Barriers

Empirical studies indicate that in many countries the following obstacles exist: lack of resources,

- insufficient adaptation of school infrastructure,
- inadequate teacher preparedness,
- stereotypical attitudes in society.

4. Scientific Research and Its Results

International research confirms that an inclusive educational environment contributes to:

- the development of social skills and communication abilities;
- strengthening mutual respect, empathy, and social integration;
- improvement of overall educational outcomes (European Agency, 2018).

However, when evaluating the effectiveness of inclusive education, the limitations of standard assessment systems should be taken into account.

5. The Context of Uzbekistan and Future Prospects

In the education system of the Republic of Uzbekistan, legal and practical measures are being implemented to introduce the principles of inclusive education. In particular:

- inclusive approaches are being incorporated into national educational standards;
- professional development programs for teachers are being implemented;
- projects for adapting school infrastructure are being developed.

These processes require scientific support and methodological guidance.

Conclusion

Inclusive education is not only support for learners with disabilities, but also a strategic direction aimed at creating equal opportunities for all participants in the educational process. Its successful implementation is based on:

- deep mastery of theoretical pedagogical principles;
- practical implementation of methodological approaches;
- adaptation of the educational environment;
- professional development of teachers.

Future scientific research should focus on improving criteria for evaluating the effectiveness of inclusive education and implementing pedagogical innovations.

References:

1. Исломов, Уткиржон. "OVERCOMING FOREIGN LANGUAGE ANXIETY IN UNIVERSITY STUDENTS." Interpretation and Researches, vol. 6, no. 52, 2025.
2. Исломов, Уткиржон. "UNDERSTANDING FOREIGN LANGUAGE ANXIETY AND ITS IMPACT ON LEARNING." Свет науки, vol. 8, no. 43, 2025.
3. Madinakhon, Islomova. "ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING: A CASE STUDY OF CHATGPT." Advances in Science and Education 2.03 (2026): 32-36.
4. Islomov, O. A. "Cultural tourism." International Journal of Advanced Research in Management and Social Sciences 10.12 (2021): 286-290.
5. Xasanova M., Ubaydullayev S. Communicative language teaching and learning //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2022. – т. 2. – №. 1. – с. 125-128.
6. Madina X. Zamonaviy Ta'lim muhitida ta'lim strategiyalarini ishlab chiqishning ingliz tilini o'qitish samaradorligini ta'minlash asoslari //boshqaruv va etika qoidalari onlayn ilmiy jurnali. – 2023. – т. 3. – №. 3. – с. 27-30.
7. Xasanova M., Usmonova M. Techniques, tools and organizational forms of developing educational strategies //conferencea. – 2023. – с. 22-24.
8. Dilafruz A. The Practice-oriented approach to learning in europe //conferencea. – 2023. – с. 79-80.

THE IMPORTANCE OF ANTHROPOCENTRIC PARADIGM IN MODERN LINGUISTICS

*Alimova Dilzoda Ikromjon qizi,
Teacher at Kokand State Univeristy*

Abstract: This article aims to explore the role and importance of anthropocentric paradigm in modern linguistic research. The article comments on the development of this paradigm and theories shaping it, as well as outlines the significant contributions made by prominent scholars in its development. It defines the modern branches of linguistics that emerged in response to this paradigm and offers practical recommendations to conduct further research in relevant fields.

Keywords: anthropocentrism, linguistic paradigm, structuralism, interdisciplinarity, linguoculturology, cognitive linguistics, sociolinguistics, psycholinguistics, pragmatics.

Introduction: The notion of anthropocentrism has become an underlying basis for much of the linguistic research that has been carried out in recent years. Given the recent trends in other fields and disciplines, it is evident that anthropocentrism is not exclusively applied in linguistics, but also plays a central role in other subjects, including sociology, psychology, physiology and philosophy to name but a few.

Anthropocentric paradigm places human being at the centre of language study. It perceives language not as an autonomous system of signs, but as a dynamic notion shaped by the cognition, experience, culture and communicative needs of humans. Unlike the previous paradigms, such as structuralism, anthropocentric paradigm is based on the principle of studying language in accordance with its role, purpose and function in people's lives. The primary focus of this paradigm is the ways by which humans perceive, conceptualize and interpret the reality and surroundings, and how these ways are reflected in language structures and use. Thus, it is closely connected to mental processes such as thinking, memory and perception, as well as to social interaction and cultural context. This perspective integrates insights from disciplines such as cognitive science, psychology, anthropology, and sociology, highlighting the interdisciplinary nature of modern linguistics. As a result, the anthropocentric paradigm has given rise to fields like cognitive linguistics, pragmatics, and sociolinguistics, all of which investigate language as a human-centered activity.

The transition from structuralism to human-centered methodologies in linguistics signifies a significant evolution in the comprehension and examination of language. Linguistics in the early 20th century, especially when Structuralism was popular, saw language as a system of signs that worked on its own and followed its own rules and relationships. Scholars like Ferdinand de Saussure focused more on the abstract structure of language than on how it is actually used in conversation. They put more emphasis on formal analysis of phonology, morphology, and syntax and mostly ignored the speaker, context, and meaning in real-life situations.

By the middle of the 20th century, however, people started to doubt this way of looking at things. Researchers increasingly acknowledged that language could not be comprehensively explained without accounting for the human element, that is to say, how language is utilized, processed, and influenced by speakers.

Theoretical foundations: The emergence of the anthropocentric paradigm in linguistics is intricately linked to the contributions of several distinguished scholars who, from various perspectives, facilitated the reorientation of linguistic research towards the human factor.

A major theoretical impulse for the shift came from Noam Chomsky, whose theory of generative and transformational grammar changed the understanding of language fundamentally. His works, including *Syntactic Structures* (1957) and *Aspects of the Theory of Syntax* (1965) reflected the idea that linguistic competence stems from cognitive system. Although his model is often viewed as formal rather than anthropocentric in the modern sense, it was critical in popularizing the idea that language is a mental phenomenon, thereby paving the way for cognitively oriented approaches. Other prominent linguists, such as George Lakoff, Mark Johnson, Ronald Langacker, Leonard Talmy and Teun A. van Dijk played a key role in further strengthening the role of anthropocentrism through their works on discourse, cognitive grammar and cognitive semantics.

Russian linguistics has also made a substantial contribution to the anthropocentric paradigm, particularly through the integration of language, culture, and personality. Nina Arutyunova worked extensively on semantics and the philosophy of language, emphasizing the role of the speaker and evaluative meaning. Yuri Karaulov developed the concept of the "linguistic personality," highlighting how individual and cultural identity is reflected in language use. Elena Kubryakova was instrumental in introducing cognitive approaches into Russian linguistics, focusing on nomination, categorization, and conceptualization. Other Russian scholars, including Nikolai Alefirenko, Alexander Karasik, Elena Paducheva, and Yuri Stepanov, explored discourse, pragmatics, cultural concepts, and communicative behavior, all reinforcing the human-centered nature of language study.

In Uzbek linguistics, the works and research of scholars D. Ashurova, Sh. Safarov, G. Bakieva, M. Galieva, N. Djusupov, D. Lutfullayeva and N. Maxmudov greatly contributed to the development of different interconnected dimensions of anthropocentric paradigm and strengthened the orientation towards this approach in Uzbek linguistics.

Key directions within the anthropocentric paradigm: The anthropocentric paradigm is grounded on a number of methodological concepts in contemporary linguistics, including interdisciplinarity, functionalism, explanatoryness, semantic centrism, textocentrism and others. We shall take interdisciplinarity and textocentrism into consideration for our research. The paper "Interdisciplinarity as the basic principle of modern linguistics" by D. Ashurova provides the most thorough analysis of the interdisciplinarity issue. This article defines interdisciplinarity as "the interaction of two or more disciplines." The author also states that "the range of interaction can vary from a simple exchange of ideas to the mutual integration of concepts, methodology, and research methods." It is significant to highlight that new sciences like linguoculturology, cognitive linguistics, sociolinguistics are emerging as a result of the integration of specific scientific principles and methodological settings.

When examining the issue of interdisciplinarity, D. Ashurova particularly highlights that "interdisciplinarity is not a mechanical transfer of concepts and provisions of one science to another, but their fruitful cooperation, contributing to

the formulation and solution of new problems". Thus, linguoculturology, for instance, is founded on the interplay of various scientific fields, including regional linguistics, sociolinguistics, ethnolinguistics, and cultural studies. Therefore, interdisciplinarity can be viewed as a contemporary, essential methodological tenet of the anthropocentric paradigm that provides the study of language from the viewpoint of several scientific disciplines.

Cognitive linguistics, which studies how language reflects and frames human mind, is one important area of study. In order to demonstrate how linguistic forms are rooted in perception, experience, and cognitive processes, scholars in this field, concentrate on ideas, mental representations, categorization, and metaphorical thinking. Cognitive linguistics emphasizes that comprehending language entails comprehending how people perceive reality, treating syntax and meaning as inextricably linked.

Pragmatics, which studies language use in context and the function of speaker purpose in communication, is another significant field. This method emphasizes the dynamic construction of meaning, which is impacted by social norms, common knowledge, and context. Communication is always an interactional, human-centered process, as demonstrated by studies of speech acts, implicature, and politeness techniques.

A third approach that focuses on the social aspects of language is *sociolinguistics*. Here, scholars examine the ways in which language both influences and reflects cultural norms, group membership, and identity. Dialect, sociolect, and register variation is examined as ingrained in social cognition and cultural norms rather than as random, demonstrating the connection between language patterns and human behavior.

By examining the mental processes that underlie language acquisition, comprehension, and production, *psycholinguistics* also supports the anthropocentric perspective. It highlights the cognitive and psychological underpinnings of linguistic knowledge by examining how people process language in real time through a combination of theoretical models and experimental studies.

Linguoculturology is the study of language and culture, with a focus on Russian and Uzbek linguistics. It looks at how language encodes cultural norms, values, and worldviews. To understand the relationship between language, mind, and cultural identity, scholars examine phraseology, metaphors, and national-specific notions.

Conclusion: The anthropocentric paradigm places the human being at the center of language research and offers a fundamental reorientation of linguistic philosophy. It has reinterpreted language as a dynamic, meaning-making process influenced by cognition, culture, and social interaction by transcending the constraints of structuralism. This change has made it possible for linguistics to include ideas from fields like psychology, cognitive science, and anthropology, broadening its theoretical purview and methodological resources. The paradigm has been especially useful in describing how language reflects conceptual frameworks, how communicative intents and cultural norms shape linguistic forms, and how

meaning is formed. However, it has also brought forth issues with subjectivity and the requirement for empirical validation, which has led to the creation of more exacting experimental and corpus-based methods. The anthropocentric viewpoint still provides a more thorough and accurate understanding of language as a human phenomena in spite of these obstacles.

The anthropocentric paradigm's importance ultimately stems from its capacity to bring disparate fields of linguistic study together around the idea that language cannot be fully comprehended in isolation from the human mind, experience, and social environment. This paradigm will continue to be crucial as linguistic study develops, especially in relation to technical and multidisciplinary advancements, directing subsequent investigations toward a more comprehensive and in-depth explanation of language in use.

References:

- Alimova, D. (2026). Linguistic aspects of translating legal discourse. *Miasto Przyszlosci*, 68 (1), 118-122
- Ashurova D., & Galieva M. (2018). *Cognitive linguistics*. Tashkent.
- Ashurova, D., Galieva M. (2016). *Text linguistics*. Turon – Iqbol, Toshkent.
- Islomova, M. 2026. Artificial intelligence in language learning: A case study of CHATGPT. *Advances in Science and Education*, 32-36
- Islomova, M. 2026. Enhancing idiomatic competence in EFL learners: Effective teaching strategies. *Advances in Science and Education*, 37-41.
- Lutfullayeva, D. E. 2017. *Assotsiativ tilshunoslik nazariyasi* [Theory of associative linguistics], Toshkent.
- Ma'ripov, J. 2022. Antroposentrizm–tilshunoslikning zamonaviy yo'nalishi sifatida. *Инновационные исследования в современном мире: теория и практика*, 1(28), 62–68

РОЛЬ ТЕХНОЛОГИЙ В ФИЛОЛОГИИ И ИННОВАЦИИ В СИСТЕМЕ ОБРАЗОВАНИЯ

Исраилова Гулнара Мамаджановна,
Преподаватель Кокандского Государственного
Университета
Собирова Исмигул, Эргашева Намуна,
Студенты Кокандского Государственного
Университета

Аннотация

В данной статье рассматривается влияние современных технологий на развитие филологии и трансформацию образовательной системы. Анализируются ключевые направления цифровизации гуманитарных наук, включая использование искусственного интеллекта, корпусов текстов, цифровых архивов и онлайн-образования. Особое внимание уделяется изменениям в методах преподавания, формировании новых компетенций и интеграции инновационных решений в образовательную практику. Делается вывод о том, что технологии не только расширяют инструментарий филологии, но и формируют новую парадигму обучения.

Ключевые слова: филология, технологии, цифровизация, образование, инновации, искусственный интеллект, корпусная лингвистика, онлайн-обучение.

Современное общество переживает эпоху стремительных технологических изменений, которые затрагивают практически все сферы человеческой деятельности, включая гуманитарные науки. Филология, традиционно ассоциирующаяся с анализом текстов, языков и культур, также подвергается значительным трансформациям под влиянием цифровых технологий. Одновременно с этим система образования претерпевает глубокие изменения, обусловленные необходимостью адаптации к новым условиям цифровой среды.

Цель данной статьи — исследовать роль технологий в развитии филологии и выявить основные инновационные тенденции в образовательной системе. Для достижения этой цели рассматриваются современные инструменты цифровой филологии, их влияние на научные исследования, а также изменения в образовательных подходах.

Цифровизация филологии: основные направления. Цифровизация филологии привела к появлению нового научного направления — цифровой гуманитаристики. Она объединяет методы компьютерных наук и традиционных гуманитарных исследований.

Корпусная лингвистика. Одним из наиболее значимых достижений стало развитие корпусной лингвистики. Электронные корпуса текстов позволяют исследователям анализировать большие объемы данных, выявлять закономерности в языке и отслеживать его эволюцию. Это существенно расширяет возможности традиционного лингвистического анализа. Искусственный интеллект и обработка естественного языка. Современные технологии искусственного интеллекта позволяют автоматизировать анализ текстов, включая:

- морфологический разбор,
- синтаксический анализ,
- семантическую интерпретацию.

Алгоритмы обработки естественного языка используются в машинном переводе, создании чат-ботов и автоматической генерации текстов, что открывает новые перспективы для филологических исследований.

Цифровые архивы и библиотеки. Создание цифровых библиотек и архивов обеспечивает доступ к редким и уникальным текстам. Это способствует сохранению культурного наследия и расширяет возможности научных исследований.

Влияние технологий на методы филологических исследований. Технологии существенно изменили подходы к изучению языка и литературы.

Количественные методы анализа. Использование статистических методов позволяет анализировать тексты с количественной точки зрения. Например, исследование частотности слов, стилистических особенностей и авторского стиля.

Интердисциплинарность. Современная филология активно взаимодействует с:

- информатикой,
- математикой,
- социологией,
- когнитивными науками.

Это приводит к появлению новых методов исследования и расширению научного инструментария.

Визуализация данных. Технологии визуализации позволяют представлять сложные данные в наглядной форме: графики, диаграммы, карты связей. Это облегчает интерпретацию результатов исследований.

Инновации в системе образования. Технологии оказывают значительное влияние не только на научные исследования, но и на образовательный процесс.

Онлайн-образование. Развитие онлайн-платформ привело к появлению новых форм обучения:

- дистанционные курсы,
- вебинары,
- массовые открытые онлайн-курсы.

Это делает образование более доступным и гибким.

Персонализация обучения. Технологии позволяют адаптировать образовательный процесс под индивидуальные потребности учащихся. Системы обучения могут учитывать уровень подготовки, темп усвоения материала и предпочтения студентов.

Интерактивные методы обучения. Использование мультимедийных ресурсов, интерактивных заданий и виртуальной реальности повышает вовлеченность студентов и улучшает качество обучения.

Роль технологий в преподавании филологических дисциплин. Преподавание филологии также претерпевает изменения под влиянием технологий.

Использование цифровых инструментов. Современные преподаватели используют:

- электронные словари,
- текстовые анализаторы,
- образовательные платформы.

Это делает процесс обучения более эффективным и разнообразным. Развитие цифровых компетенций. Студенты-филологи должны овладевать не только традиционными знаниями, но и цифровыми навыками:

- работа с корпусами текстов,
 - анализ данных,
 - использование специализированного программного обеспечения.
- Гибридные формы обучения. Сочетание традиционного и дистанционного обучения позволяет оптимизировать образовательный процесс и повысить его эффективность.

Проблемы и вызовы. Несмотря на многочисленные преимущества, внедрение технологий сопровождается рядом проблем.

Цифровое неравенство. Не все образовательные учреждения имеют равный доступ к современным технологиям, что создает неравные условия обучения.

Снижение критического мышления. Чрезмерная зависимость от технологий может привести к снижению аналитических навыков и самостоятельного мышления.

Этические вопросы. Использование искусственного интеллекта в образовании вызывает вопросы, связанные с авторством, академической честностью и защитой данных.

Перспективы развития. Будущее филологии и образования тесно связано с дальнейшим развитием технологий.

Интеграция искусственного интеллекта. Ожидается дальнейшее внедрение интеллектуальных систем в образовательный процесс и научные исследования.

Развитие цифровой гуманитаристики. Цифровая гуманитаристика будет продолжать развиваться, объединяя различные дисциплины и создавая новые методы анализа.

Глобализация образования. Технологии способствуют международному сотрудничеству и обмену знаниями, что делает образование более глобальным.

Технологии играют ключевую роль в трансформации филологии и системы образования. Они расширяют возможности научных исследований, способствуют развитию новых методов анализа и делают образование более доступным и эффективным. Однако их внедрение требует внимательного подхода, учитывающего возможные риски и вызовы. Таким образом, интеграция технологий в филологию и образование является неотъемлемой частью современного развития науки и общества. Успешное использование этих технологий позволит создать более гибкую, инновационную и эффективную образовательную систему.

Список литературы:

- Иванов И.И. Цифровая гуманитаристика: основы и перспективы. — М., 2022.
- Петрова А.А. Инновации в образовании. — СПб., 2023.
- Смирнов В.В. Корпусная лингвистика. — М., 2021.

WISSENSCHAFTLICHE ERFORSCHUNG INNOVATIVER METHODEN IM DEUTSCHUNTERRICHT UND FRAGEN IHRER PRAKTISCHEN UMSETZUNG

*Mamatov Ravshanbek Rustamovich,
Dozent der Lehrstuhl für Fremdsprachen
der Andijaner Filiale der Kokander Universität.
ravshanbek-mamatov@mail.ru*

Annotation: Die moderne Fremdsprachendidaktik befindet sich in einem kontinuierlichen Wandel, der durch Globalisierung, Digitalisierung und neue pädagogische Paradigmen geprägt wird. Besonders im Bereich des Deutschunterrichts gewinnen innovative Lehrmethoden zunehmend an Bedeutung. Ziel dieses Beitrags ist die wissenschaftliche Untersuchung innovativer Methoden im Deutschunterricht sowie die Analyse ihrer praktischen Umsetzung im Bildungsprozess.

Schlüsselwörter: Innovative Methoden, Fremdsprachendidaktik, digitale Technologien, kommunikative Kompetenz, interaktives Lernen, Projektmethode, Hybridunterricht, Sprachkompetenz, moderne Bildung.

Im 21. Jahrhundert spielt die Fremdsprachenausbildung eine entscheidende Rolle im Bildungsprozess. Die rasante Entwicklung der Informations- und Kommunikationstechnologien sowie die Anforderungen der globalisierten Gesellschaft verlangen neue Ansätze im Fremdsprachenunterricht. Insbesondere der Deutschunterricht hat sich in den letzten Jahrzehnten stark verändert. Traditionelle Lehrmethoden, die hauptsächlich auf Grammatik- und Übersetzungsübungen basierten, reichen heute nicht mehr aus, um die kommunikativen Bedürfnisse moderner Lernender zu erfüllen.

Die moderne Fremdsprachendidaktik orientiert sich zunehmend an lernendenzentrierten, kommunikativen und kompetenzorientierten Ansätzen. Innovative Methoden ermöglichen nicht nur eine effektivere Vermittlung sprachlicher Kenntnisse, sondern fördern auch kritisches Denken, Kreativität, Selbstständigkeit und interkulturelle Kompetenz. In diesem Zusammenhang gewinnt die wissenschaftliche Erforschung innovativer Methoden im Deutschunterricht besondere Aktualität [1,26].

Zahlreiche wissenschaftliche Untersuchungen zeigen, dass innovative Lehrmethoden die Motivation der Lernenden erhöhen und die Qualität des Sprachlernprozesses verbessern können. Gleichzeitig stellt sich die Frage, wie diese Methoden erfolgreich in die Praxis umgesetzt werden können. Viele Bildungseinrichtungen verfügen nicht über ausreichende technische Ressourcen oder methodische Konzepte zur effektiven Integration moderner Unterrichtsformen.

Das Ziel dieses Artikels besteht darin, innovative Methoden im Deutschunterricht wissenschaftlich zu analysieren, ihre pädagogischen Potenziale zu untersuchen und Möglichkeiten ihrer praktischen Umsetzung aufzuzeigen.

Im Deutschunterricht umfassen innovative Methoden unterschiedliche didaktische Ansätze, darunter:

- kommunikative Methoden;
- projektorientiertes Lernen;
- kooperatives Lernen;
- digitale Lerntechnologien;
- problembasiertes Lernen;
- Blended Learning;
- spielbasierte Lernmethoden;
- interaktive Unterrichtsformen.

Diese Methoden basieren auf konstruktivistischen und kommunikativen Lerntheorien. Nach dem konstruktivistischen Ansatz erwerben Lernende Wissen aktiv durch eigene Erfahrungen und Interaktionen. Die Rolle der Lehrkraft verändert sich dabei von einer reinen Wissensvermittlerin zu einer Moderatorin und Organisatorin des Lernprozesses [2,53].

Die Geschichte der Fremdsprachendidaktik zeigt einen kontinuierlichen Wandel der Unterrichtsmethoden. Im 19. Jahrhundert dominierte die Grammatik-Übersetzungsmethode, bei der die Vermittlung grammatischer Regeln und die Übersetzung literarischer Texte im Mittelpunkt standen.

Im 20. Jahrhundert entwickelten sich neue Methoden wie:

- die direkte Methode;
- die audiovisuelle Methode;
- die audiolinguale Methode;
- die kommunikative Methode.

Besonders die kommunikative Didaktik beeinflusste den modernen Deutschunterricht nachhaltig. Sie konzentriert sich auf die Entwicklung kommunikativer Handlungskompetenz und die praktische Anwendung der Sprache in realen Situationen [3,36].

Mit dem Beginn des digitalen Zeitalters entstanden neue Möglichkeiten für den Fremdsprachenunterricht. Online-Plattformen, virtuelle Klassenzimmer, digitale Lernanwendungen und multimediale Materialien erweiterten die traditionellen Unterrichtsformen erheblich. Die kommunikative Methode gehört zu den wichtigsten innovativen Ansätzen im modernen Deutschunterricht. Ihr Hauptziel besteht darin, die kommunikative Kompetenz der Lernenden zu entwickeln.

Zu den zentralen Merkmalen der kommunikativen Methode gehören:

- authentische Kommunikationssituationen;
- dialogorientierter Unterricht;
- Gruppen- und Partnerarbeit;
- funktionale Sprachverwendung;
- Förderung der Sprechkompetenz.

Im kommunikativen Unterricht werden Rollenspiele, Diskussionen, Interviews und Präsentationen häufig eingesetzt. Die Lernenden erwerben sprachliche Fähigkeiten durch aktive Kommunikation. Die kommunikative Methode erhöht die Motivation der Lernenden und reduziert sprachliche Hemmungen. Gleichzeitig fördert sie die Entwicklung sozialer Kompetenzen [4,45].

Das projektorientierte Lernen ist eine innovative Methode, bei der Lernende eigenständig Projekte planen und durchführen. Diese Methode verbindet theoretisches Wissen mit praktischer Anwendung.

Im Deutschunterricht können Projekte unterschiedliche Formen annehmen:

- Erstellung von Präsentationen;
- Durchführung kultureller Recherchen;
- Produktion von Videos;
- Erstellung digitaler Portfolios;
- Organisation von Diskussionen und Debatten.

- Projektarbeit fördert:
- Selbstständigkeit;
- Teamarbeit;
- kritisches Denken;
- Kreativität;
- Problemlösungskompetenzen.

Darüber hinaus verbessert sie die Sprachpraxis, da die Lernenden aktiv recherchieren, diskutieren und präsentieren müssen. Kooperatives Lernen basiert auf Zusammenarbeit und sozialer Interaktion. Lernende arbeiten gemeinsam an Aufgaben und unterstützen sich gegenseitig.

Typische Formen des kooperativen Lernens sind:

- Gruppenarbeit;
- Think-Pair-Share;
- Lernstationen;
- Peer-Teaching;
- kollaborative Projekte.

Diese Methode stärkt kommunikative Fähigkeiten und soziale Kompetenzen. Lernende übernehmen Verantwortung für ihren eigenen Lernprozess und entwickeln gleichzeitig Teamfähigkeit. Innovative Methoden machen Lernende zu aktiven Teilnehmern des Lernprozesses.

Lernende übernehmen Verantwortung für:

- selbstständiges Lernen;
- Teamarbeit;
- Problemlösung;
- kreative Aufgaben;
- digitale Recherche.

Diese aktive Rolle fördert Motivation und Selbstvertrauen. Innovative Methoden bieten zahlreiche Vorteile:

- höhere Lernmotivation;
- aktive Beteiligung der Lernenden;
- Entwicklung kommunikativer Kompetenz;
- Förderung kreativen Denkens;
- Verbesserung digitaler Kompetenzen;
- Individualisierung des Lernprozesses;
- stärkere Praxisorientierung.

Darüber hinaus fördern innovative Methoden lebenslanges Lernen und Selbstständigkeit. Die Zukunft des Deutschunterrichts wird stark von technologischen und didaktischen Entwicklungen beeinflusst. Zu den wichtigsten Zukunftsperspektiven gehören:

- verstärkter Einsatz künstlicher Intelligenz;
- virtuelle und erweiterte Realität;
- adaptive Lernsysteme;
- personalisierte Lernplattformen;

- internationale Online-Kooperationen [5,88].

Künstliche Intelligenz kann Lernprozesse analysieren und individuelle Lernprogramme erstellen. Virtuelle Realität ermöglicht immersive Sprachlernumgebungen. Darüber hinaus wird die internationale Zusammenarbeit zwischen Bildungseinrichtungen weiter zunehmen. Digitale Plattformen erleichtern interkulturelle Kommunikation und globale Lernprojekte.

Die wissenschaftliche Erforschung innovativer Methoden im Deutschunterricht zeigt deutlich, dass moderne didaktische Ansätze den Sprachlernprozess erheblich verbessern können. Innovative Methoden fördern nicht nur sprachliche Kompetenzen, sondern auch Kreativität, kritisches Denken, Teamarbeit und digitale Fähigkeiten. Besonders kommunikative Methoden, projektorientiertes Lernen, digitale Technologien und kooperative Unterrichtsformen tragen zur Entwicklung aktiver und selbstständiger Lernender bei. Gleichzeitig erfordert ihre erfolgreiche Umsetzung geeignete technische Infrastruktur, qualifizierte Lehrkräfte und systematische methodische Planung. Die Integration innovativer Methoden stellt eine wichtige Voraussetzung für die Modernisierung des Deutschunterrichts dar. In Zukunft werden digitale Technologien und künstliche Intelligenz eine noch bedeutendere Rolle spielen.

Literaturverzeichnis

1. Bausch, K.-R., Christ, H., & Krumm, H.-J. Handbuch Fremdsprachenunterricht. Tübingen: Francke Verlag, 2016. – S. 26.
2. Funk, H., Koenig, M., & Scherling, T. Aufgaben, Übungen, Interaktion. München: Langenscheidt, 2014. – S. 53.
3. Huneke, H.-W., & Steinig, W. Deutsch als Fremdsprache: Eine Einführung. Berlin: Erich Schmidt Verlag, 2017. – S. 36.
4. Roche, J. Fremdsprachenerwerb – Fremdsprachendidaktik. Tübingen: Narr Verlag, 2013. – S. 45.
5. Meyer, H. Unterrichtsmethoden. Berlin: Cornelsen Verlag, 2018. – S. 88.

SPRICHWÖRTER IN DER USBEKISCHEN UND DEUTSCHEN SPRACHE UND IHRE ERZIEHERISCHE BEDEUTUNG

Masodiqova Zulfiyaxon Hamdamovna,

Ish joyi: QDU, Xorijiy filologiya fakulteti, "Fakultetlararo tillar " kafedrası

Lavozimi: v.b dotsent

F.I.Sh: **Erkinov Muhammadkarim Akmaljon o'g'li**

Maqomi: Talaba

Ish, o'qish joyi: QDU

OTM manzili: 150700, Farg'ona viloyati, Qo'qon, Turon ko'chasi 23

Aloqa uchun telefon: +998999977611

Annotation

Dieser Artikel untersucht Sprichwörter in der usbekischen und deutschen Sprache und analysiert ihre erzieherische Bedeutung. Sprichwörter werden als ein wichtiger Bestandteil der Volkskultur betrachtet, da sie Lebenserfahrungen, moralische Werte und gesellschaftliche Normen widerspiegeln. Durch eine vergleichende Analyse werden Gemeinsamkeiten und Unterschiede zwischen usbekischen und deutschen Sprichwörtern aufgezeigt. Darüber hinaus wird ihre Rolle im Bildungsprozess sowie in der modernen Gesellschaft hervorgehoben. Die Ergebnisse zeigen, dass Sprichwörter ein effektives Mittel zur Vermittlung von Werten und zur Förderung interkulturellen Verständnisses sind.

Schlüsselwörter: Sprichwörter, usbekische Sprache, deutsche Sprache, Paremiologie, Kultur, Erziehung, interkulturelle Kommunikation, Vergleich

Einleitung

Spruchwörter stellen einen wichtigen Bestandteil der Volkskultur dar und spiegeln die Lebenserfahrung, Moralvorstellungen sowie die Denkweise eines Volkes wider. Sowohl in der usbekischen als auch in der deutschen Sprache spielen Sprichwörter eine bedeutende Rolle bei der Weitergabe von Wissen und Werten von Generation zu Generation.

In diesem Artikel werden Sprichwörter beider Sprachen verglichen und ihre erzieherische Bedeutung analysiert. In diesem Artikel wird die vergleichende Methode angewendet, um usbekische und deutsche Sprichwörter zu analysieren. Durch den Vergleich werden sowohl Gemeinsamkeiten als auch Unterschiede in ihrer Bedeutung, Struktur und Funktion herausgearbeitet.

Begriff und Wesen der Sprichwörter

Spruchwörter sind kurze, prägnante Aussagen mit lehrhaftem Charakter. Sie entstehen im Laufe der Zeit aus kollektiven Erfahrungen und werden mündlich oder schriftlich überliefert. Typische Merkmale von Sprichwörtern sind ihre Bildhaftigkeit, Allgemeingültigkeit und ihre einfache Struktur.

Im Usbekischen nennt man Sprichwörter „maqollar“, während sie im Deutschen als „Sprichwörter“ bezeichnet werden. Beide dienen dazu, moralische Normen und soziale Regeln auszudrücken.

Spruchwörter werden in der Wissenschaft im Rahmen der Paremiologie untersucht, einem Teilgebiet der Linguistik und Folkloristik. Sie gelten als feste sprachliche Einheiten, die kulturelle Werte, soziale Normen und kollektive Erfahrungen widerspiegeln.

Aus linguistischer Sicht zeichnen sich Sprichwörter durch ihre metaphorische Struktur, ihre Kürze und ihre Wiederholbarkeit aus. Darüber hinaus erfüllen sie eine wichtige Funktion im interkulturellen Austausch, da sie tief in der jeweiligen Kultur verwurzelt sind und gleichzeitig universelle menschliche Erfahrungen ausdrücken.

Vergleich usbekischer und deutscher Sprichwörter

Viele Sprichwörter in beiden Sprachen weisen ähnliche Bedeutungen auf, obwohl sie sprachlich unterschiedlich formuliert sind.

Beispiele:

Usbekisch: „Mehnat qilgan to‘yadi.“

Deutsch: „Ohne Fleiß kein Preis.“

→ Beide betonen die Bedeutung von harter Arbeit.

Usbekisch: „Til – qalb kaliti.“

Deutsch: „Die Zunge ist der Schlüssel zum Herzen.“

→ Beide heben die Kraft der Sprache hervor.

Usbekisch: „Do‘st boshda bilinadi.“

Deutsch: „Ein Freund in der Not ist ein wahrer Freund.“

→ Beide zeigen den Wert echter Freundschaft.

Usbekisch: „Vaqt – oltin.“

Deutsch: „Zeit ist Geld.“

→ Beide betonen den hohen Wert der Zeit.

Usbekisch: „Tavakkal qilmagan yutmaydi.“

Deutsch: „Wer nicht wagt, der nicht gewinnt.“

→ Beide unterstreichen die Bedeutung von Mut und Risiko.

Usbekisch: „Yolg‘onning umri qisqa.“

Deutsch: „Lügen haben kurze Beine.“

→ Beide zeigen, dass Unwahrheit nicht lange verborgen bleibt.

Diese Parallelen verdeutlichen, dass trotz kultureller Unterschiede viele menschliche Werte universell sind.

Neben den zahlreichen Ähnlichkeiten lassen sich auch Unterschiede feststellen. Usbekische Sprichwörter legen häufig einen stärkeren Fokus auf Gemeinschaft, Familie und soziale Harmonie, während deutsche Sprichwörter oft Individualismus, Selbstverantwortung und Effizienz betonen. Diese Unterschiede spiegeln die jeweiligen kulturellen und gesellschaftlichen Werte wider und zeigen, wie Sprache von kulturellen Kontexten geprägt wird.

Erzieherische Bedeutung der Sprichwörter

Spruchwörter erfüllen eine wichtige pädagogische Funktion. Sie:

- vermitteln moralische Werte wie Ehrlichkeit, Fleiß und Respekt,
- fördern kritisches Denken durch metaphorische Ausdrucksweise,
- dienen als Mittel zur sozialen Orientierung,
- unterstützen die sprachliche Entwicklung.

In der usbekischen Kultur werden Sprichwörter häufig im Alltag, in der Familie und in der Erziehung verwendet. Ähnlich ist es im deutschen Sprachraum, wo Sprichwörter oft in der Schule und im täglichen Gespräch eingesetzt werden.

Rolle in der modernen Gesellschaft

Trotz der zunehmenden Digitalisierung behalten Sprichwörter ihre Relevanz. Sie werden weiterhin in Medien, Literatur und Bildung genutzt. Gleichzeitig passen sich einige Sprichwörter modernen Kontexten an oder werden neu interpretiert.

Laut linguistischen Forschungen dienen Sprichwörter nicht nur der Kommunikation, sondern auch der Vermittlung von kulturellen Normen und moralischen Werten. Sie fungieren als ein wichtiges Instrument der informellen Bildung und tragen zur Entwicklung sozialer Kompetenzen bei.

Schlussfolgerung

Sprichwörter sind ein wertvolles kulturelles Erbe sowohl im Usbekischen als auch im Deutschen. Sie tragen zur moralischen und intellektuellen Entwicklung des Menschen bei und fördern interkulturelles Verständnis. Der Vergleich zeigt, dass grundlegende menschliche Werte in verschiedenen Kulturen ähnlich ausgedrückt werden, was die Bedeutung von Sprichwörtern als universelles Kommunikationsmittel unterstreicht.

Darüber hinaus können Sprichwörter im modernen Bildungsprozess effektiv eingesetzt werden, um sprachliche und interkulturelle Kompetenzen zu fördern. Weitere Forschungen könnten sich auf die Rolle von Sprichwörtern in digitalen Medien und deren Einfluss auf die heutige Jugend konzentrieren.

Literaturverzeichnis

- 1.Dudenredaktion. *Redewendungen und Sprichwörter*. Mannheim: Dudenverlag. Dudenverlag, 1992, 13 bet.
- 2.Mieder, Wolfgang. *Sprichwörter. Eine Einführung*. Stuttgart: Metzler Verlag. 2004, 286 bet.
- 3.Rahmatullayev, Sh. *O'zbek xalq maqollari*. Toshkent. 2000, 150 bet.
- 4.www.sprichwoerter.de

ZUNGENBRECHER IM DEUTSCHEN UND USBEKISCHEN UND IHRE ERZIEHERISCHE BEDEUTUNG

Masodiqova Zulfiyaxon Hamdamovna,

QDU, Xorijiy filologiya fakulteti, "Fakultetlararo tillar" kafedrasi dotsenti

Erkinov Muhammadkarim Akmaljon o'g'li,

QDU, Xorijiy filologiya fakulteti talabasi, E-mail: erkinovmuhammadkarim33@gmail.com

Annotation

Dieser Artikel untersucht Zungenbrecher im Deutschen und Usbekischen sowie deren Rolle in der sprachlichen Entwicklung und Erziehung. Zungenbrecher werden als phonetische Übungsmittel betrachtet, die die Aussprache verbessern und kognitive Fähigkeiten fördern. Durch eine vergleichende Analyse werden Gemeinsamkeiten und Unterschiede zwischen beiden Sprachen dargestellt. Die Ergebnisse zeigen, dass Zungenbrecher ein effektives didaktisches Instrument im Sprachunterricht sind.

Schlüsselwörter: Zungenbrecher, deutsche Sprache, usbekische Sprache, Aussprache, Phonetik, Sprachentwicklung, Didaktik, Vergleich

Einleitung

Zungenbrecher stellen in vielen Sprachen ein wichtiges sprachliches und didaktisches Mittel dar. Sie sind kurze, oft rhythmische Sätze oder Wortfolgen, die aufgrund ähnlicher Laute schwer auszusprechen sind. Sowohl im Deutschen als auch im Usbekischen gehören sie zur mündlichen Volkskunst und werden im Sprachunterricht aktiv eingesetzt.

In diesem Artikel wird die vergleichende und analytische Methode angewendet, um Zungenbrecher in beiden Sprachen zu untersuchen und ihre erzieherische Bedeutung herauszuarbeiten.

In der modernen Sprichwortforschung nehmen wissenschaftliche Arbeiten eine wichtige Rolle ein. Nach grundlegenden Studien von Forschern wie L. Röhrich

und W. Mieder wird das Sprichwort nicht nur als sprachliche Einheit, sondern auch als Mittel der zwischenmenschlichen Kommunikation betrachtet. Dabei werden sowohl seine Struktur und Bildhaftigkeit als auch seine Funktion im gesellschaftlichen Kontext analysiert.

Zungenbrecher im Deutschen

Im Deutschen sind Zungenbrecher besonders durch Konsonantenhäufungen und Lautwiederholungen gekennzeichnet. Typische Beispiele sind:

„Fischers Fritz fischt frische Fische.“

„Blaukraut bleibt Blaukraut und Brautkleid bleibt Brautkleid.“

„Zwischen zwei Zwetschgenzweigen zwitschern zwei Schwalben.“

Diese Beispiele verdeutlichen die Schwierigkeit der Artikulation bestimmter Laute wie „f“, „sch“ und „z“. Solche Übungen werden im Sprachunterricht genutzt, um die Aussprache gezielt zu trainieren.

Zungenbrecher im Usbekischen

Auch im Usbekischen existieren zahlreiche Zungenbrecher, die sich durch Lautwiederholungen und rhythmische Strukturen auszeichnen:

„Oq ot o‘tloqda o‘t yeb o‘tiribdi.“

„Bir tup tut tagida bir tup tok.“

„Qizil qovun qirq qopga qadaldi.“

Diese Beispiele fördern insbesondere die klare Aussprache von Vokalen und Konsonantenkombinationen und sind ein Bestandteil der usbekischen Volkskultur.

Vergleichende Analyse

Sowohl im Deutschen als auch im Usbekischen dienen Zungenbrecher der Verbesserung der Aussprache und der Schulung der Sprechorgane. Dennoch zeigen sich einige Unterschiede:

Deutsche Zungenbrecher konzentrieren sich häufig auf komplexe Konsonantenverbindungen, während usbekische Zungenbrecher stärker durch Vokalharmonie und rhythmische Wiederholungen geprägt sind. Diese Unterschiede spiegeln die phonologischen Besonderheiten der jeweiligen Sprache wider.

Erzieherische Bedeutung

Zungenbrecher erfüllen mehrere wichtige pädagogische Funktionen:

1. Förderung der Aussprache

Sie helfen Lernenden, schwierige Laute korrekt zu artikulieren und ihre Sprechfähigkeit zu verbessern.

2. Entwicklung kognitiver Fähigkeiten

Das Auswendiglernen und schnelle Wiedergeben stärkt Gedächtnis und Konzentration.

3. Stärkung von Aufmerksamkeit und Disziplin

Regelmäßiges Üben erfordert Geduld und Genauigkeit.

4. Motivation im Unterricht

Durch ihren spielerischen Charakter erhöhen Zungenbrecher die Lernmotivation.

5. Kulturelle Vermittlung

Sie sind Teil des kulturellen Erbes und tragen zur interkulturellen Kompetenz bei.

Schlussfolgerung

Zungenbrecher sind ein effektives Mittel zur sprachlichen und persönlichen Entwicklung. Sowohl im Deutschen als auch im Usbekischen tragen sie zur Verbesserung der Aussprache, zur Förderung kognitiver Fähigkeiten und zur Vermittlung kultureller Werte bei. Ihre Integration in den Sprachunterricht ist daher didaktisch sinnvoll und wissenschaftlich begründet.

Literaturverzeichnis

1. Wolfgang Mieder. *Sprichwörter. Eine Einführung*. Stuttgart: Metzler Verlag. 286 bet
2. Röhrich, L.; Mieder, W.: *Sprichwort*. Stuttgart: Metzler Verlag. 1977, 1-14 bet
3. Duden Verlag. *Redewendungen und Sprichwörter*. Mannheim: Dudenverlag. Online: <https://www.duden.de>
4. O‘zbek xalq og‘zaki ijodi: Omonulla MADAYEV Toshkent «MUMTOZ SO‘Z» 2010

DIE KATEGORIE DES SUBSTANTIVS IM DEUTSCHEN UND USBEKISCHEN: EINE ERWEITERTE VERGLEICHENDE UNTERSUCHUNG

Masodiqova Zulfiyaxon Hamdamovna

QDU, Xorijiy filologiya fakulteti, "Fakultetlararo tillar" kafedrasi dotsenti

Botiraliyeva Shaxzoda Qahramonjon qizi

QDU, Xorijiy filologiya fakulteti talabasi, E-mail: botiraliyevashahzoda6@gmail.com

Annotation

In diesem Artikel werden die linguistischen Eigenschaften der Substantivkategorie im Deutschen und Usbekischen vergleichend-analytisch untersucht. In der Studie werden die theoretischen Grundlagen der Substantive, ihre semantische Klassifikation, morphologische Struktur sowie grammatischen Kategorien eingehend analysiert. Insbesondere werden die Gemeinsamkeiten und Unterschiede von konkreten und abstrakten Substantiven sowie von Eigennamen und Gattungsnamen in beiden Sprachen dargestellt.

Darüber hinaus werden die Besonderheiten des Genus (Geschlecht), des Artikelsystems und der Kasus Kategorien im Deutschen sowie das auf der agglutinierenden Struktur des Usbekischen basierende Affixsystem wissenschaftlich erläutert. Im Verlauf der Untersuchung wird festgestellt, dass im Deutschen die Wortbildung durch Komposition und Derivation erfolgt, während im Usbekischen die Affigierung dominiert.

Die Ergebnisse zeigen, dass zwischen beiden Sprachen zwar semantische Gemeinsamkeiten bestehen, jedoch erhebliche Unterschiede in der morphologischen und syntaktischen Struktur vorliegen. Diese Untersuchung verdeutlicht die Bedeutung des vergleichenden Ansatzes beim Erlernen von Fremdsprachen und trägt zu einem tieferen Verständnis der Substantivkategorie in der Linguistik bei.

Schlüsselwörter: Substantivkategorie, deutsche Sprache, usbekische Sprache, vergleichende Analyse, semantische Klassifikation, morphologische Struktur, grammatische Kategorien, Kasussystem, Genus, Artikel, Affigierung, Komposition, Derivation, agglutinierende Sprache, Wortbildung

Einleitung

In der modernen Linguistik zeichnet sich die Substantivkategorie durch ihre Universalität aus, da sie zu den grundlegenden grammatischen Einheiten gehört, die in nahezu allen Sprachen vorhanden sind. Aus typologischer Sicht gehört die

deutsche Sprache zu den flektierenden (fusionierenden) Sprachen, in denen grammatische Bedeutungen häufig durch innere Veränderungen und Flexion ausgedrückt werden. Die usbekische Sprache hingegen zählt zu den agglutinierenden Sprachen, in denen grammatische Bedeutungen überwiegend durch eine Abfolge von Affixen realisiert werden. Daher besitzt die vergleichende Untersuchung dieser beiden Sprachen eine besondere wissenschaftliche Relevanz für die linguistische Typologie.

Darüber hinaus sind die grammatischen Kategorien der Substantive — insbesondere Genus, Kasus und Numerus — in verschiedenen Sprachen unterschiedlich ausgeprägt, was eng mit der historischen Entwicklung der Sprachsysteme verbunden ist. Im Deutschen spielt das Genus zusammen mit dem Artikelsystem eine wesentliche Rolle bei der Bestimmung syntaktischer Beziehungen, während diese Funktion im Usbekischen hauptsächlich durch Kasusendungen und Wortstellung erfüllt wird. In diesem Zusammenhang hat die vergleichende Analyse der Substantivkategorie nicht nur theoretische, sondern auch praktische Bedeutung, insbesondere für die Weiterentwicklung der Fremdsprachendidaktik.

Hauptteil

1. Semantische und grammatische Klassifikation der Substantive

Im Deutschen und Usbekischen werden Substantive semantisch in konkrete und abstrakte sowie in Eigennamen und Gattungsnamen eingeteilt. Diese Klassifikation entspricht universellen kognitiven Kategorien, die *tilshunoslikda umumiy semantik tizim sifatida qaraladi* (Lyons, 1977; Croft, 2003). Beispiele wie „Haus – uy“ oder „Liebe – sevgi“ zeigen diese semantischen Parallelen.

Grammatisch bestehen jedoch deutliche Unterschiede. Im Deutschen besitzen Substantive die Kategorie Genus (maskulin, feminin, neutral), die eng mit dem Artikelsystem verbunden ist (Helbig & Buscha, 2001). Im Usbekischen existiert diese Kategorie nicht, was *turk tillariga xos tipologik xususiyat hisoblanadi* (Comrie, 1989). Diese Differenz beeinflusst die Struktur der Nominalgruppe in beiden Sprachen erheblich.

2. Morphologische Eigenschaften und Wortbildung

Das Deutsche ist eine flektierende Sprache, in der Komposition und Derivation zentrale Wortbildungsprozesse darstellen (Duden-Grammatik, 2016). Beispiele hierfür sind „Haustür“ oder „Freiheit“, die durch Zusammensetzung bzw. Ableitung entstehen.

Das Usbekische hingegen ist eine agglutinierende Sprache, in der Affixe eine dominierende Rolle spielen (Johanson & Csató, 1998). Typische Beispiele sind „o‘qituvchi“, „ishchi“ und „temiryo‘l“.

Die typologische Unterscheidung zwischen flektierenden und agglutinierenden Sprachen wurde bereits in klassischen Arbeiten von Sapir (1921) und Greenberg (1963) beschrieben und bildet eine Grundlage der modernen Sprachtypologie.

3. Grammatische Kategorien

Im Deutschen gibt es vier Kasus (Nominativ, Genitiv, Dativ, Akkusativ), während das Usbekische sechs Kasus aufweist, die unterschiedliche syntaktische Beziehungen ausdrücken (Nazarov, 2010). Diese Unterschiede spiegeln verschiedene grammatische Organisationsprinzipien wider.

Die Kategorie Numerus existiert in beiden Sprachen: „Kind – Kinder“ im Deutschen und „bola – bolalar“ im Usbekischen. Im Usbekischen wird der Plural regelmäßig durch das Suffix -lar/-ler gebildet (Erdal, 2004), während im Deutschen häufig interne Veränderungen oder Umlautprozesse auftreten.

4. Syntaktische Funktionen

Substantive erfüllen in beiden Sprachen zentrale syntaktische Funktionen wie Subjekt, Objekt und Attribut. Im Deutschen werden diese Funktionen stark durch Kasusmarkierung und Artikel bestimmt, während im Usbekischen Wortstellung und Affigierung dominieren (Helbig & Buscha, 2001).

Diese Unterschiede entsprechen dem typologischen Gegensatz zwischen stärker flektierenden und stärker agglutinierenden Sprachsystemen (Comrie, 1989). Dadurch entstehen unterschiedliche Strategien der Satzbildung und Informationsstrukturierung.

5. Bedeutung der vergleichenden Analyse

Die vergleichende Untersuchung des Deutschen und Usbekischen ist von großer Bedeutung für die Linguistik, da sie sowohl universelle als auch sprachspezifische Eigenschaften sichtbar macht. In der kontrastiven Linguistik wird betont, dass solche Analysen eine wichtige Grundlage für den Fremdsprachenerwerb darstellen (Weinreich, 1953).

Darüber hinaus tragen solche Studien zur Entwicklung effektiver didaktischer Modelle bei, insbesondere zur Vermeidung von Interferenzfehlern beim Erlernen fremder Sprachsysteme.

6. Sprachtypologie und genetische Klassifikation

In der Linguistik werden Sprachen typologisch und genetisch klassifiziert. Die deutsche Sprache gehört zur germanischen Gruppe der indogermanischen Sprachfamilie und weist eine flektierende (fusionierende) Struktur auf. Die usbekische Sprache gehört zur Familie der Turksprachen und zeichnet sich durch eine agglutinierende Struktur aus (Comrie, 1989; Johanson & Csató, 1998).

Typologische Untersuchungen zeigen, dass in flektierenden Sprachen grammatische Bedeutungen innerhalb eines Morphems verschmolzen ausgedrückt werden, während in agglutinierenden Sprachen jedes Affix in der Regel eine einzelne grammatische Bedeutung trägt (Sapir, 1921; Greenberg, 1963). Dieser Unterschied zeigt sich deutlich auch in der Struktur der Substantive.

7. Kognitive und funktionale Aspekte der Substantivkategorie

In der modernen kognitiven Linguistik werden Substantive als grundlegende konzeptuelle Einheiten betrachtet, die menschliche Denkstrukturen widerspiegeln (Langacker, 1987). Substantive dienen nicht nur der Benennung von Objekten, sondern auch der Strukturierung von Wissen und der Konzeptualisierung von Realität.

Aus dieser Perspektive basiert die Substantivkategorie im Deutschen und Usbekischen auf einer universellen kognitiven Grundlage, ihre grammatische Realisierung unterscheidet sich jedoch erheblich. Dies ist von großer Bedeutung für die vergleichende Erforschung des Verhältnisses zwischen Sprache und Denken.

8. Kontrastive Linguistik und Interferenzproblematik

Nach der kontrastiven Linguistik ermöglicht der Vergleich zweier Sprachsysteme die Identifikation struktureller Unterschiede und trägt zur Reduzierung von Interferenzfehlern beim Fremdsprachenerwerb bei (Weinreich, 1953).

Die Unterschiede zwischen dem Deutschen und dem Usbekischen, insbesondere hinsichtlich der Genuskategorie, des Artikelsystems und der Kasusmarkierung, führen zu typischen Lernschwierigkeiten. Daher besitzt die kontrastive Analyse eine wichtige methodologische Bedeutung für den Fremdsprachenunterricht.

9. Strukturell-funktionaler Ansatz

Aus strukturalistischer Sicht basiert jedes Sprachsystem auf den Beziehungen seiner inneren Elemente (Saussure, 1916). Die Substantivkategorie fungiert dabei als zentrale lexikalisch-grammatische Einheit und spielt eine wesentliche Rolle in der Satzstruktur.

Im Deutschen ist diese Funktion stark formalisiert durch Artikel und Kasusysteme, während sie im Usbekischen hauptsächlich durch Wortstellung und Affigierung realisiert wird.

Fazit

In dieser Untersuchung wurden die semantischen, morphologischen, grammatischen und syntaktischen Eigenschaften der Substantivkategorie im Deutschen und Usbekischen vergleichend analysiert. Die Ergebnisse zeigen, dass Substantive in beiden Sprachen eine wichtige universelle linguistische Einheit darstellen und grundlegende konzeptuelle Kategorien des menschlichen Denkens ausdrücken.

Semantisch weisen beide Sprachen Ähnlichkeiten auf, da Substantive in konkrete und abstrakte sowie in Eigennamen und Gattungsnamen eingeteilt werden. Dies bestätigt, dass Sprachsysteme auf gemeinsamen kognitiven Grundlagen basieren. Auf grammatischer Ebene bestehen jedoch erhebliche Unterschiede, insbesondere hinsichtlich der Kategorie Genus und des Artikelsystems im Deutschen, die im Usbekischen nicht vorhanden sind. Dies stellt einen wichtigen typologischen Unterschied dar.

Die morphologische Analyse hat gezeigt, dass das Deutsche eine flektierende Sprache ist, in der Komposition und Derivation zentrale Wortbildungsprozesse darstellen, während das Usbekische eine agglutinierende Sprache ist, in der Affigierung zur Ausdrucksform grammatischer und lexikalischer Bedeutungen dient. Dieser Unterschied stellt einen grundlegenden typologischen Gegensatz in der sprachlichen Struktur dar.

Auch im Bereich des Kasusystems und der Numeruskategorie bestehen Unterschiede. Im Deutschen existieren vier Kasus, während im Usbekischen sechs

Kasus verwendet werden. In beiden Sprachen ist die Numeruskategorie jedoch universell und wird durch Singular- und Pluralformen ausgedrückt.

Syntaktisch werden grammatische Beziehungen im Deutschen hauptsächlich durch Kasus und Artikelsysteme realisiert, während im Usbekischen Wortstellung und Affixe diese Funktion übernehmen. Dies verdeutlicht einen strukturell-funktionalen Unterschied zwischen den beiden Sprachen.

Zusammenfassend lässt sich sagen, dass die vergleichende Untersuchung des Deutschen und Usbekischen nicht nur ihre Unterschiede, sondern auch ihre Übereinstimmung mit universellen linguistischen Prinzipien zeigt. Solche Studien sind von großer Bedeutung für die kontrastive Linguistik, die Sprachtypologie sowie die Methodik des Fremdsprachenunterrichts.

Literaturverzeichnis

1. Comrie, B. (1989). *Language Universals and Linguistic Typology: Syntax and Morphology*. Chicago: University of Chicago Press.
2. Croft, W. (2003). *Typology and Universals* (2. Auflage). Cambridge: Cambridge University Press.
3. Dudenredaktion. (2016). *Duden – Die Grammatik* (9. Auflage). Berlin: Dudenverlag.
4. Erdal, M. (2004). *A Grammar of Old Turkic*. Leiden: Brill.
5. Greenberg, J. H. (1963). *Universals of Language*. Cambridge, MA: MIT Press.
6. Helbig, G., & Buscha, J. (2001). *Deutsche Grammatik: Ein Handbuch für den Ausländerunterricht*. Leipzig: Langenscheidt.
7. Johanson, L., & Csató, É. Á. (1998). *The Turkic Languages*. London: Routledge.
8. Langacker, R. W. (1987). *Foundations of Cognitive Grammar: Theoretical Prerequisites*. Stanford: Stanford University Press.
9. Lyons, J. (1977). *Semantics*. Cambridge: Cambridge University Press.
10. Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. New York: Harcourt, Brace.
11. Saussure, F. de (1916). *Cours de linguistique générale*. Paris: Payot.
12. Weinreich, U. (1953). *Languages in Contact*. New York: Linguistic Circle of New York.

DIE MODALVERBEN IM DEUTSCHEN UND IHRE GRAMMATISCHE ROLLE

Masodiqova Zulfiyaxon Hamdamovna,

QDU, Xorijiy filologiya fakulteti, "Fakultetlararo tillar" kafedrası dotsenti

Botiraliyeva Shaxzoda Qahramonjon qizi,

QDU, Xorijiy filologiya fakulteti talabasi, E-mail: botiraliyevashahzoda6@gmail.com

Annotation

In diesem Artikel erfolgt eine wissenschaftlich-theoretische Analyse der grammatischen und semantischen Eigenschaften der Modalverben im Deutschen sowie ihrer Rolle in der syntaktischen Struktur. Untersucht werden die grundlegenden Funktionen der Modalverben (können, müssen, sollen, wollen, dürfen, mögen), die modale Bedeutungen wie Möglichkeit, Notwendigkeit, Verpflichtung, Erlaubnis und Wunsch ausdrücken. Darüber hinaus wird ihre Rolle bei der Bildung des Verbkomplexes, ihre Verbindung mit Infinitivkonstruktionen sowie ihre Positionsmerkmale in Haupt- und Nebensätzen dargestellt.

Als theoretische Grundlage dienen klassische Werke der deutschen Linguistik, insbesondere die Deutsche Grammatik von Helbig und Buscha, die Duden Grammatik sowie die Forschungen von Eisenberg. Die Analyse zeigt, dass Modalverben im modernen Deutschen nicht nur eine grammatische, sondern auch eine wichtige pragmatische Funktion erfüllen und zur präziseren Ausdrucksweise kommunikativer Bedeutungen beitragen.

Die Ergebnisse der Untersuchung weisen auf die Notwendigkeit eines systematischen und funktionalen Ansatzes beim Lehren der Modalverben im Deutschunterricht als Fremdsprache hin.

Schlüsselwörter: Modalverben, deutsche Grammatik, Syntax, Semantik, Pragmatik, Infinitivkonstruktionen.

Einleitung

In der grammatischen Struktur der deutschen Sprache nehmen Modalverben eine besondere Stellung ein und haben einen bedeutenden Einfluss auf die syntaktische sowie semantische Struktur der Sprache. Mithilfe der Modalverben kann der Sprecher den Inhalt eines Satzes im Hinblick auf verschiedene modale Bedeutungen wie Möglichkeit, Notwendigkeit, Verpflichtung, Erlaubnis, Wunsch und Absicht ausdrücken. Daher gelten sie nicht nur als grammatische Kategorie, sondern auch als ein wichtiges Mittel des kommunikativen Ausdrucks.

Im Deutschen werden die Modalverben können, müssen, sollen, wollen, dürfen und mögen als zentrale Vertreter betrachtet. Diese Verben werden in der Regel in Verbindung mit einem Vollverb verwendet und präzisieren dessen Bedeutung. Ihre spezifischen grammatischen Eigenschaften, darunter die Verbindung mit dem Infinitiv, ihre Stellung in Haupt- und Nebensätzen sowie ihre Veränderungen in verschiedenen Zeitformen, bilden einen wichtigen Bestandteil der deutschen Syntax.

Darüber hinaus erfüllen Modalverben nicht nur eine grammatische, sondern auch eine pragmatische Funktion. Sie ermöglichen es dem Sprecher, seine Aussagen abzuschwächen, zu verstärken oder höflicher auszudrücken. Dadurch wird ihre kommunikative Bedeutung im Sprachgebrauch erheblich erweitert.

In der vorliegenden Arbeit werden die grammatischen und semantischen Eigenschaften der Modalverben im Deutschen sowie ihre syntaktischen und pragmatischen Funktionen auf der Grundlage wissenschaftlicher Literatur analysiert.

Hauptteil

1. Grammatische Eigenschaften der Modalverben

Die Modalverben im Deutschen (können, müssen, sollen, wollen, dürfen, mögen) bilden eine besondere grammatische Gruppe und werden stets zusammen mit einem Vollverb verwendet. Das Modalverb steht konjugiert an zweiter Stelle im Satz, während das Vollverb im Infinitiv am Satzende steht. Zum Beispiel: Ich kann Deutsch sprechen.

In Nebensätzen verschieben sich sowohl das Modalverb als auch das Vollverb an das Satzende: ..., weil ich Deutsch sprechen kann. Im Perfekt wird die Form des „Ersatzinfinitivs“ verwendet: Ich habe Deutsch sprechen können.

2. Semantische Funktionen der Modalverben

Modalverben drücken verschiedene modale Bedeutungen aus:

- können – Möglichkeit, Fähigkeit

- müssen – Notwendigkeit, Zwang
- dürfen – Erlaubnis, Verbot
- sollen – Empfehlung, indirekte Verpflichtung
- wollen – Absicht, Wunsch
- mögen – Vorliebe, Präferenz

Diese Bedeutungen können je nach Kontext variieren, weshalb Modalverben als semantisch sehr flexibel gelten.

3. Rolle in der syntaktischen Struktur

Modalverben nehmen eine zentrale Stellung in der Syntax der deutschen Sprache ein. Sie gehören zum Verbalkomplex und steuern die Satzstruktur. Modalverben bestimmen die Position des Vollverbs und bilden komplexe Verbstrukturen.

Wie Eisenberg (2020) betont, spielen Modalverben eine entscheidende Rolle bei der Bildung von Verbketten (Verbketten) im Deutschen und tragen wesentlich zur Komplexität der grammatischen Struktur bei.

4. Modalität und semantische Interpretation

In der linguistischen Literatur werden Modalverben mit der Kategorie der Modalität verbunden. Palmer (2001) unterscheidet drei Arten der Modalität:

- epistemische Modalität (Wahrscheinlichkeit)
- deontische Modalität (Pflicht und Erlaubnis)
- dynamische Modalität (Fähigkeit und Möglichkeit)

Die deutschen Modalverben sind an allen diesen Modalitätstypen beteiligt, was ihre semantische Universalität zeigt.

5. Pragmatische Funktionen

Modalverben erfüllen nicht nur grammatische, sondern auch pragmatische Funktionen. Nach Yule (2010) dienen sie dazu, Sprechakte abzuschwächen oder zu verstärken.

Zum Beispiel:

- Könnten Sie mir helfen? – höfliche Bitte
- Du sollst lernen. – indirekte Verpflichtung

Dies erhöht die soziale und kommunikative Bedeutung der Modalverben.

6. Theoretisch-linguistische Ansätze

Helbig und Buscha (2013) interpretieren Modalverben als „Operatorverben“ und betonen, dass ihre Hauptfunktion in der Modalisierung des Satzinhalts besteht. Die Duden Grammatik (2022) stellt sie als zentrales Element des Verbalkomplexes dar.

Nach diesen Ansätzen verfügen Modalverben weniger über eine eigenständige lexikalische Bedeutung und vielmehr über eine grammatische und funktionale Last.

7. Didaktische und kommunikative Bedeutung

Im Fremdsprachenunterricht des Deutschen gelten Modalverben als ein komplexes, aber sehr wichtiges Thema. Bei ihrer Vermittlung gelten kontextbasierte Ansätze, kommunikative Übungen und transformationsbasierte Satzübungen als besonders effektiv.

Diese Methoden fördern sowohl die grammatische Kompetenz als auch die kommunikative Kompetenz der Lernenden.

In der modernen germanistischen Linguistik wird die Problematik der Modalverben häufig im Schnittfeld funktional-grammatischer und kommunikativer Ansätze analysiert. Gestützt auf die Arbeiten von Helbig und Buscha (2013) sowie die Duden Grammatik (2022) lässt sich festhalten, dass Modalverben im Deutschen zentrale Bestandteile der Prädikatsstruktur darstellen, die die syntaktische Kohärenz des Satzes sichern und eine wesentliche Rolle bei der Bildung von Verbketten spielen. Dies bestätigt erneut die typologische Tendenz des Deutschen zu einer verbfinalen Syntaxstruktur (Verbendstellung).

Darüber hinaus betont Eisenberg (2020), dass Modalverben in komplexen syntaktischen Konstruktionen als „grammatischer Kopplungsmechanismus“ fungieren. Sie tragen dazu bei, die semantische Last des Vollverbs neu zu verteilen und die strukturellen Ebenen des Satzes klarer zu organisieren. Dadurch wird der analytische Charakter der deutschen Syntax besonders deutlich.

Palmer (2001) und Lyons (1977) betrachten Modalverben im Rahmen der Modalitätskategorie und heben ihre Funktion bei der Differenzierung epistemischer und deontischer Bedeutungen hervor. Dies zeigt, dass Modalverben nicht nur grammatische, sondern auch kognitiv-semantische Funktionen erfüllen.

Aus pragmatischer Perspektive weist Yule (2010) darauf hin, dass Modalverben eine wichtige Rolle bei der Steuerung der illokutionären Kraft von Sprechakten spielen. Sie ermöglichen es dem Sprecher, kommunikative Absichten indirekt und sozial angemessen zu formulieren, wodurch ihre Bedeutung für Höflichkeitsstrategien im Deutschen erheblich zunimmt.

Insgesamt zeigt die Analyse der wissenschaftlichen Literatur, dass Modalverben als verbindendes Element zwischen grammatischer Struktur, semantischer Interpretation und pragmatischer Kommunikation fungieren. Daher sollte ihre Untersuchung nicht nur auf morpho-syntaktischer Ebene erfolgen, sondern in einem integrativ-linguistischen Ansatz betrachtet werden.

Fazit

In dieser Arbeit wurden die grammatischen, semantischen, syntaktischen und pragmatischen Eigenschaften der Modalverben im Deutschen umfassend analysiert. Die Ergebnisse zeigen, dass Modalverben (können, müssen, sollen, wollen, dürfen, mögen) im grammatischen System der deutschen Sprache eine zentrale Stellung einnehmen und dazu dienen, den Satzinhalt durch verschiedene modale Beziehungen wie Möglichkeit, Notwendigkeit, Verpflichtung, Erlaubnis und Wunsch auszudrücken. Sie werden stets zusammen mit einem Vollverb verwendet, bilden komplexe Verbkonstruktionen und erscheinen als wesentliche Bestandteile der syntaktischen Struktur. Insbesondere ihre Stellung in Haupt- und Nebensätzen sowie ihre Verbindung mit dem Infinitiv spiegeln die spezifischen Gesetzmäßigkeiten der deutschen Syntax wider.

Semantisch gesehen besitzen Modalverben keine strikt feste Bedeutung, sondern sind kontextabhängig und können verschiedene modale Bedeutungen ausdrücken, was ihre hohe Flexibilität zeigt. Im Rahmen der Modalitätstheorie

nehmen sie aktiv an der Realisierung epistemischer, deontischer und dynamischer Bedeutungen teil. Aus pragmatischer Sicht fungieren Modalverben als wichtige kommunikative Mittel im Sprachgebrauch, da sie es dem Sprecher ermöglichen, Aussagen abzuschwächen, zu verstärken oder höflicher zu formulieren, wodurch ihre Bedeutung in der sozialen Kommunikation erheblich gesteigert wird.

Die durchgeführte Analyse zeigt, dass Modalverben in verschiedenen linguistischen Ansätzen sowohl als grammatische als auch als semantische und pragmatische Einheiten eines zusammenhängenden komplexen Systems interpretiert werden. Während Helbig und Buscha sowie die Duden-Grammatik ihre strukturelle Rolle betonen, heben Palmer und Yule ihre modalen und kommunikativen Funktionen hervor. Dieser integrative Ansatz bestätigt die Modalverben als vielschichtige linguistische Einheiten im Deutschen.

Die wissenschaftliche Neuheit dieser Arbeit besteht darin, dass die Modalverben nicht isoliert, sondern als integriertes System grammatischer, semantischer und pragmatischer Aspekte analysiert wurden. Dabei wurde ihr Zusammenspiel in syntaktischen und kommunikativen Prozessen durch einen ganzheitlichen Ansatz herausgearbeitet. Dies zeigt, dass Modalverben im Deutschunterricht nicht nur als grammatische Kategorie, sondern auch als wichtiges Mittel zur Entwicklung kommunikativer Kompetenz betrachtet werden sollten.

Literaturverzeichnis

1. Dudenredaktion (2022). Duden – Die Grammatik. Berlin: Dudenverlag.
2. Eisenberg, P. (2020). Grundriss der deutschen Grammatik: Der Satz. Stuttgart: J.B. Metzler.
3. Engel, U. (2004). Deutsche Grammatik. München: Iudicium Verlag.
4. Helbig, G.; Buscha, J. (2013). Deutsche Grammatik. Berlin: Langenscheidt / Hueber Verlag.
5. Helbig, G. (2001). Lernergrammatik des Deutschen. Leipzig: Langenscheidt.
6. Hentschel, E.; Weydt, H. (2013). Handbuch der deutschen Grammatik. Berlin: De Gruyter.
7. Lyons, J. (1977). Semantics. Cambridge: Cambridge University Press.
8. Palmer, F. R. (2001). Mood and Modality. Cambridge: Cambridge University Press.
9. Yule, G. (2010). The Study of Language. Cambridge: Cambridge University Press.
10. Zifonun, G.; Hoffmann, L.; Strecker, B. (1997). Grammatik der deutschen Sprache. Berlin: De Gruyter.

EFFEKTIVE METHODEN ZUM AUSWENDIGLERNEN VON GEDICHTEN IM DEUTSCHUNTERRICHT

Masodiqova Zulfiyaxon Hamdamovna,

QDU, Xorijiy filologiya fakulteti, "Fakultetlararo tillar" kafedrasi dotsenti

Botiraliyeva Shaxzoda Qahramonjon qizi,

QDU, Xorijiy filologiya fakulteti talabasi, E-mail: botiraliyevashahzoda6@gmail.com

Annotation

In diesem Artikel werden effektive Methoden zum Auswendiglernen von Gedichten im Deutschunterricht wissenschaftlich analysiert. Das Auswendiglernen von Gedichten stellt ein wichtiges didaktisches Mittel im Fremdsprachenlernen dar, da es kognitive Gedächtnisprozesse

aktiviert, die Aussprache verbessert und zur Erweiterung des Wortschatzes beiträgt. Die Untersuchung stützt sich auf die Gedächtnistheorie von A. Baddeley (1997) sowie auf die Prinzipien des Wortschatzlernens von I. S. P. Nation (2001) und N. Schmitt (2000) und betrachtet verschiedene effektive Lernmethoden.

Die Ergebnisse zeigen, dass die kombinierte Anwendung von Methoden wie Wiederholung (Repetition), Chunking (Aufteilung in kleinere Einheiten), visueller und auditiver Unterstützung, schriftlichen Übungen, emotionaler Verbindung sowie expressivem Vorlesen eine hohe Wirksamkeit aufweist. Besonders der multimodale Ansatz, bei dem mehrere Sinneskanäle gleichzeitig aktiviert werden, erleichtert den Lernprozess erheblich.

Zusammenfassend lässt sich feststellen, dass das Auswendiglernen von Gedichten nicht nur den Spracherwerb beschleunigt, sondern auch die kommunikative Kompetenz der Lernenden fördert. Daher nehmen diese Methoden einen wichtigen Platz im modernen Deutschunterricht ein.

Schlüsselwörter. Gedichtauswendiglernen, Deutschunterricht, Gedächtnis, Wiederholungsmethode, multimodales Lernen, kommunikative Kompetenz

Einleitung

Das Auswendiglernen von Gedichten spielt im Fremdsprachenunterricht, insbesondere im Deutschunterricht, eine bedeutende Rolle. Es trägt nicht nur zur Festigung grammatischer Strukturen und zur Erweiterung des Wortschatzes bei, sondern fördert auch kognitive Prozesse wie Gedächtnisbildung, Aufmerksamkeit und Sprachbewusstsein. Nach der Gedächtnistheorie von Baddeley (1997) ist das Arbeitsgedächtnis ein zentraler Faktor beim Spracherwerb, da Informationen aktiv verarbeitet und langfristig gespeichert werden müssen.

Darüber hinaus erklärt die Theorie der Verarbeitungstiefe von Craik und Lockhart (1972), dass Informationen umso besser behalten werden, je intensiver und bedeutungsvoller sie verarbeitet werden. In diesem Zusammenhang bietet das Lernen von Gedichten eine geeignete Grundlage, da sprachliche Inhalte sowohl semantisch als auch emotional verarbeitet werden können. Auch die Dual-Coding-Theorie von Paivio (1986) unterstützt diese Annahme, indem sie zeigt, dass Informationen besser behalten werden, wenn sie sowohl verbal als auch visuell verarbeitet werden.

Trotz dieser theoretischen Vorteile haben viele Lernende Schwierigkeiten beim langfristigen Behalten längerer Texte. Daher weisen Nation (2001) und Schmitt (2000) darauf hin, dass effektive Wortschatz- und Textlernstrategien notwendig sind, um nachhaltiges Lernen zu ermöglichen. Besonders Methoden wie Wiederholung, Chunking sowie multimodales Lernen gewinnen in der modernen Didaktik zunehmend an Bedeutung.

Ziel dieses Beitrags ist es daher, wissenschaftlich fundierte Methoden zum Auswendiglernen von Gedichten im Deutschunterricht zu analysieren und ihre praktische Wirksamkeit für den Fremdsprachenlernprozess darzustellen.

Hauptteil

1. Bedeutung des Auswendiglernens von Gedichten im Deutschunterricht

Das Auswendiglernen von Gedichten stellt im Deutschunterricht eine wichtige didaktische Methode dar. Es unterstützt nicht nur den Erwerb sprachlicher Kompetenzen, sondern fördert auch kognitive Fähigkeiten wie Gedächtnisleistung, Konzentration und Sprachbewusstsein. Nach Baddeley (1997) spielt das

Arbeitsgedächtnis eine entscheidende Rolle beim Spracherwerb, da Informationen aktiv verarbeitet und langfristig gespeichert werden müssen.

Gedichte bieten hierbei einen besonderen Vorteil, da sie durch ihre rhythmische und strukturierte Form das Einprägen erleichtern. Gleichzeitig tragen sie zur Verbesserung der Aussprache sowie zur Erweiterung des Wortschatzes bei, was besonders im Fremdsprachenunterricht von großer Bedeutung ist.

2. Wissenschaftliche Grundlagen des Lernens von Gedichten

Die Effektivität des Lernens hängt stark von der Art der Informationsverarbeitung ab. Craik und Lockhart (1972) betonen in ihrer Theorie der Verarbeitungstiefe, dass Informationen besser behalten werden, wenn sie bedeutungsvoll und tief verarbeitet werden. Gedichte eignen sich besonders gut für diese Form des Lernens, da sie sowohl semantische als auch emotionale Inhalte enthalten.

Zusätzlich erklärt die Dual-Coding-Theorie von Paivio (1986), dass Informationen besser gespeichert werden, wenn sie gleichzeitig verbal und visuell verarbeitet werden. Dies bedeutet, dass das Kombinieren von Text, Bildern und Vorstellungen das Erinnern deutlich erleichtert.

3. Effektive Methoden zum Auswendiglernen von Gedichten

3.1 Wiederholungsmethode (Repetition)

Die Wiederholung stellt einen der zentralen Mechanismen des Gedächtnislernens dar. Nach Ebbinghaus (1885) führt das Vergessen ohne regelmäßige Wiederholung zu einem schnellen Verlust von Informationen. Daher ist die sogenannte verteilte Wiederholung (spaced repetition) besonders effektiv. Durch wiederholtes Lesen und Rezitieren eines Gedichts in bestimmten Zeitabständen wird der Übergang vom Kurzzeit- ins Langzeitgedächtnis unterstützt.

3.2 Chunking-Methode

Die Chunking-Methode basiert auf der Reduzierung der kognitiven Belastung. Nach Miller (1956) kann das Kurzzeitgedächtnis nur eine begrenzte Anzahl von Informationseinheiten gleichzeitig verarbeiten. Aus diesem Grund wird ein Gedicht in kleinere, sinnvolle Einheiten wie Verse oder Strophen unterteilt. Diese Strukturierung erleichtert das Einprägen erheblich, insbesondere bei längeren Texten.

3.3 Visuelle Unterstützung

Die visuelle Unterstützung stützt sich auf die Dual-Coding-Theorie von Paivio (1986). Informationen werden besser behalten, wenn sie sowohl verbal als auch visuell verarbeitet werden. Die Verwendung von Bildern, Symbolen oder mentalen Vorstellungen hilft den Lernenden, den Inhalt eines Gedichts besser zu verstehen und langfristig zu speichern.

3.4 Auditive Methode

Die auditive Methode fördert insbesondere die phonologische Verarbeitung der Sprache. Nach Krashen (1982) ist sprachlicher Input durch Hören ein zentraler Bestandteil des Spracherwerbs. Das wiederholte Anhören von Gedichten verbessert die Aussprache, Intonation sowie das rhythmische Sprachgefühl.

3.5 Schreiben und Abschreiben

Das Schreiben eines Gedichts aktiviert motorische und visuelle Gedächtnisprozesse gleichzeitig. Nach Baddeley (1997) trägt die aktive Verarbeitung von Informationen wesentlich zur Gedächtnisbildung bei. Durch wiederholtes Abschreiben wird der Lerninhalt tiefer im Gedächtnis verankert.

3.6 Emotionale Verbindung

Emotionen spielen eine wichtige Rolle beim Erinnerungsprozess. Neuropsychologische Studien (LeDoux, 1996) zeigen, dass emotional relevante Informationen stärker im Gedächtnis gespeichert werden. Eine persönliche oder emotionale Verbindung zum Gedicht erleichtert somit das langfristige Behalten erheblich.

3.7 Rollenspiel und expressive Rezitation

Diese Methode basiert auf dem kommunikativen Ansatz des Sprachlernens. Nach Hymes (1972) ist Sprache nicht nur ein grammatisches System, sondern ein Mittel zur Kommunikation. Das expressive Vortragen oder szenische Darstellen von Gedichten fördert sowohl die sprachliche Flüssigkeit als auch die kommunikative Kompetenz der Lernenden.

4. Diskussion der Lernmethoden

Die Analyse zeigt, dass keine einzelne Methode allein optimal ist. Vielmehr führt die Kombination verschiedener Lernstrategien zu den besten Ergebnissen. Besonders multimodale Ansätze, bei denen visuelle, auditive und motorische Elemente kombiniert werden, erhöhen die Effektivität des Lernprozesses erheblich. Nach Schmitt (2000) ist es zudem wichtig, dass Lernende individuelle Strategien entwickeln, die zu ihrem persönlichen Lernstil passen. Dadurch wird das Lernen nachhaltiger und effizienter gestaltet.

5. Moderne didaktische Perspektiven und Lernpsychologie

Aktuelle didaktische Forschung zeigt, dass das Lernen von Gedichten nicht nur ein mechanischer Prozess des Auswendiglernens ist, sondern eng mit kognitiven und emotionalen Faktoren verbunden ist. Nach Sweller (1988) spielt die kognitive Belastung (Cognitive Load Theory) eine entscheidende Rolle beim Lernen. Wenn Lernende zu viele Informationen gleichzeitig verarbeiten müssen, sinkt die Effektivität des Lernprozesses. Daher ist die Strukturierung von Gedichten in kleinere Einheiten, wie beim Chunking, besonders sinnvoll.

Darüber hinaus betont Mayer (2009) in seiner Theorie des multimedialen Lernens, dass Menschen Informationen besser behalten, wenn sie über verschiedene Kanäle (visuell, auditiv und verbal) aufgenommen werden. Dies bestätigt die Wirksamkeit multimodaler Methoden im Deutschunterricht, insbesondere beim Auswendiglernen von Texten.

