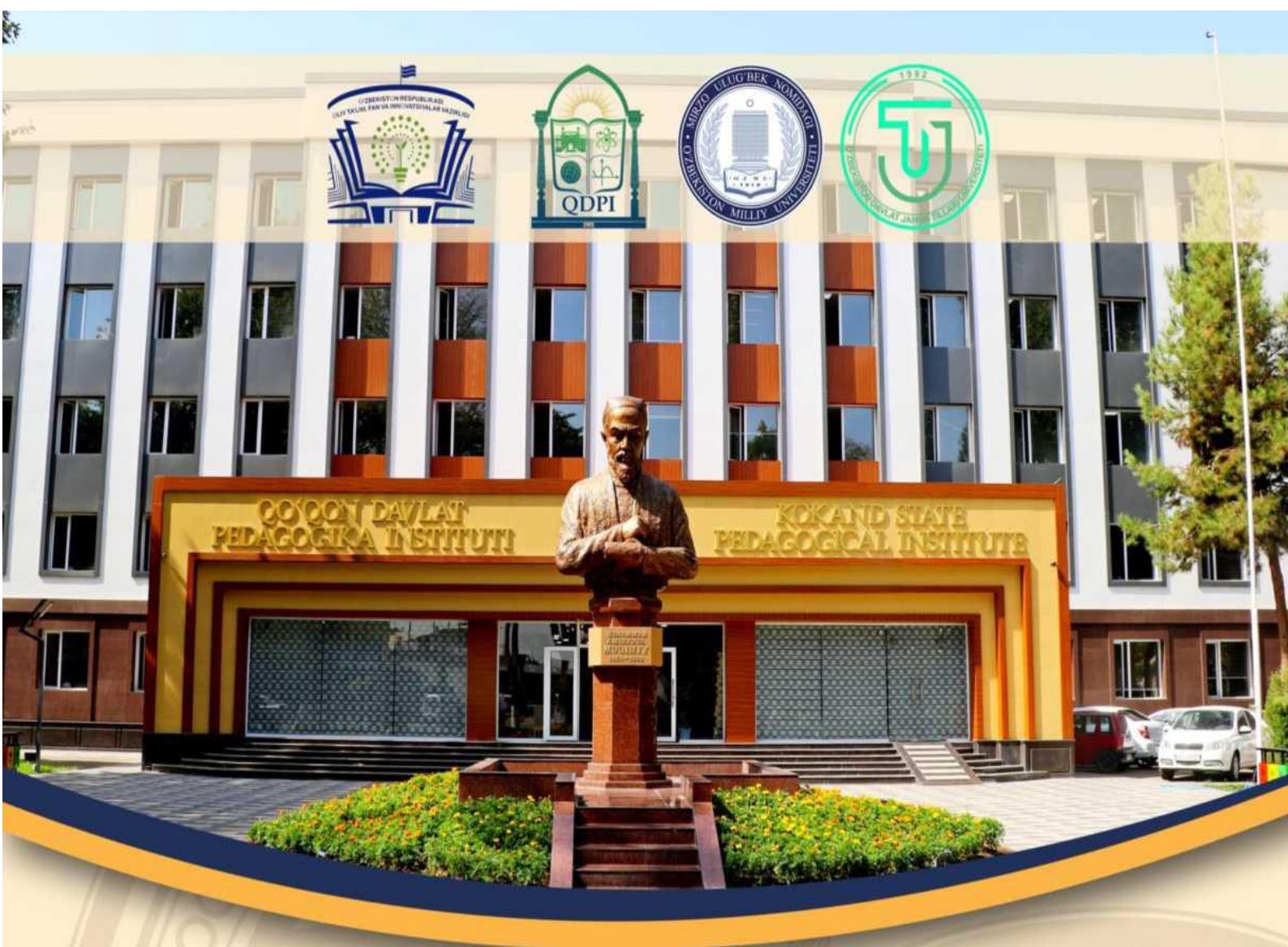


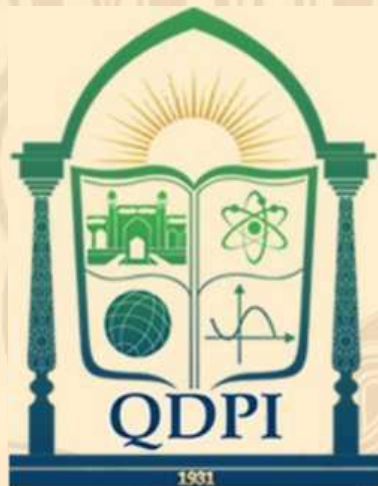


**TA'LIMDA TILSHUNOSLIK, TARJIMASHUNOSLIK
VA CHET TILLARNI O'QITISH MASALALARI:
MUAMMO VA YECHIMLAR**

**MAVZUSIDAGI XALQARO
ILMIY-AMALIY ANJUMAN**



TA'LIMDA TILSHUNOSLIK, TARJIMASHUNOSLIK VA CHET TILLARNI O'QITISH
MASALALARI: MUAMMO VA YECHIMLAR



**TA'LIMDA TILSHUNOSLIK,
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MAVZUSIDAGI XALQARO
ILMIY-AMALIY ANJUMAN

QO'QON - 2024

Ushbu konferensiya O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirining 2024-yil 20-martdagi 76-sonli buyrug'iga asosan Qo'qon davlat pedagogika instituti, Xorijiy filologiya fakulteti, Xorijiy til nazariyasi va Xorijiy tillar metodikasi kafedralari tomonidan tashkil etildi.

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INTENSIVLIKNI IFODALASHDA SINONIMIK VA ANTONIMIK MUNOSABATLAR

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Annotatsiya. *Ushbu maqolada miqdor o'zgarishlarining sifat o'zgarishlariga o'tib borishi asosida tilda yangi so'z yoki til birliklari vujudga kelishi, sinonimlarni belgilashda so'zlarning ma'nodagi yaqinligiga qarab ish ko'rish qator chalkashliklarni keltirib chiqarishi, antonimlarni aniqlashda zidlik emas, balki farqliliklarga e'tibor qaratilishi kerakligi xususida fikr yuritiladi.*

Kalit so'zlar: *sifat, miqdor, intensifikatsiya, deintensifikatsiya, gradual antonim, zidlik, farqlilik sinonim.*

Ma'lumki, tilshunoslikda sinonimlar haqida tadqiqotlar olib borilgan bo'lsa-da, ularda bayon qilingan fikrlar ko'p hollarda bir-biriga mos kelmaydi. Sinonimlar ko'p adabiyotlarda "ma'nosi bir xil" yoki "bir-biriga yaqin ma'noli so'zlar" sifatida ta'riflanadi. I.V.Arnold so'zning ma'nosida asosiy qism va ma'no nozikligi yoki qo'shimcha ma'nolar bo'lishini, sinonimlar ma'noning asosiy qismida bir-biriga mos kelishini qayd etgan [1; 45].

Sinonimlarni belgilashda so'zlarning ma'nodagi yaqinligiga qarab ish ko'rish qator chalkashliklarni keltirib chiqaradi. Buning sababi so'zlarning ma'no jihatdan yaqinligi har xil darajada bo'lishidir. Ba'zi so'zlar ma'no jihatdan boshqa biror so'zga juda yaqin bo'lsa, ba'zisining ma'nodagi yaqinligi unga nisbatan kamroq bo'lishi mumkin. Ayrim so'zlarning ma'nosi esa bir-biridan uzoq, lekin har holda ular o'rtasida bog'lanish bo'lishi mumkin. Shunga ko'ra sinonimlarni belgilashda ma'nodagi yaqinlikka qarab ish ko'riladigan bo'lsa, u holda ma'no jihatdan bir-biriga juda yaqin

bo'lgan so'zlar ham, shuningdek, qisman bo'lsa-da, ma'noda yaqinligi bo'lgan so'zlar ham o'zaro sinonim deb qaralishi kerak bo'ladi [2; 32].

O'zaro sinonim so'zlardan har birining o'ziga xos belgisi, birinchidan, uning talaffuz va yozilish jihatdan har xil bo'lishi va, ikkinchidan, har birining o'ziga xos ma'no ottenkasiga, qo'shimcha ma'nolarga egaligidir. Demak, sinonimlarni ta'riflashda ularni birlashtiruvchi ma'no hammasida bir xil bo'lishini, bu so'zlarning yozilish va talaffuz jihatdan har xil bo'lishini, shuningdek, ularning turli ma'no nozikliklari bilan bir-biridan farqlanishini hisobga olish kerak [3; 45].

Sinonimlar ma'lum darajada tilning taraqqiyot darajasini, uning boyligini ko'rsatuvchi omillardan hisoblanadi. Birdan ortiq so'zning sinonim ekanligini to'g'ri farqlash va ulardan o'z o'rnida to'g'ri foydalanish fikrni aniq ifodalashga, sub'ektning o'zi fikr yuritayotgan ob'ektga munosabatini aniq ko'rsatib berishga imkon beradi.

Sinonimlarni belgilashda so'zning asl ma'nosi bilan uning kontekstda reallashadigan ma'nosini, shuningdek, ko'chma ma'nosini hisobga olish lozim bo'ladi. Ba'zan tilda shunday hodisalar ham bo'ladiki, biror so'z o'zining asl ma'nosidan ko'ra ko'chma ma'nosida keng doirada qo'llanishi mumkin. Masalan, fox (tulki) so'zi ayyor ma'nosida juda keng qo'llanadi. Odatda sinonimlar bittadan ortiq, ya'ni ikki, uch, to'rt va ko'p til birligining o'zaro munosabati asosida tug'iladi. Bunday munosabatda qatnashuvchi birliklarning miqdorini chegaralab, belgilab qo'yish mumkin emas. Ikkinchidan, bu til birliklari o'z ichida muntazam bir sistemani tashkil etadi [4; 62-64].

Demak, sinonimlik munosabatida tilning kamida ikki birligi qatnashadi. Bulardan biri ikkinchisiga nisbatan sinonim bo'ladi, barchasi birgalikda sinonimik uyani tashkil qiladi. Sinonimiya vositasida ma'noni kuchaytirishga, nozik ma'no qirralarini anglatishga va rang-barang stilistik bo'yoqlarni ifodalashga erishiladi. Sinonimlardan birini tanlab ishlatish bilan voqelikning bir qirrasi bo'rtadi. Aslida sinonimiya tug'ilishi uchun lug'aviy birliklar (shuningdek, grammatik birliklar ham) o'zaro farqlanishlarga ham ega bo'lishi lozim. So'z yoki iborani tanlab ishlatishda har gal ana shu farqlanishlarni nazarda tutishga to'g'ri keladi. Muayyan fikr yoki munosabatni bildirishda sinonimik uyadan eng muvofiq so'z yoki iborani tanlay ola bilish talab etiladi [5; 96]. Sinonimlardan nutqni ravon tuzishda, qaytariqlardan

qochishda, shuningdek, tovush (talaffuz) noqulayliklarini bartaraf qilishda unumli foydalaniladi. Sinonimlar ifodalagan tushunchaning belgi darajasi har xil bo'lishi mumkin. Sinonimik qatordagi ba'zi so'zlar belgini me'yoriy darajada ifodalasa, ayrimlari kuchli yoki kuchsiz darajada ifodalaydi.

Sinonimiya va antonimiya parallel hodisalar bo'lib, biri ikkinchisini inkor qilmaydi, cheklamaydi. Shu sababli har bir antonimning o'z sinonimi bo'lishi mumkin. Shuni qayd etish joizki, til hodisalarini faqatgina sinonimiya tomonidan emas, balki antonimiya nuqtai nazaridan ham o'rganish mazkur hodisani mukammal, chuqur tahlil qilish imkonini beradi [6; 24].

Biz tadqiqot olib borgan “beauty” - “ugliness” va “joy, “suffering” kontseptlari inson ongida va nutqida doimo yonma-yon turuvchi, bir-birini taqozo etuvchi, bir-biriga uzviy bog'liq bo'lgan tushunchalardir. “Beauty” - “ugliness” kontseptlarini ifodalovchi so'zlarning semantik strukturalaridagi “yoqimlilik” hissi avvalo insonga xos. Xuddi shu his insonda turli darajada bo'ladi.

Masalan, beauty kontseptini ifodalovchi beautiful – lovely – charming – graceful leksemalari bir – biriga sinonim bo'lsa, raving beauty – beauty queen – femme fatale – prince charming kabilar ham o'zlari ifodalaydigan ma'nosiga ko'ra sinonim hisoblanishi mumkin. Masalan: She had lovely (beautiful) hair; There are lots of charming (lovely) little restaurants along the river. Ugliness ma'nosini ifodalovchi ugly – unsightly – unseemly – unshapely yoki graceless – ungraceful leksemalari bir-biriga nisbatan sinonim bo'la oladi. Masalan: Do you think its frame makes the picture look ugly (unsightly)?

Joy – joyful – joyous - delighted- yoki joyfulness – gladness – happiness – pleasurable leksemalari va grammatik jihatdan o'xshash bo'lgan as lively as a cricket – as jolly as a sand boy – as merry as a cricket kabi frazeologik birliklar ham bir-biriga nisbatan sinonimik munosabatda bo'ladi. Masalan: They broke into delighted (joyful) laughter .

Unpleasantness – sadness – unhappiness – wretchedness yoki arching heart-broken heart kabilar ham bir-biriga sinonim hisoblanadi. Masalan: Joans childhood was filled with pain and sadness (unhappiness).

Biz tahlil qilgan kontseptlarni ifodalovchi leksik birliklar ma'no kuchaytirishni ifodalash jihatdan bir-biriga sinonim hisoblansa-da, qo'llanish jihatdan farq qiladi, ya'ni bir ma'noning har xil darajada kuchaytirishi, turli uslubga xosligi bilan ajralib turadi. Ushbu so'zlar orasidagi sinonimik va antonimik munosabatlarni ochishda intensivlik shkalasi qo'l keladi. Biz tahlil etayotgan "beauty" so'zi vertikal shkalaning yuqori qismidan, "ugliness" esa quyi qismidan o'rin oladi. Agar chiroyli so'zining ma'nosini darajalab kuchsizlantirib keladigan bo'lsak, "yoqimlilik" hissi tobora kamayib borib, oxir oqibat "yoqimsizlik" hissi boshlanadi Boshqacha aytganda, chiroylilik xunuklikka aylana boradi. Biroq "yoqimsizlik" hissi ifodalanishida ham intensivlik mavjud.

Xulosa shuki, "beauty" bilan "ugliness" ma'nolari intensivlik shkalasida zanjir hosil qiladi. "Yoqimsizlik" hissi kuchsiz darajadan kuchli daraja tomon o'sib boradi. Boshqacha aytganda, "yoqimsizlik" hissi ham turli darajalarda namoyon bo'la oladi. Qarama-qarshi, zid ma'no bildiradigan so'zlar biri ikkinchisiga nisbatan antonim hisoblanadi: long – short, far – near, right – left, love – hate kabi. So'z turkumlari bo'yicha antonimlar, ayniqsa, sifat va ravishlarda ko'p uchraydi: good – bad, beautiful – ugly, wide – narrow, fast – slow and, etc.

Ingliz tilida sifat antonimlarga ir-, im-, is-, un- kabi inkor ma'no anglatuvchi prefikslar qo'shilib, ma'noni kuchaytirishi mumkin. Co'zlarning antonim ekanini belgilashda mantiqiy markaz printsipidan o'rinli foydalanish lozim. Antonimik qutblarning o'rtasi deb faraz qilingan nuqta yoki ikki antonim so'z bildirgan tushunchalar o'rtasidagi oraliq tushuncha mantiqiy markaz hisoblanadi. Antonimiya til birliklari orasidagi semantik munosabat asosida belgilanadigan hodisalardan biridir. Antonimiyani belgilash, bir tomondan, so'zlarning lug'aviy ma'nosini chuqurroq anglashga olib kelsa, ikkinchi tomondan, polisemiyada bir so'zning ma'nosini o'zaro farqlashga yordam beradi, shuningdek, sinonimlarni belgilashda ham qo'l keladi.

Ma'lumki, hozirgi kunga qadar antonimlarni belgilashda qatorning ikki qutbi (yorqin chekkalari) olinib, ushbu qatorning oraliq yoki yondosh farqlanuv munosabatlari baholashdan chetda qolgan. Buni, masalan, beautiful - ugly qatorida yaqqol ko'rish mumkin. Bu o'rinda haqli ravishda shunday savol tug'iladi: Agar

beautiful - ugly (ugly – beautiful) o'zaro antonim bo'lsa, shu qatorda mavjud bo'lgan munosabatlar (beautiful – hideous, beautiful- grotesque, beautiful - dowdy, beautiful - unshapely) qanday baholanishi kerak?

Tahlil natijalariga ko'ra beautiful - ugly (ugly – beautiful) katta farqlarga ega bo'lib, kuchli oppozitsiyani tashkil etayotgan bo'lsa, (beautiful – hideous, beautiful - grotesque, beautiful - dowdy, beautiful-unshapely) kabilar kuchsiz antonimik juftliklarni shakllantirayotganligining guvohi bo'lamiz.

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LINGVISTIKADA GENDER KATEGORIYASI TUSHUNCHASINING

UMUMIY TASNIFI.

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Annotasiya. Ushbu maqolada tilshunoslikdagi "gender" tushunchasini ilmiy va lisoniy kategoriya sifatida tadqiq etilishining tarixiy va zamonaviy qarashlari tadqiqqa tiritilgan.

Kalit so'zlar: *Integratsiya, differentsiatsiya, maskulin, feminin, gender, biologik jins, grammatik jins, gender ustanovka.*

Ayol va erkak jinslarining o'zaro bog'liq munosabatlariga gender qonunlari va kategoriyalari nuqtai nazaridan yondashilsa, odamning mohiyati hamda munosabatlarining xarakteri haqida aniqroq tasavvurga ega bo'ladi. Falsafada "butun bilan qism" dialektik bog'liqligi qonunini to'g'ri qo'llay bilish nafaqat jism va predmetlar, balki tabiat, jamiyat va tirik mavjudotlar mohiyatini to'g'ri echish va ularga ilmiy-nazariy yondashishda qo'l keladi. Qismning butunga adekvatligi, muvofiqligining eng yaxshi ifodasi qismlarning integratsiyasi va differentsiatsiyasidir. Integratsiya – bu qismlarning birikishi, ya'ni ayol va erkak jinsining integratsiyasi – odamdir. Differentsiatsiya esa, butunning qismlariga ajralishi, tabaqalanishidir. Demak, erkak va ayol – odamning tabaqalanishi; odam esa, erkak va ayolning integratsiyalashuvidir. Qismlarning tabaqalanishi butunning proressiv rivojlanishini ta'minlovchi, uning ichki tashkil etilish jarayonlaridan biridir. Butun qanchalik tabaqalangan bo'lsa, u shunchalik murakkab tuzilgan bo'ladi va aksincha. Demak, odam o'z xususiyatlariga ko'ra qancha ko'p qismlarga bo'linsa va bu qismlar bir-birlariga qanchalik muvofiq kelsa, odam shuncha rivojlangan, mol topgan bo'ladi.

Barqaror taraqqiyot tizimida gender muammosining nazariy va amaliy jihatlarini falsafiy tahlil etish hamda bu muammoni O'zbekistonda hal etishning o'ziga xos jihatlari mavjud. Inson maqomi jamiyatning iqtisodiy hamda siyosiy hayotida faol ishtirok etib, mulkni nazorat qilish, ishlab chiqarilgan mahsulotdan teng bahramand bo'lishi bilan belgilanadi. Mana shu mezondan kelib chiqilsa ayollarning jamiyatdagi bo'ysinuvchi holatiga duch kelamiz, bu esa ming yillar davomida ularning kamsitilishiga sabab bo'lmoqda.

Keyingi yillarda til vositalarini gender jihatidan tahlil qilish fanda katta qiziqish bilan o'rganilayotgan masalalarga aylandi. Bu borada dunyo tilshunosligida bir qator ishlar amalga oshirildi. Xususan, ular qatoriga P.Astafev, S.Gunter, S.Xirshauer, E.A.Zemskaya, M.A.Kitaygorodskaya, N.N.Rozanova, D.Tnen, A.V. Konovalenko, E.Yu.Gette, G.V.Barishnikova, G.E.Kreydlin, V.V.Kolesov, E.S.Grisenko, Z.A.Manzullina, E.N.Tokareva, E.S.Ojgixinalar tomonidan olib borilgan tadqiqotlarni kiritish mumkin¹.

¹ Астафьев П. Психический мир женщины, его особенности, превосходства и недостатки. -Москва, 1991.-156 с.; GünterS/ Sprache und Geschlecht: Ist Kommunikation zwischen Frauen und Männern interkulturelle Kommunikation? //

Demak, xorij tilshunosligida “maskulin”, “feminin” terminlari insonlarning biologik jinsini tavsiflash bilan birga, ba’zi tillarda genderning grammatik xususiyatlarini farqlash uchun ishlatiladi. *Femininlik* va *maskulinlik* tushunchalari har doim ham insonning biologik jinsi bilan mos kelmaydi. Bu tushunchalar insonning gender shaxsiyati bilan bog‘liq bo‘lib, jamiyatda turli maqomlarga ega bo‘ladi. G‘arb feminizmida jins va gender tushunchalarining farqlari, feminin va maskulin tushunchalarining genderga aloqadorligi tadqiqotlarda yoritilgan.

Antropologik falsafa inson haqidagi yagona diskursning shakllanishida bir qancha fundamental diskurslar mavjudligi vaziyati hisobga olinadi. Ma’lum yagona diskursni shakllatirish uchun metodologik asosda asosiy antropologik diskurslar orasida eng gumanitar va tabiiy ifodalangani tanlanadi.

Bugungi zamonaviy jamiyatda moddiy va ma’naviy ishlab chiqarishning barcha sohalarida insonning u bajarayotgan faoliyatida alohida ahamiyat kasb etadigan natijalar dolzarblashib bormoqda. Mazkur jarayonda keyingi paytlarda ilmiy hamjamiyatlarda ko‘p qo‘llanilayotgan “gender” tushunchasi insonning nafaqat o‘z-o‘zini anglashi va idrok etishida, ijtimoiylashuvida va kasbiy faoliyatida muhim rol o‘ynab kelmoqda.

Gender tushunchasi XIV asrdan boshlab Yevropada, asosan, grammatik tushuncha sifatida qo‘llana boshladi. Lotin, german, yunon va boshqa shu kabi tillarda ot so‘z turkumini feminine, maskulin va neytral turlarga ajratishni nazarda tutilgan. Bundan tashqari, gender tushunchasi erkak va ayollarga xoslik ma’nosini ham anglatgan, lekin u XX asr o‘rtalarigacha rasman termin sifatida qo‘llanmagan. Gender va jins tushunchalari “ayol” va “erkak” ma’nolarini anglatga-da, lekin ular o‘rtasida biroz farqli bo‘lgan ma’no mavjud. Jins individlar o‘rtasidagi biologik farqlarni, gender esa madaniy va ijtimoiy farqlarni bildiradi².

O‘zbek tilshunosligida mustaqillikkacha bo‘lgan davrdagi manbalarda “*pol*”, “*rod*” terminlari faol qo‘llangan, mustaqillikdan keyingi davrdagi tadqiqotlarda esa

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² Hobson A. The Oxford dictionary of difficult words. -Oxford university press, 2001. -P. 188

“pol”ni *“biologik jins”*, “rod”ni esa *“grammatik jins”* termini bilan atash faollashdi va ommalashdi. Tadqiqotlarda *gender* termini *jins* bilan sinonim sifatida qo'llanmasligi sabablari ham keltirilgan³.

“Gender” tushunchasi birinchi marotaba 1963-yilda R.Stoler ishlarida paydo bo'lgan. Keyinchalik lingvistikadan kelib chiqqan (gender - tur) “gender” termini erkak va ayollarning jinsi – biologik – genetik, fiziologik va reproduktiv xarakteristikalari yig'indisidan farqli o'laroq madaniy tavsiflarini sharhlash uchun qo'llanila boshlandi. “Gender” tushunchasi yordamida insondagi tabiiylikni orttirilgan (madaniylik)dan farqlaydi. Tushunchaning kiritilishi XX asrning 30-yillarida M.Midning etnografiya bo'yicha ishlarida ko'rinadi.

Sandra Bemning “Gender linzalari” nazariyasi shaxsning gender xususiyatlari madaniy-tarixiy tarkibi va uning psixologik ustanovkalarini namoyon qiladi. Erkak va ayollar o'rtasidagi ahamiyatli psixologik tafovutlarning mavjudligi o'z o'zidan hech kimda shubha uyg'otmaydi. Biroq bu boradagi empirik ma'lumotlar, ko'p sonli tadqiqotlarga qaramasdan, etarli emas va bir-biriga qarama-qarshi. Shaxslilik xususiyatlariga oid asosiy tadqiqotlarni qarab chiqamiz.

Gender inson ijtimoiy hayotining muhim kategoriyalaridan biri ekanligi kundalik voqelikni namoyon bo'ladi. Bir jins vakillariga nisbatan xatti-harakat me'yorlari va kutishlari qo'llanadi, bular boshqa jinsga nisbatan qo'llaniladigan ancha farq qiladi. Buning uchun alohida o'g'il bolalarni va qiz bolalarni, erkaklar va ayollarni ifodalovchi maxsus atama va so'zlar qo'llanadi. Ammo har doim ham ijtimoiy ustanovka obyektiv voqelikka aks ettira olmaydi. Ko'pincha ustanovkalar konservativ ta'sir ko'rsatadi, ya'ni, insonlarning o'zaro munosabatlaridagi jarayonlarda salbiy oqibatlarga olib keluvchi noto'g'ri bilim va tasavvurlarni shakllantiradi. Alohida individlarning tasnifini umumlashtirish va ularni bir insonlar va hodisalar guruhiga qo'llash ustanovkalash deb ataladi. A.V.Merenkovning ta'kidlashicha, bu idrok etish xususiyati, maqsadga intiluvchanlikning, shuningdek mazkur madaniyatda qabul qilingan muayyan jins vakili turmushi va faoliyatidagi me'yor va qoidalarni hisobga olgan holda inson xulq-atvorining dasturiy anglashilishidir.

³ Musayeva F. O'zbek tilida jins tushunchasining ifodalanishi. Filol. fan.fasl.d-ri (PhD)...diss.-Toshkent,2019.-B.15-16

Barcha gender ustanovkalarni uch guruhga taqsimlasa bo'ladi⁴:

1-gender ustanovkasi maskulinlik/feminlik (yoki femininlik) ustanovkalari.

Boshqacha aytganda, bu mardlik/latofatlik ustanovkalar deb ataladi. Dastavval, maskulinlik (mardlik) va feminlik (latofatlik) tushunchalari nimani anglatishini ko'rib chiqamiz. Demak, erkaklarga xos – maskulinlik, ayollarga xos – feminlik deb ataladi.

I.S.Kon tomonidan taqdim etilgan “maskulinlik” atamasi⁵ ma'nosini tahlil qilishga asoslanib, feminlik va maskulinlik tushunchalariga berilayotgan mazmunni quyidagicha ifoda etish mumkin.

1.Maskulinlik va feminlik tushunchalari erkaklarga yoki ayollarga “xolisona xos bo'lgan” (I.Konning ta'kidlashicha) ruhiy va xulq-atvoriy xususiyatlarini aks etadi.

2.Maskulinlik va feminlik tushunchasi turli ijtimoiy tasavvurlar, fikrlarni o'z ichiga oladi, erkaklar va ayollar qanday va ularga qaysi xususiyatlar maqbul ekanligini aniqlanadi.

3.Maskulinlik va feminlik tushunchalarida ideal erkak va ideal ayolning me'yoriy qoliplari o'z ifodasini topadi.

Shunday qilib, birinchi guruhdagi gender ustanovkalarni mardlik va latofatlik haqidagi tasavvurlar aksini topgan muayyan shaxsiy fazilatlar va ijtimoiy-psixologik xususiyatlar yordamida erkaklar va ayollarni tasniflovchi ustanovkalar sifatida belgilash mumkin. Masalan, ayollarga passivlik, bog'liqlik, emosionallik, konformlik kabi xususiyatlar, erkaklarga esa – faollik – passivlik, kuch – ojizlik. N.A.Nechaevaning tadqiqotiga ko'ra, ayolning an'anaviy ideali vafodorlik, sodiqlik, kamtarlik, nazokat, latofat, itoatkorlik kabi fazilatlarni o'z ichiga oladi. U olib borgan so'rovnoma ishtirokchilarining aksariyati erkak va ayollarni an'anaviy nuqtai nazardan ifodalovchi fazilatlar va xususiyatlariga yondashganlar, masalan, ayol – muloyim, latofatli, sadoqatli, erkak esa – faol, ishonchli, kuchli.

2-gender ustanovkasi oilaviy, professional va boshqa sohalarga muayyan ijtimoiy rollarni mustahkamlash bilan bog'liq. Ayollarga, odatda, asosiy rollar sifatida oilaviy, professional va boshqa sohalarda muayyan ijtimoiy rollarni mustahkamlash

⁴ Мажидов Ж.Б. Гендер установкaлари ва шахсни ўзини-ўзи идрок этиши ўртасидаги боғлиқлик муаммолари. Ученый XXI века. Междунпродный научный журнал. 2022. № 5-2. [http:// www.uch21 vek.com](http://www.uch21vek.com))

⁵ Кон И.С. Социологическая психология. – Москва-Воронеж 1999. -560с.

bilan bog'liq. Ayollarga, odatda, asosiy rollar sifatida oilaviy (ona, uy bekasi, turmush o'rtog'i) rollar, erkaklar esa – professional rollar belgilanadi. I.S.Klesina ta'kidlashicha, “erkaklar o'z kasb-karida erishgan yutuqlariga qarab, ayollar esa – oilasi va bolalari mavjudligiga qarab baholanadi”⁶. Muayyan bir sohada (masalan, oilaviy) erkaklarga va ayollarga xos deb hisoblangan rollar majmui har xil. Yuqorida ta'kidlab o'tilgan “Gender rollarni anglashga ta'sir ko'rsatuvchi ijtimoiy omillar” tadqiqotida 18 yoshdan 60 yoshgacha bo'lgan 300 kishi o'rtasida so'rovnoma o'tkazilgan, natijada er-xotin o'rtasida oilaviy majburiyatlarini taqsimlashda quyidagi differensiasiya paydo bo'ldi. Jumladan, faqat ayollarga xos deb uyni tozalash, ovqat pishirish, kir yuvish va dazmol qilish, idish-tovoq yuvish kabi rollar takidlangan. So'rov ishtirokchilarining fikriga ko'ra, oilada erkakning vazifasi pul topish, uyda ta'mirlash ishlarini bajarish, axlatni olib chiqishdan iborat. So'rov qilinganlarning 90% ortig'i oilada erkak va ayollarning vazifasi haqidagi an'anaviy tasavvurlarni aks ettiruvchi “Ayolning asosiy burchi – yaxshi rafika va ona bo'lish” va “Erkak – bu asosiy boquvchi, oilaning boshlig'i” degan tushunchalarni qo'llab-quvvatlaganlar. Mazkur tadqiqot doirasida olib borilgan guruh intervyu qatnashchilarning aytganlariga ko'ra, ayolga ko'pincha uy bekasi vazifasi yuklanadi, ya'ni, respondentlar fikricha, u “oilaning yaxlitligini ta'minlaydi” va “uyda sog'lom muhitni yaratadi” deb hisoblashgan aniqlandi. Erkak esa “oila tayanchi” rolini bajaradi va bu vazifa ko'proq rahbar qilish xarakteriga ega: erkak oilada “strategik maqsadlarni belgilash” bilan shug'ullanadi, u “boshqaradi”, “ko'rsatma beradi” va umuman hamma uchun namuna bo'ladi. Shu bilan birga dam olish, hordiq chiqarish bilan bog'liq rollar odatda ayollarga qaraganda erkaklarga mos deb hisoblanadi (do'stlar bilan pivo ichib, muloqot qilish, divanda dam olib yotish, televizor ko'rish va h.k.). Bu hol, shuningdek, maktab darsliklarini o'rganish bo'yicha o'tkazilgan tadqiqot natijalarida ham o'z ifodasini topgan, ya'ni, erkak personajlar ayollarga qaraganda dam olish vaziyatlarida ko'proq aks ettirilgan. Shu tariqa biz gender stereotiplarning gener ustanovkalar shakllanishiga ta'sirini ko'ramiz.

⁶ Клецина И.С. Гендерная психология социализация. Уч.пособие. Спб., 1998.

3-gender ustanovkasi erkaklar va ayollar o'rtasida farqlikni mehnatning muayyan turlari bilan shug'ullanish jarayonida o'z ifodasini topgan. Jumladan, erkaklarga, odatda ijodiy va yaratuvchanlik xarakteriga ega instrumental soha faoliyatidagi mashg'ulot va kasblar, ayollarga esa – bajaruvchi va xizmat ko'rsatuvchi xarakteri bilan farqlanuvchi ekspressiv sohalar xos deb hisoblanadi. Shuning uchun "erkaklarga xos" va "ayollarga xos", deb ataluvchi kasblar mavjudligi to'g'risida fikr keng tarqalgan.

Xorijda gender ustanovkalarni o'rganishga ko'plab tadqiqotlar bag'ishlangan. Dastavval ular ustanovka tushunchasining o'zini, ustanovkalarning namoyon bo'lish shakllarini o'rganishga yo'naltirilgan. Keyinchalik mazkur tadqiqotlarda faoliyat ko'rsatish va tushuntiruvchi chizmalarning mazkur jarayon yuzaga keladigan mexanizmlarni izlashga chuqur kirishildi. 1950-yillarda olib borilgan bu sohadagi ilk tadqiqotlar erkak va ayollarning bir-birlari to'g'risidagi odatdagi tasavvurlarni va ular asosida yuzaga keladigan ustanovkalarni aniqladi. Jumladan, o'tkazilgan tadqiqotlarning natijalari shuni ko'rsatadiki, ijobiy erkak qiyofasi ko'pincha kompetentlik, faollik va omilkorlik, ayollarda esa – dilkashlik, mehribonlik va ruhiy qo'llab-quvvatlash konnotasiyalarida ifodalanadi. Bunda erkaklarga xos salbiy xususiyatlar qatorida qo'pollik, avtoritarlik, ayollarga esa – passivlik, hissiyotlarga o'ta beriluvchanlik va hokazo.

1970-yillarda keyingi tadqiqotlar professional faoliyatining turli jabhalarida namoyon bo'luvchi erkaklar va ayollar qobiliyatlari nuqtai nazaridan ustanovkalarni o'rganishga qaratilgan edi. O'tkazilgan tajribalarda ishtirokchilar erkaklarning qobiliyatlarini ayollarnikiga qaraganda yuqoriroq baholagani aniqlangan.

Shunday qilib, ustanovkalar – bu guruhlar, insonlar, hodisalar to'g'risidagi ayrim tasavvurlardir, bunday tasavvurlar haqiqatga yaqin bo'lishi, ayrim hollarda noto'g'ri yoki haddan tashqari umumlashtirilgan bo'lishi mumkin. Bir tomondan, ular dunyo manzarasini soddalashtiradi va olinayotgan ma'lumotlarni tez ishlashga ko'maklashadi, boshqa tomondan, ular haqiqatni buzib ko'rsatish va hatoli umumlashmalarga olib kelishi mumkin. Shu jihatdan gender ustanovkalar nafaqat

shaxsning o'z-o'zini anglash tendensiyasida, balki uning xulq-atvorini yo'naltirib turishga muhim vazifani bajaradi.

Gender tengligiga erishishga harakat qiladigan davlatlar tajribasi, shuningdek, O'zbekistonning mustaqillik yillarida bozor munosabatlariga o'tishi, milliy o'zligini anglishi, jahonga yuz tutishi jarayonlari kechayotgan bir davrda, ayollar huquqlari, ularning insoniy qadr-qimmatini oshirishi uchun yaratilayotgan imkoniyatlar bilan birga mavjud bo'lgan va yangi paydo bo'layotgan muammolar tahlil etilishi lozim. Bular murakkab tizim bo'lgan jamiyatning barqaror rivojlanishi uchun gender muammolarini ham hal qilish zarurligini isbotlaydi.

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SOTSIOMADANIY JAMIYAT GENDER STEREOTIPLARI

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Annotasiya. Ushbu maqolada zamonaviy jamiyatda aktual muammolardan hisoblangan ayollarning jamoaviy-siyosiy jarayonlarda ayollar nutqining o‘rni va ahamiyati haqida so‘z yuritiladi.

Kalit so‘zlar: *Umumiy ijtimoiylashuv jarayoni, passiv ijtimoiylashuv, faol ijtimoiylashuv, ayollar nutqi, defitsit nazariyasi, dominant nazariyasi, feminizm, gender tenglik*

Gender ijtimoiylashuvi insonning ijtimoiy madaniyat, qadriyatlar va ijtimoiy me‘yorlarini, gender bilimlari tizimini shakllantirish, gender munosabatlari va xulq-atvor uslubini rivojlantirish orqali o‘zlashtirish jarayonidir. Demak, insonning umumiy ijtimoiylashuv jarayoni uning turli uslublaridan (madaniy, axloqiy, huquqiy, mehnat, psixologik, jinsiy rol, shuningdek, gender va boshqalar) iborat. Ushbu turlarning barchasi o‘zaro bog‘liqdir.

Tarbiyada gender ijtimoiylashuvining ijobiy va salbiy ta’siri hisobga olinadi. Sotsiologlar ijtimoiylashuvning ikki xil ko‘rinishi - «passiv ijtimoiylashuv» va «faol

ijtimoiylashuv», ya'ni o'zini o'zi anglash g'oyasini kiritdilar. Obyektiv sharoitlar mavjud bo'lib, ular faol ijtimoiylashuvga hissa qo'shadi, neytral va atrof-muhitni o'zgartirishga urinishda hayotiy faoliyat subyekti sifatida harakat qilishga urinishda shaxsning faoliyatiga qarshi turadi. Ijtimoiylashuv mavzusi sifatida yigitlar va qizlar oliy ta'limda mavjud bo'lgan ijtimoiy me'yorlar va madaniy qadriyatlarni o'rganadilar. Ushbu assimilyatsiya oliy ta'limning o'quv jarayonida o'z faoliyatini amalga oshirish, o'z-o'zini rivojlantirish va o'zini o'zi anglash bilan birlikda amalga oshiriladi. Ushbu yosh bosqichida muayyan vazifalarni hal qilishda talaba subektivlikni namoyon etadi⁷.

Xorijiy tilshunoslikda *biologik jins*, *gender*, *femininlik* va *maskulinlik* terminlari faol ishlatiladi. Jins erkaklar va ayollar o'rtasidagi biologik farq bo'lib, erkak va ayol jinsiga mansubligini aniqlash uchun asos bo'lgan belgilar majmuidir. Gender esa o'zgarmas xususiyatga ega ekanligi bilan jinsdan farqlanadi, lekin gender belgisining ham turli madaniyatlarda turlicha namoyon bo'lishini hisobga olish kerak. Umuman, jins va gender o'zaro bog'liq tushunchalar bo'lib, inson tug'ilgandagi jinsiga qarab uning gender shaxsiyati shakllanadi.

XX asrning ikkinchi yarmida lingvistik tadqiqotlarda tildagi jinsiy farqlar yetakchilik qilib keldi. Bu tadqiqotlarda ayollar va erkaklar nutqi (yozma va og'zaki shakllarda) farqlari tahlil qilinadi.

“Ayollar nutqi” haqida dastlabki zamonaviy nazariya ko'proq Robin Lakoff⁸ bilan bog'liq bo'lib, odatda *defitsit nazariya* (*deficit theory*) deb ataladi. Ba'zi feminizmgacha bo'lgan tadqiqotlar, shuningdek, gender va til bo'yicha feministik ishlar retrospektiv tarzda “defitsit” modeli yoki yondashuviga rioya qilish sifatida tavsiflangan. Bu “gender dixotomiyasi” yondashuvi bo'lib, “ayollar shunday, erkaklar shunday gapirishadi” kabi tavsiflanadi. Unga ko'ra “ayollar nutqi erkaklarnikiga nisbatan samarasiz” deb tasvirlanadi va ayollarning ishonchsizligi hamda jamiyatda kuchsiz o'ringa ega ekanligi orqali ularning so'zlashuv uslubi tushuntirib berildi. Bu yondashuvda ayollar tili bilan bog'liq noto'g'ri qarashlar bor. Til va genderning *dominant nazariyasi* (*dominance theory*) birinchi marta 1975-yilda Barrie Torne va

⁷ Sharifzoda Sardorbek O'razboy tabib o'g'li. Gender ijtimoiylashuvi – talaba shaxsini tarbiyalashning omili sifatida. // Ta'lim va innovatsion tadqiqotlar 2023, №12 -B.404-408

⁸ Robin Lokoff. Language and woma's place. CAMBRIDGE university press. Pp45-80. <http://www.jstor.org>.

Nancy Henleylar⁹ tomonidan taqdim etilib, unda patriarxiya – erkak kuch-quvvati va hukmronligiga e'tibor qaratildi. Farq nazariyasi (difference theory)ni Deborah Tannen¹⁰ o'z izlanishlari orqali taqdim etgan. Mazkur olimlar qarashlarida ayollar va erkaklar turli submadaniyatlarga mansub, degan fikr ta'kidlangan.

Kira Hall¹¹ til va gender bo'yicha olib borilgan tadqiqotlarda gender identifikatorlari bilan bog'liq muammolar ko'rib chiqiladi. Olim shimoliy Hindistondagi hind tilida so'zlashuvchi hijralarning tili va madaniy amaliyoti haqida kitob yozgan. Tadqiqotlarda yana o'smirlar va o'spirinlar o'rtasida aniqlangan gender va mahalliy o'ziga xosliklarning o'zaro ta'siri masalasi, so'nggi zamonaviylikning global dunyosida gender identifikatorlari nima degan savolga javob beriladi.

Zamonaviy jamiyat tanlangan vaziyatda mustaqil fikrlay oladigan, harakatchanlik, dinamizm bilan ajralib turadigan, mamlakat taqdiri uchun rivojlangan mas'uliyat tuyg'usiga ega, hamkorlikka qodir bo'lgan, bilimli, axloqiy, tashabbuskor insonlarga muhtoj. Zamonaviy ongli fuqaro (erkak va ayol) ma'lum xususiyatlarning mavjudligi bilan ajralib turadi. Bunday xususiyatlar fuqarolik burchi, fuqarolik sharafi va vijdoni, fuqarolik g'ururidir. Bu fuqarolik jasorati, vatanga muhabbat, vatanga xizmat qilish, vatanni himoya qilish kabi tuyg'ularga ega. Fuqaroning ushbu shaxsiy fazilatlari, bizning fikrimizcha, erkaklar/ayollar uchun farq qilmaydi va erkaklik/feminizm nuqtai nazaridan baholanmaydi.

Jamiyatni ijtimoiy tashkil etish-bu funktsional jihatdan bir-biri bilan bog'liq bo'lgan maqom va rollar tizimi. Hozirgi vaqtda jamiyat shaxs madaniyatiga, shu jumladan oliy ma'lumotli mutaxassisning shaxsiga talab qo'yadi. N. B. Krilovning so'zlariga ko'ra, ta'lim jarayonida madaniyat me'yorlarini o'zlashtirish haqiqiy ziyolilarning shakllanishiga hissa qo'shadigan axloqiy muhitni yaratadi. Inson madaniyatini shakllantirish (erkaklar va ayollar) individuallikni boyitishning murakkab jarayoni bo'lib, unda shaxsiy madaniyatni shakllantirish va intellektual fazilatlarni shakllantirish o'zaro bog'liqdir. Aql-idrok ayol va erkakning ijtimoiy xulq-atvorini tavsiflaydi, ularning aql-zakovati, axloqiy va estetik yetukligi darajasini

⁹ Barrie Thorne and Nancy Henley. Sex and language Difference and dominance. Rowley, Mass.: Newbury House, 1975. Pp. xii-311.

¹⁰ Деборан Танен. Вы просто не понимаете: мужчины и женщины в разговоре. Нью-Йорк. Моппой. 1990 210 с.

¹¹ Kira Holl. Language in the middle: Class and Sexuality on the Hinglish conti nuum. <https://www.researchgate.net>.

ko'rsatadi¹². Aql-idrok inson ta'limining turli tomonlarini, dunyoqarashni, odamlarning o'zaro munosabati va o'zaro tushunishni ta'minlaydigan ma'lum g'oyalar, qadriyatlarga rioya qilishni birlashtiradi. Shu munosabat bilan oliy ta'limning vazifasi ishdagi professionallikni yuqori umumiy madaniyat, aloqa va xulq-atvor madaniyati, ilmiy mehnat madaniyati, dunyoqarash, siyosiy, axloqiy va boshqalar bilan birlashtira oladigan mutaxassisni tayyorlashdir.

Zamonaviy jamiyatda aktual muammolardan hisoblangan ayollarning jamoaviy-siyosiy jarayonlarda faol qatnashishi krizisli hodisa hisoblanadi. O'tgan asrning 60-yillarga qadar gender masalasi siyosiy ahamiyatga ega bo'lgan muammo sifatida qaralmagan. Feministik harakatlarni zamonaviy "gender" masalasining debochasi deb tushunish mumkin. Garchi "feminizm" termini yaqinda qo'llanila boshlangan bo'lsa-da, turlicha bo'lgan madaniyatlarda, jumladan qadimgi yunon va xitoy sivilizatsiyasida ham ko'rilgan. 1405-yili Italiyada Kristine de Pitstsa "Книга города дам" (Ayollar shahri kitobi) asarida hozirgi zamon feminizmning g'oyalari haqida fikr bildirgan. Lekin birinchi tashkil qilingan ayollar harakati XIX asrda Meri Uolstonkraftning "Ayollar huquqlarini himoya qilish" kitobida bayon qilingan va zamonaviy feminizmning birinchi matniy ifodasi hisoblanadi¹³.

Feminizm gender nazariyasining muqobili sifatida yuzaga kelib, ijtimoiy madaniy rivojlanishida hal qiluvchi rol o'ynaydi. Feminizm nazariyotchilari an'anaviy ijtimoiy fandan qoniqmaydi va yangi nazariy-uslubiy yondashuvlarni bayon qiladi. Femistik g'oyalar har bir sohaga kirib bordi. An'anaviy madaniyatning jinsiylik kontseptsiyasi (jinsga ko'ra kamsitish) madaniy G'arb kishisi ongiga ajralmas bir tushuncha bo'lib kirdi. Shu tariqa jinsiylikka qarshi kurash BMTning "Xotin-qizlarni kamsitishning barcha shakllariga barham berish to'g'risidagi konventsiya"sida (1979) e'lon qilingan¹⁴. Ayollarning teng huquqliligi haqidagi xalqaro hujjatlar yangilik sifatida qabul qilingan bo'lsa-da, "Islom esa bu masalani o'n to'rt asr ilgari hal qilgandir. O'sha davrda barcha xalqlar ayol jinsiga jirkanish va tahqirlash nazari bilan

¹² Крылова Н.Б. Формирование культуры будущего специалиста [Тест]: метод, пособие/ Н.Б.Крылова. – М. 6 Высш.шк., 2010. -142 с.

¹³ Цурцумия Майя. Гражданское общество и его гендерное измерение. Кавказ и мир -Международный научный журнал. ISSN 1987-7293. – Тбилиси, 2022. -С. 158-162.

¹⁴ Гендер муносабатлари назарияси ва амалиётга кириш. -Тошкент: Ўзбекистон, 2007. -Б.28

qarar edi. Ayol kishini mol-mulk tariqasida oldi-sotdi qiladiganlar, meros sifatida taqsimga soladiganlar ham oz emas. Islom esa birinchi bo'lib ayol kishi ham xuddi erkak kishidek to'laonli insonligini e'lon qildi. Bu ma'no Qur'oni Karimning bir qancha oyatlarida qayta-qayta bayon etildi. Jumladan, Alloh taolo Niso surasida: "Ey odamlar! Sizlarni bir jondan yaratgan va undan uning juftini yaratib, ikkovlaridan ko'plab erkagu ayollar taratgan Robbingizdan qo'rqinglar!" deydi (1-oyat). Demak, odam, inson sifatida erkak va ayol teng, erkakning ayoldan ustunligi yo'q. Payg'ambar sollalohu alayhi vasallam o'z hadislaridan birida: "Ayollar erkaklarning tug'ishganlaridir" deganlar (Termiziy rivoyat qilgan)"¹⁵. Shu sababdan bizning jamiyatda qadimdan ayollar e'zozlanib kelingan. Gender nazariyasining kiritilishi esa jamiyatda ayollar mavqeining yanada oshishiga sabab bo'ldi. Keyingi yillarda xotin-qizlar ham ijtimoiy hayotda erkaklar bilan baravar ishtirok etmoqda.

Keyingi o'n yillikda gender stereotiplarining tematikasi ilmiy-tadqiqot ishlarining o'rganish obyektiga aylandi. Shu bilan birga biologik jins ma'lum sotsial rol bilan jips bog'liqligi va uning barcha harakatlari sotsial va madaniy me'yorlarning, jamiyat qadriyatlarining shakllanishida ko'rinadi va jamiyat taraqqiyotiga salbiy ta'sir ko'rsatishi mumkinligi haqida fikrlar mavjud. Tarixiy davr davomida jamoaning sotsiomadaniy me'yori va qadriyatlarining taraqqiyoti turli transformatsion jarayonlarga uchraydi, shu bilan birga gender stereotiplari ta'sirida ham.

Uzoq davom etgan patriarxal jamoada aniq gender farqlanish ko'rilgan, shu bilan birga sotsial rollar va majburiyatlar ajratilgan, ularning aralashtirilishi notabiiy hisoblangan. An'anaviy jamiyatda ayol kishi faqat oilada faoliyat ko'rsatgan, fanda, madaniyatda, siyosatda esa uning faoliyati chegaralangan. Tarixiy manbalarga ko'ra XVI asrdagi Domostroy, hozirgi zamon atalishiga ko'ra "erkaklar uchun kitob" qo'llanmasiga asosan erkaklar oilada bosh bo'lgan, "u oila a'zolarini boqishi, kiyintirishi, yaxshi yashash uchun sharoit yaratishi" kerak bo'lgan.¹⁶ Ayol kishiga esa bolalarni tarbiyalash ajratilgan. Faoliyatning bunday bo'linishi jamiyatdagi mavjud

¹⁵ Шайх Мухаммад Содиқ Мухаммад Юсуф. Иймон. – Тошкент: "Hilol-Nashr", 2020/ -Б.66-67

¹⁶ Домострой / Сост., вступ. Сл., пер. И коммент. В.В.Колесова, В.В. Рождественской и М.В.Пименовой. М., 1990

bo'lgan erkak va ayol stereotiplari (erkaklar kuchli va aqli, ayol kishi muloyim va gapga ko'nadigan, yumshoq tabiatli) asos bo'lgan.

Sho'ro davridagi ilmiy asarlarda patriarxal sharoitga moslashgan gender stereotipiga e'tibor pasayganini ta'kidlanadi. Ammo sho'ro fuqorolarining turmush tarzi kuzatilganda ayollarning huquqlari tiklangani bilan bir paytda ayollik va erkaklik stereotiplari butunlay yo'qolmagan, ular yangi sotsial-madaniy me'yorlar va qadriyatlarga qarab transformatsiyaga uchragan. Shunday qilib sho'ro ayoli sotsialistik jamiyatning faol quruvchisi, farzand tarbiyalovchisi hamda oila bekasi bo'lgan. Ayni shu davrda S.S.Xudarganova aytganday "buyuk ilmiy kashfiyotlar qiladigan" va "bir qator farzadlar tug'adigan" "superayol" mifi yaratilgan.¹⁷

Zamonaviy ilmiy-tadqiqot adabiyotlarida gender stereotiplarining sotsiomadaniy me'yor va qadriyatlarga ta'siri haqida bir nechta nuqtai nazar bilan yondashilgan. Ba'zilar (D.A. Kaverda¹⁸, V.A.Vostrova¹⁹) gender stereotiplari muskullilik va feministlik jamiyat tavakkuriga mahkamlangan va sotsial me'yorlarning shakllanishiga o'z ta'sirini o'tkazadi deb hisoblaydilar. V.A.Vostrova mustaqil davlatlarning bozor iqtisodiyotiga o'tishi munosabati bilan ayol kishi sotsial tomondan himoyalanganligini ta'kidlaydi, chunki iqdisod sektori ayollarni ishonchli xodim hisoblardi va kam to'lanadigan ishlarga olishardi.

Feminlik/maskulinlik stereotiplari xususida erkak jinsiga ko'plab shaxsiy fazilatlarni biriktirishadi: jismonan kuchli, qo'li ochiq, dadil, aqli, mohir, sobitqadam, izlanuvchan, epchil, botir. Ayollarga esa batartiblik, sabrlilik, mustaqil deb ko'rsatishadi. Shu bilan birga muayyan darajada bo'rttirilgan stereotip, ya'ni "erkaklar aqli" va "ayollar omiligi" to'g'risida stereotip namoyon bo'ladi, "Sochi uzun, aqli kalta" kabi maqollar bunga misol bo'ladi.

Keyingi yillarda ta'lim, fan sohasida ayollarning ulushi yanada ortdi. Xususan, "bugungi kunda Oliy Majlis Qonunchilik palatasiga saylangan 150 nafar deputatning 48 nafari yoki 32 foizini xotin-qizlar tashkil etadi. Senatda esa bu ko'rsatkich qariyb

¹⁷ Хударганова С.С. Социокультурная динамика гендерной самоидентификации в советской период // Вестник Полоцкого государственного университета. Серия Е. Педагогические науки. 2012. № 7

¹⁸ Каверда Д.А. Гендерные стереотипы в современном обществе. URL: <https://science.kuzstu.ru> (дата обращения: 06.04.2024)

¹⁹ Вострова В.А. Влияние гендерной традиции на современную русскую культуру // Вестник Пермского университета. Философия. Психология. Социология. 2014. №1. -С 53-59

25 foizga etdi. Mahalliy Kengashlar deputatlarining 31 foizini ham jonkuyar, faol ayollar tashkil etadi. Ana shunday natijalar tufayli O'zbekiston parlamenti ayol deputatlar soni bo'yicha dunyodagi 190 ta milliy parlament o'rtasida 128-pog'onadan 37-pog'onaga ko'tarildi"²⁰. Bundan tashqari, boshqaruv lavozimidagi xotin-qizlar ulushi 27 foizga, partiyalarda 44 foizga, oliy ta'limda 40 foizga, tadbirkorlikda 35 foizga etdi. Sohada olib borilayotgan islohotlar xalqaro reytinglardagi mamlakatimiz o'rniga ijobiy ta'sir ko'rsatib, Jahon bankining Ayollar, biznes va qonun indeksida O'zbekiston 2020-yilda xotin-qizlar huquqlari va gender tenglik bo'yicha ahamiyatga molik islohotlarni amalga oshirgan 27 ta davlat qatoriga kiritildi va 5 pog'onaga yuqorilab, 190 ta davlat orasida 134-o'rinni egalladi²¹. Natijalardan shunday xulosa chiqarish mumkinki, ayollarning fan, ta'lim sohasida ishtiroki ortgan.

Gender tenglik haqida bir qancha hujjatlar chiqarildi. Birlashgan Millatlar Tashkiloti tomonidan qabul qilingan 2030-yilgacha bo'lgan davr uchun butunjahon barqaror rivojlanishning 17 ta maqsadining 5-maqsadida Gender tenglik, "Barcha ayollar va qizlarning imkoniyatlarini kengaytirish va gender tengligini ta'minlash" deb belgilangan.

2009-yil 22-dekabrda BMT Bosh Assambleyasining tomonidan qabul qilingan "Taraqqiyot uchun fan, texnologiya va innovatsiyalar tog'risida"gi rezolyutsiyada "Barcha yoshdagi ayollar va qizlarning fan, texnologiya va innovatsiyalardan teng va to'liq foydalanishni gender tengligining kafolat hisoblanadi" deb ta'kidlangan.

Ayollarning ijtimoiy hayotdagi o'rnini haqida matbuotda berilgan ba'zi ma'lumotlarga murojaat qilamiz.

Rossiyada olib borilgan tahlil 2021-yili rahbar ayollar 40% ni, umumiy olimlar ichida ayollar 28% ni tashkil qilganini ko'rsatadi. Qozog'istonda esa erkak va ayollarning o'rtacha maosh farqi 21,7% ni tashkil qilgan.

Mutaxassislarning ta'kidlashicha, O'zbekiston olimalari pedagogika, adabiyot, kimyo, biotexnologiya, qishloq xo'jaligi kabi sohalarda faol izlanmoqdalar. Ta'lim, sog'liqni saqlash, ijtimoiy va gumanitar sohalar rivojida xotin-qizlarimizning ishtiroki

²⁰ Нарбаева Танзила. Ўзбекистонлик хотин-қизлар илм, маърифатга йўғрилган ислохотлар, эзгу ишлар йўлида она Ватан равнақиға муносиб ҳисса қўшмоқда. 18 март 2020 й. //https://strategu.uz/indexs.php?news=879

²¹ Ўзбекистон Республикаси Олий Мажлис Сенатининг 2021 йил 28 майдаги "2030 йилға қадар Ўзбекистон Республикасида гендер тенгликка эришиш стратегиясини тасдиқлаш ҳақида"ги СҚ-297-IV-сон қарори.

salmoqli o'rin tutadi. Ammo, tabiiy fanlar, matematika, injuring texnologiya, sanoat va qurilish sohalarida nafaqat O'zbekiston, balki butun dunyoda ayollarning o'rni hamda mavqei u qadar emas.

Avstraliya, gonkonglik muhojirlar oilasida tug'ilgan Terens Tao juda erta olim sifatida tan olingan, u 15 yoshidayoq dastlabki tadqiqotlarni e'lon qilgan. 21 yoshida Prinston universitetida falsafa fanlari doktori, 24 yoshida esa Kaliforniya NASA da Mars kolonizatsiyalanishi dasturi bo'yicha izlanish olib brogan. 18 yoshida Kaliforniya texnologiya instituti bakalavri, 22 yoshida esa Garvard universiteta falsafa fanlari doktori darajasini olgan.

Albatta, bugun faqat faxrlanish bilan chegaralanib qolinayotgani yoq. Bu o'rinda o'zbeklar orasida birinchi bor AQSH dagi Kolumbiya universiteti professori bo'lgan yosh olim "Do'stlik" ordeni sohibasi Aziza Shonazarovani e'tirof etishning o'zi yetarli.

"Mamlakatimizda ilm-fan, ta'lim, sog'likni saqlash, san'at va madaniyat sohalarida faoliyat olib borayotgan xotin-qizlarni ulusshi 72% foizni tashkil qiladi. 2017-2023-yillarda jami 5238 nafardan 763 tasi (204 tasi 40 yoshgacha) fan doktorlari, 4475 nafar esa (2856 tasi 40 yoshgacha) falsafa doktori (PhD) ayollar ilmiy darajalarga erishdilar. Shulardan 3060 tasi 40 yoshgacha yosh xotin-qizlar ilmiy darajaga ega bo'ldilar.

Bu esa, ayol-qizlarimiz har tomonlama iqtidorlarini namoyon etishlarida qo'llab-quvvatlash ahamiyatli va dolzarb ekanini anglatadi".²²

Bugunogi kunda xotin-qizlarning ilm-fan va ta'lim tizimida ham to'laqonli ishtirok etishi, mamlakatning iqtisodiy taraqqiyoti, davlat xavfsizligi, ichki va tashqi siyosat masalalarida faol ishtirok etishi oddiy bir holga aylanib bormoqda. Xotin-qizlarning iqtisodiy-siyosiy jarayonlardagi ishtiroki, jamiyat tomonidan ularning qo'llab-quvvatlanishiga qarab mazkur davlatning ilg'orligi, taraqqiy etganligi darajasi va tutgan mavqeini aniqlash mumkin.

Ko'rinadiki, jamiyatda hali ham sotsial me'yor sifatida gender tengligi hali to'liq hisobga olinmaganini ko'rsatadi. Zamonaviy jamiyatning sotsiomadaniy me'yor

²² Musurmanova O. Gender tenglik. Book of Abstracts. "WOMEN IN STEM" International Forum, Tashkent, Februaru 13-15, 2024. <https://doi.org/10.5281/zenodo.10643244>

va qadriyatlarni shakllantirishda gender stereotiplarining masalasi hali ham ochiq qolmoqda.

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The connection of linguodidactics and linguistics

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Abstract: In this article, the origin and development of Linguodidactics has been analyzed. Lingvodidactics, influencing general and specific methods of teaching languages, contributes to their formation into an independent area of pedagogical knowledge. At first, lingvodidactics related to general methods of teaching languages as theory to practice, subsequently the nature of the relationship changed: both areas of pedagogical knowledge interact as theoretical systems, since the methods of teaching a specific language in certain conditions have their own theoretical component.

Key words: linguodidactic, pedagogy, linguistic, teaching aids, problem, language.

Linguodidactics in higher education institutions is primarily connected with pedagogy, with both its sections: the theory of education and the theory of learning (didactics) and has the status of private didactics. Linguodidactics takes into account the conditions of the teacher's educational influence on students in the process of

learning a language; general didactic teaching aids and visual aids, principles, and methods are used, taking into account the specifics of the subject. A personal reference point for students is a teacher who is fluent in the content of the subject and the art of communicating with the audience, is a bearer of high moral values, and is aware of what, when, and how it is necessary to educate students during classes and extracurricular activities. The multifaceted nature of education (spiritual, moral, patriotic, political, legal, labor, intellectual, artistic, environmental, economic) is achieved by means of all university subjects. In addition, the disciplines of the linguistic cycle contribute to the development of students' interest in the language being studied, and allow for cultural and aesthetic education. Interest in the subject is maintained by the depth of theoretical knowledge about the language, logic, validity and evidence of judgments, and the use of "scientific imagery" that is characteristic of the language of popular science literature.

For linguodidactics, linguistics is a basic (fundamental) science, the object of which "is language in the full scope of its properties and functions, the structure, functioning and historical development of language" (Russian language. Encyclopedia, 1979, p. 423). Various aspects of the object act as the subject of research: phonetics and graphics, vocabulary, word formation, morphology and syntax, speech culture and stylistics.

As M. B. Uspensky notes, "the connection between linguistics and the methodology of the Russian language is manifested, firstly, in taking into account the peculiarities of the systemic and normative specificity of the studied language and, secondly, in taking into account the established views of linguists on this language and its relationship with other languages of the world" (M. B. Uspensky, 2004, p. 55). The most important general didactic principles regulating the process of teaching a language are associated with linguistics as a basic science (...). The principle of scientific character assumes that students are provided with only those pieces of information about the language that are qualified as non-contradictory and are generally accepted, and that rules and applicable laws are presented in a form that corresponds to the current level of development of the science of language and speech.

At the same time, the principle of scientific character of a university language course can be unexpectedly shaken by disagreements between authoritative linguists that exist in assessing the systemic phenomena of language (...). It is believed that a more objective indicator of scientific character is the reliability of the interpretation of linguistic phenomena: rules and definitions, groupings and classifications, characteristics and cause-and-effect determinacy of phenomena must correspond to "...the facts of language, to what actually exists in the language and which therefore corresponds to the principle of scientific character of teaching. And vice versa, what is unreliable, what contradicts linguistic reality, does not correspond to it" (M. B. Uspensky, 2004, p. 57). (...different views on the form of address, pronoun, collective numerals, verb type, participle, adverbial participle, different approaches to classifying subordinate clauses of complex sentences; unanimity in classifying phonemes, polysemy and homonymy, word-formation type, simplification, derivation, in defining such parts of speech as a noun, adjective, verb, etc.).

The connection between linguistics and linguodidactics is even more obvious when implementing the principle of systematicity, since the language itself is a system of elements that are in certain relationships with each other and form its unity and integrity. The features of each component of the language are revealed when compared with another, opposed to it, component, and the features of linguistic phenomena themselves (phonetic, lexical, word-formation, grammatical) form dichotomous oppositions (...). If intralingual comparisons are inevitable and traditional for linguodidactics, then, as M. B. Uspensky notes, for the methodology of teaching a language, systemic comparisons with other languages are extremely rare. "However, if such comparisons are more global and targeted in lectures on the course of modern Russian, they will allow students to better understand its unique phenomenon... For this purpose, for each aspect of the Russian language, it is advisable to involve for comparison those languages that clearly contrast with the Russian language in terms of the systemic units of this aspect" (M. B. Uspensky, 2003, p. 62). (Phonology, accentology, morphemics, grammar ...).

The features of aspectual units of language are important for understanding their function in speech. The concept of "function" (purpose, role of a language unit in speech) underlies the principle of functionality, which is implemented in different ways in the practice of teaching a language. Firstly, when observing the functions of any language, which are: communication (communicative function) and accumulation of knowledge (accumulative), communication of information (informative) and influence on the interlocutor (pragmatic), etc.

Secondly, when observing the functions of language elements, realized in different ways, depending on their belonging to one or another aspect: functions of sound types in the Russian language (...); the uniqueness of Russian orthoepy (...); functions of morphemes, including service ones, their homonymy, synonymy, polysemy (...); functions of lexical and grammatical categories (...), groups of words belonging to the syntactic category of agreed (...), syntactic constructions (...), etc.

Thirdly, when observing the relationships "meaning and the form of its expression" and "form and its meaning" (semantics of simple sentences and the form of its expression; functions of one-part sentences, etc.).

Fourthly, when characterizing functional styles of speech (...).

The effectiveness of the language education process, the interaction of the teacher's activity and the student's activity, their movement from the goal to the result, is ensured by the implementation of an anthropocentric teaching strategy, which is aimed at developing the cognitive and non-cognitive spheres of the student's personality, and above all - his intellectual sphere.

Language teaching is the space that forms the student's personality due to the acquisition of knowledge, ideas about the world, ethical and aesthetic values of the people, recorded in the language, which occurs when learning the native language. Teaching a foreign language is carried out within the framework of the "dialogue of cultures": the native culture and the culture of the people - the carrier of the language being studied, as a result of which the integration of cultural and ideological values of different peoples occurs, which creates favorable conditions for intercultural communication. The success of the educational process depends on the quality of its

modeling, on the methods and technologies used, on the extent to which the student understands that the study of the language and the improvement of practical skills and abilities does not end upon completion of studies at an educational institution, but continues constantly in the process of further application of the acquired language and foreign language linguacultural experience.

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**Types of motivation and Factors contributing to lack of motivation in
Phraseological units**

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Annotation: the analysis of phraseological units in language, focusing on the essential features, lack of motivation, and criteria of idiomaticity. Language, in its myriad expressions, is an intricate tapestry woven from a mosaic of words, phrases, and idiomatic constructions. Among these linguistic building blocks, phraseological units stand as fundamental elements, encapsulating rich layers of meaning and cultural significance. Understanding the essential features and nuances of these PUs is a captivating journey into the heart of language.

Key words: phraseology idioms, expressions, collocations, figurative language, fixed phrases, lexical chunks, language patterns

Introduction: A word-group is lexically motivated if the combined of the group is deducible from the meanings of its components (red flower).The word-group "red

tape" is lexically non-motivated. In this word group the constituents do not synchronically possess the denotational meaning found in the same words in isolation. "Red flower" is motivated both lexically and structurally, whereas red tape is non-motivated either lexically or structurally. Words-groups are said to be structurally motivated if the meaning of the pattern is deducible from the order and arrangement of the member-words of the group. The meaning of the pattern "quality — substance" is deduced from the order and arrangement of the words "red" and "flower" in the word-group "red flower", whereas the identical pattern "red tape" cannot be interpreted as "quality- substance".

Main Part: The degree of motivation may be different. Between the extremes of complete motivation and lack of motivation there are innumerable intermediate cases. Completely or partially non-motivated word-groups are described as phraseological units or idioms. American and English dictionaries of idioms contain a wealth of pro-verbs, sayings, various lexical units of all kinds, but as a rule do not seek to lay down a reliable criterion of their classification. The first dictionary in which theoretical principles for the selection, of English phraseological units were elaborated was published in this country. Taking into account mainly the degree of idiomaticity (non-motivation) phraseological units may be classified into three big groups: phraseological fusions phraseological unities and phraseological collocations. This classification was suggested by Academician V.V. Vinogradov.

Phraseological fusions are completely non-motivated word-groups (red tape, kick the bucket). Phraseological unities are partially non-motivated as their meaning can usually be perceived through the metaphoric meaning of the whole phraseological unit (to show one's teeth, to wash one's dirty linen in public). The metaphoric meanings of these units suggest "to take a threatening tone" or "to discuss or make public one's quarrels". Phraseological collocations are motivated but they are made up of words possessing specific lexical valency which accounts for a certain degree of stability in such word-groups. In phraseological collocations variability of member-words is strictly limited. We can say "take a liking" but not "to take hatred". However, the classification by Vinogradov has been criticized. The criterion of idiomaticity (lack of

motivation) is found to be an inadequate guide in singling out phraseological units from other word-groups. Borderline cases between idiomatic and non-idiomatic word-groups are so numerous and confusing that the final decision seems to depend largely on one's "feeling of the language". The same word-groups are treated by some linguists as idiomatic phrases and by others as free word-groups. Academician Vinogradov investigated another essential feature of phraseological units, i.e. their stability. It is consequently assumed that unlike components of free word-groups, which may vary according to the needs of communication (to take a book, a pen, etc.), phraseological units are always reproduced as unchangeable collocations (red tape). The criterion of stability is also criticized as not very reliable in distinguishing phraseological units from other word-groups. We observe regular substitution of at least one of the lexical components. In "not to care a twopenny" "twopenny" may be replaced by a number of other nouns

Another angle from which the problem of phraseology is viewed is the so-called functional approach. This approach is suggested by Prof. A.I. Smirnitsky in his monograph. He assumes that phraseological units may be defined as specific word-groups functioning as word-equivalents. The fundamental features of phraseological units thus understood are their semantic and grammatical inseparability, which are regarded as distinguishing features of isolated words. The term "semantic inseparability" implies that the denotational meaning belongs to the word-group as a single semantically inseparable unit and not to the components of the phraseological unit (red tape). The term "grammatical inseparability" implies that the grammatical meaning or, to be more exact, the part-of-speech meaning of phraseological units is felt as belonging to the word-group as a whole irrespective of the part-of-speech meaning of the component words. Compare "take a book" and "take place". We observe that in the free word-group "take a book" the verb and the noun preserve the part-of-speech meaning proper to these words taken in isolation. In the phraseological unit "take place" the part-of-speech meaning belongs to the group as a single whole. "Take place" is grammatically equivalent to a verb. Grammatical inseparability of phraseological

units viewed as one of the aspects of idiomaticity enables us to regard them as grammatically equivalent to single words.

Thus A.I. Smirnitsky classifies phraseological units into noun equivalents (red tape), verb equivalents (to take care), (to break the news), adverb equivalents (in the long run), adjective equivalents (below the mark), etc.

Prof. A.I. Smirnitsky suggests three classes of stereotyped phrases:

1. traditional phrases whose meaning can be derived from the meaning of the component parts (to shrug one's shoulders);
2. phraseological combinations (to get up, to fall in love) whose metaphorical motivation is faded and
3. idioms — idiomatic (non-motivated) units which are imaginative, emotionally and stylistically coloured (to take the bull by the horns, that's where the shoe pinches, the cat is out of the bag). Unlike phraseological units, proverbs, sayings and quotations do not always function as word-equivalents. That is why the proponents of the functional criterion argue that proverbs and sayings lie outside the province of phraseology.

The criterion of function has also been subject to criticism. The main disputable points are as follows: 1) One and the same word-group may function in some sentences as an inseparable group (a word equivalent) and in others as a separable group with each component performing its own syntactic function. This seems largely to be accounted for by the structure of the sentence in which the word-group is used. For example, in the sentence "She took care of everything, "take care" is perceived as a single unit functioning as the predicate, whereas in the sentence "Great care was taken to keep the children happy" "take care" is undoubtedly separable into two components: the verb "take" functions as the predicate and the noun "care" — as the object. The functional unity of the word-group seems to be broken.

To conclude, in such word-groups as a small town the words town and small may be substituted for by a number of other nouns, e.g. room, audience, etc., the adjectives large big can replace "small" The substitution does not affect the meanings of the other member of the word group (small town, large town, small room). Unlike word-groups with variable members phraseological units allow of no substitution. In

the phraseological unit “small hours” – the early hours of the morning from 1 a.m. to 4 a.m. – there is no variable member as “small” denotes "early" only in collocation with “hours” A non-variable context is indicative of a specialised meaning of one of the member- words. It follows that specialised meaning and stability of lexical components are regarded as interdependent features of phraseological units.

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SPEECH GENRES OF PRAISE AND COMPLIMENT IN EVERYDAY COMMUNICATION

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Abstract: *The article is devoted to the investigation and analysis of praise and compliment as one of the essential genres of everyday communication. As learning English is considered to be one of the actual purposes of today's global civilization, there is a necessity to obtain knowledge on speech genres in pragmalinguistics. For that reason, in the article there are given major types and ways of expressing compliments and praise, at the same time there is a comparison between compliment and praise in English and their key features of usage while having conversations with native English interlocutors.*

Key words: *communication, compliment, praising, speech genre, sociolinguistics, interlocutors.*

1. Introduction.

Today, as a result of intensification of contacts of various kinds the study of both interpersonal and inter-cultural communication which aims at minimization of communication failures and the achievement of effective and harmonious communication has been in the focus of keen interest of linguists, psychologists, philosophers, specialists in communication and in related disciplines, because of its urgency and importance. Due to these facts it is undeniable that the issue of speech acts of compliment and praise which is going to be discussed in this paper are considered today as a **relevant** topic in sociolinguistics.

The object of our investigation is the speech act of a compliment and praise in everyday use. **The purpose of the research work** is to analyze the given speech acts thoroughly, from different aspects and in the light of modern theories and research tendencies, in particular, sociolinguistics, theory of communication, etc.

There are different reasons of making compliments. It is, first of all, a good means "to achieve the affection of the addressee and to establish the foundations of long-lasting and effective communication" (Sadokhin, 2010, p. 139). Compliments are made also because of courtesy. On the other hand, often compliments are made to receive a compliment in return: "You scratch my back and I'll scratch yours". In connection with the two-way character of a compliment F. Laroshfuko said: "As a rule, we praise other people just to hear words of praise addressed to ourselves". There are

also other reasons: "We sometimes extol the valour of one person to humiliate another person (Laroshfuko, 1990). Finally, among the intentions of compliment making flattery and personal advantage can be singled out.

From the point of view of the impact on the addressee and the value of words of compliments in general, it is worth mentioning that, first of all, compliments satisfy the most important psychological need of a person – the need of positive emotions and have also educational importance. Besides, the ability to notice positive qualities in other people helps us to reveal good features in ourselves.

2. The speech act of compliment

France (1992: 11-15) indicates that the word 'compliment' has its roots in the Italian *complimento*. *Complimento* refers to an action done on one hand by obligation and, on the other hand to "a sentiment of gratitude which comes from the heart and reflects the truth and sincerity of the soul". *Complimento*, in turn, is borrowed from the Spanish *complimiento* (which itself is derived from the Latin *Comolere*). Le Robert (1992), cited in France (1992: 44), sets the date at which 'compliment' was borrowed from the Italian as 1604.

Different definitions on the speech act of 'compliment' have been provided according to different viewpoints. Manes (1983:97) for example, defines it with reference to culture. 'Compliment' acts are similar to a window through which a society as a whole or an individual in particular can view what is valued by a relevant culture.

Cohen (1991:25) and Holmes (1994) use 'compliments' to function as socializing devices. "It is the most appropriate way of expressing solidarity".

Kasper and Schmidt (1996:446-448) provide, however, the following definition concerning the particular relation between the speaker and the hearer: (Whether it explicitly or implicitly attributes credit to the person addressed for her / his good (characteristic, skill, possession, etc.) is valued positively by the speaker and the hearer as a 'compliment' speech act).

1. *You have the best laugh.*
2. *You light up the room.*
3. *You have a great sense of humor.*

4. *You're like sunshine on a rainy day.*

It is generally agreed that the compliments occur in communication due to the following reasons:

1) Express admiration or approval of someone's work.

2) Confirm / maintain solidarity (Cohen (1991) and Holmes' (1994) definition).

3) Replace greeting / gratitude / apology / congratulation acts.

This function has further investigated in Manes and Wolfson's (1981) analysis of complimenting behaviour in American English. Their analysis shows that in such society, 'compliments' serve other functions than those stated before, they are used in greeting, thanking and apologizing or even as substitutes for them. Therefore, they suggest that "any contrastive study accordingly, must include the levels of both form and function".

4) Soften face-threatening acts such as 'apologies', 'requests' and 'criticisms'.

5) Open and sustain conversation.

6) Reinforce desired behaviour.

3. Types of compliments

There are different types of compliments: sincere and flattering, effective and ambiguous, appropriate and inappropriate, etc. In rhetoric there are several requirements to compliments. In this connection I. Gorelov and K. Sedov write: "Compliment is a "small form" of epideictic eloquence which goes back to the speech culture of Middle Ages, to the tradition of extolment by the knight of his beautiful lady. Compliment requires realized speech efforts from the speaker, it presupposes artistic and creative orientation in speech. It goes without saying that different language personalities follow different speech strategies in creating a compliment, and the choice of these strategies is determined by the types of individual styles of the speakers.

1) Complimenting Personal Traits

These compliments acknowledge different qualities the person exhibits.

1. *You have impeccable manners.*

2. *I like your style.*

2) Complimenting Intelligence, Creativity, and Resourcefulness

These compliments show that you appreciate the person's abilities.

1. *You're a smart cookie.*

2. *Your perspective is refreshing.*

3) Complimenting Accomplishments

It is often good to compliment a specific action or achievement.

1. *I am so proud of you, and I hope you are too!*

2. *You are making a difference.*

4) Complimenting Personal Relationships

These compliments focus on how the person relates to others.

1. *You're an awesome friend.*

2. *You're more helpful than you realize.*

There are some terms in language, which may share compliments', certain features, i.e. expressing approval or admiration, yet there are differences between them. One of these is 'praising'.

Lewandowska- Tomaszczyk (1989) states that to 'compliment' somebody means that you are giving, him, her personal positive evaluation either about his, her appearance, attire, physical shape or any thing related to that person. Praising, on the other hand, may not be directed to others. Thus, one praises his, her own home (country, army, ancestors, etc.).

Conclusion. The expressive-evaluative nature of colloquial speech used in everyday life sphere of communication, distinguishes it from a number of others in the aspect that interests us. Specific features to everyday dialogue, such as personification and focus on the exchange of thoughts and impressions, ease and informality, in general, accompany the emergence of numerous options evaluative genres, which significantly increases the research value material. In turn, the lack of codification of colloquial speech is significantly complicates the subject matter.

The genres of praise and compliment are related because they have general role structure, demonstrate a positive assessment of the object and, respectively, are included in one group of evaluative statement

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ЛЕКСИКО-ФРАЗЕОЛОГИЧЕСКАЯ РЕПРЕЗЕНТАЦИЯ КОНЦЕПТА 'СЧАСТЬЕ'/'БАКЫТ' В АНГЛИЙСКОМ И КЫРГЫЗСКОМ ЯЗЫКАХ

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Аннотация: В статье рассматриваются средства вербализации концепта "счастье" как универсальной и национально-специфической ментальной структуры в английском и кыргызском языках. Исследуется лексико-семантическое поле концепта "счастье" в изучаемых языках. Выявлены факты, свидетельствующие о высокой релевантности концепта. Приводятся грани восприятия исследуемого концепта и их место в определении концепта счастья для каждого человека.

Ключевые слова: Язык, концепт, лексико-семантическое поле, ядерная лексема, макроконцепт, грань.

Language is a reflection of a people's culture and national mentality. Every native speaker is also a carrier of culture. Therefore, the signs of language acquire the ability to fulfill the function of cultural signs and thus serve as a means of representing the basic attitudes of culture. In the current stage of development of scientific thinking, the main methodological change has been in the direction of humanitarian cognition. As far as linguistics is concerned, this methodological turn means a growing interest in language as a phenomenon of human culture. Language becomes "increasingly important as a guiding principle in scientific culture studies." [1]. Linguistics is divided into disciplines concerned with studying language in close connection with human consciousness and thought, culture, and the spiritual life of peoples. One of them is linguistic-cultural science (from Latin: lingua - language, cultura - culture, logos - science, teaching) as a scientific discipline of a synthetic nature, which considers culture and language as linguistic units.

It is known that concept has been the goal of philosophy, psychology, cognitive linguistics, linguistic and cultural studies, logic, psycholinguistic researches. The research is based on the specification of the essential concept of a particular culture and language, like any other science. The important cultural, linguistic concepts are

those which are peculiar to the heart of a certain nation. Or the concept which is manifested in the national behavior and psychological peculiarities of the nation.

The term 'concept' is one of the hot topics in modern cognitive linguistics and linguistic anthropology. It has attracted the attention of many researchers who are interested in the questions related to the structure and the properties of human thought. After analysing the various views on the nature of the notion, scientists arrived at certain findings: the notion is not a special type of abstract name, but a special way of looking at it, which unites all the knowledge and ideas accumulated by human beings [2]. The concept is based on the linguistic-cultural field of a hierarchical system of units with a common meaning. It reflects the system of relevant cultural concepts.

Following this trend, studying linguocultural issues is becoming more and more relevant. The specific logic peculiar to the speakers of this or that linguoculture can be revealed through the linguocultural approach to the study of the emotional sphere and its verbal representation.

In recent times, there has been an increase in the number of studies devoted to the study of concepts. We have chosen to analyse the cultural concept of 'happiness (bakyt)' in English and Kyrgyz. This concept is considered in terms of the analysis of lexical-phraseological fields of nuclear lexemes 'happiness / bakyt' from the perspective of comparative linguistics and translation [3].

It should be noted that a certain idea of happiness is one of the key ideas that organise the subject's life-world, which largely determines his perception of himself and his perception of objective reality. Certain idea of happiness is one of the key ideas that organise the life-world of the subject, largely determining his perception of himself and his perception of objective reality.

The term "happiness" is not just used to describe a positive evaluation of life. It is a measure, just as length or weight is a measure of more or less of something. When we say that a person is happy, we mean that he or she has a positive rather than a negative evaluation of his or her life. This term is only used to describe the state of mind of an individual and does not refer to a collective of people. So you can't say that a nation is happy. At best, the majority of their people think they are happy.

When someone has made a general judgement about the quality of their life, the concept of happiness is used. It involves intellectual activities. Evaluating past and future experiences and assessing the average quality of life is part of making a general judgement.

It is on the basis of these ideas about happiness that a person builds his world. It is impossible for people to live without some kind of judgement about the concept of happiness. The word 'happiness' (bakyt) sounds different in different languages. It has its own range of synonyms in each language. Happiness is a multi-dimensional integrative formation, which includes the intellectual, the general axiological and the emotional evaluation in the form of joy or satisfaction. These concepts have no discursive representation here, and it is assumed that the mental existence of abstract categories in everyday linguistic consciousness is predominantly intuitive. For example, In Russian, "happiness" is a nuclear lexeme. In English, the same is true. In English, the state of happiness can include such basic concepts as luck 'luck', joy 'joy', delight 'delight', bliss 'bliss', satisfaction 'satisfaction'. In Russian, the lexical and semantic field of the concept of "happiness" is broader. It is manifested in such concepts as "destiny", "luck", "happiness", "joy", "well-being", "the highest degree of happiness", "fun". There is a coincidence in concepts such as satisfaction, joy, destiny, fun, happiness in the general background of the lexico-semantic field of the concepts "happiness" and "luck" in both languages. In the course of the lexico-semantic analysis of this concept, the uniqueness of the nuclei of the words "happiness" in the English language and "happiness" in the Russian language was revealed. In them "happiness" is expressed by the feeling of joy and satisfaction [5].

The comparative feature of the synonym series of the studied lexical core of the term "happiness" is a number of words: bliss, blissfulness, content, satisfaction, contentment, gratification, gratification, relish, delight, delight, enjoyment, satisfaction, felicity, joy, joyfulness, jubilation, cheerfulness, cheerfulness, cheerfulness, cheerfulness, gladness, lightheartedness, exhilaration, elation, exuberance, highspiritedness, glee, ecstasy.

The concepts of 'bakyt' (happiness), 'bak' (luck) and 'success' in the Kyrgyz national worldview are granted by the Creator according to certain human actions and gifts. And this is the reason why a person would first ask the Creator for happiness, asking the Creator: "Bata berdim, bak tiledim" (blessing, wish for happiness), "Alla bersin zor bakyt, Allah Akbar!" ("Great happiness from Allah!"), "Bashynga bakyt togulsun" ("Be happy"), etc.

For the Kyrgyz, happiness is being healthy, being born into the white light, quenching thirst, helping others in need, loving, being happy and many other things. The Kyrgyz have a more realistic understanding of the concept of happiness. As a nomadic people, the Kyrgyz were constantly on the move. They lived in conditions that depended on the environment, the weather and other unforeseen circumstances. Many external factors determine the happiness of the Kyrgyz. That is why the Kirghiz had to become accustomed to all natural conditions and phenomena, to seize favourable opportunities, to enjoy and be happy despite everything. Happiness is associated with the simplest things - human life, love, gratitude and the beauty of the world around them - in the consciousness of the Kyrgyz people.

A study of how this concept is expressed in English and Kyrgyz ideologies suggests that both general and specific aspects of its perception can be observed, making it possible to consider this concept as a universal and national mental structure. "Happiness" is understood as a feeling of a person expressing satisfaction, so we may assume that "happiness", which is associated with emotions related to pleasure, is always considered as a feeling on a background of pleasure [6].

Nominees happiness and bakyt contain semantic elements like 'positive meaning', 'satisfaction with existence', 'condition', 'happiness', 'destiny' as common semantic elements.

On the basis of the above philosophical principles, we can define the fourth direction in the modern doctrine of happiness by considering the concept of "happiness" in close connection with ethnolinguistics, linguoculturology. This is the ethnolinguistics of happiness. The concept of "happiness" is an abstract one in

linguistics. Simultaneously, this concept exists in the languages of all peoples of the world. It is for this reason that this concept is recognised as a macro-concept.

The term "happiness/bakyt" therefore contains a certain system of universal and national values, so that it can be regarded as a fundamental component of the national picture of the world of the language in question.

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**Национально-культурная специфика фразеологических
единиц в гендерном аспекте (на примере русского, английского и
узбекского языков)**

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Аннотация: В данной работе исследуется национально-культурная специфика фразеологических единиц в гендерном аспекте на примере русского, английского и узбекского языков. Фразеологизмы играют важную роль в отображении культурных, социальных и гендерных стереотипов, существующих в обществе. Работа анализирует, как гендерные стереотипы проявляются в устойчивых выражениях в разных языках, выявляя особенности восприятия мужских и женских ролей в каждой культуре. В исследовании приводятся примеры фразеологизмов, которые иллюстрируют патриархальные, эмоциональные и социальные аспекты гендерных отношений.

Ключевые слова: Фразеологизмы, гендерные стереотипы, русская фразеология, английская фразеология, узбекская фразеология, национально-культурная специфика, гендерные роли.

Фразеологизмы — это важная часть любого языка, отображающая культурные и исторические особенности народа. Они представляют собой устойчивые выражения, которые не всегда можно перевести дословно на другой язык. Эти выражения часто отражают социальные и гендерные стереотипы, формирующие восприятие мужчин и женщин в обществе. Исследование гендерного аспекта фразеологических единиц важно для понимания культурных различий и стереотипов, а также эволюции языков. В данной работе рассмотрим фразеологизмы в русском, английском и узбекском языках, чтобы выявить национально-культурную специфику и гендерные особенности.

1. Фразеологизмы в русском языке: В русском языке гендерные фразеологизмы подчеркивают роли и обязанности мужчин и женщин, часто отражая патриархальные стереотипы.

"За мужем, как за каменной стеной"- выражает представление о муже как о сильной фигуре, обеспечивающей защиту и стабильность женщине. Подчеркивается роль мужчины как защитника.

"Тихая сапа" - этот фразеологизм описывает женщину, которая внешне спокойна и покорна, но может действовать скрытно и неожиданно. Он отражает недоверие к женскому поведению.

"Бабы слёзы — водой замываются"- этот фразеологизм выражает негативное отношение к женским слезам, намекая на то, что они несерьезны и легко забываются.

2. Фразеологизмы в английском языке: В английском языке фразеологизмы также содержат гендерные стереотипы, подчеркивающие социальные роли и ожидания от мужчин и женщин.

"The weaker sex"- тот фразеологизм обозначает женщин как "слабый пол", что отражает традиционные гендерные стереотипы о физической и эмоциональной слабости женщин по сравнению с мужчинами.

"Old maid"-этот фразеологизм относится к женщине, которая не вышла замуж, с негативным оттенком. Он подчеркивает культурное давление на женщин вступать в брак.

3. Фразеологизмы в узбекском языке В узбекской культуре гендерные фразеологизмы часто связаны с традиционными ролями мужчин и женщин, акцентируя важность семейных и общественных норм.

"Эр киши – уйнинг таянчи, аёл киши – уйнинг қишиги" (Мужчина — опора дома, женщина — песня дома) - тот фразеологизм выражает гендерное распределение ролей, где мужчина воспринимается как сильная фигура, а женщина — как источник счастья и уюта в доме.

"Хотиним болган учун тоғ қийдим, бошимга тош қийдим" (Женившись, надел корону, надел камень на голову)- в этом фразеологизме женитьба описывается как одновременно счастье (корона) и бремя (камень), что отражает амбивалентное отношение к семейным обязательствам.

"Аёл бошқарган уй – кулбача, эр бошқарган уй – сарай" (Дом, управляемый женщиной, — хижина, дом, управляемый мужчиной, — дворец)- этот фразеологизм подчеркивает представление о том, что мужчина должен быть лидером в семье, а если домом управляет женщина, это воспринимается как нечто негативное.

Изучение фразеологических единиц в гендерном аспекте позволяет выявить культурные различия и общие черты между разными языками. В русском, английском и узбекском языках мы видим, как гендерные стереотипы влияют на создание фразеологизмов и как эти выражения могут усиливать традиционные представления о мужских и женских ролях. Рассмотрим больше примеров для практического анализа.

"Мужик сказал — мужик сделал"- этот фразеологизм подчеркивает представление о мужчине как о человеке, который всегда держит слово. В нем выражен стереотип о том, что мужчина должен быть решительным и ответственным.

"Женщина за рулем — что обезьяна с гранатой" - отражает гендерное предвзятое отношение к женщинам-водителям, что создает негативный стереотип о женских навыках вождения.

"Gentleman's agreement" - этот фразеологизм подчеркивает мужскую ответственность и честность, утверждая, что джентльмен всегда сдерживает свои обещания.

"To wear the trousers" -означает, что кто-то доминирует в отношениях, чаще используется для женщин, чтобы показать, что они выполняют "мужскую" роль в семье или отношениях.

"Эркак бошқарган уй бахтли уй" (Дом, управляемый мужчиной, — счастливый дом) -фразеологизм подчеркивает идею, что мужчина должен быть главой семьи для того, чтобы дом был счастливым и благополучным.

"Кыз бола — нозик бола" (Девочка — нежное существо) - это выражение указывает на стереотип о женщине как на слабом, нежном существе, что отражает традиционные представления о роли женщин.

В русском языке фразеологизмы часто отражают стереотипы о слабости женщин и об их роли в семье. Женщина описывается как существо эмоциональное и зависимое от мужчин.

В английском языке фразеологизмы более нейтральны, но также присутствуют выражения, усиливающие традиционные гендерные роли. Мужчина часто представляется как лидер, а женщина — как поддержка.

В узбекском языке фразеологизмы подчеркивают патриархальные ценности, акцентируя внимание на важности мужского лидерства в семье и общественной жизни.

Фразеологизмы в русском, английском и узбекском языках ярко демонстрируют культурные и гендерные особенности каждого общества. Через устойчивые выражения мы видим, как в разных культурах воспринимаются роли мужчин и женщин. В русском языке подчеркиваются женская эмоциональность и зависимость, в английском — общественные ожидания и разделение ролей, а в узбекском языке акцент делается на традиционное патриархальное разделение функций в семье. Фразеологизмы не только отражают культурные нормы, но и могут сохранять стереотипы, влияя на общественное восприятие гендера.

Эти исследования важны для понимания того, как язык формирует и поддерживает социальные структуры и гендерные роли. Изучение фразеологизмов может также способствовать осознанию того, как можно изменить язык для более справедливого и равноправного отражения гендерных ролей в обществе.

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Prepositions in Russian and Their Functional Equivalents in English, Kyrgyz and Uzbek languages: A Comparative Analysis Based on Chingiz Aitmatov's

Novella "Jamila"

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Abstract: This article explores the use of prepositions in the Russian language and their functional equivalents in English, Kyrgyz, and Uzbek, based on examples from Chingiz Aitmatov's novella "Jamila." By examining how these linguistic elements are adapted across these languages, we aim to understand the differences in grammatical structures and cultural nuances that affect translation.

Keywords: linguistic and cultural differences, prepositions, specific cases, postpositions, grammatical features, case markers.

Prepositions are vital in expressing relationships between words and ideas in many languages. Their use, however, can differ significantly from one language to another. This study analyzes the use of prepositions in Russian, English, Kyrgyz, and Uzbek, using Aitmatov's "Jamila" as the source text. Our goal is to identify linguistic and cultural differences that influence how these elements are translated.

Russian prepositions are used to indicate relationships between words in terms of location, direction, time, cause, and more. They often require the use of specific cases (e.g., genitive, dative, accusative) to convey their full meaning. For instance, in the sentence "Он пошёл в дом" (He went into the house), the preposition "в" (into) governs the accusative case, indicating direction.

Unlike Russian, English prepositions do not rely on cases but rather on word order and syntactic rules. English often uses prepositions to express similar relationships, although the specific preposition used may vary. For example, the Russian preposition "в" can correspond to "in," "into," or "at" in English, depending on the context. In "Jamila," phrases like "в доме" might be translated as "in the house" or "at home," depending on the scene.

Uzbek, another Turkic language closely related to Kyrgyz, also relies on case markers and postpositions rather than prepositions. Like Kyrgyz, Uzbek uses suffixes to indicate relationships of location, time, and direction. The equivalent of the Russian "в доме" (in the house) in Uzbek would be "uyda," using the locative case marker "-da" to indicate the place. This similarity in structure to Kyrgyz highlights the shared grammatical features among Turkic languages. The Kyrgyz language, belonging to the Turkic language family, uses both postpositions and case endings to convey relationships between words. Unlike Russian, where prepositions precede nouns, Kyrgyz often places these grammatical markers after the noun. For example, the Russian phrase "в доме" (in the house) might be expressed in Kyrgyz as "үйдө" (üy'dö), with the locative case marker "-дө" indicating location.

In "Jamila," expressions of place highlight the differences and similarities between these languages. For example, the Russian phrase "на поле" (in the field) translates into English as "in the field," while in Kyrgyz it becomes "жайда" (jayda) and in Uzbek, it is "dalada" (in the field), with the locative case "-da" applied. Both Kyrgyz and Uzbek employ similar structures, relying on case markers rather than prepositions like in English and Russian. Temporal expressions in Russian, such as "в июле" (in July), are straightforward in English as "in July." However, in Kyrgyz, this would be "июлда" (iyulda), and in Uzbek, "iyulda," both using the locative case marker "-da."

The use of the same case marker in both Turkic languages emphasizes the grammatical cohesion between Kyrgyz and Uzbek in expressing time.

Russian prepositions often carry connotations that may not be directly translated into English, Kyrgyz, or Uzbek. For example, the Russian preposition "za" can mean "behind," "for," or "because of," depending on the context. In Kyrgyz and Uzbek, this meaning would usually be conveyed by a combination of case markers and specific postpositions, reflecting the unique ways these languages express relational concepts. Translating prepositions from Russian to English, Kyrgyz, and Uzbek poses significant challenges due to the structural differences between these languages. While Russian and English use standalone prepositions, Kyrgyz and Uzbek depend heavily on case endings and postpositions. Translators must consider not only grammatical accuracy but also cultural context to preserve the original meaning.

One notable feature in translation is how cultural context influences prepositional use. Russian prepositions often carry emotional and connotative meanings that may not be directly translatable into English or Kyrgyz. For example, the preposition "za" in Russian can mean "behind," "for," or "because of," depending on context, which requires careful interpretation in translation to preserve the nuance.

This comparative analysis of prepositions in Russian, English, and Kyrgyz, using Chingiz Aitmatov's "Jamila" as a case study, reveals the complexities involved in translating these linguistic elements. Prepositions serve as a window into the cultural and grammatical structures of a language, and their translation requires sensitivity to both linguistic form and cultural context. Understanding these differences enriches our appreciation of each language's unique way of expressing relationships between concepts.

Examples from "Jamila" and Their Equivalents in Russian and Uzbek

1. Prepositions of Place

Original text (Russian): "Она сидела на берегу реки."

Translation: "She was sitting on the riverbank."

Uzbek equivalent: "U daryo bo'yida o'tirardi."

In this Uzbek phrase, the postposition "bo'yida" is used to indicate location, which directly translates to "on the side of" or "at the bank of." Uzbek often uses postpositions like "bo'yida" with the noun to express spatial relations, while Russian uses the preposition "на" (on).

2. *Prepositions of Direction*

Original text (Russian): "Он пошёл к дому."

Translation: "He went towards the house."

Uzbek equivalent: "U uyga ketdi."

In this example Uzbek uses the directional suffix "-ga" attached to the noun "uy" (house) to indicate movement towards the house, in contrast to the Russian preposition "к" (towards). The use of suffixes in Uzbek effectively conveys the sense of direction without requiring a separate word like in Russian.

3. *Prepositions of Time*

Original text (Russian): "Они встретились в июле."

Translation: "They met in July."

Uzbek equivalent: "Ular iyulda uchrashishdi."

In Uzbek, the locative case marker "-da" is added to the month "iyul" to express the concept of time, similar to Russian's use of the preposition "в." This demonstrates how Uzbek relies on suffixes to express temporal relations.

4. *Prepositions Indicating Cause or Reason*

Original text (Russian): "Из-за дождя мы не смогли выйти."

Translation: "Because of the rain, we could not go out."

Uzbek equivalent: "Yomg'ir sababli biz chiqq olmadik."

Uzbek uses the word "sababli" (because of) to express the cause, similar to the Russian prepositional phrase "из-за." This highlights a more direct approach in Uzbek to indicating reasons, compared to the use of complex prepositions in Russian.

5. *Prepositions of Condition*

Original text (Russian): "При таких условиях невозможно работать."

Translation: "Under such conditions, it is impossible to work."

Uzbek equivalent: "Bunday sharoitlarda ishlash mumkin emas."

The Uzbek phrase "sharoitlarda" uses the locative suffix "-larda" to express the condition, in line with Russian's use of "при" (under/in such conditions). The similarity in the structural expression between the locative suffix and the Russian preposition demonstrates a common grammatical concept adapted in different ways.

Uzbek language relies heavily on suffixes like "-da," "-ga," and "-ning" to convey spatial, temporal, and possessive relationships, while Russian often uses distinct prepositions. This results in a more compact sentence structure in Uzbek. Russian tends to use a variety of prepositions to denote different shades of meaning, which can sometimes add complexity to the sentence. Uzbek, on the other hand, simplifies these relationships using consistent case markers, making it more predictable in terms of structure. While Russian primarily uses prepositions (which precede the noun), Uzbek often utilizes postpositions like "bo'yida" (at the side of), which follow the noun, aligning more closely with other Turkic languages.

This analysis demonstrates that while Russian and Uzbek share some grammatical concepts, their methods of expressing these relationships differ significantly, influenced by their respective linguistic structures. Understanding these differences is crucial for effective translation and accurate interpretation of Chingiz Aitmatov's novel "Jamila."

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WHY SHOULD WE STUDY SHAKESPEARE?

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Abstract

This paper is about the significance of studying Shakespeare in the 21st century. It gives the reasons why studying the great English poet still matters and why it is important to any student's education. The paper gives phrases and words that Shakespeare is said to have invented, many of which are commonly used today. It also touches upon various ethical dilemmas in Shakespeare's works and the reasons why Shakespeare is still relevant today.

Key words: William Shakespeare, relevant, contribution, Macbeth, the ethical dilemmas, The Merchant of Venice.

Why do we study Shakespeare in the 21st century? Why should Shakespeare be taught at all? William Shakespeare's plays are available in many languages and have been staged numerous times. His reputation rose in the nineteenth century, and during the twentieth century, scholarship movements embraced his works. Today, his works are still popular and studied at schools and universities. But why study Shakespeare in the 21st Century?

Studying Shakespeare is important because his works are rich and can enrich a reader's life in many ways. For instance, his works are rich in the English language and are a great source of learning. Not only did Shakespeare teach us about ourselves and humanity, but he also invented around 1,700 words and idioms that we still use in everyday English today. He often changed nouns into verbs, verbs into adjectives, connecting words together, and coming up with entirely original ones too.

William Shakespeare (1564-1616) was not only a prolific writer, but he is also said to have introduced thousands of words and phrases into the English language. However, it is commonly suggested that Shakespeare might not have invented certain words and phrases but rather his works are the first time these words were written down. Many scholars argue that the words and phrases attributed to Shakespeare were

probably spoken first. Nevertheless, Shakespeare was a master of the English language, demonstrating great wit.

Shakespeare contributed many words to the English vocabulary, which are still in use. Some common words that first appeared in his plays include: auspicious, baseless, barefaced, castigate, dexterously, multitudinous, and watchdog. Phrases like "It's Greek to me," "All that glitters is not gold," "Break the ice," "Clothes make the man," "A laughing stock," and "In a pickle" also originated from Shakespeare.

Shakespeare's works make one sensitive to the English language. Moreover, his works are challenging because they are not easy to understand, but once a person studies and comprehends them, there is a sense of accomplishment. The language is powerful, and through it, one experiences the power of drama.

Shakespearean works also address various ethical dilemmas, helping us become morally sensible by showing the consequences of making poor judgments in life. For instance, in the play "Hamlet," Shakespeare explores the theme of greed for power and shows how it can cause instability in a country: "or thinking by our late dear brother's death/our state to be disjoint and out of frame" (Shakespeare, 1.2.19-20). The play also addresses revenge and shows how obsession with it can lead to one's downfall. Through his plays, Shakespeare provided material for debating human conduct.

The plays offer excellent examples of how human beings should treat matters like power inheritance, showing that shortcuts to power lead to failure, as demonstrated in "Macbeth." Shakespeare's messages are still relevant today as they touch on issues such as power and its corrupting influence, especially on greedy individuals. He also delves into the difficulties people in power face when balancing their private and public lives and how they manipulate the masses for selfish interests.

Shakespeare's works explore issues like gender, sexuality, love, and war, providing insight into human relationships in society. Additionally, his plays contain wit and humor, making them entertaining while being educational. Therefore, Shakespeare's works help students develop a deeper literary appreciation.

His plays also open up our imaginations and encourage radical thinking. He addresses themes like the relationship between rulers and their subjects, giving us

insight into the minds of the characters in his plays and broadening our understanding of the human experience. For example, in "Macbeth," we see how Macbeth's conscience disturbs him after killing King Duncan, yet he ignores it and continues to commit more murders to protect his throne.

The author's dramas document the culture of the English society. For instance, "The Taming of the Shrew" shows that men were considered superior to women during the Elizabethan era but also illustrates that women held power in their own way. "The Merchant of Venice" shows the relationship between people of different religions, such as Christians and Jews, and highlights the importance of religion, as Shakespeare uses biblical allusions in many of his plays.

Modern-day dramas differ from Shakespeare's in that they rely heavily on visuals, while Shakespeare's dramas relied on words to convey messages. Moreover, Shakespearean heroes are often more aggressive than their modern counterparts, and Shakespeare stands in a class of his own in terms of literary significance.

Few people deny that Shakespeare is one of the most important writers in history – but why? Why does his name continue to resonate through the centuries? There are four primary reasons why Shakespeare is still relevant today:

1. Shakespeare's Themes

Many of Shakespeare's plays deal with big, universal themes such as life, love, death, and betrayal. These topics are relatable to people today, even though they are presented in the context of 16th-century England. For example, Hamlet's famous speech, "To be or not to be," grapples with death and the afterlife in the face of grief, which still resonates with modern audiences. Similarly, the love story of Romeo and Juliet is one that people today can sympathize with.

2. Shakespeare's Characters

The themes of Shakespeare's plays are universal, but the relatability of his characters is even more impressive. Modern audiences can easily see themselves reflected in Shakespeare's characters, even though they were written centuries ago. His characters are beloved, despised, and remembered for their relatability.

3. Shakespeare's Impact on Linguistics.

For those interested in learning the English language, Shakespeare is significant because of his contributions to its development. He coined new words and phrases still used today, such as “all of a sudden” and “the green-eyed monster.” His creativity in language has had a lasting impact on English.

4. Shakespeare's Impact on Theatre.

Acting in a Shakespeare play remains a career-defining moment for many actors today. The Globe Theatre, where his plays were performed, is still an iconic symbol of London's rich cultural history. Watching a Shakespeare play live on stage is a unique experience, and his works continue to be performed worldwide.

Shakespeare remains important because his characters teach us about ourselves. His plays reflect a deep understanding of human nature. Some argue that Shakespeare's time had a better grasp of the human condition than we do today. Shakespeare believed the purpose of theater was to “hold a mirror up to nature,” revealing the truth about humanity.

For instance, in "Macbeth," Shakespeare presents a man who transforms from good to evil, but he is not portrayed as a monster. Instead, Macbeth's descent into evil is relatable, showing that we, too, are capable of similar evils. This reflects the idea that the line between good and evil runs through the human heart.

Why are the works of a 17th-century playwright still translated into over 100 languages and performed 400 years later? The answer lies in Shakespeare's timeless and universal themes. Throughout history, humans have struggled with love, heartache, hatred, envy, passion, and joy. These themes are eternal and part of the human experience.

Shakespeare's works serve as a bridge between past and present, addressing themes that continue to resonate today, such as love, revenge, social expectations, corruption, and transformation. His works remind us that despite our societal progress, we remain fundamentally human. Shakespeare allows us to connect with the past while reflecting on our growth and change.

Students benefit from studying challenging material like Shakespeare's works. His stories inspire deep discussion and reflection on thought-provoking questions.

Moreover, completing a challenging literary work builds confidence and a sense of accomplishment. Shakespeare's symbolism, wordplay, and characters also continue to inspire contemporary writers to push creative boundaries.

The playwright's works have stood the test of time, and readers today still resonate with the universal messages in his plays. He is considered the foundation of English literature, and to truly understand English literature, one must study Shakespeare. His works remain timeless classics, offering profound insights into human nature, love, power, jealousy, betrayal, and the human condition.

So, Shakespeare is still relevant today because the topics he explored are never going away. His works are eternal because they speak to the core of the human experience, making him a vital part of our literary heritage.

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ИСПОЛЬЗОВАНИЕ РЕЧЕВЫХ ЭТИКЕТОВ В БЛАГОСЛОВЛЕНИИ И СОБОЛЕЗНОВАНИИ В АНГЛИЙСКОЙ И КЫРГЫЗСКОЙ ЛИНГВОКУЛЬТУРАХ

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Аннотация. В статье рассматривается использование некоторых речевых этикетов в благословлении и соболезновании в английской и кыргызской лингвокультурах. Даны общие и отличительные особенности речевых актов благословления и соболезнования в сопоставляемых языках.

Ключевые слова: лингвокультура, благословление, соболезнование, речевой этикет, ак бата.

В настоящее время английский язык увеличивает свое влияние с каждым днем во многих странах. Желющие выучить этот язык различаются по возрасту и профессии. Интерес к культуре англоязычных стран, желание стать переводчиком, бизнесменом растет у нынешней молодежи. После обретения независимости некоторые постсоветские страны стали уделять особое внимание изучению английского языка. Чтобы хорошо овладеть этим языком, очень важно познать природу упомянутых языков, их основные сходства, культуру речи. Для нас также важно рассмотреть этические формулы речевого этикета в кыргызском

и английском языках, их национальные особенности, широкое изучение речевой культуры трех вышесказанных народов ,а также изучить сходства и различия речевого этикета в этих языках.

Благословение. В английском языке существует три единицы со значением «благословлять», «благословение» – blessing, benediction, benison, – которые по своему значению соответствуют русской лексической единице благословения .Единица blessing имеет такие значения, как the act or words of one that blesses' (слова или действия благословляющего); 'approval, encouragement' (одобрение, ободрение), 'a thing conducive to happiness' (то, что дает счастье), 'grace' (благодать). Глагол bless («благословлять») означает 'to make (something or someone) holy by saying a special prayer' – 'освящать, посвящать', 'to ask God to care for and protect' – 'просить у Бога покровительства'. Он используется во фразах God bless, bless his / her heart, bless him / her для выражения благопожелания, поддержки. Вежливая формула God bless you используется как реакция на чихание партнера и соответствует русскому Будь здоров. Значение 'to provide (a person, place, etc.) with something good or desirable' – 'желать добра кому-либо'.

С древних времен кыргызы считали, что сила «Ак-Бата» очень велика, его мощь не может сравниться ни с чем. Поэтому нет кыргызского ребенка, который не был бы благословлен старшими, он будет расти с благословениями и пожеланиями, сначала когда его назовут, когда его положат в колыбель, когда он будет ездить на лошади, когда он впервые совершит подвиг и на протяжении всей своей жизни он будет благословлен старшими. Национальной спецификой кыргызского благословения «бата берүү» является то, что данный речевой акт осуществляется по любому поводу. Дети всегда получают благословления от родителей и прародителей , например, новобрачных благословляет мулла или другие родственники на свадьбе «алдыңарды мал бассын, артыңарды бала бассын!» (Пусть у нас будет много скота и детей!). По отношению к молодой невестке употребляется РА көшөгөң көгөрсүн! Ак жоолугун башынан түшпөсүн! (будь счастливой), очоктон от өчпөсүн!, кудай тилегениңерди берсин!. Также

данный речевой акт выполняется при рождении ребёнка и первых его шагах (тушоо той), обрезание (сүннөт), на празднике колыбели, (бешикке салуу). В результате этого РА тому человеку, кого благословили, якобы силой благословления открывается «зеленый путь» или он будет защищен от злых духов и болезней. Речевой акт «благословления» является конвенциональным и имеет целью пожелание долгой жизни: өмүрүң өссүн! Пусть будет жизнь твоя долгой!, жолуң шыдыр болсун, жолдошуң кыдыр болсун! «Тамакка бата кылуу» - ежедневный ритуал после еды может употребляться как контакто-завершающий, т.е. прощальный этап застолья, когда гости благодарят хозяев за угощения, гостеприемство и желают им всех благ: Дасторконго береке! «Ак дасторкон жакшылыкка жайылсын! Дасторконундан даам кетпесин! Дасторконуң бай болсун! Казаның, очогуң май болсун!

Речевой акт благословления заканчивается вербальным выражением «Оомийин!» и невербальным ладони перед лицом. Прагматической установкой данного речевого акта является то, что невербальный жест- раскрытые ладони перед лицом оказывает сильное воздействие на адресата и в обязательном порядке повторяется всеми присутствующими при этом. Чтобы данный речевой акт считался успешным, необходимо, чтобы это осуществил тот, который уполномочен сделать это, а именно, мулла или знаток Корана, чтобы приняли участие все, находящиеся в доме или мечети.