Auch Vygotskys soziokulturelle Lerntheorie (1978) weist darauf hin, dass Lernen ein sozialer Prozess ist. Das gemeinsame Rezitieren von Gedichten im Unterricht, beispielsweise in Paar- oder Gruppenarbeit, fördert nicht nur die sprachliche Entwicklung, sondern auch die interaktive Kompetenz der Lernenden. Zusätzlich zeigen neuere Studien im Bereich der Sprachdidaktik (z. B. Ellis, 2015), dass wiederholtes, kontextbezogenes Lernen effektiver ist als isoliertes

Auswendiglernen. Das bedeutet, dass Gedichte besser behalten werden, wenn sie in sinnvolle kommunikative Situationen eingebettet sind.

Fazit

In dieser Arbeit wurden effektive Methoden zum Auswendiglernen von Gedichten im Deutschunterricht wissenschaftlich und didaktisch analysiert. Die Ergebnisse zeigen, dass das Auswendiglernen von Gedichten kein rein mechanischer Prozess ist, sondern ein komplexes Zusammenspiel kognitiver, emotionaler und kommunikativer Faktoren darstellt. Auf Grundlage der Theorien von Baddeley (1997), Paivio (1986), Craik und Lockhart (1972) sowie Miller (1956) wurde festgestellt, dass eine tiefere Informationsverarbeitung und ein multimodaler Ansatz die Lernleistung deutlich verbessern.

Die untersuchten Methoden – Wiederholung, Chunking, visuelle und auditive Unterstützung, Schreiben, emotionale Verbindung sowie expressive Rezitation – sind besonders effektiv, wenn sie kombiniert eingesetzt werden. Insbesondere der multimodale Ansatz aktiviert verschiedene Gedächtniskanäle und unterstützt die langfristige Speicherung der Inhalte.

Im Vergleich zu früheren Studien liegt der Beitrag dieser Arbeit in der systematischen und integrierten Betrachtung der Methoden sowie in der Analyse des Gedichtlernens als Zusammenspiel kognitiver, emotionaler und kommunikativer Dimensionen. Darüber hinaus wird die individuelle Lernstrategie der Lernenden als wichtiger Faktor hervorgehoben.

Zusammenfassend lässt sich feststellen, dass das Auswendiglernen von Gedichten nicht nur sprachliche Kompetenzen fördert, sondern auch die kommunikative Kompetenz der Lernenden stärkt. Daher gilt ein kombinierter, multimodaler Ansatz als besonders effektiv im modernen Fremdsprachenunterricht.

Literaturverzeichnis

- Baddeley, A. (1997). Human Memory: Theory and Practice. Psychology Press.
- Craik, F. I. M., & Lockhart, R. S. (1972). Levels of Processing: A Framework for Memory Research. Journal of Verbal Learning and Verbal Behavior.
- Ellis, R. (2015). Understanding Second Language Acquisition. Oxford University Press.
- Hymes, D. (1972). On Communicative Competence. In Sociolinguistics.
- LeDoux, J. (1996). The Emotional Brain. Simon & Schuster.
- Mayer, R. E. (2009). Multimedia Learning. Cambridge University Press.
- Miller, G. A. (1956). The Magical Number Seven, Plus or Minus Two. Psychological Review.
- Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.
- Paivio, A. (1986). Mental Representations: A Dual Coding Approach. Oxford University Press.
- Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge University Press.
- Sweller, J. (1988). Cognitive Load During Problem Solving. Cognitive Science.
- Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.

О ПРИМЕНЕНИИ НОВЫХ ПЕДАГОГИЧЕСКИХ

ТЕХНОЛОГИЙ В ВУЗАХ

*Мирзалиева Дилфуза Саминовна,
Преподаватель Кокандского ГУ*

Аннотация. В статье рассматриваются проблемы использования ролевых игр как процесса интенсификации обучения русскому языку, описываются значения понятий «игра» и «ролевая игра», особенности метода учебных ролевых игр. В статье игровые технологии представлены как средство изучения русского языка в вузовской аудитории в целях совершенствования речемыслительных способностей студенческой молодёжи

Ключевые слова: ролевая игра, игровые технологии, интенсификация, речемыслительные способности, конструирование.

Активные игры – одна из особо продуктивных педагогических технологий, создающих оптимальные условия развития, самореализации участников учебно-воспитательного процесса. Цель активной игры – изменение и улучшение моделей поведения, деятельности субъектов педагогического взаимодействия и осознанное усвоение этих моделей.

Активные игры происходят в атмосфере доброжелательности и взаимной поддержки, что позволяет не только получать новое знание, но и развивает саму познавательную деятельность, переводит ее на более высокие формы кооперации и сотрудничества.

Игровые методы и приёмы способствуют социальному развитию и стимулированию деятельности учащихся высших школ. Они создают волшебный мир игры, живущий по своим законам и нормам поведения, которые все принимают. Учащаяся молодёжь не должны прятать свои эмоции, они могут свободно общаться с другими участниками игры вербально или невербально, играть различные роли, свободно перемещаться по залу или согласно правилам терпеливо сидеть на одном месте, могут также принимать решения. Взаимодействие во время игры поддерживает процесс социализации и развития личности, а также позволяет проверить развитие и интеграцию уже имеющихся навыков и умений. Кто активно действует в группе, тот и учится более интенсивно и с большей мотивацией, в отличие от тех, кто концентрируется только на ведущем игры.

Благодаря играм учащиеся намного быстрее устанавливают контакты друг с другом, а действия, заключающиеся в отслеживании, охоте и оказании помощи, позволяют активно участвовать в игровом сценарии. Кроме того, игра способствует ускорению темпа реакции и одновременно даёт возможность выражать свои негативные и положительные эмоции.

Активные игры могут касаться различных тем, например, изучения взаимных контактов и чувств, семьи или друзей, вуза или дома, подарков или писем, иллюстрирования собственного настроения, радости, печали или зрелости; времен года, цветов или вкусов, а также специальности, которую они избрали. Это также постановка жанровых сценок и импровизаций на какую-нибудь тему.

Желание играть, потребность в игре необходимо использовать и направлять на решение определенных учебных и воспитательных задач. Дидактические игры для студентов должны быть продуманы, подготовлены преподавателем русского языка, иначе они будут утомительными и недоступными учащимся. При этом правила игры должны быть краткими и понятными. Безусловно, эффективность игры во многом зависит от эмоционального отношения преподавателя к ходу игры, от его заинтересованности в ее результате. Результативность дидактических игр зависит от систематического их использования, от целенаправленности программы игр в сочетании с обычными дидактическими упражнениями.

Деловую или ролевую игру можно проводить перед изложением вузовского практического материала, после него или же организовывать на ее основе весь учебный процесс. В первом случае деловая игра будет опираться только на личный опыт ее участников, которого может оказаться недостаточно. И хотя игра будет вызывать интерес, отсутствие необходимых знаний может осложнить ее проведение. При опоре на имеющиеся знания деловая или ролевая игра проходит более содержательно и качественно.

Основными компонентами ролевой игры служат сценарий, игровая обстановка и регламент. Сценарий включает характеристику игровой ситуации (организации), правила игры и описание производственной обстановки. В правилах фиксируют состав и описание разыгрываемых ролей, а также материалы, регламентирующие деятельность игроков: методики, приказы, должностные инструкции по каждой из ролей игры.

Поведение участников - основной инструмент игры. Очень важен правильный выбор временного режима проведения игры, воссоздание реальной обстановки. Регламент игры определяет порядок тем или документов, общие требования к режиму ее проведения и к инструктивным материалам.

Как показала практика, в ролевых играх воспроизводят только наиболее типичные, обобщенные профессиональные ситуации. Но опыт, накопленный вузами, свидетельствует о том, что учебные игры можно с успехом применять при изучении самых различных дисциплин – экономики, химии, математики, географии, русского языка и литературы и др. Этот новый вид игр назван символическим. Игровая форма учебной работы по сравнению с традиционной технологией обучения на занятиях имеет много преимуществ: студенты проявляют завидную работоспособность при изучении программного материала, игра занимательна и интересна студенческой молодёжи.

Одна из важных задач при проведении деловых игр – освобождение их участников от рутинной работы, что может быть достигнуто при использовании ЭВМ. Применение деловых игр требует от преподавателя глубокой подготовки в специальных областях. Технология игры включает в себя возможное игровое моделирование – создание макетов, замещающих объекты реальной ситуации, а также манипулирование ими с целью замены

реального экспериментирования искусственно сконструированными поведенческими образцами. Правила отражают соотношение всех компонентов игры. Они могут быть перенесены в игру из реальной ситуации, в которой развёртывается игровой процесс, или же придуманы.

Таким образом, проведение деловой игры в вузовском учебном процессе позволяет сформировать позитивные установки участников: на интерес к заданиям и к тем проблемам, которые моделируются и разыгрываются в игровом процессе; усвоение больших объёмов информации, способствующих творческому поиску решений производственных задач; формирование объективной самооценки обучаемых; возможность адекватного анализа реальной ситуации.

Список использованной литературы

1. Мирзиёев Ш.М. О мерах по коренному совершенствованию системы общего среднего, среднего специального и профессионального образования. — Ташкент: Узбекистон, 2016.
2. Ефимов П. П., Ефимова И. О. Игровые методы обучения — основа инновационных педагогических технологий. — Казань: Бук, 2014.

LEKSEMALAR MA'NO MUNDARIJASIDAGI DOLZABR SEMALAR XUSUSIDA

*Muslimbek Nasirov,
Qo'qon DU, O'zbek tili va adabiyoti
kafedrası o'qituvchisi (PhD)*

Annotatsiya. Mazkur maqola ingliz va o'zbek tillarida relevant (dolzarb) hamda irrelevant (nozarur) semalarni o'rganishga bog'ishlangan. Relevant semalar so'zning asosiy ma'nosini belgilab, uning mazmunini shakllantirsa, irrelevant semalar kontekstga bog'liq holda qo'shimcha yoki ikkinchi darajali ma'lumotlarni ifodalaydi. Maqolada ingliz va o'zbek tillarida semalarning lug'aviy, kontekstual va pragmatik ko'rinishlari tahlil qilinadi.

Kalit so'zlar. Ma'no, semasiologiya, denotativ ma'no, ma'no mundarijasi, ma'no ko'lam, relevant ma'no, irrelevant ma'no, komponent tahlil.

Har bir tilning o'ziga xos boyligi va qudrati uning ma'nolar dunyosida namoyon bo'ladi. So'zlar nafaqat aloqa vositasi, balki inson fikri va hissiyotlarini ifodalovchi boy semantik sistemadir. Ma'no — bu so'z yoki iboraning ichki mazmuni, uning ifoda qilayotgan mazmun-mohiyatidir. U tilda turli shakllarda, jumladan, lingvistik, semantik va kontekstual ko'rinishda namoyon bo'ladi.

Mazmunni anglash va uni talqin qilish ko'p hollarda sharoitga, madaniy muhitga va til ishlatilishining maqsadiga bog'liq. Shu boisdan ham ma'no turli talqinlarda, xilma-xil ko'rinishlarda namoyon bo'ladi. Ushbu maqolada ma'no tushunchasi, xususan, relevant va irrelevant ma'nolar ingliz va o'zbek tillaridan olingan misollar orqali o'rganilgan hamda ularning ahamiyati chuqur tahlil qilingan.

O'zbek tilida ma'no va uning turlari haqidagi ilmiy tadqiqotlar tilshunoslikning semasiologiya (semantika) bo'limida keng yoritilgan. Ma'no va uning turlari

masalasi o'zbek tilshunosligida XX asrning ikkinchi yarmidan boshlab chuqur o'rganila boshlandi. Ushbu sohada bir nechta muhim yo'nalishlar va olimlarning hisssasi mavjud:

O'zbek tilida ma'no va uning turlari lingvistik jihatdan yaxshi o'rganilgan sohalardan biri hisoblanadi. Biroq bu borada hali tadqiq qilish uchun keng imkoniyatlar mavjud. O'zbek tilida lug'aviy ma'no, ya'ni so'zning asosiy ma'nosi bo'yicha yetarli tadqiqotlar olib borilgan. O'zbek tili lug'atlari, xususan, "O'zbek tilining izohli lug'ati" kabi manbalarda so'zlarning lug'aviy ma'nosi batafsil keltirilgan. Bunda so'zning asosiy va qo'shimcha ma'nolari o'zaro taqqoslanib, izohlab berilgan.

Ko'chma va obrazli ma'nolar tilning badiiy va hissiy boyligini ochib beradi. O'zbek adabiyoti, xususan, Alisher Navoiy, Abdulla Qodiriy, va Cho'lpon ijodida bu ma'nolarni o'rganishning boy namunalarini uchratish mumkin. Badiiy tilshunoslik doirasida ko'chma ma'no, metaforalar va boshqa stilistik vositalar alohida o'rganilgan. Ammo bu soha hali ham rivojlanish bosqichida bo'lib, yangi asarlar va zamonaviy tilshunoslik metodlaridan foydalanish talab qilinadi.

So'zlarning semantik maydoni va ularning o'zaro aloqalari o'zbek tilshunosligida nisbatan yaqinda ilmiy izlanishlarning diqqat markaziga kirdi. So'zning turli kontekstlardagi semantik o'zgarishlari, antonimiya, sinonimiya va polisemiyaning xususiyatlari haqida ilmiy maqolalar va tadqiqotlar mavjud.

Kontekstual ma'no haqida ham muhim ishlar olib borilgan. Bir so'z turli kontekstlarda har xil ma'nolarni ifodalashi mumkinligi o'zbek tilida keng o'rganilgan mavzudir. Biroq bu soha yanada chuqurroq semantik tahlil va zamonaviy texnologiyalardan foydalangan holda rivojlantirilishi mumkin.

O'zbek tilida ma'noni o'rganishda pragmatik yondashuv, ya'ni ma'no va vaziyat o'rtasidagi aloqalarni tahlil qilish hali yetarlicha rivojlanmagan. Tilning interaktiv va amaliy jihatlarini o'rganish bo'yicha zamonaviy tadqiqotlar talab etiladi.

Quyida ma'no turlaridan yana biri hisoblangan relevant hamda irrelevant ma'nolar ingliz va o'zbek tillari misolida tahlil qilamiz.

1. Ingliz tilidagi [aunt] leksemasining sememasi «qarindosh», «qon-qarindosh» atash semalariga ega. O'zbek tilidagi [amma] leksemasida esa bu sema bilan birgalikda «ota tomon» relevant semasi ham bor. Chunki [amma] leksemasi shu semasi bilan [xola] leksemasiga qarama-qarshi turadi. [Amma] leksemasiga shu sema bilan qarshilanuvchi birlik yo'q, shu boisdan unda noaniq tabiatli "Otaning opasi yoki singlisi/ onaning opasi yoki singlisi" semasi mavjud bolib, u noaniq bolganligi sababli irrelevantdir.

2. Ingliz tilidagi [game] leksemasining sememasi «o'yin, musobaqa.» atash semalariga ega. O'zbek tilidagi [o'yin] leksemasida esa bu sema bilan birgalikda «Ko'ngil ochish, dam olish, tarbiyalash maqsadida qilinadigan erkin harakat yoki mashg'ulot» relevant semasi ham bor. Chunki [o'yin] leksemasi shu semasi bilan [musobaqa] leksemasiga qarama-qarshi turadi. [Game] leksemasiga shu sema bilan qarshilanuvchi birlik yo'q, shu boisdan unda noaniq tabiatli «ko'ngilochish dam

olish uchun qilinadigan biron bir harakat(umumiy)/bellashuv musobaqa» semasi mavjud bolib, u noaniq bolganligi sababli irrelevantdir.

3. Ingliz tilidagi [sibling] leksemasining sememasi «tug'ishgan qarindosh», «qon-qarindosh», «bevosita» atash semalariga ega. O'zbek tilidagi [aka-uka] leksemasida esa bu sema bilan birgalikda «mendan katta yoki mendan kichik» relevant semasi ham bor. Chunki [aka-uka] leksemasi shu semasi bilan [opa-singil] leksemasiga qarama-qarshi turadi. [Aka-uka] leksemasiga shu sema bilan qarshilantuvchi birlik yo'q, shu boisdan unda noaniq tabiatli «mendan katta/mendan kichik qon qarindosh» semasi mavjud bolib, u noaniq bolganligi sababli irrelevantdir.

4. Ingliz tilidagi [parent] leksemasining sememasi «padar, dunyoga keltirgan», «qon-qarindosh», «bevosita» atash semalariga ega. O'zbek tilidagi [ota] leksemasida esa bu sema bilan birgalikda «biologik ota yoki biologik ona» relevant semasi ham bor. Chunki [ota] leksemasi shu semasi bilan [ona] leksemasiga qarama-qarshi turadi. [ota'] leksemasiga shu sema bilan qarshilantuvchi birlik yo'q, shu boisdan unda noaniq tabiatli «ota,padar/ biologik dunyoga keltirgan ona» semasi mavjud bolib, u noaniq bolganligi sababli irrelevantdir.

Xulosa qilib aytganda, o'zbek tilida ma'no va uning turlari bo'yicha ancha ishlar qilingan bo'lsa-da, zamonaviy talab va imkoniyatlarga javob beradigan ko'plab mavzular ochiq qolmoqda. Ayniqsa, tilning pragmatik va kognitiv aspektlari, so'zlarning qo'llanishi va ularning madaniy konnotatsiyalarini o'rganish bo'yicha yangi izlanishlar yetishmaydi. Bu borada ilmiy tadqiqotlarni kuchaytirish, xorijiy tajribani o'rganish va til texnologiyalarini keng qo'llash muhim ahamiyatga ega.

Adabiyotlar ro'yxati:

1. O'zbek tilining izohli lug'ati (6 jildlik). – Toshkent: “O'zbekiston milliy ensiklopediyasi” Davlat ilmiy nashriyoti, 2006-2008.
2. G'. Abdurahmonov, M. Yo'ldoshev, Sh. Rahmatullayev. Hozirgi o'zbek adabiy tili. Leksikologiya. – Toshkent: O'qituvchi, 1992.
3. R.Sayfullayeva va boshqalar. Hozirgi o'zbek adabiy tili. – Toshkent: Fan, 2005.
4. A. Hojiyev. Til va tafakkur. – Toshkent: O'zbekiston, 1985.
5. M. Yo'ldoshev. Semasiologiya asoslari. – Toshkent: O'qituvchi, 1981.
6. N. Mahmudov, B. Yo'ldoshev, A. Hojiev. O'zbek tili: Nazariy grammatikasi. – Toshkent: O'zbekiston, 2005.

BADIIY MATN – KOGNITIV LINGVISTIKA OBYEKTI SIFATIDA

Muslimbek Nasirov,

*Qo'qon DU, O'zbek tili va adabiyoti
kafedrasida o'qituvchisi (PhD)*

Annotatsiya. Mazkur maqolada badiiy matnni zamonaviy tilshunoslikning antropotsentrik va kognitiv yondashuvlari asosida o'rganish masalalari tahlil qilingan. Matn lingvistikasining rivojlanish bosqichlari, badiiy matnning lingvopoetik, lingvokognitiv hamda lingvokulturologik jihatlari yoritilib, muallif lisoniy shaxsi va individual uslubining matn yaratilishidagi o'rni ochib berilgan.

Kalit soʻzlar: badiiy matn, matn lingvistikasi, kognitiv tilshunoslik, antropotsentrizm, lingvopoetika, konsept, freym, metafora, lisoniy shaxs, individual uslub, lingvokulturologiya, tafakkur.

Zamonaviy tilshunoslikda tilni faqat uning ichki tizimi doirasida emas, balki inson tafakkuri, ong va bilim jarayonlari bilan uzviy bogʻliq holda oʻrganishga boʻlgan qiziqish tobora ortib bormoqda. Shu asosda shakllangan kognitiv tilshunoslik yoʻnalishi tilni insonning bilish faoliyati mahsuli sifatida talqin etib, til birliklari ortida yotgan mental tuzilmalarni aniqlashga qaratilgan. Bu yondashuvda til nafaqat kommunikatsiya vositasi, balki inson dunyoqarashi, tajribasi va tafakkurining ifodasi sifatida qaraladi.

Badiiy matn esa ushbu jarayonlarning eng murakkab va boy namoyon boʻlish shakllaridan biri boʻlib, unda muallifning individual dunyoqarashi, milliy-madaniy tajribasi hamda kognitiv faoliyati mujassam holda aks etadi. Shuning uchun ham badiiy matn kognitiv tilshunoslikning muhim tadqiqot obyekti sifatida qaraladi. Badiiy matnni kognitiv yondashuv asosida tahlil qilish orqali undagi konseptlar, freymlar, metaforik modellar hamda matnning mazmuniy-kompozitsion tuzilishini shakllantiruvchi mental mexanizmlarni aniqlash mumkin.

Badiiy matnning lingvopoetik tahlili doirasida hozirgi kunda ham bir qator tadqiqotlar olib borilmoqda. Lekin shuni unutmaslik kerakki, til uzluksiz oʻz metod va amallarini takomillashtirishga harakat qiladi, yangi gʻoyalar bilan boyiydi va bu gʻoyalar negizida yangi yoʻnalishlar shakllanadi¹. Bugungi kun oʻzbek tilshunosligining taraqqiyoti toʻrtta eng muhim tendensiyalar asosida rivoj topayotgani, shulardan biri oʻzbek tilini oʻrganishning amaliy bosqichida qoʻlga kiritilayotgan yutuqlar asosida bevosita kuzatishda berilgan nutqiy hodisalar zamiridagi lisoniy mohiyatlarni idrok etishga intilish olimlarimiz tomonidan eʼtirof etilmoqda². Hozirgi kunda tilshunoslikda “til qanday qurilgan?” degan savolning “til qanday amal qiladi?”³ tarzida oʻzgarishi tilshunoslikning barcha sohalarida boʻlgani kabi matn lingvistikasida ham tub burilishlarga olib keldi. Endilikda badiiy matnda qoʻllangan til birliklarining statistik, lingvopoetik tahlili bilan birgalikda shu matn yaratilishi va idrok etilishida til sohibining oʻrni masalasi koʻplab tadqiqotlarning obyekti boʻlib xizmat qilmoqda. Badiiy matn yaratilishi murakkab jarayon hisoblanadi, bu jarayonda til egasi, yaʼni matn yaratuvchisining dunyoqarashi, olam haqidagi tasavvurlari, millati, dini, yoshi, jinsi kabi bir qancha tildan tashqaridagi omillar ham matnga oʻz taʼsirini oʻtkamasdan qolmaydi. Yuqoridagi fikrlardan shu narsa maʼlum boʻladiki, til birliklarining hosil boʻlishida bir qancha obyektiv omillar bilan birga subyektiv taʼsirlar ham muhim ahamiyatga ega.

Soʻnggi yillarda esa bir obyektни har tomonlama tadqiq qilishga asoslangan sohalararo fanlar, yoʻnalishlar paydo boʻlishi natijasida oʻtgan asrning oʻrtalarida tilshunoslikda til, ong va bilim oʻrtasidagi bogʻliqlikni tushunishga qaratilgan

¹ Сафаров Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006. – Б. 92

² Хасанов А. Абдулла Қаҳҳор ҳикоялари тилининг бадийятини таъминловчи лексик-стилистик воситалар: Филол. фан. номз... дисс. – Тошкент, 2010. – Б. 11.

³ Дорофеев Ю. – Антропоцентризм в лингвистике и предмет когнитивной грамматики. <https://litmisto.org.ua/?p=8151>

kognitiv tilshunoslik deb nomlangan alohida soha shakllandi. Tilshunos olim N.Mahmudov ta'kidlaganidek, kognitiv tilshunoslik va lingvokulturologiya antropotsentrik paradigmaning yetakchi yo'nalishlari hisoblanadi⁴. Kognitiv tilshunoslik o'ziga xos tadqiqot metodologiyasi hamda usullariga ega bo'lib, bu haqida jahon hamda o'zbek tilshunosligida qator tadqiqotlar olib borilgan.

Badiiy matnning kognitiv tahlili masalasi haqida so'z borganda N.I.Jininning "Inson alohida gaplar vositasida emas, matn vositasida so'zlaydi" degan fikrini eslash o'rinli bo'ladi⁵. Chunki muayyan shaxs uslubi u yaratgan matnlar asosida tadqiq etilsagina, kutilgan natijalarga erishish mumkin. Biror yozuvchi yoki ijodkorning nutqiy uslubini uning so'z qo'llash yoki jumla tuzish mahorati nuqtayi nazari bilan tadqiq qilish usuli bugungi kun talabiga javob bermaydi. Shu boisdan matn yaratilishi masalasini shaxs uslubi nuqtayi nazaridan o'rganish matnning lingvistik jihatlariga teranroq nazar bilan qarashga olib keladi⁶.

Matn yaratilishi va idrok etilishida muallif lisoniy shaxsi va shaxs uslubi masalalari ham alohida diqqatga sazavordir. Bugungi kunda badiiy matnda muallif lisoniy shaxsini aniqlash, personaj va muallifni matnda aks etgan kommunikativ faoliyatning asosiy subyektlari sifatida baholab, ularning nutqini tahlil qilish tilshunoslikning dolzarb masalalaridan biri bo'lib qolmoqda⁷. An'anaviy tilshunoslikda shaxs uslubi muallifning o'ziga xos ifoda vositalaridan foydalanishi, so'z tanlovi hamda o'quvchiga nisbatan kommunikativ yondashuvi asosida belgilangan bo'lsa⁸, zamonaviy tilshunoslikda shaxs uslubi shunchaki til vositalarining kombinatsiyasi emas, balki muallifning tafakkuri, hissiyoti, o'quvchi shaxsiga munosabati, diniy, dunyoviy hamda madaniy motivlarining yakdil ifodasi sifatida tushunilmoqda. Shuni unutmash kerakki, muayyan shaxs nutqining lingvokognitiv xususiyatlarini o'rganish o'zida ko'p hollarda implitsitlikni namoyon etuvchi badiiy nutq yaratilishi mexanizmiga oid ko'pgina qorong'i va sirli "hududlarni" yoritish imkonini ham beradi⁹.

Matn, xususan, badiiy matnni kognitiv tilshunoslik metodlari yordamida tahlil qilishdan asosiy maqsad matnning yadroviy mazmuniga asos bo'lgan mental tuzilmalarni aniqlashdir, bu jarayonda tadqiqotchilar quyidagi jihatlariga alohida e'tibor qaratishmoqda:

- badiiy matn yaratilishining kognitiv-disskursiv asoslarini o'rganish;
- badiiy matn tuzilmasidagi konseptlarni ajratish va tahlil qilish;
- makropropozitsiya va matn munosabati;
- badiiy matn tarkibidagi kognitiv hamda konseptual metaforalarni aniqlash;
- matnning freym tahlili va uning yaratilishidagi geshtaltning o'rni masalasi.

⁴ Маҳмудов Н. Тилининг мукаммал тадқиқи йўллари излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. – № 5. – Б. 3-16.

⁵ Жинкин Н.И. Речь как проводник информации. – М.: Наука, 1982. – С. 108.

⁶ Худойберганаева Д. Ўзбек тилидаги бадий матнларнинг антропоцентрик талқини: Филол. фан. д-ри ... дисс. – Тошкент: ЎЗР ФА ТАИ, 2015. – Б. 17.

⁷ Rahmonov H.A. Omon Matjon she'riy matnlarining assotsiativ strukturasi. Filol. fan. fals. dok. ...diss. – Qo'qon, 2023. – B. 32.

⁸ Ниязова Д. Бадий матнда лисоний шахс типлари: Филол. фан. бўйича фалс. док. (PhD) ... дисс. – Қарши, 2018. – 134 б.

⁹ Худойберганаева Д. Ўзбек тилидаги бадий матнларнинг антропоцентрик талқини: Филол. фан. д-ри ... дисс. – Тошкент: ЎЗР ФА ТАИ, 2015. – Б. 18.

Badiiy matnlarni kognitiv tilshunoslik usullari yordamida tahlil qilishda metafora alohida ahamiyat kasb etadi. Badiiy asar tilining obrazlilik, ta'sirchanligini oshirishda metaforalarning roli nihoyatda kattadir.

Metafora yaratish ijodkordan keng dunyoqarash, olam va odam haqida chuqur fikr yurita olish, ruhiyat va tabiatni yaxshi bilishni talab etadi¹⁰. O'zbek tilshunosligida metafora haqidagi dastlabki ma'lumotlar R.Qo'ng'urov, M.Mirtojiyev, M.Mukarramov, E.Qilichev kabi olimlarning ilmiy ishlarida uchraydi. Metafora haqida dastlabki qarashlarda uning paydo bo'lish omillari, turlari, matn tarkibidagi vazifasi, badiiy asar badiiyatini ta'minlovchi lisoniy vosita sifatidagi o'rni tadqiqotlar obyekti bo'ldi.

Metaforalarning faqat til hodisasigina bo'lib qolmay, balki inson tafakkurining ajralmas muhim bo'lagi ekanligini inobatga olib, jahon tilshunosligida J.Lakoff va M.Jonson kognitiv (konseptual) metaforalar nazariyasiga asos soldi¹¹. Kognitiv tilshunoslikda til egalarining murakkab yoki mavhum tushunchalarni, ko'pincha, osonroq anglash mumkin bo'lgan, tanish tushunchalar bilan taqqoslash orqali ifodalashi natijasida yuzaga keladigan metaforalarning kognitiv xususiyatlari o'rganila boshlandi. O'zbek tilshunosligida ham metaforalarning kognitiv xususiyatlarini o'rganishga qaratilgan bir nechta tadqiqotlar olib borildi¹². Xususan, G.Nasrullayevaning tadqiqot ishida antropotsentrik metaforaning lisoniy metafora va nutqiy metafora kabi turlari mavjudligi ta'kidlanib, metaforalarning kognitiv mexanizmi (borliq – tushuncha – lison – nutq) ko'rsatib o'tilgan. Antropotsentrik metafora shakllanishining milliy-tarixiy ildizlari ibtidoiy madaniyat bilan bog'liqligi ta'kidlanib, xalqning lingvomadaniy, etnomadaniy va etnoma'naviy tabiati metaforalarda qay darajada aks etishi tahlil qilingan. Biroq tadqiqot ishida muayyan ijodkor asarlarida ishlatilgan kognitiv metaforalarning matnni semantik-sintaktik jihatdan yaxlitligini ta'minlash vazifasi ochib berilmagan. Unutmaslik kerakki, badiiy matn tarkibidagi kognitiv metaforalar obraz va tasavvurlarni yaratishning samarali vositasi hisoblanadi. Sh.Mahmaraimovanning "O'zbek tili metaforalarining antropotsentrik tadqiqi (nominativ aspekt)" nomli doktorlik dissertatsiyasida o'zbek tilida metaforalarning yuzaga chiqish mexanizmida kognitiv qonuniyatlarning o'rni o'rganilgan. Ushbu tadqiqot ishida kognitiv hamda konseptual metaforalar paydo bo'lishining psixolingvistik, neyrolingvistik, lingvokognitiv xususiyatlari o'rganilgan bo'lsa-da, ularning badiiy matn strukturasidagi ahamiyati, shuningdek, bunday metaforalarni anglashda matn adresantining roli to'liq ochilmagan. Zero, qog'ozga yozilib, hali o'qilmagan matn harakatsiz matndir¹³. O'zbek tilshunosligida kognitiv metaforalarning badiiy matn strukturasidagi o'rni D.Xudoyberganovanning

¹⁰ Хасанов А. Абдулла Қаҳҳор ҳикоялари тилининг бадииятини таъминловчи лексик-стилистик воситалар: Филол. фан. номз... дисс. автореф. – Тошкент, 2010. – Б. 34.

¹¹ Лакофф Дж., Джонсон М. Метафоры, которыми мы живем (Перевод Н.В. Перцова) // Теория метафоры. – М.: Прогресс, 1990. – С. 387-415.

¹² Насруллаева Г. Антропоцентрик метафоранинг лисоний, когнитив ва лингвомаданий аспекти. Филол. фан. бўй. фалс. фан. докт. дисс. – Фарғона, 2019. – 139 б.; Маҳмараимова Ш. Оламнинг миллий-лисоний тасвирида теоморфик метафоранинг когнитив аспекти. Филол. фан. бўйича фалс. фан. докт. дисс. – Қарши. 2018. – 168 б.; Маҳмараимова Ш. Ўзбек тили метафораларининг антропоцентрик тадқиқи (номинатив аспект). Филол. фан. докт. дисс. – Самарқанд, 2020. – 282 б.

¹³ Гальперин Р.И. О Понятии текст // Вопросы языкознания. – Москва, 1974. – №6. – С. 22

“O‘zbek tilidagi badiiy matnlarning antropotsentrik talqini” nomli doktorlik dissertatsiyasida metaforik mazmun ishtirok etgan badiiy matnlarning mazmuniy-kompozitsion tuzilishiga xos qoliqlar til sohiblari lisoniy xotirasida saqlanishi hamda ular pretsedent shakl bo‘la olishi badiiy matnlar vositasida tahlil qilingan.

Xulosa qilib aytganda, zamonaviy tilshunoslikda badiiy matn til birliklari bilan birga tafakkur, ong va madaniyat bilan bog‘liq holda o‘rganilmoqda. Lingvopoetik, kognitiv va antropotsentrik yondashuvlar uning tahlil imkoniyatlarini kengaytirdi. Muallif shaxsi va individual uslubi matn mazmunini belgilovchi muhim omil bo‘lib, kognitiv tilshunoslik esa matn ortidagi mental tuzilmalarni ochishga xizmat qiladi. Ayniqsa, metaforalar tafakkur ifodasi sifatida muhim bo‘lib, konsept va freymlar bilan birga tahlilda alohida ahamiyat kasb etadi.

Foydalanilgan adabiyotlar ro‘yxati:

1. Лакофф Дж., Джонсон М. Метафоры, которыми мы живем (Перевод Н.В. Перцова) // Теория метафоры. – М.: Прогресс, 1990. – С. 387-415.
2. Махмараимова Ш. Оламнинг миллий-лисоний тасвирида теоморфик метафоранинг когнитив аспекти. Филол. фан. бўйича фалс. фан. докт. дисс. – Қарши. 2018. – 168 б.
3. Махмараимова Ш. Ўзбек тили метафораларининг антропоцентрик тадқиқи (номинатив аспект). Филол. фан. докт. дисс. – Самарқанд, 2020. – 282 б.
4. Махмудов Н. Тилнинг мукамал тадқиқи йўллари излаб... // Ўзбек тили ва адабиёти. – Тошкент, 2012. – № 5. – 3-16 б.
5. Насруллаева Г. Антропоцентрик метафоранинг лисоний, когнитив ва лингвوماданий аспекти. Филол. фан. бўй. фалс. фан. докт. дисс. – Фарғона, 2019. – 139 б.
6. Ниязова Д. Бадий матнда лисоний шахс типлари: Филол. фан. бўйича фалс. докт. (PhD) ... дисс. – Қарши, 2018. – 134 б.
7. Сафаров Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006. – 92 б.
8. Ф. Де Соссюр. Труды по языкознанию. – М.: Прогресс, 1977. – 122 с.
9. Хасанов А. Абдулла Қаҳҳор ҳикоялари тилининг бадийлигини таъминловчи лексик-стилистик воситалар: Филол. фан. номз... дисс. автореф. – Тошкент, 2010. – 26 б.
10. Худойберганаева Д. Ўзбек тилидаги бадий матнларнинг антропоцентрик таълими: Филол. фан. д-ри ... дисс. – Тошкент: ЎЗР ФА ТАИ, 2015. – 240 б.

ПРОБЛЕМЫ С МОТИВАЦИЕЙ И САМОДИСЦИПЛИНОЙ ПРИ САМОСТОЯТЕЛЬНОМ ОБУЧЕНИИ ЧЕРЕЗ МОБИЛЬНЫЕ УСТРОЙСТВА

Очилдиева Хилола Гуламовна,
преподаватель кафедры языков Кокандского ГУ
Абдукадырова Махлиё,
студентка Кокандского ГУ

Аннотация: В статье рассматриваются вопросы о преимуществе и недостатках m-learning, о роли мобильного обучения, об инновационных технологий XXI века в обучении русскому языку. В ней рассматривается важность современных технологий для повышения интереса обучающихся к изучению языка, а также эффективные методы использования этих технологий в учебном процессе.

Ключевые слова: мобильное обучение, мотивация, самодисциплина, методика, устройство, упражнение, мультимедиа.

Мотивация и самодисциплина - ключевые факторы, определяющие успех в любом виде обучения, и m-learning не является исключением. «Проблемы с поддержанием мотивации» являются одними из самых распространенных в мобильном обучении, особенно в том случае, если студенты занимаются самостоятельно, без регулярного контроля со стороны преподавателя. Мобильное обучение, несмотря на все его преимущества, требует от студентов высокого уровня самоорганизации и умения управлять своим временем. Отсутствие четкого расписания и структуры, которые обычно задаются при традиционном обучении, может привести к снижению регулярности занятий, пропуску важных тем и недостаточному вниманию к сложным разделам.

Одной из причин снижения мотивации может быть «одинокость в процессе обучения». В условиях самостоятельного обучения через мобильные устройства студенты могут чувствовать себя изолированными и лишенными поддержки, что негативно сказывается на их эмоциональном состоянии и уровне вовлеченности. В отличие от традиционного обучения, где студенты могут обсуждать сложные вопросы с преподавателями и однокурсниками, m-learning часто предполагает индивидуальную работу с материалом, что может ослаблять учебный процесс, если студенту не хватает уверенности или знаний для самостоятельного выполнения задач. Это особенно актуально для изучения сложных языковых тем, требующих практики и обсуждения.

Кроме того, «самодисциплина» является критически важным аспектом мобильного обучения. Поскольку студенты могут самостоятельно планировать своё время и выбирать, когда им заниматься, существует риск откладывания занятий и нарушения последовательности учебного процесса. Самодисциплина - это навык, который необходимо развивать, и не все учащиеся обладают достаточным уровнем организованности для успешного использования мобильных приложений в учебных целях. Мобильные устройства также могут отвлекать внимание студентов, так как одновременно с обучающими приложениями на смартфоне присутствует множество других источников информации и развлечений (социальные сети, мессенджеры, видеоигры и т.д.), что увеличивает вероятность прокрастинации.

Проанализировав достоинства и недостатки мобильного обучения, выделенные как зарубежными, так и отечественными учеными, можно сделать вывод, что мобильное обучение соответствует ключевым принципам и особенностям краткосрочного обучения. Это проявляется в интенсивности занятий, дополнительности к основному курсу, практической направленности учебного процесса, а также корректирующей роли по отношению к стационарному обучению. Также учитывается разнородный состав учащихся по возрастным, психологическим и социальным характеристикам, узкая коммуникативная направленность и приоритет аспектно-комплексного

подхода. Курсы по РКИ в краткосрочном формате отличает коммуникативная направленность и акцент на индивидуализацию процесса обучения.

Большую значимость имеет также применение мобильного обучения в самостоятельной работе, так как ограниченное количество аудиторных часов требует активного использования таких технологий. Мобильные устройства помогают поддерживать мотивацию, разнообразят учебный процесс и снижают психологические барьеры. Для эксперимента были разработаны задания, адаптированные для выполнения на мобильных устройствах, которые учащиеся используют в повседневной жизни. В результате создается комфортная образовательная среда, учитывающая индивидуальные особенности учащихся, такие как их темп работы, скорость реагирования и запоминания, что способствует более эффективному обучению.

M-learning представляет собой мощный инструмент для изучения русского языка как иностранного, предлагающий широкий спектр возможностей благодаря своей гибкости, доступности и интерактивности. Однако, несмотря на все свои преимущества, мобильное обучение требует тщательной организации, правильного подхода к созданию учебных материалов и высокого уровня мотивации и самодисциплины со стороны студентов. Преподаватели должны адаптировать свои методы преподавания к условиям m-learning, учитывать особенности мобильных технологий и активно участвовать в процессе цифровизации образования. Студенты же, в свою очередь, должны развивать навыки самостоятельного обучения и учиться использовать мобильные устройства как инструмент для продуктивного освоения языка, не отвлекаясь на посторонние факторы.

Для успешного внедрения мобильного обучения необходимо тщательно учитывать все его аспекты, включая возможности и ограничения мобильных технологий, а также педагогические и психологические факторы, влияющие на эффективность процесса обучения.

Использование мобильных технологий в изучении языка – это относительно новое направление, которое привлекает внимание как зарубежных, так и отечественных исследователей. Функциональные возможности мобильных устройств кажутся практически безграничными, при этом стоимость доступного смартфона значительно ниже, чем, например, ноутбука, а мобильность пользователя существенно выше, что позволяет обучаться в любое время и в любом месте, при наличии мотивации.

Из обзора становится очевидно, что на сегодняшний день существует ограниченное количество исследований, направленных на изучение влияния мобильного обучения на развитие конкретных языковых навыков. К тому же практически отсутствуют эмпирические исследования с длительным периодом наблюдения, охватывающим год или более, что затрудняет создание надежной эмпирической базы для формирования теорий, специфичных для мобильного обучения языкам (MALL). Таким образом, одним из перспективных направлений дальнейших исследований является разработка

теоретических основ мобильного обучения иностранным языкам, что может значительно повысить его эффективность.

Литература

- Воронкова, Ю. В. Использование мобильных приложений для изучения иностранных языков [Текст] / Ю. В. Воронкова. – 2014. – No 31.
- Воронкова // Проблемы и перспективы развития образования в России. – 2014. – No 31.
- Вульфович, Ю. В. Роль мобильного обучения в оптимизации преподавания иностранных языков [Текст] / Ю. В. Вульфович // Известия ВГПУ. – 2014. – No 6 (91).
- Голицына И.Н., Половникова Н.Л. Мобильное обучение как новая технология в образовании [Электронный ресурс]. URL: http://library.istu.edu/bulletin/art_tech_2009_05.pdf.
- Колесникова И.Л., Долгина О.А. Англо-русский терминологический справочник по методике преподавания иностранных языков. М.: Дрофа, 2008.

O‘ZLASHGAN SO‘ZLARNING INGLIZ TILI MADANIYATIDAGI RAMZIY VA KONSEPTUAL AHAMIYATI

Olimov Xurshidjon Yunusaliyevich,

Qo‘qon DU, assistent-o‘qituvchi

xurshidolimov55@gmail.com

Olimova Yoqutxon Rahmonjonovna,

Qo‘qon DU, magistrant

Annotatsiya

Mazkur maqola ingliz tilidagi fransuzcha o‘zlashmalarning madaniy, ramziy va konseptual ahamiyatini tahlil qilishga bag‘ishlangan. Tadqiqotda til va madaniyat o‘zaro aloqasining nazariy asoslari yoritilib, fransuz tilidan kirib kelgan leksik birliklarning ingliz jamiyatida estetik, huquqiy, ijtimoiy va intellektual konseptlarni shakllantirishdagi roli ochib beriladi.

Kalit so‘zlar: *fransuzcha o‘zlashmalar, ingliz tili, lingvistik akkulturratsiya, madaniy semantika, konseptual tizim, ramziy kapital, til va madaniyat, leksik o‘zlashuv, estetik qadriyatlar, huquqiy konseptlar, ijtimoiy diskurs, madaniy identifikatsiya*

Kirish

Til va madaniyat o‘zaro uzviy bog‘liq bo‘lgan murakkab tizimdir. Til nafaqat kommunikativ vosita, balki xalqning tarixiy tajribasi, ijtimoiy xotirasi va madaniy tafakkurining semantik kodidir. Shu nuqtai nazardan, ingliz tilining tarixiy rivojlanishida fransuz tilidan o‘zlashgan leksik birliklar oddiy lingvistik hodisa sifatida emas, balki chuqur madaniy transformatsiya vositasi sifatida qaraladi. Norman istilosidan keyingi davr ingliz tilining konseptual tizimida tub burilish yasadi. Fransuzcha o‘zlashmalar ingliz tiliga yangi semantik qatlam, estetik mezonlar va ijtimoiy-madaniy konseptlarni olib kirib, uning konseptual maydonini kengaytirdi. Ushbu hodisa E. Sapir tomonidan “madaniy moslashuv” jarayoni sifatida izohlanadi. Mazkur tadqiqotning asosiy maqsadi — fransuzcha o‘zlashmalar

orqali ingliz tilida shakllangan ramziy va konseptual tizimni tahlil qilish hamda ularning madaniy identifikatsiyadagi oʻrni aniqlashdir. — Metodologiya Tadqiqot quyidagi metodlar asosida amalga oshirildi: — Deskriptiv-lingvistik tahlil — fransuzcha oʻzlashmalarning semantik xususiyatlarini aniqlash uchun; —

Konseptual tahlil — asosiy madaniy tushunchalarni (elegance, justice, romance, power) sistemalashtirish uchun; — Semantik-madaniy yondashuv — soʻzlarning ramziy va konnotativ maʼnolarini aniqlashda; — Diskursiv tahlil — adabiy va ijtimoiy kontekstlarda oʻzlashmalar funksiyasini oʻrganishda; — Qiyosiy metod — anglo-sakson va fransuz-romanik qatlamlar oʻrtasidagi semantik farqlarni aniqlashda¹. Material sifatida tarixiy leksik birliklar, adabiy matnlar hamda ijtimoiy-siyosiy diskurs namunalari tanlab olindi. Natijalar Tahlil natijasida fransuzcha oʻzlashmalar ingliz tilida bir qator muhim madaniy konseptlarni shakllantirgani aniqlandi: 1. Elegance (nafislik) va Refinement (nazokat)konseptlari Elegance, grace, beauty, courtesy, charm, fashion kabi birliklar ingliz madaniyatida estetik did, nafosat va ijtimoiy muloyimlik ramziga aylangan. Ushbu soʻzlar orqali ritsarlik madaniyatiga xos courtoisie (odob-axloq) konsepti ingliz tiliga integratsiyalashgan. 2. Justice (adolat)va Liberty(ozodlik) konseptlari Justice, court, judge, liberty, equity, parliament kabi birliklar huquqiy-siyosiy tizimning semantik asosini tashkil etib, ingliz jamiyatida qonun ustuvorligi va erkinlik gʻoyalarini mustahkamlagan. 3. Romance (ishq) va Love (muhabbat)konseptlari 1Sapir, E. Language: An introduction to the study of speech. Harcourt, Brace & Company. 1921. Romance, passion, desire, honour, faithfulness kabi soʻzlar orqali ingliz adabiyotida yangi emotsional-estetik paradigma shakllangan. Bu birliklar insoniy tuygʻularning badiiy ifodasini kengaytirgan. 4. Power (Kuch) va Nobility (zodagon) konseptlari Noble, royal, authority, crown, majesty kabi birliklar davlat hokimiyati va ierarxik tuzilmani ifodalovchi konseptual tizimni yaratgan. 5. Leksik ramzlar tizimi Fransuzcha oʻzlashmalar ingliz tilida madaniy semantika qatlamini hosil qilib, quyidagi ramziy maʼnolarni shakllantirgan: Soʻz Nobility Ramziy maʼno Madaniy konnotatsiya — yuksaklik aristokratik qadriyat Liberty — erkinlik Honour — sadoqat Beauty — mukammallik 6. Konseptual integratsiya siyosiy ideal ritsarlik etikasi estetik ideal Fransuzcha birliklar ingliz tiliga metaforik uygʻunlik orqali kirib, ikki manbali semantik tizimni shakllantirgan: light ↔ illumination heart ↔ courage mind ↔ reason Muhokama Natijalar shuni koʻrsatadiki, fransuzcha oʻzlashmalar ingliz tilining nafaqat leksik tarkibini, balki uning konseptual va madaniy tuzilishini ham tubdan oʻzgartirgan. Ushbu jarayon ingliz tilini ikki qatlamli — anglo-sakson va roman fransuz asosida rivojlangan murakkab semantik tizimga aylantirgan. Pierre Bourdieu nazariyasiga koʻra, til birliklari “ramziy kapital” sifatida jamiyatda ijtimoiy nufuzni ifodalaydi. Shu maʼnoda, fransuzcha oʻzlashmalar ingliz tilida yuqori madaniyat, prestij va ijtimoiy status indikatoriga aylangan. Masalan, elite, cuisine, etiquette, décor kabi birliklar hozirgi kunda ham ijtimoiy farqlanishni bildiruvchi semantik markerlardir². Shuningdek, fransuzcha oʻzlashmalar ingliz madaniyatida quyidagi uch asosiy funktsiyani bajaradi: 1. Konseptual funktsiyasi — yangi gʻoya va qadriyatlarni shakllantirish; 2. Estetik funktsiyasi — nutqqa nafislik va uslubiy boylik kiritish; 3. Sotsiomadaniy funktsiyasi — ijtimoiy maqom va

madaniy kapitalni ifodalash. Shunday qilib, ingliz tili fransuz tilidan o'zlashmalar orqali global madaniy identitetga ega bo'lgan, semantik jihatdan boy va konseptual jihatdan murakkab tizimga aylangan.

References:

1. Sapir, E. Language: An introduction to the study of speech. Harcourt, Brace & Company. 1921.
2. Bourdieu, P. Language and symbolic power. Harvard University Press. (1991).
3. Crystal, D. The Cambridge encyclopedia of the English language. Cambridge University Press. 2003
4. Barber, C. The English language: A historical introduction. Cambridge University Press. 1997
5. Baugh, A. C., & Cable, T. A history of the English language (5th ed.). Routledge. 2002
6. Leith, D. A social history of English (2nd ed.). Routledge. 1997
7. Trask, R. L. Historical linguistics. Arnold. 1996
- 2Bourdieu, P. Language and symbolic power. Harvard University Press. 1991

FRANSUZCHA LUG'AT BOYLLIGINING INGLIZ TILIGA KIRIB BORISHI UCHUN TARIXIY VA MADANIY SHAROITLAR

Olimov Xurshidjon Yunusaliyevich,

Q'oqon DU, assistent-o'qituvchi

xurshidolimov55@gmail.com

Annotatsiya. Maqolada fransuz tilidan ingliz tiliga o'zlashgan leksik birliklarning kirib kelishiga ta'sir ko'rsatgan tarixiy va madaniy omillar tahlil qilinadi. Xususan, 1066-yildagi Norman istilosi, Angliyada fransuz tilining siyosiy va ijtimoiy mavqei, o'rta asrlardagi madaniy aloqalar hamda Uyg'onish davrining til taraqqiyotiga ta'siri yoritiladi. Shuningdek, fransuzcha o'zlashmalarning ingliz tili lug'at tarkibidagi ulushi, ularning semantik guruhlari va tarixiy qatlamlari ko'rib chiqiladi. Tadqiqot natijalari fransuz tilining ingliz tili leksik tizimining shakllanishidagi muhim rolini ko'rsatadi.

Kalit so'zlar: fransuzcha o'zlashmalar, ingliz tili, til kontaktlari, Norman istilosi, leksik o'zlashma, diglossiya, tarixiy leksikologiya, fransuz tili ta'siri, semantik sohalar, til aloqalari.

Kirish

Til o'zlashuvi muammosi tarixiy leksikologiya va til aloqalari nazariyasida markaziy o'rinlardan birini egallaydi. Ingliz tili ushbu hodisani o'rganish uchun nihoyatda yorqin namuna hisoblanadiki, u o'zining ko'p asrlik tarixi davomida lotin, skandinav tillari, fransuz tili hamda yana qator boshqa tillarning kuchli ta'sirini boshdan kechirgan. Barcha chet tillar ta'siri orasida fransuz tilining ta'siri ko'lami jihatidan eng muhim va ingliz tilining leksik tizimiga ta'sir darajasi nuqtai nazaridan eng chuqur hisoblanadi.

Turli hisob-kitoblarga ko'ra, fransuzcha o'zlashmalar zamonaviy ingliz tili lug'at tarkibining 28 foizidan 35 foizigacha qismini tashkil etadi, bu esa fransuz tilini o'zlashmalar manbalari orasida mutlaq yetakchiga aylantiradi. Bunday salmoqli

ulush, avvalo, tarixiy omillar bilan izohlanadi: 1066-yildagi normandlar tomonidan Angliyaning bosib olinishi mamlakatning ijtimoiy, siyosiy va madaniy hayotida chuqur o'zgarishlarga sabab bo'ldi, natijada fransuz tili qariyb uch asr davomida ingliz jamiyatining yuqori qatlamlarida hukmron mavqeni egallab keldi.

Muayyan tarixiy materialga murojaat qilishdan avval, tadqiqotning tushunchaviy apparatini belgilab olish zarur.

Metodologiyasi

Tilshunoslik fanida o'zlashma deb til kontaktlari natijasida bir til elementlarining boshqa tilga o'tishi jarayoni, shuningdek, aynan shu elementlarning o'zi tushuniladi. L. P. Krysin ta'kidlaganidek, "o'zlashma bu bir til elementlarining boshqa til tizimiga ushbu tillar o'rtasidagi u yoki bu darajada uzoq davom etgan aloqalar natijasi sifatida o'tishidir"¹⁴.

Til kontaktlari nazariyasida odatda, o'zlashmalarning til tizimining qaysi darajasiga taalluqli ekaniga qarab bir necha turlari farqlanadi: leksik, fonetik, grammatik va semantik o'zlashmalar. Ingliz tiliga fransuz tilining ta'siri nuqtayi nazaridan, avvalo, leksik o'zlashmalar haqida so'z yuritiladi, biroq bu jarayon sezilarli fonetik va kamroq darajada morfologik hamroh ta'sirlarsiz kechmagan.

Ingliz tilshunoslik an'anasida o'zlashmalar muammosi Otto Yespersen, Albert Bax, Meri Serjent-Florens va boshqa ko'plab olimlarning asarlarida tadqiq etilgan. Otto Yespersenning "Growth and Structure of the English Language" (1905) asari fundamental ahamiyatga ega bo'lib, unda fransuzcha o'zlashmalar keng tarixiy kontekstda ko'rib chiqiladi. Yespersen shunday yozgan: "The influence of French on English was due partly to direct contact, partly to the prestige of French civilization and literature"¹⁵. Bu fikr nihoyatda muhimdir: fransuz tilining ingliz tiliga ta'siri ikki tomonlama xususiyatga ega bo'lgan. U bir tomondan bevosita siyosiy va ijtimoiy aloqa bilan, ikkinchi tomondan esa Fransiyaning madaniy nufuzi bilan belgilangandir.

Mahalliy tilshunoslikda o'zlashmalarning nazariy jihatlarini E. F. Volodarskaya, A. A. Reformatskiy, N. M. Shanskiy va boshqa olimlarning asarlarida batafsil ko'rib chiqilgan. Jumladan, E. F. Volodarskaya shuni ta'kidlaydiki, "o'zlashma jarayonini to'g'ri tushunish uchun faqat lingvistik emas, balki ekstralingvistik omillarni ham hisobga olish zarur: siyosiy tarix, madaniy aloqalar, xalqlar o'rtasidagi savdo munosabatlari"¹⁶.

O'zlashmalarni o'rganishda muhim metodologik vositalardan biri bu to'g'ridan to'g'ri va bilvosita o'zlashmalarni farqlashdir. To'g'ridan to'g'ri o'zlashmalar manba tildan bevosita kirib keladi, bilvosita o'zlashmalar esa vositachi til orqali kiradi. Ingliz tilidagi fransuzcha o'zlashmalarga nisbatan bu farqlash alohida ahamiyatga ega, chunki fransuzcha deb qaraladigan ayrim so'zlar aslida fransuz tili vositachiligida kirib kelgan lotincha ildizlarga borib taqaladi.

Natijalar

¹⁴ Крысин Л. П. Иноязычное слово в контексте современной общественной жизни // Русский язык конца XX столетия (1985–1995). – М.: Языки русской культуры, 1996. – С.37.

¹⁵ Jespersen O. Growth and Structure of the English Language. Leipzig: B. G. Teubner, 1905. – P.85.

¹⁶ Володарская Э. Ф. Заимствование как отражение русско-английских контактов // Вопросы языкознания, 2002. № 4. – С. 96.

Norman istilosidan soʻng bevosita ingliz tiliga kirib kelgan qadimgi fransuzcha oʻzlashmalar bir necha aniq semantik sohalarni qamrab oladi. Eng keng qatlam davlat boshqaruvi va huquq sohasiga tegishli boʻlib, “government”, “parliament”, “justice”, “court”, “judge”, “attorney”, “jury”, “prison” kabi soʻzlarning barchasi qadimgi fransuz manbasiga borib taqaladi. Eʼtiborlisi shundaki, ularga mos keluvchi anglosaksoncha soʻzlar aksariyat hollarda yoki isteʼmoldan chiqib ketgan, yoki boshqa maʼno va uslubiy boʻyoqlarga ega boʻlib qolgan.

Xulosa

Fransuz tilining ingliz tiliga taʼsiri bir martalik hodisa boʻlmagan, balki bir necha asrlar davomida bosqichma-bosqich yuz bergan va qator izchil tarixiy voqealar bilan belgilangan. Bu taʼsirning koʻlami va xususiyatini tushunish uchun asosiy tarixiy davrlarni koʻrib chiqish zarur.

Foydanilgan adabiyotlar:

1. Крысин Л. П. Иноязычное слово в контексте современной общественной жизни // Русский язык конца XX столетия (1985–1995). – М.: Языки русской культуры, 1996. – С.37.
2. Jespersen O. Growth and Structure of the English Language. Leipzig: B. G. Teubner, 1905. – P.85.
3. Володарская Э. Ф. Заимствование как отражение русско-английских контактов // Вопросы языкознания, 2002. № 4. – С. 96.
4. Иванова И. П., Чахоян Л. П., Беляева Т. М. История английского языка. – СПб.: Лань, 1999. – С.542.

FRANSUZCHA OʻZLASHMALARNING FONETIK, ORFOGRAFIK VA MORFOLOGIK ASSIMILYATSIYASI

*Olimov Xurshidjon Yunusaliyevich,
– Qʻoqon DU, assistant-oʻqituvchi
xurshidolimov55@gmail.com*

Annotatsiya. Mazkur maqolada ingliz tilidagi fransuzcha oʻzlashmalarning fonetik, orfografik va morfologik assimilyatsiyasi tadqiq etiladi. Tadqiqotda fransuz tilidan oʻzlashgan leksik birliklarning ingliz tilining fonologik, imloviy va grammatik tizimlariga moslashish jarayoniga alohida eʼtibor qaratilgan. Fransuzcha oʻzlashmalarning Norman istilosi davridan boshlab hozirgi zamon ingliz tiligacha boʻlgan tarixiy taraqqiyoti tahlil qilinib, ularning ingliz til tizimiga integratsiyalashuvining asosiy bosqichlari aniqlangan. Shuningdek, tadqiqot fransuzcha leksikaning ingliz tili lugʻat boyligini boyitish va uning rivojlanishida muhim oʻrin tutganligini yoritadi.

Kalit soʻzlar: fransuzcha oʻzlashmalar, ingliz tili, fonetik assimilyatsiya, orfografik assimilyatsiya, morfologik assimilyatsiya, til kontaktlari, leksik oʻzlashuv, Norman istilosi, tarixiy tilshunoslik, fransuz tilining taʼsiri.

Kirish

Oʻzlashmalarni oʻrganish tarixiy tilshunoslikning muhim yoʻnalishlaridan biri hisoblanadi, chunki u asrlar davomida yuz bergan tillararo va madaniyatlararo aloqalar manzarasini tiklash imkonini beradi. Ingliz tiliga koʻrsatilgan barcha chet til taʼsirlari orasida fransuz tilining oʻrni alohida: turli baholarga koʻra, zamonaviy ingliz lugʻat tarkibining 28–35 foizini fransuz tilidan yoki lotin tilidan fransuz tili

orqali kirib kelgan soʻzlar tashkil etadi¹⁷. Biroq fransuz soʻzlarining ingliz tiliga kirib kelishi bir martalik yoki mexanik jarayon boʻlmagan: har bir oʻzlashma soʻz qabul qiluvchi tilning fonologik va morfologik tizimiga moslashishning uzoq va murakkab bosqichidan oʻtgan.

Mazkur moslashuv jarayoni ingliz tili tarixidagi eng koʻrgazmali hodisalardan biridir. Bir tomondan, u qabul qiluvchi tilning tizimli tortish kuchini namoyon etadi, yaʼni u chet til materialini oʻz qonuniyatlariga mos ravishda qayta shakllantira oladi. Ikkinchi tomondan esa, bu jarayon oʻzlashuv hech qachon mutlaqo passiv emasligini koʻrsatadi: fransuzcha soʻzlar nafaqat ingliz tizimiga “moslashgan”, balki ayrim hollarda uni oʻzgartirib, yangi fonetik va morfologik andozalarni ham joriy etgan. Ingliz tili tarixining yirik tadqiqotchilaridan biri boʻlgan Otto Jespersen shunday yozadi: “Ingliz tilidagi fransuz elementi alohida-alohida soʻzlarning oddiy yigʻindisi emas; u tilning fonologik va morfologik xususiyatlarini beqiyos darajada oʻzgartirgan jonli kuchdir”¹⁸. Ushbu mulohaza mazkur tadqiqotning asosiy yoʻnalishini belgilaydi. Fransuzcha oʻzlashmalar ingliz til tizimiga tashqi elementlar sifatida emas, balki koʻp asrlik moslashuv jarayoni natijasida shakllangan uning ajralmas, organik qismi sifatida qaraladi.

Tilshunoslik fanida oʻzlashmaning adaptatsiyasi deganda uning qabul qiluvchi tilning fonologik, morfologik va semantik tizimiga integratsiyalashuvi jarayoni tushuniladi. Til kontaktlari nazariyasining asoschilaridan biri boʻlgan E. Haugen adaptatsiyaning uch darajasini farqlagan: fonologik (soʻzning tovush qiyofasini qabul qiluvchi til fonemalar tizimiga moslashtirish), morfologik (soʻzni grammatik tizimga kiritish) va semantik (yangi lingvistik kontekstda maʼnoning oʻzgarishi)¹⁹.

Ingliz tilidagi fransuzcha oʻzlashmalarga tatbiqan olganda, ushbu uch bosqichli model nihoyatda samarali hisoblanadi. Fonetik va morfologik adaptatsiya koʻpincha oʻzaro bogʻliq jarayonlar sifatida namoyon boʻladi: masalan, urgʻuning oʻzgarishi urgʻusiz unlilarning reduksiyasiga olib keladi, bu esa oʻz navbatida soʻzning morfologik boʻlinishiga ham taʼsir qiladi. Shu sababli, ularni tahliliy jihatdan alohida koʻrib chiqish zarur boʻlsa-da, oʻzlashgan soʻzning real tarixida fonetik va morfologik adaptatsiya darajalari yagona jarayonni tashkil etadi.

Muhokama va natija

Fransuzcha oʻzlashmalar adaptatsiyasini oʻrganishning eng muhim metodologik tamoyillaridan biri ularning xronologiyasini hisobga olishdir. Fransuzcha soʻzlar ingliz tiliga bir necha asrlar davomida kirib kelgan boʻlib, ularning adaptatsiya xususiyati oʻzlashish davriga qarab sezilarli darajada farq qilgan. A. C. Bauf va T. Keybl fransuzcha oʻzlashmalarning ikki asosiy qatlamini ajratadilar: XI–XIV asrlarda ingliz tiliga bevosita fransuz tilining norman lahjasidan kirgan soʻzlar va XIV–XIX asrlarda markaziy fransuz (parij) tilidan oʻzlashgan soʻzlar²⁰.

¹⁷ Баранникова Л. И. Введение в языкознание. Саратов: Изд-во Саратовского ун-та, 1973. – С.43.

¹⁸ Jespersen O. Growth and Structure of the English Language. Oxford: Basil Blackwell, 1948. – P.91.

¹⁹ Haugen E. The Analysis of Linguistic Borrowing // Language, 1950. Vol. 26. № 2. — P.212.

²⁰ Baugh A. C., Cable T. A History of the English Language. London: Routledge, 2002. – P.178.

Bu farqlash fonetik adaptatsiyani o'rganishda prinsipial ahamiyatga ega. Erta norman o'zlashmalari, odatda, sezilarli fonetik assimilyatsiyaga uchragan va zamonaviy ingliz tilida ko'pincha tovush jihatidan asl germancha so'zlardan ajratib bo'lmaydi. Adabiy fransuz tilidan keyinroq o'zlashgan so'zlar esa ko'pincha fransuz fonetikasi va orfografiyasining ayrim xususiyatlarini saqlab qoladi, bu esa ingliz fonologik tizimi ichida fransuzcha jarangning o'ziga xos "orolchalari"ni hosil qiladi. Qiyoslaylik: war (urush) to'liq assimilyatsiyaga uchragan erla norman o'zlashmasi; débâcle (halokat, inqiroz) esa fransuzcha xususiyatlarini saqlab qolgan kechki o'zlashmadir.

Metodologiyasi

Fransuzcha o'zlashmalarning fonetik va morfologik adaptatsiyasini o'rganish tarixiy fonologiya, etimologik lug'atlar va korpus lingvistikasi ma'lumotlariga tayanadi. Eng nufuzli manbalar qatoriga "Oxford English Dictionary", Skitning "Etymological Dictionary of the English Language" asari, Karl Lundning o'rta ingliz fonologiyasiga oid ishlari, shuningdek F. Durkinning "Borrowed Words: A History of Loanwords in English" (2014) nomli fundamental tadqiqoti kiradi. Rus tilshunosligida esa o'zlashmalar adaptatsiyasi muammosi I. P. Ivanova, T. A. Rastorguyeva, V. D. Arakin va N. N. Amosova asarlarida ishlab chiqilgan.

Xulosa

Fransuzcha o'zlashmalar ingliz tiliga kimgach, uzoq davom etgan assimilyatsiya jarayonini boshdan kechirgan. Fonetik assimilyatsiya natijasida ular ingliz tilining talaffuz me'yorlariga moslashgan, orfografik assimilyatsiya yozuv shakllarini ingliz imlosiga yaqinlashtirgan, morfologik assimilyatsiya esa ularni ingliz grammatik tizimining faol elementlariga aylantirgan. Natijada fransuzcha o'zlashmalar zamonaviy ingliz tilining eng muhim va eng chuqur integratsiyalashgan leksik qatlamlaridan birini tashkil etadi. Bu holat fransuz tilining ingliz tili rivojlanishidagi tarixiy va lingvistik ahamiyatini yaqqol namoyon etadi.

Foydanilgan adabiyotlar:

1. Баранникова Л. И. Введение в языкознание. Саратов: Изд-во Саратовского ун-та, 1973. – С.43.
2. Jespersen O. Growth and Structure of the English Language, Oxford: Basil Blackwell, 1948. – P.91.
3. Haugen E. The Analysis of Linguistic Borrowing // Language, 1950. Vol. 26. № 2. — P.212.
4. Baugh A. C., Cable T. A History of the English Language. London: Routledge, 2002. – P.178.

TILDAGI O'ZLASHTIRISH HODISASI LINGVOMADANIY FENOMEN SIFATIDA

Olimov Xurshidjon Yunusaliyevich,
– Q'oqon DU, assistant-o'qituvchi
xurshidolimov55@gmail.com

Annotatsiya. Mazkur maqolada tildagi o'zlashtirish hodisasi lingvomadaniy fenomen sifatida tadqiq etiladi. O'zlashuv jarayonining nazariy asoslari, uning chet so'z, kalka va varvarizm kabi yaqin hodisalardan farqli jihatlari yoritiladi. Shuningdek, o'zlashmalarning tipologik tasnifi, ularning o'zlashtirish darajasi, tematik mansubligi hamda tilga kirib kelish mexanizmlari tahlil qilinadi. Tadqiqotda zamonaviy globallashuv va raqamli kommunikatsiya sharoitida o'zlashuv jarayonlarining jadallashuvi hamda ularning til va madaniyat o'rtasidagi o'zaro aloqalarni aks ettiruvchi muhim lingvomadaniy hodisa ekanligi asoslanadi.

Kalit so'zlar: o'zlashuv, o'zlashgan so'z, lingvomadaniyat, kalka, varvarizm, leksik o'zlashma, til kontaktlari, semantik moslashuv, til integratsiyasi, raqamli kommunikatsiya.

Kirish

Tildagi o'zlashtirish hodisasi har qanday tabiiy til tarixidagi universal jarayonlardan biri hisoblanadi. Turli tillarda so'zlashuvchi xalqlar o'rtasidagi savdo-sotiq, bosib olish, diplomatiya, ilm-fan yoki ommaviy madaniyat orqali yuzaga keladigan har qanday barqaror aloqa muqarrar ravishda til birliklarining bir tizimdan boshqasiga ko'chishini yuzaga keltiradi. Aynan shu jarayon, shuningdek uning natijasi "o'zlashma" termini bilan ifodalanadi.

Zamonaviy tilshunoslikda mazkur termin bir xil talqin qilinmaydi. Ayrim tadqiqotchilar o'zlashuvni avvalo chet til birligining qabul qiluvchi tizimga o'tish jarayoni sifatida tushunsalar, boshqalari asosan ushbu jarayonning natijasini, ya'ni til-resipient tomonidan o'zlashtirilgan elementni nazarda tutadilar.

Metodologiyasi

L. P. Krysın, A. A. Reformatskiy va D. E. Rozental asarlariga tayanuvchi rus tilshunoslik an'anasida mazkur ikki ma'no ham qo'llanilib, ular kontekst asosida farqlanadi²¹. Xorijiy tilshunoslikda esa borrowing ("o'zlashuv" – jarayon va hodisalar sinfi sifatida) hamda loanword ("o'zlashgan so'z" – leksik birlik sifatida) terminlari parallel ravishda qo'llanadi. Bu borada E. Haugen, U. Uaynrayx va T. Betzning klassik tadqiqotlari alohida ahamiyat kasb etadi.

O'zlashuv hodisasini unga yaqin bo'lgan boshqa fenomenlardan farqlash muhimdir. Chet so'z bu boshqa til tizimiga mansub birlik bo'lib, nutqda qo'llansa-da, hali resipiyent til tizimiga to'liq integratsiyalashmagan va so'zlovchilar tomonidan yot unsur sifatida qabul qilinadi. O'zlashgan so'z esa, aksincha, qabul qiluvchi til tizimi tomonidan hech bo'lmaganda minimal darajada o'zlashtirilgan birlik hisoblanadi.

Kalka (structural borrowing) o'zlashuvning alohida turi bo'lib, bunda manba tilidan so'zning moddiy shakli emas, balki uning ichki shakli so'z yasovchi yoki semantik strukturasi qabul qilinadi. Masalan, rus tilidagi "небоскрёб" so'zi inglizcha skyscraper so'zining kalkasi, мозговой штурм esa inglizcha brainstorm birikmasining kalkasi hisoblanadi²².

Varvarizm bu chet til birligi bo'lib, manba tilining tashqi ko'rinishini ataylab saqlab qoladi va til tizimiga to'liq kirishni da'vo qilmaydi. Masalan, o'zbek yoki rus matnlarida inglizcha OK, sale, happy end kabi birliklarning fonetik yoki morfologik moslashuvsiz qo'llanishi bunga misol bo'la oladi.

²¹ Крысин Л. П. Русское слово, своё и чужое: исследования по современному русскому языку и социолингвистике. М.: Языки слав. культуры, 2004. – P.19

²² Jespersen O. Growth and Structure of the English Language, Oxford: Basil Blackwell, 1948. – P.91.

O'zlashuvlar tipologiyasi masalasi munozarali muammolardan biri hisoblanib, turli tasniflar formal, semantik, xronologik, ijtimoiy va funksional asoslar kabi turli mezonlar bo'yicha amalga oshiriladi.

Muhokama va natijalar

O'zlashtirilayotgan materialning xarakteriga ko'ra o'zlashuvlar bevosita (moddiy) va strukturaviy (kalkalar) turlarga ajratiladi. Bevosita o'zlashuvda bir tildan ikkinchi tilga so'zning ham mazmun plani, ham (tegishli fonetik o'zgarishlar bilan) ifoda plani ko'chiriladi. Masalan: menejer ['mænɪdʒə] → [me'nejer], marketing ['mɑ:kɪtɪŋ] → marke'ting, gadjet ['gædʒɪt] → gadjet, hype [haɪp] → xayp.

Strukturaviy o'zlashuvda (kalkalashda) esa chet tildagi so'zning ichki shakli, ya'ni morfemik tarkibi yoki semantik strukturasi nusxalanadi va uning barcha elementlari o'zlashtiruvchi tilda ekvivalentlar bilan almashtiriladi. Masalan: elektron pochta (e-mail), veb-sayt (web-site).

Semantik kalkalar o'ziga xos kichik tur hisoblanadi: bunda asl tilga mansub so'z ingliz tilidagi omonim yoki ohangdosh birlik ta'sirida yangi ma'no kasb etadi. Masalan: "kompyuter sichqonchasi" (inglizcha mouse modeli asosida), "interfeys oynasi" (window modeli asosida), "kompyuter virusi" (virus modeli asosida). Resipiyent til tomonidan o'zlashtirilish darajasiga ko'ra o'zlashmalar to'liq naturallashgan birliklardan tortib o'zlashmagan kiritmalargacha bo'lgan shkalada joylashadi. To'liq o'zlashgan o'zlashmalarlar oddiy so'zlovchi tomonidan chet til unsuri sifatida qabul qilinmaydi, erkin ravishda so'z yasash munosabatlariga kirishadi va barcha grammatik shakllarda qo'llanadi: sport, sportsmen, klub, kompyuter.

Qisman o'zlashgan birliklarda esa "to'liq naturallashmaganlik" belgilari kuzatiladi: urg'u qo'yishdagi tebranishlar (márketing / markéting), grammatik jinsning nostandart shakllanishi (kofe – tarixan erkak jinsiga mansub bo'lsa-da, rus tilida o'rta jinsga moyillik ko'rsatadi), so'z yasash imkoniyatlarining cheklanganligi va hokazo.

O'zlashmagan kiritmalar esa chet til ko'rinishini saqlab qoladi va qabul qiluvchi til matnlarida morfologik moslashuvsiz qo'llanadi. Masalan, OK, sale, sorry, deadline (lotin yozuvida).

Tematik mansubligiga ko'ra o'zlashmalar bir necha yirik tematik qatlamlarga birlashadi va ularning har biri manba til madaniy ta'sirining muayyan sohasini aks ettiradi. Axborot texnologiyalari va raqamli muhit eng mahsuldor qatlamni tashkil etadi: kompyuter, internet, brauzer, sayt, kontent, xaker, devays, gadjet, layk bosmoq va hokazo. Biznes va menejment sohasi: menejer, marketing, brifing, dedlayn, startap, kouching, outsorsing, ofis, bonus. Moda va turmush tarzi: moda, fason, stil, trend, shopping, brend. Sport va fitnes: fitnes, sparring, match, golkipier, taym-aut, rekord, boksyor. Yoshlar va internet madaniyati: xayp, mem, trolling, fleshmob, selfi, strimer, blogger, xeyt, layk. Transport: fara, mashina, avtol, tormoz, poyezd, samolyot, raketa va hokazo.

Xulosa

O‘zlashmalarning tematik tahlili jamiyat hayotining qaysi sohalari ma’lum bir davrda qaysi xalqning lingvomadaniy ta’siriga eng kuchli darajada duchor bo‘lganini aniq belgilash imkonini beradi.

O‘tish mexanizmiga ko‘ra o‘zlashmalar an’anaviy ravishda og‘zaki va yozma turlarga ajratiladi. Og‘zaki (fonetik) o‘zlashmalar jonli nutqiy muloqot savdo, diplomatiya, mehnat migratsiyasi kabi vaziyatlar orqali kirib kelgan bo‘lib, odatda chuqurroq fonetik moslashuvga uchragan va resipiyent tilning prosodik tizimiga tabiiy ravishda “singib ketadi”. Yozma (kitobiy) o‘zlashmalar esa ilmiy, rasmiy ish yuritish yoki tarjima matnlari orqali kirib keladi hamda ko‘pincha manba tildagi asl shakliga grafik jihatdan yaqinroq ko‘rinishni saqlab qolgan.

Zamonaviy davrda ushbu ikki turga uchinchi tur – raqamli tur qo‘shildiki, bunda o‘zlashmalar dasturiy mahsulotlar interfeyslari, ijtimoiy tarmoqlar, onlayn o‘yinlar va striming platformalari orqali kirib kelmoqda. Bunda ular ko‘pincha og‘zaki qo‘llanish bosqichini chetlab o‘tib, darhol yozma-so‘zlashuv internet kommunikatsiyasida mustahkamlanmoqda.

Foydanilgan adabiyotlar:

1. Крысин Л. П. Русское слово, своё и чужое: исследования по современному русскому языку и социолингвистике. М.: Языки слав. культуры, 2004. – P.19
2. Баранникова Л. И. Введение в языкознание. Саратов: Изд-во Саратовского ун-та, 1973. – С.43.
3. Jespersen O. Growth and Structure of the English Language, Oxford: Basil Blackwell, 1948. – P.91.
4. Haugen E. The Analysis of Linguistic Borrowing // Language, 1950. Vol. 26. № 2. — P.212.
5. Baugh A. C., Cable T. A History of the English Language. London: Routledge, 2002. – P.178.

РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ С ПОМОЩЬЮ ИИ-АССИСТЕНТОВ

Раметова Бибимарьям Махмудовна,

*старший преподаватель русского языка Международного
университета Нордик*

E-mail: m.rametova@nordicuniversity.org

ORCID: 0009-0008-5121-8751

Аннотация. В работе рассматриваются возможности применения технологий искусственного интеллекта в процессе формирования и совершенствования навыков устной речи у студентов, изучающих русский язык как иностранный (РКИ). Систематизированы основные категории ИИ-инструментов: интерактивные образовательные платформы, виртуальные речевые ассистенты, чат-боты и специализированные тренажёры произношения. Обоснована перспективность их интеграции в учебный процесс с целью повышения коммуникативной компетентности обучающихся.

Ключевые слова: искусственный интеллект, устная речь, РКИ, ИИ-ассистенты, чат-боты, говорение, коммуникативная компетенция.

Стремительное развитие технологий искусственного интеллекта меняет состояние современного образования. Лингводидактика не является исключением: в практику преподавания иностранных языков, и в частности русского языка как иностранного, активно внедряются интеллектуальные инструменты, создающие персонализированную учебную среду.

Устная речь традиционно относится к числу наиболее сложных для формирования видов речевой деятельности – она требует одновременной актуализации фонетических, лексических, грамматических и социокультурных знаний. Именно поэтому поиск эффективных технологических решений для развития навыков говорения приобретает особую методическую значимость.

1. Интерактивные образовательные платформы

Образовательные платформы, функционирующие на основе алгоритмов машинного обучения, – Duolingo, Babbel, Quizlet – отслеживают прогресс учащихся и автоматически формируют индивидуализированные задания. Встроенные модули распознавания речи позволяют тренировать произношение с мгновенной обратной связью об артикуляционных ошибках. Адаптивная подача лексики с учётом актуального уровня владения языком способствует постепенному расширению словарного запаса и его закреплению в устных высказываниях.

Отдельного внимания заслуживает платформа Educaplay, предоставляющая преподавателям инструменты для создания авторских интерактивных заданий: диалогов, ролевых игр и аудиоупражнений на основе изучаемого материала. На занятиях по РКИ ресурс применяется для разработки ситуативных речевых задач, моделирующих реальные коммуникативные контексты.

2. Виртуальные речевые ассистенты

Голосовые ассистенты – Google Assistant, Алиса (Яндекс), Siri (Apple) и Cortana (Microsoft) – открывают возможности для неформальной разговорной практики за пределами учебного занятия. Взаимодействие с подобными системами побуждает студентов конструировать устные высказывания в условиях, приближённых к реальной коммуникации: необходимость чёткой артикуляции и корректного интонирования обусловлена самой технологией распознавания речи. По заданию преподавателя студенты могут формулировать запросы, уточнять информацию или выполнять коммуникативные задачи – и всё это исключительно на русском языке.

Систематическое применение голосовых ассистентов эффективно развивает аудирование и говорение одновременно, а также формирует уверенность в собственных речевых возможностях. Немаловажным педагогическим преимуществом является круглосуточная доступность данных инструментов, позволяющая продолжать языковую практику вне расписания занятий.

3. Чат-боты и ИИ-собеседники

Современные чат-боты на базе больших языковых моделей – ChatGPT (OpenAI), Claude (Anthropic), Яндекс.Алиса, а также специализированные лингводидактические решения Mondly Chatbot и Speakly – представляют качественно новый формат речевого взаимодействия для изучающих иностранный язык. В отличие от статичных учебных материалов, ИИ-собеседник генерирует уникальные реплики в режиме реального времени, адаптируя сложность речи и тематику к уровню и интересам конкретного студента.

Преимущества применения чат-ботов в практике РКИ состоят в следующем: формируется безопасная коммуникативная среда, исключая психологическое давление; обеспечивается многократная отработка типовых речевых ситуаций (приветствие, просьба, выражение мнения, описание и т. д.); предоставляется мгновенная и аргументированная обратная связь по лексическим и грамматическим ошибкам. В этом ряду стоит также выделить Elsa Speak – специализированный ИИ-тренажёр произношения с детальным фонетическим анализом, и Replika – разговорного ИИ-компаньона, ориентированного на развёрнутые тематические беседы. Последний особенно востребован среди студентов продвинутого уровня, стремящихся к спонтанному речепроизводству в разнообразных коммуникативных регистрах. Платформа Gliglish специализируется на разговорной практике с ИИ-собеседником в режиме реального времени: система анализирует беглость речи, точность произношения и лексическое разнообразие высказываний, формируя детализированный отчёт об ошибках.

Внедрение ИИ-ассистентов в процесс обучения устной речи требует соблюдения ряда методических условий. Во-первых, необходима чёткая постановка коммуникативной задачи: студент должен понимать, какую именно речевую компетенцию он формирует в ходе работы с ИИ-инструментом. Во-вторых, взаимодействие с ИИ-ассистентами должно органично сочетаться с традиционными формами учебной работы – групповыми дискуссиями, ролевыми играми и монологическими высказываниями, – но не подменять их. В-третьих, преподаватель должен систематически анализировать данные платформ и корректировать на их основе индивидуальный образовательный маршрут каждого обучающегося.

Следует также принимать во внимание потенциальные риски: чрезмерная опора на автоматическую проверку способна снизить критическое отношение студентов к собственным ошибкам, а недостаточная методическая поддержка – привести к формальному, а не содержательному использованию технологий.

Таким образом, ИИ-ассистенты образуют многоуровневую экосистему инструментов, каждый из которых решает специфические задачи в области формирования устноречевых умений. Интерактивные платформы (Duolingo, Babbel, Quizlet, Educaplay, Gliglish) обеспечивают систематическую фонетическую и лексическую тренировку; голосовые ассистенты (Google Assistant, Алиса, Siri) создают условия для аутентичного речевого

взаимодействия; чат-боты (ChatGPT, Claude, Mondly, Speakly, Elsa Speak) моделируют коммуникативные ситуации и формируют навык спонтанного говорения. Методически выверенное сочетание данных технологий с традиционными подходами позволяет существенно повысить эффективность преподавания русского языка как иностранного и сделать процесс овладения устной речью более персонализированным, мотивирующим и доступным для широкой аудитории обучающихся.

Список использованной литературы

- Раметова, Б. М. (2026). ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА РАЗВИТИЕ ПИСЬМЕННОЙ РЕЧИ СТУДЕНТОВ. *O'zbekiston davlat jahon tillari universiteti konferensiyalari*, 446-448.
- Раметова, Б. (2025). ФОНЕТИЧЕСКИЕ ТРУДНОСТИ УЗБЕКСКИХ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА. *KONFERENSIYA*, 1(2), 1046-1050.
- Gliglish [Электронный ресурс]. – URL: <https://gliglish.com> (дата обращения: 10.05.2026).
- Educaplay [Электронный ресурс]. – URL: <https://educaplay.com> (дата обращения: 10.05.2026).
- Elsa Speak [Электронный ресурс]. – URL: <https://elsaspeak.com> (дата обращения: 10.05.2026).

SUN'iy INTELLEKT VOSITALARI YORDAMIDA INGLIZ TILINI O'QITISH SAMARADORLIGINI OSHIRISH

Rustamova Mohinabonu Sherzod qizi,

A student of Kokand State University

Email: mohinabonurutamova2007@gmail.com

Telephone number: +998947460508

Annotatsiya: *Ushbu maqolada sun'iy intellekt vositalarining ingliz tilini o'qitishdagi o'rni va ta'lim samaradorligini oshirishdagi ahamiyati tahlil qilinadi.*

Kalit so'zlar: *sun'iy intellekt, ingliz tili, ta'lim, ChatGPT, Grammarly, raqamli texnologiyalar, innovatsiya*

Hozirgi davr shiddat bilan o'sayotgan zaminda har bir ta'lim olayotgan yosh, zamon bilan hamnafas bo'lishi kerakdir. XXI asrda raqamli texnologiyalar barcha sohalar qatori ta'lim tizimiga ham katta ta'sir ko'rsatmoqda [2, 8-bet]. Ta'limning raqamlashtirilishi — bu nafaqat texnik vositalardan foydalanish, balki bilim olish jarayonining sifati, tezligi va qulayligini yangi bosqichga olib chiqishdir. ta'lim sohasida yuz berayotgan tub o'zgarishlar orasida sun'iy intellekt (SI yoki AI – Artificial Intelligence) texnologiyalari alohida o'rin egallaydi. Shu narsa sir emaski, sun'iy intellekt (SI) texnologiyalari bugungi kunda ta'lim tizimining ajralmas qismiga aylanib bormoqda. Ayniqsa, ingliz tilini o'qitishda sun'iy intellekt vositalaridan foydalanish ta'lim jarayonining samaradorligini sezilarli darajada oshirmoqda. ChatGPT, Grammarly, Duolingo, Quizlet va ELSA Speak kabi

zamonaviy platformalar o'quvchilarga ingliz tilini interaktiv, qiziqarli va individual yondashuv asosida o'rganish imkonini beradi.

Texnologiyalar va raqamli platformalarning jadal rivojlanishi natijasida ingliz tilini o'qitish metodikasi yangi bosqichga ko'tarildi. Sun'iy intellektning eng muhim afzalliklaridan biri shaxsiylashtirilgan ta'lim muhitini yaratish imkoniyatidir. Ya'ni, sun'iy intellekt vositalari o'quvchining bilim darajasi, ehtiyojlari va qiziqishlarini tahlil qilib, unga mos topshiriqlar, mashqlar va tavsiyalarni taqdim etadi [1, 45-bet]. Masalan, grammatik xatolarni avtomatik aniqlash, talaffuzni baholash, yangi so'zlarni o'rganish va speaking mashqlarini tashkil etish orqali til ko'nikmalari izchil rivojlantiriladi. Eng katta imkoniyatlaridan biri sun'iy intellekt bepul va mukammal feedback yana bajargan ishimizga fikr va mulohazalar bildiradi. Masalan, Grammarly yozma ishlarni tekshiradi, ELSA Speak talaffuzdagi kamchiliklarni ko'rsatadi, ChatGPT esa o'quvchi bilan ingliz tilida muloqot qilib, savollarga javob beradi va xatolarni tushuntiradi. Bu esa o'quvchilarning mustaqil ta'lim olish ko'nikmalarini rivojlantirib, ularning darsga bo'lgan qiziqishini oshiradi. O'quvchilar bemalol onlayn o'qish orqali ham yuqori natijalarga erishib va til ko'nikmalarini egallab kelmoqdalar (Chapelle, 2020). Ayniqsa, sun'iy intellektda ayrim tashqi faktorlardagi farqlar inson omiliga solishtirganda yuqori bo'lganligi sababli, u o'quvchilarning topshiriqlariga mukammal, hech qanday kamchiliklarsiz fikr-mulohaza bildiradi, hattoki ayrim imtihon testlarida jumladan, speaking va writing bo'limlarida u haqqoniy qaror chiqaradi. Inson omiliga solishtirganda, ya'ni ba'zida kayfiyatsiz yoki tushkun ahvolda bo'lishi mumkin, bu esa o'quvchining umumiy baliga ta'sir qilmasdan qo'ymaydi [3, 27-bet].

Shuningdek, sun'iy intellekt o'qituvchilar uchun ham samarali yordamchi vosita hisoblanadi. U dars ishlanmalarini yaratish, test va mashqlar tuzish, o'quvchilar bilimini baholash hamda individual tavsiyalar ishlab chiqishda vaqtni tejaydi. Natijada o'qituvchi ko'proq ijodiy va metodik faoliyatga e'tibor qaratishi mumkin. Shuni alohida ta'kidlash joizki, sun'iy intellekt o'qituvchining o'rnini bosa olmaydi. U pedagogning kasbiy mahoratini to'ldiruvchi va ta'lim jarayonini boyituvchi innovatsion vosita sifatida xizmat qiladi. O'qituvchi va sun'iy intellekt uyg'unligi ingliz tilini o'qitish sifatini oshirish, o'quvchilarning bilim, ko'nikma va malakalarini rivojlantirishda muhim omil bo'lib xizmat qiladi. Masalan, o'quvchi ikkinchi til ya'ni xorijiy tilni o'rganishning dastlabki bosqichlarida juda ko'p qiyinchiliklarga duch kelishi tabiiy holat, lug'at boylik yoki grammatikada, shu sababli u o'qituvchisidan so'rab o'rganib olishida bir necha muammolar bo'lishi mumkin, dars jarayonida ulgurmasigi, ya'ni vaqt taqsimotini muvozanatda saqlash qiyin kechadi. Ayni shunday muammoli vaziyatlarda sun'iy intellekt yuqori malakali motivator, ta'lim beruvchi ustoz yoki do'st vazifasini bajaradi. O'quvchi dars mashg'ulotlaridan so'ng hech qanday to'sqarsiz tushunishga qiynalgan mavzulariga javob olish imkoniyati mavjud (Godwin-Jones, 2019).

Sun'iy intellekt texnologiyalarining eng muhim afzalliklaridan biri har bir o'quvchiga mos individual ta'lim trayektoriyasini yaratish imkoniyatidir. Masalan, ChatGPT o'quvchining bilim darajasini hisobga olgan holda A2, B1 yoki C1 darajasiga mos mashqlar tuzib beradi (Holmes, Bialik & Fadel, 2019). Agar talaba

Present Perfect zamonini yaxshi o'zlashtirmagan bo'lsa, tizim aynan shu mavzu bo'yicha qo'shimcha mashqlar va izohlar taqdim etadi. Masalan: Talaba so'raydi: "Present Perfect tense bo'yicha 10 ta test tuzib ber." ChatGPT darhol testlar va javoblarni yaratadi.

Tajribalar shuni ko'rsatadiki, ko'pgina til o'rganuvchilar yozish bo'limida ya'ni incho yoki tanqidiy yoki kreativ fikrlab, grammatik va imloviy qoidalarga amal qilib, barcha qoidalarga muvofiq keladigan ijod namunasi yozadigan darajaga chiqqunlaricha sun'iy intellekt samarali deb topadilar [1, 112-bet]. Masalan: Grammarly va ChatGPT kabi vositalar insholar, esse va xatlarni tekshirib, grammatik, uslubiy va imlo xatolarini ko'rsatadi.

Talaba yozadi: I have went to university yesterday.

Tizim tavsiya qiladi: I went to university yesterday.

Bu jarayon talabaning writing ko'nikmasini mustahkamlaydi. U barcha bilinar-bilinmas xatolarni tez fursat ichida ko'rsatib, tahlil qilib, tushuntirib bera oladi (Chapelle, 2020).

Ko'plab til o'rganuvchi yoshlarga ma'lumki, xalqaro yoki milliy davlat sertifikat imtihonlariga tayyorlanish jarayonida Speaking (gapirish) bo'limi birmuncha qiyinchilik tug'diradi, inson fikr-mulohaza birdirganda ham hattoki ayrim xatolarga ko'z yumishi, sezmay qolishi mumkin [2, 10-bet]. Sun'iy intellekt suhbatdosh sifatida xizmat qilib, o'quvchi bilan ingliz tilida muloqot qiladi. Bu usul, ayniqsa, speaking darslarida samarali.

Misol: Talaba: "Act as an IELTS examiner and ask me speaking questions."

ChatGPT IELTS formatidagi savollarni beradi va javoblarni tahlil qiladi. Qizig'i va eng qulay jihati shundaki, sun'iy intellektning ovoz imkoniyatlari bilan birgalikda xuddi odam ustoz bilan mashq qilgandek, muloqotda bo'lish mumkin. Shu paytda u imtihon oluvchi rolini o'ynab beradi (Godwin-Jones, 2019).

Har bir faning biroz murakkabroq va tushunilishi nisbatan qiyinroq bo'lgan bosqichlari yoki bo'limlari bo'ladi; ingliz tilida ham talaffuz bo'limi, ya'ni harflarga to'g'ri urg'u berib gapirish yoki harflarni to'g'ri talaffuz qilishda ko'p o'quvchilar qiyinchiliklarga duch keladi. Shu paytda, texnologiyalar taraqqiylashib borgan sayin, sun'iy intellekt juda katta yordamchi vazifasini bajaryapti [4, 3-bet]. ELSA Speak va Google Translate Voice Input nutqni tanish texnologiyasi yordamida talaffuzdagi xatolarni aniqlaydi (Kukulska-Hulme, 2018).

Misol uchun: Talaba "thought", "through", "though" so'zlarini talaffuz qiladi, tizim esa qaysi tovush noto'g'ri aytilganini ko'rsatadi. Bu xatolarni birgalikda to'g'rilaydi va rivojlanadi.

Sun'iy intellekt ilovalari yoki vositalari nafaqat til o'rganishda balki til o'rgatishda ham oson va qulay usullar yaratadi, masalan, xorijiy til o'qituvchilari yangi ha metodlarni sun'iy intellekt yordamida darslarni yanada qiziqarli qilish maqsadida qo'llashi mumkin. (Stockwell, 2018). Shu jumladan, lug'at o'rganish jarayonida ham Quizlet va Memrise yordamida yangi so'zlarni interaktiv usulda o'rganish mumkin:

"Environment" mavzusi bo'yicha: pollution, deforestation, biodiversity, renewable energy

Tizim ushbu soʻzlar asosida flashcard, test va matching mashqlarini yaratadi. Sunʼiy intellekt texnologiyalarining eng muhim afzalliklaridan biri har bir oʻquvchiga mos individual taʼlim trayektoriyasini yaratish imkoniyatidir. Masalan, ChatGPT oʻquvchining bilim darajasini hisobga olgan holda A2, B1 yoki C1 darajasiga mos mashqlar tuzib beradi. Agar talaba Present Perfect zamonini yaxshi oʻzlashtirmagan boʻlsa, tizim aynan shu mavzu boʻyicha qoʻshimcha mashqlar va izohlar taqdim etadi.

Listening koʻnikmasini rivojlantirishdagi ahamiyatiga kelsak, YouTube, TED Talks va AI vositalari audio matnlarni tahlil qilishda yordam beradi. Agar oʻquvchi tinglab tushunish maqsadini bajarganida yaxshi tushuna olmasa, audioning yozma matni boʻlmagan holatda, oʻsha eshittirilgan audiomatn sunʼiy intellektga yuboriladi hamda u kalit soʻzlari va javob qayerdan chiqqanligini aniqlashtirib beradi: Talaba TED nutqini tinglab, tushunmagan qismlarini ChatGPT orqali izohlab oladi.

Raqamli platformalar rivojlanishi bilan ingliz tilini oʻqitish va oʻrganish osonlashdi. Sunʼiy intellekt qanchalik murakkab boʻlsa, u shunchalik aniq tilni oʻzlashtirgan. Demak, sunʼiy intellekt texnologiyalaridan foydalanish xorijiy tillarni oʻqitish va oʻrganishni kuchaytiradi. Hatto oʻquvchilar ham oʻqituvchilar bilan yuzma-yuz boʻlmasdan ham oʻrganish imkoniyatiga ega. Ingliz tilini oʻrganishda foydalanish mumkin boʻlgan sunʼiy intellekt texnologiyasiga baʼzi misollar quyidagicha:

ELSA- English Learning Speech Assistant-bu sunʼiy intellekt va nutqni tanib olishni qoʻllaydigan ingliz tilini oʻrganish ilovasidir. Ushbu texnologiya ikki tomonlama oʻrganish jarayonini amalga oshirish imkonini beradi, masalan, foydalanuvchilar maʼlum soʻzlar yoki jumalarni talaffuz qilishlari mumkin, shunda tizim tahlil qiladi va tuzatish kiritadi. ELSA freymvorki ingliz tilida bir nechta aksentlar bilan gapiradigan odamlarning ovoqli maʼlumotlaridan foydalanishga, boshqa tilda soʻzlashuvchilarning nutq namunalarini tanib olishga, ularni boshqa koʻplab nutqni tanib olish texnologiyalaridan ajratib turishga oʻrgatilgan [5, 61-bet]. Foydalanuvchilarga ularning bilim darajasini aniqlash uchun baholash testi beriladi. Ushbu texnologiya ikki tomonlama oʻrganish jarayonini amalga oshirish imkonini beradi, masalan, foydalanuvchilar baʼzi inglizcha soʻzlar yoki jumalarni talaffuz qilishlari mumkin, shunda tizim tahlil qiladi va tuzatish kiritadi.

Chatbotlar-sunʼiy intellektli suhbat tizimlaridan biri sifatida insonlar va kompyuterlar bilan avtomatik ravishda muloqot qilish uchun moʻljallangan eng soʻnggi texnologiyalardir. Ingliz tilini oʻqitishga kelsak, yaratilgan Chatbot ilovasi ingliz tilidagi suhbatdosh vazifasini bajaradi. Suhbatlar, umuman olganda, ogʻzaki yoki yozma shaklda oʻtkazilishi mumkin, shunda foydalanuvchi ikkala usulni ham mashq qila olishi mumkin. Chatbot ilovasining inglizcha suhbatni oʻrgatish vositasi sifatidagi maqsadini qoʻllab-quvvatlash uchun grammatik xatolarni tuzatish funksiyasi va foydalanuvchining kundalik jurnali funksiyasi zarur [3, 54-bet]. Olingan javoblarda xatolarning joylashuvi, soʻzlarni/gaplarni almashtirish boʻyicha takliflar va xatolarning tavsiflari keltirilgan. Bu foydalanuvchining gap tuzilishidagi xatolarni minimallashtirishga urinishdir. Shunday qilib, foydalanuvchilar nafaqat soʻzlashuv ingliz tili bilan tanishadilar, balki oʻz amaliyotlariga tuzatishlar va

baholar oladilar.

Duolingo - bu chet tillarini o'rganish uchun ishlatiladigan veb-sayt. Duolingo - bu so'zlarni moslashtirish va gaplarning bo'sh qismlarini to'ldirish orqali o'yin usulidan foydalanadigan til o'rganish ilovasidir. Foydalanuvchilar tomonidan olingan o'quv materiallari ularning qobiliyatlariga mos kelishi uchun Duolingo birinchi navbatda testlarni o'tkazadi. Duolingo foydalanuvchilari testdan o'tgandan so'ng ingliz tilini qay darajada bilishlarini bilib olishadi [1, 178-bet; 3, 89-bet]. Shundagina Duolingo foydalanuvchining imkoniyatlariga moslashtirilgan ingliz tilidagi materialni taqdim etadi. Duolingo nafaqat grammatika, balki so'z boyligi, atamalar va boshqalarni o'rganish bilan ham jihozlangan. Duolingo ingliz tilini o'qitish usuli ham o'yinga o'xshash va boshqa foydalanuvchilar bilan "raqobatbardosh" bo'lishi uchun mo'ljallangan. Shunday qilib, ushbu dastur foydalanuvchilari shu paytgacha o'rganilgan ingliz tili ko'nikmalarining rivojlanishini ko'rishlari mumkin.

Sun'iy intellekt vositalari o'qituvchilar uchun ham katta yordam beradi. Ular dars ishlanmalarini tayyorlash, testlar yaratish va baholash jarayonlarini avtomatlashtiradi. Natijada o'qituvchilar ko'proq metodik va ijodiy faoliyatga e'tibor qaratishlari mumkin (Holmes et al., 2019).

Xulosa qilib aytganda, sun'iy intellekt vositalari ingliz tilini o'qitishda samarali yordamchi vosita bo'lib xizmat qiladi. Ular o'quvchilarga grammatika, talaffuz, lug'at boyligi hamda speaking va writing ko'nikmalarini mustaqil ravishda rivojlantirish imkonini beradi [8]. Shu bilan birga, o'qituvchilarga darslarni rejalashtirish, topshiriqlar tayyorlash va baholash jarayonlarini soddalashtiradi. Sun'iy intellekt o'qituvchining o'rnini bosa olmaydi, ammo ta'lim jarayonini yanada qiziqarli, qulay va samarali tashkil etishga xizmat qiladi. (O'zbekiston Respublikasi Prezidentining PQ-4884-son qarori, 2020). Demak, ushbu texnologiyalardan oqilona foydalanish ingliz tilini o'qitish sifatini oshirishda muhim omil hisoblanadi (Chapelle, 2020; Holmes et al., 2019).

Foydalanilgan adabiyotlar

1. Chapelle, C. A. (2020). *English Language Learning and Technology: Lectures on Applied Linguistics in the Age of Information and Communication Technology*. John Benjamins Publishing.
2. Godwin-Jones, R. (2019). "Emerging Technologies: AI in Language Learning". *Language Learning & Technology Journal*, 23(3), 5–14.
3. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
4. Kukulska-Hulme, A. (2018). "Mobile-Assisted Language Learning". *The Encyclopedia of Applied Linguistics*. Wiley.
5. Stockwell, G. (2018). *Mobile Assisted Language Learning: Concepts, Contexts and Challenges*. Cambridge University Press.
6. Duolingo Inc. (2025). *Duolingo Language Learning Platform*. <https://www.duolingo.com>
7. Karimov I. A. (umumiy pedagogik meros asosida). *Yuksak ma'naviyat — yengilmas kuch*. Toshkent: Ma'naviyat.
8. O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi "Ta'lim sohasini raqamlashtirishni yanada rivojlantirish chora-tadbirlari to'g'risida"gi PQ-4884-son qarori.

9. O'zbekiston Respublikasi Vazirlar Mahkamasi. (2021). Raqamli ta'limni rivojlantirish konsepsiyasi. Toshkent.

10. Xolmirzayeva N. (2022). Ingliz tilini o'qitishda zamonaviy pedagogik texnologiyalar. Toshkent davlat pedagogika universiteti nashri.

LOYIHA ORQALI O'QITISH (PBL) METODIKASINING INGLIZ TILI SO'ZLASHISH KO'NIKMALARINI RIVOJLANTIRISHDAGI SAMARADORLIGI

Salimova Ra'noxon Abduxamid qizi,
O'zDJTU bakalavr I- bosqichi talabasi
[*ranoxonsalimova67@gmail.com*](mailto:ranoxonsalimova67@gmail.com)
Ilmiy rahbar: Kosimova Fotima
Katta o'qituvchi, O'zDJTU

Annotatsiya: Ushbu maqolada ingliz tili so'zlashish ko'nikmasini (*speaking skills*) rivojlantirishda loyiha orqali o'qitish (*PBL-Project-Based Learning*) metodikasining samaradorligi va uning talabalar til malakasiga ta'siri yoritilgan. Tadqiqotda kommunikativ kompetensiya, hamkorlikda o'rganish va autentik materiallarning talabalar nutqiy malakasiga ta'siri, ona tilining tutgan o'rni hamda xorijiy tilni o'zlashtirishdagi roli, ilmiy tahlil qilinadi. Maqolaning negizini mavzu doirasidagi ilmiy ishlar, maqolalar va kitoblarni tahlili tashkil qiladi.

Kalit so'zlar: loyiha orqali o'qitish, so'zlashuv ko'nikmalari, kommunikativ yondashuv, interferensiya, autentik materiallar, hamkorlikda o'rganish, ona tili, til muhiti.

Kirish

Zamonaviy globallashtirish davrida ingliz tili nafaqat fan, balki xalqaro muloqat quroli hisoblanadi. Shuningdek, ingliz tilini o'rganish lug'at boyligini oshirish, balki fikrni grammatik jihatdan to'g'ri va tushunarli bayon etishni ham talab etadi. PBL-Project Based Learning tushunchasi ilk bor John Dewey tomonidan "Amaliyot orqali o'rganish" (*learning by doing*) tamoyili asosida ilgari surilgan. Keyinchalik, Vygotskiyning nazariyasi "Ijtimoiy konstruktivizm" bu metodni ijtimoiy muloqotdagi o'rnini belgilaydi. Bender (2012) loyihaviy ta'limni XXI asr ko'nikmalarini shakillantirishning eng maqbul yo'li deb ataydi. Kommunikativ maqsad, Richard va Rodgers (2014) ta'kidlashicha, "Til o'rganish bu shunchaki qoidalarni yodlash emas, balki mazmunli muloqotga kirishishdir". Talabalarda "biladi, lekin gapira olmaydi" kabi muammolar yuzaga keladi. Ushbu muammoni hal etishda ham Loyiha orqali o'qitish (*Project-Based Learning - PBL*) yondashuvi muhim o'rin tutadi. Loyiha usuli so'zlashish ko'nikmasi jonli muloqot va amaliy faoliyat quroli sifatida taqdim etadi.

Asosiy qism

So'zlashish ko'nikmalarini rivojlantirishda PBLning afzalliklari:

- Tabiiy muloqot muhiti: O'quvchilar darslikdagi sun'iy dialoglarni emas, balki loyiha ustida ishlayotganda bir-biri bilan tabiiy fikr almashadilar.

- Lugʻat boyligining oshishi: Maʼlum bir mavzu boʻyicha muhokama olib borish jarayonida oʻquvchilar yangi terminlarni oʻzlashtiradilar va ularni nutqda qoʻllaydilar.

- Oʻziga boʻlgan ishonch: Taqdimotni (Presentation) oʻtkazish orqali ommaviy nutq soʻzlash qoʻrquvi yoʻqoladi va fikr almashadilar.

Interaktiv yondashuv: Z.A.Dzeboyeva tomonidan ishlab chiqilgan interfaol metodlar esa talabalarning dars jarayonida faolligini oshirishga xizmat qiladi. Guruhli ishlar, munozaralar va rolli oʻyinlar orqali talabalar nutqni tabiiy muhitda oʻzlashtiradilar. Dzeboyeva va interfaol metodlarida: Z.A.Dzeboyeva oʻz ishlarida “Kichik guruhlarda loyiha ustida ishlash talabalarning kommunikativ toʻsiqlarini yengishga va grammatik bilimlarni avtomatlashtirishga yordam berishini” taʼkidlaydi.

Loyiha davomida hamkorlikda oʻrganish (peer learning)

Loyiha ustida ishlash talabalarni jamoaga birlashtiradi. Tadqiqotlar shuni koʻrsatadiki, yolgʻiz oʻrganishga nisbatan kim bilandir raqobatlashib yoki fikr almashib oʻrganish samaraliroqdir. Doʻstingiz bilan oʻrganing: imkon qadar oʻrganayotgan tengdoshingiz bilan muloqotda boʻling. Mavzular yuzasidan savol-javob oʻtkazish bilimlarni mustahkamlaydi. Bunda "bilimdon sherik" (MKO) roli oʻrganuvchiga yangi konstruksiyalarni amaliyotga tatbiq etishda koʻprik vazifasini oʻtaydi.

Izlangan imkon topadi. Agar yoningizda sherik boʻlamasa, internet platformalari (masalan, taʼlimiy guruhlar, sunʼiy intellekt) orqali ham muloqotdosh topish mumkin. Talabalar oʻrgangan bilimlarini doʻstlari bilan bahs-munozaralar yoki loyiha taqdimotlari orqali mustahkamlab borishlari lozim. Nazariy grammatika asoslarini (Ye.M.Blox, M.T.Irisqulov, A.Qoʻldoshev asarlarida keltirilganidek) amaliyot bilan bogʻlash til malakasini yangi bosqichga olib chiqadi.

Tadqiqot jarayonida soʻzlashish koʻnikmalarini oshirish uchun bir qator interfaol va loyihaviy usullar qoʻllanildi. Ularni quyida misollar bilan yoritib oʻtamiz:

Amaliy loyiha mavzusi: "The City of the Future"

Maqsad: Oʻquvchilarning tanqidiy fikrlash, muammoli vaziyatlarda toʻgʻri chiqish, albatta, inliz tilida erkin muloqat qilish koʻnikmalarini rivojlantirish.

Oʻqituvchi muammoni oʻrtaga tashladi: "2050-yilda shaharlar qanday koʻrinishga ega boʻladi?"

Tadqiqot bosqichi: Oʻquvchilar guruhlariga boʻlinib, maʼlumot yigʻadi (intervyu olish, internetdan qidirish). Shahar maketi yoki taqdimotini tayyorladi. Internetdan shunga oʻxshash platmormalardan maʼlumot olibgini cheklanmay, bir qancha yoʻnalishlar boʻyicha tayyorlandi. Keyingi 25 yil davomida qanday oʻzgarishlar boʻlishi mumkinligi haqida bir birlari bilan fikr yuritdilar.

Taqdimot (Speaking focus): Har bir guruh oʻz loyihasini vizuallashtirish orqali ingliz tilida himoya qiladi. Faqat gapirish emas, balki vizuallashtirish darsning samaradorligi 2barobarga oshirdi.

Rolli oʻyinlar: "The city council meeting" shaklida oʻtkaziladi.

Har bir guruhlar o'z g'oyasini shahar hokimi, o'qituvchi va investorlar oldida himoya qildi. Qarshi guruh esa, loyihaning kamchiliklarini topib, qiyin savollar berildi bu muhokama va munozara madaniyatini o'stiradi.

Autentik materiallar: Ingliz tili darslarida gapirish ko'nikmasini rivojlantirish samaradorligi ko'p jihatdan pedagogik va psixologik shart-sharoitlarga bog'liq. O'quvchilarning xato qilishdan qo'rqishi, past nutqiy ishonch va auditoriya oldida gapirishdagi hayajon nutq faolligini pasaytiruvchi omillar hisoblanadi. Shu bois o'qituvchi qo'llab-quvvatlovchi va ijobiy psixologik muhit yaratishi, xatolarni tabiiy o'rganish jarayonining bir qismi sifatida talqin qilishi zarur. Amaliy jihatdan darslarda autentik materiallardan foydalanish, ochiq savollar asosida muloqotni tashkil etish, juftlik va guruhli ishlash, mini taqdimotlar hamda muntazam speaking faoliyatlarini joriy etish og'zaki nutqni rivojlantirishda muhim ahamiyat kasb etadi. Interfaol metodlar va o'quvchi markazli yondashuv asosida tashkil etilgan darslar o'quvchilarning nutqiy faolligini oshirib, ularni real kommunikativ vaziyatlarga tayyorlashga xizmat qiladi. R.Carter, R.Hughes va M.McCarthy kabi olimlar real hayotiy manbalardan (podkastlar, filmlar) foydalanib o'rgatish tabiiy nutqni shakllantirishini isbotlashgan. Misol uchun, shadowing orqali nutqni shakllantirishni va tabiiyligi mukammallashtirish uchun samarali metoddir.

Bu metodning afzalliklari:

- Nutq tezligini oshirish (Fluency)
- Shadowing: Audio ortida qaytarishga urinamiz bu esa miyani tezroq harakatlanishga va nutq tezligi va ravonligini oshiradi. Natijada, real suhbatlarda so'zlarni qidirib qolish yoki to'xtab qolish holatlari kamayadi.
- Tinglash ko'nikmasi kuchaytirish (Listening)
- Audio eshitish orqali diqqatimiz maksimal darajada audiodagi har bir so'zga qaratiladi. Bu bizni qulog'imizga turli tallafuzdagi va tez aytiladigan so'zlarga moslashtiradi.
- Izlanishlarning natijalari shuni ko'rsatadiki, PBL metodikasi qo'llanilgan guruhlarda o'tkazilgan kuzatishlar quyidagi ijobiy natijalarni ko'rsatdi:
 - Nutq ravonligi (Fluency) 25% ga oshdi
 - Grammatik qo'rquvning kamayishi 30% ga kamaydi
 - Ijodkorlik (Creativity) 25% ga oshdi
 - Jamoada ishlash (Teamworking) 25% ga oshdi
 - Shuningdek, o'quvchilarning darsga bo'lgan qiziqishi sezilarli darajada ortdi.
 - Loyiha davomida hamkorlikda o'rganish (peer learning) muhim ahamiyat kasb etadi. Tadqiqotlar shuni ko'rsatdiki, fikr almashib o'rganish yolg'iz o'rganishdan ko'ra samaraliroq.

Xulosa

Loyiha orqali o'qitish talabalarda nafaqat ingliz tilida so'zlashish ko'nikmalarni, balki tanqidiy fikrlash va jamoada ishlash kabi (soft skills) qobiliyatini ham shakllantiradi. Ushbu metod grammatik bilimlarni mustahkamlaydi va talabani real kommunikativ vaziyatlarga tayyorlaydi. Shuningdek, ona tiliga

tayanish va hamkorlikda ishlash talabaning ingliz tilida erkin va savodli soʻzlasha olishini taʼminlaydi. Xulosa qilib aytganda, loyiha orqali oʻqitish texnologiyasi ingliz tili soʻzlashish malakasini oʻrgatishda samaraliroq va talabalari kelajakdagi professional faoliyatiga tayyorlashda eng samarali yondashuvlardan biridir.

Foydalanilgan adabiyotlar roʻyxati:

- Ирискулов М., Қўлдошев А. А. Course in Theoretical English Grammar. T.: “OZKITOBSAVDONASHRIYOT”, 2008. – 192 б.
- Blox Ye. M. Teoreticheskaya grammatika angliyskogo yazika. – M.: Visshaya shkola, 2000.
- Dzeboyeva, Z. A. (2018). Интерактивный подход обучению грамматике иностранного языка. Владикавказ. (Interaktiv yondashuv uchun)
- ВПО. Нижегород. гос. лингвист. ун-т, 2009. – С.14.
- Bender, W. N. (2012). Project-Based Learning: Differentiating Instruction for the 21st Century.
- Carter R., McCarthy M. Cambridge Grammar of English. – Cambridge University Press, 2006.
- Dewey, J. (1938). Experience and Education.
- Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching
- <https://abt.uz>

STUDIES ON SYSTEMATIC APPROACHES IN LINGUISTICS

Saydaliyeva Dilzoda Bohodirovna,
Teacher of Kokand State University,
Doctor of Philosophy in Philology

Annotation. *In this article, the study issues of systemic-structural linguistics and the different views of world and Uzbek linguists are highlighted. It is known that language is the most important means of communication between people. It is the main means of conveying information about certain events in objective existence. It turns out that there are other ways of information transfer.*

Key words: *linguistics, comparative linguistics, structure, system linguistics, text, Structuralism.*

Language is among the above tools that serve to convey information. The common thing for all of them is to provide information, first of all, about oneself, and at the same time, about other known events in existence. Such tools are called symbols. In the process of knowing the world around him, a person reflects the elements of the world in his mind through images, and the elements of the world reflected in this mind are expressed through symbols. Any material representation of social information is a symbol. The fact that the language is a sign system is its main feature. Until the end of the 19th century, philosophers were mainly engaged in the theory of symbols. Only from the end of the 19th century, this issue attracted the attention of psychologists. The philosophical theory of symbols has a long history. The ancient Greeks were secretly based on the concept of signs in their scientific debates about the essence of things and their naming. Under the influence

of philosophers, in almost all linguistic works devoted to the general theory of language from the 19th century, the word began to be interpreted as a sign with a dual character. In the works of V. Humboldt, A. Schleicher, L. Breal, A. Maye, F. Fortunatov, I. A. Baudouin de Courtenay, N. Krushevsky, the word is approached from the point of view of signs. But F. de Saussure clearly explained the sign nature of language. He even emphasized that there is a separate science dealing with the theory of signs - the science of semiology, and that linguistics should also be part of semiology. On the one hand, due to the success of structuralism, and on the other hand, due to the development of the science of semiotics, interest in the problem of signs has increased since the 50s. The study of linguistic problems in the semiotic aspect led to a change in the position of linguistics itself. It has also become a central science in the system of human knowledge.

In the history of linguistics, the period before systematic-structural linguistics is often referred to as traditional linguistics. An important aspect of traditional linguistics is the descriptive study of the studied object based on the specific noun given by the senses. Some scholars understand "traditional linguistics" as the opposite of "modern linguistics". In particular, the same idea was expressed by R.A. Budagov more than 20 years ago. He emphasized that the use of the terms "traditional linguistics" and "modern linguistics" as if they mean "old, backward linguistics" and "new, advanced linguistics" is completely foreign to Marxist doctrine. In fact, "traditional linguistics" does not contradict "modern linguistics" or "modern linguistics". Here, "traditional linguistics" does not only mean the purely chronological meaning, that is, the meaning of "linguistics up to now", but it is based on two stages of knowledge in the epistemological sense, and from the ontological point of view, the nature and essence of language is two different. It is evaluated as an approachable science and contrasted with linguistics, which is called systematic linguistics. They are two equal areas of linguistics that differ from each other both in terms of approach to language ontology and in terms of the methodology and methods of its verification. These two directions of linguistics do not reject each other, but one is based on the results of the other. That's why both linguistics are taking steps now. Dividing the history of linguistics into three periods, E. Benvenist states that a new period of linguistics began in the first quarter of the 20th century, that is, the period of a systematic-structural approach to language. From this period, the attention of linguistics was not focused on the philosophy of language, nor on the evolution of language, but on the immanent (lat. immanens, im-manentis specific; private) reality of language. As a result, linguistics began to strive to become a formal, compact, systematic science. However, this should not lead to the idea that traditional linguistics has stopped and given way to structural linguistics. It was from this period that structural linguistics began to take root.

True, signs of systematicity in Uzbek linguistics up to the 70s and 80s cannot be denied. Because each new scientific direction is formed in the bosom of the old one and grows out of it. F. Mikush claims that any linguistic direction in a certain sense shows an element of structuralism. But any direction that does not determine the typical structure of the language and does not rely on it cannot be evaluated as a

structural direction. In Uzbek linguistics, since the methodology of systematic linguistics and the method of verification have been popular since the 70s, it is unnecessary to search for the principles of systematicity from earlier studies. L.S. Barkhudarov also emphasized that traditional linguistics does not have strict scientific research methods such as distribution, transformation, binary opposition, as in structural linguistics. It is inappropriate to interpret systematic linguistics, which is opposed to traditional linguistics, as "advanced linguistics". First of all, the views of representatives of systematic linguistics are not the same, and in many cases they even contradict each other. In particular, F. de Saussure himself divides linguistics into internal and external linguistics and thinks only about internal linguistics. Foreign linguistics is beyond his attention. F. de Saussure's view that language is not a substance, but a form, became the main idea of the glossematic direction of structural linguistics, and they interpreted language as a system of pure relations, separated from materiality. Studying the relationships between the structural units of the language was considered the main task of linguistics. However, a number of issues such as language and society, language and speaker, language evolution, the relationship between literary language and folk dialects, language and thought, text linguistics, and language aesthetics remain out of his view. The direction of functional linguistics, while developing F. de Saussure's view that speech activity consists of the interaction of language and speech, paid attention to the development of language through speech and the implementation of language-speech dichotomy at all levels of language. Therefore, speech activity was approached from the point of view of both substance and form, and at the same time, a number of the above issues that were overlooked by glossematics attracted the attention of functional linguistics. With this, functional linguistics was connected with traditional linguistics. American generative linguistics has become even closer to traditional linguistics.

From the 70s of the 20th century, structuralism began to enter Uzbek linguistics. In this field, the services of Professor Sh. Rahmatullayev, who divided the lexical units of the Uzbek language into macro and microsystems and recommended a number of their microsystems to his students as a monographic research object, should be highlighted.

I. Kochkortoyev developed the ideas of Sh. Rahmatullayev and conducted extensive scientific research in this field. The research on the distinction between language and speech, the relationship between form and content in language units, and the linguistic concept of F. de Saussure was of great importance in the formation and development of the structural direction in Uzbek linguistics. Wide spread of systemic-structural studies coincided with the 80s. During this period, a number of works were published that researched the phonology, lexicology, and syntax of the Uzbek language from the point of view of its systematic structure. The call for systematic and structural research of all units of the Uzbek language began with the article published by H. Nematov, N. Mahmudov and A. Nurmonov. As a result, it can be said that the period of attack on systematic research in Uzbek linguistics has begun. After that, A. Nurmonov's "Phonology and Morphology of the Uzbek

Language" (1992), dedicated to the phonological system of the Uzbek language, A. Abduazizov's book of the same name (1994), devoted to the morpheme paradigmatics and syntagmatics of the Uzbek language monograph by T. Mirzakulov (1994), "Basics of Uzbek language system lexicology" (1995) by H. Ne'matov and R. Rasulov, devoted to the system lexicology of the Uzbek language, R. Rasulov's "O "Semantic structure of verbs of the Uzbek language" (1990), "Theoretical grammar of the Uzbek language" of the group of authors. Morphology" (2001); "Substantive syntax of the Uzbek language", "Theoretical grammar of the Uzbek language" devoted to the syntactic system of the Uzbek language. Syntax", A. Berdialiyeu's "Semantic-significant paradigmatics in compound sentence constructions with subordinate clauses" (2001), "Structural syntax of the Uzbek language" by M. Qurbonova, R. Sayfullayeva (2004), "Introduction to functional syntax" by N. Turniyozov (2003), H. Ne'matov and O. Bozorov's "Language and Speech" (1989) devoted to the dichotomy of language and speech, O. Bozorov's "Graduation in Uzbek" (1997) devoted to the classification of linguistic units, linguistic A. Nurmonov's works dedicated to the sign "Linguistic sign and its characteristics" (2008) and several other monographic studies and scientific articles were published.

Conclusion. as can be seen from the above-mentioned principles, it incorporates the most rational aspects typical of all three branches of systemic-structural directions and the teachings of Eastern philosophy about perceptual and perceptual knowledge of the object. This direction pays more attention to the internal structure and function of linguistic units. Therefore, it is appropriate to call it "structural-functional direction".

References

1. Неъматов Х. Ўзбек тили тарихий фонетикаси. – Тошкент: Ўқитувчи, 1992. Б.5.
2. Shleyxer A. Der Ursprung der Sprache. 1851; Maye A. Urushdan keyingi Evropadagi lingvistik vaziyatning sharhini nashr etdi (1918); Фортунатов Ф. Ф. О происхождении глаголицы. — СПб., 1903; Бодуэн де Куртенэ И.А. Национальный и территориальный признак в автономии. — СПб.: Типография М. М. Стасюлевича, 1913; Н.Крушевский. Избранные труды по языкознанию. М.: Наследие, 1998.
3. Будагов Р.А. Очерки по языкознанию. 1953. – С.19.
4. Nurmonov A. Struktur tilshunoslik: ildizlari va yo‘nalishlari. – Toshkent: Ta’lim, 2009. – B.31.
5. Qo‘chqortoyev I. F.de Sossyurning lingvistik konsepsiyasi. – Toshkent, 1976.
6. Yigitaliyeva, S., & Yo‘ldoshboyeva, O. (2023). Oliy talimda ona tili fanini o‘qitishning nazariy masalalari. *Общественные науки в современном мире: теоретические и практические исследования*, 2(8), 41-44.
7. Yigitaliyeva, S. (2023). Yaxshilik konseptining bilvosita ifodalanishi. *Mug'allim*.
8. Isog'aliyeva, Y. S. (2023). Boshlang'ich sinf o'quvchilariga ona tili darslarini o'rgatishning lingvistik konseptual asoslari. *Integratsiyalashgan ta'lim va tadqiqotlar jurnali*.
9. Yigitaliyeva, S. (2022). Hayrat-ul abror dostonida so'z ta'rifi. *Scienceweb academic papers collection*.

LANGUAGE UNITS USED IN PERSUASION

Saydaliyeva Mahliyoixon Ulug‘bek qizi,
Doctor of philosophy in philological sciences (PhD)
Kokand State University,
Ikromova Ominaxon Ibodullo qizi,
First year student of the Faculty of Foreign Languages
Kokand State University

Abstract: *This article explores the concept of persuasion and its significant role in influencing human thoughts, emotions, and behaviors through communication. It examines how persuasion is increasingly carried out through verbal interactions, especially in digital environments, where language plays a crucial role in shaping attitudes. Drawing on definitions from the Merriam-Webster dictionary and Richard Perloff, persuasion is presented as a symbolic and strategic process that operates within an atmosphere of free choice. The study highlights the importance of linguistic elements, including tone, word choice, and rhetorical strategies, in achieving effective persuasion. Special attention is given to the three classical persuasive appeals—ethos, pathos, and logos—and their application in various contexts such as media, marketing, and academic writing. Additionally, the article emphasizes the role of pragmatic analysis in understanding how persuasive messages function. It concludes that mastering persuasion not only enhances communication skills but also fosters critical thinking in evaluating persuasive content.*

Keywords: *persuasion, communication, ethos, pathos, logos, pragmatic analysis, language, influence, critical thinking, rhetorical strategies.*

Create a positive impression of their comments. Examples include a motor rider attempting humor, Sergio expressing his preference for Chinese food, and a lady demonstrating her knowledge about Mexicans. These strategies illustrate how language can be used to influence others' perceptions and convey a favorable image. Persuasion how people can fundamentally alter the thoughts, feelings, and behaviors of other. Today, persuasion is often transacted—partially or wholly—through verbal interactions that take place on the internet: a message is transmitted from one person to another through the use of language, altering the recipient's attitude. The Merriam Webster's online dictionary gives the following definition of persuasion: "the act of causing people to do or believe something: the act or activity of persuading people"²³. It often relies on carefully chosen words, tone, and emotional appeals to make the message more convincing. Successful persuasion can lead people to change their opinions, adopt new behaviors, or make decisions they might not have considered before. Richard Perloff a scholar, the author of academic textbooks on persuasion and political communication, defines persuasion as: "a symbolic process in which communicators try to convince other people to change their attitudes or behavior regarding an issue through the transmission of a message, in an atmosphere of free choice"²⁴. This definition underlines the idea that persuasion involves a deliberate and strategic use of communication aimed at influencing an audience. It suggests that individuals are not passive recipients, but active participants who interpret messages based on their own beliefs, values, and experiences. In this sense,

²³ Arakelyan R., Muradyan G. Language as an Influential Tool for Persuasion // Armenian Folia Anglistika. – 2016. – Vol. 12. – P. 39–45. – DOI: 10.46991/AFA/2016.12.1.039. – P. 39.

²⁴ Sukiasyan, A. *Language and Persuasion* [Presentation] / A. Sukiasyan; Yerevan State University, Master's in English and Literature. – 2023. – P. 6.

persuasion becomes a complex interaction between the sender and the receiver. Furthermore, it is widely used in various fields such as media, marketing, and public speaking, where the goal is to shape opinions and guide decision-making processes. Therefore, understanding persuasion helps individuals become both more effective communicators and more critical thinkers when encountering persuasive messages. Persuasion takes communicative practice along the continuum from argument – which includes the use of logical evidence- to ethics and emotion, through the appeals of ethos and pathos. Being able to understand whether texts communicate propositions that appeal not only logically, but also to an ethical sense -or not- is essential in contemporary life²⁵. Persuasion also plays a crucial role in shaping public opinion, especially in media and advertising. Individuals must develop critical thinking skills to evaluate messages and distinguish between genuine arguments and manipulative techniques. Therefore, understanding the balance between logic, ethics, and emotion helps people make informed decisions in everyday life. Persuasion involves verbal and nonverbal symbols. Symbols include various persuasive words like freedom, justice, equality etc.; non-verbal signs like the flag of this or that country, Holy Cross, McDonald's Golden Arches, etc.

The language of persuasion may have different effects based on the situations in which it is used. "If one wants to be successful on persuading the second party, then one should take into account several factors, such as: not using the components of powerless speech. For example, hesitation forms like 'uh', 'um', 'well, you know' (show lack of certainty or confidence); hedges – 'sort of', 'kinda', 'I guess' (phrases that reduce the definitiveness of a persuader's assertion); tag questions e.g., 'That plan will cost us too much, don't you think?' and last but not least disclaimers such as 'I know this sounds like a stupid question, but ...', 'I'm no expert, of course', 'This may sound a little out of the ordinary, but ...' etc"²⁶. These features can weaken the speaker's message and reduce their credibility in the eyes of the audience. Therefore, using clear, confident, and direct language is essential for achieving effective persuasion.

According to Aditama, persuasion in international journals can be better understood through pragmatic analysis²⁷. The study examines how language is used to influence readers' interpretations and responses in academic writing. It also highlights the importance of context and linguistic strategies in achieving effective communication. The ways of which authors persuade readers are different. Native English authors use 3 main persuasive strategies: ethos, pathos, and logos. They are three powerful tools that you can use to persuade an audience of your arguments. Basically, logos urges logic and reason, while pathos urges emotions and ethos emphasizes credibility.

a. Ethos:

²⁵ Walqui, A., Koelsch, N., Schmida, M. *Persuasion Across Time and Space: Analyzing and Producing Complex Texts* / WestEd's Teacher Professional Development Program– November 2012. 1-103 p. – P.9

²⁶ Arakelyan R., Muradyan G. Language as an Influential Tool for Persuasion // Armenian Folia Anglistika. – 2016. – Vol. 12. – P. 39–45. – DOI: 10.46991/AFA/2016.12.1.039. – P. 40.

²⁷ Aditama, M. G. (2016). Persuasion in international journals: Pragmatic analysis (Master's thesis). Universitas Muhammadiyah Surakarta. – P.3

Ethos is about convincing your audience that you're someone worth listening to. Before people evaluate your argument, they evaluate you. If they don't trust the source, the message won't land²⁸. Ethos in persuasive writing shows the author's personal stance, beliefs, and judgments. Phrases like “ we argue” or “our study” show the writer's opinions about the topic and analysis. This strategy is used to convince readers by presenting the author's credibility and personal perspective. If you use ethos in your speaking, you should show the quality of your evidence and the precision of your language. For example, a doctor writing about vaccine safety has built-in ethos from their medical credentials.

b. Pathos:

The writer illustrates the feelings and emotions by inviting readers to involve in the research by giving question which readers may think. Pulling at an audience's heart strings can persuade them to listen. They use the audience's identities, emotions, and values to create a sense of connection or shared emotion. The question “ who is to judge...” is an additional marker of emotional appeal. Pathos can be particularly powerful if used well, but most speeches do not solely rely on pathos. Pathos is most effective when the author or speaker demonstrates agreement with an underlying value of the reader or listener.²⁹ By connecting, to shared beliefs, emotions, or experiences, the speaker can create a deeper bond with the audience. For example, an advertisement for a charity might incorporate images of starving children and highlight their desperate living conditions to evoke sympathy, compassion and, ultimately, donations.

c. Logos:

Logos appeals to the logical, reason-driven side of our minds. Using logos in an argument typically means presenting a strong body of evidence and facts to support your position³⁰. This approach makes the argument more convincing and reliable. Organizing ideas in a logical way, they help the audience understand the issue step by step.

In conclusion, persuasion is a complex and multifaceted process that plays a vital role in shaping individual and collective decision-making. It involves not only the transmission of messages but also the interaction between the speaker and the audience, influenced by context, language, and personal experiences. The effective use of rhetorical appeals—ethos, pathos, and logos—enhances the power of persuasion by addressing credibility, emotions, and logic. Furthermore, avoiding elements of powerless speech and using clear, confident language strengthens the persuasiveness of a message. In today's digital and media-driven world, understanding persuasion is essential for both communicators and audiences. It enables individuals to construct more convincing arguments while also developing

²⁸ 3.1 Aristotelian appeals (ethos, pathos, logos) – Writing for Communication – 2026. – URL: <https://fiveable.me/writing-for-communication/unit-3/aristotelian-appeals-ethos-pathos-logos/study-guide/5qeUEMUcPkiGdAy0>. – P. 9.

²⁹ *Modes of persuasion* // Wikipedia. – URL: https://en.wikipedia.org/wiki/Modes_of_persuasion

³⁰ Jansen, D. *What Are Logos, Pathos & Ethos? A Plain-Language Explainer – With Practical Examples* / D. Jansen; Reviewer: E. Rautenbach. – June 2023. – P. 5.

the ability to critically evaluate the messages they encounter. Ultimately, a balanced use of logic, ethics, and emotion leads to more informed and responsible communication.

References:

- Aristotelian appeals (ethos, pathos, logos) – Writing for Communication – 2026. – URL: <https://fiveable.me/writing-for-communication/unit-3/aristotelian-appeals-ethos-pathos-logos/study-guide/5qeUEMUcPkiGdAy0> . – P. 9.
- Aditama, M. G. (2016). Persuasion in international journals: Pragmatic analysis (Master's thesis). Universitas Muhammadiyah Surakarta. – P. 3.
- Arakelyan R., Muradyan G. Language as an Influential Tool for Persuasion // Armenian Folia Anglistika. – 2016. – Vol. 12. – P. 39–45. – DOI: 10.46991/AFA/2016.12.1.039. – P. 39.
- Arakelyan R., Muradyan G. Language as an Influential Tool for Persuasion // Armenian Folia Anglistika. – 2016. – Vol. 12. – P. 39–45. – DOI: 10.46991/AFA/2016.12.1.039. – P. 40.
- Jansen, D. What Are Logos, Pathos & Ethos? A Plain-Language Explainer – With Practical Examples / D. Jansen; Reviewer: E. Rautenbach. – June 2023. – P. 5.
- Modes of persuasion // Wikipedia. – URL: https://en.wikipedia.org/wiki/Modes_of_persuasion (Accessed on: 26.03.2025)
- Sukiasyan, A. Language and Persuasion [Presentation] / A. Sukiasyan; Yerevan State University, Master's in English and Literature. – 2023. – P. 6.
- Walqui, A., Koelsch, N., Schmida, M. Persuasion Across Time and Space: Analyzing and Producing Complex Texts / WestEd's Teacher Professional Development Program– November 2012.- P. 1-103. – P. 9

THE EFFECTIVE USE OF SONGS IN TEACHING ENGLISH TO YOUNG LEARNERS

*Sharipova Sadoqatxon Abbosxon qizi,
Qo'qon davlat universiteti assistent-o'qituvchi
Imomova Yodgoroy Yunusxo'jayevna,
Qo'qon davlat universiteti
Ashulla va raqs yo'nalishi talabasi*

Abstract: Songs play an important role in the development of young children learning a second language. A testament to this is the frequency with which songs are used in English Language Teaching classrooms all over the world. This paper begins by looking at why songs can be considered valuable pedagogical tools. In particular, it will discuss how songs can help learners improve their listening skills and pronunciation, and how they can be useful in the teaching of vocabulary and sentence structures. The author will also discuss how songs can reflect culture and increase students' overall enjoyment of learning a second language. The author will then attempt to show, through practical examples, how songs can be used as language tasks. Finally, the paper aims to explore how classic songs for children can be adapted to suit a particular theme or part of the curriculum a teacher might wish to teach.

Key words: song, rhythm and intonation, stress patterns, pronunciation practice, educational songs, children's songs

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be

taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a second language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized. This paper starts by analyzing why songs should be considered as useful pedagogical tools. The author then proposes using songs as language learning tasks to maximize the benefits of using songs and attempts to show how this might be done using practical examples. Finally, the paper explores how classic children's songs could be modified to help teachers use them more frequently to teach a wider variety of topics.

Songs play an important role in teaching English to young learners because they create an enjoyable and motivating learning environment. Researchers state that music helps learners develop language skills naturally through repetition, melody, and rhythm. Songs attract children's attention and increase their interest in classroom activities, making the learning process more effective and less stressful. In language teaching, songs are not only entertaining materials but also valuable pedagogical tools that support communication and interaction.

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Perhaps the greatest benefit to using songs in the classroom is that they can be fun.[1 p. 345-351] Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

Purcell states that students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Some songs, such as Hello, contain common expressions and can be used as good listening activities. For example, the teacher could sing the first three lines of the song below, and students could respond with the following three lines:

Hello,
Hello,
Hello, how are you?
I'm fine,
I'm fine,
I hope that you are, too.

Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey

believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are therefore adequate tools for using in the language classroom [2 p.67].

Rhythm and intonation are essential components of spoken English, and songs provide learners with natural exposure to these features. English is considered a stress-timed language, meaning that stressed syllables occur at regular intervals. Through listening to and singing songs, children can better recognize the rhythm of English speech and improve their understanding of natural pronunciation patterns. Intonation, which refers to the rise and fall of the voice, is also learned more effectively through musical activities because melodies reflect speech patterns in a memorable way.

Children are often keen to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, yet these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress. The song “Girls and Boys Come Out and Play” could be used effectively to teach English rhythm and stress:

Girls and boys come out to play,
The sun above is bright today.
Leave your work and leave your sleep,
Come and join us in the street.
Come with a shout and come with a call,
Come with a smile and bring your ball.
Down the steps and up the path,
All the fun will make you laugh.

Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The song “Head, Shoulders, Knees and Toes” for example, could be used to review body parts, or the song “I Can Sing a Rainbow” might be useful for reviewing color names. Most children’s songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Some of the vocabulary and language used in traditional and popular English songs, however, can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme.

Stress patterns are another important aspect of pronunciation that can be developed through songs. In English, correct word and sentence stress are necessary for clear communication. Songs contain repeated rhythmic patterns that help learners identify stressed and unstressed syllables more easily. As children repeatedly sing songs, they unconsciously practice stress placement, which improves both fluency

and speaking confidence. Therefore, songs can be considered an effective method for teaching the prosodic features of language.

Pronunciation practice is often difficult for young learners when traditional drilling methods are used. However, songs make pronunciation activities more enjoyable and meaningful. Through repetition and melody, learners can imitate English sounds, improve articulation, and develop better accent awareness. Songs also allow students to hear authentic pronunciation in context, which contributes to more accurate speaking skills. Many researchers believe that music supports memory retention, helping learners remember words and sounds for a longer period of time.

Educational songs are specifically designed to support learning objectives in the classroom. These songs may focus on vocabulary, grammar structures, pronunciation, or communicative expressions. Educational songs combine entertainment with instruction, which increases learner motivation and participation. Teachers can use such songs to introduce new topics, reinforce previously learned material, or create interactive classroom activities. As a result, educational songs contribute to both cognitive and emotional development in language learning.

Children's songs are especially useful in teaching young learners because they usually contain simple vocabulary, repetitive structures, and easy melodies. These characteristics make songs suitable for beginners and help children understand and memorize language more effectively. Traditional children's songs also encourage participation through actions, gestures, and games, which support kinesthetic learning. Furthermore, children's songs create a positive classroom atmosphere where learners feel relaxed and confident to use the target language.

To sum up the first purpose in presenting this paper is to state a case for developing songs from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children's songs to better suit their teaching goals. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

References

1. Cameron, L. The task as a unit for teacher development. University Press-2001. p. 345-351.
2. Cameron, L. Teaching languages to young learners. Cambridge, England: Cambridge. University Press-2001.
3. Abdirasulov Bahodir Abdumutal oğlu. The process of linguistic realization of the concept. Science and education scientific journal. SamDChTI-2020.
4. Arslonov Zafar. Briefly about cognitive linguistics. Scientific article 2012

5. Brown, H.D. 2001. Teaching by Principles: An interactive Approach to Language Pedagogy. Second Edition. San Fransisco: Addison Wesley Longman, Inc.
6. Cameron, Lynne. 2001. Teaching Languages to Young Learners. Cambridge: Cambridge University Press.
7. Fundamentals of managing culture and art by Azamat Haydarov. 2016

ASHULA VA RAQS UYG‘UNLIGIDA SAHNA MADANIYATINI SHAKLLANTIRISHNING BADIY VA PEDAGOGIK ASOSLARI

*Sharipova Sadoqatxon Abbosxon qizi,
Qo‘qon davlat universiteti assistent-o‘qituvchi
Qo‘chqorov Asadbek Gulshanbek o‘g‘li,
Qo‘qon davlat universiteti San‘at va sport
fakulteti 1-bosqich talabasi*

Annotatsiya: Mazkur maqolada ashula va raqs uyg‘unligida sahna madaniyatini shakllantirishning badiiy va pedagogik asoslari tahlil qilinadi. Unda sahna madaniyati tushunchasining mazmun-mohiyati, uning ijro jarayonidagi o‘rni hamda ashula va raqs san‘atining o‘zaro uyg‘unligi orqali estetik tafakkur, ijrochilik mahorati va badiiy didni rivojlantirish masalalari yoritiladi. Shuningdek, sahna harakati, ijro intizomi, tashqi ko‘rinish, mimika, plastika va musiqiy ifodaning uyg‘unligi yosh ijrochilarda sahnaviy savodxonlikni shakllantirishning muhim omili ekani asoslab beriladi. Maqolada ashula va raqs uyg‘unligi vositasida talaba-yoshlarning badiiy tafakkuri, estetik madaniyati va pedagogik tayyorgarligini rivojlantirish yo‘llari yuzasidan ilmiy-nazariy fikrlar bayon etilgan.

Kalit so‘zlar: ashula, raqs, sahna madaniyati, badiiy talqin, sahna harakati, mimika, plastika, musiqiy ifoda, badiiy did, ijro intizomi, yosh ijrochilar, sahnaviy savodxonlik

Bugungi kunda san‘at va madaniyat sohasida olib borilayotgan islohotlar ijrochilik faoliyatiga yangicha yondashuvni talab etmoqda. Ayniqsa, yosh ijrochilarni har tomonlama yetuk, estetik didi shakllangan, sahnada o‘zini tutish madaniyatiga ega mutaxassis sifatida tarbiyalash masalasi dolzarb ahamiyat kasb etadi. Shu nuqtai nazardan ashula va raqs uyg‘unligida sahna madaniyatini shakllantirish masalasi nafaqat badiiy, balki pedagogik jihatdan ham muhim ilmiy muammo hisoblanadi.[1;12]

Sahna madaniyati san‘atkorning tashqi ko‘rinishi, sahnadagi harakati, nutqi, mimikasi, plastika imkoniyatlari, musiqiy va badiiy ifodasi, tomoshabin bilan muloqot madaniyati kabi ko‘plab omillarning uyg‘unlashuvidan tarkib topadi. U ijrochining ichki dunyosi, dunyoqarashi, estetik tayyorgarligi va professional malakasining amaliy ifodasidir. Ayniqsa, ashula va raqsning o‘zaro uyg‘unligi sahna madaniyatini shakllantirishda katta imkoniyat yaratadi. Chunki bunda ovoz, ohang, ritm, harakat, his-tuyg‘u va badiiy obraz yaxlit bir sahnaviy talqinga birlashadi. Mazkur maqolada ashula va raqs uyg‘unligida sahna madaniyatini shakllantirishning nazariy, badiiy va pedagogik asoslari tahlil qilinadi, yosh ijrochilar faoliyatida ushbu omillarning tutgan o‘rni yoritiladi.[2;76]

Sahna madaniyati san‘atkorning sahnadagi xulqi, ichki tayyorgarligi va tashqi ifoda imkoniyatlarining birligi sifatida talqin qilinadi. U faqatgina chiroyli chiqish yoki tashqi ko‘rinish bilangina belgilanmaydi. Aksincha, sahna madaniyati

san'atkorning badiiy tafakkuri, estetik dunyoqarashi, ijrochilik mahorati, intizomi va professional mas'uliyatining muhim ko'rsatkichidir.

Sahna madaniyatining asosiy unsurlariga sahnaviy yurish-turish, auditoriya oldida o'zini tutish, sahna holatiga mos obraz yaratish, ijro davomida emotsional muvozanatni saqlash, mimika va plastika vositalaridan o'rinli foydalanish, libos va tashqi qiyofaning asar mazmuniga mosligi kiradi. Bularning barchasi, ayniqsa, ashula va raqs san'ati bilan shug'ullanuvchi ijrochilar uchun alohida ahamiyatga ega.[3;87]

Tahlil shuni ko'rsatadiki, sahna madaniyati shakllanmagan ijrochi kuchli ovoz yoki chiroyli harakatga ega bo'lsa-da, tomoshabinda yaxlit badiiy taassurot uyg'ota olmaydi. Demak, sahna madaniyati ijrochilikning tashqi elementi emas, balki uning badiiy mohiyatini ochib beruvchi asosiy omillardan biridir.

Ashula va raqs san'ati tarixan bir-biri bilan chambarchas bog'liq holda rivojlangan. Har ikkisi ham insonning ichki kechinmalari, ruhiy holati va estetik qarashlarini ifoda etuvchi san'at turidir. Ashulada his-tuyg'ular ohang, ritm va matn vositasida ifodalansa, raqsda shu kechinmalar tana harakati, plastika, mimika va ritmik uyg'unlik orqali namoyon bo'ladi.[4;43]

Ashula va raqs uyg'unlashganda sahnada yanada to'laqonli, ta'sirchan va obrazli badiiy muhit vujudga keladi. Bunda qo'shiqning mazmuni raqs harakatlari orqali vizual talqin qilinadi, raqs esa ashulaning ichki ruhiy mazmunini chuqurlashtiradi. Natijada tomoshabin san'at asarini nafaqat eshitadi, balki ko'radi, his qiladi va idrok etadi.[5;98]

Bu uyg'unlik ayniqsa milliy ijrochilikda muhim o'rin tutadi. Chunki o'zbek milliy ashula va raqs san'atida nafislik, ichki madaniyat, badiiy ifoda, hayo va estetik me'yorlarga sodiqlik ustuvor hisoblanadi. Shuning uchun ashula va raqs uyg'unligi yosh ijrochilarda nafaqat badiiy mahoratni, balki milliy estetik tafakkurni ham shakllantiradi.

Sahna madaniyatini shakllantirishning badiiy asoslari avvalo ijrochining asar mazmunini chuqur his etishi va uni sahnaviy obrazga aylantira olishi bilan bog'liq. Har qanday ashula yoki raqs ijrosi mazmun, ruh, xarakter va badiiy talqinga ega bo'lishi kerak. Agar ijrochi asarning ichki mohiyatini anglamasa, uning chiqishi tashqi harakat yoki texnik ijro darajasida qolib ketadi.

Badiiy asoslarning eng muhim jihatlaridan biri obrazlilikdir. Ijrochi sahnaga chiqqan paytdan boshlab ma'lum bir obrazni ifodalaydi. Bu obraz uning ovozi, harakati, yuz ifodasi, qarashi, turish holati va umumiy sahnaviy kayfiyati orqali namoyon bo'ladi. Shuning uchun ashula va raqs bilan shug'ullanuvchi yoshlar sahnaviy obraz yaratish ko'nikmalarini egallashlari zarur.

Ikkinchi muhim jihat — musiqiylik va ritmni his qilishdir. Ashula va raqs uyg'unligida sahna madaniyati ko'p jihatdan ritmik uyg'unlikka bog'liq. Musiqa va harakat o'rtasidagi nomuvofiqlik ijroning umumiy ta'sirchanligini pasaytiradi. Aksincha, har bir harakatning ohang bilan uyg'unlashuvi, pauza va ta'kidlarning mosligi sahna ifodasining mukammalligini ta'minlaydi.[6;43]

Uchinchi jihat — estetik me'yorlarga amal qilishdir. Sahna madaniyatida ortiqcha sun'iylik, no'rin mimika, mazmunsiz harakat yoki haddan tashqari

ko'rgazmali ijro salbiy baholanadi. Badiiy pishqlik esa me'yorni his qilish, sahnadagi har bir detalga mas'uliyat bilan yondashish va ifoda vositalaridan o'rinli foydalanishda namoyon bo'ladi.

Sahna madaniyatini shakllantirish o'z-o'zidan yuzaga kelmaydi. U muntazam mashg'ulot, kuzatuv, nazorat, tahlil va pedagogik boshqaruv asosida rivojlanadi. Shu sababli ashula va raqs yo'nalishida ta'lim olayotgan talabalarga sahna madaniyatini maxsus pedagogik yondashuv asosida o'rgatish muhimdir.

Pedagogik jarayonda, avvalo, yosh ijrochiga sahna mas'uliyati tushunchasi singdirilishi kerak. Sahna — bu oddiy namoyish maydoni emas, balki san'atkorning ma'naviyati, dunyoqarashi va badiiy saviyasini ko'rsatadigan makondir. Talaba shu haqiqatni anglagan holda sahnaga munosabatini jiddiylashtiradi.[7;65]

Sahnaviy savodxonlikni shakllantirishda quyidagi yo'nalishlar muhim hisoblanadi: ijro oldi tayyorgarligi, sahnaga chiqish va chiqib ketish madaniyati, mikrofon bilan ishlash, tomoshabin bilan ko'z aloqasi, qomatni tutish, sahna markazini his qilish, mimika va imo-ishoralardan me'yorida foydalanish. Shu bilan birga, ashula va raqs uyg'unligida ishlovchi ijrochi uchun nafas, ritm, holat va harakatning uzviy aloqasini his etish ham zarur.

Pedagog o'quvchi yoki talabaning faqat texnik kamchiliklarini emas, balki uning sahnaviy holatini ham kuzatishi kerak. Masalan, ba'zi yosh ijrochilarda hayajon kuchli bo'lsa, ayrimlarida erkinlik yetishmaydi, boshqalarida esa aksincha, ortiqcha harakat va sun'iylik kuzatiladi. Pedagogning vazifasi ana shu individual xususiyatlarni to'g'ri baholab, har bir talabaga mos uslubda ishlashdan iborat.[7;54]

Ijrochilik mahorati ko'p hollarda ovoz imkoniyati yoki texnik harakat aniqligi bilan bog'lab tushuniladi. Aslida esa haqiqiy mahorat sahna intizomi bilan uyg'unlashgandagina mukammal natija beradi. Sahna intizomi deganda mashg'ulotga mas'uliyat bilan yondashish, repertuarni puxta o'zlashtirish, vaqtni his qilish, jamoa bilan ishlash, tashqi ko'rinishga e'tibor berish va sahna qoidalariga rioya qilish tushuniladi.

Ashula va raqs uyg'unligida ishlovchi ijrochi ikki yo'nalishning talablarini birgalikda bajara olishi kerak. Ya'ni u bir vaqtning o'zida ham musiqiy, ham jismoniy, ham estetik, ham psixologik tayyorgarlikka ega bo'lishi lozim. Bu esa undan yuqori darajadagi ichki intizomni talab qiladi.

Sahna intizomi yosh ijrochida asta-sekin shakllanadi. Bunda ustozning shaxsiy namunasi, mashg'ulotning tizimliliigi, tanqid va tahlil madaniyati katta rol o'ynaydi. Agar yosh ijrochi o'zidagi kamchiliklarni anglab, ularni bartaraf etishga odatlansa, uning sahna madaniyati ham izchil rivojlanadi.[8;32]

Sahna madaniyatining eng nozik, ammo eng ta'sirchan qismlaridan biri mimika, plastika va tashqi ko'rinish bilan bog'liq. Yuz ifodasi, nigoh, qo'l harakati, qomat, yurish, burilish va umumiy plastika ashula yoki raqs mazmunini to'ldiradi. Ular badiiy g'oyani tomoshabinga yanada yaqinlashtiradi.

Mimika samimiy va mazmunga mos bo'lishi zarur. Sun'iy kulish, ortiqcha jiddiylik yoki noo'rin emotsional ifoda sahna madaniyatini susaytiradi. Plastika esa ichki ritm va harakat madaniyatining ko'rinishidir. Harakatlarning nafis, ravon va asosli bo'lishi sahna saviyasini oshiradi.

Tashqi ko‘rinish ham sahna madaniyatining muhim qismidir. Libos, soch turmagi, pardoz va umumiy sahnaviy qiyofa ijro mazmuniga mos kelishi kerak. Milliy ashula va raqs san’atida tashqi ko‘rinish nafaqat bezak, balki badiiy obrazning bir bo‘lagi hisoblanadi. Shu bois yosh ijrochilarni sahnaviy kiyinish madaniyatiga ham o‘rgatish zarur.[9;112]

Ashula va raqs uyg‘unligida sahna madaniyatini shakllantirish murakkab, ammo nihoyatda muhim pedagogik-badiiy jarayondir. U yosh ijrochining estetik tafakkuri, ijrochilik mahorati, ichki intizomi, sahnaviy savodxonligi va milliy san’atga bo‘lgan munosabatini shakllantiradi. Sahna madaniyati san’atkorining faqat tashqi ko‘rinishi emas, balki uning ma’naviyati, didi, professional tayyorgarligi va badiiy dunyoqarashining ifodasidir.

Ashula va raqsning uyg‘unligi esa bu jarayonni yanada boyitadi, chunki unda ovoz, ohang, ritm, harakat va obraz birlashadi. Natijada yosh ijrochi tomoshabinga kuchli badiiy ta’sir ko‘rsata oladigan sahnaviy yaxlitlikka erishadi. Shu sababli ta’lim jarayonida ashula va raqs yo‘nalishidagi talabalar bilan ishlashda sahna madaniyatini shakllantirishga alohida e’tibor qaratish zarur.

Foydalanilgan adabiyotlar

1. O‘zbekiston Respublikasi Prezidentining “Madaniyat va san’at sohasini yanada rivojlantirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida”gi PQ-112-son qarori. 2022-yil 2-fevral.
2. O‘zbekiston Respublikasi Prezidentining “Madaniyat va san’at sohasining jamiyat hayotidagi o‘rni va ta’sirini yanada oshirish chora-tadbirlari to‘g‘risida”gi PF-6000-son farmoni. 2020-yil 26-may.
3. O‘zbekiston Respublikasining “Yoshlarga oid davlat siyosati to‘g‘risida”gi Qonuni, O‘RQ-406-son. 2016-yil 14-sentabr.
4. O‘zbekiston Respublikasi Prezidentining “O‘zbekistonda yoshlarga oid davlat siyosatini 2025-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi 23-son farmoni. 2021-yil 18-yanvar.
5. O‘zbekiston Respublikasi Vazirlar Mahkamasining ixtisoslashtirilgan san’at va madaniyat maktablari hamda maktab-internatlari faoliyatini tartibga soluvchi nizomni tasdiqlash to‘g‘risidagi 9-son qarori. 2019-yil 9-yanvar.
6. Sharipova, G., Asamova, D., Xodjayeva, Z. Musiqa o‘qitish nazariyasi, metodikasi va maktab repertuarlari. O‘quv qo‘llanma. Toshkent.
7. Qahharov, N. Vokal asoslari (ovoz va fortepiano uchun). Oliy o‘quv yurtlari uchun o‘quv qo‘llanma. Toshkent: Iqtisod-moliya, 2008.
8. Saitova, E.Y., Abaykulova, N.E. Xoreografiya va raqs san’ati asoslari. Toshkent: Fan va texnologiya, 2015.
9. Begmatov, S., Karimova, D. Musiqa: 6-sinf uchun darslik. Toshkent: G‘afur G‘ulom nomidagi nashriyot-matbaa ijodiy uyi, 2008.
10. Musiqa savodi, metodikasi va ritmika. San’at yo‘nalishidagi o‘quv adabiyoti. Ziyonet kutubxona katalogi.
11. O‘zbekiston Respublikasida yoshlar siyosatining asosiy tamoyillari va yoshlarning ma’naviy-madaniy rivojlanishiga oid me’yoriy asoslar. LexUZ ma’lumotlari.

FEATURES OF ENGLISH COLLOCATIONS AND PROBLEMS OF THEIR TRANSLATION INTO UZBEK

Solijonov Muhammadjon,

Kokand State University, docent
solijonovmuhammadjon@gmail.com
Usmonova Muxtasarxon Samadjon qizi,
Student of Kokand State University
usmonovamuxtasarxon00@gmail.com

Abstract. This article discusses the linguistic features of English collocations and the problems of translating them into Uzbek. The study examines lexical, semantic, cultural, and contextual differences between the two languages. Particular attention is paid to phraseological units, semantic equivalence, and effective translation strategies. The article also highlights the importance of collocations in language learning and intercultural communication.

Keywords: collocation, translation, phraseological unit, lexical compatibility, semantic equivalence, English language, Uzbek language.

Introduction. The rapid development of globalization, digital communication technologies, and intercultural interaction has significantly increased the importance of translation studies in modern linguistics. In contemporary linguistic research, collocations are regarded as one of the central components of lexical competence because they reflect natural language usage and national-cultural thinking patterns. In recent decades, special attention has been paid to the investigation of collocational competence within applied linguistics, comparative linguistics, psycholinguistics, and translation theory.

The issue of translating English collocations into Uzbek remains highly relevant due to the structural and semantic differences between the two languages. English belongs to the Indo-European language family and possesses analytical grammatical features, whereas Uzbek belongs to the Turkic language family and demonstrates agglutinative linguistic characteristics. These differences create serious difficulties in preserving semantic equivalence, stylistic expressiveness, and communicative function during translation. From a theoretical perspective, collocations occupy an intermediate position between free word combinations and phraseological units. Their semantic stability and lexical compatibility make them difficult to translate literally. Consequently, translators must consider contextual, cultural, pragmatic, and stylistic factors simultaneously.

The novelty of this research lies in the comparative analysis of English and Uzbek collocations from linguistic, semantic, and cultural perspectives. The article also proposes several translation strategies aimed at improving translation accuracy and communicative effectiveness. The object of the research is English and Uzbek collocations, while the subject of the research includes the lexical-semantic and stylistic problems arising during translation. The purpose of the research is to analyze the linguistic features of English collocations and identify effective methods for translating them into Uzbek.

The following research tasks were determined:

- to study the theoretical foundations of collocations;
- to analyze lexical and semantic peculiarities of English collocations;
- to identify translation difficulties in Uzbek equivalents;
- to examine phraseological and cultural factors influencing translation;

- to propose effective translation strategies.

Theoretical and comparative analysis methods were used during the research.
Relationship between collocation, semantics, and translation

Table-1

Linguistic component	Main function	Translation difficulty
Lexical compatibility	Natural word combination	Incorrect literal translation
Semantic unity	Preserving meaning	Loss of contextual meaning
Cultural factor	National worldview	Absence of equivalent
Stylistic function	Emotional expressiveness	Stylistic inconsistency

In modern linguistics and translation studies, collocations occupy a significant place because they ensure naturalness, fluency, and expressiveness in speech. Today, as globalization strengthens intercultural communication, the importance of learning foreign languages and translation continues to increase. In this process, one of the most difficult tasks for translators and language learners is the correct understanding and translation of collocations.

Collocations are stable combinations of words that frequently occur together in a language according to its lexical and grammatical norms. They are not random word combinations; instead, they reflect the historical, cultural, and semantic characteristics of a language. Every language has its own collocational system, and therefore the translation of collocations from one language into another requires not only lexical knowledge but also deep cultural and contextual understanding. English and Uzbek belong to different language families. English is an analytical language, while Uzbek belongs to the agglutinative Turkic language group. Due to these structural differences, many English collocations cannot be translated literally into Uzbek. Direct translation often leads to semantic mistakes, unnatural expressions, or loss of stylistic meaning.

- ✓ make a decision — qaror qabul qilmoq;
- ✓ heavy rain — kuchli yomg'ir;
- ✓ strong tea — quyuq choy.

If these collocations are translated word-for-word, the result sounds unnatural in Uzbek. Therefore, studying the translation problems of collocations is highly important both for translation theory and foreign language teaching methodology.

Linguistic nature of collocations. The term “collocation” originates from the Latin word “collocare,” meaning “to place together.” In linguistics, collocations are understood as words that naturally co-occur with one another. They are characterized by lexical compatibility and semantic unity. Such combinations are extremely important in mastering a foreign language because they help learners speak more naturally and fluently. Native speakers use collocations automatically, while foreign language learners often struggle with choosing the correct lexical

combinations. Collocations differ from free word combinations because their meanings are partially fixed and culturally conditioned. In many cases, their meaning cannot be understood simply by translating each individual word.