Соболезнование. Эта неприятная или даже можно сказать скорбная ситуация связана со смертью, гибелью, убийством и другими событиями, приносящими несчастье, горе. В таких случаях употребляется РА «Соболезнования». В английском языке самыми распространенными и типичным способом выражения сочувствия являются высказывания, которые сформировались достаточно давно и носят форму устоявшихся фраз: I sympathize with you. I feel for you. If you only knew how I feel for you. I'm so sorry for you! I'm sorry to hear of it, but, believe me, all will be well. Anything can happen. It's not your fault. You had nothing to do with it. You had nothing to do with it. Эти фразы наиболее популярны в простых бытовых ситуациях или при общении людей в неформальной обстановке. Как

правило, соболезнование уместно употреблять только как выражение сочувствия по поводу большого несчастья, горя. Чаще всего соболезнование стилистически и эмоционально более окрашено, употребляется только в официальной обстановке или в письменной форме: You have my sincerest/ most sincere /deepest/ most heartfelt sympathy. Accept my most heartfelt/ sincerest condolences. Let me express my deepest/sincerest sympathy. Please accept my condolences. May I express my condolences? May I present my condolences?

В ритуальной ситуации соболезнования в большей степени носит стереотипный и шаблонный характер. Соболезнование имеет определенные особенности, оно уместно в течение нескольких дней после смерти и, следовательно, утрачивает свою актуальность через несколько месяцев или лет после печального события. Многие соболезнования англичан говорят о том, что они принимали смерть личностей близко к сердцу и переживали как невосполнимую потерю. Отличительной особенностью английской культуры является любовь британцев к животным. Чай служит традиционным напитком англичан. По их мнению чай успокаивает и вселяет человеку заботу и теплоту. В связи с этим есть идиома, связанная с выражением сочувствия «tea and sympathy».

Речевой акт «Көңүл Айтуу» имеет огромное значение и играет важную роль в кыргызской культуре. По Акматалиеву көңүл айтуу: Аза күткөн, өтө капалуу адамдын кайгысын бөлүшүү, көңүлүн жубатуу. РА «Соболезнование» -көңүл айтуу в кыргызской лингвокультуре выражается в течение долгого времени: в день погребения (жайына коюу), через три дня үчүлүк), через семь дней (жетилик), через 40 дней (кырк ашы) и через год (аш). «Соболезнования - көңүл айтуу» зачастую выражается в форме ритуального плача «кошок» со стороны близких. Национально-культурной спецификой речевого этикета «соболезнования» в кыргызском языке является то, что данный речевой акт выражается в виде пожелания. Иллокутивной силой РА «соболезнование» является выражение своего участие в трагическом происшествии. Ср: «арты кайырлуу болсун», « жаткан жери жайлуу болсун», « топурагы торко болсун», « калган өмүрүн балдарга берсин», « ыйман жолдош болсун», «бейиштин төрүнөн

берсин», « жайы жаннатта болсун»! И побуждение к терпеливости и достойной выдержке случившегося горя: Кайрат кылыңыз! Кайрат кылгыла! Зачастую не требующих ответной реплики. Таким образом, прагматический потенциал РА «Соболезнование» в кыргызской лингвокультуре выше, чем в английской.

Рассмотрение речевых актов английского и кыргызского языков показывают, что имеются также речевые акты, являющиеся концептуальными лакунами в картине мира. Следует отметить, что концептуальная и языковая картина мира кыргызского человека разнообразнее, в отличие от английского, так как на них огромное влияние оказывают традиции и обычаи, вербальные и невербальные формы вежливости, являющиеся ключевыми элементами кыргызской лингвокультуры.

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**"Анимализация в фразеологии: сопоставительный анализ
культурных значений"**

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Аннотация. Рассматриваются русские и французские фразеологизмы с зоонимами в аспекте их антропоморфной семантики (внешние качества человека). Исследование актуально в связи с необходимостью сравнительного изучения национальных картин мира. Выявлены универсальные и национально-специфические признаки анималистической фразеологии. Во французском языке преобладает эстетический критерий (красота/уродство), в русском — физиологический и социальный (здоровье и благополучие), что связано с различиями менталитета. Универсальными признаками фразеологизмов являются аксиологизация и экспрессивно-оценочная функция.

Ключевые слова: русская фразеология, французская фразеология, зооним, контрастивная лингвистика, лингвокультурология.

Фразеология — одна из активно развивающихся областей лингвистики, изучающая устойчивые словосочетания, которые содержат в себе национальные ментальные стереотипы. Термин "фразеология" имеет два значения: как отдельная лингвистическая дисциплина и как совокупность фразеологизмов в языке. Выделение фразеологии из лексикологии и углубленное изучение её структурных и семантических особенностей началось более полувека назад, хотя первые наблюдения были сделаны в начале XX века. Большинство исследователей согласны с тем, что фразеологизмы — это сочетания слов, которые семантически преобразованы и теряют свои первоначальные значения.

Во Франции в XX веке фразеологию изучали А. Рей, П. Гиро, А.Ж. Греймас. Французская фразеология отличается нестрогим разделением свободных и связанных единиц, а также широким пониманием фразеологического объема. Французские исследователи отмечают такие признаки, как единство формы и значения, механизм метафоризации, семантические сдвиги и архаичность большинства фразем. Вклад А. Рея включает семантический перенос и немотивированность значений компонентов фразеологизмов. В России В.В. Виноградов в 1940-х гг. предложил типологию ФЕ, основанную на степени семантической и структурной связности их компонентов.

Важность сопоставительных исследований в фразеологии связана с постулатом Ф. де Соссюра о тождествах и различиях в языке. А.Д. Райхштейн развил этот постулат в контрастивном анализе русской и немецкой фразеологии, отмечая необходимость сопоставления для выявления формальных и смысловых связей. В филологии рубежа XX–XXI вв. антропологический поворот способствовал изучению не только универсальных характеристик фразеосистем, но и лингвокультурологических факторов, влияющих на развитие и функционирование фразеологизмов.

Изучение зоонимов в лексике и фразеологии в отечественной лингвистике началось в 1980–1990-х годах, акцентируя внимание на семантике и значении фразеологических единиц (ФЕ). В 2000–2010-х годах проводились исследования, посвященные контрастивному анализу зоонимов в разных языках, в частности работы С.М. Кравцова и Т.А. Шепиловой о французских ФЕ с зоонимами.

Интерес к зоонимам обусловлен их высокой фразеомообразовательной продуктивностью, связанной с широким диапазоном ассоциативных связей. Зоонимы являются важной лексической группой, способствующей созданию фразеологизмов и отражающей конкретно-чувственное познание мира, включая телесно-соматические, анималистические и ритуально-мифологические аспекты.

Антропоморфное содержание фразеологизмов можно классифицировать по репрезентации качеств человека. Как отмечает Т.А. Шепилова, семантическая структура зоонимов преимущественно антропоморфна [15, с. 11]. В дисциплинах, изучающих человека, выделяются три аспекта – тело, душа и дух, что позволяет рассматривать человека в единстве его биологических, моральных и духовных качеств [13, с. 1172]. На основе этих категорий фразеологизмы с зоонимами можно разделить на три группы: 1) внешние качества (восприятие через органы чувств); 2) внутренние качества (интеллектуальные, моральные и религиозные аспекты); 3) поведение человека (действия и поступки). Исследования часто сосредоточены на одном аспекте, например, на человеческих отношениях [4] или интеллектуальных характеристиках [16]. Однако антропоморфные качества с зоонимами не изучались специально. Наше исследование ново в выборе этого ракурса, что позволяет выявить как национальные, так и универсальные принципы организации антропоморфной семантики.

Приведем зоонимы, которые встречаются в составе фразеологизмов, характеризующих внешние качества человека.

Во французском языке в составе таких ФЕ были обнаружены следующие зоонимы (общее число, включая синонимические вариации одной ФЕ, – 26 единиц): – animal («животное»): *bel animal* «неотразимый красавец»; – *araignée* («паук»): *doigts araignée*, *pattes d'araignée* «костлявые, крючковатые пальцы»; – *biche* («козочка»), *bique* («коза»), *bouc* («козел»), *chèvre* («коза»): *ventre de biche* «светло-желтый, золотистый», *vieille bique* «старая карга», *il sent le bouc* «от него воняет», *voix de chèvre*, *voix chevrotante* «дребезжащий голос»; – *chat* («кот, кошка»): *chat coiffé* «образина; свинья в ермолке», *chat écorché* «замухрышка», *maigre comme un chat de gouttière* «тощий как драная кошка», *il a joué avec le chat* «он с кошкой поиграл (об исцарапанном человеке)»; – *chien* («собака»): *chien coiffé* «образина», *avoir du chien* «быть с изюминкой (о женщине)», *ressembler à un chien coiffé* «быть похожим на чучело гороховое»; – *coq* («петух»): *rouge comme un coq* «красный как петух»; – *écrevisse*, *homard* («рак»): *rouge comme une*

écrevisse / un homard «красный как рак»;– guenon («обезьяна, мартышка»): vieille guenon «старая уродина, образина»;– guêpe («оса»): avoir une taille de guêpe «иметь осиную талию»;– hareng («сельдь»): être sec comme un hareng saur «быть худым как щепка» (букв.: «быть худым как копченая сельдь»);– lapin, lièvre («заяц, кролик»): il sent le lapin «от него пахнет потом; от него несет козлом»;– mouton («баран»): frisé comme un mouton «курчавый как барашек»;– pou («вошь»): laid comme un pou «страшный как черт»;– vache («корова»): c'est la vache dans / au le couloir «очень крупный человек», queue de vache «рыжий цвет».

В русском языке набор зоонимов в составе ФЕ, обозначающих внешние качества человека, заметно меньше (10 единиц):– ворон, ворона: как вороново крыло;– гусь: гусиные лапки, гусиная кожа;– кошка: ободранная (драная) кошка;– лунь: как лунь седой / белый;– оса: осиная талия;– рак: красный как рак;– сельдь: тощий как сельдь.

Анималистические фразеологизмы во французском языке, описывающие внешность, чаще касаются красоты. Они могут быть как положительными (bel animal — «красавец»), так и отрицательными (chat coiffé — «образина», laid comme un pou — «страшный как черт»), при этом преобладают отрицательные: 3 с положительной оценкой, 8 — с нейтральной и 13 — с отрицательной. Экспрессивность французских фразеологизмов часто связывает непривлекательность с животными. Например, chat écorché («замухрышка») эквивалентен русскому выражению «ободранная кошка», хотя во французском акцент на красоте, а в русском — на здоровье.

Также важны фразеологизмы, связанные с цветом: rouge comme une écrevisse / un homard («красный как рак») аналогичны русскому «красный как рак». Французский петух (rouge comme un coq) ассоциируется с красным цветом, тогда как в русском — с золотым (петушок — золотой гребешок).

Анималистические фразеологизмы играют важную роль в описании внешности как во французском, так и в русском языках. В большинстве случаев они передают отрицательные характеристики, связывая непривлекательность с животными. Экспрессивность французских фразеологизмов акцентирует

внимание на красоте, в то время как русские выражения зачастую указывают на здоровье. Исследование выявило различия в восприятии животных и их связи с человеческими качествами, что подчёркивает культурные особенности двух языков.

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ИСПОЛЬЗОВАНИЕ РЕЧЕВЫХ ЭТИКЕТОВ В ПОЗДРАВЛЕНИИ И КОМПЛИМЕНТЕ В АНГЛИЙСКОЙ И КЫРГЫЗСКОЙ ЛИНГВОКУЛЬТУРАХ

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Аннотация. В статье определяются особенности некоторых речевых актов в английском и кыргызском языках. Интерес к данной теме обусловлен тем, что речевой акт поздравления и комплимента как один из видов экспрессивных речевых актов является основной составляющей этикетного речевого жанра поздравления, комплимента и обладает наибольшей частотностью употребления в ситуации праздника.

Ключевые слова: лингвокультура, поздравление, комплимент, речевой этикет, пожелание.

«Поздравление» - проявление вежливости, внимательного отношения к окружающим людям. Это возможность выразиться, эмоционально раскрепоститься. Этикет -совокупность правил поведения, касающаяся внешнего проявления отношения к людям, обхождения с окружающими, форм обращения и приветствия, поведения в общественных местах. Для нас наибольший интерес представляет речевой этикет в «поздравлениях». «Поздравление» живет в привычных формах общения между людьми, выработанных культурой. Будучи традицией, элементом социального и культурного наследия, ценностью, общественно установленной нормой поведения. «Поздравление» является универсальным «настройщиком» эмоционального фона.

Поздравление в английском языке. Поздравление/ Congratulation. Каждая страна отличается своими традициями и культурными особенностями, которые диктуют правила поведения в тех или иных ситуациях. В английском

языке существует определенный речевой этикет поздравлений. У англичан принято поздравлять друг друга с семейными, либо личными праздниками. При поздравлении можно использовать общепринятые фразы клише, которые подойдут для любого случая или же блеснуть знаниями более специфичных пожеланий, употребляемых по какому-либо конкретному поводу. В английском языке существует ряд общепринятых фраз и речевых оборотов, которые могут успешно использоваться в качестве поздравления с практически любым событием. Наиболее распространенным и применимым к любым ситуациям поздравлением является «Congratulations!» «Поздравляю!» или «Мои поздравления!». Так вы можете поздравить людей с бракосочетанием, рождением ребенка, сдачей экзамена, победой в соревновании, повышением по карьерной лестнице и с другими значимыми жизненными событиями. В разговорной речи можно встретить сокращенную форму данной фразы – «Congrats!» Одним из наиболее типичных оборотов в речевом этикете, который выражает поздравление, является «May I offer you my congratulations on/upon...», «May I congratulate you on/upon...» - «Разрешите поздравить вас с...». Менее официально звучит «My congratulations to you on/upon...» - «Мои поздравления с...». Также вы можете сказать «Please, accept my warmest/ most heartfelt/ best/ sincerest wishes!» - «Пожалуйста, примите мои самые теплые/ сердечные/ наилучшие/ наиболее искренние пожелания!» Данные выражения вы можете использовать как в неформальной речи, так и для поздравления зарубежных деловых партнеров или сотрудников международной компании. Выражение «I wish you happiness/ love/ success/ joy/ good health etc», что в переводе означает «Я желаю вам счастья/ удачи/ радости/ любви/ хорошего здоровья и т. д.» будет уместным для любого торжественного повода. Человеку, к которому вы обращаетесь, будет приятно услышать «With all my heart I wish you...» - «От всего сердца я желаю тебе...». В качестве продолжения фразы вы можете добавить искренние пожелания всего наилучшего. Сегодня многие знают, что поздравление с днем рождения на английском языке звучит, как

«Happy birthday!». Но существуют и другие фразы, позволяющие сделать приятно имениннику и пожелать ему всего наилучшего:

- Best wishes on your birthday! – Всего самого лучшего в твой (ваш) день рождения!
- Many happy returns of the day! – Поздравляю с днем рождения, долгих лет жизни!
- Keep smiling on your birthday. – Не прекращай улыбаться в свой день рождения.

Национально-культурной спецификой поздравления в кыргызской лингвокультуре после суверенитета Кыргызстана является -поздравление с религиозными праздниками Орозо айт Курман айт, Айт маарек болсун! Куш боон бек болсун! и рождением ребенка: Бешик боон бек болсун! Прагматическая цель поздравительных приветствий – вызвать положительную реакцию собеседника по отношению к говорящему, создать особую атмосферу вежливости, доброжелательности в процессе общения. Речевой акт поздравления и комплимента имеют ярко выраженную национальную специфику, которую следует учитывать в межкультурной коммуникации во избежание коммуникативных неудач. Следует отметить, что концептуальная и языковая картина мира кыргызского человека разнообразнее, в отличие от английского, так как на них огромное влияние оказывают традиции и обычаи, вербальные и невербальные формы вежливости, являющиеся ключевыми элементами кыргызской лингвокультуры.

Комплимент / Compliment. Изучая речевые акты мы часто замечаем, что комплименты становятся основной частью речевого этикета. Как форма речевого этикета комплимент используется в различных речевых ситуациях: во время встречи, прощания, поздравления и т.д. Подобные формы речевого общения национально обусловлены, обладают гендерными особенностями и вписываются в актуальные проблемы современной лингвистики. В английском языке комплимент широко распространен, а в кыргызском языке практически отсутствует. Нельзя отрицать, что комплименты должны существовать в каждом языке, они и есть, только использование их отличается.

У кыргызов есть свои нюансы при использовании комплиментов, т.к в кыргызском языке практически многие комплименты высказываются в косвенной форме, а не прямо, оберегая от сглазу того, к кому относится тот или иной комплимент. По своему содержанию комплимент представлен следующими разновидностями: комплимент–похвала; комплимент–лесть; комплимент–ирония; комплимент–насмешка; комплимент–благодарность; комплимент–поздравление; комплимент–приветствие; комплимент–прощание; комплимент–сочувствие; комплимент– просьба; комплимент– извинение. Комплимент является частью речевого этикета и обладает национальной и гендерной спецификой. Основным адресантом комплиментарного высказывания, например в русской лингвокультуре, является мужчина, в английской – женщина. В кыргызском языке может быть и мужчина, и женщина. Тематическая направленность комплимента в кыргызской и английской лингвокультурах имеет сходные черты: внутренние и внешние качества адресата, отношение адресанта к адресату, вещи, хобби, близкие люди адресата. Однако кыргызские комплименты более обобщенные, а английские более разнообразны и детализированы в перечисленных группах. Основные различия кыргызской лингвокультуры состоят в том, что в ней доминируют фразеологизмы (Садагам кетейин! Айланып кетейин! Алдына кетейин), а в русской уменьшительно-ласкательные слова (детка), используется большое количество вокативов (крошка моя, ангел). Для английской лингвокультуры характерно употребление противоположных по значению единиц (ужасно красивый – terribly beautiful, дьявольски красивая – devilishly beautiful). А похвала, в отличие от комплимента, выражает только эмоциональное или чувственное отношение к собеседнику. При совершении речевого акта лести отношения между коммуникантами могут быть противоречивыми: восхищение, зависть, неприязнь и даже злоба. Лстец, пытаясь скрыть свои корыстные цели и ввести в заблуждение говорящего, старается максимально приблизить лесть к искреннему комплименту. Если похвала выражает лишь позитивное отношение говорящего к собеседнику, лесть – притворное одобрение, то комплимент является более широким понятием: он

выражает общее отношение симпатии по отношению к адресату, предполагая положительное воздействие на него. Грань различия между комплиментом, с одной стороны, лестью и похвалой – с другой, довольно тонкая. Их дифференциация зависит от времени, места, социального положения и даже полового различия участников речевой ситуации комплимента».

А также комплимент выражается вербальными и невербальными средствами. Вербальные средства выражения комплимента имеют много общего в обеих лингвокультурах: эмотивные прилагательные, существительные, глаголы, имя адресата, междометия, вокативы, интенсификаторы, наречия-интенсификаторы, кванторные слова. Невербальные средства общения (жесты, смех, слезы) более употребительны для русской лингвокультуры, чем для английской. Основные различия состоят в том, что в русской лингвокультуре доминируют уменьшительно-ласкательные суффиксы (детка, дитюся), используется большое количество вокативов (крошка моя, ангел). Для английской лингвокультуры характерно употребление противоположных по значению единиц (ужасно красивый).

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**"МЕТАФОРА КАК ИНСТРУМЕНТ ВЫРАЗИТЕЛЬНОСТИ:
ПЕРЕВОДЧЕСКИЕ ПОДХОДЫ В РОМАНЕ Ф.С.ФИЦДЖЕРАЛЬДА
«ВЕЛИКИЙ ГЭТСБИ»**

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Аннотация: Данная работа посвящена анализу перевода метафор в произведении, основываясь на классификации переводческих трансформаций Комиссарова и определении метафоры как сжатого сравнения, основанного на переносе значений. Рассматриваются примеры метафор и их перевод на русский язык, акцентируя внимание на сохранении стилистических оттенков и иронии, заложенных в оригинале.

Ключевые слова: метафора, перевод, трансформации, ирония, сравнение, образность, эмоции

В литературном переводе метафоры играют ключевую роль, поскольку они обогащают текст образностью и эмоциональной нагрузкой. Однако передача этих образов в другом языке представляет собой сложную задачу, требующую внимательного подхода. В данной работе мы анализируем перевод метафор с

использованием классификации переводческих трансформаций, предложенной Комиссаровым, и определения метафоры как сжатого сравнения, основанного на сходстве объектов. Примеры метафор будут проиллюстрированы отрывками из текста, а также их переводами на русский язык. Мы начнем с анализа метафор в начале романа, где главный герой впервые сталкивается с домом Гэтсби.

Метафора — это сжатое сравнение, основанное на переносе значения одного объекта на другой по признаку сходства. Далее мы представим примеры отобранных метафор, их переводы и наш анализ. Начнем с метафоры в начале книги, где главный герой впервые видит дом Гэтсби.

The one on my right was *a colossal affair* by any standard – it was a factual imitation of some Hotel de Ville in Normandy, with a tower on one side, spanking new under a thin beard of raw ivy, and a marble swimming pool, and more than 40 acres of lawn and garden.

Особенно великолепна была вилла справа – точная копия какого-нибудь Hotel de Ville в Нормандии, с угловой башней, где новенькая кладка просвечивала сквозь редкую еще завесу плюща, с мраморным бассейном для плавания и садом в сорок с лишним акров земли. (Калашникова).

Одна из вилл – справа – была вызывающе роскошна: точная копия какого-нибудь нормандского Hotel de Ville с непременно угловой башней, с новенькой кирпичной кладкой, проглядывающей через жидковатую в начале сезона завесу плюща, с выложенным мрамором плавательным бассейном и более чем 40 акрами земли с роскошным садом. (Лавров).

Обе версии перевода заменяют метафору "a colossal affair" на конкретное слово "вилла", теряя метафоричность, но сохраняя стилистический оттенок "большой, огромный". В оригинале чувствуется ирония, связанная с размерами дома: зачем одному человеку такой огромный дом, если не для демонстрации богатства?

I think that voice *held* him most, with its fluctuating feverish warmth, because it couldn't be over dreamed – that voice was a deathless song.

Мне кажется, ее голос особенно притягивал его своей переменчивой, лихорадочной теплотой. Тут уж воображение ничего не могло преувеличить – бессмертная песня звучала в этом голосе. (Калашникова)

Он буквально утонул в мягких и теплых волнах ее обволакивающего голоса, который прямо-таки завораживал его, как пение Сирены. (Лавров)

Метафора выражена глаголом "held/притягивал/завораживал", и переводчики передали её с помощью смыслового развития.

At intervals she appeared suddenly at his side like *an angry diamond*, and *hissed*: "You promised!" into his ear.

Каждые пять минут она неожиданно вырастала сбоку от мужа и, сверкая, точно разгневанный бриллиант, шипела ему в ухо: "ты же обещал" (Калашникова).

Как бы светясь изнутри от возмущения, она возникала то справа, то слева от мужа искрящимся бриллиантом и грозно шипела ему в ухо: – Ты ж – же обещ – щал... (Лавров).

Автор описывает разгневанную жену гостя на вечеринке Гэтсби как "бриллиант", подчеркивая ее красоту, и сравнивает свистящий голос с алмазом, режущим стекло. Калашникова перевела метафору "angry diamond" дословно, а Лавров применил модуляцию. Оба переводчика перевели метафору "hissed" дословно.

The lights grow brighter as the earth *lurches away* from the sun and now the orchestra is playing *yellow cocktail music* and the opera of voices pitches a key higher.

Огни тем ярче, чем больше земля отворачивается от солнца, вот уже оркестр заиграл золотистую музыку под коктейли, и оперный хор голосов зазвучал тоном выше. (Калашникова)

Чем больше отворачивала изнуренная Земля свой лик от утомившего ее за день Светила, тем ярче разгорались разноцветные огни в саду – и вот уже ударили литавры, и невидимый в сумерках оркестр заиграл жизнерадостную коктейль – сюиту, а голоса оперных певцов зазвучали на тон выше. (Лавров)

Метафора "lurches away" создает эмоциональную интерпретацию событий и вводит читателя в атмосферу вечеринки, имея романтический характер. Переводчики использовали модуляцию, а Лавров также применил грамматическую замену, переведя "lurches away" в прошедшем времени. В метафоре "cocktail music", обозначающей популярный джаз 1920-х, оба переводчика восприняли "cocktail" как эпитет: Калашникова использовала описательный перевод, а Лавров — модуляцию. Слово "yellow" подчеркивает гламурность музыки.

Во второй половине романа, когда раскрывается любовь Гэтсби к Дэзи, меняется общее настроение, и автор выражает к герою симпатию. Используя развернутую метафору, автор подчеркивает, как мечта Гэтсби становилась все более привлекательной в его воображении.

He had waited five years and bought a mansion where he *dispensed starlight to casual moths* – so that he could "come over" some afternoon to a stranger's garden.

Он ждал пять лет, купил виллу, на сказочный блеск которой слетались тучи случайной мошкары, – и все только ради того, чтобы иметь возможность как-нибудь "зайти на часок" в чужой дом. (Калашникова)

Купил роскошную загородную виллу, куда, как мотыльки на огонек, слетались совершенно ненужные и незнакомые ему люди. (Лавров)

Переводчики применили смысловое развитие для передачи метафоры "dispensed star light to casual moths". В переводе Лаврова ирония менее выражена по сравнению с версией Калашниковой.

Следующие два примера отражают настроение Гэтсби перед встречей с Дэзи: его волнение, смятение и страх перед ответом на вопрос о её чувствах. Автор также выражает сочувствие герою, ожидая, как развернутся события, что создает атмосферу волнения и сопереживания, а не иронии

At first, I thought it was another party, a *wild rout* that had resolved itself into "hide-and-seek" or "sardines-in-the-box" with all the house thrown open to the game.

Сперва я решил, что происходит очередное собрание и разгулявшиеся гости, затеяв игру в прятки или в "море волнуется", распространились по всем этажам. (Калашникова)

Вначале я решил было, что это очередная вечеринка, а подгулявшие гости играют в прятки и разбрелись по всему дому. (Лавров)

Оба переводчика опускают "wild" в метафоре "wild rout", а "rout" переводят с помощью смыслового развития.

Only wind in the trees, which blew the wires and made the lights go off and on again as it the *house had winked into the darkness*.

Только ветер гудел в проводах, и огни то меркли, то снова вспыхивали, как будто дом подмигивал ночи. (Калашникова)

Лишь ветер свистел в проводах – раскачивал их, словно баюкал, – и тогда огоньки гасли, чтобы через мгновение вспыхнуть опять, как будто дом подмигивал кому-то в темноте. (Лавров)

"House had winked into the darkness" – тут переводчики использовали дословный перевод, Лавровым вдобавок было использовано добавление.

Таким образом, анализ перевода метафор в произведении показал, что переводчики применяют различные стратегии, чтобы передать не только смысл, но и стилистические особенности оригинала. Несмотря на некоторые потери в метафоричности, переводы сохраняют общую атмосферу и иронию, присущую тексту. Исследование показало, что грамотное использование переводческих трансформаций позволяет передавать сложные образы и эмоции, обеспечивая тем самым глубокое понимание текста для читателя.

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"Зооморфизмы в фразеологии: происхождение, символизм и национально-культурная специфика"

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Аннотация: В данной работе рассматриваются зооморфизмы — устойчивые выражения с названиями животных, которые отражают человеческие качества на основе наблюдений за их поведением. Исследуется, как такие выражения формируются и используются в речи, а также различия в их эмоциональной окраске в русском и французском языках. Особое внимание уделяется символике животных в мифах и повседневной жизни, а также проблемам перевода зооморфизмов.

Ключевые слова: фразеологическая единица, фразеологизм, зооморфизм, символ, значение, информация, образ, язык, прототип, заимствование, воображение, наблюдение, тотемизм, коннотация, калькирование, метафора, реметафоризация, деметафоризация, модуляция.

Фразеологизмы различны по своему происхождению. Есть исконные и заимствованные. В русской фразеологии есть целые группы таких слов - символов. Слова-символы начались с символизации окружающих человека вещей, предметов и явлений. Наиболее наглядно это происходило в символизации животных. Наблюдая за животными люди стали видеть в них человеческие качества. Одним животным приписывалась трусость (зайцу),

другим - жадность (волку), третьим - хитрость (лисе). Постепенно животные стали символическими носителями человеческих качеств. Фразеологизмы содержащие названия животных (зооморфизмы) позволяют не просто познакомиться с каждым животным, но и перенять мудрость предков, нажитую веками взаимодействия человека и природы, наблюдения наших предков за животными.

Зооморфизмы - это устойчивые словосочетания, содержащие прямое наименование животного.

Зооморфизмы всегда имеют переносное значение «человек».

Зооморфизм несет в себе оценку действий или поведения человека.

Животные всегда окружали человека, и мир наполнен различными птицами, зверями и другими представителями фауны. Они не только составляют часть нашей жизни, но и активно влияют на наши эмоции. С древних времен люди приписывали животным качества, свойственные человеку, на основе наблюдений за их поведением. Например, заяц, прячущийся в кустах от опасности, стал символом трусости. Люди заметили, что трусливый человек напоминает зайца, что привело к появлению фразеологизма «Труслив, как заяц».

Некоторые зооморфизмы возникали под влиянием мифов и заблуждений о животных. Например, фразеологизм «Лить крокодиловы слезы» появился из представления о том, что крокодил плачет, съедая жертву, и употребляется, когда хотят подчеркнуть неискренность человека. Животным приписывались различные качества: трусость — зайцу, жадность — волку, хитрость — лисе. Постепенно животные стали символами человеческих качеств. Например, петух для древних славян был символом бога Перуна и домашнего очага, что отражает выражения, такие как «красный петух» и «пускать красного петуха».

Наши предки верили в родство между людьми и животными, выбирая "родственника" в качестве тотема, которого нельзя было убивать или есть. Тотемизм был распространен у многих народов и сохранился в религиях. Домашние животные, помогавшие человеку в труде и обеспечивавшие пропитание, не всегда получали справедливую оценку. Люди приписывали им

свои человеческие качества, чаще негативные, и животные становились носителями этих характеристик.

Это началось давно, например, с козла отпущения у древних евреев, когда раз в год приносили жертву, чтобы снять грехи. На козла возлагали руки, символизируя перенесение грехов, а затем его прогоняли в пустыню. Славяне считали козла представителем нечистой силы из-за его рогов и запаха, держали его на конюшне, чтобы отпугивать злых духов. Это отразилось во фразеологизме "служить за козла на конюшне" — «бездельничать». При переводе фразеологизма "enfermer le loup dans la bergerie" ("закрыть волка в овчарне") используется другой зооним — козел. Таким образом, можно говорить о метафорической дифференциации. При этом в переводе фразеологизм не сохраняет «кровожадную» коннотацию. Французские фразеологизмы чаще более эмоциональны и не являются нейтральными по сравнению с русскими эквивалентами.

Фраза "Avoir la gosier d'un rossignol" (иметь голос соловья) переводится на русский через калькирование и реметафоризацию, сохраняя совпадение образов и культурные особенности. Соотношения "плохой - хороший" условны; более достоверная информация показывает, что в зооморфизмах чаще всего встречаются названия "кошка", "собака" и "корова".

Фразеологизм "être gourmand comme un chat" (быть сладкоежкой как кошка) не может быть метафорически переведен на русский, так как здесь нет животного, символизирующего любовь к сладкому. Во французском языке гастрономические коннотации часто ассоциируются с животными. При переводе опускается сравнительный перевод, и используется модуляция, акцентируя характерную черту, вместо конкретного животного. Хотя медведь в русском также ассоциируется с любовью к сладкому, его использование было бы грубее, чем в оригинале. Сравнивая маленького кота и большого медведя, более естественно называть сладкоежкой именно кота, поэтому применяется деметафоризация.

Потеря образности наблюдается и в переводе "parler français comme une vache espagnole" (говорить по-французски как испанская корова), что указывает

на плохое владение французским языком. Корова здесь может не иметь отношения к смыслу: "vache" — это видоизмененное "vasces" (гасконец, баск), которые плохо говорили по-французски. Другая гипотеза связывает слово с "basse", означающим "служанка", так как большинство служанок в 1640 году были испанками или португалками и не владели французским. Однако слово "basse" использовалось редко, что ставит под сомнение эту версию.

В оценочной составляющей зооморфизмов выделяются две категории: положительная и отрицательная. Большинство из них имеют негативный оттенок, побуждая людей изменить поведение через сравнение с дикими животными. Положительные выражения, как связанные с собаками, редки; многие акцентируют на негативных качествах, таких как "собачья жизнь" или "как собак нерезаных". При переводе "querelle de chien" (ссора по-собачьи) образность теряется, а вложенная семантика отражается в прилагательном "жестокая".

Таким образом, фразеологизмы, основанные на зооморфизмах, отражают связь между человеком и животными, наделяя их человеческими качествами. Они делятся на исконные и заимствованные и могут иметь как положительную, так и отрицательную оценку, с преобладанием негативного оттенка. Выражения с использованием зооморфизма демонстрируют культурные и языковые особенности, сохраняя ценности и традиции, а также помогают понять восприятие животных в различных культурах.

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Gender Representation in Proverbs: A Linguocognitive Approach to Value-Oriented Modeling in Contemporary Linguistics and Literary Studies

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Abstract: This article explores gender representation in proverbs through a linguocognitive lens, emphasizing how these concise expressions encapsulate cultural, social, and moral values. By analyzing proverbs from English, Russian, Kyrgyz, and Uzbek languages, the study reveals the persistence of gender stereotypes and their influence on societal perceptions of gender roles. It highlights the traditional portrayal of women as supportive figures and men as active leaders, while also recognizing more complex representations that reflect evolving gender dynamics. The findings underscore the importance of understanding language as a reflection of social norms, suggesting that proverbs both mirror and shape the values of a society. Ultimately, this research advocates for the ongoing examination of gender stereotypes in language to foster a more equitable society.

Keywords: gender representation, proverbs, linguocognitive approach, cultural norms, gender stereotypes, comparative analysis, language and society

Proverbs are concise expressions of folk wisdom that reflect the cultural, social, and moral norms of various societies. They convey information about values, beliefs, and gender stereotypes present in a specific culture. Gender representations in proverbs become an important object of study in linguocognitive science, as they demonstrate how language shapes and supports stereotypical roles for men and women.

Gender stereotypes embedded in proverbs can influence individual behavior and societal perceptions, shaping what is considered "normal" or "acceptable" for each gender. For example, in some cultures, the role of men as providers is emphasized, while women are mainly seen as caretakers of the home. In other cultures, more egalitarian views on gender roles may prevail; however, even in such societies, proverbs often reinforce traditional stereotypes.

The aim of this article is to conduct a linguocognitive analysis of the value component of paremic semantics in proverbs, using examples from English, Russian, Kyrgyz, and Uzbek languages. We will analyze how gender representations are reflected in these proverbs and compare them to identify commonalities and unique features.

"Behind every great man, there is a great woman." This proverb emphasizes the support women provide in the successes of men, yet it implies that they occupy a secondary role. It reflects the idea that a man's success often relies on a woman, but does not highlight her achievements.

"A woman's place is in the home." This stereotypical view presents the primary role of women as homemakers. It reinforces the notion that women's public engagement is secondary.

"Boys will be boys." **Description:** This phrase justifies undesirable behavior in boys, highlighting gender stereotypes related to masculinity. It suggests that certain actions are deemed normal for boys, which may reduce accountability for their behavior.

"The hand that rocks the cradle rules the world." This proverb points to women's influence through motherhood, although within the context of traditional roles. It emphasizes that raising children is an important task that shapes the future of society.

"За каждым успешным мужчиной стоит женщина." Similar to the English proverb, it emphasizes the support women provide, albeit with an implication of their secondary position. It invites reflection on how women often remain in the shadows.

"Женщина — это берегиня домашнего очага." This expression reflects the traditional view of women as guardians of family values. It suggests that a woman's primary role is to care for the home and family.

"Мужик — мужик, а баба — баба." This saying emphasizes traditional gender roles, asserting that men and women have different functions. It reflects entrenched ideas about what each gender should fulfill as their "natural" duties.

"Не рой другому яму — сам в неё попадёшь." Although this proverb does not exclusively relate to gender aspects, its usage can reflect social stereotypes. It can be used in a gender context to underline the importance of mutual support.

"Ар бир эркектин аркасы, алтыным." This expression emphasizes the support women give to men, indicating that their role is important but not very visible.

"Эркек калып, аял карап." It implies that men should lead while women follow, reflecting a traditional understanding of gender roles.

"Жакшы аял — жакшы үй." This saying reflects the belief that the home and family depend on women. It highlights the value of women's contribution to family life.

"Эркек эч нерсени жоготпойт." It indicates confidence in masculinity, emphasizing stereotypes that men should be strong and independent.

"Har bir kuchli erkakning ortida kuchli ayol turadi." Similar to the English.

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TILSHUNOSLIKDA KOMBINATORIKA TUSHUNCHASINING BAZAVIY TAMOYIL VA TURLARI

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ANNOTATSIYA

Mazkur maqolada tilshunoslikda kombinatorika tushunchasining bazaviy tamoyil va turlari haqida soʻz boradi. Kombinatorika – soʻzlarning leksik maʼnolari asosida mustaqil soʻzlarning boshqa bir mustaqil soʻzlar bilan birika olish imkoniyati boʻlsa, bu oʻzaro sintaktik aloqalar doirasida mustaqil soʻzning boshqa bir mustaqil soʻzlar bilan birika olish imkoniyatlarining nutqda konkret shaklda realizatsiya qilinishi yoki qoʻllanilishidir. Kombinatorika bir vaqtning oʻzida birikuvchi soʻzlarning ham leksik, ham grammatik semantikalariga tayanadi.

Kalit soʻzlar: kombinatorika, nutq dixotomiyasi, leksik maʼno, grammatik semantika, klassema, kesishuvchi semalar, takrorlanuvchi semalar, sintaktik aloqa.

Kombinatorika terminini til va nutq dixotomiyasining hisobga olgan holda talqin qilish va shu asosda kombinatorikani til va nutq kombinatorikasi deb nomlash a muvofiqdir. Kombinatorika – soʻzlarning leksik maʼnolari asosida mustaqil soʻzlarning boshqa bir mustaqil soʻzlar bilan birika olish imkoniyati boʻlsa, bu oʻzaro sintaktik aloqalar doirasida mustaqil soʻzning boshqa bir mustaqil soʻzlar bilan birika olish imkoniyatlarining nutqda konkret shaklda realizatsiya qilinishi yoki qoʻllanilishidir. Kombinatorika bir vaqtning oʻzida birikuvchi soʻzlarning ham leksik, ham grammatik semantikalariga tayanadi. Hokim yoki biriktiruvchi birliklar umumiy semalarga ega

bo'ladi va ular quyidagi atamalarga ega: klassemalar, kesishuvchi semalar, takrorlanuvchi semalar va xakozo.

Sintaktik aloqaning semantika bilan munosabati yo'q: u birikuvchi elementlarning bir-biriga nisbatan maqomini va ularning xokim tobeligini ko'rsatadi²³. Aloqaning uchta turi mavjud: bir tomonlama tobe kombinatorika (cold water), ikki tomonlama tobe kombinatorika (Mother being ill...) va teng biriktiruvchi kombinatorika (Ann and Mary). Ega va kesim bir-biriga tobe bo'lgan kombinatorika sifatida ko'zga tashlanadi.

Sintaktik kombinatorika o'zaro bog'langan birliklar o'rtasidagi semantik aloqani aks ettiradi²⁴. Sintaktik kombinatorikalar miqdori bir necha o'nliklardan iborat bo'lishi mumkin, hozirgacha ularning aniq miqdori aniqlangan emas. Sintaktik kombinatorika ko'pgina qismi fe'l bilan bog'liq.

Til insonni bilim olishida katta rol o'ynaydi. Til tufayli insonning birinchi bilimlari bu - so'zdir. So'zda denotat (referent) ning oddiy, ammo muhim belgilari aks etadi. Bu belgilar denotatni boshqa denotatlardan ajratib turadi. Bu belgilar izohli lug'atlarda beriladi, an'anaviy tilshunoslikda uni sema deb ataydilar. Kognitiv tilshunoslikda-kognitiv belgilar deb nomlanadi va ular bilim kvantlari hisoblanadi. Inson so'zni uning ma'nosi bilan yod olib, denotat haqida minimal bilimga ega bo'ladi. Konkret mustaqil so'z o'z ma'nosi bilan dunyoning lisoniy tasvirinig bir qismi sifatida yuzaga chiqadi.

Ta'kidlash joyizki, til leksik tarkibida mavjud bo'lgan bilimlar inson uchun yetarli emas, chunki so'z kommunikativ birlik emas, balki nominative birlikdir.

Til orqali beriladigan bilimlar asosan minimal kommunikativ birlik – gap va maksimal kommunikativ birlik – matn orqali beriladi, olinadi, saqlab qolinadi va inson tomonidan yetkazib beriladi.

Dunyoning lisoniy tasvirini yaratishda grammatikaning ham roli bor, ammo grammatik birliklar roli har xildir. Yuqorida ta'kidlanganidek, ko'pgina so'z turkumlari

1. Chomsky, Noam. Syntactic Structures. The Hague: Mouton.1957.

2. Harris, Zellig S. Methods in Structural Linguistics. Chicago: The University of Chicago Press.1951.

tashqi borliq dunyodagi narsa hodisalarni va ularning tildagi voqelanish, reprezentatsiyalanish belgilarini, xususiyatlarini aks ettiradi.

Substansiya doim harakatdadir, tilde esa u otlar bilan, harakatlar esa fe'llar bilan ifodalanadi. Demak kombinatorika substansiya bilan uning harakatini tilda aks ettirish bilan ahamiyatlidir. Bu in'ikos kombinatorikaning asosiy vazifasidir. Fe'l morfologik kategoriyalarining bir qismi, real yuzaga keladigan, ya'ni obyektiv belgilarni ifodalaydi, boshqa kategoriyalar esa inson kommunikativ jarayoni tili bilan bog'liq tushunchalarni ifodalaydi, ammo tashqi dunyoni aks ettirmaydi. Ingliz tili fe'llarining 6 ta morfologik kategoriyalaridan faqat 5 tasi tashqi dunyoni aks ettiradi (zamon, aspekt, son, nisbat va shaxs kategoriyalari) qolgan 1 ta kategoriya (mayl) inson kommunikativ jarayoni bilan bog'liq mental (aqliy) hodisalarni aks ettiradi²⁵.

Gap uch qatlamdan – sintaktik (gap bo'laklari), semantik va propozitsional kommunikativ qatlamlardan iborat bo'ladi.

Sintaktik qatlam ega, kesim, to'ldiruvchi, aniqllovchi va hollardan iborat bo'ladi, agar hollarning ba'zi tiplarini hisobga olmaganda ularning barchasi tashqi dunyoni aks ettiradi.

Gapning semantik qatlami semantik rollar deb ataluvchi agens, patsiyens, benefaktiv, rezultativ, instrument, usul, lokalis va boshqalardan iborat bo'ladi. Semantik rollar tashqi dunyodagi narsalarning denotati bo'lgan tushunchalardir²⁶. Gapning nominativ funksiyasi (voqeaning nomi) freym deb nomlanuvchi ma'lum semantik rollar yig'indisidan tashkil topgan semantik struktura bilan amalga oshadi. Voqealarni va uning qismlarini aks ettirish jarayonida har xil semantik rollar tarzida so'z shakllari "yarliq"lar bo'lib foydalaniladi.

Gapning kommunikativ qatlami tema va remadan tashkil topadi, u tashqi dunyoni aks ettirmaydi. Tema - rema strukturasi so'zlovchining subyektiv munosabatini bildiradi, bu jarayonda tinglovchi uchun informatsiyaning qaysi bo'limi

3. Apresyan, Yuriy D. Lexical Semantics: Synonymic Means of the Language. Moscow, Nauka.1974.

4. Тер-Минасова, Светлана Г. Синтагматика речи: онтология и эвристика: (Общая и английская синтагматика составных номинативных групп). М.: Изд-во МГУ. 1980.

yangi xabar ekanligi nuqtai nazaridan gap strukturasi hosil qilinadi. Bundan shunday xulosaga kelish mumkinki, gapning tema – rema strukturasi kognitiv tilshunoslik va kognitologiya uchun kata qiziqish uyg'otadi, chunki unda til vositasida ko'p bilimlar olish imkoni yuzaga chiqadi.

Gap komponentlari dunyodagi real voqealarni aks ettiradi. Ammo ko'pgina bog'lovchi vositalar (**and, but, or** va b.) ushbu voqealar orasidagi real munosabatni aks ettirmaydi. Bunday holat agar ba'zi tobe gaplarni hisobga olmaganda, ergashgan qo'shma gaplarda ham uchraydi.

Valentlik kombinatorikaning bir turi bo'lib u so'zlarning boshqa so'zlarga biriktirib olish qobiliyatini (imkoniyatini) bildiradi. Ko'p valentli harakat fe'llarining bir turi sifatida ikki valentli fe'llar oraliq fe'llar bo'lib, ular ikki obligator aktantlar (yo'ldoshlar) uchun pozitsiya yaratadi. Ularning biri ega, boshqasi – vositasiz to'ldiruvchi.

Ingliz tili gaplarida o'timli fe'llardan keyin vositasiz to'ldiruvchi vazifasida keluvchi otlar, olmoshlar yoki substantive so'zlar keladi, ular harakat yo'nalgan predmetlarni bildiradi: Mr. Brown answered **the question**; David was drawing **a picture**.

Bir valentli fe'llarda bir nechta uyushgan egalar (**Mike, Ann and Bob** came at 10 o'clock) kelishi mumkin, ammo bu bilan fe'lning maqomi o'zgarmaydi: u bir valentli bo'lib qolaveradi. Bir valentli fe'llarga agens bir vaqtning o'zida patsiyens bo'lgan fe'llar ham kiradi (David **washed**), ammo agens bir vaqtning o'zida instrument bo'lgan fe'llarni (The knife doesn't **cut**) ko'p valentli deb hisoblash haqiqatga yaqindir.

Bizning fikrimizcha, bir valentli fe'llarga **to rain, to snow, to drizzle** kabi egani talab qiluvchi **it** (it is **raining**) fe'llarni ham kiritish mumkin.

Ta'kidlash zarurki, leksema bir necha leksik-semantik variantlariga ega bo'lishi mumkin, bu variantlar bir-biridan nafaqat semantikasi bilan, balki valentligi bilan ham farqlanishi mumkin. Masalan, **to run** leksemasi o'zining birlamchi ma'nosi "yugurish" bilan bir valentli o'timsiz fe'ldir (*Sam **runs** fast*), ikkinchi ma'nosi "boshqarmoq" va "yugurishga majburlamoq" bilan ko'p valentli hisoblanadi (*Sam **runs** a small hotel; Don't **run** the horse!*)

Kauzativ (sabab) harakat fe'llarining kombinatorik potentsiali o'z ichida quyidagi ostguruhlariga (kichik tiplarga) bo'lish mumkin:

1. Ikkinchi aktant (to'ldiruvchi) birinchi aktant (ega) ga nisbatan sabab bo'lgan ob'ekt (patsiyens) va fe'l-kesim semantikasida ifodalangan, kauzator talab etgan harakatni bajarishini bildiradigan kauzativ fe'llar. Bunda u bir vaqtning o'zida birinchi aktantga nisbatan patsiyens va fe'l semantikasida ifodalangan, bajarilishi birinchi aktant tomonidan talab etiladigan harakatning agensi bo'ladi.

2. Ikkinchi aktant (to'ldiruvchi) birinchi aktant (ega) ga nisbatan sabab bo'lgan ob'ektni bildiruvchi kauzativ fe'llar. Sabab natijasida ikkinchi aktant (sabab bo'lgan ob'ekt) fe'l-kesim semantikasida bildirilgan, birinchi aktant ko'rsatgan makonda bo'ladi. Bunda u bir vaqtning o'zida birinchi aktantga nisbatan patsiyens va fe'l-kesim semantikasida ifodalangan, birinchi aktant talab etgan makonda bo'luvchi agens bo'ladi.

Hulosa o'rnida aytish mumkinki, tilning kombinatorik potentsiali asosida kombinatorika – bu mustaqil so'zning boshqa bir mustaqil so'z bilan ularning leksik ma'nolari asosida birika olish qobiliyati; mustaqil so'zning birikish imkoniyatining nutqda realizatsiya qilinishi; shuning bazasida sintaktik munosabatlar shakllanadi va konkret shakllarni tanlab qo'llashga asoslanadi.

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METHODOLOGY OF TEACHING STUDENTS WITH LOW ATTENDANCE AND ASSESSMENT IN ENGLISH

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Abstract: Information is given on the methodology of teaching English language to students with low attendance and mastery. Advanced methods using modern pedagogical technologies are also mentioned.

Key words: modern, innovation, free mastering, game, educational, innovative education, program, textbook, educational method.

Today, it is well known that more than 50 percent of the world's population can speak two or more languages. In order to ensure quality and efficiency in foreign language education, the experience of reducing the age of learning/teaching foreign languages is becoming popular. This was caused by the widespread concept of "the younger the better / early is better". Learning and teaching a foreign language, especially English, from a young age has its own history. While learning and teaching English from a young age was first experienced in upper-class families (Anna-and-the-King-of-Siam), in the 1950s it became popular in the United States and European countries, and within ten years The number of students studying on the basis of the "Foreign Language in Elementary School" program has reached one million. In France, Sweden and the Netherlands, in the mid-1950s, the English language was taught from the 3rd grade based on the "English without a book" program. In 2013, the international scientific-practical conference held in Moscow (Russia) on the topic "Theory and practice of teaching foreign languages: traditions and innovations" also discussed the current problems of the methodology of teaching English to primary school students. done. Preparation of programs for Uzbek schools has its own history. Until 1968, localized copies of programs designed for Russia were used in Uzbek schools. The program project for Uzbek schools was developed in 1968 and introduced in schools in the 1970/71 academic year. In 1999, the curriculum was updated and new textbooks were created based on it. In connection with the introduction of mass learning of a foreign language from the 1st grade of all general secondary schools, the international

document of the Council of Europe on "European competences for foreign language acquisition: learning, teaching, assessment" (Considering some cases of CEFR), the State Education Standard and Curriculum for Foreign Languages of the Continuing Education System were developed and gradually implemented starting from the 2013-2014 academic year.

Today, the methodology of teaching English in primary education "(Inter)Cultural Awareness", "Language Awareness" and "Humanity" education is being developed based on concepts. One of the most fundamental and positive changes in modern primary education is the decree of the First President of the Republic of Uzbekistan on December 10, 2012 "On measures to further improve the system of learning foreign languages" " is Decision No. PQ1875. On the basis of this decision, learning foreign languages, mainly English, from the 1st grade of general secondary schools in the form of game-style lessons and oral speech lessons, and from the 2nd grade, the alphabet, reading and grammar training begins gradually. According to the decision, under the leadership of the Coordinating Council, which is constantly working on the further development of the study of foreign languages, unprecedented work was started in all areas of the education field. For example, since the 2013-2014 academic year, continuous teaching of foreign languages in the form of game-style exercises and oral speech lessons has been started in the first grades of secondary schools. Also, textbooks and teaching-methodical sets for these classes were created. It is worth noting that the games in the complexes created for the first grades are proportional to the age of the children. Children began their first acquaintance with a foreign language by learning the culture of greetings, colors and everyday words in the form of a dialogue. Undoubtedly, equipping the foreign language rooms in the educational institutions of our country with modern information and communication technologies and advanced technical means of teaching, broadcasting programs and broadcasts on TV and radio channels that teach children and teenagers foreign languages, history of other countries and Regular screening of popular foreign art and multimedia films dedicated to culture, world science and technical news with Uzbek subtitles allowed our young people to get to know the past, culture and science of the peoples of the world. After studying

scientific sources, the didactic principles of teaching foreign languages in primary education can be summarized as follows:

1. Taking into account students' English language learning methods, strategies and abilities.
2. Prioritize listening comprehension exercises.
3. Creating meaningful contexts and speech situations related to the topic in lessons.
4. Extensive use of technical tools in training.
5. Use of age-appropriate authentic materials.
6. Teaching English based on speech samples.
7. Visualization of topics (using talking dolls).

In 2021-2025, the government made decisions on the introduction and development of inclusive education in educational institutions. This, of course, brings a lot of opportunities and conveniences for students with low attendance and learning in educational institutions. In groups of elementary learners with low attendance and mastery, especially when teaching foreign languages to students at the beginning, the student's age, physiological and psychological characteristics should be taken into account. As noted in the decision, teaching foreign languages in the form of game-style lessons and oral speech lessons in the first stages of students with low attendance and mastery is really suitable for young students. The use of game technologies in education is one of the most effective tools. During the game, their thinking, outlook, and thinking will expand. Scientists believed that the approach to education through games facilitates the educational process. It not only makes it easier, but also increases the interest in this subject and encourages the child to acquire deep knowledge. Game-style lessons help children develop oral speech. Active learners especially like different visuals with pictures or videos. It is necessary to regularly use games to develop their speech through different colored pictures. For example, What is this?, Who is this?, Who knows a lot of words? games like During the game, it is necessary to encourage students to remember words and pronounce them correctly.

It is important to organize other types of games and various competitions depending on the growth of students' vocabulary. At first, free mastering students can perform

exercises on such topics as "Fruit Names", "Occupations", "Home Appliances" with the help of games. Then, if they are shown in harmony with the colorful images on the computer, the students' speech will develop and the range of attitude to the environment will expand. At the stage of displaying a new topic, words and pictures will appear on the screen. Students will be able to listen to the words and pronounce them. It is necessary to pay attention to the principle of individualization of education when presenting the subject with the help of a computer. Some students find it difficult to accept the graphic image of the word, and some have difficulty with the sound image. The computer solves this or that difficulty by means of exercises, helps the student to find and eliminate aspects of the English language that he struggles to master. Starting from the second stage, other educational games aimed at mastering grammar can be organized. For example, interesting games such as "Who is literate?", "Who is clever?", "Who am I?", "Chain", "Rolling game", "Find the place of the word" are among them. "Who's smart?" game gives a good result in improving spelling literacy. In this case, 5-6 words are written on cardboard, and the words are written correctly and incorrectly. Students are required to find the misspelled word and write it correctly. The winner of the game is determined by which student is the first to correctly write down the misspelled words. We know that in the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach independent thinking. "Merry riddles" teaching riddles to students. It is important in teaching English, they learn unfamiliar words and find answers to riddles. "Quick answers" help to improve the effectiveness of the lesson. Warm-up exercises using various games in the classroom to make students interested in the lesson. "Pantomime" (Pantomime) This method can be used in a lesson where very difficult topics need to be explained or when students are tired when written exercises are done. "A chain story" method helps to improve students' oral speech and strengthen memory. "Acting characters" method can be used in all types of lessons. "When pictures speak" method is more convenient and in teaching English It helps in the development of oral speech, for this it is necessary to use pictures related to the topic. "Quiz cards" cards are

distributed according to the number of students and allow all students to participate in the lesson at the same time, which saves time. In the "Find the place of the word" game, the words are replaced and a sentence is formed by putting the words in their place. The game "Collection" is held in order to strengthen the acquired knowledge of students based on a certain topic. The game is organized in the form of a row competition or work in small groups. For example, groups are given a task to find words that represent a sign. The group that finds the most in the given time is the winner. Cartoons. While learning a foreign language, students do not understand the words in the cartoon, but they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn the language. Students are taught English through songs, poems, stories, and videos. "Picture" game. A picture game can be used to help students better master the content of the Present Continuous. Students are asked to find what the character in the pictures they have not seen is doing.

In conclusion, it is worth noting that in modern times, in teaching English, taking into account the age and psychological characteristics of students, creative approach to them, being a teacher motivator, interest in learning a foreign language, A practical solution to the problem of preparation of modern didactics (for special students) and teaching methods of their implementation based on innovative pedagogical technologies that help students fully satisfy their needs.

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Imitations and descriptions in the national linguistic image of the world.

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Annotation

The scientific significance of this article is explained by the fact that it develops a complex methodology of semantic-structural-typological analysis of imitative expressions, which provides important information for researchers on the linguotypological study of imitative words in English and Uzbek.

Key words: imitative words, descriptive words, onomotopie, verb, adjective, cognitive linguistic.

The study of metaphors in Uzbek linguistics can be divided into three major historical periods. In the research of the first period, imitative expressions are included in the list of adverbs in the morphological layer, for example, the linguist AA Kononov in his book "Grammar of the Uzbek language" admits that imitative words are among the adverbs. According to him, "pronouns are not an independent set of words.

"Because they're not part of the story, they don't serve as auxiliary phrases." After all, they do not show the connections between words. They are then separated from the pronouns and grouped as separate intermediate words, without being evaluated as either independent words or independent words. During this period, the notion that simulative expressions belong to descriptive words is advanced. Recently, in modern Uzbek linguistics, the study of imitative expressions is carried out from a semantic point of view. Their contextual meaning, etymology, and typology with units in other languages remain in the spotlight. Also, the methodological functions of metaphors remain one of the issues of interest in textual linguistics. . When discussing the role of pure imitation in English linguistics at the language level, the following conclusions of linguists should be cited. Also, the methodological functions of metaphors remain one of the issues of interest in textual linguistics. . When discussing the role of pure imitation in English linguistics at the language level, the following conclusions of linguists should be cited. As H. Bradin points out, "in linguistics, onomatopoeies are defined in the linguistic context as sound symbolism or sound combinations that result from imitation of sound". Regarding the direct grammatical function and semantic features of imitation, the following idea is put forward: "The onomatopoeia serves to express the idea of unity in a phonological context, so it can be said that this word has no lexical meaning." It is understood that in English linguistics there is a view that imitative expressions do not have an independent lexical meaning, their meaning is understood in the context of speech. However, imitation words are said to be a combination of phonological characters and it is formed by mimicking sounds in nature. By the middle of the last century, grammatical categories in linguistics had been studied in detail, consistently and organically sorted. Of course, in this process, some national languages, including Uzbek, were studied on the basis of the doctrines of other schools of linguistics. As a result, Uzbek linguistics, formed in the patterns of Russian linguistics, has studied some aspects of important linguistic phenomena in terms of these language models. Later, these limitations and artificialities began to be reconsidered in structural linguistic research. In particular, an independent and creative approach is required from researchers or candidates for research in the interpretation

of many phenomena that are biased and biased on the basis of ideological beliefs during the dictatorial regime. In particular, this can be clearly seen in the interpretation of linguistic phenomena. It should be noted that the representatives of structural linguistics are still making significant progress in the process of re-examination of the Uzbek language on the basis of national specifics. At the same time, a completely new direction has emerged in modern Uzbek linguistics, and today significant research is being conducted in this direction. In particular, new directions such as cognitive linguistics, linguocultural studies and pragmalinguistics, which are the main aspects of modern linguistics, were formed as a result of an anthropocentric approach to language, speech and language. However, the history of the creation of the anthropocentric approach, which is a relatively new direction for Uzbek linguistics, as well as the exception of the linguistic landscape of the world, which is a new term, dates back to the last century. Gumboldt was the first to observe the linguistic image of the universe on the basis of philosophical dialectics. When studying language on a philosophical basis, the scholar does not dwell on the linguistic image of the universe and its constituent elements, including the categories of general linguistic image of the universe, national linguistic image and private linguistic image. The question of the linguistic image of the world and the interdependence of the categories of nationality is given special attention by the linguist L. Weisgerber. Also, A.Potebnya, E.Sepir, B.Worf and V.Maslova have done a lot of research in the study of language phenomena in terms of their dependence on national mentality, national culture, and social environment. Although these areas of modern linguistics are considered as a relatively new approach to Uzbek linguistics, in national linguistics scholars Sh. took away. Linguists argue that the linguistic image of the universe and the conceptosphere are different names for the same reality. Hence, the concepts (horses) that are an integral part of the conceptosphere, i.e. names, are also the main means of the linguistic image of the universe. Now, as we move on to the solution of the problem of the place of imitation in the linguistic description of the universe, it is necessary to dwell on the origin, semantic function, and essence of imitation words. It is well known that when it comes to the emergence of language, idealists and materialists approach the solution

of a problem from two perspectives. While idealists believe that language was created by divine power, and that man began to name events based on divine expression when he saw events, materialists argue that language originated and evolved through social labor. Both ideas cannot be completely denied, of course. Proponents of the individual theory, who are followers of materialists, also argue that the emergence of language is based on imitation and encouragement of sound.

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The Use of Onomatopoeia in English and Uzbek language .

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Annotation: In this article, the linguistic landscape of the world, the artistic image of each language is unique and multifaceted, the national view of this being, the specific phonetic system of each language and its connection with the features of national articulation.

Keywords and expressions: imitation, descriptive word, descriptive expression, onomatopoeia, descriptive means, noun, verb, grammar form, imitation to sound and state, agglutination.

Onomatopoeia^[note 1] (also **onomatopeia** in American English), is the process of creating a word that phonetically imitates, resembles, or suggests the sound that it describes. Such a word itself is also called an onomatopoeia. Common onomatopoeias include animal noises such as oink, meow (or miaow), roar, and chirp. Onomatopoeia

can differ between languages: it conforms to some extent to the broader linguistic system; hence the sound of a clock may be expressed as *tick tock* in English, *tic tac* in Spanish and Italian (shown in the picture), *dī dā* in Mandarin, *katchin katchin* in Japanese, or *tik-tik* in Hindi.

Although in English the term **onomatopoeia** means 'the imitation of a sound', the compound Greek word *onomatopoeia* (ὀνοματοποιία) means 'making or creating names'. The word ἠχομιμητικό (*ēchomimētico*) derives from ἠχώ, meaning 'echo' or 'sound', and μιμητικό, meaning 'mimetic' or 'imitating'. Thus, words that imitate sounds can be said to be **onomatopoeic** and echomimetic²⁷.

The debate over how languages, words came to be, has not stopped. Because many idealistic and materialistic, religious or secular theories about the origin of language, not words, have emerged in the sources, and it is difficult to unite the conclusions in them at one point.

This indicates the continuation of discussions on this issue and the need for research in linguistics on this topic. By applying the anthronocentric paradigm later developed in linguistics and its achievements to the study of onomatopoeias, it will be possible to draw accurate, thorough conclusions and generalizations on the linguistic nature of the same words²⁸. Because in the study of this paradigm, the unity of language and the owner of language are studied together, the cause of changes and renewals in language is sought from man, from society. It is well known that the proponents of individual theory associate hypotheses about the origin of language with words formed on the basis of imitation of sound (sound). In every language there are words that appear by imitating the sounds of nature. For example, in Russian there were kukushka, gavkat, shipet, in Uzbek - crow, waterfall, sparrow, sparrow, meow (meowing). But such words are relatively rare in language. After all, in nature, things that don't make sound are more than things that make sound. As such, the natural question arises as to where the name is derived for things that do not make a sound. If the hypothesis of imitation of sound is correct, then the number of words made in such a way in the

language of the tribes living in primitive society should be greater than in the language of peoples with advanced science and technology, which is not denied by the natural logic of language.

The emergence of language and words is a different phenomenon. The words that are known to us today, how they came into being today, show that the above theories are concerned with the origin of words, not language. The fact that no one denies that some words are based on imitation, while others are based on social agreement, also confirms our opinion.

Onomatopoeias are words that form a separate group according to their meaning and form, and imitate the sounds and images of people, animals, and other living and non-living things. Some imitation words imitate sounds, while others imitate actions and events. Accordingly, there are two types of imitation words: words that imitate sound (also called onomatopoeia); words that imitate an image. Imitation of sound is related to hearing, and imitation of image is related to seeing, that is, only the sound expressed by imitation of sound can be heard (such as kars-kurs, taq, duk-duk, giyq, meow); In the case of words that mimic the image, the action can only be seen (such as jivir-jivir, lip-lip, yalt-yult, hang-mang).

The existence of words that appeared in each language by imitating the sounds of nature, for example, kukushka, gavkat, shipet in Russian, crow, waterfall, pheasant, sparrow, meow (meow) in Uzbek was the basis for such a hypothesis. Although the shortcomings and contradictions of this hypothesis are obvious, from the point of view of linguistics based on individual theory, it can be said that simulated expressions serve as a foundation or foundation in the linguistic landscape of the world. However, it is understood that the lack of clear written evidence for the origin of language, as well as the existence of various other views contrary to this theory, does not mean that language originated on the basis of simulated expressions. Hence, the hypothesis of imitation of sound does not solve the problem of the origin of language. It is well known that thinking with language occurs at the same time. Therefore, the opinion of the philosophers and linguists who put forward the above hypothesis contradicts the unity of thought with language, because the first imitative sounds in the hypothesis are

called "expressed" by the ancients, consciously or unconsciously. In this case, a false conclusion may be drawn that language originated before thinking.

From the point of view of modern linguistics, there is, in general, no connection between things and their name. This has been noted by many scholars. When there was a connection between the thing and its name, the number of languages did not exceed 5,000. It should be noted that it is possible to know exactly the origin of some languages, for example, Uzbek, Russian, Hindi, Tajik and other languages. However, the question of the origin of any particular language cannot be equated with the question of the origin of language, of human speech in general. It is not so difficult to study the history of the origin of both living languages and some dead languages that exist in the world today. It has been determined when many languages appeared, when they were formed. However, when the language of humanity appeared on earth, what words existed in the original languages, what its grammatical features are, has not been and cannot be resolved. Because there were also languages that appeared hundreds of thousands of years ago and then disappeared without a name. Regardless of the phonetic system, vocabulary, grammar, and other specific features of languages that emerged hundreds of thousands of years ago, the study of the origin of language in general is primarily a study of the conditions under which language originated, that is, the conditions under which people began to speak. and it is necessary to analyze and draw conclusions in connection with the question of the origin of language.

Nevertheless, it must be affirmed that imitation has a strong place in the national linguistic landscape of the world. First of all, the simulated expression in each language reflects the articulatory capabilities of the speakers of that language, the phonetic scale of the language. Figurative expressions show how the speakers (in our view, an entire nation) perceive this or that natural phenomenon.

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Metafora va baho

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Qo'qon DPI

ANNOTATSIYA

Metafora inson ongi orqali boshqariladigan hodisadir. Metaforik ko'chimlarning baho semasi – ijobiy yoki salbiy bo'lishi uning so'zlovchi ongida qanday tarzda ifodalanayotgani bilan bog'liq bo'ladi. Chunki inson xohishiga ko'ra, metaforik ko'chirilgan so'zni salbiy yoki ayrim paytlarda ijobiy nuqtai nazardan qo'llashi mumkin.

Kalit so'zlar: Metafora, baho semasi, so'zlovchi ongi, ma'no ko'chirilishlari, ijobiy ma'no.

Metafora inson ongida mana shu ko'chirilayotgan narsaning qanday ma'no (ijobiy yoki salbiy) anglatishiga bog'liq bo'ladi. Bu kabi ma'no ko'chirilishlari quyidagi misollarda namoyon bo'ladi:

Shunaqa jannat tushlaridan keyin bu yoqqa qaytib ham ularni ko'rishga intiq bo'lib yuraman. (A.A'zam) Bu misoldagi jannat so'zi metaforik yo'l bilan ko'chirilgan ma'noni jannat eng rohatbaxsh, huzurbaxsh joy degan ma'noni bildiradi. Uning o'sha o'ta huzurbaxsh va yoqimlilik belgilari tush so'ziga ko'chirilyapti. Keyingi misoldagi *farishta* so'zidagi ijobiy ma'no *oppoq* so'zi qo'shilishi bilan yanada bo'rtirilgan: *O'shanda ko'zimga oppoq farishta bo'lib ko'ringan Ra'no yangam shu emasmidi!* (O'.Hoshimov) – *Siz... – dedi vishillab. – Ilg'or boshqarmamizning umum-maqsadiga ataylab bolta uryapsiz.* (O'.Hoshimov) Gapdagi ilonga nisbatan ishlatiladigan taqlid so'zdan hosil bo'lgan vishillab so'zi salbiy metaforik ma'no hosil qilgan bo'lsa, – *Sayramang, kampir!..* (M.M.Do'st) misolida salbiy baho munosabati qushga o'xshab to'xtovsiz javramoq ma'nosida sayramoq so'zi orqali berilgan. Bunday metaforik yo'l bilan ma'no ko'chirishini ingliz yozuvchilari asarlarida ham uchratishimiz mumkin. Xususan, quyidagi *a ray of hope, a shadow of a smile, the apple of one's eyes*

(Maugham), *a dog of a fellow* (Dickens) kabi misollarda tabiat va hayvonot dunyosiga tegishli bo'lgan xususiyatlar ijobiy metaforik ma'no hosil qilgan bo'lsa, *floods of tears, a storm of indignation, a devil of a sea rolls in that bay* (Byron), *a devil of a job* (Maugham) metaforik ma'no ko'chishlarida salbiy baho anglashiladi. ... *her brute of a brother, Just a ghost of a smile appeared on his face, She is a doll of a baby.* (Galsworthy) parchasida *a ghost of a smile, be a doll of a baby* ma'no ko'chishlari orqali salbiy baho hosil bo'lgan. *He looked at himself in the glass. Here, then, was a modern Hercules – very distinct from that unpleasant naked figure with plenty of muscles, brandishing a club.* (Christie) gapida salbiy baho *Hercules* shaxs nomi va *unpleasant naked figure with plenty of muscles* tasviriy ifodasini birgalikda kelishi orqali ifodalangan.

Keyingi parchada esa so'zlar, frazeologik birliklar, metaforalar orqali ijobiy va salbiy baholash sodir bo'lgan: *dadil, cho'rtkesar, mard, sher, yoqtirardi, barmoqlariga tilla uzuklar taqqan, o'ziga zeb bergan kibor yigit, tulki, hafsalasi pir bo'ldi. Zelixon shahardagi kattalarning biri Hosilboyvachcha ekanini dastlab eshitganida uni dadil, cho'rtkesar yigitdir, deb o'ylovdi. Bir necha daqiqa burun barmoqlariga tilla uzuklar taqqan, o'ziga zeb bergan kibor yigitni ko'rgach, hafsalasi pir bo'ldi. U mard odamlarni yoqtirardi. Ro'paradagi yigit sher emas, tulki ekanini fahmlab, suhbatning boshidayoq Xongirey nomini tilga olib yanglishmagan edi* (T.Malik. Shaytanat, 2-kitob)

Demak, metafora insonning borliqqa bo'lgan emosional belgisini – istagini jonli tarzda ifoda etadi. O'rinli ishlatilgan metaforalar nutqning obrazlilik, ta'sirchanli va ekspressivligini oshirish uchun xizmat qiladi.

Shuningdek, chet tilidan o'zbek tiliga o'zlashgan so'zlar tarkibida ham baho munosabati borligini ko'rishimiz mumkin. Masalan, arab tilidan o'zlashgan so'zlar: *ablah, avliyo, odil, adolat, ajoyib, aziz, azob, ayyor, asl, ahmok, ahil, vahshat, visol, dahshat, diyonat*; fors-tojik tilidan kirgan so'zlar: *nodon, dono, kamtar, xursand*. Masalan: *Xira, irkit oy nurida ko'zlari vahshat bilan yonardi* (O'.Hoshimov. Ikki eshik orasi)

Shuningdek, o'zlashma so'zlar orqali baho munosabati ifodalanishini ingliz tili lug'at tarkibidan ham topishimiz mumkin. Masalan, nemis tilidan o'zlashgan *delicate*, *hex* so'zlari; fransuz tilidan o'zlashgan: *savoir-faire*, *savour*; asosan Amerikada ishlatiladigan va yahudiy tilidan kirib kelgan *glitch*, *klutz*, *schmuck*, *schmooze* so'zlari; ispan tilidan kirib kelgan *guerrilla*, *macho*, *piñata*, *cannibal*; lotin tilidan olingan *anchor*, *sack*, *martyr* so'zlari. *Let cheap Bohemians consider coffee the end, if they would. Let them make that faux pas. He was foxier still. Finger-bowls were not beyond the compass of his experience.* (O.Henry. Between Round) Bu misolda olinma so'z (frans. *faux pas* – nojo'ya qadam), metafora, frazeologik birliklar orqali salbiy baho munosabati ifodalangan.

Muloqotda adresant va adresat axborot almashinuvi jarayonida eng ko'p baho munosabati ifodalanadigan sath leksikadir va baho leksik vositalar orqali uch ko'rinishda yuzaga chiqadi: salbiy (-), neytral (0), ijobiy (+) Ijobiy va salbiy baho neytral bahoga nisbatan belgilanadi va so'zlarni qiyoslaganimizda, ular o'rtasidagi o'zaro farq yaqqol ko'zga tashlanadi. Baho munosabatini ko'rsatuvchi so'zlarni mustaqil so'z turkumlarining barchasida uchratishimiz mumkin va baho munosabatini ko'rsatuvchi ijobiy yoki salbiy bo'yoqdor so'zlar guruhi o'z ichida ham darajalanadi. Har ikki til tarkibida so'z, so'z birikmasi, frazeologik birliklar, boshqa tildan o'zlashgan so'zlar, so'zning ko'chma ma'noda qo'llanishi orqali baho ifodalanadi.

ОСНОВНЫЕ МЕТОДЫ КОГНИВНОЙ ЛИНГВИСТИКИ (на материале английского языка)

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С конца XX века наблюдается плавный переход со структурной парадигмы на антропоцентрическую парадигму и основным фактором изучения языка стал человек. С точки зрения этой парадигмы человек является не просто носителем языка, а определенной системой, согласно которой он понимает язык, познает и

воспринимает мировую информацию. Смена парадигмы привела к сдвигу в лингвистических взглядах, методах исследования и в появление новых междисциплинарных лингвистических направлений, в число которых входит и когнитивная лингвистика.

По мнению Е. Кубряковой, когнитивная лингвистика — лингвистическое направление, в центре внимания которого находится язык как общий когнитивный механизм, как когнитивный инструмент знаковой системы, играющий роль в репрезентации (кодировании) и преобразовании информации [Кубрякова и др., 1996].

Д. Ашурова и М. Галиева определяют когнитивную лингвистику как «отрасль когнитивных наук, занимающуюся изучением связей между языковым выбором и психическими процессами, человеческим опытом и его результатами – знаниями; рассматривающую язык как когнитивный механизм организации, представления, обработки, хранения и передачи слоев знаний» [Ashurova, Galieva, 2018].

Основное внимание уделяется исследованию процессов концептуализации, категоризации и восприятия внешней информации, структур знаний и их вербализации.

Основными методами когнитивного анализа ученые-когнитивисты выделяют следующие:

- метод фреймового анализа (фреймовая семантика);
- метод концептуального анализа;
- метод исследования концептуальной метафоры.

Начнем с метода фреймового анализа или фреймовой семантики. **Теория семантики фреймов**, разработанная Чарльзом Филлмором [1982]— это схематизация опыта, структур знаний, которая связывает элементы и сущности, связанные с конкретной сценой, с человеческим опытом. Другими словами, фреймы представляют собой сложную структуру знаний, включая группу родственных слов и понятий.

Ученые выделяют разные типы фреймов, отражающие различные структуры знаний о мире:

- фреймы-структуры для обозначения понятий и объектов: (заем, залог);
- фреймы-роли (менеджер, преподаватель, судья, клиент, кассир, студент, инженер);
- фреймы-сценарии (банкротство, тюремное заключение, встреча, день рождения, конференция);
- фреймы-ситуации (несчастный случай, свадьба, шопинг).

Фрейм – это иерархическая структура лингвистических данных. Он состоит из двух уровней: верхний уровень и нижний уровень. Верхний уровень — название фрейма; нижний уровень состоит из терминалов (слотов и подслотов), транспортирующих блок информация о рассматриваемой ситуации. Все терминалы тесно связаны друг с другом. Каждый терминал указывает на условия и обстоятельства определенной ситуации и это характеризуются рядом особенностей и признаков. Некоторые из этих особенностей явные, другие – неявные. В процессе анализа фрейма неявные компоненты должны быть декодированы и интерпретированы. С этих позиций целесообразно сказать, что фреймы порождают новые значения. Кроме того, фрейм не является устойчивым; он подвержен изменениям вместе с изменениями концептуальной картины мира.

Анализ фрейма «teacher»:

Slot: **Role** (*instructor, mentor, guide, facilitator, preceptor, guru, tutor, pedagogue, lecturer, faculty member*)

Slot: **Knowledge** (*subject knowledge, pedagogical knowledge, psychological knowledge, educational background, qualification, degree*)

Slot: **Skill** (*communication skills, classroom management, adaptability*)

Slot: **Interpersonal** (*student interaction, collaboration, empathy*)

Slot: **Responsibility** (*curriculum implementation, assessment, evaluation, classroom environment*)

Slot: **Professional Development** (*continuous learning, staying informed with educational trends*)

Slot: **Ethics** (*integrity, fairness, confidentiality*)

Slot: **Motivation** (*inspiration, encouragement*)

Slot: **Innovation** (*technology integration, creative teaching approaches*)

Slot: **Assessment** (*evaluation, feedback*)

Следующий метод – метод концептуального анализа. **Концептуальный анализ** фокусируется на интерпретации смысловых структур, представляющих различные особенности концепта. Основная цель концептуального анализа – это обобщение концептуальных особенностей понятия и различение концептуальных структур, когнитивных моделей и лингвистических схем. Концептуальный анализ построен на основе лексикографических определений слова, обозначающего определенное понятие, его ассоциативных связей и наиболее распространенных контекстов, в которых он используется. Лексикографические определения взяты из одноязычных, фразеологических, этимологических словарей, а также словарей синонимов и антонимов. Ассоциативные связи выявляются с помощью ассоциативных словарей и тезаурусов. Различные структуры знаний, связанные с определенным понятием могут быть получены из энциклопедических, мифологических, исторических, философских и культурных источников.

Ю. Степанов [2004] выделяет «слоевую» структуру концепта, состоящую из трех слоев или компонентов:

- основной слой;
- дополнительный слой;
- внутренний слой.

В. Карасик, Г. Слышкин [2001] и С. Воркачев [2007] предлагают подразделение концепта на три составляющие:

- понятийная составляющая;
- образная составляющая;
- оценочная составляющая.

Анализ концепта «heart»:

- понятийная составляющая:

Heart is part of a body (the organ in the chest that sends blood around the body, usually on the left in humans)

Heart is a symbol of love (a thing that is like a heart in shape, often red and used as a symbol of love)

Heart is place of feelings (the place in a person where the feelings and emotions are thought to be, especially those connected with love)

Heart is a center (the most important part of something)

Heart is fear (*with one's heart in one's mouth; bring somebody's heart into his mouth; have one's heart in one's boots*)

Heart is grief (*be sick at heart; break one's heart; a broken-heart; broken-hearted; heart-broken; eat one's heart; every heart knows its own bitterness; lie heavy at somebody's heart; one's heart is broken; sob one's heart out; wring somebody's heart*)

Heart is joy (*do somebody's heart good; with a light heart; a light heart; light-hearted; it's a sad heart that never rejoices*)

- образная составляющая:

Heart is entity (*my heart goes out to*)

Heart is thing (*to put one's heart and soul into; to take heart; to give one heart; to put fresh heart into; to have no heart; to lose heart*)

- оценочная составляющая:

Heart is kind (*be of a good heart; in good heart; to do one's heart good; with a light heart; big heart; dear heart; keep a good heart; a kind heart; kind hearts are more than coronets*)

Heart is brave (*faint heart never won fair lady; find it in one's heart to; have heart to do something; a heart of oak; keep a good heart; put heart in somebody; take heart; lift up one's heart; take heart of grace;*)

Рассмотрим метод концептуальной теории метафоры. **Концептуальная теория метафоры** была впервые предложена Г. Лакоффом и М. Джонсоном в своей революционной работе «Метафоры, которыми мы живем» [1980] и с тех пор была развита. Основным принципом концептуальной теории метафоры

утверждает, что метафора — это не просто стилистический прием: это способ мышления, инструмент познания.

Метафора интерпретируется с точки зрения концептуальные доменов: базовые, образно-схематические и абстрактные.

Базовые домены непосредственно связаны с чувственным опытом и не понимаются с точки зрения других доменов.

Образно-схематические представляют собой аналоговые представления, вытекающие из опыта.

Абстрактный домен — это домен, который предполагает наличие других доменов с более низким рейтингом по иерархии сложности.

Процесс концептуальной интеграции представляет собой сложную сеть, включающую в себя 4 мысленных пространства:

- два или более входных пространства;
- общее родовое пространство;
- смешанное пространство.

Два входных пространства взаимодействуют и взаимопроникают друг в друга на основе общего родового домена. В результате возникает смешанное пространство, которая носит специфический характер и может содержать элементы совершенно новые, иногда даже противоречивые.

Conceptual blending analysis of “couch potato”:

Input 1: the concept of a "couch," which is a piece of furniture associated with relaxation and leisure. It is often used for sitting or lying down comfortably.

Input 2: the concept of a "potato." In this context, the potato metaphorically represents a person who is inactive, lazy, or sedentary.

Generic Space: combines elements of relaxation, comfort, and inactivity.

Blended Space: the person is metaphorically linked to the couch and the potato, suggesting a person who spends a significant amount of time on the couch, being inactive and lazy.

Исходя из вышеперечисленного мы можем прийти к выводу, что методы когнитивной лингвистики являются метод фремового анализа, метод

концептуального анализа, метод концептуальной метафоры и метод прототипного анализа, которые основываются на связи между языком и ментальными связями.

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Степень изученности терминов родства и свойства за рубежом.

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Изучение терминов родства долгое время было в центре внимания лингвистов, антропологов и социологов, поскольку оно обеспечивает богатое пересечение языка и культуры. Термины родства — слова и выражения, используемые для обозначения отношений между членами семьи — имеют

решающее значение не только для функционирования социальных отношений, но и для понимания более широких языковых и культурных моделей. В этой статье исследуется вклад ключевых лингвистов и антропологов, которые в значительной степени сформировали наше понимание терминологии родства.

Льюис Х. Морган, американский антрополог, часто считается отцом-основателем исследований родства. Его работа, в частности «Системы родства и свойства человеческой семьи»²⁹, заложила основу для более поздних исследований терминологии родства. Подход Моргана был историческим и эволюционным, предполагая, что системы родства со временем развиваются от простых к сложным формам. Его классификация систем родства на «описательные» и «классификационные» категории оказала длительное влияние на эту область. Описательные системы, такие как те, что встречаются в западных культурах, назначают конкретные термины для каждого отношения (например, «дядя» против «брата»). Классификационные системы, напротив, группируют различные отношения под более широкими терминами, такими как использование одного и того же слова как для отца, так и для дяди.

Эволюционный подход Моргана, хотя и был влиятельным, подвергался критике за его предположение, что западные системы родства были более «продвинутыми», чем системы других культур. Тем не менее, его работа предоставила основу, на которой более поздние ученые будут строить и оспаривать ее.

Эдвард Сепир, крупная фигура в лингвистической антропологии, внес значительный вклад в понимание взаимосвязи языка и культуры, в частности, посредством концепции лингвистической относительности³⁰. Интерес Сепира к терминологии родства возник из его более широкого исследования того, как язык формирует человеческое мышление и социальную организацию. Он утверждал, что структура терминов родства в данном языке отражает социальную значимость семейных отношений в этой культуре. С этой точки зрения термины

²⁹ Льюис Х. Морган, Системы родства и свойства человеческой семьи (1871)

³⁰ Эдвард Сепир, Термины родства 1876 г.

родства являются не просто ярлыками, а языковыми маркерами социальных ценностей. Вклад Сепира особенно примечателен тем, что он подчеркнул когнитивные и семантические аспекты терминов родства, показав, как язык может как влиять на общественные структуры, так и отражать их.

Бенджамин Ли Уорф, ученик Сепира, развил идеи своего учителя, чтобы глубже изучить роль языка в формировании человеческого познания. Теория лингвистической относительности Уорфа, широко известная как гипотеза Сепира-Уорфа, предполагает, что язык формирует не только коммуникацию, но также мышление и восприятие. В отношении терминов родства Уорф утверждал, что способы, которыми культуры классифицируют родство, отражают базовые когнитивные структуры, которые глубоко укоренены в их языке.

Анализ терминов родства, проведенный Уорфом, показал, что разные языки могут организовывать родственные отношения способами, которые кажутся чуждыми носителям других языков, что подчеркивает разнообразие мыслительных процессов человека, опосредованных языком.

Французский антрополог Клод Леви-Стросс произвел революцию в изучении родства и языка с помощью своего структуралистского подхода³¹. Он рассматривал системы родства как универсальную структуру человеческого общества, подкрепленную фундаментальными принципами оппозиции, иерархии и взаимности. Леви-Стросс утверждал, что правила, управляющие терминами родства, можно понимать как форму лингвистического кода, глубоко укорененного в структуре человеческого мышления. Его работа, особенно в этой работе, подчеркивала бинарные оппозиции, которые формируют системы родства (например, мужчина/женщина, брат/сестра), и показывала, как эти термины отражают более широкие социальные правила.

Структуралистский подход Леви-Стросса оказал влияние на лингвистику, поскольку он побуждает ученых искать глубинные закономерности и структуры в языковых системах, включая терминологию родства.

³¹ Леви-Стросс Элементарные структуры родства (1949)

Джордж Мэрдок, американский антрополог, известен своими кросс-культурными работами по родству и социальным структурам³². Его «Социальная структура и этнографический атлас» предоставили систематические данные о терминах родства в сотнях обществ. Работа Мэрдока была направлена на установление корреляций между терминологией родства и другими социальными факторами, такими как системы брака, модели наследования и правила проживания. Его сравнительный метод позволил лингвистам и антропологам проверить гипотезы об универсальности или изменчивости систем родства в разных культурах.

Гарольд Конклин, лингвист-антрополог, внес вклад в изучение терминов родства посредством своей этнографической работы с народом хануноо на Филиппинах. Подход Конклина подчеркивал важность понимания терминов родства в их культурном контексте, как части более широкой этнонаучной структуры. Он был пионером в том, что сейчас известно как « этносемантика », методе, который стремится понять значения терминов в рамках определенной культуры, а не навязывать внешние определения. Работа Конклина показала, что термины родства часто имеют значения, которые неотделимы от социальных и экологических реалий сообществ, которые их используют.

Дэвид Шнайдер, антрополог, наиболее известен своим критическим переосмыслением родства как культурного конструкта. В своей книге «Американское родство: культурный учет» Шнайдер утверждал, что родство — это не универсальная биологическая реальность, а культурная и символическая система. Он критиковал более ранних антропологов за то, что они рассматривали родство как естественную и объективную категорию, и подчеркивал роль символов, значений и культурных норм в формировании родственных отношений.

Работа Шнайдера имеет решающее значение для лингвистов, изучающих термины родства, поскольку она переносит дискуссию с обсуждения

³² Социальная структура Джорджа Мэрдока (1949) и Этнографический атлас (1967)

биологических или «естественных» аспектов родства на рассмотрение того, как культуры выстраивают и символизируют семейные отношения посредством языка.

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Ingliz tilida turizm sohasidagi terminlar tizimining shakllanishi va rivojlanishi

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Annotasiya: Mazkur maqola ingliz tilida turizm sohasidagi terminlar tizimining shakllanishi va rivojlanishi bosqichlarini o'rganishga qaratilgan bo'lib, har bir bosqichning o'ziga xos xususiyatlari va usha bosqichga xos bo'lgan atamalar misollar bilan yoritib berilgan.

Аннотация: Данная статья направлена на изучение этапов становления и развития системы терминов в сфере туризма в английском языке, при этом на примерах выделены особенности каждого этапа и термины, специфичные для этого этапа.

Annotation: This article is aimed at studying the stages of the formation and development of the system of terms in the field of tourism in English, and the specific characteristics of each stage and the terms specific to that stage are highlighted with examples.

Kalit so'zlar: turizm, turizm terminologiyasi, sayohat, ziyorat, mehmonxona biznesi, xizmat turlari, mehmon kutish sohasi

Ma'lumki, terminlar turli soha va ilm-fanda qo'llaniladi. Hozirgi kunda shiddat bilan rivojlanayotgan turizm sohasi ham mustasno emas va turizm faoliyatining o'ziga

xos maxsus terminlari mavjuddir. Har qanday terminologik tizimni o'rganish va ta'riflash ham sinxronik, ham diaxronik jihatlarni qamrab olishi, bunda terminlarning tarixan va etimologik jihatdan tadqiq etilishiga imkon yaratadi. Bunda terminlarning paydo bo'lishi, ularning umumiy tamoyillarini belgilash va rivojlanish bosqichlarini o'rganishga yo'l ochiladi.

Turli manbalardan ma'lum bo'lishicha, turizmning iqtisodiy faoliyat turi sifatida vatani Angliya hisoblanadi, shu sababli turizmga oid terminologiyani shakllanishini ko'proq ingliz tilining misolida ko'rib chiqishni maqsadga muvofiq deb topdik. Qayd etish o'rinliki, vatanimizda ushbu sohaning rivojlanishi ko'p davrni o'z ichiga olmaydi, shu tufayli ham o'zbek turizm terminlari ingliz tiliga nisbatan kam hajmlidir.

Biz o'rgangan turizmga oid ilmiy adabiyotlar tahlilining ma'lumotlariga xususan, S.N.Makarenko³³ va I.V. Zorin³⁴ fikrlariga ko'ra, ingliz turizmi tarixiy jihatdan to'rtta bosqichga ega bo'lib, ushbu davrlarga bo'lish zahirida texnik rivojlanish, ijtimoiy va iqtisodiy sabablar yotadi.

“Birinchii bosqich – *turistik faoliyatning proobrazi – antik davrdan XIX asrning oxirigacha bo'lgan vaqt davrini qamrab oladi. Bu davrda faol qo'llanilgan terminlar carriage, board, excursion, hotel, resort, itinerary va boshqalar edi. Bunda terminologik birliklar umumiy adabiy tildan olingan. Misol uchun, tilning leksik qatlamida mavjud bo'lgan resort so'zi avvaliga “that to which one has recourse for aid or assistance” ma'nosini ifoda etgan bo'lsa, keyinchalik u “place people go for recreation” ma'nosiga ega bo'lgan va turizm termini maqomiga o'tgan. O'rganilgan ma'lumotlarning guvohlik berishicha, ushbu bosqichda ingliz terminlarning bor-yo'g'i 6% qismigina shakllangan.*

Ikkinchi bosqich – ommaviy turizm rivojlanishining boshlanishi – ushbu bosqich XIX asrni qamrab oladi. Bu davrga kelib, turizmning moddiy-texnik bazasining asoslari, ishlash usullari va boshqarish organlari yaratila boshlagan. Aynan shu bosqichda hozirgi kunda keng ommalashgan, tillarda ekzotik leksema sifatida qo'llaniladigan “*tourism*” va “*tourist*” terminlari paydo bo'lgan.

³³ Макаренко С.Н., Саак А.Э. История туризма. — Таганрог: Издательство ТРТУ, 2003. -94 с.

³⁴ Зорин И.В., Каверина Т.П., Квартальнов В.А. и др. Менеджмент туризма. Туризм как вид деятельности: Учебник. М.: Финансы и статистика, 2006. -406 с.

“Uchinchi bosqich – XX asrning boshidan Ikkinchi jahon urushi oxirigacha davom etdi.

Transportning dinamik rivojlanishi tufayli, turistik terminologiya turistlarni tashish xizmatlari bilan bog‘liq bo‘lgan terminlarning hisobi ancha kengaydi: *leg, aircraft, aircraft carrier, shuttle, airline, airport, hitchhike* va boshqalar keltirilgan bayonning yorqin ifodasidir.

“Ushbu davrda shuningdek mehmonxona biznesining o‘sishi va ko‘rsatiladigan mehmonxona xizmatlarining ko‘lami kengayishi kuzatilgan, bu esa ya-angi terminlar-yangi joylashtirish vositalari va yotoq o‘rinlari (motel, penthouse, duplex), shaxslar (hotelier, receptionist), xizmatlarning turlari (reservation, room-service) uchun terminlar yaratilishiga olib keldi”³⁵.

“To‘rtinchi bosqich – ommaviy differensiyalashgan turizm. XX asrning 50-60-yillari - turizm infratuzilmasining intensiv yaratilishi davri mehmon kutish sohasi (condominium, check-in, check-out, boutique hotel, flotel, honeymoon sidte), umumiy ovqatlanish sohasi (brunch, catering, stand-up buffet, American plan, European plan), turistik operatorlar va turistik agentlarning vositachilik xizmatlarining sohasiga (catchment area, last minute tour, reservation system, tour cancellation, incoming, overriding commission) xos bo‘lgan yangi terminlar paydo bo‘lishini belgilab bergan. Ushbu bosqichda termin tizimiga yangi so‘zlar qo‘shilishining asosiy xususiyati ko‘p tarkibli terminlarning yaratilishi hisoblanadi (tour leader / tour operator / tour participant; group booking / guaranteed booking / non-guaranteed booking / double booking).

Tilshunosligimizda turizm terminologiyasi shakllanish va rivojlanish bosqichini bevosita turizm faoliyatining kengayishi hamda chet tillaridan nomi zikr etilayotgan soha xususidagi terminlar kirib kelishi bilan izohlashimiz mumkin. Ayniqsa, turizm sohasidagi o‘zgarishlar mustaqillikdan so‘ng ro‘y bera boshladi.

Foydalanilgan adabiyotlar:

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Linguodidactics and methods of teaching language in education

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Abstract: In this article, the origin and development of Linguodidactics has been analyzed. Linguodidactics is a theory of language teaching, an integration of linguistics and didactics, providing a scientific basis for: language teaching strategies, approaches to its organization, goals, planned results, principles, content, methods and organizational forms.

Key words: linguodidactic, pedagogy, linguistic, teaching aids, problem, language.

Linguodidactics is the general theory of language teaching (theoretical justification of the process of teaching/learning a language without taking into account the conditions in which the process takes place and the status of the language) and its provision (concepts, content of language education, organizational forms of teaching, mechanisms for research and design of the learning process).

Linguodidactics is the identification of general patterns of interaction between language teaching, learning it (teacher's activity) and its acquisition (student's activity), scientifically based criteria for selecting the content of training and technologies for mastering personalized knowledge; selection of principles for organizing training and its goals, methods, organizational forms, and teaching aids. In other words, the subject of linguodidactics is a system of generalized ideas about the processes of learning a language, its acquisition by students from the standpoint of modern views on the learning process.

Linguodidactics studies the problems of the goals and content of language teaching (its selection and organization), the laws of mastering any language, regardless of whether it is the first, second or foreign language, the development of teaching tools.

Linguodidactics is called upon to: understand and describe the linguacognitive structure of the linguistic personality, substantiate the conditions and patterns of its development as an expected result in the process of teaching and learning a language, study the specifics of both teaching/acquisition (of language, the linguistic picture of the world of a native speaker of the studied language), and the interaction of all subjects of this process, the nature of errors (linguistic, cultural) and the mechanism for their elimination/prevention. The functions of linguodidactics as a theory of language teaching are established taking into account that the process of language teaching is simultaneously an object of scientific study and an object of construction (modeling). The following functions of linguodidactics are distinguished:

Academician N.M. Shansky is credited with introducing the word linguodidactics into the scholarly community. According to A.N. Shchukin, "the description considered linguodidactic included the study of the similarities and differences of languages, the analysis of the content and structure of the studied language, the compilation of language minimums for the purposes of teaching and a number of other problems arising at the junction of linguistics and pedagogy." Experts' understanding of the term's meaning is still not in agreement. According to N.M. Shansky and R.K. Minyar-Beloruchev, some of them, the term "linguodidactics" truly refers to a broad range of theoretical and practical concerns related to teaching languages, effectively taking the place of the term methodology. These ideas are interchangeable in the minds of other scientists.

Linguodidactics in higher education institutions is primarily connected with pedagogy, with both its sections: the theory of education and the theory of learning (didactics) and has the status of private didactics. Linguodidactics takes into account the conditions of the teacher's educational influence on students in the process of learning a language; general didactic teaching aids and visual aids, principles, and

methods are used, taking into account the specifics of the subject. A personal reference point for students is a teacher who is fluent in the content of the subject and the art of communicating with the audience, is a bearer of high moral values, and is aware of what, when, and how it is necessary to educate students during classes and extracurricular activities. The multifaceted nature of education (spiritual, moral, patriotic, political, legal, labor, intellectual, artistic, environmental, economic) is achieved by means of all university subjects. In addition, the disciplines of the linguistic cycle contribute to the development of students' interest in the language being studied, and allow for cultural and aesthetic education. Interest in the subject is supported by the depth of theoretical knowledge about the language, logic, validity and evidence of judgments, the use of "scientific imagery" that is characteristic of the language of popular science literature. From didactics, linguodidactics borrows the didactic principles of: awareness, activity, clarity, durability, accessibility and feasibility, interdisciplinary coordination, intercultural interaction, and the professional competence of the teacher. Let us dwell on the specifics of implementing some of them in language learning.

The didactic principle of consciousness ensures the development of linguistic thinking in students specializing in literature, which, according to M. B. Uspensky, presupposes:

- understanding the features of the system of the language being studied and the ability to justify each of its aspects;

- understanding the logic of defining linguistic phenomena, the essence of linguistic and linguistic concepts; awareness of the grounds used in classifying linguistic facts; qualification of the nature and explanation of the causes of historical changes in the language (...);

- the ability to establish and justify connections between linguistic phenomena of different levels of the language system (phonetics and vocabulary, phonetics and word composition, phonetics and morphology; morphology and word formation, morphology and syntax; syntax and phonetics, syntax and spelling; spelling and morphology, spelling and word composition) (...);

Any linguodidactic research begins with observation of its object and subject, which determine the content of scientific research. Observation includes attending classes at a higher educational institution, familiarization with a specialized classroom, studying documentation, written works and oral statements of philology students, and analyzing scientific and methodological literature on the problem under study.

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PRAGMATIC CHARACTERISTICS OF UZBEK AND ENGLISH OCCASIONAL WORDS: A SCIENTIFIC ANALYSIS

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ANNOTATION: Occasional words, often referred to as occasionalisms, represent a significant and dynamic element of language. These words are devised spontaneously for a specific situation or context and are typically temporary in nature. While occasional words may not become part of a language's permanent lexicon, their pragmatic function serves as an essential tool for linguistic creativity, cultural reflection, and the adaptability of language. This article explores the pragmatic characteristics of occasional words, investigating their formation, usage contexts, and communicative purposes across different languages. The analysis will underscore how occasional words contribute to meaning-making, social interaction, and cultural expression, while also addressing the conditions under which such words persist or fade from common usage.

KEY WORDS: occasionalisms, pragmatic function, structural linguistics, lexicological, relations in language.

Introduction

In linguistic studies, occasional words are defined as ad-hoc or nonce-words created for a specific situation or need. These words are temporary and context-dependent, typically not entering the standard lexicon of a language unless they gain widespread acceptance. The creation of occasional words is a pragmatic phenomenon, as these words arise from the need to convey specific meanings that are not adequately represented by the existing vocabulary.

Pragmatics, the study of language in use and the contexts in which it is employed, offers a rich framework for analyzing occasionalisms. From a pragmatic perspective, occasional words are significant because they fulfill immediate communicative goals, reflect cultural and social dynamics, and often carry specific connotations that make them meaningful only in a particular context.

Expressiveness and creativity is one of the core pragmatic characteristics of occasional words is their expressiveness. Speakers often invent occasionalisms to express ideas, emotions, or concepts that are novel or unique to a specific context. These words tend to convey a high degree of creativity, allowing individuals to play with the linguistic system in innovative ways. In English, the term "*frankenfood*" was coined to express concern over genetically modified foods, blending the word "Frankenstein" (with its connotations of unnatural creation) and "*food*." [1, p 568] This occasional word communicates more than just a concept; it also conveys an emotional stance.

Discussion

According to contextual adaptability occasional words are inherently adaptable to the immediate communicative situation. Their meaning is often entirely dependent on the specific context in which they are used. This context-dependence allows occasionalisms to be flexible, serving as efficient linguistic tools for expressing ideas in rapidly changing or unpredictable scenarios. The Uzbek word "*zo'r-boy*" (*a blend of "zo'r" meaning strong/cool and "boy" meaning rich*) may be coined to refer to a

powerful and wealthy person in a sarcastic or critical tone. Its meaning is tightly connected to the social context in which it is used, such as discussions of corruption or inequality.

Occasional words often arise out of the need for economy in communication. Speakers may find it more efficient to create a new word rather than use a lengthy phrase to convey a particular meaning. [2, p. 211] This pragmatic function is particularly common in fast-paced environments like social media, where brevity is valued. The English word "*binge-watch*," a compound of "*binge*" and "*watch*," succinctly conveys the idea of watching multiple episodes of a show in rapid succession. It provides an economical alternative to the more verbose phrase, "watch several episodes in one sitting."

Cultural and social reflection on occasional words are often shaped by cultural and social factors. They reflect the specific concerns, trends, and values of the society in which they are created. As a result, they serve as linguistic markers of the time and place of their origin, offering insights into societal norms and collective experiences. For instance during the COVID-19 pandemic, several new occasional words emerged in multiple languages, such as "*quarantini*" (a blend of "*quarantine*" and "*martini*"), which humorously referred to cocktails consumed during lockdown periods. These occasional words capture the unique cultural and social dynamics of the pandemic. [3, p. 49]

Results

Occasionalisms can also serve as markers of identity and group solidarity. They may be coined within specific subcultures or communities to reinforce social bonds and create a sense of belonging. In such contexts, these words are often understood only by members of the group, further solidifying the group's identity. For example among gamers, terms like "*noob*", which refers to a novice or inexperienced player, were once occasional words within the gaming community. Over time, these words may transition into more common usage, but their initial creation is often a tool for group identity formation. Occasional words can sometimes introduce ambiguity into communication, particularly when their meaning is not clear to all participants in the

conversation. This ambiguity arises because occasional words lack the shared, conventional meanings that established words possess. [4, p. 149] As a result, the speaker may need to rely on additional context or clarification to ensure understanding.

Factors influencing the persistence of occasional words that not all occasionalisms disappear after their initial use; some gain traction and eventually become part of the broader lexicon. Several factors influence whether an occasional word persists or fades, including: *cultural relevance*: Words that address culturally or socially significant phenomena are more likely to persist. [5, p. 151] For example, technological advancements frequently lead to the creation of occasionalisms that endure (e.g., "selfie"). *Frequency of use*: occasional words that are frequently used in multiple contexts are more likely to become established. Widespread repetition can lead to the gradual integration of the word into the language. *Linguistic simplicity*: occasionalisms that follow established linguistic patterns (e.g., common affixes or familiar sound patterns) are more likely to be accepted into the lexicon. *Media and technology influence*: the rapid dissemination of occasional words via social media, television, and other mass communication platforms can accelerate their adoption.

Conclusion

The pragmatic characteristics of occasional words highlight their essential role in language as tools for expressiveness, adaptability, and cultural reflection. These words not only serve immediate communicative needs but also offer valuable insights into the social and cultural dynamics of their time. By examining the contexts in which occasional words arise, linguists can gain a deeper understanding of how language evolves in response to societal changes, and how speakers use language creatively to navigate complex communicative environments. Occasional words, though often ephemeral, serve as a testament to the flexibility and inventiveness of human language, offering a unique lens through which to explore the intersection of pragmatics, culture, and linguistic evolution.

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TEACHING SPEAKING SKILLS IN ENGLISH TO ECONOMIC FIELD STUDENTS

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Abstract

This article is devoted to the teaching students who study in economics and development of their speaking skills in English. English is becoming a global language in the world due to the high demand for learning English language, including in the field of economics.

Key words: *speaking proficiency, multinational companies, economic-specific content, TBLT, role play, vocabulary-building exercises, authentic materials.*

INTRODUCTION

In today's globalized economy, fluency in English is essential for professionals in economics and business. As English remains the dominant language in international trade, finance, and business communications, economic field students must develop proficient speaking skills to succeed in their careers. Teaching speaking skills in English to students of economics involves not only language proficiency but also a deep understanding of discipline-specific contexts, terminology, and communication styles.

METHODOLOGY

Economics students, who aspire to work in multinational corporations, research institutions, or government agencies, need to engage in discussions, presentations, and negotiations. English proficiency allows them to access global markets and trends. Knowledge of global economic conditions and the ability to communicate across borders can only be achieved through a common language, which is often English. And also they can participate in international conferences and networks due to many economics-related conferences, journals, and professional networks operate primarily in English, making language skills crucial for participation and knowledge sharing.

Furthermore, they can collaborate with international professionals. It is a good idea that effective collaboration with colleagues from different countries, particularly in multinational companies, demands strong speaking and listening skills in English. Given these demands, teaching speaking skills to economics students requires targeted approaches that blend language learning with economics-specific content.

DISCUSSIONS AND RECOMMENDATIONS

To address some challenges, instructors must adopt a range of strategies designed specifically for economics students such as TBLT, Role-playing and simulations, Debates and Discussions, Vocabulary-building exercises, and using authentic materials.

For instance, Task-based teaching focuses on using language to complete specific tasks that are relevant to the economics field. Tasks could include simulations of business negotiations, giving presentations on economic trends, or participating in debates about fiscal policies. These tasks provide students with practical opportunities to use economic terminology while improving their speaking skills.

Role-playing activities and simulations, such as mock trade negotiations or budget discussions, create authentic speaking environments. Students take on different roles, such as economists, policy-makers, or investors, and interact in English as they would in real-life situations. This provides meaningful practice in economic contexts.

Besides that, engaging students in debates about current economic issues not only enhances their critical thinking skills but also their speaking fluency. Topics such

as global trade, fiscal policy, or economic inequality provide rich content for discussion. Through debates, students can develop their argumentation skills, practice economic vocabulary, and learn how to communicate complex ideas clearly in English.

It should be noted that teaching economics-specific vocabulary is essential to helping students speak confidently about their field. Vocabulary exercises, combined with activities where students use the terms in context, can ensure that they are familiar with key terms and concepts. Instructors should focus not just on memorization but on meaningful use of the vocabulary in conversations and presentations.

Furthermore, incorporating authentic materials such as economic reports, financial news, and interviews with economists are very good idea to teach speaking skills to this field students. These materials help students understand how economic concepts are communicated in the professional world, providing models of how to express ideas fluently and accurately in English.

CONCLUSION

Teaching speaking skills in English to economics students is a dynamic process that requires a blend of language instruction, economics content, and practical application. By incorporating task-based activities, authentic materials, and opportunities for real-world communication, educators can help economics students build the speaking proficiency they need to succeed in their careers. With the right support and practice, students can develop the confidence to express complex economic ideas clearly and fluently in English, positioning themselves for success in the global marketplace.

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SOME TECHNIQUES OF CROSS CULTURAL COMMUNICATION

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ABSTRACT: This study explores how cultural differences in values, beliefs, languages, and behaviors shape communication dynamics and impact organizational operations. It highlights the importance of developing strong cross-cultural communication skills to enhance productivity, foster creativity, and build inclusive environments. The research also addresses common barriers, such as unconscious biases and resistance to change, and provides strategies to overcome them through empathy, active listening, and thoughtful dialogue. By leveraging these skills, organizations can foster innovation, strengthen relationships, and create work environments where all team members can thrive.

KEYWORDS: cross-cultural communication, cultural diversity, organizational , communication, communication strategies, unconscious bias, empathy in communication, workplace inclusion, conflict resolution, adaptability, global collaboration.

Cross-cultural communication refers to the process of exchanging information, ideas, and meaning between individuals from different cultural backgrounds. It aims to understand how people from distinct cultures communicate and interact with one another, taking into account the variations in their values, beliefs, languages, and behaviors.

Cross-cultural communication involves identifying both the differences and commonalities between cultural groups to interact effectively in a given context. It refers to how individuals from diverse cultural backgrounds adapt their communication styles to enhance mutual understanding.

To succeed in any industry, organizations must understand the communication styles of their employees, customers, investors, and other stakeholders. Being aware of and willing to adapt to these differences ensures effective information exchange, despite variations in cultural values, norms, and behaviors.

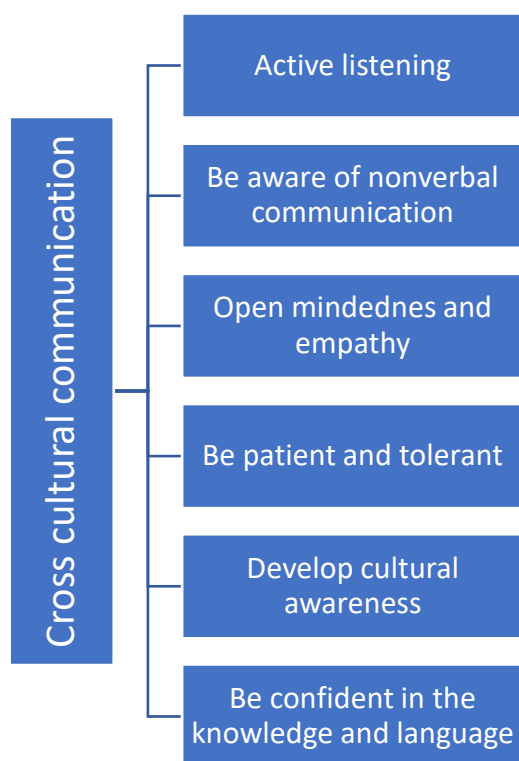
With each audience bringing unique cultural perspectives, it is crucial to recognize how culture shapes communication and its impact on organizational operations.

As Patty Goodman, PhD, associate teaching professor at Northeastern's Master of Science in Corporate and Organizational Communications program, explains, "Effective cross-cultural communication is key to avoiding and resolving conflicts, building networks, and fostering a positive work environment for all participants."

Moreover, the Society for Human Resource Management (SHRM) emphasizes that culture plays a vital role in productivity. It is essential to understand that employees from diverse backgrounds are driven by different motivations and respond uniquely to various management and communication approaches.

In today's fast-evolving professional landscape, it is essential to recognize how cultural factors shape interactions within the workplace. Building strong cross-cultural communication skills is key to fostering a positive work environment that maximizes the potential of every team member in an organization.

Here some cross cultural communication strategies are given:



Resistance to change is a common obstacle in cross-cultural communication. People often hesitate to embrace new ideas due to an unconscious fear that it might alter their cultural identity or belief system, explains Goodman. If these assumptions go unchallenged, they can hinder both personal and organizational growth. Recognizing unconscious biases allows individuals to become more open to adaptation. On a personal level, being open-minded can be as simple as exploring new ideas that might not have previously been considered. Exposure to different perspectives and a willingness to understand them can positively influence future decision-making.

When working with someone resistant to change, Goodman recommends asking thoughtful questions and providing a variety of perspectives supported by reliable data. Using accurate information can be a powerful way to encourage others to consider new ideas. Building trust through discussion and active listening can further enhance this process.

However, presenting information effectively is crucial. Overloading someone with too much data or presenting it in an unconvincing way can backfire. To foster openness, it's important to carefully curate and present information, ensuring it is both accessible and credible, so others are more inclined to engage with new perspectives.

In today's interconnected world, cross-cultural communication plays a crucial role in fostering collaboration and ensuring the success of organizations. Understanding and adapting to cultural differences is essential for effective information exchange and for building meaningful relationships in professional and social contexts. Organizations that develop strong cross-cultural communication skills can enhance productivity, resolve conflicts, and create inclusive environments where every individual's potential is realized.

The ability to overcome unconscious biases and embrace diverse perspectives encourages both personal and organizational growth. Resistance to change, often rooted in fear of losing cultural identity, can be mitigated through open dialogue, thoughtful questioning, and the presentation of reliable data. By cultivating empathy, active listening, and cultural awareness, individuals and teams can navigate cultural differences with ease and build trust across diverse groups.

Ultimately, cross-cultural communication is not just about avoiding misunderstandings but about unlocking the power of diversity. It enables individuals and organizations to thrive by leveraging varied perspectives, fostering creativity, and creating harmonious environments where people feel valued and understood.

In other words, cross-cultural communication is the process of exchanging information, ideas, and meaning between individuals from different cultural backgrounds, with the aim of fostering mutual understanding and cooperation. It involves recognizing both the differences and commonalities between cultural groups to enhance interactions, taking into account variations in values, beliefs, languages, behaviors, and communication styles.