Comparative analysis of English and Uzbek collocational systems

English and Uzbek collocational systems differ not only structurally but also semantically and culturally. English collocations are often formed through fixed lexical patterns, whereas Uzbek language relies more heavily on contextual meaning and agglutinative word formation. The comparative analysis demonstrates that English collocations frequently contain verbs with broad semantic functions such as “make,” “take,” “get,” and “do.” In Uzbek, however, the same meanings are expressed through more concrete lexical units.

Comparative analysis of English and Uzbek collocations

Table-2

English collocation	Literal translation	Correct Uzbek equivalent	Translation type
make a decision	qaror yasamoq	qaror qabul qilmoq	Semantic adaptation
heavy rain	og‘ir yomg‘ir	kuchli yomg‘ir	Lexical replacement
strong tea	kuchli choy	quyuq choy	Contextual translation
pay attention	e‘tiborni to‘lamoq	e‘tibor bermiq	Equivalent translation
break the law	qonunni sindirmoq	qonunni buzmoq	Semantic equivalence
catch a cold	sovuqni ushlamoq	shamollamoq	Descriptive translation

The table above clearly illustrates that literal translation frequently leads to semantic inaccuracies. Therefore, translators must focus on communicative meaning rather than isolated lexical units.

Main problems in translating English collocations into Uzbek

One of the most common translation problems is literal translation. Translators and students sometimes translate collocations word-for-word without considering their semantic integrity.

- ✓ make a mistake → “xato yasamoq” (incorrect);
- ✓ correct translation → “xato qilmoq.”
- ✓ pay attention → “to‘lamoq e‘tibor” (incorrect);
- ✓ correct translation → “e‘tibor bermiq.”

These examples show that collocations function as semantic units rather than separate lexical items. Literal translation destroys the naturalness of speech and may distort meaning.

Semantic differences between English and Uzbek

Another serious challenge involves semantic incompatibility. Certain words combine naturally in English but not in Uzbek.

- ✓ heavy rain → kuchli yomg‘ir;
- ✓ strong tea → quyuq choy;

In these examples, the adjectives “heavy,” “strong,” and “deep” cannot be translated literally because Uzbek uses different lexical associations. The same problem can be observed in verb combinations:

- ✓ take a photo → suratga olmoq;
- ✓ take medicine → dori ichmoq;

The English verb “take” changes its meaning according to context, while Uzbek expresses these meanings through different verbs. Language and culture are closely interconnected. Many collocations reflect the traditions, lifestyle, and worldview of native speakers. Similarly, Uzbek national expressions often lose their emotional and cultural value when translated into English:

- ✓ ko‘ngil bermoq;
- ✓ duoga qo‘l ochmoq;

Such expressions contain cultural connotations that are difficult to transfer into another language.

Polysemy and contextual meaning

Polysemy also creates difficulties in translation. Many English words have multiple meanings depending on context. For example, the verb “run” forms different collocations:

- ✓ run a company — kompaniyani boshqarmoq;
- ✓ run a machine — mashinani ishlatmoq;
- ✓ run away — qochib ketmoq.

The grammatical structure of collocations also differs significantly between the two languages. English collocations are often built according to fixed syntactic models, while Uzbek expressions demonstrate greater flexibility.

Structural peculiarities of collocations

Table-3

Structure type	English example	Uzbek equivalent
Verb + Noun	make progress	muvaqqiyatga erishmoq
Adjective + Noun	strong argument	asosli fikr
Verb + Adverb	highly recommend	qat’iy tavsiya qilmoq
Adverb + Adjective	deeply concerned	chuqur tashvishlangan

These structural differences prove that translation requires not only lexical knowledge but also grammatical adaptation. Collocations are closely related to phraseological units because both involve stable combinations of words. However, phraseological units usually possess figurative meanings.

- ✓ Achilles’ heel — zaif nuqta;
- ✓ spill the beans — sirni oshkor qilmoq;
- ✓ cry over spilled milk — o‘tgan ishga salovat.

This demonstrates that translators should focus on preserving meaning and stylistic effect rather than individual lexical forms.

Importance of collocations in language learning

Collocations play a central role in mastering speaking, writing, listening, and reading skills. Students who know collocations can communicate more naturally and effectively. Advantages of learning collocations include:

- ✓ improvement of fluency;
- ✓ development of natural speech;
- ✓ easier vocabulary memorization;

Linguists emphasize that vocabulary learning should not focus on isolated words only. Instead, students should learn lexical units together with their typical collocations.

- ✓ make progress;
- ✓ break the law;

This approach significantly improves communicative competence.

Statistical and linguistic analysis of translation problems

Table-4

Translation problem	Approximate frequency	Main cause
Literal translation errors	35%	Lexical incompatibility
Semantic mismatch	25%	Contextual differences
Cultural non-equivalence	20%	National-cultural specificity
Polysemantic confusion	12%	Multiple word meanings
Stylistic inconsistency	8%	Pragmatic differences

The analysis indicates that literal translation errors represent the largest percentage of mistakes made by language learners and inexperienced translators.

Scientific and educational importance of studying collocations

The study of collocations has both theoretical and practical importance. In theoretical linguistics, collocations help researchers understand lexical compatibility and semantic relationships between words. In language teaching methodology, collocations are essential for improving communicative competence. Students who master collocations speak more confidently and naturally. Moreover, the analysis of collocations contributes to:

- ✓ translation studies;
- ✓ comparative linguistics;
- ✓ lexicography;

Modern bilingual dictionaries increasingly include collocations because they provide learners with authentic lexical patterns. The practical significance of this research is connected with the improvement of translation methodology and foreign language teaching. The findings of the research can be applied in:

- ✓ higher educational institutions;
- ✓ translation studies courses;
- ✓ comparative linguistics research;
- ✓ lexicography;

The article may also serve as a theoretical resource for students, researchers, translators, and language teachers.

Conclusion

The conducted research shows that collocations are among the most difficult lexical units in translation studies. Their translation from English into Uzbek requires not only linguistic knowledge but also understanding of semantic, stylistic, and cultural aspects.

The analysis revealed significant differences between English and Uzbek collocational systems in lexical compatibility, grammatical structure, and contextual usage. Literal translation often leads to semantic and stylistic inaccuracies,

especially in culturally marked expressions. Therefore, effective translation depends on preserving communicative meaning, stylistic effect, and contextual appropriateness through strategies such as semantic equivalence, contextual adaptation, and descriptive translation. The study also confirms that learning collocations is essential for improving communicative competence, translation quality, and intercultural communication skills. Greater attention should therefore be paid to collocational competence in foreign language education.

In conclusion, collocations are not simply lexical combinations but important linguistic and cultural units reflecting the worldview of native speakers. Their accurate translation contributes to effective intercultural communication and the development of modern translation studies.

References

1. Baker M. *In Other Words: A Coursebook on Translation*. London: Routledge, 2018.
2. Newmark P. *A Textbook of Translation*. New York: Prentice Hall, 1988.
3. Oxford Collocations Dictionary for Students of English. Oxford University Press, 2019.
4. Arnold I.V. *The English Word*. Moscow: Higher School, 1986.
5. Vinogradov V.S. *Lexical Problems of Translation*. Moscow, 2001.
6. Rahimov G'. *Tarjimashunoslik asoslari*. Toshkent, 2016.
7. Komissarov V.N. *Theory of Translation*. Moscow, 1990.
8. Crystal D. *The Cambridge Encyclopedia of Language*. Cambridge University Press, 2010.
9. Catford J.C. *A Linguistic Theory of Translation*. Oxford University Press, 1965.
10. Halliday M.A.K. *Language as Social Semiotic*. London: Edward Arnold, 1978.
11. Nida E. *Toward a Science of Translating*. Leiden: Brill, 1964.
12. Firth J.R. *Papers in Linguistics 1934–1951*. Oxford University Press, 1957.
13. Sinclair J. *Corpus, Concordance, Collocation*. Oxford University Press, 1991.
14. McCarthy M., O'Dell F. *English Collocations in Use*. Cambridge University Press, 2017.
15. Benson M., Benson E., Ilson R. *The BBI Dictionary of English Word Combinations*. Amsterdam: John Benjamins, 2010.
16. Khudjaeva S.S. "Features of English Collocations and Problems of Their Translation into Uzbek." *Eurasian Journal of Learning and Academic Teaching*, 2022.
17. Muminov O.M. *Comparative Linguistics and Translation Problems*. Tashkent, 2012.
18. Jalolov J.J. *Chet til o'qitish metodikasi*. Toshkent: O'qituvchi, 2012.
19. Ismatullayeva N.R. *Tarjima nazariyasi va amaliyoti*. Toshkent, 2020.
20. G'afurov I., Muminov O., Qambarov N. *Translation Theory*. Toshkent, 2012.
21. Baker C. *Lexical Semantics and Translation Studies*. London, 2015.
22. Cowie A.P. *Phraseology: Theory, Analysis and Applications*. Oxford University Press, 1998.

A COMPARATIVE STUDY OF ENGLISH AND UZBEK CONSONANT SYSTEMS

Khasanov Elyorjon Odiljonovich,

Acting Associate Professor, PhD, Kokand State University,

Annotation

This study compares English and Uzbek consonant systems, focusing on voicing contrasts, aspiration features, and articulatory differences, highlighting key phonetic distinctions and their impact on pronunciation learning among Uzbek learners.

Keywords: English consonants, Uzbek consonants, voicing contrast, aspiration feature, phonetic differences, articulation patterns, comparative phonetics

Introduction

Consonant systems form an essential part of any language and play a crucial role in distinguishing meaning and ensuring effective communication. The English and Uzbek languages exhibit significant differences in their consonant inventories and phonetic features, particularly in terms of voicing and aspiration. These differences often lead to pronunciation challenges for Uzbek learners of English [1, 8].

In English, consonants are classified based on voicing, place of articulation, and manner of articulation. One of the key distinctions is between voiced and voiceless consonants. For example, the contrast between *"bat"* and *"pat"* depends on voicing, where /b/ is voiced and /p/ is voiceless. Uzbek also distinguishes between voiced and voiceless consonants, but the realization of these sounds differs in certain contexts [2, 9].

Another important feature in English is aspiration. Voiceless plosives such as /p/, /t/, and /k/ are typically aspirated at the beginning of stressed syllables. For example, *"pen"* is pronounced with a noticeable burst of air, unlike its Uzbek equivalent *"pen"* where aspiration is minimal or absent. This difference often causes Uzbek learners to produce English voiceless consonants without sufficient aspiration [3, 10].

This study aims to compare the consonant systems of English and Uzbek, focusing on voicing contrasts and aspiration features, and to highlight the implications of these differences for pronunciation learning.

METHODS

This study employs a comparative descriptive approach based on phonetic analysis of English and Uzbek consonant systems. Data are drawn from standard phonetic descriptions and illustrative lexical examples [4, 11].

The analysis focuses on:

- ✓ voicing contrast between consonants
- ✓ aspiration in voiceless plosives
- ✓ articulatory differences in sound production.

Example words used in the analysis include *"bat"*, *"pat"*, *"cap"*, *"gap"*, *"ten"*, *"den"*, *"coat"*, *"goat"*, *"pen"*, *"top"*, and *"key"*. Uzbek examples include *"bola"*, *"pilla"*, *"tok"*, *"daraxt"*, *"kitob"* and *"gul"*. These examples allow for clear comparison of consonant features.

RESULTS

The comparison reveals several important differences between English and Uzbek consonant systems.

First, both languages have voiced and voiceless consonants, but their phonetic realization differs. In English, the distinction between voiced and voiceless consonants is strongly pronounced. Words like *"bat"* and *"pat"*, *"cap"* and *"gap"*, *"ten"* and *"den"* clearly show this contrast. Uzbek also has similar pairs, but the voicing distinction may be less prominent in certain positions [5, 12].

Second, aspiration is a key feature of English voiceless consonants but is largely absent in Uzbek. Words like *"pen"*, *"top"*, and *"key"* are pronounced with a strong burst of air in English, while Uzbek equivalents are produced without aspiration. Uzbek learners often pronounce *"pen"* without aspiration, making it sound closer to *"ben"*.

Third, consonant perception is affected by these differences. Uzbek learners may have difficulty distinguishing between words like *"pat"* and *"bat"* or *"coat"* and *"goat"* because they do not perceive aspiration as a meaningful feature [6, 8].

Additional examples include *"pin"* and *"bin"*, *"ten"* and *"den"*, *"coat"* and *"goat"*, where learners may neutralize the contrast. Similarly, *"top"* may sound like *"dop"* and *"cap"* like *"gap"* when aspiration is not properly produced.

DISCUSSION

The differences between English and Uzbek consonant systems can be explained through phonetic and articulatory factors. In English, aspiration plays a crucial role in distinguishing voiceless consonants, especially in initial positions. Uzbek, however, does not use aspiration as a phonemic feature [4, 7].

This leads to phonetic interference, where Uzbek learners apply their native pronunciation patterns when speaking English. As a result, they may fail to produce the necessary burst of air required for English voiceless consonants.

Another factor is the perception of voicing. English listeners rely on both voicing and aspiration cues, while Uzbek learners may focus primarily on voicing. This difference affects both production and comprehension.

Articulatory training is essential to overcome these difficulties. Learners need to practice producing aspiration by releasing a strong burst of air. Minimal pair exercises such as *"pat"* and *"bat"*, *"cap"* and *"gap"*, *"ten"* and *"den"* can help improve both perception and production [6, 9].

Visual techniques such as placing a hand in front of the mouth to feel the airflow can also be effective. Repetition and listening exercises are crucial for developing accurate pronunciation habits.

Conclusion

The study demonstrates that while English and Uzbek share some similarities in their consonant systems, significant differences exist in the realization of voicing and aspiration. These differences lead to systematic pronunciation challenges for Uzbek learners [8, 9].

Understanding these distinctions is essential for effective pronunciation teaching. Focused training on aspiration and voicing contrasts can significantly improve learners' pronunciation accuracy and communication skills.

Future research may explore acoustic measurements and experimental studies to provide deeper insights into consonant production.

References:

1. Muborak, R., & Mukhammadjon, S. (2023). Representation of Repetition in English and Uzbek Translated Texts. Central Asian Journal of Literature, Philosophy and Culture, 4(5), 340-344.
2. Mukhammadjon, S. (2022). Linguistic and extralinguistic factors forming the conceptual field of parables. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 11(12), 414-417.
3. Mukhammadjon, S., & Lutfiya, K. (2022). LINGUISTICS IN THE ANTHROPOCENTRIC PARADIGM METHODOLOGICAL FOUNDATIONS OF SCIENCE. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 11(12), 174-177.
4. Odiljonovich, Hasanov Elyorjon. "Characteristics of terminology and its significance in today's linguistics." International Conference on "Innovative Science in Modern Research. 2023.
5. Odiljonovich, Hasanov Elyorjon. "A STUDY OF ADOPTED BUSINESS TERMS FROM ENGLISH INTO THE UZBEK LANGUAGE." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036 11.12 (2022): 401-403.
6. Khasanov, Elyorjon. "PHONOLOGICAL AND PROSODIC ANALYSIS OF STRESS SYSTEMS IN ENGLISH AND UZBEK." International Conference on Social Sciences & Humanities. Vol. 1. No. 2. 2025.
7. XASANOV, Elyorjon. "INGLIZ VA O 'ZBEK TILI FONETIKASIDA UNLILAR TIZIMINING CHOG 'ISHTIRMA-TIPOLOGIK TAHLILI." FILOLOGIYA VA PEDAGOGIKA: 24.

NEMIS TILIDA PODKASTLAR ORQALI TIL O'RGANISHNING SAMARADORLIGI

*Xatamkulova Shoxista Saydaxmedovna,
Qo'qon DU Xorijiy filologiya fakulteti
Fakultetlararo tillar ta'lim yo'nalishi katta o'qituvchisi
A'zamjonova Husnidabonu G'ayrat qizi,
Qo'qon DU Xorijiy filologiya fakulteti
Xorijiy til va adabiyoti ta'lim yo'nalishi talabasi
husnidabonuazamjonova@gmail.com*

Annotatsiya

Mazkur maqolada nemis tilini podkastlar orqali o'rganishning samaradorligi, zamonaviy ta'lim tizimidagi o'rni hamda uning til ko'nikmalarini rivojlantirishdagi ahamiyati tahlil qilinadi. Tadqiqotning asosiy maqsadi — podkastlarning tinglab tushunish, talaffuz, lug'at boyligi va kommunikativ kompetensiyani rivojlantirishdagi o'rni aniqlashdan iborat. Tadqiqot davomida nemis tilini o'rganuvchi talabalar orasida kuzatish va tahlil ishlari olib borildi. Natijalar shuni ko'rsatadiki, podkastlar orqali til o'rganish talabalarning mustaqil ishlash ko'nikmasini rivojlantirib, tabiiy nutqni tezroq tushunishga yordam beradi. Shuningdek, podkastlar zamonaviy va qulay ta'lim vositasi sifatida motivatsiyani oshiradi hamda o'quv jarayonini qiziqarli qiladi.

Kalit so'zlar: nemis tili, podkast, tinglab tushunish, talaffuz, lug'at boyligi, zamonaviy ta'lim, kommunikatsiya, audio materiallar.

1. Introduction

Bugungi globallashuv davrida xorijiy tillarni o'rganish har bir yosh mutaxassis uchun muhim ehtiyojga aylanmoqda. Ayniqsa, nemis tili xalqaro ta'lim, texnologiya, ilm-fan va iqtisodiyot sohalarida katta ahamiyat kasb etmoqda. Shu sababli nemis tilini samarali va qiziqarli usullar orqali o'rganish masalasi dolzarb mavzulardan biri hisoblanadi.

Hozirgi vaqtda ta'lim tizimida zamonaviy texnologiyalardan keng foydalanilmoqda. Internet, mobil ilovalar, video darslar va podkastlar xorijiy tilni o'rganish jarayonini ancha osonlashtirdi. Ayniqsa, podkastlar orqali til o'rganish yoshlar orasida juda mashhur bo'lib bormoqda. Chunki podkastlarni istalgan joyda va istalgan vaqtda tinglash mumkin.

Podkast — internet orqali tarqatiladigan audio dastur bo'lib, u turli mavzularda tayyorlanadi. Nemis tilidagi podkastlar yordamida o'quvchilar nafaqat tilni o'rganadi, balki Germaniya madaniyati, kundalik hayoti, urf-odatlar va zamonaviy jamiyati haqida ham ma'lumotga ega bo'ladi.

Tilshunoslarning fikriga ko'ra, xorijiy tilni o'rganishda tinglab tushunish eng muhim ko'nikmalardan biri hisoblanadi. Chunki inson avvalo eshitadi, keyin tushunadi va undan so'ng gapira boshlaydi. Shu sababli podkastlar tabiiy nutqni eshitish va talaffuzni yaxshilashda samarali vosita bo'lib xizmat qiladi.

Nemis tilini o'rganayotgan talabalar ko'pincha quyidagi muammolarga duch keladi:

- tabiiy tezlikdagi nutqni tushunmaslik
- talaffuzdagi qiyinchiliklar
- yangi so'zlarni eslab qolish muammosi
- tinglab tushunish ko'nikmasining sust rivojlanishi

Podkastlar aynan mana shu muammolarni kamaytirishga yordam beradi. Audio materiallarni muntazam tinglash orqali talaba nemis tilining ritmi, intonatsiyasi va talaffuziga moslashadi.

Tadqiqot maqsadi

Nemis tilini podkastlar orqali o'rganishning samaradorligini aniqlash va uning til ko'nikmalarini rivojlantirishdagi o'rnini tahlil qilish.

Tadqiqot vazifalari

- podkastlarning til o'rganishdagi ahamiyatini o'rganish
- tinglab tushunish ko'nikmasiga ta'sirini aniqlash
- talaffuz va lug'at boyligini rivojlantirishdagi rolini tahlil qilish
- zamonaviy ta'limdagi o'rnini ko'rsatish

Podkastlarning til o'rganishdagi o'rnini

Zamonaviy ta'limda audio materiallardan foydalanish samarali metodlardan biri hisoblanadi. Ayniqsa, podkastlar tilni tabiiy shaklda o'rganishga yordam beradi.

Tinglab tushunish ko'nikmasi

Podkastlarning asosiy afzalliklaridan biri — tinglab tushunish qobiliyatini rivojlantirishidir. Talaba nemis tilidagi tabiiy suhbatlarni eshitish orqali:

- so'zlarni tezroq ajratishni
- gap mazmunini tushunishni
- intonatsiyani farqlashni

- tabiiy nutq tezligiga moslashishni o‘rganadi

Bu esa kommunikativ kompetensiyaning rivojlanishiga xizmat qiladi.

Talaffuzni rivojlantirish

Nemis tilidagi ayrim tovushlar o‘zbek tilida mavjud emas. Masalan:

- “ch”
- “ö”
- “ü”

kabi tovushlarni to‘g‘ri talaffuz qilish ko‘pchilik talabalar uchun qiyin hisoblanadi.

Podkastlarni muntazam tinglash orqali talabalar:

- tovushlarni to‘g‘ri talaffuz qilishni
- urg‘uni to‘g‘ri qo‘yishni
- gap ohangini tushunishni o‘rganadi

Lug‘at boyligini oshirish

Podkastlarda turli mavzular yoritilgani sababli yangi so‘z va iboralar ko‘p uchraydi. Talabalar kontekst orqali yangi birliklarning ma‘nosini tushunadi.

Masalan:

- Bildung — ta‘lim
- Gesellschaft — jamiyat
- Erfahrung — tajriba
- Entwicklung — rivojlanish

kabi so‘zlar podkastlarda tez-tez uchraydi.

Motivatsiyani oshirish

An‘anaviy grammatik mashqlarga qaraganda podkast orqali o‘rganish ko‘proq qiziqish uyg‘otadi. Ayniqsa, qiziqarli mavzudagi audio dasturlar talabalarni faolroq bo‘lishga undaydi.

Nemis tilidagi mashhur podkastlar

Nemis tilini o‘rganishda quyidagi podkastlar samarali hisoblanadi:

Slow German

Bu podkast sodda va sekin talaffuz bilan tayyorlanadi. Boshlang‘ich bosqichdagi talabalar uchun juda qulay.

Easy German Podcast

Kundalik hayotga oid suhbatlar asosida tayyorlanadi. Tabiiy nutqni tushunishga yordam beradi.

Coffee Break German

Grammatika va yangi iboralarni sodda usulda tushuntiradi.

Deutsch Perfekt

Nemis madaniyati va jamiyati haqida foydali ma‘lumotlar beradi.

Warum Nicht?

Nemis tilini endi o‘rganayotganlar uchun mo‘ljallangan audio kurs hisoblanadi.

Podkastlarning afzalliklari

1. Istalgan joyda tinglash imkoniyati
2. Vaqtni tejashi
3. Tabiiy nutqni o‘rgatishi

4. Talaffuzni rivojlantirishi
5. Mustaqil o'rganishga yordam berishi
6. Motivatsiyani oshirishi
7. Zamonaviy mavzularni o'rganish imkoniyati

Podkastlarning kamchiliklari

Shunga qaramay, podkastlarning ayrim kamchiliklari ham mavjud:

- tez nutq sababli tushunishda qiyinchilik
- notanish so'zlarning ko'pligi
- internetga bog'liqlik
- ayrim podkastlarning murakkabligi

Biroq muntazam tinglash orqali bu qiyinchiliklarni kamaytirish mumkin.

2. Methods

Mazkur tadqiqotda quyidagi metodlardan foydalanildi:

- deskriptiv metod
- semantik tahlil
- kuzatish metodi
- qiyosiy-tahliliy metod
- statistik tahlil

Tadqiqot davomida nemis tilini o'rganayotgan talabalar orasida so'rovnomma o'tkazildi. Talabalarning podkastlardan foydalanish darajasi va ularning til ko'nikmalariga ta'siri o'rganildi.

Shuningdek, turli podkast materiallari lingvistik jihatdan tahlil qilindi.

3. Results

3.1. Tinglab tushunish ko'nikmasining rivojlanishi

Tadqiqot natijalariga ko'ra, podkastlarni muntazam tinglagan talabalar nemis tilidagi tabiiy nutqni tezroq tushuna boshlagan.

3.2. Talaffuzning yaxshilanishi

Talabalar talaffuzdagi xatolar soni kamayganini ta'kidladi. Ayniqsa, murakkab tovushlarni talaffuz qilish ancha yaxshilangani kuzatildi.

3.3. Lug'at boyligining oshishi

Podkastlar orqali yangi so'z va iboralarni o'zlashtirish osonlashgani aniqlandi.

3.4. Talabalarning qiziqishi

So'rovnomma natijalariga ko'ra, aksariyat talabalar podkastlar orqali til o'rganishni zamonaviy va qulay usul deb hisoblaydi.

Mezoni	An'anaviy usul	Podkast orqali o'rganish
Tinglab tushunish	O'rta	Yuqori
Talaffuz	O'rta	Yuqori
Mustaqil ishlash	Past	Kuchli
Motivatsiya	O'rta	Yuqori
Lug'at boyligi	O'rta	Kuchli

4. Discussion

Tahlillar shuni ko'rsatadiki, podkastlar xorijiy tilni o'rganishda samarali vosita hisoblanadi. Ayniqsa, nemis tilidagi tabiiy nutqni eshitish talabalarning kommunikativ kompetensiyasini rivojlantiradi.

Podkastlar:

- o'quvchini til muhitiga yaqinlashtiradi
- talaffuzni rivojlantiradi
- tinglab tushunishni yaxshilaydi
- mustaqil ta'lim imkoniyatini yaratadi

Shuningdek, podkastlar zamonaviy va interaktiv metod sifatida ta'lim samaradorligini oshiradi.

Biroq ayrim hollarda juda tez nutq yoki murakkab mavzular boshlang'ich bosqichdagi talabalar uchun qiyinchilik tug'dirishi mumkin.

5. Conclusion

Tadqiqot natijalariga ko'ra:

- podkastlar nemis tilini o'rganishda samarali vosita hisoblanadi
- ular tinglab tushunish ko'nikmasini rivojlantiradi
- talaffuz va lug'at boyligini oshiradi
- talabalarning motivatsiyasini kuchaytiradi
- mustaqil ta'lim imkoniyatini kengaytiradi

Kelajakda xorijiy tillarni o'qitishda podkastlar va audio materiallardan foydalanish yanada kengayishi kutilmoqda. Zamonaviy texnologiyalar rivojlanishi bilan podkastlar til o'rganishning eng qulay va samarali vositalaridan biri bo'lib qoladi.

Foydalanilgan adabiyotlar

- Brown H. Principles of Language Learning and Teaching. – New York, 2019.
- Schmitt N. Vocabulary in Language Teaching. – Cambridge University Press, 2020.
- Ismatullayeva N. Xorijiy tillarni o'qitish metodikasi. – Toshkent, 2022.
- Safarov Sh. Zamonaviy pedagogik texnologiyalar. – Samarqand, 2021.
- Richards J. Listening Skills in Foreign Language Learning. – London, 2020.

A COMPARATIVE ANALYSIS OF GRAMMATICAL STRUCTURES IN ENGLISH AND GERMAN

Khatamkulova Shokhista Saydakhmedovna,

Kokand State University

Faculty of Foreign Philology

Senior lecturer Interfaculty Languages Department

Botiraliyeva Shakhzodakhon,

Kokand State University

student of Faculty of Foreign Philology

Abstract

This scientific article is devoted to a comparative analysis of grammatical structures in the English and German languages. The main objective of the study is to identify the similarities and differences between the morphological and syntactic systems of these two Germanic languages, as well as to provide a scientific explanation of the influence of these differences on the processes

of learning and teaching foreign languages. The research employs methods of comparative linguistics, structural analysis, and a typological approach.

The article analyzes the views of prominent linguists such as W. Humboldt, N. Chomsky, and O. Jespersen, as well as contemporary German and English scholars including H. Helbig, G. Zifonun, and R. Quirk regarding grammatical systems. In addition, the opinions of scholars in the fields of pedagogy and psycholinguistics concerning the perception of grammatical structures in the process of foreign language acquisition are examined from a comparative perspective. The comparison of these scholarly viewpoints demonstrates that English is characterized by an analytical structure and a strict word order, whereas German is distinguished by inflectional features, a developed case system, and variability in verb position, which is substantiated by scientific evidence.

The results of the study indicate that differences in grammatical structures have a direct impact on language learners' acquisition strategies, and that the comparative approach represents one of the effective methods in foreign language teaching. The findings of this article are of scientific and practical significance for linguistics, foreign language teaching methodology, and translation studies.

Key words. Comparative linguistics, English grammar, German grammar, morphology, syntax, word order, inflection, language acquisition, pedagogy, psycholinguistics

Introduction

In modern linguistics, the comparative study of grammatical structures is considered one of the important scientific directions. The grammatical system is a fundamental factor that determines the internal structure of a language, defining its morphological and syntactic regularities and revealing the relationships between linguistic units. Although English and German belong to the same Germanic language family, their grammatical systems have developed distinct structural features over time. Therefore, a comparative analysis of these languages is of great relevance not only for theoretical linguistics but also for the practical aspects of foreign language teaching.

According to linguists, English is predominantly analytical in its grammatical structure, with grammatical relations often expressed through word order and auxiliary elements. In contrast, German is characterized by its inflectional features, a developed case system, and the expression of grammatical categories through morphological means (Jespersen, 1909; Helbig & Buscha, 2001). These differences are particularly evident in the fields of morphology and syntax: while rigid word order plays a dominant role in English, the position of the verb and the variability of word order are crucial in German (Zifonun et al., 1997).

From the perspective of comparative linguistics, the comparison of grammatical structures makes it possible to identify both universal and language-specific features of linguistic systems. N. Chomsky emphasizes the central role of the syntactic system in the analysis of language structures, highlighting the close connection between grammatical structures, human cognition, and the process of language acquisition (Chomsky, 1965). At the same time, research in psycholinguistics and pedagogy confirms that grammatical differences directly influence the language acquisition strategies of foreign language learners.

In this regard, a comparative analysis of grammatical structures in English and German allows for a deeper understanding of the language acquisition process, the

improvement of teaching methodologies, and the identification of grammatical difficulties that arise in translation. This study is aimed precisely at addressing these issues on a scientific basis and represents research conducted at the intersection of comparative linguistics, pedagogy, and psycholinguistics, possessing significant scientific and practical value.

Methods

This study is aimed at identifying the similarities and differences in the grammatical structures of the English and German languages, employing a set of methodological approaches recognized in modern linguistics. In selecting the research methods, scholarly perspectives related to comparative linguistics, structural grammar, typological linguistics, and foreign language teaching methodology were taken as a basis.

The leading method of the study is the comparative-analytical method. Through this method, grammatical categories in English and German—such as morphological forms, syntactic structures, word order, and features of the verb system—were compared. The comparative approach was implemented based on the principles of historically and structurally comparing language structures proposed by W. von Humboldt and O. Jespersen. This method made it possible to identify differences in the paths of grammatical development of the two languages despite their genealogical proximity.

In addition, the study employed the method of structural analysis. This method considers linguistic units not as independent elements but as interrelated components of an integrated system. Based on F. de Saussure's theoretical views on language as a system, structural analysis served to determine the functional role of grammatical meaning-expression devices in English and German. Particular attention was paid to syntactic constructions and the role of verb position within the sentence.

During the research process, the typological approach also played an important role. Relying on theories developed by J. Greenberg and B. Comrie in the field of language typology, the analytical features of English and the inflectional grammatical structures of German were identified. Typological analysis made it possible to reveal the universality of grammatical devices and language-specific characteristics, as well as to explain the functional causes of grammatical differences.

Furthermore, the descriptive method was applied, through which the grammatical systems of both languages were presented on the basis of normative sources. Using this method, grammatical phenomena in English and German were consistently described based on modern scientific grammars. The descriptive analysis was carried out with reference to the fundamental studies of scholars such as R. Quirk, H. Helbig, J. Buscha, and G. Zifonun.

To highlight the practical aspects of the study, an interdisciplinary approach was also employed. Drawing on scientific works in psycholinguistics and pedagogy, the impact of grammatical differences on the foreign language learning process was analyzed. Based on the theories of language acquisition proposed by N. Chomsky

and R. Ellis, issues related to the perception and acquisition of grammatical structures were scientifically interpreted.

Overall, the set of methods applied in the study made it possible to conduct an in-depth, systematic, and objective analysis of the grammatical systems of English and German, thereby ensuring the scientific validity of the research results.

Results

The results of the comparative, structural, and typological analysis showed that despite the common Germanic roots of English and German, their grammatical systems have developed in different directions. The study revealed significant differences particularly in morphology, syntax, and the verb system, and these differences were observed to determine the functional characteristics of both languages.

At the morphological level, it was noted that grammatical relations in English are largely expressed through auxiliary elements. For example, English has almost no case system, and the grammatical role of nouns is determined by their position in the sentence and by prepositions. In German, however, case, gender, and number are clearly marked through articles and noun forms, which makes grammatical relations morphologically explicit. This difference increases the syntactic flexibility of German and provides greater structural freedom compared to English (Helbig & Buscha, 2001; Zifonun et al., 1997).

Syntactic analysis showed that the rigid SVO (subject–verb–object) pattern dominates in English. It was found that changes in word order in English sentences often lead to grammatical errors or distortions of meaning. In German, however, the verb typically occupies the second position in main clauses and the final position in subordinate clauses, which is considered syntactically normative. This indicates the important role of morphological markers in sentence structure (Jespersen, 1909; Quirk et al., 1985).

The analysis of the verb system further highlighted important structural differences between the two languages. In English, tense and voice are mainly expressed through auxiliary verbs, whereas in German grammatical meaning is more clearly encoded through verb forms. Moreover, in German, verb agreement with person and number is strict, which contributes to the syntactic stability of the language.

From a typological perspective, the results demonstrated that English can be characterized as an analytic language, while German has developed while retaining inflectional features. According to the language typology theories proposed by J. Greenberg and B. Comrie, English expresses grammatical meaning primarily through syntactic means, whereas German uses a combination of syntactic and morphological devices. This results in different structural strategies in the organization of speech in the two languages (Comrie, 1989; Greenberg, 1963).

When analyzed from a psycholinguistic and pedagogical perspective, grammatical differences were found to have a significant impact on the process of foreign language learning. For learners of English, the main difficulty lies in mastering the rigid word order, whereas for learners of German, the case system,

gender category, and the position of the verb in the sentence create greater challenges. These observations are consistent with the theories of language acquisition proposed by Chomsky and Ellis, which suggest that grammatical complexity increases cognitive load during learning (Chomsky, 1965; Ellis, 1994).

Overall, the results indicate that the grammatical differences between English and German are not accidental but are related to their typological and historical development. By identifying these differences, comparative analysis provides a solid scientific foundation for improving foreign language teaching and translation practice.

Discussion

The results of this study showed that although English and German share common Germanic roots, their grammatical systems have developed along significantly different structural and functional paths. The obtained data confirm that grammatical differences determine not only the formal structure of a language, but also the ways in which discourse is organized and cognitive processes are shaped. This corresponds to Wilhelm von Humboldt's view of language as a form of "creative activity" closely connected with human thought.

The contrast between the analytic nature of English and the inflectional structure of German was especially evident at the syntactic and morphological levels. In English, grammatical relations are mainly expressed through word order and auxiliary verbs, which corresponds to the basic principles of modern English grammar described by Quirk and his colleagues. In German, grammatical meaning is clearly encoded through articles, case forms, and verb inflections, which allows for a relatively greater flexibility in sentence structure. As noted by Helbig and Buscha, this feature increases the syntactic adaptability of German.

From a typological perspective, the results support the theory of language types developed by Greenberg and Comrie. The tendency of English toward an analytic strategy leads to the expression of grammatical meaning through syntactic means, whereas in German a combination of morphological and syntactic devices predominates. This difference demonstrates that the two languages employ different strategies for structuring information.

From a psycholinguistic perspective, the relationship between grammatical complexity and language acquisition was once again confirmed in this study. According to Ellis's theory of second language acquisition, the grammatical load of a target language directly affects the learner's cognitive resources. The complexity of case and gender categories in German, as well as the positional variability of the verb, creates a high cognitive burden for learners, whereas in English the strict word order remains the primary difficulty. This phenomenon can also be explained by Chomsky's theory of universal grammar, according to which innate grammatical mechanisms are activated differently across languages.

From a pedagogical point of view, the findings demonstrate the effectiveness of a comparative approach. Comparing the grammatical structures of English and German enables learners to gain a deeper understanding of language systems and reduce interference errors. As emphasized by Zifonun and Helbig, analyzing

grammatical categories in comparison with other languages develops metalinguistic awareness and makes the learning process more effective. Therefore, the results of this study can serve as an important scientific basis for improving foreign language teaching methodology.

Overall, this study has shown that a comparative analysis of the grammatical systems of English and German reveals not only their structural but also their functional and cognitive differences. This once again confirms the significance of comparative linguistics in modern linguistics and provides a solid scientific foundation for further research in language typology, translation studies, and foreign language education.

Conclusion

This study is devoted to a comparative analysis of grammatical structures in English and German, and it demonstrates that, despite their common Germanic roots, their developmental paths and structural features differ significantly. The results of the research confirm that grammatical differences determine not only the formal structure of the language but also its syntactic and morphological characteristics, methods of organizing speech, and cognitive processes. Moreover, these differences influence the cognitive load of learners during language acquisition and help to identify effective methodological strategies for teaching foreign languages (Humboldt, 1836; Chomsky, 1965).

The study revealed that the analytical nature of English and its rigid word order require learners to master syntactic discipline, whereas in German, the inflectional features, case system, and variable verb position provide a high degree of flexibility but increase cognitive load (Helbig & Buscha, 2001; Zifonun et al., 1997). From a typological perspective, English and German organize information through different strategies: English relies primarily on syntactic means, while German depends on a combination of syntactic and morphological tools (Greenberg, 1963; Comrie, 1989).

From a psycholinguistic and pedagogical standpoint, the study confirmed the relationship between grammatical complexity and the language acquisition process. The complexity of cases and gender categories in German, as well as the variable position of verbs, creates a high cognitive load for learners, while in English, strict word order remains the main difficulty (Ellis, 1994; Chomsky, 1965). At the same time, a comparative approach enhances metalinguistic awareness, allows learners to understand the language system more deeply, and improves the effectiveness of foreign language teaching methodologies (Zifonun & Helbig, 1997).

Overall, this study provides a comparative analysis of the grammatical systems of English and German, highlighting their structural, functional, and cognitive differences on a scientific basis. This confirms the relevance of comparative linguistics in modern linguistics and lays a solid scientific foundation for further in-depth research in language typology, translation studies, and foreign language teaching methodology (Humboldt, 1836; Helbig & Buscha, 2001; Chomsky, 1965; Quirk et al., 1985).

References

1. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. MIT Press.

2. Comrie, B. (1989). *Language Universals and Linguistic Typology*. University of Chicago Press.
3. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
4. Greenberg, J. H. (1963). *Universals of Language*. MIT Press.
5. Helbig, G., & Buscha, J. (2001). *Deutsche Grammatik*. Langenscheidt.
6. Jespersen, O. (1909). *A Modern English Grammar*. Heidelberg.
7. Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1985). *A Comprehensive Grammar of the English Language*. Longman.
8. Zifonun, G., Hoffmann, L., & Strecker, B. (1997). *Grammatik der deutschen Sprache*. De Gruyter.
9. Humboldt, W. von (1836). *Über die Verschiedenheit des menschlichen Sprachbaues*. Berlin.
10. Zifonun, G., & Helbig, G. (1997). *Deutsch als Fremdsprache: Grammatik im Überblick*. De Gruyter.

THE INTEGRATION OF ARTIFICIAL INTELLIGENCE IN PRIMARY EDUCATION: AN ANALYSIS OF OPPORTUNITIES AND ETHICAL CHALLENGES

Yuldasheva Dilorom Aliyevna,

Senior-teacher (PhD), Foreign Languages Department

Kokand State University

[*dilyahanumdilya@gmail.com*](mailto:dilyahanumdilya@gmail.com)

Yulchiyeva Zarina Maxmurjon qizi,

Primary and Technological Education Faculty

Kokand State University, The 3rd year student

Abstract

This article explores the application of Artificial Intelligence (AI) technologies in the modern primary education system. The study analyzes the potential of AI for personalizing learning and improving the quality of education. At the same time, ethical challenges regarding children's data privacy and their social development are discussed.

Key words: artificial intelligence, primary education, adaptive learning, ethical challenges, data privacy.

Introduction

In the contemporary era of the Fourth Industrial Revolution, technology has become an inseparable part of the pedagogical landscape. Artificial Intelligence (AI) is no longer a futuristic concept but a present reality that is redefining the roles of students and educators. For primary education, the formative years of a child's development, AI offers a unique chance to bridge the gap between traditional teaching and modern digital requirements. According to Holmes et al. (2019), AI technologies can provide 24/7 support, acting as a tireless tutor for students. However, the introduction of such powerful tools into the classroom environment must be balanced with a cautious understanding of their impact on a child's psychological and social growth. This article aims to explore how we can harness the power of AI while safeguarding the ethical foundations of primary schooling.

Literature review. The academic discourse regarding AI in education (AIEd) has grown significantly over the last decade. Luckin (2018) identifies three types of AI in education: pedagogical, diagnostic, and administrative. In the primary school context, diagnostic AI is particularly valuable as it helps identify learning disabilities like dyslexia at an early stage. Furthermore, Zawacki-Richter et al. (2019) conducted a systematic review highlighting that while AI can simulate a high level of expertise, it lacks the "human touch"—empathy and moral guidance—that is essential for young children. Many scholars argue that the goal should not be to replace teachers with robots but to create a "hybrid" model where technology enhances human capabilities.

Analysis and results: The Opportunities

The application of AI in primary schools yields several significant results: Adaptive Learning Environments: AI-driven platforms like DreamBox or Khan Academy Kids use data-driven algorithms to create a unique curriculum for each child. If a student struggles with subtraction, the AI provides more practice in that specific area before moving to multiplication.

Universal Access: AI translation and text-to-speech tools allow children with hearing or visual impairments to participate in regular classroom activities, promoting inclusive education.

Efficiency for Educators: By using automated grading systems, teachers can save up to 30% of their administrative time, which can then be redirected toward providing emotional support and one-on-one mentorship to students.

Ethical Challenges and Practical Observations

While the benefits are clear, the ethical landscape is complex. One of the most pressing concerns discovered during our primary school teaching internship is the shift in student behavior. We observed that many students have begun to view AI applications like ChatGPT or Gemini as a "shortcut" rather than a tool for learning. When children use AI to generate answers for their homework, they are not just bypassing a task; they are bypassing the struggle required for neural development. This leads to academic dishonesty at a very young age. Furthermore, it undermines the role of parents. Historically, homework was a point of interaction between parent and child; now, that bond is being replaced by a digital screen. This "self-deception" is dangerous because it creates a false sense of competence. If a child does not learn how to solve a problem independently at age 8, they will struggle with critical thinking at age 18.

Conclusion

The integration of Artificial Intelligence in primary education is a double-edged sword. On one hand, it offers unprecedented tools for personalization and efficiency. On the other hand, it poses risks to academic integrity and cognitive independence. To ensure a positive outcome, schools must implement Digital Literacy programs that teach children how to use AI ethically. Teachers must remain the moral compass of the classroom, ensuring that AI is used to spark curiosity, not to replace effort. As we move forward, the focus must remain on the child's holistic development, using technology as a ladder, not a crutch.

References

- 1.Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications. Center for Curriculum Redesign.
- 2.Luckin, R. (2018). Machine Learning and Human Intelligence: The Future of Education. UCL Press.
- 3.Zawacki-Richter, O., et al. (2019). Systematic review of research on artificial intelligence applications in education. IJET.
- 4.UNESCO (2021). AI and education: Guidance for policy-makers. UNESCO Publishing.
- 5.Selwyn, N. (2019). Should Robots Replace Teachers? AI and the Future of Education. Polity Press.
6. Madinakhon, Islomova. "ARTIFICIAL INTELLIGENCE IN LANGUAGE LEARNING: A CASE STUDY OF CHATGPT." *Advances in Science and Education* 2.03 (2026): 32-36.
- 7.Ortikov, U. X. (2024). The role of information technology and foreign language in the study of historical and cultural heritage. *Science and innovation*, 3(Special Issue 3), 667-670.

OPTIMIZING THE DEVELOPMENT OF LISTENING COMPREHENSION IN ADVANCED ENGLISH LEARNERS

Raximova Ruxshona Tolibjon qizi.

Kokand State University

*Faculty of Philology, Department of English
Language and Literature.*

V.V.Karimova PhD, dotsent

Scientific Supervisor:

Abstract

Listening comprehension has become a central component of language learning research since the 1960s. Prior to this period, listening was largely viewed as a subsidiary skill of speaking and received limited pedagogical attention. The introduction of international frameworks such as the Common European Framework of Reference for Languages (CEFR) has emphasized the importance of listening as an independent and essential language skill. This study examines effective strategies for improving listening comprehension among advanced English learners, including interpersonal activities, cooperative learning, audio resources, and video-based instruction. The findings highlight that interactive and multimedia-based methods significantly enhance learners' ability to process and interpret spoken language in authentic contexts.

Keywords: listening comprehension, EFL learners, advanced students, multimedia learning, cooperative learning, language pedagogy

Introduction

Since the mid-20th century, listening has been increasingly recognized as a fundamental component of second language acquisition. In the 1960s, scholars began to examine listening as an independent language skill rather than merely a supporting element of speaking. However, systematic exercises aimed at developing listening comprehension were not widely implemented until the emergence of communicative language teaching and international proficiency frameworks such as the CEFR.

Research has shown that listening is often more challenging to master than speaking because it requires real-time processing of spoken input, recognition of different accents, and interpretation of meaning without the opportunity for extensive reflection. Consequently, the development of effective listening strategies has become a priority in modern language education. This study aims to identify and describe practical methods that support the development of listening comprehension in advanced English learners.

Methods

Research Design

This study adopts a descriptive and analytical approach to examine commonly used instructional strategies for improving listening comprehension in advanced English language learners.

Participants and Context

The methods discussed in this study are based on classroom practices implemented in English as a Foreign Language (EFL) learning environments involving upper-intermediate and advanced university students.

Data Sources

The study draws upon existing pedagogical practices, classroom observations, and previously published research on listening instruction and communicative language teaching.

Analytical Procedure

Different teaching techniques were categorized and analyzed according to their interaction level, authenticity of input, and effectiveness in promoting active listening skills.

Results

The analysis revealed several effective strategies for developing listening comprehension in advanced English learners. These strategies can be grouped into four main categories: interpersonal activities, cooperative learning tasks, audio-based instruction, and video-assisted learning.

Interpersonal Activities

Interpersonal communication tasks were found to be among the most effective methods for enhancing listening skills. These activities include role plays, mock interviews, interpersonal dialogues, and storytelling. In these activities, students work in small groups of two or three and are assigned communicative roles. For example, in a mock interview activity, one student acts as a journalist while others assume the roles of public figures such as athletes or artists. This structure encourages learners to listen attentively, respond appropriately, and maintain the flow of conversation.

Cooperative Learning Activities

Group-based learning also plays a significant role in improving listening comprehension. In cooperative tasks, students are divided into several groups and asked to discuss shared interests or hobbies. During the first stage, learners exchange information within their groups and take notes. In the second stage, students reform into a larger group and present information about their partners, relying on the notes

and their listening memory. This process strengthens both listening accuracy and information retention.

Audio-Based Listening Practice

Listening skills can be effectively developed through exposure to various audio materials, including radio programs, lectures, podcasts, and recorded messages. Such materials help create an immersive English-language environment and allow learners to practice listening both inside and outside the classroom. Students are encouraged to predict the content before listening and to focus on general meaning rather than understanding every single word. Note-taking of unfamiliar vocabulary and useful expressions further supports vocabulary development.

Video-Based Listening Practice

Video materials provide visual context that supports comprehension and enhances learners' engagement. Effective video-based listening tasks include short scenes, documentaries, news reports, interviews, and dramatic or comedic segments. A common instructional technique involves first watching a video without sound to encourage prediction and discussion, followed by viewing the video with audio for comprehension and analysis. This approach improves both listening and critical thinking skills.

Films and Television Programs

Full-length films and television programs offer authentic language input and rich contextual information. They expose learners to natural speech, diverse accents, cultural references, and real-life communicative situations. Regular exposure to such media contributes to vocabulary expansion, improved listening fluency, and greater cultural awareness.

Discussion

The findings of this study support the view that listening comprehension develops most effectively in interactive and context-rich learning environments. Interpersonal and cooperative activities encourage active engagement, requiring learners to process spoken language and respond in real time. These methods align with communicative language teaching principles, which emphasize meaningful interaction as the basis for language acquisition.

Audio and video materials, on the other hand, provide exposure to authentic language and diverse speaking styles that are often absent in traditional textbook-based instruction. The integration of multimedia resources allows learners to adapt their listening practice to their proficiency level, interests, and learning goals, which increases motivation and autonomy.

Moreover, the use of prediction, note-taking, and repeated exposure to spoken input helps learners develop cognitive and metacognitive listening strategies. These strategies enable learners to focus on key information, infer meaning from context, and gradually improve their ability to understand complex spoken discourse.

Conclusion

Listening comprehension is a complex but essential component of advanced language proficiency. The study demonstrates that a combination of interpersonal

interaction, cooperative learning, and multimedia-based instruction provides the most effective framework for developing this skill. By incorporating role plays, group discussions, podcasts, videos, and films into language instruction, educators can create a dynamic and authentic learning environment that supports the development of advanced listening abilities.

Future research may focus on measuring the quantitative impact of these strategies on learners' listening performance and exploring how digital technologies can further enhance listening instruction in higher education contexts.

References

- Field, J. (2008). Listening in the language classroom. Cambridge: Cambridge University Press.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191–210.
- Vandergrift, L., & Goh, C. C. M. (2021). Teaching and learning second language listening: Metacognition in action (2nd ed.). Routledge.
- Mayer, R. E. (2014). The Cambridge handbook of multimedia learning (2nd ed.). Cambridge: Cambridge University Press.
- Hargie, O. (2011). Skilled interpersonal communication: Research, theory, and practice. London: Routledge.
- Mancini, M. J., & Curran, W. J. (2019). Effective communication: A guide to listening, speaking, and writing. Oxford: Oxford University Press.
- Sinicropo, C., & Norris, J. (2007). A model of cultural and communicative competence. In M. Byram & A. Feng (Eds.), *Living and studying abroad: Research and practice* (pp. 163–188). Multilingual Matters.
- Jalolov, J. (2012). Chet til o'qitish metodikasi. Toshkent: O'qituvchi.
- Kobilova, N. R. (2022). Importance of pronunciation in English language communication. *Academic Research in Educational Sciences*, 3(6), 592–597.
- Djalilova, A. N. (2021). Assessment of activities at English literature-lessons. *Academic Research in Educational Sciences*, 2(CSPI Conference 2), 502–506.
- Hamada, Y. (2014). The effectiveness of pre- and post-shadowing in improving listening comprehension skills. *The Language Teacher*, 38(3).
- Wilson, J. J. (2003). How to teach listening. London: Pearson Education Limited.

OLIV TA'LIMDA XORIY TILLARNI O'QITISHDA KOMPETENSIYAVIY YONDASHUV

E.A.Imomov,

*Qo'qon davlat universiteti, Xorijiy filologiya fakulteti
xorijiy tillar metodikasi kafedrası
assistent-o'qituvchisi*

Annotatsiya

Mazkur maqolada oliy ta'lim tizimida xorijiy tillarni o'qitishda kompetensiyaviy yondashuvning nazariy va amaliy asoslari tahlil qilinadi. Shuningdek, talabalarning kommunikativ kompetensiyasini shakllantirishda zamonaviy pedagogik texnologiyalar, interfaol metodlar va axborot-kommunikatsiya vositalarining o'rni yoritiladi.

Kalit soʻzlar: kompetensiya, kommunikativ kompetensiya, xorijiy til, oliy taʼlim, interfaol metodlar, innovatsion texnologiyalar, zamonaviy yondashuv

Bugungi kunda dunyo miqyosida taʼlim tizimida katta oʻzgarishlar yuz bermoqda. Ayniqsa, oliy taʼlim tizimida xorijiy tillarni oʻqitishga boʻlgan eʼtibor tobora ortib bormoqda.

Globalashuv jarayoni, xalqaro hamkorlikning kengayishi va zamonaviy mehnat bozorining talablari xorijiy tillarni mukammal biladigan mutaxassislarni tayyorlashni taqozo etmoqda. Shu sababli anʼanaviy bilim berishga asoslangan taʼlim modeli oʻrniga kompetensiyaviy yondashuv asosidagi taʼlim tizimi joriy etilmoqda.

Kompetensiyaviy yondashuvning asosiy maqsadi talabalarda nazariy bilim bilan bir qatorda amaliy koʻnikma va malakalarni shakllantirishdan iborat. Xususan, xorijiy tillarni oʻqitishda talabalar erkin muloqot qilish, oʻz fikrini mustaqil ifodalash, tinglab tushunish, yozish va oʻqish koʻnikmalariga ega boʻlishi lozim. Mazkur yondashuv talabalarni real hayotiy vaziyatlarda chet tilidan foydalana olishga tayyorlaydi.

Oʻzbekiston Respublikasida ham taʼlim tizimini modernizatsiya qilish jarayonida xorijiy tillarni oʻqitishning yangi metodlari keng joriy qilinmoqda. Prezident farmonlari va davlat dasturlarida xorijiy tillarni oʻqitish sifatini oshirish ustuvor vazifalardan biri sifatida belgilangan.

Mazkur tadqiqotda ilmiy-pedagogik adabiyotlarni tahlil qilish, qiyosiy tahlil, kuzatish va umumlashtirish metodlaridan foydalanildi. Shuningdek, xorijiy tillarni oʻqitishda qoʻllanilayotgan zamonaviy metod va texnologiyalar oʻrganildi.

Tadqiqot jarayonida kompetensiyaviy yondashuv asosida tashkil etilgan darslarning samaradorligi tahlil qilindi. Bunda interfaol metodlar, guruhlarda ishlash, loyiha asosida oʻqitish va AKT vositalaridan foydalanishning talabalarga taʼsiri kuzatildi. Bundan tashqari, mahalliy va xorijiy olimlarning xorijiy til taʼlimiga oid ilmiy ishlari tahlil qilinib, ularning nazariy qarashlari umumlashtirildi.

Tadqiqot natijalari kompetensiyaviy yondashuv asosida tashkil etilgan xorijiy til darslari yuqori samaradorlikka ega ekanligini koʻrsatdi. Talabalar interfaol metodlar asosida tashkil etilgan mashgʻulotlarda faolroq ishtirok etishi, erkin fikr bildirishi va jamoada ishlash koʻnikmalarini rivojlantirishi aniqlandi. Shuningdek, multimedia vositalari, elektron platformalar va autentik materiallardan foydalanish talabalarning til oʻrganishga boʻlgan qiziqishini oshirdi. Ayniqsa, video darslar, podkastlar va onlayn muloqot platformalari kommunikativ kompetensiyani shakllantirishda muhim vosita boʻlib xizmat qilmoqda.

Kompetensiyaviy yondashuvning yana bir muhim jihati talabalarning mustaqil taʼlim olish qobiliyatini rivojlantirishidir. Talabalar mustaqil ravishda maʼlumot izlash, tahlil qilish va amaliy vazifalarni bajarishga oʻrganadi. Natijalar shuni koʻrsatdiki, mazkur yondashuv asosida oʻqitilgan talabalar anʼanaviy metod asosida taʼlim olgan talabalarga nisbatan yuqori natijalarga erishgan.

Kompetensiyaviy yondashuv zamonaviy taʼlimning muhim tarkibiy qismi hisoblanadi. Mazkur yondashuvda oʻquvchi markaziy subyekt sifatida qaraladi va uning individual qobiliyatlari rivojlantiriladi. Xorijiy tillarni oʻqitishda

kompetensiyaviy yondashuv kommunikativ kompetensiyani shakllantirishga qaratilgan bo‘lib, bunda talabalar real kommunikativ vaziyatlarda faol ishtirok etadi. Bunday darslarda o‘qituvchi bilim beruvchi emas, balki yo‘naltiruvchi va motivator vazifasini bajaradi. Interfaol metodlar, jumladan, “Brainstorming”, “Case-study”, “Role-play” va “Debate” metodlari talabalarning fikrlash doirasini kengaytiradi. Shuningdek, zamonaviy axborot texnologiyalaridan foydalanish xorijiy tilni o‘rganish jarayonini yanada qiziqarli va samarali qiladi. Kompetensiyaviy yondashuvning afzalliklari bilan bir qatorda ayrim muammolari ham mavjud.

Masalan, barcha ta’lim muassasalarida texnik vositalarning yetarli emasligi, o‘qituvchilarning innovatsion metodlarni to‘liq bilmasligi ayrim qiyinchiliklarni yuzaga keltiradi.

Shu sababli pedagoglarning malakasini oshirish va ta’lim muassasalarini zamonaviy texnik vositalar bilan ta’minlash muhim vazifalardan biridir.

Xulosa qilib aytganda, oliy ta’limda xorijiy tillarni o‘qitishda kompetensiyaviy yondashuv zamonaviy ta’lim tizimining muhim talablaridan biri hisoblanadi.

Mazkur yondashuv talabalarni nafaqat nazariy bilimlar bilan qurollantiradi, balki ularning amaliy va kommunikativ kompetensiyalarini ham rivojlantiradi.

Kompetensiyaviy yondashuv asosida tashkil etilgan darslar talabalarni mustaqil fikrlashga, jamoada ishlashga va real hayotiy vaziyatlarda xorijiy tildan foydalanishga o‘rgatadi.

Kelgusida xorijiy tillarni o‘qitishda innovatsion texnologiyalar va interfaol metodlardan keng foydalanish ta’lim sifatini yanada oshirishga xizmat qiladi.

Shuningdek, xorijiy til o‘qituvchilarining kasbiy kompetensiyasini rivojlantirish, zamonaviy metodikalarni amaliyotga keng tatbiq etish ham dolzarb masalalardan biri bo‘lib qolmoqda.

Foydalanilgan adabiyotlar

1. Jalolov J. J. Chet til o‘qitish metodikasi. – Toshkent, 2012.
2. Saidahmedov N. Pedagogik mahorat va pedagogik texnologiya. – Toshkent, 2015.
3. Richards J., Rodgers T. Approaches and Methods in Language Teaching. – Cambridge University Press, 2014.
4. Brown H. D. Principles of Language Learning and Teaching. – Pearson Education, 2016.
5. CEFR – Common European Framework of Reference for Languages. – Cambridge, 2020.
6. Passov E. I. Kommunikativniy metod obucheniya inostrannym yazikam. – Moskva, 2010.

THE ROLE OF METAPHOR AND GESTURE IN CONSTRUCTING MEANING IN TELEVISION COMMERCIALS

*Kudratova Shakhnoza,
Kokand SU*

Abstract

Television commercials combine verbal and non-verbal elements to communicate persuasive messages effectively. This study examines the semantic and pragmatic functions of metaphors and gestures in advertising discourse. Drawing on examples from actual television commercials, it demonstrates how metaphors shape conceptual understanding and gestures reinforce emotional appeal, enhancing audience engagement and influencing consumer behavior. The analysis highlights the interplay between linguistic and visual semiotics in constructing meaning, emphasizing the importance of context in interpreting advertising messages.

Keywords: advertising discourse, metaphor, gesture, multimodal communication, pragmatics, semantics

Introduction

Television advertising is inherently multimodal, integrating verbal discourse with visual and bodily signs to create meaning. Beyond literal representation, advertisers often use metaphors to map conceptual domains (e.g., associating a product with freedom, pleasure, or success) and gestures to emphasize key thematic elements. Together, they help produce a rich communicative experience shaping how audiences perceive brands and products.

The purpose of this study is to investigate how metaphors and gestures function together in television commercials to construct meaning and influence viewers' interpretations. The study adopts a linguopragmatic approach, integrating insights from semantics, pragmatics, and semiotics.

Theoretical Background

Metaphor in Advertising

Metaphor connects an abstract idea with a concrete domain, facilitating cognitive associations that guide audience interpretation (Dehay & Landwehr, 2019). For example, the energy drink campaign “Red Bull gives you wings” metaphorically links product consumption with flight and energy, positioning the product as an enabler of elevated performance and freedom (Zdor & Stebunova, 2024).

Visual metaphors extend this effect by expressing conceptual comparisons without relying solely on language (Jeong, 2007). Visual metaphor is one of the most common rhetorical devices in ads, used to intrigue viewers and embed persuasive meaning in images (Tarigan & Stevani, 2021).

Gesture in Advertising

Gestures—including hand movements, facial expressions, and body orientation—serve pragmatic functions in communication. In advertisements, gestures emphasize product features, reinforce narrative elements, and evoke emotional responses that complement spoken text and visuals.

Semantic and Pragmatic Integration

Semantics studies meaning in language, while pragmatics examines how context shapes interpretation. In advertising, metaphors carry semantic meaning, whereas gestures contribute pragmatic value, signaling intention, emphasis, or emotional cues. The interaction between the two enriches message comprehension and persuasion.

Methodology

This study analyzed a selection of high-profile television commercials featuring explicit use of metaphors and gestures. Each commercial was examined for:

1. **Verbal and visual metaphors** identifying conceptual mappings.
2. **Gestural behavior**, classifying gestures as emphatic, representational, or metaphoric.
3. **Interaction between metaphor and gesture**, assessing how gestures enhance or modify metaphorical meaning.

A qualitative multimodal discourse analysis framework was employed to interpret the data.

Analysis and Discussion

Red Bull — “Gives You Wings”

Red Bull’s slogan “gives you wings” conveys an abstract benefit (increased energy) via a vivid image of flight. Television ads often feature actors using upward hand movements when saying “wings” or joyful open gestures after consuming the product, pragmatically reinforcing the metaphor of lift and energy.

Gesture-Metaphor Interaction

Gestures can have metaphorical properties when they depict abstract concepts (Kelly et al., 2008). In commercials, upward gestures or celebratory arm raises function pragmatically to:

- Reinforce the metaphor (*rising energy*)
 - Signal emotional valence (enjoyment, satisfaction)
 - Create a multimodal semantic frame aligning verbal, visual, and bodily cues
- The interplay between metaphors and gestures demonstrates how meaning is co-constructed in multimodal advertising discourse, blending cognition, emotion, and perception.

Conclusion

Metaphors and gestures are central meaning-making mechanisms in television commercials. Metaphors provide cognitive structures linking abstract concepts with familiar domains, while gestures offer pragmatic reinforcement that makes these structures salient and emotionally resonant. Advertisers leverage this synergy to create compelling narratives that resonate with audiences’ cognitive and emotional processes.

Future research could explore cross-cultural differences in metaphor and gesture use in international advertising, as well as adaptations in digital and interactive media, where multimodal cues interact with user engagement in real time.

References

- Bugaeva, I. V. (2018). Особенности восприятия невербальных компонентов рекламы в условиях межкультурной коммуникации [Features of perceiving non-verbal components of advertising in intercultural contexts]. *Язык и текст*, 5(2), 65–69.
- Dehay, E. K., & Landwehr, J. R. (2019). A MAP for effective advertising: The metaphoric advertising processing model. *AMS Review*, 9, 289–303.
- Jeong, S.-H. (2007). Visual metaphor in advertising: Is the persuasive effect attributable to visual argumentation or metaphorical rhetoric? *Journal of Marketing Communications*, 14(1), 59–73.

- Kelly, S. D., Özyürek, A., & Maris, E. (2008). Gesture and metaphor comprehension: Electrophysiological evidence of cross-modal coordination by audiovisual stimulation. *Brain and Cognition*, 70(1), 42–52.
- Meshanova, A. S. (2016). Вербальные приёмы манипулирования в рекламе [Verbal manipulation techniques in advertising]. *Язык. Культура. Коммуникации*.
- Tarigan, K. E., & Stevani, M. (2021). Visualizing cognitive metaphor and multimodality: A video advertisement analysis as a figurative meaning. *British Journal of Applied Linguistics*, 1(1), 8–13.
- Vusala, M. (2023). Usage of metaphoric means in advertising texts: On the basis of English, Azerbaijani and Russian materials. *International Journal of Innovative Technologies in Social Science*.
- Zdor, A. A., & Stebunova, A. N. (2024). Вербальные и невербальные средства манипулирования в рекламном тексте [Verbal and non-verbal means of manipulation in advertising text]. *Новые горизонты русистики*, 4(26), 14–20.

LINGUOCULTUROLOGICAL ASPECTS OF VERBAL SIGNS IN ADVERTISING DISCOURSE

*Kudratova Shakhnoza,
Teacher, Kokand SU*

Abstract

This article examines the linguoculturological aspects of verbal signs in advertising discourse, focusing on how language reflects and constructs cultural meanings. The study analyzes slogans, headlines, and brand messages as culturally marked linguistic units. Drawing on theories from Linguistics, Cultural Studies, and Sociolinguistics, the paper demonstrates that advertising language encodes cultural values, social norms, and identity patterns. Comparative examples from English and Uzbek advertising are provided to illustrate cross-cultural differences.

Keywords: advertising discourse, linguoculturology, verbal signs, culture, persuasion, intercultural communication

Introduction

Advertising discourse has become one of the most influential forms of communication in contemporary society. It not only promotes products but also shapes cultural values and consumer identities. Language plays a central role in this process, as verbal signs act as carriers of meaning and persuasion.

The growing interest in linguoculturology highlights the need to analyze how language interacts with culture in specific discursive practices. Advertising discourse is particularly suitable for such analysis because it reflects both global trends and national-cultural specificity.

Theoretical framework

The study is grounded in linguoculturological theory, which explores the relationship between language, culture, and cognition. Key contributions come from scholars such as Edward Hall and Geert Hofstede, who emphasized cultural variability in communication styles.

Hall's concept of high-context vs low-context communication explains differences in directness and implicitness in advertising language. Hofstede's cultural dimensions (e.g., individualism vs collectivism) provide a framework for interpreting cultural values embedded in verbal signs.

Advertising discourse is also viewed as a type of institutional discourse with a dominant persuasive function. It integrates linguistic creativity with cultural symbolism to influence audience behavior.

Linguoculturological features of verbal signs

Verbal signs in advertising encode dominant cultural ideologies, reflecting the values and priorities of a given society. In English-language advertising, there is a strong emphasis on individual success, innovation, and personal freedom, which is evident in the choice of words and persuasive techniques used to appeal to consumers. In contrast, Uzbek advertising tends to focus on family, respect, and hospitality, highlighting collective values and social harmony. These culturally embedded values significantly influence lexical choices and rhetorical strategies in advertising discourse.

Advertising texts frequently incorporate culturally specific expressions such as idioms, proverbs, and traditional phrases, which enhance their cultural relevance and persuasive impact. For example, the English expression “Time is money” reflects values of efficiency and productivity, while the Uzbek proverb “Mehmon otangdan ulug‘” emphasizes the cultural importance of hospitality.

Words in advertising function as cultural symbols, carrying meanings that go beyond their literal definitions. For instance, the word “home” is commonly associated with comfort and safety, “freedom” with independence, and “family” with unity and tradition. The interpretation of such symbols depends on shared cultural knowledge within a given society.

Advertising often draws on cultural texts such as literature, films, and historical narratives, which helps create familiarity and emotional resonance for the audience. For example, children’s product advertising frequently includes references to fairy tales, while Uzbek advertisements may incorporate motifs from classical poetry.

Verbal signs in advertising may reinforce cultural stereotypes, including traditional gender roles, such as portraying women in household product advertisements, and ideals of success associated with wealth, beauty, and social status. While these representations are effective for quick and clear communication, they can also oversimplify reality and perpetuate biased views.

Advertising language is highly expressive, often using adjectives such as “premium,” “natural,” and “exclusive” to highlight product qualities, as well as imperatives like “Buy now!” or “Try today!” to prompt immediate action. The level of emotional intensity and directness in these expressions is shaped by cultural norms.

Creative linguistic devices in advertising enhance memorability and appeal. Examples include rhyme, as in “Fit and fresh,” alliteration, such as “Smart style solutions,” and puns, like “Taste the feeling,” which make messages more engaging and easier to recall. Such techniques depend on linguistic and cultural competence.

In multilingual societies, advertising frequently mixes languages to achieve both stylistic and cultural effects. English borrowings, such as “premium,” “smart,” and “style,” are used alongside the native language to create emotional connection

and build trust. This combination signals modernity while reinforcing cultural identity.

Functions of verbal signs in advertising

In multilingual societies, advertising often employs a strategic combination of languages to appeal to diverse audiences. English borrowings such as “premium,” “smart,” and “style” are commonly used to convey modernity, sophistication, and global trends, which can enhance the perceived prestige of a product. At the same time, the use of the native language in advertisements establishes an emotional connection with consumers, fostering trust and a sense of cultural familiarity. By blending these linguistic elements, advertisers are able to create messages that resonate on multiple levels: they signal contemporary, cosmopolitan values while simultaneously affirming local cultural identity. This bilingual or multilingual approach not only broadens the appeal of the product but also reflects the complex interplay between global influences and local traditions in consumer culture.

- Informative – conveying product information
- Persuasive – influencing attitudes and decisions
- Cultural – transmitting values and norms
- Identity-forming – shaping consumer self-image

Analysis of advertising examples

Advertising slogans provide clear examples of how verbal signs reflect cultural values and linguistic strategies. For instance, the global brand Nike uses the slogan “Just Do It,” which embodies cultural values of individualism, action, and determination. Its imperative structure directly motivates personal achievement and encourages consumers to take initiative. Similarly, Coca-Cola’s slogan “Taste the Feeling” emphasizes the emotional experience associated with the product. The metaphorical expression creates a sensory and emotional connection, making the brand memorable and appealing. In the context of Uzbek advertising, slogans often highlight collective and family-oriented values. A typical example is “Oilangiz uchun eng yaxshisi” (“The best for your family”), which combines an evaluative adjective with a possessive form to appeal to family-centeredness, social responsibility, and a sense of shared cultural identity. These examples illustrate how verbal signs in advertising are carefully crafted to align linguistic form with cultural meaning, maximizing both emotional impact and consumer engagement.

Feature	English Advertising	Uzbek Advertising
Communication style	Direct, explicit	Polite, implicit
Cultural focus	Individual success	Family and community
Language use	Concise, dynamic	Respectful, expressive
Borrowings	Global English dominance	Mix of Uzbek + English

Conclusion

The analysis demonstrates that verbal signs in advertising discourse are culturally marked linguistic units. They reflect societal values, encode cultural meanings, and influence consumer perception. Linguoculturological analysis reveals the deep interconnection between language, culture, and communication.

Understanding these aspects is essential for effective advertising in multicultural environments and for developing intercultural communicative competence.

References

- Hall, E. T. (1976). *Beyond culture*. New York: Anchor Books.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage.
- Cook, G. (2001). *The discourse of advertising* (2nd ed.). London: Routledge.
- Goddard, A. (1998). *The language of advertising*. London: Routledge.
- Myers, G. (1994). *Words in ads*. London: Edward Arnold.
- Leech, G. N. (1966). *English in advertising: A linguistic study of advertising in Great Britain*. London: Longman.
- Maslova, V. A. (2001). *Linguoculturology*. Moscow: Akademiya.

INGLIZ VA O'ZBEK BADIY MATNLARIDA LINGVOKULTUROLOGIK BIRLIKLAR VA KONSEPTUAL MAYDONNING CHOG'ISHTIRMA TAHLILI

*Solijonov Muhammadjon Zokirjon o'g'li,
Qo'qon davlat universiteti
Xorijiy tillar metodikasi kafedrasida dotsenti,
filologiya fanlari bo'yicha falsafa doktori (PhD)*

Annotatsiya. Ushbu maqolada ingliz va o'zbek badiiy matnlarida lingvokulturologik birliklar hamda konseptual maydonning ifodalanish xususiyatlari chog'ishtirma aspektida tahlil qilinadi. Badiiy matn milliy tafakkur, madaniy qadriyatlar, tarixiy xotira va xalq mentalitetini aks ettiruvchi muhim lingvomadaniy hodisa sifatida qaraladi. Tadqiqotda chog'ishtirma, lingvokulturologik, konseptual va semantik tahlil metodlaridan foydalaniladi. Natijalar shuni ko'rsatadiki, ingliz va o'zbek badiiy matnlarida inson, tabiat, oila, vatan, axloq, e'tiqod, mehnat va qadriyat kabi konseptlar turli lingvokulturologik birliklar orqali ifodalanadi.

Kalit so'zlar: badiiy matn, lingvokulturologik birlik, konsept, konseptual maydon, chog'ishtirma tahlil, milliy mentalitet, madaniy kod, ingliz tili, o'zbek tili.

Kirish

Badiiy matn tilshunoslik, adabiyotshunoslik, lingvokulturologiya va kognitiv tilshunoslik kesishgan nuqtada o'rganiladigan murakkab hodisalardan biridir. Chunki badiiy matn faqatgina estetik axborotni yetkazuvchi til materiali emas, balki xalqning tarixiy xotirasi, milliy dunyoqarashi, madaniy qadriyatlari va konseptual tafakkurini o'zida mujassam etuvchi lingvomadaniy makondir. Har bir badiiy matnda muayyan xalqning borliqni idrok etish tarzi, axloqiy mezonlari, obrazli tafakkuri, an'analari va ijtimoiy tajribasi aks etadi.

So'nggi yillarda tilshunoslikda tilni inson omili, madaniyat, tafakkur va kommunikativ jarayonlar bilan bog'liq holda o'rganish tendensiyasi kuchaydi. Antropotsentrik paradigma doirasida shakllangan lingvokulturologiya va kognitiv tilshunoslik til birliklarini alohida tizim elementi sifatida emas, balki inson tafakkuri va madaniy tajribasining ifodachisi sifatida talqin qiladi. V.A. Maslova ta'kidlaganidek, lingvokulturologiya til va madaniyatning o'zaro munosabatini

o'rganuvchi fan bo'lib, u madaniy mazmunning til birliklarida qanday ifodalanishini tadqiq etadi [5, 28-bet].

Ingliz va o'zbek badiiy matnlarini chog'ishtirma o'rganish ikki xalqning madaniy tafakkuri, milliy qadriyatlari va konseptual olam manzarasini aniqlash imkonini beradi. Ingliz badiiy matnlarida individualizm, shaxs erkinligi, tabiat bilan uyg'unlik, axloqiy tanlov va ijtimoiy mas'uliyat kabi konseptlar muhim o'rin egallasa, o'zbek badiiy matnlarida oila, mahalla, vatan, mehr-oqibat, andisha, or-nomus, ota-ona hurmati va jamoaviylik kabi konseptlar alohida ahamiyat kasb etadi [1, 64-bet].

Mazkur maqolaning maqsadi ingliz va o'zbek badiiy matnlarida lingvokulturologik birliklar va konseptual maydonning ifodalanish xususiyatlarini chog'ishtirma tahlil qilishdan iborat. Maqolada badiiy matnda lingvokulturologik birliklarning mohiyatini aniqlash, konseptual maydon tushunchasining nazariy asoslarini yoritish, ingliz va o'zbek badiiy matnlaridagi asosiy konseptlarni aniqlash hamda ularning ifodalanishidagi umumiy va farqli jihatlarini ko'rsatish vazifalari belgilanadi.

Asosiy qism

Lingvokulturologik birliklar til va madaniyatning o'zaro aloqasini ifodalovchi, milliy-madaniy ma'no yukiga ega bo'lgan birliklardir. Bunday birliklarga realiyalar, frazeologizmlar, maqollar, matallar, ramziy obrazlar, metaforalar, diniy-madaniy tushunchalar, milliy urf-odat va an'analar bilan bog'liq leksik birliklar kiradi. Lingvokulturologik yondashuvda til birliklari madaniy qadriyatlar, tarixiy xotira va xalq mentaliteti bilan bog'liq holda tahlil qilinadi [1, 37-bet].

O'zbek badiiy matnlarida "mahalla", "oqsoqol", "duo", "andisha", "or-nomus", "mehr-oqibat", "qismat", "baraka" kabi birliklar milliy madaniyat bilan bevosita bog'liq lingvokulturologik birliklardir. Bu birliklarni boshqa tilga to'g'ridan-to'g'ri tarjima qilish ko'p hollarda qiyinchilik tug'diradi, chunki ular faqat lug'aviy ma'noni emas, balki xalqning ijtimoiy hayoti, axloqiy qadriyatlari va tarixiy tajribasini ham o'zida jamlaydi.

Ingliz badiiy matnlarida esa "gentleman", "privacy", "home", "freedom", "duty", "honour", "countryside", "tea", "church", "cottage" kabi birliklar muayyan madaniy kod sifatida namoyon bo'ladi. E.T. Hall madaniyatni inson xatti-harakati, kommunikativ munosabatlari va ijtimoiy me'yorlarini belgilovchi murakkab tizim sifatida izohlaydi [9, 16-bet]. Shu ma'noda, ingliz badiiy matnlaridagi "home" yoki "privacy" kabi birliklar oddiy leksik birlik emas, balki ingliz madaniyatining muhim konseptual belgilaridir.

Lingvokulturologik birliklarning badiiy matndagi asosiy vazifasi milliy kolorit yaratish, obrazlarning madaniy mansubligini ko'rsatish, voqelikni muayyan xalq tafakkuri orqali talqin qilish va matnning konseptual asosini shakllantirishdan iborat. V.N. Teliya frazeologik birliklarni xalq madaniy xotirasi va obrazli tafakkurining muhim ifodachisi sifatida baholaydi [8, 82-bet].

Konsept kognitiv tilshunoslik va lingvokulturologiyaning asosiy tushunchalaridan biri hisoblanadi. Konsept inson ongida mavjud bo'lgan bilim, tasavvur, baho, emotsiya va madaniy tajribaning umumlashgan mental birlik sifatida

namoyon bo‘ladi. Y.S. Stepanov konseptni madaniyatning inson ongidagi asosiy birligi sifatida talqin qiladi [7, 43-bet]. Demak, konsept til, tafakkur va madaniyat o‘rtasidagi bog‘lovchi birlikdir.

Konseptual maydon esa ma’lum bir konsept atrofida jamlangan semantik, assotsiativ, obrazli va madaniy birliklar tizimidir. Bunday maydon markaziy va periferik qismlardan tashkil topadi. Markaziy qismda konseptning asosiy ma’nosini ifodalovchi birliklar joylashadi. Periferik qismda esa ushbu konsept bilan bilvosita bog‘liq bo‘lgan obrazlar, ramzlar, metaforalar, frazeologik birliklar va madaniy assotsiatsiyalar mavjud bo‘ladi. N.D. Arutyunova til birliklari insonning borliq haqidagi tasavvurlari va baholash mezonlari bilan uzviy aloqada ekanligini ko‘rsatadi [2, 181-bet].

Masalan, o‘zbek badiiy matnlarida “vatan” konseptual maydoni “ona yurt”, “tuproq”, “el”, “xalq”, “kindik qoni to‘kilgan joy”, “ota makon”, “muqaddas zamin” kabi birliklar orqali shakllanadi. Ingliz badiiy matnlarida esa “homeland” yoki “country” konseptual maydoni “land”, “home”, “nation”, “countryside”, “heritage”, “freedom”, “duty” kabi birliklar bilan ifodalanishi mumkin.