In today's globalized and fast-evolving professional landscape, organizations must develop strong cross-cultural communication skills to thrive. Employees, customers, investors, and stakeholders come from diverse cultural backgrounds, each bringing unique perspectives and expectations. Awareness of these cultural nuances and a willingness to adapt is essential for effective information exchange, productivity, and the creation of inclusive environments. Moreover, successful cross-cultural communication plays a pivotal role in conflict resolution, team-building, and network

development. As organizations become more diverse, the ability to effectively manage cross-cultural interactions can foster creativity, innovation, and a positive work environment. However, unconscious biases and resistance to change often present barriers, limiting personal and organizational growth. Recognizing and addressing these biases allows individuals to become more open to adaptation and new ideas.

To overcome resistance and foster openness, it is crucial to encourage dialogue, ask thoughtful questions, and present multiple perspectives supported by credible data. Active listening, empathy, and effective presentation of information are vital techniques to build trust and promote understanding. Organizations that leverage these strategies can unlock the full potential of their teams, creating harmonious, innovative environments where diverse talents thrive.

In conclusion, cross-cultural communication is a fundamental skill for both individuals and organizations navigating the complexities of a diverse world. Beyond merely avoiding misunderstandings, it enables growth, strengthens relationships, and helps build inclusive, successful workplaces. Mastering this communication art ensures that differences become assets rather than barriers, empowering individuals and organizations to achieve their goals collaboratively in today's multicultural environment.

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THE PLACE OF GENDER IN THE SCIENCE OF LINGUISTICS

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Abstract: This article explores the significant role gender plays within the field of linguistics, examining how language reflects, perpetuates, and adapts to societal gender norms. It addresses the impact of gender on language structure, such as the use of grammatical gender in certain languages, and discusses how gender influences linguistic variation and conversational styles. The evolution of gender-inclusive language, including the adoption of non-binary pronouns, highlights the dynamic relationship between language and social change. The article also considers how feminist and gender studies have reshaped linguistic research, promoting a more inclusive understanding of language use across different gender identities. Ultimately, the analysis demonstrates that gender is not only a key factor in communication but also a critical lens for advancing linguistic theory and practice.

Keywords: Gender and language, linguistics, grammatical gender, gender-inclusive language, non-binary pronouns, linguistic variation, conversational styles, feminist linguistics, gender identity, language evolution, social change, gender norms, linguistic theory.

Gender plays a pivotal role in shaping human communication, and its influence is particularly evident in the field of linguistics. As the scientific study of language, linguistics examines the ways in which language both reflects and perpetuates societal norms, including those related to gender. Over time, scholars have come to recognize that gender is not just a social category but also a linguistic one, affecting everything from pronoun use to discourse patterns and even phonological variation.

This article delves into the complex relationship between gender and language, exploring how linguistic research has evolved to incorporate gender studies. It highlights the ways gender influences linguistic theory, data interpretation, and the very structure of language itself. By examining the intersection of gender with linguistics, we can better understand the cultural and social underpinnings that shape not only how language is used but also how it is studied. This inquiry ultimately asks: How does gender impact both the production of language and the scientific approach to its analysis?

Gender and Language Structure

In many languages, gender is grammatically encoded, such as in Spanish, French, or German, where nouns, pronouns, and adjectives are marked by masculine or feminine forms. This linguistic gendering can influence how speakers perceive objects and concepts, subtly shaping their worldview. For instance, studies show that speakers of gendered languages may attribute masculine or feminine qualities to inanimate objects depending on the grammatical gender assigned. This points to a deeper interaction between language, thought, and cultural constructs of gender. However, not all languages have grammatical gender, and the absence or presence of this feature reveals how linguistic structure can both reflect and enforce gender distinctions. In languages like English, where gender is primarily marked through pronouns (he/she/they), there has been a growing movement toward gender-neutral language, spurred by a greater awareness of non-binary and gender-fluid identities. This linguistic shift challenges traditional binary notions of gender, prompting new questions about how languages evolve in response to social change.

Gender and Linguistic Variation

Linguistic research has also uncovered significant gender-based variation in language use, with studies showing that men and women may employ distinct styles of communication. Early sociolinguistic studies, such as those by William Labov, identified patterns where women were more likely to use forms of language associated with overt prestige (e.g., standard speech forms), while men tended to gravitate toward covert prestige forms, often linked to non-standard dialects or vernacular speech. This

distinction raised important questions about gender, status, and identity in the way individuals choose and use language.

Moreover, gender differences extend beyond pronunciation or vocabulary choice; they also manifest in conversational patterns. Studies by Deborah Tannen and others have highlighted that women are often socialized to engage in more cooperative, rapport-building communication, while men may prioritize competitive or assertive speech styles. These tendencies are not universal but are culturally embedded, shaped by societal expectations of gender roles. Linguists studying gender and discourse analyze how these patterns reinforce or subvert traditional gender norms in various contexts, such as in workplaces, classrooms, or online platforms.

Gender and Language Evolution

The influence of gender in linguistic evolution is particularly evident in the current push for more inclusive and gender-neutral language. Movements to introduce or normalize non-binary pronouns (such as "they" in English or "iel" in French) reflect a growing recognition of gender diversity. These changes in language are not merely symbolic but also influence how individuals are perceived and addressed in society. The growing acceptance of non-binary pronouns challenges linguists to rethink traditional grammatical categories and to explore how these shifts impact both language structure and usage.

In addition to pronouns, feminist linguists have critically examined the inherent gender biases in many languages. They point out that defaulting to masculine forms when referring to mixed-gender groups or using male-centered language ("mankind," "chairman") can marginalize women and non-binary people. As a result, linguistic reforms aim to promote more inclusive expressions that better represent all gender identities, prompting linguists to re-evaluate the relationship between language, power, and gender equity.

Gender in Linguistic Research

The role of gender in linguistics is not confined to language itself; it also shapes the field of linguistic research. Historically, much of linguistic theory was developed by male scholars, often without considering how gender might influence linguistic

behavior. However, feminist linguistics and gender studies have transformed the discipline by foregrounding the ways in which gender intersects with language. Scholars like Robin Lakoff have argued that gender is a crucial factor in understanding language power dynamics, suggesting that women's language has been socially constructed to be less assertive or authoritative.

This shift in perspective has led to more nuanced and diverse research methodologies. Linguists now pay greater attention to how gendered power dynamics influence language use in various domains, from media and politics to everyday interactions. They also consider how gender identities shape linguistic communities and the ways in which marginalized gender groups—such as transgender and non-binary individuals—navigate and transform linguistic norms.

Gender as a Lens in Linguistics

The intersection of gender and linguistics is both a reflection of and a response to broader social forces. By studying how gender influences language—whether through structure, usage, or evolution—linguists gain insight into the cultural norms and social hierarchies that shape communication. As gender roles continue to evolve, linguistics will remain a critical field for examining how language adapts to and reflects these changes. Gender, in this context, is not just a variable in linguistic research but a lens through which we can better understand the power and diversity of human language itself.

In conclusion, gender plays an essential and multifaceted role in the science of linguistics, influencing not only how language is structured and used but also how it evolves and is studied. From grammatical gender systems to conversational patterns and the push for gender-inclusive language, gender deeply affects the way we communicate and interpret the world around us. Furthermore, gendered variations in language use and the growing recognition of non-binary identities are reshaping both linguistic theory and societal attitudes toward language. As linguists continue to explore the intersection of language and gender, it becomes clear that understanding gender is crucial to grasping the broader dynamics of human communication. The study of gender in linguistics offers valuable insights into social power structures,

identity formation, and the capacity of language to reflect and drive social change. By incorporating gender as a key element of linguistic research, we not only deepen our understanding of language but also contribute to a more inclusive and equitable study of how humans interact through words.

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ESSENCIAL METHODS IN TEACHING SPEAKING

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Annotation

The study focused on teaching English speaking skills. A student-centered approach was implemented, with the teacher acting as a facilitator. Engaging activities like role plays, individual and group presentations were used to enhance learning.

Additionally, modern media tools were incorporated to support speaking practice. The teacher provided materials aligned with the syllabus to ensure their relevance.

Key words: assessed included fluency, accuracy, pronunciation, and expression.

English, as a global language, plays a crucial role in international communication and is a mandatory subject in Indonesia's secondary education system (Bashori et al., 2021). According to Sheldon (2019), English has also become the primary language of academia in recent years. The 2013 curriculum divides English instruction into two categories, ensuring that students graduate with basic English proficiency. Among the essential skills, speaking is a vital aspect of foreign language learning, as it measures a learner's success and builds confidence to communicate effectively.

Alotumi (2021) noted that the lack of engaging speaking courses at junior and senior levels can lead to monotonous teaching methods and limited access to authentic English materials. The goal of teaching speaking is to help students communicate proficiently. Classroom interaction is essential for developing speaking abilities, with elements like pronunciation, grammar, and vocabulary forming the foundation of effective instruction (Ahmadi, as cited in Putra et al., 2022). The 2013 curriculum also emphasizes the importance of teaching speaking skills to high school students, requiring teachers to incorporate suitable activities and assessments in class.

Effective speaking instruction depends on several factors: the teacher's role, activities, materials, media, and assessments. Teachers must guide students by modeling English usage in class, fostering an immersive environment (Anggraini, 2022). As Postholm (in Heikkola et al., 2022) explains, teaching success is influenced by teachers' reflective practices, goals, and the overall school atmosphere. Research by Mega & Sugiarto (2020) highlights the importance of students' self-confidence and consistent English practice in achieving success.

Incorporating enjoyable activities like role plays, group discussions, and presentations can encourage student participation. Technology also plays a crucial role in teaching speaking skills. Tools like YouTube videos are effective in developing students' speaking and listening abilities (Saed et al., 2021). To achieve optimal outcomes, teachers must skillfully integrate modern tools into their lessons.

Given these points, it is essential to examine how speaking skills are taught in real classroom settings, as speaking is a crucial aspect of language learning worth studying. This study, therefore, investigates the teaching of English speaking skills at the secondary level.

The study employed a descriptive qualitative approach to explore the teaching of English speaking skills. The focus was on aspects such as the teacher's role, teaching activities, materials, media, and assessment methods. The qualitative method prioritized the process over outcomes, using descriptive data rather than numerical analysis. Data collection involved observations, interviews, and document analysis. During the observation phase, the researcher scheduled sessions with the teacher, using a structured observation scheme with three columns: expected activities, observed actions, and comments. To ensure data validity, the researcher conducted observations twice, with the assistance of a second observer. The interview phase involved two semi-structured interviews with the teacher during break sessions after class. These interviews provided insights into the teacher's approach to teaching speaking skills. Additionally, documents like lesson plans and assessment rubrics were analyzed to understand the instructional process.

The teacher observed in the study demonstrated a strong understanding of their role in teaching speaking skills. By creating a comfortable and communicative classroom environment, the teacher made it easier for students to engage with the lessons and understand instructions.

Speaking is a vital component of language learning, as it allows learners to communicate thoughts, express emotions, and engage in meaningful conversations. Mastery of speaking skills is essential not only for language proficiency but also for developing confidence and fluency in communication. Teaching speaking, however, requires more than just introducing vocabulary and grammar; it demands interactive methods, strategic feedback, and a supportive learning environment. This essay explores effective methods for teaching speaking skills, challenges teachers face, and strategies to address these challenges, with reference to modern pedagogy.

Language is a tool for communication, and speaking is the primary means through which people connect and convey ideas. In foreign language education, students often prioritize speaking skills because they are essential in real-life situations, such as traveling, participating in discussions, and communicating with native speakers. Moreover, speaking provides learners with the opportunity to practice what they have learned in other language areas—grammar, vocabulary, and pronunciation. Effective speaking instruction promotes confidence, fluency, and accuracy, helping learners overcome communication barriers. It also contributes to the development of critical thinking, as students must organize their ideas and express them coherently. Thus, teaching speaking goes beyond language practice, becoming an essential part of personal and professional development.

Despite its importance, teaching speaking skills can be challenging for both teachers and students. One significant challenge is language anxiety, where learners feel nervous or embarrassed about making mistakes in front of their peers. This anxiety can hinder participation and limit opportunities for oral practice. Bashori et al. (2021) note that reducing student anxiety is crucial for improving speaking performance. Another challenge is the limited exposure to real-life communication in classroom settings. Traditional instruction may focus more on reading and writing, with less emphasis on speaking. Additionally, classroom time constraints often restrict opportunities for every student to practice speaking meaningfully.

Class size also poses challenges, as teachers may struggle to provide individual feedback in large groups. In some cases, students might be reluctant to speak if they feel that their linguistic ability is lower than that of their peers. Finally, the lack of relevant materials and engaging content can demotivate students, making it difficult to foster genuine interest in speaking activities.

Communicative Language Teaching (CLT) emphasizes interaction as the primary goal of learning. It focuses on activities such as role-playing, group discussions, and simulations that allow learners to use the language in real-life contexts. By engaging

students in meaningful conversations, CLT encourages them to develop fluency and confidence in speaking.

Collaborative activities, such as group discussions and pair dialogues, provide students with a safe environment to practice speaking. These activities also promote peer learning, where students exchange ideas and correct each other's mistakes. Group work reduces the pressure on individual students, helping them feel more comfortable speaking.

Integrating technology into speaking lessons enhances student engagement. Teachers can use digital platforms such as YouTube videos, language apps, and interactive games to provide authentic speaking practice. Tools like voice-recording apps allow students to monitor their progress over time. PowerPoint presentations, whiteboards, and projectors further support lesson delivery, making activities more dynamic and interactive.

Feedback is essential for improving students' speaking skills. Teachers need to provide timely and constructive feedback on students' pronunciation, fluency, and accuracy. However, the feedback must be balanced, focusing not only on correcting errors but also on encouraging students. Pronunciation drills—such as distinguishing between words like event (/ɪ'vent/) and even (/ˈi:vən/)—can help students refine their speaking abilities.

Task-Based Learning (TBL) engages students in tasks that simulate real-world activities. Examples include planning events, making announcements, or conducting interviews. These tasks require students to use the language actively, enhancing their problem-solving abilities while improving their speaking skills.

To minimize anxiety, teachers can create a supportive learning environment where students feel comfortable making mistakes. Encouraging students to participate without fear of judgment promotes a positive attitude toward speaking. Additionally, motivational activities, such as games, debates, and role-plays, stimulate interest and make learning enjoyable.

Using scaffolded activities—where tasks gradually increase in complexity—helps students build confidence. For example, students can start with simple conversations

and move on to more complex discussions as they become more comfortable speaking. Teachers also play a crucial role in motivation by recognizing student progress and providing positive reinforcement.

Effective assessment of speaking skills should focus on multiple aspects, including fluency, accuracy, pronunciation, and expression. Teachers can use both formative (ongoing) and summative (final) assessments to evaluate student progress. Oral presentations, group discussions, and speaking tests are common assessment tools.

Self-assessment and peer assessment also encourage students to reflect on their performance, helping them identify areas for improvement. Teachers can use rubrics to provide transparent criteria for assessment, ensuring students understand how they are evaluated.

Teaching speaking skills is a complex but rewarding process that requires thoughtful planning, interactive methods, and continuous feedback. Effective instruction integrates communicative activities, collaborative work, technology, and constructive feedback to foster student engagement and confidence. By addressing common challenges, such as anxiety and lack of speaking opportunities, teachers can create an environment that encourages students to express themselves freely.

Ultimately, the goal of teaching speaking is not only to help students become fluent speakers but also to empower them to communicate effectively in diverse contexts. Through consistent practice, motivation, and support, students can develop the skills they need to become confident communicators in both academic and real-world settings.

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DIALOGUE AS A COMMUNICATIVE STRUCTURES IN EFL Learning

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Annotation: This article delves into the multifaceted nature of dialogue as a fundamental communicative structure in human interaction. The annotation aims to highlight various dimensions of dialogue and its significance in fostering understanding, collaboration, and the exchange of ideas.

Key words: Dialogue, speech, structure, language skills

Communicative structures of a dialogue from the perspective of psychology the analysis of dialogical speech shall be based on the comprehension of interaction subjects as intersubjectivity dynamics, i.e. as a process of development of relations between certain subjects, forming of their assessment, emotions, values and purposes under mutual influence in the process of dialogic communication. "An utterance (as a conversational integral unit) cannot be recognized as a unit of the last, top level of the language structure (above the level of syntax), because it is a part of fundamentally different relations (dialogic relations) incomparable with the linguistic relations of other levels..." "Dialogic relations between utterances... belong to metalinguistics. They are disparate to any other possible linguistic relations of different elements both in the language system and in a separate utterance". Intentional models of a dialogue represent interaction as a process targeted at the implementation of a plan, partner's intentions, and achieving goal, and informational models outline a concept of interaction as a process of information interchange between the participants of a dialogue. [1; 45] More specific models of a dialogue represent separate stages of verbal interaction (start, the process itself, completion, assessment, change or influence, taking a decision. A dialogue as a form of speech has a range of specific features, such as

- substantial number of etiquette formulae, stereotypes, and set phrases;
- unexpanded replication (reduced utterances);
- situational conditionality;
- proximity to internal speech by structural characteristics, etc.

The interrelation between the strategical content of a dialogue and the specific character of its grammatical arrangement remains the most important question to be answered. A number of researchers solve this problem relying upon the concept of intentionality. Intentionality in grammar means the relation between the semantic functions of grammatical forms and the intentions of a speaker with a communicative aim of an utterance and a text, the grammatical form capability of becoming one of the elements actualizing the general idea of verbal and cogitative activity. The determination of intentions in grammar implies the consideration of complex

interaction of many contextual and sociolinguistic factors. In such case only the most frequent for them grammatical means can be specified. However, the recognition of this fact does not eliminate the question concerning grammatical ways of explicating dialogical strategies and tactics. [2; 112]

The most important thing in this line of grammatical studies lies in the fact that grammatical forms allow (within bounds) for variation capable to translate speaker's intentions, which allows identifying the character of strategies applied by a speaker. The analysis of the existing concepts of communicative strategies allows drawing a conclusion that communication strategies not being a factor directly designating an option of a dialogical structure, nevertheless, exert a great influence over it. Therefore, communication strategies can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue grammar as a means allowing speeding up the process of forming not only communicative competence as a whole, but also flexible grammar and dialogical speech skills due to the improvement of the effectiveness of exercises being used. A task for identifying and using different ranges of communicative strategies in the process of teaching a foreign language given to research teachers causes arguments and discussions related to the pendency of questions of the forms of implementing different strategies in different language structures. The comprehension of a dialogue as the most common oral speech phenomenon reflecting all the regularities of the communication process as a whole is typical for present-day studies and researches. [3; 23]

The consideration of communication as the interaction of subjects performed by means of sign vehicles and targeted at significant change of the condition, behavior, and personal and semantic formations of partners defines the main goal of dialogical speech as exercising some or other influence over a dialogue partner. "Utterances of a dialogue at the psychological and relatively easy-to-observe level are oriented against each other. They correlate as a stimulus and reaction" [4; 305]. If a communicant upsets the right correlation, he/she causes relevant reaction of the other dialogue partner. The high significance of strategies in learning and teaching dialogical speech is conditioned just by this factor.

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Evfemizmlarning ism bilan bog'liq lingvokulturologik va kontekstual xususiyatlari

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Abstract: Given article is devoted to the study of linguacultural and contextual features of euphemisms connected with names

Key words: offensive, vague, phenomenon, euphemisms, conventional, association, connotation, social taboo, euphemisation, dysphemisims, pragmatic.

Данная статья посвящена лингвокулторологическим и контекстуальным особенностям евфемизмов связанных с именами.

Ключевые слова: оскорбительный, неопределенный, феномен, эвфемизмы, конвенциональный, ассоциация, коннотация, социальное табу, эвфемизация, дисфемисимы, прагматический.

J.Vandrisning ta'kidlashicha, "evfemizm taqiqlangan lug'atning murakkab va madaniyatli shaklidan boshqa narsa emas"[1,34]. S.P.Vaynshteyn ko'plab xalqlarda, shu jumladan tualiklar, bolalar o'limi sababli ularni yovuz ruhlardan himoya qilish uchun ularni haqiqiy ismlari bilan atashmaganligini yozgan.

Ularni haqqiy ismlari o'rniga o'g'il bola, qizaloq kabi taxalluslardan foydalanishgan. Yana bir tuva xalgiga tegishli urf-odat xotin erining va

qarindoshlarining ismlarini aytmasligi kerak bo'ladi. Bu urf-odat dunyoning ko'plab xalqlarida mavjuddir jumladan o'zbek urf -odatlariga ham to'g'ri keladi.[2,45]

Aksariyat madaniyatlarda ism bilan bog'liq evfemizmlar juda ko'pdir. Professor Odil Axmatovning shu mavzuda aytgan fikrlari bo'yicha shuni aytish mumkinki Shimoliy Amerika odamlari o'zlarining ismlarini tish tirnoqlari bilan himoya qilishgan ya'ni sir saqlashgan chunki ular ismlarni aytish ularga zarar yetkazishi va natijada ular azob chekishi mumkin deb o'ylashar edi; shuningdek, bu odat Afrika, Amerika, Avstraliya va Osiyo xalqlari orasida ham mavjuddir, masalan, Arakuyen odamlar darhol boshqa mamlakatlardan odamlar ularni yomonlik qilmoqchi, deb o'ylab, ularning ismlari tilga olinmagan. Agar o'sha millatning urf-odatlarini bilmagan odam: *"Sizning ismingiz nima?"* deb savol bersalar ular *"Mening ismim yo'q"* deb javob berishadi: Adjibve qabilasi odatlariga ko'ra ular o'z ismlarini aytmaydi, ular uning o'rniga uning amakivachchalaridan biridan buni qilishni iltimos qiladilar: odat tasodifan buzilsa, ismini aytgan odam bo'yi o'smay qoladi deb qo'rgishgan; Eskimoslar so'zlarning kuchiga ham ishonadilar va hattoki o'zlarining ismlarini o'zgartiradilar, chunki ular keksayishni xohlamaydilar: yangi ism ularning umrini uzaytiradi yoki ularga yangi hayot boshlash imkoniyatini beradi, deb hisoblashadi.[3,47]

O'zbek xalqida xam ism bilan bog'liq bir qancha tushinchalar mavjud. Yangi tug'ilgan bolaga qo'yilgan ism chaqaloq taqdiriga ijobiy yoki salbiy ta'sir ko'rsatadi deb ishoniladi. Masalan o'tmishda yashab o'tgan ajdodlari piru – badavat bo'lib umr kechirgan bo'lsa yoki ziyoli bo'lgan bo'lsa chaqaloqni umri o'sha insonniki kabi bo'lsin deb niyat qilshgan. Shuningdek, Chilida odamlarga bir-birlarining ismlarini aytib baqirish taqiqlanganligi, agar bu odat buziladigan bo'lsa, arvoqlar, farishtalar yoki umuman olganda, yovuzliklar qo'shni orollardagilarning nomlarini eshitishi va shu tariqa o'z oila a'zolarini o'ldirishi mumkin deb hisoblashadi.

Ismi sehr bilan bog'liq bo'lgan odamning haqiqiy ismini yashirish – bu chalg'ituvchi narsa, shuning uchun Yevropa xalqlarida keng tarqalgan. Masalan, V.N.Peretruxin shunday deb yozadi: "Rossiyada suvga cho'milish paytida nasroniy ismidan tashqari taxalluslarni (norasmiy ism) ishlatish odati allaqachon o'tib ketgan

edi. Ba'zida odam uchta ismga ega (birinchi, ikkinchi va nasroniy ismlari): biri ommaviydir, biri sirdir.[5,67] Noma'lum ism faqat bolani popga olib kelgan odamga va uning eng yaqin do'stlariga ma'lum bo'lgan. Shu bilan birga, chaqaloqning haqiqiy ismi uni yomon ko'zlar va kasalliklardan himoya qilish uchun yashirilgan. Masalan Ivan deb tanilgan odam vafot etgan holatda – dafn marosimida pop uning birinchi ismini Nikolay deb atagan, shundagina odamlar vafot etgan insonni ismi Ivan emas Nikolayligini bilishagan.

Yuqorida aytib o'tganimizdek bir oilada farzand dunyoga kelgandan so'ng, otalar bolaga qanday ism qo'yish haqida bosh qotiradilar. Ammo bu odob-axloq va hurmat yuzasidan emas, balki boshqa bir qancha sabablar tufaylidir. Bolalarga alomatlar nomi berilganida xurofot muhim rol o'ynagan. Buning sababi ham diniy xurofotdir. Odamlar asl ismlardan foydalansa yovuz ruhlar bolaga zarar yetkazishi mumkin bo'lgan afsonaviy mavjudotlar eshitishlari mumkin, deb ishonishgan. Ism berishda evfemizmlardan foydalanishning yana bir qancha sabablari bor.

1. Deyarli barcha millatlarda yangi tug'ilgan chaqaloqqa ism berish jarayonida ba'zi muammolar mavjud. Bolaga faqatgina ijobiy, mazmunli ism berish muhim deb hisoblanadi. Odamlar bolaning ismi ularning taqdiriga tasir o'tkazadi deb hisoblagan shu sababli go'dakka ism tanlashga ehtiyotkorlik bilan yondoshilgan.

2. Ko'zi yoriydigan ayolga zarar etmaslik uchun yangi tug'ilgan chaqaloqqa doya sifatida yoshi ulug, keksa va serfarzand ayol tanlanadi.

4. Farzandi vafot etgan onalarga hech kim bolasini tarbiyalashga izn bermagan. Bu bolaga zarar yetkazishi va erta o'limga olib kelishi mumkin deb hisoblashgan.

8. Turkiy xalqlar, shu jumladan o'zbeklar e'tiqodiga yaqin bo'lgan yana bir qadimiy udum mavjud. Shunga ko'ra, kelin erining qarindoshlariga ismi orqali murojaat qilmaydi, hatto kichik o'g'illari va qizlarining ismlarini ham aytmaydi. Ularga murojaat qilishning boshqa usullaridan foyalanilgan: Ism o'rnida buvisi, amakisi, onasi, opasi, akasi, mulla aka, go'dak, kichkintoy (kenjatoy) kabi atamalar ishlatilgan.

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STRATEGIES FOR MAKING SUCCESSFUL LECTURES

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Annotation. This articles describes the effective strategies for making the lecture successful. The article emphasizes that while lectures have their limitations, they can be made effective by implementing strategies that promote student engagement and understanding.

Key words: lecture, strategies, active learning, visual aids, lecture notes

Nowadays a lot of modern methods and ways of teaching foreign languages are being implemented to the classroom. But the traditional methods are also equally used by our teachers in higher education in Uzbekistan. One of these methods is a lecture. Though the name is the same, but there is a difference between present day lecturing and the lecturing of the past. In this article some of the effective strategies that be applied to present day lecturing will be discussed.

A lecture (from the French “lecture”, meaning “reading process”) is an oral presentation intended to present information or teach people about a particular subject, for example by a university or college teacher. Lectures are used to convey critical information, history, background, theories and equations [3]. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content. Though lectures are much criticised as a teaching method, universities have not yet found practical alternative teaching methods for the large majority of their courses. Critics point out that lecturing is mainly a one-way method of communication that does not involve significant audience participation. Therefore,

lecturing is often contrasted to active learning. Lectures delivered by talented speakers can be highly stimulating; at the very least, lectures have survived in academia as a quick, cheap and efficient way of introducing large numbers of students to a particular field of study. The criticisms of lectures are often summarized by a quote generally misattributed to Mark Twain: “College is a place where a professor’s lecture notes go straight to the students’ lecture notes, without passing through the brains of either”[2,111]

As long as class sizes continue to increase and university budgets tighten, lecturing will remain a dominant teaching method. Knowing how to lecture well, therefore, is a crucial skill to master. Effective lecturing is characterized by enthusiasm and expressiveness, clarity, and interaction. Consider using the tips below to introduce students to—and stimulate their enthusiasm about—your course material.

Preparation

- **Check out your classroom in advance.** Familiarize yourself with the layout of the desks and the front of the classroom.
- **Practice your lecture beforehand.** For your first few lectures, practice to ensure that you have an appropriate amount of material and activities for the time available.

Lecture notes

- **Avoid writing out a complete lecture script.** A script is too time-consuming to prepare, and it will prevent you from maintaining eye contact with the students.
- **Do prepare some notes.** Experiment to find out what kind of notes work best for you, e.g., a detailed outline, a list of major points, a tree diagram.
- **Include delivery reminders.** Use wide margins so you can add notes to yourself about audio-visual aids, questions to ask students, last-minute examples, and instructions for hands-on activities.

Structuring the lecture clearly

- Explain how the lecture relates to previously-learned material and the course themes and goals in general. Begin the class with a short review of the key points from last class, and end with a preview of the topics for next class (along with a reminder about any readings or assignments to be completed).

▪ **Tell them what you're going to say, say it, then tell them what you've just said.** Before discussing the day's topics, provide an overview of what will be discussed.

Keeping students engaged

▪ **Design your lecture in ten- to fifteen-minute blocks.** Adult attention spans average ten to twenty minutes, so change pace every fifteen minutes or so to relieve monotony and recapture students' interest.

▪ **Actively involve students in their learning.** Ask them to help you demonstrate an analogy to explain an abstract concept. Give them practice problems or a writing exercise to do on their own or in pairs.

▪ **State your key points as learning objectives for the students.** Share these objectives with your students: "By the end of the class, you will be able to" State the objectives as concretely as possible, using action verbs (e.g., draw, solve, explain) rather than vague verbs (e.g., learn, understand, know).

Using visual aids

▪ **Use visual aids to stimulate and focus students' attention.** Multimedia aids using sound, colour, and/or animations have an even greater power to attract and maintain students' attention, particularly in large classes where the impersonal situation makes students feel less involved. Visual aids should be a support for, not the focus of, your lecture. They also should not replace your personal interaction with the students [1,14].

While lectures can be criticized for being a one-way communication method, they remain a valuable tool for introducing large amounts of information. By following the tips provided, such as clear structure, engaging activities, and well-designed visuals, instructors can transform lectures into effective springboards for student learning and ensure a more enriching educational experience.

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3. <https://en.wikipedia.org/wiki/Lecture>**CLASSROOM TECHNIQUES TO FOSTER READING MOTIVATION****Z. M. Tukhtasinova**, teacher, Kokand SPI**S. D. Abduraximova**, student, Kokand SPI

Annotation: The article is devoted to the issue of motivating learners to read in the English language. It also suggests some of the ways of raising the interest of learners to learn the English language.

Key words: motivation, English, classroom, seating arrangement, eye contact, error correction.

One of the most crucial aspects in developing students' language skills is clearly motivation in the classroom. The majority of our students lack motivation to learn English, which is the primary reason.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning, M. William observes: "In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation" [2,6]

"Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour"[3,24]. The teacher has to activate these motivational components in the students but that is the precise problem. Classroom management skills are very important for language teachers to motivate learners.

Researches on second language acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn

certain rules or usages of language from their peers and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “group work” can provide.

The class is likely to be more successful if you keep the following principles in mind:

a) Try and maximise eye contact. Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason I personally think the horseshoe shape to groups is better.

b) Make sure students are seated at a comfortable distance from each other. Make sure you don't have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a “muted” atmosphere, low pace, and less active student participation in the lesson.

c) Think in advance about how you will organise changing partners or changing groups. This is a stage of the lesson which can potentially descend into chaos if it's not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

3) The error correction. It is always asked whether we should correct all students' errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. Among these ways of correction we can state: self correction, peer correction and teacher correction[1,32].

4) Playing role. This is another way to respond to the fundamental idea of variety in teaching by varying the pace of the lesson. The role-playing activity should be used by teachers to help students who are less motivated participate in the lesson and to motivate more motivated students.

5) Using realia, flash cards, stories and songs in teaching. Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc... Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items.

But, there are a few cases when we can resort to the student's mother tongue such as when there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice. It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.

In conclusion, motivating the learners of EFL and ESL seems very easy for a skillful teacher, but it requires from us deep knowledge of the methods and ways of teaching languages. With the use of above mentioned ways any teacher can take advantage of the learners' interest and push them to study the languages.

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The Importance of Teaching English in Preschool Education

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Abstract

This article explores the significance of teaching English in preschool education and its multifaceted benefits for young learners. It highlights how early English instruction contributes to cognitive development, language acquisition, social skills, cultural awareness, and future academic success. By examining the advantages of early language exposure, the article argues for incorporating English language learning into preschool curricula as a means of promoting lifelong learning and global readiness.

Keywords: *Preschool education, English language learning, early childhood, cognitive development, language acquisition, cultural awareness, multilingualism, lifelong learning*

Introduction

The early years of a child's life are crucial for development, especially in language acquisition. Preschool education provides a unique opportunity to introduce a second language, such as English, to young learners. At this stage, children's brains are particularly receptive, making it an ideal time to learn new languages. English, as a global lingua franca, offers numerous advantages when introduced early, including cognitive, social, cultural, and academic benefits. These benefits extend beyond simply learning a language, contributing to the holistic development of children. Given the increasing importance of English in education and global communication, early exposure to the language is becoming more relevant in preschool education.

Early childhood is a critical period for language development. At this stage, children's brains are highly receptive to learning new languages. Teaching English in preschool education offers numerous benefits that extend beyond language acquisition.

It plays a key role in cognitive development, cultural awareness, social skills, and future educational opportunities.

1. Cognitive Development

Introducing English in preschool helps enhance children's cognitive abilities. When young learners are exposed to a second language, they develop better problem-solving skills, memory, and multitasking abilities. The process of learning another language stimulates the brain and encourages mental flexibility. It helps children understand language structures and patterns, improving their overall communication skills in both their native language and English.

2. Early Language Acquisition

Children who start learning English at a young age often achieve better language proficiency compared to those who begin later. During the preschool years, children have a natural ability to imitate sounds, grasp new words, and pick up on pronunciation. This age is ideal for developing a near-native accent and achieving fluency because the brain is still highly adaptable to new linguistic input. Early exposure can lead to higher confidence in using English later in life.

3. Social and Emotional Development

Learning English in preschool can also enhance social and emotional development. Language learning often involves interactive activities, games, songs, and storytelling, which promote social engagement. Children learn to communicate with peers, express themselves in different ways, and develop social skills such as sharing, listening, and cooperation. Additionally, as children gain a new language, they may feel a sense of achievement and pride, boosting their self-esteem.

4. Cultural Awareness

Teaching English in preschool exposes children to different cultures and perspectives. It helps foster cultural sensitivity and an appreciation for diversity from an early age. Understanding a language also opens doors to understanding the traditions, customs, and lifestyles of English-speaking countries. This cultural awareness can shape children into open-minded individuals who are more accepting of cultural differences.

5. Preparing for Future Academic Success

English is a global language and a key medium of instruction in many educational systems. Teaching English in preschool lays a strong foundation for future academic success. It prepares children for elementary school, where English is often introduced formally as a subject. A strong grasp of English can also provide access to better educational resources, such as English-language books, educational programs, and digital learning platforms.

6. Supporting Multilingualism

In today's globalized world, being multilingual is a valuable skill. Introducing English in preschool can be part of a broader approach to multilingual education. It supports the development of multiple language skills, which are increasingly important in various career fields. Multilingual individuals have more job opportunities, better cross-cultural communication skills, and a competitive edge in the global job market.

7. Promoting Lifelong Learning

The skills and habits developed during early English learning foster a lifelong love of learning. Children who experience the joy of learning through interactive and playful activities are more likely to develop a positive attitude towards education. Early exposure to English can spark curiosity and motivate children to continue exploring new languages and subjects throughout their lives.

Conclusion

Teaching English in preschool is not merely about language acquisition; it is about nurturing well-rounded development in children. The benefits of early English education extend to cognitive, social, cultural, and academic growth.

By introducing English at an early age, educators can help children unlock their full potential, providing them with essential skills that will serve them well in future educational and professional endeavors. Early English instruction sets the stage for lifelong learning and global citizenship, making it an important component of preschool education.

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O'zbek tilshunosligida evfemizmlarning o'rganilishi

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Abstract: Given article is devoted to the study of the study of euphemisms from the point of uzbek linguistics.

Key words: offensive, vague, phenomenon, euphemisms, conventional, association, connotation, social taboo, euphemisation, pragmatic.

Абстракт: Данная статья посвящена изучению эвфемизмов со стороны узбекских лингвистов

Ключевые слова: оскорбительный, неопределенный, феномен, эвфемизмы, конвенциональный, ассоциация, коннотация, социальное табу, эвфемизация, прагматический.

Ma'lumki, o'zbek tilshunosligida nutqni vazifaviy-uslubiy tasniflashda, turlarga ajratib o'rganish va mezon belgilashda, ayrim noaniqliklardan qat'iy nazar, katta

yutuqlarga erishilgan, bu ularning (turlarning) evfemikasini o'rganishni osonlashtiradi, albatta. Tabu va evfema qo'llash vositalari ham til va jamiyat taraqqiyoti bilan birga taraqqiy qiladi, eskiradi, iste'moldan chiqadi; o'rnida yangi evfemik vositalar shakllanadi. O'zbek tilshunosligida evfemizm atamasi 1963-64-yillarda N.Ismatullayevning "Hozirgi o'zbek tilida evfemizmlar"[3,35Is] nomli dissertatsiyasida o'rganildi. 1997-yilda A.Omonturdiyev evfemizmni "Uslubshunoslikning tadqiqot obyekti sifatida allaqachon o'z yechimini topishi kerak bo'lgan mavzu"[1,45 o] sifatida keng doirada o'rganib, o'zbek nutqining evfemik asoslarini tadqiq qiladi.

Tilshunos M.Mirtojiyevning "Ўзбек тилида полисемия" monografiyasida tabu va evfemizm hodisalarining munosabati, ularning o'rganilish tarixi masalalariga alohida e'tibor qaratiladi. Olim evfemik ma'noning hosila ma'no ekanligi, bu hosila ma'nolar metaforik, metonimik usullarda vujudga kelishini, sinekdoxik va vazifadoshlik asosida evfemik ma'no paydo bo'lmasligini ta'kidlaydi.[mi] Hozirgi kunda tilshunoslikda evfemiya hodisasi va evfemizmlar borasida qator tadqiqotlar olib borilgan. Lekin, o'zbek va ingliz tilshunosligida bu hodisaning o'rganilish salmog'i katta bo'lsada, tilshunoslik doirasida uning talqin etilishida yakdillik kuzatilmaydi. Ko'pchilik olimlarning diqqati evfemizmnining taqiq va niqoblash vazifasini bajarish xususiyatiga ega ekanligiga qaratilgan bo'lishiga qaramasdan evfemiyaning yagona interpretatsiyasi (ma'nosi) yo'qligini ta'kidlashadi.

Tabu va evfemizmlar ko'pgina turkiy xalqlar tomonidan, xususan, qozoq, turkman, oltoy, ozarbayjon, o'zbektilshunos olimlari tarafidan o'rganilgan. Ulardan S.Altayev, N.Ismatullayev, N.M.Jabbarov kabi tilshunoslarni monografiyalarini keltirib o'tishimiz mumkin.

N.Ismatullaevning tabu va evfemizm haqidagi qarashlari davom ettirilib, 1997 yilda "Evfemik vositalarning funktsional-uslubiy xususiyatlari"[1] mavzuida nomzodlik dissertatsiyasi yoqlagan. Mavzu keng rejada ishlanib, "O'zbek nutqining evfemik asoslari" nomli monografiya[is.mo], shuningdek, "Bir so'z lug'ati", "So'z qo'llash san'ati" (hamkorlikda) va "O'zbek tilining qisqacha evfemik lug'ati" kabi ishlar nashr qilingan. Bu tadqiqot ishlarini o'rganib, kuzatib chiqqanimizda o'zbek tilshunoslari

evfemizm va uning har tomonlama keng yoritib, misollar orqali fikrlarini bayon qilishganining guvohi bo'ldik. Biror bir real tushuncha evfemalashar ekan, u "asli" dan begonalshmagan holda, nutq talabiga mos keluvchi so'zlovchining xohish irodasini ifodalovchi boshqa bir obrazli vosita tanlashni talab etadi. Davr o'tishi bilan evfemalar qisman til faktiga, keyinchalik esa uning lug'aviy birligiga aylanib qolar ekan. Evfemizm - tabulashtirilgan so'zlar o'rnida qo'llaniladigan, uni almashtiradigan lug'aviy birlikdir. Evfemizm so'zi grekcha euphemeo so'zidan olingan bo'lib, *"yumshoq gapiraman"*, *"muloyim gapiraman"* degan ma'nolarni anglatadi.

Evfemizmlar insoniyat tildan foydalanish jarayonidagi keng tarqalgan fenomenlardan biri, u odamlar orasida muloqotni yaxshilashga xizmat qiladi, muloqotni bir tekisda ketishini va suhbatning yanada ta'sirli olib borilishini ta'minlaydi. Evfemizm o'zbek tilshunosligida disfemizmga nisbatan kengroq o'rganilgan bo'lib, bugungi kunga qadar yuqorida sanab o'tilgan olimlar tomonidan evfemizmning ko'proq nutqiy qatlam sifatidagi xususiyatlari sistemali tadqiq etilgan.

Tabu va evfemizmlar ko'pgina turkiy xalqlar tomonidan, xususan, qozoq, turkman, oltoy, ozarbayjon, o'zbektilshunos olimlari tarafidan o'rganilgan. Ulardan S.Altayev, N.Ismatullayev, N.M.Jabbarov kabi tilshunoslarni monografiyalarini keltirib o'tishimiz mumkin. 1997-yilda A.Omonturdiyev evfemizmnii uslubshunoslikning tadqiqot obyekti sifatida allaqachon o'z yechimini topishi kerak bo'lgan mavzusi sifatida keng doirada o'rganib, o'zbek nutqining evfemik asoslarini tadqiq qiladi. U evfemizmlarni etimologik, ijtimoiy-madaniy aspektida o'rganish kerak deb hisoblaydi. Evfemizmlarni qo'llanish darajasiga ko'ra umumnutqiy va xususiy nutqiy evfemaga ajratib, ifoda usullarini o'rganadi. Tasnifiy xarakterdagi bu izlanish o'zbek tilidagi evfemik birliklar haqida ko'proq amaliy ma'lumot beradi.[o] Vaqt o'tib til taraqqiyoti, global muammolarning yechimi uslubshunoslikni notiqlik san'ati maqomiga ko'tarishni, jumladan, professional nutqning barcha tarmoqlarini — chorvador, ovchi, dehqon, yurist, jurnalist, diplomat, baxshi, shifokor, kurashchi, sovchi, to'quvchi, tikuvchi, temirchi kabilarning nutqini fundamental tadqiq qilish, xususan, ularning evfemik vositalarini yozib olish kabi muammolarni davr taqozo qiladi. A.Omonturdiyev muayyan soha evfemiyasi, ya'ni chorvador nutqiga xos

evfemik vositalarni etnolingvistik nuqtayi nazardan tavsiflashga bag'ishlangan "Professional nutq evfemikasi" nomli doktorlik dissertatsiyasida yuqoridagi masalalarni hal etish maqsadida chorvadorlar nutqidagi, xususan, chorvadorlarning hayoti, yashash tarzi, dunyoqarashi, urf-odatlar, an'analari, marosimlari bilan bog'liq holda vujudga kelgan evfemizmlarni tadqiq qildi[2,36].

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O'ZBEK JADID ADABIYOTINING XORIJDAGI TADQIQOTCHILARI

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Annotatsiya: Ushbu maqolada O'zbek jadid adabiyotining xorijdagi tadqiqotchilari haqida so'z yuritiladi. Xususan, Tokio davlat universiteti Turkshunoslik markazining rahbari, olim, professor Hisao Komatsu, Olmoniyalik olim, Gumboldt universiteti professori Ingeborg Baldauf xonimning ulug' adib va alloma Abdurauf

Fitrat shaxsiga va uning faoliyatiga munosabatlari hamda olib borgan tadqiqotlari bayon etilgan

Tayanch so'z va iboralar: chig'atoycha, munozara, jadidchilik, inqilobchilik, millatchilik va g'ayridinchilik, fitratshunoslik, turkshunos, sharqshunos.

O'zbek jadid adabiyotining xorijdagi tadqiqotchilari haqida so'z ketganda, Tokio davlat universiteti Turkshunoslik markazining rahbari, olim, professor Hisao Komatsu haqida to'xtalib o'tish joizdir. Bu inson nafaqat o'zbek tili "chig'atoychasi"ning sir-asroridan xabardor, balki Turkiston tarixining eng qorong'i nuqtalaridan tortib, uning eng nurli jihatlarini ham yaxshi yorita biladigan olimdir.

Hisao Komatsuning tadqiqotlari yapon, ingliz, turk, golland, rus, tatar va o'zbek tillarida chop qilingan. U Fitrat haqida Yaponiyada va xorijda birinchi salmoqli monografiya yaratib, jahon turkshunoslari e'tiborini ulug' o'zbek adibiga qaratgan va uning shaxsiga muhabbat uyg'ota olgan tadqiqotchi sifatida tan olinadi.

Xorijiy fitratshunoslar orasida eng izchil va sermahsul olimlardan biri sifatida tanilgan professor Hisao Komatsuning "Fitratning "Munozara"si xususida qaydlar" (Anqara, 1981) tadqiqoti yapon va turk tillarida chop qilinib, 80-yillarning boshidayoq jahon turkshunoslarining e'tiborini qozongan edi.³⁶ Olim "Munozara"ning xorijda saqlangan ko'pgina nusxalari, uning o'zbek va rus tillaridagi tarjimalarini qiyosan o'rganib, chuqur sharhlaydi. "Munozara"ga jadidchilik manbalaridan biri sifatida yondashgan olim asar asosida islomchilik, turkchilik va islohchilik g'oyalarini ko'radi va har bir asosda o'z davrining ijtimoiy-siyosiy manbalari bilan bog'liq holda tekshiradi. Xususan, islomchilik omili haqida so'z yuritar ekan, bir tomondan, XX asr boshlari Buxorodagi islom taassubi, buning natijasida yuzaga kelgan ma'rifiy boshboshdoqlik hamda turli xil mazhab va fiqrlar o'rtasidagi nifoqlar (xususan, sunniy va shialar o'rtasidagi 1910 yilgi to'qnashuv) kuzatilsa, ikkinchi tomondan, islom o'lkalarida kechayotgan ma'naviy yangilanishlar, xususan, Jamoliddin Afg'oniy (1839-1897) va Muhammad Abduh (1849-1905) qarashlarining Fitrat kabi turkistonli ziyolilarga ta'siri masalalarini chuqur tekshiradi. Ayniqsa, Buxorodagi ahvol haqida 1908-1912 yillarda mufassal xabarlar berib turgan "Sirotu-l-mustaqim" gazetasi va

³⁶ Hisao Komatsu. Buhara and Istanbul. – Tokyo, 1999 / Revolutionary Central Asia / Portraits of Abdurauf Fitrat. – Tokio, 1996.

uning sahifalarida buxoroli G'iyosiddin Hasaniy (Hisao janoblari uni Husniy deb o'qigan) maqolalarigacha jiddiy o'rganib chiqqan.

Abdurauf Fitratning 1909-1914 yillarda Istanbuldagi tahsil olish davri haqidagi ma'lumotlar xorijda ilk bor Istanbul matbuotida e'lon qilingan. 1910-yillar Buxoroning ahvoli haqida qator maqolalar e'lon qilgan G'iyosiddin Hasaniy "Hoji Abduraufni Buxorodagi maktabchilik harakatlarining faol a'zolaridan biri sifatida hamda "Tarbiyati atfol" va uning xorijiy sho'basini "Ta'mimi maorif jamiyati"ning quruvchilaridan" biri sifatida tilga oladi.³⁷

Ikkinchi omil turkchilik bo'lib, Fitratning Istanbul faoliyati bilan bog'langani, buxorolik talaba bu yerda Shahobiddin Marjoniy, Abdurashid Ibrohimbek, Ziyo Kukalp, Mehmed Akif Ersoy va boshqa turkchilik mutasaddilarining g'oyalari bilan tanishgani, nihoyat, 1916 yildan bu asosda faol siyosiy harakatga kirishgani ham aytiladi. Islohchilik g'oyalari dastlabki ikki omil asosida islomdagi islohchilik va turkchilik (muallif turonchilik deb atagan)dan ozuqa olgani va Fitrat faoliyatida "Munozara" asosida jadid maktablari muammosi yotganidek, maorifchilik bilan bog'liq holda amalga oshirilgani kuzatiladi. Yapon olimining ixcham tadqiqoti ortodoks islom islohotchiligi, Buxoroning mustaqilligi, madaniy turg'unlik, omma e'tiqodi va ziyolilarning xalqchiligi kabi ruknlar ostida berilgan. Olim asar "o'z qamrovi jihatidan siyosat, maorif, san'at, tarix, ilohiyot kabi yigirmadan ortiq jabhalarni o'zida birlashtirgani", XX asr boshlari Buxoro va Turkiston hayotidan juda qimmatli manba hisoblanishini o'rinli qayd etgan. Hatto Fitrat asarining lug'at va so'zlari haqida ham nozik kuzatishlar olib borganki, yapon olimining o'zbek adibi ijodiga bunday izchil va chuqur yondashishi fitratshunoslarimiz uchun ham o'rnakdir.

Bundan tashqari Hisao Komatsu "1911-1928 yillarda Buxoro ziyolilari o'rtasida milliy farqlanishning tadriji" (Tokio, 1989) tadqiqotida (asar ingliz tilida yozilgan³⁸) Fitrat yigirmadan ortiq yo'nalishda faoliyat ko'rsatgan esa-da, uning uchun asosiy faoliyat yo'li adabiyot ekanini juda nozik kuzatishlar bilan isbot etadi. O'z davrida, o'z yurtida topilishi juda qiyin bo'lgan manbalarga asoslanib, Fitratning 10- va 20-

³⁷ Hasani G. Buhara'da intibah// Sirat-I Mustakim-1326

³⁸ Xisao Ko'matsu. 1911-1928 yillarda Buxoro ziyolilari o'rtasida milliy farqlanishning tadriji. – Tokio, 1989.

yillardagi faoliyatini chuqur o'rganadi, "Munozara" asariga hamda adib faoliyatining "Chig'atoy gurungi" bilan bog'liq davrini izchil kuzatadi. Olim Fitratning ulkan ishlarini ta'kidlash barobarida, uning "O'zbek adabiyoti namunalari" asarini jiddiy tahlil qilib, "Namunalar"ning asl matnda mavjud bo'lmagan "Mundarija"sini tiklashga urinadi.

Fitrat haqidagi tadqiqoti va maqolalarining sintezi sifatida olim 1996 yilda "Markaziy Osiyo ixtilolchilari: Abdurauf Fitrat" monografiyasini yapon tilida e'lon qildi³⁹. Ushbu ko'lamli tadqiqot Fitrat faoliyatiga bag'ishlangan xorijdagi birinchi monografiya sifatida ham, yapon ziyolilariga Fitratning istiqbolchilik harakatini namuna sifatida tavsiya etishi bilan ham, fitratshunoslikni yangicha talqinlar va manbalar bilan boyitgan ilmiy manba sifatida ham qadrlidir.

Dastlab faqat xorijiy manbalar bilan ish ko'rgan olim O'zbekistonga qilgan bir necha ilmiy safarlari natijasida o'zbek fitratshunosligidagi qarash va talqinlarni jiddiy o'rganib chiqdi, uni birlamchi manbalardagi talqinlar bilan to'ldirdi va xorijiy olimlarning kuzatuvlarini qayta tahlildan o'tkazdi. Olim mazkur monografiyada Fitrat ilmiy biografiyasini yaratish bilan birga, fitratshunoslikka doir 250 dan ortiq manba va ilmiy adabiyotlarni keltiradi. Tabiiyki, ularning orasida Fitratning vatanida amalga oshirgan ishlari salmoqli o'rinni egallagan.

Hozirgi kunda o'zbek fitratshunosligida nisbatan kam fikr yuritilgan davr – adibning talabalik faoliyati hisoblanadi. O'zbek olimlarining ishlarida "dastlab "Mir arab" madrasasida o'qidi, so'ngra Istanbulda tahsilni davom ettirdi" degan ikki jumla bilan o'tib ketilayotgan bu davrni keng yoritishga harakat qiladi. Ushbu asar ayrim faktlar talqinida o'ta sinchkovlik natijasida bizning nazarimizda ahamiyatsiz sanalgan kichik hodisalarga keng o'rin ajratish, ayrim arab yozuvidagi manbalarni noto'g'ri o'qish kabi juz'iy sifatlarni soqit qilganda, Fitratning hayoti va adabiy faoliyatiga bag'ishlangan xorijdagi yagona monografik tadqiqot sifatida baholanishga arziydi.

Shuningdek, olimning ushbu ishlari jiddiy sur'atda davom ettirilganini 2001 yilda Niderlandiyada e'lon qilingan "Uch jadidchi va o'zgargan dunyo" maqolasida

³⁹ Hisao Komatsu. Markaziy Osiyo ixtilolchilari: Abdurauf Fitrat. Monografiya. – Tokio, 1996.

ko'rish mumkin⁴⁰. Triptix shaklida yozilgan uch jadidchi (Ismoilbey Gaspirali, Abdurashid Ibrohimbek, Abdurauf Fitrat)ning siyosiy portretini yaratar ekan, muallif bu yo'l boshchilarning millat mustaqilligi yo'lidagi ilmiy-adabiy harakat va faoliyatlarini qisqa anglatishga uringan. "Uch jadidchi" maqolasi alohida-alohida portret shaklida ko'rilgani bilan ularni birlashtirib turadigan g'oya va ichki kompozitsiya mavjud. Har uchala alloma sobiq chor Rossiya davri – mustamlakachilik sharoitida millat ozodligi va mamlakat obodligi uchun dildan kurashgan va o'z faoliyati natijasida millatga o'rnak va saboq bo'larli keng ko'lamdagi ishlarni amalga oshirib ulgurgan edi. "Abdurauf Fitrat" portretida muallifning ushbu mavzudagi avvalgi ishlariga qo'shimcha ravishda Fitrat faoliyatiga siyosiy arbob sifatida qaraydi va uni Turkiston mustaqilligi uchun kurashgan istiqbolchi sifatida ko'radi.

Doktor Hisao Komatsuning tinimsiz izlanishlari natijasida Fitratning o'zbek olimlari bexabar bo'lgan asarlari "Johilona taassubga misol" ("Sho'ro" jurnali (jaridasi), adad 2, sahifa 34), fors tilidagi "Buxoro vaziri Nasrullo bey Parvonachi Afandi hazratlarina ochiq maktub" ("Ta'rufi muslimin", adad 25, jild 2, sahifa 10) kabilar topilishiga ko'mak berganini ham alohida ta'kidlash zarur.

Yapon professori Hisao Komatsuning ulug' adib va alloma Fitrat shaxsiga va uning faoliyatiga munosabatini olimning o'zbek xalqiga va uning jahon hamjamiyatidagi o'rniga nisbatan ehtiromi sifatida qabul qilish lozim.

1975-yili Amerikaning Kolumbiya universitetida "Transitional Central Asian literature: Tajik and Uzbek prosefiction 1909 to 1932", ya'ni "O'rta Osiyoning o'tish davri adabiyoti: 1909-yildan 1932 yilgacha tojik va o'zbek badiiy prozasi" nomli falsafa fanlari doktori ilmiy darajasini olish uchun bir ilmiy ish himoya etiladi. Uning muallifi E.Olvortning shogirdi Eden Nabi ismli olim edi. Ancha real faktlarga boy va xolis yozilgan bu dissertatsion ish markazida garchi o'sha davrda o'nlab ijodkorlar faoliyat ko'rsatgan bo'lsa ham, asosan, Sadridin Ayniy, Abdurauf Fitrat va Abdulla Qodiriy turadi. Dissertant har bir ilmiy masalani yoritishga intilar ekan, shu ikki ijodkor hayotiga, yozgan asarlariga murojaat etadi. Dissertatsiya 14 bob, 240 sahifadan iborat.

⁴⁰ Hisao Komatsu. Uch jadidchi va "o'zgargan dunyo. Maqola.

Tadqiqotchi o'z ishida A.Qodiriy, Fitrat, G'afur G'ulom, H.Olimjon asarlariga, ba'zan I.Sultonov, V.Zohidov, L.Qayumov, U.Normatov, S.Mirvaliyev, N.Vladimirova, R.Inog'omov kabi olimlarning kitob va maqolalariga, asosan, ustози E.Olvortning "O'zbek adabiy siyosati" kitobiga murojaat etadi.

Olmoniyalik olima, Gumboldt universiteti professori Ingeborg Baldauf xonimning "Haqiqat axtarib" degan maqolasi Bambergdagmda 1990 yilda o'tkazilgan sharqshunos olimlar anjumani uchun ma'ruza matni sifatida tayyorlangan. Unda haqiqat har davrda turli mohiyat tashiganligi, har zamonning o'z haqiqatlari bo'lishligi turli o'zbekcha matnlar orqali asoslangan. Xususan, "haqiqat" tushunchasi "jadidchilik, inqilobchilik, millatchilik va g'ayridinchilik ruhidagi matnlarda" turlicha aks ettirilishi dalillangan. I.Baldauf bu fikrni Mahmudxo'ja Behbudiy, Abdurauf Fitrat, Hamza Hakimzoda Niyoziy, Abdulhamid Cho'lpon, Shokir Sulaymon va Abdulla Qodiriy singari siymolar ijodidan olingan iqtiboslar orqali isbot etadi.

Olimaning "XX asr o'zbek adabiyotiga chizgilar" asari musulmon dunyosidagi islohotchilik va yangilanish jarayonida O'rta Osiyo jadidchilik harakati tafsilotiga qaratilgani bilan e'tiborni tortadi.⁴¹

Fitrat ijodini o'rgangan turkshunos va sharqshunos olimlarning tadqiqotlari hali o'zbek olimlari tomonidan munosib baholangan emas. Faqat bunda Sh.Turdievning "Fitrat jahon kezadi" maqolasida olimning ayrim ishlari tilga olinadi va kichik bir maqolada H. Komatsuning ayrim ishlariga baho berilgan bo'lsa,⁴² H.Boltaboyevning "Xorijda fitratshunoslik" maqolasida 2000-yilgacha bo'lgan xorijiy fitratshunoslik yoritilgan. Fitratshunoslikka doir maxsus risola bitgan I. G'aniyev ham, asosan, H.Boltaboyev fikrlariga tayangan.

Umuman aytganda, Fitrat o'qigan, ishlagan Germaniya, Turkiya, Rossiya, hatto Niderlandiya fond va arxivlarida Fitratning qaysi bir asari, maqolasi, tarixiy hujjatlari ham bo'lishi mumkin. Bunday keng ko'lamli ishlarni bajarishda esa bizga xorijlik olimlarning yordami zarur. Qolaversa, Fitrat bilan bog'liq xorijdagi materiallarni

⁴¹ Балдауф Ингеборг. XX аср ўзбек адабиётига чизгилар. – Т.: Маънавият, 2001. – 70 б.

⁴² Турдиев Ш. Фитрат жаҳон кезади. Мақола.

aniqlash, yig'ish, olib kelish, avvalo, ularni belgilangan tartibda talab qilish uchun aniq huquqiy asoslarga va harakat doirasiga ega bo'lish zarur.

To'plangan materiallarni esa xalqaro talablarga javob beradigan sharoitda saqlash, manbalardan foydalanishda ochiqlikka erishish, barcha ilmiy natijalarni bir nuqtada jamlash imkonini berishi bilan muhim ahamiyat kasb etadi.

Xulosa qilib aytganda, XX asr o'zbek adabiyoti namoyandalarining ijodi ba'zan sobiq ittifoq olimlari, ba'zan rus olimlari tomonidan o'rganildi; maqolalarida, xotiralarida e'tiroflari berildi. Bundagi e'tiroflar, xususan, fitratshunoslik doirasidagi fikr-mulohazalarda o'zbek ma'rifatchiligi va roman yozish vujudga kelishi katta voqea ekani aytiladi.

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English Proficiency as a Key Driver in Advancing Global Medical Science and Healthcare Communication

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Abstract: English proficiency plays a pivotal role in advancing global medical science and healthcare communication. As the dominant language in scientific research, education, and professional exchanges, English serves as the foundation for international collaboration and knowledge dissemination. This article explores the significance of English in medical research, highlighting its role in accessing scientific literature, publishing in high-impact journals, and participating in international conferences. It also examines the impact of English on medical education and patient care, particularly in multilingual environments. Furthermore, the paper discusses how English facilitates global collaboration in medical innovations, clinical trials, and public health initiatives. Mastery of English enables healthcare professionals and researchers to contribute to and benefit from the collective global medical knowledge, ultimately improving patient outcomes and fostering advancements in healthcare delivery.

Key words: scientific literature, medical education, international collaboration, patient care, multilingual environments, clinical trials, public health, healthcare delivery.

Introduction: English has emerged as the dominant language of global communication in many fields, and medical science is no exception. The rapid advancement of medical research, technology, and healthcare practices increasingly depends on the ability to share knowledge and collaborate across international borders. In this context, English plays a crucial role as the universal medium for disseminating scientific discoveries, facilitating professional communication, and ensuring access to educational resources. Medical literature, including high-impact journals, clinical guidelines, and textbooks, is predominantly published in English, making it essential for healthcare professionals and researchers to achieve proficiency in the language. Moreover, the rise of international conferences, global health initiatives, and collaborative research projects requires fluency in English for effective participation. This widespread use of English not only enhances professional opportunities but also

accelerates the global exchange of knowledge, fostering innovations in medicine and improving healthcare outcomes. Beyond the realm of research and academia, English proficiency also has practical implications for healthcare delivery. In multicultural and multilingual environments, English often serves as a common language between healthcare providers and patients, enabling clearer communication and better patient care. Additionally, the increasing use of medical technologies and software developed in English further underscores the language's relevance in clinical practice. This article examines the multifaceted importance of English in medical science, from its role in research and education to its impact on patient care and global health collaboration. By understanding the significance of English proficiency in the medical field, professionals can better navigate the globalized landscape of healthcare and contribute to the advancement of medical science.

MAIN PART

The predominance of English in medical research facilitates effective global communication. Most scientific journals publish their articles in English, and prestigious journals such as “The New England Journal of Medicine” and “The Lancet” are primarily accessible to English speakers. This trend means that researchers with strong English skills have a distinct advantage when it comes to accessing the latest findings, contributing to the scientific discourse, and disseminating their own research to a broader audience. [1] Furthermore, English serves as the lingua franca at international conferences, allowing researchers from diverse linguistic backgrounds to share insights, collaborate on projects, and engage in meaningful discussions. Proficiency in English is essential for healthcare professionals who wish to remain current with advancements in their field. A substantial portion of medical literature, including clinical trials, systematic reviews, and evidence-based guidelines, is published in English. [2] This access enables practitioners to implement the latest evidence into their practice, enhancing patient care and improving clinical outcomes. Additionally, many online databases and resources, such as PubMed and Cochrane Library, predominantly feature English-language content, further emphasizing the necessity of English proficiency for effective research engagement. [3] English is

increasingly the medium of instruction in many medical schools worldwide, particularly in countries with non-English-speaking populations. This trend reflects the recognition that English proficiency is vital for students aiming to pursue careers in medicine and engage in international health settings. As medical curricula become more integrated with global health issues and cross-cultural competencies, English language skills are essential for students to understand and communicate complex medical concepts. Moreover, English fluency enables students to access a wealth of educational materials, participate in global online courses, and collaborate with peers from around the world. [4]

In many healthcare settings, especially those with diverse patient populations, English serves as a common language that facilitates communication between healthcare providers and patients. Effective communication is crucial for accurate diagnoses, informed consent, and treatment adherence. English proficiency among healthcare professionals can bridge language barriers, ensuring that patients receive comprehensive explanations of their conditions and treatment options. Additionally, English-language resources can help patients better understand their health and navigate the healthcare system, leading to improved health literacy and patient outcomes. The complexities of global health challenges require collaborative approaches that transcend national boundaries. English serves as the primary language for international health organizations such as the World Health Organization (WHO) and Médecins Sans Frontières (Doctors Without Borders), facilitating communication and coordination among health professionals. English proficiency enables healthcare workers to engage in cross-border collaborations, share best practices, and contribute to global health initiatives. [5] This collaborative spirit accelerates medical innovation, as researchers and practitioners work together to tackle pressing health issues, including pandemics, vaccine distribution, and health policy development. Despite the critical importance of English in medical science, many healthcare professionals face challenges related to language proficiency. Non-native English speakers may experience anxiety or barriers to participation in international discussions or collaborations. To address these challenges, medical institutions and organizations can

implement targeted language training programs, offer resources for improving medical English, and foster an inclusive environment that encourages collaboration among speakers of various languages. By investing in language education and support, the medical community can enhance communication and collaboration in a globalized healthcare landscape.

The degree of Indian doctors is intricately related to the importance of English in medical science for several reasons: Most medical education programs in India, particularly those at recognized institutions, are conducted in English. This means that Indian medical students must attain a high level of proficiency in English to succeed in their studies. Their ability to understand complex medical concepts, engage with scientific literature, and participate in discussions depends heavily on their command of the language. Indian doctors often need to stay current with international medical research, which is predominantly published in English. Their degrees allow them to access a vast array of scientific literature, clinical guidelines, and research findings that are essential for providing evidence-based care. Proficiency in English enables Indian doctors to utilize these resources effectively, thereby improving patient outcomes and enhancing their professional practice. [6]

As globalization in healthcare increases, Indian doctors are increasingly participating in international collaborations, clinical trials, and global health initiatives. Many of these projects operate primarily in English, making language proficiency crucial for effective communication and collaboration. Indian doctors with strong English skills can contribute to and learn from global research efforts, fostering the exchange of knowledge and innovations in medical science. Many professional conferences, workshops, and seminars that Indian doctors attend are conducted in English. Attending these events allows them to network with international peers, share their research, and stay updated on the latest advancements in their field. [7] Their degree often necessitates continuous professional development, and English proficiency is a key factor in their ability to engage in these opportunities. English proficiency can significantly impact the career prospects of Indian doctors. Many international organizations and institutions look for candidates who can communicate

effectively in English, particularly for positions involving research, public health, and clinical practice in multicultural settings. Consequently, Indian doctors who are proficient in English may have access to a wider range of job opportunities both within India and abroad. [8] In India, where many healthcare facilities serve diverse populations, English often serves as a common language between doctors and patients who may speak different regional languages. Indian doctors who are fluent in English can communicate more effectively with patients, ensuring they receive comprehensive explanations about their conditions and treatments. This improves patient care and enhances health literacy among patients.

The degree of Indian doctors is closely tied to the importance of English in medical science, as it influences their education, access to resources, participation in international collaborations, professional development, career opportunities, and patient interactions. As the medical field continues to globalize, English proficiency remains a critical skill for Indian doctors to navigate and contribute to advancements in healthcare effectively. [9]

In conclusion, English proficiency is an essential component of advancing medical science and improving healthcare communication. From facilitating global research collaborations to enhancing patient care in multilingual settings, the importance of English in the medical field is undeniable. By prioritizing English language skills, healthcare professionals can better engage with the global medical community, access vital resources, and contribute to innovative solutions that address the world's most pressing health challenges.

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HISSİY HOLAT FE'LLARINING INGLIZ TILI IZOHLI LUG'ATLARIDAGI TALQINI

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ANNOTATSIYA: Ushbu maqolada hissiy holat fe'llarining ingliz tili izohli lug'atlaridagi talqini haqida fikr yurilgan. Chunki, so'zning bugungi kunda qo'llanuvchi keng ommalashgan ma'nosi izohiga batafsil yondashish uning boshqa davrdagi ma'nolar talqinidan qanday asosiy farqlari borligini ko'rsatib berish va

misollar vositasida dalillash, misollarda leksema birikuv imkoniyatlarini yoritish lugʻatga qoʻyiladigan asosiy talablardandir.

Kalit soʻzlar: fonetik sath, grammatik sath, izohli lugʻat, etimologiya, etimologik lugʻat, Meriam Webster izohli lugʻati, Cambridge kengaytirilgan izohli lugʻati.

KIRISH. Bir tilning boshqa tildan farqi asosan fonetik va grammatik sathlarda koʻzga tashlanadi. Muayyan tilni xarakterlash, uni boshqalardan ajratish va oʻziga xos xususiyatlarini belgilash ham shu fonetik va grammatik sath doirasida amalga oshiriladi.[1] Biroq bu yondashuv leksik sath lisoniy tizim va nutq strukturasida hech qanday ahamiyat kasb etmaydi degan xulosani anglatmaydi. Fonetika va grammatika tilning tizmiy xususiyatini tashkil etsa leksika shu til qurilishini nutqda dalillab, maʼnoning eng pirovard ifodachisi boʻlib xizmat qiladi. Shunday ekan leksik sathni yigʻib, tartiblovchi manba sifatida lugʻatlar qator vazifalarni bajarishi bilan ahamiyatlidir. Masalan, lugʻat manbasi soʻzning oʻzlashma yoki oʻz qatlamga oidligi haqida maʼlumot beradi. Bu esa til taraqqiyotining tarixiy davrlanishi bilan bogʻliqdir. Soʻz maʼnosidagi lugʻaviy sema siljishi, kontestual semalarning ortib yoki kamayib borishini dalillash uchun ushbu soʻzning aynan oʻzlashish davridan boshlab to hozirgi kungacha boʻlgan qoʻllanishiga, yaʼni shu muddat ichida yaratilgan adabiyotdagi yozma misollar yoki boshqa tur ogʻzaki misollarga murojaat qilish lozim.[2] Shu jihatdan leksikografik manbadagi etimologik koʻrsatkich soʻzning izohini darvga qarab xoslashtirish imkonini beradi.

ADABIYOTLAR TAHLILI VA METODLAR. Soʻzning bugungi kunda qoʻllanuvchi keng ommalashgan maʼnosi izohiga batafsil yondashish uning boshqa davrdagi maʼnolar talqinidan qanday asosiy farqlari borligini koʻrsatib berish va misollar vositasida dalillash, misollarda leksema birikuv imkoniyatlarini yoritish lugʻatga qoʻyiladigan asosiy talablardandir. Masalan, ingliz tilining izohli lugʻatlarida hissiy-holat feʼllari etimologiyasi quyidagicha keltiriladi:

ADORE 1275–1325; <Latin <i>adōrāre</i> to <i>speak to, pray, worship, equivalent to ad- + ōrāre</i> to <i>speak, beg</i> (see oral);	ENJOY Middle English <i>enjoien</i> , from Anglo-French <i>enjoir, enjoier</i> to gladden, enjoy, from <i>en-</i> + <i>joie</i> joy

replacing Middle English <i>aour(i)e</i> < Old <i>aourer</i> < Latin	15th century, in the meaning defined at intransitive sense
ENVY 1250–1300; Middle English noun <i>envie</i> , from Old French, from Latin <i>invidia</i> , equivalent to <i>invid(us)</i> “envious” (derivative of <i>invidēre</i> “to envy”) + <i>-ia</i> abstract noun suffix; verb derivative of the noun; see invidious , -y ³	ADMIRE borrowed from Middle French <i>admirer</i> , Latinization of <i>amirer</i> “to make (little or much) of,” borrowed from Latin <i>admīrārī</i> , <i>ammīrārī</i> “to regard with wonder, show esteem for,” from <i>ad-</i> AD- + <i>mīrārī</i> “to be surprised, look with wonder at,” derivative of <i>mīrus</i> , “remarkable, amazing,” of uncertain origin 15th century, in the meaning defined at transitive sense 2
LOVE First recorded before 900; Middle English noun <i>love</i> , <i>louve</i> , <i>luve</i> , Old English <i>lufu</i> , cognate with Old Frisian <i>luve</i> , Old High German <i>luba</i> , Gothic <i>lubō</i> ; verb derived from the noun; akin to Latin <i>lubēre</i> (later <i>libēre</i>) “to be pleasing,” Slavic (Polish) <i>lubić</i> “to like, enjoy,” see also lief	REJOICE Middle English, from Anglo-French <i>rejois-</i> , stem of <i>rejoier</i> , <i>rejoir</i> , from <i>re-</i> + <i>joir</i> to welcome, enjoy, from Latin <i>gaudēre</i> to be glad — more at JOY . 14th century, in the meaning defined at intransitive sense .
REGRET 1375–1425; Middle English <i>regrete</i> , <i>regretten</i> (verb), from Middle French <i>regreter</i> , Old French, equivalent to <i>re-</i> re- + <i>-greter</i> , perhaps from Germanic (cf. greet ²)[3]	LAMENT Middle English <i>lamenten</i> , from Middle French & Latin; Middle French <i>lamenten</i> , from Latin <i>lamentari</i> , from <i>lamentum</i> , noun, lament. 15th century, in the meaning defined at transitive sense [4]

NATIJALAR VA MUHOKAMA. Yuqorida ikki vertikal ustunga ajratilgan lug'at maqolalar ikki izohli lug'atdan olingan. Har ikki lug'atda ham etimologik parametrlar maqolalarning qo'shimcha ilovasi sifatida berilgan. Garchi ushbu manbalar mustaqil etimologik lug'at bo'lmasada ma'lumotlar batafsil, keng qamrovga ega. dictionary.com onlayn lug'atidagi ma'lumotlarda umumiy jihatlar ko'zga tashlanadi. So'zlarning ilk qo'llanish davri nisbatan aniq belgilangan. Shu davrda muayyan so'z aynan qaysi tildan o'zlashgani yoki qaysi asos negizida shakllangani ko'rsatiladi. Agar so'z o'zlashma bo'lsa ushbu leksemaning originali qanday taraqqiy etgani, uning fonetik qolipi qay tarzda o'zgarib borgani ham namoyon bo'ladi. Shuningdek, hissiy holar fe'llarining tildagi boshqa muqobillari ham sanab o'tilgan. Shu sinonimlar bilan umumlashgan holda etimologik ma'lumot qismining o'zi ham so'z ma'nosi haqida tasavvur hosil qilishga ko'maklashadi. Lug'atda bir so'z o'zagi, fonetik qolipini boshqa tillardagi ayni leksema bilan qiyoslash imkoni ham mavjud. Shu jihatiga ko'ra bo'limdagi ma'lumotlar umumiy, yosh chegarasiga ega bo'lmagan auditoriyaga emas, balki tilshunos tipologlarga mo'ljallanganini anglash mumkin.

Meriam Webster izohli lug'atidagi etimologik bo'lim so'zning ilk qo'llanish davri noaniq, umumiy qilib ko'rsatilgani bilan farqlanadi. Birinchi lug'atdagidek qo'llanish vaqti bilan birga so'zning qaysi davr tiliga mansubligi ham ko'rsatiladi. Ma'lumki, ingliz tili taraqqiyoti uch davrga bo'lib o'rganiladi. Shu jumladan, leksemalar ham eski, o'rta va zamonaviy ingliz tiliga mansub bo'lishi mumkin. Fe'l turkumiga oid leksemalarning aksariyati eski va o'rta ingliz tilida shakllangan yoki o'zlashgan va nutqda qo'llanishi qayd etilgan. Birinchi manbada so'zning fonetik qolipini boshqa tillar bilan qiyoslash uchun baza yaratilgani holda ikkinchi lug'atda so'z tarkibi etimologik nuqtai nazardan o'rganilgan. So'zda asos va qo'shimchalar qanday paydo bo'lganligi haqida ma'lumot olish mumkin. Qolaversa, Meriam Webster lug'atida so'zning funksional etimologiyasiga ham ahamiyat qaratilgan fe'l talqinida uning qaysi davrga mansubligi bilan birga o'timli yoki o'timsiz ekanligi ham aytib o'tilgan.

Anglashilganidek, ushbu ikki izohli lug'atda etimologik tahlil birlamchi vazifa bo'lmasa ham tuzuvchilar so'zning kelib chiqishi, taraqqiyotini muxtasar shaklda bayon qilishgan. Ushbu ikki yondashuv va bo'lim tarkibidagi farqli jihatlarni

umumlashtirib fe'llarning zamon tuslanishida ablaut holatini etimologik jihatdan asoslash imkoni mavjud.

Bundan tashqari mukammal izohli lug'atlarda leksema talqiniga paradigmatic yondashuv mavjud. Ya'ni leksemani muayyan gipersema atrofida jamlangan maydonning tarkibiy elementi sifatida ko'zdan kechirib, uning mazkur maydon doirasidagi ma'no munosabatlarini ochiqlash ham leksikografik manbaning vazifasi bo'ladi. Shunday ekan izohli lug'atlar tezaurus xususiyatini ham o'z ichiga olib lug'at maqola markazidagi leksemaning ma'nodoshlari yoki variantdoshlari ham keltiriladi:

DESPISE hate <i>I hate camping.</i> detest <i>I detest any kind of cruelty.</i> loathe <i>"Do you like cabbage?" "No, I loathe it."</i>	LOVE adore <i>He absolutely adores his wife.</i> dote on <i>She dotes on her grandkids.</i> be crazy about <i>I'm just crazy about our new daughter-in-law.</i> be mad about <i>UK He's absolutely mad about his new boyfriend.</i> be in love <i>I think I'm in love with her.</i>
ADULATE admire <i>I've always admired her for her generous spirit.</i> respect <i>I respect her for what she has achieved, but I would have approached it very differently.</i> think highly of <i>Everyone thinks highly of him.</i> hold someone in high esteem <i>Her colleagues in Washington hold her in very high esteem.</i> hold someone in high regard <i>He contributed much to the life of York, and was held in high regard there.</i>	CONTEMPLATE consider <i>Don't make any decisions before you've considered the matter.</i> ponder <i>She sat back for a minute to ponder her next move in the game.</i> mull over <i>I need a few days to mull things over before I decide.</i> reflect <i>I spent a lot of time reflecting on what he'd said.</i> agonize <i>She agonized for days before agreeing to take the job.</i>[4]

look up to <i>She was my older sister and I looked up to her.</i>	

Yuqoridagi lug'at maqola parchalari Kembrij kengaytirilgan izohli lug'atidan olingan. Unda asosiy leksemaning turkum doirasidagi boshqa birliklar bilan sinonimik munosabati qamrab olinadi. Ba'zi o'rinlarda sinonimlar bir so'z bo'lgani holda boshqa misollarda sinonim sifatida predlog va fe'l kabi murakkab konstruksiyalar keltiriladi. Ma'lumki, ikki ma'nodosh so'z doim ham o'zaro ekvivalent bo'lavermaydi. Masalan, ikki sinonimning farqi uning uslubiy xususiyatlarida va qo'llanish o'rniga ko'ra xoslanishida namoyon bo'ladi. Masalan *to despise* so'zining muqobili *to hate* nutqda eng faol qo'llanuvchi, shu jihatdan hatto asosiy leksemadan ham ustun deyish mumkin. Salbiy lug'aviy ma'noga ega ushbu holat fe'lining qo'llanishida shaxs yoshi, gender kabi chegaralar yo'q. *To detest* nisbatan tor doirada qo'llanadigan muqobil bo'lib uning voqelanishi rasmiy nutq kontekstida ekanligi misoldan ham anglashiladi. *To adulate* so'zi hurmat qilmoq ma'nosini anglatuvchi holat fe'li, nutqda ushbu ma'noni ifodalash uchun asosan *to respect* fe'li qo'llanadi. Biroq ushbu so'z tarkibida *sevmok* va *hurmat qilmoq* ma'nolari umumlashgan *to admire* fe'lidan keyin sanab o'tilgan. Bu esa ma'nodoshlik graduonimiyasi tizimiga biroz zid ravishda tartiblanishdan dalolat beradi. Ushbu leksemalardan so'ng sanab o'tilgan ma'nodosh iboralar asosan rasmiy nutq kontekstiga mosligi aytib o'tilmagan. *Look up to* frazali fe'li esa ko'proq *taqlid qilmoq*, *ergashmoq* ma'nolarini o'zida mujassam qiladi, uning tarkibidagi hurmat semasi faqat matn kontestida namoyon bo'ladi, ya'ni boshqa kontekstda ushbu ma'no kuchsizlanishi ehtimoldan holi emas. Shuning uchun ushbu birlikni asosiy leksemaga Mutlaq ma'nodosh emas kontestual muqobil ekanligini belgilash maqsadga muvofiq bo'ladi. Navbatdagi leksema *to love* ma'nodoshlari sirasida *to adore*, *to be in love* muqobillari qo'llanish doirasining kengligi bilan ajralib turadi. *Be crazy about*, *be mad about*, *dote on* iborolari esa so'zlashuv uslubiga mos keladi. Maqolada ushbu so'zlarning nutqiy voqelanishdagi ma'nosi kishining boshqa insonga nisbatan sevgisini anglatadi. Biroq ayni iboralarni buyum, mashg'ulot yo joyga nisbatan sevgi, mukkasidan ketish ma'nosida ham qo'llash mumkinligi e'tibordan chetda qolgan. *Contemplate* so'zida *o'ylov* semasi bilan birga *ikkilanish*, *nadomat* va *havotir*

ma'nolari ham umumlashadi. Sanab o'tilgan ma'nodoshlar sirasida esa faqat *to ponder* va *to agonize* ushbu emotiv semani tashigani bois ularni yaqin ma'nodosh, variatdosh deb ta'kidlash joiz. Bunday ma'no yaqinligi sinonimlar tartiblanishidagi ketma-ketlik vositasida belgilanishi mumkin edi. [5]

Kembrij lug'atini kengaytirilgan izohli lug'at sifatida taqdim qilinishiga aynan leksema ma'nodoshlarining ilova qilinganligi asos bo'lgan. Shunga qaramasdan uni to'laqonli tezaurus lu'g'at o'rnini bosuvchi manba deb bo'lmaydi. Ze'ro tezauruslar so'zning birgina sinonimik ma'no munosabatini emas, zid ma'nolilik va graduonimik munosabatlarni ham qamrab oladi. Masalan, mavjud izohli lug'atlardagi maqola tarkibiga ilova qilingan ma'nodoshlar internet platformasida eng keng qamrovli tezaurus manba hisoblangan thesaurus.com lug'atidan olinadi.[6] Biroq unda ham so'zning rasmiy yoki norasmiy doirada qo'llanishiga oid ma'lumot keltirilmaydi. Buni anglash uchun so'z havoladan Dictionary.com izohli lug'at manbasiga o'tib misollar bilan tanishib chiqish lozim. Bu esa zamonaviy ingliz leksikografiyasida tezaurus va izohli lug'at orasidagi chegara yo'qolib ushbu ikki talqin bir-birini to'ldirishi lozim degan qarash mustahkamlanib borayotganidan dalolat beradi.

hesitate   [See definition of hesitate on Dictionary.com](#)

verb **wait**; be uncertain

SYNONYMS FOR hesitate 

 **Compare Synonyms**

balk	debate	hedge	straddle	hem and haw
dither	defer	hover	stutter	hold back
falter	delay	linger	swerve	hold off
pause	demur	oscillate	tergiversate	pull back
ponder	dillydally	pussyfoot	vacillate	shy away
stumble	doubt	scruple	weigh	sit on fence
waffle	equivocate	seesaw	be irresolute	think about
waver	flounder	shift	be reluctant	think twice
alternate	fluctuate	shrink	be unwilling	
balance	fumble	stammer	blow hot and cold	
dally	hang	stop	hang back	

Lug'atda asosiy leksema ma'nosiga imkon qadar yaqin bo'lgan so'zlar tanlab olinadi. Tezaurusdagi quyidagi antonimlar ilova qilinmaydi:

ANTONYMS FOR hesitate

● MOST RELEVANT

continue	do well	go along	remain	carry on
persist	expedite	hasten	rush	go ahead
advance	face	hurry	stay	persevere
agree	go	meet	attack	resolve

Umuman olganda tezaurus lug'atlar lingvodidaktik yondashuvdan yiroq. Leksikografik talqinning bir turi bo'lgan tezaurus lug'atlar quyidagicha ta'riflanadi. Birinchidan, tezaurus lug'at semantik manba bo'lib tarkibidagi elementlarning ma'no tarkibini emas, ma'no munosabatlarini ochiqlashni maqsad qiladi. Ushbu lug'at tarkibidagi elementlar ma'no munosabatidan ularning lug'aviy va kontekstual semalari talqini shakllanadi. Nisbatan lingvofalsafiy nuqtai nazarga ko'ra esa leksikon negizida ongda shakllangan va tartiblangan borliq modelini, olamning lisoniy tasvirini o'zida jamlaydi.[7] Tezaurus tilning leksik sathini qamrab olishi yoki muayyan grammatik turkum, ma'no turi doirasida chegaralanishi mumkin. Bunday lug'atlar matn tahriri, tarjima sohalari uchun amaliy dastak beradi, aynan tezauruslarga tayangan holda mutaxassislar qator sinonimlar sirasida aniq birini tanlaydilar. Shu sababdan izohli lug'atning amaliy qiymatini oshirish uchun leksema talqiniga ma'nodoshlarni ilova qilish tendensiyasi kuzatilmoqda. Biroq keltirilgan ma'nodoshlarni daraja qatorida tartiblab, ularning asosiy leksemadan farqli va o'xshash jihatlarini misollar bilan asoslash orqali manbaning ishonchlilik darajasini yanada yuksaltirish mumkin. So'z ma'nodoshlari ilova qilingan ingliz tili izohli lug'atlarida bunday ma'lumotlar keltirilmaydi. Albatta ma'nodoshlar, etimologik ko'rsatkichlar ikkilamchi ahamiyatga molik ma'lumotlardir. Ular lug'atning funktsionallik darajasini yuksaltirish maqsadida ilova qilinadi. Izohli lug'at uchun markaziy qism bevosita izoh bo'ladi.

Zamonaviy ingliz leksikografiyasida izohli lug'atga o'quv lug'ati deb qarash ustivorlik qiladi. Izohda so'z ma'nosi xorijiy tilni bilish darajasiga ko'ra talqin qilinadi.

Misollar ham xorijiy tilni bilish darajasiga muvofiq holta tanlanadi. Masalan, Kembrij izohli lugʻatida hissiy holat fe'llari quyidagicha talqin qilinadi:

HESITATE *verb* [I] UK /'hez.ɪ.teɪt/ US /'hez.ə.teɪt/

B2 to pause before you do or say something, often because you are uncertain or nervous about it:

She hesitated slightly before answering the detective's question.

"Do you love me?" she asked. He hesitated and then said, "I'm not sure."

[+ to infinitive] *If you need anything, don't hesitate **to** call me.* [8]

To hesitate fe'li izohida uning gapirishdan oldin o'ylanmoq, tanaffus qilmoq, aniq bilmaslik ma'nosi berilgan, uning emotsional semasi ya'ni *havotir olish, hadiksirash* ma'nolari izohda o'z aksini topmagan. Bu sema faqat *"Do you love me?" she asked. He hesitated and then said, "I'm not sure."* Degan umumiy hissiylik yaqqol ko'zga tashlanadigan misol kontekstidan anglashiladi. Talqin ostidagi ma'no so'zning o'rta darajada til biluvchilar vokabulasiga oidligini ko'rsatadi.

Meriam Webster lugʻatidagi izohlar esa strukturasiga ko'ra biroz farq qiladi.

WORRY *verb* wor·ry 'wər-ē 'wə-rē **worried; worrying** *transitive verb*

1: to afflict with mental distress or agitation : make anxious

2 a: to harass by tearing, biting, or snapping especially at the throat

b: to shake or pull at with the teeth

a terrier *worrying* a rat

c: to touch or disturb something repeatedly

d: to change the position of or adjust by repeated pushing or hauling

3 a: to assail with rough or aggressive attack or treatment: **TORMENT**

b: to subject to persistent or nagging attention or effort

4 dialectal British : CHOKER, STRANGLE [9]

Lugʻatda so'zning to'rt ma'nosi ajratilgan. Lekin bunda birinchi izoh *havotir olmoq* ma'nosini ifodalasa ikkinchi raqamda berilgan izohlar so'z ma'nosini talqin qilmasdan havotirning tashqi belgilariga ishora qiladi. Ya'ni inson havotir onida tomoq qirishi, biror narsani tishlashi, tishlarini g'ichirlatishi, tebranishi kabi harakatlarni amalga oshirishi anglashiladi. Uchinchi izohda esa havotirning boshqa qator alomatlari

sanaladi. Masalan, inson havotir holati natijasida kimgadir nisbatan agressiv munosabatini ko'rsatishi mumkin. Yoki biror obyektga muntazam ravishda e'tibor bera boshlaydi. Anglashiladiki, bu lug'at so'zning mustaqil ma'nolarini ajratib ko'rsatishni maqsad qilmaydi. Unda ajratilgan bandlar hissiy holatning tashqi alomatlari va holat natijasida yuzaga keluvchi natijalarni umumlashtirib ma'noni aniqlashtirishni ko'zda tutadi. Avval so'zning ma'nosi izohlangani, so'ng bu ma'noning belgilari sanab o'tilgani lug'at maqola deduktiv nuqtai nazar asosida tuzilganini anglatadi. Aynan shu sababdan har bir bandda so'z ma'nosini dalillovchi misollar keltirilmaydi.

Oxford Learners Dictionary manbasida ham leksema talqiniga ingliz o'quv lug'atchiligi an'alariga muvofiq yondashilgan.

disappoint *verb* / ,disə'pɔɪnt/ / ,disə'pɔɪnt/ [transitive, intransitive]

B2 to make somebody feel sad because something that they hope for or expect to happen does not happen or is not as good as they hoped

disappoint (somebody) *Her decision to cancel the concert is bound to disappoint her fans. I hate to disappoint you, but I'm just not interested. The movie had disappointed her (= it wasn't as good as she had expected). I hate to disappoint the children when they've been looking forward to it so much. His latest novel does not disappoint. it disappoints somebody that... It disappointed me that nobody bothered to say thank you.*

[transitive] **B2 disappoint something** to prevent something that somebody hopes for from becoming a reality

The new government had soon disappointed the hopes of many of its supporters. If he agrees to the deal he will disappoint the expectations of many colleagues. [10]

Boshqa lug'atlardan farq qilgan holda Oksford lug'ati bir ma'noni dalillash uchun ko'proq misollarga murojaat qilingan. Bu esa so'zning ma'nosini aniqlashtirish bilan birga uning funksional va birikuv xususiyatlarini ham ochib beradi.

XULOSA

Ingliz lug'atchiligi tilning xalqaro maqomi, uni o'rganishga bo'lgan umumiy talablar sabab jahonning eng taraqqiy etgan leksikografik maktabiga aylandi. Internet tarmog'ining ommalashuvi esa mashhur ingliz lug'atlarini dasturlash yoki onlayn

platformalarga ko'chirish imkonini yaratdi. Natijada bir necha tur lug'atlarni, jumladan, izohli, etimologik va tezaurus lug'atlarni birlashtirgan yirik leksikografik agregatlar shakllandi. Shunga qaramay lug'atlarda qator kamchiliklar ham ko'zga tashlanadi. Masalan, maqoladagi misollar, ya'ni gaplar kishilik olmoshlari atrofida quriladi, ularda murakkab ega, sodda yoyiq yoki murakkab gaplar deyarli uchramaydi. Hissiy holat fe'llarining zamon tuslanishi, mayl va nisbat kategoriyalarini o'zida mujassam etgan gaplar kam uchraydi. Shuningdek, kishilik olmoshlari ega yoki boshqa bir gap bo'lagi sifatida izohlar tarkibida ham kuzatiladi. Shuningdek leksema bilan nutqda faol qo'llanuvchi, aksariyat hollarda birikma xosil qiluvchi elementlar misollar safida ilova qilinmaydi. Izohda so'zning ma'no turlariga ajratilish prinsipiga doim ham amal qilinmaydi. Ba'zan ayni lug'aviy ma'noning kontekstual farqlari ham alohida sema deb qayd etiladi. [12] Bunday holatda qaysi so'z sof lug'aviy polisemiyaga egaligi, qaysi leksemada kontekstual ma'no qavatlanishi mavjudligi haqida aniq xulosa berish murakkablashadi. Fikrimizcha, hissiy holat fe'llarining izohli lug'atlardagi talqinini takomillashtirish uchun faqat mustaqil lug'aviy ma'nolarni raqamlab izohlash, bir ma'noning turli kontekstual farqlarini misollar vositasida ko'rsatish maqsadga muvofiqdir. Qolaversa, misollar fe'lning grammatik kategoriyalari va boshqa funksional imkoniyatlarini namoyon qilishi lozim. Tilning umumiy strukturasini ochiqlash maqsadida misollarda sodda gaplar bilan cheklanmasdan sodda yoyiq, qo'shma bo'lishi va gap ega vazifasidagi olmosh atrofiga qurilgan mavhumiyatdan emas aniq ismlar yoki boshqa turkumlarga mansub ega asosiga qurilishi kerak.

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INTEGRATING TECHNOLOGY IN LINGUA-DIDACTICS FOR ADVANCING LANGUAGE EDUCATION

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Abstract: This article explores the transformative impact of technology on lingua-didactics, examining how digital tools and resources are reshaping traditional language teaching and learning practices. With the rapid evolution of educational technologies, language educators are increasingly incorporating multimedia platforms, online resources, and interactive software to enhance learners' engagement and understanding. The paper delves into various technological applications, from language learning apps and virtual classrooms to AI-driven tutoring systems, assessing their effectiveness in promoting linguistic competence.

Key words: Lingua-didactics, technology integration, language education, digital tools, multimedia platforms, virtual classrooms, AI-driven tutoring

Introduction: The rapid advancement of technology has fundamentally transformed various aspects of education, including the field of lingua-didactics. In recent years, the integration of digital tools and resources has opened new possibilities for teaching and learning languages, offering innovative methods that extend beyond traditional classroom instruction. From multimedia platforms and language learning apps to artificial intelligence (AI)-driven tutoring systems, technology provides educators with a diverse range of resources to enhance learners' linguistic skills. However, as promising as these tools are, their successful implementation requires careful consideration of both opportunities and challenges. This article explores how technology can be effectively integrated into lingua-didactics to improve language education, examining the benefits, obstacles, and best practices for creating dynamic, learner-centered environments that foster deeper language acquisition and proficiency.

MAIN PART

The integration of technology into lingua-didactics has significantly reshaped the landscape of language education. As digital tools and resources become more advanced, they offer a wide array of opportunities for enhancing both teaching and learning processes. Educators and learners are now exposed to various technological innovations, including multimedia platforms, online learning environments, language learning apps, and AI-powered tutoring systems, all of which contribute to more dynamic and interactive educational experiences. One of the primary benefits of integrating technology in language education is the increased access to diverse resources. Digital tools allow learners to engage with authentic language materials, such as videos, podcasts, and interactive exercises, fostering a more immersive learning experience. These tools can also adapt to the specific needs of learners, offering personalized learning paths and feedback, which can greatly enhance language acquisition and proficiency.

Moreover, virtual classrooms and online collaboration platforms have transformed the traditional teacher-student dynamic. Teachers can now facilitate

discussions, conduct assessments, and provide feedback remotely, breaking down geographical barriers and promoting more flexible, accessible language education. This is particularly advantageous in a globalized world, where students can interact with native speakers and other learners across the globe, enriching their language learning experience. The rise of artificial intelligence has introduced a new dimension to language teaching. AI-driven tutoring systems can offer real-time feedback, monitor progress, and tailor exercises to individual learners' needs, thereby providing more targeted and effective instruction. These systems can simulate conversational practice and enhance the learner's ability to apply language skills in real-world contexts, further reinforcing linguistic competence. However, the integration of technology in lingua-didactics is not without challenges. Issues such as digital literacy, unequal access to technological resources, and the need for teachers to adapt to new instructional methods present significant hurdles. Educators must be adequately trained in the use of these technologies to fully leverage their potential. Additionally, maintaining the balance between technological tools and traditional teaching methods is crucial to ensure that technology complements rather than replaces fundamental pedagogical principles.

Despite these challenges, the potential for technology to revolutionize language education is undeniable. When effectively integrated, technology can create a more engaging, flexible, and personalized learning environment. It allows for the development of critical language skills in ways that were previously unattainable through traditional methods alone. As language education continues to evolve, the role of technology in lingua-didactics will undoubtedly become even more central, offering new possibilities for fostering linguistic proficiency and creating innovative teaching practices that respond to the diverse needs of learners.

In conclusion, the integration of technology in lingua-didactics presents both opportunities and challenges. While it offers unprecedented tools for enhancing language teaching and learning, it also requires careful consideration of its application and the need for continuous adaptation in pedagogical practices. As educators embrace

these technological advances, the future of language education holds the promise of more effective and engaging learning experiences.

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Productive strategies for developing listening skills in language learners.

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Annotatsiya. Ushbu maqola til o'rganuvchilarga tinglash ko'nikmalarini o'rgatishda qo'llaniladigan turli xil samarali strategiyalarni o'rgatadi. U tilni

o'zlashtirish va muloqotda tinglab tushunishning ahamiyatini o'rganadi, uning umumiy tilni bilishni osonlashtirishdagi rolini ta'kidlaydi. Maqolada o'quvchilarning til o'rganish jarayonida tinglash qobiliyatini oshirish uchun o'qituvchilar amalga oshirishi mumkin bo'lgan tadqiqotga asoslangan yondashuvlar va amaliy usullar muhokama qilinadi.

Tayyanch so'zlar. Tinglash, strategiyalar, tilni bilish, o'rganish jarayoni, Oksford, tinglashni o'rgatish.

Annotation. This article deals into the various effective strategies employed in teaching listening skills to language learners. It explores the importance of listening comprehension in language acquisition and communication, highlighting its role in facilitating overall language proficiency. The article discusses research-based approaches and practical techniques that educators can implement to enhance students' listening abilities in the language learning process.

Key words. Listening, strategies, language proficiency, learning process, Oxford, teaching listening

In this article, we have chosen the topic of **the strategies of teaching listening** because we strongly believe that working with exercises aiming teaching listening is a highly motivational device. The reason undergraduates of teaching like us, with our friends, listening has always been considered the most difficult of all four basic skills (listening, reading, speaking and writing). We would like to prove in this article that thanks to the exercises aiming teaching listening together with all other skills can be effectively practiced and that there should be no need to be afraid of it.

As defined by Oxford, listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Oxford, listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Oxford says that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words,

and the rise and fall the voice, and from this material, we create significance. He also states that listening skill is listening with comprehension, attention and appreciation. Then, listening activity needs to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

Some kinds of difficulties in listening that are directly related to the students themselves. One of the problems is because students have established learning habits in the sense that they have been encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly.

Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for the state of panic and worrying they usually show before and during listening. In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. Another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create interesting and motivating activities when listening such as using English songs. Thus, the students will be stimulated and not be frightened or worried when they are practicing listening⁴³.

According to Hornby, a song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson. They can also form the basis for many lessons. Hornby says that the example of authentic listening materials is listening to song to learn more about well-known bands that sing in English⁴⁴. As we know wherever we are, songs always follow us at home, at school, at office, at cars, and so on.

Therefore, we can directly listen to the song and interest to learn the value of language in it. When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening material such as the

use of song as authentic material. The use of song stimulates and motivates students to comprehend the content of materials. The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many value of language. Researchers state that it is possible to suggest that among the methodological purposes with songs used in class, it is possible to rank the following: Practicing the rhythm, stress and the intonation patterns of the English language.

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher. Procedure of any listening activity can be done by activating prior knowledge, helping students organize their learning by thinking about their purposes for listening, and if speaking is also a goal of the classroom, using well-structured speaking tasks informed by research. The scientist explains the following steps to focus on a listening practice:

a. Activating prior-knowledge. Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. The idea of prior knowledge is one part of the cognitive model of language processing. That model says that when people listen or read, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences. Bottom-up processing means using the information people have about sounds, word meanings, and discourse markers like first, then and after that to assemble their understanding of what they read or hear one step at a time.

b. While-listening. Having a purpose for listening is to help us listen more effectively. For example, when listening to a weather report, if our purpose is to decide whether to wear a coat, we want to focus on the temperature. In the listening activities, teachers should explain students, what the purpose of the activity is. Students could listen for the main idea, for details, and for making inferences. Therefore, students develop a sense of the reason why they listen, and which skill to use to listen better.

Teachers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.

c. Post-listening. When teachers think of listening activities, they have a tendency to think of students listening to a recording and doing a task. Students overhear other people talk and then react to that conversation. Maxwell states that this sort of task is important because it allows teachers to isolate students' responses and thereby gauge the progress the students are making on listening skills. Teachers can use post-listening activities to check comprehension, evaluate listening skills and use of listening strategies, and extend the knowledge gained to other contexts. A post-listening activity may relate to a pre-listening activity, such as predicting; may expand on the topic or the language of the listening text; or may transfer what has been learned to reading, speaking, or writing activities.

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Mythological parallels: A comparative analysis of English and Uzbek traditions

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Abstract: This paper explores the rich tapestry of mythological traditions in English and Uzbek cultures, highlighting their parallels and unique characteristics. By employing a comparative analysis, we examine key themes, archetypes, and narrative structures present in both mythologies. The study investigates the roles of deities, heroes, and supernatural beings, revealing how these figures reflect the values, beliefs, and historical contexts of their respective societies. Additionally, the paper delves into the functions of mythology in shaping cultural identity and moral frameworks. Through a systematic comparison, we aim to uncover the underlying connections between these two diverse traditions, fostering a deeper understanding of how myths serve as vessels of collective memory and cultural expression. Ultimately, this analysis not only contributes to the field of comparative mythology but also enriches cross-cultural dialogues by illustrating the shared human experience embodied in mythological narratives.

Key words: mythology, comparative analysis, traditions, archetypes, narrative structures, deities, heroes, cultural identity, moral frameworks

Introduction: Mythology serves as a fundamental aspect of human culture, encapsulating the beliefs, values, and histories of societies across the globe. In the rich narratives of English and Uzbek traditions, we find a diverse array of myths that not only entertain but also convey profound truths about the human experience. This study seeks to explore the parallels between these two mythological systems, highlighting both their common themes and unique elements. English mythology, deeply rooted in a blend of ancient Celtic, Norse, and Christian influences, features a pantheon of gods,

legendary heroes, and mythical creatures. These narratives often reflect the social and moral frameworks of historical England, addressing concepts such as honor, bravery, and the struggle between good and evil. In contrast, Uzbek mythology, steeped in the region's rich tapestry of Turkic and Persian influences, presents its own pantheon and heroic tales that illuminate the values of courage, hospitality, and the connection to nature.

By examining these mythologies side by side, we can uncover the underlying structures and archetypes that resonate across cultures. This comparative analysis aims to illuminate how both traditions address universal themes, such as creation, heroism, and the human condition, while also revealing the distinct cultural contexts from which they arise. Ultimately, this exploration not only enhances our understanding of English and Uzbek mythologies but also fosters a greater appreciation for the shared human experience that transcends geographical and cultural boundaries.

Research Methodology and Empirical Analysis

This study employs a comprehensive research methodology designed to investigate the mythological parallels between English and Uzbek traditions. By integrating qualitative and empirical approaches, the methodology aims to provide an in-depth understanding of the narratives, themes, and cultural contexts that shape these mythologies.

Comparative mythology serves as the foundation for this study. This approach involves systematically examining myths from both English and Uzbek cultures to identify shared themes, archetypes, and narrative structures. The focus will be on common motifs such as creation stories, hero journeys, and moral lessons, facilitating a deeper appreciation of how similar human experiences are interpreted across different cultural contexts. Utilizing qualitative content analysis allows for an in-depth examination of mythological texts and oral narratives. This method involves coding the texts to identify key themes, symbols, and character archetypes. By analyzing the language, imagery, and rhetorical devices used in the myths, the study aims to uncover the underlying cultural messages and values embedded within the stories.

Historical contextualization is critical for understanding the development and evolution of mythologies. This methodology involves exploring the historical, social, and political contexts in which these myths emerged. By examining how events such as colonization, migration, and cultural exchange influenced the formation of these narratives, the study aims to highlight the dynamic nature of mythological traditions. Field research complements the textual analysis by incorporating contemporary perspectives on mythology. This will involve conducting interviews with cultural experts, folklorists, and practitioners of oral storytelling within both English and Uzbek communities.

Thematic analysis will be employed to identify and compare recurring themes within the mythological narratives. This analysis will focus on various aspects, such as the representation of deities, heroes, and moral dilemmas. By synthesizing these themes, the study aims to illuminate how each culture articulates its values, beliefs, and social norms through its myths. To enhance the rigor of the study, statistical analysis may be conducted to quantify the prevalence of specific themes or motifs within the analyzed texts. This quantitative approach will provide objective data that supports the qualitative findings, revealing patterns and trends in the mythological narratives. A narrative analysis will be conducted to explore the structure and function of the myths. This involves examining the storytelling techniques, plot development, and character arcs within the narratives. By analyzing how these elements interact, the study aims to understand the cultural significance of the myths and how they resonate with audiences. Selected case studies of specific myths from both traditions will be analyzed in depth. This method allows for a detailed exploration of individual stories, focusing on their unique characteristics as well as their similarities. Case studies will include well-known myths from both cultures, enabling a nuanced understanding of how each reflects its society's values and beliefs.

Data will be collected through a combination of textual analysis, interviews, and field observations. Mythological texts will be sourced from literary collections, folklore archives, and scholarly publications. Interviews will be conducted using semi-structured formats, allowing for both guided questions and open-ended responses to

capture a wide range of perspectives. The analysis will be iterative, involving continuous reflection and comparison as new data is integrated into the existing framework. This iterative process ensures that the study remains responsive to emerging insights, fostering a dynamic understanding of the mythological parallels between English and Uzbek traditions. Through this multifaceted research methodology and empirical analysis, the study aims to provide a rich and nuanced exploration of the parallels between English and Uzbek mythologies. By integrating qualitative insights with empirical data, the findings will contribute to the broader field of comparative mythology, enhancing our understanding of cultural expressions and the shared human experiences that are encapsulated within mythological narratives.

Results and Discussion

This section presents the findings of the comparative analysis of English and Uzbek mythologies, focusing on key themes, archetypes, and cultural reflections. The results are organized into distinct categories that highlight similarities and differences between the two traditions, followed by a discussion of their implications. Both English and Uzbek mythologies feature creation stories that explain the origins of the world and humanity. In English mythology, narratives such as the Genesis story highlight themes of divine creation and order, while Uzbek myths often emphasize harmony with nature and the role of ancestral spirits. The hero's journey is a prominent motif in both traditions. For instance, English myths like that of King Arthur depict quests for honor and justice, whereas Uzbek epics like "Alpomish" focus on themes of bravery, resilience, and the defense of one's homeland. Both mythologies serve as vehicles for moral instruction. English stories often illustrate the consequences of hubris and the importance of virtue, while Uzbek myths emphasize values such as hospitality, loyalty, and respect for nature.

The analysis reveals that English myths frequently reflect the feudal system and the importance of chivalric values, while Uzbek myths often emphasize community bonds and the role of family and tradition in shaping individual identity. Uzbek mythology places significant emphasis on the connection between humans and the natural world, reflecting the agrarian lifestyle of the region. In contrast, English myths,

while also acknowledging nature, often portray it as a realm to be conquered or understood, reflecting historical attitudes towards land and resources. In both traditions, gods and supernatural beings embody cultural values. English mythology features figures like Merlin and the Lady of the Lake, who represent wisdom and mystery, whereas Uzbek mythology includes spirits and ancestors that guide and protect the community. Female characters play crucial roles in both mythologies, though their representations differ. English myths often depict women as either nurturing figures or as temptresses, while Uzbek stories celebrate female figures as powerful protectors and wise advisors, reflecting a more egalitarian view.

The findings of this study underscore the complex interplay between mythology, culture, and identity in both English and Uzbek traditions. The shared themes of creation, heroism, and moral lessons reveal a fundamental human concern with understanding existence, morality, and the world around us. However, the distinct cultural contexts from which these myths arise illustrate how societal values and historical experiences shape mythological narratives. Myths serve as cultural touchstones, providing insight into the values and beliefs of a society. The emphasis on communal values in Uzbek mythology, for example, reflects the importance of social cohesion in a historically agrarian culture, while the individual heroism in English myths highlights the value placed on personal honor and achievement in a feudal context. Despite cultural differences, the study reveals that certain experiences—such as the quest for identity, the struggle against adversity, and the quest for understanding—are universal. This highlights the role of mythology as a shared human endeavor, providing narratives that resonate across cultural boundaries. The ongoing relevance of these myths in contemporary society is also significant. Interviews with cultural practitioners indicate that both English and Uzbek myths continue to inform cultural identity and community values, adapting to modern contexts while retaining their core messages. This comparative study opens avenues for further research, particularly in examining the transmission of these myths in diasporic communities and the influence of globalization on mythological narratives. Future studies could explore

how modern media representations of myths shape public perceptions and cultural heritage.

Conclusion: The results of this study reveal rich parallels between English and Uzbek mythologies, illustrating how these narratives reflect both universal human experiences and distinct cultural values. Through a comparative lens, we gain a deeper understanding of how myths function as cultural expressions, reinforcing identities and guiding moral conduct across different societies. The findings contribute to the broader discourse on comparative mythology, emphasizing the importance of cultural narratives in shaping human understanding and connection.

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Threads of belief: Exploring English and Uzbek mythological typologies

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Abstract: This study, titled “Threads of Belief: Exploring English and Uzbek Mythological Typologies,” investigates the rich tapestry of mythological traditions within English and Uzbek cultures. By employing a comparative approach, the research identifies key themes, archetypes, and cultural reflections inherent in each tradition. Utilizing qualitative content analysis, historical contextualization, and field research, the study reveals significant parallels in creation myths, heroic journeys, and moral lessons, highlighting the universal human experiences that shape these narratives. While both mythologies articulate fundamental concerns such as existence, morality, and identity, they also reflect distinct cultural values and social structures. English myths often emphasize individual heroism and chivalric ideals, whereas Uzbek myths celebrate community bonds and a deep connection with nature. The findings underscore the ongoing relevance of these myths in contemporary society, illustrating their role in cultural identity and moral guidance. This research contributes to the broader field of comparative mythology, enriching our understanding of how cultural narratives inform human experience and belief systems across diverse contexts.

Key words: mythology, comparative analysis, English myths, Uzbek myths, archetypes, cultural values, creation myths, heroic journeys, moral lessons

Introduction: Mythology serves as a profound expression of cultural identity, encapsulating the beliefs, values, and experiences of a society. As vehicles for storytelling, myths illuminate the shared human experiences that transcend geographical and temporal boundaries. This study focuses on the mythological traditions of two distinct cultures: English and Uzbek. While separated by geography and history, both traditions offer rich narratives that reveal fundamental truths about the human condition. The purpose of this research is to explore the similarities and differences between English and Uzbek mythologies, identifying key themes and archetypes that resonate across both cultures. By employing a comparative framework, we aim to uncover how these myths reflect their respective societies' values and social structures, while also revealing universal human experiences that connect them.

English mythology, often characterized by its medieval heroism and moral dilemmas, includes renowned tales such as those of King Arthur and Beowulf. These stories not only depict individual courage and chivalric values but also reflect the complexities of human nature and society. Conversely, Uzbek mythology is deeply rooted in oral traditions and emphasizes themes of community, nature, and ancestral connections. Epics like “Alpomish” celebrate collective identity and the struggles against adversity, highlighting the significance of family and heritage in shaping individual character. Through a comprehensive analysis of these mythological traditions, this study seeks to enhance our understanding of the cultural narratives that shape human belief systems. By examining the archetypes, motifs, and moral lessons embedded in both English and Uzbek myths, we can gain insights into how these stories continue to influence contemporary cultural identities and values. Ultimately, this research contributes to the broader discourse on mythology and its role in reflecting and shaping human experiences across diverse contexts.

Materials and Methods

This study employs a multifaceted approach to investigate the mythological typologies of English and Uzbek traditions. The methodology encompasses qualitative analysis, comparative techniques, and empirical research, facilitating a comprehensive understanding of the themes, archetypes, and cultural contexts inherent in both mythologies. A selection of primary texts including epic poems, folklore collections, and literary analyses of works such as “Beowulf”, the Arthurian legends, and tales from Geoffrey of Monmouth and other medieval sources. Collections of Uzbek folklore, including oral traditions, epics like “Alpomish”, and scholarly publications that document the rich heritage of Uzbek mythology. This includes works by local folklorists and anthropologists. Scholarly articles, books, and comparative mythology studies that provide theoretical frameworks and contextual analyses. Key texts include works by Joseph Campbell, Mircea Eliade, and Vladimir Propp, among others.

Interviews and surveys conducted with cultural practitioners, folklorists, and storytellers from both English and Uzbek backgrounds. These interactions provide contemporary insights into the relevance and interpretation of myths in modern society.

A systematic examination of mythological narratives from both traditions, focusing on common themes, archetypes, and narrative structures. This analysis includes identifying similarities and differences in creation stories, heroic journeys, and moral lessons, emphasizing how these elements reflect cultural values. The analysis of mythological texts involves coding and categorizing key themes, symbols, and character archetypes. This process allows for a detailed examination of the language, imagery, and rhetorical devices used in the narratives, providing insights into the cultural messages embedded within each myth. Understanding the historical, social, and political contexts that shape the formation of myths is critical. This involves examining historical events, societal structures, and cultural exchanges that have influenced the development of both English and Uzbek mythologies.

Conducting semi-structured interviews with cultural experts and practitioners helps gather diverse perspectives on the modern significance of these myths. Questions focus on the transmission of myths, their role in cultural identity, and the ways in which they are adapted in contemporary contexts. Employing thematic analysis to identify and compare recurring motifs within the mythological narratives. Narrative analysis will explore the storytelling techniques, plot development, and character arcs, enhancing the understanding of how these elements resonate with audiences. Selecting specific myths from both traditions for in-depth analysis. This approach allows for a detailed exploration of individual stories, focusing on unique characteristics and shared themes. The case studies will include well-known myths such as King Arthur and "Alpomish," providing a nuanced understanding of how each reflects its society's values.

Data collection involves gathering mythological texts, academic literature, and insights from field research. Mythological texts will be sourced from libraries, folklore archives, and scholarly databases. Interviews will be conducted in person or virtually, recorded with permission, and transcribed for analysis. The analysis will be iterative, involving continuous reflection and comparison as new data is integrated into the existing framework. This dynamic process ensures that the study remains responsive to emerging insights, allowing for a comprehensive understanding of the mythological

parallels between English and Uzbek traditions. Through this detailed materials and methods section, the study aims to provide a rigorous framework for exploring the mythological typologies of English and Uzbek cultures. By integrating qualitative analysis with empirical data, the research seeks to contribute valuable insights into the cultural narratives that shape human experience and belief systems across diverse contexts.

Results and Discussion

This section presents the findings of the comparative analysis of English and Uzbek mythologies, highlighting key themes, archetypes, and cultural reflections. The results are organized into categories that illustrate both similarities and differences between the two traditions, followed by a discussion of their implications. Both traditions include narratives explaining the origins of the world and humanity. English mythology often emphasizes divine creation, as seen in the Genesis story, whereas Uzbek mythology highlights harmony with nature and the role of ancestral spirits. This thematic divergence reflects the cultural contexts in which these myths were developed. The hero's journey is a significant motif in both traditions. In English myths, tales such as those of King Arthur and Beowulf depict quests for honor, bravery, and justice. Conversely, Uzbek epics like "Alpomish" focus on communal values, resilience, and the defense of one's homeland, emphasizing the importance of collective identity. Both mythologies serve as conduits for moral teachings. English myths often illustrate the consequences of hubris and the importance of virtues like bravery and loyalty. In contrast, Uzbek myths emphasize values such as hospitality, respect for nature, and the significance of family ties. The analysis reveals that English myths frequently reflect feudal hierarchies and chivalric ideals, showcasing individualism and personal honor. In contrast, Uzbek myths emphasize community bonds and the role of tradition, reflecting a more collectivist worldview. Uzbek mythology places significant importance on the relationship between humans and the natural environment, a reflection of the agrarian lifestyle in Central Asia. English myths, while acknowledging nature, often portray it as a realm to be understood or conquered, revealing historical attitudes towards land and resources.

Both traditions feature gods and supernatural beings that embody cultural values. English mythology includes figures like Merlin, representing wisdom and mystery, while Uzbek mythology includes ancestral spirits that protect and guide communities, emphasizing the significance of heritage. Female characters in both traditions play crucial roles but are depicted differently. English myths often portray women as either nurturing figures or temptresses, reflecting societal views on gender. In contrast, Uzbek stories celebrate female figures as powerful protectors and wise advisors, highlighting a more egalitarian perspective.

The findings of this study illustrate the complex interplay between mythology, culture, and identity in English and Uzbek traditions. The shared themes of creation, heroism, and moral lessons reveal fundamental human concerns with existence, ethics, and the nature of the world. However, the distinct cultural contexts from which these myths arise underscore how societal values and historical experiences shape mythological narratives. Myths serve as cultural touchstones, providing insights into the values and beliefs of a society. The emphasis on communal values in Uzbek mythology, for example, reflects the importance of social cohesion in a historically agrarian culture. In contrast, the individualistic themes in English myths highlight the value placed on personal achievement and honor in a feudal context. Despite cultural differences, the study reveals that certain experiences—such as the quest for identity, the struggle against adversity, and the pursuit of understanding—are universal. This finding emphasizes the role of mythology as a shared human endeavor, providing narratives that resonate across cultural boundaries. The ongoing relevance of these myths in contemporary society is significant. Interviews with cultural practitioners indicate that both English and Uzbek myths continue to inform cultural identity and community values. They serve as frameworks for understanding modern challenges, adapting to new contexts while retaining core messages about morality, identity, and belonging. This comparative study opens avenues for further research, particularly in examining the transmission of these myths in diasporic communities and the influence of globalization on mythological narratives. Future studies could explore how modern media representations of myths shape public perceptions and cultural heritage.

Conclusion: In summary, the results of this study reveal rich parallels between English and Uzbek mythologies, illustrating how these narratives reflect both universal human experiences and distinct cultural values. Through a comparative lens, we gain a deeper understanding of how myths function as cultural expressions, reinforcing identities and guiding moral conduct across different societies. The findings contribute to the broader discourse on comparative mythology, emphasizing the importance of cultural narratives in shaping human understanding and connection.

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Enantiosemic terms in English and Uzbek languages as metaphorical shifts or idiomatic expressions

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ANNOTATION: In this article the phenomenon of enantiosemy in the Uzbek and English languages, its factors of occurrence, and one word in the same language unit having two opposite meanings were explained by examples.

Key words: enantiosemy, linguistic phenomenon, opposite meaning, language enantiosemy, speech enantiosemy, positive meaning, negative meaning, speech situation.

Enantiosemy is one of the most interesting and at the same time complicated phenomena of lexicology. Enantiosemy is a linguistic phenomenon that one word or phrase has two opposite meanings in the sphere of one language unit. The first ideas and opinions about enantiosemy in linguistics can be met in the research works of V.I.Shertsel who lived in XVIII century.

Taking the peculiarities of every language into account, the phenomenon of enantiosemy doesn't correspond to one another all the time in every language. One of the main reasons for the enantiosemy to occur is that the word means opposite meanings in a certain contextual or speech situation⁴⁵. For example, let's focus on the use and the meaning of the word "dahshat" in the Uzbek language in a certain situation of speech. Although the word has a negative meaning in fact, it expresses positive meaning depending on the situation in speech:

1. *Dahshatdan qotib qoldim. (I was shocked from horror)*
2. *Bunday ajoyib joyni hali ko'rmagandim. Dahshat! (I haven't seen such a wonderful place yet. Terrible!)*

In the two examples above the opposite meanings of the word "dahshat" in the Uzbek language can be understood according to the situation of speech. In the English language can be seen such situation or examples like the ones above. For example, the

⁴⁵ Одилов Ё. Энантисемианинг юзага келиш сабаблари // Ўзбек тили ва адабиёти. – Тошкент, 2012. – № 2. – Б. 25-29.

“anxious” can express its opposite meanings in a certain speech situation. 1. feeling or showing worry, nervousness, or unease about something with an uncertain outcome. But, without the context, or out of the speech situation the word means “feeling or showing worry, nervousness, or unease about something with an uncertain outcome”. The unique peculiarity of speech enantiosemy is that the opposite meaning does not exist up to the speech, that is, it comes out of the aim of the speaker and the speech situation. In order to understand it we need, of course, a sentence or a certain context.

In linguistic studies together with speech enantiosemy, language enantiosemy is also met. In this type of enantiosemy the opposite meaning of the word exist up to the speech. While there is a common contiguity between the meanings, the polarized two opposite meanings are contrasted to each other. In order to define the opposite meanings in them the context is not extremely needed⁴⁶. For example, the words “ijara” and “ijarachi” in the Uzbek language and the words “rent” and “renter” in English retained their opposite meaning in the two languages. That is, the word “ijara” in the Uzbek language means to give or take a place/home, a piece of land or something else for rent. Meanwhile the word “ijarachi” expresses a person who gives or takes a place/home, a piece of land or something else for rent. In the English language the words “rent” and “renter” are characterized by having the opposite meanings the same as in the Uzbek language. And it shows that there is a partial enantiosemic correspondence in the Uzbek and English languages. Or the use of the word “expatriate” simultaneously in meanings “*a person who lives in a foreign country*” and “*an exile; expatriate person*” shows that in the language enantiosemy the word has polarized meanings out of the speech too⁴⁷. Also it should be mentioned that, one of the unique peculiarities of enantiosemy is the word with positive meaning can be used in negative meaning or vice versa, the word with negative meaning can be used in positive meaning. That is, the word “awful” has a negative meaning “*very bad*”, but in speech it can be used in positive meaning “*majestic, magnificent*”. For example: *Her performance as fertility goddess was awful.*

⁴⁶ Одилов Ё. Сўзнинг қарама-қарши маънолари // Ўзбек тили ва адабиёти. – Тошкент, 2011. – № 3. – Б. 98-103.

⁴⁷ Mettinger, A. (1994) Aspects of Semantic Opposition in English, Oxford: Oxford University Press.

The situation is awful for all of us.

It was awful to work there

How awful to feel oneself there!

In the same sentence the two meanings of the word can be expressed or can be understood. In the sentences above the word “awful” is expressing both positive “majestic, magnificent” meaning and negative “very bad” meaning. So, it is obvious from these examples that we need more extended context in order to understand it completely in what meaning the word is used.

So, in conclusion we can say from the opinions and examples mentioned above that enantiosemy appeared as a result of the changes in the language for centuries, it occurred as a result of interaction of literary and nonliterary layers of the language and of course, the interaction of contrast is clearly expressed in it.

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THE TRANSLATION PROBLEM OF NATIONAL COLOURING WORDS IN KHALED HOSSEINI'S NOVEL "A THOUSAND SPLENDID SUNS" FROM ENGLISH INTO RUSSIAN

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Annotation: This article explores the challenges of translating national coloring words in Khaled Hosseini's novel "A thousand splendid Suns " from English into Russian. These words carry special cultural meaning and are hard to translate without losing their original sense. The article discusses how the translator tried to keep cultural nuances and meaning of these words, so that Russian readers can understand the story fully.

Key words: translation, transliteration, national coloring words, realia, equivalent , meaning, language , culture

"A Thousand Splendid Suns" is a novel written by Afghan-American author Khaled Hosseini and published in 2007. The book is set in Afghanistan and tells the powerful and emotional story of two women, Mariam and Laila, whose lives become intertwined through marriage, hardship, and the brutal realities of life in war-torn Afghanistan. The novel explores themes such as the oppression of women, the impact of war, love, and resilience. It provides a vivid depiction of Afghan society, particularly focusing on the struggles faced by women under the Taliban regime. Through the lives of Mariam and Laila, Hosseini sheds light on the complex history and culture of Afghanistan, as well as the indomitable spirit of its people. The book was praised for its emotional depth and powerful portrayal of the characters' struggles. It has been translated into numerous languages and has sold millions of copies worldwide, solidifying Hosseini's reputation as a prominent contemporary author.

In "A Thousand Splendid Suns", Khaled Hosseini skillfully integrated the culture and traditions of Afghanistan to create a vivid and authentic portrayal of Afghan life in the 20th century. The novel is rich with references to Afghan customs, language, and daily life, which help to immerse the readers in the setting and connect them with the characters. But more importantly, the novel is known to be full of national coloring words. Hosseini used a lot of Afghan terms and expressions to add authenticity to the narrative. These terms and phrases are not just decorative; they carry deep cultural significance and help convey the emotions and social dynamics of the characters. However, from the point of view of translation theory, the rendering of these words to other languages might be problematic.

The national colouring words, or realias, form a subclass of the originally equivalent lacking words that reflect the differences and natural, cultural, historic, sociological or other peculiarities. Some of them penetrate into the lexicon of the target language as borrowing and cannot be called equivalent lacking words any longer. But they still retain noticeable local coloring. Such kind of national colouring words must be reflected adequately in the translation in order to avoid misunderstanding amongst the readers of the language they were translated into. There are several possible ways of rendering national colouring words from one language into another:

- 1) transliteration (translate on the level of graphemes)
- 2) transcription (transference on the level of phonemes:)
- 3) calque (word for word translation)
- 4) descriptive or explanatory translation (coroner)
- 5) approximate translation (with the help of —analogue)
- 6) transformative (contextual) translation.

If we read the novel "A thousand splendid Suns" thoroughly we will find a lot of national coloring words skillfully used by the author. In spite of the fact, that book was originally written in English language, the author added many words and expressions that are commonly used by local people of Afghanistan, his motherland. The main problem is that most of those words lack equivalents in other languages, including English language itself. If we read Russian translation of this book, we will come

across these national coloring words due to the absence of their analogues in that language too. As the novel tells the story of Afghan people, there are a lot of words that are related to their religion - Islam. These words can't be translated into Russian or other languages because they don't have equivalents in them. Instead, as it was said above translators try to explain their meaning by giving definitions of these words. Some of them are:

Mullah - Muslim man or woman educated in Islamic theology and sacred law

Namaz - 5 daily prayers that are part of the 5 Pillars of Faith

Azan - Muslim call to prayer

Ramadan - the 9th month of the Islamic calendar; Muslims worldwide observe this as a month of fasting

Iftar - the evening meal when Muslims end their daily Ramadan fast at sunset

In conclusion, the translation of national coloring words in Khaled Hosseini's novel "A Thousand Splendid Suns" from English into Russian presents several unique challenges. National coloring words, which often reflect cultural, historical, and social contexts, are deeply embedded in the original language and culture of the text. When translating these words into Russian, the translator must carefully balance maintaining the cultural essence of the source text while ensuring that the translation is understandable and meaningful for the target audience.

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ENHANCING PRONUNCIATION SKILLS OF PRE- INTERMEDIATE LANGUAGE LEARNERS

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Annotation: Developing strong pronunciation skills is essential for A2 language learners as it directly impacts their ability to communicate effectively in a new language. By focusing on strategies such as regular practice with native speakers, utilizing pronunciation guides, targeting challenging sounds, and integrating pronunciation exercises into daily routines, A2 learners can make significant progress in honing their pronunciation proficiency. Consistent dedication to improving pronunciation skills will not only enhance communication clarity but also boost learners' confidence in using the target language.

Key words: pronunciation, language, communication, skills,

The mastery of pronunciation is a pivotal component in language acquisition, directly influencing effective communication. While challenging for A2 level language learners, significant progress can be achieved through the application of appropriate strategies and techniques. This article delves into the significance of pronunciation for A2 language learners and offers practical advice for honing this skill. Pronunciation is a crucial aspect of language learning, as it directly impacts the ability to communicate effectively. For A2 level language learners, mastering pronunciation can be a challenging task, but with the right strategies and techniques, significant improvements can be made. In this article, we will explore the importance of pronunciation for A2 language learners and provide practical tips for developing this skill.

At the A2 level, language learners are still in the early stages of acquiring a new language. Pronunciation plays a vital role in helping learners communicate clearly and effectively.[1; 45] Poor pronunciation can lead to misunderstandings and hinder communication, making it essential for A2 learners to focus on this aspect of language learning. A2 level language learners are at the initial stages of acquiring a new language, where pronunciation plays a critical role in facilitating clear and efficient communication. Inadequate pronunciation can result in misinterpretations and communication barriers, underscoring the necessity for A2 learners to prioritize this aspect of language learning. There are several strategies that A2 language learners can use to improve their pronunciation skills. One effective method is to practice regularly with native speakers or language partners. By listening to and imitating native speakers, learners can improve their pronunciation and develop a more natural accent. Another helpful technique is to use pronunciation guides and resources, such as online tutorials or language learning apps. [2; 33]These tools can provide learners with guidance on how to correctly pronounce words and phrases, helping them refine their pronunciation skills. Additionally, practicing phonetics and focusing on specific sounds that are challenging for A2 learners can also be beneficial. By breaking down sounds and practicing them individually, learners can gradually improve their overall pronunciation. Incorporating pronunciation practice into daily language learning activities is also important. A2 learners should make an effort to speak aloud, listen to themselves, and receive feedback from teachers or language partners. Consistent practice is key to developing strong pronunciation skills. Numerous strategies can be employed by A2 language learners to enhance their pronunciation abilities. Engaging in regular practice sessions with native speakers or language partners is an effective approach. By emulating and listening to native speakers, learners can refine their pronunciation and cultivate a more authentic accent.

Utilizing pronunciation guides and resources, such as online tutorials or language learning applications, is another beneficial technique. These resources offer guidance on accurately pronouncing words and phrases, aiding learners in refining their pronunciation skills. Furthermore, focusing on phonetics and targeting challenging

sounds specific to A2 learners can yield positive results. By deconstructing sounds and practicing them individually, learners can progressively enhance their overall pronunciation. Integrating pronunciation exercises into daily language learning routines is crucial. [3; 201] A2 learners should actively engage in speaking aloud, self-assessment through listening, and seek feedback from instructors or language partners. Consistent practice is fundamental to developing robust pronunciation skills.

The development of pronunciation proficiency is imperative for A2 language learners to effectively communicate in a new language. By implementing the strategies and techniques elucidated in this article, A2 learners can make substantial strides in their pronunciation abilities. Through dedication and consistent practice, A2 learners can refine their pronunciation skills and bolster their confidence as communicators in their target language. Pronunciation skills is essential for A2 language learners to communicate effectively in a new language. By implementing the strategies and techniques outlined in this article, A2 learners can make significant improvements in their pronunciation. With dedication and practice, A2 learners can enhance their pronunciation skills and become more confident communicators in their target language.

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YOZMA NUTQDA PERLOKUTIV AKTNING AHAMIYATI

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Annotatsiya. Ushbu ilmiy maqolada ogʻzaki va yozma nutq va undagi nutqiy aktlarning insonlar oʻrtasidagi muloqotda taʼsiri va yozma nutqda perlokutiv aktning oʻrni va hozirgi kundagi zamonaviy yozma vositalarda insonlarning yozma muloqotida perlokutiv vositalarning qay darajada taʼsir oʻtkazishi yozilgan.

Kalit soʻzlar: nutq, ogʻzaki nutq, yozma nutq, nutqiy aktlar.

Nutq insonlar oʻrtasidagi asosiy muloqot vositasi boʻlib, shaxslar oʻrtasida fikr almashish, muloqot qilish, oʻzaro maʼlumot almashish jarayonida faol hodisadir.

Lingvistik nazariyada nutq tushunchasi muayyan til jamoasida qabul qilingan ifoda vositalari tizimi hisoblangan mavhum til tushunchasiga hamda ijtimoiy borliq (hayot)ning eng karakterli koʻrinishlaridan boʻlgan aniq, bir qadar umumiy til tushunchasiga qarama-qarshi qoʻyiladi. Boshqa odamlar xulq-atvori va faoliyatiga taʼsir koʻrsatish maqsadida ularga axborot, xabar yetkazishga xizmat qiladigan asl nutq (tashqi nutq), yaʼni gapirish, til belgilarining eshitish aʼzolari tomonidan idrok qilinadigan (ovoz yozib oluvchi uskunalar yordamida qayd etiladigan va qayta takrorlanadigan) artikulyasiyasi tarzida yoki ushbu belgilarning yozuvda shartli aks etishi tarzida yuzaga chiqadi.⁴⁸

Tashqi nutq bilan bir qatorda ichki nutq ham bor. U insonlar ongida har hil voqea hodisalarni toʻxtovsiz oʻylab, muhokama qilib boriladigan gʻayritabiiy hodisadir. Soʻzlashuvchilar suhbat davomida bir-birlari bilan soʻzlashish barobarida tabiiy ravishda suhbat jarayonidagi voqea hodisalarni oʻylab, tasavvur qilib, muhokama qilib va oʻz navbatida yechim ham topishadi. Va bu jarayon tovushlar, ovoz orqali tashqi nutqda namoyon boʻladi.

Nutq aloqa-munosabat vazifasidan tashqari poetik vazifani ham bajarishi mumkin. Nutqning alohida koʻrinishi oʻqishdir.

Har bir insonning nutqi oʻziga xos individual hodisadir, oʻziga xos xususiyatlarga ega boʻladi; vaholanki, asosiy til unsurlari — lugʻat tarkibi va grammatik qurilishi yakka shaxslargagina tegishli boʻlmay, barcha insonlarda aks etadi, yaʼni muayyan til jamoasiga mutlaq taalluqli boʻladi. Nutq inson tafakkuri, uning ongi bilan chambarchas bogʻliqdir. Insonning oʻy-fikrlari uning ongida shakllanadi va

⁴⁸ Nutq - Vikipediya (wikipedia.org)

nutqimizda namoyon bo'ladi. Nutqda kishining o'y-fikrlari shakllanadi va namoyon bo'ladi. Borliqdagi jamiyati mavxumiy aks ettirishlar individuallik doirasidan chiqib og'zaki nutq orqali nutq mahsuliga aylanadi. Nutq inson ruhiyati, o'y-hayollari, sezgilari, idroki, xotirasi, irodasi, hissiyotlarini namoyon bo'lishi va amal qilishida muhim ahamiyat kasb etadi. Nutq inson ongining rivojlanishida ham katta ahamiyatga ega. Nutq qo'llanish sohasiga qarab badiiy nutq, ilmiy nutq, rasmiy nutq kabi shakllarga ega bo'ladi. Har qanday shaklda va har qanday holatda ham aniqlik, ravonlik, soddalik, ta'sirchanlik nutqning eng muhim belgilari bo'lib qolishi kerak.

Og'zaki nutq nutqning so'zlashuv shaklidir. U yozma nutqdan tovushlar orqali farq qiladi. Og'zaki nutq monologik va dialogik nutqga bo'linadi.

Monolog (mono... va yun. logos — so'z, nutq) — badiiy asar komponentlaridan biri bo'lib, asarda ishtirok etuvchi shaxslarning o'z-o'ziga, o'zgalarga qaratilgan nutqi. Adabiyotda monolog personajlar ruhiy dunyosi, kechinmalarini ifodalashdagi muhim vositalardan biri sifatida qo'llanadi

Monologik nutq — so'zlovchining o'ziga qaratilgan, boshqa shaxsning tinglash va javob berishini e'tiborda tutmaydigan nutq shakli. Ayrim dramatik asarlarda personajning Monologik nutqi tomoshabinga qaratilgan bo'ladi. Monologik nutq nasriy asarlarda ham bor. Nazmda esa asosiy nutq shakllaridan biri hisoblanadi. Ba'zan Monologik nutqda asarning kulminatsion nuqtasi bayon etiladi. Monologik nutq uchun, odatda, tuzilish va mazmun jihatdan o'zaro bog'liq, o'ziga xos kompozitsion qurilishga va mantiqiy tugallikka ega bo'lgan matnning ma'lum bo'lagi xos bo'ladi. Monologik nutq og'zaki (nutq bayon qilish) yoki yozma (publitsistika, memuarlar, kundaliklar) shaklida ifodalanishi mumkin. Monologik nutqning og'zaki shaklida ohang (intonatsiya) muhim o'rin egallaydi, yozma Monologik nutqda esa ohang matnning sintaktik tuzilishiga, mantiqiy urg'u tushuvchi so'zlarning joylashish o'rniga bog'liq. Monologik nutq notiqning asosiy nutqiy shakllaridan hisoblanadi; lingvostilistik usul bo'lib, bir qancha turlari mavjud. Masalan, ta'sir qiluvchi (targ'ib qiluvchi) Monologik nutq, dramatik Monologik nutq, lirik Monologik nutq, hikoya qiluvchi (axborot beruvchi) Monologik nutq. Monologik nutqning ochiq nutq va ichki nutq kabi ko'rinishlari mavjud; ochiq Monologik nutqda personaj o'z nutqini ovoz

chiqarib bayon etadi; ichki Monologik nutqda monolog personajning ichki nutqi, o'y-hayollari shaklida namoyon bo'ladi.⁴⁹

Dialog (yunoncha: dialogos — suhbat) — nutq turi; ikki yoki undan ortiq shaxsning bir-biriga qaratilgan nutqi. Dramada harakterlar va voqealar rivojini ifodalashning asosiy vositasi; nasrda (ba'zan nazmda) badiiy ifoda usuli. Dialog mustaqil publitsistik va falsafiy janr hamdir.

Yozma nutq og'zaki nutqdan bir muncha shakllangan. Unda so'zlarning o'ta sinchkovlik bilan tanlab olinishi, grammatik jihatdan aniq, lekin murakkab shakllanganligi, og'zaki nutq uchun xos bo'lgan ohang, mimika va qo'l harakatlarning bevosita qo'llana olmasligi bilan farqlanadi. Yozma nutq yordamida insonlar o'z o'y-hayol kechinmalarini, tasavvurlarini, taassurotlarini, kelajak rejalarini yokida voqea hodisalarga bo'lgan munosabat, his-hayajonlarini bayon qilishadi. Bir necha yuz yillar oldin inson bir birlariga ma'lum bir habar yetkizish maqsadida xat yozish orqali elchilardan yoki qushlardan foydalanishgan. Bu o'z navbatida ulardan uzoq vaqt talab etgan. Bu jarayon har doim ham muvaffaqiyatli amalga oshmagan. Ular ushbu xatlarida o'z his-hayajonlarini, tuyg'ularini, kechinmalarini, siyosiy muhim ahamiyatga ega habarlarni suhbatdoshlariga to'liq bayon qilib, masalaning qanchalik muhim ekanligini yetkazish uchun o'sha vaqtning o'ziga xos perlokutiv omillarini qo'llagan holda yetkazishgan. Va u davrda ushbu habar yetkazish vositalarining maxfiylik darajasi barcha uchun mavhum bo'lgan. Hozirgi kunda rivojlangan texnologiyalar orqali insonlar o'rtasidagi masofaviy munosabatlar ancha yengil tus olgan. Ushbu texnologiyalar sirasiga telefon, planshet, kompyuter va shu kabi yangidan yangi zamonaviy texnologiyalarni misol qilishimiz mumkin. Ushbu texnologiyalarning masofadan turib muloqot qilish uchun ko'plab dasturlari mavjud. Bulardan SMS, E-mail, Telegram, Facebook, Wechat, Instagram, Twitter kabilar insonlar o'rtasida faol muloqot almashinuv vositasi sifatida foydalanilmoqda. Bu dasturlar orqali insonlar o'z qarindoshlari, do'stlari, hamkasblari va ko'plab insonlar bilan bemalol suhbat qilishlari mumkin. Bu texnologiyalarning qulayliklari shundaki, unda suhbatdoshlar o'rtasidagi suhbatlar faqat o'zlarigagina ayon bo'ladi va o'z

⁴⁹ O'zME. Birinchi jild. Toshkent, 2000-yil

navbatida bu dasturlarning qulayliklari shundaki, suhbatdoshlar o'rtasidagi suhbatlarining qanchalik muhim ekanligini yetkash uchun ko'plab funksiyalar mavjud. Ular o'z yozishmalarida suhbatdoshlariga yetkazmoqchi bo'lgan habarlarini qay darajada muhim, hursandchilik, xafalik, his-hayajon, qo'rquv, yalinish kabi emotsional holatlarini yetkazish uchun undov belgisi, uch nuqta, turli xil smayliklardan faol foydalanishmoqda. Shu bilan birga so'zlaridagi ma'lum bir unli harfni ketma-ket takroriy yozish orqali iltimos, yalinish va jahl, zaruriylikni, muhimlikni, qat'iyatni bildirish uchun so'z oxiridagi undosh harfni ketma-ket takroriy yozishadi. Suhbatdoshlarning o'rtasidagi yozma muloqotining bu kabi vositalar bilan boyitilishida perlokutiv aktning o'rni beqiyosdir.

1950-yillarning o'rtalarida, Jon Ostin nutq aktlari nazariyasini shakllantirdi, unda u aloqa birligi endi gap emas, balki bayonot, savol, tushuntirish, tavsif ifodasi bilan bog'liq bo'lgan nutq akti ekanligini ta'kidladi. Va bu umumiy qabul qilingan tamoyillar va xulq-atvor qoidalariga muvofiq amalga oshiriladi. Tadqiqot obyekti suhbatdosh bilan to'g'ridan-to'g'ri muloqot qilish sharoitida talaffuz qilingan nutq harakati edi.⁵⁰

Ostin har qanday hukm faol xususiyatga ega ekanligini anglaganligi sababli, bayonotlarni ijro va konstativlarga bo'lishdan bosh tortadi. Ushbu g'oya o'rnini bosish uchun faylasuf yanada chuqurroq o'ylangan lingvistik tasnifni yaratadi va unda uchta akti belgilaydi: lokutiv, illokutiv, perlokutiv.

Lokutiv akt - tovushlarni ishlab chiqarish, so'zlardan foydalanish va ular o'rtasida grammatika qoidalariga, shuningdek ma'noga muvofiq aloqalarni o'rnatishni o'z ichiga olgan iborani talaffuz qilishdir.

Illokutiv akt - gapning kommunikativ maqsadini, talaffuz qilish sababini bildiradi. Ko'rinib turibdiki, lokutiv aktlar aniqlovchi bayonotlar bilan, illokutiv aktlar esa bajaruvchi bilan mos keladi. Ammo Ostinning ta'kidlashicha, ma'lum bir gapni o'ziga xos bajaruvchi yoki konstativ deb tasniflash mumkin emas. Suhbat davomida odamlar bir vaqtning o'zida biron bir tildan tashqari maqsadli harakatni bajaradilar.

⁵⁰ *Рябинская Наталья Сергеевна. Текст и социальная структура. Текст научной статьи по специальности «Социология». depot.ceon.pl. Социологический журнал (2000). — Научный редактор Г. С. Батыгин. Дата обращения: 16 ноября 2023.*

Odamlar so'zlarni talaffuz qilish va tovushlardan zavqlanish jarayoni uchun emas, balki dunyoda sodir bo'layotgan vaziyatni aks ettiradigan jumlar tuzish uchun gapiradi.

Ostin nutqiy aktning xususiyatlarini tizimlashtirishga harakat qildi va buning uchun suhbat davomida yaratilgan harakatlarni tavsiflovchi va so'zning kuchini baholashga yordam beradigan barcha fe'llarni topish kerak, deb hisobladi.⁵¹

Lug'atni o'rganib chiqqandan so'ng, Ostin ko'rsatuv kuchiga ko'ra ko'rsatma fe'llarning "foydalanish sinflarini" ishlab chiqdi:

- hukmlar, har qanday hukmlar, qarorlar
- mashqlar, ta'sir ifodasi, kuchning namoyon bo'lishi
- komissiyalar, va'dalar, majburiyatlar va niyatlar
- xulq-atvor, ijtimoiy sozlamalar
- ko'rgazmalar, muhokamalar natijalari, dalillar, sabablarni oydinlashtirish

Perlokutiv akt – kerakli natijaga erishish uchun adresatga ongli ta'sir ko'rsatadigan qo'shimcha ifoda vositalarining yig'indisidir.

Nutq yordamida odamlar ma'lum natijalarga erishishlari, atrofdagi dunyoda va suhbatdoshning ongida o'zgarishlar qilishlari mumkin, natijada olingan natija so'zlovchining asl maqsadiga mos kelishi yoki mos kelmasligi mumkin. Nutq akti, agar uning real oqibatlari nuqtai nazaridan qaralsa, perlokutiv akt vazifasini bajaradi.

Bitta gapda uch daraja bir vaqtning o'zida namoyon bo'lishi muhim, ya'ni nutqiy harakat bajarilayotganda so'zlovchi savol berayotganda, unga javob berganda, o'z fikrini bildirganda yoki xabar berganda bir vaqtning o'zida nutqiy harakatni amalga oshiradi. biror narsa haqida. Jon Ostin ularning farqlarini faqat uslubiy maqsadlarda belgilaydi. Perlokutiv aktlarning o'ziga xos xususiyati tinglovchiga ta'sir qilish darajasidir. Agar yolg'on harakat faqat ogohlantirish yoki buyruq bilan chegaralangan bo'lsa, u holda buzg'unchilik harakati quyidagilarni o'z ichiga olishi mumkin: tahdid, ishontirish, ishontirish, majburlash va boshqalar.⁵²

Misollar

⁵¹ Чистанова Светлана Сергеевна. Концепт иллокуции в теории речевых актов Джона Остина // Гуманитарный вектор. — 2017. — Т. 12, вып. 3. — ISSN 1996-7853. Архивировано 28 ноября 2018 года.

⁵² Речевого акт Архивная копия от 20 мая 2009 на Wayback Machine // Энциклопедия «Кругосвет».

Lokutiv akt: "U menga kitob o'qishim kerakligini aytdi."

Illokutiv akt: "U kitobni o'qishimni talab qildi."

Perlokutiv akt: "U meni kitob o'qishga majbur qildi."

Xulosa o`rnida shuni ta`kidlash joizki, biz kundalik hayotimizdagi barcha voqea hodisalarga bo`lgan munosabatlarimizni, his-hayajonlarimizni va ko`plab shaxsning o`zigagina xos bo`lgan emotsional holatlarini ifodalashda nutqiy aktlarning o`rni kattadir.

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IKKI TILNING LEKSIK-SEMANTIK SATHIDA GENDER MUVOFIQLIKLARI (ONOMASTIK BIRLIKLAR MISOLIDA)

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Annotatsiya: Zamonaviy tilshunoslikda genderlik masalalari atroflicha yondashuv talab qiladi va bu o'z navbatida badiiy asar tarjimasida gendrologik leksemalar sirasiga kiruvchi onomastik birliklar ham bu boradagi qilinishi kerak bo'lgan tadqiqotlardan biridir. Ushbu maqolada ikki til leksik-semantik sathida gender muvofiqliklari qatorida bo'lgan antroponimlar va toponimlar tarjimalari tahlili bo'yicha fikrlar bayon etilgan.

Kalit so'zlar: onomastik gender leksikasi, antroponimik gender leksemalari, toponimlar, muqobullik darajasi, transformatsiya usullari, transliteratsiya, transkripsiya, izohlash, transtoponimizatsiya.

Til tizimida atoqli otlar alohida o'rin egallovchi lusoniý hodisa bo'lib, ular tilshunoslikning onomastika bo'limida o'rganiladi va u antroponimlar va toponimlarni o'z ichiga oladi. Aynan shu atab qo'yilgan nomlar genderlikni ifodalash bo'yicha tilimizda oldingi o'rinlarda turadi va amaliy onomastikaning vazifalari bo'lmish xorijiy tillarga mansub nomlarning badiiy asarlarda transkripsiyasi, transliteratsiyasi, an'anaviy (talaffuz va yozilishiga ko'ra), tarjima qilinadigan va tarjima qilinmaydigan nomlarni aniqlash jihatlarini ko'rib o'tamiz.

Antroponomika (yunoncha "anthropos"-inson va "onyma"- ism, nom) bu onomastikaning bir bo'limi hisoblanadi va antroponimlar orqali odamlarning shaxsiy ismlari, otasining ismi, familiyalar, umumiy ismlar, taxalluslar va laqablarni ifodalanadi. Bundan tashqari u kriptonimlar -yashirin ismlar, adabiy antroponomika-folklor, afsonalar va ertaklar qahramonlari nomlarini ham o'z ichiga oladi.[1] Tilshunoslikda antroponimiyaga insonlarni nomlash uchun qo'llaniladigan barcha leksik birliklar majmuasi sifatida yondashiladi va uning obyekti ismga oid bo'lgan ma'lumotlarni, ya'ni insonning urug'-aymog'i, otasi, millati, kelib chiqishi va insoniy fazilatlarini tahlil qilishdan iborat. Demak, antroponimlar bu har qanday atab qo'yilgan shaxsni chaqiradigan unga aloqador bo'lgan ismlardir. Inson tug'ilishi bilan unga atab ism qo'yilishi bu har bir millat va elatlarga xos bo'lgan urf - odat

hisoblanadi va badiiy asarlarda ham mualliflar bu an'anani saqlab qolgan holda o'z qahramonlariga albatta nom beradilar. Kitobxon asarni mutoala qilish barobarida, shu nom ostida yangi bir insonni ko'z o'ngida gavdalantiradi va uning atrofidagi voqealar ketma-ketligida yana bir qancha insonlarning ism, familiya va ba'zan laqablariga duch keladi. Shuni ham ta'kidlash kerakki, antroponimlar badiiy nutqda bizga birinchilardan bo'lib insonlarning jinsi haqida xabar beruvchilardir. Tarjimon ushbu antroponimlarni tarjima qilishda transliteratsiya usulidan foydalansa maqsadga muvofiq bo'ladi chunki har bir ism va familiya ostida shu til vakillari uchun ma'no beruvchi tagsementika mavjud bo'lib, agar tarjimon ularni so'zma so'z talqin qilsa, matndagi ma'no butunlay o'zgacha tus olishi mumkin. Fikrlarimizni Margaret Mitchelning "Shamollarda qolgan hislarim" romanining asl inglizcha variantida berilgan antroponimlar orqali gender leksikasini ifodalanishini tahlili bilan davom ettiramiz. "*SCARLETT O'HARA was not beautiful, but men seldom realized it when caught by her charm as the Tarleton twins were. In her face were too sharply blended the delicate features of her mother, a Coast aristocrat of French descent, and the heavy ones of her florid Irish father. But it was an arresting face, pointed of chin, square of jaw. Her eyes were pale green without a touch of hazel, starred with bristly black lashes and slightly tilted at the ends. Above them, her thick black brows slanted upward, cutting a startling oblique line in her magnolia-white skin—that skin so prized by Southern women and so carefully guarded with bonnets, veils and mittens against hot Georgia suns.*"[2.1] E'tibor bering, asarning ilk satrlari bosh qahramon ismini katta harflar bilan berish orqali boshlangan va Margaret Mitchel kitobxonni to'laligacha asarga jalb qilish maqsadida bu usuldan foydalangan desak mubolag'a bo'lmaydi. Va qolaversa bu qadar jarangdor va kelib chiqishi jihatidan sof inglizcha ism bo'lmasada, bu ism ostida ayol jinsiga taaluqli shaxs ta'rifini birilishi yaqqol namoyon bo'lgan. Huddi shu ilk kirish parchasini tarjimon Rohila Axtamova o'zbek tiliga rus tilidan bilvosita tarjimasida quyidagicha talqin qiladi. "*Skarlett O`Xara sohibjamol emasdi, bordi-yu erkaklar, egizak Tarltonlar singari, uning jodulari asiriga aylangan bo'lsalar, bu haqda o`ylab o`tirishlari dargumon edi. Uning chehrasida onasi- asli fransuz mahalliy aslzoda xonimning nafis yuz bichimi hamda otasi- shijoatli, serg'ayrat irlandiyalikning sog'lom qiyofasi*

g'aroyib tarzda uyg'unlashib ketgandi. Skarletnning keng yanoqli, xushbichim iyakli chehrasi ko'rgan ko'zni quvnatardi. Ayniqsa, ko'zlari-tim qora kipriklar o'ramidagi bir oz qiyiq, och yashil, tiniq ko'zlari jozibali edi. Mangoliya gulbargidek oppoq manglayida-oh amerika Janubi ayollari shlyapachalar,to'r pardachalar ortida Jorjiyaning otash quyoshi tig'idan asrab-avaylaydigan, g'ururlanadigan bu shaffof teri! -misoli qaldirg'och qanotidek bequsur qayrilma qoshlari yonoqlari ustida go'yo charx urib uchayotganday."[3.1] Mutarjim o'z talqinida muallifning yuqoridagi qahramon ismini ko'zga tashlanuvchi katta harflar bilan berish usulini qo'llamagan, buning sababi sifatida tarjimon asar tarjimasiga vositachi til- rus tili orqali qo'l urganligini va bu esa muallifning ma'lum bir g'oyasini tarjimada qayta yarata olmaganligini ko'rsatadi. Bundan tashqari, tarjimon tomonidan bosh qaxramon ismini transliteratsiya usulida tarjima qilingan, agarda bu ism so'zma-so'z tarjima qilinganda, uning "qizil" ma'nosi ostida yana bir xatolikka yo'l qo'yilgan bo'lardi va bu o'rinda gender leksikasi ham o'z mohiyatini yo'qotgan xisoblanardi. Ammo mohir tarjimon antroponim orqali ifodalangan gender leksikasi tarjimasida to'g'ri usulni qo'llay olgan. Shuningdek, ushbu parchada tarjimon badiiy transformatsiyaning yana bir kompensatsiya (almashtirish) usulidan o'rinli foydalanganligiga, ya'ni egalik olmoshi o'rniga bosh qahramon ismini yana qayta ikkinchi marta berish bilan obraz tasviriyligini kuchaytirishni maqsad qilganiga guvoh bo'lamiz va bunda u to'liq muqobillka erishgan.

Tushunchalarni farqlash joy nomlariga ham bevosita taalluqli. Har qanday joyning nomi, uni boshqalardan farqlaydigan atamasi mavjud bo'lib, joy nomlarini bir-biridan farqlashga xizmat qiladigan birlik – toponimdir. [4] Toponimika, tilshunoslikni bu bo'limi N.V.Podolskaya va A.V.Superanskayalar ta'biri bilan aytganda Yer planetasidan tashqari har qanday geografik nomlarni ifoda etuvchi barcha so'zlar uchun umumlashtiruvchi atamalarni o'rganadi.[5] Gender leksikasi barcha sohalarda keng qo'llanganligi bois toponimlarda ham o'z ifodasiga ega. Onomastik tizimda transtoponimizatsiya usuli kuzatiladi va bu aynan kishi atoqli otlarining joy nomlari sifatida kelishi natijasida antroponimlarning toponimlarga aylanishidir.[6] Masalan *Bibixonim madrasasi, Bobur bog'i, Avliyo Sofiya ibodatxonasi* kabi leksik birliklar joy

nomlarini bildirsada, ularning tag zaminida ikki jins vakillarining nomi orqali genderlikni anglash qiyin emas. Badiiy asarlarda foydalanilgan transtoponimlar tarjimada qay tarzda berilishini misollar bilan ko'rib chiqamiz. “ “*Lowood Institution*”.-*This portion was rebuilt A.D. “by Naomi Brocklehurst, of Brocklehurst Hall, in this county. Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.-St. Matt. v. 16”* ”[2.2] “ “*Lovud muruvvat boshpanasi*” degan yozuv o'yib bitilgandi. Binoning mana shu qismini qaysidir bir yili broklxerst-xollik missis Naomi Broklxerst ta'mirlatgan deyishadi.”[3.2] Ushbu parchadagi joy nomlaridan “**Lowood Institution**” leksemasini mutarjim “**Lovud boshpanasi**” shaklida transformatsiya qilgan, lekin aynan genderlikni ifoda etuvchi “**Naomi Brocklehurst, of Brocklehurst Hall**” toponimik iborasi tarjimasida kontekst ma'nosidan kelib chiqqib “**broklxerst-xollik missis Naomi Broklxerst**” tarzida o'giran. Buning natijasida antroponimik so'z vazifasini saqlagan holda atoqli ot bo'lib, toponimik leksema esa sifatga aylanib qolgan. Bu usul bilan biz tarjimaga putur yetgan deya olmaymiz, chunki takroriylikni oldini olish maqsadida leksik-grammatik transformatsiya o'rinli qo'llanilgan. Muallifning ma'lumotini yetkazishda tarjimon muvofiq variant tanlay bilgan. Bu esa V.N.Komissarov tomonidan ishlab chiqilgan tarjima muvofiqligiga erishishning to'rtinchi va beshinchi ekvivalentlik darajalariga mos keladi.[7]

Tahlillar shuni ko'rsatadiki, aksariyat hollarda onomastik birliklar tarjimasida jinsi belgilari asosan yordamchi leksemalar tomonidan ta'minlanadi yoki kontekst orqali anglashiladi. Ushbu guruh leksemalar tarjimasi muvofiqligiga erishishda transliteratsiya, kompensatsiya hamda grammatik o'rin almashtirish kabi transformatsiya turlari kens va samarali qo'llaniladi.

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TURKISTONDA PEDAGOGIK TARBIYA TIZIMI TARIXIY DIDAKTIK ASOSLARI

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XIX asrning ikkinchi yarmiga kelib Turkiston xonliklarida mavjud xalq ta'limi jarayonida maktablar soni bilan u yerda beriladigan ta'lim sifati, savodlilar soni o'rtasida bog'liqlik mavjud bo'lmagan. Uning ustiga XIX asr oxiriga kelib chor amaldorlari tomonidan o'lka xalqi ta'limini tashkil etish va boshqarishdan o'z manfaatlari yo'lida foydalanishga urinishlari natijasida xalq ta'limi jarayonida maktablar soni bilan o'qitish sifati va savodlilar soni o'rtasidagi bog'liqlik to'liq izdan chiqdi.

Tayanch so'z va tushunchalar: Turkison, o'lka, ta'lim, madrasa, domla, uy ta'limi, bog'liqlik, tarixiy asos, pedagogik yondashuv.

Kirish

Hech shubha yo'qki, musulmonlarning ta'lim muassasalari bilan taqqoslaganda, Turkiston viloyatidagi davlat ta'lim muassasalari o'quv jihozlari bilan ancha yaxshi

jihozlangan. Gimnaziya va kollejlarda fanlarni o'rganish uchun kabinet tizimidan foydalanilgan. Va bularning barchasi, avvalambor, davlat tomonidan beriladigan subsidiyalar hisobiga sodir bo'ldi. Musulmonlarning ta'lim muassasalari 1917–yilgacha o'zini o'zi moliyalashtirgan⁵³.

Samarqand, Buxoro va Xiva kabi shaharlarda, Madrasalar shahar landshaftining aksariyat qismini qamrab oladigan bo'lsa, biz har xil millat vakillari qonunni minimal darajada bilishadi deb taxmin qilishimiz mumkin⁵⁴.

Tadqiqot usullari

Tadqiqot jarayonida tarixiylik tamoyili, qiyosiy tahlil, tizimlashtirish, tasniflash, muammoviy–xronologik hamda fanlararo yondashuv kabi usullardan foydalanilgan.

Amaliy natijalar va muhokamalar

1878–yilda 3 oy Farg'ona vodiysida safarda bo'lgan akademik A.Middendorf Turkiston o'lkasida o'quv maktablarining ko'pligiga qarab tashkil etilgan ta'lim tizimini Rossiya imperiyasida mavjud ta'lim tizimiga o'rnak qilib ko'rsatadi. Uning ta'kidlashicha, Farg'ona vodiysi hududida har bir mahalliy dehqon o'qishni bilgan⁵⁵. Ta'lim tarixi bilan mukammal shug'ullangan olim K.Ye.Bendrikov esa bu fikrga qo'shilmagan holda: “Har bir mahalliy dehqon o'qishni emas, duo qilishni, ya'ni Qur'on suralarini yoddan o'qiy oladi”⁵⁶ – degan izohni berish o'rinli deb topadi.

Vaholanki, Rossiyadagi jami 159 million 153 ming aholining faqat 3 million 900 ming nafari, ya'ni 2 foizga yaqinligi sanoat korxonalari ishchilari bo'lganlar, xolos⁵⁷.

Natijada shunday ham tashkil etish jarayoni nazorat qilinmagan, ta'lim berish sifati tushib ketgan musulmon ta'lim muassasalari boshqaruvi to'liq izdan chiqdi, ta'lim – tarbiya nazorati, ta'lim bosqichlari o'rtasidagi uzluksizlik yo'qotildi.

⁵³ Muxamedov Sh.B Nekotorye aspekty izucheniya istorii Sentralnoy Azii. “Adabiyot uchqunlari”, T., 2016, s. 94.

⁵⁴ Visions of justice : Sharia and cultural change in Russian Central Asia. Series: Handbook of oriental studies. Section eight, Uralic and Central Asian studies ; Volume 24, Leiden ; Boston : Brill, 2016. 85–bet

⁵⁵ Djurayev. D.U. Turkiston an'anaviy maktablari faoliyati tarixidan (XIX asr ikkinchi yarmi). // “Zamonaviy ta'lim / Sovremennoye obrazovaniye” ilmiy–amaliy jurnali, 2017 yil, 7–son, 19 – bet.

⁵⁶ Djurayev. D.U. Turkiston an'anaviy maktablari faoliyati tarixidan (XIX asr ikkinchi yarmi). // “Zamonaviy ta'lim / Sovremennoye obrazovaniye” ilmiy–amaliy jurnali, 2017 yil, 7–son, 19 – bet.

⁵⁷ Shamsuddinov R., Karimov Sh. O'zbekiston tarixidan materiallar. “Andijon nashriyot – matbaa”, Andijon, 2004, 35–bet.

Ma'lumotlarda XX asrning boshlariga kelib chor Rossiyasi boshqaruvidagi Turkistonda maktablar soni keskin oshganligi haqida gapiriladi.

O'zbek xalqi tarixida XX asrning boshlanishi o'ziga xos xususiyatlarga ega bo'ldi. Zero, bu davr mamlakat hayotida ijtimoiy – siyosiy, madaniy – ma'rifiy o'zgarishlar bilan belgilanadi⁵⁸.

Fikrimizcha bunga sabab, o'lkada xalq ta'limini tashkil etish va boshqarish tizimining yo'qotilganligi, aniqrog'i e'tiborsiz qoldirilganligi, xalqning savodxonlik darajasini oshirish va tashkil etish o'z holiga tashlab qo'yilganligiga qaramasdan birinchidan, mahalliy aholining farzandlari bilim olishlariga bo'lgan e'tibori so'nimganligi bo'lsa, ikkinchidan chor amaldorlari o'lkada olib borgan siyosat natijasida har kim har joyda (ko'proq o'z xonadonlarida) e'tibordan chetda qoldirilgan, nazoratsiz "ta'lim maskan"lari tashkil etish holatlari ko'payishi oqibatida maktablar soni keskin ko'payganligi qayd etiladi.

Xalq maktablarini tashkil etish bo'yicha mutaxassis, o'lka xalq maktablari 3 – inspektori V.P.Nalivkinning ta'kidlashicha⁵⁹, 1890–yilning boshida Turkistonda maktablar soni rasman 5000 tani tashkil etgan bo'lsa, norasman ularning soni 10000 taga yaqin bo'lgan. Ammo mazkur maktablarda o'quv jarayonining tashkil etilishi, beriladigan ta'limning sifati, bosqichlar o'rtasidagi bog'liqlik, dars jarayonining davomiyligi haqidagi tahliliy ma'lumotlar kam berilgan. Tadqiqot davrida Turkiston aholisining aksariyat qismini ko'chmanchi chorvador oilalar tashkil etganligi ma'lum. Shunday ekan, o'lka xalqi ta'limi haqida gapirilganda uni albatta ko'chmanchi xalqlar ta'limi tashkil etishini inobatga olish zarur. Ammo afsuski, xonliklarning so'nggi davrlarida ko'chmanchi cho'pon qabilalari farzandlari uchun maktablarni tashkil etish mutlaqo nazoratsiz qoldirilib, ular uchun maktablar asosan bahorda va erta yozda tashkil etilgan. Bu maktablarda o'qituvchi vazifasida asosan ta'tilga chiqqan madrasa talabalari ishlaganlar.

1918–yilgi inqilobgacha bu mintaqada dunyoviy huquqiy ta'lim yo'q edi. Faqatgina yirik shaharlarda bo'lgan madrasa Islom qonunlari bo'yicha ruhoniylar yuridik

⁵⁸ O'zbekiston Respublikasi Fanlar akademiyasi Tarix instituti. O'zbekiston tarixining dolzarb muammolariga yangi chizgilar. "Sharq", T., 1999, 105–bet

⁵⁹ Djurayev. D.U. Turkiston an'anaviy maktablari faoliyati tarixidan (XIX asr ikkinchi yarmi). // "Zamonaviy ta'lim / Sovremennoye obrazovaniye" ilmiy–amaliy jurnali, 2017 yil, 7–son, 19 – bet.

ta'lim bergan. O'rta Osiyoda ma'lum davrlarda Islom sudlari bilan birga bo'lgan podshoh adliya organlari Moskvada va Rossiya imperiyasining boshqa shaharlarida huquqshunoslik bo'yicha o'qiganlar. Shunday qilib, rasmiy yuridik sektorda ishlaydigan mahalliy aholining biron bir vakili ham yo'q edi. 1918–yil aprel oyida O'rta Osiyoda birinchi dunyoviy universitet va uning ijtimoiy – iqtisodiy fakulteti tarkibida kichik yuridik kafedraning tashkil etilishi O'zbekistonda rasmiy huquqiy ta'limning rivojlanishiga yo'l ochdi⁶⁰.

Madrasada huquqshunoslik o'qituvchisi kam dalillangan dialektika va deduksiyaga asoslangan diniy dogmatik prinsiplarga qat'iy rioya qilgan. Huquqshunoslik o'qituvchilari asosan diniy – huquqiy an'analarda sxolastik yondashuvni qo'lladilar⁶¹.

Madrasa ta'limi moliyalashtirish jarayoniga nazar tashlasak. O'rta Osiyoda mulkchilikning juda keng tarqalgan shakllaridan biri vaqfdir. U biron – bir mulkdor shaxs tomonidan ma'lum ijtimoiy – iqtisodiy maqsadlar bilan o'quv muassasalari, diniy yoki xayriya mahkamalari foydasiga xayr – ehson tariqasida beriladi. Vaqf Arab xalifaligi endi vujudga kelayotgan davridayoq yuzaga kelgan va keyinchalik barcha musulmon mamlakatlarida keng ko'lamda tarqalgan. U, ayniqsa, o'rta asrlarning oxirida juda chuqur ildiz otdi. Vaqfning qirqqa yaqin turi bo'lib, ularning 20 foizidan diniy maqsadlarda foydalanilgan⁶².

Fikrimizning dalili sifatida Namangan viloyatining Yangiqo'rg'on tumanida mavjud bo'lgan madrasa va masjid vaqf hujjatini keltirish mumkin. Ushbu vaqf hujjati 1849–yilga tegishli bo'lib, mazkur hujjat ham Qo'qon xoni Xudoyorxon tomonidan ham tasdiqlangan⁶³.

Madrasalarda ta'lim jarayonini yo'lga quyilishida mudarris va mutavalli lavomida faoliyat olib boruvchilarning o'rnini ahamiyatli bo'lgan. Ularning o'z vazifalariga tayinlanish jarayonida saylash tartibi qo'llanilgan.

⁶⁰ Ismatov Aziz. Legal Education in Uzbekistan: Historical Overview and Challenges of Transition. Nagoya University Co-operative Association. 2019. P 18.

⁶¹ Ismatov Aziz. Legal Education in Uzbekistan: Historical Overview and Challenges of Transition. Nagoya University Co-operative Association. 2019. P 19.

⁶² O'z. RMDA: 86–Fond, 1–ro'yxat, 647–varaq

⁶³ O'zRMDA 19–fond, 1–ruyxat, 34882–ish, 1–varaq.

XIX asrda Qo'qon shahrida oliy o'quv yurti sifatida tashkil qilingan madrasalar ko'p edi. Ular shuningdek tarixiy me'moriy yodgorliklar hamdir. Ulardan ko'pi shu kunga qadar saqlanib qolinmadi, nomlari ham noma'lum. Saqlanib qolganlari xaqida esa ayrim yozma parchalar yoki ko'pincha faqat nomlari eslatib o'tilgan xolos. Ma'lumotlarga qaraganda, Qo'qon shahrida 40 tacha madrasa bo'lgan, ammo hali hammasi haqida arxiv yoki boshqa manbalar to'liq topilgan emas⁶⁴.

Yangi mutavalli saylovlarini o'tkazish uchun o'tkazilgan saylovlar to'g'risidagi ma'lumotlar Turkiston general – gubernatorligiga qat'iy ravishda yetkazilishiga e'tibor qaratilgan.

Qo'qon shahridagi yirik Ming Oyim madrasasining vaqfnomasi 1887–yilda Farg'ona viloyati boshqarmasiga tekshirish uchun topshirilgan edi. Boshqarma hujjatni tez o'qib chiqib uyezd yer soliq komissiyasi orqali komissarga o'rganish na tekshirish uchun topshirgan. Komissar, komissiya va viloyat boshqarmasi vaqfnomani o'rganib chiqib, 1899–yilda uni haqiqiy deb topishgan edi. Biroq 1904–yilda viloyat boshqarmasi vaqfnomani qayta ko'rib chiqib, uni qalbaki deb hisobladi. Bu qaror bilan boshqarma madrasaning vaqf mulkidan olinadigan daromadni davlat xazinasiga o'tkazgan va madrasani bu mablag'dan mahrum etgan⁶⁵.

Buning natijasida mahalliy xalq orasida “o'qib kim bo'lasan” degan salbiy tushuncha yuzaga keldi. Yangi madrasalar qurish, ularga va boshqa madrasalarga ham vaqf mulkini in'om etish faqat Turkiston general – gubernatorining ixtiyoriga berildi. Natijada madrasalarga vaqf mulkini in'om etish mumkin bo'lmay qoldi.

Ko'plab Qo'qon madrasalarini saqlash vositalari yetarli darajada ta'minlanmagan, chunki madrasalar uchun bir asrlik vaqf mulki tasdiqlanmagan. Bu mudarrislar va mutavallilarga rus ma'murlarining adolatsizligidan shikoyat qilishga asos bergan⁶⁶.

Bu ham yetmagandek ko'plab madrasalar rus ma'muriyati tashabbusi bilan ta'mirlash o'rniga buzib tashlandi. Ularning o'rniga yangi madrasalarni qurishga ruxsat berilmadi. Imperiya hukumatining bu siyosati tufayli o'lkadagi ilm – fan va

⁶⁴ H.N.Bobobekov. Qo'qon tarixi. “FAN”, T., 1996, 218–bet.

⁶⁵ Ibrohimjon Alimov. O'zbekistonda vaqf mulklarining tugatilishi tarixi. “Fan”, T., 2009, 40–41–bet.

⁶⁶ N.P.Ostroumov. Islamovedeniye. Vvedeniye v Kurs Islamovedeniya. Tip. Turk. Gen–Gubernatora. Tashkent, 1914, s. 183.

madaniyatni rivojlanishi, mahalliy aholining madaniy saviyasini yuksalishiga katta ziyon yetkazildi.

XULOSA

Demak, tarixni o'rganish natijasida o'zimizga to'g'ri xulosa chiqarib bugun xalqning savodxonligi, yoshlar ta'lim – tarbiyasiga davlat darajasida qaratilayotgan keng va asosli e'tiborning ahamiyatini tushungan holda mazkur yo'nalishda izlanish, tadqiqotlar olib borish o'ta muhim, degan xulosaga kelimiz. Ushbu sabab, millat, davlat va jamiyat kelajagini belgilaydigan xalq ta'limini zamonaviy talablarga mos ravishda doimiy takomillashtirib borish yo'lida xizmat qilish har bir pedagogning burchidir⁶⁷.

Shuni e'tiborga olib, qo'shimcha ravishda tarix darslari sifatini yanada oshirish maqsadida:

- ekskursiya soatlarini to'liq bajarilishini qat'iy nazoratga olib, muzeylarda o'quvchilar, talabalar bilan ishlash jarayonini kuchaytirish;

- uy vazifasi topshirig'i bandiga professor – o'qituvchi tomonidan ko'rsatilgan qo'shimcha adabiyotlardan ma'lumotlarni topib, o'quvchilarga, talabalarga individual o'rganish mas'uliyatini yuklash hamda vazifani sinchiklab tekshirib olish;

- yuqorida keltirilgan mavzular umumiy o'rta ta'lim maktablari, oliy ta'lim muassasalari tarix fani o'qituvchilari tomonidan o'tiladigan ochiq darslarda tanlab olinib, pedagog tomonidan yuqori darajada keng yoritish;

- tarixiy obidalar, moddiy (jumladan, qo'lyozmalar) va ma'naviy yodgorliklar, qomusiy olim hayoti va ijodiga bag'ishlangan ta'sirchan multimedia materiallarini sonini yanada oshirish;

- davlat ta'lim standartlari talabiga muvofiq, oldindan o'quvchilar va talabalarni xabardor qilgan holda tarixiy obidalar, moddiy (jumladan, qo'lyozmalar) va ma'naviy yodgorliklar, allomalar hayoti va ijodiga oid qo'shimcha ma'lumotlardan saralanib olingan nazorat savollari yoki testlarini olinadigan nazorat ishlari topshiriqlariga qatoriga kiritish;

- tariximizning boy merosi xalqimiz hamda dunyo tamadduniga qo'shgan ulkan

⁶⁷ Djurayev. D.U. Turkiston an'anaviy maktablari faoliyati tarixidan (XIX asr ikkinchi yarmi). "Zamonaviy ta'lim" / "Sovremennoye obrazovaniye" ilmiy–amaliy jurnali, 2017 yil, 7–son. 17–23 b.

hissasini to'laqonli o'rganish masalalariga yanada e'tiborni kuchaytirish maqsadga muvofiqdir.

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Frazeologik birliklarda obrazlilik masalalariga bo'lgan nazariy qarashlar

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Annotatsiya: Ushbu maqolada frazeologik birliklar tarkibidagi obrazlilik masalalari atroflicha yoritilgan. Frazeologik birliklar haqidagi umumiy tushunchalar, ularning asosiy xususiyatlari, obrazlilik darajalari haqida ma'lumot berilgan. Frazeologizmlardagi obrazlilik asosan uch asosiy darajada namoyon bo'ladi: a) to'liq obrazlilik, b) qisman obrazlilik, c) obrazlilik yo'qligi. Maqolada ushbu darajalar batafsil tahlil qilingan.

Maqolada frazeologik birliklar tarkibidagi obrazlilik masalalarini yoritish orqali tilning ekspressivlik darajasi va uning ishlatiluvchanlik doirasi haqida muhim xulosalar chiqarilgan. Ushbu tadqiqot natijalaridan frazeologiya, stilistika, lingvomadaniyatshunoslik sohalari vakillari foydalanishlari mumkin.

Kalit so'zlar: Frazeologik birliklar, expessivlik, frazema birliklar, obrazlilik, obrazlilik darajasi, extimoliy ma'no, konseptual metafora va lingvomadaniyatshunoslik.

Frazeologiya fan sifatida o'tgan yuz yillikning 40-yillaridan o'rganila boshladi. Frazeologiya tilshunoslikning mustaqil bo'limi sifatida shakllanishida rus akademigi V.V.Vinogradovning ilmiy ishlari katta ahamiyatga ega⁶⁸. O'zbek frazeologiyasida birinchi ishlar o'tgan asrning 50-yillarida paydo buldi. Bunga misol tariqasida SH.Rahmatullayev⁶⁹, Y.R.Pinxasov⁷⁰, A.Shomaqsudov⁷¹, M.Xusainovlarning⁷²

⁶⁸В.В.Виноградов.Основные понятия русской фразеологии как лингвистической дисциплины.-Труды юбилейной научной сессии ЛГУ.Л., 1946

⁶⁹Ш.Рахматуллаев. Грамматические особенности образно глагольно-фразеологических единиц словарного узбекского языка.А.К.Д.М.,1952.

⁷⁰Я.Д.Пинхасов. Фразеологические выражения в произведениях Х.Алимджана: АҚД.Ташкент, 1953.

⁷¹А.Шамаксудов. Язык сатиры Муками(лексика и фразеология). АҚД.Ташкент,1956.

⁷² М.Хусаинов.Фразеология прозы писательницы Айдын.АҚД. Самарканд,1956.

nomzodlik dissertatsiyalarini ko'rsatishimiz mumkin. Shuni ta'kidlab o'tish joizki, bu ishlarning ko'pchilik qismida o'zbek frazeologik birliklari akademik V.V.Vinogradovning strukturaviy-semantik klassifikatsiyasiga tayangan holda tahlil qilinadi, ya'ni ular frazeologik birikmalar, chatishmalarga bo'linadi.

Ammo, shuni ham aytib o'tish lozimki, o'zbek tilshunosligida frazeologiyani o'rganishga bag'ishlangan ilmiy ishlar salmoqli ulushni tashkil etadi. Shuni alohida ta'kidlab o'tish kerakki, bir qator ilmiy ishlarda o'zbek frazeologiyasiga doir masalalar ko'rib chiqilgan.⁷³

Bizga ma'lumki, umumiy frazeologiya masalalarida dolzarb mavzulardan biri bu turg'un birikmalarning semantik-grammatik xususiyatlari hisoblanadi. Bu muammo to'g'risida o'zbek tilshunosligida bir nechta maqolalar nashr qilingan.

Turg'un so'z birikmalari yasashda leksik frazeologizmlarning faolligi va qoloqligi olimlar tomonidan turlicha talqin qilinadi. Bu faollik nimalarga bog'liqligini bir necha faktorlar yordamida keltirish mumkin.

Kuzatishlar shuni ko'rsatadi-ki, frazeologik birliklar (FB) hosil qilishda quyidagi faktorlar muhim rol o'ynaydi:

1. Bir so'zni ikkinchisi bilan almashtirish.

Bu yerda shu narsani hisobga olish kerakki, agarda o'rnini bosuvchi so'z umumiy ma'no bilan bog'liq bo'lsa, almashtiriladigan so'z, shu umumiy ma'noni beruvchi so'zning bir qismi bo'lib joylashadi. Boshqacha qilib aytadigan bo'lsak, bu sinekdoxa (vazifadoshlik)ning paydo bo'lishidir. Masalan, o'zbek tilidagi *besh qo'l birdek emas* iborasini olib ko'radigan bo'lsak, bu frazeologizmda qo'l so'zi barmoq so'zini o'rnini bosib kelyapti. (Bitta odamda beshta qo'l bo'lmaydi-ku). Agarda bunday almashtirish biror-bir leksik somatizmni frazeologik birlik (FB) frazema yasashda faolligini oshirsa, boshqa somatizm esa ya'ni o'rnini bo'shatadigan, frazeologik birlik (FB) yasashda kam ishlatiladi. Bundan shuni xulosa qilib aytishimiz mumkinki, biror-bir leksik somatizmning frazeologik birlik (FB) yasashda faol qatnashishi, boshqa leksik somatizmning kam ishlatilishiga sabab bo'ladi.

⁷³У.Т.турсунов. состояние и задача изучения фразеологии узбекского языка.- Труды Самаркандского гос. Университета.Новая серия,196.Вып.106. Вопросы фразеологии: М.Мирзаев.К вопросу о фразеологии, Самарканд,1961: М.Хакимов О терминах пословиц.-«Ўзбек тили ва адабиёти».1965, №2

2. Frazeologizmlarning stilistik jihatdan qo'llanilishi.

O'zbek tilida shevalar, og'zaki nutq va hatto jargonlar ham frazeologizmlarga boy. Masalan, karta o'ynovchilar (qimorbozlar) jargonida ham bir necha frazeologizmlar uchraydi. *Qo'l* leksik somatizmi bilan 15 ta frazeologizm aniqlangan. Masalan, *to'rt qo'l o'ynamoq* ma'nosi:

1.to'rt marta o'ynamoq; 2.to'rt kishi bo'lib o'ynamoq;.

Qo'li zo'r, qo'li yaxshi ma'nosi: o'ynovchining qo'lida yaxshi kartalar bor: *qo'li yurdi* ma'nosi: yutishni boshladi, yutdi va boshqalarni misol qilib keltirishimiz mumkin.

Frazeologizmlarning grammatik xususiyatlari, ularning tuzilishi va semantik xususiyatlari SH.U.Rahmatullayev⁷⁴, K.K.Xaitmetov⁷⁵, E.Umarovning⁷⁶ ishlarida juda yaxshi yoritib berilgan. Ayniqsa, SH.Rahmatullayevning "Frazeologizmning ba'zi masalalari" kitobida quyidagi fikrlar bildirilgan:

Frazema, o'z tuzilishiga ko'ra birikma yoki gapga teng bo'ladi. Masalan, *bir so'zli; turgan gap; ko'ngl(i)ni olmoq; ko'z ochirmaslik; bir jon bir tan bo'lib; burk ol desa, bosh olmoq* frazemalari o'z tuzilishiga ko'ra birikmaga teng; *toqat(i) toq bo'ldi, til(i) uzun, bosh(i) qotdi, ko'z(lari) qinidan chiqib ketayozdi* frazemalari esa gapga teng. Ko'rinadiki, frazemaning ifoda planini izohlashdan avval birikma va gap haqida ma'lumot berish lozim.

Leksemalarning o'zaro sintaktik bog'lanishi bilan bog'lanma yuzaga keladi. Bunday bog'lanma — nutq birligi, chunki u ma'lum tushuncha yoki fikrni anglatish talabi bilan nutq jarayonida tuziladi; bular til xotirasida yaxlitligicha mavjud bo'lmaydi, balki talabga ko'ra nutqda shu tilning grammatik ko'rilishiga xos qoliqlar asosida yangidan tuziladi.

Masalan, *Nurmatjon shu qanoat bilan besh-olti yilni o'tkazdi* (A.M.) gapi ma'lum fikrni anglatish maqsadida nutq jarayonida tuzilgan. Fikr anglatilgach, bu nutq birligi

⁷⁴ Ш.Рахматуллаев.Синтактик таҳлилда фразеологик иборлар устида ишлаш.-“Совет мактаби”, 1956,№7;
Об одной особенности грамматической структуры фразеологических единиц в современном узбекском языке.Вопросы фразеологии.Самарканд,1961;
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⁷⁵К.К.Хайтметов. Фразеологик бирликларда сўз тартиби масаласига доир.-Ўзбек тили ва адабиёти,1966, №2.

⁷⁶Э.Умаров. “Хазойин-ул-маоний”даги фразеологизмлар чегараси.-Ўзбек тили ва адабиёти.1968, №2.

(gap) bir butun xilda saqlanib qolmaydi (yozuvdan kelib chiqib bu nutq birligini bir butun holda saqlanadi deyish o'rinsiz, albatta). Bu gap uchun qurilish materiali bo'lib xizmat qilgan har bir leksema o'z ma'no mustaqilligini saqlab qoladi (Nurmatjon, shu qanoat bilan besh, olti yil o'tkazmoq). Yuqoridagi xususiyatlari asosida bunday nutq birligi erkin bog'lanma deb yuritiladi.

Frazema erkin bog'lanmadan o'z grammatik qurilishi bilan farqlanmasa ham, grammatik qurilishining mohiyati bilan farqlanadi. Frazema har gal nutq jarayonining o'zida tashkil topmay, balki ungacha bir butun holga kelgan bo'ladi, til xotirasida yaxlitligicha yashaydi, nutqqa ham yaxlitligicha kiritiladi. Masalan, *Nurmatjon Adolatxonga ko'z tikdi* (A.M.) gap ko'rinishida to'rt so'z shakldan tuzilgan, ammo uning tarkibida uch lug'aviy birlik qatnashgan: Nurmatjon, Adolatxon, ko'z tikmoq. Birinchi va ikkinchi birliklar — leksema, uchinchisi esa frazema. Bu frazema tarkibida qatnashgan leksemalar ham aslida ikki lug'aviy birlik (ko'z, tikmoq), ammo frazema shu ikki leksema asosida tashkil topgan alohida lug'aviy birlikdir. Yuqoridagi gapda ko'z va tikmoq leksemalari emas, balki ko'z tikmoq frazemasi qatnashayotir. Bunday til birligi nutq birligiga zid qo'yilib, turg'un bog'lanma deb yuritiladi.

Frazeologik birliklar murakkab tuzilishga ega bo'lib, ularda obrazlilik alohida ahamiyat kasb etadi. Obrazlilik frazeologik birliklarni oddiy so'z birikmalaridan farqlaydi va ularning semantik xususiyatlarini belgilaydi.

Frazeologik birliklardagi obrazlilik masalasiga doir nazariy qarashlar quyidagicha xulosalash mumkin:

Frazeologik birliklar tarkibidagi obrazlilik asosan ularning metaforik, metonomik yoki ritorik-sintaktik xususiyatlariga bog'liq. Bu xususiyatlar frazeologik birliklarga ekspressivlik, ta'siriylik va emotsionallikni beradi. Frazeologik birliklardagi obrazlilik til va madaniyatning uzviy aloqasi natijasida shakllanadi. Ularning paydo bo'lishida xalq dunyoqarashi, urf-odatlari, an'analari, milliy-madaniy xususiyatlari asos bo'lib xizmat qiladi.

Frazeologik birliklarning obrazliliigi ulardagi asosiy va ko'chma ma'nolarning o'zaro uyg'unligi bilan belgilanadi. Bunda asosiy ma'no orqali ko'chma ma'no orasidagi semantik farq obrazlilikka sabab bo'ladi.

Frazeologik birliklarning obrazliligi ularning tuzilishi, komponentlari, uslubiy xususiyatlari, grammatik shakllari va boshqa lingvistik xususiyatlari bilan chambarchas bog'liq.

Xulosa qilib aytganda, frazeologik birliklarning obrazliligi murakkab lingvistik hodisa bo'lib, unda tilning barcha jihatlarining o'zaro uyg'unligi namoyon bo'ladi. Bu esa ushbu masalani keng o'rganishni taqozo etadi.

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Linguistic Differences Between English and Uzbek Riddles

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Abstract: This article explores the significance of riddles oral literature. Riddles are inquiries and activities that typically have a poetic or prose style. They focus on comparing one thing or event to another in order to uncover a purposefully concealed feature, form, behavior, state, or function. Riddles are frequently made in relation to people's lives and are founded on prehistoric notions and beliefs, as well as peoples'

thirst for knowledge and understanding of the universe. Typically, rhymes are used to quote the words, and the approach of any riddle implies a secret solution. On the other hand, puzzles are a type of speech that differs in terms of the metrics that make up poetry and the ways in which it enters popular culture.

Introduction: Riddles have long been a staple of oral conversation among the people and the nation, and they are generally popular in the culture of all peoples, generally, among the representatives of all nations. Riddles exist among individuals and are inherited because of this; it is not an exaggeration to claim that they are passed on from generation to generation. Additionally, the narration of the riddles changes from one place to another.

MAIN PART

At the early stage of human development, not only forms of thinking were symbolic, but also ways of their representation, that is, certain sets of linguistic means that we have the opportunity to observe and analyze thanks to the preserved national paremiological funds: "we are talking about a person - not just a passive referent of linguistic expressions, but an active interpreter of them, not just a carrier, but first and most importantly - a carrier of certain conceptual systems, on the basis of which he understands the language, experiences the world and communicates with other native speakers" [1].

As we can see, small folklore genres of paremia are of interest not only in terms of the cumulation of centuries-old experience, but also in terms of comprehending deep emblematic structures that make it possible to trace the formation of the thinking of an archaic person: proverbs are a short figurative stable statement (often used in a figurative meaning), syntactically designed as a simple or complex sentence (sometimes can consist of several sentences), reflecting a generalized formal fixed situation raised into a formula setting out an important truth, instruction, rules or principles of behavior, moral laws formulated on the basis of life experience. [2]

In order to identify elements of the world model, the method of binary oppositions is often used, which makes it possible to discover the most important categories in the national-mental plan. Discovered by linguistic analysis, binary

features constitute universal sign complexes (emblematic clusters), through which knowledge of the world is carried out. However, comprehension of these complexes requires awareness of their belonging to different code systems and, accordingly, as well as functioning within a given range. To date, some well-known codes have been identified: anthropomorphic, zoomorphic, astral, vegetative, gastronomic, color, musical, etc. [3] The presence of already differentiated codes with spheres of action assigned to them implies an appeal to the framing hierarchical structure, which gives grounds to objectively assess the status of this or that symbolic code. However, in this case, all identified emblematic clusters are integrated according to the principle of unity at the semantic level, since, firstly, they serve to describe one object - the world and its structure, and secondly, they reflect perceptual processes carried out by the same subject - a person. [4] The unity of paremiological units at the semantic level allows for a full transition from one code to another through simple logical-conceptual operations. For example, the depiction of boys and girls in folklore texts is often carried out using a vegetative code (boys - oak trees, girls - birch trees, willows), which appeals to the anthropomorphic code embedded in it. At a deep level, the conspiracy model will look like this: "I do A to get B." In this model we find verbs, which is not observed in the model of a folk sign, since in a folk sign both actions and the fixation of some static situation can be correlated. [5] In a conspiracy, it is the action that is important, since it specifically stimulates the formation of the desired event. At the level of syntactic semantics, the goal relationships are quite obvious, that is, the very content of the conspiracy is distinguished by a forward-looking view, filled with the expectation of a positive action (healing). [6]

The next stage in the development of conspiracy semantics is an appeal to a prototypical situation, within which an event occurring in the sacred world is described. We can say that this phase of development ends simultaneously with syntactic prediction, which is the lexical-semantic characterization of the utterance as it moves from right to right. [7]

Conclusion. The severity of the issue, though, is that we are unable to discern which way to think using the definition provided in some riddles. As a conclusion,

we can state that riddles play a crucial part in modern society since they help the younger generation's minds develop. Overall, the linguacultural features of riddles illustrate the dynamic interplay between language, culture, and cognition. They provide valuable insights into the ways in which language reflects and shapes cultural identity, while also serving as tools for intellectual engagement, social interaction, and cultural transmission.

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Idiomatic Expressions and Collocations: A Creative Approach to Teaching English

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Abstract: This paper explores the significance of idiomatic expressions and collocations in fostering language fluency and cultural understanding in English learners. Idioms and collocations, often challenging for non-native speakers, are essential components of natural, everyday communication. By integrating these language features into the teaching process, educators can provide learners with practical tools to enhance both their spoken and written English. This approach emphasizes creativity in lesson design, encouraging students to engage with authentic language contexts. The paper highlights various strategies for teaching idioms and collocations, including the use of multimedia resources, context-driven exercises, and storytelling. These methods not only make learning more engaging but also help students grasp the nuances of the English language, leading to improved fluency and greater confidence in real-world situations.

Key words: fluency, creativity, authentic contexts, multimedia resources, lesson design, spoken English, written English, language nuances

Introduction: Teaching English through idioms and phrases is a creative and effective way to engage students and enhance their language skills. Idioms are integral to understanding cultural nuances and conversational English, as they often convey meanings that cannot be interpreted literally. Teaching is not an easy process as it is universally known. It demands more efforts than it seems, especially teaching foreign language. Nowadays in our country, we have a lot of opportunities on all sides. We can find and earn everything if we want. This article gives some more information about how to motivate students to learn English easily through idioms and phrases. No doubt, idioms are an important part of language and culture around the world.

MAIN PART

Idioms cause difficulties for English as Second Language learners because their meanings are unpredictable. As we know, idiom is a group of words that has a special meaning that's different from the ordinary meaning of each single word. Obviously, this is because the meanings of the words that constitute an idiom does not match the intended meaning of the idiom. For example, "under the weather" is idiom, meaning is "ill". Phrase is a group of words that have a particular meaning when used together, or

which someone uses on a particular occasions. Students learn these aspects when they are sophomores. During these years they know them shortly not fully. Some students dislike idioms because of having difficulties on translating. But they have a command of learning and translating. Teacher should be critical thinker and creative. He/she give idioms and phrases in all lessons not many only one enough for one lesson. But the teacher ought to find the best one which fits for the lesson.

Idiomatic expressions carry nuances that go beyond their literal meanings, reflecting deep cultural, historical, and social layers of a language. These nuances make idioms both fascinating and challenging for language learners, as understanding them requires more than just knowing the words; it involves grasping the subtle connotations, tone, and appropriate usage in different contexts. Here's a detailed look into the nuances present in idioms: Idioms often have meanings that are unrelated to the individual words within them. For instance, the phrase "kick the bucket" doesn't literally involve kicking a bucket, but means to die. This disconnect between the literal and figurative meanings creates a nuance that requires familiarity with the idiom's figurative sense to comprehend and use it effectively. Example:

"Break the ice" (literal meaning: to shatter ice; figurative meaning: to initiate conversation in a tense or awkward situation).

Many idioms are deeply rooted in a culture's history, customs, or social practices, making them culturally specific. This historical context creates a layer of meaning that might not be apparent to non-native speakers. For example, the idiom "Bite the bullet" originated from soldiers biting a bullet during surgery when anesthesia wasn't available. Understanding this cultural history enhances the learner's ability to grasp the full meaning and impact of the phrase. Example: **"A bird in the hand is worth two in the bush"** reflects a historical reliance on hunting and the value of immediate gain over uncertain future rewards. Idioms often carry emotional or tonal nuances that may vary depending on the context in which they are used. Some idioms express frustration, humor, or sarcasm, while others convey sympathy or encouragement. Mastering the emotional undertones of idioms is key to using them appropriately and avoiding misunderstandings. Example: **"Barking up the wrong tree"** implies a sense

of frustration or futility. *"Under the weather"* carries a gentle, sympathetic tone when describing someone who is ill or feeling unwell. Not all idioms are appropriate for every situation. Some idioms are more informal and suited to casual conversations, while others can be used in more formal settings. Understanding this difference is part of mastering the nuance of idiomatic expressions. For instance, idioms like "spill the beans" might be appropriate in informal dialogue but could be too casual for a business meeting or academic setting.

Example: Informal: **"Hit the nail on the head"** (used in everyday conversation).

Formal: *"Beyond a shadow of a doubt"* (commonly found in legal or academic discourse). Idioms can vary widely between different English-speaking regions, each carrying its own set of nuanced expressions. While idioms like "piece of cake" (something easy to do) are universally understood across many English dialects, others like "chuffed to bits" (very pleased) are more region-specific, such as in British English. This regional difference adds complexity to understanding and teaching idioms. Example: American English: *"Cut to the chase"* (get to the point). British English: *"Throw a spanner in the works"* (cause a problem or disruption).

Idioms are often metaphorical, using vivid imagery to express abstract ideas. Understanding the metaphor behind the idiom adds a level of depth that makes the expression more meaningful. For instance, the idiom "burning the midnight oil" metaphorically refers to working late into the night, invoking the image of someone burning oil lamps long after dark. Example: *"A leopard can't change its spots"* (people cannot change their inherent nature) is rich in metaphorical meaning related to the immutable characteristics of a person.

Some idioms allow slight variations in their structure while retaining their meaning, and these variations can affect the nuance. For example, "hit the road" can be slightly altered to "hit the highway," both meaning to leave or start a journey, but "hit the highway" might imply traveling a greater distance or a more significant journey. Example: *"Hit the books"* (to study hard) vs. "hit the ground running" (to start a task quickly and effectively). Both share a "hit" structure, but the nuance shifts according to the context. Idioms are highly context-dependent. Their meanings can shift

depending on the sentence or conversation in which they appear, adding another layer of nuance. The context can affect whether the idiom is taken literally, humorously, or sarcastically, as well as whether the listener interprets it positively or negatively. Example: *"Beat around the bush"* can imply avoidance in one context, while in another, it could suggest careful consideration before getting to the point.

Idioms often don't translate well into other languages, as their nuances are deeply tied to the culture and language of origin. A literal translation may confuse non-native speakers or strip the idiom of its deeper meaning, leading to a loss of nuance. Example: The idiom *"to cost an arm and a leg"* (meaning something is very expensive) might not have an equivalent in another language, and translating it word-for-word would likely cause confusion. The meanings and usage of idioms can evolve over time. Modern interpretations may differ from their original meanings, reflecting changes in social values, technology, and communication styles. Staying aware of these evolving uses helps learners understand idioms in contemporary contexts while still appreciating their traditional meanings. Example: *"Throw in the towel"* (to give up) originates from boxing but has since become common in many areas of life, from business to personal situations.

Conclusion: Understanding the nuances in idioms is critical for learners aiming to achieve fluency in English. These expressions are rich in cultural, historical, and metaphorical meaning, and mastering them allows for more natural, idiomatic communication. Teachers can help learners by providing contextualized practice and explanations that highlight both the surface meaning and the underlying nuances of idioms, fostering deeper comprehension and more effective language use.

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PRACTICAL ENGLISH PHONETICS: A COMPREHENSIVE OVERVIEW

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Abstract: This article explores the principles and applications of practical English phonetics, emphasizing its significance in language learning and teaching. It covers key components of phonetics, including articulation, acoustic properties, and auditory perception. The article also highlights practical applications for teaching pronunciation, the role of technology in phonetic training, and strategies for enhancing communication skills. By understanding and applying the principles of phonetics, learners can improve their spoken English, fostering greater fluency and confidence.

Keywords: *Phonetics, English pronunciation, Language learning, Articulation, Acoustic properties, Auditory perception, Phonetic training, Pronunciation teaching*

INTRODUCTION

Phonetics is the scientific study of the sounds of human speech. It encompasses various aspects, including how sounds are produced, transmitted, and perceived. For learners of English, understanding phonetics is essential, as it provides the foundational knowledge needed to master pronunciation and improve communication skills. This article examines the key components of practical English phonetics and its applications in language education.

Phonetics plays a crucial role in language acquisition. For English language learners, a solid understanding of phonetics can significantly enhance their ability to

speak clearly and effectively. The ability to distinguish between similar sounds can prevent misunderstandings and facilitate better communication. Additionally, phonetics aids in the development of listening skills, enabling learners to comprehend spoken language more readily.

1. Articulation

Articulation refers to the physical production of speech sounds. It involves the movement of various speech organs, including the tongue, lips, and vocal cords. Understanding how different sounds are articulated is essential for producing them accurately.

- **Place of Articulation:** This refers to where in the vocal tract the sound is produced. Common places of articulation include:

- **Bilabial:** Both lips (e.g., /b/, /p/)
- **Alveolar:** Tongue against the alveolar ridge (e.g., /t/, /d/, /s/)
- **Velar:** Back of the tongue against the soft palate (e.g., /k/, /g/)

- **Manner of Articulation:** This describes how the airflow is manipulated to produce sounds. Common manners include:

- **Stop:** Complete blockage of airflow (e.g., /p/, /t/, /k/)
- **Fricative:** Partial blockage, creating turbulence (e.g., /f/, /v/, /s/)
- **Nasal:** Air flows through the nose (e.g., /m/, /n/)

2. Acoustic Properties

Acoustic phonetics studies the physical properties of speech sounds, which can be analyzed using various tools. Key properties include:

- **Frequency:** The number of vibrations per second, measured in Hertz (Hz). Higher frequencies correspond to higher-pitched sounds.
- **Amplitude:** The loudness of a sound, which can affect its perception.
- **Duration:** The length of time a sound is held. Vowel length, for instance, can differentiate meanings in some languages.

Understanding these properties can help learners grasp the nuances of sound production and improve their pronunciation.

3. Auditory Perception

Auditory phonetics focuses on how sounds are perceived by the human ear and processed by the brain. This aspect is crucial for understanding how listeners interpret speech sounds.

- **Sound Discrimination:** The ability to distinguish between similar sounds is essential for effective communication. For example, differentiating between /b/ and /p/ can prevent misunderstandings.
- **Phonetic Context:** The context in which a sound occurs can influence its perception. For instance, coarticulation can affect how sounds are heard in connected speech.

Incorporating phonetics into language teaching can significantly enhance learners' pronunciation skills. Here are some practical applications:

1. Phonetic Transcription

Using the International Phonetic Alphabet (IPA) allows learners to visualize sounds accurately. Phonetic transcription helps students understand the pronunciation of words and facilitates learning new vocabulary. For instance, the word “cat” is transcribed as /kæt/ in IPA.

2. Listening Exercises

Engaging students in listening activities that focus on distinguishing between similar sounds can improve their auditory discrimination skills. Teachers can use minimal pairs (e.g., “ship” vs. “sheep”) to highlight differences in pronunciation.

3. Pronunciation Practice

Regular phonetic drills can help learners master difficult sounds. Incorporating tongue twisters, rhymes, and songs can make practice enjoyable and effective. For example, practicing the /θ/ sound in “think” and “thought” can help learners improve their articulation.

4. Stress and Intonation

Teaching the importance of stress and intonation in English is crucial for natural-sounding speech. English is a stress-timed language, meaning that certain syllables are stressed while others are reduced. Understanding this can help learners sound more fluent.

Advancements in technology have transformed phonetic training. Various tools and resources are available to support learners in their pronunciation journey:

- **Speech Recognition Software:** Programs like Google Voice and language learning apps can provide immediate feedback on pronunciation accuracy. This allows learners to adjust their speech in real-time.
- **Online Phonetic Resources:** Websites and applications that offer phonetic exercises, videos, and audio examples can enhance learners' understanding of phonetics. These resources often include interactive elements that engage learners.

While understanding phonetics is beneficial, several challenges may arise in teaching and learning:

- **Complexity of Sounds:** English has many sounds that may not exist in other languages, making pronunciation difficult for learners from different linguistic backgrounds.
- **Variation in Accents:** Regional accents can lead to variations in pronunciation, which may confuse learners. Teachers should address these variations and provide exposure to different accents.
- **Lack of Awareness:** Many learners may not prioritize pronunciation, focusing instead on vocabulary and grammar. Educators must emphasize the importance of phonetics in effective communication.

To overcome challenges in teaching phonetics, educators can implement several strategies:

- **Integrate Phonetics into Lessons:** Incorporate phonetic instruction into regular language lessons, emphasizing its relevance to overall communication.
- **Use Visual Aids:** Charts, diagrams, and videos can help illustrate phonetic concepts and sound production processes.
- **Encourage Practice:** Create a supportive environment where learners feel comfortable practicing their pronunciation without fear of judgment.

Practical English phonetics is an essential component of language learning and teaching. By understanding the principles of phonetics, learners can enhance their pronunciation, improve their communication skills, and gain greater confidence in

speaking English. As technology continues to evolve, the integration of phonetics into language education will become increasingly effective, providing learners with the resources they need to succeed.

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Semantics and pragmatics in riddle construction

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Abstract: This article explores the intersection of semantics and pragmatics in the construction of riddles, examining how these linguistic components contribute to their unique appeal and cognitive challenge. Riddles, as a form of language play, rely on deliberate ambiguity, polysemy, and wordplay to engage the solver in a process of meaning negotiation. From a semantic perspective, riddles often exploit multiple meanings of words, phrases, or structures, creating puzzles that challenge the solver's interpretative skills. This study delves into how riddle creators manipulate meaning both explicitly and implicitly, balancing between what is said (semantic content) and what is meant (pragmatic inference). By analyzing a selection of riddles across different languages and cultures, the paper highlights the intricate relationship between

meaning and context, demonstrating how riddles serve as a microcosm of linguistic complexity and creative expression.

Key words: semantics, pragmatics, riddle construction, Ambiguity, polysemy, pragmatic inference

Introduction: Riddles have long captivated human imagination, serving as a playful yet intellectually challenging form of discourse across various cultures and time periods. More than mere puzzles, riddles are deeply rooted in linguistic principles that exploit the complex relationship between language and meaning. At their core, riddles thrive on ambiguity, inviting solvers to engage in an interpretative process that relies on both semantic understanding and pragmatic reasoning. Semantics, the study of meaning in language, plays a crucial role in how riddles use multiple meanings, word associations, and conceptual metaphors to create ambiguity. Pragmatics, on the other hand, deals with how language is used in context and how meaning is often implied rather than directly stated, guiding the solver through contextual clues, shared knowledge, and inference.

Main Part

The intricate interplay between semantics and pragmatics in riddles makes them an ideal subject for linguistic analysis. Riddles test the boundaries of how we interpret language, highlighting the difference between what is said and what is meant, often leading to moments of surprise, humor, or intellectual satisfaction when the "hidden" meaning is uncovered. This article aims to dissect how riddle construction manipulates semantic ambiguity and pragmatic inference to craft compelling cognitive challenges. By examining these linguistic elements, we can better understand not only the art of riddle-making but also broader linguistic processes, such as how we navigate meaning and context in everyday communication.

At the heart of riddle construction lies the manipulation of semantic ambiguity, which is essential to creating the cognitive challenge that makes riddles intriguing. Semantics, as the study of meaning, explores how words, phrases, and sentences convey information. Riddles often rely on “polysemy” (a word with multiple meanings) or “homophony” (words that sound alike but have different meanings) to

create deliberate confusion. The word "keys" here is semantically ambiguous. While the conventional meaning of "key" refers to a tool used for unlocking, in this context, the correct answer is "a piano," where "keys" refers to musical keys. The solver is led to reconsider the semantic scope of the word, moving from a literal interpretation to a figurative one. Riddles also play with 'metaphors' and "symbolism", where objects or ideas are used to represent something beyond their literal meanings. This figurative language creates semantic layers that deepen the interpretative complexity. In this way, riddles test not only the solver's knowledge of vocabulary but also their ability to navigate different semantic fields.

While semantic ambiguity creates the puzzle, "pragmatic reasoning" is what helps the solver arrive at the correct answer. Pragmatics deals with how meaning is shaped by context, social norms, and shared knowledge between the speaker and the listener. In riddles, the gap between the explicit wording and the intended meaning is often filled by "implicature"—where the true meaning is implied but not directly stated.

"I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?" The answer, "an echo," relies heavily on pragmatic inference. The solver must interpret the metaphorical language and understand that the answer is not literal. The clue "comes alive with wind" may initially seem perplexing until the solver makes the cognitive leap that "wind" refers to sound waves, thus revealing the answer through the pragmatic process of deduction.

"Contextual cues" are also crucial in riddles, where the solver must often rely on shared cultural or situational knowledge to find the answer. For instance, a riddle that references everyday objects, famous stories, or idiomatic expressions may be nearly impossible to solve for someone unfamiliar with the relevant cultural context. This cultural specificity highlights how riddles can act as both inclusive and exclusive forms of communication, depending on the shared knowledge base between the riddle's creator and the solver. Riddles are celebrated for their use of "wordplay", where linguistic structures are manipulated for humorous or thought-provoking effects. "Puns"—plays on words that exploit the multiple meanings or similar sounds of

words—are a hallmark of riddle-making. Puns challenge the solver to consider different phonetic or semantic interpretations of a phrase, as in the following riddle:

“Why was the math book sad?” The answer, “Because it had too many problems,” involves a pun on the word “problems,” which can refer to both emotional difficulties and mathematical exercises. This kind of wordplay is not only entertaining but also serves as an exercise in **“metalinguistic awareness”**, where the solver is prompted to think about language itself, its forms, and its functions. Riddles therefore enhance linguistic creativity, encouraging solvers to think beyond the literal meanings of words and explore the deeper possibilities of language.

Riddles are more than just linguistic exercises; they fulfill important “cognitive” and “social functions”. From a cognitive perspective, riddles stimulate critical thinking and problem-solving skills. The process of resolving semantic ambiguities and pragmatic clues mirrors real-life language processing, where people constantly negotiate meaning in complex communicative contexts. This makes riddles a valuable tool for developing both linguistic competence and abstract reasoning. Socially, riddles often serve as a form of entertainment or intellectual competition, where the ability to solve or create riddles can signify wit and intelligence. Riddles have historically been used in storytelling traditions, rituals, and educational settings, where they foster interaction and collective thinking. Their enduring popularity across cultures suggests that riddles tap into a fundamental human enjoyment of mental challenges and linguistic play.

Riddles exist in nearly every culture, but the way they are constructed and understood can vary widely depending on the “linguistic and cultural context”. What makes a riddle effective in one language may not translate well into another due to differences in phonology, syntax, or cultural references. For instance, a riddle based on a pun in English may not work in a language where the same words do not have multiple meanings or similar sounds. However, the underlying principles of **“ambiguity, wordplay, and inference”** are universal, allowing riddles to be a cross-cultural phenomenon, even if the specific forms and expressions vary. Studying riddles across languages offers insights into how different linguistic communities use language

creatively and how they encode meaning through metaphor, symbolism, and cultural references.

Conclusion: Riddles are a linguistic art form that showcases the delicate balance between semantics and pragmatics. By manipulating meaning and context, riddles create complex cognitive puzzles that challenge solvers to think critically about language. The use of semantic ambiguity, pragmatic inference, and wordplay in riddles reveals much about how we interpret language in both every day and playful contexts. Furthermore, riddles reflect broader cultural and linguistic patterns, offering a window into the diversity and creativity of human language use. By exploring riddles from a linguistic perspective, we can deepen our understanding of how meaning is constructed, negotiated, and enjoyed across different languages and cultures.

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Polysemy and puns of riddles in a linguistic exploration

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Abstract: This article investigates the linguistic mechanisms of polysemy and puns in the construction of riddles, emphasizing their role in creating ambiguity and wordplay. Riddles often rely on polysemy, where a single word has multiple meanings, allowing for clever misdirection and the engagement of the solver in an interpretive challenge. Puns, similarly, use homophony and semantic shifts to exploit different interpretations of words, making them a key feature in riddle design. By analyzing examples of riddles from various languages and cultures, this study examines how polysemy and puns serve to mask the answer while simultaneously offering subtle clues through double meanings. The cognitive process of resolving such riddles involves navigating between the literal and the figurative, showcasing the complexity of human language comprehension. This exploration sheds light on the creative use of language in riddles and how they enhance linguistic awareness and playful interaction with meaning.

Key words: polysemy, puns, riddles, wordplay, ambiguity, homophony, semantic shift, double meanings, cognitive processing

Introduction: Riddles have fascinated people across cultures and time periods, combining entertainment with intellectual challenge. At the heart of many riddles are two key linguistic elements: “polysemy” and “puns”. Polysemy refers to words that have multiple meanings, while puns involve wordplay that exploits these meanings or similar-sounding words (homophones) to create humor or confusion. These elements are crucial in crafting the ambiguity that makes riddles so engaging. Solvers are prompted to reconsider their initial interpretations and search for hidden meanings, which often lie in the multiple layers of a word’s semantic potential or its phonetic properties. From a linguistic standpoint, riddles serve as a microcosm of how language operates, particularly how we use and understand meaning in context. The playful manipulation of polysemy and puns not only challenges the solver’s cognitive and interpretive skills but also highlights the flexibility and creativity inherent in language

itself. This article delves into the roles of polysemy and puns in riddles, exploring how these linguistic devices function to obscure and ultimately reveal the riddle's answer. Through this exploration, we gain insights into the complexity of language processing and the joy of engaging with words in a playful yet profound way.

Main Part

Polysemy, the phenomenon where a single word has multiple meanings, is a key element in riddle construction. Riddles often exploit this feature of language to create ambiguity and misdirection, challenging the solver to reinterpret familiar words in unexpected ways. The ability of a word to convey different meanings opens up multiple interpretive possibilities, making polysemy an ideal tool for riddle creators. Consider the classic riddle: ***"What has a head, a tail, is brown, and has no legs?"*** The answer, "a penny," hinges on the polysemous word "head." In this context, "head" can refer both to the top part of a human body and to the image of a person's head stamped on one side of a coin. The solver must navigate between these meanings, eventually arriving at the less obvious interpretation. Polysemy, therefore, generates cognitive tension by forcing the solver to engage with the dual meanings of a word. Polysemy also allows for creative layering of meanings, where one interpretation of a word hints at the answer while another distracts. This kind of mental juggling challenges the solver to hold multiple meanings in mind, enhancing the intellectual satisfaction of arriving at the correct answer. In this way, polysemy enriches the riddle-solving process by deepening the semantic complexity and creating an intellectual puzzle out of simple language.

Puns, another essential feature of riddles, rely on "phonetic similarity" or "homophony" to generate humor and confusion. Puns often exploit words that sound alike but have different meanings, forcing solvers to reconsider their initial interpretations based on sound, not just sense. This play on words adds an extra layer of challenge, as the solver must determine which of the possible meanings or phonetic interpretations is relevant to the riddle's answer.

For example, in the riddle: ***"Why do we never tell secrets on a farm?"*** The answer, "Because the potatoes have eyes and the corn has ears," is a classic pun. The

words "eyes" and "ears" are homophones with both literal (potato buds and corn kernels) and metaphorical (body parts) meanings. The humor and challenge lie in the solver's ability to resolve this duality of meaning. Puns, through their phonetic and semantic ambiguity, create a playful twist that encourages solvers to think about language in a flexible and creative way.

Puns also highlight the “phonological dimension” of language, where the sound of words carries just as much interpretive weight as their meanings. This phonetic ambiguity is a source of surprise in riddles, as solvers are led to an unexpected conclusion based on sound association rather than straightforward semantic reasoning. Through this process, riddles employing puns enhance the solver's “metalinguistic awareness”, making them conscious of how sounds influence meaning in communication. Resolving the ambiguity created by polysemy and puns in riddles involves several layers of cognitive processing. When confronted with a riddle, solvers must first identify the “ambiguous elements”, typically words with multiple meanings or sounds that could suggest more than one interpretation. This requires “lexical access”—the ability to retrieve various meanings of a word from memory—and “semantic flexibility”, or the willingness to shift between interpretations. Once the ambiguous elements are recognized, solvers engage in “pragmatic reasoning”, using contextual clues and general world knowledge to determine which meaning or sound association is relevant. In the case of puns, this process often involves shifting focus from the semantic to the phonological level, considering how the sound of the words might suggest an alternative interpretation. Solvers are often rewarded with an "aha!" moment when they successfully resolve the ambiguity, revealing the answer through a combination of linguistic and cognitive effort.

This cognitive process not only stimulates creative thinking but also mirrors everyday language use, where meaning is often ambiguous or context-dependent. Riddles, by foregrounding these challenges, act as a form of linguistic training, sharpening the solver's ability to navigate multiple layers of meaning in language. While polysemy and puns are common across languages, the specific forms they take can vary significantly depending on linguistic and cultural contexts. Different

languages have different sets of polysemous words, homophones, and idiomatic expressions, meaning that riddles in one language may not translate easily into another. For example, English homophones like "flower" and "flour" may not have direct counterparts in languages that lack such sound coincidences.

In some languages, puns are based more on “morphological” features than on phonetic similarities. For instance, in languages with complex inflectional systems, wordplay might involve manipulating word endings or stems to create humor or ambiguity. In such cases, the linguistic structures that support polysemy and puns are tied more closely to the morphology or syntax of the language than to simple phonetic resemblance. Moreover, cultural knowledge plays a significant role in how riddles are constructed and understood. Many riddles rely on “cultural references” or shared social experiences, which can create additional layers of meaning. A riddle that makes sense in one cultural context may be incomprehensible in another due to differences in worldviews, traditions, or common knowledge. Thus, riddles offer insights not only into the linguistic creativity of a language but also into the cultural frameworks that shape meaning and communication. Beyond their linguistic complexity, riddles serve important social and educational functions. Riddles have been used historically in oral traditions, storytelling, and pedagogy to foster communal engagement and intellectual development. The use of polysemy and puns in riddles encourages “verbal dexterity” and “problem-solving skills”, making them a valuable tool for both entertainment and education.

In classrooms, riddles can enhance “language awareness” by encouraging students to think critically about the multiple meanings of words and the ways in which sound influences meaning. They also provide opportunities for students to engage in “creative thinking” and explore the playful aspects of language. In social settings, riddles can act as a means of bonding, where the challenge of solving them fosters interaction and collective problem-solving.

Conclusion: Polysemy and puns are powerful linguistic devices that make riddles a rich and engaging form of wordplay. By exploiting multiple meanings and phonetic similarities, riddles challenge solvers to think flexibly and creatively about

language. The cognitive process of navigating polysemy and resolving puns mirrors the complexities of everyday language use, highlighting the intricacies of meaning, sound, and context. Additionally, riddles serve both social and educational functions, enhancing language awareness and fostering interaction. This linguistic exploration of polysemy and puns reveals the depth of creativity in language and the joy of engaging with words in playful, thought-provoking ways.

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SOCIO-PRAGMATICS AND IMAGE-BEARING STYLISTICS DEVICES

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Introduction

Language is not merely a tool for communication; it is a canvas that allows speakers and writers to paint vivid images in the minds of their audience. The use of image-bearing stylistic devices plays a pivotal role in shaping how we perceive and

understand messages, often connecting linguistic expression with cultural and social realities. When these devices interact with socio-pragmatics—the study of how language is used in social contexts—they enhance the speaker's ability to evoke emotions, provoke thought, and convey nuanced meanings. This article will explore the intersection of image-bearing stylistic devices and socio-pragmatics, examining how they function together to enrich language.

Image-bearing stylistic devices refer to linguistic tools that create mental images, evoke sensory experiences, or stimulate the imagination of the audience. These devices include metaphors, similes, personification, symbolism, and imagery, among others. Their primary function is to go beyond the literal meaning of words, drawing on associations, connotations, and shared cultural references to produce vivid mental pictures.

Common image-bearing devices include:

1. Metaphor is a figure of speech that equates one thing with another, implicitly suggesting a comparison. "Time is a thief" conjures the idea of time stealing moments from us, much like a thief would steal physical possessions.

2. Simile is a comparison between two different things using the words "like" or "as." In the example "Her smile was as bright as the sun", the simile paints a picture of the subject's smile being radiant and warm, similar to sunlight.

3. Personification is attributing human qualities to non-human objects or abstract ideas. "The wind whispered through the trees" creates an image of the wind having a human-like capacity to whisper, evoking a serene and calm atmosphere.

4. Symbolism is using an object, person, or event to represent a larger concept or idea. For instance, a dove often symbolizes peace. Symbolism relies on culturally shared meanings, so the dove image is not just a bird but a widely recognized icon of peace.

5. Imagery is a descriptive language that appeals to the five senses (sight, sound, touch, taste, smell). In the example "The crisp autumn air carried the scent of fresh apples and pine" imagery immerses the audience by engaging their sensory perceptions, allowing them to "experience" the scene.

Socio-pragmatics studies language in social context

Socio-pragmatics is concerned with how language is used in social interactions, focusing on the relationship between linguistic choices and their social meaning. It examines how factors like culture, power dynamics, politeness, and context influence communication. In essence, socio-pragmatics is about how we say something as much as what we say, and it highlights the social functions of language—how people convey respect, establish relationships, and navigate societal norms through speech.

Incorporating image-bearing stylistic devices into socio-pragmatic analysis allows us to understand how these devices not only create vivid images but also reflect and shape social dynamics. The choice of metaphors, symbols, or imagery is often culturally informed, tied to specific values, norms, or worldviews.

Image-bearing stylistic devices and socio-pragmatics uses language as a visual and social tool

Conclusion

Language is much more than a system of words used to communicate thoughts; it is a medium that shapes how we perceive, interpret, and engage with the world. Some linguistic elements serve not only to inform or narrate but also to evoke vivid imagery, emotions, and cultural resonance. These are image-bearing stylistic devices—linguistic tools that create mental pictures or evoke sensory experiences in the mind of the listener or reader. These devices often play a pivotal role in socio-pragmatics, which is the study of how language operates in social contexts. The synergy between stylistic devices and socio-pragmatic elements results in a richer, more dynamic mode of communication, where meaning is layered and culturally situated.

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Painting Pictures with Words - Image-Bearing Stylistic Devices

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Introduction

Image-bearing stylistic devices are linguistic constructions that provide more than factual information. They add color, depth, and texture to language, allowing speakers and writers to convey meanings that resonate on a sensory or emotional level. These devices help transform abstract concepts into tangible experiences and often draw from the reader's or listener's own cultural or experiential background.

The Intersection of Stylistic Devices and Socio-Pragmatics

When image-bearing stylistic devices meet socio-pragmatic contexts, they become powerful tools for creating meaning that is not just vivid but also socially and culturally significant. The way these devices are used—and interpreted—depends heavily on socio-pragmatic factors, such as cultural knowledge, social roles, or even the intended audience's emotional state.

Personification and Emotional Engagement

Personification is a particularly effective image-bearing device because it allows abstract concepts or inanimate objects to take on human qualities, making them more relatable. In socio-pragmatic terms, personification often helps bridge the emotional gap between the speaker and listener by engaging them on a personal level.

For example, in environmental discourse, personifying the Earth as “*Mother Nature*” fosters an emotional connection between the audience and the planet, emphasizing care, nurturing, and responsibility. The socio-pragmatic context here is critical: in societies that revere nature or have environmental concerns, this personification becomes more impactful, urging collective action and empathy.

Symbolism and Cultural Nuances

Symbolism is perhaps the most socio-pragmatically dependent of all image-bearing devices because symbols are deeply rooted in cultural or social contexts. The same symbol can mean different things to different people depending on their cultural background or personal experiences.

For example, in Western culture, the color *white* is often associated with purity and innocence, while in some Eastern cultures, *white* symbolizes death and mourning. This socio-pragmatic distinction is crucial in interpreting symbolic language. A poet writing about “*a white flower*” may evoke vastly different images and emotions in readers from different cultural backgrounds.

The socio-pragmatic power of symbolism is especially prominent in political or religious discourse, where symbols can rally or divide groups based on shared or contested meanings.

Imagery and Sensory Experience in Communication

Imagery relies on descriptive language that appeals to the senses, creating mental pictures that can vary widely based on the socio-pragmatic context. In everyday conversation, people use imagery to make their communication more relatable, memorable, or engaging. However, the effectiveness of imagery depends on shared sensory experiences.

For example, describing food in vivid sensory detail—“*The rich aroma of coffee filled the air*”—might resonate differently with audiences depending on cultural attitudes toward coffee. In cultures where coffee is a staple of daily life, this image evokes warmth, comfort, or routine. In societies where tea is the preferred drink, the same image might not carry the same emotional weight.

In literature or poetry, authors often use imagery to immerse readers in a particular emotional or cultural experience, relying on the socio-pragmatic knowledge of their audience to evoke certain moods or memories.

Conclusion. The Power of Combining Stylistic Devices and Socio-Pragmatics

The interplay between image-bearing stylistic devices and socio-pragmatics demonstrates the richness of human communication. These devices allow speakers and

writers to convey meaning beyond the literal, relying on cultural knowledge, social context, and emotional resonance to create layered and nuanced messages.

Metaphors, similes, personification, symbolism, and imagery all serve as powerful tools that, when used skillfully within the right socio-pragmatic framework, can engage audiences on both intellectual and emotional levels. Understanding the social and cultural implications of these stylistic devices enables us to appreciate the depth and complexity of language as not just a means of communication but as an art form capable of creating vivid, lasting impressions.

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The Impact of Standardized Testing on Language Learning

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Abstract: Standardized testing, such as TOEFL, IELTS, and other language proficiency exams, plays a significant role in the field of English language learning and assessment. While these tests are designed to measure language proficiency and provide benchmarks for academic and professional purposes, their impact on teaching methods and learning outcomes is widely debated. This article explores how

standardized testing influences curriculum design, teaching strategies, and student motivation in the context of English language learning. It examines whether such exams promote meaningful language acquisition or merely encourage "teaching to the test," focusing on test-taking skills rather than comprehensive language proficiency.

Key words: language learning, TOEFL, IELTS, curriculum design, teaching strategies, test-taking skills, communicative competence, student motivation

Introduction: Standardized testing has become an integral part of English language education, particularly for students seeking academic and professional opportunities in English-speaking environments. Exams such as TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are widely used to assess a learner's proficiency in English, serving as benchmarks for universities, employers, and immigration authorities. While these tests provide a standardized way to evaluate language skills, their influence on the teaching and learning of English has sparked ongoing debate. On one hand, standardized tests offer a clear structure for measuring language abilities across reading, writing, listening, and speaking. They provide students with goals to work toward and give educators concrete objectives to focus on. However, critics argue that the dominance of standardized testing has led to a narrowing of instructional methods, where teachers often prioritize test preparation over the development of broader communicative skills. This "teaching to the test" approach can result in students focusing more on memorizing test formats and strategies than on acquiring genuine language proficiency.