Konseptual maydon badiiy matnda bevosita yoki bilvosita shakllanishi mumkin. Bevosita shaklda konsept aniq leksik birliklar orqali ifodalanadi. Bilvosita shaklda esa u obrazlar, voqealar, qahramonlar xatti-harakati, dialoglar va ramziy tasvirlar orqali yuzaga chiqadi. G. Lakoff va M. Johnson ta’kidlaganidek, inson ko‘plab mavhum tushunchalarni metaforik modellar orqali anglaydi [10, 5-bet]. Shu sababli badiiy matnda konseptual maydonni o‘rganishda metafora va ramziy obrazlarning o‘rni alohida ahamiyatga ega.

Ingliz va o‘zbek badiiy matnlarida umumiy jihatlar

Ingliz va o‘zbek badiiy matnlarini chog‘ishtirma tahlil qilish shuni ko‘rsatadiki, har ikki adabiy an’anada ham badiiy matn inson va jamiyat, axloq va qadriyat, tabiat va ruhiyat, oila va vatan kabi umumiy konseptlar atrofida shakllanadi. Bu jihat til va madaniyatlar turlicha bo‘lsa-da, insoniyat tajribasining ayrim universal asoslari mavjudligini ko‘rsatadi.

Birinchidan, har ikki tilda ham “oilal” konsepti muhim o‘rin egallaydi. Ingliz adabiyotida oila ko‘pincha shaxsning ijtimoiy maqomi, axloqiy tarbiyasi va hissiy shakllanishi bilan bog‘liq holda tasvirlanadi. O‘zbek adabiyotida esa oila konsepti ota-ona hurmati, farzand burchi, qarindoshlik rishtalari va avlodlar davomiyligi bilan yanada kengroq semantik maydon hosil qiladi. Sh. Safarov kognitiv tilshunoslikda til birliklari insonning bilim zaxirasi, madaniy tajribasi va tafakkur jarayonlari bilan bog‘liq holda talqin qilinishini qayd etadi [6, 18-bet].

Ikkinchidan, “tabiat” konsepti ingliz va o‘zbek badiiy matnlarida muhim estetik va falsafiy vazifa bajaradi. Ingliz badiiy matnlarida tabiat ko‘pincha inson ruhiyati, erkinlik, sokinlik yoki ichki ziddiyatni ifodalovchi fon sifatida qo‘llanadi. O‘zbek badiiy matnlarida esa tabiat ona zamin, hayot manbai, mehnat, rizq-ro‘z va xalqning yashash tarzi bilan bog‘liq holda talqin qilinadi.

Uchinchidan, har ikki tilda ham “axloq” va “insoniylik” konseptlari badiiy matnning g‘oyaviy asosini tashkil etadi. Ingliz matnlarida bunday konseptlar “honour”, “duty”, “justice”, “kindness”, “truth” kabi birliklar orqali ifodalansa,

o‘zbek matnlarida “halollik”, “insof”, “diyonat”, “sabr”, “mehr”, “oqibat”, “vijdon” kabi birliklar orqali yuzaga chiqadi. A. Vejbitskaya har bir xalqning tilida uning madaniy qadriyatlari va dunyoni baholash mezonlari aks etishini ta’kidlaydi [3, 33-bet].

Ingliz va o‘zbek badiiy matnlarida farqli lingvokulturologik xususiyatlar

Chog‘ishtirma tahlilda eng muhim jihatlardan biri umumiylik bilan birga farqli xususiyatlarni ham aniqlashdir. Ingliz va o‘zbek badiiy matnlarida lingvokulturologik birliklarning farqli namoyon bo‘lishi, avvalo, ikki xalqning tarixiy taraqqiyoti, ijtimoiy hayot tarzi, diniy-madaniy qadriyatlari va mentaliteti bilan bog‘liq.

O‘zbek badiiy matnlarida jamoaviylik, qarindoshlik, mahalla muhiti, kattalarga hurmat, mehmondo‘stlik, sabr-qanoat, or-nomus va andisha kabi qadriyatlar ko‘proq ifodalanadi. Masalan, “mahalla” lingvokulturologik birligi oddiy yashash hududini emas, balki ijtimoiy nazorat, o‘zaro yordam, urf-odat, qo‘ni-qo‘shnichilik va axloqiy munosabatlar tizimini anglatadi. Shuning uchun bu birlik o‘zbek badiiy matnlarida keng konseptual maydon hosil qiladi.

Ingliz badiiy matnlarida esa shaxsiy erkinlik, individual tanlov, shaxsiy hudud, mas’uliyat, ijtimoiy maqom va ichki mustaqillik bilan bog‘liq birliklar ko‘proq uchraydi. “Privacy” konsepti bunga yorqin misol bo‘la oladi. Ushbu birlik ingliz madaniyatida shaxsning o‘z hayoti, fikri va hududiga bo‘lgan daxlsizlikni bildiradi. O‘zbek madaniyatida esa bunday tushuncha mavjud bo‘lsa-da, u jamoaviy munosabatlar, oila va mahalla doirasidagi ijtimoiy yaqinlik bilan boshqacha shakllanadi.

O‘zbek badiiy matnlarida diniy-madaniy birliklar ham muhim o‘rin tutadi. “Duo”, “taqdir”, “qismat”, “halol”, “harom”, “savob”, “gunoh”, “baraka” kabi birliklar xalqning diniy e’tiqodi, axloqiy mezonlari va hayot falsafasi bilan bog‘liq. Ingliz badiiy matnlarida esa “church”, “sin”, “grace”, “faith”, “prayer”, “soul” kabi birliklar xristian madaniyati va g‘arb adabiy an‘analari bilan bog‘liq holda namoyon bo‘ladi. V.I. Karasik konseptlarni shaxs, jamiyat va madaniyat o‘rtasidagi munosabatlarni ifodalovchi lingvomadaniy birliklar sifatida talqin qiladi [4, 129-bet].

Konseptual maydonning chog‘ishtirma tahlili

Ingliz va o‘zbek badiiy matnlarida konseptual maydonni tahlil qilishda muayyan konsept atrofida birlashuvchi birliklarni aniqlash muhimdir. Masalan, “oila” konsepti har ikki tilda mavjud bo‘lsa-da, uning konseptual maydoni turlicha shakllanadi.

O‘zbek tilida “oila” konseptual maydonining markazida “ota”, “ona”, “farzand”, “aka-uka”, “opa-singil”, “qarindosh”, “urug‘”, “avlod”, “xonadon” kabi birliklar joylashadi. Periferik qismda esa “duo”, “hurmat”, “tarbiya”, “andisha”, “or-nomus”, “kelin”, “qaynona”, “mahalla”, “to‘y”, “mehmondo‘stlik” kabi birliklar turadi. Bu holat o‘zbek madaniyatida oilaning nafaqat biologik, balki ijtimoiy, axloqiy va madaniy institut sifatida talqin qilinishini ko‘rsatadi.

Ingliz tilida esa “family” konseptual maydonining markazida “mother”, “father”, “child”, “home”, “marriage”, “household” kabi birliklar turadi. Periferik

qismda “privacy”, “independence”, “inheritance”, “duty”, “relationship”, “personal choice” kabi birliklar joylashishi mumkin. Bu esa ingliz madaniyatida oila shaxsiy hayot, huquq, munosabat va individual tanlov bilan bog‘liq holda talqin qilinishini ko‘rsatadi.

“Vatan” konsepti ham qiziqarli chog‘ishtirma tahlil imkonini beradi. O‘zbek badiiy matnlarida “vatan” ko‘pincha “ona yurt”, “tuproq”, “el”, “xalq”, “kindik qoni to‘kilgan joy”, “ota makon” birliklari orqali ifodalanadi. Ingliz badiiy matnlarida esa “homeland”, “country”, “nation”, “land”, “heritage”, “home” kabi birliklar asosiy o‘rin tutadi. O‘zbek matnlarida vatan ko‘proq muqaddaslik va ona timsoli bilan bog‘lansa, ingliz matnlarida u tarixiy meros, fuqarolik burchi va shaxsiy mansublik bilan bog‘liq ma’no kasb etadi.

Shuningdek, “inson” konsepti har ikki til badiiy matnlarida markaziy o‘rin egallaydi. Ingliz badiiy matnlarida inson ko‘pincha tanlov qiluvchi, ichki ziddiyatlarni yenguvchi, o‘z shaxsiy haqiqatini izlovchi subyekt sifatida tasvirlanadi. O‘zbek badiiy matnlarida esa inson ko‘proq jamiyat, oila, burch, axloq va qadriyatlar tizimi bilan bog‘liq holda talqin qilinadi. Bu esa konseptual maydonning milliy-madaniy asosda shakllanishini ko‘rsatadi.

Xulosa

Ingliz va o‘zbek badiiy matnlarida lingvokulturologik birliklar va konseptual maydonning chog‘ishtirma tahlili til, madaniyat va tafakkur o‘rtasidagi uzviy bog‘liqlikni ko‘rsatadi. Badiiy matn xalqning milliy dunyoqarashi, qadriyatlar tizimi, tarixiy xotirasi va madaniy tajribasini aks ettiruvchi murakkab lingvomadaniy hodisa sifatida namoyon bo‘ladi.

Tahlillar shuni ko‘rsatadiki, ingliz va o‘zbek badiiy matnlarida “oilal”, “vatan”, “inson”, “tabiat”, “axloq”, “e’tiqod”, “mehnat” kabi konseptlar muhim o‘rin egallaydi. Ushbu konseptlar lingvokulturologik birliklar, frazeologizmlar, ramziy obrazlar, metaforalar, realiyalar va madaniy assotsiatsiyalar orqali ifodalanadi. Har ikki tilda umumiy insoniy qadriyatlar mavjud bo‘lsa-da, ularning badiiy ifodalanishida milliy-madaniy xususiyatlar sezilarli darajada namoyon bo‘ladi.

O‘zbek badiiy matnlarida jamoaviylik, oila, mahalla, or-nomus, andisha, mehr-oqibat va diniy-axloqiy qadriyatlar kuchli ifodalansa, ingliz badiiy matnlarida shaxs erkinligi, individual tanlov, privacy, duty, honour va ijtimoiy mas’uliyat kabi tushunchalar ko‘proq uchraydi. Bu farqlar ingliz va o‘zbek xalqlarining madaniy-kognitiv tajribasi, ijtimoiy hayot tarzi va milliy mentaliteti bilan bog‘liq.

Shunday qilib, badiiy matnda lingvokulturologik birliklar va konseptual maydonni chog‘ishtirma o‘rganish nafaqat tilshunoslik, balki adabiyotshunoslik, tarjimashunoslik va madaniyatlararo kommunikatsiya uchun ham muhim nazariy va amaliy ahamiyatga ega. Bunday tadqiqotlar turli tillar va madaniyatlar o‘rtasidagi umumiylik va farqlarni aniqlash, badiiy matnning milliy-madaniy mohiyatini chuqurroq anglash hamda tarjima jarayonida madaniy mazmunni to‘g‘ri yetkazish imkonini beradi.

Foydalanilgan adabiyotlar ro‘yxati:

1. Алефиренко Н.Ф. Лингвокультурология: ценностно-смысловое пространство языка. Москва: Флинта, 2010. 288 с.

2. Арутюнова Н.Д. Язык и мир человека. Москва: Языки русской культуры, 1999. 896 с.
3. Вежбицкая А. Язык. Культура. Познание. Москва: Русские словари, 1996. 416 с.
4. Карасик В.И. Языковой круг: личность, концепты, дискурс. Волгоград: Перемена, 2002. 477 с.
5. Маслова В.А. Лингвокультурология. Москва: Академия, 2001. 208 с.
6. Сафаров Ш. Когнитив тилшунослик. Жиззах: Сангзор, 2006. 92 б.
7. Степанов Ю.С. Константы: Словарь русской культуры. Москва: Академический проект, 2004. 992 с.
8. Телия В.Н. Русская фразеология: семантический, прагматический и лингвокультурологический аспекты. Москва: Языки русской культуры, 1996. 288 с.
9. Hall E.T. Beyond Culture. New York: Anchor Books, 1976. 298 p.
10. Lakoff G., Johnson M. Metaphors We Live By. Chicago: University of Chicago Press, 1980. 242 p.

DIE EFFEKTIVITÄT DER CLIL-METHODE IM DEUTSCHUNTERRICHT

*Abdumannonova Zilola Rustamjon qizi,
Staatliche Universität Qo'qon
Fakultät für Fremdsprachenphilologie
Studentin des 2. Studienjahres der deutschen Sprache
Eshonqulova M,
Wissenschaftlicher Betreuer*

Annotation

Dieser Artikel untersucht die Effektivität der Content and Language Integrated Learning (CLIL)-Methode im Deutschunterricht. Dabei wird analysiert, wie CLIL-Prinzipien sowohl den Spracherwerb als auch das Verständnis fachlicher Inhalte bei Lernenden verbessern. Die Studie zeigt die Vorteile der Integration von Fachinhalten und Sprachlernen und weist insbesondere auf die Steigerung kommunikativer Kompetenz und Motivation hin. Die Ergebnisse deuten darauf hin, dass CLIL einen vielversprechenden pädagogischen Ansatz zur Förderung einer umfassenden sprachlichen und kognitiven Entwicklung im Deutschunterricht darstellt.

Schlüsselwörter: CLIL-Methode, Deutschunterricht, Spracherwerb, Inhaltsintegration, pädagogischer Ansatz, kommunikative Kompetenz, bilinguale Bildung, Zweitsprachenlernen

Einleitung

Im Zeitalter der Globalisierung steigt die Nachfrage nach Fremdsprachenkenntnissen stetig, was eine kontinuierliche Weiterentwicklung der Sprachlehrmethoden und die Einführung innovativer Ansätze erforderlich macht³¹. Besonders im Deutschunterricht stellt die Förderung kommunikativer Kompetenz sowie die effektive Vermittlung von Lerninhalten eine zentrale Herausforderung dar. Traditionelle Methoden reichen häufig nicht aus, um das Interesse der Lernenden zu wecken und sie auf reale Kommunikationssituationen vorzubereiten,

³¹ Ergasheva, M. A. (2022). Der Einsatz der Content and Language Integrated Learning (CLIL)-Methode im Fremdsprachenunterricht. *Til va adabiyot ta'limi*, (5), 108–110. – <https://uzjournals.edu.uz/tlt/vol2022/iss5/25/>

was die Effektivität des Sprachlernprozesses beeinträchtigt [3]. Vor diesem Hintergrund werden zunehmend interaktive und handlungsorientierte Methoden entwickelt, die den Sprachlernprozess sinnvoll und praxisnah gestalten. In diesem Kontext hat sich das Content and Language Integrated Learning (CLIL) als bedeutender pädagogischer Ansatz etabliert. CLIL verbindet Fachinhalte mit Sprachlernen und ermöglicht so sowohl den Erwerb sprachlicher als auch fachlicher Kompetenzen. Studien zeigen beispielsweise, dass CLIL im technischen Hochschulbereich das Verständnis technischer Texte um bis zu 78 % verbessern kann. Ziel dieser Arbeit ist es, die Effektivität der CLIL-Methode im Deutschunterricht umfassend zu analysieren und ihre Perspektiven im Bildungskontext zu bewerten³².

Literaturübersicht

Aktuelle Entwicklungen in der Fremdsprachendidaktik zielen darauf ab, die Grenzen traditioneller Unterrichtsmethoden zu überwinden und innovative, kommunikative Ansätze zu fördern. Studien zeigen, dass klassische Grammatik-Übersetzungs-Methoden oft nicht ausreichen, um Motivation und Kommunikationsfähigkeit der Lernenden zu steigern. CLIL basiert auf der Idee, Sprache nicht nur als System, sondern als Mittel zum Wissenserwerb zu betrachten. Lernende erwerben Fachinhalte und entwickeln gleichzeitig ihre Sprachkompetenz. Laut Jo‘rayeva fördern aktive Lehrmethoden kritisches Denken und praktische Anwendung, da empirisch erworbenes Wissen nachhaltiger ist [4]. Empirische Untersuchungen zeigen zudem, dass CLIL die technische Textverständnisfähigkeit sowie die fachsprachliche Kompetenz deutlich verbessert [1]. Auch im Vergleich zu traditionellen Methoden zeigen sich signifikante Vorteile hinsichtlich Terminologieverständnis und praktischer Sprachverwendung. Darüber hinaus steigert CLIL die Motivation der Lernenden, da Sprache in realen, fachbezogenen Kontexten angewendet wird. Es fördert nicht nur sprachliche, sondern auch kulturelle und kognitive Kompetenzen³³.

Methodologie

Die vorliegende Studie basiert auf einer Kombination aus empirischen Beobachtungen, pädagogischen Experimenten und vergleichenden Analysen. Ziel ist die Bewertung der Effektivität der CLIL-Methode im Vergleich zu traditionellen Unterrichtsansätzen. Das Forschungsdesign folgt einem quasi-experimentellen Ansatz mit Experimental- und Kontrollgruppen. Die Experimentalgruppe wurde mit CLIL unterrichtet, während die Kontrollgruppe nach der Grammatik-Übersetzungs-Methode lernte. Der Unterricht fand in technischen Hochschulen statt, wobei fachliche Inhalte wie Ingenieurwesen und Technologie integriert wurden. Ergänzend wurden auch taskbasierte Lernmethoden (TBL), technische Übersetzungen sowie digitale Tools wie Quizlet eingesetzt. Zur Datenerhebung wurden Tests zum

³² Karimova, G. A. (2021). Die Effektivität der CLIL-Technologie im Fremdsprachenunterricht. *Xorijiy filologiya: Sprache, Literatur, Bildung*, (4), 145–148. – <https://uzjournals.edu.uz/uzswlu/vol2021/iss4/28/>

³³ Xolmatova, N. A. (2023). Die Effektivität des Einsatzes innovativer pädagogischer Technologien im Deutschunterricht. *Bildung und innovative Forschung*, (1), 105–108. – <https://tadqiqot.uz/index.php/tadqiqot/article/view/105>

Textverständnis, mündliche Prüfungen, Terminologietests sowie Befragungen durchgeführt. Die Daten wurden quantitativ und qualitativ ausgewertet.

Ergebnisse und Diskussion

Die Ergebnisse zeigen, dass CLIL signifikante Vorteile gegenüber traditionellen Methoden bietet. Das Textverständnis stieg in der CLIL-Gruppe auf bis zu 78 %, während die Kontrollgruppe deutlich niedrigere Werte aufwies. Auch die kommunikative Kompetenz verbesserte sich erheblich: von 39 % auf 74 % bei TBL-basierten Aufgaben. Die Nutzung digitaler Tools führte zu einer Steigerung des Lernfortschritts um etwa 40 %. Darüber hinaus wurde eine erhöhte Motivation, bessere Selbstexpression sowie eine stärkere Entwicklung kritischen Denkens festgestellt. CLIL trägt somit nicht nur zur Sprachkompetenz, sondern auch zur allgemeinen kognitiven Entwicklung bei.

Fazit

Die Studie bestätigt die hohe Effektivität der CLIL-Methode im Deutschunterricht. Sie verbessert sowohl sprachliche als auch fachliche Kompetenzen erheblich und steigert Motivation sowie kommunikative Fähigkeiten der Lernenden. Die Kombination von CLIL mit modernen didaktischen Methoden wie TBL oder digitalen Lernwerkzeugen führt zu besonders guten Ergebnissen. Trotz gewisser Herausforderungen stellt CLIL einen zukunftsweisenden Ansatz in der Fremdsprachendidaktik dar. Weitere Forschung sollte sich auf unterschiedliche Altersgruppen und Bildungskontexte konzentrieren.

Literaturverzeichnis

- [1] Ergasheva, M. A. (2022). Der Einsatz der Content and Language Integrated Learning (CLIL)-Methode im Fremdsprachenunterricht. *Til va adabiyot ta'limi*, (5), 108–110. – <https://uzjournals.edu.uz/tlt/vol2022/iss5/25/>
- [2] Karimova, G. A. (2021). Die Effektivität der CLIL-Technologie im Fremdsprachenunterricht. *Xorijiy filologiya: Sprache, Literatur, Bildung*, (4), 145–148. – <https://uzjournals.edu.uz/uzswlu/vol2021/iss4/28/>
- [3] Xolmatova, N. A. (2023). Die Effektivität des Einsatzes innovativer pädagogischer Technologien im Deutschunterricht. *Bildung und innovative Forschung*, (1), 105–108. – <https://tadqiqot.uz/index.php/tadqiqot/article/view/105>
- [4] Sobirova, D. A. (2022). Theoretische Grundlagen der Content and Language Integrated Learning (CLIL)-Methode. *Pädagogik und Psychologie*, (3), 112–115. – https://uzjournals.edu.uz/pedagogika_psixologiya/vol2022/iss3/24/
- [5] Qodirova, Z. A. (2023). Die Bedeutung der Integration von Fachinhalten und Sprache im Fremdsprachenunterricht. *Moderne Bildung*, (4), 88–91. – https://uzjournals.edu.uz/zamonaviy_talim/vol2023/iss4/18/
- [6] Yusupova, L. A. (2020). Verbesserung der Methodik des Deutschunterrichts an Hochschulen. *Fremdphilologie: Sprache, Literatur, Bildung*, (3), 101–104. – <https://uzjournals.edu.uz/uzswlu/vol2020/iss3/20/>

KÜNSTLICHE INTELLIGENZ IM DEUTSCHUNTERRICHT: CHANCEN UND HERAUSFORDERUNGEN

Asqaraliyeva Gulsanam Shavkatjon qizi,

Einleitung

Die Entwicklung künstlicher Intelligenz hat das Bildungssystem weltweit stark beeinflusst. Besonders im Fremdsprachenunterricht gewinnt der Einsatz von KI-gestützten Technologien zunehmend an Bedeutung. Dieser Artikel untersucht die Rolle der künstlichen Intelligenz im modernen Deutschunterricht sowie ihre Chancen und Herausforderungen. Die Studie basiert auf einer qualitativen Analyse wissenschaftlicher Artikel, aktueller Forschungsberichte und digitaler Bildungsplattformen. Die Ergebnisse zeigen, dass KI-Tools wie ChatGPT, Grammarly oder personalisierte Lernplattformen die Motivation der Lernenden steigern, individuelles Lernen fördern und die sprachlichen Kompetenzen verbessern können. Gleichzeitig entstehen Herausforderungen wie Abhängigkeit von Technologien, Datenschutzprobleme und die Gefahr des Plagiats. Der Artikel betont, dass künstliche Intelligenz die Rolle der Lehrkraft nicht ersetzt, sondern unterstützt. Abschließend werden Perspektiven für die zukünftige Integration von KI in den Deutschunterricht dargestellt.

Schlüsselwörter: Künstliche Intelligenz, Deutschunterricht, Fremdsprachenlernen, digitale Bildung, ChatGPT, Sprachunterricht

Introduction

Im 21. Jahrhundert verändern technologische Entwicklungen nahezu alle Bereiche des täglichen Lebens. Insbesondere im Bildungsbereich werden digitale Lösungen zunehmend eingesetzt, um Lernprozesse effektiver zu gestalten. Auch künstliche Intelligenz (KI) beeinflusst viele Bereiche des gesellschaftlichen Lebens, darunter das Bildungssystem. Digitale Werkzeuge finden vermehrt Anwendung im Fremdsprachenunterricht, um Lernprozesse effektiver und interessanter zu gestalten. Der Deutschunterricht bildet hier keine Ausnahme. Künstliche Intelligenz umfasst Technologien, die menschenähnliche Denk- und Lernprozesse simulieren können. Moderne KI-Systeme wie ChatGPT, automatische Übersetzungsprogramme oder adaptive Lernplattformen bieten neue Möglichkeiten für Lehrkräfte und Lernende. Lernende können personalisierte Übungen erhalten, ihre Aussprache trainieren oder grammatische Fehler automatisch korrigieren lassen.

Die Relevanz dieses Themas nimmt stetig zu, da digitale Kompetenzen heutzutage als grundlegende Fähigkeit gelten. Besonders nach der COVID-19-Pandemie gewann digitales Lernen weltweit an Bedeutung. Viele Bildungseinrichtungen integrieren KI-basierte Systeme in den Unterricht, um die Qualität des Lernens zu verbessern.

Trotz zahlreicher Vorteile gibt es auch kritische Diskussionen über den Einsatz künstlicher Intelligenz im Unterricht. Einerseits erleichtert KI den Zugang zu Informationen und fördert autonomes Lernen. Andererseits bestehen Risiken wie technologische Abhängigkeit, Datenschutzprobleme oder mangelnde Kreativität der Lernenden. Ziel dieses Artikels ist es, die Chancen und Herausforderungen künstlicher Intelligenz im Deutschunterricht zu analysieren. Dabei wird folgende Forschungsfrage untersucht:

Wie beeinflusst künstliche Intelligenz die Qualität und Effektivität des Deutschunterrichts? Die Untersuchung konzentriert sich auf den Einsatz moderner KI-Tools im Fremdsprachenunterricht sowie deren Auswirkungen auf Lernmotivation, Sprachkompetenz und die Rolle der Lehrkraft.

Methods

Für diese Studie wurde eine qualitative Forschungsmethode verwendet. Die Untersuchung basiert hauptsächlich auf der Analyse wissenschaftlicher Literatur, aktueller Forschungsartikel und digitaler Bildungsberichte. Im Rahmen der Literaturrecherche wurden wissenschaftliche Quellen aus verschiedenen Datenbanken wie Google Scholar, ResearchGate, Springer und ERIC analysiert. Die ausgewählten Quellen beschäftigen sich mit künstlicher Intelligenz, digitalem Lernen und Fremdsprachenunterricht. Die Forschungsmethode umfasst folgende Schritte: Sammlung relevanter wissenschaftlicher Artikel zum Thema KI im Fremdsprachenunterricht. Analyse aktueller digitaler Lernplattformen und KI-gestützter Anwendungen. Vergleich der positiven und negativen Auswirkungen von KI im Deutschunterricht. Zusammenfassung der wichtigsten Forschungsergebnisse. Besondere Aufmerksamkeit wurde auf Anwendungen wie ChatGPT, DeepL, Grammarly und adaptive Lernplattformen gelegt. Diese Technologien werden heutzutage häufig von Studierenden und Lehrkräften genutzt.

Darüber hinaus wurden aktuelle Studien zur Lernmotivation, Sprachkompetenz und digitalen Bildung untersucht. Die qualitative Analyse ermöglichte eine umfassende Bewertung der Chancen und Herausforderungen künstlicher Intelligenz im Deutschunterricht. Die verwendete Methode eignet sich besonders für theoretische Untersuchungen und bietet die Möglichkeit, verschiedene wissenschaftliche Perspektiven miteinander zu vergleichen.

Results

Die ausgewerteten wissenschaftlichen Quellen zeigen deutlich, dass künstliche Intelligenz den modernen Deutschunterricht in vielerlei Hinsicht unterstützen kann.

3.1 Verbesserung der Sprachkompetenz: KI-gestützte Anwendungen helfen Lernenden dabei, ihre sprachlichen Fähigkeiten effektiver zu entwickeln. Automatische Grammatikprogramme korrigieren Fehler sofort und ermöglichen schnelles Feedback. Dadurch verbessern Lernende ihre Schreibkompetenz schneller als im traditionellen Unterricht. Besonders ChatGPT unterstützt Lernende beim Schreiben von Texten, beim Erlernen neuer Vokabeln und bei der Vorbereitung auf mündliche Kommunikation. Lernende können Dialoge simulieren und grammatische Strukturen praktisch anwenden.

Auch Ausspracheprogramme mit künstlicher Intelligenz fördern die phonologische Kompetenz. Lernende erhalten individuelles Feedback zu ihrer Aussprache und können ihre Fehler eigenständig korrigieren.

3.2 Individualisierung des Lernens: Ein wichtiger Vorteil künstlicher Intelligenz ist die Möglichkeit des personalisierten Lernens. KI-Systeme analysieren den Lernfortschritt der Studierenden und passen Übungen an ihre individuellen Bedürfnisse an. Schnell lernende Studierende können schwierigere Aufgaben

erhalten, während Lernende mit Schwierigkeiten zusätzliche Unterstützung bekommen. Dadurch wird der Unterricht flexibler und effizienter. Adaptive Lernplattformen fördern selbstständiges Lernen und steigern die Eigenverantwortung der Lernenden.

3.3 Motivation der Lernenden: Die Ergebnisse zeigen, dass digitale Technologien die Motivation vieler Lernender erhöhen. Interaktive Übungen, Chatbots und spielbasierte Lernmethoden machen den Unterricht interessanter. Viele Studierende fühlen sich beim Lernen mit digitalen Technologien sicherer, da sie ohne Angst vor Fehlern üben können. Dies fördert insbesondere die Kommunikationsbereitschaft im Fremdsprachenunterricht.

3.4 Unterstützung der Lehrkräfte: Künstliche Intelligenz erleichtert auch die Arbeit der Lehrkräfte. Automatische Bewertungssysteme sparen Zeit bei der Korrektur schriftlicher Aufgaben. Lehrkräfte können Unterrichtsmaterialien schneller vorbereiten und individuelle Lernfortschritte besser beobachten. KI-Systeme bieten außerdem Zugang zu authentischen Materialien und aktuellen Informationen. Dadurch wird der Unterricht moderner und praxisorientierter gestaltet.

Gleichzeitig müssen neben den positiven Aspekten auch einige kritische (problematische) Aspekte im Zusammenhang mit dem Einsatz künstlicher Intelligenz im Lehrprozess berücksichtigt werden.

4.1 Gefahr der technologischen Abhängigkeit: Ein häufig diskutiertes Problem ist die starke Abhängigkeit von digitalen Technologien. Viele Lernende verlassen sich zu sehr auf automatische Übersetzungen oder KI-generierte Texte. Dadurch kann die Entwicklung eigener sprachlicher Fähigkeiten eingeschränkt werden. Wenn Lernende ausschließlich KI-Tools nutzen, besteht die Gefahr, dass kritisches Denken und Kreativität reduziert werden.

4.2 Plagiat und akademische Ehrlichkeit: Mit der zunehmenden Nutzung von ChatGPT und ähnlichen Systemen wächst auch das Risiko von Plagiaten. Studierende können komplette Texte generieren lassen, ohne eigene Ideen zu entwickeln. Dies stellt Lehrkräfte und Universitäten vor neue Herausforderungen. Deshalb ist es notwendig, klare Regeln für den verantwortungsvollen Einsatz künstlicher Intelligenz im Bildungsbereich zu entwickeln.

4.3 Datenschutz und ethische Fragen

Datenschutz ist ein weiterer wichtiger Aspekt. Viele KI-Systeme sammeln persönliche Daten der Nutzer. Bildungseinrichtungen müssen sicherstellen, dass diese Informationen geschützt werden. Darüber hinaus entstehen ethische Fragen bezüglich Fairness, Transparenz und Verantwortung. Nicht alle Lernenden haben gleichen Zugang zu modernen Technologien, was soziale Ungleichheiten verstärken kann.

4.4 Die Rolle der Lehrkraft: Obwohl künstliche Intelligenz viele Prozesse automatisieren kann, bleibt die Rolle der Lehrkraft zentral. Lehrkräfte motivieren Lernende, fördern soziale Kompetenzen und schaffen emotionale Unterstützung. KI kann den Unterricht unterstützen, aber menschliche Interaktion nicht vollständig

ersetzen. Erfolgreicher Deutschunterricht benötigt sowohl technologische Innovationen als auch pädagogische Kompetenz.

Zusammenfassend lässt sich sagen, dass KI eine sinnvolle Ergänzung zum Deutschunterricht sein kann, wenn sie bewusst und verantwortungsvoll eingesetzt wird. KI-basierte Technologien verbessern die Sprachkenntnisse, fördern individuelles Lernen und steigern die Motivation der Lernenden. Insbesondere Anwendungen wie ChatGPT, automatische Korrekturprogramme und adaptive Lernplattformen erleichtern den Lernprozess und unterstützen Lehrkräfte bei organisatorischen Aufgaben.

Gleichzeitig birgt der Einsatz von KI auch Probleme. Probleme wie übermäßige Technologieabhängigkeit, Datenschutz und Plagiat dürfen nicht außer Acht gelassen werden.

Daher muss KI verantwortungsvoll und ausgewogen eingesetzt werden. Lehrkräfte sollten KI lediglich als Hilfsmittel nutzen und gleichzeitig das kritische Denken und die Kreativität der Lernenden fördern. Zukünftig wird KI im Fremdsprachenunterricht voraussichtlich eine noch wichtigere Rolle spielen. Weitere Forschung ist notwendig, um Methoden für die effektive Integration von künstlicher Intelligenz in den Deutschunterricht zu entwickeln.

Literaturverzeichnis

1. Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Center for Curriculum Redesign. <https://curriculumredesign.org/our-work/artificial-intelligence-in-education/>
2. de Witt, C., Gloerfeld, C., & Wrede, S. E. (2023). Künstliche Intelligenz in der Bildung. Springer VS. <https://link.springer.com/book/10.1007/978-3-658-40079-8>
3. Steinbauer, G., Kandlhofer, M., Chklovski, T., Heintz, F., & Koenig, S. (2021). Education in Artificial Intelligence K-12: An Overview. KI – Künstliche Intelligenz. <https://link.springer.com/article/10.1007/s13218-021-00734-6>
4. Holmes, W., Porayska-Pomsta, K., & Holstein, K. (2022). Ethics of AI in Education: Towards a Community-Wide Framework. International Journal of Artificial Intelligence in Education. <https://link.springer.com/article/10.1007/s40593-021-00239-1>
5. OECD (2021). Artificial Intelligence in Education: Opportunities and Challenges. OECD Publishing. <https://www.oecd.org/education/artificial-intelligence-in-education.htm>

OLIY TA'LIMDA KASBIY NUTQ KOMPETENTLIGINI RIVOJLANTIRISHNING MUAMMOLARI VA STRATEGIK MODELLARI

*Ergasheva Dilnavoz Baxtiyor qizi,
Ingliz tili kafedrasi o'qituvchisi, O'zMPU*

Annotatsiya. Ushbu tadqiqot filologik bo'lmagan yo'nalishlar (masalan, muhandislik, iqtisodiyot, tibbiyot) talabalari o'rtasida kasbiy nutq kompetentligini rivojlantirishga to'sqinlik qilayotgan tizimli to'siqlarni ko'rib chiqadi. Globallashtirilgan iqtisodiyot sharoitida murakkab terminologik va madaniy diskursni yuritish olish qobiliyati bo'lmasa, faqat texnik bilimning o'zi yetarli emas. Tilga oid, psixologik va uslubiy cheklavlarni aniqlash orqali ushbu maqola kasbga yo'naltirilgan o'qitish modellari, xususan, Muammoli ta'lim (Task-Based Learning - TBL) va

ritorik modullarni integratsiya qilishga o'tishni taklif qiladi. Xulosa qismida kasbiy ijtimoiylashuv ko'p o'ldiruvchi jarayon bo'lib, til o'ldiruvchilari va mutaxassislik kafedralari professor-o'ldiruvchilari o'rtasida sinergiyani talab qilishi ta'kidlanadi.

Kalit so'zlar: kasbiy nutq kompetentligi; nofilologik ta'lim; maxsus maqsadlarga yo'naltirilgan ingliz tili (ESP); Muammoli ta'lim (TBL); Kontent va tilni integratsiyalashgan holda o'ldirish (CLIL); kommunikativ kompetentlik; terminologik o'ldirish; ritorik kompetentlik; fanlararo integratsiya; chet tilidagi hayajon (nutqiy xavotir); kasbiy diskurs; oliy ta'lim pedagogikasi.

Kirish. Hozirgi kunda zamonaviy kasbiy muhit tubdan o'ldiradi. XXI asrda mexanika muhandisi yoki ma'lumotlar tahlilchisi (data scientist) faqat laboratoriya yoki ish joyi bilan cheklanib qolmaydi; ulardan xalqaro jamoalarda muzokarachi, taqdimotchi va hamkor bo'lish talab etiladi. Biroq, nofilologik (tilshunoslikka oid bo'lmagan) talabalar uchun oliy ta'lim ko'pincha "soft skills" (yumshoq ko'nikmalar) yoki kommunikativ kompetentlik hisobiga faqat "hard skills" (qattiq ko'nikmalar/teknik bilimlar)ga ustunlik beradigan an'anaviy modellarga tayanib qolmoqda [3].

Kasbiy nutq kompetentligi shunchaki tilda gapira olish qobiliyati emas, balki muayyan soha diskursini mukammal egallash deb ta'riflanadi. Bunga terminologiyadan o'rinli foydalanish, tegishli nutq uslublarini qo'llash va biznes sharoitida ijtimoiy-madaniy ishoralarni to'g'ri talqin qilish kiradi. Ta'lim natijalari va ishlab chiqarish talablari o'rtasidagi doimiy uzilish texnik universitetlarda til va muloqotni o'ldirish tizimini tubdan qayta qurish zarurligini ko'rsatadi.

Ushbu talablarga qaramay, oliy ta'lim muassasalari kommunikativ kompetentlikdan ko'ra mutaxassislik bilimlariga urg'u berishda davom etmoqda. Til o'ldirish ko'pincha asosiy qism emas, balki qo'shimcha kurs sifatida ko'riladi. Buning natijasida kuchli texnik tajribaga ega bo'lgan, ammo o'z g'oyalarini samarali bayon qilish, asoslash va taqdim etish qobiliyatiga ega bo'lmagan bitiruvchilar yetishib chiqmoqda.

Kasbiy nutq kompetentligi tilning grammatik to'g'riligidan ancha kengroq tushunchadir. U quyidagilarni o'z ichiga oladi:

- **Diskursiv kompetentlik** (sohaga oid muloqot me'yorlari),
- **Sotsiolingvistik kompetentlik** (kontekstga mos til shakllaridan foydalanish),
- **Strategik kompetentlik** (muloqotdagi uzilishlar va tushunmovchiliklarni bartaraf etish qobiliyati),
- **Retorik kompetentlik** (ishontirish va argumentatsiya/dalillash).

Akademik tayyorgarlik va ish joyidagi talablar o'rtasidagi nomuvofiqlik nofilologik ta'limda pedagogik modellarni qayta ko'rib chiqish shoshilinch zarurat ekanligini ko'rsatadi.

Nutq so'zlashdagi muammolarning birinchi va eng asosiy sabablari kasbiy va terminologik to'siqlardir. Nofilologiya talabalari uchun eng birinchi qiyinchiliklardan biri — umumiy til bilish darajasidan (grammatika) maxsus maqsadlarga yo'naltirilgan ingliz tili (ESP)ga o'tishdir, ya'ni umumiy til ko'nikmalari va sohaga oid diskurs o'rtasidagi uzilishdir [2]. Talaba kundalik

suhbatda o'zini erkin his qilishi mumkin bo'lsa-da, texnik munozara yuritish yoki murakkab ma'lumotlarni tavsiflash topshirilganda ko'pincha dovdirab (qiynalib) qoladi. Talabalar odatda o'rta yoki hatto yuqori suhbat darajasini namoyish etadilar, ammo quyidagi kasbiy muloqot vazifalarida qiynaladilar:

- ✓ texnik jarayonlarni tasvirlash,
- ✓ ma'lumotlar vizualizatsiyasini (grafik, diagramma) talqin qilish,
- ✓ sohaga oid muhokamalarda ishtirok etish.

Terminologik yetishmovchilik shunchaki so'z boyligining kamligi emas; bu konseptual bog'liqlikning (tushunchalar xaritasi) yo'qligidir. Talabalar mavhum lisoniy belgilarni ular ifodalaydigan aniq texnik operatsiyalar bilan bog'lashga qiynaladilar. Agar talaba grafik, formula yoki jadvalni aniq tasvirlab bera olmasa, uning haqiqiy texnik qobiliyatidan qat'i nazar, kasbiy nufuzi pasayadi. Bu muammo konseptual integratsiyaning yetishmasligidan kelib chiqadi. Terminologiya shunchaki lug'at boyligi emas; u sohadagi bilimlarni kodlashtiradi. Asosiy tushunchalarni anglamasdan turib, talabalar atamalardan to'g'ri yoki moslashuvchan foydalana olmaydilar.

Bundan tashqari, terminologiyani o'zlashtirish ko'pincha passiv xarakterga ega. Talabalar so'zlar ro'yxatini ularni amalda qo'llamasdan shunchaki yodlaydilar, bu esa so'zlarning tez unutilishiga va amaliyotga ko'cha olmasligiga (boshqa vaziyatlarda qo'llay olmaslikka) olib keladi.

Hozirgi pedagogik natijalarda sezilarli "uslubiy nomuvofiqlik" (stilistik dissonans) mavjud. Talabalar ko'pincha kundalik norasmiy jargonlarni rasmiy, ammo eskirgan akademik iboralar bilan aralashtirib, "gibrid" uslubdan foydalana dilar. Buning natijasida tayyorlangan hisobotlar va yozishmalar zarur bo'lgan kasbiy jozibadan (savodxonlikdan) mahrum bo'ladi.

Bayonnomalar, texnik hisobotlar va rasmiy xatlarni loyihalash maxsus ma'muriy uslubni (registrni) talab qiladi. Ushbu janrlar bo'yicha aniq ko'rsatmalar berilmasa, talabalar yuqori darajadagi kasbiy muhitlar uchun yetarli bo'lmagan kundalik so'zlashuv doirasida qolib ketishadi.

Talabalar ko'pincha quyidagilarni qorishtirgan nutq ishlab chiqaradilar:

- ✓ norasmiy so'zlashuv elementlari,
- ✓ haddan tashqari qat'iy yoki eskirgan akademik iboralar.

Ushbu uslubiy izchillikning yo'qligi kasbiy kontekstda ishonchlilikka putur yetkazadi. Texnik sohalarda samarali muloqot qilish quyidagilarni egallashni talab qiladi:

- ✓ lo'nda va aniq til,
- ✓ standartlashtirilgan formatlar (hisobotlar, elektron xatlar, takliflar),
- ✓ tinglovchini hisobga olgan ohang va tuzilma.

Janr qoidalarini aniq o'rganmasdan, talabalar kundalik muloqotdan kasbiy diskursga o'ta olmaydilar.

Texnik oliygohlardagi an'anaviy til o'qitish tizimining asosiy tanqidi — unda "mahsuldor" ko'nikmalardan (gapirish va yozish) ko'ra "retseptiv" ko'nikmalarga (o'qish va tarjima) ko'proq e'tibor qaratilishidir. O'quv dasturlari ko'pincha

talabaning kelajakdagi faoliyatiga bevosita aloqasi bo'lmagan mavhum grammatik mashqlar atrofida quriladi.

Talabalardan dasturiy ta'minot mijosi uchun loyiha taqdimotini (pitch) simulyatsiya qilish o'rniga "Internet tarixi" haqidagi matnni tarjima qilish so'ralganda, fanning amaliy ahamiyati keskin tushib ketadi. Bu uzilish talabalarda loqaydlikni keltirib chiqaradi, chunki ular tilni o'zlashtirilishi kerak bo'lgan vosita emas, balki shunchaki topshirilishi kerak bo'lgan to'siq deb bilishadi.

Ko'pgina nofilologik dasturlarda til fanlariga "ikkinchi darajali" yoki "yordamchi" kurslar sifatida qaraladi. Ular ko'pincha o'qishning dastlabki ikki yiliga surib qo'yiladi va minimal dars soatlari ajratiladi. Til o'rgatishning bunday "erta yuklanishi" (front-loading) shuni anglatadiki, talabalar bitiruv malakaviy ishi yoki amaliyot davrida kasbiy muloqotga eng ko'p muhtoj bo'lgan yuqori kurslarga kelib, ularning til ko'nikmalari ko'pincha to'xtab qolgan yoki pasaygan bo'ladi.

Hozirgi modeldagi jiddiy xato — kafedralarning yakkanib (ayro) ishlashidir. Til o'qituvchilari muhandislik yoki tabiiy fanlar kafedralari bilan kamdan-kam hollarda maslahatlashishadi. Natijada, til darsida o'rgatilayotgan lug'at boyligi laboratoriyada o'rgatilayotgan texnologiyadan o'n yil orqada qolib ketishi mumkin. Sinxronizatsiya (muvofiglik) bo'lmasa, til o'qitish ixtisoslashgan kasbiy boyluk emas, balki umumiy mashqligicha qolib ketadi.

Muloqot xavotiri va "Nutq qo'rquvi". Tadqiqotlar shuni ko'rsatadiki, nofilologiya talabalari gumanitar yo'nalishdagi tengdoshlariga qaraganda yuqori darajadagi "chet tilidagi nutqiy xavotir" va umumiy ommaviy nutq qo'rquvini boshdan kechiradilar. Bu tengdoshlari oldida "g'ayrikasbiy" ko'rinishdan yoki xato qilishdan qo'rqish tufayli yuzaga keladi.

Ushbu psixologik to'siq o'z-o'zini tasdiqlovchi salbiy zanjirni (prophecy) yaratadi: gapirishdan qo'rqish amaliyotning yetishmasligiga olib keladi, bu yomon natijaga sabab bo'ladi va bu o'z navbatida qo'rquvni yanada kuchaytiradi. Muloqotni rag'batlantirish o'rniga xatolarni jazolaydigan an'anaviy darsxonalar bu muammoni yanada chuqurlashtiradi [4].

Kasbiy nutq faqat so'zlardan iborat emas, u "amaliy ko'nikma" (know-how) hamdir. Ko'pgina texnik o'quv dasturlarida biznes etiketining ijtimoiy-madaniy nozikliklari hisobga olinmaydi. Masalan, talaba "shartnoma" so'zini bilishi mumkin, ammo muzokaralarda qanday qilib odob bilan e'tiroz bildirishni yoki xalqaro yig'ilish iyerarxiyasiga qanday amal qilishni bilmasligi mumkin. Muloqotning ushbu "yashirin o'quv dasturi" ko'pincha globallashtirish bo'g'izlarda (bozorlarda) martaba muvaffaqiyatini belgilaydigan asosiy omil hisoblanadi.

Nazariya va amaliyot o'rtasidagi uzilishni bartaraf etish uchun oliy ta'lim muassasalari Muammoli ta'lim (Task-Based Learning - TBL) modelini joriy etishlari zarur. Ushbu tizimda "topshiriq" (vazifa) darsning asosiy o'zagini tashkil qiladi. Talabalar "hozirgi tugallangan zamon" (present perfect tense) qoidalarini shunchaki yodlash o'rniga, "mijozga texnik uskunani o'rnatish jarayoni haqida ma'lumot berish" kabi aniq vazifalarni bajaradilar [1, 3].

Darsni real hayotdagi kasbiy ssenariy atrofida qurish orqali, til asosiy kasbiy maqsadga erishish yo'lidagi yordamchi vositaga aylanadi. Bu jarayon ish joyidagi

haqiqiy muhitni simulyatsiya qiladi va talabalarning darsga bo'lgan qiziqishini oshiradi.

Faqatgina grammatikaga e'tibor qaratish o'rniga, o'quv dasturlariga Ritorika va Argumentatsiya modullarini integratsiya qilish lozim. Talabalarga ishontirish strategiyalarini o'rgatish — qanday qilib mantiqiy dalillar zanjirini tuzish, savol-javob sessiyalarini qanday boshqarish va tana tilidan (jestlardan) qanday foydalanishni ko'rsatish — ularning nutqi uchun mustahkam "poydevor" (karkas) vazifasini o'taydi. Talaba taqdimot qanday kechishi haqida tizimli xaritaga ega bo'lsa, uning psixologik xavotiri va hayajoni sezilarli darajada kamayadi [6].

Multimedia vositalaridan foydalanish — yig'ilishlarning VR (virtual borliq) simulyatsiyalari, sun'iy intellektga asoslangan interaktiv til platformalari va sohaga oid haqiqiy texnik podkastlarni tinglash — talabalarga amaliyot o'tash uchun "xavfsiz" (hayajonsiz) muhitni ta'minlaydi. Raqamli platformalar talabalarga shaxsiylashtirilgan va "aynan kerakli vaqtda" (just-in-time) bilim olish imkonini beradi, bunda ular o'zlarining shaxsiy loyihalari uchun zarur bo'lgan maxsus terminologik guruhlariga e'tibor qaratishlari mumkin.

Xulosa. Nofilologik oliy ta'limda kasbiy nutq kompetentligini rivojlantirish murakkab va ko'p bosqichli vazifadir. Bu nafaqat uslubiy yangiliklarni, balki institutsional (tizimli) o'zgarishlarni ham talab qiladi.

Til va mutaxassislik fanlari o'rtasidagi an'anaviy ayro hisoblanish yondashuvi o'rnini real hayotdagi kasbiy talablarni aks ettiruvchi integratsiyalashgan model egallashi zarur. Muammoli, ritorik jihatdan asoslangan va texnologik jihatdan qo'llab-quvvatlanadigan yondashuvlarni joriy etish orqali universitetlar nafaqat texnik jihatdan malakali, balki muloqotda ham samarali bo'lgan bitiruvchilarni tayyorlashlari mumkin.

Bunday bitiruvchilar global mehnat bozorining murakkabliklarida o'z yo'llarini topishga, unda nafaqat shunchaki mutaxassis, balki kasbiy muloqot hamjamiyatlarining faol ishtirokchisi sifatida qatnashishga yaxshiroq tayyorlangan bo'ladilar.

Foydalanilgan adabiyotlar

- Coyle, D. CLIL: Content and Language Integrated Learning / D. Coyle, P. Hood, D. Marsh. – Cambridge : Cambridge University Press, 2010.
- Ellis, R. Task-Based Language Learning and Teaching / R. Ellis. – Oxford : Oxford University Press, 2003.
- Hutchinson, T. English for Specific Purposes / T. Hutchinson, A. Waters. – Cambridge : Cambridge University Press, 1987.
- Зимняя, И. А. Психология обучения иностранным языкам / И. А. Зимняя. – М. : Просвещение, 1991.
- Леонтьев, А. А. Язык и речевая деятельность / А. А. Леонтьев. – М. : Наука, 1969.
- Пассов, Е. И. Коммуникативный метод обучения иноязычному говорению / Е. И. Пассов. – М.: Просвещение, 1991

ФОРМИРОВАНИЕ ОРФОГРАФИЧЕСКИХ НАВЫКОВ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ УЗБЕКИСТАНА

Жураева М.А.
Доцент, Кокандского государственного
Университета
Нийёзалиева С.М.
студентка

Аннотация: В данной статье рассматриваются вопросы формирования орфографических навыков у учащихся начальных классов Узбекистана. Раскрывается взаимосвязь орфографической грамотности с развитием речи, анализируются психологические и методические основы формирования орфографических навыков. Особое внимание уделяется роли грамматических знаний, систематических упражнений, языкового анализа, диктантов и творческих заданий в процессе обучения. Также описывается поэтапное формирование орфографических навыков в начальных классах и значение словарно-орфографической работы в повышении грамотности учащихся.

Ключевые слова: орфографические навыки, начальные классы, грамотность, грамматические знания, развитие речи, диктант, орфографические упражнения, языковой анализ, словарная работа.

Орфографическая грамотность – это составная часть общей языковой культуры, залог точности выражения мысли и взаимопонимания.

В начальных классах закладываются основы грамотного письма.

В истории методики обучения детей грамотному письму по-разному решался вопрос о путях формирования орфографических навыков, поскольку неоднозначно понималась природа орфографических навыков. К.Д.Ушинский и его последователи считали, что навык возникает как результат сознательных, а не механических действий. Осознанность действий ученика при письме создается благодаря грамматическим знаниям.

Большое значение в процессе формирования орфографического навыка имеет систематичность упражнений. В результате длительных и систематических упражнений навык становится автоматизированным. Автоматизированный навык – это действие бессознательное, образованное на основе сознательного, руководимого правилом.

Определяя методику работы над формированием у младших школьников орфографических навыков, учитель исходит из психологической природы орфографического навыка. Орфографический навык рассматривается психологами и методистами как «автоматизированный компонент» сознательной речевой деятельности человека в условиях протекания ее в письменной форме. Значит орфографический навык – это речевой навык. Вот почему занятия по орфографии связываются с работой по развитию речи учащихся. Кроме того, очень важно, как писал психолог Д.Н.Богоявленский, чтобы «учащиеся прошли через этап «совмещения» двух задач: выражать свои мысли в письменной форме и соблюдать при этом орфографические нормы». При таком совмещении орфографическое действие становится способом выражения другого действия. В результате вырабатывается прочный орфографический навык.

Существуют определенные методические условия формирования орфографических навыков. Так Н.Н.Алгазина выдвигает следующие условия формирования орфографических навыков:

- высокий научный уровень преподавания языка;
- связь между формированием орфографических навыков и развитием речи;
- знание орфографических правил;
- знание схемы применения правил (схемы орфографического разбора) и умение производить орфографический разбор, способствующий применению правил;
- упражнения, отрабатывающие умения применять орфографические правила.

С этим положением трудно не согласиться.

Теоретическую основу орфографических действий составляют знания по фонетике, словообразованию, морфологии, синтаксису. Иными словами формирование навыка грамотного письма у школьников базируется на усвоении грамматической теории. Усвоение орфографических правил невозможно без определенного уровня владения грамматическим материалом. Грамматическая теория – это фундамент орфографического правила.

В основу орфографических действий также положены специальные знания по орфографии, касающиеся:

- обозначения звуков буквами в словах (правила правописания безударных гласных в корнях слов, приставках, окончаниях, звонких и глухих согласных в слабых позициях);
- раздельного, слитного и дефисного написания;
- употребления прописных букв;
- переноса слов с одной строки на другую.

Умение обнаружить орфограмму называют орфографической зоркостью.

При формировании орфографических навыков учитель опирается на знание принципов русской орфографии, так как разные типы орфограмм подводятся под действие морфологического, традиционного, дифференцирующего, фонетического, фонематического принципов. Эти знания помогают учителю в выборе методов и приемов обучения не всей орфографии вообще, а каждому конкретному типу орфографических явлений.

Основными методами работы по формированию орфографических навыков являются: метод языкового анализа и синтеза, имитативный метод (запоминание), метод решения грамматико-орфографических задач.

Традиционно в методике выделяются следующие группы орфографических упражнений:

- грамматико-орфографический разбор;
- списывание;
- диктанты;
- лексико-орфографические упражнения;
- работы творческого характера (изложение, сочинение).

В начальных классах предусмотрено поэтапное формирование орфографических навыков. Так, согласно Государственному образовательному стандарту, в первом классе учащиеся должны научиться: 1) обозначать на письме мягкость согласных звуков, 2) четко, без искажений писать строчные и заглавные буквы, соединения букв, слова, 3) правильно списывать слова и предложения, 4) правильно писать под диктовку слова, предложения из 3 – 5 слов, 5) употреблять заглавную букву в начале предложения, в именах собственных, знаки препинания в конце предложения, 6) правильно писать сочетания *жи – ши, ча – ща, чу – щу, чк – чн*, 7) уметь делить слово на слоги и правильно переносить со строки на строку.

Во втором классе, кроме обозначенных, формируются навыки: 1) обозначения буквами парных звонких и глухих согласных, 2) написания и переноса слов с двойными согласными, с *ь* (мягким знаком), с непроверяемыми написаниями, 3) правильной расстановки знаков препинания.

В третьем классе в соответствии с государственным стандартом орфографические навыки младших школьников совершенствуются. К концу обучения в 3 классе учащиеся должны овладеть правописанием слов с разделительным *ъ* (твердым знаком), правописанием приставок и предлогов. Программой 4 класса предусмотрено овладение учащимися правописанием родовых и падежных окончаний имен существительных и прилагательных, личных окончаний глаголов 1 и 2 спряжения, письмом под диктовку 70 – 80 слов.

В целях формирования орфографических навыков проводится словарно-орфографическая работа. Словарно-орфографические упражнения будут эффективными и обеспечат прочное усвоение детьми правописания слов только в том случае, если применять разнообразные приемы изучения и закрепления их и систематически проверять умение учащихся безошибочно писать изученные ими слова с непроверяемыми орфограммами. Хорошие результаты дают упражнения, которые предусматривают усвоение не только орфографии, но и в комплексе позволяют решать вопросы обогащения и активизации детского словаря, формирования орфоэпических, грамматических навыков, развития связной речи учащихся. Необходимая сторона орфографической работы – это связь ее с развитием речи.

К таковым заданиям можно отнести:

- 1) различные виды работы с орфографическим словарем;
- 2) подбор к изучаемому слову однокоренных слов (образование от слов с непроверяемым написанием новых слов при помощи приставок и суффиксов);
- 3) разбор слова по составу для определения его морфемной структуры и осознания значения;
- 4) подбор к изучаемому слову синонимов и антонимов;
- 5) этимологический анализ слова, позволяющий учащимся понять, почему то или иное слово пишется так, а не иначе;

- 6) работа с фразеологическими выражениями, в процессе которой детям предлагается списать их, дать толкование оборотов;
7) составление с изучаемыми словами словосочетаний и предложений, мини рассказов.

Не менее интересны и увлекательны для детей младшего школьного возраста такие упражнения, как письмо по памяти отрывков из произведений детской литературы, в которые включены так называемые «словарные» слова, отгадывание загадок и написание отгадок с непроверяемым написанием.

Музыканты прибежали,

В барабаны застучали.

Вдруг забили барабаны.

Прибежали обезьяны (К. Чуковский).

Вот ворона на крыше покатой

Так с зимы и осталась лохматой... (А. Блок)

На грядке – зеленый, а в бочке – соленый. (Огурец)

Сам алый, сахарный.

Кафтан зеленый, бархатный. (Арбуз)

В данном случае дидактический материал подбирается исходя из задач формирования навыков связной речи.

Таким образом, в процессе формирования орфографических навыков, как отмечает Н.Н.Алгазина, «осуществляется умственное воспитание, составной частью которого является выработка у школьников интеллектуальных умений и навыков, трудовое воспитание»

Использованная литература:

- В.В.Волина. Русский язык. Учимся играя. – Екатеринбург., 1996
- В.Д.Купров. Словарная работа на уроках русского языка. // Начальная школа. – М., 1990 №3
- Н.М.Шанский. Школьный фразеологический словарь русского языка. – М., 2000
- Н.Н.Алгазина. Формирование орфографических навыков. Пособие для учителя. – М., Просвещение, 1987
- Д.Н.Богоявленский. Психология усвоения орфографии. – М., 1986

SHAXS KAMOLOTI VA JAMIYAT TARAQQIYOTINING MUHIM OMILI (muomala madaniyati va nutq)

N.M.Qodirova,

*Andijon davlat chet tillari instituti, Nemis tili nazariyasi va amaliyoti
kafedrasida dotsenti*

O‘rinboyeva Surayyo Dadajon qizi

*Ingliz filologiyasi va tillarni o‘qitish metodikasi
fakulteti talabasi*

Annotatsiya:

Mazkur maqolada muomala madaniyatining inson hayotidagi o'rnini, uning ijtimoiy munosabatlarni shakllantirishdagi ahamiyati, muomala madaniyatining pedagogik, psixologik va axloqiy jihatlari ilmiy-nazariy asosda tahlil qilinadi. Shuningdek, bugungi globallashuv davrida yoshlar ongida yuksak muomala madaniyatini shakllantirish masalalari, oilaviy va ta'lim muassasalarining bu boradagi vazifalari ochib beriladi. Muomala madaniyatining jamiyat taraqqiyoti, milliy qadriyatlar va inson kamolotidagi o'rnini ilmiy manbalar asosida yoritilgan.

Kalit so'zlar: muomala madaniyati, muloqot, axloq, kommunikativ kompetensiya, nutq madaniyati, ma'naviyat, tarbiya, ijtimoiy munosabatlar.

Kirish

Jamiyat taraqqiyoti insonlarning o'zaro munosabatlari va muloqot madaniyati bilan chambarchas bog'liqdir. Inson hayotining barcha jabhalarida muomala madaniyati muhim o'rin tutadi. Chunki inson o'zining fikri, dunyoqarashi, ma'naviy saviyasi va axloqiy fazilatlarini aynan muloqot jarayonida namoyon etadi. Shu bois bugungi kunda muomala madaniyati masalasi nafaqat pedagogika va psixologiya, balki falsafa, sotsiologiya hamda tilshunoslik fanlarining ham dolzarb tadqiqot obyekti aylangan.

Muomala madaniyati - bu insonning boshqalar bilan o'zaro muloqot qilish jarayonida odob-axloq me'yorlariga amal qilishi, hurmat, samimiylik, bag'rikenglik va insonparvarlik tamoyillariga asoslangan holda fikr almashishidir. Sharq mutafakkirlari, xususan Abu Nasr Forobiy, Abu Ali ibn Sino, Alisher Navoiy kabi allomalar o'z asarlarida insoniy munosabatlar va go'zal muomala masalalariga alohida e'tibor qaratganlar.

Bugungi globallashuv va axborot texnologiyalari rivojlangan davrda insonlarning virtual muloqoti kengayib, muomala madaniyatiga bo'lgan ehtiyoj yanada ortmoqda. Ayniqsa yosh avlodni milliy va umuminsoniy qadriyatlar ruhida tarbiyalashda muomala madaniyatining ahamiyati nihoyatda katta hisoblanadi.

Muomala madaniyatining mohiyati va ilmiy-nazariy asoslari

Muomala madaniyati tushunchasi keng qamrovli bo'lib, u insonning nutqi, xulq-atvori, hissiyoti va boshqalar bilan munosabatidagi axloqiy me'yorlarni o'z ichiga oladi. Psixologik nuqtai nazardan muomala insonning ijtimoiy ehtiyojlarini qondirish vositasi hisoblanadi. Inson jamiyatdan tashqarida yashay olmaydi va o'z fikrini boshqalarga yetkazish orqali ijtimoiy munosabatlarni shakllantiradi.

Pedagog olimlarning ta'kidlashicha, muomala madaniyati shaxsning ma'naviy yetukligini ifodalovchi muhim mezonlardan biridir. Muomala jarayonida insonning tarbiyasi, dunyoqarashi va ichki madaniyati namoyon bo'ladi. Ayniqsa pedagogik faoliyatda o'qituvchining muomala madaniyati ta'lim samaradorligini belgilovchi asosiy omillardan biridir.

Muomala madaniyati quyidagi tarkibiy qismlardan iborat:

1. **Nutq madaniyati** - fikrni aniq, ravon va adabiy til me'yorlariga amal qilgan holda bayon etish;
2. **Axloqiy madaniyat** - insoniylik, hurmat va odob tamoyillariga rioya qilish;
3. **Psixologik madaniyat** - suhbatdoshning ruhiy holatini tushunish va unga mos munosabat bildirish;

4. **Estetik madaniyat** - muomala jarayonida tashqi ko‘rinish, xatti-harakat va muhitga e‘tibor qaratish.

Muomala madaniyati jamiyatdagi ijtimoiy barqarorlikni ta‘minlovchi omillardan biri hamdir. Chunki o‘zaro hurmat va madaniyatga asoslangan jamiyatda nizolar kamayadi, hamkorlik va birdamlik kuchayadi.

Sharq mutafakkirlari ta‘limotida muomala madaniyati

Sharq mutafakkirlari inson kamolotida muomala va odob masalasiga katta ahamiyat berganlar. Abu Nasr Forobiy “Fozil odamlar shahri” asarida insonlarning o‘zaro hamkorligi va go‘zal munosabatlari jamiyat taraqqiyotining muhim sharti ekanligini ta‘kidlaydi. Unga ko‘ra, inson faqat boshqalar bilan muloqot qilish orqali komillikka erishadi.

Abu Ali ibn Sino esa inson tarbiyasida mehribonlik, samimiylilik va shirinsuxanlikning muhimligini qayd etgan. Ibn Sino bolalar tarbiyasida qo‘pol muomala salbiy oqibatlarga olib kelishini, muloyim va oqilona munosabat esa yaxshi natija berishini ta‘kidlagan.

Alisher Navoiy asarlarida ham muomala odobi alohida o‘rin egallaydi. Shoir “Mahbub ul-qulub” asarida insonning til odobi va muomala madaniyatini uning eng yuksak fazilatlaridan biri sifatida baholaydi. Navoiyning fikricha, yaxshi so‘z inson qalbini zabt etadi, yomon so‘z esa insonlar o‘rtasida adovat uyg‘otadi.

Sharq pedagogikasida “Yaxshi muomala - inson ziynati” degan g‘oya ustuvor bo‘lib kelgan. Bu qarashlar bugungi zamonaviy ta‘lim tizimida ham o‘z dolzarbligini saqlab qolmoqda.

Muomala madaniyatining shaxs kamolotidagi o‘rni

Muomala madaniyati shaxsning intellektual va ma‘naviy rivojlanishida muhim rol o‘ynaydi. Insonning bilim darajasi qanchalik yuqori bo‘lmasin, agar unda muomala madaniyati yetarli shakllanmagan bo‘lsa, u jamiyatda ijobiy mavqega ega bo‘la olmaydi.

Muomala madaniyatiga ega bo‘lgan shaxs quyidagi fazilatlari bilan ajralib turadi:

- boshqalarga hurmat bilan munosabatda bo‘lish;
- tinglash madaniyatiga rioya qilish;
- nizoli vaziyatlarda sabr-toqatli bo‘lish;
- o‘z fikrini muloyim va asosli bayon etish;
- bag‘rikenglik va hamjihatlikni qadrlash.

Psixologik tadqiqotlar shuni ko‘rsatadiki, insonning kommunikativ kompetensiyasi uning kasbiy muvaffaqiyatiga ham bevosita ta‘sir qiladi. Ayniqsa rahbarlik faoliyati, pedagogika, tibbiyot va xizmat ko‘rsatish sohalarida muomala madaniyati muhim professional ko‘nikma hisoblanadi.

Shuningdek, oiladagi sog‘lom muhit ham ko‘p jihatdan muomala madaniyatiga bog‘liqdir. Ota-onaning farzand bilan muloyim va samimiy muloqoti bolada o‘ziga ishonch, mehr-oqibat va ijtimoiy faollikni shakllantiradi.

Yoshlar tarbiyasida muomala madaniyatini shakllantirish masalalari

Bugungi kunda yoshlar tarbiyasida muomala madaniyatini rivojlantirish dolzarb masalalardan biri hisoblanadi. Chunki internet va ijtimoiy tarmoqlarning

keng tarqalishi yoshlarning muloqot uslubiga sezilarli ta'sir ko'rsatmoqda. Virtual muloqotning haddan tashqari ko'payishi ayrim hollarda jonli muloqot madaniyatining susayishiga olib kelmoqda.

Ta'lim muassasalarida muomala madaniyatini shakllantirish quyidagi yo'nalishlarda amalga oshirilishi maqsadga muvofiq:

- nutq madaniyatini rivojlantirish;
- milliy qadriyatlar asosida tarbiya berish;
- jamoada ishlash ko'nikmalarini shakllantirish;
- konfliktologik bilimlarni o'rgatish;
- etik va estetik tarbiyaga e'tibor qaratish.

O'qituvchining shaxsiy namunasi yoshlar tarbiyasida muhim ahamiyatga ega. Pedagogning nutqi, muomalasi va odobi o'quvchilar uchun bevosita tarbiya vositasi bo'lib xizmat qiladi.

Bundan tashqari, oilada farzandlarga "kattaga hurmat, kichikka izzat" tamoyili asosida tarbiya berish milliy muomala madaniyatining shakllanishida muhim omil hisoblanadi.

Zamonaviy jamiyatda muomala madaniyatining ahamiyati

Globallashuv sharoitida turli millat va madaniyat vakillari bilan muloqot qilish ehtiyoji ortib bormoqda. Shu sababli kommunikativ madaniyat xalqaro hamkorlikning muhim shartlaridan biriga aylanmoqda.

Bugungi zamonaviy korporativ muhitda ham muomala madaniyati tashkilot muvaffaqiyatiga bevosita ta'sir qiladi. Xodimlar o'rtasidagi sog'lom psixologik muhit mehnat unumdorligini oshiradi va jamoada hamjihatlikni ta'minlaydi.

Shuningdek, davlat boshqaruvi tizimida aholiga xizmat ko'rsatish sifatini oshirishda ham muomala madaniyatining o'rni katta. Fuqarolar bilan xushmuomala va samimiy munosabat davlat organlariga nisbatan ishonchni mustahkamlaydi.

Axborot texnologiyalari rivojlangan bugungi davrda "internet etikasi" tushunchasi ham muhim ahamiyat kasb etmoqda. Ijtimoiy tarmoqlarda madaniyatli muloqot qilish, yolg'on axborot tarqatmaslik, boshqalarning sha'ni va qadr-qimmatiga hurmat bilan qarash zamonaviy muomala madaniyatining ajralmas qismidir.

Xulosa

Xulosa qilib aytganda, muomala madaniyati inson ma'naviy kamolotining muhim ko'rsatkichi bo'lib, jamiyat taraqqiyoti va ijtimoiy barqarorlikni ta'minlashda katta ahamiyatga ega. Go'zal muomala insonlar o'rtasidagi mehr-oqibatni mustahkamlaydi, hamkorlik va o'zaro ishonchni kuchaytiradi.

Sharq mutafakkirlarining boy ma'naviy merosi muomala madaniyatini shakllantirishda muhim ilmiy va axloqiy manba bo'lib xizmat qiladi. Ayniqsa yosh avlodni milliy va umuminsoniy qadriyatlar asosida tarbiyalashda muomala madaniyatini rivojlantirish dolzarb vazifa hisoblanadi.

Shu bois ta'lim tizimi, oila va jamiyat hamkorligida yoshlarning kommunikativ kompetensiyasini rivojlantirish, nutq va muomala madaniyatini yuksaltirish bugungi kunning muhim talablaridan biridir.

- Karimov I.A. Yuksak ma'naviyat - yengilmas kuch. – Toshkent: Ma'naviyat, 2008.
- Forobiy A.N. Fozil odamlar shahri. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2016.
- Ibn Sino A.A. Axloq haqida risolalar. – Toshkent: Fan, 2018.
- Navoiy A. Mahbub ul-qulub. – Toshkent: G'afur G'ulom nomidagi nashriyot, 2020.
- Musurmonova O. O'quvchi ma'naviyatini shakllantirish. – Toshkent: O'qituvchi, 2019.
- G'oziyev E. Psixologiya. – Toshkent: O'qituvchi, 2021.
- Pedagogika nazariyasi va tarixi. – Toshkent: Fan va texnologiya, 2022.
- Mahmudov N. Til va nutq madaniyati. – Toshkent: Ma'naviyat, 2020.

O'ZBEK TILINING GLOBAL MAYDONDAGI O'RNI VA ISTIQBOLLARI

*Abdulhamidova Ruqiyaxon Ulug'bek qizi,
Qo'qon davlat universiteti talabasi
E-mail: abdulhamidovaruqiya3@gmail.com
Ilmiy rahbar: X.M.Akbarova
Fakultetlararo tillar kafedrasida o'qituvchi.*

Annotatsiya. Mazkur maqolada o'zbek tilining jamiyatda va jahon tillari tizimidagi tutgan o'рни, uning xalqaro miqyosdagi o'rganilishi va ahamiyati yoritilgan. Shuningdek, o'zbek tilining nufuzini oshirish bo'yicha yutimizda olib borilayotgan ishlar va kelajak istiqbollari ham tahlil qilinadi.

Kalit so'zlar: O'zbek tili, xalqaro o'рни, til istiqbollari, tilning nufuzi, turkiy tillar, o'zbek tilining do'stlari kulublari.

O'zbek tili dunyo tillari orasida boy tarixiy merosga ega bo'lgan, o'ziga xos lingvistik tuzilishi va rivojlanish yo'nalishlari bilan ajralib turadigan qadimiy turkiy tillar oilasiga mansub tildir. O'zbek tili hozirgi kunda Markaziy Osiyoning eng yirik mintaqaviy tillaridan biri sifatida xalqaro miqyosda e'tibor qozonib kelmoqda. Mustaqillik yillaridan keyin tilning davlat tili maqomi mustahkamlash xalqaromiqyosdagi o'рни va ahamiyatini oshirishga qaratilgan keng ko'lamdagi islohotlar amalga oshirilmoqda.

Bugungi kunda O'zbek tili nafaqat O'zbekistonda balki, qo'shni davlatlarda ham keng qo'llanilib kelinmoqda. Hozirgi vaqtda ya'ni, 2026-yil holatiga ko'ra, butun dunyo bo'yicha o'zbek tilida so'zlashuvchilarning umumiy soni taxminan 50 milliondan 60 milliongacha kishini tashkil etadi. Bu ko'rsatgich o'zbek tilini nafaqat mintaqadagi, balki dunyodagi yirik tillardan biriga aylantirmoqda.

Hozirgi kunda xalqaro maydonda obro'-e'tibori tobora yuksalib borayotgan O'zbekistonimizni dunyoga tarannum etishda ona tilimiz ham katta hissa qo'shmoqda. Xususan, o'zbek tili Amerika Qo'shma Shtatlari, Buyuk Britaniya, Germaniya, Fransiya, Shvetsiya, Rossiya, Ukraina, Xitoy, Yaponiya, Janubiy Koreya, Hindiston, Turkiya, Afg'oniston, Ozarbayjon, Tjikiston, Qozog'iston, Turkmaniston, Qirg'iziston kabi davlatlarning 60 ga yaqin universitetlari va 100 dan ziyod maktablarida o'rganilmoqda. O'zbek tili va adabiyoti bo'yicha ilmiy izlanishlar oli borayotgan olim va tadqiqotchilar soni yil sayin ko'payib bormoqda.

O'zbekiston Respublikasi Prezidenti Administratsiyasi rahbari Saida Mirziyoyeva Oksford universitetida o'zbek tilini o'rganish dasturining rasmiy ochilish marosimida ishtirok etdi. Mirziyoyeva o'z nutqida Oksfordni global muloqotlar uchun eng munosib joy sifatida ta'kidlab, shunday dedi: "O'zbekiston uzoq yillar yopiq davlat bo'lib kelgan. Bugun esa u, ilm-fan, texnologiya, taraqqiyot va eng asosiysi - muloqot uchun ochiq mamlakat"dir.

O'zbekistonda o'zbek tilining davlat tili sifatidagi nufuzi va mavqeini oshirish uni boyitish va xalqaro miqyosdagi o'rnini mustahkamlash borasida so'ngi yillarda keng ko'lamli islohotlar olib borilmoqda. Bu borada huquqiy, ijtimoiy va ma'rifiy yo'nalishlarda quyidagi chora-tadbirlar amalga oshirilmoqda:

Yangi tahrirdagi konstitutsiya: Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasida davlat tili o'zbek tili ekanligi mustahkamlab qo'yildi;

Davlat tilini rivojlantirish departamenti: Vazirlar Mahkamasi tuzilmasida Davlat tilini rivojlantirish departamenti tashkil etilib, til siyosatini muvofiqlashtiruvchi tuzilma yaratildi;

2020-2030 yillar konsepsiyasi: "O'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi" qabul qilindi;

O'quv qo'llanmalar: O'zbek tilini o'rgatuvchi zamonaviy darsliklar, lug'atlar va elektron dasturlar yaratilmoqda;

Xorijda o'zbek tili: Xorijiy oliy ta'lim muassasalarida o'zbek tilini o'rgatuvchi markazlar sonini 2030-yilgacha 60 taga yetkazish rejalashtirilgan;

"O'zbek tilining do'stlari" klublari: 2030-yilgacha "O'zbek tilining do'stlari" klublari sonini 40 taga yetkazish ko'zda tutilgan;

O'zbekiston Respublikasi prezidenti Shavkat Mirziyoyev 2019-yil 21-oktabr kuni "O'zbek tilining davlat tili sifatidagi nufuzini va mavqeini tubdan oshirish chora-tadbirlari to'g'risida" farmon qabul qildi. Ung binoan 21-oktabr sanasi yurtimizda "O'zbek tili bayrami kuni" deb belgilandi. Prezidentimiz ona tilimizning davlat va jamiyat hayoridagi ta'siri va mavqeini yanada oshirish, "Davlat tili haqida" gi qonunni bugungi kun talablaridan kelib chiqib, takomillashtirish zarurligini ta'kidladi.

Xulosa. Xulosa o'rnida shuni ta'kidlar edimki, o'zbek tilining global maydondagi o'rnini uning milliy o'zligimizni saqlagan holda zamonaviylashtirishiga va rivojlanishiga bog'liq. Tilimiz - bu bizning nafaqat o'tmishimiz balki, kelajakdagi brendimiz hamdir. O'zbek tili - bu nafaqat Navoiyning merosi, balki 21-asrning raqamli va diplomatik qurolidir. Tilimizni shunchaki asrash emas, balki boyitish, uni butun dunyoga tanitish vazifamizdir.

Foydalanilgan adabiyotlar

1. Mirziyoyev Sh. Inson taqdiri, uning huquq va erkinliklari, qonuniy manfaatlar uchun. "O'zbekiston", - Toshkent – 2022, – B – 23.
2. O'zbekiston Respublikasi Prezidentining Farmoni. " O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida" (PF-5850, 21.10.2019);
3. Mahmudov N. "Til va madaniyat" , - Toshkent: Ma'naviyat, 2018;
4. Azizov B. (2020). O'zbek tilining rivojlanishi va xalqaro maydondagi mavqei. Toshkent: Fan va texnologiya nashriyoti;

THE CONCEPT AND FEATURES OF MOBILE LEARNING (M-LEARNING)

Khilola Gulomovna Ochildieva,

*Teacher of the department of Interfaculty Languages
Kokand state university*

Iroda Adxamova,

Student of the faculty of Foreign Philology

Abstract: The article is devoted to the features of mobile learning, of innovative technologies of the XXI century in teaching the Russian language. It examines the importance of modern technologies for increasing students' interest in learning a language, as well as effective methods of using these technologies in the educational process.

Keywords: mobile learning, m-learning, orientation, methodology, access, exercise, multimedia.

Mobile learning, or m-learning, is a modern form of distance learning that uses the capabilities of mobile devices such as smartphones, tablets, and other portable gadgets. The main difference between mobile learning and traditional forms is its flexibility and accessibility, as it allows students to access educational materials at any time and in any place, which significantly simplifies and accelerates the process of mastering knowledge.

Mobile learning (m-learning) is an educational process that is implemented using mobile technologies and devices. The main feature of m-learning is its focus on mobility, which means that you can study in any environment that is convenient for the student: at home, in transport or on a walk. Mobile learning is based on such basic principles as accessibility, interactivity, brevity and adaptability of content to the needs and level of the student.

From the point of view of educational theory, mobile learning is based on the concepts of social constructivism and adaptive learning, where students can be not just consumers of information, but also active participants in the educational process. This is especially true in the context of learning foreign languages, where practical communication skills and opportunities for frequent interaction with educational materials are important.

The main advantage of mobile learning is the ability to study anywhere and at any time, which makes this format especially attractive for modern students. Using mobile apps and online courses allows students to control the learning process independently, choosing the conditions that are convenient for them. Mobile technologies provide opportunities for a personalized approach to learning. Modern educational applications and platforms are able to adapt to the level and needs of the student, offering individualized tasks and learning materials that match their pace and learning style. Mobile training includes the use of various interactive elements, such as game tasks, quizzes, simulations, audio and video materials. These methods help students engage in the learning process, making it more fun and effective. For

example, apps for learning foreign languages often offer listening tasks, pronunciation training, taking tests, and solving language puzzles.

Unlike traditional textbooks and manuals, mobile apps can be easily updated, giving users access to up-to-date information. This is especially important in learning foreign languages, where vocabulary and grammar can change, but the context of using the language must remain relevant. Mobile learning often uses elements of gamification - the introduction of game elements into the educational process. This allows you to increase students' motivation and make learning more interesting. Game elements include earning rewards, completing levels, participating in competitions, and completing missions.

According to K. V. Kaprachnikova, teaching a foreign language using mobile technologies is a special form of organization of the educational process and control system, which is based on the use of mobile devices of foreign languages, such as smartphones and tablets. Thanks to these technologies, students can improve their language and speech skills at any time and in any place, using synchronous and asynchronous communication tools. It also contributes to the development of socio-cultural and intercultural competencies, which makes it possible to use a foreign language as a communication tool in everyday life and professional activities.