MAIN PART

One of the most significant effects of standardized testing on English language education is its influence on curriculum design. In many educational settings, the demands of exams like TOEFL and IELTS have become central to how curricula are structured. Teachers and institutions often tailor their lesson plans and materials to align with the skills tested in these exams, focusing heavily on areas such as reading comprehension, academic writing, and grammatical accuracy. While these skills are undoubtedly important, this test-oriented approach can limit the scope of English instruction. The emphasis on test performance often leads educators to prioritize

teaching specific question formats, such as multiple-choice items or essay templates, rather than fostering authentic communication and language use in diverse contexts. This "teaching to the test" narrows the range of language experiences students are exposed to, potentially leaving them unprepared for real-world language interactions that require spontaneous and adaptive use of English. Moreover, curriculum design that revolves around standardized testing may overlook important aspects of language learning, such as cultural awareness, creative expression, and problem-solving skills. Students may become proficient at passing exams but struggle with effective communication in everyday situations, which are less predictable and more nuanced than test scenarios. This disconnection between test preparation and practical language use raises concerns about the true efficacy of test-driven curricula.

Standardized testing also significantly shapes the strategies teachers employ in the classroom. Many educators feel compelled to focus on the specific skills and question types that are likely to appear on these exams, often at the expense of more interactive and communicative activities. For instance, classes may focus on perfecting essay structures, filling in grammar gaps, or drilling specific vocabulary lists, rather than engaging students in open-ended discussions or collaborative tasks that foster real-life communication.

While some argue that standardized testing provides a clear focus and structure for both teachers and students, others point out that it often leads to formulaic teaching methods that stifle creativity and engagement. Communicative Language Teaching (CLT), which emphasizes interaction and practical use of language, may be sidelined in favor of test-specific exercises that prioritize correctness over fluency. As a result, students may become proficient in "test English" without developing the ability to communicate naturally and confidently in English-speaking environments. In addition, standardized testing can affect the teacher-student dynamic. Teachers may feel pressured to "teach to the test," reducing their ability to address individual learning needs or adapt lessons to suit diverse learning styles. For students, this can lead to a more passive learning experience, where the goal is to memorize correct answers rather than actively engaging with the language. This rote learning approach may provide

short-term gains in test performance but hinder long-term language development. The psychological impact of standardized testing on students is another critical aspect of this debate. For many learners, these exams represent a significant source of stress and anxiety. The high stakes associated with standardized language tests—such as university admissions or professional qualifications—can lead to immense pressure to perform well, sometimes resulting in test anxiety, which negatively affects their confidence and overall language learning experience. Moreover, the focus on achieving a specific score can shift students' motivation from a genuine interest in language acquisition to merely passing the test. This extrinsic motivation may undermine their intrinsic desire to learn English for personal, social, or professional growth. When students view language learning primarily as a means to an end (i.e., passing a test), they may miss out on the deeper benefits of language acquisition, such as developing cross-cultural understanding, critical thinking, and adaptability.

In conclusion, educators should work to reduce the anxiety associated with standardized testing by promoting a growth mindset in their classrooms. Emphasizing that test scores are just one aspect of language learning can help students focus on their overall progress rather than fixating solely on exam results.

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Sociolinguistics and Dialect Variation

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Abstract: Sociolinguistics, the study of language in its social context, provides valuable insights into how dialect variation reflects and influences identity, culture, and social dynamics. This article explores the multifaceted relationship between language and society, focusing on the factors that contribute to dialect formation and variation, including geography, socioeconomic status, ethnicity, and education. It examines how dialects serve as markers of group identity and the role of social networks in maintaining linguistic diversity. Additionally, the paper discusses the implications of dialect variation for communication and social interaction, including issues related to prejudice and stigma associated with certain dialects.

Key words: sociolinguistics, dialect variation, language and society, identity, culture, social dynamics, geography, socioeconomic status, ethnicity

Introduction: Sociolinguistics is a dynamic field that investigates the intricate relationship between language and society, shedding light on how linguistic practices reflect and shape social identities, cultural norms, and power dynamics. One of the central themes in sociolinguistic research is dialect variation, which refers to the differences in language use that arise among different groups within a community. These variations can manifest in pronunciation, vocabulary, grammar, and usage patterns, often influenced by factors such as geography, socioeconomic status, ethnicity, and education. Dialect variation serves as a crucial marker of identity, allowing speakers to express their belonging to specific social groups. For instance, regional dialects can convey a sense of local pride, while sociolects may signal class distinctions or cultural affiliations. In an increasingly globalized world, understanding dialects is essential for fostering effective communication and promoting social cohesion. However, dialect variation often faces prejudice and stigmatization, leading to negative stereotypes and discrimination against speakers of certain dialects. This can

have profound implications for social interaction, educational opportunities, and access to resources.

MAIN PART

Sociolinguistics examines the interplay between language and society, focusing on how social factors such as class, gender, age, and ethnicity influence language use and variation. It recognizes that language is not merely a set of rules but a living, evolving entity shaped by its speakers' social contexts. The study of sociolinguistics provides insights into how people navigate their linguistic choices to construct and negotiate their identities within different social settings. Dialect variation refers to the systematic differences in language use across different regions or social groups. These variations can be classified into several categories, including regional dialects (geographically based), sociolects (social class-based), and ethnolects (ethnic group-based). Each type of dialect reflects the cultural and social realities of its speakers. For example, regional dialects may feature unique vocabulary and pronunciation influenced by local history and geography, while sociolects can reveal much about speakers' educational backgrounds and social status.

Geography: Geographic location plays a crucial role in shaping dialects. For instance, speakers from different regions of a country may use distinct vocabulary and pronunciation. Variations can even occur within a single city, leading to the emergence of neighborhood-specific dialects.

Socioeconomic Status: Social class often influences language use. Individuals from different socioeconomic backgrounds may have distinct linguistic features that reflect their education, occupation, and social networks. For example, those with higher educational attainment may adhere more closely to standard language forms.

Ethnicity: Ethnic identity can significantly shape language use. Ethnolects arise when specific linguistic features are associated with particular ethnic groups, reflecting cultural heritage and shared experiences. Such variations contribute to the rich tapestry of linguistic diversity within multicultural societies.

Age and Gender: Language use can also vary by age and gender, with younger speakers often adopting new linguistic trends while older generations may resist such changes. Additionally, gender can influence language choice, with men and women exhibiting different speech patterns and preferences. Dialect variation carries important social implications. On one hand, dialects can foster a sense of belonging and community among speakers. On the other hand, certain dialects may be stigmatized, leading to prejudice and discrimination. For instance, speakers of non-standard dialects may be perceived as less educated or less competent, resulting in social marginalization. This stigma can affect individuals' self-esteem, career opportunities, and social mobility.

African American Vernacular English (AAVE): AAVE is a rich and systematic dialect with its own grammatical rules and vocabulary. While it is often stigmatized, AAVE serves as a vital form of cultural expression within the African American community, reflecting shared history and identity.

British Dialects: The United Kingdom boasts a plethora of regional dialects, from Cockney in London to Geordie in Newcastle. Each dialect conveys distinct social meanings and cultural histories, highlighting the importance of regional identity in language use.

Spanish in the United States: The Spanish language has evolved in the United States, leading to unique varieties such as Spanglish and various regional dialects. These dialects reflect the cultural blending of English and Spanish-speaking communities and the ongoing negotiation of identity among bilingual speakers. Understanding and valuing dialect variation is crucial for promoting linguistic inclusivity. By recognizing the legitimacy of all dialects, educators and policymakers can create environments that celebrate linguistic diversity. Initiatives such as language awareness programs can help reduce stigma and foster appreciation for different dialects, ultimately enhancing social cohesion in multilingual societies.

In conclusion, sociolinguistics and dialect variation are vital areas of study that illuminate the intricate relationships between language, identity, and society. By examining the factors that influence dialect variation and the social implications it

entails, we can better appreciate the richness of human communication. Understanding dialect diversity not only enhances our knowledge of language but also promotes a more inclusive and empathetic society, where all linguistic varieties are valued as integral components of cultural heritage and identity.

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ADABIY(BADIIY) ALLYUZIYALAR

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Annotatsiya

Allyuziya- tematik darajada ishlashi aniqlangan, stilistik figuratrop deb tasniflangan badiiy matnning o`ziga xos hodisasidir. U badiiy matnda ma`lumotlarni uzatuvchi vosita vazifasini bajaradi. ⁷⁷ Allyuziyaning vazifasi badiiy matnda tilshunoslik bo`yicha aniqlangan va harakterlangan tetroplarning vazifasiga o`xshash deb ta`rif keltiriladi ba`zi manbalarda. Allyuziya hodisasi orqali adabiy asarning yetkazmoqchi

⁷⁷ ELEMENTS AND FORMS OF TEXT. G.M.Vajdaetlz.Kanyó, 1985

bo'lgan manbaasi yaqqol ko'zga tashlanadi. Adabiy yoki badiiy allyuziya faqat shu kabi manbalarda ko'rinadi deyish xato hisoblanadi.

Kalit so'zlar: allyuziya, trop, badiiy matn, intertekstuallik

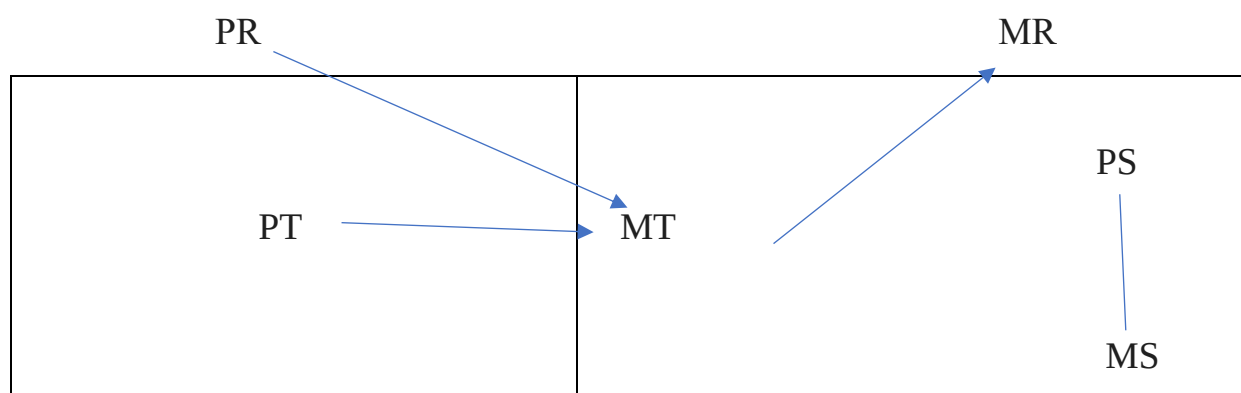
Allyuziyada asosiy mezon kommunikativ diapazon va estetik tarkib hisoblanadi, adabiy emas. Allyuziya orqali matn boshqa bir matn yoki ijtimoiy voqelik bilan to'liq bog'lanishi mumkin. Mikrostruktrali element sifatida matnda o'ziga xos vazifa bajaradi. Biroq, adabiyotda muzokaraga sabab bo'lgan holatlar mavjud, ayrim stilistlarning fikriga ko'ra allyuziya matnni tashkil etuvchi element, va u matnning vositachilik orqali bir-biriga bog'lab turadigan asosiy tarkiblaridan biridir. Badiiy matndagi vazifasiga ko'ra 2 turga bo'linadi:

1. Sinxronik ijtimoiy vaziyat tomonidan kafolatlangan allyuziyaning metakommunikativ funktsiyasi, va 2. umumiy tarix va umumiy adabiy an'anani yetkazdirib beruvchi hamda qabul qiluvchi. Birinchi guruh o'z ichiga zamonaviy ijtimoiy kontekstga asoslanib ko'p idrok qilinadigan siyosiy allyuziyalarni oladi, odatda ular eskirganda yoki ijtimoiy vaziyatning o'zgarishi, ya'ni vaqt o'tgan sari o'z qobiliyatini yo'qotadi. Ikkinchi turga muhim tarixiy voqealar, to'g'ridan-to'g'ri adabiy so'zlar, ish mavzulari, adabiy asar qahramonlari va boshqalar kiradi. Allyuziyaning bu turi uchun eng universal manba Rim tarixi, mifologiya va Injil deb hisoblanadi.⁷⁸ Tabiiyki, eng ko'p e'tibor ikkinchi turdagi allyuziyaga qaratilgan. Bu guruh, shuningdek, mavzu adabiyotida adabiy mavzuda aniqlangan ishoralarni ham o'z ichiga oladi. Matnlararo nuqtai nazardan uning ahamiyatini birinchi bo'lib Polsha tomonidan "kashf qilingan" adabiyotshunos olim, Konrad Gorskiintii aniqlagan bo'lib, va u bu turdagi allyuziyalarni "Adabiy allusion" deb atagan. Allyuziya bo'lishi uchun u asar yoki matn boshqa adabiy asarning matni bilan bog'langan bo'lishi zarur. An'anaga ko'ra Gorski adabiy allyuziyaning asosiy va muhim xususiyati ma'lum bir mazmunni yashirishdir va bu uslub faqat oliy adabiy eruditsiya mualliflari tomonidan qo'llaniladi deb hisoblaydi. Gorski bevosita hamda bilvosita allyuziyalar mavjud va ular bir-biridan

⁷⁸ ELEMENTS AND FORMS OF TEXT. G.M.Vajdaetlz.Kanyó, 1985

tubdan farq qiladi deb ta'kidlaydi. Birinchi turdagi allyuziya boshqa matn bilan ochiq bog'lanishni o'z ichiga olganligi bilan tavsiflanadi. U har doim bir-birining mazmunini ongli ravishda import qilish bilan belgilanadi. Ikkinchi turi bo'lsa, aksincha, bilvosita allyuziyada bog'lanish yaqqol ko'zga tashlanmaydi. Bilvosita aniqlanishi qiyin bo'lgan allyuziya hisoblanadi. K.Gorskining izlanishlari Ziva Ben Poratning "Adabiy allyuziya poetikasi" tadqiqotida davom etdi. Adabiy asardagi barcha allyuziyalar aniq adabiy ishoralar bo'lishi mumkinligi haqida fikr yuritiladi asarda. Muallif adabiy allyuziyaning umumiy xususiyatlari hamda xususiyatlardan tashqari ko'rinishini ham harakterlaydi. Muallif allyuziyani idrok etishning to'rt darajasini ajratadi faqat to'rtinchisigina adabiy ishora bilan bog'liq; birinchi uch daraja adabiy bo'lmagan/lingvistik/ishoralar sifatida qabul qilingan. Allyuziya faoliyatining ikkita asosi, birinchisi stilistik trop bo'lsa, ikkinchisi so'zlashuv uslubiga ham kirib kelishi hisoblanadi. Yuqorida ta'kidlab o'tilganidek, allyuziyani faqat matnning ma'lum bir hodisasiga ishora bu adabiy allyuziya deb uning vazifasini cheklab tor doirada tushunmaslik zarur.

K. Gosrki ta'sirida badiiy allyuziya atamasi Polsha adabiyotshunosligida uchray boshladi. Allyuziyaning tasnifi ham kengayib bordi. U endi 2 ta vazifasi orqali matn aspektida qo'llanilishi mumkin: 1.intratekstual funktsiyalilik, ya'ni keltirilgan matnning boshqa bir matn bilan o'zaro aloqaga kirishishi; 2.mutual munosabatga asoslangan 2 matnning bog'lanishini ko'rsatib, ya'ni prototekst va metatekstning;



Nptex:

PT=protomatn

MT = metamatn

PR=asosiy matnning haqiqati/protorreallik/

MR=ikkinchi matnning haqiqati/metarreallik/

PS = protosegment

MS = metasegment

Gorskin ham, Ziva-Ben-Porat ham lingvistik-stilistik va tematik ishoralar o'rtasidagi aniq farqni ko'rsatmaydi. Garchi bular o'rtasida o'xshashlik mavjud bo'lsa ham Ular tez-tez farqlanishi mumkin. Boshqa tomondan. lingvistik-stilistik illyuziya takliflar bilan cheklanib qolgan. Bu matnda yaratilgan, lekin qoplanmagan matnning bir qismini tasniflash uchun induktiv usulni tanladik, ya'ni intratekstual allyuziyani allyuzion yondashuvga bog'lash usulini. Intrattekstual allyuziya matnning boshqa bir adabiy asar ichidagi matn bilan ikki/yoki ko'proq/ segmentlari orqali ochiq yoki yashirin bog'lanishi deb hisoblanadi. U anaforik va kataforik allyuziyaga bo'linishi mumkin. Anaforik allyuziya matn o'rtasidagi elementlarning orqaga bog'lanishdir, ya'ni tematik segment protosegmentga tegishli /PS•* •MS/. Adabiyotlarda tarixda, avval sodir bo'lgan voqea ishora ko'p kuzatiladi va bu uslub anaforik allyuziyaga yaqqol misol bo'la oladi. Shekspirning "Hamlet" asaridan iqtiboslar. |Masalan, Gamletning otasining sharpasi paydo bo'lishi "uning suiqasd tarixini ochib beradi:

Brief let me be.-Sleeping with in mine orchard,

My customal ways in the afternoon,

Upon my secure hour thy uncle stole,

With' juice of cursed hebenon in a rial,

And in the porches of mine ears did pour

The leprous distilment...

Act I. Scene 5.

Meva bog'imda uxlashga qo'y meni,

Mening odatdagidek tushdan keyin,

Amakim o'g'irlagan maxfiy vaqtimda,

Quloqlarimning ayvonlariga quyilgan

La'natlangan rial sharbati bilan

Kasallik yemiryapti.....

Sahna 5.

Biz butun hikoyani bitta segmentni ko'rib chiqamiz. Matn quyidagi omillarning hech biri o'zgarmagan: qahramon, harakat joyi, harakat vaqti va harakatning o'zi. Yuqorida aytilgan qotillik, aldash nuqtai nazaridan, ko'rib chiqilishi mumkin Protosegment butun tarixiy teatr o'yinining mavzusiga aylanadi, chunki u Hamletning o'zi tomonidan taqdim etilgan.

II. Matnlararo illyuziya

Matnlararo allyuziya ikki matn to'g'ridan-to'g'ri bog'lanishiga asoslanadi. Ishora qilinayotgan matn boshqa matnning asosi, ya'ni avvaldan mavjud matn. Biroq, ko'pincha matnlararo aloqa butun ish qamrab olmaydi, faqat qism, bo'lim, ya'ni segmentnigina qamrab oladi. Shuning uchun matnlararo allyuziya/tematik-ishora va lingvistik-stilistik allyuziyaga bo'linishi mumkin. Birinchi turi mavzu va boshqa san'at asariga qarata qollaniladi. Ikkinchisi bo'lsa stilistik shaklda ko'rinadi. Bunday turlar badiiy matnlarda juda ham ko'p kuzatiladi.

Xulosa

Allyuziya- badiiy matnga o'zgacha ma'no beradigan va uning ta'sir doirasini kengaytirishga yordam berib, boshqa matnlar bilan bevosita aloqaga kirishida qo'llaniladigan stilistik trop sifatida qo'llaniladi. U badiiy matnning bo'yoqdorligini oshiribgina qolmay, o'quvchini fikrlashga undaydi. Yuqorida keltilganidek, u ko'plab badiiy asarlarning tarkibi hisoblanadi.

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FEL SO'Z TURKUMINING GRAMMATIK XUSUSIYATLARI

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ANNOTATSIYA

Ushbu maqolada ingliz, rus va o'zbek tillaridagi fe'llarning grammatik xususiyatlari, harakat va holatning gap tuzilishida ifodalanish xususiyatlari yoritib berilgan.

Kalit so'zlar: fe'l, zamon, suffiks, affiks, to'liqsiz fe'l, grammatik kategoriya.

Fe'lning grammatik mohiyati haqida so'zlaganimizda shuni ta'kidlash mumkinki fe'l asosiy so'z turkumlaridan biri bo'lib o'z ma'nosiga. Fe'l harakatni bildiruvchi so'z turkumi hisoblanadi. Grammatikada "harakat" so'zi keng tushunchali bo'lib nafaqat harakatni balki holat, yoki hodisani ham bildiradi.

Fe'l mustaqil so'z turkumi bo'lib, harakat, holat yoki jarayonni, ya'ni ma'lum bir belgining paydo bo'lishi va o'zgarishi kabi harakatni ifodalaydi. Fe'lga xos bunday ma'nolarning barchasi uni boshqa so'z turkumlaridan farqlashga yordam beradigan umumiy harakat ma'nosiga borib taqaladi.

Y.Maslov ta'kidlaganidek, fe'l vaqt davomida sodir bo'ladigan belgining, harakatning grammatik ahamiyatini ifodalaydigan so'z turkumi bo'lib hisoblanadi. Harakatning grammatik ahamiyatini keng ma'noda tushunish mumkin. U nafaqat harakat va tom ma'noda faoliyatini ifodalaydi, balki holatni va ma'lum bir predmetni yoki shaxsning mavjudligini ko'rsatadi.

Fe'llar lug'aviy ma'noga ega yoki emasligiga ko'ra ikki turga bo'linadi. Mustaqil fe'llar va yordamchi fe'llar.

Mustaqil fe'llar xuddi boshqa mustaqil so'z turkumlariga oid so'zlar kabi gapda mustaqil qo'llaniladi va lug'aviy ma'noga ega bo'ladi. Yordamchi fe'llar esa lug'aviy ma'noga ega bo'lmaydi. Ular gapda faqat bir so'zni to'ldirib, bir ma'noni anglatib keladi. Hozirgi o'zbek tilida yordamchi fe'llardan farqlanuvchi "to'liqsiz fe'l" (lug'aviy ma'nosini tamomila yo'qotgan, hozirgi o'zbek tilida ma'lum bir grammatik ma'no va vazifalarda qo'llanuvchi fe'l)ning **edi, ekan, emish, esa** shakllari ham qo'llanadi.

Fe'l so'z turkumi, boshqa so'z turkumlari kabi o'ziga xos so'z yasaliishi tizimiga ega. Yasama fe'llar **-la, -lan, -lash, -lashtir, -lantir** affikslari hamda **qil, et, ayla** yordamchi fe'llari bilan hosil qilinadi, masalan: olqishlamoq, ruhlanmoq, birlashmoq, ruxsat etmoq.

Fe'llar o'ziga xos murakkab grammatik kategoriyalar tizimiga ega. O'zbek tilida fe'lning quyidagi grammatik kategoriyalari mavjud : nisbat kategoriyasi, bo'lishli-bo'lishsiz kategoriyasi, mayl kategoriyasi, zamon kategoriyasi, shaxs-son kategoriyasi.

Nisbat kategoriyasi – harakat va predmet o'rtasidagi munosabatni bildiradi. Fe'lning nisbat kategoriyasiga ko'ra beshta nisbat shakli mavjud: bosh nisbat, o'zlik nisbat, orttirma nisbat, majhul nisbat, birgalik nisbat.

Mayl kategoriyasi – harakatning voqelikka munosabatini so'zlovchi nuqtai nazaridan belgilovchi grammatik kategoriya. O'zbek tilida maylning quyidagi turlari mavjud: buyruq-istak mayli, shart mayli, maqsad mayli, shartli mayli, ijro mayli.

Zamon kategoriyasi – harakatning nutq paytiga munosabatini bildiruvchi grammatik kategoriya. Harakatning nutq payti munosabatiga ko'ra fe'lning uch zamon turi mavjud: o'tgan zamon, hozirgi zamon, kelasi zamon.

Shaxs-son kategoriyasi – harakatning uch shaxsdan biriga oidligi ma'nosini bildiruvchi grammatik turkum.

O'zbek tilida fe'lni ma'lum bir vazifaga xoslovchi shakllari ham mavjud. Ular: sifatdosh, ravishdosh, harakat nomi.

Bulardan tashqari fe'lning turli modal ma'no, takror ma'nosi va boshqa ma'nolarni bildiruvchi shakllari ham mavjud.

Xulosa: Fe'llar qanday grammatik shaklda qo'llanilishiga qarab gapning turli bo'lagi vazifasida keladi. Biz ularni tahlil qilayotganimizda ularga to'g'ri savol berib va yana boshqa yo'llar bilan qaysi gap bo'lagi bo'lib kelayotganini bilib olishimiz mumkin.

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The Effectiveness of Grammar-Based versus Communicative Language Teaching

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Abstract: This paper explores the effectiveness of grammar-based teaching (GBT) and communicative language teaching (CLT) in second language acquisition. Grammar-based teaching focuses on explicit grammar instruction and structured practice, while communicative language teaching emphasizes interaction and real-life

communication to develop language skills. A comparative analysis of existing studies reveals that GBT aids in building a solid grammatical foundation and accuracy, particularly in controlled environments. However, CLT is more effective in fostering fluency, pragmatic competence, and learner engagement through meaningful language use. The research concludes that a balanced approach, integrating elements from both methods, may offer the most effective pathway for language learners, depending on their specific learning goals and contexts.

Keywords: language grammar, foreign language, communicative learning, GBT, CLT, pragmatic competence

Introduction: Today, the attention and opportunities for learning foreign languages are enormous. Also, in all higher, secondary special and preschool educational institutions of our Republic, much attention is paid to foreign languages. Sufficient conditions are created for this, and teachers give all their knowledge to make the lessons interesting and easy to learn, using modern pedagogical and information and communication technologies. Of course, when learning any language, grammar is the basis of the language and plays a very important role in language learning. Grammar also determines the basic structure of language and helps to use language correctly in communicative situations.

MAIN PART

Grammar is crucial when writing a speech because using grammar incorrectly can change the meaning of sentences. This causes a language disorder and the person finds it difficult to express his or her thoughts clearly. Day by day, as the world develops, language develops so much that people are forced to learn foreign languages, because in our time it is important to know a language in order to find a place in life. Communication is very important when working in groups, listening to friends' opinions and accepting them. Therefore, all foreign language teachers develop the effectiveness of communicative language teaching based on grammar. Of course, as a result of learning foreign languages, our communication skills will expand, and our chances of getting a more prestigious job will increase. Perfect command of a foreign language requires, first of all, a thorough study of a person's written and oral form.

Communication with a person requires entering the environment of social interaction of language.

In the field of second language acquisition (SLA), two prominent language teaching methodologies have emerged: **Grammar-Based Teaching (GBT)** and **Communicative Language Teaching (CLT)**. These two approaches are often viewed as contrasting, though in practice, many educators blend elements from both to create balanced and effective language programs. Studies have shown that both methods are effective in different ways. GBT is more suited to learners who need to focus on accuracy and grammatical understanding, while CLT is highly effective for learners seeking to develop conversational and communicative skills. Many educators now advocate for a **hybrid approach**, combining elements of both GBT and CLT, to balance accuracy with fluency, depending on the learner's goals and language learning context.

GBT is rooted in structural theories of language, which view language as a system of rules and structures. The focus is on understanding and mastering the grammatical "building blocks" of a language, such as tenses, verb forms, sentence structures, and syntax. The behaviorist approach, popularized by scholars like B.F. Skinner, is closely tied to GBT. It emphasizes learning through repetition, practice, and reinforcement. The belief is that by repeating and practicing grammatical forms, learners will internalize them and use them correctly over time. GBT focuses heavily on teaching the rules and structures of a language. Grammar instruction is explicit and systematic. The main goal is to produce accurate sentences, minimizing errors in language use. Mastery of grammar rules is seen as essential before learners can move on to more communicative tasks. Teachers typically take a central role in guiding students, explaining grammar rules, correcting mistakes, and leading practice exercises. Success is often measured through written tests, grammar drills, and exercises that assess the learner's ability to produce grammatically correct sentences.

Conclusion: Grammar enables students to use language correctly and effectively and develops their communication skills. They are easy to learn through

hands-on exercises. As a result, students' interest in the language increases and their communication abilities are strengthened.

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ENHANCING MOTIVATION IN NATURAL SCIENCE EDUCATION THROUGH THE CLIL METHOD: AN INTEGRATIVE APPROACH WITH ENGLISH LANGUAGE LEARNING

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Annotation: The integration of Content and Language Integrated Learning (CLIL) in natural science education offers a dual-focus approach that aims to improve both subject knowledge and language proficiency. This paper explores effective strategies to encourage student motivation in teaching natural science through the CLIL method, emphasizing the synergistic benefits of integrating English language learning. By examining pedagogical techniques, practical applications, and empirical evidence, this article provides insights into how CLIL can enhance engagement and achievement in science education.

Key words: Content and language integrated learning (clil), natural science education, bilingual education, science instruction, approach, language proficiency

In an increasingly globalized world, proficiency in English and a solid understanding of natural sciences are crucial for academic and professional success. Content and Language Integrated Learning (CLIL) is an educational approach that

simultaneously addresses content knowledge and language development, making it particularly relevant for teaching natural sciences in a multilingual context. This paper examines methods to boost student motivation in natural science classes by integrating the English language through the CLIL framework.

CLIL is an instructional approach where students learn a subject through a foreign language, in this case, English. This method focuses on both content (natural science) and language learning objectives, fostering a deeper understanding of both. Key principles of CLIL include meaningful communication, integration of content and language objectives, and the promotion of cognitive skills.

CLIL offers several benefits, such as improved language skills, enhanced cognitive development, and increased cultural awareness. By teaching natural sciences in English, students gain exposure to scientific terminology and concepts in a global context, which can lead to better retention and application of knowledge. [1, p. 39]

Strategies to Encourage Motivation in CLIL-Based Science Education: Incorporating interactive and hands-on activities can significantly boost student motivation. For instance, experiments, group projects, and science fairs provide opportunities for students to apply scientific concepts while using English in authentic contexts. Interactive tools such as virtual labs and simulations also enhance engagement. Relating scientific concepts to real-world scenarios and students' personal interests can make learning more relevant and motivating. For example, discussing environmental issues and their global impact in English can help students connect their science education with global challenges and solutions.

Encouraging collaboration among students fosters a supportive learning environment. Group work, peer teaching, and collaborative problem-solving activities promote language use and scientific inquiry, enhancing both motivation and language skills. Collaborative projects can also include presentations and reports in English, reinforcing language proficiency. Adapting teaching strategies to accommodate diverse learning styles and proficiency levels is crucial. Using visual aids, simplified texts, and scaffolding techniques helps support language learners while maintaining high

academic standards. Differentiated tasks ensure that all students are engaged and challenged according to their individual needs. [2, p. 124]

Digital tools and resources can enhance motivation by providing interactive and multimedia-rich learning experiences. Online platforms, educational apps, and virtual classrooms offer innovative ways to present scientific content and facilitate language practice. For instance, interactive simulations and science-based games can make learning more dynamic and enjoyable.

Empirical Evidence and Case studies have shown that CLIL can positively impact student motivation and academic performance in both content and language areas. Research indicates that students taught science through CLIL approaches often demonstrate higher levels of engagement and achievement compared to those receiving traditional instruction.

Several case studies illustrate successful CLIL implementation in natural science education. For example, a case study from a European secondary school demonstrated that integrating science and English through project-based learning led to increased student motivation and improved language proficiency. Another study highlighted the effectiveness of using technology in CLIL settings to engage students in scientific inquiry and language practice.

One challenge of CLIL is addressing language barriers that may hinder students' understanding of scientific concepts. Teachers need to balance language support with content delivery to ensure that students are not overwhelmed by complex terminology. Effective CLIL implementation requires teachers to be proficient in both the subject matter and the target language. Professional development and training in CLIL methodologies are essential for educators to successfully integrate content and language instruction. Access to appropriate resources and materials is crucial for successful CLIL implementation. Schools may need to invest in specialized texts, digital tools, and training programs to support both science and language learning. [3, p. 92]

Effective Strategies for CLIL in Natural Science Education: Task-based learning involves students working on real-world tasks that require them to use both scientific

knowledge and English language skills. Examples include designing and conducting experiments, creating scientific reports, and presenting findings. This approach encourages active engagement and practical application of both science and language skills. Scaffolding and Support: Providing scaffolding helps students navigate complex scientific concepts while using English. This includes using visual aids (e.g., diagrams, charts), simplified texts, and structured language supports (e.g., sentence starters, vocabulary lists). Scaffolding helps bridge the gap between students' current proficiency and the demands of the content. [4, p. 61]

Inquiry-based learning encourages students to explore scientific questions and problems through investigation. By formulating hypotheses, conducting experiments, and analyzing results in English, students actively engage with scientific content and language. This approach fosters critical thinking and problem-solving skills. Collaborative learning involves students working together on scientific projects and tasks. Group activities, such as joint experiments or presentations, promote peer interaction and language use. Collaboration also allows students to practice scientific communication and argumentation in English, enhancing both their content knowledge and language skills.

Incorporating technology can enhance the CLIL experience by providing interactive and multimedia resources. Tools such as virtual labs, educational software, and online simulations offer dynamic ways to explore scientific concepts and practice English. For instance, virtual ecosystems or interactive physics simulations can make abstract concepts more accessible. [5, p. 213]

The CLIL method offers a promising approach to enhancing motivation in natural science education by integrating English language learning. By employing strategies such as active learning, contextualized instruction, collaborative activities, differentiated teaching, and technology use, educators can create a motivating and effective learning environment. While challenges exist, the benefits of CLIL in fostering both scientific understanding and language proficiency are significant. Continued research and practice will be essential in optimizing CLIL methodologies and addressing any obstacles to successful implementation.

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АГГЛЮТИНАТИВ ТИЛЛАРДА МЎТАДИЛЛАШУВ

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Аннотация. Ушбу мақолада тил ходисаларини функционал тузилмавий таҳлил қилиш натижаси, сўнги йигирма йил давомида кашф этилган энг қизиқарли жараёнлардан бири бўлган зидланишларнинг мўтадиллашиш ходисалари ёритиб берилади.

Калит сўзлар: мўтадиллашиш ходиса, оппозициялар, нейтраллашиш ходисаси, парадигма тушунчаси, Лингвистик бирликлар

Аннотация. В данной статье будет освещен результат функционально-структурного анализа языковых явлений, одного из наиболее интересных процессов, открытых за последние двадцать лет, - феномена модерации конфликта.

Ключевые слова: феномен модерации, оппозиции, феномен нейтрализации, понятие парадигмы, лингвистические единицы.

Annotation. In this article, the result of the functional structural analysis of language phenomena, one of the most interesting processes discovered during the last twenty years, the phenomena of conflict moderation, will be highlighted.

Key words: phenomenon of moderation, oppositions, phenomenon of neutralization, concept of paradigm, Linguistic units

Кириш. Фонологияга нисбатан нейтраллаш ғояси биринчи марта 1936-йилда тилшуносларнинг 2-курултойида Н. С. Трубецкой ва А. Мартинет томонидан илгари сурилган ва у кўплаб мамлакатлар олимлари ўртасида ижобий жавоб топди⁷⁹. Лекин бу жараён фонемадан бошқа бирликларда ҳам нейтраллашиш ходисалари кашф этилган эди. Париж Тилшунослик институтининг кўплаб аъзолари морфологияда ҳам нейтраллашиш оппозициялар сабабли юзага чиқишини таъкидлаб ўтишган, шунингдек нейтраллашишнинг хилма-хил мисоллари келтирилган⁸⁰. Нутқий жараёнда бўлиб ўтадиган мўтадиллашув ходисалари зидланишларнинг ҳосил бўлиши билан чамбарчас боғлиқ. Чунки кўп ҳолларда зидланиш бор жойда мўтадиллашиш ходисалари мавжуд бўлади. Мўтадиллашув бевосита нутқий жараёнлар билан боғлиқ бўлиб, маълум умумийликларнинг конкрет нутқий жараёнида реаллашуви хусусийлик билан узвий боғлиқ. Ўзбек тилшунослигида бу муаммо бир қатор асарларда баён қилинганлиги сабабли⁸¹, ишимизда тилда умумийлик – хусусийлик асосида морфологик зиддиятларни юзага келтирувчи омиллар ва уларнинг нейтраллашуви ходисаларини кўриб чиқамиз.

⁷⁹ Н. С. Трубецкой (1936) 29-45; А. Мартинет (1936) 46-57.

⁸⁰ Travaux (1957); see also Hjelmslev (1939) 51-57; Bazell (1949) 77-86; Hjelmslev (1968) 121 ff.

⁸¹ Набиева Д. Ўзбек тилида лисоний бирликларнинг инвариант-вариант муносабати: Филол. фан. номз. ... дисс. – Тосҳкент, 1998. – 164 б.; Нурмонов А.Н. Тилда умумийлик-хусусийлик диалектикасининг намоён бўлиши. // Ўзбек тили ва адабиёти. – 1995. – №5. – Б. 35-38; СҲаҳобиддинова СҲ. Ўзбек тили морфологияси умумийлик-хусусийлик диалектикаси талқинида. – Андижон: АДУ, 1995. – 69 б.

Биз яшаб турган мухитни сезиш ва биз ўраб турган оламни сезги аъзоларимиз яъни, хиссий билиш орқали намоён бўлади. Оламни хиссий билиш нафақат онгли мавжудот бўлган инсонгагина таълуқли эмас, балки бутун жонзотга берилган анатомик ва биологик хусусиятдур. Шу орқали моддий борлиқдаги барча нарсаларни ҳар қандай жонзот сезги узвлари орқали бевосита амалий тажрибасида билиб боради.

Шу билан бирга, инсоннинг хайвонот олаmidан фарқи шундаки, у бевосита кузатаётган нарсаларни умумлаштириш, уларни ўртасидаги ўшаш ва ноўхшаш белги – хусусиятларини ажратиш, ўхшаш белгилари асосида маълум гуруҳларга, синфларга бирлаштириш имкониятига эга⁸². Шундай қилиб умумлаштириш, инвариант тасаввур инсон ҳаётида катта аъамият касб этади⁸³. Парадигма аъзолари ўртасидаги зиддиятнинг мўтадиллашуви маълум умумийликларнинг конкрет нутқий жараёнида реаллашуви – хусусийликлар билан узвий боълиқ. Ўзбек тилшунослигида бу муаммо бир қатор тадқиқотларда баён қилинган⁸⁴. “Лингвистик бирликларнинг иккиламчи функциялари ва мўтадиллашув ўртасида ҳам узвий боғланиш мавжуд. Л.Элмелев полифункционаллик учун асос бўлувчи синкретизм ходисаси фонологиядаги нейтрализация ходисасини айнан ўзи деб таъкидлайди”⁸⁵. Морфемик сатҳида синтетик шакллар мўтадиллашуви аффиксал синонимия ходисаси билан боъланиб келади. Илмий манбаларда “Аффиксларнинг шаклан ҳар хил, умумий маъноси бир хил бўлиш ходисаси аффиксал синонимия дейилади. Демак, аффиксал синонимия вазифаси бир хил бўлган аффикслар доирасида, яъни сўз ясовчи ёки форма ясовчи аффиксларнинг ўз доирасида болади: беҳабар – ҳабарсиз (бе – ва – сиз сифат ясовчи); эдир – эгиз (- дир ва – гиз орттирма даража формасини ясовчи)”⁸⁶, - деб таъкидланади. Ш. Абдураъмоновнинг ҳаммуалифликдаги “Ҳозирги ўзбек адабий тили” дарслигида

⁸² Сычев Н.И. Диалектический путь познания объективной реальности. – М.: Высшая школа, 1975. – С. 25.

⁸³ Общее языкознание. Формы существования, функции, история языка. – М.: Наука, 1970. – С. 21.

⁸⁴ Набиева Д. Ўзбек тилида лисоний бирликларнинг инвариант-вариант муносабати: Филол. фан. номз. ... дисс. – Тошкент, 1998. – 164 б.; Нурмонов А.Н. Тилда умумийлик-хусусийлик диалектикасининг намоён бўлиши. // Ўзбек тили ва адабиёти. – 1995. – №5. – Б. 35-38; Шахабитдинова Ш. Ўзбек тили морфологияси умумийлик-хусусийлик диалектикаси талқинида. – Андижон: АДУ, 1995. – 69 б.

⁸⁵ Ганиева Д.А. Ўзбек тилидаги феълнинг функционал шаклларида синкретиклик ва полифункционаллик: Филол. фан. номз. ... дисс. автореф. – Тошкент, 2012. – Б. 6.

⁸⁶ Шоабдурахмонов Ш. ва бошқ. Ҳозирги ўзбек адабий тили. – Тошкент: Ўқитувчи, 1980. – Б.163.

синоним аффиксларнинг умумий маъноси бир бўлиб, уларнинг айрим ўзига хос томонлари билан фарқ қилиши, бу фарқ уларнинг маъно оттенкаларида кўриниши айтиб ўтилади. Бир қатор синоним аффиксларнинг ўзига хос томонлари, масалан, сифат ясовчи - ли, - дор, - сер, - ба – каби аффиксларнинг ўртасидаги фарқлар кўрсатилади⁸⁷. Умуман олганда, мўтадиллашув тил системасида универсал ходиса сифатида талқин қилинади ва зидланишларнинг натижаси ўлароқ пайдо бўлади. Морфологик сатҳдан ташқари, фонологик сатҳда ҳам бу тушунча кенг ёритиб берилган. Дастлаб, тилдаги оппозиция тушунчасини фонологик оппозициялар мўтадиллашув масаласига Н.С.Трубецкой катта эътибор қаратди. Олим мўтадиллашувни фонологиянинг тамал тоши деб баҳолайди⁸⁸.

В.К.Журавлёв тўғри таъкидлаганидек, айниқса диахроник фонологияни мўтадиллашув тушунчасисиз тасаввур қилиш мумкин эмас⁸⁹. Ҳар қандай тил фонологик системасининг даврлар ўтиши билан маълум ўзгаришларга учраши конвергенция (икки фонеманинг бир фонемага бирлашуви) ва дивергенция (бир фонемадан икки фонемани ажралиб чиқиши) ходисалари марказий ўринни эгаллайди. Конвергенция ва дивергенция ходисаларининг рўй беришида мўтадиллашув ходисаси муҳим роль ўйнайди. Ҳар икки жараён, албатта, мўтадиллашув жараён орқали юзага чиқади⁹⁰. Шунинг учун ҳам бу ходиса универсал сифатида тилда кўплаб такрорланади.

Агглютинатив тилларда синтетик ва аналитик шакллар ёрдамида оппозициялар (зидланишлар) пайдо бўлиши ва уларнинг тилда нейтраллашиш (мўтадиллашиш) ходисаларини кўриб чиқамиз. Аввало, синтетик шакллар бу ҳаракатнинг турли модал маъноларини ифодаловчи аффикслар асосида шаклланади. Булар ўз хусусиятига кўра икки турга бўлинади: а) ҳаракатнинг такрорийлигини, давомлилигини ифодаловчи аффикслар феълга –ла, -кила (-

⁸⁷ Нурмонова Д.А Ўзбек тили сатҳларида мўтадиллашув: Филол.фан. доктори диссер – Андижон – 2022. Б.101.

⁸⁸ Трубецкой Н.С. Некоторые соображения относительно морфологии. // Пражский лингвистический кружок. – М., 1967. – С. 115.

⁸⁹ Журавлев В.К. К проблеме нейтрализации фонологических оппозиций. // Вопросы языкознания. – Москва, 1972. – №3. – С. 36.

⁹⁰ Нурмонова Д.А Ўзбек тили сатҳларида мўтадиллашув: Филол.фан. доктори диссер – Андижон – 2022. Б.54.

гила, -рила, -кила) аффиксларини қўшиш орқали ҳосил қилинади: *ишқа* – *ишқала*, *сава* – *савала*, *турт* – *турткила*, *чўз* – *чўзгила*, *югур* – *югургила*, *торт* – *тортқила*, *теп* – *тепкила* каби; б) ҳаракатнинг кучсиз даражасини кўрсатувчи –(и)нқира, –(и)мсира аффикслари ёрдамида ясалади: *оқар* – *оқаринқира*, *қўрқ* – *қўрқинқира*, *кул* – *кулимсира* каби. Аналититик шакллар эса феълнинг асосий модал маъно ҳосил қилувчи шакллари бўлиб, уларнинг кўпчилик қисмини кўмакчи ва тўлиқсиз феъллар воситасида ясалувчи шакллар ташкил қилади. Шунингдек, Кўмакчи феъл етакчи (мустақил) феълга боғланиб, ҳаракатнинг турлича хусусиятларга эга бўлган модал маъноларини ҳосил қилиш учун хизмат қилади. Бироқ, ўзбек тилида бутунлай кўмакчи феълга айланган (мустақил маъносини бутунлай йўқотиб, фақат кўмакчи феъл сифатида қўлланадиган) феъл йўқ. Айрим мустақил феъллар кўмакчи феъл вазифасида қўлланиб, қуйидагича модал маъноларни ҳосил қилади:

- 1) ҳаракатнинг давомийлиги: айта тур, кўра тур;
- 2) ҳаракатнинг бошланиши: айта бошла, ёза бошла;
- 3) ҳаракатнинг такрори: айтиб юр, айтиб тур;
- 4) ҳаракатни тугалланиши: айтиб бўл, ёзиб қўй;
- 5) ҳаракатнинг бажарилиш имконияти: ёзиб кўр, айтиб кўр, айта ол (моқ);
- 6) ҳаракатнинг шахслараро йўналиши: ёзиб бер, айтиб кет, ола кел, олиб бор кабилар⁹¹.

Хулоса. Агглютинатив тилларда синтетик шакллар келишик, эгалик, шахс-сон, замон ва сон қўшимчалари орқали ифодаланиб, тилда учраган оппозицияларни аниқлашга ёрдам беради ва қайси ўринларда мўтадиллашиш мумкинлиги ёки мумкин бўла олмаслик ҳақида ҳабар беради.

Фойдаланилган адабиётлар

⁹¹ М.Мирзаев, С.Усмонов, И.Расулов *Ўзбек тили. Т., «Укитувчи» 1978.*

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Lingua-didactics as the main modern theory of teaching foreign languages

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Abstract: Lingua-didactics has emerged as a central theory in modern foreign language teaching, combining insights from linguistics, pedagogy, and psychology to create an effective approach to language acquisition. This theory emphasizes the development of communicative competence, fostering not only linguistic knowledge but also the ability to use language in socially and culturally appropriate ways. By integrating principles of language structure with teaching methodologies, lingua-didactics provides a framework for designing curricula that balance grammar, vocabulary, and functional language use. The theory also promotes the use of interactive and learner-centered strategies, enabling students to actively engage in the language learning process. This paper examines the key concepts of lingua-didactics, explores its application in modern classrooms, and analyzes its effectiveness in achieving fluency and language proficiency among learners.

Keywords: lingua-didactics, foreign language teaching, communicative competence, language acquisition, language pedagogy, curriculum design

Introduction: The process of teaching and learning foreign languages has undergone significant evolution in recent decades, with a shift from traditional grammar-focused methods to more dynamic, communicative approaches. At the forefront of this evolution is lingua-didactics, a modern theory that integrates linguistic principles with educational strategies to optimize language acquisition. This approach not only emphasizes the mastery of grammar and vocabulary but also prioritizes the development of communicative competence—the ability to effectively and appropriately use language in various social and cultural contexts.

Lingua-didactics draws on multiple disciplines, including linguistics, psychology, and pedagogy, to provide a comprehensive framework for language teaching. It encourages the use of learner-centered methodologies, which place students at the heart of the learning process, promoting active participation, interaction, and real-life language application. By focusing on functional language use, lingua-didactics bridges the gap between theoretical knowledge and practical communication, aiming to equip learners with the skills needed to navigate both everyday conversations and more complex linguistic tasks. As foreign language education continues to adapt to global demands, lingua-didactics offers an approach that aligns with the modern emphasis on cross-cultural communication and multilingual proficiency. This paper explores the foundational principles of lingua-didactics, examines its pedagogical applications, and analyzes its effectiveness in fostering language proficiency in diverse educational settings.

MAIN PART

Lingua-didactics as a theory stems from the intersection of linguistics and didactics (the science of teaching). It focuses on how language structures and functions can be taught effectively in a classroom setting. Unlike traditional approaches that focused primarily on rote learning and translation exercises, lingua-didactics emphasizes the practical application of language in communication. This theory

recognizes that knowing the rules of a language is not sufficient; learners must be able to use language flexibly and contextually. At its core, lingua-didactics combines several branches of linguistics—phonetics, syntax, semantics, and pragmatics—with didactic strategies that cater to learners' needs. It integrates cognitive psychology to understand how individuals acquire language and applies sociocultural insights to recognize the role of context and interaction in learning. This holistic approach ensures that learners develop not only theoretical knowledge but also practical language skills. One of the key principles of lingua-didactics is the concept of communicative competence, originally introduced by linguist Dell Hymes. Communicative competence involves the ability to not only understand and produce grammatically correct sentences but also to use language appropriately in various social and cultural contexts. This includes knowing when, where, and how to express ideas in ways that are culturally acceptable and effective. Lingua-didactics thus moves beyond a grammar-focused approach, prioritizing the functional use of language. For example, rather than simply teaching students how to conjugate verbs, lingua-didactics encourages the development of skills to ask for information, engage in conversation, or express opinions in real-life scenarios. This shift in focus helps students see language as a tool for interaction rather than as a set of abstract rules. In classroom settings, this means incorporating activities such as role-playing, group discussions, and real-world simulations where students practice language in dynamic and meaningful contexts. By doing so, learners become more comfortable using language in practical, everyday situations, building both fluency and confidence.

Lingua-didactics advocates for learner-centered teaching methods, which emphasize the active involvement of students in the learning process. Traditional language teaching approaches often placed the teacher in a central role, delivering information to passive students. In contrast, the learner-centered model encourages students to take responsibility for their own learning, engage with materials, and participate actively in class. Interactive learning is a key component of this methodology. Teachers in lingua-didactic classrooms create opportunities for students to practice language through interaction, whether through peer-to-peer dialogue, group

work, or guided conversations with the instructor. These interactive tasks simulate authentic communication and challenge students to use language spontaneously, thus improving fluency. Moreover, a learner-centered approach means tailoring lessons to the individual needs and goals of students. Not all learners have the same objectives—some may be focused on conversational skills, while others might need language proficiency for academic or professional purposes. Lingua-didactics encourages flexibility in teaching, allowing instructors to adjust their methods based on the unique requirements of their students, fostering a more personalized and effective learning experience.

The curriculum in lingua-didactics is designed to promote a balanced development of linguistic skills—speaking, listening, reading, and writing—while ensuring that students can apply these skills functionally in real-world contexts. A lingua-didactic curriculum typically integrates grammar and vocabulary instruction with activities that require active language use. This approach helps learners move from controlled, structured practice to freer, more natural language production. Instruction in lingua-didactic settings often follows a progression from simple to complex language tasks. For example, beginner students might start by learning basic phrases and sentence structures, followed by increasingly complex dialogues, texts, and conversations as their proficiency grows. This scaffolding of skills helps learners build a strong foundation, allowing them to use language more flexibly as they advance. Cultural elements are also incorporated into the curriculum. Understanding cultural norms and practices is essential for effective communication, and lingua-didactics emphasizes teaching students not only the language but also the cultural context in which it is used. This dual focus on language and culture prepares learners to engage in cross-cultural interactions and navigate social norms in the target language. In the modern world, technology plays a crucial role in lingua-didactics. The use of digital tools and resources enhances the teaching and learning experience by offering a range of opportunities for language practice outside of traditional classroom settings. Online platforms, language learning apps, and multimedia resources allow students to engage with language in interactive and engaging ways. For example, language learning apps

like Duolingo or Memrise enable students to practice vocabulary and grammar at their own pace, while online language exchange platforms provide opportunities for real-time conversations with native speakers. Virtual classrooms and e-learning platforms also make it possible for learners to access language lessons and resources from anywhere, thus broadening the reach of lingua-didactic teaching. Teachers can also use technology to track progress, personalize learning paths, and provide immediate feedback to students. This integration of technology into lingua-didactics fosters a more dynamic, flexible, and accessible language learning environment. The lingua-didactic approach has proven to be highly effective in fostering language proficiency. By focusing on communicative competence, students develop practical language skills that go beyond theoretical knowledge.

Conclusion: They become more adept at using language in everyday contexts, which is particularly important in today's globalized world, where real-life communication in multiple languages is increasingly necessary. The interactive and learner-centered strategies in lingua-didactics also improve students' motivation and engagement. Active participation in the learning process enhances retention and application of the language. Moreover, the emphasis on cultural understanding enriches learners' ability to communicate effectively with speakers from diverse cultural backgrounds, making them more competent and adaptable language users. Studies on lingua-didactic methods have shown that students who learn through this approach tend to achieve higher levels of fluency and accuracy compared to those who rely solely on traditional methods. The focus on real-life application and interaction allows learners to build confidence in using the language, which is a key indicator of long-term language success.

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Problems of translation as a practical branch of work with foreign languages

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Abstract: Translation, as a practical branch of work with foreign languages, faces numerous challenges that stem from linguistic, cultural, and contextual differences. This article explores the key issues that translators encounter, including the difficulty of accurately conveying meaning, maintaining stylistic consistency, and handling idiomatic expressions and phraseological units. It also highlights the importance of cultural adaptation as direct translations often fail to capture the nuances of the source language. Furthermore, the article examines how advancements in technology, such as machine translation, both support and complicate the translator's work. Through a detailed analysis, this study aims to underscore the complexities of translation as a profession and the need for a deep understanding of both languages and their respective cultures.

Keywords: translation, linguistic challenges, cultural adaptation, idiomatic expressions, phraseological units, stylistic consistency, machine translation

Introduction: Translation is an essential component of cross-cultural communication and plays a pivotal role in various fields, from literature and academia to business and diplomacy. As a practical branch of foreign language work, it involves much more than converting words from one language into another. The process of translation requires a deep understanding of both the source and target languages, as well as the cultural, historical, and social contexts in which they are embedded. Translators are tasked with preserving the meaning, tone, and intent of the original text, while ensuring that it resonates with the audience in the target language. [1]

However, translation is fraught with challenges. Linguistic structures vary greatly between languages, making it difficult to achieve precise equivalence. Furthermore, cultural nuances, idiomatic expressions, and phraseological units often do not have direct counterparts in other languages, complicating the process even more. These complexities highlight the translator's role as not merely a language converter, but also as a mediator between cultures. With the advent of technology, machine translation tools have become increasingly common, offering both advantages and drawbacks. While these tools provide speed and accessibility, they often fall short in capturing the subtlety and richness of human communication. In this context, the human translator remains indispensable, especially when dealing with texts that require high levels of accuracy and cultural sensitivity. [2]

MAIN PART

One of the foremost difficulties in translation arises from the differences in linguistic structures between languages. No two languages have identical grammatical systems, syntax, or vocabulary, making it nearly impossible to achieve a word-for-word translation that retains the same meaning and tone. For example, verb tenses, word order, and gendered language vary greatly, and these elements often carry subtle connotations that are difficult to reproduce in the target language. Translators must, therefore, focus on translating meaning rather than words, seeking functional equivalents that maintain the intended sense. [3] Phraseological units, idiomatic expressions, and metaphors present unique hurdles as they are often deeply rooted in the cultural and historical contexts of a language. Expressions like “raining cats and

dogs” or “kick the bucket” can perplex non-native speakers and often have no direct equivalents in other languages. Translators must decide whether to provide a literal translation, use an equivalent expression in the target language, or provide a paraphrase that conveys the same idea. Language is inseparable from culture. [4] As a result, translating texts involves not just linguistic conversion but also cultural adaptation. Each culture has its own set of beliefs, customs, and norms, which influence how ideas are expressed and understood. What is perfectly acceptable and common in one culture may be considered unusual or even offensive in another. For instance, humor, politeness levels, and culturally specific references may need to be adjusted to suit the sensibilities of the target audience. Translators must possess a deep understanding of both the source and target cultures to ensure that the translation resonates appropriately with the audience. [5] Literary translations, in particular, demand a careful balance between staying true to the original work and making it accessible to a different cultural context. Failure to navigate these subtleties can lead to misinterpretations or a loss of impact in the target language.

Phraseological units—such as idioms, proverbs, and fixed expressions—are particularly tricky for translators. These are often deeply embedded in the source language's history and cultural references, making literal translations inadequate. For example, translating the English idiom "to spill the beans" into another language might confuse readers who are unfamiliar with the metaphorical meaning behind the phrase. In some cases, an equivalent phrase may exist in the target language, such as translating the English "a piece of cake" to the Spanish "pan comido," meaning "eaten bread." [6] However, in many instances, no such equivalents exist, and the translator must either explain the meaning or replace it with a different expression that conveys the same idea within the cultural context of the target language. The rise of machine translation (MT) tools, such as Google Translate and neural networks, has revolutionized the translation industry by offering fast, low-cost solutions to language conversion. These tools are especially useful for translating simple texts or providing a general understanding of foreign material. However, machine translation remains limited when it comes to

handling complex sentence structures, idiomatic language, and culturally sensitive texts. [7]

Machine translation systems often struggle to interpret meaning beyond the surface level. While they excel in word-for-word translations, they frequently miss the nuances, context, and subtleties inherent in natural languages. For instance, in translating texts rich in metaphors, humor, or irony, machine translation tools tend to produce awkward or confusing outputs that require human intervention to correct. Although machine translation continues to improve, it highlights the importance of human translators for tasks that demand a high level of precision and contextual understanding. [8] Human translators can adapt phrases, clarify ambiguous meanings, and ensure that the target text aligns with the cultural expectations of its audience. One of the key decisions translators must make is determining when to use literal translation and when to opt for a free translation approach. Literal translations are more likely to preserve the exact wording and structure of the original text, but they risk sounding awkward or unnatural in the target language. Free translations, on the other hand, prioritize conveying the meaning and tone of the original, often departing significantly from the source language's structure. [9]

The choice between these two approaches depends on the purpose of the translation. In legal, scientific, and technical texts, precision and accuracy are paramount, often necessitating a more literal approach. Literary and creative works, however, afford more flexibility, allowing translators to focus on recreating the emotions, themes, and style of the original while adapting it to the target language. Translators not only bridge linguistic gaps but also act as cultural mediators. In many instances, they must make critical decisions about how much of the source culture should be retained or adapted. For example, when translating a historical novel or a cultural reference-heavy text, the translator must decide how to handle references that may be unfamiliar or irrelevant to the target audience. [10] In some cases, translators provide footnotes or glossaries to explain cultural references, while in others, they may choose to substitute these references with ones that are more easily understood by the target audience. This role as a cultural intermediary is vital in maintaining the integrity

of the text while making it accessible and meaningful to readers in different cultural contexts.

Conclusion: Translation, as a practical branch of work with foreign languages, is a complex and multifaceted process that goes beyond mere linguistic conversion. It requires a deep understanding of the structural differences between languages and an appreciation for the cultural, historical, and contextual nuances that shape communication. Translators must skillfully navigate linguistic challenges, especially when dealing with phraseological units, idiomatic expressions, and metaphors that often lack direct equivalents in the target language. Cultural adaptation plays a critical role in ensuring that translated texts resonate with the target audience while preserving the original's intent. The translator's task is not just to convey meaning, but to act as a mediator between two cultures, balancing fidelity to the source material with the need to make the translation accessible and relevant.

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THE STRUCTURE AND SEMANTICS OF THE LINGUOCULTURAL FIELD "FACIAL EXPRESSIONS" IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This article explores the concept of "mimicry" from a linguistic and cultural perspective, examining its structural and semantic manifestations in English and Uzbek. Mimicry, as a multifaceted phenomenon, plays a significant role in various disciplines, including linguistics, anthropology, and cultural studies. By analyzing the similarities and differences in the semantic fields of mimicry within both languages, this study aims to uncover the cultural values, societal norms, and cognitive perceptions that shape the interpretation and use of mimicry in English and Uzbek. Through a comparative analysis, the study sheds light on the intersection of language, culture, and cognition in two distinct linguistic contexts.

Key words: facial expressions, facial movements, linguistics, non-verbal communication, semiotics, human communication, theoretical frameworks

Introduction

Mimicry, broadly defined as the imitation of behaviors, sounds, gestures, or expressions, serves as a fundamental communicative tool across cultures. It allows individuals to convey emotions, intentions, and social roles, often without the need for explicit verbal communication. In linguistics, mimicry extends beyond physical imitation and encompasses the reproduction of speech patterns, dialects, and cultural expressions.

The linguistic and cultural field of "mimicry" is deeply rooted in the sociocultural context of each language. In this article, we examine how mimicry is structured and semantically interpreted in English and Uzbek, two languages with distinct historical and cultural backgrounds. Through this analysis, we aim to uncover

the underlying cognitive and cultural factors that influence the use and perception of mimicry in these languages. Mimicry can be understood through various theoretical lenses, including semiotics, cognitive linguistics, and cultural anthropology. The semiotic approach views mimicry as a sign system, where signs (gestures, expressions, sounds) represent meanings within a cultural context. Cognitive linguistics, on the other hand, emphasizes the mental representations and cognitive processes that underlie mimicry, exploring how individuals conceptualize and interpret imitative behaviors.

Methods

In cultural anthropology, mimicry is often seen as a tool for cultural adaptation, identity negotiation, and social interaction. It allows individuals to navigate complex social environments by adopting the behaviors and norms of others, either to blend in or to assert dominance. This dual nature of mimicry—both as a form of adaptation and as a means of asserting power—forms the basis for our comparative analysis of English and Uzbek mimicry.

In English, mimicry has a rich semantic field, encompassing various forms of imitation, from physical gestures to verbal mimicry. The English term "mimicry" itself derives from the Greek word "mimos", meaning "imitator" or "actor," which underscores the performative aspect of mimicry. In English, mimicry can be used both positively, as a form of flattery or learning, and negatively, as a means of mockery or satire. The linguistic structure of mimicry in English is often associated with humor, satire, and social commentary. Phrases like "to mimic someone's accent" or "to ape someone's behavior" reflect the diverse ways in which imitation is used to convey meaning. English speakers frequently use mimicry to critique societal norms or to highlight the absurdity of certain behaviors, as seen in the tradition of satire and parody in English literature and media. [1, p. 157]

Moreover, mimicry in English can serve as a tool for social bonding or exclusion. For example, speakers may mimic the speech patterns of their peers to signal in-group membership, while exaggerated mimicry of an outsider's speech may serve as a form

of ridicule. This dynamic reflects the complex role of mimicry in negotiating social hierarchies and cultural boundaries in English-speaking contexts.

In contrast to English, the concept of mimicry in the Uzbek language is shaped by the country's unique historical and cultural heritage. The term “taqlid qilish” is commonly used to describe mimicry or imitation in Uzbek, though its semantic scope is narrower than the English equivalent. “Taqlid” often refers to respectful imitation, particularly in the context of learning or emulation of respected figures, such as elders, teachers, or cultural icons.

Uzbek culture places a strong emphasis on respect for authority and tradition, which influences the way mimicry is perceived and practiced. In many cases, mimicry in Uzbek culture is seen as a form of respect and deference, particularly when imitating the behavior or speech of elders. This contrasts with the more irreverent or humorous uses of mimicry in English. However, like in English, mimicry in Uzbek can also have negative connotations. In some contexts, exaggerated mimicry of another person's speech or behavior may be seen as mocking or disrespectful. [2, p. 321] The cultural context in which mimicry occurs plays a significant role in determining whether it is viewed as respectful emulation or offensive mockery.

Discussion

The linguistic structure of mimicry in Uzbek reflects these cultural values. For example, the phrase “taqlid qilmoq” can imply both a positive form of imitation, as in the context of learning, and a negative form, as in the context of mockery. The dual meaning of this term highlights the cultural ambivalence toward mimicry in Uzbek society, where respect for tradition coexists with the potential for social critique.

A comparative analysis of the semantic fields of mimicry in English and Uzbek reveals both similarities and differences in the way these languages conceptualize imitation. In both languages, mimicry can serve as a tool for social interaction, whether as a means of bonding, critiquing, or mocking. However, the cultural context in which mimicry occurs significantly influences its interpretation. In English, mimicry is often associated with humor and satire, reflecting the language's tradition of using imitation as a form of social commentary. In contrast, Uzbek culture places a stronger emphasis

on the respectful emulation of authority figures, though mimicry can also serve as a form of social critique when used in specific contexts. The structural differences in the linguistic expressions of mimicry also reflect these cultural values. While English has a wide range of terms and phrases related to mimicry, Uzbek tends to use more specific terms that emphasize the respectful or educational aspects of imitation. This reflects the broader cultural emphasis on hierarchy and respect in Uzbek society.

Results

Both English and Uzbek languages reflect the cultural significance of facial expressions through a variety of linguistic structures. However, the degree of lexical richness and the cultural nuances differ between the two. English has an extensive vocabulary to describe facial expressions, ranging from simple terms like “smile” or “frown” to more complex phrases such as “grimace,” “sneer,” and “beaming.” English uses facial expressions metaphorically in many idiomatic expressions (e.g., “put on a brave face,” “face the music”). These metaphors often embody abstract concepts, linking physical expressions with emotional or social states. Uzbek, in contrast, tends to employ fewer but more culturally loaded terms for facial expressions. Words such as *tabassum* (smile), *qovogʻi soling* (frown), and *jilmayish* (grin) encapsulate culturally significant gestures. Uzbek also uses metaphors involving facial expressions, although they tend to emphasize social roles and hierarchy, as seen in expressions like *yuzini chizish* (to “draw” one's face, meaning to withdraw emotionally or socially) and *yuz koʻrsatish* (literally “to show one's face,” meaning to make an appearance in public, often implying social obligation or responsibility).

According to **metaphorical usage of facial expressions** in both languages also serve as metaphors to convey broader social or emotional meanings. In English, facial expressions frequently serve as metaphors for personality traits or states of mind. For example, “a stone-faced person” suggests emotional detachment, while “a glowing face” implies happiness or success. These metaphorical expressions link physical appearance with inner emotional or mental states, reinforcing the cultural belief in the transparency of emotions. [3, p. 401] In Uzbek, metaphorical expressions often carry social and moral implications. For instance, *yuzini qora qilish* (to “blacken one’s face”)

implies bringing shame to oneself or one's family, emphasizing the cultural importance of reputation and honor. Similarly, *yuz ochmoq* ("to open one's face") can mean to trust someone or show vulnerability, reflecting the collective nature of relationships in Uzbek society. (see Fig.1)

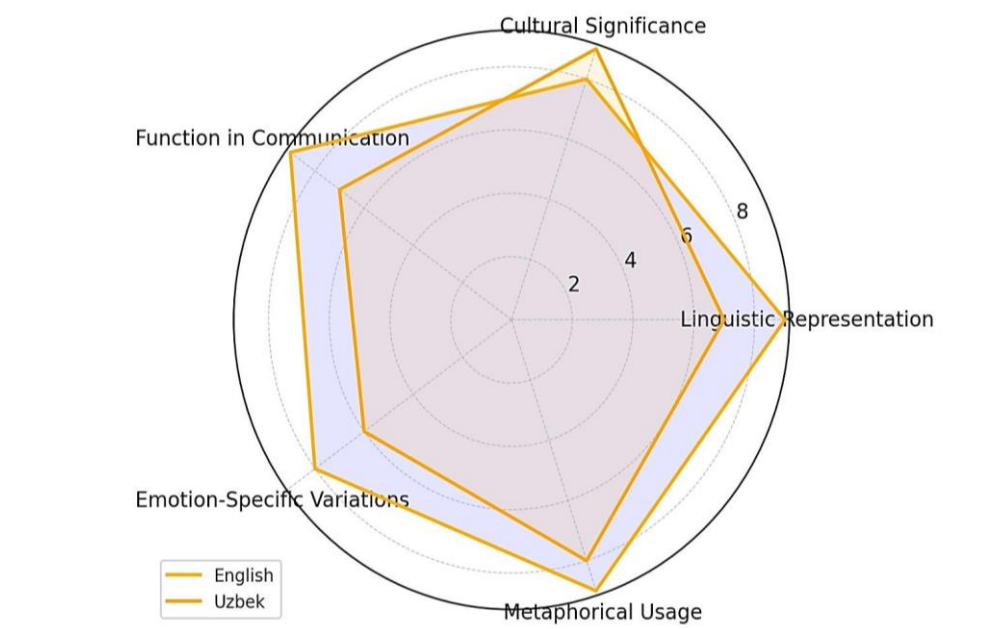


Fig.1 chart shows that visually compare the linguocultural field of "Facial Expressions" in English and Uzbek languages. The chart highlights key dimensions such as linguistic representation, cultural significance, communication function, emotion-specific variations, and metaphorical usage. The data shows how English tends to have a richer vocabulary and emphasizes individuality and expressiveness, while Uzbek places more importance on social harmony, respect, and subtlety in facial expressions.

Conclusion

The study of mimicry in English and Uzbek highlights the complex interplay between language, culture, and cognition. While both languages use mimicry as a tool for communication and social interaction, the cultural values and norms that shape the interpretation of mimicry differ significantly. In English, mimicry often serves as a form of humor or critique, while in Uzbek, it is more closely associated with respect and tradition.[4, p. 65] By examining the linguistic and cultural field of mimicry in these two languages, we gain a deeper understanding of how language reflects and

reinforces cultural values. This comparative analysis underscores the importance of cultural context in shaping the meaning and function of linguistic phenomena, offering valuable insights for cross-cultural communication and understanding.

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TEACHING CORRECT PRONUNCIATION HABITS IN FLT

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Annotation

This article is devoted to the study of foreign languages at Uzbek schools, and the difficulties which teachers face during the class, the language interference has been

explained, some vital points singled out, some methods of teaching foreign languages are also discussed.

Key words and expressions: speech sounds, correct pronunciation, stress, reading vowels in types of the syllable, grammatical difficulties, word order in a sentence.

Problems of teaching English at secondary schools of Uzbekistan

In elementary level mainly much attention is paid to oral communication habits. So, a teacher has to hold a phonetic drill at every lesson. English speech sounds are greatly differ from the Uzbek ones. It is known that in English there are 44 speech sounds but in Uzbek there are 33 speech sounds. Usually in teaching correct pronunciation we divide speech sound of the English and Uzbek into three subgroups:

1. Speech sounds which exist in both languages;
2. Speech sounds which exist only in English;
3. Speech sounds which exist only in Uzbek.

The oldest, simplest and most readily available method is the method of direct observation. Objective methods involve the use of various instrumental techniques. The methods of investigation used in phonetics vary, but there are three principal methods:

- (1) the direct observation method;
- (2) the linguistic method;
- (3) the experimental method.

Since skill is the ability to do something well and in language learning skills are pupils ability to use the target language for communicative needs, the teacher should form and develop such language skills as listening comprehension, speaking, reading and writing.

This study describes the teaching difficulties of the teachers as well as the learning difficulties of the students during learning another language. The word order is quite different in English and Uzbek, it is natural that under the influence of the mother tongue language learners interfere grammatical means, for example in English word order mainly has the following structure: S – P- O e.g. I speak English. Whereas in

Uzbek word order has the following structure: S- O – P. Men Inglizcha gapiraman. So, instead of it sometimes we can observe such cases: I English speak. In teaching grammar of the English language besides word order there are many other cases where language learners have some difficulties.

In spelling also we face some difficulties, there are many letter combinations in English which give only one sound, e.g. 'ee', 'ea' which are pronounced as long [I:] but Uzbek learners may pronounce it as double 'ee or ea' etc, sometimes Uzbek learners while reading the words which contain these combinations mispronounce them. One of the most difficult case is reading English vowels according to the type of the syllable, English vowel [a] can be pronounced differently according to the types of the syllable rules, but in Uzbek such language phenomenon is not found. In Uzbek open and close types of syllables exist but they do not effect to their pronunciation qualitatively.

We can single out a lot of difficulties while teaching English, but to achieve a good results are not so simple task, it requires a teacher hard work, so a teacher has to conduct lessons very interesting and challenging.

Teaching aids reinforce the spoken or written words with concrete images and thus provide rich perceptual images which are the bases to learning. When these materials are used in an interrelated way, they make learning permanent. They provide for a great variety of methods. They bring the outside world into the classroom and make us teach efficiently. In order to derive the advantages of using teaching aids, a teacher needs the knowledge of different types of teaching aids available, their place in the teaching-learning process and the methods of their evaluation. Teaching aids supplement the efforts of the teacher and they do not supplant him. The aids alone cannot accomplish the task of education and the teacher always remains the main pivot of all teaching. While using teaching aids, the teacher should be clear about the objects of instruction and thus make the right use of the right material at the right place and at the right time. Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. There are literally hundreds, probably thousands, of games that you can play with your students. EFL games are used to test

vocabulary, practice conversing, learn tenses - the list is endless. We share some games for the language learners to master the language.

1. Board Race

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach.

Why use it? Revising vocabulary; grammar

Who it's best for: Appropriate for all levels and ages

How to play:

First, watch this helpful video of real teachers using this game in the classroom by

BridgeTEFL:

This is best played with 6 students or more - the more, the better. I've used it in classes ranging from 7-25 years of age and it's worked well in all age groups. Here's a step by step explanation:

Split the class into two teams and give each team a colored marker.

If you have a very large class, it may be better to split the students into teams of 3 or 4.

Draw a line down the middle of the board and write a topic at the top.

The students must then write as many words as you require related to the topic in the form of a relay race.

Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted.

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TA'LIM JARAYONIGA YANGICHA YONDASHUV – DAVR TALABI

Adgeminova Elvina Rifatovna

FarDU o'qituvchisi

Turg'unov Diyorbek Farxod o'g'li

FarDU talabasi

Bugungi kunda mamlakatimizda ta'lim-tarbiya va o'qitish sifatini jahon standartlari talablariga moslashtirish davlat siyosati darajasiga ko'tarilgan. O'zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyevning Oliy Majlisga Murojaatnomasida ham "Bugun biz davlat va jamiyat hayotining barcha sohalarini tubdan yangilashga qaratilgan innovatsion rivojlanish yo'liga o'tmoqdamiz. Innovatsiya – bu kelajak degani.

Biz buyuk kelajagimizni barpo etishni bugundan boshlaydigan bo'lsak, uni aynan innovatsion g'oyalar, innovatsion yondashuv asosida boshlashimiz kerak"⁹² deya alohida ta'kidlab, ta'lim sohasida olib borilayotgan amaliy ishlarda tub islohotlar va tez o'zgarishlar yo'lidan borilayotganining guvohi bo'lamiz.

Ma'lumki, mamlakatimizda ta'lim sohasi O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni va "Kadrlar tayyorlash milliy dasturi" asosida ish olib borib, bu yo'nalishlardagi ishlarda yosh avlodni ma'naviy-axloqiy

⁹² Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг Олий Мажлисга Мурожаатномасидан. 2017.22.12.

tarbiyalashda xalqning boy intellektual merosi va umumbashariy qadriyatlari asosida zamonaviy madaniyat va iqtisodiyotning pedagogik shakl va vositalarini ishlab chiqish, amaliyotga joriy etishga alohida ahamiyat berilgan.

Shu bilan birga iqtisodiy ta'limning maqsadi o'quvchilarga quruq bilim berishgina emas, balki ularda amaliy ko'nikma va malakalarni ham shakllantirishdir. Ushbu muhim masalalarni hal etish uchun ta'lim muassasalarida iqtisodiy ta'lim-tarbiyaning zamonaviy usullarini ishlab chiqish, xususan, o'yin texnologiyasi vositasida o'quvchilarda iqtisodiy bilim va ko'nikmalarni shakllantirish bo'yicha pedagogik izlanishlar olib borishni taqozo etadi. O'quvchi-talabalarning bosqichma-bosqich uzluksiz ta'lim jarayonida iqtisodiy bilim asoslarini o'rganishi mobaynida ularning tafakkuri shakllana boradi.

Bugungi kundagi ijtimoiy-iqtisodiy taraqqiyot ishlab chiqarishning ko'p sonli tarmoqlari bilan bir qatorda, ma'rifat va madaniyat hamda iqtisodiy sohalarga, shu jumladan, ijtimoiy-gumanitar, iqtisodiy bilimlar doirasiga ham zamonaviy pedagogik texnologiyalarni joriy etishni taqozo etmoqda.

Shuni aytish lozimki, zamonaviy pedagogik ta'lim texnologiyalar, pedagogika ilmining tadqiqot obyekti sifatida, aniq fanlarni o'qitish uslubi bo'libgina qolmay, balki gumanitar fanlarni o'qitishga ham yangicha yondashuv sifatida qayd qilinishi kerak.

Gumanitar fanlarni o'qitishda innovatsion pedagogik texnologiyalarni qo'llash orqali uzluksiz ta'lim samaradorligini oshirishga alohida e'tibor berilishi lozim. Innovatsion ta'lim texnologiyalar – ta'lim berish va zamonaviy axborot texnologiyalarini qo'llash yordamida talabalarning shaxsiy sifatlarini rivojlantirish va takomillashtirish imkoniyatini beruvchi o'quv vositalari bo'lib, u o'ziga xos didaktik va uslubiy asosga ega.

Gumanitar fanlarning o'qitilish sifati va samaradorligini oshirish maqsadida, innovatsion ta'lim texnologiyalar imkoniyatlari asosida uch turdagi o'quv mashg'ulotlariga, ya'ni ma'ruza, amaliy va laboratoriya mashg'ulotlarining o'ziga xos xususiyatlarini hisobga olgan holda kompleks holda qo'llash tavsiya etiladi.

Ta'limda eng muhim jihat ma'lum darajadagi kadrlarning ko'zda tutilgan sifatga ega bo'lishini nazarda tutadi. Bu borada o'quvchilarda kompetensiyaviylikni shakllantirish o'ta muhimdir.

Keyingi paytda pedagogik texnologiyaning interfaol usuli ta'lim tizimlarida keng foydalanilmoqda. Mazkur usulning eng muhim jihati shundaki, u o'quvchilarni faollashtiradi, sust o'zlashtiruvchi o'quvchilarni ham harakatlantiradi, tahlil qilish, xulosa chiqarishga o'rgatadi. Ularda ko'nglidagini aytish jasoratini uyg'otishga, ijodiy imkoniyatlarini namoyon qila bilishga, tahlil qilish, xulosa chiqarishga o'rgatadi.

Interfaol atamasi inglizcha interact-o'zaro ta'sirlashish (yoki interaction - o'zaro ta'sir) so'zidan olingan bo'lib, biror faoliyat yoki muammoni o'zaro muloqotda, o'zaro muomalada, o'zaro bahs – munozara, debat usulida, fikrlashish asnosida, hamjihatlik bilan hal qilish ma'nosini anglatadi.

Interfaol o'yin texnologiyasi pedagogik texnologiyalarga mansub bo'lib, u o'quvchi faoliyatini mukammallashtirishda faollik ko'rsata oladi. Bu texnologiyani qo'llash o'quv jarayoniga ishtirok etishni faollashtirishning bir usulidir. O'quvchining tafakkur rivojiga qaratilgan o'yinlar o'quvchining ijodiy iste'dodini, xotira va diqqatini o'stiradi. SHuning uchun ham o'quvchilarning o'yinga ehtiyoj va intilishlarini ma'lum ta'limiy maqsadlarga qaratmoq lozim. Agar o'yin pedagogik jarayonga xizmat qilsa, unda u ta'lim va tarbiya vositasiga aylanadi. O'yin faoliyati – vaqtni bo'sh o'tkazish emas, aksincha, o'qitishning eng samarali usulidir. Xulosa o'rnida shuni aytish mumkinki, ta'limga oid kompetensiyalarni shakllantirish, ya'ni har tomonlama mukammal kompetentlilik darajasiga erishish - ta'limga yangi tartib-qoidalarni kiritish uchun eng muhim komponentlardan biridir. Biroq ularni qanday qilib tatbiq etish va amalda foydalanishni bilib olish, aslida, hal qiluvchi ahamiyatga egadir. Buning uchun maxsus tayyorgarlik, katta kuch va ko'p vaqt sarflash lozim, ya'ni ta'limda innovatsion jarayonlarning tatbiq qilinishi bilan o'qituvchining roli pasayadi emas, balki o'quv-tarbiya jarayonining yuksak bosqichlarida yana ham ortadi. Bu esa pedagogdan o'z ilmini yangidan va tanqidiy tahlil etishiga xizmat qiladi. Chunki

yangi tartib-qoidalardan foydalanadimi yoki axborot manbai sifatida qolib ketadimi, bu narsa ayni o'qituvchiga bog'liq. O'qituvchining kompetentlik darajasi va o'quvchilarda muayyan kompetensiyalarni to'g'ri shakllantira olish mahoratiga egaligi bevosita ta'lim sifatini ko'zda tutilgan darajaga yetkazilishini ta'minlaydi.

Phonetic, lexical and grammatical competencies in teaching foreign languages

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Abstract: Phonetic, lexical, and grammatical competencies are foundational pillars in the effective teaching of foreign languages. These three competencies interact to create a well-rounded language learning experience, each addressing a distinct aspect of linguistic mastery. Phonetic competence focuses on learners' ability to understand and produce the sounds of the target language accurately, crucial for clear communication and listening comprehension. Lexical competence involves the acquisition and appropriate use of vocabulary, enabling learners to express a wide range of ideas and engage in meaningful conversations. Grammatical competence, on the other hand, encompasses the knowledge of sentence structure and the ability to use language rules effectively, ensuring syntactical correctness and coherence in communication. Together, these competencies contribute to the learner's overall communicative proficiency. This abstract highlights the need for an integrated approach in foreign language teaching, where phonetics, lexis, and grammar are taught holistically, supporting learners in developing both fluency and accuracy.

Keywords: Phonetic competence, lexical competence, grammatical competence, foreign language teaching, communicative proficiency, fluency

Introduction: In the field of foreign language teaching, the development of phonetic, lexical, and grammatical competencies is essential for learners to achieve communicative proficiency. These competencies represent key components of

language knowledge, each contributing to different dimensions of language use. ***“Phonetic competence”*** refers to the ability to perceive and produce the distinct sounds and intonation patterns of the target language, which is crucial for effective pronunciation and listening skills. Mastery in phonetics allows learners to engage in conversations with natural rhythm and clarity, reducing misunderstandings caused by incorrect pronunciation. ***“Lexical competence”*** involves the acquisition of vocabulary, which is fundamental to expressing ideas, emotions, and complex concepts. A robust lexical foundation enables learners to expand their range of expression, improve reading comprehension, and participate in diverse communicative situations. Without sufficient vocabulary, even well-structured sentences fail to convey meaning effectively.

“Grammatical competence”, on the other hand, pertains to the understanding and correct application of the rules that govern sentence structure. This includes knowledge of tenses, word order, and syntactical patterns, which ensures that learners can create grammatically accurate and coherent sentences. Together, these competencies form the basis for both fluency (the smooth, spontaneous use of language) and accuracy (the correct use of language structures), which are essential for successful communication.

Main Part

Phonetic competence is the ability to perceive, distinguish, and produce the sounds, rhythms, intonations, and stress patterns of the target language. In foreign language teaching, phonetics plays a crucial role, as correct pronunciation is essential for clear and effective communication. Without a solid phonetic foundation, learners may struggle with both listening comprehension and speech production, leading to misunderstandings or a lack of fluency. Teaching phonetic competence involves focusing on pronunciation drills, minimal pair exercises, and intonation practice. Pronunciation drills help learners distinguish and produce sounds that may not exist in their native language, while intonation practice emphasizes the natural rise and fall in speech that gives meaning to sentences. Intonation, for example, can differentiate between a statement and a question, even when word order remains the same.

Developing listening skills is closely tied to phonetic competence. Learners must be able to recognize and decode the sounds of a language, especially when dealing with accents, fast speech, or colloquial language. Incorporating listening exercises such as dialogues, songs, or recorded conversations helps students become more familiar with phonetic patterns and improves their ability to understand native speakers in real-world contexts. Lexical competence refers to the knowledge and proper use of vocabulary in communication. Without an adequate lexical foundation, even grammatically accurate sentences may fail to convey the intended meaning. Vocabulary acquisition is essential for learners to expand their expressive capabilities, participate in diverse communicative contexts, and comprehend both spoken and written texts. Effective vocabulary teaching involves not only memorizing word lists but also providing meaningful contexts where words can be applied. Activities such as role-playing, storytelling, and discussions allow students to use newly acquired vocabulary in realistic situations, helping them internalize words and phrases. Teachers should also emphasize collocations (common word pairings), idiomatic expressions, and word families to enrich learners' lexical competence. Strategies such as spaced repetition, semantic mapping, and context-based learning help reinforce vocabulary retention. Spaced repetition uses regular review intervals to ensure long-term memorization, while semantic mapping helps learners see relationships between words and concepts. Encouraging learners to encounter and use words in different contexts, such as reading, listening, and conversation, enhances the depth of their lexical knowledge. Grammatical competence is the ability to understand and use the rules governing sentence structure, word order, tense, agreement, and other grammatical elements. Grammatical accuracy is essential for clarity, as errors in grammar can significantly hinder communication, even when pronunciation and vocabulary are strong. Rather than relying on rote memorization of rules, modern language teaching emphasizes inductive learning, where students derive grammatical rules from examples and real-life contexts. For instance, instead of presenting abstract rules for verb tenses, teachers might use narrative or dialogue-based tasks that allow students to observe and practice grammar in action. A common challenge in language teaching is balancing

grammatical accuracy with communicative fluency. While it is important for learners to avoid errors, an overemphasis on perfection can inhibit fluency, making students hesitant to speak freely. Teachers should incorporate both fluency-focused and accuracy-focused activities in their lessons. For example, structured exercises such as gap-fill tasks or sentence correction can improve grammatical competence, while free-speaking activities can encourage the spontaneous use of language, allowing for a natural balance between accuracy and communication. A comprehensive foreign language teaching approach integrates phonetic, lexical, and grammatical competencies rather than treating them in isolation. The development of all three competencies is interconnected, and focusing on one area enhances the others. For example, improving phonetic competence can aid lexical retention by enabling students to better recognize and pronounce new vocabulary. Similarly, a strong grammatical foundation allows learners to use vocabulary more effectively within the correct syntactical framework. Task-based learning (TBL) is an approach that fosters the integration of phonetic, lexical, and grammatical competencies. In TBL, students engage in meaningful tasks such as role-playing, interviews, or problem-solving activities that simulate real-life communication. These tasks require learners to use a combination of phonetic clarity, accurate vocabulary, and correct grammar to accomplish their goals, promoting holistic language development. Effective feedback plays a vital role in helping learners develop these competencies. During fluency-focused tasks, teachers can offer corrective feedback on grammatical or phonetic errors without interrupting the flow of communication. In more accuracy-focused exercises, teachers can offer explicit corrections and explanations. The balance between implicit and explicit correction helps learners gradually improve in all areas while maintaining confidence in their communication skills.

Conclusion: Phonetic, lexical, and grammatical competencies form the core of foreign language teaching and are vital for the development of communicative proficiency. A balanced, integrated approach that addresses these competencies holistically allows learners to develop fluency and accuracy simultaneously. Through meaningful activities, effective feedback, and cultural awareness, language teachers

can guide learners toward achieving comprehensive linguistic mastery, equipping them with the skills necessary for effective communication in diverse contexts.

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PRAGMALINGUISTIC PRESUPPOSITION IN THE FIELD OF LINGUISTICS.

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Annotation: The purpose of the article is to explain the concept of pragmalinguistic presupposition in linguistics. Pragmalinguistic presupposition refers to assumptions or ideas that are implied in an utterance and are not explicitly stated. This concept studies how information contained in a sentence can influence communication and the interpretation of speech.

Keywords: Presupposition, statement, semantic component, pragmalinguistic, cognitive aspects

Introduction

In linguistics, pragmalinguistic presupposition refers to the assumption that is made by the speaker or writer about what their audience already knows or believes. It

is a pragmalinguistic inference based on shared background knowledge between the speaker and the listener. Pragmalinguistic presuppositions are implicit assumptions that are not directly stated but are conveyed through the use of language.

Pragmalinguistic presuppositions play a crucial role in communication as they help convey meaning efficiently and allow for effective understanding between the speaker and the listener. They can be influenced by cultural norms, contextual factors, and the shared knowledge between participants in a conversation.

Pragmalinguistic presupposition in the broadest sense is understood as the relationship between the speaker and the appropriateness of the utterance in the context. This definition already contains a significant element of intersubjectivity.

The set of all presuppositions of the speaker in a given context defines the class of possible worlds in which these pragmalinguistic presuppositions are relevant, which, in fact, determines the boundaries of the phenomenological situation. At the same time, pragmalinguistic presuppositions do not have to be true; they are usually considered as such: "are at least believed to be true". "A proposition is a presupposition in the pragmalinguistic sense if the speaker takes its truth to be self-evident and assumes that other participants in the context do the same... It seems that presuppositions are best thought of as complex dispositions that manifest themselves in speech behavior."

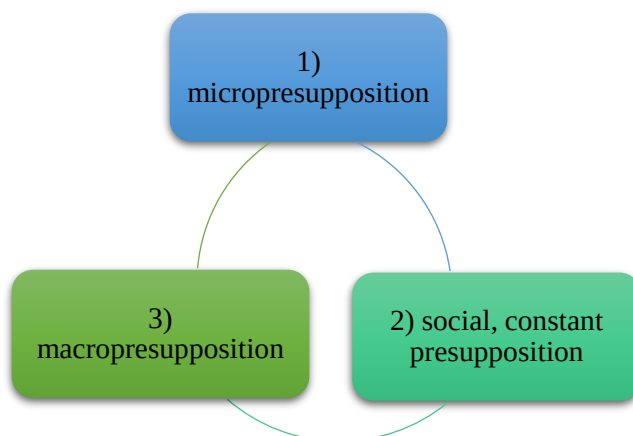
Pragmalinguistic presupposition, determining the appropriateness and/or success of an utterance, is based on information given in the context and cognitively mastered by the communicants. For the success of communication, a common cognitive fund is required, in other words, the participants in the phenomenological field must have a common set of propositions of the context - a common presuppositional fund, without which their joint activity of generating and understanding discourse is difficult or simply impossible due to a violation of the principle of intersubjectivity.

But one should not understand the general fund of knowledge mechanically as some amount of information that is equally available to all participants in communication.

Materials and methods

Certain types of presuppositions in linguistics are distinguished depending on the aspect of consideration - cognitive-pragmatic, cultural-linguistic and logical. Some linguists in their classifications are based on only one of the aspects, while others define this phenomenon from the point of view of a cumulative approach.

The cognitive-pragmatic aspect allows us to consider presupposition as those “conditions that must be satisfied before a sentence can be used in any communicative function”. This aspect is included in the classification, that distinguished presuppositions “from the correspondence of the content of an utterance to the conditions of an extra-linguistic situation... to the satisfaction of conditions not related to the content of the utterance, but necessary for the implementation of a speech act. From the position of the same aspect, also can be considered presupposition depending on the relationship with a certain cognitive space (individual, collective space or cognitive base), actualized in a certain type of communication, three main types of presupposition are distinguished:



That is, this is a kind of “macrocognitive layer”, located in the area of mental knowledge of communication - an operational structure of consciousness created at the intersection of the cognitive spaces of communicants and representing a zone of general knowledge and ideas. The cultural-linguistic aspect allows us to distinguish types of presuppositions based on the proposition of the sentence. This classification of this phenomenon is proposed, considering it as a certain given, expressed “in a sentence in an implicit form”, this is “a judgment derived from it. At the same time, these researchers identify the following main features of a presupposition: deducibility

from a sentence, implicitness, “insensitivity” to the negation of a sentence and pragmatic content.

Discussion

Based on the proposition of content, these linguists distinguish the following types of presupposition: 1) “factual”, which are introduced by a certain class of verbs of “mental activity and mental processes”, present mainly “in the content of sentences with subordinate parts, as well as with impersonal forms” , while such a sentence is perceived “as true, reflecting reality, in other words, as a fact”; 2) “emotive presuppositions” are expressed through emotive predicates, suggesting “a certain subjective emotional attitude of the author of the sentence to the complement, which can be defined as compliance/inconsistency with the desires and expectations of the speaker”.

The logical aspect is decisive in the classification of presupposition, based on “their formal definition in terms of the basic concepts of mathematical logic - truth and logical consequence”. At the same time, scientists distinguish two types - logical and pragmatic presuppositions: “a logical presupposition is ultimately determined on the basis of the relationship between basic structures and the world. Pragmatic presuppositions are determined on the basis of the relationship between utterances and their context”. Among logical presuppositions, nine subtypes of logical implication are distinguished. While for pragmatic presuppositions the concept of “the appropriateness of coordinating a sentence with certain presuppositions” becomes relevant. However, it is quite difficult to consider presupposition in only one aspect due to the versatility of this phenomenon. Therefore, some linguists propose a cumulative approach to its interpretation and classification. Thus, in line with the semantic-pragmatic approach, presupposition that is interpreted this concept “from a text-centric point of view... as a special case of inference - as a judgment derived from a given statement according to the rules of truth/relevance. On the other hand, by their definition, these judgments relate to the preconditions for the implementation of the utterance, which is closer to the communicator-centric approach of discourse analysis”.

Results

This implies the identification of two types of presuppositions:

1) semantic presupposition as “a special type of semantic consequence” with two subtypes: potential presuppositions of a sentence in a zero context and actual presuppositions of a statement in a real context; and

2) pragmatic presupposition, understood as the relationship between the speaker and the appropriateness of the utterance in the context” .

A similar point of view on the problem of presupposition is defining the fact “how the fund of extra-linguistic knowledge is used by participants in communication when forming the meaningful coherence of the text,” that is, it is a certain “component of the general knowledge of the speaker and the listener”. At the same time, K.A. Filippov distinguishes two types of presuppositions: situational or pragmatic, associated with human knowledge about typical situations of communication occurring “in the material and spiritual spheres, in objective and intellectual communication”; and linguistic, which in turn are divided into referential and semantic. Referential or existential presuppositions refer “to the level of the sentence”, and semantic ones are determined by the semantics of individual words and expressions. Classifying presuppositions within the framework of the logical-semantic approach, who considers presuppositional relations as the formula “X presupposes Y, where Y is what is assumed in the sentence and is not affected by the content, and X is what presupposes.

Conclusion

In linguistics, pragmatic presupposition refers to the assumption that is made by the speaker or writer about what their audience already knows or believes. It is a pragmatic inference based on shared background knowledge between the speaker and the listener. Pragmatic presuppositions are implicit assumptions that are not directly stated but are conveyed through the use of language.

Pragmatic presuppositions play a crucial role in communication as they help convey meaning efficiently and allow for effective understanding between the speaker and the listener. They can be influenced by cultural norms, contextual factors, and the shared knowledge between participants in a conversation. presenting a fairly extensive classification of presuppositions, in addition to those indicated, also names 1, a)

communicatively irrelevant elements of the meaning of a sentence (existential presuppositions); 1, b) communicatively irrelevant components of the word meaning, ensuring the correct assignment of the word to the denotation; 2) semantic determination of one word or statement by another word or statement in the text (syntagmatic presuppositions); 3) the speaker's ideas about the degree of awareness of the addressee of the speech (communicative presuppositions).

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THE FUNCTION OF EPONYMS IN ENGLISH AND UZBEK DANCE

TERMINOLOGY

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Annotation: Eponyms, derived from the names of influential figures in dance, serve a critical function in both English and Uzbek dance terminology. This article examines the roles eponyms play in the lexicons of these two cultures, focusing on their cultural, pedagogical, and linguistic significance. By utilizing comparative, descriptive, and etymological analyses, the study highlights how eponyms preserve

cultural legacies, facilitate technical instruction, and contribute to the standardization of dance education.

Keywords: *eponyms, English dance terminology, Uzbek dance terminology, cultural preservation, comparative analysis, etymological analysis, linguistic significance, dance education, choreographic styles.*

INTRODUCTION

Dance, as a cultural and artistic expression, often incorporates terminology that reflects its evolution and the contributions of key individuals. In both English and Uzbek dance lexicons, eponyms—terms derived from the names of significant people—serve as a powerful linguistic device. These names, often associated with pioneers, choreographers, and influential dancers, encapsulate techniques, movements, and styles that shape the dance culture. The purpose of this study is to investigate the functions of eponyms in English and Uzbek dance terminology, focusing on their roles in cultural preservation, technical instruction, and the dissemination of dance styles.

Eponyms—terms derived from the names of people, places, or things—play a significant role in both English and Uzbek dance terminologies. These words often provide insight into the origins, influences, and cultural significance of various dance forms. This article explores how eponyms are used in dance terminology in both languages, highlighting their historical and cultural contexts.

METHODS

This study employs several linguistic and comparative methods to analyze the role of eponyms in English and Uzbek dance terminology. The following methodologies are used:

1. *Comparative method:* To compare the usage of eponyms in English and Uzbek dance terminology, we analyze their origins, usage, and meanings.
2. *Descriptive analysis:* This method is used to describe the function and morphology of eponyms in both languages, focusing on their integration into everyday language use.

3. *Etymological analysis*: We trace the historical development of eponyms, studying the influence of choreographers, dancers, and dance educators on the evolution of dance vocabulary.
4. *Statistical analysis*: Statistical tools are employed to examine the frequency and distribution of eponyms in various dance genres.
5. *Conceptual analysis*: This analysis identifies the conceptual significance of eponyms and how they contribute to the broader understanding of dance culture.

LITERATURE ANALYSIS

In world linguistics, the works of foreign scientists such as R.Trahair, M.Freeman, T.Tuleja, R.Boycott, P.Gooden, J. Marciano, B.Cappuzzo, B.Barankin, T.Hunter, J.Duke-Parra, J.Lliano-Idarraga, A. Raffner; Russian scientists such as O.A.Priymak, E.V.Varnavskaya, M.M.Dzyuba, O.V. Kuznesova, V.M.Leychik, N.V.Novinskaya, D.S.Lotte, M.G.Blau, E.M. Kakzanova are dedicated to the actual issues of eponyms. However, eponyms and eponymization problems have not been fully studied and not adequately resolved in the science of linguistics. A number of scientists of the world such as M.G. Blau, N.V. Podolskaya, O.S.Axmanova, G.Lalich, N.Bragina, S.Lubenski, K.Denham, A. Lobek, J.Taylor, V.N.Gubin, S.B.Korolev and R.P.Samusev, Ye.Kakzanova [1] explained their theoretical views and conclusions on the term eponym in their scientific works, for instance, Ye.Kakzanova's research on linguocognitive and cultural peculiarities of mathematical and medical terms-eponyms, eponymous units in the specialized aviation lexicon by Ye.A.Zyuzina [2], English eponyms of scientific and technical terms by V.V.Vaxrameyeva [3], the use of proper names as terms in English linguoculturology by I.L.Kuchesheva [4] are among these studies.

In English, the use of eponyms in dance is widespread, especially in ballet and modern dance. Famous choreographers, dancers, and styles have left a lasting impact on the lexicon of dance. According to Brown (2019), **eponyms** serve as both linguistic markers of prestige and as historical reference points. For instance, the term “*Graham technique*” refers to the modern dance style created by Martha Graham, whose innovative movement vocabulary revolutionized 20th-century dance. Similarly,

“*Fosse*” denotes a distinct style of jazz dance popularized by the choreographer Bob Fosse, recognized for its sharp, angular movements.[5;56]

RESULTS

English dance terminology is replete with eponyms that immortalize the contributions of influential figures, particularly in modern, jazz, and ballet dance styles. Eponyms such as “Graham Technique” (named after Martha Graham), “Fosse Style” (after Bob Fosse), and “Cunningham Technique” (after Merce Cunningham) reflect the technical innovations and personal styles introduced by these individuals.

Function of Eponyms in English Dance:

- *Cultural Preservation*: Eponyms in English dance terminology serve as cultural markers, preserving the legacy of the pioneers who revolutionized the art form. For instance, the “Graham Technique” encapsulates Martha Graham's unique approach to modern dance, which emphasizes contraction and release.
- *Technical Instruction*: Eponyms facilitate the teaching of specific dance techniques. The use of a term like “Fosse Style” immediately communicates the specific aesthetic—characterized by stylized movements and isolations—introduced by Bob Fosse.
- *Standardization of Terminology*: Eponyms help standardize terminology across dance schools and communities, allowing for a shared understanding of styles and techniques.

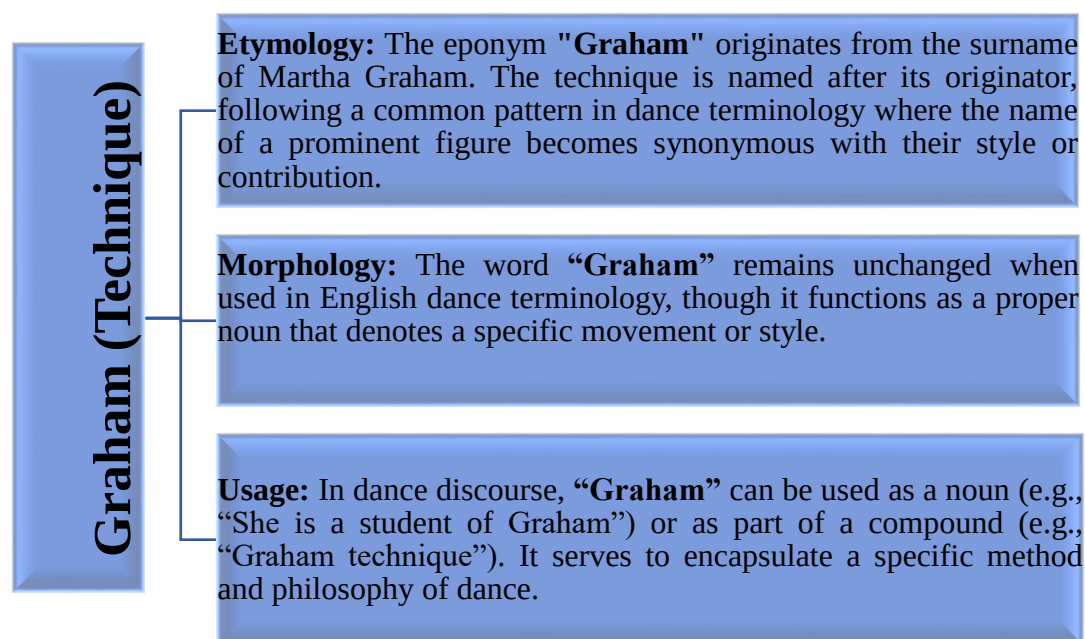
DISCUSSION

The comparative analysis of eponyms in English and Uzbek dance terminology reveals both shared and distinct functions. In both languages, eponyms serve as a linguistic device to honor influential figures, preserving their contributions and promoting standardization in dance education. However, there are notable differences in the underlying cultural implications.

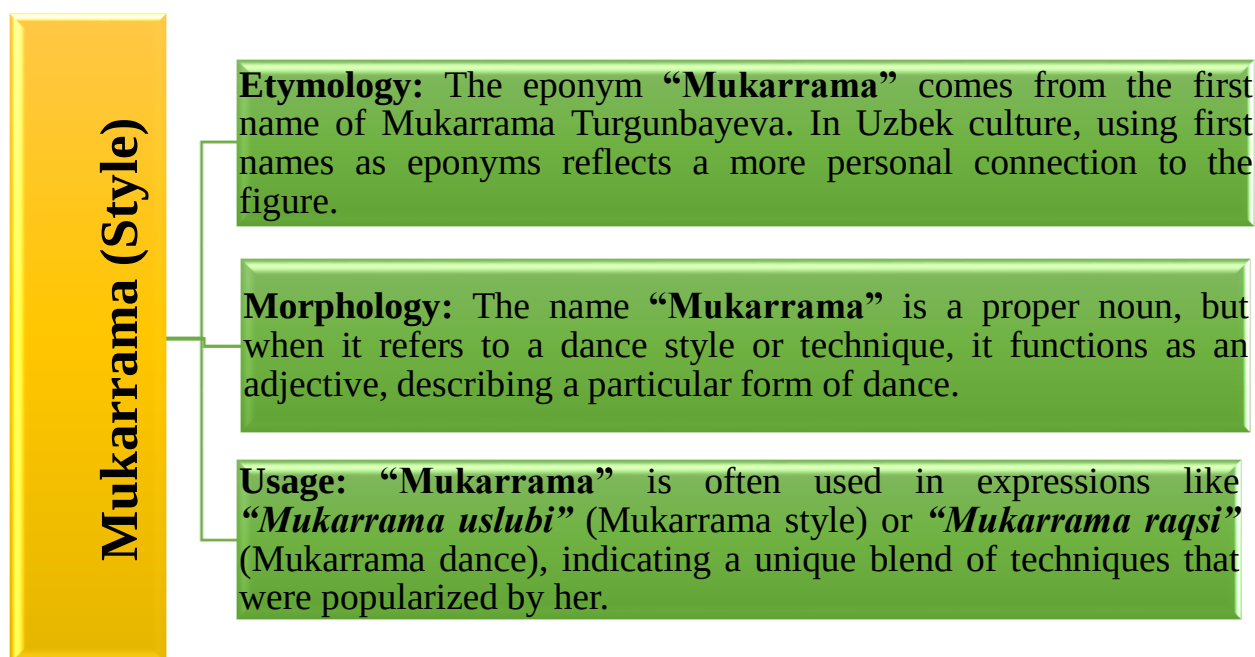
In English dance, eponyms often relate to technical innovation and stylistic uniqueness. The names of individuals like Graham, Fosse, and Cunningham are synonymous with groundbreaking contributions to modern and contemporary dance forms. In contrast, Uzbek dance eponyms are more closely tied to the preservation of traditional dances, with a focus on cultural heritage and regional identity.

Eponyms in dance terminology are words derived from the names of people, often individuals who have had a significant impact on the dance form or technique.

EXAMPLES OF EPONYMS IN DANCE TERMINOLOGY



Eponyms in Uzbek dance terminology, much like in English, are terms derived from the names of influential individuals who have contributed to the development of specific dance forms or styles. These eponyms are significant because they reflect the cultural and historical impact of certain figures on Uzbek dance, which is a blend of traditional folk elements and regional styles.



LINGUISTIC PATTERNS IN DANCE EPONYMS

Morphological Simplicity: Eponyms in dance tend to retain their original form, typically as proper nouns derived from surnames. They do not undergo significant morphological changes but may be paired with other terms (e.g. “technique”, “style”) to contextualize their meaning in dance.

Function: Eponyms in dance terminology often serve as “*adjectives*” or “*nouns*”. When functioning as adjectives, they describe a specific dance form (e.g., “Graham technique”), while as nouns, they represent the individual’s body of work or their associated style (e.g., “She teaches Balanchine”).

Semantic Shift: In everyday language, these surnames may refer to people, but in the context of dance, they undergo a semantic shift to refer to specific techniques, styles, or choreographic signatures. This shift highlights the cultural and technical significance of the individuals whose names are borrowed.

Cultural Connotations: These eponyms not only signify movement styles but also carry the cultural legacy of the individuals. The names evoke the broader philosophies and artistic contributions of the people they represent, often going beyond mere technique to encapsulate a vision or approach to dance.

CONCLUSION

Eponyms in both English and Uzbek dance terminology function as important linguistic tools that encapsulate the contributions of key figures in the dance world. While both serve to honor individuals and standardize techniques, English dance eponyms focus more on innovation and technical instruction, whereas Uzbek eponyms are closely tied to the preservation of cultural heritage and national identity. By analyzing these eponyms through comparative, descriptive, and etymological lenses, we gain a deeper understanding of their cultural significance and practical function in dance terminology.

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THE PLACE OF SYNONYMS IN THE SCIENCE OF LEXICOLOGY

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Abstract: The study investigates the treatment of synonyms in lexicography, discussing the challenges faced by lexicographers in defining and distinguishing between similar words in dictionaries. The pedagogical implications of synonymy for language learners are analyzed, emphasizing both the benefits and challenges synonyms present in vocabulary acquisition and usage. Finally, the research addresses some limitations of synonymy, particularly in translation and formal writing, where the precise choice of words can affect clarity and interpretation. The research begins with a theoretical overview of synonymy, examining various types of synonyms—absolute, relative, contextual, and stylistic—and their linguistic importance. It then delves into

the role of synonyms in lexical development, highlighting how they emerge through processes such as borrowing, semantic shifts, and cultural changes.

Keywords: Synonymy, Lexicology, Synonyms, Lexical development, Absolute synonyms, Relative synonyms, Contextual synonyms, Stylistic synonyms, Lexicography, Semantic shift, Language learning, Vocabulary acquisition, Language evolution, Translation, Word choice.

The study of lexicology, which focuses on the analysis and understanding of a language's vocabulary, plays a crucial role in exploring how words function, interact, and evolve. Among its many components, the phenomenon of synonymy—words with similar meanings but often differing in connotation, usage, or context—holds a significant position. Synonyms contribute to the richness and flexibility of language, allowing speakers and writers to choose words that best convey nuance and tone. This thesis, *"The Place of Synonyms in the Science of Lexicology,"* aims to delve into the pivotal role that synonyms play within the framework of lexicology. By analyzing their functions, categorizations, and implications in both linguistic theory and practical language use, this research seeks to shed light on how synonyms enrich communication and the challenges they pose in fields such as translation, language teaching, and dictionary-making. Furthermore, the study will explore the dynamic nature of synonymy in relation to semantic change, cultural influence, and lexical expansion, highlighting its relevance to both modern and historical linguistic studies. In addition to offering a theoretical overview, this research will address practical considerations, examining how synonyms are treated in lexicographic works, their impact on language learners, and their role in shaping textual interpretation. Ultimately, this thesis contributes to a deeper understanding of how synonyms fit within the broader landscape of lexicology and their importance in the evolution of language itself.

1. The Concept of Synonymy in Lexicology

Synonymy refers to the phenomenon where two or more words have similar or identical meanings, although they often differ in subtle ways such as connotation, style, or usage. In the field of lexicology, synonymy is studied not merely for its surface-level meaning equivalence but for the way it influences language development,

communication, and meaning negotiation. Synonyms demonstrate the flexibility of language, enabling speakers to choose the most contextually appropriate word to express their ideas.

Lexicology, as a branch of linguistics, focuses on the structure, formation, and meaning of words. Within this field, synonyms are examined to understand the depth of semantic relationships between words, to analyze how meanings shift over time, and to explore how vocabulary growth is often driven by the necessity to express finer shades of meaning. Synonymy, in this sense, is not simply about lexical similarity; it also involves considerations of register, tone, frequency, and cultural connotations, which enrich the language and influence its usage in diverse contexts.

2. Types of Synonyms

Synonyms can be categorized in several ways, each serving a distinct purpose within lexicological analysis. Some of the key classifications are:

a) Absolute Synonyms

Absolute synonyms are words that have identical meanings in all contexts and can be substituted for one another without any change in meaning. While theoretically possible, true absolute synonyms are rare in most languages. Words such as "begin" and "commence" may come close, but even these often carry slight differences in formality or usage context.

b) Relative Synonyms

Relative synonyms, more common in everyday language, are words that share core meanings but differ in certain nuances, such as degree, intensity, or connotation. For example, "big," "large," and "huge" are relative synonyms, with "huge" implying a greater size or intensity than "big" or "large." These variations allow speakers to be precise in their expression, selecting words that match the specific meaning they wish to convey.

c) Contextual Synonyms

Some words may not appear synonymous in isolation but act as synonyms within specific contexts. For instance, in the phrases "leave the room" and "exit the room," "leave" and "exit" are used synonymously, even though in other contexts "leave" could

imply a broader range of actions. Contextual synonyms reveal how language adapts to specific communicative needs, reflecting the fluidity of meaning based on circumstance.

d) Stylistic Synonyms

Stylistic synonyms are words that have the same meaning but differ in their level of formality or their usage in different registers. Words such as "child" and "kid" illustrate this distinction, with "kid" being more informal and conversational compared to the neutral or slightly formal "child." Stylistic synonyms help speakers match their language to the appropriate social or cultural context.

3. The Role of Synonyms in Lexical Development

Synonyms play a significant role in the expansion and evolution of language. They allow for greater expressive diversity and help prevent monotony in communication. Historically, synonyms have entered languages through several mechanisms, including:

- **Borrowing from other languages:** English, for instance, has numerous synonyms that come from Latin, French, and Germanic roots. The words "kingly," "royal," and "regal" are examples of this, with each word having been borrowed from a different linguistic tradition and now carrying distinct connotations.

- **Semantic Shift:** Over time, words often evolve in meaning, leading to the development of new synonyms. For example, the word "knight" originally referred to a servant but came to mean a mounted soldier, creating a range of related terms such as "warrior" and "soldier."

- **Technological and Cultural Changes:** As societies develop, new terms emerge to describe modern realities, leading to new synonyms. Words like "mobile phone," "cellphone," and "smartphone" illustrate how new technologies give rise to synonym clusters.

Synonyms thus contribute to a language's dynamism, allowing it to adapt to new concepts, societal changes, and cultural influences.

4. Synonymy in Lexicography

Lexicography, the practice of dictionary compilation, places a strong emphasis on the classification and explanation of synonyms. Synonyms are particularly important in dictionaries because they assist users in distinguishing between subtle differences in meaning, usage, and connotation. A well-constructed dictionary will not only list synonyms but also clarify their distinctions, helping users understand when and how each word should be used.

Lexicographers face several challenges when dealing with synonyms, including:

- **Defining Meaning Differences:** It can be difficult to provide concise yet accurate explanations of how synonyms differ. For instance, distinguishing between "happy," "content," and "joyful" requires the lexicographer to identify and convey nuanced emotional states.

- **Synonym Selection:** Determining which synonyms to include in a dictionary can be challenging, particularly when dealing with rare or archaic terms. Lexicographers must consider whether a synonym is still in active use or whether its inclusion is necessary for historical or academic reasons.

- **Regional Variations:** Some synonyms may be specific to certain dialects or regions. Words like "elevator" (American English) and "lift" (British English) function as synonyms in different English-speaking regions, and dictionaries must account for these variations to ensure clarity for a diverse audience.

5. Synonyms and Language Learning

In language teaching, synonyms are critical tools for expanding a learner's vocabulary and enhancing their understanding of subtle meaning distinctions. Teaching synonyms helps learners develop a more nuanced grasp of the language and allows them to choose words that best fit different contexts, improving both their receptive and productive language skills.

However, synonyms can also present challenges for language learners. The subtle differences in meaning, formality, and usage between synonyms can lead to confusion, especially when learners are not yet familiar with the cultural or situational contexts in which certain words are appropriate. Therefore, language instructors often

use synonyms to illustrate such distinctions and provide practical examples to reinforce the correct usage of each term.

6. The Limitations and Problems of Synonymy

While synonyms enrich a language, they also present certain challenges. In translation, for instance, finding exact equivalents for synonyms between two languages can be difficult, as words in one language may lack perfect counterparts in another. Moreover, over-reliance on synonyms in communication can sometimes lead to vagueness or ambiguity, especially when the speaker or writer is not fully aware of the connotative differences between words.

Additionally, the existence of too many synonyms can complicate the process of word choice, leading to potential confusion or miscommunication. In legal and technical writing, for example, the precise choice of words is critical to ensuring clarity and avoiding misinterpretation, making synonymy a double-edged sword in such contexts.

In conclusion, synonyms hold a central place in the science of lexicology due to their ability to enrich language and offer flexibility in expression. They play a crucial role in the evolution of vocabulary, enabling more precise communication and fostering linguistic diversity. While they offer great advantages, synonyms also pose challenges in areas like lexicography, translation, and language teaching. Understanding their functions, classifications, and limitations is essential for appreciating their contribution to language and communication. Through a detailed exploration of synonymy, this thesis highlights the indispensable role that synonyms play in the science of lexicology and their ongoing impact on linguistic studies.

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INGLIZ VA O'ZBEK TILLARIDA "JINOYAT" KONSEPTINING LINGVOKULTUROLOGIK TADQIQI

SUVONQULOVA DILNOZA KAMILOVNA

QDPI mustaqil izlanuvchisi

ANNOTATSIYA

Maqolada ingliz va o'zbek tillarida "jinoyat" konseptining lingvokulturologik tadqiqi, hususan, o'zbek tilida «jinoyat», ingliz tilida «crime», rus tilida «prestupleniye» konseptlarining inson ongi kategoriyasining asosiy tushunchalari sifatida o'rin egallashi masalalari atroflicha yoritib beriladi.

Kalit so'zlar: konsept, semantik maydon, yadro, periferiya, leksema, olamning lisoniy manzarasi, universal tushuncha

Tilning konseptual sohasini va semantik maydonini belgilash zamonaviy tilshunoslik uchun muhim va fundamental masala bo'lib ko'rinadi. Ko'plab asar mualliflari qarashlarida bu «olamning lisoniy manzarasi» deya talqin qilinadi⁹³. Bu manzarada o'zbek tilida «jinoyat», ingliz tilida «crime», rus tilida «prestupleniye» konseptlari ham inson ongi kategoriyasining asosiy tushunchalari sifatida o'rin egallaydi. YE.M.Mikayelyanning nomzodlik dissertatsiyasi ma'lumoti bo'yicha, zamonaviy ingliz tili diskursida «jinoyat» konsepti yuqori reprezentativlik xususiyati

⁹³Бабушкин А.П., Стернин И.А. Когнитивная лингвистика и семасиология. – Воронеж: ОООРитм, 2018. – С.16.

bilan xarakterlanadi⁹⁴. Tadqiqotchining fikricha, zamonaviy Britaniya va Amerika olamning lisoniy manzarasida (demakki, jamiyatida ham) «jinoyat» konsept muhim o'rin egallaydi. Shuningdek, o'zbek jamiyatida ham jinoyat tushunchasi allaqachon xalq ong-u shuurida boshqacha ahamiyat kasb eta boshlagan. Ravshanki, Yevropada jinoiy harakatlar, qonunbuzarliklar, insonni o'ldirish, katta obyektlarni tunash yoki nomusga tegish kabi holatlar ko'p uchraydi. Keltirilgan misollar o'z aksini kinofilmlarda ham topadi. Chunki asarlar ham albatta real voqelikka tayanib yaratiladi. Shunga qaramasdan, ularning oldini olish chora tadbirlari va tegishli qarorlar ko'payishi natijasida ingliz va amerikaliklarni qonunlarga qattiq rioya qilishi haqidagi ma'lumot ham hammaga ayon. Shuning uchun, olamning lisoniy manzarasidagi jinoyat asosan millatning kelib chiqishiga borib taqaladi va voqeliq muayyan guruhga mos bo'lgan milliy va madaniy xususiyatlar prizmasi negizida ifoda etadi. Xalqning yashash tarzi, xatti-harakati, ijtimoiy holati, mentaliteti, hattoki tarixiy o'tmishi ta'sirida jinoyat tushunchasiga qarashlari yuzaga keladi, deyishimiz mumkin. Olamni anglash, bilish va u haqida fikr, tushuncha, shuningdek, g'oyalarni hosil qilish, shakllantirish funksiyasi yordamida obyektiv voqelikni mujassam etgan individual yoki jamoaviy ong konsept ko'rinishida universal tushunchalarning paydo bo'lishiga olib keladi.

V.A.Maslova, I.A.Sternin, Z.D.Popova va boshq. fikriga ko'ra, konsept yadro va periferiya nuqtai nazaridan tavsiflanadi. Yadroga eng asosiy, vizual aniq, birlamchi, jonli va ahamiyatli tasvirlarga ega bo'lgan qatlamlar kirsam, periferiyaga ikkinchi darajali, mavhum, assotsiativ shaklli ifodalar kiradi. Asosiy va qo'shimcha qatlamlar yagona negiz-konseptda jamlanadi va konsept tarkibi boyib boradi. «Jinoyat» konseptida «jinoyat» leksemasi yadro bo'lib, u «jinoyat» konseptini nomlash uchun yagona kalit vazifasini o'taydi. Leksemaning sinonim va antonim shakllari «jinoyat» konseptiga tegishli tushunchalar hisoblanadi.

«O'zbek tilining izohli lug'ati»da «jinoyat» leksemasi quyidagicha ta'riflanadi: Jinoyat [arabcha-ayb, gunoh; jinoiy ish] 1.*huq.* Davlat qonunlari bilan belgilangan

⁹⁴Микаелян М.Е. Концепт *CRIME* в современной англоязычной картина мира: структурно-репрезентационный и когнитивно-дискурсивный подходы: автореф. дис...канд. филол. наук. – Ростов-на-Дону, 2010. – С.3.

tartibga xilof va shu qonunlarga asosan javobgarlikka tortishni talab qiladigan, jamoat uchun xavfli xatti-harakat. *Og'ir jinoyat. Amaldan foydalanib qilingan jinoyat. Jinoyat ustida ushlamoq. 2. ko'chma.* Yomon oqibatlariga olib boradigan zararli xatti-harakat, ish; gunoh. *Bas siz bilan biz, Tojiboy aka, bu ishga rahbarlik qilish o'rniga qo'l siltar ekanmiz, jinoyat qilgan bo'lamiz va buning uchun xalq oldida javobgar bo'lamiz*⁹⁵.

Demak, «jinoyat» leksemasi ikkiyoqlama tushuniladi. Biri yuridik jihatdan bo'lsa, ikkinchisi milliy madaniy tomondan tahlil qilinadi. Birinchi ta'rifga binoan «jinoyat» so'zi huquq, sud, sud hukmi, jazo, ayblov, ijro, qonun hujjatlari, noqonuniy, kodeks, qonunbuzarlik, mahkum, adolat, jabrlanuvchi, aybdor shaxs kabi verbalizatorlar bilan bog'liq.

Ikkinchi ta'rifga binoan, O'zbek xalqi qiyofasida jinoyat, bu katta gunoh hisoblanadi. Dinimiz islom ta'limotida jinoyat tushunchasi katta va kichik gunohlarga bo'linadi: 1. Banda va Alloh taolo orasidagi gunohlar. 2. Bandalarning haqlariga taaluqli gunohlar. Ular tarkibiga suiqasd, zino, poraxo'rlik, sudxo'rlik, o'g'irlik, g'iybat, yolg'on gapirish, tuhmat, behayo ishlarni qilish, qimorbozlik, ichkilikbozlik, birovning haqini yeyish va h.k. kiradi⁹⁶. Islomda bunday jinoyatni insonning o'zi anglab yetib, qilgan jinoyatidan pushaymon bo'lsa va tavba qilsa, u Alloh taolo tomonidan marhamat qilinadi va kechiriladi.

Ko'rib turganimizdek, «jinoyat» konseptining yadrosi «jinoyat» leksemasi va u ikki tushuncha ostida birlashadi. «Gunoh» tushunchasi diniy axloqiy tushuncha bo'lib, u barcha dinlarda o'ziga xos ko'rinishga ega. Gunohlarning behisobligini, unga tegishli tushunchalarni ko'pligini hisobga olib unga alohida konsept sifatida qarash mumkin. Ammo uning yadrosi jinoyat ekanligini bilish mumkin.

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⁹⁶Абу Ҳомид Ғаззолий. ИХЙОУ УЛУМИД ДИН. Тавба китоби. Рухий тарбия.

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Antroponimka sohasi va antroponik birliklar tushunchasi

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Annotatsiya. Biror tildagi antroponimlar majmui antroponimiya (xuddi toponimiya, zoonimiya kabi) deb yuritiladi. Masalan, o‘zbek antroponimiyasi, qozoq antroponimiyasi kabi. Antroponimlarni tadqiq qiluvchi soha antroponimika deb nomlanadi va onomastikaning bu bo‘limi antroponimlarning lisoniy va nolisoniy xususiyatlarini tadqiq qiladi. Antroponimika mutaxassisi antroponimist (o‘zbekcha antroponimshunos) deb yuritiladi. Yuqorida onomastikon tushunchasini keltirganimizdek, biror tildagi antroponimlarning yig‘indisi, mavjud antrokonni tashkil qiladi.

Kalit so‘zlar: antroponimka, ismlar, udum va odatlar, zooantroponim, fitoantroponim

O‘zbek antroponimiyasini zamonaviy ilmiy metodlar asosida o‘rganishga bag‘ishlangan tadqiqotlar o‘tgan asrning 60-yillarida yuzaga kela boshladi. Ungacha bolaga ism qo‘yishga bag‘ishlangan ba’zi ilmiy-ommabop maqolalar nashr etilgan edi.

O‘zbek ismlarining ma’nolarini ommabop tarzda izohlagan dastlabki risolani Y.Menajiyev va X.Azamatovlar yaratishdi⁹⁷. Risolada ismlar ma’nosini tushunish, ism

⁹⁷Менажиев Я., Азаматов Х. Истингизнинг маъноси нима? Тошкент: Фан, 1964.

ma'nosining asosi bo'lgan motivlar va boshqalar yuzasidan jiddiy nuqsonlarga yo'l qo'yilgan. Bu nuqsonlar haqida alohida to'xtalib o'tirmaymiz.

Ushbu risola keyinchalik E.Begmatov va D.Abdurahmonovlar tomonidan qayta ishlanib, nashr qilindi. Yangi nashrda ismlarning nominativ vazifasi, ism ma'nosi tutpunchasi, ism berishda amal qilinadigan udum va odatlar, ishonch va e'tiqodlarga oid qimmatli ma'lumotlar berilgan. Ayniqsa, diniy ma'noli nomlarning bolaga berilish sabablari (Xudoyberdi, Tangriberdi, Xudoyor, Xudoynazar, Ollonazar, Quadratulla), ism berishda amal qilinuvchi totemistik va animistik e'tiqodlar (Bo'riboy, Bo'ritosh, Bo'riniso, Boybo'ri, Itolmas), so'zning (ismning) sehrli kuchiga ishonish bilan bog'liq qarashlar (Ortiqboy, Oltiboy, Ziyodulla, Nishonboy, Xolboy, Xolniso, Norboy, Norxol), zooantroponim va fitoantroponimlarning paydo bo'lish sabablari (Qo'ziboy, Norqo'zi, Oloqo'zi, To'qliboy, Sarkaboy, Qo'chqor, Takaboy va boshqalar), chaqaloqni bevaqt nobud bo'lishdan, kasallikdan himoya qilish maqsadida beriladigan ismlarning etnografik asoslari (To'xta, O'lmas, Tursun, Temir, Toshboy, Toshtemir va boshqalar) haqida qimmatli mulohazalar bayon qilingan'.

Quyidagi fikrni kitob mualliflarining qayd qilingan tahlillariga xulosa sifatida keltirish mumkin: "Demak, bolani nomlash odatlari va kishi nomlarining paydo bo'lishi, rivoji dastlab xalqning iqtisodiy-xo'jalik sharoiti, shunga bog'liq holda ma'noviy turmushi, jumladan diniy va estetik qarashlari, shuningdek, geografik muhiti bilan yaqindan bog'liq hodisadir"⁹⁸. Kitobda kishi nomlari, ya'ni antroponimlarning ma'nosi yuzasidan ham fikr bildirilgan. Mualliflarning bu masaladagi tahlillari hozirda ism ma'nosini fanda uch xil talqin qilish mavjudligini ko'rsatgan. Bular: a) ism uchun asos bo'lgan so'z anglatuvchi lugaviy ma'no;

b) ismning tanlanishi va qo'yilishi bilan bog'liq etnografik ma'no;

v) ismning yakka shaxsning atoqli oti sifatida yuzaga keluvchi yakka, xususiy tushuncha bilan bog'liq ma'nosi. Keltirilgan ma'nolarning tahlilidan keyin mualliflar shunday xulosaga kelishadi: "Xullas, kishi nomlarining ma'nosi bormi, uni nima

⁹⁸Менажиев Я., Азаматов Х., Абдурахмонов Д., Бегматов Э. Истингизнинг маъноси нима? Тошкент: Фан, 1968. 6-14-бетлар.

tashkil etadi, deyilgan fikr hozirgacha tilshunoslikda ilmiy jihatdan to'la va uzil-kesil hal qilinmagan mulohazali masalalardan biridir"⁹⁹.

Ism ma'nosini ko'pincha nom uchun asos bo'lgan leksemaning denotativ ma'nosi bilan tenglashtirilishi sababini mualliflar quyidagicha izohlashgan: "Kishi nomlarini konkret shaxsning nomi sifatidagi ma'nosini ko'p holatlarda izohlab bo'lmashligi va nomlarning etnografik ma'nosini izohlash esa nihoyatda murakkab va qiyinligi, ko'pincha ismlar ma'nosi haqida gap ketganda, nom uchun asos bo'lgan so'z anglatuvchi ma'noni tushuntirib berishga urinishning kuchayishiga olib keldi va bu ma'no ismlarni anglatuvchi ma'no, deb taqdim etildi. Lekin yuqorida qayd qilganimizdek, bu ma'no ism uchun asos bo'lgan so'zning turdosh otlik ma'nosidir"

Mualliflar "Ismingizning ma'nosi nima?" kitobining maqsadi "o'zbek ismlarining turdosh otlik ma'nosini izohlashga bag'ishlangan" deb ko'rsatishadi. Shu bilan birga, bu ma'noni ular "ismlarning dastlabki ma'nosi" deb ham atashgan, Ammo kitobning izohli lug'at qismidagi ismlar ma'nosini izohlashga diqqat qilinsa, unda ismning turdoshlik ma'nosidan tashqari, etnografik ma'nosi ham izohlanganining guvohi bo'lamiz.

Kitob mualliflari ismlar ma'nosini izohlash murakkab masala ekanligini tan olishar ekan, bu masalada duch kelinishi mumkin bo'lgan qiyinchiliklarni 8 guruhga bo'lib, ishonarli ravishda tahlil qilishgan.

Usha paytda o'zbek ismlari haqida yozilgan dastlabki ilmiy maqolalar ham yuzaga kela boshladi. Dastlab, M.Shamsiyeva ism berishning ba'zi motivlari haqida, E.Begmatov ismlar ma'nosini tushunish va talqin qilishning xususiyatlari haqida, O'. Nosirov ism qo'yishning Qashqadaryo aholisi orasida tarqalgan udumlari va ismlarning lingvistik o'ziga xosligi haqida maqolalar e'lon qilishdi. Keyinchalik biz tomondan yozilgan maqolalarda antroponimlarning lug'aviy o'ziga xosligi, ismlar yasallashida xususiy tomonlar yuzasidan fikr yuritildi.

M.Shamsiyevaning maqolasida ism berishning 5 xil motivi, qizlarni nomlashning 5 xil motivi, shuningdek, diniy ismlarning qo'yilish sabablari aytilgan.

⁹⁹Менажиев Я., Азаматов Х., Абдурахмонов Д., Бегматов Э. Исмнингизнинг маъноси нима? Тошкент: Фан, 1968. 6-14-бетлар.

O'.Nosirov maqolasida o'rganilgan hududda ism berish udumlari bilan aloqador ba'zi nomlarga keng to'xtalgan. Masalan, chaqaloq dunyoga kelgach, uning badanidagi belgilarga ishora qiluvchi Qoriq, Qo'shboy, Qo'shboq, Qo'shoq, Oltiboy ismlarining; go'dakning yuzi, ko'zi va sochiga xos xususiyatiga ko'ra qo'yiluvchi Ko'kiboy, Sariboy, Qoraboy; agar chaqaloq tug'ilgandan to yetti kunga qadar ko'zi ochilmasa, unga Ochil, Ochiloy, Ochilbek, Ochildi kabi nomlar berilishining; ba'zi ismlar chaqaloqning tug'ilgan vaqtiga ishora qilishi Chorshanboy, Juma, Jumaboy, Payshanba, Bozor, bola biror voqea, tadbir kuni tavallud topsa Haydar (shanba kuni sotish) ismlari qo'yilgan.

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DIALOGUE AS A COMMUNICATIVE STRUCTURES IN EFL Learning

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Annotation: This article delves into the multifaceted nature of dialogue as a fundamental communicative structure in human interaction. The annotation aims to highlight various dimensions of dialogue and its significance in fostering understanding, collaboration, and the exchange of ideas.

Key words: Dialogue, speech, structure, language skills

Communicative structures of a dialogue from the perspective of psychology the analysis of dialogical speech shall be based on the comprehension of interaction subjects as intersubjectivity dynamics, i.e. as a process of development of relations between certain subjects, forming of their assessment, emotions, values and purposes under mutual influence in the process of dialogic communication. "An utterance (as a conversational integral unit) cannot be recognized as a unit of the last, top level of the language structure (above the level of syntax), because it is a part of fundamentally different relations (dialogic relations) incomparable with the linguistic relations of other levels..." "Dialogic relations between utterances... belong to metalinguistics. They are disparate to any other possible linguistic relations of different elements both in the language system and in a separate utterance". Intentional models of a dialogue represent interaction as a process targeted at the implementation of a plan, partner's intentions, and achieving goal, and informational models outline a concept of interaction as a process of information interchange between the participants of a dialogue. [1; 45] More specific models of a dialogue represent separate stages of verbal interaction (start, the process itself, completion, assessment, change or influence, taking a decision. A dialogue as a form of speech has a range of specific features, such as

- substantial number of etiquette formulae, stereotypes, and set phrases;
- unexpanded replication (reduced utterances);
- situational conditionality;
- proximity to internal speech by structural characteristics, etc.

The interrelation between the strategical content of a dialogue and the specific character of its grammatical arrangement remains the most important question to be answered. A number of researchers solve this problem relying upon the concept of intentionality. Intentionality in grammar means the relation between the semantic functions of grammatical forms and the intentions of a speaker with a communicative aim of an utterance and a text, the grammatical form capability of becoming one of the elements actualizing the general idea of verbal and cogitative activity. The

determination of intentions in grammar implies the consideration of complex interaction of many contextual and sociolinguistic factors. In such case only the most frequent for them grammatical means can be specified. However, the recognition of this fact does not eliminate the question concerning grammatical ways of explicating dialogical strategies and tactics. [2; 112]

The most important thing in this line of grammatical studies lies in the fact that grammatical forms allow (within bounds) for variation capable to translate speaker's intentions, which allows identifying the character of strategies applied by a speaker. The analysis of the existing concepts of communicative strategies allows drawing a conclusion that communication strategies not being a factor directly designating an option of a dialogical structure, nevertheless, exert a great influence over it. Therefore, communication strategies can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue grammar as a means allowing speeding up the process of forming not only communicative competence as a whole, but also flexible grammar and dialogical speech skills due to the improvement of the effectiveness of exercises being used. A task for identifying and using different ranges of communicative strategies in the process of teaching a foreign language given to research teachers causes arguments and discussions related to the pendency of questions of the forms of implementing different strategies in different language structures. The comprehension of a dialogue as the most common oral speech phenomenon reflecting all the regularities of the communication process as a whole is typical for present-day studies and researches. [3; 23]

The consideration of communication as the interaction of subjects performed by means of sign vehicles and targeted at significant change of the condition, behavior, and personal and semantic formations of partners defines the main goal of dialogical speech as exercising some or other influence over a dialogue partner. "Utterances of a dialogue at the psychological and relatively easy-to-observe level are oriented against each other. They correlate as a stimulus and reaction" [4; 305]. If a communicant upsets the right correlation, he/she causes relevant reaction of the other dialogue partner. The

high significance of strategies in learning and teaching dialogical speech is conditioned just by this factor.

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LINGUOCOGNITIVE INTERPRETATION OF DISCURSIVE PERSON

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Abstract: This article is dedicated to the linguocognitive interpretation of a discursive person. The article presents linguocognitivism as a method of studying the interaction between language and cognitive processes. The concept of a discursive person is analyzed in terms of how an individual expresses themselves through language and speech within specific social cultural or communicative contexts. This approach demonstrates how one's personal and social identity is formed and manifested through language. The article addresses an important topic for researchers in linguistics and psycholinguistics.

Keywords: linguocognitivism, discursive person, language and cognition, social context, speech and identity

In modern linguistics, the concepts of linguocognitivism and the discursive person attract the attention of many researchers. By studying the relationship between language and cognition, it becomes possible to understand how a person's linguistic behavior is formed and how it functions in society. This article examines the linguocognitive interpretation of a discursive person and analyzes how this process is reflected in the formation of a person's identity and social role through language.

Linguocognitivity is a scientific field that studies the interaction between language and cognition. This field explores how humans perceive the world through language, how information is organized and transmitted. The linguocognitive approach focuses on studying the system of knowledge reflected in language, concepts, and mental models formed on their basis. Within the framework of linguocognitivity, the following aspects are studied: - Concepts and their linguistic expression: How the system of human perception and concepts is formed and reflected through language. - Language and culture: How language reflects and transmits the knowledge, values, and experiences of culture. - Cognitive processes and language: How human cognitive processes such as thinking, perception, and memory are manifested through language. - Metaphors and language: How cognitive mechanisms, especially metaphors, influence how we perceive the world.

A discursive person is an individual who expresses their identity through language and speech in a specific social, cultural, or communicative context. The concept of a discursive person helps to understand how personal and social identities are formed and expressed through linguistic activity. During this process, the individual shapes their personality and exhibits their social roles through language. Speech serves as a key element of personal and social identification. Cultural and social factors play a significant role in shaping the discursive person. A person's place in society, accepted norms, and values directly influence speech activity. Each language and culture governs the individual's speech activity through its unique system of knowledge and concepts. In this way, the individual adapts to their culture and society, and realizes their social role through linguocognitive processes. A discursive person is an individual who expresses their identity through language and speech within a specific social, cultural, or communicative context. The concept of a discursive person helps to understand how personal and social identities are formed and expressed through linguistic activity. Through this process, an individual shapes their personality and manifests their social roles via language. Speech becomes a crucial element of personal and social identification.

Cultural and social factors play a significant role in shaping the discursive person. A person's place in society, the accepted norms, and values directly influence speech activities. Each language and culture governs the individual's speech activities with its unique system of knowledge and concepts. Through these processes, individuals adapt to their culture and society and become aware of their social roles through linguocognitive processes. Literary characters also reflect discursive individuals. In novels, characters manifest their personalities through speech. For example, Dostoevsky's "Crime and Punishment" illustrates Raskolnikov's inner monologues, revealing his distinctive worldview and moral struggles. Through these monologues, the character expresses his inner discursive personality. The linguocognitive interpretation of a discursive person is one of the most relevant issues in linguistics and psycholinguistics. This approach offers insight into how a person's personal and social identity is shaped and expressed through language. Researchers can use this approach to understand more deeply the relationship between language, cognitive processes, and social relations. Additionally, this topic promises to be of great interest for future research.

Linguocognitivity refers to the study of the relationship between language and cognitive processes. It focuses on how language reflects, organizes, and transmits human knowledge, values, and mental models. The field investigates how we perceive the world through language and how concepts are formed and communicated. As mentioned above, discursive person is an individual who expresses their identity and social roles through language in specific social, cultural, or communicative contexts. The term is closely tied to discourse analysis and sociolinguistics, emphasizing that language use is a social act. Discursive identity formation refers to how a person's linguistic behavior is shaped by their social and cultural environment, allowing them to express both personal and social identities. Through discourse, a person not only conveys information but also reveals their place in society, their beliefs, and the norms they follow.

Moreover, cultural norms and social roles play a significant role in shaping how people use language. Language is influenced by the culture and society in which a

person lives, and through speech, they conform to or challenge these societal norms. Discursive practices can include everything from everyday conversation to literary expression. Even fictional characters in literature can be analyzed as discursive persons. For example, Fyodor Dostoevsky's character Raskolnikov from *Crime and Punishment* expresses his inner identity through his internal monologues, reflecting both his personal struggles and his interaction with societal norms.

Discourse goes beyond mere text or speech. It involves understanding the intentions behind the communication, the context in which it occurs, and how participants interpret and react to the conversation. A linguocognitive approach to discourse thus emphasizes how cognitive processes such as reasoning, perception, and interpretation shape and are shaped by language. Metaphors are often key to understanding cognitive aspects of language. They help us perceive and interpret complex social and cultural experiences by relating them to familiar concepts. For example, talking about "a journey" in discussing a career or life's challenges helps people conceptualize abstract experiences in more tangible ways. Psycholinguistic research on discursive identity looks at how individuals internalize language as part of their cognitive system and how they use it to construct and navigate their social world. It explores the deep links between how people think, how they communicate, and how they view themselves in relation to others.

Identity in discourse is not static. People can express multiple aspects of their identities based on the context of the conversation. For example, in a formal setting, a person may express a professional identity, while in a casual setting, they may emphasize their personal or cultural identity.

Linguocognitive research has practical applications in many fields:

Education: Understanding how students construct identities in classroom discourse can help teachers design better educational programs.

Sociology and Anthropology: Researchers can investigate how communities use language to maintain cultural values and social cohesion.

Literary Studies: By analyzing the speech of characters in literature, scholars can reveal the deeper psychological and social factors that influence narrative structure and character development.

The linguocognitive interpretation of a discursive person is one of the most relevant issues in the fields of linguistics and psycholinguistics. This approach provides an opportunity to study how personal and social identities are shaped through language. This topic is promising and of interest for future research. The *linguocognitive interpretation of a discursive person* is a valuable framework for understanding how people use language to construct and express their identities. By linking cognitive processes with linguistic behavior, this approach provides deep insights into the ways language, thought, and society are intertwined. For researchers in linguistics, psycholinguistics, and related fields, this topic opens up numerous possibilities for exploring the dynamic nature of human communication and identity.

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GAZETA DISKURSINI O'RGANISHNING KOGNITIV ASPEKTLARI VA IJTIMOIIY MADANIY JIHATLARI

Sheraliyeva Nodiraxon Abduvoxid qizi

QDPI tayanch doktoranti

Annotatsiya. Ushbu maqolada gazeta diskursi haqida so'z boradi, uning o'rganishda kognitiv aspektlari va ijtimoiy madaniy jihatlariga qay tarzda yondashish masalalari ko'rib chiqilgan.

Annotation. This article is about the newspaper discourse, the issues of how to approach its cognitive aspects and socio-cultural aspects in its study are considered.

Аннотация. В данной статье говорится о газетном дискурсе, рассматриваются вопросы подхода к его когнитивным аспектам и социокультурным аспектам в его изучении.

N.Lyumanning fikricha, har bir til o'ziga xos rivojlanish dinamikasiga ega bo'lgan avtonom o'zini-o'zi tartibga soluvchi ijtimoiy tizimdir¹⁰⁰. Shuning uchun gazeta nutqi ham ijtimoiy tizimning bir qismi sifatida ko'rib chiqilishi kerak. Umumiy ijtimoiy-tarixiy o'tmish tufayli ma'lum ijtimoiy tizimning barcha a'zolari voqelikning umumiy modelini va shunga mos ravishda uni idrok etishning umumiy kognitiv, hissiy va me'yoriy tamoyillarini "meros oladilar".

Gazetalar, axborot uzatishning eng mashhur vositalaridan biri sifatida xususiy hissa qo'shadi. Til va madaniy hamjamiyat a'zolarining voqeligi haqida g'oyalar tizimi bilan mustahkamlangan gazetalar, nutqi jamiyatda an'anaviy va kontseptual

¹⁰⁰Н.Люман. Внутри мыслящих миров: Человек-текст-семиосфера- история / Ю.М. Лотман. - М.: Языки рус. культуры, 1996. - 447 с.

yo'nalishlarga ega bo'lishadi. Gazeta nutqi, gazeta matnlari yozuvlari orqali emas, balki ma'lum bir tilda so'zlashuvchi shaxsning ijtimoiy rivojlanishiga o'z xos usulda xizmat qiladi.

XX asr ommaviy axborot vositalari ommaviy madaniyatning asosiy yo'nalishlari va ko'rinishlaridan biridir. Ommaviy axborot vositalari, shu jumladan gazetalar aholiga dolzarb ma'lumotlarni tarqatadi, oddiy odamga sodir bo'layotgan voqealar, ijtimoiy amaliyotning ixtisoslashgan sohalari vakillarining mulohazalari va harakatlarining ma'nosini "tushuntiradi" va bu ma'lumotlarni qandaydir tarzda izohlaydi.¹⁰¹

Ma'lumki, har qanday ijtimoiy faoliyat doimo o'zaro ta'sir bilan birga keladi. M.V. Shkondin bu kontekstda birgalikda harakat qilish uchun "odamlar o'rtasida doimiy axborot o'zaro ta'siri" zarurligini ta'kidlaydi¹⁰². Shaxsning ijtimoiy faolligi o'zining barcha ko'rinishlarida, bu shaxsning jamiyatda o'ynaydigan barcha rollarida uning ijtimoiy tizimdagi o'rniga muvofiq, uning axborot bilan o'zaro ta'siri, keng doiradagi vakillar bilan muloqotining zarur darajasi bilan qo'llab-quvvatlanishi kerak. Bu shaxsning ommaviy axborotga bo'lgan ehtiyojlarini to'liq qondirish uchun ma'naviy va amaliy faoliyatdir. O'z faoliyati jarayonida shaxs ijtimoiy muloqotga, siyosiy, iqtisodiy va boshqa faoliyat sub'ektlarini xabardor qilishga muhtoj.

Gazetalar, radio va televideniye dunyo voqealarini aks ettira olish va bugungi jamiyatning rang-barangligini yaratishda muhim ahamiyatga ega. Bu axborot vositalari dunyo tasvirini shakllantirishda asosiy mexanizmlardir. Atrof-muhit va uning o'zgarib borishiga doir ma'lumotlar, zamonaviy inson voqelikni ulushning usullariga qarab gazeta, radio va televizor orqali taqdim qilinadi. Sayyoramizning turli burchaklaridagi voqealar jamiyat tomonidan har kuni takrorlanib, axborot vositalari orqali tasvirlangan va talqin qilingan. Shuningdek, ommaviy axborot vositalari dunyo voqealarini shakllantirishda muhim rol o'ynaydi.

Dunyoning axborot surati ostida M.N. Volodina, biz barcha belgilar tizimlari, signallari va namoyon bo'lishini tushunamiz¹⁰³. Dunyoning axborot manzarasi

¹⁰¹ Шкондин, М.В. СМИ как коммуникативная и информационно-производящая система / М.В. Шкондин. - М., 2002. - 30 с.

¹⁰² Шкондин, М.В. Система средств массовой информации как фактор общественного диалога / М.В. Шкондин. - М., 2002. — 87 с.

¹⁰³ Володина, М.Н. Язык СМИ - основное средство воздействия на массовое сознание / М.Н. Володина // Язык СМИ как объект междисциплинарного исследования. -М.: МГУ, 2003. - С. 23-24.

jamiyatning keyingi rivojlanishiga hissa qo'shadigan narsa tanlab olingan, saqlanib qolgan va yaratilgan bo'lsa, o'tmishdagi tajribaga faol munosabat bilan bog'liq bo'lgan ijtimoiy ko'payish imkoniyatiga ega, bu esa axborot-lingvistik tasavvurni yaratishga olib keladi.

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GENDER LINGVISTIKASINING ZAMONAVIY MUAMMOLARI СОВРЕМЕННЫЕ ПРОБЛЕМЫ ГЕНДЕРНОЙ ЛИНГВИСТИКИ CONTEMPORARY ISSUES OF GENDER LINGUISTICS

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Annotatsiya

Ushbu maqolada gender tushunchasi, uning ijtimoiy, madaniy va psixologik tavsiflari, genderning til tizimidagi o'рни, uning “jins” konsepti bilan o'zaro farqli xususiyatlari va “gender lingvistikasi”ning paydo bo'lishiga oid ma'lumotlar keltirilgan. Bir qancha olimlarning xususan, V.A. Krilinaning gender lingvistikasi, lingvistik genderologiyaga oid bo'lgan muammolar, ushbu muammolar yuzasidan bo'lgan muhokama, gender lingvistikasi muammolarining turlari va uning tildagi muqobil yechimlari to'g'risidagi fikrlar keltirilgan.

Kalit so'zlar: gender, jins, gender lingvistikasi, diskurs, kontekst, sotsiolingvistika, psixolingvistika, morfologiya, sintaksis.

“Gender” tushunchasi erkak va ayollarning psixologik, ijtimoiy va madaniy o'ziga xos xususiyatlarini nazarda tutadi. Uzoq vaqt mobaynida davom etgan evolyutsiya natijasida bu ikki jins vakillarining o'ziga xos umumiylik va qarama qarshilik xususiyatlari shakllanib bordi. Natijada ular o'rtasidagi o'zaro farqlovchi va umumlashtiruvchi xususiyatlari paydo bo'ldi. Bilamizki, erkak va ayollar o'rtasidagi farq inson paydo bo'lgandan boshlab shakllana boshladi, dastavval, xo'jalik yumushlarini bajarishda tafavvut bo'lgan. Xususan, erkak jins vakillari ov qilish, tirikchilik uchun yemish izlash bilan band bo'lishgan bo'lsa, ayollar uyda olov o'chib qolmasligi uchun mas'ul bo'lishgan. Keyinchalik sivilizatsiya taraqqiyoti natijasida ikki jins vakillarining xulq-atvorida, kiyinishida, yurish-turishi, muomalasi va so'zlashuv uslubida farqlar yuzaga kela boshlagan.

Shu munosabat bilan fanga “gender” tushunchasi kirib keldi. Ushbu tushuncha fanga tib jinsning ya'ni ular asosida insonlarni erkak va ayolga ajratish uchun kiritilgan. Til vositalarini gender tahlili so'nggi yillarda tilshunoslikda amalga oshirilgan va oshirilayotgan masalalardan biri sanaladi.

Xususan, ayol va erkak jinsidagi vakillarning so'zlashuv uslubi, so'zlar tanlovi, lug'at tarkibi kabi jihatlaridagi farqlar allaqachon namayon bo'lgan bo'lsa-da, tib jinsning o'zaro munosabatlari hali hanuz davom etmoqda. Aynan ushbu soha bilan shug'ullanuvchi tilshunoslikning zamonaviy yo'nalishi – Gender lingvistikasi vujudga kelgan. “Gender” so'zi ingliz tilidan olingan bo'lib, “zot, jins” degan ma'nolarni bildiradi.¹⁰⁴

Gender lingvistikasining asosiy maqsadi, erkaklar va ayollar nutqi o'rtasidagi tafavvut va o'xshash jihatlarini tahlil etish. Ta'kidlanganidek, erkaklar va ayollar o'rtasidagi tib, tabiiy farqlar bilan, erkaklar va ayollar xatti-harakatini, ijtimoiy va madaniy tavsiflarini aniqroq farqlash uchun gender atamasi qabul qilingan.

¹⁰⁴ Komilova N (2023,) Zamonaviy tilshunoslikda Gender nazariyasining asoslari, FarDU ILMIY XABARLAR.

Hozirgi kunda gender muammosiga oid tadqiqotlarni V.A.Kirilina ikki yo'nalishga ajratadi: 1. Gumanitar fanlar doirasidagi gender muammosi 2. Lingvistik genderologiya yoki gender lingvistikasi muammosi.¹⁰⁵

Gender lingvistikasi – ilmiy yo'nalishdagi tadqiqotlar sirasiga kirib, tilshunoslik tushunchalari yordamida genderni tahlil etadi. Uning dastlabki muammolaridan biri shundaki, har qanday yangi yo'nalish kabi, o'ziga xos qirralarga, tushunchalar apparatiga oid kategoriyalar hali aniq shakllanmagan. Ushbu yo'nalish endigina o'ziga xos tadqiqot usullari va metodlarining shakllanish jarayonidadir.

Gender lingvistikasining shakllanishi zamonaviy falsafaning rivojlanishi bilan XX asrning oxirgi 10 yilligiga to'g'ri keladi. Gender lingvistikasi umumiy holatda 2 guruh savollarini o'rganadi.

1. Genderning tilda yuzaga chiqishi: leksika, sintaksis, rod kategoriyasi 347ale t qator bo'limlari orqali amalga oshiriladi.
2. Genderning nutqda yuzaga chiqishi: gender qanday vositalar yoki qanday kontekstlar yordamida ifodalanayotganligi va ushbu jarayonga qanday sotsial faktorlar va muloqot vositalari ta'sir ko'rsatayotganligi o'rganiladi.¹⁰⁶

Hozirgi kunda gender tilshunoslikda genderning turli jihatlari o'rganilmoqda. Xususan, gender va urg'u, gender va intonatsiya, gender va leksik qatlam, gender va sintaktik vositalar, gender va morfologik ko'rsatkichlar, gender va frazeologizmlar, gender va diskurs kabilar shular jumlasidandir. Gender ko'p qirrali tushuncha bo'lib, u turli sohalarning tadqiqot obyekti bo'lishi mumkin. Sotsiologiya, psixologiya, kognitologiya, lingvistika kabilar shular jumlasidandir.

Yuqorida nomlari zikr etilgan fanlar kesimida "Gender lingvistikasi" sohasi paydo bo'ldi. Gender lingvistikasi sohasidagi ilmiy tadqiqot ishlarida kattalar nutqi, o'smirlar nutqi, bolalar nutqi bilan bir qatorda erkak va ayollar nutqi, o'g'il bolalar va qiz bolalar nutqi, badiiy asardagi gender munosabat orasidagi farqlanishlarga ham alohida e'tibor qaratildi.

¹⁰⁵ Кирилина А.В Исследование гендера в лингвистических научных дисциплинах. Гендерные образование в системе высшей и средней школы: состояние и перспективы: Материалы международной научной конференции, Иванова 24-25 июня 2003 г. –Иванова: Иван. гос. ун-т, 2003.

¹⁰⁶ Komilova N (2003, December) Zamonaviy o'zbek tilshunosligida "Gender" konseptual semantikasining o'rganilishi. In Fergana state university conference(pp.75-75).

Erkak va ayollarning alohida-alohida 348ale tib348 olami mavjudligi tufayli gender lingvistikasining dolzarb muammolaridan biri gender munosabatda 348ale tib348 o'xshatish, 348ale tib348 sinonimlik, 348ale tib348 omonimlik, 348ale tib348 antonimlik kabi hodisalar tadqiqoti hisoblanadi. Sababi, erkak va ayollarning 348ale tib348 olami turlicha bo'ladi.

Ikki gender vakillari nutqining yuzaga kelishida ularning psixologik xususiyati, 348ale , jamiyatda tutgan mavqeyi, darajasi, kasbi, ijtimoiy kelib chiqishi, xarakter xususiyatlari, oiladagi muhiti kabi omillar o'z ta'sirini o'tkazadi. Shu munosabat bilan gendrolingvistika doirasida neyrolingvistik tadqiqot hozirgi zamon tilshunosligining eng muhim darajali muammolaridan hisoblanadi.

Gender lingvistikasining zamonaviy muammolari asosan ikki guruhga bo'linadi:

- Uning tilda yuzaga chiqishi bilan bog'liq muammolar
- Uning diskursda paydo bo'lishiga oid bo'lgan muammolardir.¹⁰⁷

Genderni tilda namoyon bo'lishi uchun turli xil til sathlari xususan, fonetik, morfemik, leksik, frazemik, tekstemik sathlar bilan bir qatorda imo-ishora (paralingvistik) vositalarida aks etadi. Bunday farqlanishning asosiy jihati bu erkak va ayollar nutqidagi o'ziga xos farqlanish omillari mavjud.

Genderni diskursda aks etishi bilan bog'liq muammolar esa ikkinchi muammosidan hisoblanadi. Ushbu jihatdan esa uni yuzaga chiqaruvchi usul va vositalar hamda kontekstlardagi o'ziga xoslikni o'rganadi. Ushbu jarayonga sotsial omillar va muloqot vositalari ko'rsatayotgan ta'sirni o'rganadi. Til konstruksiyasidagi jinsiy tafavvut genderologik diskursning asosiy omili bo'lib, u nutq tuzilishining mazmunini belgilaydi.

Gender tilshunoslikning taraqqiyotida sotsiolingvistika, psixolingvistika, etnolingvistika, metalingvistika kabi omillar o'z ta'sirini o'tkazadi. Yuqoridagi fanlar kesishgan chorrahada gender lingvistikasi paydo bo'ladi.

Gender lingvistikasining zamonaviy muammolari qatoriga leksik diverfikatsiya (genderga oid so'zlar va iboralarni yangilash zaruriyati), jamiyatda gender tenglikka amal qilish 348ale t orqali gender tengligini ta'minlash, gender stereotiparini aniqlash.

¹⁰⁷ А.Нурмонов, Ш.Искандарова Тилшунослик назарияси. – Т “Фан” 2008

Masalan kundalik turmushda erkak va ayol o'rtasidagi rol taqsimotini qayta ko'rib chiqish va anashu taqsimlangan rollarni tilga qanday ta'sir ko'rsatishini ko'rib chiqish zaruriyati kabilarni misol keltirish mumkin.

Bulardan tashqari, kross-kultural farqlar ham gender lingvistikasining muammolari qatoriga kirishi mumkin. Xususan, turli madaniyatlarda gender tilga qanday ta'sir o'tkazadi? Ayrim madaniyatlarda bu aniq belgilangan bo'lsa boshqalarida farq qilishi mumkin. Ommaviy axborot vositalaridagi gender ifodalari ham gender lingvistika sohasida muhim hisoblanadi.

Ushbu masalalar yechimini toppish uchun lingvistlar, sotsiologlar va feministlar o'rtasida o'zaro hamkorlik juda ham muhim hisoblandi. Gender lingvistikasi nafaqat tilni balki jamiyatni ham o'rganishi lozim.

Shuni nazarda tutish lozimki, gender lingvistikasi o'zi bilan parallel ravishda sotsiolingvistika, etnolingvistika, psixolingvistika, tib349c tilshunoslik, metalingvistika kabi sohalar bilan chambarchas bog'liqdir. Gender lingvistikasi shu fanlar kesimida shakllangan va yuzaga kelgan, shu sababli ham gender lingvistikasi bilan bog'liq muammolar, yuqorida nomlari zikr etilgan fanlarga ham tegishli bo'lib, bu muammolarni hal etishda shu fanlar bo'yicha mutaxassislar ham jalb etilishi kerak.

Ko'rinib turibdiki, gender lingvistikasi tilshunoslikning yangi tarmog'i hisoblanadi. Uning tilda ifodalanishi, nutqda yuzaga chiqishi va diskursda namoyon bo'lishi kabi qator muammolari hali yechimini topgani yo'q.

Bundan tashqari, gender lingvistikasi qator fanlar chorrahasi kesishgan joyda yuzaga kelganligi sababli, bir qancha fan mutaxassislari jalb etilishi kerak hisoblanadi.

Azal azaldan bizning millat mentaitetida erkak va ayol tengligi, ularning jamiyat taraqqiyotida, ijtimoiy munosabatlarda farqlanishini kuzatish va aynan shu narsa tilga ham ko'chganini guvohi bo'lishimiz mumkin. Aynan shu sotsiologik muammolarni bartaraf etmasdan turib, gender tilshunoslikning tilda aks etishiga bog'liq bo'lgan muammolarni ale tib bo'lmaydi.

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MODELS OF INCLUSIVE EDUCATION AND THEIR EFFECTIVENESS FOR STUDENTS WITH SPECIAL NEEDS

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Annotation: As a way to guarantee fair access to education for all students, including those with learning difficulties, inclusive education has gained prominence in the last decades. This research paper looks at how well five basic inclusive education models support the academic and social-emotional development of children with learning disabilities covering full inclusion, mainstreaming, resource-based models, co-teaching, and Universal Design for Learning (UDL). The goal of the study is to ascertain whether these models can be shown to improve academic performance for students who have particular learning difficulties. This review investigates the theoretical and practical operationalization of these models in classroom settings, analyzing the ways in which educators apply pedagogical concepts to their instruction and synthesizes empirical evidence related to the impact of these models on key student outcomes, such as academic performance, social inclusion, and overall well-being.

Keywords: Full inclusion, mainstreaming, resource-based models, co-teaching, Universal Design for Learning (UDL), educational classrooms, and students with special needs.

The concept of inclusive education, rooted in principles of equity and social justice, has become a fundamental aspect of modern educational policy. The primary objective of inclusive education is to establish learning environments where every student, regardless of their abilities or disabilities, can flourish and achieve their maximum potential. Although the guiding principles of inclusive education are generally acknowledged, implementing successful models remains a challenging and ongoing endeavor [1]. These models, each with unique characteristics and approaches, illustrate the range of inclusive practices being used in educational settings today:

Full Inclusion: Students with disabilities should be fully integrated into general education classrooms to study with their peers without impairments, according to this paradigm. In order to guarantee that every student can fully engage in the learning process, it places a strong emphasis on offering the proper support services such as specialized education, accommodations, and assistive technology within the regular classroom setting. The goal of "Full Inclusion" is to remove obstacles that could prevent students with disabilities from participating in the curriculum, ensuring equal access to general educational materials. This method also helps kids feel a feeling of community and belonging, which promotes relationships and social interactions among all of them. It acknowledges the importance of variety in the classroom and sees individual differences as assets that enhance the educational setting. By working together, families, support personnel, and educators, "Full Inclusion" seeks to create an inclusive culture where every student feels valued and empowered to contribute [2].

Mainstreaming: Under this model, children with disabilities are enrolled in general education classes during specific time periods but may also get extra help outside of the classroom in the form of pull-out programs or supplementary support services, such as resource room assistance. These students may take part in art or physical education classes of general education. Occasionally, they may study math and science in a separate classroom while participating in English in a general education classes [3]. Many researchers, educators, and parents have emphasized the significance of these classrooms, especially in political environments that support their removal.

Resource-Based Models: These models offer specialized services and support for students with disabilities in specific resource rooms or centers. Students may divide their time between general education classrooms and resource rooms, based on their individual requirements. Key features of resource-based models are specialized support, flexible scheduling, skill development, collaboration, individualized plans.

Co-Teaching: In this model, a general education teacher and a special education teacher collaborate to plan, instruct, and assess students in a shared classroom. This partnership utilizes their combined knowledge, involving a more cohesive approach to teaching and learning. This approach enhances educational experiences by improving the strengths of both educators. Co-teaching encourages shared responsibility, a range of teaching approaches, and ongoing communication. Some of the most frequently utilized co-teaching models are “One Teach, One Support”, “Team Teaching”, “Parallel Teaching”, and “Alternative Teaching”.

Universal Design for Learning (UDL): a framework aimed at enhancing and optimizing education for all individuals, informed by scientific understanding of human learning processes. To effectively implement UDL in the classroom, educators need to understand their students' needs as well as their abilities, interests, backgrounds, identities, prior knowledge, and goals [4].

Teaching, acceptance, access, resources, support, vision, placement, curriculum, evaluation, and leadership are all important aspects of inclusive education that educators at all levels of their institutions must consider. The effectiveness of inclusive education's models have several key benefits including social interaction, diverse learning environments, high expectations, individualized support, empathy and understanding.

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SPEAKING GAMES FOR BEGINNERS

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Annotation

This article deals with the games which are used in teaching speaking comprehension. Speaking as one of the basic types of speech skills require much effort by the teachers and learners, it encompasses pronunciation, lexical material and grammar at the same time, so the article is devoted to the study of this problem.

Key words: speech skills, speaking, games, pronunciation habits, sentence, role plays, communication, exercises, examples, simple, complex.

Many teachers seem to think that using games in very low level classes is almost impossible, and the lack of photocopiable materials and game ideas for students under Elementary in books and online reinforces this impression. The same is true for ideas on how to bring speaking and pairwork into a class for beginners. Not only are there in fact plenty of speaking games for beginners, they are if anything even more important than in other classes due to reasons such as:

- The difficulty of having any free conversation (chatting) due to the students' limited language resources
- Often negative impressions of language education and a rejection of techniques such as grammar-based used in their previous unsuccessful language classes and so a positive impression of learning “conversational English”
- The need to compensate for negative feelings such as resistance to being reduced to “babyish language”
- The need to constantly recycle language, sometimes exactly the same sentences as they don't have the language resources to make variations on it
- To prove to them that they can really communicate, even with a limited amount of English
- As almost all the language is new, students quickly become “saturated” and needs lots of revision and many breaks
- Texts at this level are generally not interesting and motivating, and it can be difficult to find and make more interesting ones as authentic texts aren't useable etc. There is therefore a need to provide that interest and motivation through other things such as games and speaking
- Readings and listenings for these levels tend to be very short and so take up very little class time

Here then are some easy to explain and play games that can be used with the very limited amount of language that your students have and the basic language that you are teaching them

The Yes game

Students get one point for each question they ask that you truthfully answer “Yes” to, e.g. “Are you British?” “Are you a teacher?” and “Are you sitting down?” They can then ask each other questions in the same way. You can also move onto getting points for each “No” answer, e.g. “Are you a dog?” You can also make this more intensive language practice by telling them they must get a particular short answer from you, e.g. “Yes, I am” or “Yes, I have”

Question chains

This game is good for making a challenge out of tedious questions like “How old are you?” and “Where are you from?” Ask the student sitting at the end of the row a simple question such as “What is your name?” and pass them something to represent the question, e.g. a magnetic number 1 or a board pen. Gesture that they should ask the same question to you and pass the thing back to you. Answer the question, go to the other end of the class and ask the same question to the student sitting there, passing the same object. Then pass them another (different) object while asking another question, e.g. “How are you (today)?” After they have answered that question, demonstrate and explain that they should pass the same two objects in the same order to the person next to them, asking the same question each time. After they have done that, give them a third object and get them to make up their own question to ask the same person. When that person has answered, they should pass the same three objects while asking the same three questions, then add their own fourth question. Continue, increasing the number of questions each time. The game can finish when you reach a nice round number (e.g. ten objects and numbers), goes all round the class, or reaches such a large number that they give up. You can also play the same game in groups.

An easier to play variation is for each student to repeat just the last person’s question then add their own, so that each person is remembering one question and making one question. You can add an element of challenge by telling them that their new question can’t be one that has been used before. An even simpler version is to get them to take turns asking questions, with anyone who repeats a question that has already been used losing a point.

Find someone who

This is a well known language learning game where students mingle and ask each other questions to find which person the fact they have on their worksheet is true for. This activity is good for waking students up by getting them out of their chairs and is also good practice for “Nice to meet you” and introductions. In low level classes you can't do this with true information about the students as they will have told each other everything they can in the language they have available (e.g. names, jobs and ages) many times already. That being the case, you will need to give each person a roleplay cards with some personal information about their “new” self, plus one worksheet with the information they should be searching for. The Find Someone Who worksheets can be the same for each student or different for each person. They then stand up and go round the class asking questions until they find out that this person is Chilean, this person is 79 years old, this person is a seven year old film star etc, then sit down when they think they have found all the information. As you can see from these examples, it is possible to add a little humour by your choice of roleplay sentences. You can add more speaking to the game by students passing on all the information they have found out so far to the person they speaking to.

Very simple role plays

This is another way of livening up revising the same old personal questions yet again. Ask students to give imaginary answers to all the questions that they have asked, giving them one or two prompts such as a name or job to get them started. While this on its own is fun, you may find that the person asking the question will have no real reason to listen to the answers. One way of taking away this problem is to ask the person who asked to questions to report back to the class, and then for everyone to find similarities between people's stories, e.g. how many answered “I am Spanish” when they were given the roleplay card saying “Your name is Esteban”

One lie

Another way to let students use their imagination and make sure they listen to each others' answers is to ask each other all the personal questions that you have covered so far, with the person who is answering lying just once in their answers. When all the questions have been asked, the people asking the questions say which answer

they think was a lie (from their knowledge of that person or just guessing). This can be played in pairs or small groups, but is more fun as a whole class. There is more communication if the person answering the questions doesn't know what the questions will be or at least what order they will be in, but some students might not be able to cope with that much thinking on their feet.

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STEREOTIPLARNING SHAKLLANISHIDA KATEGORIYALAR DASTLABKI BOSQICH SIFATIDA

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Annotatsiya: Ushbu maqolada kategoriyalar haqidagi dastlabki ilmiy va falsafiy qarashlar haqida bayon etilgan. Shuningdek, turli makon va zamonga oid kategoriyalarning tasnifi ham aks ettirilib, kategoriyalash stereotiplar shakllanishining dastlabki bosqichi sifatida izohlangan.

Kalit so'zlar: kategoriya, stereotip, falsafa, obyektiv reallik, borliq, kategoriyalar, kutuvlar, natijlar va tuzatishlar.

Kategoriyalar haqidagi dastlabki qarashlar Hindiston falsafiy maktablarida paydo bo'lgan. Antik davr faylasuflaridan biri Platon ham kategoriya haqida o'z

fikrlarini bayon etib, dunyodagi narsa va hodisalar tushunchalarning ifodasi shaklida hosil bo'lishini ta'kidlaydi. Shuningdek, Aristotel ham kategoriyaga oid qarashlarini jamlagan holda "Kategoriyalar" nomli asarini yaratgan. Aristotelning fikricha, kategoriya obyektiv reallikning in'ikosi hamda eng yuksak umumlashmasidir. Olimning kategoriyaga bergan ta'rifidan uning insoniyat uchun, xususan, tilshunoslikda qanchalik muhim ahamiyat kasb etishini anglab yetish mumkin. Ya'ni, insonning borliq haqidagi tushunchalari, taassurotlari va qarashlari ham aynan kategoriyalarga tayangan holda shakllanib, reallikda o'z aksini va ifodasini topadi. Bu reallikning in'ikosi vaqt omili ta'srida bir lahzali, davomiy, uzoq muddatli va uzluksiz tarzda sodir bo'lib, insonlar tomonidan lisoniy birliklar yordamida muloqotda yuzaga chiqariladi va umumlashtiriladi. Aristotel antik davrda o'z zamonasi uchun dolzarb bo'lgan quyidagi 10 kategoriyalar haqidagi qimmatli ma'lumotlarni asarida yozib qoldirgan: mohiyat, miqdor, sifat, munosabat, joy, vaqt, qoida, holat, xatti-harakat va qiynalish. Bundan ko'rinib turibdiki, kategoriyaga oid tadqiqotlar juda uzoq tarixga ega bo'lib, xattoki, antik davr ilm-fanida ham dolzarb mavzulardan biri hisoblangan. Keyinchalik Aristotelning "Kategoriyalar" asariga asoslanib turli makon va zamonlarda Forobiy, Kindiy, Ibn Sino, Dekart, Lokk, Gegel, I. Kant, E. Gartman, A. Shopengauer, F. Nitsshe kabi olim va faylasuflar kategoriya borasidagi ilmiy qarashlarini bayon etishgan. Ular Aristotelning kategoriyalarga oid qarashlariga shaxsiy munosabatlarini bildirib, ilhomlanib o'z nazariyalarini ilgari surishgan, o'zlarining klassifikatsiyalarini taqdim etishgan. Quyidagi jadvalda turli olimlar tomonidan muhim deb hisoblangan kategoriyalar tasnifini ko'rish mumkin.

Yuqoridagi grafikdan ko'rinib turibdiki, kategoriyalar borasida qarashlar hududiy jihatdan ham bir-biridan farq qilib, vaqt omili ham sezilarli ta'sir ko'rsatib kelgan. Kategoriyalar insonning borliqni anglash, axborotni o'zlashtirish, qayta ishlash va uzatish jarayonida salmoqli xizmat qilgan. Shu boisdan kategoriyalar muayyan hududda iste'qomat qiluvchi insonlarning borliq haqidagi real tushunchalarini aks ettiruvchi umumiy majmua sifatida o'rganilgan deb hisoblaymiz.

Aristotel	Ibn Sino, Forobiy	Dekart va Lokk
• mohiyat • miqdor • sifat • munosabat • joy • vaqt • qoida • holat • xatti-harakat • qiynalish	• borliq (mohiyat) • sifat • miqdor • harakat (o'zgarish) • munosabat • egalik	• substansiya • holat (modus) • munosabat

Misol uchun, miloddan avvalgi 4-asrda Qadimgi Yunonistonda insonlarning borliqni anglash jarayonida, turmush tarzida Aristotel qayd etganidek holat, joy, miqdor, mohiyat, munosabat, qiynalish, qoida, sifat, vaqt, xatti-harakat kabi omillar muhim hisoblanganini anglash mumkin. Ular o'rtasida kechgan muloqot jarayonida ham shu mavzular doirasida fikr yuritilgan va asosiy e'tibor yuqoridagi kategoriyalarga qaratilgan.

O'rta Osiyoda ilk uyg'onish davrining yorqin namoyondalari bo'lgan Ibn Sino va Abu Nasr Forobiy esa borliq (mohiyat), egalik, harakat (o'zgarish), miqdor, munosabat, sifat kabilarni esa insonlarning hayot kechirishi, fikrlash va so'zlashish jarayonida eng asosiy kategoriyalar deb belgilaganlar. Bundan anglash mumkinki, ikki qomusiy olimlar yashab ijod qilgan milodiy IX-XII asrlar uchun, xususan, Yaqin va O'rta Sharq xalqlarining ijtimoiy va madaniy hayoti, tafakkuri yuksak darajada taraqqiy etgan Uyg'onish davrida yuqoridagi 6 ta kategoriyalar dolzarb hisoblangan.

“Falsafa ibtidosi” nomli asari bilan Yevropada shuhrat qozongan Rene Dekart kategoriyalar borasida o'z qarashlarini bayon etib, faqatgina 3 kategoriyani, ya'ni

substansiya, holat va munosabatni muhimligini ta'kidlaydi. "Fikrlayapman, demak mavjudman" iborasi bilan tanilgan R.Dekartning yuqoridagi fikrlari shuni anglatadiki, u ijod qilgan davr uchun, milodiy 17- asr uchun Yevropa ilm-fani, ijtimoiy hayotida substansiya, modus va munosabat muhim kategoriyalar hisoblangan. Demak, stereotiplarni aniqlashda asosiy unsur hisoblangan kategoriyalarning aktualligi vaqt, muayyan hudud va unda iste'qomat qiluvchi aholining ijtimoiy hayoti doirasida turlicha bo'lgan.

Ko'plab ilmiy adabiyotlarda kategoriyalash stereotiplar shakllanishining dastlabki bosqichi sifatida belgilanadi. Jumladan, Ruzel Spears tomonidan taqdim etilgan "Stereotypes as Explanations: The Formation of Meaningful Beliefs about Social Groups" nomli kitobda ham kategoriyalarning shakllanish jarayoni muayyan bosqichlarga ajratib o'rganilgan. Ushbu kitobning 7-bobida jarayon quyidagi pog'onalardan iborat ekanligi bayon etilgan: kategoriyalar, kutuvlar, natijlar va tuzatishlar. Bundan ko'rinib turibdiki, jamiyatda stereotiplarning shakllanishida dastlabki bosqich ijtimoiy toifa yoki guruhlariga ajratib olishni, ya'ni kategoriyalashni o'z ichiga oladi.

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INGLIZ VA O'ZBEK GASTRONOMIK DISKURSLARINING LINGVOKULTUROLOGIK XUSUSIYATLARI

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Qarshi davlat axborot texnologiyalari va menejment universiteti

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ANNOTATSIYA

Ushbu maqolaning asosiy maqsadi ingliz va o'zbek tillaridagi gastronomik diskurslarni qiyoslab tahlil qilgan holda ularning lingvo-semiotik xususiyatlarini ochib berishdan iborat. Ushbu maqolada dunyo tilshunosligining dolzarb muammolaridan biri tilning muayyan qatlamlarida uchraydigan xususiyl diskurslarning lisoniy, ijtimoiy, madaniy, antropologik, semiotik xususiyatlarini o'rganishdan iborat. Shuningdek, adabiyot hamda ijtimoiy-maishiy sohalarda uchraydigan diskursning qo'llanish doirasini tadqiq qilish keng o'rganilayotgan muammolardandir. Glyuttonik diskurs ma'lum xalq madaniyati, adabiyoti, yashash tarzi va ijtimoiy hayotida muhim o'rin tutadi.

Kalit so'zlar: gastronomik diskurs, lingvosemiotik xususiyatlar, gluttonik diskurs, leksik tizim, qiyosiy-tipologik aspekt, leksema, lingvomadaniy.

ABSTRACT

The main goal of this article is to reveal their linguo-semiotic features by comparing and analyzing gastronomic discourses in English and Uzbek. In this article, one of the urgent problems of world linguistics is to study the linguistic, social, cultural, anthropological, semiotic features of private discourses found in certain layers of the language. Also, the research of the scope of the discourse found in literature and social and household spheres is one of the widely studied problems. Gluttony discourse occupies an important place in the culture, literature, lifestyle and social life of certain peoples.

Key words: gastronomic discourses, linguo-semiotic features, Gluttonic discourse, lexical system, comparative-typological aspect, lexeme, linguocultural.

Mamlakatimizda ilm-fanni rivojlantirish maqsadida tadqiqotchilar oldiga qator vazifalar qo'yilmoqda. «Ilmiy tadqiqot va innovatsion faoliyatni rag'batlantirish, ilmiy va innovatsion yutuqlarni amaliyotga joriy etishning samarali mexanizmlarini yaratish, oliy o'quv yurtlari va ilmiy tadqiqot institutlari huzurida ixtisoslashtirilgan ilmiy-eksperimental laboratoriyalar, yuqori texnologiya markazlari va texnoparklarni tashkil etish juda zarur»¹⁰⁸. Ayniqsa, xorijiy tillarni nazariy va amaliy egallash, xalqlararo munosabatlarni mustahkamlash, ingliz va o'zbek tillarida nutqiy tuzilmalar axborot-diskursiv mazmuni shakllanishi jarayoni xususiyatlari yorituvchi tadqiqotlarni chuqurlashtirish zarurati mavjud.

Gastronomik diskurs shaxsga yo'naltirilgan va lingvistik-semiotik makon milliy madaniyatning o'ziga xos belgilari va etnik guruhning o'zini o'zi identifikatsiyasi, ijtimoiy va gender xususiyatlari, shuningdek iste'molchiga ta'sir qiluvchi boshqa omillar kabi parametrlarga muvofiq tashkil etilgan imo-ishora tizimidir. Ushbu turdagi diskursning konstitutsiyaviy xususiyatlari o'ziga xos kommunikativ muhitni; motivlar, maqsadlar, strategiyalar, aloqani joylashtirishning maxsus mexanizmini; kanal, rejim,

¹⁰⁸ O'zbekiston Respublikasi Prezidentining «O'zbekiston Respublikasining yanada Rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida»gi Farmoni // «Xalq so'zi» Gazetasi. 2017 yil 8 fevral, 28(6722)- son.

kalit, aloqa uslubi va janrlarini; og'zaki bo'lmagan qo'shimchalar bilan maxsus matnlarni o'z ichiga oladi. Turli xalqlarning gastronomik o'ziga xosliklari asrlar davomida shakllangan bo'lib ularga ta'sir qiluvchi omillar (iqlim, din, turg'unlashgan an'analar, qoidalar va iqtisodiy omillar) bu xususiyatlarga o'z ta'sirini o'tkazmasdan qolmagan. Insonning oziq-ovqatiga bir nigoh tashlashning o'ziyoq u nimani tanavvul qilishi, qaysi dinga taaluqligi, qanday hayot tarzi olib borishligi haqida aniq tasavvur xosil qilishga imkoniyat beradi. Xalqlarning gastronomik diskursining shakllanishiga din ham o'z o'rnida yetarlicha ta'sir ko'rsatgan, chunki din u yoki bu oziq-ovqat mahsulotlariga cheklovlar qo'ygan, yoki aksincha ba'zi mahsulotlarni iste'moliga da'vat qilgan. Bu esa o'z navbatida millatning gastronomik leksikasining shakllanishiga katta ta'sir o'tkazgan. Misol tariqasida, musulmonlarning cho'chqa go'shtini iste'mol qilmasligi, yoki buddistlarning mol go'shtini yemasliklari, rus xalqining Масленица bayramida esa quymoqni (блины) yeyishga da'vat qilishi kabi odatlarni shakllantirgan¹⁰⁹. O'zbek tili nuqtai nazardan esa gastronomik sohaga nisbatan — «pazandalik» termini analog sifatida qo'llanadi. Pazandalik – xom o'simlik va hayvon mahsulotlaridan xilma-xil taomlar va oziq-ovqat mahsulotlari tayyorash mahoratidir. Ovqatlanishni tartibga solish, taomlar xilma-xilligini ta'minlash, laziz taomlar tayyorlash va did bilan dasturxonga tortish pazandachilikning asosini tashkil qiladi.

Shu bilan bir qatorda ikki lingvomadaniyatda xam oziq-ovqat mahsulotlari obrazli tarzda qayta mazmun hosil qiladi, misol tariqasida “reza meva” / “berry” leksemasi ishtirokidagi frazeologik birligini keltirish mumkin. Ingliz tilidagi “as brown as a berry” turg'un birikmasi quyoshda qoraygan odamga nisbatan qo'llaniladi va neytral konnotatsiyaga ega, biroq o'zbek tilidagi ushbu turg'un birikmaga ekvivalent bo'lgan “Olmani tagiga olma tushar” birikmasi salbiy ma'noga ega. gastronomiya ham ovqatlarni tayyorlash madaniyati bilan bevosita shug'ullanadi. Pazandachilik leksikasini o'z ichiga olgan gastronomik diskurs dunyoning madaniy, lingvistik, diniy-etnik va ma'anaviy manzarasining muhim jihatlarini aks ettiradi. Bu nafaqat murakkab

¹⁰⁹ Карасик В. И. О типаксе дискурса // Языковая личность: институциональный и персональный дискурс: сб. Науч. Ст. – Волгоград, 2000. – С. 5-20.

hodisa, balki ayni paytda ham muhimdir, chunki ulkan sayyoramizning istalgan burchagidagi har bir inson uchun ovqatlanish jarayoni juda ahamiyatlidir¹¹⁰. Shunday qilib, kichik formatdagi matnlarni yaratish uchun til vositalarini tanlash katta ahamiyatga ega¹¹¹. O'zbek tilida oshpazga nisbatan qo'llanadigan pazanda, ustazoda, qo'li shirin kabi sifatlar o'zbek glyuttonik kommunikatsiya ishtirokchilari –adresant (oshpaz) va retsepiyent (xo'randa) ga bo'lgan ijobiy munosabatni anglatadi. Shuningdek, ingliz va rus tillarida glyuttonik faoliyat nominantlaridan slinger (barmen), servant (xizmatkor), ya'ni ofitsiant kabilar borki, ular o'zbek gastronomik diskursida turli davrda o'z ijobiy va salbiy bo'yoqdorligiga ega bo'lgan. O'zbek tilida glyuttonik diskursga oid matnlarda uchrovchi realiyalar o'zida milliy kolorit va an'analarni mujassam etganligi bois tarjimada mazkur muqobili yo'q leksik birliklar hosil qiluvchi pragmatik ta'sirchanlikning tushib qolishi ehtimoli nihoyatda katta. Masalan, «varaqi» realiyasini olaylik. Varaqi – tayyorlanishi jihatidan qiyin pishiriq hisoblanadi. Pishirish usulida hamirga bir necha bor ishlov berish, go'shtni qiymalash va qovurish, varaqini bukish va yana qovurish jarayonlari borligi uchun bu taom qudandalar yoki nozik mehmonlar uchun tayyorlangan. Abdulla Qodiriyning «O'tgan kunlar» asarida «varaqi» yozuvchi tomonidan asar qahramoni Mirzakarim Qutidorning Otabekka iliq munosabatini ifodalash uchun xizmat qilgan¹¹²: Cho'ringni chiqarib mehmonxonani tozalat. Anovi yangi qoplag'an ko'rpalaringni ber, tanchaga o'shani yopsin. Katta gilamni ham chiqar, uyingda mevalaring bor edimi? — Bor. — Bor bo'lsa yaxshi. Bir ozdan so'ng et olib kirguzarman, varaqi pishirib qo'yingiz. Oftob oyim varaqi pishirishdan u kungi mehmonning uncha-muncha kishi bo'lmag'anlig'ini bildi. — Qanaqa mehmon edi? — Sen tanimassan, toshkandlik bir yigit, tag'i shu yerda-gi uch-to'rtta og'aynilar. Tuzikmi, aytkanlarimni uqdingmi? — Uqdim-uqdim. («O'tgan kunlar»)

¹¹⁰ Arutyunova, N. D. Diskurs // Lingvistik entsiklopedik lug'at matni. / N. D. Arutyunova. M.: Sovet Entsiklopediyasi, 1990. -a.-S. 136-137.

¹¹¹ Aleksandrova O. V. Diskursdagi matn maydonining turlari Matn. / O. V. Aleksandrova, E. S. Kubryakova // Dunyo toifalari: makon va vaqt. Ilmiy konferentsiya materiallari / Ed. prof. E.S.

¹¹² Qodiriy A. "O'tgan kunlar" roman. T. : Sharq, 2009. 400 b.

Zero, bir millatning gastronomik olam manzarasiga oid tasavvurlarni o'rganish, o'sha millatga xos diskurslarni teranroq tushunishga xizmat qiladi. Ikki til va madaniyatlar to'qnashuvida glyuttonik diskursni anglash, bir qator lisoniy va nolisoniy omillardan xabardorlikni taqazo etadi. Ikki xil madaniyat kishilarining olam haqidagi tasavvurlari tilda turlicha ifodalanganidek, taom va u bilan bog'liq jarayonlarning inson ongidagi sintezi turlicha bo'ladi.

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DISKURSNI SHAKLLANTIRUVCHI TIL UNSURLARINI TADQIQ

QILISHNING NAZARIY ASOSLARI

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ANNOTATSIYA

Maqolada zamonaviy tilshunoslik ilmda "diskurs", "gastronomik diskurs" termini mutaxassislar tomonidan keng qo'llanila boshlandi. Avvalo, bu tushunchaning

qachon, qayerda paydo bo'lganligi va qanday ma'noni anglatishi haqida to'xtalib o'tsak. Diskurs o'tgan asrning o'rtalarida fransuz tilidan kirib kelgan bo'lib, u asosan, ijtimoiy fanlarda faoliyat yuritadiganlar uchun ishlatiladigan atama, abstrakt tushuncha bo'lib, nutq mahsulotini yaratish uchun zarur shart-sharoitlar va nutq ishtirokchilari tushuniladi.

Kalit so'zlar: diskurs, gastronomik diskurs, kommunikativ vaziyat, matn, sintaktik birlik, sotsiologiya.

Diskurs bu – maqsadga yo'naltirilgan ijtimoiy harakatlar va nutq, shuningdek, tadqiqotchilar tomonidan til amaliyotining murakkab birligi va eksperimental omillar sifatida ham talqin etiladi¹¹³.

Tilshunoslikda diskurs paydo bo'lganidan keyin tilshunoslar orasida diskurs va matn o'rtasidagi farqni topishga urinishlar boshlanib ketdi. Lekin Yevropada bular o'zaro bir-birini o'rnini to'ldirishga xizmat qiladigan terminlar edi. Keyinchalik esa "situatsiya" tushunchasidan foydalanib bu ikki terminni bir-biridan farqlashga harakatlar kuzatildi. Diskurs bilan matnni bir-biridan to'liq ajratib bo'lmaydi. Aks holda, bu jarayon og'zaki va yozma nutq o'rtasidagi umumiy farqlarni ko'rishga, payqashga va tushunishga halaqit beradi.

A.Mamajonov: "Tilshunoslikda "matn" atamasi, asosan bir-biridan farqlanuvchi ikki sintaktik birlikni ifodalash uchun xizmat qiladi: bir ma'noda "matn" atamasi ostida ikki yoki bir necha nisbiy mustaqil gaplardan tashkil topgan, tugallangan fikr anglatuvchi nutq ko'rinishi tushunilsa, ikkinchi bir ma'noda butun poetik yoki prozaik asar, gazeta yoki jurnal maqolasi, ilmiy doklad, referat yoki monografiya kabi yozma nutq ko'rinishlari, ba'zan bir butun asarning boblari, bo'limlari, qismlari va ularni tashkil etuvchi abzatslar ma'nosi anglashiladi", – deb ta'kidlaydi¹¹⁴.

¹¹³Ухванова–Шмыгова И.Ф. Дискурс–анализ в контексте современных исследований // Методология исследования политического дискурса: Актуальные проблемы содержательного анализа общественно–политических текстов: сб. науч. трудов / Белгосуниверситет; И.Ф. Ухванова–Шмыгова, А.А. Маркович, В.Н. Ухванов; под общ. ред. И.Ф. Ухвановой–Шмыговой. – Вып. 3. – Минск, 2002. – С. 45-52.

¹¹⁴А.Мамажонов, М.Абдупаттоев. Матн назарияси. Ўқув-услубий қўлланма. – Фарғона: "Водил принт" хусусий корхонаси, 2016. – Б. 15.

N.D.Arutyunovanning fikricha, diskursni “matn+vaziyat” ya’ni, matn yaratilgan vaziyat tashkil etadi, matnni esa “diskurs – vaziyat” ya’ni, diskursdan vaziyatni olib tashlanishi yuzaga keltiradi¹¹⁵.

Diskurs gapdan katta bo‘lgan nutq birligi bo‘lib, situatsiyaning ijtimoiy kontekstga bo‘lgan sezuvchanlikni ortishi, nutqqa tinglovchining xissiyotini paydo bo‘lishi, rivojlanishi va unga munosabati ya’ni, ushbu situatsiyani qo‘llab-quvvatlashi yoki tanqid ostiga olishi nazarda tutiladi. Til, nutq va ongning dialogik xarakteri kommunikatsiyaga xizmat qiladi. Muloqotda ishtirok etuvchilarning ongi, ma’lumoti, jinsi, dini va erki har xil bo‘ladi. Bu holatlar matnda sezilmasa ham, ular diskursda yaqqol ko‘rinadi. Uni qarama-qarshi qo‘yishga ham urinishlar bor. Buning uchun ular diskurs va matn o‘rtasidagi qarama-qarshi tamoyil va mezonlarni ro‘kach qiladi. Masalan: diskurs-biror bir maqsadga yo‘naltirilgan faoliyat, matn-tizimlashgan faoliyat, diskurs-jarayon bo‘lsa, matn-mahsulot, diskurs-harakat, matn-holat, diskurs-dolzarb, matn-faktga asoslangan. Tekst axborotda reallashadi, diskurs matnda ifoda qilingan xabar orqali ro‘yobga chiqadi¹¹⁶.

M.Hakimov ham o‘z tadqiqotida diskursning bir bo‘lagi – gapdan anglashilgan mazmun bilan subyekt munosabati, shuningdek, tilshunoslik va sotsiologiya fanlarining tutash nuqtasida tilning jamiyat hayotiga ta’siri muhim ekanligini ta’kidlab o‘tgan¹¹⁷.

M.G. Pijova diskursning uch asosiy xususiyati haqida gapiradi. Ular:

1. Rasmiy munosabat o‘rnatishda ishlatiladigan diskurs – hajm jihatdan gapdan katta bo‘lgan til birligi.

2. Gapning ijtimoiy kontekstida ishlatiladigan til bilan bog‘liq bo‘lgan diskurs¹¹⁸.

¹¹⁵Арутюнова Н.Д. Дискурс// Лингв. энциклоп. словарь. – Москва: Сов. энцикл., 1990. – С. 136-137.

¹¹⁶Van Dijk T.A. On the Analysis of Parliamentary Debates on Immigration. Working paper for the Project Racism at the Top. – Second draft [Electronic resource]. July, 1998 – Mode of access:2.htm. – Date of access: 07.09.2007.

¹¹⁷Ҳакимов М. Ўзбекилида матннинг прагматикаси: Филол. фан. д-ри дисс.... автореф. – Т., 2001. – Б. 14.

¹¹⁸Пыжова М.Г. Аргументация, убеждение и коммуникация// Стратегии коммуникативного поведения: материалы докладов Междунар. науч. конф., Минск, 3–4 мая 2001 г.: в 3 ч. / Минский гос. лингвист. ун-т; редкол.: Д.Г. Богушевич [и др.]. – Минск, 2001. – С. 131–134.

3. So'zlashuv, muloqot va dialoglarda faol qo'llaniladigan diskurs.

YE.V.Savich diskurs terminining quyidagi 8 ta ma'nosini ajratib ko'rsatgan:

1. Nutq tushunchasining ekvivalenti ya'ni, har qanday aytilgan aniq hukm.

2. So'z birikmasidan katta bo'lgan har qanday nutq birligi.

3. Nutq vaziyatini hisobga olgan holda, hukmning uni qabul qiluvchi shaxsga bo'lgan ta'siri ya'ni, qabul qiluvchining munosabati, holati, vaziyati, maqsadiga bog'liq bo'ladi.

4. Hukmning asosiy turi sifatidagi suhbat.

5. So'zlovchi nuqtai-nazaridan amalga oshirilgan nutq darak, habar kabi holatlarni inobatga olmaydi.

6. Til birliklarini qo'llash va ularning nutqda faollashuv jarayoni.

7. Hukmning ijtimoiy va mafkuraviy jihatdan cheklangan turi, masalan: ayol jinsiga mansub bo'lgan kishilarning o'zaro suhbat.

8. Matn yaratish uchun zarur bo'lgan shart-sharoitlarni tadqiq etishga mo'ljallangan nazariy konstrukt¹¹⁹.

Diskursni nazariy jihatdan o'rganishda, tahlil qilishda quyidagi asosiy yondashuvlarni mavjud ekanligiga ishonch hosil qildik:

1. Tilning statistik modeli juda sodda va uning tabiatiga mos kelmaydi;

2. Dinamik til modeli muloqotga asoslangan bo'lishi kerak, ya'ni o'z his tuyg'ularini ifoda etishga, fikr va tajriba almashishga yoki bir-biriga ta'sir ko'rsatishga intilayotgan odamlarning birgalikdagi faoliyati;

3. Muloqot madaniy muhitda ko'rib chiqilishi kerak bo'lgan kommunikativ vaziyatlarda ro'y beradi;

4. Kommunikativ vaziyatda asosiy o'rin nutq vositalariga emas, balki odamlarga tegishli;

5. Kommunikatsiya – kommunikatsiyagacha bo'lgan va kommunikatsiyadan keyingi bosqichlarni o'z ichiga oladi;

¹¹⁹Савич Е.В. Дискурс–лоббирование: методологические аспекты// Коммуникативные стратегии: материалы докладов Междунар. науч. конф., Минск, 28–29 мая 2003 г.: в 2 ч. / Минский гос. лингвист. ун–т; редкол.: Т.В. Поплавская (отв. ред.) [и др.]. – Минск, 2003. – Ч.2. – С. 131–135.

6. Nutq mahsuloti sifatida matn bir nechta jihatlariga ega bo'lib, ularning asosiy vazifasi nutqni yaratish va talqin qilishdir.

Hozirgi zamon tilshunosligida diskursga berilgan barcha ta'riflarni umumlashtirib biz quyidagicha hulosaga keldik va o'zimizning ishchi ta'rifimizni ishlab chiqdik. Demak, diskurs abstrakt tushuncha bo'lib, nutq mahsulotini yaratish uchun zarur bo'lgan shart-sharoitlar va nutq ishtirokchilari, shuningdek og'zaki va yozma nutqning ayrim holatlarida qo'llaniladigan tildir. Qolaversa, diskurs keng tushuncha sifatida matn, nutq va ularning shakllanishi, ifodalanishi, ta'sirchanligi va samaradorligida muhim rol o'ynaydi.

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INGLIZ VA O'ZBEK BADIY MATNLARIDA DEYKTIK VOSITALARNING QO'LLANISHI

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***Annotatsiya:** Ushbu maqolada ingliz va o'zbek badiiy matnlarida deyktik vositalarning qo'llanilishi va funksional xususiyatlari qiyosiy tahlil qilinib, deysisning pragmatik jihatlari hamda til o'rgatishdagi ahamiyati yoritiladi.*

***Kalit so'zlar:** deysis, badiiy matn, ingliz tili, o'zbek tili, qiyosiy tahlil, pragmatika, tilshunoslik, deyktik vositalar, lingvistika, kontekstual tahlil.*

KIRISH

Deyktik vositalar badiiy matnlarda muhim rol o'ynaydi, chunki ular muallifning fikr va his-tuyg'ularini o'quvchiga yetkazishda yordam beradi. Deyktik elementlar, jumladan, zamon ko'rsatkichlari, joy ko'rsatkichlari va shaxs ko'rsatkichlari, matnning kontekstini aniqlashda va o'quvchi bilan muallif o'rtasida muloqot o'rnatishda muhim ahamiyatga ega. Ingliz adabiyotida deyktik vositalar ko'pincha aniq va to'g'ridan-to'g'ri ifodalanadi. Masalan, "this" va "that" kabi zamon ko'rsatkichlari o'quvchiga voqealar va xarakterlar o'rtasidagi bog'lanishni aniqroq tushunishga yordam beradi. Bu vositalar, shuningdek, muallifning fikrlarini va his-tuyg'ularini o'z vaqtida va joyida yetkazish imkonini beradi.

O'zbekiston Respublikasi Prezidentining 2019 yil 8-oktyabrdagi "O'zbekiston Respublikasi Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son Farmonida[1] ham ta'limni tizimli isloh qilishning ustuvor yo'nalishlarini belgilash, o'sib kelayotgan yosh avlodni ma'naviy-

axloqiy va intellektual rivojlantirishni sifat jihatidan yangi darajaga ko'tarish, o'quv-tarbiya jarayoniga ta'limning innovatsion shakllari va usullarini joriy etish belgilangan.

O'zbek adabiyotida esa deydik vositalar ko'proq madaniy va an'anaviy kontekstga bog'liq bo'lib, mualliflar o'z milliy o'ziga xosligini saqlab qolish uchun ularni ijodiy tarzda qo'llaydilar. O'zbek badiiy matnlarida, masalan, "bu" va "o'sha" kabi ko'rsatkichlar ko'pincha an'anaviy qadriyatlar va o'zbek madaniyatining o'ziga xos jihatlarini aks ettiradi. Bunday vositalar orqali mualliflar o'z asarlarida milliy identitetni va tarixiy kontekstni aks ettirishga intilishadi.

Ushbu maqolada ingliz va o'zbek badiiy matnlarida deydik vositalarning qo'llanilishi tahlil qilinadi. Tahlil jarayonida ikki madaniyat o'rtasidagi farqlar va o'xshashliklar ko'rsatilib, bu vositalarning badiiy asarlaridagi ahamiyati ochib beriladi. Bunday tahlil badiiy matnlarni chuqurroq anglash imkonini beradi va adabiy o'qish jarayonini boyitadi. Deydik vositalarning qo'llanilishi badiiy matnlarning mazmuni va tuzilishini yanada boyitadi[2], o'quvchining fikr va his-tuyg'ularini shakllantirishda muhim ahamiyatga ega.

ADABIYOTLAR TAHLILI VA METODLAR

Deydik vositalarni o'rganish lingvistik va adabiy tadqiqotlarda, xususan, tillararo tahlillarda katta e'tiborni tortadi. Deyxis, Lyons tomonidan ta'riflanganidek, talqin qilish uchun kontekstual ma'lumotni talab qiladigan so'zlar yoki iboralar, masalan, olmoshlar, ko'rgazmali qo'shimchalar va vaqt va joy qo'shimchalari[3]. Levinson kabi olimlarning ta'kidlashicha, deydik iboralar o'quvchilar yoki tinglovchilarni hikoya kontekstida yo'naltirishga yordam beradigan, so'zlovchi yoki muallifning niyatlariga muhim maslahatlar beradigan lingvistik belgilar sifatida ishlaydi[4].

Ingliz adabiy matnlarini tahlil qilishda deyxis hikoya nuqtai nazarini shakllantirishda hal qiluvchi rol o'ynaydi. Stokvell tomonidan olib borilgan tadqiqotlarda ingliz tilidagi deydik iboralar nafaqat fazoviy-zamon munosabatlarini aniqlashtirishga, balki ularni hikoya doirasida joylashtirish orqali o'quvchilarning idrokini kuchaytirishga xizmat qilishini ta'kidlaydi[5].

Qiyosiy jihatdan o'zbek badiiy matnlarida deytik vositalar haqidagi tadqiqotlar mavjud. M.Ishanjanova, kabi o'zbek tilshunoslarining asarlari o'zbek adabiyotida deyxis ko'proq kollektivistik bayon doirasida faoliyat ko'rsatib, ko'pincha jamoaviy tajribaga urg'u beruvchi madaniy qadriyatlarni aks ettiradi. Ingliz va o'zbek matnlarida deyxis so'zlovchi, tinglovchilar va muhit o'rtasidagi tafovutni yo'qotish vositasi bo'lib xizmat qiladi, garchi har bir tildagi madaniy va lingvistik nuanslar uning qo'llanilishini o'ziga xos tarzda shakllantiradi.

Ingliz va o'zbek adabiy matnlaridagi deyxisning ushbu tillararo tadqiqi turli tillar hikoyani tuzish va o'quvchi talqiniga yo'l-yo'riq ko'rsatish uchun deytik vositalardan qanday foydalanishi haqida qimmatli tushunchalar beradi.

NATIJALAR VA MUHOKAMA

Ingliz va O'zbek badiiy matnlarida deytik vositalarning qo'llanishi tilshunoslikda muhim tadqiqot sohasidir. Deytik vositalar, asosan, nutq yoki matnning ma'no kontekstini aniqlashga yordam beruvchi lingvistik birliklar bo'lib, voqea joyi, vaqti, nutq ishtirokchilari va boshqa kontekstual omillarga ishora qiladi. Deytik vositalar tilning turli bo'limlarida uchraydi, jumladan, olmoshlar (ko'rsatish olmoshlari), fe'l zamon shakllari, joy va vaqt ko'rsatkichlari, modallik kabi vositalar orqali ifodalanadi. Ingliz va o'zbek badiiy matnlarida deytik vositalarining qo'llanishi, asosan, tilning o'ziga xosligi, madaniyati va adabiy an'analari bog'liq[6]. Deytik vositalar — bu tilning kontekstga bog'liq bo'lgan elementlari bo'lib, ular muayyan vaziyatda yoki muayyan shaxsga bog'liq holda ma'no kasb etadi.

Ingliz badiiy matnlarida deytik vositalar

Shaxsiy zamonlar: Ingliz tilida shaxsiy zamonlar (I, you, he, she, it, we, they) ko'plab badiiy asarlarda, ayniqsa, personajlar o'rtasidagi muloqotda qo'llaniladi. Bu vosita o'quvchiga qahramonlar bilan bog'lanish imkonini beradi.

Joy va vaqt ko'rsatkichlari: "here", "there", "now", "then" kabi so'zlar badiiy matnda muayyan joy va vaqtni belgilashda ishlatiladi. Bu o'quvchining voqealarni yaxshiroq tasavvur qilishiga yordam beradi.

Deytik ifodalar: "this", "that", "these", "those" kabi so'zlar muayyan predmet yoki tushunchalarni ko'rsatadi va ularning ahamiyatini oshiradi.

O'zbek badiiy matnlarida deytik vositalar

Shaxsiy zamonlar: O'zbek tilida shaxsiy zamonlar (men, sen, u, biz, siz, ular) badiiy asarlarda ham keng qo'llaniladi. Bu orqali muallif o'quvchi bilan bevosita muloqotda bo'ladi.

Joy va vaqt ko'rsatkichlari: "bu", "u", "hozir", "o'sha" kabi so'zlar voqealarning joylashuvi va vaqtini aniqlashda muhim ahamiyatga ega.

Deytik ifodalar: O'zbek tilida ham "bu", "u", "bular", "ular" kabi so'zlar muayyan predmetlarni yoki tushunchalarni ifodalashda qo'llaniladi.

Ingliz va o'zbek badiiy matnlarida deytik vositalarning qo'llanishi o'xshashliklarga ega bo'lishiga qaramay, har bir tilning o'ziga xos madaniyati va an'analariga mos ravishda farqlanadi[7]. Deytik vositalar matnning ma'nosini boyitadi va o'quvchiga voqealarni chuqurroq anglash imkonini beradi.

"Ingliz va O'zbek badiiy matnlarida deytik vositalarning qo'llanishi" mavzusi tilshunoslikning pragmatika va diskurs tahlili sohalariga tegishli bo'lib, deytik vositalar (ya'ni ko'rsatuvchi so'zlar) muloqotda kontekstga bog'liq bo'lgan ifodalarni o'z ichiga oladi. Ushbu mavzuni tahlil qilishda ingliz va o'zbek badiiy matnlaridagi ko'rsatuv so'zlarning turli ko'rinishlarini qiyoslash orqali ularning pragmatik rolini o'rganish mumkin.

Deytik vositalar – bu suhbat yoki matnda ma'lum bir shaxs, joy, vaqt yoki holatga murojaat qiluvchi til birliklari bo'lib, ularning ma'nosi kontekstga bog'liq. Ular quyidagi turlarga bo'linadi:



1-shakl. Deytik vositalar turlari

Shaxs deyksisi: shaxsni bildiruvchi ko'rsatish so'zlari (masalan, ingliz tilida "I", "you", o'zbek tilida "men", "sen").

Joy deysisi: joyga murojaat qiluvchi deysis (ingliz tilida "here", "there", o'zbek tilida "bu yerda", "o'sha yerda").

Vaqt deysisi: vaqtni bildiruvchi deysis (ingliz tilida "now", "then", o'zbek tilida "hozir", "keyin").

Ish-holat deysisi: matnning ma'lum qismlariga murojaat qiluvchi deysis (ingliz tilida "this", "that", o'zbek tilida "bu", "ana u").

Shunday qilib, ushbu mavzuda badiiy matnlar kontekstida deysisning muhimligi va uning o'quvchi va muallif o'rtasidagi kommunikatsiya jarayonidagi o'rni aniqlaydi.

XULOSA

Xulosa qilib aytganda, ingliz va o'zbek badiiy matnlarida deysis vositalari voqea, vaqt va makonni aniqlashda muhim ahamiyatga ega. Ikkala tilning badiiy matnlarida deysis vositalari o'quvchiga voqealar rivojini tushunishda, qahramonlarning joylashuvi va voqealar ketma-ketligini aniqroq tasavvur qilishda yordam beradi[8]. Ingliz va o'zbek tillarida deysis vositalari bir xil funktsiyani bajaradi, ammo grammatik va sintaktik farqlar tufayli ularning ishlatilish uslubi turlicha bo'lishi mumkin. Shunga qaramay, ularning umumiy vazifasi kontekstni aniqlashtirishdir.

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SOCIOLINGUISTIC FEATURES AND ADAPTATION OF ENGLISH BORROWINGS

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Abstarct: *This thesis discusses the sociolinguistic characteristics and process of adapting of loan words in English language. It also analyses the scientific combination among society, linguistics and borrowing. Moreover, theoretical facts inthis thesis are illustrated with examples including some common English borrowed words.*

Key words: *sociolinguistics, borrowing, lexical borrowing, loan word, adaptation, old English dictionary(OED), phonetic system, old english, middle ages.*

Borrowing words from other languages has always been one of the important means of replenishing of the English vocabulary. Borrowing words can also be called loanwords. Loanwords are words adopted by the speakers of one language from a different language (the source language). There are many words in English that are of foreign origin. Borrowing words from other languages is characteristic of English throughout its history More than two thirds of the English vocabulary are borrowings. Borrowing is a linguistic process in which one word of language is borrowed from one language to another. The words borrowed are called loan words. Lexical borrowing occurs when the lexis of donor language influences the lexis of receiving language with the effect on vocabulary by acquiring a new word form

or word meaning or both. This paper mainly deals with loanwords. Philip Durkin defines loanwords in English as a result from borrowing of a word form with its meaning or a component of meaning from one language to another. Thus, English image 'artificial imitation or representation of something' reflects a Middle English borrowing of French image in the same meaning. The other types of lexical borrowing that we observe in English Language involve borrowing of meaning but not of the word form and can conveniently be referred to under the cover term semantic borrowing. English language is a world language, but many of its users are not familiar with its origin. It is mostly of West Germanic origin. However, since it is comprised of almost 250 000 words, only a small number of those are of Germanic origin. Namely, English language contains a lot of borrowings from almost 50 other languages. Looking at the frequency of words used in English, it can be noticed that German words play an important role in English, mostly in constitute basic English vocabulary. These are mostly one-syllable words such as man, house, go, see, in, and, good, etc. Old English or Anglo-Saxon entered the English language from northern Germany and southern Scandinavia and was brought to England by German settlers in the 5th and 6th century. This West Germanic language acquired some Latin words because Romans ruled England before them. A minority of words was acquired from Celts and in the 8th and 9th century the second wave of migration occurred. Namely, Scandinavians from Denmark and Norway won and colonized some parts of England and the words from their languages (Old Norse) entered English language which is witnessed by the presence of words such as bag, call, die, egg, get, husband, knife, mistake, skirt, take, want. English language is rich with words of Greek and Latin origin although they are not present in English as a consequence of migration. German tribes had already used many Latin words before they reached England. Some of those words are cheese, fork, kitchen, table, and wine. Christian monks are responsible for words like church, mass, priest and school. A great number of Greek and Latin such as democratic and enthusiasm were acquired during the period of the Renaissance.

From the period of the industrial revolution up to now, science and technology have contributed to the creation of many words of Greek and Latin roots such as analysis, data, experiment and theory. It is also worth mentioning that a great number of Latin and Greek words can be found in all European languages and that they make up the basic international words that are a part of the Mini Dictionary of International Words. Main groups of loan words in English are represented by borrowings from Latin, Scandinavian and French. Though, a lot of other languages such as Celtic, Greek, Russian, Italian, Spanish, Arabic also contributed to the development of the English vocabulary. The history of the vocabulary of a language is closely related to the history of the people speaking the language.

Latin borrowings are numerous in English. They constitute about $\frac{1}{4}$ of the English vocabulary as to historical period of their adoption. Latin borrowings may be divided into 3 groups:

1. Ancient borrowings which goes back as far as the 1st century B.C. when the Anglo-Saxon tribes were still on the continent and came into contact with the Romans through trade. The Latin borrowings of this period are: dish, cup, butter, cheese, wine, cherry, plum, hare, spices, pepper and kitchen.

2. Borrowings which came to Britain in the 6th-7th centuries when Christianity was introduced: abbot, alter, angel, bishop, saint, candle, monk, nun, pope, Christ, school.

3. Words borrowed during the revival of Classical learning and art – the Renaissance in the 14th century and since then the invasion of classical terms has never stopped. Many of them are distinctly learned words: senior, major, minor, junior, accept, educate, basis, area, idea, aggravate. Most of them are only partially assimilated but Latin borrowings of the first two periods are completely assimilated borrowings which belong to the basic word stock now. Scandinavian borrowings in English amount to over 650 words which denote most common objects, properties and actions and belong to the basic word stock of Modern English. Britain devastated by the inroads of different Scandinavian tribes (the Danes) for about 3 centuries from the 8th to the

11th century. The Danish invasion resulted in the occupation of a great part of the country by Scandinavian settlers, who spoke Old Norse – the Germanic language very close to Old English. The effect of the Danish conquest was the contribution of many Scandinavian words to the English vocabulary: law, husband, fellow, sky, skin, wing, root, skill, anger, finger, gate, to die, to cast, to hit, to take, to call, to want, loose, wrong, low, ill, ugly, rotten, happy, they. A characteristic feature of Scandinavian borrowings is the preservation of the initial sounds [sk]=sk=sc: skirt, skill, scatter; or [g] before front vowels: get, give, forget, anger... French borrowings are especially numerous in English. They may be roughly divided into old, or Norman borrowings, and new, or Parisian, borrowings. In his paper where she wrote about justified and unjustified reasons for using *Anglicisms in Croatian language*, Drljača (2011: 58) said that borrowed expressions often remain used in the corresponding language because the speakers of the language in question perceive them as close, precise and clear even though there are corresponding native substitutes and because it is possible to create novel terms from foreign expressions. For instance, in Croatian language it is possible to create a new term from the Anglicism hardware whereas the same is not possible from the native expression. The simplicity of making compounds in English language such as wannabe, English-have-not, English-only also contributes to the economic use of the English expressions because these compounds would otherwise have to be translated with the whole sentences or syntagms in other languages. Anglicisms often bring about different connotations and associations whereas the same is not possible by their domestic replacements. It is, therefore, wrong to claim that they are used at the expense of domestic terms. It can be concluded that the speakers do not only find it easier to express themselves using borrowings than their domestic words but also by the choice of the corresponding borrowing the speaker is also able to express the part of the content (Drljača Margić, 2011).

The role of loan words in the formation and development of English vocabulary is dealt with in the history of the language. It is there that the historical circumstances are discussed under which words borrowed from Latin, from

Scandinavian dialects, from Norman and Parisian French and many other languages, including Russian, were introduced into English. Lexicology, on the other hand, has in this connection tasks of its own, being chiefly concerned with the material and the results of assimilation.

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SUD LINGVISTIKA EKSPERTIZASINING TILSHUNOSLIKDA

O'RGANILISH MASALALARI

Qo'qon davlat pedagogika instituti erkin tadqiqotchisi,

1-darajali yurist

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Annotatsiya: Mazkur maqolada sud-lingvistik ekspertizaning nazariy va amaliy jihatlarini o'rganilgan. Sud-lingvistik ekspertizaning obyekti va predmeti sifatida og'zaki, yozma hamda elektron matnlar tahlil qilinadi. Asosiy e'tibor til birliklarining ma'no va shakl jihatidan to'g'ri talqin qilinishiga qaratilgan bo'lib, shuningdek, firmaning savdo belgisi, nomi va boshqa tahliliy ko'rsatkichlarni fonetik va semantik

o'xshashlik darajasida tadqiq etish misollari keltirilgan. Maqolada O'zbekiston Respublikasida sud-lingvistik ekspertiza jarayonlarining intellektual mulk huquqlari himoyasidagi o'rni yoritilib, "SIREN" va "SERENE" so'zlarining lingvistik tahlili orqali, ular o'rtasidagi fonetik va semantik farqlarga aniqlik kiritilgan.

Kalit so'zlar: Sud-lingvistik ekspertiza, til birligi, fonetik tahlil, semantik tahlil, intellektual mulk, firmaning savdo belgisi, tilshunoslik.

Sud lingvistika ekspertizasi – bu natijasi tegishli savollarni hal qilishda maxsus bilimlarni qo'llash talab etiladigan sud eksperti xulosasi berilishi bilan yakunlanadigan, prosessual jihatdan tartibda solingan, og'zaki yoki yozma nutqning ekspertizaga oid lingvistik tadqiqotlardir.

Sud-lingvistika ekspertizasining predmeti – aniq bir ish bo'yicha isbotlanishi lozim bo'lgan holat va sharoitlarni, ekspert tomonidan lingvistika sohasi bo'yicha maxsus bilimlarini qo'llagan holda aniqlashdan iboratdir.

Sud-lingvistika ekspertizasining ob'ekti – og'zaki, yozma, elektron matnlar hisoblanadi.

Davr talabidan kelib chiqib, sud ekspertizasi amaliyotining nutq mahsulotlarining tadqiqotlariga oid turli vazifalarini hal qilishga bo'lgan ehtiyoj va talablarining ortib borishi yagona va oson tushuniladigan atama va tushunchani ishlab chiqilishini taqozo etdi. Shu bois sud ekspertiza faoliyatida "Sud-lingvistika ekspertizasi" atamasi mustahkamlanib qoldi.

2019 yildan boshlab X.Sulaymonova nomidagi Respublika sud ekspertizasi markazida "Sud lingvistika ekspertizasi" yo'nalishi faoliyat yurita boshladi.

Intellektual mulk ob'ektlari bo'yicha sud-lingvistik ekspertizalar o'tkazishda, tadqiqotlar uchun ixtiyoriy axborot tashuvchida qayd etilgan va ixtiyoriy shakldagi (yozuv-grafik, og'zaki, elektron) matnli ob'ektlar taqdim qilinadi. bu kabi ob'ektlarga masalan, tovar belgilari, firma nomlari, domen nomlari va boshqa tijorat belgilari kiradi. Bu ob'ektlarga nisbatan ko'pincha, ularni ro'yxatga oish va foydalanishning qonuniyligi, ularni boshqa ob'ektlarga juda o'xshashligi natijasida iste'molchilarni adashtirish, ularni individuallashtiruvchi belgi va xususiyatlarining mavjud emasligi bo'yicha bahslar va ziddiyatlar kelib chiqadi.

Shu sababli, intellektual mulk huquqini himoya qilishda sud-lingvistik ekspertizasi tomonidan hal qilinadigan vazifalarning quyidagi turlari bo'yicha fikr yuritish mumkin:

- matn, fikr-mulohazalar va til belgilarini (masalan, mualliflik shartnomasi, firma nomi, tovar belgisi, domen nomi), ularning ma'nosini aniqlash yoki to'g'ri talqin qilish maqsadida tadqiq qilish;

- tijorat belgilarini (firma nomi, tovar belgilari, savdo markalari, domn nomi), ularning haqiqiyliigi, individualligi, yangiligi, betakrorligi, shuningdek ularga qarama-qarshi ma'nodagi (fonetik, semantik va grafik belgilariga ko'ra) boshqa ob'ektlarga o'xshashligini aniqlash maqsadidagi tadqiqotlar;

- o'ziga so'zli belgilarni oluvchi murakkab tovar belgilaridagi ustuvor elementni aniqlash va h.k.

Sud-lingvistika ekspertizasi tadqiqotlarini o'tkazishdagi yana bir muammo – *bu tarkibida so'zlardan tuzilgan murakkab tovar belgilari va firma nomlari tarkibidagi himoya qilinuvchi va himoya qilinmaydigan elementlarni aniqlash*dir. Birorta belgini tovar belgisini almashtirish darajasiga bo'lgan o'xshashligini aniqlash uchun esa sud-lingvistik ekspertizasi tayinlanishi lozim.

Sud-lingvistika ekspertizasi sudlar tomonidan tovar belgisiga egalik huquqini buzilishi bo'yicha ishlarni asosli va qonuniy hal qilishda sezilarli yordam beradi, chunki sud lingvistik ekspertizasida fonetik, semantik va grafik mezonlar bo'yicha tadqiqotlarga taqdim etilgan va solishtirilayotgan so'zli belgilarni o'zaro almashtirish darajasiga bo'lgan o'xshashliklarini aniqlash mumkin bo'ladi.

Ta'kidlash joizki, umumiy qoidalarga ko'ra, so'zli belgilar boshqa belgilar bilan, ayrim farqlarga qaramasdan umumiy jihatlariga ko'ra bir xilda talqin qilinsa (tushunilsa) o'zaro almashtirish darajasigacha o'xshash hisoblanadi. Bunda da'voga tegishli va javobgar tomonidan ishlatilayotgan tovar belgilarining elementlaridan birining faqat tovushli o'xshashligi, har ikki tovar belgilarini o'zaro o'xshashligini ta'kidlashga etarli bo'lmaydi.

Sud lingvistika ekspertizasining vazifalaridan yana biri jismoniy va yuridik shaxslar o'rtasida bahsli holatlar mavjud bo'lgan taqdirda bunday vaziyatlarni lingvistik nuqtai nazardan bag'olab, aniqlik kiritishdan iborat.

Sud lingvistika ekspertisasi faoliyatini quyidagi shunday holatlardan biri haqida yaqindan yoritishga harakat qilamiz:

Chet eldan dori vositalari olib kirib Respublika hududida sotish bilan shug'ullanuvchi ikkita firma o'rtasida bahsli holat vujudga keladi. Bahsli vaziyatning asosiy sababi firma nomlarini o'zlashtirish deb xulosaga kelinganligidir.

Bir firmaning advokati tomonidan xat asosida **“SIREN”** va **“SERENE”** so'zlariga nisbatan sud-lingvistika tadqiqoti o'tkazish bo'yicha mutaxassis fikrini o'tkazish uchun murojaat qilindi.

Barcha tegishli hujjatlar taqdim etildi va mutaxassislar oldiga quyidagi savollar qo'yilgan:

“-“SIREN” va “SERENE” so'zlari qanday ma'nolarni anglatadi?

-“SIREN” va “SERENE” so'zlari bitta ma'noni anglatadimi?

-“SIREN” va “SERENE” so'zlarini shakli bilan ma'nolari, so'z strukturasini tildagi mavjud yasaliş qoliplari o'rtasida bog'liqlik bormi?

-“SIREN” va “SERENE” so'zlarini etimologiyasi qanday, bir-biriga nisbatan o'zlashma so'z hisoblanadimi?

-“SIREN” va “SERENE” so'zlari fonetik va morfologik jihatdan bir-biriga yaqinmi?

-“SIREN PHARM” firma nomi va “SERENE” so'zlari fonetik jihatdan adashtirib yuborish darajasida bir-biriga o'xshashmi?”.

Mutaxassis tomonidan tomonidan tadqiqot o'tkazish uchun asos: taqdim etilgan hujjatlarga asosan “SIREN PHARM” MChJ ning 29.12.2020 yildagi yangi tahrirdagi Nizomiga ko'ra, jamiyatning davlat tilidagi nomi “SIREN PHARM” ma'suliyati cheklangan jamiyati, qisqartirilgan nomi “SIREN PHARM” MChJ, rus tilidagi nomi “ООО “SIREN PHARM” ekanligi ma'lum bo'ldi.

Olib borilgan tadqiqot natijasida mutaxassis olidga qo'yilgan savollarga qo'yidagicha javob berildi:

Tekshirilishi lozim bo'lgan har ikkala so'z ham ingliz tilidan olingan so'zlar bo'lib, ularni tarjimasini, transkripsiyasi va boshqa belgilari quyidagilardan iborat:

1.-“SIREN” so'zi ot so'z turkumiga kirib, uning transkripsiyasi quyidagicha: “-siren [ˈsaɪərən]”;

-rus tiliga tarjimasini “sirena, opoveshatel, gudok”, “kovarnaya soblaznitelnisa” ma'nolarini anglatadi va o'zbek tiliga tarjima qilganda “sirena, -belgi bildiruvchi, gudok” “shavqatsiz havasni keltiradigan, qiziqtiradigan, ko'ngilni sust ketkizadigan, yo'ldan ozdiradigan, vasvasa qiladigan” ma'nolarini anglatadi;

- “SERENE” so'zi sifat so'z turkumiga kirib, uning transkripsiyasi quyidagicha: “-serene [sɪˈri:n]”;

-rus tiliga tarjimasini “bezoblachniy, prozrachniy, tixiy; bezmyatejniy, spokojniy, nevozmotimiy” ma'nolarini anglatadi va o'zbek tiliga tarjima qilganda “tiniq, shaffof, tinchlik, osoyishtalik, xotirjam, vazmin holat, hotirjamlik, halovatli, osuda, betashvish, g'am tashvishdan holi; tinch; og'ir, vazmin, yuragi keng, pinagini buzmaydigan, osoyishta ohang, suv qo'yganday jimjitlik” kabi ma'nolarini anglatadi.

2. Tekshiriluvchi “SIREN” va “SERENE” so'zlari yuqorida keltirib o'tilganlarga ko'ra ma'no va mazmuniga ko'ra - bitta ma'noni anglatmaydi.

3. Tekshiriluvchi “SIREN” so'zi 2 bo'g'inli, 5 ta harfdan iborat so'z; “SERENE” so'zi 3 bo'g'inli, 6 ta harfdan iborat so'z bo'lib, ularni shakli bilan ma'nolari, so'z strukturasini tildagi mavjud yasaliş qoliplari turlicha bo'lib, ular yasalişini bo'yicha o'rtasida bog'liqlik mavjud emas.

4. Etimologiya – bu so'zlarning kelib chiqishi, ularni konstruksiyasi va ma'no jihatidan o'zgarishini o'rganuvchi fan hisoblanadi. Tekshiriluvchi:

- “SIREN” so'zining etimologiyasi, fransuzchada “sereine”, lotinchada “sīrēn”, inglizchada “siren”, grekchada “seirēn” dir.

“SERENE” so'zining etimologiyasi lotinchada “serenus” dir.

Tekshirishlar natijasida ushbu “SIREN” va “SERENE” so'zlari bir-biriga nisbatan o'zlashma so'z hisoblanmasligi aniqlandi.