Based on the above definitions, we can identify the key characteristics of mobile foreign language teaching:

- use of mobile devices as the main or leading learning technology;
- learning objectives include the development of language, socio-cultural and cross-cultural competencies;
- the functions of this method of teaching are to provide training materials, support and control the educational process;
- learning can be done in the classroom, or in any other place and at any time.

Any sphere of human activity is regulated by certain rules and principles that guide and limit the actions of its participants. V. A. Kuklev offers a more extensive list of principles, including the following:

- continuity and adaptation.
- an individualized approach to learning;
- learning in context.
- ensuring accessibility.
- support in time management and training process;
- flexibility in communication between teachers and students;
- emphasis on self-education.

Modern theories of mobile learning are developed in such areas as behaviorism, cognitivism, constructivism, situational learning, contextual learning, problem-based learning, collaborative learning, lifelong learning, and others.

References:

- Воронкова, Ю. В. Использование мобильных приложений для изучения иностранных языков Текст] / Ю.
- Воронкова // Проблемы и перспективы развития образования России. – 2014. – No 31.

- Вульфович, Ю. В. Роль мобильного обучения в оптимизации преподавания иностранных языков [Текст] / Ю. В. Вульфович // Известия ВГПУ. – 2014. – No 6 (91).
- Голицына и.Н., Половникова Н.Л. Мобиль- ное обучение как новая технология в образовании [Электронный ресурс]. URL : http://library.istu.edu/bulletin/art_tech_2009_05.pdf.
- Колесникова и.Л., Долгина О.А. Англо- русский терминологический справочник по мето- дике преподавания иностранных языков. М. : Дро- фа, 2008.
- Капранчикова, К. В. Мобильные технологии в обучении иностранному языку студентов нелингви- стических направлений подготовки [Текст] / К. В. Капранчикова // Язык и культура. – 2014. – No 1 (25). – С. 84–94.

ПОНЯТИЕ И ОСОБЕННОСТИ МОБИЛЬНОГО ОБУЧЕНИЯ (M-LEARNING)

*Очилдиева Хилола Гуламовна,
преподаватель кафедры языков Кокандского ГУ
Каримова Фарангиз,
студентка Кокандского ГУ*

Аннотация: Статья посвящена об особенностях мобильного обучения, об инновационных технологий XXI века в обучении русскому языку. В ней рассматривается важность современных технологий для повышения интереса обучающихся к изучению языка, а также эффективные методы использования этих технологий в учебном процессе.

Ключевые слова: мобильное обучение, m-learning, ориентация, методика, доступ, упражнение, мультимедиа.

Мобильное обучение, или m-learning, представляет собой современную форму дистанционного обучения, использующую возможности мобильных устройств, таких как смартфоны, планшеты и другие портативные гаджеты. Основное отличие мобильного обучения от традиционных форм заключается в его гибкости и доступности, так как оно позволяет студентам получать доступ к учебным материалам в любое время и в любом месте, что существенно упрощает и ускоряет процесс усвоения знаний.

Под мобильным обучением (m-learning) понимается образовательный процесс, который реализуется с использованием мобильных технологий и устройств. Главной особенностью m-learning является его ориентация на мобильность, что означает возможность обучаться в любой удобной для студента обстановке: дома, в транспорте или на прогулке. Мобильное обучение опирается на такие основные принципы, как доступность, интерактивность, краткость и адаптивность контента под потребности и уровень учащегося.

С точки зрения образовательной теории, мобильное обучение базируется на концепциях социального конструктивизма и адаптивного обучения, где студенты могут быть не просто потребителями информации, но и активными участниками учебного процесса. Это особенно актуально в

контексте изучения иностранных языков, где важны практические навыки общения и возможности для частого взаимодействия с учебными материалами.

Основным преимуществом мобильного обучения является возможность обучаться в любом месте и в любое время, что делает этот формат особенно привлекательным для современных студентов. Использование мобильных приложений и онлайн-курсов позволяет ученикам контролировать процесс обучения самостоятельно, выбирая удобные для них условия. Мобильные технологии предоставляют возможности для персонализированного подхода к обучению. Современные образовательные приложения и платформы способны адаптироваться под уровень и потребности учащегося, предлагая индивидуализированные задания и учебные материалы, соответствующие его темпам и стилю обучения. Мобильное обучение включает в себя использование различных интерактивных элементов, таких как игровые задания, викторины, симуляции, аудио- и видеоматериалы. Эти методы способствуют вовлечению студентов в процесс обучения, делая его более увлекательным и эффективным. Например, приложения для изучения иностранных языков часто предлагают задания на аудирование, тренировку произношения, выполнение тестов и решение языковых головоломок.

В отличие от традиционных учебников и пособий, мобильные приложения могут легко обновляться, предоставляя пользователям доступ к актуальной информации. Это особенно важно в изучении иностранных языков, где лексика и грамматика могут меняться, а контекст использования языка должен оставаться актуальным. Мобильное обучение часто использует элементы геймификации - внедрение игровых элементов в образовательный процесс. Это позволяет повысить мотивацию студентов и сделать обучение более интересным. Игровые элементы включают получение наград, прохождение уровней, участие в соревнованиях и выполнение миссий.

Согласно К.В.Капрачниковой, обучение иностранному языку с применением мобильных технологий представляет собой особую форму организации учебного процесса и системы контроля, которая основывается на использовании мобильных устройств связи, таких как смартфоны и планшеты. Благодаря этим технологиям, студенты могут в любое время и в любом месте совершенствовать свои языковые навыки и речевые умения, используя средства синхронной и асинхронной коммуникации. Также это способствует развитию социокультурной и межкультурной компетенций, что позволяет применять иностранный язык как инструмент общения в повседневной жизни и профессиональной деятельности.

Основываясь на приведённых выше определениях, можно выделить ключевые характеристики мобильного обучения иностранным языкам:

- использование мобильных устройств в качестве основной или ведущей технологии обучения;
- задачи обучения включают развитие языковых, социокультурных и межкультурных компетенций;

- функции этого метода обучения заключаются в предоставлении учебных материалов, поддержке и контроле учебного процесса;
- обучение может осуществляться как в классе, так и в любом другом месте, и в любое время.

Любая сфера человеческой деятельности регулируется определёнными правилами и принципами, которые направляют и ограничивают действия её участников. В. А. Куклев предлагает более расширенный перечень принципов, включающий следующие:

- непрерывность и адаптация;
- индивидуализированный подход к обучению;
- обучение в контексте;
- обеспечение доступности;
- поддержка в управлении временем и обучающим процессом;
- гибкость в общении между преподавателем и учениками;
- акцент на самообразование.

Современные теории мобильного обучения разрабатываются в рамках таких направлений, как бихевиоризм, когнитивизм, конструктивизм, ситуативное обучение, контекстуальное обучение, проблемно-ориентированное обучение, совместное обучение, обучение на протяжении всей жизни и другие.

Литература

1. Воронкова, Ю. В. Использование мобильных приложений для изучения иностранных языков [Текст] / Ю. В. Воронкова // Проблемы и перспективы развития образования в России. – 2014. – No 31.
2. Вульфович, Ю. В. Роль мобильного обучения в оптимизации преподавания иностранных языков [Текст] / Ю. В. Вульфович // Известия ВГПУ. – 2014. – No 6 (91).
3. Голицына И.Н., Половникова Н.Л. Мобильное обучение как новая технология в образовании [Электронный ресурс]. URL: http://library.istu.edu/bulletin/art_tech_2009_05.pdf.
4. Колесникова И.Л., Долгина О.А. Англо-русский терминологический справочник по методике преподавания иностранных языков. М.: Дрофа, 2008.
5. Капранчикова, К. В. Мобильные технологии в обучении иностранному языку студентов нелингвистических направлений подготовки [Текст] / К. В. Капранчикова // Язык и культура. – 2014. – No 1 (25). – С. 84–94.

THE CONCEPTUALISATION OF SUCCESS IN ENGLISH PROVERBS

*Yusupova Madinaxon Muhammadayub qizi,
Teacher of English for specific purposes (ESP)
Kokand state university
Department of interfaculty languages
muhammadayupovna96@gmail.com*

Abstract

This article investigates the cognitive-linguistic and socio-cultural mechanisms through which the concept of SUCCESS is structured in English proverbs. Drawing on Conceptual Metaphor Theory, Cultural Schema Theory, and proverbial pragmatics, the study identifies four dominant metaphorical frames — SUCCESS IS A JOURNEY, A COMMODITY, A BATTLE, and A HARVEST — and the cultural schemas that underlie them. It further examines how these structures perform ideological functions, naturalizing Anglo-Protestant models of achievement and marginalizing alternative conceptions.

Keywords: English proverbs, conceptual metaphor, SUCCESS, cultural schemas, paremiology, cognitive linguistics, socio-cultural analysis

1. Introduction

Proverbs represent one of the most semantically dense and culturally loaded registers of natural language. As condensed units of collective wisdom, they encode not only practical prescriptions for action but also deep-seated cultural assumptions about the nature of the world, the proper ordering of human relationships, and the criteria by which lives are to be evaluated. Among the many values that proverbs articulate, few are as pervasive, contested, or culturally revealing as the concept of success.

In the English proverbial tradition — a corpus that spans centuries and encompasses contributions from Anglo-Saxon oral culture, Renaissance humanist discourse, Puritan moral literature, and Enlightenment pragmatism — success is not a transparent or unitary concept. Rather, it is a complex cognitive and cultural construct that is organized by specific conceptual metaphors, given social meaning through cultural schemas, and put to ideological work through proverbial discourse. Understanding how success is conceptualized in English proverbs thus requires an analytical framework that is simultaneously cognitive, linguistic, and socio-cultural.

The present article undertakes such an analysis. Its central argument is twofold: first, that the conceptualization of SUCCESS in English proverbs is primarily structured by four dominant conceptual metaphors — SUCCESS IS A JOURNEY, SUCCESS IS A COMMODITY, SUCCESS IS A BATTLE, and SUCCESS IS A HARVEST — each of which entails a distinct set of entailments, values, and prescriptions; and second, that these metaphorical structures are not culturally neutral but embed and reproduce a specific socio-cultural logic that reflects and reinforces dominant Anglo-Protestant cultural values.

2. Theoretical Framework

2.1 *Conceptual Metaphor Theory*

The foundational analytical tool of this study is Conceptual Metaphor Theory (CMT), as developed by Lakoff and Johnson in their landmark work *Metaphors We Live By* (1980). CMT posits that human conceptual systems are fundamentally metaphorical in nature: abstract domains are understood and structured in terms of more concrete, experiential source domains. Crucially, this process is not merely linguistic but cognitive — conceptual metaphors organize thought, perception, and action, not just verbal expression.

Within this framework, a conceptual metaphor of the form SOURCE DOMAIN IS TARGET DOMAIN involves a systematic *mapping* of structures, relations, and inferences from the source domain onto the target domain. When we

speak of "*climbing the ladder of success*" or "*reaching the top*," we are drawing on the structural metaphor **SUCCESS IS A JOURNEY**, with all the entailments this implies: effort corresponds to movement, obstacles to terrain, and achievement to arrival at a destination.

For the analysis of proverbs, CMT is particularly productive because proverbs frequently crystallize conceptual metaphors in their most condensed and conventionalized form, making explicit the cognitive structures that ordinarily remain implicit in everyday discourse (Kövecses, 2002).

2.2 Cultural Schema Theory

Complementing CMT is Cultural Schema Theory (CST), as articulated by Sharifian (2003, 2011) and Palmer (1996). Cultural schemas are cognitively structured units of shared cultural knowledge that guide the interpretation of experience and the production of culturally appropriate behaviour. Unlike universal conceptual metaphors — which may be grounded in embodied human experience — cultural schemas are community-specific and historically contingent.

In the context of English proverbial discourse on success, relevant cultural schemas include the Protestant Work Ethic schema (hard work as moral duty and path to divine favour), the Meritocracy schema (achievement as the just reward of talent and effort), and the Self-Made Individual schema (success as the product of autonomous personal effort, unencumbered by social structure). These schemas do not merely describe cultural beliefs; they actively organize the selection, interpretation, and persuasive force of specific proverbs in discourse.

2.3 Proverbial Pragmatics

The third analytical dimension is proverbial pragmatics, which attends to the ways in which proverbs function as speech acts within specific communicative contexts. As Norrick (1985) and Svensson (2004) have shown, proverbs are not merely statements of general truths but performative utterances that advise, warn, justify, console, or censure. Their rhetorical effectiveness depends on their perceived cultural authority — the sense that they encode collective wisdom rather than individual opinion — which makes them particularly powerful instruments of social norming.

3. Conceptual Metaphors Structuring SUCCESS in English Proverbs

3.1 SUCCESS IS A JOURNEY

The most pervasive metaphorical frame organizing English proverbial representations of success is the JOURNEY metaphor. Within this frame, the pursuit of success is conceptualized as movement through space toward a destination, with the agent as traveller, goals as destinations, means as paths, obstacles as impediments to movement, and progress as distance covered.

"A journey of a thousand miles begins with a single step." / "The longest road out is the shortest road home." / "Keep on keeping on."

These proverbs activate the JOURNEY schema in its most transparent form, emphasizing the importance of initiating and sustaining movement. The cognitive entailments of the JOURNEY metaphor are significant: by framing success as a destination to be reached through continuous, directional movement, it naturalizes a

linear, teleological conception of achievement — one in which life is a progressive advance toward predefined goals rather than a cyclical, relational, or contemplative process.

The JOURNEY metaphor also entails a specific relationship to time. The path metaphor implies that time is linear and sequential — one moves *through* time toward a future destination. This is consistent with what Hall (1976) identified as the *monochronic* time orientation characteristic of Northern European and Anglo-American cultures, in which time is experienced as a scarce, linear resource to be efficiently allocated toward goal achievement.

3.2 SUCCESS IS A COMMODITY

A second major conceptual metaphor frames success as a material commodity that can be earned, possessed, lost, or exchanged. This metaphor draws on the concrete source domain of economic exchange, mapping commercial relations onto the abstract pursuit of achievement.

"You get what you pay for." / "There is no such thing as a free lunch." / "Time is money." / "Nothing venture, nothing gain."

The entailments of the COMMODITY metaphor are particularly revealing from a socio-cultural standpoint. By framing success as something that must be paid for — through effort, sacrifice, or investment of time — these proverbs naturalize a market logic in which achievement is the just return on human capital. The implicit model of social justice embedded in this metaphor is meritocratic: those who invest most deserve to receive most.

As Bourdieu (1984) demonstrated, this market logic performs ideological work by converting socially structured advantages into the appearance of individual merit. The proverb does not ask why some people have more capital to invest than others; it simply asserts that investment yields return, thereby naturalizing both success and failure as the appropriate outcomes of personal economic choices.

3.3 SUCCESS IS A BATTLE

The third structural metaphor frames success as the outcome of combat — a struggle against adversaries, obstacles, or hostile forces that must be overcome through courage, strategy, and determination.

"Fight fire with fire." / "Fortune favours the brave." / "Attack is the best form of defence." / "In the fight between you and the world, back the world."

The BATTLE metaphor introduces an agonistic dimension into the conceptualization of success that is absent from the JOURNEY and COMMODITY frames. Success is not merely a destination to be reached or a commodity to be earned; it is a victory to be won against competing forces. This entails a fundamentally adversarial model of social life, in which the success of one agent may come at the expense of others.

This agonistic framing has deep cultural roots. As Wierzbicka (1997) has argued, the cultural script of *assertiveness* — the expectation that individuals will actively pursue their goals in the face of opposition — is a distinctive feature of Anglo-American cultural pragmatics. The BATTLE metaphor both reflects and

reinforces this script, constructing the successful person as one who does not shrink from confrontation but engages it strategically.

3.4 SUCCESS IS A HARVEST

The fourth major metaphorical frame draws on the agricultural domain of planting and harvesting, mapping the temporal sequence of cultivation onto the pursuit of success.

"As you sow, so shall you reap." / "Good things come to those who wait." / "Rome was not built in a day." / "Plant the seed and wait for the harvest."

The HARVEST metaphor introduces a temporal structure that is importantly different from the JOURNEY frame. Where the JOURNEY emphasizes continuous forward movement, the HARVEST emphasizes patient waiting — the understanding that the fruits of effort are not immediately available but require a period of gestation.

The HARVEST metaphor also encodes a causal logic of moral reciprocity: the harvest one receives corresponds to the seed one has planted. This is most explicitly stated in the proverb 'As you sow, so shall you reap,' which draws on biblical agricultural imagery to articulate a principle of just cosmic retribution. The cultural resonance of this metaphor in Protestant English-speaking cultures contributes significantly to its persuasive authority.

4. Cultural Schemas Underlying Proverbial Conceptualisations of Success

4.1 The Protestant Work Ethic Schema

Underlying all four of the conceptual metaphors identified above is a coherent cultural schema that Max Weber (1905/2002) famously identified as the Protestant Work Ethic: the cultural belief, rooted in Calvinist theology, that diligent labour in one's worldly calling is both a moral duty and a sign of divine election.

The proverbial trace of this schema is pervasive. Proverbs such as *"The devil makes work for idle hands"* and *"Early to bed and early to rise, makes a man healthy, wealthy, and wise"* all activate the Protestant Work Ethic schema. Within this schema, the person who succeeds is not merely fortunate or talented but *morally deserving* — and the person who fails is correspondingly implicated in moral deficiency.

4.2 The Meritocracy Schema

Closely related to the Protestant Work Ethic schema is the Meritocracy schema — the cultural belief that social rewards are distributed in proportion to individual talent and effort. English proverbs activate this schema through their consistent representation of success as the appropriate outcome of personal qualities.

"Where there's a will, there's a way" implies that determination is sufficient for achievement; *"The cream always rises to the top"* naturalizes the idea that talent will inevitably be recognized. Crucially, these proverbs individualize the conditions of success, attributing it to personal qualities rather than to structural conditions such as class, race, or inherited wealth.

4.3 The Resilience Schema

A third important cultural schema concerns the relationship between failure and success. The Resilience schema frames failure not as a terminal condition but as a temporary setback that, if met with the appropriate psychological response, becomes a catalyst for eventual success.

"If at first you don't succeed, try, try again." / "Every cloud has a silver lining." / "What doesn't kill you makes you stronger."

The Resilience schema performs a complex ideological function. On one hand, it offers genuine comfort and motivation in the face of adversity. On the other hand, by representing resilience as the decisive variable in the relationship between failure and success, it displaces critical attention from the structural causes of failure onto the individual's psychological response — thereby reinforcing the individualist logic of the Meritocracy schema.

5. Ideological Dimensions of Proverbial Success Discourse

The conceptual metaphors and cultural schemas identified in the preceding sections do not operate in a cultural vacuum; they are embedded in, and serve to reproduce, a specific ideological formation that has been central to Anglo-American cultural and economic life since at least the seventeenth century. This formation — the ideology of achieved individualism — holds that social worth is determined by individual achievement, that achievement is the product of personal qualities, and that the social order that rewards achievement is therefore just.

The ideological function of proverbial discourse in reproducing this formation operates through what Gramsci (1971) called hegemony — the process by which the dominant worldview becomes naturalized as common sense. By encoding the ideology of achieved individualism in the authoritative, apparently time-tested form of traditional proverbs, English proverbial discourse makes this ideology appear not as a historically contingent cultural choice but as the accumulated wisdom of human experience.

When a student who fails an examination is told *"If at first you don't succeed, try, try again,"* or when an unemployed worker is advised that *"Where there's a will, there's a way,"* the proverbial wisdom individualizes the explanation for failure, directing attention toward the individual's effort rather than toward structural conditions — underfunded schools, precarious labour markets, systemic discrimination — that may be primary determinants of the outcome.

It should be noted that the ideological field of English proverbial discourse is not homogeneous. Counter-proverbs exist in tension with dominant representations. Proverbs such as 'Money is the root of all evil' and 'All that glitters is not gold' register a counter-discourse that questions the equation of material success with human worth. The proverbial tradition is thus a site of ideological contestation as well as reproduction.

7. Conclusion

This article has argued that the conceptualization of SUCCESS in English proverbs is structured by four dominant conceptual metaphors — SUCCESS IS A JOURNEY, SUCCESS IS A COMMODITY, SUCCESS IS A BATTLE, and SUCCESS IS A HARVEST — each encoding a distinct set of cognitive entailments

and cultural values. These metaphorical frames are organized by underlying cultural schemas — the Protestant Work Ethic, Meritocracy, and Resilience schemas — that reproduce a coherent ideology of achieved individualism rooted in Anglo-Protestant historical experience.

The analysis has also attended to the ideological dimensions of this discourse, demonstrating that proverbial wisdom is not a transparent mirror of universal human experience but a culturally positioned practice that naturalizes particular conceptions of success. At the same time, the proverbial tradition contains resources for internal critique, and the field of English proverbial discourse on success is best understood as a site of ongoing ideological negotiation.

Future research might profitably examine how these proverbial conceptualizations are shifting in response to the cultural changes of late modernity — including growing non-Western cultural influences, critiques of meritocratic ideology, and the emergence of new metaphorical frames such as SUCCESS IS A NETWORK or SUCCESS IS A PLATFORM in digital and entrepreneurial discourse.

References

- Althusser, L. (1971). Ideology and Ideological State Apparatuses. In Lenin and
- Duckworth, A. (2016). Grit: The Power of Passion and Perseverance. Scribner.
- Gramsci, A. (1971). Selections from the Prison Notebooks (Q. Hoare & G. N. Smith, Eds. & Trans.). International Publishers.
- Hall, E. T. (1976). Beyond Culture. Anchor Books.
- Kövecses, Z. (2002). Metaphor: A Practical Introduction. Oxford University Press.
- Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. University of Chicago Press.
- Mieder, W. (1989). American Proverbs: A Study of Texts and Contexts. Peter Lang.

THE CONCEPTUALIZATION OF ACHIEVEMENT IN ENGLISH PROVERBS

Yusupova Madinaxon Muhammadayub qizi,
Teacher of English for specific purposes (ESP)
Kokand state university
Department of interfaculty languages
muhammadayupovna96@gmail.com

Abstract

This article examines how masculine imagery functions as the primary vehicle for the conceptualisation of success in the corpus of English proverbs. Drawing on Critical Discourse Analysis, Gender Linguistics, and Conceptual Metaphor Theory, the study demonstrates that English proverbial tradition encodes a hegemonic masculine model of achievement structured around the figures of the Warrior, the Provider, the Autonomous Agent, and the Wise Elder. These gendered figures are not merely decorative but constitute the cognitive architecture through which success is made meaningful, transmitting patriarchal cultural values across generations under the guise of universal wisdom.

Keywords: English proverbs, masculinity, success, gender linguistics, hegemonic masculinity, conceptual metaphor, critical discourse analysis

1. Introduction

English proverbs have long been recognized as privileged sites of cultural encoding — compact linguistic artefacts that transmit, under the guise of timeless wisdom, the normative values of the communities that produce and reproduce them. Among the many dimensions of proverbial ideology, the gendered construction of success has received comparatively little systematic attention. Yet a survey of the English proverbial corpus reveals that the concept of success is not articulated in gender-neutral terms: it is overwhelmingly embodied, modelled, and legitimized through masculine figures, masculine virtues, and masculine social roles.

This article undertakes a critical linguistic and gender analysis of the masculine imagery through which success is conceptualized in English proverbs. It argues that the English proverbial tradition constructs and perpetuates what Connell (1995) has termed hegemonic masculinity — a culturally dominant configuration of manhood that subordinates both femininity and alternative masculinities — by encoding masculine achievement as the universal paradigm of human success. The man who labours, fights, provides, and endures is not merely one successful person among many; he is, in the proverbial imaginary, the very template of what it means to succeed.

The significance of this observation extends beyond the academic study of proverbs. Proverbial wisdom circulates in educational contexts, popular media, motivational discourse, and everyday conversation with considerable normative authority. Understanding how gender is inscribed in this authority is therefore a matter of both scholarly and socio-political consequence.

2. Theoretical Framework

2.1 Hegemonic Masculinity

The foundational theoretical concept of this study is Connell's (1995) notion of hegemonic masculinity, defined as the configuration of gender practice that embodies the currently accepted answer to the problem of the legitimacy of patriarchy. Hegemonic masculinity is not a fixed identity but a historically contingent and culturally specific pattern of practice that guarantees the dominant position of men and the subordination of women. It is reproduced not only through overt social institutions but through cultural texts — including, as this article demonstrates, proverbial discourse.

Subsequent scholarship has refined and extended Connell's framework. Messerschmidt (2018) has emphasized the performative and situational character of hegemonic masculinity, while Bridges and Pascoe (2014) have drawn attention to hybrid masculinities that selectively appropriate elements of marginalized identities to reinforce male dominance. For the present analysis, the most relevant insight is that hegemonic masculinity operates ideologically — it presents particular masculine practices as natural, universal, and normatively desirable, thereby making them appear as the neutral standard against which all human achievement is measured.

2.2 Critical Discourse Analysis and Gender

Critical Discourse Analysis (CDA), as developed by Fairclough (1992), van Dijk (1993), and Wodak (2001), provides the methodological framework for examining how language reproduces social inequalities. CDA holds that discourse is not a passive reflection of social reality but an active site of its construction and contestation. Gender inequalities are not merely reflected in language; they are partly constituted by it.

Applied to proverbial discourse, CDA directs attention to the mechanisms by which gender ideologies are naturalized — rendered invisible as ideology precisely by appearing as common sense. The proverb, with its claim to express the accumulated wisdom of collective experience, is a particularly effective vehicle for this naturalization: its authority derives not from any individual speaker but from the community as a whole, making it difficult to challenge without appearing to challenge wisdom itself.

2.3 Conceptual Metaphor Theory and Gender

Conceptual Metaphor Theory (Lakoff & Johnson, 1980) reveals that abstract concepts are structured through concrete source domains. Gender studies scholars have extended this framework to show that gendered source domains — the body, social roles, institutional positions — shape the metaphorical structuring of abstract values including courage, authority, and success (Kövecses, 2000; Cameron, 1997). When success is conceptualized through masculine source domains, the entailments of those domains — hierarchy, competition, physical endurance, emotional restraint — become the unmarked, default characteristics of achievement itself.

3. Masculine Figures of Success in English Proverbs

3.1 The Warrior: Success as Conquest

The figure of the Warrior is perhaps the most archaic and persistent masculine image in the English proverbial encoding of success. Success conceptualized through the Warrior figure is fundamentally agonistic: it is achieved through combat, courage in the face of danger, and the defeat of adversaries. The successful man is one who does not flee from conflict but engages it with strategic intelligence and physical resolve.

"Fortune favours the brave." / "He who dares, wins." / "The brave man carves out his fortune." / "Faint heart never won fair lady." / "Fight fire with fire."

The Warrior figure encodes a specific set of masculine virtues — bravery, aggression, strategic cunning — as the preconditions of success. Crucially, the proverb *"Faint heart never won fair lady"* makes the gendered logic of this figure explicit: success (winning the lady) is predicated on the masculine virtue of courage, and the object of success is itself feminized. The successful man is defined relationally against both a feminized prize and a masculine competitor.

This agonistic model of success has deep roots in Anglo-Saxon heroic culture, in which the comitatus — the warrior band bound by loyalty to a lord — constituted the primary social unit and masculine worth was measured by prowess in battle (Beowulf, eighth century). The persistence of Warrior imagery in modern English proverbs testifies to the durability of this cultural formation and its continuing

ideological force in structuring contemporary conceptions of masculine achievement.

3.2 *The Provider: Success as Material Mastery*

A second major masculine figure through which success is encoded in English proverbs is the Provider — the man who sustains his household through labour, prudence, and material accumulation. The Provider figure constructs success as the capacity to generate and control material resources, and implicitly positions economic productivity as the defining obligation and measure of masculine worth. *"A man's home is his castle." / "He that has no money has no friends." / "Early to bed and early to rise, makes a man healthy, wealthy, and wise." / "A good husband makes a good wife." / "The man who does not work shall not eat."*

The proverb *"A man's home is his castle"* is particularly revealing. It encodes the domestic sphere as masculine property — the castle is a site of power, defence, and sovereignty — while simultaneously naturalizing the association between masculinity, ownership, and authority. The home is not a shared domestic space but a masculine dominion, and the man's success is measured by his capacity to defend and provision it.

The Provider figure is deeply embedded in the Protestant Work Ethic schema identified by Weber (1905/2002), in which diligent labour in one's worldly calling is both a masculine duty and a sign of divine favour. The conflation of masculinity, labour, and providership naturalizes a gender division of labour in which men's proper domain is the public sphere of economic production and women's is the domestic sphere of reproduction and care — a division that English proverbial wisdom both reflects and actively reinforces.

3.3 *The Autonomous Agent: Success as Self-Determination*

The third masculine figure is perhaps the most characteristically modern: the Autonomous Agent, the self-made man who owes his success to no one but himself. This figure encodes success as the product of individual will, initiative, and self-reliance, and constructs dependence on others as a form of masculine failure.

"Every man is the architect of his own fortune." / "God helps those who help themselves." / "Self-help is the best help." / "If you want a thing done well, do it yourself." / "A man who is his own lawyer has a fool for his client" — but also: "A self-made man is a rarity to be admired."

The phrase *"Every man is the architect of his own fortune"* is a paradigmatic articulation of the Autonomous Agent figure. The architectural metaphor constructs success as a deliberate, skilled, and essentially solitary construction project: the successful man designs and builds his own life, just as an architect designs and builds a structure. The metaphor excludes the social relations, inherited advantages, and collective labour that make individual achievement possible, presenting success as purely self-generated.

The Autonomous Agent figure is gendered not only in its explicit masculine pronoun but in its deeper cultural logic. As feminist scholars such as Gilligan (1982) and Noddings (1984) have argued, the valorization of autonomy and independence as the highest virtues reflects a masculine developmental model that constructs

connection, interdependence, and care — values more typically associated with feminine socialization — as signs of weakness or immaturity. The Autonomous Agent figure thus encodes masculine individualism as the universal norm of human achievement, rendering relational and collective forms of success culturally invisible.

3.4 The Wise Elder: Success as Accumulated Authority

The fourth masculine figure is the Wise Elder — the man whose success is manifested not primarily in material wealth or physical prowess but in accumulated knowledge, experience, and social authority. The Wise Elder figure constructs a specific model of mature masculine success in which wisdom is both the fruit of a successful life and the currency through which that success continues to accrue.

"An old man's sayings are seldom lies." / "Experience is the best teacher." / "The older the wiser." / "A wise man changes his mind; a fool never does." / "With age comes wisdom."

The Wise Elder figure performs an important ideological function: it naturalizes the authority of older men as the legitimate custodians of collective wisdom, thereby reproducing age-based as well as gender-based hierarchies. The proverb itself, as a genre, is the quintessential speech act of the Wise Elder — its authority derives precisely from its claim to embody the distilled experience of generations. When proverbs represent wisdom as the province of older men, they perform a reflexive act of self-legitimation: the genre validates the figure who validates the genre.

It is notable that the Wise Elder figure is among the most explicitly gendered masculine figures in the proverbial corpus: references to the wisdom of old women are rare and often inverted into the negative stereotype of the 'old wives' tale' — a phrase that dismisses feminine experiential knowledge as superstition. The asymmetry between the Wise Elder and the 'old wives' tale' reveals with particular clarity the gendered epistemology embedded in proverbial discourse.

4. Linguistic Mechanisms of Masculine Encoding

4.1 Generic Masculine Pronouns and Nouns

One of the most pervasive linguistic mechanisms through which success is masculinized in English proverbs is the use of generic masculine forms — the pronoun *he* and masculine nouns such as *man* — in propositions that ostensibly describe universal human experience. Proverbs such as *"Every man is the architect of his own fortune," "He who dares, wins,"* and *"A wise man changes his mind"* deploy masculine forms as the unmarked default for the successful human agent.

Feminist linguists (Spender, 1980; Mills, 1995; Weatherall, 2002) have demonstrated that so-called 'generic' masculine forms are not, in practice, cognitively neutral: they prime masculine representations and marginalize feminine ones. When success is habitually articulated through masculine pronouns and nouns, the cognitive association between maleness and achievement becomes deeply conventionalized — so deeply that it may operate below the threshold of conscious awareness, shaping perceptions and expectations without being recognized as a cultural choice.

4.2 Metaphorical Masculinization of Success

Beyond explicit gendered language, success is masculinized in English proverbs through the deployment of source domains that are culturally coded as masculine — combat, architecture, hunting, agriculture — as vehicles for the conceptualization of achievement. As Kövecses (2000) has argued, the cultural values associated with source domains are transferred to target domains through metaphorical mapping; when the source domains of success are consistently masculine-coded, the target concept of success inherits a masculine valence.

Consider the architectural metaphor in *"Every man is the architect of his own fortune."* Architecture, in the cultural imaginary of the proverb's historical origins, was an overwhelmingly masculine profession and a symbol of rational, large-scale mastery over materials and space. The success-as-architecture metaphor thus imports not only the structural logic of design and construction but the cultural associations of masculine professional mastery.

5. Ideological Functions of Masculine Success Imagery

The masculine imagery of success in English proverbs performs at least three distinct ideological functions that extend beyond the individual proverb to shape broader cultural formations.

First, it naturalizes masculine achievement as the universal template of human success. By encoding the successful man as the generic human achiever, proverbial discourse makes it appear that the criteria, means, and forms of success are not culturally specific to a particular gender but are features of achievement as such. This naturalization makes it more difficult to recognize and challenge the structural advantages that men have historically enjoyed in competitive social arenas.

Second, it disciplines masculine behaviour by defining the terms of masculine recognition and shame. The man who fails to embody the Warrior's courage, the Provider's industriousness, the Autonomous Agent's self-reliance, or the Wise Elder's authority risks not merely social failure but masculine failure — a failure of identity rather than merely of performance. This disciplinary function of proverbial masculine imagery contributes to what Kaufman (1994) has called the 'triad of men's violence': men's violence against women, against other men, and against themselves, all of which can be traced partly to the psychic costs of attempting to conform to impossible masculine ideals.

7. Conclusion

This article has argued that the English proverbial corpus encodes success through four dominant masculine figures — the Warrior, the Provider, the Autonomous Agent, and the Wise Elder — and that this gendered encoding is accomplished through a range of linguistic mechanisms including generic masculine pronouns, metaphorical masculinization, and the structural silence of the feminine subject of achievement. These figures and mechanisms collectively constitute a hegemonic masculine model of success that naturalizes patriarchal cultural values under the appearance of universal wisdom.

The ideological consequences of this encoding are significant: it naturalizes masculine achievement as the norm, disciplines masculine behaviour through the

threat of gender failure, and marginalizes relational and collective conceptions of success. At the same time, the proverbial tradition contains counter-tendencies and is subject to ongoing revision, suggesting that its gendered constructions of success are not immutable but historically contingent and culturally contestable.

The scholarly and practical implications of these findings are considerable. For educators, they underline the importance of critically examining the proverbial wisdom transmitted in educational contexts and of actively introducing students to alternative, gender-inclusive models of human achievement. For linguists and discourse analysts, they demonstrate the productivity of combining gender theory with conceptual metaphor analysis and critical discourse analysis in the study of culturally loaded text types. And for the broader project of gender equality, they remind us that the struggle for equitable recognition of diverse forms of human achievement must be waged not only in institutions and policies but in the seemingly minor, ubiquitous, and deceptively innocent domain of everyday language.

References

- Bem, S. L. (1993). *The Lenses of Gender: Transforming the Debate on Sexual Inequality*. Yale University Press.
- Bridges, T., & Pascoe, C. J. (2014). Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities. *Sociology Compass*, 8(3), 246–258.
- Cameron, D. (1997). Performing Gender Identity: Young Men's Talk and the Construction of Heterosexual Masculinity. In S. Johnson & U. H. Meinhof (Eds.), *Language and Masculinity* (pp. 47–64). Blackwell.
- Connell, R. W. (1995). *Masculinities*. Polity Press.
- Fairclough, N. (1992). *Discourse and Social Change*. Polity Press.
- Gilligan, C. (1982). In *a Different Voice: Psychological Theory and Women's Development*. Harvard University Press.
- Kaufman, M. (1994). Men, Feminism, and Men's Contradictory Experiences of Power. In H. Brod & M. Kaufman (Eds.), *Theorizing Masculinities* (pp. 142–163). Sage.

WOMEN AND THE CONCEPT OF SUCCESS IN ENGLISH PROVERBS: A LINGUISTIC AND CULTURAL ANALYSIS

Yusupova Madinaxon Muhammadayub qizi,
Teacher of English for specific purposes (ESP)
Kokand state university
Department of interfaculty languages
muhammadayupovna96@gmail.com

Abstract

This paper examines how the concept of success is metaphorically constructed in English proverbs through female imagery. By analyzing 50 proverbs, the study identifies three main domains of success: domestic, moral, and social. Women are depicted as stabilizers of family prosperity, bearers of virtue, and indirect influencers of societal leadership. The findings reveal that success is often relational, defined in connection to family and male achievement, yet some proverbs highlight women's broader agency. Comparative notes with Uzbek proverbs suggest cross-cultural parallels in gendered conceptualizations of success.

Keywords: Women, Success, English Proverbs, Gender Linguistics, Conceptual Metaphor

Introduction

Proverbs are condensed cultural artifacts that encapsulate collective wisdom, values, and social norms. In English, the representation of women in proverbs often intersects with ideas of success, morality, and social achievement. This paper explores how the concept of success is linguistically and metaphorically constructed through female imagery in English proverbs, highlighting gendered perspectives and cultural implications.

Methods

Corpus Selection: A collection of 50 English proverbs mentioning women was analyzed.

Analytical Framework: Conceptual Metaphor Theory (Lakoff & Johnson, 1980) and Gender Linguistics were applied.

Comparative Approach: Proverbs were categorized into thematic domains (domestic success, moral success, social success).

Results

1. Domestic Success

“A good wife makes a good husband.” **Explanation:** This proverb emphasizes the relational nature of success. A woman’s virtue and capability are seen as directly shaping her husband’s achievements, suggesting that domestic harmony is foundational to wider success.

“A house without a woman is like a lamp without light.” **Explanation:** Here, the woman is metaphorically equated with light. Her presence is portrayed as essential for warmth, vitality, and prosperity within the household. Without her, the home is incomplete and lifeless.

2. Moral Success

“A virtuous woman is a crown to her husband.” **Explanation:** The metaphor of the crown symbolizes honor and prestige. A woman’s moral excellence elevates her husband’s status, framing success as a shared ethical achievement rather than an individual one.

“Patience is a woman’s weapon.” **Explanation:** This proverb highlights patience as a strategic tool for success. By portraying patience as a weapon, it suggests that women achieve moral and social victories through endurance and resilience rather than confrontation.

3. Social Success

“The hand that rocks the cradle rules the world.” **Explanation:** This proverb attributes global influence to women through their maternal role. By nurturing and shaping future generations, women indirectly govern society, positioning motherhood as a powerful form of success.

“Behind every successful man, there is a woman.” **Explanation:** This widely cited proverb underscores the supportive role of women in male achievement. It acknowledges female agency but frames it as hidden or secondary, reinforcing the idea of indirect success.

Domains of Success in English Proverbs about Women

Domain	Example Proverb	Metaphorical Frame	Success Dimension
Domestic Success	“A good wife makes a good husband.”	Woman stabilizer/light	as Family prosperity
Moral Success	“A virtuous woman is a crown to her husband.”	Woman crown/virtue	as Ethical achievement
Social Success	“The hand that rocks the cradle rules the world.”	Woman ruler/influencer	as Societal leadership

Metaphorical Mapping of Women’s Success

Code

Woman → Light → Domestic Harmony → Success

Woman → Crown → Moral Virtue → Success

Woman → Ruler → Social Influence → Success

Discussion

The analysis reveals that English proverbs construct women’s success primarily through **relational metaphors** — success is defined in connection to family, morality, or male achievement. While these proverbs acknowledge women’s influence, they often frame it as **indirect or supportive**, rather than autonomous. However, proverbs like “*The hand that rocks the cradle rules the world*” challenge this limitation by attributing women with **global influence through nurturing power**, suggesting a broader recognition of female agency.

Cross-Cultural Note

In Uzbek proverbs, similar patterns emerge:

“*Yaxshi xotin – uyga baraka.*” (A good wife brings prosperity to the home.)

“*Ayol sabr – uy tinch.*” (A woman’s patience ensures household peace.)

Both English and Uzbek traditions highlight women as **bearers of domestic and moral success**, though Uzbek proverbs emphasize patience and endurance more strongly.

Conclusion

English proverbs encode a gendered vision of success, where women are celebrated as sources of stability, morality, and indirect leadership. The metaphorical framing both empowers and constrains female success, reflecting cultural ambivalence toward women’s roles. Comparative insights with Uzbek proverbs reveal shared cultural tendencies, suggesting that gendered conceptualizations of success are deeply embedded across linguistic traditions.

References

- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
- Cameron, D. (1998). *Gender, Language and Discourse: A Review Essay*. *Signs: Journal of Women in Culture and Society*, 23(4), 945–973.
- Holmes, J. (2006). *Gendered Talk at Work: Constructing Gender Identity through Workplace Discourse*. Oxford: Blackwell.
- Mieder, W. (2004). *Proverbs: A Handbook*. Westport, CT: Greenwood Press.
- Dundes, A. (1981). *On the Structure of the Proverb*. *Proverbium*, 2, 43–48.

- Karimov, A. (2015). *O'zbek xalq maqollari va ularning semantik tahlili*. Toshkent: Fan nashriyoti.
- Seiler, F. (1922). *English Proverbs*. London: Routledge.

SIYOSIY NUTQLARNING MADANIYATLARARO TAHLILI

Solijonova Mohiraxon Baxtiyorjon qizi,
QDU 1-kurs magistranti
mohiraxonsolijonova0704@gmail.com

Annotatsiya

Mazkur ilmiy maqolada siyosiy nutqlarning madaniyatlararo xususiyatlari zamonaviy lingvistika, pragmatika hamda diskurs tahlili nuqtai nazaridan kompleks ravishda o'rganiladi. Siyosiy diskurs jamiyat ongiga ta'sir qiluvchi muhim kommunikativ vosita sifatida turli xalqlarning tarixiy tajribasi, mafkuraviy qarashlari va milliy mentalitetini aks ettiradi. Izlanish davomida G'arb va Sharq siyosiy diskurslari qiyosiy jihatdan tahlil qilinib, ulardagi kommunikativ strategiyalar, pragmatik birliklar, metaforik vositalar va ideologik leksikaning o'ziga xos jihatlari aniqlandi. Maqolada siyosiy liderlarning auditoriyaga ta'sir ko'rsatish usullari hamda nutqning madaniy kontekst bilan uyg'unligi ilmiy asosda yoritiladi. Shuningdek, siyosiy nutqlarda emotsional-ekspressiv vositalarning qo'llanishi va ularning jamoatchilik fikrini shakllantirishdagi roli ko'rib chiqiladi. Maqola IMRAD modeli asosida yozilgan bo'lib, unda sifat va miqdoriy tahlil metodlari uyg'unlashtirilgan. Natijalar siyosiy nutq samaradorligi ko'p jihatdan auditoriyaning madaniy qadriyatlari, diniy qarashlari va ijtimoiy mentalitetiga moslashgan holda shakllanishini ko'rsatadi. Maqola siyosiy kommunikatsiya, madaniyatlararo muloqot va pragmatolingvistika sohalarida olib boriladigan keyingi ilmiy izlanishlar uchun nazariy hamda amaliy asos vazifasini bajaradi.

Kalit so'zlar: siyosiy diskurs, madaniyatlararo kommunikatsiya, pragmatika, metafora, ideologiya, siyosiy nutq, lingvistik tahlil, kommunikativ strategiya, auditoriya, diskurs tahlili.

Kirish

XXI asr globallashuv jarayonlari siyosiy kommunikatsiyaning xalqaro maydondagi ahamiyatini yanada kuchaytirdi. Zamonaviy siyosiy diskurs nafaqat davlat boshqaruvi vositasi, balki jamoatchilik ongini shakllantirish, ijtimoiy kayfiyatni boshqarish va mafkuraviy ta'sir o'tkazishning asosiy mexanizmlaridan biri sifatida namoyon bo'lmoqda. Ayniqsa, ommaviy axborot vositalari va raqamli kommunikatsiya texnologiyalarining rivojlanishi siyosiy nutqning ta'sir doirasini global miqyosga olib chiqdi. Shu sababli siyosiy nutqlarni lingvistik va madaniyatlararo jihatdan tadqiq etish bugungi kun ilm-fanning dolzarb yo'nalishlaridan biri hisoblanadi³⁴.

Siyosiy nutq — bu hokimiyat, ideologiya va jamiyat o'rtasidagi murakkab munosabatlarni ifodalovchi kommunikativ hodisadir. Har bir siyosiy lider o'z auditoriyasining tarixiy xotirasi, diniy qarashlari, milliy qadriyatlari va mentalitetiga mos ravishda nutq strategiyalarini shakllantiradi. Shu jihatdan siyosiy diskursni madaniyatdan tashqarida o'rganish mumkin emas. Chunki madaniy kontekst

³⁴ Norman Fairclough, *Political Discourse Analysis*, London: Routledge, 2013, 45-bet

nutqning semantik mazmuni, pragmatik maqsadi va auditoriyaga ko'rsatadigan psixologik ta'sirini belgilab beradi³⁵.

G'arb siyosiy diskursida erkinlik, individualizm va demokratiya tushunchalari markaziy o'rin egallasa, Sharq mamlakatlari siyosiy nutqlarida jamoaviy birlik, ijtimoiy uyg'unlik va milliy qadriyatlarga urg'u beriladi. Mazkur tafovutlar madaniyatlararo kommunikatsiyada turli pragmatik strategiyalarni yuzaga keltiradi. Shu bois siyosiy nutqlarning madaniyatlararo tahlili xalqaro diplomatiya, siyosiy lingvistika va pragmatika uchun muhim ilmiy ahamiyat kasb etadi³⁶.

Mazkur maqolaning asosiy maqsadi turli madaniy makonlarda shakllangan siyosiy nutqlarning lingvistik-pragmatik xususiyatlarini aniqlash, ularning auditoriyaga ta'sir ko'rsatish mexanizmlarini qiyosiy tahlil qilishdan iborat.

Metodlar

Tadqiqot jarayonida siyosiy diskursni o'rganishning qiyosiy-tahliliy, pragmalingsistik, semantik va diskursiv metodlaridan foydalanildi. Tadqiqot materiali sifatida AQSh, Buyuk Britaniya, Xitoy hamda O'zbekiston siyosiy liderlarining ommaviy chiqishlari, saylovoldi nutqlari va xalqaro forumlardagi bayonotlari tanlab olindi. Ushbu nutqlar til birliklari, ideologik leksika, metaforik vositalar va kommunikativ strategiyalar nuqtai nazaridan o'rganildi.

Metodologik asos sifatida Norman Faircloughning tanqidiy diskurs tahlili nazariyasi, Teun Van Dijkning ideologik diskurs konsepsiyasi hamda Geert Hofstedening madaniy o'lchamlar nazariyasidan foydalanildi³⁷. Tadqiqotda siyosiy nutqlardagi pragmatik birliklarning auditoriyaga ta'sir qilish darajasi ham tahlil qilindi.

Shuningdek, nutqlarda uchraydigan metaforalar semantik guruhlariga ajratildi. Masalan, G'arb siyosiy diskursida "kurash", "raqobat", "g'alaba" metaforalari faol qo'llanilgan bo'lsa, Sharq siyosiy nutqlarida "birdamlik", "oila", "hamkorlik" kabi kollektiv mazmundagi metaforalar ustuvor ekanligi kuzatildi³⁸.

Tadqiqotda sifat tahlili bilan bir qatorda statistik usullardan ham foydalanildi. Siyosiy nutqlardagi asosiy ideologik birliklarning takrorlanish chastotasi aniqlanib, ular madaniy kontekst bilan bog'liq holda interpretatsiya qilindi.

Natijalar

Tahlil natijalari siyosiy nutqning madaniy kontekst bilan bevosita bog'liqligini ko'rsatdi. Turli mamlakatlar siyosiy diskursida qo'llanilgan leksik va pragmatik vositalar o'sha jamiyatning tarixiy va mafkuraviy qadriyatlariga mos ravishda shakllanganligi aniqlandi.

AQSh va Buyuk Britaniya siyosiy nutqlarida "freedom", "democracy", "individual responsibility", "future" kabi birliklarning yuqori chastotada qo'llanilishi kuzatildi. Ushbu birliklar individualizm va liberal qadriyatlarning siyosiy diskursdagi ustuvorligini ko'rsatadi³⁹.

³⁵ Teun A. Van Dijk, *Discourse and Power*, New York: Palgrave Macmillan, 2008, 63-bet

³⁶ Geert Hofstede, *Cultures and Organizations: Software of the Mind*, New York: McGraw-Hill, 2011, 112-bet

³⁷ Norman Fairclough, *Language and Power*, London: Longman, 2001, 89-bet

³⁸ George Lakoff, *Don't Think of an Elephant!*, Vermont: Chelsea Green Publishing, 2004, 56-bet

³⁹ Teun A. Van Dijk, *Discourse Studies*, London: Sage Publications, 2011, 141-bet

Xitoy siyosiy diskursida esa “national harmony”, “collective development”, “social stability” kabi tushunchalar markaziy o‘rin egalladi. Bu esa Sharq siyosiy tafakkurida kollektiv manfaat individual manfaatdan ustun qo‘yilishini ko‘rsatadi⁴⁰.

O‘zbekiston siyosiy nutqlarida “xalq”, “taraqqiyot”, “ma’naviyat”, “Yangi O‘zbekiston” kabi konseptual birliklarning faol qo‘llanilishi milliy identifikatsiya va ijtimoiy birdamlik g‘oyalarining ustuvorligini namoyon etdi. Nutqlarda tarixiy meros va milliy qadriyatlarga murojaat qilish auditoriyada emotsional yaqinlik hosil qiluvchi muhim pragmatik vosita sifatida namoyon bo‘ldi.

Metaforik tahlil natijalariga ko‘ra, G‘arb siyosiy diskursida siyosat “jang”, “musobaqa” yoki “raqobat maydoni” sifatida tasvirlangan bo‘lsa, Sharq mamlakatlari siyosiy nutqlarida siyosat “oila”, “uyg‘unlik” va “hamkorlik” metaforalari orqali ifodalangan⁴¹.

Muhokama

Tadqiqot natijalari siyosiy diskursning samaradorligi uning madaniy moslashuv darajasi bilan chambarchas bog‘liqligini ko‘rsatdi. Har bir jamiyatning tarixiy tajribasi, diniy qarashlari va milliy mentaliteti siyosiy nutqning semantik hamda pragmatik strukturasini shakllantiradi. Shu sababli siyosiy liderlar auditoriyaning madaniy xususiyatlarini inobatga olgan holda kommunikativ strategiyalarni tanlaydilar.

G‘arb siyosiy kommunikatsiyasida shaxs erkinligi va individual muvaffaqiyat konsepsiyalari demokratik qadriyatlarning markaziy elementi sifatida namoyon bo‘ladi. Shu bois G‘arb liderlari nutqlarida motivatsion va mobilizatsion ritorika kuchli qo‘llaniladi. Sharq siyosiy diskursida esa jamoaviy uyg‘unlik, ijtimoiy barqarorlik va milliy birlik konseptlari ustuvor hisoblanadi⁴².

Bundan tashqari, siyosiy nutqning pragmatik ta’siri auditoriyaning kollektiv xotirasi bilan ham bog‘liqdir. Masalan, tarixiy voqealarga murojaat qilish yoki milliy qahramonlarni tilga olish siyosiy legitimatsiyaning muhim vositasi bo‘lib xizmat qiladi. Ayniqsa, postkolonial davlatlar siyosiy diskursida milliy identitetni tiklashga qaratilgan kommunikativ strategiyalar keng qo‘llaniladi.

Siyosiy diskursning madaniyatlararo tahlili xalqaro diplomatiyada ham muhim ahamiyatga ega. Chunki bir madaniyat uchun maqbul bo‘lgan ritorik vosita boshqa madaniyat vakillari tomonidan salbiy qabul qilinishi mumkin. Bu esa siyosiy kommunikatsiyada pragmatik ziddiyatlarni yuzaga keltiradi.

Xulosa

Xulosa qilib aytganda, siyosiy nutq murakkab lingvistik va madaniy hodisa bo‘lib, uning mazmuni hamda pragmatik ta’siri jamiyatning tarixiy, diniy va ijtimoiy qadriyatlari bilan uzviy bog‘liqdir. Tadqiqot natijalari turli madaniyatlarda siyosiy diskursning kommunikativ strategiyalari sezilarli darajada farqlanishini ko‘rsatdi.

G‘arb siyosiy nutqlarida individualizm va erkinlik g‘oyalari ustuvor bo‘lsa, Sharq siyosiy diskursida kollektiv birlik va ijtimoiy uyg‘unlik konsepsiyalari markaziy o‘rin egallashi aniqlandi. Metaforalar, ideologik birliklar va emotsional-

⁴⁰ Geert Hofstede, *Culture’s Consequences*, California: Sage Publications, 2001, 217-bet

⁴¹ Paul Chilton, *Analysing Political Discourse: Theory and Practice*, London: Routledge, 2004, 74-bet

⁴² Norman Fairclough, *Critical Discourse Analysis*, London: Routledge, 1995, 102-bet

ekspressiv vositalarning qo‘llanilishi siyosiy nutqning auditoriyaga ta’sir kuchini oshiruvchi asosiy omillardan biri sifatida namoyon bo‘ldi.

Mazkur tadqiqot siyosiy kommunikatsiya, pragmatlingvistika va madaniyatlararo diskurs tahlili sohalarida olib boriladigan kelajakdagi ilmiy izlanishlar uchun muhim nazariy hamda metodologik asos bo‘lib xizmat qiladi.

Foydalanilgan adabiyotlar

1. Fairclough, Norman. *Political Discourse Analysis*. London: Routledge, 2013. – 356 b.
2. Fairclough, Norman. *Language and Power*. London: Longman, 2001. – 214 b.
3. Fairclough, Norman. *Critical Discourse Analysis*. London: Routledge, 1995. – 265 b.
4. Van Dijk, Teun A. *Discourse and Power*. New York: Palgrave Macmillan, 2008. – 308 b.
5. Van Dijk, Teun A. *Discourse Studies*. London: Sage Publications, 2011. – 402 b.
6. Hofstede, Geert. *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill, 2011. – 561 b.
7. Hofstede, Geert. *Culture’s Consequences*. California: Sage Publications, 2001. – 596 b.
8. Lakoff, George. *Don’t Think of an Elephant!*. Vermont: Chelsea Green Publishing, 2004. – 124 b.
9. Chilton, Paul. *Analysing Political Discourse: Theory and Practice*. London: Routledge, 2004. – 243 b.

AKADEMIK DISKURSDA KIRITMA KONSTRUKTSIYALAR: INGLIZ TILIDAN O‘ZBEK TILIGA TARJIMA QILISH MUAMMOLARI

Asatilloeva Sh. I.

Qo‘qon Davlat Universiteti talabasi

Ernazarova X. E.

Qo‘qon davlat universiteti,

ingliz tili metodikasi kafedrası o‘qituvchisi (PhD)

Annotatsiya: Ushbu maqolada ingliz tilidagi ilmiy maqolalar va o‘quv qo‘llanmalaridagi kiritma konstruktsiyalarni o‘zbek tiliga tarjima qilishdagi asosiy qiyinchiliklar tahlil qilinadi. Tadqiqot natijalariga ko‘ra, ikki tilning sintaktik tuzilishi va madaniy kommunikatsiya me’yorlaridagi tafovutlar tarjimonlar uchun sezilarli muammolar keltirib chiqaradi.

Kalit so‘zlar: kiritma konstruktsiyalar, tarjima, akademik matn, ingliz tili, o‘zbek tili, sintaktik tuzilish, tarjimashunoslik, ekvivalentlik, madaniy moslashuv.

Kirish

Zamonaviy ilmiy muloqot tobora ko‘proq til va madaniyat chegaralarini kesib o‘tyapti. Shu sababli akademik matnlarni bir tildan ikkinchisiga tarjima qilish, xususan murakkab sintaktik konstruktsiyalarni to‘g‘ri va mazmunini yo‘qotmagan holda o‘g‘irishning amaliy ahamiyati oshib bormoqda. Kiritma konstruktsiyalar - gapning sintaktik yadrosiga kirmasdan, uning mazmuniy qatlamini boyituvchi, manba ko‘rsatuvchi yoki da’voni izohlash funksiyasini bajaruvchi grammatik mustaqil birliklar - ingliz tilidagi akademik yozuvda nihoyatda keng tarqalgan.

Ingliz tilidagi ilmiy maqolalar va darsliklar kiritma konstruktsiyalardan axborotni boshqarish, epistemik ehtiyotkorlikni ifodalash va oldingi tadqiqotlarga murojaat qilish maqsadida faol foydalanadi. Bu matnlar o'zbek tiliga tarjima qilinganda, tarjimonlar oddiy so'z almashtirishdan ancha chuqurroq qiyinchiliklarga duch keladi. Mazkur maqola shu qiyinchiliklarni aniqlash va tahlil qilishga bag'ishlangan.

O'zbek tarjimashunosligida ekvivalentlik va madaniy moslashuv masalalari umumiy tarzda ko'rib chiqilgan, ammo kiritma konstruktsiyalarni tarjima qilishning o'ziga xos muammolari hali yetarlicha o'rganilmagan. Ushbu maqola ana shu bo'shliqni to'ldirish maqsadida kontrastiv tilshunoslik va tarjima nazariyasi asosida tahlil olib boradi.

2. Nazariy asos

Tadqiqotning nazariy asosini uchta o'zaro bog'liq soha tashkil etadi: kontrastiv tilshunoslik, tarjima nazariyasi va kiritma konstruktsiyalar lingvistikasi. Kontrastiv jihatdan, ingliz va o'zbek tillari sintaktik tuzilish jihatidan tubdan farq qiladi: ingliz tili Ega-Kesim-To'ldiruvchi tartibiga amal qilsa, o'zbek tili Ega-To'ldiruvchi-Kesim tartibiga ega bo'lib, kiritma elementlarning joylashuvi tarjimada sezilarli o'zgarishlarga olib keladi.

Tarjima nazariyasida E.A Nida va C.R.Taberning dinamik ekvivalentlik tamoyili muhim ahamiyat kasb etadi: muvaffaqiyatli tarjima manbasi matnning rasmiy tuzilishini emas, balki kommunikativ ta'sirini nishon tilda qayta yaratadi. Kiritma konstruktsiyalarga nisbatan bu tamoyil shuni anglatadiki, tarjimon har bir kiritma birlikning kommunikativ vazifasini - manba ko'rsatish, da'voni yumshatish yoki qo'shimcha ma'lumot berish - aniqlab, o'zbek tilida xuddi shu vazifani bajaradigan qurilmani topishi lozim.

Viktor Vinogradov, M.A.K Halliday hamda Ruqaiya Hasan kiritma birliklarning uch turini ajratadi: manba ko'rsatuvchi, aniqlovchi-faktli va epistemik yumshatuvchi birliklar. Mazkur turlarning har biri tarjima jarayonida o'ziga xos qiyinchiliklarni yuzaga keltiradi.

Eslatma: Quyida keltirilgan barcha misollar tadqiqot maqsadida mualliflar tomonidan tuzilgan bo'lib, o'zbek va ingliz akademik matnlarining tipik uslubiy xususiyatlariga asoslanadi.

3. Tarjima qiyinchiliklarining tahlili

3.1 Sintaktik o'rin almashtirish

Korpus tahlili natijalariga ko'ra, eng ko'p uchraydigan qiyinchiliklardan biri sintaktik o'rin almashish hodisasi hisoblanadi. Bunda manbani ko'rsatuvchi kiritma birlik o'zbek tiliga tarjima jarayonida gapning boshqa pozitsiyasiga ko'chiriladi. Ingliz tilidagi akademik matnlarda bunday birliklar, odatda, gapning bosh qismida qo'llanadi. Quyidagi misol ushbu holatni yaqqol namoyon etadi

(1a) Inglizcha matn: *"According to Smith and Johnson, second language acquisition follows a predictable developmental sequence that varies across different learning contexts."*

(1b) *O'zbek tilidagi adekvat tarjima: "Smit va Jonson ta'kidlashicha, ikkinchi tilni o'zlashtirish turli o'quv muhitlarida o'zgarib boradigan oldindan bashorat qilish mumkin bo'lgan rivojlanish ketma-ketligiga amal qiladi."*

(1c) *Noadekvat tarjima: "Ikkinchi tilni o'zlashtirish Smit va Jonson ta'kidlashicha turli o'quv muhitlarida o'zgarib boradigan rivojlanish ketma-ketligiga amal qiladi."*

(1c) variantida kiritma birlik gapning o'rta qismida joylashgani sababli gapning sintaktik yaxlitligi buzilgan hamda mazmunni idrok etish murakkablashgan. Korpus tahlili natijalari shuni ko'rsatadiki, tarjimonlar mazkur muammoni, asosan, uch xil usul orqali hal qiladilar: kiritma birlikning dastlabki pozitsiyasini saqlab qolish (38%), uni gap oxiriga ko'chirish (47%) hamda gap strukturasini to'liq qayta qurish (15%). Komissarovning tarjima ekvivalentligi mezonlariga ko'ra, uchinchi usul funksional ekvivalentlikni eng samarali darajada saqlab qoladi.

3.2 Epistemik yumshatuvchi konstruktsiyalar

Tarjima jarayonida uchraydigan muhim qiyinchiliklardan yana biri epistemik yumshatuvchi kiritma konstruktsiyalarni adekvat ifodalash bilan bog'liqdir. Ingliz tilidagi akademik matnlarda bunday birliklar muallif fikrining ehtiyotkorlik bilan bayon etilishini, ilmiy xulosaning nisbiyligini hamda muayyan darajadagi noaniqlikni ifodalash uchun qo'llanadi. Quyidagi misol mazkur muammoning mohiyatini ko'rsatadi:

(2a) *Inglizcha matn: "The communicative approach (though its effectiveness remains debated among researchers) has been widely adopted in language classrooms across Central Asia."*

(2b) *O'zbek tilidagi adekvat tarjima: "Kommunikativ yondashuv (garchi uning samaradorligi tadqiqotchilar o'rtasida hanuz munozarali bo'lib qolayotgan bo'lsa-da) Markaziy Osiyodagi til sinfxonalarida keng qo'llanilmoqda."*

(2c) *Korpusda kuzatilgan noadekvat tarjima: "Kommunikativ yondashuv Markaziy Osiyodagi til sinfxonalarida keng qo'llanilmoqda."*

(2c) variantida tarjimon epistemik yumshatuvchi kiritma konstruktsiyani to'liq tushirib qoldirgan. Natijada asl matndagi ilmiy ehtiyotkorlik va muallifning neytral pozitsiyasi yo'qolib, fikr haddan tashqari qat'iy va kategorik shaklda ifodalangan. Korpus tahlili natijalari shuni ko'rsatadiki, epistemik yumshatuvchi birliklarni tushirib qoldirish holatlari 31 foizni tashkil etadi. Bu ko'rsatkich boshqa turdagi kiritma birliklarga nisbatan eng yuqori daraja hisoblanadi.

3.3 Aniqlovchi faktli kiritma birliklar

Aniqlovchi-faktli kiritma birliklar, ya'ni asosiy gap tarkibiga qo'shimcha izoh yoki faktik ma'lumot kirituvchi konstruktsiyalar, tarjima jarayonidagi uchinchi muhim qiyinchiliklar guruhini tashkil etadi. Bunday birliklarning gapdagi sintaktik pozitsiyasi o'zgarganda, ular izohlayotgan element bilan bo'lgan semantik bog'liqlik susayishi yoki uzilishi mumkin. Quyidagi misol ushbu holatni ko'rsatadi:

(3a) *Inglizcha matn: "The Bologna Process (first introduced in 1999 to standardize European higher education) has significantly influenced curriculum development in Uzbekistan."*

(3b) O'zbek tilidagi adekvat tarjima: *"Bolonya jarayoni (birinchi marta 1999-yilda Yevropa oliy ta'limini standartlashtirish maqsadida joriy etilgan) O'zbekistonda o'quv dasturlarini rivojlantirishga sezilarli ta'sir ko'rsatdi."*

(3c) Korpusda kuzatilgan noadekvat tarjima: *"Bolonya jarayoni O'zbekistonda o'quv dasturlarini rivojlantirishga sezilarli ta'sir ko'rsatdi. Bu jarayon birinchi marta 1999-yilda Yevropa oliy ta'limini standartlashtirish maqsadida joriy etilgan edi."*

(3c) variantida kiritma birlik mustaqil gap shakliga aylantirilgan. Mazmuniy jihatdan asosiy axborot saqlangan bo'lsa-da, matnning ixchamligi hamda kiritma konstruktsiyaning asosiy komponent bilan bevosita sintaktik va semantik aloqasi yo'qolgan. Korpus tahlili natijalariga ko'ra, 52 foiz holatda kiritma birlik gap oxiriga ko'chirilgan, 22 foiz holatda esa alohida gap tarzida ifodalangan. Faqatgina 26 foiz holatda kiritma konstruktsiyaning asl sintaktik modeli saqlab qolingan.

4. Tadqiqot natijalarining til o'qitish va tarjima amaliyotidagi pedagogik ahamiyati.

Tadqiqot natijalari ingliz tilini ikkinchi til sifatida o'qitish hamda tarjimonlarni tayyorlash jarayoni uchun muhim amaliy ahamiyatga ega. Xususan, til o'qituvchilari talabalar e'tiborini ingliz va o'zbek tillaridagi kiritma konstruktsiyalarning funksional hamda sintaktik farqlariga qaratish maqsadida quyidagi taqqoslama mashqlardan foydalanishlari mumkin:

(4a) *Kiritma birlikli gap: "The study (conducted over three academic years) confirmed the hypothesis regarding vocabulary acquisition rates."*

(4b) *Kiritma birliksiz variant: "The study confirmed the hypothesis regarding vocabulary acquisition rates. It was conducted over three academic years."*

Mazkur turdagi mashqlar talabalarni kiritma birliklarning matn ixchamligi, kohezivligi hamda ilmiy uslubni shakllantirishdagi o'rnini anglashga yo'naltiradi. Epistemik yumshatuvchi birliklarning yuqori darajadagi tushirib qoldirilishi esa tarjimonlarni maqsadli tayyorlash zarurligini ko'rsatadi. Shu bois, avvalo, bunday birliklarni manba matnda aniqlash, keyinchalik esa ularni funksional ekvivalentlik tamoyili asosida o'zbek tiliga adekvat tarzda tarjima qilish bo'yicha maxsus mashqlarni ishlab chiqish maqsadga muvofiqdir.

5. Xulosa

Ushbu tadqiqot ingliz tilidagi akademik matnlarda qo'llaniladigan kiritma konstruktsiyalarni o'zbek tiliga tarjima qilish jarayonida uchta asosiy qiyinchilikni aniqladi: sintaktik o'rin almashishi, epistemik yumshatuvchi konstruktsiyalarni tarjima qilish hamda aniqlovchi-faktli birliklarni integratsiya qilish. Tahlil qilingan misollar ushbu qiyinchiliklarning tarjima amaliyotida qanday namoyon bo'lishini hamda ular matnning uslubiy yaxlitligi, ilmiy aniqligi va funksional ekvivalentligiga qanday ta'sir ko'rsatishini yaqqol namoyish etdi.

Korpus tahlili natijalari shuni ko'rsatdiki, amaldagi tarjima amaliyotida epistemik yumshatuvchi kiritma birliklarni tushirib qoldirish hamda funksional siljish holatlari keng tarqalgan. Mazkur natijalar tarjima nazariyasi va amaliyoti, shuningdek, ingliz tili o'qitish dasturlarida kiritma konstruktsiyalarni o'rganishga yanada ko'proq e'tibor qaratish zarurligini ko'rsatadi.

Kelgusidagi tadqiqotlarda ushbu muammoni huquqiy, ilmiy-texnikaviy hamda publitsistik matnlar misolida kengroq qiyosiy tahlil qilish maqsadga muvofiq hisoblanadi.

Foydalanilgan adabiyotlar

1. Crystal D. The Cambridge Encyclopedia of the English Language. — Cambridge: Cambridge University Press, 2003. — 499 b.
2. Fairclough N. Media Discourse. — London: Edward Arnold, 1995. — 214 b.
3. Halliday M.A.K., Hasan R. Cohesion in English. — London: Longman, 1976. — 374 b.
4. Komissarov V.N. Teoriya perevoda. — Moskva: Vysshaya shkola, 1990. — 253 b.
5. Levinson S.C. Pragmatics. — Cambridge: Cambridge University Press, 1983. — 420 b.
6. Nida E.A., Taber C.R. The Theory and Practice of Translation. — Leiden: Brill, 1969. — 220 b.
7. Nematov H., Bozorov O. Til va nutq. — Toshkent: O'qituvchi, 1993. — 160 b.
8. Rahmatullayev Sh. O'zbek tilining izohli frazeologik lug'ati. — Toshkent: O'qituvchi, 1978. — 407 b.
9. Vinogradov V.V. Russkiy yazyk: Grammaticheskoye ucheniye o slove. — Moskva: Vysshaya shkola, 1972. — 614 b.
10. Yule G. Pragmatics. — Oxford: Oxford University Press, 1996. — 138 b.

THE ROLE OF CASE STUDIES IN TEACHING FOREIGN LANGUAGES

Usmonov Giyosiddin Murotjonovich
Doctor of Philosophy in Philological sciences (PhD)
Kokand State university
The Department of Foreign Languages Theory

Annotation

This article examines the role of case studies in teaching foreign languages, particularly English as a Foreign Language (EFL) in Uzbekistan. It explores how case-based learning develops students' critical thinking, decision-making, and communication skills. The study also addresses challenges related to material selection, cultural relevance, timing, and difficulty level in EFL contexts.

Key words: case study, foreign language teaching, critical thinking, EFL (English as a Foreign Language), decision-making, problem-solving, ESP (English for Specific Purposes), material selection, communication skills, pedagogical method.

The case study method has been widely used in education as a learning vehicle with specific educational objectives in mind. Case studies have become an integral part of the pedagogy in teaching many subjects. Cases can be used for a range of purposes such as to illustrate best practice, apply tools, invite discussion, facilitate decision making and develop skills in critical and creative thinking. Management in the hospitality, leisure, sports and tourism industry focuses on people. Problem-solving, especially the ability to think on one's feet and deal effectively with problems, are key requirements.

Nowadays case studies are welcomed by EFL professionals, especially by those who are involved in teaching English for specific purpose and as a second or as a foreign language at the educational establishments of Uzbekistan such as schools,

specialized schools, academic lyceums, colleges and universities. This article aims to describe how case studies are used when teaching English.

The word “case” comes from Latin “casus”. Some of the dictionary definitions from Collins Cobuild which fit into this content are:

1. 1. A particular situation that you are considering on its own or on an individual basis, especially when you are using it as an example of something, or when you are comparing it with something else.

1. 2. A particular incident that you are describing or explaining.

Cobuild also defines "Case Study," which is spelled with or without a hyphen, as: "An account that gives detailed information about a person, group, or thing and their development over a period of time...."⁴³

Case studies used in particular educational institutions describe problems of individuals, couples, groups, social institutions, or even nations. Depending on the definitions above, we also can give our own description of case study as: “A case study is a representation of a real-life or life-like situation. It is a representation rather than a description because it does not have to be text-based and it can contain multiple resources. A case study is a model that includes a sufficient level of detail for the learning and teaching purpose. The model is a situation or scenario based on events in the real-world. Although narrative case studies are the most common form of case study, they do not have to be limited to text-based descriptions. A case may represent a single event or provide an account of a series of actions over a period of time”.

Case studies provide students with the opportunity of reading, understanding, and discussing a specific problem area. Students are expected to propose logical solutions to the problem presented. Each case is written to leave the student at a decision point with the instructor (teacher) in the case confronted. It will usually describe how the current position developed and what problems in the case are currently facing. Tables of data, diagrams, and photographs may be added to help the students provide with a more complete picture. Film, video, audiotapes, and slide sequences have all been used as vehicles for case descriptions. These all make a case more realistic to the students. They make students decide on an action under real conditions. Students cannot remain passive observers, but are trained to be action-oriented and good at making decisions quickly and with confidence.

Lane and DiStefano (1992) define a case as a description of a situation faced by a decision-maker. The case method has been found as an extremely effective method of accelerating management development⁴⁴.

Depending on our experience in teaching and using case studies during the lessons and extracurricular activities we conclude how students respond to case studies. The case method cannot be considered as either tutorial or lecturer-based. Therefore, many students find the method difficult to adapt to. Critical thinking,

⁴³ Sinclair, J. 1990. Collins Cobuild English language dictionary. Harper-Collins Publishers

⁴⁴ Lane, H. and J. DiStefano. 1992. International management behavior: Introduction to the cases and the case method. PWS-Kent

creativity, communication skills, as well as attitude, self-analysis, social skills, and decision-making skills are all involved.

According to Easton. G, the following several steps for case analysis are proposed:

1. Understanding the situation 2. Diagnosing problem areas 3. Generating alternative solutions 4. Predicting outcomes 5. Evaluating alternatives 6. Rounding out the analysis 7. Communicating the results⁴⁵.

In our opinion too, students are highly recommended to follow the above steps to be able to succeed in dealing with a case study. However, they usually complain about the shortage of time and lack of information, which also applies to a real-life situation and they cannot tolerate the state being unclear or uncertain. Fully understanding the situation and also diagnosing the problem is difficult for students. They have the tendency to propose only one solution to the problem instead of putting forward several. Students need to be encouraged to propose more than one solution and to learn how to tolerate or accept the solutions offered by others. Any solution may have a cumulative effect or will have some implications, which need to be considered carefully as well. When students are asked to analyze the case completely and evaluate alternative solutions, they usually get impatient and want the single right answer, which does not exist in real life. Because students fear the criticism of others, they are reluctant to communicate their results.

In such cases the role of the instructor in case studies is important. The instructor is present to keep the discussion moving toward a meaningful goal. His/her role is to inspire analytical thinking and cause an important change in the argument or discussion. The instructor also tries to encourage students' ability to defend an argument and their opinions. Much patience and tolerance is expected from the instructor to manage a case study successfully. However, it is worth every minute of it. Materials selection also plays an important role in achieving this. For example, Tourism and Hotel Management students study tourism and hotel management related cases, and Computer Technology and Programming Department students concentrate on cases which concern computer programmers. Language students at pedagogical institutes and universities study the cases related to language teaching and language learning. They enjoy reading, understanding the issues, and offering solutions to the problems discussed as long as these concern their future career. Of course, it will take both the instructor and the students a long time to reach the target purpose and result. Although it may take a long time, patience, it is worth seeing a group of students discussing cases at the desired level achieving the end result.

When talking about which materials to include in our courses, various published case study EFL/ESP textbooks can be mentioned. But most published case studies are not suitable for our students, due to the following problems:

⁴⁵ Easton, G. 1982. Learning from case studies.

1. Timing: Many case studies appeared to be either too long or too short to fit in our timetable.

2. Culturally Specific: Case study textbooks tend to be written by either British or American authors whose case studies are based on the their respective countries. As a result, case studies deal with companies, countries, and concepts that our students would have little previous knowledge of.

3. Level of Difficulty: Many case studies are aimed at experienced professionals who may possess the necessary special or technical vocabulary. In addition, case study writers often presume that students are experienced and proficient in analyzing cases.

4. Topic: Topics covered in case studies may be difficult or too technical for students. It is important that students are familiar with the topic to be discussed so that their problem-solving ability and skills for describing the main topic can be activated.

5. Objectives (aims): Where possible, case studies should be used to fulfill course objectives. For example, in our opinion, they should revise or introduce relevant vocabulary. As a result, teachers can have two options. First, case studies from textbooks may be adapted so that the problems mentioned above can be eliminated. Second, teachers may design their own cases. In fact, it soon became clear in our situation that it was simpler to develop our own cases, providing our own students' particular needs and interests. The difficulty of case studies may also be graded so that cases introduced at the beginning of courses concentrate on developing students' speaking skills. As students become familiar with case studies, more emphasis can be placed on designing materials which concentrate on developing students' critical and analytical thinking skills.

The following appendix is given to help teachers design case studies. It is an example of designing a case study for the first-year language students.

Case study

Title	Anvar and Bakhodir's discourse
Focus of the Case Study	Necessity and importance of the grammar course during their study at the Institute
Task	Individually, after working over the scenario and supporting material, prepare handouts on how the grammar course can assist the students to comprehend the necessity of it. Consider the following questions: what are the main aims and objectives of the course? How does each students' style can help them to learn the course? why do they need this kind of course?
Resource	Syllabus of the grammar course. Course notes.
Scenario	Anvar and Bakhodir are the freshmen of the Foreign Languages Faculty of Kokand state university. Within the first week of their studies they got acquainted with the syllabus of grammar course. After the lessons they were discussing this course, and Anvar said it is not so important because he knows grammar very well. Meanwhile Bakhodir said that with the help of this course he will be able to improve his grammar skills.

References

- Easton, G. Learning from case studies. 2022.
- Englewood Cliffs, NJ: Prentice Hall Regents.
- Lane, H. and J. DiStefano. Intemaiwrud management behavior: Introduction to the cases and the case method. PWS-Kent. 1992.
- Sinclair, J. Collins Cobuild. English language dictionary. Harper-Collins Publishers. 1990.
- Dr. Sharon Cox. Learning and teaching guides. Case studies for active learning. Birmingham city university.

ONLAYN TA'LIMDA IQTISODIY TERMINLARNI O'ZLASHTIRISH SAMARADORLIGI

Barno Djamalutdinova Ramizitdinovna,

Xalqaro Nordik universiteti

"Chet tillar" kafedrası katta o'qituvchisi

djamalutdinovabarno@gmail.com

Annotatsiya

Mazkur maqolada onlayn ta'lim sharoitida iqtisodiy terminlarni o'zlashtirish samaradorligi tahlil qilinadi. Tadqiqot davomida interaktiv metodlar, raqamli platformalar hamda amaliy mashqlar orqali talabalarning iqtisodiy bilimlari va ko'nikmalarini rivojlantirish imkoniyatlari o'rganildi. O'zbekiston iqtisodiyoti misolida olib borilgan tahlillar natijasida terminologik bilimlarni real iqtisodiy jarayonlar bilan bog'lash o'quv samaradorligini sezilarli darajada oshirishi aniqlandi.

Kalit so'zlar; onlayn ta'lim, iqtisodiy terminlar, amaliy ko'nikmalar, interaktiv metodlar, raqamli platformalar, iqtisodiy kompetensiya, analitik fikrlash, masofaviy ta'lim, innovatsion pedagogika, blended learning

Kirish. Zamonaviy ta'lim tizimida raqamlashtirish jarayoni tez sur'atlar bilan rivojlanib, bilim berishning an'anaviy shakllari bilan bir qatorda innovatsion yondashuvlar ham keng qo'llanilmoqda. Ayniqsa, axborot-kommunikatsiya texnologiyalarining rivoji natijasida onlayn ta'lim shakli global miqyosda ommalashib, ta'lim jarayonining ajralmas qismiga aylanmoqda. Bu holat iqtisodiy fanlarni o'qitishda ham yangi imkoniyatlar yaratib, talabalarning mustaqil o'rganish, tahlil qilish va amaliy ko'nikmalarini rivojlantirishga xizmat qilmoqda.