5. -“SIREN” so‘zining fonetik tahlili quyidagicha: 2 bo‘g‘in “si-ren”, harflar soni – 5 ta, tovush soni – 5 ta. Morfologik tahlili –ot so‘z turkumiga kiradi, boshlang‘ich shakli - bosh kelishik, birlikda ifodalangan.

- “SERENE” so‘zining fonetik tahlili esa quyidagicha: 3 bo‘g‘in “se-re-ne”, harflar soni – 6 ta, tovush soni – 6 ta. Morfologik tahlili – sifat so‘z turkumiga kirib, sifatlovchi holatida keladi.

-“SIREN” va “SERENE” so‘zlari fonetik va morfologik jihatidan bir-biriga yaqin so‘zlar emas.

6. “SIREN PHARM” firma nomi va “SERENE” so‘zlari fonetik jihatdan, ya'ni turli harflar, turli tovushlardan iboratligi, yozilishi turlichaligi, turli talaffuzlarga ega ekanligi va bu so‘zlar bir-biriga o‘xshash so‘zlar emasligi va ularni adashtirib yuborish mumkin emasligi, har qanday oliy ma'lumotli va o‘zbek, rus va ingliz tillaridan savodli va yozish qoidalariga amal qiladigan shaxslar uchun aniq va tushunarli bo‘lgan holat deya baholanishi batafsil aytib o‘tildi.

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Maqol va matallarda makon kategoriyasining ifodalanishi

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Annotatsiya: Ushbu maqolada maqol va matallarda makon atamasining ifodalanishi o'rganiladi. Maqola makon kategoriyasining tilshunoslikdagi ahamiyatini va uning xalq og'zaki ijodida qanday tasvirlanishini tahlil qiladi. Maqollar va matallar orqali makonning turli jihatlari – jismoniy, ruhiy va ijtimoiy makon – qanday aks ettirilishi ko'rsatilgan. Maqollarda makon, asosan, hayotiy tajriba va tabiat bilan bog'liq holda ifodalanadi, matallarda esa makon ichki izlanishlar, o'zgarishlar va maqsadlar bilan bog'lanadi. Shuningdek, maqola makonning semantik ko'rinishlari, masalan, "qishloq", "yo'l", "daryo" kabi obrazlar orqali tasvirlanishini tahlil qiladi. Ushbu ish, makon kategoriyasining xalq og'zaki ijodidagi ifodalanishini chuqur tushunishga yordam beradi va tilshunoslik, adabiyotshunoslik va madaniyatshunoslik sohalarida yangi qarashlarni rivojlantirishga xizmat qiladi.

Kalit so'zlar: Maqol, matal, kategoriya, simvol, makon, fazo

Kirish: Makon kategoriyasi, tilshunoslikda "makon" (yoki "joy") atamasi orqali ifodalangan muhim tushunchadir. Bu kategoriya, asosan, biror narsaning joylashuvini, o'zaro joylashishini, va harakatini tasvirlashda qo'llaniladi. Makon tilshunoslikda semantik, grammatik va stilistik jihatlarni o'z ichiga oladi. Maqol va matallar, xalq og'zaki ijodi orqali, makon kategoriyasini ifodalashning o'ziga xos shakllarini ko'rsatadi.

Makon va uning o'rni

Makon atamasi, asosan, joy va joylashuvni anglatadi. Bu, til va madaniyatning har xil ko'rinishlarida turli shakllarda ifodalanishi mumkin. Xalq og'zaki ijodi — maqollar va matallar, ko'pincha hayotdagi turli hodisalarni va voqealarni makon nuqtai nazaridan tasvirlashadi. Makon kategoriyasining bu turlaridagi ifodalari, turli ijtimoiy va madaniy kontekstlarda qaror topgan an'anaviy tasavvurlarni aks ettiradi.

Asosiy qism: Maqollarda makon kategoriyasining ifodalanishi

Maqollar — xalqning kundalik hayoti, tajribalari va qarashlari haqida qisqa va aniq ifodalangan hikmatli iboralardir. Bu iboralar, ko'pincha makon bilan bog'liq bo'lgan

tahlil va tasavvurlarni o'z ichiga oladi. Maqollar orqali makonning turli jihatlari, masalan, "yer" (o'zaro aloqalar), "osmon" (yuqori va past) yoki "uy" (muhit va xavfsizlik) kabi tushunchalar tasvirlanadi.

Misollar:

1. "Yerda yurgan odam, ko'zda ko'ringanini qilsa, osmonni ham ko'radi." — Bu maqol, odamning o'zgaruvchan dunyosida harakat qilish jarayonini, makonning ikki jihati — yer va osmon — bilan bog'laydi.
2. "Yurt bo'ylab ko'z urgan, g'oyibni sezadi." — Bu maqol orqali, makon faqat jismoniy emas, balki ruhiy va ma'naviy makon sifatida ham tasvirlanadi.

Bulbul chamanni sevar, odam Vatanni

Ushbu o'zbek xalq maqolida ham chaman va Vatan so'zlari orqali ma'lum bir makonga mansublikni bildirish ifodalanyapti.

Matallarda makon kategoriyasining ifodalanishi

Matallar, ya'ni o'quvchiga yoki tinglovchiga mo'ljallangan hikoya va dostonlar, ko'pincha makonni chuqur ma'noda tasvirleydi. Ular orqali insonning ichki va tashqi makonlari, ijtimoiy makon, jismoniy makonlar o'rtasidagi aloqalar ko'rinadi.

Matallarda makon kategoriyasining ifodalanishi asosan to'g'ri va ko'rinadigan joylar bilan bog'liq bo'ladi. Aksariyat matallarda, "qishloq", "shahar", "o'rmon", "daryo" kabi makonlar dastlabki qadamlarda tasvirlanadi. Shu bilan birga, matallarda makon o'zgarishlar va harakatlar bilan bog'lanib, "yo'l", "orzu", "kelajak" kabi abstrakt tushunchalar bilan boyitiladi.

Misollar:

1. "O'rmon yo'lida, nurni izlab, chinakam o'zini topgan odam topadi." — Bu matal makon orqali shaxsning ichki izlanishlari, ruhiy holatini tasvirleydi.
2. "Daryo bo'yida yurgan kishi, qayerga borishini bilsa, manzilga yetadi." — Bu misol, makon va maqsadni bog'lash orqali, o'z yo'lini tanlagan odamning muvaffaqiyatiga ishora qiladi.

Makonning semantik ko'rinishlari

Maqol va matallarda makon atamasi nafaqat jismoniy joyni, balki ijtimoiy va ma'naviy makonlarni ham anglatadi. Masalan, "qishloq" yoki "shahar" kabi jismoniy makonlar orqali odamlar o'rtasidagi aloqalar tasvirlanadi, "daryo" yoki "yo'l" kabi obrazlar esa, o'zgarish va rivojlanish jarayonlarini aks ettiradi.

Maqol va matallar xalq og'zaki ijodining o'ziga xos janrlaridan bo'lib, ular orqali xalqning dunyoqarashi, falsafasi, qadriyatlari va hayotiy tajribalari ifodalanadi. Ushbu asarlarda ko'pincha makon va vaqt kategoriyalari keng yoritiladi. Makon, ya'ni joy, muayyan fazo, harakatning qayerda sodir bo'lishi kabi tushunchalar, mazkur ijod namunalarida har bir elementning o'rnini, munosabatlarni va insonning o'z joyidagi rolini ta'kidlaydi.

Makon va matallar

Maqollarda makon kategoriyasining ifodalanishi ko'pincha umumiy va tasavvuriy shakllarda amalga oshiriladi. Maqollar odatda qisqa va aniq bo'lib, ular hayotdagi umumiy qonuniyatlarni, tabiat va jamiyat o'rtasidagi aloqalarni ta'kidlaydi. Bunday ifodalar, ko'pincha muayyan joyda yoki sharoitda yuz beradigan holatlar bilan bog'liq bo'ladi. Masalan:

"O'rmondagi daraxtni bog'da ekma."

"Qo'yni cho'poni yo'q joyga qo'yma."

Bu maqollarda makonning o'zi ko'proq ijtimoiy muhit, tabiat sharoitlari va individual joyga bog'liq bo'lib, odatdagi harakatlar va uning manzili bilan belgilanadi. Bunday maqollar, odatda, odamlarni ma'lum bir makonda qanday harakat qilishga chaqiradi, yoki muayyan joydagi tajriba va tajribalar orqali umumbashariy saboqlarni chiqaradi.

Maqollarda makonning simvolik ko'rinishlari

Makonning maqollarda ko'rishdagi yana bir jihati - uning simvolik va tashqi ko'rinishidir. Ko'pincha tabiiy makon, ijtimoiy hayot va psixologik muhit o'rtasidagi bog'liqlik ko'rsatiladi. Masalan, "Yomonni yaxshi yerda ko'rmaysan" degan maqolda, "yomon" va "yaxshi" tushunchalari faqat konkret makon bilan bog'lanmagan, balki bu yerda ma'naviy va axloqiy makonlar ham ta'kidlanadi. Bunday ifodalar xalqning tajribalari va aqlliyl tushunchalarini tasvirlashda ishlatiladi.

Makon va matallarda insonning o'rni

Maqollar va matallarda makonning inson hayotidagi o'rni ham alohida ahamiyatga ega. Ijtimoiy hayotdagi makonning ifodalanishi ko'pincha odamlar orasidagi munosabatlar, ijtimoiy qatlamlar va o'zaro ta'sirlar orqali aks etadi. Masalan, "Qo'shningni yaxshi ko'r, lekin o'z yurtini sev" maqolida, insonning o'z makoniga bo'lgan munosabati va unga bo'lgan hurmat ifodalanadi.

Shuningdek, xalq ijodida ko'pincha "yuqori" va "past" tushunchalari makonning ijtimoiy tasvirini yoritishda qo'llanadi. Odamlar o'zlarining pozitsiyasini, o'rinlarini belgilab, harakatlarini makon bilan bog'lashadi.

XULOSA:

Maqol va matallarda makon kategoriyasining ifodalanishi, xalq og'zaki ijodining keng qamrovli va murakkab tizimlarini tashkil etadi. Bu kategoriyaning tahlili, bizga nafaqat tilda mavjud bo'lgan makonni, balki uning ijtimoiy, madaniy va ruhiy jihatlarini ham anglash imkonini beradi. Shuningdek, makon tushunchasining qadimgi xalq og'zaki ijodida qanday shakllanishi va o'zgarishi, tilning va madaniyatning rivojlanish jarayonlarini yoritishga xizmat qiladi.

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DEVELOPING ENGLISH FOR PHARMACY STUDENTS THROUGH COMMUNICATIVE LANGUAGE TEACHING

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Annotation: The purpose of developing Communicative Language Teaching (CLT) in the educational process is to switch from a teacher-centered to a student-centered environment where students are free to roam around and engage in discussion about all of the accessible resources.

Key words: Communicative Language Teaching (CLT), pharmacy students, English for specific purposes (ESP), English for academic study (EAP).

Introduction: Students who want to become fluent in English as a second or foreign language must possess speaking abilities. Due to its capacity to enhance students' academic and professional communication skills, speaking becomes a crucial goal in English learning. Fear of making mistakes and a lack of motivation are two reasons why students have trouble communicating. The CLT approach is divided into four categories: Communicative English teaching; practice questions; question and answer sessions; and roleplaying. To ensure that students are not bored while learning, communicative activities like games were included in the design. This research suggests that Pharmacy students would benefit from using a roleplaying method.

Materials and methods: According to Clark et al. (1994), language serves as the primary means of human communication, which is a core characteristic of life itself. This communication was first localized within civilizations and groups, but as people from different societies, communities, and countries began to engage, it acquired a new dimension. In the decades that followed the 1950s, there was a marked growth in the demand for global communication in fields including politics, academia, economics, technology, and culture. The global village is beginning to take shape. In order to simplify communication and make it more convenient for speakers of different linguistic groups, there is a pressing need for this global village to adopt a common language. Dudley-Evans and St John (1998) changed modified Strevens'

characteristics of ESP as follows: 1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. 2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English;

c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level;

d) ESP is generally designed for intermediate or advanced learners;

e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. T. Hutchinson and A. Waters (1994) describe ELT as the root of a large tree ESP is one large branch and they define ESP as an approach of teaching English according to learners' specific needs. They classified ESP into two main branches: English for academic study (EAP English for academic purposes) and English for work (English for occupational purposes/English for occupational purposes/vocational English as a second language). O.Z. Barnawi (2011) describes the areas of ESP as following: - English for academic purposes, English for science (to acquire science and technology); - English for professional purposes (for doctors, lawyers and other specialties); - English for occupational purposes (tourism, nursing) in the workplace. Science and technology; music and art sciences; medical science; humanities; education. EOP: air transportation; business and industry; art and culture; office management; hospital service; technical service.

Results: Focusing on communicative competence intertwining the organizational and pragmatic aspects of the language, learner engagement meaningful use of the language through an effective relationship between form and function, focus on fluency rather than accuracy, appropriate feedback from teacher on students' errors, equipping students with skills necessary to communicate in real life contexts, and making the language accessible to students. CLT environments can be created in the classroom if the teacher considers the culture of the target language to be a significant element of

teaching and learning. Students are expected to learn precise forms of the target language and to apply it in a variety of social circumstances in the target language setting in order to transmit suitable, coherent, and strategically effective meanings to native speakers. To attain such goals, authentic resources that mirror the reality of native speaker language use are utilized. As a result, CLT is regarded as an approach rather than a method, in which a range of methodologies and techniques may be used rather than limiting one model or authority (Richards & Rodgers, 2001).

Conclusion: This research aims to bring out the fact that curriculum and instructional decisions made by persons outside the classroom are less powerful, meaningful, and sustainable than those that are self-initiated, self-motivated, and self-valued. Just as CLT created in an ESL setting cannot be implemented in an EFL context, no single second language acquisition theory, language teaching principle, method, or methodology can be applied equally well across contexts

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ERTAKLARNING STRUKTURAVIY-SEMANTIK XUSUSIYATLARI

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ANNOTATSIYA Ma'lumki, ertak janr sifatida juda xilma-xildir va uni faqat bir-ikki tildagi materiallardan foydalangan holda to'liq o'rganish haqiqiy emas. Shu munosabat bilan ushbu badda ertak matnini tashkil etishning strukturaviy xususiyatlarining faqat

alohida jihatlari, shuningdek, ushbu tillarda ertakning strukturaviy qurilishining umumiy tipologik xususiyatlari o'rganiladi.

Kalit so'zlar: ertak turlari, madaniyat, xalq, janr, qahramonlar, xususiyatlar.

Ertakning o'ziga xos xususiyati shundaki, u odamlarga, narsalarga va hayvonlarga bir xil xususiyatlarni ko'rsatishi mumkin. Bu ertak qoidalaridan biri, lekin u ertakning boshqa turlarida ham qo'llanilishi mumkin. Masalan, juda mashhur misol - bu odam va ayiq haqidagi ertak ("Menga, Mishka, tepaliklar va sizga ildizlar"). Rossiyada aldangan - ayiq, G'arbda esa shayton. G'arbiy versiyaning ishtiroki bilan bu ertak birdan hayvonlar haqidagi ertaklar toifasidan chiqib ketadi. U allaqachon ham uy xo'jaligi toifasiga kirmaydi, chunki O'rim-yig'imni bo'lish odati rus tilidan tashqari boshqa madaniyatlarda topilmaydi.

Mifologik personajlar va qahramonlar hayvonlar haqidagi ertaklarning paydo bo'lishiga katta ta'sir ko'rsatdi, boshqa tomondan, bu ertaklar hayvonlarga aql va nutq berish texnikasidan foydalangan holda qadimgi ovchilarning hayotini aks ettiradi va bu erda odam guvoh yoki; voqealar ishtirokchisi

V.Vundt xalqlar psixologiyasini o'rganishga bag'ishlangan asarida ertaklarning quyidagi tasnifini ilgari suradi:

- a) Mifologik ertaklar va ertaklar
- 6) Sehrli ertaklar
- v) Hayvonlar va o'simliklar haqidagi ertaklar va ertaklar
- d) Odamlarning yoki tabiat hodisalarining "kelib chiqishi haqidagi" ertaklar
- e) Hajviy ertaklar va ertaklar
- f) Axloqiy afsonalar

Bu bo'linish bilan bir qatorda ertaklarning syujetga ko'ra bo'linishi ham mavjud. Shuni ta'kidlash kerakki, syujet murakkab va noaniq tushuncha sifatida turli yo'llar bilan talqin qilinadi. Umuman olganda, barcha ertaklarni syujet turiga ko'ra tasniflab bo'lmaydi. Belgilanganidek. V.Ya. Proppning ta'kidlashicha, ertaklarning bitta xarakterli xususiyati bor: ularning tarkibiy qismlari hech qanday o'zgarishsiz bir ertakdan ikkinchisiga o'tishi mumkin. Misol uchun, Baba Yaga turli mavzularda ertaklarda paydo bo'ladi. Bu ertakning o'ziga xosligi. Biroq, bu "qizg'ish" ga qaramay,

syujet ko'pincha shunday tuzilgan: ertakning bir qismi olinadi, unga "haqida" so'zi qo'shiladi va ertakning ta'rifi tayyor". Shunday qilib, ma'lum bo'lishicha, ilon bilan jang tasvirlangan ertak "ilonlarga qarshi kurashish haqidagi" ertak va hokazo. asosiy komponentlarni tanlashda yagona mezon yo'q.

Masalan, 1924-yilda prof. R.M. Volkov o'z monografiyasida ertakni o'rgangan. Uning fikricha, fantastik ertakni 15 ga bo'lish mumkin:

- 1) Haqiqiy ravishda ta'qib qilinganlar haqida.
- 2) Qahramon-ahmoq haqida.
- 3) Taxminan uchta aka-uka.
- 4) Ilon bilan kurashuvchilar haqida.
- 5) Qizlarni (kelinlarni) qutqarish haqida.
- 6) Dono qiz haqida.
- 7) Qasam ichgan va sehlenganlar haqida.
- 8) Talisman yoki boshqa ajoyib narsalarning egasi haqida va hokazo.

Syujetlarning tasnifi haqida gapirganda, Fin maktabi deb ataladigan asoschilardan biri Aarne tomonidan "Aarne tizimi bo'yicha ertak syujetlari indeksi" uchun asos bo'lgan ertaklar indeksiga murojaat qilmaslik mumkin emas. N.P tomonidan tuzilgan. Andreev. Ushbu maktabning ertaklarini o'rganish metodikasi klassik ertak syujetlarining taxminiy ro'yxatini tuzishni taqozo etdi, keyinchalik ular xalqaro foydalanishga kirdi va ertaklarni o'rganishni sezilarli darajada osonlashtiradi. Misol uchun, ertakni shifrlash mumkin bo'ldi. Aarnening fikriga ko'ra, ertaklarning syujetlari turlar bo'lib, ularning barchasi raqamlangan. Quyidagi toifalar aniqlandi: I. Hayvonlar haqida ertaklar. II. Aslida ertaklar. III. Anekdotlar. Ertaklar, ushbu tasnifga ko'ra, maxsus kichik toifaga ajratilgan va Aarnega ko'ra, quyidagi toifalarga bo'lingan: 1) ajoyib raqib, 2) ajoyib turmush o'rtog'i, 3) ajoyib vazifa, 4) ajoyib yordamchi, 5) ajoyib joy, 6) mo'jizaviy kuch yoki mahorat, 7) boshqa mo'jizaviy motivlar.

Yuqorida ta'kidlanganidek, ertaklar ajoyib badiiy adabiyotga asoslangan holda xalq og'zaki ijodida muhim o'rin tutadi.

"Lingvistik atamalarning qisqacha lug'ati"da ta'kidlanganidek, qahramonlarning g'ayrioddiy sarguzashtlari umume'tirof etilgan sehrli fantastikasiz talqin qilinadigan

sarguzashtli ertaklar ham mavjud. Bunday ertaklarning qahramoni odatda “ayyor” deb ataladigan, o'zining zukkoligi va topqirligi bilan ajralib turadigan qo'pol qahramondir. Ushbu turdagi ertakga uning yana bir versiyasi yaqin: yuqorida aytib o'tilgan kundalik ertak. Bu ikki turdagi ertaklarda demokratik tamoyil darhol seziladi: qahramonlar boylarni albatta mag'lub etadigan kambag'al odamlardir. Ushbu turdagi ertaklar ham kulgili yoki kulgili narsa bilan ajralib turadi, ammo o'tkir satira ham mumkin. Masalan, “Iblis va kichkina tikuvchi” ingliz ertaki, unda kambag'al tikuvchi shaytonni aldab, uning cheksiz ayyorligi tufayli abadiy yashash huquqini qo'lga kiritgan. Eksentriklik sarguzasht va kundalik ertaklarning o'zgarmas atributidir. Ertakda Uch aqlli bosh, olish qahramoni jahon urushi kuni ertalab boshqasi bilan konor tomida o'tlaydi.

Kundalik ertakda syujet qahramonning sehrli kuchlar bilan emas, balki qiyin hayot sharoitlari bilan to'qnashuviga asoslangan bo'lib, u kutilmagan omad yoki o'z zukkoligi tufayli bu vaziyatlardan zararsiz chiqib ketadi. Ensiklopedik lug'atda “kundalik ertaklar alohida kichik turni tashkil qiladi, ular doirasida ikkita janrni ajratish mumkin: anekdot va qisqa hikoyalar”. Anekdotli ertak, nomidan ko'rinib turibdiki, o'yin-kulgi, fars, kulgi yoki satirani o'z ichiga oladi. Ular realistik grotesk, parodiya yoki metafora usullarini o'z ichiga oladi. Bunday ertakdagi ziddiyat ahmoqlikka asoslangan, bosh qahramon ahmoq yoki yolg'ondir. Adabiyot ta'sirida keyingi janr - ertak hikoyalari shakllandi, ular hikoya folklor qonunlarini yangi sifatda o'zgartirdi: insonning ichki dunyosiga qiziqishning namoyon bo'lishi.

Xalq og'zaki ijodi va adabiy ertak o'rtasidagi farqni ko'rish kerak. “Folklor ertaklari bir-biriga ziddir, ular og'zaki hikoyaning yozma versiyasidir”. Biroq, maktubda og'zaki nutqning grammatikasi, uslubi va tasviri saqlanib qolgan. Shunday qilib, xalq ertaklari ko'p asrlik an'anaga asoslangan ifodali hikoyadir. Aksariyat ertaklarda hikoyachi so'zlashuv tilida gapiradi.

Xalq og'zaki ijodining adabiy ertakdan farqi haqida gapirganda, xalq og'zaki ijodida ertak va marosim o'rtasida aniq bog'liqlik mavjudligini ko'rsatish kerak. Ilgari xalq ertaklari ma'lum ma'noda diniy marosimlar va din bilan bog'liqligi aniqlangan

Xalq ertaklarining ikkinchi o'ziga xos xususiyati ertak va afsona o'rtasidagi qarama-qarshilikdir. Mif va ertak o'rtasidagi katta qarama-qarshilik muhim nazariy va

amaliy ahamiyatga ega. Birinchidan, bu ibtidoiy mafkura va san'at o'rtasidagi munosabatlar masalasidir. Ertak ko'pincha sof badiiy hodisa sifatida talqin qilinadi, shuning uchun san'at ob'ekti sifatida va mifda ongsiz, she'riy elementlarni ajratib bo'lmaydi, unda diniy va fangacha bo'lgan g'oyalarning asoslari mavjud va ko'pincha ular ham mavjud. ularning marosimlar bilan aloqasi izlari

Darhaqiqat, afsona va ertak shu qadar mos kelishi mumkinki, tilshunoslar bunday miflarni ko'pincha ertak deb atashadi. Mifologik qahramonlar ko'pincha ertaklarda uchraydi. Ingliz ertaklarida mittilarning mifologik qahramonlari ko'pincha paydo bo'lishi bejiz emas. Mitti so'zi asli inglizcha bo'lib, nemis tilida "zwerg" va qadimgi island tilida "dvergr" ga to'g'ri keladi. Qadimgi german so'zi bo'lib, u ilk german yodgorliklarida, masalan, Epinal glosseslarida (VIII-asr) uchraydi

Biroq, ertakning mifga aylanishi nafaqat ibtidoiy xalq og'zaki ijodida, balki aksincha. Bunday chalkashlik hatto qadimgi yunon an'alarida ham uchraydi, "afsona" atamasi unga tegishli. Yunon miflarining aksariyatini odatiy ertaklar yoki tarixiy afsonalar deb hisoblash mumkin.

Adabiy ertakning o'zi janr sifatida faqat romantizm davrida paydo bo'lgan. Uning asosiy farqlovchi xususiyatini ongli mualliflik deb hisoblash mumkin, bunda yozuvchi o'z asarini, garchi u folklordan kelib chiqsa ham, o'zi yaratadi"

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ГЕНДЕРНЫЕ СТЕРЕОТИПЫ И КОГНИТИВНЫЕ СТРАТЕГИИ В РУССКОМ И АНГЛИЙСКОМ МЕДИАДИСКУРСЕ

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АННОТАЦИЯ.

Исследование посвящено анализу гендерных стереотипов и когнитивных стратегий в русскоязычных медиа. Оно выявляет, как язык и фрейминг используются для создания стереотипных образов женщин, что влияет на их восприятие в обществе. Основные выводы показывают, что в медиа женщины часто изображаются в эмоциональных или поддерживающих ролях, тогда как мужчины — в лидирующих. Примеры из программ "Время" и "DW News" подтверждают, что подобные стратегии усиливают традиционные гендерные стереотипы, ограничивая возможности женщин и поддерживая устоявшиеся социальные роли.

КЛЮЧЕВЫЕ СЛОВА: гендерные стереотипы, когнитивные стратегии, медиа-дискурс, лингвистические средства, фрейминг, гендерные роли, социальные барьеры, объективация женщин, гендерная идентичность, медиапространство, социальные нормы, бинарные гендерные представления, профессиональная роль женщин, эмоциональные обращения, образ женщин в медиа, влияние медиа на восприятие, традиционные гендерные роли, критический анализ медиа, политкорректность в медиа, интерсекциональность, социальное восприятие.

Вопросы гендерных стереотипов и их влияния на общественные нормы и восприятие играют значительную роль в современных исследованиях медиадискурса. В условиях глобализации и растущей доступности средств массовой информации медиа оказывают мощное влияние на формирование социальных представлений о гендере. Особенно важно изучение того, как медиа конструируют образы женщин и мужчин, закрепляют или изменяют существующие стереотипы, и как эти процессы влияют на восприятие женщин в профессиональной, личной и социальной сферах. Данное исследование фокусируется на когнитивных стратегиях, используемых в медиапространстве для формирования гендерных образов. Лингвистические средства,

такие как фрейминг и объективация, активно используются в медиа для закрепления традиционных гендерных ролей, что оказывает значительное влияние на восприятие женщин и их роли в обществе. В рамках работы особое внимание уделено критическому анализу материалов новостных программ и кинофильмов, где ярко выражены гендерные стереотипы, что позволяет глубже понять их культурные и социальные корни.

Актуальностью исследования является то что гендерные стереотипы, закрепленные в медиадискурсе, непосредственно влияют на карьерные возможности женщин, их общественное признание и личную самооценку. Изучение того, как медиа преподносят женщин, помогает глубже понять социальные барьеры, с которыми они сталкиваются, и открыть пути для более равноправного представления женщин в обществе. Так же данное исследование заполняет существующие пробелы в понимании механизмов формирования и передачи гендерных стереотипов в медиадискурсе, а также их влияния на восприятие женщин в разных культурах

Был проведён литературный обзор, включающий анализ существующих работ по гендерным стереотипам, когнитивным стратегиям, фреймингу и объективации. Так же критический анализ контента, в рамках которого анализировались различные медиаресурсы, анализ когнитивных стратегий, используемых в медиа для формирования восприятия гендерных ролей. Исследование фокусировалось на таких когнитивных инструментах, как фрейминг и объективация, а также на роли эмоциональных обращений.

Как социальная категория, пол является одним из самых ранних и наиболее заметных способов, которыми люди могут научиться идентифицировать себя и своих сверстников, причем использование гендерных ярлыков становится очевидным у младенцев уже в 17 месяцев их жизни¹²⁰. Как отметил Батлер (1993), гендер — это всепроникающий социальный и культурный регулирующий механизм, который является частью нашей повседневной жизни, нашего мышления и речи. Этот, по-видимому, биологический феномен на самом деле не просто «биологический», но и «реализуется посредством архитектуры, социализации, экономических и

¹²⁰ Martin, C.L.; Ruble, D.N. Patterns of Gender Development. *Annu. Rev. Psychol.* **2010**, *61*, 353–381. [Google Scholar] [CrossRef] [PubMed]

психологических полномочий, идентификации тела, одежды и т. д.» (Фелдерер, 1997, стр. 374). Другими словами, гендерная идентичность рассматривается как социальный конструкт, а не как «данная» социальная категория (Коутс, 2007). Таким образом, он конструируется посредством социальной, политической, культурной и образовательной деятельности. Детям примерно в три года начинают формироваться первые представления о том, кем они являются — мужчиной или женщиной.¹²¹ Этот процесс называется гендерной идентичностью. На этом этапе дети начинают понимать, что существует не только два пола, но и множество других идентичностей, таких как агендер или гендерфлюид. С течением времени, на протяжении всей жизни, люди продолжают развивать свои представления о гендере. Они собирают и обрабатывают информацию о мужчинах и женщинах через наблюдения, общение и культурные нормы. Это приводит к тому, что социальные представления о гендере часто бывают бинарными, то есть воспринимаются как строго мужские или женские, что может влиять на то, как люди себя идентифицируют и как их воспринимает общество.¹²² Таким образом, гендерные стереотипы и представления о ролях закрепляются в обществе и становятся частью личного и социального опыта каждого человека.

Среди множества источников влияния на гендерные представления медиа занимают важное место, и их значимость можно оценить по многим различным явлениям. Повсеместность медиа, хроничность воздействия на людей и их роль в формировании убеждений, установок и ожиданий сделали их предметом научного внимания.

Общественный интерес к теме гендера резко возрос за последние 10 лет, отчасти из-за социальных и политических движений, выступающих за гендерное равенство по ряду аспектов, включая то, как гендер изображается в средствах массовой информации.

Таким образом, медиадискурс становится мощным инструментом, который не только отражает, но и активно формирует общественные представления о гендере. В этом контексте когнитивные стратегии, используемые в медиа для конструирования

¹²¹ Giles, J.W.; Heyman, G. Young Children's Beliefs About the Relationship Between Gender and Aggressive Behavior. *Child Dev.* **2005**, 76, 107–121. [[Google Scholar](#)] [[CrossRef](#)] [[PubMed](#)]

¹²² Koenig, A.M.; Eagly, A.H. Evidence for the social role theory of stereotype content: Observations of groups' roles shape stereotypes. *J. Pers. Soc. Psychol.* **2014**, 107, 371–392. [[Google Scholar](#)] [[CrossRef](#)] [[PubMed](#)]

образов женщин, играют ключевую роль в закреплении или изменении существующих стереотипов.

Когнитивные стратегии в медиадискурсе относятся к тем методам и подходам, которые используются для формирования и восприятия образов женщин в медиа. Эти стратегии помогают аудитории интерпретировать информацию и выстраивать свое понимание гендерных ролей. Информация о когнитивных стратегиях в медиадискурсе, основана на различных исследованиях и теоретических работах. Например, концепция фрейминга активно исследуется в контексте медиа, где акцент на определенных качествах может влиять на общественное восприятие женщин и их ролей в обществе. К примеру, в "Gender representation and stereotyping in ELT textbooks: A critical image analysis", обсуждает, как фрейминг формирует общественные представления о женщинах «The images were analyzed for the ways they depict objects and figures, gender segregation, and gender differentiation in the posing of figures through size, stance, smile, touch, and gaze. Similar results were found in this study and a gender-segregated world of images was confirmed. It was concluded by the researchers that women were presented as much powerless and less confident than men in the images of the advertisements.»

Нормализация гендерных ролей и использование эмоциональных обращений также являются важными аспектами, исследуемыми в литературе о влиянии медиа на восприятие гендера. Например, если медиа постоянно показывают женщин в роли заботливых матерей, это создает у аудитории впечатление, что такая роль является естественной и единственно приемлемой для женщин. Эта стратегия усиливает традиционные представления о гендере и может ограничивать возможности женщин. Использование эмоционально насыщенного языка и образов позволяет медиа манипулировать чувствами аудитории. Это может выражаться в создании образов, вызывающих симпатию или тревогу. Реклама часто использует образы матерей или романтических героинь для эмоционального воздействия, что может как поддерживать, так и оспаривать гендерные стереотипы в зависимости от контекста.

На основании проведенного анализа, когнитивные стратегии в медиадискурсе играют важную роль в формировании и восприятии образов женщин. Для более глубокого понимания данной темы я проанализировала несколько статей, среди

которых были "Gender representation and stereotyping in ELT textbooks: A critical image analysis" и другие.

В результате анализа выяснилось, что многие из этих источников используют схожие стратегии представления женщин, что подтверждает существование общих шаблонов и стереотипов в обоих медиадискурсах. Например, фрейминг и эмоциональные обращения активно применяются в различных контекстах, чтобы либо поддерживать, либо оспаривать традиционные гендерные роли.

Далее, в следующем разделе будут представлены конкретные результаты анализа, которые демонстрируют, как гендерные стереотипы формируются и изменяются в зависимости от медиаформата и культурного контекста.

Теперь, после рассмотрения концептуальных основ гендерных стереотипов и когнитивных стратегий, важно обратить внимание на конкретные результаты, выявленные в ходе анализа русскоязычных медиа. В частности, я проанализировала несколько статей и телепередач, что позволило выявить, как гендерные роли и стереотипы представлены в медиа и как они могут влиять на общественное восприятие.

Результаты анализа показывают, что медиа-пространство сохраняет традиционные представления о гендере, часто изображая мужчин в роли лидеров и экспертов, тогда как женщины представлены в контексте эмоциональных и заботливых ролей. Более того, использование определённых языковых конструкций и фрейминговых стратегий подтверждает существующие стереотипы, оказывая влияние на формирование общественного мнения о женщинах и мужчинах.

Конкретные аспекты были выявлены в ходе этого исследования, что позволяет сделать вывод о состоянии гендерных стереотипов в медиа-пространстве. Например, на новостном канале "DW News" в выпуске, вышедшем сравнительно недавно (двумя месяцами ранее), под названием «Может ли вице-президент Камала Харрис победить Дональда Трампа?» Камала Харрис как женщина упоминается в контексте её недостаточной эффективности с акцентом на её пол и расовую принадлежность: «Она женщина и афро-американка». Эта фраза иллюстрирует пересечение различных идентичностей и подчеркивает, как гендерные и расовые стереотипы могут сочетаться,

создавая уникальные восприятия. Использование данного словосочетания может указывать на то, что идентичность женщины-афроамериканки воспринимается как значимая характеристика, что может иметь как позитивные, так и негативные последствия. С точки зрения когнитивных стратегий, такая формулировка может способствовать формированию стереотипов, утверждающих, что люди определяются через призму своей расовой и половой принадлежности, что ограничивает восприятие их индивидуальности.

Также в одном из выпусков передачи «Время» ведущий обсуждает важные события в экономике и политике, акцентируя внимание на достижениях мужчин-руководителей. При этом роли женщин часто упоминаются в контексте традиционных домашних обязанностей или как поддерживающих персонажей. Например, использование фраз типа "заботливая мать" или "жена успешного бизнесмена" подчеркивает роль женщин как второстепенных по сравнению с их мужскими коллегами.

Дополнительно стоит упомянуть разбор из фильмов, к примеру, из *"Парка юрского периода"* (Jurassic Park, 1993). Один из персонажей, Элли Сатлер, демонстрирует компетентность и умение справляться с опасностями, однако в одной из сцен её внешний вид обсуждается как объект желания, что подрывает её профессиональные достижения. В фильме *"Барби"* (Barbie, 2023) в разговоре между персонажами звучит фраза: "Кажется, что жизнь Барби — это идеальная мечта, но она забывает, что женщины должны следовать определённым правилам". Эта реплика намекает на давление, оказываемое на женщин в обществе, чтобы они соответствовали идеалам. Фильм использует фрейминг для формирования восприятия, создавая у зрителей схемы, в которых женская ценность определяется исключительно внешними характеристиками. Это может закрепить традиционные идеи о мужественности и женственности в сознании аудитории.

В результате проведённого исследования удалось выявить значительную роль медиа в формировании и поддержке гендерных стереотипов. Анализ программ "Время" и "DW News" а так же нескольких фильмов показал, что медиа часто используют когнитивные стратегии, такие как фрейминг и объективация, для создания

образов женщин, которые подкрепляют традиционные гендерные роли. Женщины чаще изображаются в эмоциональных или поддерживающих ролях, тогда как мужчины занимают лидирующие и профессиональные позиции. Это усиливает бинарные представления о гендере, закрепляя социальные нормы, ограничивающие карьерные и социальные возможности женщин.

Кроме того, исследование показало, что эмоциональные обращения и стереотипные образы женщин, используемые в медиа, способствуют поддержанию существующих социальных барьеров. Это оказывает негативное влияние на восприятие женщин в профессиональной среде и обществе в целом, формируя устойчивые стереотипы о том, что их роли ограничиваются домом и заботой о других.

Таким образом, медиа-дискурс не только отражает существующие стереотипы, но и активно участвует в их воспроизводстве. Изучение этих когнитивных стратегий в медиaprостранстве помогает глубже понять, как можно способствовать более равноправному представлению женщин в обществе, разрывая устоявшиеся стереотипы и открывая новые возможности для их социального и профессионального роста.

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INGLIZ VA O'ZBEK TILLARIDAGI MAQOLLARDA "DO'STLIK" KONSEPTINING IFODALANISHI

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ANNOTATSIYA

Ma'lumki, insoniyat o'zaro munosabatining asosiy vositasi bo'lmish tilning o'rni beqiyosdir. Hozirgi davrda tilni nafaqat muloqot vositasi sifatida balki butun bir jamiyatning ko'zgusi sifatida sotsiolingvistika, pragmalolingvistika kabi sohalar tomonidan tadqiq qilinishi dolzarb masalalardandir. Har bir til o'ziga xos hususiyatlarga ega bo'lib, shu tildan foydalanuvchi jamiyat haqida ma'lumot bera oladi.

Kalit so'zlar: pragmalolingvistika, muloqot vositasi, munosabat, til.

Insonlar o'zining fikrlashi, hayot tajribasi, qobiliyatlari kabi o'ziga xosliklari bilan bir-biridan ajralib turadilar. Ammo, shunga qaramasdan insonlarni birlashtiruvchi, hamma uchun umumiy bo'lgan hususiyatlar mavjud. Bu hususiyatlarni o'rganishni jamiyatning tajribalari asosida shakllangan xalq og'zaki ijodi shakli bo'lgan maqollarni tadqiq qilish orqali amalga oshirish mumkin. Bu "lisoniy ifodalar" bizga biz hayotda qiyinchiliklarimiz va muvaffaqiyatlarimizda yolg'iz emasligimiz haqida eslatma bo'lib, bizgacha bo'lgan avlod shu kabi tajribalarni boshdan o'tkazib, o'z tushuncha va fikrlarini vaqt sinovidan o'tgan shu ifodalarda biz bilan baham ko'rganini ko'ramiz[1]. Maqollarda xalq hayotidagi ajralmas tushunchalar yoritiladi. Quyida biz ingliz va o'zbek tillarida "do'stlik" konsepti yoritilgan bir necha maqollarni tahlilga tortdik.

Do'stlik—insonlar orasidagi o'zaro xurmat, yoqtirish, manfaatlar umumiyligiga asoslangan munosabatdir. Do'stlik barcha xalqlarda qadrlanadi. Barcha xalqlar

o'zining tajribasining namoyondasi bo'lmish maqollarda bu tushunchani o'z til imkoniyatlarida ifodalaydi. Do'stlikning asosiy husiyatlaridan biri hisoblangan "o'zaro suyanchiq va himoyachi bo'lish" g'oyasi ingliz tilidagi quyidagi maqollarda ifodalangan:

One friend watches for another maqolida do'st do'stni himoya qilish pozitsiyasi ko'rsatilgan. *Wherever you see your friend trust yourself* (Do'stingizni qayerda ko'rsangiz ham, o'zingizga ishonib); *Do not protect yourself by a fence, but rather by your friends* (O'zingni panjara bilan emas, balki do'sting bilan himoya qil) maqollari ham do'stning "himoyachi" hususiyatini taqdim qiladi. *Friends are like walls, sometimes you lean on them and sometimes it's good just knowing they're there* [2] maqolida do'stlar devorga o'xshatiladi, ba'zida ularga suyanasiz va ba'zida ularning shunchaki borligini bilish yoqimlidir. Ushbu g'oya o'zbek tilida *Do'st do'stga qalqon* maqolida yoritilgan.

Do'stlik ikki insonning bir-biriga bo'lgan o'zaro munosabatidan iboratligi ingliz tilidagi *Friendship stands not in one side* (Do'stlik bir tomonda bo'lmas); *Friendship is something to be shared rather to give or to get or to own or retain* (Do'stlik berish, olish, egalik qilish yoki saqlashdan ko'ra ko'proq baham ko'riladigan narsadir); *Friendship is a plant that must be often watered* (Do'stlik tez-tez sug'orilib turiladigan ko'chatdir) maqollarida yoritilgan. O'zbek tilida *Do'st do'stlikda toblanar*, *Bilim – tortishuvda* maqolining birinchi komponentida, *Qars ikki qo'ldan chiqadi* kabi maqollarda ushbu g'oya o'z ifodasini topgan. *Tayoqqa suyanib oyoq tolmas, Oyoqqa suyanib tayoq toymas* maqolida garchi do'st so'zi qatnashmagan bo'lsa ham do'stlarning bir biriga suyanchiq bo'lish g'oyasi ta'riflangan.

If you have one true friend, you have more than one share [3] maqolida iqtisodiy tushuncha orqali do'stlikning haqiqiy qiymati ta'kidlanadi, ya'ni, do'stning har qanday sharoitda seni qo'llab quvvatlashi, yordamga tayyor bo'lishi g'oyasi ko'rsatilgan: *Friends are like centipedes, they have many legs when work needs to be done* (Do'stlar qirqoyoqqa o'xshaydi, ish qilish kerak bo'lganda ularning oyoqlari ko'p bo'ladi); *When being a friend, always be sure, do the good you intend.* (Do'st bo'lganda, doimo o'zingga ishon, ko'nglingdagi yaxshilikni qil); *When a friend asks there is no*

tomorrow (1640, WDP) (Do'st yordam so'raganda, paysalga solinmaydi); *it is good to have friends but bad to need them* (1669, WDP) (Do'stlar bor bo'lishi yaxshi, ammo ularga muxtojlik yaxshimas). *A man may see his friend need, but he will not see him bleed* maqolida inson o'z do'stining muhtojligini ko'rishi mumkin, lekin uning qon yo'qotishini, o'zi uchun qurbonlik qilishini ko'rishni istamaydi ma'nosi yoritilgan. *As a man is friended, so the law is ended* maqoli tarjimasi "Odam do'stlashsa, qonunlar to'xtaydi" bo'lib, o'zbek tilidagi *Do'stlik chegara bilmas* maqolini yoritadi. Do'stning har qanday sharoitda yordamga tayyor bo'lishi g'oyasini o'zbek tilidagi *Do'sting uchun zahar yut*[4] maqoli qisqa va aniq ta'riflaydi.

O'rta asr ingliz tilisida paydo bo'lgan *he is my friend that succors me* (1477, WDP) (Menga yorgam beruvchi mening do'stimdir) maqoli vaqt o'tishi va qishloq xo'jaligining rivojlanishi sababli *he is my friend that grinds my mill* (1633, WDP) (Mening tegirmonimni haydovchi mening do'stimdir) shakliga o'zgardi. Zero u shaklan o'zgarmagan bo'lsa ham, qishloq xo'jalik mavzusiga asosan konseptual tarkibini o'zgartirdi[5].

Ma'lumki, maqollar xalq hayot tajribasi va turmush tarzining mahsuli hisoblanadi. Yuqorida bayon qilingan maqollar ingliz va o'zbek tillarida do'stlik konseptining ayrim hususiyatlarining bayon qilinishidagi o'ziga xosliklarni ochib beradi. Yuqoridagilardan ko'rinib turibdiki, "do'stlik" konsepti ikkala til egalari madaniyatida ham o'z aksini topgan, ikkala xalq vakillari ham *do'st* timsoli orqali o'xshash tushunchaga egadirlar.

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QARINDOSHLIK ATAMASIDA GENDER MUNOSABATLARINING IFODALANISHI

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Annotatsiya. Ushbu maqolada qarindoshlik atamalarining gender munosabatlarini ifodalashdagi roli tahlil qilinadi. Qarindoshlik atamalari nafaqat oilaviy munosabatlar va ijtimoiy ro'llarni aks ettiradi, balki jamiyatdagi erkaklar va ayollar o'rtasidagi gender farqlarini ham namoyon etadi. An'anaviy oilaviy tizimda erkak va ayol o'rtasidagi o'zaro ro'l taqsimoti atamalarda o'z aksini topadi. Shu bilan birga, gender tengligi va zamonaviy ijtimoiy o'zgarishlar qarindoshlik atamalarining shakllanishiga ta'sir qilmoqda. Maqolada qarindoshlik atamalaridagi gender rollarining o'zgarishiga olib keluvchi omillar, masalan, iqtisodiy imkoniyatlar, madaniy urf-odatlar va huquqiy inqiloblar tahlil qilinadi. Tadqiqot natijalari, jamiyatda gender tengligi va ayollar huquqlarining rivojlanishi bilan qarindoshlik atamalaridagi ifodalar ham o'zgarib borayotganini ko'rsatadi. Maqola, kelajakda gender rollari va qarindoshlik atamalari o'rtasidagi o'zaro bog'liqlikni chuqurroq o'rganish zarurligini ta'kidlaydi.

Kalit so'zlar: jamiyat, oilaviy munosabat, ijtimoiy rol, erkak, ayol, gender munosabat, modernizatsiya

Qarindoshlik atamalari turli madaniyatlar va jamiyatlarda odatda oilaviy munosabatlar va turli ijtimoiy ro'llarning ifodasi sifatida paydo bo'ladi. Bunday atamalar nafaqat o'zaro bog'lanishlar va yaqinliklarni, balki jamiyatdagi gender rollari va genderga oid qadriyatlarni ham aks ettiradi. Shunday qilib, qarindoshlik

atamalarining tarkibi va ishlatilishi ko'pincha jamiyatdagi erkaklar va ayollar o'rtasidagi munosabatlarni va ularning o'rnini belgilab beradi.[1]

1. Qarindoshlik atamalarining an'anaviy tushunchasi. Qarindoshlik atamalari asosan oilaviy tuzilma va o'zaro bog'lanishlarni tasvirlaydi. Odatda, bu atamalar ota-ona, aka-uka, opa-singil, bobolar, avlodlar va boshqa oilaviy a'zolari ni ifodalaydi. Biroq, bu atamalar nafaqat o'zaro bog'lanishlarni, balki jamiyatda qanday gender ro'llariga asoslanganligini ham ko'rsatadi.

2. Gender va qarindoshlik atamalarining bog'liqligi. Qarindoshlik atamalaridagi gender munosabatlari ko'pincha an'anaviy oilaviy tizimda erkaklar va ayollar o'rtasidagi farqlarni aks ettiradi. Misol uchun, ba'zi madaniyatlarda, erkakning o'zi bir nechta qarindoshlar uchun boshqaruvchi yoki etakchi rolini bajarishi mumkin, ayollar esa ko'pincha uy ro'llari va oilaviy muammolarni hal qilish bilan shug'ullanadi.[2]

2.1 Erkaklar va ayollar o'rtasidagi an'anaviy farqlar. Ko'pgina jamiyatlarda, qarindoshlik atamalari erkaklar va ayollar o'rtasida farqlanadi. Masalan, bir kishi uchun "ota" va "ona" atamalari alohida ahamiyatga ega bo'lib, bu yerda erkak kishi odatda oilaning yetakchisi sifatida qaraladi, ayol esa ko'proq parvarishlovchi va farzandlarga g'amxo'rlik qiluvchi sifatida qaraladi. Bu kabi ajratishlar gender rollarining kuchli ta'sirini ko'rsatadi.

2.2 Ota-ona tizimining ta'siri. Qarindoshlik atamalari oilaning tarkibi va tuzilmasiga qarab farqlanadi. Erkaklar ko'pincha otalik rolini bajarishadi, ayollar esa onalik rolini. Bu taqsimlanish, o'z navbatida, o'zaro munosabatlar va oilaviy tizimda genderga asoslangan ijtimoiy tuzilmalarni yanada mustahkamlaydi.

3. Modernizatsiya va gender rollarining o'zgarishi. So'nggi yillarda, gender tengligi va ayollar huquqlari masalalari global miqyosda diqqat markaziga tushmoqda. Shuning uchun, qarindoshlik atamalaridagi gender rollari ham o'zgarayotganini ko'rish mumkin. Hozirgi kunda, ko'plab jamiyatlarda genderga nisbatan liberal yondashuvlar paydo bo'lmoqda, bu esa qarindoshlik atamalarining ifodalanishiga ta'sir ko'rsatmoqda. Ayollar erkaklar bilan bir qatorda jamiyatda faol ishtirok etmoqda, bu esa oiladagi ro'llarning taqsimlanishini o'zgartiradi.[3]

4. Qarindoshlik atamalarining o'zgarishiga ta'sir etuvchi faktlar. Bir nechta omillar qarindoshlik atamalarining genderga oid ifodasiga ta'sir ko'rsatishi mumkin. Ular orasida: taqsimlanish va iqtisodiy imkoniyatlar: Ayollar va erkaklar o'rtasidagi iqtisodiy tengsizliklar qarindoshlik atamalariga va oilaviy ro'llarga qanday yondashishimizga ta'sir qiladi. [4] Madaniyat va urf-odatlar: Har bir madaniyatda qarindoshlik atamalari va gender rollari o'ziga xos tarzda shakllangan. Ba'zi madaniyatlarda genderga nisbatan an'anaviy yondashuvlar kuchli, boshqalarida esa gender rollarini yumshatish tendentsiyasi kuzatilmoqda. Ta'lim va huquqiy o'zgarishlar: Gender tengligi va ayollarning huquqlarini himoya qilishga qaratilgan qonunlar va siyosatlar qarindoshlik atamalaridagi o'zgarishlarga olib kelishi mumkin.

5. Xulosa. Qarindoshlik atamalarining gender munosabatlarini ifodalashdagi roli juda muhim. Bu atamalar nafaqat oilaviy munosabatlarni, balki ijtimoiy va madaniy qadriyatlarni ham aks ettiradi. Shuningdek, jamiyatdagi gender tengligi va huquqlariga bo'lgan qarashlar qarindoshlik atamalarining o'zgarishiga olib kelishi mumkin. Bu o'zgarishlar nafaqat oilaviy tuzilmaning, balki ijtimoiy tizimning ham qanday rivojlanishini ko'rsatadi.

Kelayotgan yillarda qarindoshlik atamalaridagi gender rollarini yanada chuqurroq o'rganish va bu o'zgarishlarning jamiyatdagi umumiy tenglikka bo'lgan ta'sirini tahlil qilish zarur bo'ladi. Shu bilan birga, qarindoshlik atamalarining regional va madaniy farqlarini ham inobatga olish muhimdir.

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XALQARO HAMJAMIYATDA REKLAMA TUSHUNCHASINING PAYDO BO'LISHI VA RIVOJLANISH TARIXI

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ANNOTATSIYA

Maqolada reklama tushunchasining paydo bo'lishi va rivojlanish bosqichlari haqida so'z boradi. Reklama har bir tadqiqot ishida jamiyatdagi ma'lum bir ijtimoiy hodisa sifatida o'rganilgan va reklamaning ma'lum bir yo'nalishi, shakllari yoritilgan, tadqiqotchilar tomonidan reklamaning jamiyat siyosiy, iqtisodiy, ijtimoiy hamda madaniy hayotida tutgan o'rni haqida fikrlar bildirilgan. Biroq, xalqaro hamjamiyat tarixida reklamaning paydo bo'lishi va rivojlanish tarixi reklamashunos olimlar tomonidan to'liq tadqiq etilmagan.

Kalit so'zlar: reklama, piktogramma, firma tamg'asi, reklama tarqatuvchisi, reklama jarayoni, savdo-sotiq yarmarkasi

Hozirgi kunda xalqaro hamjamiyat hayotida yuz berayotgan siyosiy, ijtimoiy, iqtisodiy va madaniy hayotda sodir bo'layotgan o'zgarishlar reklama soni, hajmi va shakllarini kundan-kunga o'sishiga olib kelmoqda.

Reklama va uning paydo bo'lishi, reklamaning qadimgi holati va shakllarini yoritish hozirgi kunda olimlar tomonidan kam o'rganilgan soha hisoblanadi. Reklama bilan bog'liq bo'lgan ilmiy tadqiqot ishlarini o'rganish shundan dalolat beradiki, reklama har bir tadqiqot ishida jamiyatdagi ma'lum bir ijtimoiy hodisa sifatida o'rganilgan va reklamaning ma'lum bir yo'nalishi, shakllari yoritilgan, tadqiqotchilar tomonidan reklamaning jamiyat siyosiy, iqtisodiy, ijtimoiy hamda madaniy hayotida tutgan o'rni haqida fikrlar bildirilgan. Biroq, xalqaro hamjamiyat tarixida reklamaning paydo bo'lishi va rivojlanish tarixi reklamashunos olimlar tomonidan to'liq tadqiq etilmagan. Mazkur ilmiy-tadqiqot ishimizda xalqaro miqyosda reklama tarixiga to'htalib o'tishni lozim topdik.

Tadqiqot ishini yoritishda sohaga oid adabiyotlarni o'rganib tahlil qilish jarayonidan kelib chiqib shunday fikr bildirish mumkinki, reklama qadimdan jamiyat hayotida muhim o'rin tutgan ijtimoiy hodisa hisoblangan. Tarixiy manbalarga,

shuningdek, reklama bo'yicha ilmiy-tadqiqot ishlarini olib borgan olimlarning ishlariga va fikrlariga tayangan holda aytish mumkinki, reklamaning vujudga kelishi uzoq o'tmishga borib taqaladi. Jumladan, reklama tarixini yoritgan Yevgeniy Viktorovich Romat o'zining "Reklama: tarix-nazariya-amaliyot"¹²³ nomli kitobida ta'kidlashicha, "Reklama" atamasi lotincha "reclamare"- "baland qichqirmoq, xabar bermoq" so'zidan kelib chiqqan. Muallif ushbu fikrni ilgari surishda qadimda bo'lib o'tgan ijtimoiy hayotdagi hodisalarga tayanadi, jumladan, Qadimgi Rimda va Gretsiyada faoliyat turiga ko'ra dastlabki mohir reklama tarqatuvchisi deb sanasa bo'ladigan savdo do'konlari va mahsulotlar haqida xabarlarni baqirib aytuvchi jarchilardan kelib chiqqanligini ta'kidlaydi.

Shuningdek, reklama tarixi bo'yicha fikr bildirgan faylasuf Lusiy Aney Seneka bundan ikki ming yil ilgari, reklama haqida fikr bildirib, "dastlabki reklama qiluvchilar orasida somsa sotuvchilar ham, dudlangan go'sht maxsuloti sotuvchilar ham, har xil pishiriqlar sotuvchilar ham bor edi. Har biri o'z bilganicha o'z mahsulotini baqirib maqtardi ¹²⁴, - deb yozgan edi. Faylasuf Lusiy Aney Senekaning ta'kidlashicha "Jarchilar odatda odam gavjum joylarda: hammomlar, oshxonalar, do'konlar, karvonsaroylar yonida ishlashardi. Ularning og'zidan chiqayotgan reklama xabari aniq, foyda keltiruvchi va oddiy bo'lib, mazmun nuqtai nazaridan matn og'zaki nutqda juda ta'sirchan yangrardi. Xaridorni jalb qilishga intilib, jarchilar bor san'atlarini ishga solishardi va bordiyu ularning na baland tovushi va na jonli yuz ifodasi odamlarga ta'sir qilmasa, ular xaridorlarni do'konga kirishga majbur qilib kuch ishlatishardi"¹²⁵". "Hozir meni chor atrofdagi g'ala-g'ovur baqiriqlar chulg'ab olgan: ahir men ayni (shahar) hammomining oldida yashayman. Shuning uchun bunday baqiriq va chaqiriqlar odam bolasining qulog'ini qomatga keltiradi."¹²⁶— deb yozgan edi faylasuf Lusiy Aney Seneka.

¹²³ Ромат Е.В. Реклама-История-Теория-Практика Учебник для вузов. Питер. Москва -2002. Стр 9.

¹²⁴ Винничук Л. Люди, нравы и обычаи Древней Греции и Рима / - М., 1988. стр 93.

¹²⁵ Винничук Л. Люди, нравы и обычаи Древней Греции и Рима / - М., 1988. стр.93.

¹²⁶ Луций Анней Сенека. Нравственные письма Луцилию. — Науч.- изд. центр «Ладомир-Наука». — М., 1993. — 93-94 с.

Bu tarixiy ma'lumot shundan dalolat beradiki, qadimdanoq reklama savdo-sotiqni yurgizadigan kuch, vosita sanalgan va shuning uchun ham reklama xabarchilari o'zlarining asl vazifalarini bajarib, xaridorlarga ta'sir o'tkazib, xaridorlarni mahsulotni xarid qilishga undashgan.

Faylasuf Lusiy Aney Senekaning fikrlarini tahlil qilib aytish mumkinki, u o'zi yashagan davrda reklamaning paydo bo'lishini, jamiyat hayotida tutgan o'rni va reklamaning shaklini o'z asarlarida ifodalab, bu terminning etimologik mazmunini to'liq yoritib berganligiga guvoh bo'lamiz.

Ushbu tarixiy manbalarga tayangan holda biz, "reklama, qadimda og'zaki shaklda paydo bo'lgan va shu usulda odamlarni muhim narsa va hodisalardan xabardor qilishga va chorlashga qaratilgan og'zaki shaklda, baland ovozda, baqiriq, qichqiriqlardan iborat bo'lgan usulda xabarlarini yetkazishga qaratilgan ijtimoiy hodisa bo'lgan", deb fikr bildiramiz.

Fikrimizcha, qadimdan mahsulot ishlab chiqarish hamda jamiyatdagi ijtimoiy munosabatlar insonlar orasida bir-birlari bilan o'zaro ma'lumotlar almashinishga bo'lgan talabni yuzaga keltirgan. Mazkur ma'lumotlarning ayrimlari o'zida rag'batlantiruvchi va ishontira olish kuchiga ega bo'lib, muayyan ish-harakatlarning amalga oshirilishiga turtki bo'lgan. Ayni shu rag'batlantiruvchi va ishontiruvchi kuch kelgusidagi zamonaviy reklamaning vujudga kelishiga zamin yaratgan va muloqotning mazkur yo'nalishini "ilk reklama" sifatida paydo bo'lishiga turtki bo'lgan. Tarixiy manbalarga¹²⁷ tayangan holda aytish mumkinki, ilk reklamalar insonlar orasidagi savdo-sotiq munosabatlarini integrallashgan ko'rinishi bo'lib xizmat qilgan hamda odatiy muloqot vositasi sifatida namoyon bo'lgan. Ilk tarixiy reklama jarayoni o'zida biz hozirda "reklama" deb atayotgan bozor munosabatlarining rivojlangan shaklini ya'ni to'g'ridan-to'g'ri bozor munosabati, bozor, raqobat, savdo-sotiq hamda savdoning rag'batlantiruvchi, jadallashtiruvchi kuchini aks ettirgan. Shuningdek, eng qadimgi savdogarlar o'z haridorlari bilan to'g'ridan-to'g'ri og'zaki muloqot vositasida munosabat o'rnatganligiga guvoh bo'lamiz.

¹²⁷ Ромат Е.В. Реклама-История-Теория-Практика Учебник для вузов. Питер. Москва -2002. Стр 8.

Adabiyotlarda¹²⁸ qayd etilishicha, qadimda savdo-sotiq munosabatlarini shakllanishi uchun katta omil bo'lib xizmat qilgan reklamaning tarixiy jihatlaridan biri, endigina paydo bo'layotgan *yarmarkalar* edi. Odatdagi bozorlardan farqli o'laroq, yarmarkalar o'zining an'anaviyligi, davomiyligi va ma'lum bir hududda muntazam o'tkazib borilishi bilan ajralib turgan. Har yilgi yarmarkalar qadimgi Rim davridayoq o'tkazib kelingan (eramizning 3-5 asrlarning boshlarida). Odatda savdo-sotiq yarmarkalari o'tkaziladigan markazlar anchayin odamlar ko'p to'planadigan dargohga aylanib ulgurgandi. Bunday yarmarkalar sirasiga Alban tog'larida joylashgan Lotin Yupiteri ibodatxonasi, Rim shahridagi Aventin tepaligidagi Diana ibodatxonasi, Etruriyadagi Voltumna ibodatxonasi va boshqalarni kiritish mumkin. Ushbu o'rinda qayd etish lozimki, Osiyo va O'rta osiyo xalqlarida jumladan bizning mamlakatimizda xam mavsumiy turli xil yarmarkalar tashkil etilib borilgan.

Bunday bozorlarda xaridorlar istemolchini jalb qilish uchun "keb qoling op qoling, olganlar darmonda olmaganlar armonda" kabi jummalarni ko'p ishlatishar edi. Bozorning odam gavjum joylarida turli xil dorbozlar va milliy kurash o'yinlari tashkil qilinar va jarchilar tomonidan reklama va e'lonlar ham aynan shunday yarmarka va bozorlarda olib borilar edi.

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DIVERSITY OF DIALECTS IN THE TERRITORY OF UZBEKISTAN

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Annotation: In this article, the unique features and different aspects of dialects in the territory of Uzbekistan are substantiated by analyzing examples. An attempt was made to substantiate the stated opinions through scientific sources and the author's relations were expressed.

Key words: dialect, Kipchak dialect, Qarluq dialect, Oghuz dialect, areal, isoglosses.

The level of complexity of the system of dialects mainly depends on extralinguistic factors: the degree of separation (separation) of the dialect, the level of contact of representatives of a particular dialect with representatives of other dialects and languages. The scope and scope of the concept of national language is wide and includes dialects and dialects. Dialects are not included in the concept of literary language, but they are considered sub-forms and branches of the language and serve to enrich the literary language. Due to extralinguistic factors such as the improvement of literary language standards, the development of science and culture, and the reduction of differences between the city and the countryside, the dialects are gradually losing their characteristics.

It is known that the Uzbek literary language in its historical development is composed of three dialects. They are: Qarluq-Chigil-Uighur dialect. This dialect was formed in history on the basis of the development of the Qarluq clan, and they belong to the ancient Tukyu (Turkic) tribal union, representatives of this people lived in the western regions of Altai. Ettisuv, Fergana Valley, who lived in the region of Eastern Turkestan up to the Torim River. Along with the Qarluqs, the Uyghurs also continued their life activities in the Lahja area. The dialect is associated with the names of three tribes and ethnic groups. This, of course, is determined by the closeness of the phonetic, lexical and grammatical features of the dialect.

Qarluq-Chigil-Uighur dialect. These three ethnic groups (Qarluqs, Chigils, Uyghurs) lived south of the Ile River, in the vicinity of Issyk-Kol in the 9th-10th centuries [1.4]. Today, the ethnic language of the representatives of this tribe is preserved mainly in

urban and urban-type dialects and dialects. In linguistics, this dialect is called "Karluq dialect" for short. In the territory of Uzbekistan, this dialect mainly includes small dialects of those who communicate in the cities of the Fergana Valley, in the cities of the oases of Tashkent and Zarafshan, and in the areas of residential areas close to them.

Kipchak dialect. Kipchak tribes also lived near Altai in the distant past. This ethnic group was part of the Turkic khanate in the 7th-8th centuries, but after the disintegration of this state in the 11th century, they became politically and socially active. Descendants of representatives of the Kipchak ethnic group live in the territories of present-day Mongolia, Altai, Central Asia, Russian Republics, along the Volga. The Kipchak dialect is divided into several structural subtypes: "a" Kazakh-Naiman, Fergana-Korakalpok, Kurama, Northern Uzbeks, Middle Uzbek-Kipchak, Southern Uzbek-Lakai, Afghan Kipchak-Uzbek dialects.

Representatives of this dialect live in the Khorezm region of the Republic of Uzbekistan, the Republic of Karakalpakstan, the Forish, Olot, Karakol districts, the villages of Tashavuz in Turkmenistan, Qamoq, Iqan, Karabulok, Karamurt, and Mangit in Kazakhstan. Oghuz dialect Several dialects in the southern part of Khorezm also belong to the Oghuz dialect of Uzbek. In Khiva, Khanka, Bogot, Khazorasp, Shavot, Ghazovot, Yangariq, Shorakhan, Urganch residential areas of Khorezm region, as well as in Tortkol region, we can meet representatives of the Oghuz dialect. The dialects of the Northern Uzbek (Turkestan – Shymkent) group (Karabulok, Mankent, Karamurt, Iqan) were undoubtedly formed on the basis of Oghuz elements. Representatives of this dialect are also observed in the speech of the residents of Bogdan, near the city of Jizzakh, in the center of the city of Samarkand, in the Central Asian republics of Turkmenistan, Kazakhstan, and Karakalpakstan.

Dialects are the wealth of language. In the literary language, the concept expressed by several words is sometimes expressed by a single word in dialects. However, dialects also lead to diversity and incomprehensibility in the nationally formed, standardized literary language. It is difficult for us to find the nomination - the form of expression - of the situations, things, signs in the social life of some existence, but in our dialects, several variants - alternatives can be observed. The use of one word

in dialects in a different sense, the observation of their enontosemic states prove that the Uzbek local languages - dialects, which are the rich source of our literary language, have not been studied perfectly. These processes are causing the decline in the status and prestige of our literary language today.

Opoqi in the Tashkent dialect, it is a word that is a form of address for elderly women in the neighborhood and on the street. It is mainly used for grandmothers. Abbreviated form of the word opogoyi. In some regions of the Ferghana Valley (Andijan, Ferghana. Namangan opota // opodda // katota) this word is used for an older man. The use of the word Opoqi in the sense of grandfather is decreasing more and more under the influence of various social processes. The use of words denoting close relatives in different meanings, the application of a word used for a man to a woman, and a word characteristic of a woman to a man is observed more often in local dialects. For example, the historical variants of the word aka in today's language, oka, ogacha, were used for women in the time of Kashgari, Navoi, Babur Mirza. But now these words are used only for men. In Tashkent and many other Kipchak dialects, in particular, in Turkic languages with a Kipchak dialect, the Uzbek word for mother is used in the form opa // apa // ape. In the vibrational and transitional zones of the Khorezm and Uzbek languages close to the Kazakh and Kyrgyz areas, aka semel is used in the sense of father. Therefore, it is a law in linguistics that dialects are influenced by the languages of neighboring nations and related languages. In Oghuz dialects, darkhan means free, free (Mang'it), qaban - wild boar // wild boar // pig, (Gurlan, Mang'it, Yangibozor), kongshi (Urganch, Khiva, Khanka, Hazorasp) means neighbor (metathesis state). Gurlan, the residents of New Bazars express circle, circle, the place where many people gather with the word kur. The first semantic period of the word kora in the literary language. In the dialects of Khiva, Urganch, Koshkopir, the lexical unit lukch represents wholeness, oneness, Khiva people are twisted, tirishganni murrik, in Urganch, Khiva, Khanka, Gurlan, the word gum in the literary language is expressed in the form of gum.

Fattoh Abdullaev, a famous Uzbek linguist and dialectologist, in his researches found the meaning of sambirdamak - valdiramak, aljiramaq in the Hazorasp, Khanka,

and Bogot dialect branches of the Oghuz dialect, in the literary language of the Gurlan dialect, kesakini turum, in Urganch, Gurlan, and Khiva, to heal the wound that appeared in the mouth of young children, and in Urganch and Mang'it, to sleep the curd. , in Urganch, Khiva, it is used as a share, urganch, hiva, khiva, a thread or rope to be tangled, in Urganch, Khiva, Hazorasp, Mang'it, the depth is used in chuklak, chuklak forms [4.97].

In Urganch, Koshkopir, Yangariq, Yangibozor, Bogot and other districts of Khorezm, brother - aga, friend - chichon, daughter-in-law - biyi, khasis - utik, joke - ojashma // ezhashma (in the Qalqs, Uighurized Namangan dialects, ochashma, erakishma), khandalak - zomcho, It is represented by the shapes of a bowl for kneading dough and washing clothes, a carrot for gashir, a pillow for taka, and a bridge for a bridge.

In the city of Khiva and Khiva districts, the lexical unit koqir means excellent, wonderful. In Urganch, Koshkopir, Khiva, Shavot, Bagot, a lot of literary language combinations are used in the form of khirrik.

In the dialects of the Oguz dialect, the word big is used in the form of ulli, when expressing the householders or older men with the unit of age. In the Oghuz dialects, anqov is galpang, television is tilli, gij-gijlamok is tel-tel, cucumber is cucumber, areas close to the Oghuz Kipchak dialect use pillow as baldish. In the dialects of Koshkopir, Yangariq, Khanka, Khiva, Urganch, chumchuk is secha, bogh is cult, calf is hearth, well is lower, solmo is a ditch, zovor (a ditch with flowing water - zakan) is zekash, goat is bajik, fat is dobbi / / loppi, pumpkin and pumpkin - kadi, door - kopi, (Turkic Oghuz also use the door in the style of kap // kapa) hand - al (Turkish Oghuz also use the hand in the style of il // el // al), none - hoyr (Bogot) next - easy, buvi - ena, what are you doing, what was - lexical units are used and are still in use today.

One of the main reasons for the complex composition of Uzbek dialects is their phonetic-phonological diversity. Uzbek dialects are characterized by the quantity and quality of vowels and consonants, the integration and differentiation of phonetic processes based on phonetic laws, which lead to such diversity.

Due to the uniqueness of the dialect areas of Uzbekistan, units in their lexical layers form separate semantic fields, each lexical form acquires a separate meaning.

Full and perfect learning of Uzbek dialects is the basis for finding new information and enriching the Uzbek literary language. Uzbek dialects as an object of research show their relevance and necessity for the development of our linguistics, the development of our language, and the development of our national language. Today, theoretical problems on all issues of Uzbek dialects: phonology of Uzbek dialects, Turkish dialectology, etymology, issues of comparative study with Turkic languages serve as the main direction in finding solutions to scientific-theoretical and practical issues in Uzbek linguistics.

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INSTAGRAM VA FACEBOOK IJTIMOIIY TARMOQLARI LEKSIK BIRLIKLARI QO'LLANILISHIDA TARJIMASHUNOSLIKNING O'RNI

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Bugungi kunda turli-tuman ijtimoiy tarmoq platformalarini uchratishimiz mumkin. Ulardan eng ko'p qo'llaniladigan turlari Facebook va Instagram ijtimoiy tarmoqlaridir. Bugungi kunda O'zbekiston aholisi o'rtasida Facebook va Instagram platformalaridan foydalanuvchilar soni kundan kun ortmoqda. Bunday platformalar o'zining tili bilan birga kirib keldi desak, adashmagan bo'lamiz. Ushbu platformalar

ko'plab tillarga moslangan bo'lib, Facebook platformasini o'zbek tiliga o'girish mumkin, Instagramda esa o'zbek tili mavjud emas, lekin rus tiliga moslab foydalanish mumkin. Lekin o'zbek tiliga o'girilgan so'zlarning ko'pi aynan o'sha tildagidek, ya'ni o'zgarmagan holatda qo'llaniladi. Ushbu tadqiqot ishida ulardan ayrimlari keltiriladi.

Life hack – ingliz tilida “life” – hayot, “hack” – kesish, buzish (hacker so'zi) kabi ma'nolarni anglatadi. Ijtimoiy tarmoqda eng ko'p qo'llaniluvchi leksik birlik. Lekin Facebook hamda Instagramda o'z ma'nosida qo'llanilmaydi. O'zbek tilida ham “layfhak” tarzida qo'llaniladi va so'z tarjima qilinmaydi.



1-rasm. Instagram va Facebook da “lifehack”

Ushbu leksik birlik: “To *lifehack* is to use shortcuts to make tasks easier, quicker, or more successful”, [1] degan ma'noni anglatib, ijtimoiy tarmoqlarda: “Ba'zi jarayonlarni yaxshilashga yordam beradigan aqlli va oddiy yechim. Bu vaqtni, pulni tejashga yoki kundalik narsalarni yaxshilashga yordam beradigan maxfiy maslahat” [2] ma'nosida qo'llaniladi. O'zbekistonda ham “layfhak” lar juda mashhur bo'lib, ko'pincha kundalik hayotdagi yumushlar, uy ishlari to'g'risida qisqa va sodda video-maslahatlar beriladi.

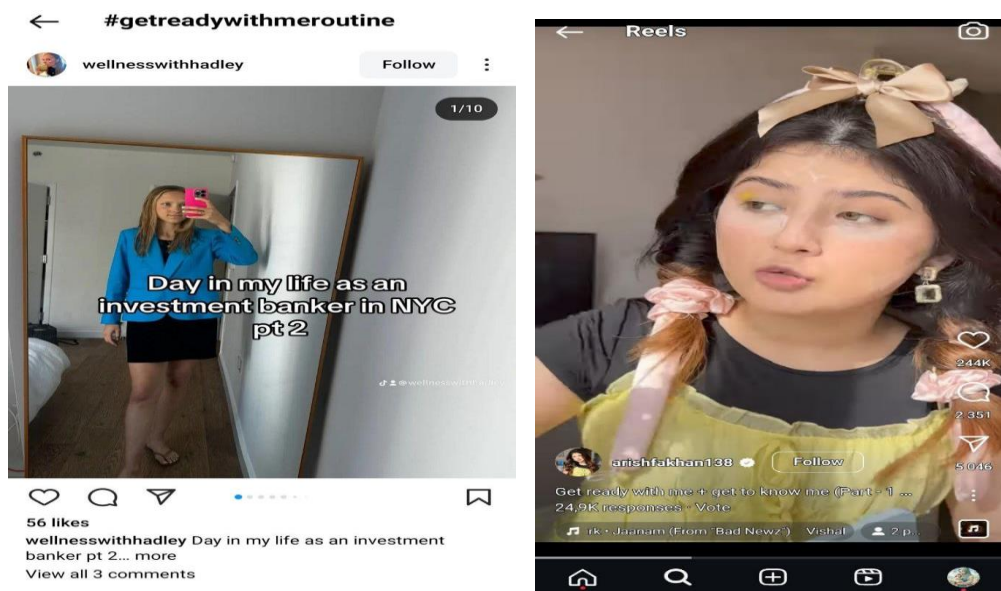
Respect – ingliz tilida “hurmat, izzat” degan ma'nolarni anglatadi. Ammo ushbu leksik birlik o'z ma'nosida qo'llanilmaydi. Ijtimoiy tarmoqlarda “hammani lol qoldirgan, hayratda qoldirgan, g'ayrioddiy bo'lgan videolarga” nisbatan “respect” termini qo'llaniladi. O'zbek tilidagi tarjimasi esa qo'llanilmaydi. Ingliz tilini

bilmaydigan foydalanuvchilar ham ushbu leksik birlikni qo'llashlari mumkin. Quyidagi rasm misol sifatida berilgan bo'lib, unda rassom har ikkala qo'li va oyog'ida o'zbekistonlik futbol o'yinchilarining sur'atlarini bir vaqtning o'zida chizishi bilan hammani lol qoldirmoqda hamda ushbu jarayonga “respect” termini qo'llanilmoqda. So'zning aynan o'zi foydalanuvchilar orasida keng qo'llaniladi va tarjima qilinmaydi.



2-rasm. Instagram platformasida “respect” leksik birligining qo'llanilishi

“GRWM” (Get ready with me) – Instagramda hozirgi kunda mashhur leksik birliklardan biri bo'lib, o'zbek tiliga “men bilan tayyorlaning” deb tarjima qilinadi. Bu mashhur birlik hashtag (#) belgisi bilan belgilanadi. Asosan, videolarni o'z ichiga oladi yoki rasmlar seriyasini ham tashkil qilishi mumkin va ular biror harakat yoki kunlik hodisaga qanday tayyorlanishni namoyish etish bilan bog'liqdir. 70-80 % videolar kundalik yuz parvarishi, o'ziga g'amxo'rlik, kun tartibi kabi mavzularni qamrab oladi. Bu jihati bilan Instagram platformasi qolgan ijtimoiy tarmoqlardan farq qiladi. Instagramda “reels” shaklida videolar beriladi va “like” (yoqtirish)lar soni yig'ilib boradi.



3-rasm. Instagramdagi “GRWM”

Xulosa qilib shuni aytish mumkinki, tarjimashunoslik rivojlangan bir pallada ijtimoiy tarmoq platformalarining O‘zbekistonga kirib kelishi ancha oson bo‘ladi. Ammo ijtimoiy tarmoq platformalaridagi xorijiy leksik birliklar xalq orasida tez singib, o‘rganilib, qo‘llanilgani sababli tarjimasiga ehtiyoj bo‘lgani yo‘q. Ijtimoiy tarmoq platformalaridagi xorijiy leksik birliklarni tarjimasiga qaraganda u so‘zning asl “moda”ga aylangan ma’nosi qo‘llanilmoqda.

Adabiyotlar ro‘yxati

1. <https://www.vocabulary.com/dictionary/lifehack>
2. <https://izoh.uz/word/layfhak>

O‘ZBEK TILIDA TAQLID SO‘ZLARNING FONETIK XUSUSIYATLARI

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Annotatsiya: Ushbu tezisda o‘zbek tilida mavjud taqlidiy so‘zlar, ularning fonetik xususiyatlari, asosan qaysi tovush tizimlari asosida yuzaga kelishi va barcha taqlidlar uchun umumiy bo‘lgan fonetik qoliqlar haqidagi nazariy qarashlar bayon etilgan. Shuningdek, o‘zbek tilida mavjud taqlidni anglatuvchi so‘zlar namuna sifatida keltirilgan.

Kalit so‘zlar: taqlid so‘z, fonetik qolip, tovush tizimi, tor unlilar, keng unlilar, tovushga taqlid, holatga taqlid.

O'zbek tili boy va rang-barang leksikaga ega bo'lgan turkiy tillardan biri bo'lib, bu tildagi taqlid so'zlar (onomatopeyalar) tildagi ko'plab so'zlarni boyituvchi muhim elementlardir. Taqlid so'zlar tabiatdagi turli tovushlarni, hayvonlar va insonlarning ovozlarni, shuningdek, turli hodisalarni ifodalashda qo'llaniladi. Ushbu so'zlar tilning obrazli va tasviriyl imkoniyatlarini oshirishga xizmat qiladi. Taqlid so'zlarning semantik-struktur xususiyatlarini o'rganish tilshunoslikda muhim ahamiyatga ega. Ular nafaqat lingvistik jihatdan, balki madaniy kontekstda ham qiziqarli tadqiqot obyekti hisoblanadi. Taqlid so'zlar yordamida tilning emotsional va ekspressiv boyligi oshiriladi, matnlarda harakat va hodisalar jonliroq tasvirlanadi. Mazkur maqola o'zbek tilidagi taqlid so'zlarning semantik va struktur xususiyatlarini tahlil qilishga qaratilgan. Bunda taqlid so'zlarning morfo-sintaktik tuzilishi, semantik guruhlari va ularning lingvistik xususiyatlari ko'rib chiqiladi. Shuningdek, taqlid so'zlarning o'zbek tilidagi rolini va ularning madaniy ahamiyatini tushunishga harakat qilinadi.

N.I. Ashmarin Volga daryosi atrofida yashovchi turkiy xalqlar tillaridagi taqlid so'zlarni beshta katta semantik guruhga ajratadi: ovozga taqlid, harakat va yorug'lik hodisalariga taqlid, inson tanasida sodir bo'ladigan tovushsiz hodisalarga taqlid, bolalar so'zlariga taqlid [2; 12-16]. Uning asarlarida taqlid so'zlarning genetikasi, bir xil tovushning turli tillarda, hatto bir xil tilning turli lahjalarida turli shakllarda taqlid qilinishi va uning sabablarini to'g'ri izohlash tez-tez uchraydi. taklid qilinayotgan tovush bilan o'xshashligi borligini inkor qilish mumkin emas. Shunnng uchun ham o'lar sostavidagi har bir unli yoki undosh tovush o'ziga xos xususiyat kasb etadi. Bu jihatdan taqlidiy so'zlarning fonetik tabiatini o'rganish alohida ahamiyatga ega.

1. Taqlid so'zlarning fonetik xususiyatlari:

- tovushga moslik: Taqlid so'zlarning asosiy fonetik xususiyati shundaki, ular o'zlarining paydo bo'lishida asl tovushga iloji boricha yaqin bo'lishga harakat qiladi. Masalan, "shuv", "g'uv", "jiring", "g'arch" so'zlari o'zida tovushning jarangini aks ettiradi. Bunday so'zlar ko'pincha undosh tovushlarning har xil talaffuz usullaridan foydalanadi.

- takrorlash xususiyati: Taqlid so'zlar fonetik jihatdan takrorlanish holatiga ko'p uchraydi. Bu ularning ifodaviyligini oshiradi. Masalan, "g'uv-g'uv", "shuv-shuv",

"qars-qars" kabi so'zlarda tovush takroriyligi seziladi. Bu usul nafaqat tovushni taqlid qiladi, balki hodisaning intensivligi va davomiyligini ham ifodalaydi.

- jarangsiz va jarangli undoshlarning roli: Taqlid so'zlarda jarangli va jarangsiz undoshlar muhim ahamiyatga ega. Masalan, "qars" (katta zarba yoki urish tovushi) va "tars" (kuchli, qattiq zarba tovushi) o'rtasidagi farqni jarangli va jarangsiz undoshlar belgilaydi.

2. Taqlid so'zlarning fonosemantik xususiyatlari:

- tovush va ma'no uyg'unligi: Taqlid so'zlarning fonosemantik jihatida ularning tovushning ma'no bilan bog'liqligida ko'rinadi. Bu so'zlar tovushning ta'sirini va xarakterini aks ettiradi. Masalan, "shildiramoq" so'zi suvning asta-sekin oqishini ifoda etsa, "g'ovullamoq" havo yoki shamolning kuchli esishini aks ettiradi.

- semantik kengayish: Ba'zi taqlid so'zlar dastlabki tovush ma'nosidan kengroq semantik qamrovga ega bo'lib, turli ma'nolarni ifodalaydi. Masalan, "shildiramoq" nafaqat suvning oqishini, balki shirin ovozda gapirish yoki jarangdor tovushlarni ham ifodalashi mumkin.

- metaforik ma'no olish: Taqlid so'zlar ko'pincha metaforik ma'no hosil qiladi. Misol uchun, "g'uvillamoq" so'zi tovushni ifodalash bilan birga, insonning yoki boshqa narsalarning juda tez harakatlanishini ham bildirishi mumkin. Shu bilan birga, "pishillamoq" nafaqat olovning yoki gazning tovushini, balki birovning g'azabini yoki noroziligini bildirish uchun ham ishlatilishi mumkin.

Taqlid qilinayotgan tovush davomli ekanligini bildirish uchun taqlidiy so'z sostavidagi unli tovush cho'zibroq talaffuz qilinadi. Bu esa gaas-gaas, mo-o-o, ba-a-a kabi. Lekin bu o'rindagi unlilarning talaffuz etilishini boshqa turk tillardan va ba'zi o'zbek dialektlaridagi ta:a (tog) tipidagi cho'ziq unlilar bilan tenglashtirish yaramaydi. Hatto, bularni cho'ziq unlilar deyish mumkin ham emas. Taqlid qilinayotgan holatning intensivligini bo'rttirib ko'rsatish va unga ekspressiv tus berish maqsadida bir unli orttiriladi. Masalan: sharaqa-shuruq, taqa-taq, gursa- gurs kabilar.

2.Undosh tovushlar. Tovushga taqlid so'zlar sostavidagi undosh tovushlarning xususiyatlari yana ham xilma-xildir. Taqlidiy so'zlarning ma'nolarini belgilashda undosh tovushlar ko'p jihatdan yetakchi vasifani bajaradi. Agar tovushga taqlid so'zlar

portlovchi undoshlar bilan tugasa (sharq, shart, gup, tap, chirq kabi), tovush keskinligini yoki uni qisqa- qisqa bo'linib takrorlanishini bildiradi. Ammo ular r, v, z, g, j, m kabi sirg'aluvchi undoshlar bilan tugaganda esa yuqoridagi keskinlik ma'lum darajada bo'shashadi: chir, chig, zuv, vij, viz, sharr kabi: Machitdagi keksa baqaterak orqasidan ko'tarilgan sizgich o't ko'kda olovli iz qoldirib, juda yuqoriladi va go'yo osmonga urilganday chilparchin bo'lib po'p etda (A. Qahhor).

Taqlidiy so'zlarning fonetik shakllanishi boshqa kategoriya so'zlardan farqlanadi. Bularga qo'shimcha ravishda taqlidiy so'zlarda ishlatiladigan undosh tovushlarning qattiq, yumshoqligi va bu hodisaning ma'noga munosabati masalasini ham ko'rsatish mumkin. Umuman, o'zbek tilida p,b,f, t,s,d,n,m,r,l kabi undoshlar oldingi qator unlilari bilan yondosh kelganlarida yumshoqlashadi. Taqlidiy so'zlarda esa bu undoshlarning yumshoqlashishi ko'pincha i unlisi yondosh kelganda yuz beradi: par, lop-lop, shaldir-shaldir, jaz-jaz, varaq-varaq, tars-tars, pir, lip-lip, shildir- shildir, jiz-jiz va hokazo. Taqlidiy so'zlar, umuman, bir va ikki bo'g'inli bo'ladi. Uch yoki undan ortiq bo'g'in taqlidiy so'zlar hozirgi o'zbek adabiy tilida uchramaydi. Hozirgi o'zbek tilidagi taqlidiy so'zlarning bo'g'in tuzilishini quyidagicha ko'rsatish mumkin:

1.V = bir unli: o'—o' — o' — echki tovushiga taqlid.

2.V + S unli + undosh. uv , ak-ak kabilar.

3.S + V = undosh + unli: Navbat qo'y-echkilarga keldi. Hammayoqni ba-bu bosib ketdi.

4.V + S + S — unli + undosh + undosh: Navoiy yalt etib qaradi (Oybek, Navoiy).

5.S + V + S = undosh + unli + undosh:

Ko'kda mening boshimda turib,

Go'yo yuragimday qalqdi u,

Ko'zimdagi yoshimni ko'rib,

Uham to'kdi yoshini *duv-duv* (Zulfiya).

Taqlidiy so'zlar sostavidagi har bir unli yoki undosh tovushning o'zgarishi ularning ma'nosiga kuchli ta'sir qiladi. O'zbek tilida taqlidiy so'zlar asosan tub holatda bir bo'g'indan tashkil topadi. Ikki bo'g'inli taqlidiy so'zlar esa, ularga struktura elementlari ko'shilishi natijasida vujudga keladi. Fonetik hodisalarning asosan

barchasi kishilarning talaffuzdagi osonlikka intilishlaridan kelib chiqadi. Kishilar ko'pincha talaffuzi qiyin tovushni talaffuzi osonroq tovush bilan yoki chuqur til orqa tovushlarni til oldi tovushlari bilan almashtiradilar. Lekin til oldi tovushlarining til orqa tovushlari bilan almashtirilishi o'zbek tilida uchramaydi. Bundan tashqari, ba'zan talaffuzda ortiqchadek ko'ringan tovush tushirilib qoldirilsa, ba'zan esa noqulaylikdan qutulish uchun taqlidiy so'zlarga bir undosh orttiriladi: gum taqlidiy so'ziga -ir struktura elementini orttirish uchun unga b undosh tovushi qo'shilib gum + b + ur = gumbur tarzida qo'llanadi.

O'zbek tilida taqlid so'zlar fonetik jihatdan xilma xil xususiyatga ega bo'lib, ularning fonetik tarkibi taqlid so'zlarning yasalishi va leksik xususiyatlariga muhim ta'sir ko'rsatadi. Ya'ni, taqlid so'zlarning fonetik sistematikasi ularning semantikasi bilan bog'liq holda shakllanadi va bu xususiyat ularni boshqa so'z turkumlaridan ajratuvchi omil sifatida xizmat qiladi. Shuningdek, taqlidlarning eng muhim xarakteri ham shu bo'lib, boshqa hech qaysi so'z turkumida kuzatilmaydigan fonosemantik jarayon- so'zning tovush tizimi aynan u bildirgan ma'noga asoslanadi va bu tizim tovushga taqlid nazariyasi asosida shakllanadi. Taqlidlarning eng asosiy xususiyati bo'lgan semantic va fonetik jihatini o'rganish tilshunoslikda ushbu so'z turkumining yana boshqa qirralarini ochishga imkon yaratadi.

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O'ZBEK TILIDA NUTQIY JANRLAR TIZIMIDA GENDER XOSLANGAN TASNIFI

QDPI doktoranti Shahnoza Sadikova

ANNOTATSIYA

Ushbu maqola o'zbek tilida gender xususiyatlari va nutqiy janrlar tizimi o'rtasidagi murakkab munosabatlarni o'rganishga qaratilgan birinchi qadamlardan biri bo'lib, kelajakda yanada chuqur tadqiqotlar olib borish zarurligini ko'rsatadi.

Kalit so'zlar

Nutqiy janrlar, gender, leksik tanlov, muloqot strategiyalari, rasmiy nutq, norasmiy nutq, til, kommunikativ maqsad.

KIRISH

Nutqiy janrlar, til va muloqot jarayonida jamiyatning turli ijtimoiy qatlamlari, madaniy xususiyatlari va gender rollari bilan bog'liq bo'lgan muhim omillardir. Gender tilning ishlatilishi va qabul qilinishida muhim rol o'ynaydi, chunki erkaklar va ayollar o'rtasida nutqiy uslublar, leksik va muloqot strategiyalari farq qiladi. O'zbek tili o'zining boy leksikasi va grammatik qoidalari bilan birga nutqiy janrlar tizimini ham o'z ichiga oladi. Nutqiy janrlar, kommunikativ maqsad va kontekstga qarab turlicha tasniflanadi. Gender esa, til va nutq jarayonida muhim omil bo'lib, erkaklar va ayollar o'rtasidagi muloqotda farqlarni aks ettiradi. Ushbu maqola O'zbek tilida nutqiy janrlar tizimida gender xoslangan tasnifni ko'rib chiqadi va bu jarayonni tahlil qiladi.

ASOSIY QISM

Nutqiy janrlar, asosan, kommunikativ maqsadga va auditoriyaga qarab tasniflanadi. Har bir nutqiy janrning o'ziga xos funktsiyalari, tuzilishi va uslubi mavjud. Gender til va nutq jarayonida muhim rol o'ynaydi, chunki erkaklar va ayollar o'rtasidagi muloqot uslublari, leksik tanlovlari va muloqot strategiyalari farq qiladi. Nutqiy janrlar tizimida genderning ta'sirini tushunish, muloqot jarayonini yanada samarali qilishga yordam beradi.

Rasmiy nutqiy janrlar

Rasmiy nutqiy janrlar ko'pincha ta'lim, biznes va davlat idoralarida qo'llaniladi. Bu janrlarga ma'ruzalar, hisobotlar, rasmiy xatlar va intervyular kiradi. Rasmiy nutqiy janrlarda gender xususiyatlari ko'pincha muloqotning struktura va uslubida aks etadi. Erkaklar, odatda, rasmiy va qat'iy nutq uslubidan foydalanishga moyil. Bu esa ularning muloqotda ko'proq autoritar rol o'ynashiga imkon beradi. Ayollar esa ko'proq empatiya va hissiyotlarni ifodalovchi uslubni tanlaydilar. Bu esa ularning muloqotda yaqinlik va hamdardlikni ta'minlaydi. Misol uchun, rasmiy ma'ruzalar davomida erkaklar ko'proq faktlarga va raqamlarga e'tibor berishadi, bu esa ularning muloqotdagi ishonchliligini oshiradi. Ayollar esa o'z ma'ruzalarida ko'proq misollar va shaxsiy tajribalarni kiritishga intiladilar, bu esa tinglovchilar bilan muloqotda yaqinlikni ta'minlaydi.

Norasmiy nutqiy janrlar

Norasmiy nutqiy janrlar ijtimoiy hayotda ko'proq qo'llaniladi va do'stona muloqotlarda, suhbatlarda, ijtimoiy tarmoqlarda uchraydi. Bu janrlarda gender xususiyatlari ko'proq ko'rinadi. Ayollar ko'pincha, o'z his-tuyg'ularini ifodalashda erkinlikka ega bo'lishadi va buni norasmiy suhbatlarda aks ettiradilar. Erkaklar esa, muloqotni maqsadga yo'naltirishga intilishadi va ko'pincha o'z fikrlarini aniq va qat'iy ifodalashga harakat qiladilar. Norasmiy nutqiy janrlarda ayollar ko'proq savol berish va tinglashga intilishadi, bu esa suhbatni rivojlantirishga yordam beradi. Erkaklar esa ko'pincha o'z fikrlarini ifodalashda aniq va to'g'ri bo'lishga intilishadi, bu esa muloqotda ko'proq dominatsiya qilishlariga olib keladi.

Adabiy nutqiy janrlar

Adabiy nutqiy janrlar, she'r, hikoya va romanlar kabi janrlarda gender xususiyatlari muallifning shaxsiy tajribasi va hissiyotlari orqali ifodalanadi. Adabiyotda gender xususiyatlari, ayollarning ichki hissiyotlari, munosabatlari va ijtimoiy roli haqida chuqur tasavvur beradi. Ayollar ko'proq ichki hissiyotlar va munosabatlarni aks ettiruvchi asarlar yaratishga moyil, bu orqali ularning adabiyotdagi o'rnini mustahkamlashga yordam beradi. Erkaklar esa ko'proq tashqi muhit va ijtimoiy voqealarni aks ettiruvchi asarlar yaratadilar. Ular ko'pincha qahramonlik, kuch va muvaffaqiyat kabi temalarga e'tibor berishadi. Bu farqlar adabiy asarlarning mazmuni va tuzilishida ko'rinadi.

Gender xususiyatlari va leksik tanlov

Nutqiy janrlar tizimida gender xususiyatlari leksik tanlovda ham o'z aksini topadi. Ayollar ko'proq emotsional so'zlarni ishlatishga moyil, bu esa ularning nutqida hissiyotni kuchaytiradi. Erkaklar esa ko'proq texnik va aniq terminlarga e'tibor berishadi. Misol uchun, suhbat davomida ayollar ko'pincha "men his qilyapman", "men uchun muhim" kabi iboralardan foydalanishadi, bu esa ularning hissiyotlarini ifodalashga yordam beradi. Erkaklar esa "menimcha", "aniq" kabi iboralardan foydalanib, o'z fikrlarini qat'iy ifodalashga intilishadi.

O'zbek tilida gender xususiyatlari

O'zbek tilida gender xususiyatlari, muloqotda ko'rinadigan farqlarda yaxshi aks ettiriladi. Ayollar va erkaklar o'rtasidagi nutqiy farqlar, ko'proq til va uslubda namoyon bo'ladi. O'zbek tilida ayollar ko'proq muloqotda hissiyotlarni ifodalaydigan so'zlarni tanlaydilar, erkaklar esa aniq va qat'iy ifodalarni afzal ko'radilar. O'zbek tilidagi gender xususiyatlarini o'rganish, til va muloqot jarayonidagi farqlarni yanada chuqurroq tushunishga imkon beradi. Bu, muloqotni samarali qilish va ijtimoiy munosabatlarni rivojlantirishga yordam beradi.

Xulosa

O'zbek tilida nutqiy janrlar tizimida gender xoslangan tasnif, muloqot jarayonidagi farqlarni aniqlash va tushunish uchun muhim ahamiyatga ega. Gender omillari, erkaklar va ayollar o'rtasidagi muloqot uslublarini, leksik tanlovlarni va muloqot strategiyalarini belgilaydi. Nutqiy janrlar tizimida gender xususiyatlarini

o'rganish, muloqot sifatini oshirishga yordam beradi va ijtimoiy munosabatlarni rivojlantirishga xizmat qiladi. Kelajakda ushbu mavzuda o'tkaziladigan tadqiqotlar, genderga oid nutqiy janrlarni yanada chuqurroq o'rganishga imkon yaratadi va kommunikativ jarayonlarni yanada samarali qilishga yordam beradi. O'zbek tilida nutqiy janrlar va gender xususiyatlarini o'rganish, tilshunoslik va ijtimoiy fanlar sohasida yangi yo'nalishlarni ochadi.

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O'ZBEK TILSHUNOSLIGIDA EVFEMIZMLARNING O'RGANILISHI

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ANNOTATSIYA

Ushbu maqolada o'zbek tilshunosligida evfemizmlarning o'rganilishi va ularga berilgan ta'riflar tahlil qilinadi. Evfemizm — bu to'g'ridan-to'g'ri ifodalash o'rniga yumshoq yoki ijobiy so'zlar bilan ifodalashni anglatadi. Maqola evfemizmlarning lingvistik, madaniy va psixologik jihatlarini ko'rib chiqadi, shuningdek, ularning jamiyatdagi roli va ahamiyatini ta'kidlaydi. O'zbek tilidagi evfemizmlarning turli kontekstlarda qanday ishlatilishi, ularning yaratish mexanizmlari va o'zgarish jarayonlari ham o'rganiladi. Ushbu tadqiqot evfemizmlarning tilshunoslikda, shuningdek, nutq va kommunikatsiyada muhim o'rin tutishini ko'rsatadi.

Kalit so'zlar: evfemizm, o'zbek tilshunosligi, til va madaniyat, lingvistika, kommunikatsiya, nutq, tilning o'zgarishi.

KIRISH

O'zbek tilshunosligida evfemizmlarning o'rganilishi tilning murakkab va ko'p qirrali tabiati bilan bog'liq bo'lib, jamiyatning til madaniyatini, shuningdek, psixologik va ijtimoiy jihatlarini aks ettiradi. Evfemizmlar, ya'ni to'g'ridan-to'g'ri ifodalash o'rniga yumshoq, ijobiy yoki noqulay ma'nolarni ifodalash maqsadida ishlatiladigan so'zlar, tilni yanada boyitadi va nutq madaniyatini shakllantiradi. Ularning o'rganilishi faqat tilshunoslik masalalari bilan cheklanib qolmay, balki madaniyat, etik va kommunikatsiya sohalarida ham keng ahamiyatga ega.

Ushbu maqolada evfemizmlarning o'zbek tilidagi o'rni va ahamiyati, ularning ijtimoiy hayotdagi roli, shuningdek, psixologik jihatlarini ko'rib chiqiladi. Evfemizmlar, ko'pincha, muloqotda noqulay yoki muammoli mavzularni yumshatish uchun qo'llaniladi va ularning ishlatilishi nutq jarayonida muhim funktsiyani bajaradi. Maqola davomida evfemizmlarning tilshunoslikda, shuningdek, nutq va kommunikatsiyada qanday ishlatilishi, ularning yaratish mexanizmlari va o'zgarish jarayonlari tahlil qilinadi. O'zbek tilshunosligida evfemizmlarning o'rganilishi, shuningdek, tilning rivojlanishi va ijtimoiy madaniyatning o'zgarishi bilan bog'liq bo'lgan muhim omil sifatida qaratiladi.

TAHLIL VA NATIJALAR

Ma'lumki, o'zbek tilshunosligida nutqni vazifaviy-uslubiy tasniflashda, turlarga ajratib o'rganish va mezon belgilashda, ayrim noaniqliklardan qat'iy nazar, katta yutuqlarga erishilgan, bu ularning (turlarning) evfemikasini o'rganishni osonlashtiradi, albatta. Tabu va evfema qo'llash vositalari ham til va jamiyat taraqqiyoti bilan birga taraqqiy qiladi, eskiradi, iste'moldan chiqadi; o'rnida yangi evfemik vositalar shakllanadi. Boshqacha aytganda, ko'pgina evfemik vositalar davr o'tishi bilan eskirib o'zi bog'langan tabu tushunchaning beozor ifodasi bo'lolmay qoladi. Natijada birinchi evfemik vosita o'rnida yangi – yanada eshitilishi qulay bo'lgan evfema paydo bo'ladi. Bitta tabu tushunchaning qaytaqayta evfemalashtirilishi birdan ortiq (beshta, o'nta, yigirmata va h.k.) evfemaning shakllanishiga sabab bo'ladi. Masalan, ilon aslida chaquvchi, zahar soluvchi (tojikcha gazanda) tushunchasining evfemasi: jil+on, jiluvchi, sudraluvchi, keyinroq arqon, arg'amchi, olachilvir, qamchi

kabi evfemalar bilan almashtirilgan. Inson nutqi uning ehtiyojidan orqada yurganidek, evfemalar ham qanchalik beozor, nozik ma'no ifodalamasin, tabulashtirilgan tushunchalarning salbiy mohiyatini butunlay yopolmaydi – xotiradan bartaraf qilolmaydi. Boshqacha aytganda, aytilishi uyat yoki noxush voqelik – tushuncha o'zini namoyon qilaveradi.

O'zbek tilshunosligida evfemizm atamasi 1963-64-yillarda N.Ismatullayevning “Hozirgi o'zbek tilida evfemizmlar” nomli dissertatsiyasi orqali o'rnashdi. 1997-yilda A.Omonturdiyev evfemizmni “Uslubshunoslikning tadqiqot obyekti sifatida allaqachon o'z yechimini topishi kerak bo'lgan mavzu” sifatida keng doirada o'rganib, o'zbek nutqining evfemik asoslarini tadqiq qiladi.

Tilshunos M.Mirtojiyevning “O'zbek tili semasiologiyasi” monografiyasida tabu va evfemizm hodisalarining munosabati, ularning o'rganilish tarixi masalalariga alohida e'tibor qaratiladi.

Olim evfemik ma'noning hosila ma'no ekanligi, bu hosila ma'nolar metaforik, metonimik usullarda vujudga kelishini, sinekdoxik va vazifadoshlik asosida evfemik ma'no paydo bo'lmasligini ta'kidlaydi .

Hozirgi kunda tilshunoslikda evfemiya hodisasi va evfemizmlar borasida qator tadqiqotlar olib borilgan. Lekin, o'zbek va ingliz tilshunosligida bu hodisaning o'rganilish salmog'i katta bo'lsada, tilshunoslik doirasida uning talqin etilishida yakdillik kuzatilmaydi.

Ko'pchilik olimlarning diqqati evfemizmning taqiq va niqoblash vazifasini bajarish xususiyatiga ega ekanligiga qaratilgan bo'lishiga qaramasdan evfemiyaning yagona interpretatsiyasi (ma'nosi) yo'qligini ta'kidlashadi.

N.Ismatullayev birinchi bo'lib tabu va evfemizm hodisasiga doir boy ma'lumotlar to'plagan, ularga munosabat bildirib umumlashtirgan, tabu va evfemizm hodisasini yoritgan, ilmiy va amaliy jihatdan asoslagan. Muallif o'z tadqiqotida tabu va evfemizmga doir ma'lumotlarni to'plagan, ularga munosabat bildirgan, umumlashtirgan, muayyan xulosalarga kelgan. Ushbu tadqiqot nafaqat o'zbek tilshunosligi uchun balki butun turkiy tilshunoslikda evfemizm muammosiga yangicha tus bergan ishlardandir.

Tabu va evfemizmlar ko'pgina turkiy xalqlar tomonidan, xususan, qozoq, turkman, oltoy, ozarbayjon, o'zbektilshunos olimlari tarafidan o'rganilgan. Ulardan S.Altayev, N.Ismatullayev, N.M.Jabbarov kabi tilshunoslarni monografiyalarini keltirib o'tishimiz mumkin.

XULOSA

Evfemizmlar tildagi o'zgarish sodir bo'lgan istisno hodisalardan biri hisoblanadi. Uning boshqa til hodisalariga nisbatan o'ziga xosligi shundan iboratki, uni nutqda qo'llash nisbatan mavhum tarzda kechishidir. Noaniq tushuncha yoki qiyoslash vositalari yordamida ikki tomon nisbatan shamali uslubni qo'llab to'g'ridan to'g'ri aytish unchalik oson bo'lmagan, ammo aytmasa xuddi ichini kemirayatgandek tuyuladigan gaplarni muhokama qilishidadir. Evfemizmlar tilning tabu qismida paydo bo'lgan bo'lib, uning mavjudligi har bir millat tilining ommaviy miqyosida boshqalarga o'xshamagan o'ziga xosligidir. Turli millatlar tillarining umumlashishi faoliyati jarayonida barchasida turli darajada evfemizmlar ifodasi saqlanib kelinmoqda.

Tabu va evfemizmlar tarixiy etnografik hodisa bo'lib, yozma adabiyotda keyinroq, tilshunoslikda XVIII asrning boshlarida, turkologiyada XIX asrning oxirlarida aks eta boshlagan. Asrimizning 50-yillaridan boshlab qozoq, qirg'iz, turkman, o'zbek tillarida ilmiy tekshirish obyekti bo'lgan.

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PRONOUNS AND THEIR IMPORTANCE IN GENDER IDENTITY

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Abstract: This article explores the significance of pronouns in relation to gender identity, highlighting how their correct usage contributes to personal validation and social acceptance, while incorrect usage can lead to negative psychological effects. It also discusses the evolving language practices that accommodate diverse pronouns, including the acceptance of singular "they" and the emergence of neopronouns. Despite resistance to these changes, promoting inclusive pronoun use through education, normalization, and respectful practices can help create supportive environments for people of all gender identities. This examination emphasizes that pronouns are more than linguistic tools; they are essential for fostering understanding and affirming the identities of individuals in a diverse society.

Keywords: *Pronouns, gender identity, inclusivity, gender diversity, non-binary, transgender, neopronouns, singular "they," language evolution, social acceptance, mental health, validation, inclusive language, gender-neutral pronouns, cultural change.*

Introduction

Pronouns are more than just grammatical tools; they play a crucial role in shaping identity and fostering inclusivity. As society becomes increasingly aware of gender diversity, the significance of pronouns in affirming gender identity has come to the forefront. For many individuals, pronouns serve as a fundamental aspect of their

self-expression and reflect how they perceive and present themselves. The correct use of pronouns not only validates a person's identity but also contributes to a culture of respect and understanding. This article explores the importance of pronouns in relation to gender identity, examines the impact of their correct or incorrect usage, and highlights the evolving practices in language to accommodate a broader spectrum of gender expressions. Understanding and using pronouns thoughtfully is a vital step towards supporting gender inclusivity and affirming the identities of all individuals.

The Importance of Pronouns in Gender Identity

Pronouns play a significant role in expressing an individual's gender identity and are a key part of how people communicate and connect with each other. For many, being addressed by the correct pronouns is a crucial aspect of feeling acknowledged and respected. It goes beyond mere language mechanics to affirming one's identity, offering a sense of validation, and fostering a supportive social environment. Misusing or disregarding someone's chosen pronouns, whether intentionally or accidentally, can cause distress and marginalization, undermining the individual's sense of self.

Understanding Gender Identity and Pronouns

Gender identity refers to an individual's deeply held sense of their own gender, which may or may not align with the sex assigned to them at birth. While some people identify strictly as male or female (binary genders), others may identify as non-binary, genderqueer, genderfluid, or any number of other identities that exist outside the traditional binary framework. As awareness and acceptance of gender diversity have grown, the recognition of various pronoun options has expanded, reflecting the range of identities that people embrace.

Commonly used pronouns include:

- **He/him/his:** Typically used for someone who identifies as male.
- **She/her/hers:** Typically used for someone who identifies as female.
- **They/them/theirs:** Often used as a gender-neutral or non-binary option, suitable for people who do not strictly identify as male or female.
- **Neopronouns:** Pronouns such as **ze/zir/zirs** or **xe/xem/xyr**, which are used by some individuals to reflect a non-binary or gender-diverse identity.

Using someone's correct pronouns aligns with their gender identity, thereby affirming and respecting their experience. On the other hand, using incorrect pronouns can invalidate their identity and contribute to feelings of alienation and disrespect.

The Social Impact of Pronoun Use

The use of correct pronouns goes beyond individual validation; it contributes to a culture of inclusivity and respect. When institutions like schools, workplaces, and healthcare providers adopt practices to normalize sharing and using pronouns, they help create environments where people of all gender identities feel seen and supported. For instance, including pronouns in email signatures, social media profiles, or during introductions can signal an openness to gender diversity and foster a more inclusive atmosphere.

Conversely, consistently using incorrect pronouns can have serious social and psychological implications. For transgender and non-binary individuals, being addressed with the wrong pronouns can be a source of anxiety, dysphoria, and even contribute to depression. It serves as a reminder that their identity is not being acknowledged or respected. Studies have shown that when the chosen pronouns of transgender and non-binary people are consistently used, there is a positive impact on their mental health and overall well-being.

Evolving Language Practices

Language is dynamic and evolves to reflect cultural changes. The increasing recognition of gender diversity has brought new language practices into the mainstream, particularly regarding pronouns. For instance, the singular "they" has gained acceptance as a gender-neutral pronoun used to refer to a person whose gender is unknown or to people who identify as non-binary. Dictionaries and style guides, such as those of the Oxford English Dictionary and the Associated Press, now recognize "they" as a singular pronoun.

Additionally, the emergence of neopronouns like "ze," "xe," and others indicates the flexibility of language in accommodating the needs of diverse communities. While not yet as widely used or recognized as traditional pronouns, neopronouns represent a

proactive effort by individuals to find language that fits their identity more authentically.

Despite these advances, there is still resistance to changes in pronoun usage, often due to unfamiliarity or discomfort with new language conventions. Education and awareness are therefore critical in fostering understanding and acceptance of diverse pronoun usage. Encouraging people to ask for and share pronouns respectfully can help normalize the practice and reduce the stigma around non-traditional gender identities.

Challenges and Strategies for Inclusive Pronoun Use

Adopting inclusive pronoun practices involves overcoming certain challenges, such as unintentional mistakes, unfamiliarity with neopronouns, or resistance to change. Here are some strategies to promote more inclusive pronoun use:

1. **Normalizing Pronoun Sharing:** Encouraging people to share their pronouns when introducing themselves or in written communication helps make the practice routine. It also shows solidarity with those who use non-traditional pronouns.
2. **Practicing Correct Pronoun Use:** If someone uses a pronoun that is unfamiliar, practicing it in different contexts can help. If a mistake is made, it is best to apologize briefly, correct it, and move on, avoiding over-apologizing, which can make the situation uncomfortable.
3. **Educating on Pronouns and Gender Identity:** Organizations and institutions can provide training and resources on gender identity and pronoun usage. This can reduce ignorance or resistance while promoting a more inclusive culture.
4. **Using Gender-Neutral Language When Appropriate:** When referring to a person whose pronouns are unknown, using "they" as a singular pronoun or opting for gender-neutral terms can avoid making assumptions about gender.

Conclusion

Pronouns are fundamental to affirming gender identity and creating inclusive communities. Understanding the importance of pronouns and using them correctly can have a profound impact on the well-being of individuals, especially those who identify outside the gender binary. As society continues to recognize and embrace gender

diversity, evolving language practices to include diverse pronoun usage is essential in fostering a culture of respect and support.