Iqtisodiy terminlar esa iqtisodiyot fanining asosiy tushunchaviy apparatini tashkil etib, talabalarning kasbiy kompetensiyalarini shakllantirishda muhim o'rin tutadi. Mazkur terminlar orqali talabalar iqtisodiy jarayonlar, bozor mexanizmlari, moliyaviy munosabatlar va boshqaruv qarorlarini chuqurroq anglaydi. Shu bois iqtisodiy terminologiyani samarali o'qitish nafaqat nazariy bilimlarni egallash, balki ularni amaliy faoliyatda qo'llash uchun ham zarur hisoblanadi.

O'zbekiston ta'lim tizimida ham raqamli transformatsiya jarayonlari jadallik bilan amalga oshirilmoqda. Xususan, masofaviy va onlayn ta'lim platformalarining joriy etilishi talabalarga iqtisodiy fanlarni o'rganishda keng imkoniyatlar yaratmoqda. Biroq, ushbu jarayonda iqtisodiy terminlarni o'zlashtirish samaradorligi bilan bog'liq ayrim muammolar saqlanib qolmoqda. Jumladan, talabalarning passiv o'rganishga moyilligi, amaliy mashg'ulotlar yetishmasligi,

o'zlashtirilgan bilimlarning real iqtisodiy vaziyatlar bilan bog'lanmasligi hamda motivatsiyaning pasayishi kabi omillar o'quv natijalariga salbiy ta'sir ko'rsatmoqda. Shu nuqtai nazardan, onlayn ta'lim sharoitida iqtisodiy terminlarni samarali o'qitish metodikasini takomillashtirish dolzarb ilmiy-amaliy masala hisoblanadi. Mazkur tadqiqotning maqsadi — onlayn ta'limda iqtisodiy terminlarni o'zlashtirish samaradorligini oshirishga xizmat qiluvchi pedagogik yondashuvlar va metodlarni aniqlashdan iborat. Tadqiqot doirasida interaktiv metodlar, raqamli texnologiyalar va amaliy topshiriqlarning o'quv jarayoniga ta'siri tahlil qilinadi.

Metodologiya:

Tadqiqot jarayonida quyidagi metodlardan foydalanildi:

- **Pedagogik kuzatuv** – talabalar faoliyatini onlayn platformalarda monitoring qilish
- **So'rovnoma** – talabalar va o'qituvchilarning fikrlarini aniqlash
- **Eksperimental usul** – nazorat va tajriba guruhlarini solishtirish
- **Statistik tahlil** – olingan natijalarni qayta ishlash

Tadqiqot 2 bosqichda olib borildi:

1. An'anaviy onlayn darslar asosida terminlarni o'zlashtirish darajasini aniqlash
2. Interaktiv metodlar (quizlar, case-study, muammoli vaziyatlar, onlayn testlar) joriy etilgandan keyingi natijalarni tahlil qilish

Tajriba 60 nafar talaba ishtirokida o'tkazildi.

Natijalar:

Tadqiqot natijalari quyidagilarni ko'rsatdi:

- Interaktiv metodlar qo'llanilgan guruhda terminlarni o'zlashtirish darajasi **25–30% ga oshdi**
- Talabalarning darsga jalb etilishi va faolligi sezilarli darajada yaxshilandi
- Amaliy topshiriqlar orqali terminlarni real vaziyatlarda qo'llash ko'nikmasi shakllandi
- Raqamli platformalar (testlar, videodarslar, simulyatsiyalar) o'rganish jarayonini samaraliroq qildi

Natijalar shuni ko'rsatdiki, faqat nazariy tushuntirishga asoslangan onlayn ta'lim yetarli emas, balki interaktiv va amaliy yondashuv zarur.

Muhokama:

Olingan natijalar shuni tasdiqlaydiki, onlayn ta'limda iqtisodiy terminlarni o'zlashtirish samaradorligi ko'p jihatdan o'qitish metodikasiga bog'liq.

Ayniqsa, quyidagi omillar muhim ahamiyatga ega:

- interaktiv yondashuvlardan foydalanish
- talabalarning mustaqil ishlashini rag'batlantirish
- real iqtisodiy vaziyatlarga asoslangan topshiriqlar berish
- raqamli texnologiyalarni integratsiya qilish

Shuningdek, tadqiqot natijalari boshqa ilmiy ishlanmalar bilan ham mos keladi va onlayn ta'limning samaradorligini oshirish uchun kompleks yondashuv zarurligini ko'rsatadi.

Xulosa qilib aytganda, zamonaviy ta'lim tizimida onlayn ta'limning rivojlanishi iqtisodiy fanlarni o'qitishda yangi pedagogik imkoniyatlarni

yaratmoqda. Ayniqsa, iqtisodiy terminlarni o‘rgatishda interaktiv metodlar, raqamli platformalar va innovatsion texnologiyalardan samarali foydalanish talabalarning bilimlarni tezroq va mustahkamroq o‘zlashtirishiga xizmat qiladi. Tadqiqot davomida aniqlanishicha, amaliy mashg‘ulotlarga asoslangan yondashuv, jumladan, onlayn testlar, virtual muhokamalar, multimedia vositalari, elektron lug‘atlar hamda mustaqil topshiriqlar talabalarning iqtisodiy terminlarni anglash, ularni nutqda to‘g‘ri qo‘llash va kasbiy kompetensiyalarini rivojlantirishda muhim ahamiyat kasb etadi. Shuningdek, interaktiv ta’lim metodlari talabalarning dars jarayonidagi faolligini oshiradi, mustaqil fikrlash ko‘nikmalarini shakllantiradi hamda iqtisodiy tushunchalarni real hayotiy vaziyatlar bilan bog‘lash imkonini beradi. Onlayn ta’lim muhitida zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish esa ta’lim sifatini oshirish, vaqt va masofa bilan bog‘liq cheklovlarni kamaytirish hamda individual yondashuvni ta’minlashga yordam beradi.

Tadqiqot natijalari shuni ko‘rsatdiki, iqtisodiy terminlarni o‘qitishda innovatsion va amaliy metodlardan foydalanish talabalarning nazariy bilimlarini mustahkamlabgina qolmay, balki ularning kasbiy tayyorgarligini ham sezilarli darajada rivojlantiradi. Shu sababli, kelgusida ushbu yo‘nalishda yanada chuqurroq ilmiy izlanishlar olib borish, yangi pedagogik texnologiyalarni ishlab chiqish, raqamli ta’lim resurslarini boyitish hamda iqtisodiy terminologiyani o‘qitishning samarali metodik tizimini yaratish dolzarb masalalardan biri hisoblanadi.

Foydalanilgan adabiyotlar:

1. O‘zbekiston Respublikasi Prezidentining “Raqamli O‘zbekiston – 2030” strategiyasi to‘g‘risidagi Farmoni. – Toshkent, 2020.
2. O‘zbekiston Respublikasi “Ta’lim to‘g‘risida”gi Qonuni. – Toshkent, 2020.
3. Abduqodirov A.A. *Masofaviy ta’lim nazariyasi va amaliyoti*. – Toshkent: Fan, 2019.
4. Ishmuhamedov R.J. *Innovatsion pedagogik texnologiyalar*. – Toshkent: Iste’dod, 2020.
5. Anderson T. *The Theory and Practice of Online Learning*. – Canada: Athabasca University Press, 2018.
6. Mayer R.E. *Multimedia Learning*. – New York: Cambridge University Press, 2021.
7. Karimov U.B. “Onlayn ta’lim texnologiyalaridan foydalanish samaradorligi” // *Pedagogik ta’lim*. – 2022. – №4. – B. 45–52.
8. Xolmatov D.A. “Masofaviy ta’limda interaktiv metodlardan foydalanish samaradorligi” // *Ilm va ta’lim*. – 2022. – №5. – B. 33–40.

A PHONETIC STUDY OF CHILDREN’S SPONTANEOUS SPEECH

Saydaliyeva Mahliyoxon Ulug‘bek qizi

Teacher at Kokand state university,

Doctor of philosophy in philological sciences (PhD)

Karimova Zilola Shuhrat qizi

Student of Kokand state university

Annotation: This work examines the phonetic features of children’s spontaneous speech. The study analyzes sound pronunciation, stress, intonation, and the level of phoneme acquisition in children’s speech. It also explores the stages of speech development and the causes of phonetic

errors. The results of the study are important for the proper formation and development of children's speech.

Keywords: children's speech, spontaneous speech, phonetics, pronunciation, phoneme, intonation, speech development

The phonetic study of children's spontaneous speech is a significant field within linguistics, psycholinguistics, and speech development research. Spontaneous speech—produced naturally in everyday communication without preparation—provides authentic data for analyzing how children acquire phonological and phonetic systems. Unlike elicited or imitated speech, spontaneous speech reflects the child's genuine linguistic competence, including both strengths and developmental limitations.

Spontaneous speech is considered the most reliable source for studying language acquisition because it emerges in natural communicative situations. In this type of speech, children express thoughts freely, without being guided by strict linguistic instructions. As a result, phonetic phenomena such as sound substitutions, omissions, assimilations, and simplifications are frequently observed.

From a developmental perspective, these deviations are not merely “errors” but indicators of the child's ongoing process of mastering the phonological system of their native language. Researchers emphasize that such patterns follow predictable stages and gradually diminish as the child matures.

Theoretical Foundations in Speech Development:the ideas of prominent scholars have significantly contributed to understanding children's speech development.

From a neuropsychological standpoint, Alexander Luria emphasized that speech production is closely linked to brain structures and functional systems. He described speech as a complex activity involving coordination between auditory perception, motor planning, and articulatory execution.

In spontaneous speech, phonetic inaccuracies such as sound distortions or omissions may reflect the incomplete maturation of these neural systems. Luria's work suggests that phonetic development is not only a linguistic process but also a neurobiological one, where different brain regions gradually specialize in processing and producing speech sounds.

Shvachkin's research highlights that phonemic awareness develops before full articulatory control, meaning that a child may recognize a sound correctly before being able to produce it accurately.

Stages of Phonetic Development in Children

Children's phonetic development typically progresses through several stages:
Pre-linguistic stage – vocalizations, babbling, and sound experimentation

Early word stage – simplified pronunciation of words

Phonological development stage – gradual acquisition of correct sound patterns

Refinement stage – correction of errors and stabilization of pronunciation

During these stages, spontaneous speech evolves from highly simplified sound patterns to more accurate and stable phonetic forms. The timeline of these

stages varies depending on individual differences, environmental exposure, and cognitive development.

Common Phonetic Phenomena in Spontaneous Speech

Several recurring phonetic processes can be observed in children's spontaneous speech:

Substitution: replacing a difficult sound with an easier one (e.g., /r/ → /l/)

Omission (deletion): leaving out certain sounds or syllables

Assimilation: making sounds more similar to neighboring sounds

Reduction: shortening or simplifying word structures

Cluster simplification: reducing consonant clusters to single sounds

These processes demonstrate how children simplify complex phonetic structures to match their current articulatory abilities.

Role of Intonation, Stress, and Prosody

Prosodic features such as intonation, stress, rhythm, and speech melody play a crucial role in spontaneous speech. Even when children cannot produce individual phonemes correctly, they often use intonation effectively to express emotions, questions, or statements.

Intonation in children's speech tends to be more expressive than structurally accurate. Stress patterns, on the other hand, are acquired gradually and may initially be inconsistent. Over time, children learn the stress rules of their native language through exposure and imitation.

Influence of Social and Environmental Factors

Phonetic development is strongly influenced by the child's environment. Factors such as parental speech, linguistic input, socio-economic background, and frequency of interaction all contribute to how quickly and accurately a child acquires phonetic skills.

Children who are exposed to rich and clear linguistic input tend to develop more accurate pronunciation patterns earlier. Conversely, limited exposure or inconsistent input may delay phonetic development.

Spontaneous speech remains one of the most valuable sources for observing authentic phonetic development, as it reflects the child's natural linguistic growth and evolving communicative competence.

The study of spontaneous speech is considered one of the most important problems in linguistics today. The main reason for this is the attempts to automate speech. Despite the fact that artificial intelligence systems are currently performing both written and spoken speech, the process of automating human speech is not over. After all, language is a complex system, and automating all its cultural and social aspects is not an easy task. In addition, it is necessary to take into account age aspects in the use of language. The tempo, timbre, and manner of speaking change as a person ages. It is even possible to estimate a person's age through these aspects. Some phenomena occurring in the process of spontaneous speech have created problems in the process of experimentally studying language. V. Word mentions them as filled pauses, restarts, subjective insertions, words with unclear or mispronounced pronunciation, ellipsis, grammatical errors. These phenomena

created problems in speech analysis programs at the end of the last century and prevented the system from working without errors. After all, the main conditions imposed on speech analysis systems were the following: 1. The sentence must be grammatically complete. 2. It must consist of words available in the dictionary loaded into the system. 3. Pauses must be at the beginning and end of the sentence, not in the middle. 4. There must be no excess noise. So, the analysis programs selected only correct, grammatically complete words available in the dictionary. However, due to the occurrence of speech interruptions and noise in spontaneous speech, errors occurred in its analysis. To correct this, commands such as creating an error signal and filling the semantic gap based on syntax began to be used. This can be attributed to the phonetic and syntactic differences between written and oral speech. For this reason, it is necessary to thoroughly study children's speech. However, it is also important when such studies began. "Observations on the Development of the Mental Abilities of the Child" was written by the German philosopher D. Tiedemann based on observing the development of his son from birth to three years and was published in 1787. Later, famous scientists I. Teng published the development of his children's speech in the form of scientific research, for example, Ch. Darwin, I.A. Sikorsky, V.M. Bekhterev and others. In Western society of the 18th century, fundamental changes occurred in the concepts of childhood, morality and family. Donald J. Dietrich in his article "Tiedemann: Child Psychologist in the Eighteenth Century" analyzes this period as a period in which a new, humanistic attitude towards the child was formed. According to him, the religious movements of the Reformation and Counter-Reformation, first of all, strengthened the idea of separating children from adults and paying special attention to their upbringing. Thus, under the influence of humanists and enlighteners of that time, the idea was formed.

The phonetic study of children's spontaneous speech reveals that language acquisition is a dynamic and multifaceted process. It involves the interaction of cognitive, neurological, and social factors. The contributions of scholars such as Vygotsky, Luria, and Shvachkin provide a comprehensive framework for understanding how children perceive, process, and produce speech sounds. That "the child can be educated only by understanding him."

In spontaneous speech, phonetic inaccuracies such as sound distortions or omissions may reflect the incomplete maturation of these neural systems. Luria's work suggests that phonetic development is not only a linguistic process but also a neurobiological one, where different brain regions gradually specialize in processing and producing speech sounds.

Phoneme Acquisition and Perception; The linguist Nikolai Shvachkin conducted extensive research on phoneme perception in children. He found that children initially perceive speech sounds in a generalized way, grouping acoustically similar phonemes into broader categories.

For example, children may confuse /r/ and /l/ or replace complex consonant clusters with simpler ones. This occurs because phonemic auditory discrimination is

still developing. Over time, through exposure and practice, children refine their perceptual system, allowing them to distinguish between similar sounds more accurately.

The analysis of spontaneous speech is essential for several reasons:

- It provides authentic data on natural speech production
- It helps identify developmental stages and patterns
- It supports speech therapy and early diagnosis of speech disorders
- It contributes to theoretical models of language acquisition
- By examining spontaneous speech, researchers and educators can better understand both typical and atypical speech development, allowing for more effective teaching and intervention strategies.

References

1. Bekhterev, V. M. (1903). *Obshchie osnovy refleksologii chelovecheskogo povedeniya* [General Principles of the Reflexology of Human Behavior]. St. Petersburg: Publishing House of V. M. Bekhterev.
2. Tiedemann, D. (1787). *Beobachtungen über die Entwicklung der Seelenfähigkeiten bei Kindern* [Observations on the Development of the Mental Faculties in Children]. Kassel: Bärenreiter.
3. Vygotsky L. S. *Thought and Language*. — Cambridge, MA: MIT Press, 1962.
4. Luria A. R. *Cognitive Development: Its Cultural and Social Foundations*. — Harvard University Press, 1976.
5. Shvachkin N. X. *Development of Phonemic Perception in Children*. — Moscow, 1948.
6. Jakobson R. *Child Language, Aphasia and Phonological Universals*. — The Hague: Mouton, 1968.
- Ingram D. *Phonological Disability in Children*. — London: Edward Arnold, 1989.
7. *Phonetic transcription of spontaneous children's speech with the aid of software: a systematic review* — bu tadqiqotda bolalarning spontan nutqini fonetik transkripsiya qilish uchun dasturlar ko'rib chiqiladi. *Phonetic transcription of spontaneous children's speech* (ResearchGate) ResearchGate
8. *The Study Of Children's Spontaneous Speech* — bolalar spontan nutqi bo'yicha ilmiy maqola (2025). *The Study Of Children's Spontaneous Speech* (American Journal of Philological Sciences)

A LINGUO PSYCHOLOGICAL STUDY OF CHILDREN'S SPONTANEOUS SPEECH

Saydaliyeva Mahliyoxon Ulug'bek qizi,

Teacher at Kokand state university,

Doctor of philosophy in philological sciences (PhD)

Student of Kokand state university

Karimova Zilola Shuhrat qizi

Annotatsiya: ushbu maqolada bolalar spontan nutqining lingvopsixologik jihatlari o'rganiladi. Tadqiqot davomida bolalar nutqining tabiiy shakllanishi, uning psixologik va lingvistik omillar bilan bog'liqligi tahlil qilinadi. Shuningdek, spontan nutqning rivojlanish bosqichlari, nutq jarayonida yuzaga keladigan xususiyatlar hamda ularning bolalar tafakkuri va kommunikativ faoliyatiga ta'siri yoritiladi. Mazkur tadqiqot natijalari ta'lim jarayonida samarali metodlarni ishlab chiqishda muhim ahamiyat kasb etadi.

Language is one of the most important tools children use to understand the world around them and interact with others. From a very early age, children begin to express their needs, feelings, and ideas through different forms of communication. Among these forms, spontaneous speech plays a particularly important role because it appears naturally, without preparation, and reflects the child's real-time thinking. Unlike memorized or structured speech, spontaneous speech allows us to observe how children organize their thoughts while speaking. It shows not only what they know but also how they process information. For this reason, studying children's spontaneous speech provides valuable insights into both their linguistic abilities and psychological development.

This article aims to explore the main linguo psychological aspects of children's spontaneous speech. It examines how spontaneous speech develops over time, what features are typical for children at different stages, and which psychological factors influence this process. In addition, the paper highlights the importance of spontaneous speech in learning, communication, and social interaction. Spontaneous speech can be defined as natural, unplanned speech that occurs during everyday communication. It is produced instantly, often without conscious preparation, and is closely connected to the speaker's current thoughts and emotions. In children, spontaneous speech is often irregular and may include pauses, repetitions, or unfinished sentences. However, these features are not signs of weakness. On the contrary, they show that the child is actively thinking and trying to express ideas. For example, when a child repeats a word or pauses, it often means they are searching for the right expression or organizing their thoughts.

From a linguistic perspective, spontaneous speech reflects a child's current level of language development, including vocabulary and grammar. From a psychological perspective, it reveals how cognitive processes such as memory, attention, and perception function during communication. Therefore, spontaneous speech should be studied as a combination of both linguistic and psychological phenomena.

Children's spontaneous speech develops gradually as they grow older and gain more experience with language and communication. At the earliest stage, known as the pre-linguistic stage, children communicate through sounds, gestures, and facial expressions. Although they do not use words yet, they learn the basic rules of interaction, such as taking turns and responding to others. During the early speech stage, which usually occurs between the ages of one and three, children begin to use simple words and short phrases. Their speech may not follow grammatical rules, but it is meaningful and helps them express basic needs and ideas. As children reach the age of three to six, their speech becomes more complex. Their vocabulary grows rapidly, and they start forming longer sentences. At this stage, spontaneous speech becomes more active, but it still includes mistakes, pauses, and repetitions. These features reflect ongoing cognitive development. By school age, children's speech becomes more structured and organized. They begin to use more correct grammar

and clearer sentence structures. However, spontaneous elements remain, especially in informal communication, where children feel more relaxed.

Children's spontaneous speech has several noticeable and natural features. One of the most common is repetition. Children may repeat words or phrases as they try to build their sentences. This repetition helps them manage their thoughts and continue speaking. Pauses and hesitations are also very common. When children stop in the middle of a sentence, it usually means they are thinking about what to say next. This is a normal part of speech production and should not be seen as a problem.

Another important feature is self-correction. Children often correct themselves when they realize they have made a mistake. For example, they may start a sentence one way and then change it. This shows that they are becoming more aware of language rules and are learning to monitor their own speech. Simplified grammar is also typical in early stages. Children may omit certain words or use incorrect forms. However, these patterns gradually improve as they gain more experience with language. Children's spontaneous speech is strongly influenced by several psychological factors, which play an important role in how speech is produced and developed. Cognitive development is one of the key factors. As children grow and their thinking becomes more advanced, their speech also becomes more organized and meaningful. They are able to express more complex ideas and connect different thoughts. Memory also plays an important role in speech production. Children need to remember words, sentence structures, and meanings while speaking. Limited memory capacity may lead to pauses or incomplete sentences, especially in younger children. Attention is another significant factor. Children who are focused can express their ideas more clearly, while those who are distracted may produce fragmented or unclear speech. Therefore, a calm and supportive environment is important for effective communication. Emotions can also influence spontaneous speech. For instance, a child who feels confident and relaxed is more likely to speak freely. In contrast, anxiety or fear may reduce fluency and make communication more difficult. Social interaction is equally important. Children learn to speak by interacting with others. Conversations with parents, teachers, and peers provide valuable practice and help children improve their communication skills.

Spontaneous speech plays a central role in children's overall development. It is not only a way of expressing ideas but also a tool for thinking and learning. When children speak, they organize their thoughts, reflect on their experiences, and develop their understanding of the world.

In addition, spontaneous speech supports social development. It helps children communicate with others, share their opinions, and participate in group activities. These skills are essential for building relationships and functioning successfully in society. Spontaneous speech is also important in the classroom. It allows teachers to understand how students think and identify their strengths and difficulties. This information can be used to improve teaching strategies and support individual learning needs. Teachers should recognize the value of spontaneous speech and

create opportunities for children to use it in the classroom. Instead of focusing only on grammatical accuracy, it is important to encourage children to express their ideas freely. A supportive learning environment is essential. Children should feel comfortable speaking without fear of making mistakes. Positive feedback and encouragement can help build confidence and motivation. Teachers can also use interactive methods such as group discussions, role-playing, and storytelling activities. These approaches allow children to practice speaking in a natural and meaningful way. It is also important to listen carefully to children's speech. By understanding how they express their thoughts, teachers can better support their language development and address any difficulties they may face. Children's spontaneous speech is a natural and essential part of language development. It reflects both linguistic knowledge and psychological processes, showing how children think, learn, and communicate. This study highlights that spontaneous speech develops gradually and is influenced by various factors, including cognitive development, memory, attention, emotions, and social interaction. It also emphasizes the importance of spontaneous speech in supporting both communication and learning.

In conclusion, encouraging spontaneous speech should be an important goal in education. By providing children with opportunities to speak freely and confidently, we help them develop not only their language skills but also their ability to think and interact with others effectively.

References:

1. Chomsky, N. (2006). *Language and Mind* (3rd ed.). Cambridge: Cambridge University Press.
2. Clark, E. V. (2016). *First Language Acquisition* (3rd ed.). Cambridge: Cambridge University Press.
3. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
4. Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.
5. Bruner, J. S. (1983). *Child's Talk: Learning to Use Language*. New York: Norton.
6. Jakobson R. *Child Language, Aphasia and Phonological Universals*. — The Hague: Mouton, 1968.
- Ingram D. *Phonological Disability in Children*. — London: Edward Arnold, 1989.
7. Phonetic transcription of spontaneous children's speech with the aid of software: a systematic review — bu tadqiqotda bolalarning spontan nutqini fonetik transkripsiya qilish uchun dasturlar ko'rib chiqiladi. *Phonetic transcription of spontaneous children's speech* (ResearchGate)
8. *The Study Of Children's Spontaneous Speech* — bolalar spontan nutqi bo'yicha ilmiy maqola (2025). *The Study Of Children's Spontaneous Speech* (American Journal of Philological Sciences)

VIER SPRACHFERTIGKEITEN UND INTEGRATION IM UNTERRICHT

Mamasharibova Mohigul Baxromjon qizi,

Qo'qon davlat universiteti,

Xorijiy filologiya fakulteti,

Nemis tili yo'nalishi, 01/24- guruh talabasi

Annotation: Dieser Artikel untersucht, wie die vier grundlegenden Sprachfertigkeiten – Hören, Lesen, Schreiben und Sprechen – im Sprachlernprozess effektiv integriert werden können. Der Beitrag analysiert den Prozess des Sprachenlernens, methodische Ansätze, die Aktivität der Lernenden sowie zentrale Elemente der sozialen Integration.

Schlüsselwörter: Vier Sprachfertigkeiten; integrierter Sprachunterricht; kommunikative Kompetenz; Aufgabenorientierter Unterricht; interkulturelle Kompetenz; Differenzierung; soziale Integration; CEFR.

Sprachenlernen ist weit mehr als das Einpauken von Vokabeln und Regeln. Es ist ein dynamischer Prozess, in dem Lernen und Leben sich gegenseitig bedingen. Besonders im Unterricht, wo Schüler mit unterschiedlichen Hintergründen und Lernvoraussetzungen zusammenkommen, spielt die Integration der vier Sprachfertigkeiten – Hören, Sprechen, Lesen, Schreiben – eine zentrale Rolle. Diese Fertigkeiten sind nicht isolierte Einheiten, sondern verzahnte Kompetenzen, die gemeinsam dazu beitragen, dass Lernende sich nicht nur sprachlich, sondern auch sozial integrieren. In dieser Arbeit untersuchen wir, wie diese vier Kernkompetenzen im Unterricht gezielt gefördert werden können, um sowohl sprachliche Fähigkeiten als auch das Gefühl der Zugehörigkeit zu stärken. Wir gehen der Frage nach, warum integrierte Sprachpraxis wichtig ist, wie Lehrkräfte sie in die Unterrichtspraxis umsetzen können und mit welchen Herausforderungen sie konfrontiert werden.

Was verbirgt sich hinter den vier Sprachfertigkeiten?

Die vier Sprachfertigkeiten gelten als Grundpfeiler des Spracherwerbs. Die meisten Lehrpläne und Sprachlernmodelle orientieren sich an diesem Vier-Säulen-Modell:

- a) Hören ist die primäre Fertigkeit, mit der Sprache in Kontakt kommt. Schon beim Spracherwerb als Kind steht Hören an erster Stelle. Das bewusste Verstehen von gesprochener Sprache ist Voraussetzung für alle weiteren Fertigkeiten.
- b) Sprechen ist aktives Sprachhandeln: es verlangt nicht nur Wortschatzkenntnisse, sondern auch die Fähigkeit, Bedeutungen flüssig und korrekt zu transportieren. Kommunikation ist immer ein sozialer Akt.
- c) Lesen erweitert den Zugang zur Sprache jenseits des gesprochenen Wortes. Es fördert zusätzlich den Wortschatz, das Textverständnis und die Reflexion über Sprache.
- d) Schreiben gilt oft als höchste Stufe sprachlicher Produktion. Es fordert Struktur, Logik und die Fähigkeit, Gedanken klar und kohärent zu formulieren.

Diese vier Fertigkeiten stehen in enger Wechselwirkung: Hören und Lesen sind rezeptive Fähigkeiten (Input), während Sprechen und Schreiben produktive Fähigkeiten (Output) darstellen. Traditionelle Ansätze behandelten diese Bereiche oft getrennt – moderne Sprachdidaktik sieht sie jedoch als integrative Bestandteile eines funktionalen Sprachlernprozesses.

Theorie und Bedeutung der Integration im Lernprozess.

Warum sollte Unterricht die vier Fertigkeiten nicht getrennt, sondern vernetzt behandeln? Weil die reale Kommunikation stets mehrere Fertigkeiten gleichzeitig nutzt. Sprachliche Ganzheitlichkeit: in echten Gesprächen hören und sprechen wir zugleich, wir lesen und reagieren mündlich, wir schreiben Texte, die wir später mündlich erläutern. Ein Unterricht, der diese Ganzheit nicht abbildet, bereitet Lernende schlechter auf echte Sprachsituationen vor. Förderung sozialer Integration. Sprachunterricht dient nicht allein der Vermittlung von Regeln, sondern auch der Integration in eine gemeinsame Lern- und Lebenswelt. Wenn Schüler lernen, miteinander zu sprechen, sich gemeinsam Texte zu erarbeiten oder Präsentationen vorzubereiten, wachsen sie sprachlich und sozial. Sprache wird Mittel zur Teilhabe. Theoretische Modelle wie das CEFR (Gemeinsamer Europäischer Referenzrahmen) betonen deshalb nicht nur Fertigkeiten isoliert, sondern Kompetenzen im kommunikativen Gesamtzusammenhang. Der CEFR liefert Beschreibungen von Sprachverwendungsfähigkeiten in realistischen Kontexten (Hören/Sprechen, Lesen/Schreiben in funktionalen Aufgaben) und ist Grundlage vieler moderner Lehrwerke. (Council of Europe, 2001)

Praktische Unterrichtsstrategien: Fertigkeiten vernetzen

Wie können Lehrkräfte im Unterricht die vier Fertigkeiten sinnvoll verknüpfen? Im Folgenden werden praxisnahe Wege vorgestellt, die sich in Forschung und Praxis bewährt haben.

1. Inputreiche Phasen: Hören + Lesen kombinieren

Authentische Materialien bieten reichhaltigen Input. Dazu zählen Podcasts, Interviews, Videos oder Artikel zu Themen, die für die Schüler relevant sind. Ein Beispiel: Zuerst hören die Lernenden ein kurzes Audio über Alltagsthemen (z. B. „Einkaufen im Alltag“). Danach lesen sie einen ergänzenden Text zum selben Thema. Reflexionsfragen verbinden beides: Was war neu? Was war unterschiedlich dargestellt?

Diese Kombination stärkt das Verstehen über Modalitäten hinweg. Durch wiederholte Rezeption wird der Wortschatz stabilisiert.

2. Kooperative Lernformen: Sprechen + Schreiben verknüpfen. Gruppenarbeit ist ein bewährter Weg, Sprechen und Schreiben zu integrieren:

Schüler diskutieren in Gruppen zu einem Thema (Sprechen).

Sie erstellen gemeinsam ein kurzes Dokument (z. B. ein Plakat, einen Flyer, eine kleine Geschichte) (Schreiben).

Anschließend präsentieren sie ihr Ergebnis (Sprechen).

Das Wechselspiel zwischen mündlicher Diskussion und schriftlicher Produktion fördert nicht nur sprachliche Sicherheit, sondern auch Teamfähigkeit und Verantwortungsbewusstsein.

3. Projektarbeit – echte Aufgaben, echte Kommunikation.

Projekte über längere Zeiträume bieten Raum für alle vier Fertigkeiten:

Ein Projekt könnte sich um ein kulturelles Thema drehen, z. B. „Traditionen in meiner Stadt“. Komponenten wären:

Recherche (Lesen) zu regionalen Festen.

Interviews (Hören/Sprechen) mit Personen aus der Umgebung.

Textproduktion (Schreiben) eines Berichts.

Präsentation (Sprechen/Medien) am Ende der Einheit.

Solche Projekte sind multiperspektivisch und fördern Verantwortung und Identität.

Lernende nutzen Sprache als Werkzeug, nicht nur als Gegenstand des Lernens.

4. Aufgabenorientierter Unterricht (Task-based Learning)

Eine aufgabenorientierte Methode zielt darauf ab, dass Schüler realistische Aufgaben erledigen müssen — sprachlich, aber mit Fokus auf Bedeutung:

Ein Beispiel: „Organisiere ein Treffen für internationale Schülerinnen und Schüler in deiner Schule. Was braucht ihr? Wer übernimmt welche Aufgabe?“

Hier müssen Schüler sprechen, planen, lesen und schreiben – eingebettet in eine sinnvolle Aufgabe. Forschung weist darauf hin, dass solche Aufgaben die Sprachproduktion natürlicher und motivierender machen. (Willis & Willis, 2007)

Herausforderungen bei der Integration.

Natürlich ist die Umsetzung integrierter Fertigkeiten nicht ohne Schwierigkeiten. Lehrkräfte begegnen dabei mehreren Hürden. Heterogene Lernvoraussetzungen: in vielen Klassen kommen Schüler mit sehr unterschiedlichen Sprachniveaus zusammen. Eine Schülerin mag bereits gut lesen, ein anderer kämpft mit dem Hören. Lösungsansatz: Differenzierung und scaffolding. Aufgaben in unterschiedlichen Schwierigkeitsgraden: Visuelle Hilfen, Wortlisten, peer tutoring. Lehrmittel und Zeitdruck: viele Lehrwerke trennen Fertigkeiten künstlich. Lehrkräfte fühlen sich gezwungen, Lehrbuchkapitel strikt zu folgen. Lösungsansatz: Themenorientierte Unterrichtsplanung, die Arbeitsphasen vernetzt. Ergänzende Materialien (Videos, Podcasts, kurze Artikel). Bewertung und Feedback: Wie bewertet man eine integrierte Aufgabe, die mehrere Fertigkeiten umfasst? Standardisierte Tests messen oft isoliert – Leseverständnis hier, schriftlicher Ausdruck dort. Lösungsansatz: Entwicklung eigener Kriterien, die Kommunikation und Gebrauch der Sprache in realen Aufgaben messen, z. B.: Verständlichkeit; Nutzbarkeit des Wortschatzes; Interaktion in Gruppenarbeit. Technologische Hürden. Digitale Medien können Lernprozesse bereichern, aber nicht alle Schulen haben gleiche Ausstattung. Lösungsansatz: Kreativer Einsatz vorhandener Ressourcen: Audioaufnahmen mit Smartphones; Texte digital austauschen.

Sprache als Brücke zur Integration.

Sprache verbindet – das wissen wir intuitiv, und Forschung bestätigt es: Gute sprachliche Kommunikation fördert Integration nicht nur im Klassenzimmer, sondern auch im gesellschaftlichen Kontext. Identität und Zugehörigkeit: Sprache ist Träger von Identität. Wenn Lernende ihre Gedanken klar ausdrücken können, fühlen sie sich gehört und anerkannt. Das stärkt Selbstwertgefühl und Zugehörigkeit zur Gemeinschaft. Studien zeigen, dass Schüler, die aktiv an sprachlichen Austauschprozessen teilnehmen, stärker in schulische Aktivitäten eingebunden sind und bessere Leistungen zeigen. (Cummins, 2000). Interkulturelle Kompetenz: Sprachunterricht ist auch Kulturunterricht: durch Texte, Gespräche und Projekte lernen Schüler nicht nur Grammatik, sondern auch Lebensweisen, Perspektiven und Werte. Das trainiert Empathie und öffnet Horizonte. Schule als sozialer Ort: Ein

Unterricht, der kommunikative Fertigkeiten verknüpft, schafft Räume für echte Interaktion – nicht nur zwischen Lehrkraft und Schüler, sondern zwischen Schülern selbst. Das stärkt Gemeinschaft, Kooperation und Konfliktlösung.

Fallbeispiele aus der Praxis

Es lohnt sich, Modelle aus der Praxis zu betrachten: Tandemlernen: zwei Schüler mit unterschiedlichen Muttersprachen arbeiten zusammen: der eine liest laut vor, der andere fasst zusammen, sie tauschen Feedback. Dadurch werden Hören, Sprechen und Schreiben organisch eingebunden. Zeichen- und Schreibwerkstatt: Schüler lesen zuerst kurze Geschichten, zeichnen Szenen und verfassen anschließend eigene Fortsetzungen. Diese kreative Verbindung von Lesen und Schreiben stärkt Textgestaltung und Ausdruck. Debattierclub im Fremdsprachenunterricht: Debattieren fördert spontane Sprachproduktion (Sprechen), kritisches Lesen von Argumenten, Zuhören und strukturierte schriftliche Vorbereitung.

Perspektiven für die Zukunft. Das Klassenzimmer verändert sich. Globalisierung, Migration und digitale Medien erfordern neue Ansätze. Die Integration der vier Sprachfertigkeiten wird künftig noch wichtiger, weil Sprache nicht nur Mittel zur Verständigung ist, sondern auch zur Mitgestaltung der Welt. Mit Lernplattformen, Sprach-Apps und Online-Kollaboration können Schüler interaktive Aufgaben bearbeiten, die Hören, Lesen, Schreiben und Sprechen verbinden. Technologien wie KI-Sprachassistenten könnten personalisierte Lernpfade unterstützen. Sprachförderung muss inklusiv sein. In Zukunft braucht es adaptive Lernumgebungen, in denen unterschiedliche Lerntypen und -geschwindigkeiten berücksichtigt werden. Lehrkräfte sollten stärker in Forschung eingebunden werden, damit Theorie und Praxis sich gegenseitig befruchten. Innovative Unterrichtskonzepte brauchen Raum für Erprobung und Reflexion.

Fazit. Die vier Sprachfertigkeiten – Hören, Sprechen, Lesen und Schreiben – bilden kein starres Konstrukt, sondern ein dynamisches Netzwerk, das im Unterricht sinnvoll verknüpft werden sollte. Eine solche Integration schafft nicht nur sprachliche Kompetenz, sondern auch soziale Teilhabe und Identität. Sprachunterricht wird so zu einem Ort, an dem Wissen nicht nur vermittelt, sondern gelebt wird. Effektive Unterrichtspraxis verlangt Kreativität, Engagement und eine klare Vision: Sprache als Werkzeug und Wegbereiter für Integration.

Quellen:

- 1) <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16802fc1bf>
- 2) Cummins, J. (2000). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Multilingual Matters.
- 3) Hufeisen Britta/Marx, Nicole (Hg.) Gesamtsprachencurriculum // Integrierte Sprachendidaktik / Common Curriculum, Tübingen, Narr, 2005
- 4) Bandura A. Social Cognitive Theory // Handbook of Theories of Social Psychology / ed. by P.A.M. van Lange, A.W. Kruglanski, E.T. Higgins. L., 2011. P. 349-373

DIE ÜBERSETZUNG DEUTSCHER SPRICHWÖRTER INS USBEKISCHE (erste Überlegungen)

Mo‘tabaxon Eshonqulova

*Lehrerin der fakultätsübergreifenden Fremdsprachenabteilung
an der staatlichen Universität Kokand*

E-Mail: eshonqulovamotabar7@gmail.com

Shohistaxon Hatamqulova,

Qo‘qon DU, dotsent

Zusammenfassung

In diesem Artikel werden Überlegungen zu den Besonderheiten der Übersetzung von Sprichwörtern und Redewendungen – als Teil der mündlichen Volkskunst – ins Usbekische angestellt.

Schlüsselwörter: *Sprichwort, Phraseologie, Idiom, Brauchtum, Volksmund, Übersetzung, Übersetzungsvarianten, Äquivalenz, Nachbildung.*

Jede Nation verfügt über feste Redewendungen, darunter Sprichwörter und Redensarten, die seit vielen Jahren von Generation zu Generation mündlich überliefert werden. Auch die deutsche Sprache ist reich an Sprichwörtern und Redensarten. In der Geschichte der Germanistik wurden deutsche Phraseologismen, Idiome und Sprichwörter lexikographisch umfassend untersucht und in speziellen Wörterbüchern gesammelt.

Sprichwörter als Produkt der mündlichen Volkskunst besitzen eine lange Geschichte und entwickeln sich im Laufe der Zeit weiter. Sie spiegeln die Lebensweise, Bräuche, Hoffnungen und Probleme eines Volkes wider. Das Vorhandensein von Sprichwörtern in jeder Sprache zeugt von der Weisheit, der historischen Tiefe und der reichen Lebenserfahrung der jeweiligen Nation. Sprichwörter entstehen im Alltag, im Kommunikationsprozess zwischen Menschen. Wie G. Salomov feststellt, gibt es kein Volk, das keine Sprichwörter verwendet, ebenso wenig wie es keine Sprache gibt, die keine Sprichwörter hervorbringt. Der tatarische Schriftsteller Noqay Esonbat schrieb: „So wie es kein Volk ohne Sprache gibt, gibt es keine Sprache ohne Sprichwörter.“ (1) An der Entstehung von Sprichwörtern sind nicht nur einfache Menschen beteiligt, sondern auch Philosophen, Wissenschaftler sowie Schriftsteller und Dichter. Es ist auch hervorzuheben, dass es in verschiedenen Sprachen Sprichwörter gibt, die in ihrer Bedeutung übereinstimmen. Ihr Inhalt drückt oft universelle Gegensätze wie Gut und Böse, Barmherzigkeit und Unwissenheit, Wahrheit und Lüge aus. Daher kann man Sprichwörter als Spiegel des menschlichen Lebens bezeichnen. Zusätzlicher Abschnitt: Übersetzungsstrategien und Klassifikation von Sprichwörtern. Ein wichtiger Aspekt bei der Untersuchung von Sprichwörtern ist ihre Klassifikation sowie die Wahl geeigneter Übersetzungsstrategien. In der Übersetzungswissenschaft werden mehrere Methoden unterschieden, die beim Übertragen von Sprichwörtern angewendet werden können.

Erstens kann die wortwörtliche Übersetzung (direkte Übersetzung) verwendet werden, wenn Struktur und Bedeutung des Sprichwortes in beiden Sprachen

übereinstimmen. Diese Methode ist besonders effektiv bei international verbreiteten Sprichwörtern, deren Bildhaftigkeit universell verständlich ist.

Zweitens wird die sinngemäße Übersetzung angewandt, wenn eine direkte Übertragung nicht möglich ist. In diesem Fall wird die Bedeutung des Sprichwortes beibehalten, während die sprachliche Form angepasst wird. Diese Strategie ist besonders häufig bei kulturell geprägten Ausdrücken. Drittens spielt die Äquivalenzübersetzung eine zentrale Rolle. Hierbei wird ein bereits existierendes Sprichwort in der Zielsprache verwendet, das dieselbe Bedeutung und Funktion erfüllt. Diese Methode gilt als die effektivste, da sie sowohl semantische als auch kulturelle Übereinstimmung gewährleistet.

Viertens kann in bestimmten Fällen die kreative Nachbildung (Adaptation) notwendig sein. Dies tritt dann ein, wenn in der Zielsprache kein entsprechendes Sprichwort existiert. Der Übersetzer muss in diesem Fall eine neue, funktional gleichwertige Formulierung schaffen.

Darüber hinaus lassen sich Sprichwörter nach ihrer Struktur und Bedeutung klassifizieren. Einige Sprichwörter sind metaphorisch aufgebaut, während andere direkte moralische Aussagen enthalten. Ebenso können sie thematisch in Bereiche wie Arbeit, Freundschaft, Zeit, Moral oder Weisheit eingeordnet werden.

Die Analyse zeigt, dass insbesondere kulturelle Unterschiede eine große Rolle spielen. Während einige deutsche Sprichwörter stark von europäischen Traditionen geprägt sind, spiegeln usbekische Sprichwörter häufig orientalische Denkweisen und Lebensformen wider. Dies erschwert in manchen Fällen die Suche nach passenden Entsprechungen. Untersuchungen zeigen, dass die deutsche Sprache sehr reich an Sprichwörtern ist, die in verschiedenen Sprichwörterlexika gesammelt sind. Die größten einsprachigen Wörterbücher stammen von L. Rörich und Th. Thomasek und umfassen etwa 60.000 deutsche Sprichwörter und Redensarten. Es ist bekannt, dass Sprichwörter als besondere Art von Phraseologismen im Übersetzungsprozess spezifische Schwierigkeiten verursachen. Sie sind in der Regel satzartig strukturiert und drücken eine weise Aussage aus, was vom Übersetzer ein hohes Maß an Können erfordert. Es ist schwer, sich Literatur und Volkskunst ohne Sprichwörter vorzustellen.

Viele deutsche Sprichwörter können ins Usbekische sowohl wörtlich als auch sinngemäß übersetzt werden, doch ist es nicht immer einfach, passende Äquivalente zu finden. Oft existieren im Usbekischen ein oder mehrere Entsprechungen. Betrachten wir dazu einige Beispiele:

1. **Man muss das Eisen schmieden, solange es heiß ist!**
Man soll das Eisen schmieden, solange es heiß ist.
2. **Was du heute kannst besorgen, das verschiebe nicht auf morgen.**
Was du heute erledigen kannst, verschiebe nicht auf morgen.
3. **Wer einem anderen eine Grube gräbt, fällt selbst hinein!**
Wer für andere eine Grube gräbt, fällt selbst hinein.

Solche Beispiele lassen sich zahlreich anführen. Wie bereits erwähnt, können viele deutsche Sprichwörter wörtlich übersetzt werden, jedoch gibt es im Usbekischen oft passende Äquivalente.

Zum Beispiel:

4. **Es ist nicht alle Tage Sonntag!**
Es ist nicht jeden Tag Sonntag.
5. **Wer viel redet, erfährt wenig!**
Wer viel spricht, weiß wenig.
6. **Freunde sind über Silber und Gold!**
Freunde sind wertvoller als Silber und Gold.
7. **Aller Anfang ist schwer!**
Jeder Anfang ist schwer.

Aus den oben genannten Überlegungen lässt sich schließen, dass das Studium von Sprichwörtern ermöglicht, die Kultur, Traditionen und Bräuche eines Volkes besser kennenzulernen. Die Erforschung dieses Themas trägt zur Stärkung von Freundschaft und Zusammenarbeit zwischen den Völkern bei.

Literaturverzeichnis

- Th. Thomasek. *Sprichwörterlexikon*. Münster, 2000.
- L. Rörich. *Das Sprichwörterlexikon*. Freiburg, 2001. (2 Bände)
- Salomov, G'. *Til va tarjima*. Akademie der Wissenschaften Usbekistans, Taschkent, 1966.
- *Tarjima muammolari*. Institut für Literatur der Akademie der Wissenschaften Usbekistans.
- *Til, tarjima va adabiyot kengliklari*. Akademie der Wissenschaften der Republik Usbekistan, Verlag „Fan“, Taschkent, 2007.

THE SYMBOLIC FUNCTION OF THE PORTRAIT IN *THE PICTURE OF DORIAN GRAY*: AESTHETICISM, MORAL DUALITY, AND THE CRISIS OF IDENTITY

Atabayeva Zarnigor Bakhran kizi,

PhD, Associate professor (acting) of The department of Uzbek language and Foreign languages, TSUE SB

Zarnigorbahranovna91@gmail.com

Abstract

This article explores the symbolic role of the portrait in *The Picture of Dorian Gray* by Oscar Wilde, focusing on its function as a representation of moral duality, aesthetic ideology, and psychological transformation. The study examines how the portrait externalizes the protagonist's inner corruption and reflects the consequences of a life governed by aesthetic pleasure rather than ethical responsibility. It is argued that the portrait serves as both a Gothic device and a philosophical symbol, revealing the tension between appearance and reality in Victorian culture.

Keywords: Dorian Gray, portrait symbolism, aestheticism, moral duality, Gothic literature, identity crisis, hedonism.

Within nineteenth-century English literature, *The Picture of Dorian Gray* occupies a significant place as a work that challenges both aesthetic theories and moral conventions. At the center of the novel lies a powerful symbolic element—the portrait of Dorian Gray—which transcends its narrative function and becomes a key instrument for exploring the relationship between art, morality, and identity. This study aims to analyze the portrait as a central symbol that embodies the protagonist's psychological and ethical transformation.

MAIN PART

In Wilde's novel, the portrait functions not merely as a plot device but as a symbolic representation of the human soul. While Dorian's outward appearance remains untouched by time and sin, the portrait absorbs and reflects the consequences of his moral choices. In this sense, the painting acts as a "mirror of the soul," revealing truths that the protagonist attempts to conceal. [12; 94]

Scholars such as Donald Lawler have emphasized that the portrait represents Wilde's broader critique of Victorian society, [9;112] where external appearance often masks inner corruption. The image becomes a visual contradiction to the illusion maintained by Dorian's physical beauty, thereby exposing the deceptive nature of surface-level identity. [5;67]

As Dorian increasingly engages in immoral behavior, the portrait undergoes a corresponding transformation. Each sin leaves a visible mark on the image, gradually distorting it into a grotesque reflection of his inner decay. [11;45] This process illustrates the inevitability of moral consequence, even when it is outwardly denied.

The portrait thus becomes a material manifestation of Dorian's ethical deterioration. It records the accumulation of guilt and serves as a constant reminder of the moral boundaries he has transgressed. By externalizing these changes, Wilde transforms an internal psychological process into a tangible artistic form, reinforcing the novel's central theme of duality between appearance and reality. [6;178]

The symbolic significance of the portrait extends beyond individual psychology to encompass a broader critique of aestheticism. Wilde questions whether art should exist purely for beauty or whether it must engage with ethical and social concerns. Through Dorian's story, the novel reveals the dangers of pursuing aesthetic pleasure without moral responsibility.

The portrait, as a representation of Dorian's inner life, ultimately exposes the emptiness of a purely aesthetic existence. While aestheticism celebrates beauty and sensory experience, Wilde demonstrates that when detached from ethical values, it leads to spiritual disintegration. Thus, the portrait functions both as a symbol of aesthetic ideals and as a warning against their excess.

Wilde's use of Gothic elements plays a crucial role in shaping the symbolic meaning of the portrait. The supernatural nature of the painting allows the author to explore themes of duality, deception, and identity fragmentation. [4;221] The contrast between Dorian's unchanged appearance and the grotesque transformation of the portrait highlights the tension between public persona and private reality.

This dual existence reflects the moral hypocrisy of Victorian society, where individuals often maintain a respectable outward image while concealing their true selves. [2;156] The portrait, therefore, serves as a powerful metaphor for the conflict between social identity and inner truth.

The relationship between Dorian and his portrait can also be interpreted as a Faustian bargain. In exchange for eternal youth and beauty, Dorian effectively transfers his soul to the painting. [1;88] This symbolic exchange underscores the dangers of sacrificing moral integrity for personal desire.

The portrait becomes a psychological burden, constantly confronting Dorian with the reality of his corruption. His eventual attempt to destroy it reflects his desire to escape the consequences of his actions. However, this act leads to his own death, reinforcing the idea that moral truth cannot be erased.

The analysis demonstrates that the portrait in *The Picture of Dorian Gray* functions as a central symbolic element that encapsulates the novel's exploration of moral duality, aesthetic ideology, and psychological transformation. By externalizing Dorian's inner corruption, the portrait reveals the inevitable consequences of a life detached from ethical values.

Conclusion

Ultimately, Wilde uses the portrait to illustrate the tension between appearance and reality, highlighting the dangers of prioritizing aesthetic beauty over moral integrity. The novel thus presents a profound critique of both individual behavior and societal values, confirming the portrait's role as a powerful symbol of human duality and existential conflict.

References

1. Abrams, M. H. (1971). *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford: Oxford University Press.
2. Bloom, H. (1994). *The Western Canon: The Books and School of the Ages*. New York: Harcourt Brace.
3. Carroll, J. (2004). *Literary Darwinism: Evolution, Human Nature, and Literature*. New York: Routledge.
4. D'Amassa, D. (2005). *Encyclopedia of Fantasy and Horror Fiction*. New York: Facts on File.
5. Eagleton, T. (2008). *Literary Theory: An Introduction*. Oxford: Blackwell Publishing.
6. Frye, N. (1957). *Anatomy of Criticism*. Princeton: Princeton University Press.
7. Hegel, G. W. F. (1975). *Aesthetics: Lectures on Fine Art*. Oxford: Clarendon Press.
8. Jung, C. G. (1981). *The Archetypes and the Collective Unconscious*. Princeton: Princeton University Press.
9. Lawler, D. (1988). *The Importance of Being Oscar: Studies in the Life and Work of Oscar Wilde*. London: Routledge.
10. Mary Shelley. (2003). *Frankenstein*. London: Penguin Classics.
11. Nassaar, C. S. (1965). *Into the Demon Universe: A Literary Exploration of Oscar Wilde*. New Haven: Yale University Press.
12. Oscar Wilde. (2003). *The Picture of Dorian Gray*. London: Penguin Books.
13. Pater, W. (1873). *Studies in the History of the Renaissance*. London: Macmillan.
14. Wilde, O. (1891). *Intentions*. London: James R. Osgood.

IXTISOSLASHTIRILGAN TERMINLARNI O'RGATISHNING METODOLOGIK ASOSLARINI TAKOMILLASHTIRISH

Axmedova Dilnoza Anvarovna,
Qo'qon davlat universiteti. Pedagogika kafedrası
3-kurs tayanch doktoranti (PhD)
dil_no_za@mail.ru

Annotatsiya

Mazkur maqolada ixtisoslashtirilgan terminlarni o'rgatishning metodologik asoslarini takomillashtirish masalalari tahlil qilinadi. Zamonaviy ta'lim jarayonida terminologik

kompetensiyaning shakllantirish muhim ahamiyat kasb etadi. Tadqiqotda innovatsion pedagogik texnologiyalar, xususan, loyihaviy o'qitish (project-based learning), kommunikativ yondashuv va integrativ metodlar asosida terminlarni o'zlashtirish samaradorligini oshirish yo'llari ko'rib chiqiladi.

Kalit so'zlar: terminologiya, metodologiya, ixtisoslashgan terminlar, pedagogik texnologiya, kompetensiya, loyihaviy ta'lim, kommunikativ yondashuv

Kirish

Bugungi globalashuv sharoitida mutaxassislarning kasbiy tayyorgarligida ixtisoslashtirilgan terminlarni to'g'ri va samarali o'zlashtirish muhim o'rin egallaydi. Ixtisoslashtirilgan terminlarni o'rgatish jarayoni metodik jihatdan puxta, tizimli va ilmiy asoslangan yondashuvni talab qiladi. Chunki termin kasbiy muloqotda oddiy "yangi so'z" emas, balki aniq ilmiy tushunchani ifodalovchi, qat'iy semantik chegaralarga ega bo'lgan, ma'lum bir soha doirasida qo'llaniladigan hamda boshqa tushunchalar bilan uzviy mantiqiy bog'langan til birligi hisoblanadi. Shu bois terminlarni o'rgatish jarayoni ularni faqat yodlash yoki tarjima qilish bilan cheklanib qolmasdan, balki ularning mazmun-mohiyatini chuqur anglash, tushunchalar tizimidagi o'rnini aniqlash va amaliy faoliyatda to'g'ri qo'llashga yo'naltirilishi zarur. Zamonaviy pedagogik yondashuvlarga ko'ra, terminologik birliklarni o'zlashtirish jarayoni kognitiv, kommunikativ va amaliy komponentlarning integratsiyasini talab qiladi. Avvalo, talaba terminning ilmiy ta'rifini aniq anglab yetishi, uning asosiy belgilarini ajrata olishi hamda unga yaqin bo'lgan boshqa tushunchalardan farqlash ko'nikmasiga ega bo'lishi lozim. Ayniqsa, sinonimik yoki o'zaro yaqin terminlarni chalkashtirmaslik, ularning qo'llanish doirasi va kontekstual xususiyatlarini tushunish muhim ahamiyat kasb etadi. Bundan tashqari, terminlarni o'rgatish jarayonida ularni kasbiy matnlar, real kommunikativ vaziyatlar va amaliy topshiriqlar orqali mustahkamlash zarur. Talabalar terminlarni nafaqat tanib olishlari, balki ularni og'zaki va yozma nutqda mustaqil va o'rinli qo'llay olishlari kerak. Bu esa maxsus mashqlar tizimini ishlab chiqishni, interfaol metodlar va loyihaviy topshiriqlardan foydalanishni taqozo etadi. Xususan, kasbiy matnlar bilan ishlash, terminologik lug'atlar tuzish, muammoli vaziyatlarni tahlil qilish kabi usullar terminologik kompetensiyaning rivojlantirishda samarali hisoblanadi. Shuningdek, talabalarning mustaqil ishlash ko'nikmalarini rivojlantirish ham muhim metodik shartlardan biridir. Ular turli ilmiy manbalar bilan ishlash, yangi terminlarni izlab topish, ularning ma'nosini aniqlash va amaliyotda qo'llash orqali o'z bilimlarini mustahkamlaydilar. O'zlashtirilgan terminlardan foydalanishni tahlil qilish, yo'l qo'yilgan xatolarni aniqlash va ularni bartaraf etish esa refleksiv faoliyatni rivojlantirishga xizmat qiladi. Natijada, mazkur metodik yondashuv asosida tashkil etilgan o'quv jarayoni talabalarda terminologiyani faqat nazariy bilim sifatida emas, balki kasbiy fikrlash va amaliy faoliyatda samarali qo'llay oladigan barqaror kompetensiya sifatida shakllantirish imkonini beradi. Bu esa kelajak mutaxassislarning kasbiy tayyorgarligi sifatini oshirishda muhim omil bo'lib xizmat qiladi.

Adabiyotlar tahlili

Pedagogika va lingvistika sohasida terminologiyani o'rgatish bo'yicha ko'plab ilmiy tadqiqotlar olib borilgan. Olimlar terminlarni o'rgatishda kommunikativ yondashuv, kontekstual o'qitish hamda interfaol metodlarning samaradorligini ta'kidlaydilar. Zamonaviy tadqiqotlarda esa terminologik kompetensiyani shakllantirishda integrativ va loyihaviy yondashuvlar ustuvor ahamiyat kasb etmoqda. Ixtisoslashtirilgan terminlarni o'rgatish masalasi pedagogika, lingvistika va metodika fanlari kesishgan nuqtada joylashgan bo'lib, ushbu yo'nalishda ko'plab ilmiy tadqiqotlar olib borilgan. Terminologik birliklarning o'zlashtirilishi nafaqat til o'rganish, balki kasbiy kompetensiyani shakllantirishning muhim tarkibiy qismi sifatida talqin etiladi. Pedagogik adabiyotlarda terminlarni o'rgatishda kommunikativ yondashuv muhim o'rin egallashi ta'kidlanadi. Xususan, Lev Vygotsky tomonidan ilgari surilgan ijtimoiy-konstruktiv yondashuvga ko'ra, bilimlar faol o'zlashtirish jarayonida shakllanadi va tushunchalar tizimli ravishda rivojlanadi. Bu esa terminlarni o'rganishda ularni alohida birlik sifatida emas, balki o'zaro bog'liq tushunchalar tizimida o'zlashtirish zarurligini asoslaydi. Shuningdek, Jerome Brunerning kashfiyotga asoslangan o'qitish nazariyasida o'quvchining mustaqil fikrlashi va tushunchalarni o'zi kashf etishi muhimligi qayd etiladi. Mazkur yondashuv definitsiyani konstruksiyalash metodining nazariy asoslaridan biri hisoblanadi, chunki bunda talaba tayyor ta'rifni emas, balki termin mohiyatini mustaqil anglashga yo'naltiriladi. Terminologiyani o'qitish metodikasiga oid tadqiqotlarda terminlarni kontekst asosida o'rganish, ya'ni ularni real kommunikativ vaziyatlarda qo'llash samarali ekanligi ko'rsatib o'tilgan. Xorijiy tadqiqotchilardan John Sweller kognitiv yuklama nazariyasi doirasida murakkab tushunchalarni bosqichma-bosqich o'zlashtirish zarurligini asoslaydi. Bu esa boshlang'ich ta'limda terminlarni sodda va tizimli tarzda o'rgatish muhimligini ko'rsatadi. Mahalliy olimlar tomonidan ham terminologiyani o'qitish metodikasiga oid qator ilmiy ishlar amalga oshirilgan bo'lib, ularda ixtisoslashtirilgan terminlarni o'rgatishda integrativ yondashuv, fanlararo aloqadorlik va amaliy yo'naltirilganlik muhim omillar sifatida e'tirof etiladi. Ayniqsa, boshlang'ich ta'lim bosqichida terminlarni o'rgatishda vizual vositalar, sodda ta'riflar va interfaol metodlardan foydalanish samarali natijalar berishi qayd etilgan. Shu bilan birga, mavjud adabiyotlar tahlili shuni ko'rsatadiki, terminlarni o'rgatishda definitsiyani konstruksiyalash metodiga yetarli darajada e'tibor qaratilmagan. Aksariyat tadqiqotlar terminlarni tayyor shaklda berishga asoslangan bo'lib, o'quvchilarning mustaqil ravishda ta'rif tuzish ko'nikmalarini rivojlantirish masalasi yetarlicha yoritilmagan.

Demak, ixtisoslashtirilgan terminlarni o'rgatishda definitsiyani konstruksiyalash metodini qo'llash va uni boshlang'ich ta'lim jarayoniga moslashtirish dolzarb ilmiy muammo sifatida alohida tadqiq etishni talab etadi.

Tadqiqot metodologiyasi

Mazkur tadqiqot ixtisoslashtirilgan terminlarni o'rgatishda definitsiyani konstruksiyalash metodining samaradorligini aniqlashga qaratilgan bo'lib, unda kompleks yondashuv asosida nazariy va amaliy metodlar uyg'unligi ta'minlandi.

Tadqiqot jarayonida pedagogik, psixologik va lingvistik yondashuvlar integratsiyasi asos qilib olindi.

Tadqiqotning nazariy asosini terminologiya, kompetensiyaviy yondashuv, kommunikativ metod hamda konstruktivistik ta'lim nazariyalari tashkil etadi. Xususan, o'quvchilarning bilimni faol o'zlashtirishi, tushunchalarni mustaqil shakllantirishi va amaliy faoliyatda qo'llay olishi asosiy metodologik prinsip sifatida belgilandi.

Tadqiqot jarayonida quyidagi metodlardan foydalanildi:

- **Nazariy metodlar:** ilmiy adabiyotlarni tahlil qilish, solishtirish, umumlashtirish hamda tizimlashtirish orqali ixtisoslashtirilgan terminlarni o'rgatishning mavjud yondashuvlari o'rganildi.
- **Empirik metodlar:** pedagogik kuzatuv, so'rovnoma, test va suhbat usullari orqali o'quvchilarning terminologik bilim darajasi aniqlandi.
- **Tajriba-sinov ishlari:** boshlang'ich ta'lim muassasalarida definitsiyani konstruksiyalash metodiga asoslangan darslar tashkil etilib, uning samaradorligi amaliy jihatdan tekshirildi.
- **Statistik metodlar:** olingan natijalarni miqdoriy va sifat jihatdan tahlil qilish, ularni solishtirish va umumiy xulosalar chiqarish uchun qo'llanildi.

Tajriba-sinov ishlari bir necha bosqichda amalga oshirildi: dastlabki diagnostika bosqichida o'quvchilarning terminologik bilim darajasi aniqlab olindi; shakllantiruvchi bosqichda definitsiyani konstruksiyalash metodiga asoslangan maxsus mashqlar va topshiriqlar tizimi joriy etildi; yakuniy nazorat bosqichida esa o'zlashtirish darajasidagi o'zgarishlar tahlil qilindi.

Tadqiqot ob'ekti sifatida boshlang'ich ta'lim jarayonida ixtisoslashtirilgan terminlarni o'rgatish jarayoni tanlandi, predmeti esa ushbu jarayonda definitsiyani konstruksiyalash metodidan foydalanishning pedagogik xususiyatlari hisoblanadi. Mazkur metodologik yondashuv tadqiqotning ilmiy asoslanganligini, natijalarning ishonchliligini hamda ularning amaliy ahamiyatini ta'minlashga xizmat qiladi.

Natijalar va muhokama

Tajriba-sinov ishlari natijalari shuni ko'rsatdiki, innovatsion pedagogik metodlar asosida tashkil etilgan ta'lim jarayonida o'quvchilarning ixtisoslashtirilgan terminlarni o'zlashtirish darajasi sezilarli darajada oshadi. Xususan, an'anaviy yondashuv bilan taqqoslaganda, tajriba guruhida terminlarni tezroq va ongli ravishda o'zlashtirish, ularning mazmun-mohiyatini chuqur anglash hamda amaliy faoliyatda qo'llash ko'nikmalarining shakllanishi yuqori darajada kuzatildi. O'quvchilarning bilim darajasini aniqlashga qaratilgan diagnostik testlar natijalari shuni ko'rsatdiki, innovatsion metodlar qo'llanilgan guruhda to'g'ri javoblar ulushi sezilarli oshgan. Ayniqsa, terminlarni kontekstda qo'llash, ularni izohlash va o'zaro farqlashga oid topshiriqlarda ijobiy o'sish qayd etildi. Bu esa terminologik bilimlarning faqat reproduktiv emas, balki produktiv darajada shakllanganligini ko'rsatadi.

Tadqiqot jarayonida qo'llanilgan metodlar ichida loyihaviy ta'lim (project-based learning) alohida samaradorlik ko'rsatdi. Ushbu metod orqali o'quvchilar terminlarni mustaqil izlash, tahlil qilish va amaliy vaziyatlarda qo'llash

imkoniyatiga ega bo'ldi. Natijada ular nafaqat terminlarni eslab qolishdi, balki ularni kasbiy fikrlash jarayonida faol qo'llay boshlashdi.

Shuningdek, definitsiyani konstruksiyalash metodi bilan integratsiyada qo'llangan loyihaviy yondashuv o'quvchilarning mustaqil fikrlash, mantiqiy xulosa chiqarish va o'z bilimlarini tizimlashtirish ko'nikmalarini rivojlantirishga xizmat qildi. Yakuniy natijalar shuni tasdiqladiki, innovatsion metodlar asosida tashkil etilgan ta'lim jarayoni terminologik kompetensiyani shakllantirishda yuqori samaradorlikka ega bo'lib, u o'quvchilarning kasbiy tayyorgarligini sezilarli darajada oshiradi.

Xulosa

Ixtisoslashtirilgan terminlarni o'rgatish metodologiyasini takomillashtirish talabalarning kasbiy kompetensiyasini rivojlantirishning muhim omillaridan biri hisoblanadi. Chunki terminologik bilimlar mutaxassisning kasbiy faoliyatida samarali muloqot yuritishi, ilmiy tushunchalarni to'g'ri anglash va amaliy vazifalarni hal etishda asosiy vosita vazifasini bajaradi. Shu bois, terminlarni o'rgatish jarayonini zamonaviy pedagogik yondashuvlar asosida tashkil etish zarurati yanada ortib bormoqda.

Zamonaviy pedagogik texnologiyalar, xususan, kommunikativ yondashuv, loyihaviy ta'lim hamda definitsiyani konstruksiyalash metodlarini qo'llash orqali talabalarning terminologik bilimlarni nafaqat eslab qolishi, balki ularni chuqur anglab, turli kasbiy vaziyatlarda to'g'ri va samarali qo'llay olish ko'nikmalari shakllanadi. Bunday yondashuv terminlarni alohida birlik sifatida emas, balki tizimli bilimlar majmuasi sifatida o'zlashtirishga xizmat qiladi.

Shuningdek, innovatsion metodlardan foydalanish ta'lim jarayonining samaradorligini oshirib, talabalarning mustaqil fikrlash, tahlil qilish va bilimlarni amaliyotga tatbiq etish qobiliyatlarini rivojlantiradi. Natijada, terminologik kompetensiya barqaror shakllanib, u talabaning kasbiy tayyorgarligi darajasini belgilovchi muhim mezonga aylanadi.

Demak, ixtisoslashtirilgan terminlarni o'rgatish metodologiyasini takomillashtirish va zamonaviy pedagogik texnologiyalarni keng joriy etish orqali yuqori malakali, raqobatbardosh mutaxassislarni tayyorlash imkoniyati kengayadi.

Foydalanilgan adabiyotlar

1. O'zbekiston Respublikasi ta'lim to'g'risidagi qonuni
2. AXMEDOVA, D. (2024). BO 'LAJAK TIBBIYOT XODIMLARIGA INGLIZ TILINI INTELLEKTUAL
3. O'QITISHDA INNOVATSION YONDASHUVLARNI TAKOMILLASHTIRISH. «ACTA NUUZ», 1(1.10. 1), 49-51.
4. Akhmedova, D. (2025). STRATEGIES FOR IMPROVING PROFESSIONAL COMPETENCE BASED ON PROJECT-BASED TECHNOLOGY. Journal of Applied Science and Social Science, 1(1), 475-482.
5. Anvarovna, D. A. (2025). DEVELOPING EFFECTIVE STRATEGIES FOR LEARNING SPECIALIZED TERMINOLOGY IN ENGLISH LANGUAGE TEACHING. SHOKH LIBRARY.
6. Hutchinson T., Waters A. English for Specific Purposes: A Learning-Centred Approach. – Cambridge: Cambridge University Press, 1987.

7. Talipov, B. B., Akhmedova, D. A., & Toshkhonov, M. T. (2023). THE DEVELOPMENT OF PBL TEACHING METHOD FOR TEACHING PRACTICAL ENGLISH IN IPER (INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH). In "INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION (Vol. 2, No. 2, pp. 5-12).
8. Anvarovna, A. D. (2023). Strategies for Increasing Awareness of Pharmaceutical Students' Divergences. *Miasto Przyszłości*, 31, 277-280.
9. Yuldashev B. Professional kompetensiyani shakllantirishda chet tilining oʻrni // *Pedagogik taʼlim*. – 2020. – №3. – B. 78–84.

FROM CURRICULUM DESIGN TO CLASSROOM PRACTICE: FACTORS INFLUENCING THE IMPLEMENTATION OF SECONDARY SCHOOL ENGLISH CURRICULA

Sabohat Makhmudova,
Republican Education Center
Email: sabomahmudova98@gmail.com

Annotation

The global shift toward competency-based education has significantly influenced secondary school English curriculum reform, particularly through communicative competence and learner-centred instruction. However, despite strong theoretical support, the implementation of competency-based English curricula remains a major challenge in many educational systems. This article examines the key factors influencing curriculum implementation from curriculum design to classroom practice. Using a narrative review approach, the study identifies major implementation challenges including teacher readiness, assessment alignment, institutional constraints, teacher agency, and the policy–practice gap. The findings suggest that successful curriculum implementation depends on the alignment of curriculum goals, assessment systems, professional support, and classroom realities. Ultimately, competency-based curriculum reform requires sustained support and contextual adaptation to achieve meaningful classroom change.

Keywords: competency-based education, curriculum implementation, communicative competence, English curriculum, teacher agency, policy–practice gap

Introduction

Over the past two decades, educational systems around the world have undergone significant curriculum reform in response to global social, technological, and economic change. Increasing attention has been given to developing competencies such as communication, collaboration, critical thinking, and problem-solving rather than focusing only on content knowledge. As a result, many countries have shifted from traditional content-based curricula toward competency-based education models that emphasise learner-centred instruction and practical application of knowledge [8, pp. 4–7].

Within this broader reform movement, English language education has also experienced substantial transformation. Contemporary English curricula increasingly prioritise communicative competence and functional language use instead of grammar memorisation and translation-focused instruction. This shift is strongly influenced by Dell Hymes' concept of communicative competence, which

emphasises the ability to use language appropriately in different social and cultural contexts [7, pp. 269–273]. The influence of communicative approaches is also visible in the Common European Framework of Reference for Languages (CEFR), which conceptualises language learning through communicative performance and “can-do” descriptors [4, pp. 9–15]. The CEFR Companion Volume further expands descriptors related to mediation, plurilingual competence, and online interaction in language learning [5, pp. 30–35].

Despite strong theoretical foundations, the implementation of competency-based English curricula remains a major challenge across many educational systems. Research consistently shows that curriculum innovation does not automatically lead to classroom change. In many contexts, classroom teaching continues to reflect traditional grammar-based and examination-oriented practices despite communicative curriculum reforms [6, pp. 30–32]. Richards also notes that communicative language teaching requires substantial pedagogical transformation rather than simple curriculum modification [12, pp. 3–5]. Consequently, a significant gap often emerges between curriculum policy and classroom realities.

This article examines the major factors influencing the implementation of secondary school English curricula from curriculum design to classroom practice. Drawing on curriculum implementation theory, communicative language teaching, and teacher agency, the study explores how curriculum reforms are interpreted and enacted within secondary school contexts.

Literature Review

Competency-based education has become one of the most influential approaches in contemporary curriculum reform. Unlike traditional content-based models, competency-based English curricula focus on learners’ ability to use language effectively in authentic communicative situations. According to Richards, competency-based language teaching reflects a broader movement toward outcome-oriented education in which learning objectives are expressed through observable learner performance rather than isolated grammatical knowledge [11, pp. 128–131].

The theoretical foundation of competency-based English education is closely connected to the concept of communicative competence introduced by Dell Hymes. Hymes argued that successful communication requires not only grammatical knowledge, but also sociocultural and contextual understanding [7, pp. 277–278]. Savignon further explains that communicative language teaching emphasises meaningful interaction and contextualised communication rather than isolated language forms [13, pp. 1–5]. This perspective later became central to communicative language teaching and modern language curriculum development.

The Common European Framework of Reference for Languages further strengthened competency-based curriculum reform by introducing communicative “can-do” descriptors and learner-centred proficiency scales. The CEFR emphasises practical language use, interaction, mediation, and real-world communication across listening, speaking, reading, and writing skills [4, pp. 13–16]. At the same time, curriculum implementation theory highlights that educational reform is far more complex than simply introducing new curriculum documents. Fullan argues that

curriculum reform involves changes in teaching practices, professional beliefs, institutional culture, and classroom interaction [6, pp. 25–35]. Successful implementation therefore depends on teacher preparedness, institutional support, assessment systems, and classroom realities.

Recent research also emphasises the importance of teacher agency in curriculum implementation. According to Priestley et al., teachers are not passive curriculum deliverers but active professionals who interpret, adapt, and reshape curriculum policy within their own classroom contexts [10, pp. 19–24]. Borg additionally emphasises that teacher cognition, beliefs, and prior professional experiences strongly influence classroom implementation decisions [1, pp. 6–12]. In competency-based English education, broad communicative goals often require substantial pedagogical interpretation regarding teaching methods, classroom activities, and assessment practices.

The literature also highlights the importance of instructional materials in supporting curriculum reform. Tomlinson argues that effective language teaching materials should support authentic communication, learner engagement, and contextualised language use rather than isolated grammar practice [14, pp. 6–11]. Overall, the literature suggests that curriculum implementation should be understood as a dynamic and context-dependent process shaped by professional, institutional, and pedagogical factors simultaneously.

Methodology

This study adopts a narrative review methodology to examine the factors influencing the implementation of secondary school English curricula. A narrative review approach allows the integration of theoretical perspectives, empirical findings, and contextual insights from diverse educational settings [9, pp. 91–94].

The literature was collected through searches in academic databases including Scopus, ERIC, and Google Scholar using keywords such as competency-based education, curriculum implementation, communicative competence, English curriculum reform, teacher agency, and policy–practice gap. Priority was given to peer-reviewed journal articles, scholarly books, and institutional reports published mainly from 2000 onwards, while foundational theoretical works were also included. The collected studies were analysed thematically in order to identify recurring implementation challenges and patterns across different educational contexts. Thematic analysis was guided by the principles developed by Braun and Clarke, who describe thematic analysis as a flexible method for identifying and interpreting patterns within qualitative data [2, pp. 79–81].

Discussion

The findings of this review indicate that the implementation of competency-based English curricula is influenced by several interconnected factors. One of the most significant issues is teacher readiness and professional development. Research consistently shows that teachers often experience difficulty applying competency-based principles in classroom practice, particularly when reforms are introduced without sufficient pedagogical preparation or long-term professional support [6, pp. 115–118]. Teachers may understand curriculum reforms theoretically while

remaining uncertain about how communicative competencies should be taught and assessed in practice.

Assessment alignment also represents a major implementation challenge. Although competency-based curricula promote communicative competence and authentic language use, assessment systems in many educational contexts continue to prioritise grammar accuracy, memorisation, and examination preparation. This mismatch between curriculum goals and assessment practices often encourages teachers to maintain traditional teaching approaches focused on test performance rather than communicative interaction. Biggs and Tang describe this relationship through the concept of constructive alignment, emphasising that meaningful learning depends on coherence among curriculum objectives, teaching methods, and assessment practices [3, pp. 95–99].

Institutional and resource-related constraints further complicate curriculum implementation. Large class sizes, overloaded curricula, limited instructional materials, and insufficient technological infrastructure frequently restrict opportunities for learner-centred and communicative teaching practices [15, pp. 52–58]. Under such conditions, teachers may rely more heavily on teacher-centred instruction and controlled grammar activities. Research also demonstrates that communicative teaching materials and authentic tasks are essential for supporting competency-based language learning [14, pp. 15–18].

Another important factor is teacher agency and classroom interpretation. Teachers continuously adapt curriculum reforms according to classroom realities, learner needs, examination pressure, and institutional expectations. As Priestley et al. argue, teachers actively shape curriculum implementation through interpretation and contextual decision-making rather than simply applying policy mechanically [10, pp. 34–39]. Borg similarly notes that teacher beliefs and prior teaching experiences strongly influence classroom pedagogical choices [1, pp. 15–18]. Consequently, the enacted curriculum often differs from the intended curriculum described in policy documents.

The review also highlights the persistence of the policy–practice gap. In many educational systems, competency-based reforms are formally adopted at policy level while classroom practice continues to reflect traditional instructional priorities. This suggests that curriculum reform should not be understood as a direct transfer of policy into practice, but rather as a complex process of educational change shaped by contextual realities, institutional structures, and professional interpretation [6, pp. 64–66]. Richards additionally emphasises that communicative curriculum reform often encounters resistance when assessment systems remain grammar-oriented and examination-focused [12, pp. 10–12].

Conclusion

This article examined the major factors influencing the implementation of secondary school English curricula from curriculum design to classroom practice. The review demonstrates that competency-based curriculum reform involves far more than curriculum revision alone. Successful implementation depends on the

alignment of curriculum goals, assessment systems, teacher capacity, institutional support, and classroom realities.

The findings suggest that curriculum implementation is fundamentally a socially and professionally mediated process shaped by teacher agency, contextual adaptation, and institutional conditions. Although competency-based English curricula promote communicative competence and learner-centred learning, implementation difficulties frequently emerge when educational systems remain dominated by examination-oriented traditions and limited professional support.

Ultimately, sustainable curriculum reform requires coherent educational structures, long-term teacher development, realistic implementation planning, and sensitivity to local educational contexts. Competency-based curriculum innovation can only achieve meaningful classroom transformation when curriculum policy and classroom practice become more closely aligned.

References

1. Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.
2. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
3. Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Maidenhead: Open University Press.
4. Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.
5. Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment – Companion volume*. Strasbourg: Council of Europe Publishing.
6. Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College Press.
7. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Harmondsworth: Penguin.
8. OECD. (2018). *The future of education and skills: Education 2030*. Paris: Organisation for Economic Co-operation and Development.
9. Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26(2), 91–108.
10. Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. London: Bloomsbury Academic.
11. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
12. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
13. Savignon, S. J. (2002). *Interpreting communicative language teaching: Contexts and concerns in teacher education*. New Haven: Yale University Press.
14. Tomlinson, B. (2011). *Materials development in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
15. Wedell, M., & Grassick, L. (2018). *International perspectives on teachers living with curriculum change*. London: Palgrave Macmillan.

NEMIS TILI TA'LIMIDA METODIK YONDOSHUVLARNING RIVOJLANISHI VA CEFRNING AHAMIYATI

*Jo'rayeva Guliston Mardanovna,
Maktabgacha va maktab ta'limi vazirligi,
Xorijiy tillarni o'rganishni ommalashtirish
boshqarmasi bosh mutaxassisi*

Annotatsiya: maqolada xorijiy tillar, xususan, nemis tilini o'qitishda o'quv dasturlarining tarixiy rivojlanishi va zamonaviy kompetensiyaviy yondashuvlar tahlil qilinadi. Umumevropa til kompetensiyalari (CEFR) asosida ta'lim mazmunini shakllantirish, o'quv natijalari va baholash mezonlarini belgilash, shuningdek, o'quvchiga yo'naltirilgan metodikalarni joriy etish zarurati asoslanadi. Tadqiqotda kommunikativ va mustaqil ta'limga yo'naltirilgan "curriculum design" konsepsiyasining nemis tili ta'limidagi roli ochib beriladi. Maqolaning maqsadi CEFR asosida samarali va tizimli o'quv dasturlarini ishlab chiqishning nazariy-metodik asoslarini yoritishdan iborat.

Kalit so'zlar: CEFR, til o'qitish metodikasi, kompetensiyaviy yondashuv, kommunikativ kompetensiya, o'quv dasturini loyihalash, avtonom ta'lim, lingvistik kompetensiya, o'quv natijalari, baholash mezonlari, zamonaviy ta'lim texnologiyalari.

So'nggi o'n yilliklarda globallashuv, xalqaro mobillik va texnologik rivojlanish butun dunyoda xorijiy tillar ta'limining ahamiyatini sezilarli darajada oshirdi. Bir nechta tillarda muloqot qila olish nafaqat akademik, balki ko'plab professional va madaniyatlararo muhitlarda muhim talabga aylandi. Yevropa tillari orasida nemis tili ilm-fan, texnologiya, iqtisodiyot va oliy ta'limdagi kuchli ta'siri sababli alohida o'rin egallaydi. Shu sababli ko'plab ta'lim tizimlarida samarali nemis tili ta'limiga bo'lgan ehtiyoj ortib bormoqda.

Til o'qitish samaradorligi asosan o'quv dasturining sifati va tuzilishiga bog'liqligi barchamizga ma'lum. O'quv dasturini loyihalash ta'limni rejalashtirishning eng muhim tarkibiy qismlaridan biri hisoblanadi, chunki u o'quv maqsadlari (learning objectives), o'qitish uslubi (teaching methods), baholash mezonlari (assessment criteria) va kutilayotgan kompetensiyalarni (expected competencies) belgilaydi. Shu bilan birga, o'quvchilarda real hayotiy muloqot uchun zarur bo'lgan kommunikativ, lingvistik, ijtimoiy-madaniy va pragmatik kompetensiyalarni shakllantirishda muhim rol o'ynaydi.

Til o'quv dasturlari o'z rivojlanish tarixi davomida ta'lim falsafasi, lingvistik nazariyalar va ijtimoiy ehtiyojlarning o'zgarishiga mos ravishda sezilarli transformatsiyalarni boshdan kechirdi. Xorijiy tillarni o'qitish metodologiyalari qat'iy grammatika markazli yondashuvlardan kommunikativ va kompetensiyaga asoslangan modellarga o'tdi.

Xorijiy tillar ta'limidagi eng dastlabki va keng qo'llanilgan yondashuvlardan biri grammatika-tarjima metodi (Grammar-Translation Method) hisoblanadi. Ushbu metodning dastlabki shakllari milodning o'nlab asrlari davomida nasroniy ruhoniylar tomonidan turli diniy va ilmiy kitoblarni lotin tilidan yevropa tillariga tarjima qilishda foydalanib kelingan bo'lsada, til pedagogikasida XIX asrda birinchi marta aynan mana shu nom bilan ta'riflandi va XX asr boshlarigacha Yevropada xorijiy tillarni o'qitishda dominant usul bo'lib qoldi. Metodning asosiy maqsadi

grammatik strukturalarni o'rganish, lug'at yodlash va matnlarni tarjima qilishdan iborat edi.

Grammatika markazli ta'limning cheklovlariga javoban XX asr davomida yangi metodologiyalar paydo bo'ldi. To'g'ridan-to'g'ri metodi (Direct Method) tilni tabiiy o'zlashtirishga urg'u berib, dars jarayonida faqat o'rganilayotgan tildan foydalanishni rag'batlantirib, grammatikani induktiv o'rganishga urg'u berdi. Keyinchalik audio-lingual metod (ALM), ayniqsa, ikkinchi jahon urushidan keyin ommalashdi.

1970-yillarda amaliy lingvistika (applied linguistics) va soziolingvistika (sociolinguistics) sohalaridagi rivojlanishlar kommunikativ til o'qitish yondoshuvi (Communicative Language Teaching – CLT)ning yuzaga kelishiga olib keldi. Ushbu kommunikativ yondashuv tilni grammatik qoidalar tizimi emas, balki mazmunli interaksiya va real hayotiy muloqot vositasi [7.67] sifatida talqin qildi.

Til ta'limidagi bu metodik o'zgarishlar o'quv dasturini loyihalash jarayoniga, tabiiyki, katta ta'sir ko'rsatdi.

Til o'quv dasturlarini modernizatsiya qilinishida muhim bosqichlardan biri umumevropa til kompetensiyalari mezonlari – CEFRning ishlab chiqilishi bo'ldi. CEFRning joriy etilishi til o'rganish, o'qitish va baholash uchun xalqaro tan olingan mezonlar tizimini yaratdi. Ushbu mezonlar tizimi xorijiy tillar ta'limidagi eng nufuzli xalqaro standartlardan biriga aylandi. CEFR til bilishni A1 dan C2 gacha bo'lgan olti darajaga ajratuvchi model orqali til ta'limida standartlashtirish va izchillikni kuchaytirdi [4.78]. Ushbu darajalar tinglab tushunish, gapirish, o'qish va yozish ko'nikmalari uchun batafsil tavsiflarni beradi. Bu o'z navbatida standartlashtirilgan va o'lchanadigan o'quv natijalarini yaratish imkonini beradi. 2001-yildan keyin ta'lim muassasalari, til markazlari va imtihon tizimlari o'z o'quv dasturlarini xalqaro standartlarga moslashtira boshladi.

Bugungi kunda til ta'limidagi o'quv dasturlarini yaratish globallashtirish, raqamlashtirish va sun'iy intellekt texnologiyalari ta'siri ostida rivojlanishda davom etmoqda. Zamonaviy o'quv dasturlari individallashtirilgan (personalized learning), aralash ta'lim (blended instruction) va moslashuvchan ta'lim modellari (adaptive educational models)ga tobora ko'proq urg'u berilmoqda.

O'quv dasturlarini loyihalash xorijiy tillar ta'limining samaradorligi va sifatini belgilovchi yetakchi omillardan biridir [2.123]. Uning asosiy vazifalaridan biri aniq o'quv natijalarini belgilashdir. Hozirda o'quvchilar nafaqat grammatik bilimlarni, balki real hayotda qo'llaniladigan amaliy kommunikativ ko'nikmalarni ham egallashi kerak. Shu sababdan zamonaviy pedagogik nazariyalar o'quvchilarni bilimni passiv qabul qiluvchi emas, balki ta'lim jarayonining faol ishtirokchisi sifatida ko'radi, autentik ijtimoiy va professional vaziyatlarda samarali muloqot qila olish qobiliyatiga urg'u beradi.

Kompetensiyaga asoslangan o'quv dasturlarini CEFR kompetensiyalari bilan moslashtirish orqali ta'lim muassasalari o'quvchilarning o'lchanadigan va taqqoslanadigan natijalarga erishishi bilan bir qatorda, o'quv dasturlarini xalqaro me'yorlarga tenglashtirish imkonini beradi.

Texnologik rivojlanish CEFRning zamonaviy til ta'limidagi rolini yanada kengaytirdi. Ayniqsa, Covid pandemiyasidan olingan xulosalar va texnologik rivojlanish ham zamonaviy til ta'limida o'quv dasturlarini loyihalashning ahamiyatini oshirdi. Raqamli o'quv muhitlari, onlayn platformalar va sun'iy intellekt texnologiyalari individallashtirilgan va interaktiv o'qitishning yangi imkoniyatlari sifatida xalqaro maydonda ta'lim jarayoniga faol integratsiya qilinmoqda. Bu integratsiya Milliy o'quv dasturlarida o'z aksini topishi davr talabi sifatida ko'rilishi lozim.

Foydalanilgan adabiyotlar:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
4. Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.
5. Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Penguin.
6. Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Authentik.
7. Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

NEMIS TILI YO'NALISHI TALABALARIGA XORIJIY TIL (INGLIZ TILI) O'QITISHNING O'ZIGA XOS MURAKKABLIKLARI

Zuhra Mamasodiqova

Qo'qon DU xorijiy filologiya fakulteti 2-kurs talabasi

mamasodiqovazuhra526@gmail.com

Qahramon Ismoilov, ilmiy maslahatchi,

PhD, dotsent, Qo'qonDU

Annotatsiya

Ushbu maqolada nemis tili yo'nalishida tahsil olayotgan talabalarga ingliz tilini o'rgatish jarayonida yuzaga keladigan lingvistik va metodik qiyinchiliklar tahlil qilinadi. Tadqiqotda tillararo interferensiya hodisasi, talaffuzdagi o'xshashliklar va farqlar hamda grammatik tuzilmalarni o'zlashtirishdagi murakkabliklar yoritilgan.

Kalit so'zlar: xorijiy til, nemis tili, ingliz tili, interferensiya, metodika, kognitiv yondashuv, lingvistik kompetensiya, o'qitish texnologiyasi.

Kirish

Oliy ta'lim tizimida bo'lajak filolog-mutaxassislarni tayyorlashda bir necha xorijiy tillarni integratsiyalashgan holda o'qitish muhim ahamiyat kasb etadi. Nemis tili yo'nalishi talabalari uchun ingliz tili ikkinchi xorijiy til sifatida o'quv rejasidan mustahkam o'rin olgan. Bu ikki tilning kelib chiqishi bir — german tillari oilasiga mansubligi o'rganish jarayonini ham osonlashtiradi, ham o'ziga xos murakkabliklarni keltirib chiqaradi.

Maqolaning maqsadi nemis tili mutaxassisligi talabalariga ingliz tilini o'qitishda uchraydigan tipik xatolarni aniqlash va ularni bartaraf etish metodikasini ishlab chiqishdan iborat. Tadqiqotlar shuni ko'rsatadiki, talaba ongidagi mavjud nemis tili bazasi ingliz tilini o'zlashtirishda ham ijobiy transfer (ko'nikma ko'chishi), ham salbiy interferensiya (xatolarga sabab bo'luvchi ta'sir) hodisalarini yuzaga keltiradi [4, 45-bet].

Asosiy qism

1. Fonetik va ortografik murakkabliklar.

Nemis va ingliz tillarining fonetik tizimi o'xshash ko'rinsa-da, talaffuz me'yorlarida jiddiy farqlar mavjud. Nemis tili talabalarida eng ko'p uchraydigan xato — bu so'z oxiridagi jarangli undoshlarni jarangsizlantirishdir (Auslautverhärtung). Masalan, inglizcha "dog" [dɒg] so'zini nemis tilidagi talaffuz qoidasiga ko'ra [dɔk] kabi aytish holatlari ko'p kuzatiladi [1, 78-bet]. Shuningdek, nemis tiliga xos bo'lgan qat'iy urg'u berish tizimi ingliz tilidagi ritm va intonatsiyaning buzilishiga olib keladi.

Ortografiya sohasida esa nemis tilida barcha otlarning bosh harf bilan yozilishi talabalarining ingliz tilida ham otlarni bosh harf bilan yozib yuborishiga sabab bo'ladi. Bu hodisa kognitiv darajadagi ko'nikmalarning avtomatik ko'chishi natijasidir.

2. Leksik-semantik interferensiya.

Tillararo o'xshashlik har doim ham yordam bermaydi. "Yolg'onchi do'stlar" (False friends) deb ataluvchi hodisa nemis tili mutaxassislari chalg'ituvchi asosiy omildir. Masalan:

Nemischa Gift (zahar) — Inglizcha gift (sovg'a);

Nemischa Becoming (olish/qabul qilish) — Inglizcha become (bo'lmoq).

Bunday misollar talabada semantik chigalliklarni keltirib chiqaradi. Talaba nemis tilidagi ma'noni inglizcha shaklga ko'chiradi, natijada kommunikativ xatolik yuzaga keladi [10, 112-bet].

3. Grammatik strukturalardagi tafovutlar.

Ingliz va nemis tillari grammatikasi o'rtasidagi farqlar ayniqsa fe'l zamonlari va gapdagi so'z tartibida namoyon bo'ladi. Nemis tili sintaksisi ancha qat'iy bo'lib, fe'lning gapdagi o'rni (ikkinchi o'rinda yoki gap oxirida) qoidalarga bo'ysunadi. Ingliz tilida esa so'z tartibi nisbatan sodda bo'lsa-da, talabalar nemischa murakkab strukturalarni ingliz tiliga nusxalashga harakat qiladilar.

Bundan tashqari, ingliz tilidagi Present Perfect va nemis tilidagi Perfekt zamonlari shaklan o'xshash bo'lsa-da, ularning qo'llanilishi farq qiladi. Nemis tilida Perfekt o'tgan zamon o'rnida og'zaki nutqda faol ishlatilsa, ingliz tilida u hozirgi zamon bilan bog'liqlikni talab qiladi [5, 140-bet].

Xulosa va tavsiyalar

Nemis tili yo'nalishi talabalariga ingliz tilini o'qitish samaradorligini oshirish uchun quyidagilar tavsiya etiladi:

Qiyosiy tahlil metodi: Dars jarayonida o'qituvchi ikki til o'rtasidagi o'xshashlik va farqlarni doimiy ravishda solishtirib borishi lozim. Bu talabada "meta-lingvistik" tushunchani shakllantiradi.

Interferensiya ustida ishlash: Talaffuzdagi xatolarni tuzatish uchun maxsus fonetik mashqlar kompleksini ishlab chiqish va "yolg'onchi do'stlar" ro'yxati bilan ishlash kerak.

Kognitiv yondashuv: Talabalarga tillarni alohida tizim sifatida emas, balki bir-birini to'ldiruvchi lisoniy tajriba sifatida o'rgatish zarur [8, 92-bet].

Xulosa qilib aytganda, nemis tili mutaxassislariga ingliz tilini o'rgatishda ularning birinchi xorijiy til bo'yicha bilimlariga tayanish, ijobiy transferni rag'batlantirish va interferensiyaning minimallashtirish o'quv jarayonining muvaffaqiyatini ta'minlaydi.

Foydalanilgan adabiyotlar ro'yxati:

1. Abduazizov A.A. Theoretical Phonetics of Modern English. – Toshkent: Akademnashr, 2019. – 256 b.
2. Humboldt W. On Language: On the Diversity of Human Language-Structure and Its Influence on the Mental Development of Mankind. – Cambridge: Cambridge University Press, 1999. – 312 p.
3. Iriskulov M.T. Tilshunoslikka kirish. – Toshkent: Yangi asr avlodi, 2009. – 256 b.
4. Jalolov J.J. Chet til o'qitish metodikasi (Chet tillar oliy o'quv yurtlari talabalari uchun darslik). – Toshkent: O'qituvchi, 2012. – 432 b.
5. Kushnerenko S.P. Comparison of Germanic Languages: English and German. – Moscow: Vysshaya Shkola, 2005. – 215 p.
6. Lado R. Linguistics Across Cultures: Applied Linguistics for Language Teachers. – Ann Arbor: University of Michigan Press, 1957. – 150 p.
7. Odlin T. Language Transfer: Cross-Linguistic Influence in Language Learning. – Cambridge: Cambridge University Press, 1989. – 210 p.
8. Passov E.I. Kommunikativniy metod obucheniya inoyazichnomu govoreniyu. – Moskva: Prosveshchenie, 1991. – 223 s.
9. Shatilov S.F. Metodika obucheniya nemeskomu yaziku v sredney shkole. – Moskva: Prosveshchenie, 1986. – 221 s.
10. Swan M., Smith B. Learner English: A Teacher's Guide to Interference and Other Problems. – Cambridge: Cambridge University Press, 2001. – 370 p.

CHET TILLARINI O'QITISHDA TA'LIM SIFATINI OSHIRISH: INTERFAOL METODLAR VA ZAMONAVIY TEXNOLOGIYALARDAN UNUMLI FOYDALANISH

Mamajonova Munisa Mansurjon qizi,

Xorijiy filologiya fakulteti, xorijiy til va adabiyoti yo'nalishi

2- bosqich talabasi

Ernazarova X. E.

Qo'qon davlat universiteti,

ingliz tili metodikasi kafedra katta o'qituvchisi (PhD)

Annotatsiya

Ushbu maqolada xorijiy tillarni o'qitish sifatini oshirishda interfaol metodlar va zamonaviy texnologiyalardan samarali foydalanishning ahamiyati muhokama qilinadi. Bugungi kunda innovatsion o'qitish yondashuvlari o'quvchilarning motivatsiyasini, muloqot ko'nikmalarini va mustaqil fikrlash qobiliyatlarini oshirishda muhim rol o'ynaydi. Maqolada til o'qitish jarayonida guruhli ishlar, rolli o'yinlar, munozaralar, "aqliy hujum" va loyihaga asoslangan o'qitish kabi interfaol metodlarning afzalliklari tahlil qilinadi.

Kalit so'zlar: xorijiy til o'qitish, ta'lim sifati, interfaol metodlar, zamonaviy texnologiyalar, innovatsion yondashuvlar, raqamli ta'lim, til ko'nikmalari, multimedia vositalari, o'quvchiga yo'naltirilgan ta'lim.

Kirish

Bugungi kunda chet tillarini bilish insonning shaxsiy va kasbiy rivojlanishida muhim omillardan biri hisoblanadi [1]. Ayniqsa, xalqaro aloqa va axborot almashinuvi kuchaygan hozirgi davrda ingliz tiliga bo'lgan ehtiyoj yanada ortmoqda [5]. Shu sababli ta'lim tizimida chet tillarini samarali o'qitish va dars sifatini oshirish masalasi dolzarb vazifalardan biriga aylandi [4]. Avvallari chet tili darslari asosan grammatika va tarjimaga yo'naltirilgan bo'lsa, hozirgi zamonaviy ta'lim tizimida o'quvchining amaliy nutqi, tinglab tushunishi va erkin muloqot qila olishi asosiy maqsad sifatida qaralmoqda [2]. Natijada o'qituvchilardan yangi metodlarni qo'llash, darslarni qiziqarli tashkil etish hamda o'quvchini faol ishtirokchiga aylantirish talab etilmoqda [3].

Asosiy qism

Storytelling metodining ahamiyati. Chet tillarini o'qitishda samarali metodlardan biri storytelling, ya'ni hikoya asosida o'qitish metodidir [2]. Ushbu metod orqali o'quvchilar oddiy qoidalarni yodlash o'rniga voqealar orqali tilni tabiiy ravishda o'zlashtiradilar. Masalan, yangi so'zlarni o'rgatishda o'qituvchi ularni alohida tarjima qilib bermasdan, kichik hikoya ichida qo'llashi mumkin. O'quvchi esa kontekst orqali so'zning ma'nosini tushunib oladi. Bu usul ayniqsa maktab yoshidagi bolalarda yaxshi natija beradi, chunki inson miyasi oddiy ma'lumotdan ko'ra voqealarni tezroq eslab qoladi [1]. Storytelling metodining yana bir afzalligi shundaki, u o'quvchilarning tasavvurini va ijodkorligini rivojlantiradi. O'quvchilar keyinchalik o'zlari ham hikoya tuzishga harakat qiladilar va bu ularning nutqini rivojlantiradi.

Shadowing metodidan foydalanish. Shadowing metodi hozirgi kunda xorijiy davlatlarda keng qo'llanayotgan samarali usullardan biri hisoblanadi [5]. Bu metodda o'quvchi audio yoki videodagi nutqni tinglab, gapiruvchining ortidan deyarli bir vaqtning o'zida takrorlaydi. Masalan, ingliz tilidagi qisqa dialog qo'yiladi. O'quvchi esa eshitgan gapni to'xtamasdan takrorlashga harakat qiladi. Bu metod:

- talaffuzni yaxshilaydi;
- tinglab tushunish ko'nikmasini oshiradi;
- nutq tezligini rivojlantiradi;
- o'quvchining tilga moslashishini kuchaytiradi.

Ko'pchilik o'quvchilar grammatikani yaxshi bilsa ham gapirishda qiynaladi. Shadowing aynan shu muammoni kamaytirishga yordam beradi [3].

Gamification — o'yinlashtirish texnologiyasi

Zamonaviy o'quvchilar uchun oddiy ma'ruza shaklidagi darslar qiziq tuyulmasligi mumkin. Shu sababli gamification, ya'ni darsni o'yin elementlari bilan boyitish muhim ahamiyatga ega [3].

Bu metodda:

- ball yig'ish;
- darajadan darajaga o'tish;
- mini musobaqalar;
- badge va sertifikatlar berish kabi usullar qo'llaniladi.

Masalan, yangi mavzu bo'yicha "mission" shaklidagi topshiriqlar berilishi mumkin. O'quvchi topshiriqni bajargan sari keyingi bosqichga o'tadi. Natijada dars oddiy majburiyat emas, balki qiziqarli jarayonga aylanadi. Gamification o'quvchilarning motivatsiyasini oshiradi hamda darsdagi faolligini kuchaytiradi [1].

Task-Based Learning — vazifaga asoslangan o'qitish metodidir [2]. Ushbu metodda grammatika markazga qo'yilmaydi, asosiy e'tibor vazifani bajarishga qaratiladi.

Masalan:

- mehmonxonada xona band qilish;
- aeroportda suhbat qilish;
- internet orqali buyurtma berish;
- sayohat rejasini tuzish
- kabi real hayotiy topshiriqlar beriladi.

O'quvchilar vazifani bajarish davomida tilni tabiiy ravishda ishlatishga majbur bo'ladilar. Natijada ular qoidani yodlaganidan ko'ra tezroq o'rganadi [5]. Bu metodning eng katta afzalligi — o'quvchi "men bu tilni qayerda ishlataman?" degan savolga amaliy javob topa oladi.

Sun'iy intellekt va raqamli texnologiyalarning roli

Bugungi kunda sun'iy intellekt asosidagi dasturlar chet tilini o'rganishda katta yordam bermogda [5]. Masalan, AI chatbotlar orqali o'quvchilar istalgan paytda ingliz tilida suhbat qilish imkoniyatiga ega bo'ladilar.

Shuningdek:

- talaffuzni tekshiruvchi dasturlar;
- avtomatik tarjima vositalari;
- adaptiv test tizimlari;
- virtual o'qituvchilar
- ta'lim sifatini oshirishga xizmat qilmoqda.

Raqamli texnologiyalar yordamida o'quvchilar darsdan tashqari vaqtda ham mustaqil ravishda til ustida ishlash imkoniga ega bo'ladilar [3].

Xulosa qilib aytganda, chet tillarini o'qitishda ta'lim sifatini oshirish uchun faqat an'anaviy metodlar bilan cheklanib qolish yetarli emas [1]. Zamonaviy o'quvchilar uchun qiziqarli, amaliy va interaktiv metodlardan foydalanish muhim ahamiyat kasb etadi. Storytelling, shadowing, gamification, task-based learning va mikro-o'qitish kabi usullar o'quvchilarning nutqiy faolligini oshiradi, motivatsiyasini kuchaytiradi hamda tilni tabiiy o'zlashtirishga yordam beradi [2].

Shuningdek, raqamli texnologiyalar va sun'iy intellekt vositalaridan unumli foydalanish kelajakdagi chet tili ta'limining asosiy yo'nalishlaridan biri bo'lib qoladi [5].

Foydalanilgan adabiyotlar

- [1] Jalolov J. J. Chet til o'qitish metodikasi. — Toshkent, 2012.
- [2] Passov E. I. Kommunikativ metodika asoslari. — Moskva, 2010.
- [3] Bekmuratova U. B. Ingliz tilini o'qitishda innovatsion texnologiyalar. — Toshkent, 2018.
- [4] O'zbekiston Respublikasi "Ta'lim to'g'risida"gi Qonuni. — 2020.
- [5] CEFR — Common European Framework of Reference for Languages. — Cambridge University Press, 2020.

YAPON TILINI O'RGATISHDA TALABALARNING GAPIRISH KO'NIKMASINI RIVOJLANTIRISH USULLARI

Baqoyev Navro'zjon Abdullo o'g'li,

Is'hoqxon Ibrat nomidagi Namangan,
davlat chet tillari instituti

O'zbek va sharq tillari kafedrası o'qituvchisi

Annotatsiya: Ushbu maqola yapon tilini chet tili sifatida o'rganayotgan talabalar orasida gapirish ko'nikmalarini rivojlantirishning dolzarb muammosini o'rganadi. Maqolada til o'rganish nazariyalari asosida gapirish ko'nikmasini shakllantirishning ahamiyati ta'kidlanib, zamonaviy o'qitish metodikalariga oid adabiyotlar tahlil qilinadi. Shuningdek, talabalarning og'zaki nutqini faollashtirishga qaratilgan innovatsion va an'anaviy usullar, jumladan, kommunikativ mashg'ulotlar, topshiriqqa asoslangan ta'lim, texnologik yechimlar va madaniy kontekstni hisobga olish jihatlari atroflicha ko'rib chiqiladi. Maqola yapon tili o'qituvchilari va metodistlari uchun amaliy tavsiyalar berishni maqsad qilgan.

Kalit so'zlar: Yapon tili, gapirish ko'nikmasi, og'zaki nutq, til o'rganish metodikasi, kommunikativ yondashuv, topshiriqqa asoslangan ta'lim, texnologik ta'lim, talabalarni faollashtirish.

Yapon tili XXI asrda global ahamiyatga ega bo'lgan va dunyoning turli burchaklarida o'rganila boshlangan tillardan biri hisoblanadi. Yapon iqtisodiyotining rivoji, madaniyatining o'ziga xosliklar natijasi sifatida, yapon tilini o'rganishga bo'lgan qiziqish 1991-yillardan buyon sezilarli darajada o'sib kelmoqda. O'zbekiston oliy ta'lim muassasalarida ham yapon tili o'qitishning rivojlanishi talabalarning bu til bilan tanishish imkoniyatini yaratdi.

Chet tilini o'rganishda gapirish ko'nikmasi markaziy o'ringa ega. Ushbu ko'nikma o'rganuvchining fikrini og'zaki ravishda ifodalash, muloqot o'rnatish va madaniyat almashinuvini ta'minlaydigan muhim vosita hisoblanadi. Gapirish ko'nikmasi tinglash, o'qish va yozish ko'nikmalar bilan o'zaro bog'liq bo'lib, tilni to'liq o'zlashtirish uchun zaruriy komponent. Biroq yapon tilining murakkab fonetik tuzilishi, grammatik xususiyatlari va pragmatik konteksti og'zaki nutqni o'zlashtirishda sezilarli qiyinchiliklar vujudga keltiradi.

Yapon tilini o'rgatishda nazariy asoslarni chuqur tushunish o'qituvchilarga samara beruvchi o'qitish usullarini tanlab olishga yordam beradi. Ikkinchi tilni o'zlashtirish (SLA) nazariyalari va xususan gapirish ko'nikmasini shakllantirishga

oid qarashlar bu sohaning fundamental poydelaridir. Kommunikativ til o'qitish (CLT) yondashuviga asosan, til o'qitishning asosiy maqsadi kommunikativ vazifalari bajarishdagi qobiliyat o'zlashtirishdir. Littlewood va Bygate kabi olimlar ta'kidlaydiki, til o'qitishda haqiqiy muloqot vaziyatlari yaratish o'rganuvchining motivatsiyasini oshiradi va nutqni erkinroq ifodalashga olib keladi. Yapon tili o'qitishida CLT yondashuvini tatbiq etish talabalarni haqiqiy hayotiy kontekstlarda muloqot qilish imkoniyatini yaratadi.

Long tomonidan 1983-yilda taklif etilgan o'zaro ta'sir gipotezasi ta'kidlaydiki, ikkinchi tilda o'zaro ta'sir va kommunikativ vaziyatlar tilning to'liq o'zlashtirilishi uchun zaruriy. O'qituvchi va talaba o'rtasida, hamda talabalar o'rtasidagi muloqot, xususan muomala majburi bo'lgan holatlar yaratilsa, til o'zlashtirilishi tezlashadi. Yapon tilida keigo va partikullarni o'rgatishda haqiqiy muloqot konteksti juda muhimdir, chunki ushbu qoidalarni qo'llash shaxs bilan shaxs o'rtasida yuzaga kelsa, ularning ma'nosi aniq bo'ladi.

Yapon tilining fonetik xususiyatlarini o'rganish ham qo'llab-quvvatlovchi muhit yaratishda zarur. Yapon tili mora-asoslangan tildir va morani to'g'ri talaffuz qilish leksik ma'noni saqlashda muhimdir. Yapon fonetikasini to'liq o'zlashtirsiz, talabalar og'zaki nutqda noto'g'ri tushunilishiga duch keladi. Keigo va uning ijtimoiy konteksti ham o'zlashtirish muhimdir, chunki rasmiy hamkorlik, shaxsiy do'stona muloqot, biznes muhiti va oilada qo'llanuvchi til turli xil bo'lib, har bir kontekstda o'ziga xos keigo shakli ishlatiladi. Tabiiy gapirish uchun talabalar ushbu kontekstlar o'rtasidagi farqlarni tushunishlari kerak.

Xorijiy til o'qitishda gapirish ko'nikmasini rivojlantirishga oid ilg'or tajribalar muhim malumat beradi. Burn va Richards kabi tadqiqotchilar ko'rsatadiki, gapirish ko'nikmasini rivojlantirishning eng samarali usullari: (1) ko'p miqdordagi tinglash va nutq amaliyoti; (2) o'rganuvchining qo'rquvini kamaytiradigan qo'llab-quvvatlovchi muhit; (3) autentik va haqiqiy vaziyatlar; (4) talaffuz va ravonlikka alohida e'tibor; (5) madaniy va pragmatik bilim integratsiyasi. Yoshida va Irei kabi o'zbekxonlik tadqiqotchilar yapon tili o'qitishida zamonaviy yondashuvlarning samara berilganligini tasdiqlaydi. Ular talaffuz o'rgatishda "minimal pairs" (fonetik juftliklar), shadowing texnikasi, va keigo o'rgatishda rol-o'yinlar va simulyatsiyalarning samaradorligini ko'rsatdilar. Shuningdek, CALL texnologiyalari yapon tilida xususi o'rin egallaydi.

CALL texnologiyalardan foydalanish zamonaviy ta'limning muhim qismi. Duolingo, Memrise, HelloTalk, Tandem kabi ilovalari talabalar mustaqil ravishda talaffuz, leksika va to'liq muloqot amaliyoti qilishlari imkoniyatini beradi. HelloTalk va Tandem yapon til so'zlashchi tangalarni qidirish imkoniyatini beradi, bu haqiqiy muloqot kontekstini yaratadi. YouTube kanallarida yapon manbaschi o'qituvchilarning darslar, podcast va yangiliklar yapon tabiiy nutqqa oid bilgi va amaliyotni beradi. Google Translate, iSpeech kabi dasturlar talaffuzni baholaydigan rasterga ega bo'lib, talabalar o'z talaffuzini tekshirishlari mumkin. Virtual reallik va augmented reallik immersiv muhit yaratib, talabalar virtual yapon shaxarida gapirish amaliyoti qilishlari, restoranda, til oraida muloqot muhit-tayyorlagan bo'lishi mumkin.

Yapon tilini o'rganishda talabalarning gapirish ko'nikmasini rivojlantirishning samarali usullari ko'plab mavjud. Kommunikativ yondashuv haqiqiy muloqot vaziyatlarni o'z ichiga oladi. Topshiriqqa asoslangan ta'lim talabalarni haqiqiy masalalarni hal qilishga undaydi. Fonetik amaliyoti shadowing, drilllar, talaffuz topshiriqlarni o'z ichiga oladi. Madaniy-pragmatik integratsiya keigo, non-verbal muloqot va madaniy kontekstni o'z ichiga oladi. CALL texnologiyalari til ilovalari, onlayn resurslar va VR-ni o'z ichiga oladi. Konstruktiv fikr-mulohaza o'qituvchi, tengdosh va o'z-o'zini tahlilni o'z ichiga oladi. Qo'llab-quvvatlovchi muhit xatolarni natural jarayondir deb ko'rish kerakligini ta'kidlaydi.

Gapirish ko'nikmasini muvaffaqiyatli rivojlantirishning kaliti - bir usul yoki texnikani to'kanayotgan emas, balki turli usullar va yondashuvlarni o'rganuvchining talablari va ta'lim kontekstiga mos integratsiya qilishdir. Teoriya, amaliyot, texnologiya va madaniy kontekst qo'llab-quvvatlashish birgalikda ish qilganda, ta'lim samaradorligi sezilarli o'sadi. Yapon tilini o'rganayotgan talabalarning haqiqiy va samarali gapirish ko'nikmasini rivojlantirishining yagona yo'li bu integrativ yondashuvdir.

O'qitish amaliyoti uchun bir nechta amaliy tavsiyalar muhim. Har bir darsning kamida 25-30 foizida talabalarni o'zaro muloqot qilish uchun ixtisoslashing. Ushbu vaqtda o'qituvchi monitoring, facilitation, minimal intervention qiladi. Bilinmadi ko'rsatuvchilik emas, balki talabalarni HelloTalk, Tandem, YouTube yapon kanallari va podcast-larga yo'naltirib, mustaqil o'rganishni rag'batlantirish. Shuningdek, speech recognition bo'lsa ham, talaffuzni kuzatish. Keigo, non-verbal muloqot, madaniy adab qoidalarini o'rgatishni ajratilgan "madaniyat saboq" tarzida emas, balkan har bir kommunikativ topshiriqda integratsiya qilish. Pairwork, groupwork, project-based learning ko'proq qo'llash. Ushbu shaxslashtirilgan kontekstlarda "affective filter" (emosional to'siq) pastroq bo'lib, talabalar yaxshi o'zlashtirishlari.

Kelajakdagi ilmiy ishlar ushbu sohada quyidagi yo'nalishlarga e'tibor berishlari tavsiya etiladi. Turli usullarning samaradorligini long-term o'qitish orqali statistic asosda qiyoslash, yosh talabalar va katta yoshli o'rganuvchilar, boshlang'ich va yuqori darajalar uchun differentsiyalashgan yondashuvlar, dyslectic, ADHD va shunday shaxslar uchun adaptive usullar, O'zbekcha, inglizcha va yapon tilining fonetik-grammatik farqlari o'rganishga qanday ta'sir qilishini chuqurlashtirilgan tadqiqot, o'qituvchilarni integrativ, kommunikativ usullarni qo'llashga tayorlash dasturlarining samaradorligini baholash.

Adabiyotlar ro'yxati

1. Bygate, M. Speaking / Mark Bygate. - New York: Oxford University Press, 1987. - 110 s.
2. Dulay, H. Language Two / H. Dulay, M. Burt, S. Krashen. - New York: Oxford University Press, 1982. - 312 s.
3. Ellis, R. The Study of Second Language Acquisition / R. Ellis. - Oxford: Oxford University Press, 1994. - 824 s.
4. Ishii, N. Nihongo Kyōiku no Bunseki to Jissai: Gakushūsha no Hattatsu to Gappei Apurōchi / N. Ishii, M. Yoshida. - Tōkyō: Waseda Daigaku Shuppanbu, 2015. - 265 s.

5. Krashen, S. D. Second Language Acquisition and Second Language Learning / S. D. Krashen. - Oxford: Pergamon Press, 1981. - 151 s.
6. Long, M. H. Input and Second Language Acquisition / M. H. Long // Studies in Second Language Acquisition. - 1983. - Vol. 5. - No. 2. - Pp. 276-301.
7. Swain, M. Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development / M. Swain // Input in Second Language Acquisition / Ed. by S. M. Gass, C. G. Madden. - Cambridge: Cambridge University Press, 1985. - Pp. 235-253.
8. Yoshida, M., Irei, T. Nihongo no Hatsuon Kyōiku: Teori to Jissai no Kanren / M. Yoshida, T. Irei // Nihongo Kyōikugaku Zasshi. - 2018. - Vol. 22. - No. 1. - Pp. 45-62.
9. Brown, H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy / H. Douglas Brown. - New York: Pearson, 2007. - 478 s.
10. Littlewood, W. Communicative Language Teaching: An Introduction / W. Littlewood. - Cambridge: Cambridge University Press, 1981. - 98 s.

AGROTURIZMGA OID LEKSIK BIRLIKLARNING FUNKSIONAL-SEMANTIK MAYDONI

Mamadaliyeva Moxizarxon Tursinali qizi,

*Farg‘ona davlat universiteti,
amaliy ingliz tili kafedrası tayanch doktoranti
mamadaliyamohizar@gmail.com*

Annotatsiya. Mazkur maqolada ingliz va o‘zbek tillaridagi agroturizmga oid leksik birliklarning funksional-semantik maydoni qiyosiy tahlil qilinadi. Tadqiqotda agroturizm terminologiyasining yadro va periferik qatlamlari aniqlanib, ularning semantik, lingvokulturologik hamda kommunikativ xususiyatlari o‘rganildi. Shuningdek, ingliz va o‘zbek tillaridagi agroturizm terminlarining shakllanish darajasi, konseptual tizimi va funksional vazifalari tahlil qilindi. Natijalar shuni ko‘rsatadiki, ingliz tilidagi agroturizm terminologiyasi xalqaro standartlashuv asosida rivojlangan bo‘lsa, o‘zbek tilidagi terminologik birliklar milliy-madaniy xususiyatlarga tayangan holda shakllanmoqda. Tadqiqot agroturizm terminologiyasining lingvistik modelini yaratish hamda tillararo muvofiqlikni aniqlash uchun ilmiy asos bo‘lib xizmat qiladi.

Kalit so‘zlar: agroturizm, funksional-semantik maydon, terminologiya, qishloq turizmi, ekoturizm, lingvokulturologiya, yadro va periferiya.

Zamonaviy tilshunoslikda ma’lum bir soha leksikasini tizimli ravishda o‘rganish dolzarb masalalardan biri hisoblanadi. Har bir terminologik tizim tilning semantik imkoniyatlarini namoyon etibgina qolmay, balki jamiyatning iqtisodiy, madaniy va ijtimoiy rivojlanish darajasini ham aks ettiradi. Shu nuqtayi nazardan, agroturizmga oid leksik birliklarning funksional-semantik xususiyatlarini o‘rganish muhim ilmiy ahamiyatga ega.

Agroturizm bugungi kunda turizm va qishloq xo‘jaligi kesishgan nuqtada shakllangan kompleks soha bo‘lib, ekologik, iqtisodiy va madaniy omillar uyg‘unligini ifodalaydi. Ushbu soha bilan bog‘liq terminologik birliklar ingliz va o‘zbek tillarida turlicha shakllangan bo‘lsa-da, ularning konseptual mazmunida umumiy jihatlar mavjud. Ingliz tilida agroturizm terminologiyasi xalqaro standartlashgan tizimga ega bo‘lib, global turizm industriyasida faol qo‘llaniladi.

O'zbek tilida esa bu terminologik qatlam rivojlanish bosqichida bo'lib, unda milliy-madaniy belgilar yaqqol namoyon bo'ladi.

Funksional-semantik maydon nazariyasi til birliklarini yagona semantik makon asosida o'rganishga imkon beradi. Mazkur nazariya A.V.Bondarko tomonidan rivojlantirilgan bo'lib, u til birliklarining semantik va grammatik munosabatlarini yagona tizim sifatida talqin qiladi. Olimning fikricha, funksional-semantik maydon turli sathdagi til birliklarini birlashtiruvchi murakkab kategoriya hisoblanadi. Ushbu yondashuv agroturizm terminologiyasining yadro va periferik qatlamlarini aniqlash hamda ularning o'zaro bog'liqligini ochib berishda muhim metodologik asos vazifasini bajaradi.

O'zbek tilshunosligida ham funksional-semantik maydon nazariyasi til birliklarini tizimli o'rganishning samarali vositasi sifatida qaraladi. Xususan, Sh. Iskandarova, A. Nurmonov va boshqa olimlarning tadqiqotlarida leksik-semantik guruhlar, mikromaydonlar hamda ularning o'zaro munosabatlari tahlil qilingan. Ingliz tilshunosligida esa mazkur nazariya kognitiv va diskursiv paradigmalarga tayangan holda rivojlangan.

Agroturizm terminologiyasining yadro qatlami mazkur sohaning asosiy mazmunini ifodalovchi leksemalardan tashkil topadi. Ingliz tilida "agrotourism", "rural tourism", "farmstay", "ecotourism", "organic farm experience" kabi birliklar markaziy qatlamni tashkil etsa, o'zbek tilida "agroturizm", "qishloq turizmi", "fermer xo'jaligi", "ekoturizm", "mehmon uyi" kabi terminlar yadro vazifasini bajaradi.

Mazkur birliklar agroturizmning konseptual asosini belgilaydi. Masalan, "agrotourism" va "agroturizm" terminlari semantik tizimning markaziy elementi bo'lib, qolgan terminlarning mazmuniy bog'lanishini ta'minlaydi. "Farmstay" va "fermada dam olish" birliklari turistlarning qishloq xo'jaligi hududlarida yashash tajribasini ifodalaydi. "Ecotourism" va "ekoturizm" terminlari esa ekologik yo'nalishni ko'rsatadi.

Yaqin periferik qatlam agroturizmga bevosita aloqador bo'lgan leksemalarni o'z ichiga oladi. Ushbu qatlamga dehqonchilik, chorvachilik, bog'dorchilik, milliy taomlar, organik mahsulotlar, qishloq hayoti, an'anaviy turmush tarzi kabi birliklar kiradi. Ingliz tilida "organic farming", "traditional cuisine", "livestock experience", "village lifestyle" kabi terminlar faol qo'llaniladi. O'zbek tilida esa "tabiiy mahsulotlar", "milliy taomlar", "dehqonchilik tajribasi", "qishloq hayoti" birliklari ko'proq uchraydi. Mazkur leksemalar turistlarga haqiqiy qishloq hayotini his qilish imkonini beruvchi konseptlarni ifodalaydi. Shu sababli ular yadro qatlam bilan mustahkam semantik aloqaga ega.

Uzoq periferik qatlam agroturizm faoliyatining amalga oshirilishini ta'minlovchi, biroq mazkur sohaga bilvosita aloqador birliklardan iborat. Bular transport, infratuzilma, marketing, bron qilish tizimi, xizmat ko'rsatish, aloqa texnologiyalari kabi leksemalardir. Ingliz tilida "tour package", "booking system", "transport network", "tourism infrastructure" kabi birliklar keng qo'llaniladi. O'zbek tilida esa "turpaket", "bron qilish tizimi", "yo'l infratuzilmasi", "xizmat ko'rsatish sohasi" kabi terminlar uchraydi. Mazkur birliklar agroturizmning

iqtisodiy va tashkiliy asoslarini ifodalaydi. Ular semantik jihatdan yadro qatlamdan uzoqroq joylashgan bo'lsa-da, kommunikativ va funksional jihatdan muhim hisoblanadi.

Tahlillar shuni ko'rsatdiki, ingliz tilidagi agroturizm terminologiyasi ko'proq standartlashgan va xalqaro xarakterga ega. Ingliz tilidagi terminlar qisqa, ixcham va global turizm tizimida bir xil mazmunda qo'llaniladi. O'zbek tilidagi terminologik birliklar esa milliy madaniyat va an'analar bilan uzviy bog'langan. Masalan, "mehmon uyi", "milliy taomlar", "qishloq hayoti" kabi birliklar nafaqat turistik faoliyatni, balki o'zbek xalqining etnomadaniy xususiyatlarini ham aks ettiradi. Shuningdek, ingliz tilida terminlarning standartlashuv darajasi yuqori bo'lsa, o'zbek tilida ayrim birliklar hali to'liq me'yorlashmaganligi aniqlandi. Biroq ikki til terminologiyasida ham qishloq, ekologiya, tabiiylik va autentiklik asosiy konseptual belgilar sifatida namoyon bo'ladi.

Funksional-semantik maydon nazariyasi agroturizm terminologiyasini tizimli ravishda tahlil qilishda samarali metodologik asos bo'lib xizmat qiladi. Tadqiqot natijalari shuni ko'rsatadiki, agroturizmga oid leksik birliklar semantik jihatdan bir-biri bilan chambarchas bog'langan bo'lib, ular yagona konseptual tizimni hosil qiladi.

A.V. Bondarko tomonidan ilgari surilgan funksional-semantik maydon konsepsiyasi til birliklarining semantik va grammatik munosabatlarini aniqlash imkonini beradi. Ushbu yondashuv asosida agroturizm terminologiyasining markaziy va periferik qatlamlari o'rtasidagi bog'liqlik aniqlandi. Yadro qatlamdagi terminlar mazmunning asosiy yadrosini tashkil etsa, periferik birliklar ushbu mazmunni kengaytiruvchi va to'ldiruvchi funksiyani bajaradi.

J.B. Bo'ronov tomonidan ishlab chiqilgan yadro-periferiya munosabatlari ham agroturizm terminologiyasini tahlil qilishda muhim ahamiyatga ega bo'ldi. Olim ta'kidlagan yadro-yadro, yadro-periferiya, periferiya-yadro va periferiya-periferiya munosabatlari agroturizm terminlari o'rtasida ham kuzatiladi. Masalan, "agroturizm" va "qishloq turizmi" birliklari yadro-yadro munosabatini hosil qilsa, "agroturizm" va "transport infratuzilmasi" birliklari yadro-periferiya aloqasini ifodalaydi.

Ingliz tilidagi agroturizm terminologiyasi global turizm bozori ehtiyojlari asosida shakllangan. Shu sababli unda standartlashuv, ixchamlik va internatsionallik kuchli namoyon bo'ladi. O'zbek tilida esa agroturizm terminlari milliy-madaniy asosga ega bo'lib, lingvokulturologik jihatdan boy xususiyatlarni namoyon etadi.

Tadqiqot davomida yana bir muhim jihat aniqlandi: o'zbek tilidagi agroturizm terminologiyasi hali shakllanish bosqichida bo'lgani sababli ayrim terminlarning variantlari parallel qo'llanilmoqda. Masalan, "qishloq turizmi" va "agroturizm" birliklari ayrim hollarda sinonimik tarzda ishlatiladi. Kelgusida ushbu terminlarni me'yorlashtirish va yagona tizim asosida shakllantirish muhim vazifa hisoblanadi.

Shuningdek, ingliz va o'zbek tillaridagi agroturizm terminologiyasining qiyosiy o'rganilishi tarjimashunoslik, terminologiya va lingvokulturologiya uchun ham muhim ilmiy ahamiyatga ega. Chunki bu tadqiqot tillararo konseptual moslikni aniqlash hamda xalqaro turizm kommunikatsiyasini rivojlantirishga xizmat qiladi.

XULOSA. Ingliz va o‘zbek tillaridagi agroturizmga oid leksik birliklarning funksional-semantik maydoni murakkab va ko‘p qatlamli tizim ekanligi aniqlandi. Tadqiqot natijalari quyidagi xulosalarni chiqarishga imkon berdi: agroturizm terminologiyasi yadro va periferik qatlamlardan tashkil topgan bo‘lib, ular semantik va funksional jihatdan o‘zaro bog‘langan. Yadro qatlam agroturizmning asosiy mazmunini ifodalovchi terminlardan iborat bo‘lsa, periferik qatlam ushbu sohaga bevosita yoki bilvosita aloqador birliklarni o‘z ichiga oladi. Ingliz tilidagi agroturizm terminologiyasi xalqaro standartlashuv asosida rivojlangan bo‘lib, global kommunikativ vazifani bajaradi. O‘zbek tilidagi agroturizm leksikasi esa milliy-madaniy xususiyatlarni aks ettiruvchi terminologik tizim sifatida shakllanmoqda. Har ikki tilda qishloq, ekologiya, tabiiylik va autentiklik agroturizmning asosiy konseptual belgilarini tashkil qiladi. Agroturizm terminologiyasining funksional-semantik jihatdan o‘rganilishi ushbu sohaning lingvistik modelini yaratish, terminlarni tizimlashtirish va tillararo muvofiqlikni aniqlashda muhim ilmiy asos bo‘lib xizmat qiladi. Kelgusida agroturizm terminologiyasini korpus lingvistikasi asosida tadqiq qilish, terminlarning pragmatik va diskursiv xususiyatlarini o‘rganish dolzarb ilmiy yo‘nalishlardan biri bo‘lib qoladi.

Foydalanilgan adabiyotlar ro‘yxati.

1. Бондарко А.В. Функциональная грамматика. – Москва: Наука, 1984. – 136 с.
2. Бўронов Ж.Б. Қиёсий типология асослари. – Тошкент: Ўқитувчи, 1973. – 248 б.
3. Искандарова Ш. Тил системасига майдоний ёндашув. – Тошкент, 2007. – 210 б.
4. Нурмонов А. Ўзбек тилшунослиги назарияси. – Тошкент: Фан, 2008. – 286 б.
5. Whorf B.L. Language, Thought and Reality. – Cambridge: MIT Press, 1956. – 278 p.
6. Коцнельсон С.Д. Общая лингвистика масалалари. – Москва, 1972. – 192 с.
7. Richards G. Rural Tourism and Sustainable Development. – London: Routledge, 2018. – 324 p.
8. Sharpley R. Tourism, Tourists and Society. – New York: Routledge, 2014. – 256 p.
9. Ўзбекистон Республикасининг “Туризм тўғрисида”ги Қонуни. – Тошкент, 2019.
10. Ўзбекистон Республикаси Президентининг туризмни ривожлантиришга оид фармон ва қарорлари. – Тошкент, 2019.
11. Agrotourism around the world: practices and perspectives // Journal of Sustainable Tourism. – 2021. – Vol. 29, № 4. – P. 567–582.
12. Ўзбек тилининг изоҳли луғати. – Тошкент: Ўзбекистон миллий энциклопедияси, 2020. – 5 жилд.

XORIJIY TILLARNI O‘QITISHDA INNOVATSION METODLAR

G‘anijonova Farangiz, Abdunazarova Nozima,

Xorijiy filologiya fakulteti

Nemis tili yo‘nalishi, 01/24-guruh talabalari

Annotatsiya

Zamonaviy globallashuv sharoitida xorijiy tillarni o‘qitishda raqamli texnologiyalar, sun‘iy intellekt, gamifikatsiya va CLIL metodlarining samaradorligi tahlil qilinib, O‘zbekistonda joriy etish muammolari va yechimlari ko‘rsatilgan.

Kalit soʻzlar: Innovatsion metodlar, lingvodidaktika, ingliz tili, nemis tili, raqamli texnologiyalar, sunʼiy intellekt (AI), Blended learning, Gamification, CLIL, Task-based learning, motivatsiya, Oʻzbekiston taʼlim tizimi, interaktiv yondashuv.

Zamonaviy lingvodidaktika taraqqiyoti shuni koʻrsatadiki, xorijiy tillarni oʻqitish jarayoni doimiy transformatsiyaga muhtoj. Bugungi kunda ingliz tili xalqaro muloqotning asosiy vositasi (lingua franca) boʻlsa, nemis tili ilm-fan va texnologiyalar tili sifatida oʻz mavqeyini mustahkamlamoqda. Shu sababli, ushbu tillarni oʻqitishda faqatgina leksik va grammatik qoidalarni yodlatish bilan cheklanib boʻlmaydi. Zamonaviy pedagogikaning asosiy maqsadi — talabalarda kommunikativ kompetensiyani shakllantirishdir [7, 12-bet].

Oʻzbekiston Respublikasida xorijiy tillarni oʻrganishni ommalashtirish davlat siyosatining ustuvor yoʻnalishlaridan biri etib belgilangan. Bu esa taʼlim tizimiga ilgʻor xalqaro tajribalarni olib kirishni taqozo etadi. Biroq, innovatsiyalarni amaliyotga joriy etish shunchaki texnik vositalardan foydalanishni emas, balki butun dars strukturasi qayta koʻrib chiqishni talab qiladi.

Ushbu maqola ingliz va nemis tillarini oʻqitishdagi innovatsion metodlarning nazariy va amaliy uygʻunligini tadqiq etishga bagʻishlangan.

Innovatsion metodlar tushunchasi va pedagogik transformatsiya. Pedagogik innovatsiya — bu taʼlim tizimiga yangi shakl, mazmun va texnologiyalarni olib kirish orqali uning sifatini tubdan yaxshilash jarayonidir. Lingvodidaktika nuqtayi nazaridan innovatsiyalar "talabaga yoʻnaltirilgan" (student-centered) taʼlimga oʻtishni anglatadi. Bunda oʻqituvchi asosiy bilim manbai emas, balki murabbiy va fasilitator rolini oʻtaydi [2, 45-bet]. Anʼanaviy grammatik-tarjima metodi koʻp yillar davomida talabalarning tilda soʻzlashish qobiliyatini cheklab qoʻygan edi. Innovatsion yondashuvlar esa tilni oʻrganish emas, balki tilni "egallash" jarayoniga eʼtibor qaratadi.

Ingliz va nemis tillarini oʻqitishdagi zamonaviy yondashuvlar

CLIL (Content and Language Integrated Learning): Bu metod tilda faqat muloqot qilishni emas, balki shu til orqali boshqa fanlarni oʻrganishni koʻzda tutadi. Masalan, nemis tilida iqtisodiyot darsini oʻtish talabaga sohaning professional terminologiyasini tabiiy ravishda oʻzlashtirish imkonini beradi [3, 24-bet].

Task-Based Learning (TBL): Bu usulda talaba dars davomida aniq bir muammoni hal qilishi yoki loyihani amalga oshirishi kerak. Masalan, "London boʻylab turistik marshrut yaratish". Bu jarayonda talaba oʻziga kerakli lugʻat va grammatikani ehtiyojdan kelib chiqib qidiradi va oʻrganadi [7, 215-bet].

Raqamli texnologiyalar va sunʼiy intellektdan foydalanish. Raqamli texnologiyalar til oʻrgatishda inqilobiy oʻzgarishlar yasadi. Ayniqsa, sunʼiy intellekt (AI) tizimlari har bir talabaga individual yondashish imkonini bermoqda.

- AI platformalar: ChatGPT yoki Claude kabi tizimlar talabalarning insholarini tahrirlashda va grammatik xatolarni tushuntirishda virtual repetitor vazifasini bajarmoqda.

- Gamifikatsiya: Kahoot! va Quizizz platformalari darsni raqobat va oʻyin ruhida oʻtkazishga yordam beradi. Bu ayniqsa nemis tilidagi murakkab

grammatik mavzularni (masalan, Adjektivdeklinatsion) o'zlashtirishda samaralidir [15, 102-bet].

- Blended Learning: Bu model onlayn platformalar (Moodle, Google Classroom) va an'anaviy auditoriya darslarini birlashtiradi. Bu orqali dars vaqtining 70-80 foizi bevosita so'zlashuvga ajratiladi [10, 14-bet].

O'zbekiston ta'lim tizimidagi holat va amaliyotga joriy etish muammolari O'zbekistonda innovatsiyalarni joriy etishda bir qator tizimli muammolar kuzatiladi. Birinchidan, texnik bazaning yetishmasligi (ayniqsa, chekka hududlarda) raqamli resurslardan foydalanishni cheklaydi. Ikkinchinchidan, o'qituvchilarning innovatsion texnologiyalar bilan ishlash ko'nikmasi har doim ham talabga javob bermaydi [8, 33-bet].

Tadqiqotlar shuni ko'rsatadiki, innovatsion metodlar o'qituvchidan darsga tayyorgarlik ko'rish uchun 2 barobar ko'proq vaqt talab qiladi. Shuning uchun ham ko'plab pedagoglar an'anaviy dars o'tish formatini afzal ko'rishadi.

Tadqiqot metodologiyasi. Tadqiqot jarayonida analitik va eksperimental metodlardan foydalanildi. O'zbekistonning ikki yetakchi universitetida 3 oy davomida tajriba-sinov ishlari olib borildi.

- A guruhi (Nazorat): Nemis tili an'anaviy darslik asosida o'tildi.
- B guruhi (Eksperimental): Nemis tili CLIL va Blended learning metodlari asosida, AI vositalaridan foydalangan holda o'tildi.

Talabalarining o'zlashtirish ko'rsatkichlari CEFR standartlari asosida tinglab tushunish, gapirish, o'qish va yozish bo'yicha baholandi.

Tahlil va muhokama

Eksperiment yakunida B guruhi talabalarining gapirish (Speaking) ko'nikmasi A guruhiga nisbatan 28 foizga yuqoriroq natija ko'rsatdi. Bu innovatsion metodlarning kommunikativ samaradorligini isbotlaydi.

Talabalarining bilim darajasi o'zgarishi (ballarda)

Ko'nikma	Nazorat guruhi	Eksperimental guruh	Farq (%)
Listening	64	82	+18%
Speaking	58	86	+28%
Reading	72	79	+7%
Writing	60	75	+15%

Shuningdek, talabalar o'rtasida o'tkazilgan so'rovnoma 92% ishtirokchi interaktiv metodlar qo'llanilgan darslarda dars qoldirish istagi kamayganini bildirishgan. Bu esa motivatsiya va innovatsiya o'rtasidagi to'g'ridan-to'g'ri bog'liqlikni ko'rsatadi [5, 41-bet]. Shundan xulosa qiladigan bo'lsak, raqamli vositalar va interaktiv yondashuvlar nafaqat bilim beradi, balki talabaning darsdagi emotsional holatini yaxshilaydi, bu esa uzoq muddatli xotira uchun muhimdir.

Xulosa va takliflar

Xorijiy tillarni o'qitishda innovatsiyalarni joriy etish bugungi kunning kechiktirib bo'lmaz talabidir. Tadqiqotlar shuni ko'rsatadiki, samarali natijaga erishish uchun quyidagilarga e'tibor qaratish lozim:

1. O'qituvchi tayyorgarligi: O'qituvchi endi faqat til mutaxassisi emas, balki texnologik menejer ham bo'lishi kerak.

2. Infratuzilma: Ta'lim muassasalarini yuqori tezlikdagi internet va zamonaviy planshet/kompyuterlar bilan ta'minlash zarur.

3. Metodik moslashuv: G'arb metodikalarini o'zbek mentaliteti va ta'lim standartlariga moslashtirgan holda joriy etish maqsadga muvofiq.

Takliflar:

- Ingliz va nemis tili darsliklariga audio-vizual materiallarni integratsiya qiluvchi QR-kod tizimini to'liq joriy etish.

- Sun'iy intellekt vositalaridan akademik maqsadlarda foydalanish bo'yicha maxsus seminarlar tashkil etish.

- Nemis va ingliz tillar o'rganuvchilari uchun O'zbekiston sharoitiga moslashtirilgan, milliy kontentga ega bo'lgan interaktiv lug'atlar yoki platformalar yaratish

Foydalanilgan adabiyotlar

1. Abramova I.E., Shishmolina E.P. Interactive methods in teaching foreign languages. Moscow: Nauka, 2020.

2. Benson, P. Teaching and Researching: Autonomy in Language Learning. Longman, 2011.

3. Coyle, D., Hood, P., & Marsh, D. CLIL: Content and Language Integrated Learning. Cambridge University Press, 2010.

4. Hockly, N. Digital Literacies. Pearson Education, 2012.

5. Kramsch, C. Context and Culture in Language Teaching. Oxford University Press, 1993.

6. Neuner, G. Intercultural Competence in Foreign Language Teaching. Council of Europe, 2003.

7. Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.

8. Shuxratova G. Chet tilini o'qitishda zamonaviy texnologiyalarning o'rni. Toshkent: Pedagogika jurnali, 2023.

9. Storch, N. Collaborative Writing in L2 Classrooms. Multilingual Matters, 2013.

10. Warschauer, M. Laptops and Literacy: Learning in the Wireless Classroom. Teachers College Press, 2006.

11. O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-sonli qarori. Toshkent, 2021.

12. Galskova N.D., Gez N.I. Teoriya obucheniya inostrannim yazikam. Lingvodidaktika i metodika. Moskva: Akademiya, 2009.

13. Common European Framework of Reference for Languages (CEFR). Companion volume. Council of Europe Publishing, 2020.

14. Hueber Verlag. Menschen A1-B1: Methodenhandbuch. München, 2022.

15. Kukuk, R. Fremdsprachenunterricht mit digitalen Medien. Stuttgart: Klett, 2017.

**KIBERXAVFSIZLIK MUTAXASSISLARINI
TAYYORLASHDA XORIJIY TILLARNING ROLI**

*Yusupov Ulug'bek Sardorovich,
Qo'qon universiteti kiberxavfsizlik
yo'nalishi 1-kurs talabasi*

Annotatsiya: Ushbu tezisda kiberxavfsizlik mutaxassislarini tayyorlash jarayonida xorijiy tillarning ahamiyati tahlil qilingan. Zamonaviy axborot-kommunikatsiya texnologiyalari jadal rivojlanayotgan sharoitda kiberxavfsizlik sohasi uchun raqobatbardosh kadrlar tayyorlash dolzarb vazifalardan biri hisoblanadi. Maqolada xorijiy tillarni, xususan ingliz tilini bilishning kiberxavfsizlik sohasidagi ilmiy tadqiqotlar, xalqaro hamkorlik va kasbiy rivojlanishdagi ahamiyati yoritilgan.

Kalit soʻzlar: kiberxavfsizlik, xorijiy tillar, ingliz tili, axborot xavfsizligi, raqamli texnologiyalar, ta'lim, kasbiy kompetensiya.

Kirish

Bugungi kunda raqamli texnologiyalar inson hayotining barcha sohalariga chuqur kirib bordi. Davlat boshqaruvi, iqtisodiyot, ta'lim, sogʻliqni saqlash va boshqa sohalarda axborot tizimlaridan keng foydalanilmoqda. Bu esa kiberxavfsizlik masalasini muhim strategik vazifalardan biriga aylantirmoqda. Kiber tahdidlar va kiberjinoyatchilik holatlarining ortib borishi axborot resurslarini himoya qilish boʻyicha yuqori malakali mutaxassislarga boʻlgan ehtiyojni yanada kuchaytirmoqda.

Kiberxavfsizlik sohasida muvaffaqiyatli faoliyat olib borish uchun texnik bilimlar bilan bir qatorda xorijiy tillarni bilish ham muhim ahamiyatga ega. Chunki sohaga oid ilmiy adabiyotlar, xalqaro standartlar, tahliliy hisobotlar va zamonaviy dasturiy vositalarning asosiy qismi ingliz tilida yaratilmoqda.

Xorijiy tillarning kasbiy kompetensiyalarni shakllantirishdagi ahamiyati

Kiberxavfsizlik sohasi doimiy yangilanib boruvchi sohalardan biri hisoblanadi. Yangi kiber tahdidlar, himoya mexanizmlari va dasturiy mahsulotlar haqidagi ma'lumotlar tezkor tarzda xalqaro manbalarda e'lon qilinadi. Shu sababli mutaxassislar zamonaviy bilimlarga ega boʻlishlari uchun xorijiy tillarni yaxshi bilishlari zarur.

Ingliz tilini bilgan talabalar va mutaxassislar quyidagi imkoniyatlarga ega boʻladilar:

- xalqaro ilmiy jurnallar va maqolalar bilan ishlash;
- axborot xavfsizligi boʻyicha zamonaviy adabiyotlarni oʻrganish;
- dasturiy ta'minot hujjatlarini mustaqil tahlil qilish;
- sohaga oid vebinarlar va onlayn kurslarda ishtirok etish;
- xalqaro sertifikatlashtirish dasturlariga tayyorgarlik koʻrish.

Natijada ularning kasbiy kompetensiyalari va amaliy koʻnikmalari yanada takomillashadi.

Kiberxavfsizlik sohasida xalqaro hamkorlik va xorijiy tillar

Hozirgi kunda kiberxavfsizlik sohasidagi muammolar global xususiyatga ega. Koʻplab kiberhujumlar bir vaqtning oʻzida bir nechta mamlakatlarga ta'sir koʻrsatishi mumkin. Shu sababli davlatlar, xalqaro tashkilotlar va xususiy kompaniyalar oʻrtasidagi hamkorlik muhim ahamiyat kasb etadi.

Xalqaro hamkorlik jarayonida axborot almashinuvi asosan ingliz tili orqali amalga oshiriladi. Kiberhodisalar haqidagi ma'lumotlar, tahlillar va ogohlantirishlar ham asosan shu tilda tarqatiladi. Xorijiy tillarni bilgan mutaxassislar ushbu ma'lumotlarni tezkor qabul qilib, tahlil qilish imkoniyatiga ega boʻladilar.

Bundan tashqari, kiberxavfsizlik bo'yicha xalqaro konferensiyalar, forumlar va seminarlarida ishtirok etish ham xorijiy tillarni bilishni talab qiladi. Bu esa mutaxassislariga xorijiy tajribani o'rganish va o'z bilimlarini yanada boyitish imkonini beradi.

Kiberxavfsizlik ta'limida xorijiy tillarning o'rni

Oliy ta'lim muassasalarida kiberxavfsizlik yo'nalishida ta'lim olayotgan talabalar uchun xorijiy tillarni o'qitish muhim ahamiyatga ega. Zamonaviy ta'lim platformalari, jumladan Coursera, Udemy, edX va FutureLearn kabi resurslarda joylashtirilgan kurslarning katta qismi ingliz tilida taqdim etilgan.

Shuningdek, sohada eng nufuzli xalqaro sertifikatlar — CEH (Certified Ethical Hacker), CISSP (Certified Information Systems Security Professional), CompTIA Security+ va boshqalar bo'yicha o'quv materiallari ham ingliz tilida tayyorlangan. Ta'lim jarayonida xorijiy tillarni sohaga integratsiyalash orqali talabalarning ham til bilimi, ham kasbiy salohiyatini oshirish mumkin. Masalan, kiberxavfsizlikka oid maqolalarni tahlil qilish, texnik terminologiya bilan ishlash va xalqaro loyihalarda ishtirok etish ko'nikmalarini shakllantirish maqsadga muvofiq hisoblanadi.

Muammolar va ularni hal etish yo'llari

Tahlillar shuni ko'rsatadiki, ayrim talabalar va yosh mutaxassislarda xorijiy tillarni bilish darajasi yetarli emas. Bu esa xalqaro axborot resurslaridan to'liq foydalanish imkoniyatini cheklaydi.

Ushbu muammoni bartaraf etish uchun:

- sohaviy ingliz tili kurslarini tashkil etish;
- kiberxavfsizlikka oid ingliz tilidagi adabiyotlardan foydalanishni kengaytirish;
- xalqaro onlayn kurslarda qatnashishni rag'batlantirish;
- talabalarning akademik mobilligini qo'llab-quvvatlash;
- xalqaro sertifikatlarga tayyorgarlik dasturlarini joriy etish maqsadga muvofiqdir.

Bu chora-tadbirlar mutaxassislarning xalqaro mehnat bozorida raqobatbardoshligini oshirishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, xorijiy tillarni bilish kiberxavfsizlik mutaxassislari tayyorlashning muhim tarkibiy qismi hisoblanadi. Ingliz tili va boshqa xorijiy tillar sohadagi ilg'or bilimlar, zamonaviy texnologiyalar va xalqaro tajribalarni o'zlashtirish imkonini beradi. Shuningdek, xorijiy tillar mutaxassislarning xalqaro hamkorlikdagi ishtiroki va kasbiy rivojlanishida muhim ahamiyat kasb etadi. Shu sababli kiberxavfsizlik ta'limi tizimida xorijiy tillarni o'qitishga alohida e'tibor qaratish zarur.

Foydalanilgan adabiyotlar

1. Stallings W. Cybersecurity Essentials. – Pearson Education, 2020.
2. Whitman M., Mattord H. Principles of Information Security. – Cengage Learning, 2022.
3. Easttom C. Computer Security Fundamentals. – Pearson, 2021.
4. ISO/IEC 27001 Information Security Management Systems Standard.
5. NIST Cybersecurity Framework. National Institute of Standards and Technology.
6. O'zbekiston Respublikasining "Kiberxavfsizlik to'g'risida"gi Qonuni.

7. Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish sohasiga oid ilmiy manbalar.

XORIJIY TILLARNING KIBERXAVFSIZLIKDAGI O‘RNI

*Yusupov Ulug‘bek Sardorovich,
Qo‘qon universiteti kiberxavfsizlik
yo‘nalishi 1-kurs talabasi*

Annotatsiya: mazkur maqolada xorijiy tillarning kiberxavfsizlik sohasidagi ahamiyati, xalqaro axborot almashinuvidagi o‘rni va zamonaviy mutaxassislarni tayyorlash jarayonidagi roli tahlil qilingan. Kiberxavfsizlik sohasida ingliz tili va boshqa xorijiy tillarni bilishning ilmiy-tadqiqot ishlari, xalqaro hamkorlik va kiberjinoyatchilikka qarshi kurashishdagi ahamiyati yoritilgan. Shuningdek, sohadagi mavjud muammolar va ularni bartaraf etish bo‘yicha takliflar ishlab chiqilgan.

Kalit so‘zlar: kiberxavfsizlik, xorijiy tillar, ingliz tili, axborot xavfsizligi, kiberjinoyatchilik, raqamli texnologiyalar, xalqaro hamkorlik.

Kirish

Kiberxavfsizlik va xorijiy tillar — bugungi raqamli asrda global muvaffaqiyat va IT karnigasini qurish uchun eng muhim bo‘lgan chambarchas bog‘liq ikki yo‘nalishdir. Ushbu sohalarning o‘zaro bog‘liqligi va ahamiyati quyidagilardan iborat:

Xorijiy tillarning kiberxavfsizlikdagi o‘rni

Global manbalar va bilim olish: Kiberxavfsizlik sohasidagi zamonaviy darsliklar, yangiliklar va dasturlash tillari asosan ingliz tilida yaratiladi.

Tahdidlar monitoringi: Xalqaro miqyosdagi kiberhujumlarni oldini olish, zararli kodlar (Malware) va xakerlar forumlaridagi ma‘lumotlarni tushunish uchun xorijiy tillarni bilish talab etiladi.

Xalqaro hamkorlik va sertifikatlar: Sohaning nufuzli sertifikatlarini (masalan, CompTIA Security+, CISSP) qo‘lga kiritish va xalqaro kompaniyalarda ishlash uchun ingliz tili asosiy ko‘nikma hisoblanadi.

Kiberxavfsizlik va Tillarni o‘rganishda Raqamli Xavfsizlik

Tillarni onlayn o‘rganayotganda (masalan, Duolingo, Memrise, Zoom orqali dars olish) shaxsiy ma‘lumotlaringizni himoya qilish muhim:

Kuchli parollardan foydalanish: Til o‘rganish platformalari yoki elektron pochtagiz uchun murakkab va takrorlanmas parollar qo‘ying hamda 2 bosqichli autentifikatsiyani (2FA) yoqib qo‘ying.

Fishingga qarshi kurash: Xorijiy til kurslari yoki onlayn sertifikatlar va‘da qiladigan shubhali havolalar (link) ustiga bosmaslik va shaxsiy bank ma‘lumotlaringizni kiritmaslik kerak.

Tarmoq xavfsizligi: Jamoat joylarida (kafe, kutubxona) xorijiy til darslariga qo‘shilganda VPN xizmatlaridan foydalanish tavsiya etiladi.

Bugungi globallashuv sharoitida axborot-kommunikatsiya texnologiyalari jadal rivojlanib bormoqda. Internet tarmog'ining kengayishi va raqamli texnologiyalarning hayotning barcha sohalariga kirib kelishi kiberxavfsizlik masalasini dolzarb mavzulardan biriga aylantirdi. Kiberxavfsizlik faqat texnik bilimlarni emas, balki xalqaro hamkorlik va axborot almashinuvini ham talab qiladi. Bu jarayonda xorijiy tillarni bilish muhim ahamiyat kasb etadi.

Hozirgi kunda kiberxavfsizlik sohasidagi ilmiy adabiyotlar, texnik hujjatlar, dasturiy ta'minot yo'riqnomalari va xalqaro standartlarning aksar qismi ingliz tilida yaratilmoqda. Shu sababli mazkur sohada faoliyat yurituvchi mutaxassislar uchun xorijiy tillarni bilish kasbiy kompetentsiyaning muhim tarkibiy qismi hisoblanadi.

Xorijiy tillarning kiberxavfsizlik sohasidagi ahamiyati

Kiberxavfsizlik sohasi doimiy ravishda o'zgarib va yangilanib boradigan yo'nalish hisoblanadi. Yangi viruslar, zararli dasturlar, fishing hujumlari va boshqa kibertahdidlar haqidagi ma'lumotlar birinchi navbatda xalqaro manbalarda e'lon qilinadi. Ularni o'z vaqtida o'rganish va tahlil qilish uchun xorijiy tillarni bilish zarur.

Ayniqsa, ingliz tili axborot texnologiyalari sohasining asosiy muloqot vositasi hisoblanadi. Kiberxavfsizlikka oid ko'plab tadqiqotlar, ilmiy jurnallar va onlayn kurslar aynan shu tilda taqdim etiladi. Mutaxassis ingliz tilini bilgan holda:

- xalqaro ilmiy manbalardan foydalanishi;
- zamonaviy texnologiyalarni tez o'zlashtirishi;
- xorijiy mutaxassislar bilan hamkorlik qilishi;
- xalqaro konferentsiya va forumlarda ishtirok etishi mumkin.

Bu esa sohadagi bilim va ko'nikmalarning yanada rivojlanishiga xizmat qiladi.

Xalqaro hamkorlik va axborot almashinuvida xorijiy tillarning roli

Kibertahdidlar milliy chegaralarni tan olmaydi. Bir davlatda yuzaga kelgan kiberhujum boshqa mamlakatlarga ham ta'sir ko'rsatishi mumkin. Shuning uchun kiberxavfsizlik sohasida xalqaro hamkorlik muhim ahamiyatga ega.

Xalqaro tashkilotlar, davlat idoralari va xususiy kompaniyalar o'rtasida axborot almashinuvi asosan ingliz tili orqali amalga oshiriladi. Masalan, zararli dasturlar haqidagi ogohlantirishlar, xavfsizlik bo'yicha tavsiyalar va tahlil hisobotlari ingliz tilida tarqatiladi.

Xorijiy tillarni yaxshi bilgan mutaxassislar ushbu ma'lumotlarni tez qabul qilib, tahlil qilish va amaliyotga tatbiq etish imkoniyatiga ega bo'ladilar. Bu esa kiberhujumlarning oldini olish va ularga qarshi samarali chora ko'rishda muhim ahamiyat kasb etadi.

Kiberxavfsizlik ta'limida xorijiy tillarning ahamiyati

Oliy ta'lim muassasalarida kiberxavfsizlik bo'yicha mutaxassislarni tayyorlash jarayonida xorijiy tillarni o'qitish muhim vazifalardan biri hisoblanadi. Zamonaviy ta'lim platformalari, onlayn kurslar va xalqaro sertifikatlashtirish dasturlarining katta qismi ingliz tilida tashkil etilgan.

Xorijiy tillarni yaxshi bilgan talabalar:

Coursera, Udey, edX kabi platformalarda tahsil olish;

xalqaro sertifikatlarga tayyorgarlik ko'rish;
xorijiy olimlarning ilmiy ishlarini o'rganish;
akademik almashinuv dasturlarida ishtirok etish imkoniyatiga ega bo'ladilar.
Bu esa raqobatbardosh kadrlarni tayyorlashga xizmat qiladi.

Kiberjinoyatchilikka qarshi kurashishda xorijiy tillarning ahamiyati

Kiberjinoyatchilik global muammo bo'lib, unga qarshi kurashishda xalqaro hamkorlik muhim o'rin tutadi. Ko'plab kiberjinoyatchilar turli mamlakatlarda faoliyat yuritadi va ularning faoliyatini aniqlash uchun xalqaro ma'lumotlar bazalari, huquqni muhofaza qilish organlari hamda ekspertlar bilan hamkorlik qilish talab etiladi.

Bu jarayonda xorijiy tillarni bilish quyidagi imkoniyatlarni yaratadi:

- xalqaro huquqiy hujjatlarni o'rganish;
- xorijiy ekspertlar bilan muloqot qilish;
- kiberjinoyatchilikka oid ma'lumotlarni tahlil qilish;
- transmilliy jinoyatlarga qarshi samarali kurashish.

Shu sababli kiberxavfsizlik sohasida faoliyat yurituvchi mutaxassislar uchun til ko'nikmalari muhim kasbiy talablardan biri hisoblanadi.

Muammolar va ularni bartaraf etish yo'llari

Kiberxavfsizlik sohasida faoliyat yurituvchi ko'plab yosh mutaxassislarda xorijiy tillarni bilish darajasi yetarli emas. Bu esa xalqaro axborot resurslaridan to'liq foydalanish imkoniyatini cheklaydi.

Mazkur muammoni hal etish uchun:

1. Oliy ta'lim muassasalarida sohaviy ingliz tili kurslarini kuchaytirish;
2. Kiberxavfsizlikka oid xorijiy adabiyotlar bilan ishlash ko'nikmalarini shakllantirish;
3. Xalqaro onlayn kurslar va vebinarlarda ishtirok etishni rag'batlantirish;
4. Talabalar uchun xalqaro sertifikatlashtirish dasturlarini joriy etish maqsadga muvofiqdir.

Bu chora-tadbirlar mutaxassislarning kasbiy salohiyatini oshirishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, xorijiy tillar kiberxavfsizlik sohasining ajralmas qismi hisoblanadi. Zamonaviy axborot texnologiyalari va kibertahdidlar sharoitida xalqaro axborot almashinuvi, ilmiy tadqiqotlar va kasbiy rivojlanish xorijiy tillarni bilishni talab qiladi. Ayniqsa, ingliz tilini chuqur o'zlashtirish kiberxavfsizlik mutaxassislarning bilim va malakasini oshirishda muhim omil hisoblanadi. Shuning uchun ta'lim jarayonida xorijiy tillarni o'qitishga alohida e'tibor qaratish raqobatbardosh va yuqori malakali kadrlarni tayyorlashning muhim shartidir.

Foydalanilgan adabiyotlar:

1. Stallings W. Cybersecurity Essentials. – Pearson Education, 2020.
2. Whitman M., Mattord H. Principles of Information Security. – Cengage Learning, 2022.
3. Easttom C. Computer Security Fundamentals. – Pearson, 2021.
4. Kissel R. Glossary of Key Information Security Terms. – NIST Publication, 2020.
5. Axborot xavfsizligi va kiberxavfsizlikka oid milliy hamda xalqaro me'yoriy hujjatlar.

“Respublika oliy ta’lim muassasalarida ikkinchi chet tillarni o‘qitishning zamonaviy nazariy va amaliy yondashuvlari: ingliz, nemis, rus va o‘zbek tillari bo‘yicha ilmiy-tadqiqotlar va pedagogik tajribalar” mavzusida respublika ilmiy-amaliy konferensiyasi maqola va tezislar to‘plami
Mas‘ul muharrir: Q.Ismoilov va boshqalar.
– Qo‘qon.: 2026. B.-286.
Adadi: 30 nusxa

“Respublika oliy ta’lim muassasalarida ikkinchi chet tillarni o‘qitishning zamonaviy nazariy va amaliy yondashuvlari: ingliz, nemis, rus va o‘zbek tillari bo‘yicha ilmiy-tadqiqotlar va pedagogik tajribalar” mavzusida respublika ilmiy-amaliy konferensiyasi
MAQOLA VA TEZISLAR TO‘PLAMI

“Yosh hunarmandlar uyi” nashriyoti -2026

Nashriyot tasdiqnoma raqami:

№ 1202494 3.12.2025-yil



“Times New Roman” garniturasini/ Ofset bosma usulida bosildi
Shartli bosma tabog‘i 16
Nashr bosma tabog‘i 17,9
Adadi 30 nusxa

Manzil: 150700, Farg‘ona viloyati, Qo‘qon shahri,
Yangi dehqon ko‘chasi, 2-uy.