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O'ZBEK SHEVALARINING QARINDOSHLIK ATAMALARI TAHLILI

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ANNOTATION

The term "sheva" is of Persian origin and conveys meanings such as sound, language, speech, custom, manner, or style. In linguistic terms, it refers to the smallest unit of a language with distinct phonetic, lexical, and grammatical characteristics. The

Arabic term "lahja" (meaning expression, speech, dialect, sound) refers to a collection of related dialects. For example, the Oghuz and Kipchak dialect groups are such instances. Sometimes, "lahja" is used in a narrower sense, equivalent to a local dialect (sheva). For instance, we might speak of the Vodil village dialect in this context.

Key words: sheva, lahja, dialect, language, origin, development.

The term dialect has a broader meaning than "sheva." It refers to a major variety of a national language distinguished by specific phonetic, grammatical, and lexical features, and it encompasses multiple dialects. A dialect thus forms a cluster of related "shevas." For example, several dialects—such as Qirq, Saroy, Josh, Naiman, Qoniro, Kipchak Karakalpak, Baxmal, Ming, and Burgut—constitute the Kipchak dialect of the Uzbek language. However, the term "dialect" is also sometimes used narrowly, equivalent to a dialectal speech form, such as the Bukhara dialect.

From a geographical study perspective, dialectology can be divided into two types:

1. Descriptive Dialectology or Dialectography: It records, transcribes, and maps the phonetic, lexical, and morphological features specific to local dialects and variants.
2. Historical Dialectology: This branch explores the origins, development, and changes of dialectal features over time, including their connections with related languages. It also investigates the role of both related and unrelated languages in shaping the dialects.

In recent years, the study of Uzbek dialects using areal and linguistic-geographic methods has also aimed at understanding the historical development of the language. Studying dialects provides valuable material not only for understanding the history of the language but also the history of the people. Some words or grammatical forms that have disappeared from or evolved within the literary language may still be preserved in local dialects. Identifying and reintroducing these elements into the literary language can significantly enrich it.

Uzbek dialectology is a key resource for clarifying certain ambiguous aspects of Uzbek linguistic history. For example, modern Uzbek dialect data can help us resolve uncertainties about certain features in ancient written monuments of the Uzbek

language. Studying dialects also plays a critical role in defining the phonetic, lexical, and grammatical norms of the literary language, as well as stabilizing its orthography and pronunciation standards.

Through dialectal research, scholars can identify the historical locations of ancient tribes and clans, shedding light on obscure aspects of the nation's history through ethnonyms, toponyms, hydronyms, and onomastics (the study of names). Thus, the study of dialects has both scientific and practical significance.

As a linguistic discipline, Uzbek dialectology draws primarily on the theoretical foundations of the subject "Contemporary Uzbek Language" and provides data for related fields such as "Old Turkic," "The Historical Grammar of the Uzbek

Language," and "The History of the Uzbek Literary Language." Although these courses are taught in later semesters, the study of dialectology involves engaging with the theory and practical aspects of these fields during independent research.

Uzbek dialectology is closely linked with geography. In gathering data on dialects, researchers also collect information about the region in which the speakers reside, including population size, climate, and other environmental factors. Additionally, Uzbek dialectology provides valuable material for disciplines such as history, literature, ethnography, and art and draws upon their findings.

For Uzbek language and literature, Uzbek dialectology holds both theoretical and practical significance. The theoretical knowledge gained from this subject serves as a foundation for other courses and equips teachers with a thorough understanding of Uzbek dialectology. This helps them address dialectal errors in students' written and spoken language. Identifying the sources of these errors enables teachers to guide students toward correct linguistic forms.

In every language, kinship terms serve as a reflection of family structure and social relations. The kinship terms in Uzbek and English also mirror the historical and cultural heritage of both nations. Regional dialects' kinship terms not only demonstrate linguistic diversity but also reflect the customs, social norms, and relationships of different regions. This article examines the kinship terms in Uzbek and English dialects, comparing their unique characteristics and differences. Kinship terms

highlight the connection between language and culture. Every society organizes family relationships through specific terms, expressing unique social phenomena with these words. In the Uzbek language, kinship terms are well-developed, helping to clearly define both close and distant familial ties. In English, kinship terms are relatively more compact, with many distinctions appearing in regional dialects.

In Uzbek, different terms can be used for the same degree of kinship. For instance, terms like amakivachcha (paternal cousin), tog'avachcha (maternal uncle's child), xolavachcha (maternal aunt's child), and pochchavachcha (sister's husband's nephew) convey specific relationships. In English, these distinctions are not made, and all such relationships are simply referred to as "cousin."

The Uzbek language is divided into regional dialects, and the kinship terms used vary across these dialects. Each region preserves its own unique terms. For example:

- Fergana Valley dialects:

- The term jiyan (nephew/niece) is used as a warm, affectionate address for younger people.

- Buvijon or buva (grandmother/grandfather) are used not only for grandparents but also as respectful forms of address for elders.

- Bukhara and Khorezm dialects:

- Terms like otajon (dear father) and onajon (dear mother) convey warmth and respect.

- Amoq can be used in place of amaki (uncle).

Uzbek dialects use kinship terms to precisely indicate a person's gender, age, and familial status. For example, pochcha refers to a sister's husband, while qaynog'a denotes the older brother of a husband. Studying kinship terms in Uzbek and English dialects reveals much about the social lives of these communities. The complex kinship terminology in Uzbek provides insight into the importance of extended family ties, while the more streamlined English system reflects a preference for simplicity. These differences arise from variations in family dynamics and values between the two cultures.

The study of kinship terms not only contributes to understanding the languages but also offers valuable insights into the social and cultural identities of each people. In

linguistics, it provides a rich source for further exploration of the interplay between language and culture.

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“KOGNITIV TILSHUNOSLIKDA SEMANTIC MAYDON TUSHUNCHASI VA UNING O'RGANILISHI”

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Annotatsiya: Ushbu maqolada kognitiv tilshunoslikda semantik maydon tushunchasi va uning o'rganilishi muhokama qilinadi. Semantik maydon, o'zaro bog'liq bo'lgan ma'nolar va so'zlar to'plami sifatida, tilning struktural va kognitiv jihatlarini ochib beradi. Shuningdek maqolada, semantik maydonlarning ma'no tahlili, kontekstual o'rganish, va kognitiv jarayonlar bilan qanday bog'liqligini yoritadi.

Kalit so'zlar: kognitiv lingvistika, semantic maydon, konsept, leksik ma'no.

Semantik maydon muammosi kognitiv tilshunoslikning muhim o'rganish obyektlaridan biri hisoblanadi. Zamonaviy filologlarning fikriga ko'ra, leksik-semantik maydon turli so'z turkumiga oid bo'lgan, turlicha ma'nolarni anglatgan umumiy ma'noli, sixron xususiyatlarga (semantik maydonni "o'zaro bo'luvchi" ma'nolar tizimi, giponim va giperonimlar mavjudligi), genetik-diaxron xususiyatlarga (motivatsion modellar, so'z yasaliş usullarining, etimologik uyalarni hosil qilishning takrorlanishi) ega bo'lgan leksemalar majmuini ko'rsatadi. Zamonaviy tilshunoslikda insonning tajribalari orqali so'zning umumiy va xususiy ma'nolari o'rtasidagi aloqalarni ko'rsatuvchi "konsept" atamasi paydo bo'ldi. Shu nuqtai nazardan, kognitiv lingvistikada tilga insonning kognitiv (tushunish) funksiyasi sifatida qaraladi, ya'ni u ma'lumotlarni qabul qiladi, qayta ishlaydi va boshqalarga uzatadi. Tilning tizimli konseptual tahlili leksik ma'nolarning yangi interpretatsiyasiga olib keladi, ya'ni umumiy, universal ma'noli so'zlarni ma'lum bir konsept doirasida birlashtiradi

Semantik maydonni fanga kiritishga bo'lgan urinishlar dastlab P. Rojer tomonidan ideografik lug'atlarni va tezariuslar yaratish orqali boshlandi. «Semantik maydon» terminining o'zi Y.Trir va G.Ipsen asarlari nashr etilishi tufayli faollasha boshladi. Semantik maydon birinchi marta nemis olimi Y. Trier (1931) tomonidan tasvirlangan bo'lib, u ierarxik tamoyilga muvofiq tashkil etilgan, maydon tushunchalar, ob'yektlar va hodisalar o'rtasidagi munosabatlarni aks ettiruvchi haqiqat. Leybnitsdan keyin universal lug'at yaratishga intilish semantik maydonni birinchi empirik tadqiq qilishga yo'l ochdi. Shunday qilib, 1856 yilda K. Heise konseptual leksik maydonni o'rganib, unda lakunalarning til orqali leksiklashtirilganligini aniqladi. 1910 yilda R. Meyerning maqolasida birinchi marta semantik maydon tipologiyasi «ma'nolar tizimi» deb nomlandi. R. Meyer bu tizim belgilarini tabiatiga ko'ra «tabiiy», «yarim sun'iy» va «sun'iy»ga ajratadi. Ushbu atama G. Ipsen tomonidan "umumiy ma'noga ega so'zlar to'plami" ma'nosida ishlatilgan. Zamonaviy tilshunoslikda "semantik maydon" atamasi torroq lingvistik atamalar: leksik maydon, sinonimik qator, leksik-semantik maydon. Bundan tashqari, bu atamaning o'rnida "terminologik sinonimlar" so'zi qo'llanilmoqda. Semantik maydon umumiy ma'noga ega bo'lgan so'zlarni unga

qo'shimcha xususiy ma'no yuklash orqali birlashtiradi. Semantik maydon yadro va periferiya (sinonimik qator) kabi ma'lum bir tuzilishga ega. Semantik xususiyat kategoriya sifatida insonni o'rab turgan haqiqat va tajriba bilan bog'liq bo'lib, tilshunos olim Yu.D. Apresyaning ta'kidlashicha, har biri o'ziga xos xususiyatlarga ega bo'lgan, bir biri bilan kesishgan ma'nolarga ega semantik komponentlar yoki semalardan iborat. Deyarli barcha tadqiqotchilar semantik maydon nazariyasini komponent tahlil usuli bilan bog'lashgan. Masalan, A.M. Kuznetsovning fikricha, "komponent tahlil usuli tilning leksik-semantik maydon tizimi haqida ma'lumot berishga xizmat qiladi". Rus olimi L.Vasilevning fikricha, "komponent tahlil usuli so'z ma'nosining barcha xususiy ma'nolarini o'rganish natijasida umumiy ma'nosi haqida tushunchaga ega bo'lishga yordam beradigan tilning leksik-semantik tizimini o'rganuvchi ilmiy jarayondir".

Semantik maydon tushunchasi to'g'risidagi tadqiqotlar so'nggi o'n yilliklarda tilshunoslarning e'tiborini tobora ko'proq jalb qilmoqda. Tadqiqotchilarning e'tibori alohida leksemalarni tahlil qilishga, ular ichida paradigmatic munosabatlar namoyon bo'ladigan turli xususiyatli so'z birikmalariga, ya'ni leksik-semantik guruhlar, tematik guruhlar, semantik paradigmalar va boshqalarga qaratilgan.

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Theoretical analyses of Language and the Internet by David Crystal

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ANNOTATION

David Crystal's "Language and the Internet" provides a comprehensive exploration of how the internet has transformed language and communication. Published in 2001, this seminal work offers insights into the linguistic features unique to digital communication, the implications for language diversity, and the evolving nature of language in a rapidly changing technological landscape. Crystal, a distinguished linguist, argues that the internet not only facilitates communication but also plays a crucial role in shaping linguistic practices and social interaction.

Key words: language, internet, media, discourse, information, communication.

Unlike traditional forms of media, such as print or broadcast, the internet allows for instantaneous, two-way communication among individuals across the globe. This shift has significant implications for how information is shared and consumed. For instance, email and instant messaging have replaced many traditional correspondence methods, leading to a more informal and immediate style of communication.

The book examines various forms of internet communication, including emails, chat rooms, forums, and social media platforms. Each of these formats has its own

linguistic conventions and styles. For example, chat rooms often feature real-time exchanges characterized by brevity and informality, while forums may encourage more structured and thoughtful discussions. Crystal highlights that these variations are not merely random; they reflect the needs and preferences of users interacting within specific contexts.

One of the most compelling aspects of Crystal's analysis is his exploration of the "internet language" that has emerged. This language is marked by unique features such as abbreviations (e.g., "OMG" for "oh my god"), acronyms, and innovative uses of punctuation and spelling. These elements serve not only as shorthand for expression but also convey emotional nuances that are often absent in written communication. For instance, the use of emoticons and emojis has become a popular way to express feelings, bridging the gap left by the absence of vocal tone and facial expressions.

Crystal argues that this linguistic innovation should not be viewed as a degradation of language. Instead, he posits that it represents a natural evolution, adapting to the needs of digital communication. He draws parallels between the evolution of internet language and previous language shifts brought about by technological advances, such as the printing press. Just as the printing press allowed for the standardization of language, the internet fosters new forms of linguistic creativity.

Linguistic Diversity and the Internet

The book also delves into the impact of the internet on linguistic diversity. Crystal points out that the internet offers a platform for minority languages and dialects, allowing speakers to connect and share their cultural heritage. This is particularly important for languages that are at risk of extinction, as online communities can provide a space for revitalization and use in everyday communication.

However, Crystal raises concerns about the dominance of major languages, particularly English, in the online space. He notes that while the internet enables linguistic diversity, it also poses a risk of homogenization, where English-language content overshadows other languages. This phenomenon can lead to a digital divide, where speakers of less common languages may find it challenging to access information and participate in

online discourse. Crystal advocates for awareness and action to support linguistic diversity in the digital realm.

Context and Adaptability in Online Communication

Context plays a crucial role in how language is used online. Crystal emphasizes that successful communication requires an understanding of the environment in which it occurs. Different online contexts, such as social media platforms, academic forums, or professional email correspondence, demand varying degrees of formality and style. Users have developed a sophisticated awareness of these contextual cues, often adapting their language accordingly.

For example, a user might employ a casual tone with friends on social media while maintaining a more formal style in a professional email. Crystal argues that this adaptability reflects a broader trend in language use, where individuals become increasingly adept at navigating diverse communicative environments. The fluidity of language online challenges traditional notions of linguistic norms and encourages a more dynamic understanding of communication.

Crystal concludes the book by contemplating the future of language in the digital age. He posits that as technology evolves, so too will our linguistic practices. The advent of voice recognition software, artificial intelligence, and new forms of online interaction is likely to influence how we communicate. For instance, the rise of virtual assistants and chatbots may lead to the normalization of conversational language in more formal contexts.

Crystal emphasizes the importance of ongoing research in linguistics to keep pace with these changes. He argues that understanding how language evolves in response to technological advancements is vital for linguists, educators, and policymakers alike. By embracing the fluid nature of language and recognizing the impact of the internet, we can better appreciate the complexities of communication in the modern world.

In "Language and the Internet," David Crystal offers a thoughtful examination of the interplay between language and digital communication. His insights into the emergence of internet language, the role of context, and the implications for linguistic diversity provide a rich understanding of how the internet has reshaped language.

Crystal's work encourages readers to recognize the creativity and adaptability inherent in language use, celebrating its evolution in the face of technological change.

Overall, the book serves as an essential resource for anyone interested in the relationship between language and the internet, shedding light on the profound impact of digital communication on our everyday lives. As we continue to navigate the complexities of the online world, Crystal's analysis remains relevant and insightful, prompting us to reflect on the ways we communicate in an increasingly digital society.

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NON VERBAL MULOQOTNING VAZIFAVIY XUSUSIYATLARI.

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Annotatsiya: mazkur maqolada non verbal muloqot, uning qanday ko'rinishlarda bo'lishi, hayotimizdagi o'rni va vazifalari atroflicha yoritilgan.

Kalit so'zlar: non verbal muloqot, mimika, tana pozitsiyasi, proksemika, mikroifodalar.

Kirish

"Non verbal muloqot" atamasi ingliz tilidagi "non verbal communication" so'zlaridan oliigan. Non-verbal muloqot deganda, odamlarning bir- birlari bilan aloqa qilayotgan jarayonda so'zlardan tashqari qo'l harakatlari, mimikalar, tana tilidan, yuz ifodalaridan foydalanishlari va boshqa jismoniy belgilarni qo'llashlari tushuniladi. Bu turdagi

muloqot jarayonida ko'pincha his-tuyg'ular, niyatlar va fikrlarni ifodalash muhim ahamiyatga ega. Non verbal muloqot insonlar his tuyg'ularini yoki fikrlarini so'zlar bilan ifodalay olmagan paytda qo'llaniladi va o'zi bilan ko'plab ma'nolarni tashiydi. Non verbal muloqot insonlarning hissiyotlarini, niyatlarini va fikrlarini ifodalashda muhim ahamiyatga ega. U ko'pincha og'zaki muloqot bilan birga qo'llaniladi va odamlarning xulq-atvorini hamda o'zaro munosabatlarini anglashda yordam beradi. Non-verbal muloqot odamlar o'rtasidagi axborotni uzatishning muhim bir qismidir. Non-verbal muloqotning bir qancha ko'rinishlari mavjud. Bular:

1. Qo'l harakatlari yoki boshqa tana qismlarini harakatlantirish orqali ifodalash. Ko'pincha insonlar gapirayotganda beixtiyor qo'llarini qimirlatib yoki turli xil ma'nolarni ifodalovchi ishoralar bilan gapirishadi.
2. Yuz ifodalari: Yuzdagi his-tuyg'ularni ko'rsatish, masalan, tabassum, g'amginlik yoki ajablanish ham non verbal muloqotning bir ko'rinishi hisoblanadi.
3. Tananing pozitsiyasi: Insonning tana pozitsiyasi uning boshqalarga ochiq yoki yopiq ekanligini ko'rsatadi. Inson qo'llari oldida bir- biriga tugilgan holatda bo'lsa bu yopiqlikni bildiradi. Inson qo'llari yonida tursa yoki ikki tomonga yozilgan bo'lsa, bu ochiqlikni bildiradi.
4. Ko'z bilan aloqa: Ko'z bilan aloqa qilish orqali insonlar qiziqish, ishontirish, hayajon kabi his-tuyg'ularni ifodalay oladi. His -tuyg'ular insonning yuzi bilan birga ko'zida ham aks etadi.
5. Proksemika: Odamlar orasidagi masofa va uning kommunikatsiyaga ta'siri ham non verbal muloqotning bir ko'rinishi hisoblanadi. Masalan, biz do'stlarimiz yoki oila a'zolarimiz bilan muloqot qilayotganimizda oraliq mafosani saqlanmaymiz, begonalar bilan esa aksincha.
6. Tovush intonatsiyasi: Tovushning balandligi, kuchliligi va ohangi orqali tuyg'u va ma'noni yetkazish mumkin. Misol uchun, sinfxonada o'qituvchi baland ovozda yoki urg'u bilan gapirsa, bu o'quvchilarni diqqatini tortish uchun qilingan bo'lishi mumkin.
7. Mekoniy ko'rinishlar: Odamlarning kiyimi, tashqi ko'rinishi va shaxsiy uslubi. Bu ham odamlarning kasbi, ijtimoiy holati yoki moliyaviy holati haqida ma'lum bir tushuncha shakllanishiga olib keladi.

8. Mikroifodalar: Qisqa vaqt ichida yuzda paydo bo'ladigan noqulay his-tuyg'ularni aks ettiruvchi mayda ifodalar bu mikroifodalar hisoblanadi.

Bular birgalikda odamlarning fikrlarini va his-tuyg'ularini aniqroq tushunishga yordam beradi va muloqotni yanada boyitadi.

Non verbal muloqotning asosiy vazifalari

Non verbal muloqotning asosiy vazifalari quyidagilardan iborat:

1. Non verbal muloqot axborotni to'ldirishga xizmat qiladi. Non-verbal muloqot og'zaki muloqotni boyitadi. Yuz va qo'l harakatlari so'zlarning ma'nosini kuchaytirish bilan bir qatorda ma'noni aniqlashtira oladi.

2. Non verbal muloqot vositalari orqali hissiyotlarni aniqroq ifodalash mumkin. Misol uchun, ko'zda g'am, quvonch yoki achinish kabi tuyg'ular yaqqol seziladi.

3. Ijtimoiy aloqalarni mustahkamlash ham non verbal muloqotning vazifasi hisoblanadi. Non-verbal muloqot ijtimoiy aloqalarni rivojlantirishda muhim rol o'ynaydi; masalan, ko'z bilan aloqa qilish yoki tabassum do'stlik va ishonchni ifodalaydi.

4. Non verbal muloqot insonlar bir-birlarini nazorat qilishlari uchun ham qo'llaniladi. Ko'zlardagi yoki yuzdagi ifodalarni yoki hissiyotlarni tushunish shaxslarning bir-birining kayfiyatini yoki holatini aniqlashiga yordam beradi, bu esa vaziyatga mos ravishda javob berishga imkon yaratadi.

5. Non verbal muloqot turli madaniyatlarda turlicha bo'ladi. Har bir madaniyatda non-verbal belgilar turlicha talqin qilinishi mumkin, shuning uchun ularning kontekstga mos kelishini hisobga olish zarur. Yaqin Sharqda ba'zi qo'l harakatlari haqorat sifatida qabul qilinishi mumkin (masalan, chap qo'l bilan ish tutish), bunday holatlar boshqa madaniyatlarda esa umuman bunday ma'noga ega bo'lmasligi mumkin.

Muhokama va natijalari

Non-verbal muloqot insonlar orasidagi aloqa jarayonida muhim ahamiyatga ega. U mimikalar, ko'z harakatlari, tana holati va qo'l harakatlari kabi elementlar orqali amalga oshiriladi. Non-verbal muloqotning vazifalari orasida his-tuyg'ularni ifodalash, niyatlarni anglash va muloqotni kuchaytirish kabi jihatlar mavjud. Shuningdek, bu muloqot turli ko'rinishlarda namoyon bo'lib, har bir insonning

shaxsiyati va madaniyati bilan bog'liq bo'lishi mumkin. Umuman olganda, non-verbal muloqot odamlar o'rtasidagi aloqani yanada chuqurlashtiradi va tushunishni osonlashtiradi.

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THE PECULARITIES OF PHONETIC/PHONOLOGICAL UNITS OF ENGLISH IN ACCORDANCE WITH UZBEK LANGUAGE IN TERMS OF STRONG-WEAK SOUNDS

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ANNOTATION

It is known that speech sounds formed on the basis of phonemes have acoustic properties such as strength and weakness. We perceive the loudness of the speech sound as loudness or lowness according to our hearing. Specifically, when we listen to the radio, we ask them to turn it up (louder) or down. In consonants and vowels, strength-weakness occurs in a unique way.

Key words: speech sounds, loudness, lowness, vowels, strength-weakness

For the pronunciation of vowel phoneme to be strong, the amplitude of the pharynx should be wider (expansion of both sides) and the muscles of the mouth resonator and laryngeal space should be tensed.

The stronger the tension, the more intense the vowel. Vowel's strength-weakness is related to its strong-weakness positions. A strong position for vowels is first of all when it is used separately in a sentence (sentence) and when it comes in the function of a word: Iii! What did you say..., O'o'o'o'! Like it's very good. The second convenient

position for pronouncing vowels strongly is when they come before consonants (olim, brother, that), as in cases where the vowel itself forms a separate syllable (like ma - o – rif, mu-o-la-ja) [2; 36-38].

In words such as Surat Tal'at, san'at borrowed from the Arabic language, the vowels in the second syllable are pronounced strongly. The vowels in the first syllable can be pronounced long or short in words such as ra'no, maano.

When vowels are pronounced strongly, the phonological signs that make up it (narrow-wide, labial-unlabial, front/middle/back of the tongue, etc.) are clearly displayed.

Weak vowels are associated with weak positions. The weakest position is when the vowel has lost its phonetic properties. For example, the phoneme I is reduced, very weak, very short, and slow in the first syllable of the word.

Another weak position for vowels is when they occur in closed syllables and at the end of words. In such cases, it is pronounced strongly when it is stressed, and in other cases it is pronounced relatively weakly. For example, out of the three A's in the word country, the a on the last syllable is pronounced strong, and the rest are weak.

The reason for this is that the wider the mouth is opened, the more and the higher the volume of the voice can be. This is due to the fact that the wide A has a stronger pronunciation than the narrow I sound. Also, long vowels sound louder (stronger) to the human ear than short vowels.

External (extralinguistic) factors, the intonation of the sentence can also affect the pronunciation of vowels. For example, after the sentence "You didn't come yesterday", the speaker of "Men" says the E sound in the word "me" long and hard to show that he does not agree with the message being told: Meen! like

Zinder, a researcher who conducted research on general phonetics, admits that strength-weakness does not have a phonological function (differentiation of meaning) in any of the world's [7; 65].

Consonants also have strong-weak positions like vowels. Strong consonants are formed in strong positions. The strong position for consonants is the position before the vowel at the beginning of words and at the beginning of syllables: like tol, bosh, bo-la.

As Zinder admits, the strength-weakness of one consonant can be in relation to another consonant, but also in the pronunciation process of one consonant [7; 32-34]. In particular, in the pronunciation of Shcherba, the beginning is strong, the end is weak, the middle is neutral; the beginning is weak, the end is strong, the middle is neutral; Both the beginning and the end are strong (two-peaked) and the middle is neutral. One example of this can be seen in the Uzbek language [5; 26-28]. M.Mirtojiev notes the weakness of the explosion at the beginning of the m sonata, the strength and continuity of the voice[3; 56-58].

According to Zinder, the strength-weakness of consonants has a phonological (differentiation of meaning) feature in some languages. For example, in Korean: Tal (moon) – t:al (girl); sal (arrow) – like s:al (rice) [7; 78-80].

The strength-weakness in the pronunciation of vowel and consonant phonemes destroys the monotony and pronunciation of the intonation of words and sentences formed on their basis. On the basis of the wholeness, diversity (strong-weakness) of the intonation, the listener is divided (strong) - divided (weak) and ensures that it reaches clearly and clearly.

It can be said that phonological/phonetic units were formed on the basis of strong-weak contrast. In particular, diphthongs and triphthongs are formed by the combination of two or three sounds on the basis of mutual strength and weakness. Triphthongs are formed by combining the strengths and weaknesses of three sounds.

The triphthong [juə] was formed by combining the strong [j] sound, the very long [u] sound, and the short and weak [ə] sound: cure [kjuə], pure [pjuə] [1; 42-43].

So, the phenomena of narrowness-width, shortness-longness, softness-hardness, strength-weakness with the change of the number of characters were the basis for the formation and creation of phoneme (type of speech sound). More precisely, the phonetic signs have produced phonetic/phonological units.

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“Reklama matnida verbal va noverbal belgilarning kontekstual xususiyatlari”

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Annotatsiya: Ushbu maqolada reklama matnidagi verbal va noverbal belgilarning kontekstual xususiyatlari nimalarda namoyon bo'lishligi yoritiladi.

Kalit so'zlar: reklama, kontekst, ijtimoiy, madaniy, emotsional, kognitiv, vaqtinchalik, psixologik, brendlash, lingvistik, multimodal

Kirish:

Reklama

- bu xabarlarni yetkazuvchi, his-tuyg'ularni uyg'otuvchi va iste'molchi xatti-harakatlarini boshqaradigan turli xil belgilar va belgilarning murakkab o'zaro ta'siri. Reklamada og'zaki (og'zaki yoki yozma til) va og'zaki bo'lmagan (vizual va eshitish elementlari) belgilar xabarlarni etkazishda hal qiluvchi rol o'ynaydi. Ularning samaradorligi ko'p jihatdan ular paydo bo'lgan kontekstga bog'liq. Quyida reklamadagi og'zaki va og'zaki bo'lmagan belgilarning ba'zi kontekstual xususiyatlari keltirilgan:

1. Madaniy kontekst -

Og'zaki belgilar: reklamalarda ishlatiladigan til maqsadli auditoriyaning madaniy me'yorlari, idiomalari va qadriyatlariga mos kelishi kerak. Bir madaniyatda iboralar

yoki shiorlar boshqasiga yaxshi tarjima qilinmasligi mumkin bo'lgan o'ziga xos ma'nolarga ega bo'lishi mumkin.

- Og'zaki bo'lmagan belgilar: tasvirlar, imo-ishoralar, ranglar va belgilar ko'pincha madaniyatlarda turli xil ma'nolarga ega. Masalan, ba'zi ranglar ba'zi madaniyatlarda omadni anglatishi mumkin (masalan, Xitoyda qizil), boshqalarida xavf yoki ogohlantirishni anglatishi mumkin.

2. Ijtimoiy kontekst

- Og'zaki belgilar: Ijtimoiy holat, tendentsiyalar va guruh dinamikasi tilning reklamada qanday ishlatilishiga ta'sir qiladi. Ohang (rasmiy, tasodifiy, avtoritet) va registr (jargon, jargon) maqsadli auditoriyaning ijtimoiy umidlari asosida moslashtirilgan

- Og'zaki bo'lmagan belgilar: Tasvirlar yoki videolarda odamlar (yoshi, jinsi, irqi yoki ijtimoiy sinfi) yoki sozlamalari (hashamatli muhit va kundalik hayot) tasviri brend va uning joylashuvi haqidagi ijtimoiy signallarni nozik tarzda bildiradi.

3. Emotsional kontekst

- Og'zaki belgilar: tanlangan so'zlar baxt, qo'rquv yoki ishonch kabi o'ziga xos his-tuyg'ularni uyg'otishi mumkin. Shoshilinchlik tuyg'usini ("cheklangan taklif") yoki nostalgini qo'zg'atishga mo'ljallangan iboralar iste'molchilarning mahsulotga bo'lgan munosabatini shakllantirishi mumkin

- Og'zaki bo'lmagan belgilar: reklamadagi musiqa, rang sxemalari, yuz ifodalari va tana tili hissiy munosabatni keltirib chiqarishi mumkin, iste'molchilarni xotirjam, hayajonli yoki sentimental his qiladi, mahsulot bilan aloqani kuchaytiradi.

4. Kognitiv kontekst

- Og'zaki belgilar: Reklama tinglovchilarni kognitiv qayta ishlashga jalb qilish uchun so'z o'yinlari, metafora yoki so'z birikmalaridan foydalanadi, bu ularni xabarni yanada yorqinroq o'ylaydi yoki eslab qoladi

- Og'zaki bo'lmagan belgilar: belgilar, logotiplar va dizayn naqshlari kabi vizual belgilar murakkab g'oyalarni soddalashtiradi va tinglovchilarga xabarni tezroq qayta ishlashga yordam beradi. Misol uchun, yashil barg so'zlarni talab qilmasdan tezda ekologik tozalikni bildirishi mumkin.

5. Vaqtinchalik kontekst

- Og'zaki belgilar: Reklama tili joriy voqealar yoki mavsumiy mavzular bilan bog'lanishi mumkin (masalan, "bayramlar" yoki "maktabga qaytish"). "Hozir" yoki "bugun" kabi vaqtga sezgir iboralar vaqtinchalik elementni qo'shib, darhol harakat qilishga undaydi.

- Og'zaki bo'lmagan belgilar: Vaqtinchalik kontekst vizual tarzda ham uzatiladi, masalan, Rojdestvo reklamasidagi bayram bezaklari yoki xabar uchun vaqt oralig'ini belgilaydigan maxsus mavsumiy tasvirlar.

6. Psixologik kontekst

- Og'zaki belgilar: Psixologik ehtiyojlarga javob beradigan so'zlar (masalan, maqomga, xavfsizlikka yoki tegishlilikka bo'lgan ehtiyoj) iste'molchining istak va intilishlarini jalb qilish uchun mo'ljallangan

- Og'zaki bo'lmagan belgilar: baxtli oilalar yoki muvaffaqiyatli mutaxassislar kabi ijtimoiy dalilni ko'rsatadigan tasvirlar iste'molchilarning tegishli bo'lish yoki muvaffaqiyatga erishish istaklariga murojaat qiladi va psixologik motivatsiyani kuchaytiradi.

7. Brendlash konteksti

- Og'zaki belgilar: shiorlar, shiorlar va brend bilan bog'liq atamalarni tanlash brend identifikatorini o'rnatish va eslab qolish uchun muhim ahamiyatga ega. Kampaniyalarda tilning izchilligi brend imidjini mustahkamlashga yordam beradi. - Og'zaki bo'lmagan belgilar: logotiplar, shriftlar va ranglar og'zaki bo'lmagan brendni aniqlash uchun kalit hisoblanadi. Ushbu elementlar iste'molchilar hech qanday matnni ko'rmasdan taniy oladigan brend identifikatorini yaratishga yordam beradi.

8. Lingvistik kontekst

- Og'zaki belgilar: Reklamalarda tilning tuzilishi turlicha bo'lishi mumkin - reklama maqsadiga mos keladigan buyruqlar ("Hozir sotib ol!"), savollar ("Siz tayyormisiz?") yoki hikoyani hikoya qilish. Grammatika va sintaksis brendning ohangi va niyatini aks ettiradi.

- Og'zaki bo'lmagan belgilar: Vizual elementlar ko'zni ma'lum bir yo'nalishga olib boradigan tarzda joylashtirilgan va tomoshabinlarga reklamani mo'ljallangan

ketma-ketlikda qayta ishlashga yordam beradi. Turli xil tasvirlarning yonma-yon qo'shilishi lingvistik xabarni to'ldiradigan hikoyalarni yaratishi mumkin.

Verbal va nonverbal belgilarning o'zaro ta'siri

Og'zaki va og'zaki bo'lmagan belgilar o'rtasidagi o'zaro ta'sir yaxlit reklama xabarini yaratadi. Samarali reklamalar bu elementlarning bir-biriga zid emas, balki bir-birini to'ldirishini ta'minlaydi.

A. Xabarlarni mustahkamlash. Og'zaki va og'zaki bo'lmagan belgilar uyg'unlikda ishlaganda, ular umumiy xabarni mustahkamlaydi. Masalan, "sarguzasht" ga urg'u beruvchi ochiq havoladagi mashg'ulotlar tasvirlari bilan birgalikda sarguzashtli iste'molchilarni qiziqtiradigan jozibali hikoyani yaratadi.

B. Multimodal aloqa. Iste'molchilar ko'pincha reklamalarni bir nechta aloqa usullari orqali sharhlaydilar. Og'zaki shiorni o'z ichiga olgan, jozibali vizual va musiqa bilan birga reklama xabarni saqlash va hissiy ta'sirni kuchaytirib, yanada boyroq tajriba yaratadi.

C. Kontekstga moslashish. Reklama beruvchilar o'zlarining reklamalari ko'riladigan kontekstni hisobga olishlari kerak. Misol uchun, ijtimoiy media platformalari ixcham, vizual jozibali reklamalarni talab qiladi, bosma ommaviy axborot vositalari esa ko'proq matn va tafsilotlarga ruxsat berishi mumkin. Og'zaki va og'zaki bo'lmagan belgilarni vositaga moslashtirish ularning samaradorligini oshiradi.

Xulosa:

Og'zaki va og'zaki bo'lmagan belgilarning kontekst xususiyatlari samarali reklama matnlarini yaratishda muhim ahamiyatga ega. Til, tasvir, rang va tartib o'rtasidagi o'zaro ta'sirni tushunib, sotuvchilar o'zlarining maqsadli auditoriyasi bilan rezonanslashadigan jozibali reklamalarni yaratishlari mumkin. Reklama landshafti rivojlanishda davom etar ekan, ushbu kontekstli elementlarni o'zlashtirish iste'molchilarni jalb qilish va ularni jalb qilishda muvaffaqiyat uchun hal qiluvchi ahamiyatga ega bo'lib qoladi. Bundan tashqari, reklamada og'zaki va og'zaki bo'lmagan belgilarning samaradorligi ko'p jihatdan ularning madaniyat, hissiyot va vaqt kabi kontekstual omillarga mos kelishiga bog'liq. Muvaffaqiyatli reklamalar ushbu

belgilarni kontekstda birlashtiradi va maqsadli auditoriya bilan rezonanslashadigan yaxlit xabar yaratadi.

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The Culture of Speech in the English Language

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ANNOTATION

Speech is not only a means of communication but also a reflection of culture, values, and social etiquette. In the English language, the "culture of speech" refers to the principles and practices surrounding how language is used to convey ideas, express emotions, and maintain relationships. This culture is shaped by historical developments, social norms, and regional variations, and it emphasizes politeness, clarity, and adaptability. This thesis will explore the key aspects of English speech culture, including politeness strategies, conversational norms, non-verbal elements, and the role of context in communication.

Key words: verbal interactions, politeness, agreement, speech culture, politeness strategies, conversational norms, non-verbal elements.

Politeness is a central element of English speech culture, particularly in formal and professional settings. English speakers often employ strategies to avoid directness, which may be perceived as impolite or confrontational. Phrases such as “Would you mind...?”, “Could you please...?”, or “I was wondering if...” are used to soften requests. The use of modal verbs like could, would, and might reflects a preference for tentative language that avoids imposing on others.

Indirectness in speech helps maintain social harmony by minimizing the risk of offending the listener. For example, instead of saying “You are wrong,” English speakers might say, “I’m not sure I agree with that” or “I see your point, but...” This preference for politeness, however, can sometimes lead to misunderstandings, especially in cross-cultural communication, where directness may be valued more.

English-speaking cultures place importance on taking turns in conversations and avoiding interruptions. Conversations typically follow an implicit structure, where speakers wait for cues—such as a pause or a change in pitch—before taking their turn. Phrases like “Sorry to interrupt” or “If I may add...” are commonly used to join a conversation without seeming rude.

Backchanneling, or providing feedback through small interjections like “yeah,” “I see,” or “right,” is another important aspect of English speech. These verbal signals show active listening and encourage the speaker to continue. Maintaining eye contact while speaking and listening also plays a significant role in conversational dynamics, as it demonstrates engagement and respect.

Non-verbal communication, such as body language, facial expressions, and tone of voice, complements spoken English. While words carry meaning, the way they are delivered can significantly affect the message. For instance, the same phrase can express enthusiasm or sarcasm depending on the tone. Subtle gestures, such as nodding or smiling, also enhance verbal interactions and convey politeness or agreement.

In English-speaking cultures, the concept of “personal space” is also significant. Maintaining an appropriate distance while conversing is seen as a mark of respect for

personal boundaries. Gestures like handshakes, common in formal settings, reinforce the courteous nature of interactions. However, non-verbal cues may vary between regions; what is acceptable in the U.S. may differ slightly from the U.K. or Australia.

The culture of speech in English is highly dependent on context. Different settings—such as informal, formal, professional, or social—call for variations in language use. In casual conversations, colloquialisms, slang, and contractions are common, as speakers aim to create a relaxed atmosphere. In contrast, professional or academic contexts require more structured language, with careful attention to vocabulary, grammar, and politeness.

Code-switching, or shifting between language styles based on the context or audience, is a notable feature of English speech. For example, a person might use formal language with their employer but switch to informal speech with friends. This adaptability allows speakers to navigate diverse social situations effectively.

English is spoken in many countries, each with its own variations in speech culture. British English, American English, Australian English, and other regional varieties differ not only in pronunciation and vocabulary but also in communication styles. For example, British English tends to favor more formal speech, with frequent use of phrases like “Pardon me” or “Would you be so kind...?” In contrast, American English often emphasizes friendliness and directness, with expressions like “Hey, how’s it going?” being common in casual contexts.

Despite these differences, there are shared cultural norms, such as the use of greetings, small talk, and expressions of gratitude. For example, phrases like “Thank you” and “Please” are universally important across English-speaking cultures, reflecting the emphasis on politeness and respect.

In recent years, digital communication has transformed the culture of speech in English. Online platforms, social media, and instant messaging have introduced new norms, including abbreviations (e.g., “LOL,” “BRB”), emojis, and informal expressions. While these trends make communication faster and more convenient, they also present challenges, such as the potential for misunderstandings due to the lack of non-verbal cues.

Moreover, digital communication has blurred the line between formal and informal speech. Email correspondence, for instance, may vary greatly in tone depending on the recipient. A message to a colleague might be more casual than one to a supervisor, requiring careful consideration of the appropriate speech style.

The culture of speech in the English language reflects the values of politeness, clarity, and adaptability. From the use of indirect language to the importance of non-verbal communication, English-speaking cultures emphasize respectful and harmonious interaction. Context plays a crucial role in determining the appropriate speech style, and regional differences add further complexity to English communication.

In a rapidly changing world, the influence of digital communication has reshaped speech culture, introducing new norms and practices. Understanding the nuances of English speech culture is essential for effective communication, particularly in today's globalized environment. By mastering these elements, speakers can navigate diverse social situations with confidence and foster meaningful connections across cultural boundaries.

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Tilni raqamlashtirishning o'рни

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Annotatsiya: Ushbu maqolada tilning raqamli olamdagi rivojlanishining o'рни, undan foydalanishda raqamli texnologiyalar yaratadigan imkoniyatlar va ularning takomillashishidagi asosiy bosqichlar haqida so'z yuritiladi.

Kalit so'zlar: raqamli olam, tilni raqamlashtirish, axborot texnologiyalari, til korpusi, elektron resurslar, tarjima dasturlari.

Hozirgi kunda tillarning raqamli olamda rivojlanishi katta ahamiyatga ega. Bilamizki dunyoda eng ko'p so'zlashuvchilari bor til bu — ingliz tili. Jumladan, elektron resurslarning ham katta qismi ingliz tilida. Ingliz tili shunchalik raqamlashtirilganki unda so'zlasha oladigan shaxs istalgan ma'lumotni qisqa fursatda veb-qidiruv tizimlaridan topib, bepul elektron kitoblar yoki maqolalar orqali mustaqil tarzda bilimlarni o'zlashtirishi mumkin. Bunday imkoniyatlar raqamli texnologiyalarning taraqqiyoti tufayli yuzaga keldi. Tilni raqamlashtirish uni saqlab qolishda ham katta ro'l o'ynaydi. Shu sababdan ham hozirgi davrda til uchun raqamlashtirish choralari muhim harakatlardan hisoblanadi.

Tillarning raqamli olamga o'tishi faqat uni so'zlovchilar soniga emas, balki o'sha til jamiyatining raqamli kontent yaratishda faol ishtirok etishiga bog'liqdir. Bunga blog yuritish, elektron formatda maqolalar yozish va ijtimoiy tarmoqlarda tilni keng ishlatish kiradi. Aktiv media tilning yoshlar o'rtasidagi ommabopligini oshiradi. Raqamli olamda kam yoki umuman ishlatilmaydigan tillar esa hozirgi davrda rivojlana olmasligi, yoki yosh avlod uchun o'z ahamiyatini yo'qotish xavfidan holi emas. Bu ma'lumotlar mavjud tillarning nafaqat jamiyatda qo'llanilishini, balki uni

raqamlashtirishni ham amalga oshirish zarurligini ko'rsatadi. Raqamlashtirish yordamida kichik tillarning madaniy merosini saqlab qolish va ularni kelajak avlodlarga yetkazib, tilning yo'q bo'lib ketishini oldini olish mumkin.

Shu bilan birga, tillarning raqamli olamga tatbiq etilishi nafaqat ularning saqlanishiga yordam beradi, balki jamiyatning til bilishini yaxshilaydi. Elektron resurslar, elektron lug'atlar va tillarni o'rgatish ilovalarning joriy etilishi o'quvchilarning tilni to'g'ri o'rganishini ancha osonlashtiradi. O'quvchilar darsliklarga muhtoj bo'lmasdan internet orqali tilni mustaqil o'rganishlari mumkin bo'ladi. Shuningdek, raqamlashtirilgan til texnologiyalari turli xil ma'lumotlarni veb-qidiruv orqali tez topish imkoniyatini taqdim etadi. Tarjimon dasturlar va tilning korpusi elektron ma'lumotlardan global miqyosda foydalana olish imkonini beradi.

Tilni raqamli olamga tatbiq etish uchun bir nechta muhim bosqichlarni amalga oshirish kerak:

Tilning korpusini yaratish — elektron lug'atlar, imlo tekshiruv dasturlari, tarjimonlar va nutqni tanish tizimlarini joriylashtirish, nafaqat ona tilida so'zlashuvchilar uchun, balki tilni xalqaro miqyosda kengroq qo'llash uchun ham qulay zamin yaratadi. Masalan Google Translate kabi tizimlar katta hajmdagi til ma'lumotlariga muhtoj bo'ladi, shuning uchun til korpuslarini yaratish muhim ahamiyatga ega.

Elektron resurslarni yaratish — mavjud ilmiy, texnik va badiiy resurslarni muayyan tilga tarjima qilish va elektron formatda nashr etish.

Ta'lim tizimiga integratsiya qilish — elektron darsliklar, tilni o'rgatadigan ilovalar va kurslar yaratish.

Xulosa shuki, tilni raqamli olamga tatbiq etish uning saqlanib qolishi hamda rivojlanishi uchun katta imkoniyatlar yaratadi. Til korpusini yaratish, elektron resurslar joriy etish va ta'lim tizimida integratsiya qilish kabi qadamlar tilning modernizatsiyalashishiga yordam beradi. Raqamli texnologiyalar orqali axborot almashinuvi osonlashadi, bu esa kelajak avlodning til savodxonligini yaxshilab, ularning ta'lim olishini yanada osonlashtiradi.

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The Growing Use of Neologisms in Contemporary English.

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Abstract: Change is a natural law. Nothing changes more than change, and today's trendy English language is no exception. Every language is a vibrant, observable phenomenon. Many new words do not fit into the proper language but rather into the colloquial one; these neologisms are not documented in dictionaries and may be discarded as soon as new ones develop. Nonetheless, where do all of these unique terms enter or permeate the English language? This research attempted to take a deeper look at the process by which new words are created, indicating that new words and phrases are significantly more about rethinking than real arrangement.

Key words: Semantic, theoretical, shortening, clipping, blending, borrowing, Introduction.

Language remains embryonic. As a living system, it adapts to the evolution of life, civilization, and the science-savvy globe. The words people use to describe themselves and their surroundings reflect every element of their lives. Language evolves in tandem with the world, via invention, discovery, revolution, evolution, creation, and human development. Our lexicon, like a tree's growth rings, reflects our past. Words and

expressions are born, live briefly, and then die or find their place in the dictionary based on the transient or permanent nature of the occurrences they depict.

Method.

The English language allows for several different ways to create new words from old ones, such as compounding existing words or changing the meaning of existing words with prefixes or suffixes. New words can be developed with no etymological or historical connection, or they can be derived entirely or partially from language origins. Some of these word production processes are illustrated below, along with examples of how they can be used.

1 Compounding: Compounding is a very productive and important style of word construction in modern English. Examples include: dining-room, blackbird, sunflower, bedroom, bluebell, mother-in-law, and "good-for-nothing." There are three aspects to compounding: structural, semantic, and theoretical.

The structural aspect consists of three compounds: neutral, morphological, and syntactic. Neutral compounds are made up of two stems that are not linked together. In morphological compounds, a connecting element, such as a consonant or a vowel, connects two stems. Syntactic compounds are produced by combining multiple components of speech (nouns, verbs, articles, prepositions, and adverbs) in phrases, such as the nouns lily-of-the-valley, good-for-nothing, mother-in-law, sit-at-home, pick-me-up, know-all, know-nothing, go-between, and get-together. This kind is particularly crucial for the production of new words and is abundant. The second is the semantic aspect, which is divided into three categories: There are three types of compounds: those with understandable meanings (e.g. classroom, bedroom, working-man, dining-room, sleeping-car, dancing-hall), those with changed meanings (e.g. blackboard, blackbird, football, lady-killer, good-for-nothing, lazybones), and those with irreversibly lost meaning (e.g. ladybird, tallboy, bluestocking).

Theoretical component: The third and last component is the theoretical aspect, which specifies the criteria that separate compounds from word combinations. For example, a tall boy is a word combination, whereas a tallboy, derived from the first, is a compound. Furthermore, they have diverse meanings: The word-group "a tall boy"

refers to: 1. a young male person; 2. someone who is large in stature, whereas the phrase "tallboy" refers to a piece of furniture only.

2 Shortening: Shortening is the action or process of making or becoming shorter, specifically the removal of the last portion of a word to create a new and shorter word with the same meaning. Sometimes both the beginning and end are missing. Shortenings are made in two ways. The first method involves creating a new term from one or two syllables of the old word. Some examples include phone from telephone, holidays from vacation, fridge from refrigerator, bicycle from bicycle, and blog from weblog. The second type of shortening is beginning shortening. It signifies that a new word is formed from the beginning letters. M.P. stands for Member of Parliament.

3 Clipping is the technique of reducing or shortening a word without changing its meaning. For example, advertisement - ad, telephone - phone, examination - exam, petrol - gas and gymnasium - gym. This procedure can shorten not only words but sometimes entire phrases (for example, zoo is derived from zoological gardens). There are four forms of clipping: rear, fore-clipping, middle, and complex clipping. Back clipping is the removal of the end of a word, such as gas from petrol. Fore clipping removes the beginning of a word, such as gator from alligator. Middle clipping refers to maintaining only the middle of a word, such as flu from influenza.

4 Blending: Blended words are sometimes known as portmanteaus. term formation is the process of combining components of two or more words to generate a new term with a meaning that blends the originals. For example: advertisement + entertainment → advertainment; biographical + picture = biopic; breakfast + lunch → brunch; giggle + snort → chortle.

5 Affixation: Affixation is the process of attaching one or more affixes to a root morpheme to create a new word. Prefixes come before the root of a word, while suffixes occur after it. For example, the two tables below provide samples of several popular prefixes and suffixes with definitions in English. Prefixes and their Meanings: a-without, not, co-together, de-opposite, negative, removal, separation, dis-opposite, negative, un-negative, not, opposite, reversal. Suffixes and their Meanings: Capable - suited for or deserving of becoming, -er Agent, -ism - action, practice, situation, or

condition. -less - absence of, ly - resembles, ology - study, science, ship - condition, character, skill. It is interesting to note that, while both processes include the affixation of suffixes, derivation differs from inflection in that inflection creates a new form of the same word rather than a new term. For example, adding the third person singular -s inflectional suffix to verbs produces the third person singular form, e.g., eat and eats, whereas adding the plural -s inflectional suffix to nouns produces the plural form, e.g., dog and dogs. Eats and dogs are not new words, but rather new variants of the same word.

6 Back-Formation: Back-formation is the process by which an actual or perceived derivational affix detaches from the base form of a word to establish a new term. Back-formation is frequently the result of overgeneralisation of derivation suffixes. Back-formation, therefore, is the inverse of derivation. Examples include babysitter - babysit, donor - donate, gambler - gamble, and hazy - haze.

7 Borrowing/Loanwords: Borrowed words are also known as loanwords. Borrowing is the process by which a word from one language is borrowed straight into another. Common English words, such as algebra, chow mein, kielbasa, murder, near, and pizza, are derived from foreign languages.

8 Reduplication: This method of word construction creates new words by doubling the stem of an existing word. A new word can be created in two ways: 1) without any phonetic alterations (bye-bye for goodbye), or 2) with a modification of the root vowel or consonant, often known as gradational reduplication (ping-pong, chit-chat). Colloquial and slang terms are created through reduplication and commonly employed in casual settings. Other examples are walkie-talkie ("a portable radio"), riff-raff ("the worthless or disreputable element of society"; "the dregs of society"), and chi-chi (slang meaning chic, as in a chi-chi girl).

Conclusion

Exploring this area of new words can be a useful approach to prepare ourselves not only for how English changes and the new terms we are likely to encounter, but also for understanding how the words we already know have evolved and developed. Understanding this region helps promote independence in language acquisition and

increase enjoyment and engagement. We are constantly exposed to new words, both intentionally and unintentionally, due to linguistic trends and changes over time.

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KAUZATIV FE'LLARDA MA'NO KO'CHISH HODISASINING LINGVOMADANIY XUSUSIYATLARI

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ANNOTATSIYA

Maqolada kauzatsiya va o'timlilik denotatlar orasidagi munosabat, ta'sir qiluvchi bilan ta'sirlanuvchi konstantalarning mavjudligi, ularning logik

korrelyatsiyasining hosil bo'lish masalari haqida so'z boradi. Fe'llarining semantik strukturasi, undagi dinamik muayyan holat doirasidagina boshqa biror predmet, denotat bilan bevosita munosabati kirisha olmasligidan, kauzatsiyada patsiens-ob'ekt sub'ekt ta'siri holatlari ko'rib chiqiladi.

Kalit so'zlar: kauzatsiya, patsiens, ob'ekt, sub'ekt, denotat, o'timlilik, o'timsizlik, eksplitsit, implitsit.

Fe'l so'z turkumidagi kauzatsiya, o'timlilik va o'timsizlik hodisalari tipik hisoblanadi va boshqa tillardan struktura va ma'no jihatidan farq qiladi. Kauzatsiya ham, o'timlilik ham, o'zbek tili holat fe'llari semantik strukturasi uchun tipik emas. Holat fe'llari asosan, o'timsizligi bilan xarakterlanadi. Bu holat fe'llarining semantik strukturasi, undagi dinamik muayyan holat doirasidagina boshqa biror predmet, denotat bilan bevosita munosabatga kirisha olmasligidan, unga ta'sir qilmasligidan kelib chiqadi. Vaqt bunday hollarda holatning davomiyligini ko'rsatib, unga ta'sir qilmaydi, o'taveradi.

Kauzativ fe'l, har doim o'timli bo'ladi. Ammo o'timli fe'l hamma vaqt ham kauzativ bo'lavermaydi. Kauzativ bo'lmagan o'timli fe'llarda o'timlilik ob'ekt bilan bog'lanib, holatning ob'ektga utishi bilan tugallansa, (masalan, kutmoq, qoplamoq), kauzativ holat fe'llarida (asramoq, burishtirmoq) biror natijaning ya'ni holatga ega, holatli ob'ektning sub'ekt ta'sirida muayyan holatga o'tishi holatli bo'lish natijasi sifatida reallashadi. Chunki uni shu holatga o'tkazgan sub'ektning (predmetning) roli, aktiv faoliyati - sabab sifatida izohlanadi va bu jarayonda kauzatsiyalovchining ta'siri dominantligi bilan xarakterlanadi.

Ijro holati fe'llari qatnashgan konstruksiyalarda ob'ekt valentligining aktantlari eksplitsitligiga ko'ra ham ahamiyatlidir. Misol:

Xatlarni Dilshod hech kimga ko'rsatmas, idorasidagi stol g'aladonida saqlar.
(U.Nazarov)

U bir qizni sevib, necha zamonlar suratini ko'ragida asragan. (O.Matjon)

Kauzativli ijro holati fe'llarida ba'zan kauzatsiya vositasining reallashmagan tipi uchraydi. Bunda fe'l majhul darajada keladi, o'timli fe'ldan yasaladi:

Saqланmoq. Bunday hollarda diqqat - e'tibor, ta'kid, asosan, ob'ekt bilan statusga karatiladi. Chunki maqsad ob'ekt va unga xos eng xarakterli xususiyat - holatni ifodalash, bildirish, ob'ekt va holat orasidagi mantiqiy, ob'ektiv moslik mavjudligi, ob'ektiv haqiqatni informatsiya sifatida gap orqali berishdan iborat bo'ladi. Shuning uchun ham majxul darajada ob'ekt bilan holat, ular orasidagi dialektik munosabatni bevosita anglatuvchi lingvistik birliklarga gapda qatnashadi. Shu sababli asosiy diqqat bajaruvchiga emas, balki bajarilish doirasidan jarayon sifatida chiqqan, amalga oshgan, natija sifatida yuzaga kelgan holatga qaratiladi va bu natija akti kauzativ fe'l ma'nosida reallashadi. Demak, bunday hollarda maqsad ob'ekti kauzatsiya sub'ekti emas, balki natija holat xisoblanadi. Kauzatsiya sub'ekti esa kauzatsiya vositasi reallashgan tipidan farqli holda juda kuchsiz, reallashmagan darajada bo'ladi. Shunday bo'lsa ham, u mantiqan abstrak holda sezilib turadi. Bunda natija ob'ektini bildiruvchi so'z predmet ifodalovchi leksema bo'lib, majxul darajadagi kauzativ fe'lning ob'ekt valentligini tashkil qiladi. Ammo ob'ekt valentligining aktanti bosh kelishikda kelib, formal agens valentligiga o'xshaydi. Lekin u holatning manbai yuzaga keltiruvchisi emas, balki holat o'tgan, uni qabul qilgan logik ob'ektni ifodalaydi. Shuning uchun ham u holat fe'lning ob'ekt valentligini tashkil qiladi. Bunday xollarda ifoda plani emas, mazmun plani (mundarija) dominanta xisoblanadi. Kauzativ ijro holati fe'lning kauzatsiya sub'ekti reallashmagan tipda fe'l ob'ekt valentligining aktanta grammatik jihatdan ega bo'lib keladi. Misol:

Bu xazinada inson xusnining durdonalari saqlanadi. (M.Ismoilijiy)

Bunday kauzativ konstruksiyalarda holatning manbai, kauzator (agens valentligi) - logik sub'ekt tiklansa, u vositali to'ldiruvchi bo'lib reallashadi.

Semantik kauzativli fe'llar obrazli holat fe'llari mikrosistemasida ham kuzatiladi. Kauzatsiyaga ega obrazli holat fe'li yasama bo'lib, derivat format yordamida predmet anglatuvchi so'zdan hosil buladi.

to laugh a hearty laugh - chin dildan kulmoq

to mouth words - og'zini to'ldirib gapirmoq

to laugh lonelen chuckle - ma'nosiz piqirlamoq

a live along life - uzoq umr ko'rmoq

to fight a terrible fight - dahshatli kurash olib bormoq

Xuddi shu modelga asosan qator fe'llar yaratildiki, ulardagi semantik ob'ekt mos keluvchi fe'llarga "sifat reprezentatsiyasi" ma'nosini beradi. Masalan:

to nod one's approval - o'z roziligini, tasdigini bosh irg'ash yordamida ifodalamoq.

to nod one's recognition - birortasini tanigan (tan olgan)ligini tasdiqlamoq

to smile one's consent - mamnunlik bilan kulmoq, mamnunligini tabassum bilan tasdiqlamoq.

Bu guruhga yana kvazi (ko'rinishidan) o'timli yoki soxta o'timli fe'llar ham kiradi. Bulara sintaktik va semantik o'timlilik mos tushmaydi, ularda semantik o'timsizlik va sintaktik o'timlilik bir jumla chegarasida duch keladi. Masalan:

to rumble streets - ko'chalarda shovqin-suron qilib daydib yurmoq.

to journey a land - mamlakat, o'lka bo'ylab sayoxatga chiqmoq.

to walk a forest - o'rmonda sayr qilmoq, o'rmon oralab bemaqsad daydib yurmoq.

Harakatni bildiruvchi fe'llar semantik nuqtai - nazardan kamchilikka ega bo'lgan fe'llar kiradi, chunki vaziyatning to'liq xarakteristikasini bera olishga ular qodir emas. Buning uchun ularga fazoviy va vaqt ma'nosini beruvchi adverbial modifikator (ravishdan ifodalangan aniqlovchi)lar talab qilinadi. Chunki ular ichki semantik birikishi doirasidan chetda qoladi. Sub'ekt fe'llarda kategorial sema-sub'ektning "holati, jarayoni" bo'lsa, ob'ekt fe'llarida dinamik semantik bo'ladi. U predmet anglatuvchi ot bo'lib, yasama fe'l uchun motivlovchi funksiya bajaradi.

Kauzativ fiziologik holat fe'llari ob'ekt valentligining aktantlari organ nomi va shaxs anglatuvchi leksemalardan tashkil topadi. Misol:

Suvning mayin to'lkini ko'zni elitadi. (Shuhrat).

Alam bilan yetgan Barchinni issiq elitdi. (Mirmuxsin).

Kauzativli fiziologik holat fe'llarining xarakterli xususiyati shundaki, kauzativ munosabat kauzatsiya sub'ektining o'zida kauzatsiya vositasi doirasida, undan tashkariga chiqmagan holda yuzaga keladi. Masalan: *chimirmoq, yoshlamoq* fe'llarida bu hol kuzatiladi. Bunda sub'ekt ham aktiv faoliyat egasi, ham fizik o'zgarishni o'zida tashuvchi realizator bo'lib xisoblanadi:

"Chimirmoq" fe'lida holat ma'nosi prepozitsiyadagi predmetning harakati natijasida yuzaga keladi. Bunday xollarda fiziologik holat sub'ektning ekstralingvistik xodisaga bo'lgan emotsional munosabati bo'ladi. Chimirmoq leksemasi bilan semantik va formal-grammatik munosabatga kirishib, organ harakatining natija aktini ko'rsatadi. Misol:

Muattar qoshini chimirdi. (A.Kaxxor).

Sap-sariq qoshlarini chimirdi. (O.Muxtarov).

"Yoshlamoq" leksema-semamasi ham prepozitsiyadagi ko'z leksema-semasi bilan bog'lanib, organning holatini anglatadi. Bunday hollarda holat fe'li yasama, motivlangan fe'l sifatida izohlanadi. U ham otga -la formatining qo'shilishidan hosil bo'ladi. Demak, holat ma'nosi fe'l yasalishi bilan hosil bo'lgan, mantiqan yasama fe'l ma'nosidan kelib chiqadigan hosila ma'no bo'lib, bundagi holat tushunchasi muayyan organ bilan bog'lanib, uning holat atributi sifatida gavdalanadi. Misol:

Shunda sen kelasan ko'zingni yoshlab. (A.Oripov).

Psixik xolat fe'llarida kauzativlik kamroq kuzatilib, ular sub'ekt psixikasi bilan bevosita bog'liq bo'lgan, psixikaning ta'sirlanishidan, undagi o'zgarishdan yuzaga kelgan ruhiy holatlarni ifodalaydi..

Demak, semantik kauzatsiyaning holat fe'llarida ifodalanishi kauzatsiya vositasining realligi va diskret lingvistik ifodaga egaligi bilan ahamiyatlidir. Kauzatsiya kauzativ holat fe'li ob'ekt aktantining mavjudligi va dominantligi bilan belgilanadi.

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CONCEPT AND ITS PROPERTIES

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Annotation:

The notion of a concept holds a central place in philosophy, linguistics, psychology, and cognitive sciences, serving as a fundamental unit of thought and meaning. A concept allows individuals to categorize and make sense of the world by abstracting essential features of objects, phenomena, or ideas. This essay explores the nature of concepts, their essential properties, and their significance in human cognition and language.

Key words: Concept, categorization, abstraction, prototype theory, cognitive economy, contextual dependence, conceptual hierarchies, embodied cognition, mental representation, semantics, language and thought, cultural variability, cognitive linguistics, Sapir-Whorf hypothesis, conceptual structure.

In simple terms, a concept is a mental representation of a category, idea, or object. It functions as a cognitive tool that allows individuals to group similar entities together, facilitating thinking, communication, and learning. Concepts exist both in individual minds and within the collective knowledge of societies, reflected through language and discourse. Scholars have approached the study of concepts from multiple perspectives. In philosophy, concepts are often viewed as abstract entities that define the nature of knowledge and truth. In linguistics, concepts are closely tied to meaning (semantics) and are associated with the mental lexicon. In psychology and cognitive science, concepts are studied as mental constructs that play a role in perception, memory, and problem-solving.

Concepts exhibit several core properties that define their structure and function. These properties illustrate the complexity of how humans represent knowledge,

categorize experiences, and communicate meaning. Concepts represent abstract ideas by distilling the essential features from specific instances. For example, the concept of "dog" is not tied to any one particular dog but encapsulates the shared traits of all dogs (e.g., mammals, four-legged, domesticated). Abstraction enables the mind to simplify reality and make it manageable by grouping similar things under one idea.

Concepts help humans classify objects and phenomena by organizing them into categories. This categorization aids cognitive efficiency, allowing individuals to generalize from previous experiences and apply knowledge to new situations. For example, the concept of "furniture" includes chairs, tables, and beds, which are categorized based on their functional similarity. Some theories, particularly those of cognitive linguistics, suggest that concepts have prototypes, or ideal examples. In this view, a concept like "bird" has prototypical members (e.g., a robin) that fit the category more closely than less typical ones (e.g., a penguin). This model, introduced by Eleanor Rosch, challenges the idea that categories have rigid boundaries and emphasizes graded membership.

The meaning of a concept is often shaped by the context in which it is used. For example, the concept of "family" varies significantly between different cultures and historical periods, encompassing different structures and relationships. This property highlights the dynamic nature of concepts, which can shift and evolve across social, cultural, or linguistic contexts. Concepts allow for cognitive efficiency by reducing the mental effort required to process information. Instead of treating each new encounter as a unique event, the mind assigns it to an existing concept. For example, recognizing a newly encountered fruit as "apple" allows the person to predict its characteristics (e.g., it is edible and sweet) without needing new learning.

Concepts are often organized into hierarchical structures, with superordinate, basic, and subordinate levels. For example, the concept "animal" is superordinate to "dog," while "dog" is the basic level, and "German shepherd" is a subordinate concept. The basic level is often considered cognitively optimal for everyday thinking, as it provides a balance between specificity and generality. Recent theories in cognitive science, particularly embodied cognition, suggest that concepts are grounded in

sensory and motor experiences. For instance, the concept of “warmth” is not purely abstract but is tied to physical experiences of temperature. This view challenges earlier models that saw concepts as detached from bodily experience.

Concepts are influenced by the language and culture in which they are embedded. Different languages encode different conceptual systems, as reflected in the Sapir-Whorf hypothesis, which posits that language shapes thought. For example, the concept of "snow" is represented by multiple words in the Inuit language, reflecting the importance of snow in their environment. Concepts are vital for both cognition and communication. In thought processes, they provide the building blocks for reasoning, problem-solving, and planning. Without concepts, humans would struggle to relate new experiences to previous ones or to anticipate future events.

In language, concepts are expressed through words and sentences, making communication possible. Linguistic signs (such as words) are linked to mental concepts, facilitating the transmission of ideas between individuals. This connection between concepts and language is studied extensively in semantics and cognitive linguistics. Concepts also play a key role in creative thinking. By combining or transforming existing concepts, individuals generate novel ideas, inventions, and metaphors. For instance, the concept of "cyberspace" combines the notions of "cyber" (relating to technology) and "space" (a physical realm), creating a new way of understanding virtual environments.

Concepts are fundamental units of thought, allowing individuals to abstract, categorize, and communicate their understanding of the world. Their properties—such as abstraction, categorization, prototype structure, and cultural variability—illustrate the dynamic nature of human cognition. Concepts not only shape how we think and perceive but also influence language, culture, and social interaction. Understanding the nature of concepts provides insight into how knowledge is organized in the mind and how meaning is constructed through communication. Thus, the study of concepts lies at the intersection of multiple disciplines, revealing the intricate relationship between thought, language, and reality.

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NECESSITY OF TYPOLOGICAL STUDY OF ONOMATOPOEIA

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Annotation: The linguistic image of the universe is divided into general, national, and private types. The differences between the general linguistic picture of the world and the national image are the central issue for the various studies being conducted today in relatively new areas of linguistics, such as cognitive linguistics and linguocultural studies.

Keywords and expressions: descriptive words, imitation words, onomotopia, imitation unit.

The development of the sciences is inextricably linked with social need. In this sense, "each period has its own goals and specific requirements. The development of the sciences is inextricably linked with the advanced philosophical thought of this period, as well as with the achievements of the leading branches of science for the period. Since the sources of different disciplines are multifaceted, the leading philosophical thought of the period determines which aspects of the source of learning from specific sciences should be given special attention, and how to reflect the existing laws in logical categories.

It should be noted that typological linguistics - comparative linguistics - has a special place among all existing branches of linguistics. Indeed, studies aimed at identifying the common and different features of linguistic phenomena in different languages, their comprehensive comparative analysis, are distinguished by the practical effectiveness of their results. To better understand this, it is necessary to focus on the goals and objectives of comparative linguistics.

It is well known that "the comparative study of languages aims at the study of translation, machine translation, linguistic-philosophical, linguodidactical and theoretical issues." Also, the most important task of linguistic typology is to determine the indicators of differentiation between languages and to determine the universal boundaries of differentiation.

The above view clearly shows that the results of research in the field of comparative linguistics differ sharply from the research on the principle of "linguistics for linguistics". In particular, the comparative analysis of figurative words also fully covers a number of needs in linguistics.

Firstly, based on comparative analysis, there is a need to reconsider the theories of simulative expressions in Uzbek linguistics, to reconsider the principles of their variation. Of course, it is clear that English and Uzbek, which do not belong to the same language family with different structures and structures, do not have common, exactly the same systems. Thus, in the typology of imitations in English and Uzbek, it is necessary to take into account different views, rather than theoretically general conclusions.

Secondly, there is a need for a comparative study of different grammatical categories to ensure the adequacy of literary translation and to eliminate minor shortcomings in the translated text. It should be noted that “the basis of comparison for translation purposes is to determine the means of expression of a common meaning in two languages. The original text serves as a base point. The main purpose of translation is to express the meaning of the translated text through the means of a second language. So, for the purpose of translation, comparison is not a systematic study of two language systems, but the interpretation of one language system by means of another language. In addition, in order to correctly choose one of the philological, linguistic and communicative methods of translation in the process of translating imitations from Uzbek or English, it is necessary to fully understand the specific features of these words in each language. In fact, while philological translation is the exact translation of the original text units, the focus of linguistic translation is not on the syntactic place or grammatical functions of the units of expression, but on the task of expressing the information in the text fully and clearly. In this case, the general meaning of the text is preserved, although the original sentence structure and the place of the units change in the translated text. Communicative translation, on the other hand, aims to accurately express the context of the text. In this case, a philological approach to the translation of metaphors in the text may be the most appropriate choice. The results of the comparative study of metaphorical expressions serve as the basis for the philological translation of these words.

Third, the results of typological research also play an important role in the improvement of dictionaries. This is because when metaphorical expressions are given in translation dictionaries by other figurative means or explanations, their meaning is not immediately understood in the mind of the reader, but if the exact equivalent translation of the imitation is given in dictionaries, the meaning of the word is understood correctly¹²⁹. In addition, the comparative study of imitations is of great

¹²⁹ Botirjon Axmedov. Experimental and Theoretical Research in Modern Science. Kishnev, Moldova. –№47 March, 2021, 174-179.

importance in the formation of an entirely new type of dictionary, which differs from translated or annotated dictionaries. This new type of dictionary, i.e. “thesaurus dictionary, includes all words associated with a particular word”. Although several ideographic dictionaries have been created in English, this issue is still pending in Uzbek lexicography. Indeed, in recent years many grammatical categories have been studied in comparison with the same linguistic phenomena in other languages. As a result of these studies, existing shortcomings are eliminated, erroneous conclusions are changed, special attention is paid to the semantic properties of words and their semantic connections - all this becomes the basis for a large thesaurus dictionary. Thus, the typological analysis of imitations allows to show their phonosemantic character, types of meanings and semantic connections - the typological study of imitations is another step towards the creation of the Uzbek national thesaurus dictionary.

Fourth, the need to facilitate the process of teaching and learning a foreign language requires a typological analysis of imitations. Because “learning a foreign language is a complex linguistic-psychological phenomenon. In the process of learning a foreign language, the mother tongue and foreign language systems collide in the learner's mind¹³⁰. The learner's native language facilitates or hinders the acquisition of the new language system.” Given that the phonetic structure and grammatical structure of Uzbek and English are completely different, we understand that the acquisition of a completely foreign language by students is a complex process. Therefore, the comparative study of various categories, including imitation, should accelerate the process of language acquisition and enable learners to speak fluently in a non-sibling foreign language. As students master absolutely unfamiliar linguistic units, they need to know their native language alternatives and how they are used in speech, what they mean. Various exercises and assignments based on the findings of comparative research are crucial in this.

¹³⁰ Usmanov F. Mythological and folklore characters in the linguistic picture of the world: through uzbek similes // The European Science Review. -№6. 2018.

Fifth, the comparative analysis of simulated words should ensure the adequacy of not only manual translation, but also computer (machine), i.e. software translation. The typology of imitations is just as important as the comparison of other categories to reduce the number of errors and methodological inaccuracies in software translations.

Sixth, metaphors make up a significant proportion of the total number of lexemes in any language corpus. Imitations, their meanings and examples are also placed in the parallel corpus of Uzbek and English languages. In a parallel corpus, there is a need for a comparative study of the means in two languages in order to place the imitations proportionally in meaning.

The comparative study of imitations (and all other linguistic categories) with other languages is prioritized by the practical effectiveness of the research results and the indirect benefit to the general public as well. Typological research reveals not only general but also different approaches to the study of a category, but also encourages a different view of the laws of science passed down from generation to generation in linguistics, highlighting the advantages and disadvantages of the laws and classifications in a comparable language. Encourages the application of priorities in theories related to the second language being compared to the first. While all this has the effect of typological research on linguistic theory, on the other hand, the results manifest themselves in direct or indirect literary translations, machine (software) translations, annotated, translated, thesaurus dictionaries.

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SPEAKING BARRIERS ON TEACHING ENGLISH

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Abstract: This article explores the major speaking barriers encountered by learners and teachers in English language education. Drawing on research findings, it presents effective strategies to overcome these obstacles and enhance communicative competence

Key words: *Linguistic barriers, strategies, overcome, incorporating, classroom environment, communication,*

The development of speaking skills is a fundamental aspect of English language learning, as it equips learners with essential communication abilities necessary for both academic and professional settings. Mastery in speaking not only builds confidence but also improves fluency, enabling learners to express thoughts and ideas clearly and persuasively. Furthermore, speaking practice reinforces grammar, vocabulary, and pronunciation, leading to better retention and practical application of language rules.

Proficiency in spoken English also aids in listening comprehension, as learners become more attuned to understanding various accents, intonations, and conversational nuances. Additionally, strong speaking skills foster cultural competence, allowing learners to navigate social interactions with greater ease and awareness of cultural differences. This skill development prepares learners for global opportunities,

empowering them to connect, collaborate, and contribute in diverse, multilingual environments.

The communicative approach to language teaching is a methodology that prioritizes real-life communication and emphasizes the functional use of language. Emerging in the 1970s as a response to more rigid, grammar-focused teaching methods, it focuses on engaging learners in authentic, meaningful exchanges to develop fluency, rather than just theoretical knowledge of language structures.

One of the core principles of the communicative approach is its emphasis on speaking, viewing it as the primary medium through which learners practice and internalize the language. This approach prioritizes activities that simulate real-life situations, such as dialogues, role-plays, discussions, and problem-solving tasks. These activities allow learners to practice spontaneous language production, navigate misunderstandings, and improve fluency, which is essential for achieving communicative competence—the ability to use language effectively and appropriately in social contexts.

The emphasis on speaking within this approach also supports the development of other language skills. Speaking activities naturally incorporate listening skills, as learners must understand and respond to their peers. Furthermore, it encourages learners to use contextual cues, adjust their language for clarity, and experiment with vocabulary and structures in a dynamic setting. This practice helps solidify linguistic elements by providing frequent, low-stakes opportunities for self-correction and adaptation.

Another reason the communicative approach emphasizes speaking is its alignment with the goals of many learners, who often prioritize conversational skills for social, professional, or travel purposes. For learners, mastering speaking skills offers immediate, tangible progress and motivation. Finally, by creating an interactive and learner-centered environment, the communicative approach builds confidence, reducing the anxiety often associated with speaking a new language and fostering a supportive setting that encourages continuous improvement.

In sum, the communicative approach places speaking at the center of language learning because it not only drives language acquisition but also enables learners to connect language with its practical, real-world applications. Through structured, communicative exercises, learners develop the ability to effectively use language as a tool for communication, problem-solving, and interpersonal connection.

In English language classrooms, learners often face a variety of speaking barriers that can hinder their language development and confidence. These challenges may stem from psychological, linguistic, and contextual factors, each affecting learners' ability to communicate effectively. Understanding these barriers is essential for educators to create a supportive and productive language-learning environment.

Anxiety and Fear of Mistakes

Many learners experience anxiety about speaking in English, particularly in front of peers. This fear is often linked to the worry of making mistakes or being judged, which can lead to hesitation or even silence. The fear of negative evaluation, known as communication apprehension, can significantly limit students' willingness to participate in speaking activities, reducing their opportunities to practice and improve.

Limited Vocabulary and Grammar Knowledge

A lack of vocabulary and insufficient grammar knowledge are major barriers to effective speaking. Learners may struggle to express themselves fully when they lack the words or grammatical structures needed to convey ideas. This often leads to frustration, and learners may resort to simpler expressions, which limits their growth in language complexity and fluency.

Pronunciation Challenges

Pronunciation difficulties are common, especially among learners who come from linguistic backgrounds with sounds different from those in English. Mispronunciations can cause misunderstandings and, in some cases, embarrassment, leading students to avoid speaking. Pronunciation challenges can also affect students' ability to comprehend others' speech, creating a cycle of miscommunication and discouragement.

Lack of Confidence and Motivation

Self-confidence plays a vital role in language learning. Learners with low confidence may hesitate to speak, fearing that their English is inadequate. This is often exacerbated when students feel they are lagging behind their peers or not progressing quickly enough. Motivation is also a critical factor—students who lack intrinsic motivation to learn English may be less inclined to participate actively in speaking tasks.

Cultural Barriers

Cultural differences can also impact speaking. For example, students from cultures where teacher-centered learning is predominant may be less accustomed to actively participating or speaking out in class. Additionally, cultural norms around modesty and respect may make some learners uncomfortable with the open expression required in many communicative activities, such as debates or role-playing.

Influence of the First Language (L1 Interference)

Interference from a learner's native language (L1) often impacts their English-speaking ability. Learners may rely on their L1 for structuring sentences or choosing words, which can lead to errors and awkward expressions in English. The transfer of linguistic features from their first language can also affect pronunciation and fluency, making it difficult for learners to sound natural in English.

Limited Exposure to English Outside the Classroom

Many learners have minimal opportunities to practice English outside of the classroom, leading to limited real-world application of their skills. This lack of exposure can hinder the development of fluency, as students have fewer chances to reinforce vocabulary, grammar, and pronunciation through natural communication. Without regular speaking practice, learners are less likely to build the confidence and spontaneity needed for effective communication.

Classroom Environment and Teaching Methods

The classroom environment and instructional methods play a significant role in shaping students' speaking experiences. In overcrowded or teacher-centered classrooms, students may receive limited speaking opportunities. Additionally, if

instruction is heavily focused on grammar and writing rather than communicative practice, learners may struggle to develop confidence in spoken language.

Addressing these common speaking barriers requires a supportive and interactive classroom environment. Strategies such as using pair and group activities, providing positive feedback, and incorporating authentic speaking tasks can help overcome these obstacles, fostering learners' confidence and fluency in English

Psychological Barriers: Fear of making mistakes, lack of confidence, and anxiety.

Cultural Barriers: Social norms and expectations that may discourage open speaking.

Linguistic Barriers: Limited vocabulary, pronunciation difficulties, and grammar knowledge gaps.

Environmental Barriers: Classroom size, teacher-student ratio, and lack of resources or speaking practice opportunities.

Causes of Speaking Barriers

Speaking barriers in English language learning stem from a range of psychological, linguistic, educational, and cultural factors. These barriers can prevent learners from effectively participating in oral communication activities and developing their speaking skills. Below are some common causes of speaking barriers in English language classrooms:

Psychological Factors

Fear of Mistakes: Many learners are afraid of making errors while speaking, which can result in hesitation or reluctance to speak at all. This fear is often heightened by concerns over being judged or corrected in front of others.

Low Confidence: A lack of self-confidence can make learners feel insecure about their language abilities, causing them to avoid speaking opportunities. This often arises from self-comparisons to more proficient speakers or past negative experiences with language learning.

Anxiety: Speaking anxiety, also known as communication apprehension, can hinder fluency and spontaneity. Nervousness about pronunciation, grammar, or vocabulary mistakes often overwhelms learners, making it difficult for them to express themselves clearly.

Linguistic Challenges

Limited Vocabulary: Learners with a restricted vocabulary may struggle to express their ideas fully, leading to communication breakdowns. This often results in simplified language use or avoidance of more complex expressions, which limits language growth.

Insufficient Grammar Knowledge: Without a solid grasp of grammar, learners may have difficulty forming correct sentences. This can lead to hesitation as they attempt to construct sentences, which impacts fluency and coherence in their speech.

Pronunciation Difficulties: Many English sounds and phonetic rules differ from those in learners' native languages, making accurate pronunciation challenging. Pronunciation issues can lead to misunderstandings and may deter learners from speaking to avoid miscommunication.

Influence of First Language (L1 Interference)

L1 Transfer: Learners may unconsciously apply grammatical rules, sentence structures, or pronunciation patterns from their first language to English, resulting in errors. For instance, word order or tense usage from their native language may carry over, making their English sound unnatural or confusing.

Code-Switching: When learners struggle to find words or phrases in English, they may switch back to their native language, which disrupts communication flow and prevents full immersion in English.

Educational and Classroom Factors

Teaching Methods: Traditional, grammar-focused teaching methods that prioritize reading and writing over speaking may leave learners underprepared for conversational practice. Without sufficient focus on oral communication, learners lack the opportunity to develop speaking skills.

Overcrowded Classrooms: In large classrooms, individual speaking practice is often limited, which reduces the amount of time each learner can engage in conversation. Overcrowded classes can also limit feedback from the teacher, making it harder for students to correct mistakes and improve.

Limited Speaking Activities: If the curriculum does not emphasize speaking activities, students may not receive adequate practice. Classrooms focused heavily on rote memorization or passive learning may neglect interactive speaking tasks essential for fluency.

Cultural Influences

Societal Attitudes: In some cultures, there may be a greater emphasis on listening and respect, which can make learners uncomfortable with active participation, particularly in group discussions or debates.

Teacher-Student Dynamics: Students from more hierarchical cultures may feel hesitant to speak openly in class or question the teacher, seeing it as disrespectful or inappropriate. This dynamic can prevent learners from engaging in conversation and receiving corrective feedback.

Lack of Exposure and Practice

Limited Exposure Outside the Classroom: Many learners have few opportunities to practice English in real-life contexts. Without regular interaction with native speakers or English media, learners struggle to develop fluency and confidence in speaking.

Limited Practice Opportunities: When English is treated as an academic subject rather than a practical skill, learners often miss out on opportunities to practice speaking in real-world scenarios. A lack of practice can hinder learners' ability to use language spontaneously and effectively.

Motivational Factors

Low Intrinsic Motivation: Learners who are not personally motivated to learn English may be less inclined to engage actively in speaking activities. If they view English as merely an academic requirement rather than a skill with practical benefits, they may not put effort into developing their speaking skills.

Fear of Peer Comparison: Some learners may feel intimidated by more fluent classmates, leading them to remain silent or minimize participation. This fear of comparison can discourage learners from trying, especially if they perceive themselves as weaker than their peers.

Addressing these causes requires a supportive teaching environment that promotes speaking practice, builds learners' confidence, and provides consistent exposure to authentic English communication. By understanding and addressing these underlying causes, educators can help learners overcome speaking barriers and improve their language proficiency.

To be conclude with that, addressing and reducing speaking barriers is essential for fostering effective communication skills in English learners. Psychological factors such as fear, anxiety, and lack of confidence, alongside linguistic, cultural, and educational challenges, can significantly hinder students' ability to express themselves in spoken English. Recognizing these barriers allows educators to implement targeted strategies that create a more supportive, interactive classroom environment. Through the use of communicative activities, positive reinforcement, and consistent exposure to real-life language use, teachers can help students build confidence, overcome language-related anxieties, and develop essential speaking skills. By prioritizing an inclusive and motivating environment, educators can facilitate the development of learners' communicative competence, ultimately enhancing their proficiency and self-assurance in spoken English.

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Chet tilini o'qitishda innovatsion texnologiyalar: samaradorlik va afzalliklar

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Annotatsiya: Ushbu maqola chet tilini o'qitishda zamonaviy innovatsion texnologiyalarni qo'llashning samaradorligini o'rganadi. O'zbekiston Respublikasidagi ta'lim tizimidagi yangilanishlar va ilg'or pedagogik metodlar haqida ma'lumot beradi. Chet tilini o'rganish jarayonida interfaol usullar, kommunikativ-axborot vositalari va grafik organizatorlardan foydalanishning ahamiyati ta'kidlanadi. Maqola, shuningdek, texnologik vositalarning o'quvchilarning qiziqishini oshirish va o'qitish samaradorligini yuqori darajada ta'minlashdagi roli haqida fikr yuritadi. Natijada, chet tilini o'rganish jarayoni nafaqat samarali, balki qiziqarli bo'lishi ko'rsatiladi.

Kalit so'zlar: Chet tili, o'qitish, innovatsion texnologiyalar, pedagogik metodlar, interfaol usullar, kommunikativ-axborot vositalari, grafik organizatorlar, ta'lim samaradorligi, O'zbekiston, chet tilini o'rganish, ta'lim tizimi.

Bugungi tezkor rivojlanayotgan zamonda ilm-fan, texnika ham shiddat bilan o'sib bormoqda. Har bir sohada taraqqiyot ilgari qadam tashlamoqda. Xususan, ilm-fanda ham katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalanib talabalarga yetkazib berish

bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Ayniqsa, O'zbekiston Respublikasining birinchi Prezidenti Islom Abdug'aniyevich Karimovning 2012 yil 13 dekabrda PQ 1875 –sonli qarori qabul qilingandan so'ng mamlakatimizda chet tillarni o'qitishga, o'rganishga bo'lgan e'tibor yanada kuchaydi. Yurtimizda chet tillarni o'qitilishida yangicha bosqich, yangucha davr boshlandi. Chet tili darslarining o'qitilishi jarayonida ilg'or pedagogik texnologiyalarni, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Respublikamizda chet tilining o'qitilishi, chet tili o'qituvchilarining bilim va ko'nikmalarini baholashning umumevropa ramkalari tavsiyanomalari (CEFR) ga mos ravishda yangi usul va talablari ishlab chiqildi. Unga ko'ra umumta'lim maktablari va kasb-hunar kollejlari o'quvchilari uchun darsliklar yaratildi. Ushbu talablarga mos ravishda o'quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi. Chet tili o'rganishga bo'lgan talab ham kundan kunga oshib bormoqda. Chet tili fani to'rt aspectga (o'qish, yoish, tinglab tushunish va gapirish) bo'linib, ularning har biri bo'yicha alohida tushuncha va ko'nikmalar berilmoqda. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot-kommunikatsion texnologiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning roli beqiyosdir. Texnologik vositalardan foydalanish chet tili o'rganishning har bir aspect (o'qish, yoish, tinglab tushunish va gapirish)ida qo'l keladi. Masalan, tinglab tushunish uchun, albatta kompyuter, player, CD diskalarsiz bu jarayonni amalga oshirish mumkin emas. Tinglab tushunish til o'rganishning eng muhim qismlaridan biridir. Bunda o'quvchi bir paytning o'zida so'zlovchining talaffuzi, grammatik qoidalarga rioya qilganligi, so'z boyligi va uning ma'nolariga e'tibor berishi talab qilinadi. Ta'lim jarayonida zamonaviy texnologiyalardan foydalanishda o'quvchilar ham axborot — kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador

usullardan biridir. Bu jarayonda, jumladan: — kompyuterlardan foydalanganda o'quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin; — chet tilidagi radio eshittirishlar va televideniadagi dasturlarni eshitish va tomosha qilish mumkin; — ancha an'anaviy usul hisoblanadigan magnitafon va cassetalardan foydalanish; — CD pleyerlardan foydalanish mumkin. Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziarliroq va samaraliroq bo'lishini ta'minlaydi. Globallashuv jarayonida hayotimizni internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida undan unumli foydalanishning eng samarali usullardan hisoblanadi. Internet orqali chet tilida so'zlashuvshilar bilan muloqot qilish imkoniyati paydo bo'ladi. E-mail orqali xat yozishish bilan yozish mashqini takomillashtirish mumkin. Ta'lim jarayoniga zamonaviy — kommunikatsion texnologiyalarni olib kirish ulardan maqsadli va to'g'ri, unumli foydalanish, ular orqali o'quvchida chet tiliga bo'lgan qiziqishni orttirish, o'qitish samaradorligini oshirish eng muhim masala hisoblanadi. Bu orqali ta'limning innavatsion texnologiyalaridan foydalanishga imkoniyat tug'iladi va talab ortadi. Bugungi kunda innavatsion ta'lim texnologiyalarining bir necha xil usullari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo'ladi va o'quvchilarning darsga bo'lgan qiziqishlarining ortishi ham ta'minlanadi. Ta'lim jarayoniga yangiliklarni olib kirish va ularni tadbqiq qilish orqali ta'lim samaradorligini oshirish nazarda tutiladi. Chet tili darslarining o'qitilishida turli rol, harakatli o'yinlardan foydalanish ham darsga ham til o'rganishga bo'lgan qiziqishni ortishiga sabab bo'ladi. O'quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o'quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi. Ta'lim jarayonida grafik organayzerlardan foydalanish mavzuni yoritishda, uni o'quvchilarga yetkazib berishda eng muhim visitalardan hisoblanadi. Bir mavzuni yoritishda bir necha xil grafik organayzerlardan foydalanish ham mumkin. Chet tilini o'qitishda grafik organayzerlardan foydalanib, mavzuga oid yangi so'zlarni, grammatik qoidalarni tushuntirish maqsadga muvofiqdir. Grafik organayzerlar orqali bular berilsa, yodda saqlanib qolishi ham oson bo'ladi.

Chet tilini o'qitishda zamonaviy innovatsion texnologiyalaridan foydalanish samaradorligi bugungi ta'lim tizimida muhim o'rin egallaydi. Zamonaviy axborot texnologiyalarining rivojlanishi, interfaol metodlarning joriy etilishi chet tilini o'rganish jarayonini ancha samarali va qiziqarli qiladi.

O'zbekiston Respublikasida chet tillarni o'qitish bo'yicha qabul qilingan qarorlar, jumladan, Islom Karimovning 2012 yil 13 dekabrda PQ 1875-sonli qarori, bu sohada yangi bosqichni boshladi. Chet tili darslari jarayonida ilg'or pedagogik texnologiyalar, kommunikativ-axborot vositalari va interfaol usullarni qo'llash talab etiladi. Ushbu jarayonda talabalarga bilim va ko'nikmalarni samarali yetkazish maqsadida darsliklar va o'quv xonalari yangilanmoqda.

Zamonaviy texnologiyalardan foydalanish chet tilini o'rganishning har bir aspektida (o'qish, yozish, tinglab tushunish, gapirish) alohida ahamiyatga ega. Misol uchun, tinglab tushunish jarayoni uchun audio va video materiallardan foydalanish, o'quvchilarga talaffuz va grammatika bilan tanishishda yordam beradi. Internet orqali xorijiy til sohiblari bilan muloqot qilish esa o'quvchilarning yozma va og'zaki nutq ko'nikmalarini rivojlantiradi.

Interfaol metodlardan, masalan, rolly o'yinlardan va guruhli ishlashdan foydalanish, o'quvchilarning darsga bo'lgan qiziqishini oshiradi. Grafik organizatorlar yordamida esa mavzularni oson tushuntirish va yodda saqlashni ta'minlash mumkin.

Umuman olganda, chet tilini o'qitishda zamonaviy innovatsion texnologiyalardan foydalanish ta'lim sifatini oshirishga, o'quvchilarning qiziqishini va faoliyatini kuchaytirishga xizmat qiladi. Bu jarayon orqali chet tillarni o'rganish nafaqat samarali, balki qiziqarli ham bo'ladi.

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CONTEXTUAL ANALYSIS OF THE TENSE FORMS IN CONTINUOUS ASPECT USED IN E. CALDWELL'S STORIES

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ANNOTATION

Originally the present participle and the verbal noun had different forms, the participle ending in -ende, the verbal noun in -ung. In the course of time through being used in similar constructions, the present participle and the verbal noun assumed one form -ing. contextual analysis of the tense forms in continuous aspect used in e. caldwell's stories

Key words: tense forms, continuous aspect, predicate, stories.

The origin of the continuous form is as follows: in Old English the verb *to be* followed by a present participle formed a compound nominal predicate; the present participle had the function of a predicative, the verb *to be* was a link-verb. *He is singende* had the meaning of *U kuylayapti*.

Together with the participle construction there existed another construction, the combination of the verb *to be* with the verbal noun (later the gerund) *He is on (-in) singing*. This construction emphasized the process and had the meaning of "He is in the action of singing."¹³¹

Originally the present participle and the verbal noun had different forms, the participle ending in *-ende*, the verbal noun in *-ung*. In the course of time through being used in similar constructions, the present participle and the verbal noun assumed one form *-ing*. As the result of this blending, a new verb-nouns, the gerund, originated. In the construction of the verb *to be* with the verbal noun > gerund, the preposition *on* became reduced to *a* and later on disappeared altogether.

The gerundial and the participial constructions became blended into one: *He is on singing* is *a singing* > *He is singing*.

Influenced by the gerundial construction, the construction with the present participle which originally indicated state (a compound nominal predicate), began to express the progress of an action at a given moment and thus turned into the continuous form – an analytical aspect form of the Modern English verb.

The tenses of the continuous aspect are built up by combining the auxiliary verb *to be* (in the finite form) with the present participle of the main verb.

The Use of the Present Tense of the Continuous Aspect:

As the continuous aspect shows a concrete action in its development at a given moment, the present tense of that aspect represents an action going on at the moment of speaking:

¹³¹ Ganshina M. A., Vasilevskaya N. M. English Grammar. Moscow, 1964., p.236

Spring is shining upon these lanes and meadows... (E. Caldwell) "Miss Dale is waiting in the hall," said Vernon. (E. Caldwell) ...the clouds are gathering, and threaten to discharge themselves in hail! (E. Caldwell) "My dear Mr. Holmer, you are joking." (E. Caldwell) "Julia! Julia! Where are you going?" (E. Caldwell) Snow- is still falling. To-morrow it will be thick upon my garden. (E. Caldwell)

When the present tense of the continuous aspect is used, there is usually no indication of time in the sentence as it is clear from the form of the verb itself that the action refers to the moment of speaking. Sometimes such adverbs or adverbial expressions as *now*, *at the present moment*, etc., are used:

I am quite sure she **is working** in her garden now. At the present moment she **is hurrying** to her institute.

Sometimes the present tense of the continuous aspect expresses an action characteristic of the subject at the given period. This is shown by the context:

"**I am** also **practising** hard on my violin. **I** have a new one with a lovely tone." (E. Caldwell) "**I'm taking** special courses in English". (E. Caldwell) The large army of intellectuals **is devoting** all its efforts to promoting the welfare of our people. The call to defend peace **is eliciting** an evergrowing response from ordinary people the world over.

The present tense of the continuous aspect is sometimes used with reference to an action in the future, especially with the verbs *to go*, *to come*, *to stay*, *to leave*, *to start*: "**I'm going away** to Glasgow," said she. (E. Caldwell) "**Are** you still **going** on Tuesday?" (E. Caldwell) "Edgar and Miriam **are coming** to tea to-morrow." (E. Caldwell) **I'm leaving** again for Port Elisabeth by car to-morrow at dawn. (E. Caldwell)

For the use of the expression *I am going to + infinitive*.

The present tense of the continuous aspect may be used to express actions permanently characterizing the subject. In this function it acquires emotional colouring. This use is closely connected with the progressive character of the continuous aspect. When we contemplate an action unfolding before our eyes, it naturally arouses in us certain feelings (praise, blame, impatience, etc.):

"That's what you are always saying," George. (E. Caldwell) You are always finding" fault with me. (E. Caldwell) He is always (constantly) laughing at everything. (E. Caldwell) "He is always thinking about other people." (E. Caldwell)

THE IMPACT OF TECHNOLOGY ON EDUCATION

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ANNOTATION

Technology has transformed every aspect of life, and education is no exception. Over the past few decades, advances in digital tools, online platforms, and artificial intelligence have reshaped traditional learning methods, making education more accessible, interactive, and tailored to individual needs. This shift offers both remarkable benefits and critical challenges, and understanding its impact is essential for leveraging technology effectively in education. By examining the ways technology enhances accessibility, personalizes learning, and fosters new skills while also considering its drawbacks, we can appreciate the full impact of technology on education.

Key words: Technology in education, accessibility, inclusion, personalized learning, adaptive learning, digital literacy, future-ready skills, digital divide, socioeconomic inequalities, screen time, social skills, in-person interaction, professional development, teacher training, educational equity, individualized education, digital platforms, artificial intelligence, online learning, virtual classrooms.

One of the most profound impacts of technology on education is increased accessibility. Traditional barriers to education, such as geographical limitations, disabilities, and financial constraints, are gradually being overcome. Online learning platforms like Coursera, and Khan Academy offer a wide range of free and low-cost courses to anyone with internet access, democratizing education and allowing students from diverse backgrounds to access high-quality learning resources. This accessibility extends to learners with disabilities, as assistive technologies—like screen readers, speech-to-text programs, and other adaptive software—allow those with physical or

cognitive impairments to engage in educational experiences that were once out of reach.

In addition, technology has broadened the reach of education into rural or underserved regions, where access to qualified teachers or well-resourced schools may be limited. With mobile learning and the internet, students in these areas can participate in virtual classrooms, enabling them to learn from the same curricula as students in urban centers. By bringing learning to the fingertips of millions, technology has become an invaluable bridge to educational equity.

Technology has also made education more personalized, shifting away from a one-size-fits-all model to one that can adapt to the individual needs and learning styles of students. Through artificial intelligence and machine learning, educational software can analyze a student's strengths and weaknesses, adjusting content and pace accordingly. Platforms employ algorithms to offer customized exercises and feedback, allowing students to progress at their own pace. For instance, a student who struggles with fractions can receive additional practice problems, while another who excels in the topic can move ahead, ensuring each learner is neither left behind nor held back.

This personalized approach is particularly effective in improving engagement, as students are more likely to stay motivated when they receive content that is relevant and challenging at their level. It also helps educators by providing them with data-driven insights into student progress, enabling them to tailor their teaching strategies and offer targeted support where it is needed most. As adaptive learning technology continues to evolve, we can expect even more nuanced, individualized educational experiences that cater to the diverse learning needs of students.

Incorporating technology in education prepares students for a digital future by helping them develop critical digital literacy and other future-ready skills. Today's students must be adept in using digital tools, evaluating online sources, and protecting their personal information in digital environments. These skills are essential not only for academic success but also for the workforce, as nearly every industry now requires some level of digital competence. By integrating technology into the classroom,

educators can ensure that students become comfortable and confident in navigating digital platforms, laying a strong foundation for their future careers.

Beyond digital literacy, technology in education fosters other essential 21st-century skills, such as critical thinking, collaboration, and creativity. Digital platforms allow students to work on projects collaboratively, often with peers from different regions or countries, fostering cross-cultural communication skills. Additionally, technology gives students access to a wide range of multimedia tools that encourage creative expression and experimentation. These skills are highly valued in the modern workforce, where adaptability, problem-solving, and collaboration are critical to success.

While the benefits of technology in education are clear, it is also essential to address the challenges it poses. One significant concern is the digital divide: not all students have equal access to the necessary devices or reliable internet connections to participate in digital learning. This gap can reinforce existing socioeconomic inequalities, as students from low-income families may struggle to keep up with their peers who have access to better technological resources. Without proactive measures to bridge this divide, such as government-funded programs to provide devices and internet access, technology in education may inadvertently deepen educational inequalities.

Moreover, the overuse of technology can lead to issues such as reduced attention spans, decreased face-to-face social interaction, and increased screen time, which has been associated with various health concerns. Studies suggest that excessive reliance on screens for learning may impact students' ability to focus and may even hinder the development of social skills. While technology can facilitate collaboration, it cannot fully replace the nuanced communication and empathy fostered through in-person interactions. Educators and policymakers must therefore find a balanced approach, integrating technology in ways that complement rather than replace traditional methods of teaching and learning.

Finally, the rapid pace of technological advancements presents a unique challenge for educators who may struggle to keep up with the latest tools and platforms.

Professional development and training are crucial for teachers to effectively implement new technologies in the classroom. Without adequate support, there is a risk that technology could be misused or underutilized, limiting its potential benefits.

Technology has undeniably transformed education in profound ways, enhancing accessibility, personalizing learning experiences, and equipping students with essential digital skills for the future. However, it also presents challenges that need to be carefully managed to ensure that the benefits are broadly distributed and that students' well-being is protected. By approaching technology in education with a balanced perspective—embracing its potential while addressing its limitations—educators, students, and policymakers can work together to create an inclusive and effective educational environment that prepares students for a rapidly evolving world.

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TEACHING SPEAKING THROUGH INTERACTIVE ACTIVITIES

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ANNOTATION

Speaking is one of the most crucial and challenging language skills to develop, as it requires learners to combine linguistic knowledge with social and cognitive skills

in real time. Interactive activities are among the most effective methods for teaching speaking because they engage students in authentic, communicative situations that stimulate active learning. Through interactive activities, students can improve their fluency, pronunciation, vocabulary, and confidence. This essay examines the role of interactive activities in teaching speaking, highlights key types of interactive speaking exercises, and discusses the benefits and best practices for implementing them in the classroom.

Key words: Teaching speaking, interactive activities, language skills, role-plays, simulations, group discussions, debates, information-gap activities, storytelling, descriptive tasks, interviews.

Teaching speaking is inherently interactive. Unlike reading or listening, which are receptive skills, speaking requires students to actively participate, respond, and express themselves. Interactive activities—such as role-plays, group discussions, debates, and simulations—create a supportive environment for students to practice speaking in realistic contexts. These activities not only expose students to diverse language functions (such as making requests, giving opinions, or clarifying information) but also encourage spontaneous and authentic use of language, which is essential for effective communication. By creating a communicative classroom, interactive activities reduce students' anxiety about speaking, allowing them to practice and refine their skills without the fear of judgment.

There are many types of interactive activities that teachers can use to foster speaking skills, each offering unique benefits for language learners. Here are some of the most effective ones:

1. **Role-Plays and Simulations:** Role-plays involve assigning students specific roles or characters in a given scenario, encouraging them to speak as though they were someone else. This activity not only motivates students to use language creatively but also introduces them to language used in different social roles. Simulations, similar to role-plays, immerse students in realistic situations, such as a business meeting or a job interview, where they practice language relevant to that context.

2. **Pair and Group Discussions:** Pair and group discussions provide students with an opportunity to practice speaking in smaller, less intimidating groups. Teachers can assign topics related to current events, personal experiences, or cultural practices, encouraging students to share their thoughts, listen to others, and negotiate meaning. These discussions often lead to natural language use and help students become comfortable with conversational flow.
3. **Debates:** Debates are ideal for teaching speaking because they require students to formulate arguments, articulate their opinions, and respond to counterarguments—all essential elements of effective communication. By preparing for and participating in debates, students learn to organize their thoughts, speak persuasively, and engage critically with opposing viewpoints, all of which are valuable skills in both academic and professional settings.
4. **Information-Gap Activities:** Information-gap activities are designed to make students speak by requiring them to exchange information to complete a task. For example, two students might each have half of a set of instructions or a map, and they must speak with one another to fill in the missing details. This activity encourages active listening, question-asking, and clarifying, skills that are fundamental to effective spoken communication.
5. **Storytelling and Descriptive Tasks:** Storytelling tasks allow students to share personal experiences, anecdotes, or creative stories, providing them with a comfortable starting point for speaking practice. Descriptive tasks, such as describing a favorite place or a memorable event, help students practice vocabulary, use descriptive language, and build fluency.
6. **Interviews and Surveys:** Asking students to conduct interviews or surveys on topics of interest allows them to practice formulating questions, engaging in back-and-forth conversation, and listening for specific information. This activity is particularly useful for enhancing conversational skills, as students must adapt their language based on their partner's responses.

Interactive activities are particularly effective in teaching speaking for several reasons. First, they help to create an environment where language learning feels

engaging and dynamic. Unlike traditional lecture-based methods, interactive activities require students to take an active role in their learning, which increases their motivation and willingness to participate. When students are actively involved, they are more likely to remember vocabulary, expressions, and sentence structures. Additionally, interactive speaking activities promote authentic language use, as they often mirror real-life communication. For example, when students engage in role-plays or group discussions, they practice using language spontaneously, preparing them for similar situations outside the classroom. These activities also promote language fluency, as students need to think on their feet, respond to peers, and adjust their speech in real-time. As a result, they develop confidence and a natural flow in their speaking.

Another significant benefit of interactive activities is that they foster collaboration and peer learning. When students work together in pairs or groups, they learn from each other's language use, build empathy, and develop listening skills that are crucial for meaningful communication. Working with peers also helps students recognize the importance of mutual understanding and cooperation, skills that are invaluable in both personal and professional contexts. To maximize the effectiveness of interactive activities, educators must consider several best practices. First, it is essential to provide clear instructions and language support. Many students may feel apprehensive about speaking in a second language, so teachers should offer vocabulary lists, sentence starters, or sample phrases that students can use during the activity. This preparation helps students feel more confident and less anxious about participating.

Additionally, creating a supportive and encouraging environment is crucial for interactive speaking activities to succeed. Teachers should establish a classroom culture where making mistakes is viewed as a natural part of the learning process. Providing positive feedback and focusing on students' progress rather than perfection can boost their confidence and willingness to speak. Another important factor is to vary the types of activities and topics to keep students engaged. Using a mix of role-plays, debates, storytelling, and information-gap activities helps prevent monotony and caters to different learning styles. Furthermore, teachers should choose topics that are relevant and interesting to the students, as this increases their motivation to participate.

Finally, incorporating reflection or feedback sessions after each activity can help students evaluate their performance, identify areas for improvement, and set personal goals. This reflection process helps learners internalize the skills they have practiced and prepares them for future speaking tasks. Interactive activities are among the most effective tools for teaching speaking because they provide students with an engaging, supportive, and realistic environment in which to practice their language skills. By incorporating role-plays, group discussions, debates, information-gap exercises, and storytelling, teachers can create a communicative classroom that fosters fluency, accuracy, and confidence in speaking. With thoughtful planning and encouragement, interactive activities can make speaking practice enjoyable and rewarding, equipping students with the skills they need to communicate effectively in any language context.

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Framing Analysis in English Media

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ANNOTATION

Framing analysis, a tool commonly used in media and communication studies, explores how media constructs narratives and presents subjects in ways that shape public perception. In English media, the framing of women has been a subject of ongoing transformation and debate, often reflecting societal shifts between traditional and modern gender roles. This analysis examines how English media frames women in ways that either reinforce or challenge these gender roles.

Keywords: framing analysis, English media, gender roles, traditional roles, modern roles, women in media, media representation, gender stereotypes, feminism, dual framing, racial representation.

Historically, English media portrayed women predominantly through traditional roles, focusing on domesticity, motherhood, and dependency. This framing underscored qualities of nurturing and caregiving, positioning women as secondary to male figures. Advertisements, television programs, and films from past decades have often depicted women as homemakers, caregivers, or in submissive roles. Such portrayals reinforced stereotypes, shaping the perception that women's primary contributions were limited to home and family life.

In *The Symbolic Annihilation of Women by the Mass Media* (1978), Gaye Tuchman examines how English-language media historically reinforces gender roles, particularly diminishing or marginalizing women by relegating them to limited and stereotypical representations. Tuchman introduces the concept of "symbolic annihilation," which argues that by underrepresenting or misrepresenting women, media trivializes women's contributions and excludes them from spheres of influence, reinforcing patriarchal values. Tuchman identifies three main forms of symbolic annihilation: omission, trivialization, and condemnation¹³².

1. Omission: Women are frequently absent from significant roles in media narratives, especially in leadership, scientific, or intellectual positions. For example, news coverage often excluded women from political commentary, business, and expert panels, reinforcing the idea that authority and knowledge reside primarily with men.

¹³² Tuchman, G. (1978). The symbolic annihilation of women by the mass media. In G. Tuchman, A. K. Daniels, & J. Benet (Eds.), *Hearth and home: Images of women in the mass media* (pp. 3-38). Oxford University Press.

2. Trivialization: When women do appear, they are often portrayed in trivial or domestic roles, which diminishes their impact. For instance, in many TV shows and advertisements of the time, women were primarily depicted as homemakers or caregivers, perpetuating the idea that their primary worth lay in family and household duties. These portrayals limited public perception of women's capacities beyond domesticity.

3. Condemnation: Tuchman points out that when women stepped outside traditional roles, media narratives often portrayed them as undesirable or "unfeminine." For example, career-oriented women were sometimes shown as cold, unlovable, or emotionally unstable. This framing implied that women could not succeed professionally without sacrificing personal happiness or femininity.

In classic sitcoms and soap operas, characters like Lucy Ricardo in *I Love Lucy* exemplify how women were often depicted as naïve or even comical when attempting to step outside their domestic roles. Lucy's ambition to join her husband's professional world was often played for laughs, reinforcing the message that women belonged in the domestic sphere. Tuchman's analysis reveals how framing in English media perpetuates gender stereotypes and excludes women from public life, thereby shaping societal norms. By marginalizing women or relegating them to narrow roles, media narratives historically diminished women's social standing and reinforced traditional patriarchal structures. However, the rise of feminist movements in the late 20th century challenged these portrayals, resulting in a gradual shift in the way women are framed. English media began showcasing women in diverse roles beyond domestic settings, portraying them as independent, career-oriented, and intellectually empowered. Media coverage of female politicians, scientists, and entrepreneurs became more common, aligning with modern ideals of equality and individualism. In contemporary English media, narratives often reflect women as multi-dimensional, balancing family responsibilities with careers, ambition, and personal aspirations.

Despite this shift, a dual framing remains. English media still frequently juxtaposes traditional and modern roles, often within the same content, creating a "double bind" for women. For instance, in popular reality shows or lifestyle magazines,

women may be encouraged to pursue professional success while also being subtly reminded of their “natural” roles as nurturers or homemakers. This duality perpetuates societal expectations, implying that women should ideally fulfill both sets of roles seamlessly, often leading to the unrealistic “superwoman” stereotype. Moreover, racial and ethnic backgrounds also impact how English media frames women, with white women more likely to be depicted in modern, empowered roles compared to women of color, who are often relegated to more traditional or stereotyped portrayals. This selective framing reflects biases within media organizations, limiting the representation of diverse female identities. How Racial and Ethnic Backgrounds Impact the Framing of Women in English Media English media plays a significant role in shaping societal views and attitudes toward race, ethnicity, and gender. While media representation of women has evolved to include more empowered and diverse portrayals, the intersection of race and ethnicity often influences how women are framed, creating disparities in how they are depicted and perceived. Racial and ethnic backgrounds continue to impact media framing, as women of color face unique challenges and stereotypes in media representations, contrasting sharply with portrayals of white women. This essay explores the ways in which English media framing of women varies according to race and ethnicity, with attention to stereotypes, underrepresentation, and diverse portrayals.

One of the most prominent ways in which racial and ethnic backgrounds influence framing is through the use of stereotypes. White women in English media are frequently depicted as embodying modern ideals of empowerment and independence, often holding leading roles in professional and personal narratives. In contrast, media representations of Black, Asian, Hispanic, and Indigenous women are often skewed through stereotypical lenses that reflect society's biases rather than diverse realities. For example, Black women are frequently portrayed with attributes of strength and resilience, but often in a way that exaggerates these qualities to the exclusion of vulnerability or femininity. This “strong Black woman” stereotype not only limits the complexity of Black female characters but also places undue expectations on Black women in real life, implying that they should be capable of enduring hardships without support.

In recent years, media creators and producers have begun to acknowledge the importance of representing women of color in varied and complex roles. Shows such as *Insecure* and *Killing Eve*, for instance, provide audiences with multifaceted portrayals of Black and Asian women, emphasizing their strengths, vulnerabilities, and individual stories beyond racial and ethnic stereotypes. Furthermore, initiatives promoting diversity in casting and storytelling aim to challenge and change outdated frames. These initiatives include collaborations with organizations advocating for racial equality, which work with media outlets to ensure a more accurate and equitable representation of women of color. Hollywood blockbusters, popular television series, and major news outlets frequently lag in this transformation, and traditional stereotypes persist in many forms of media. Even in supposedly diverse portrayals, elements of exoticism, “token” diversity, or performative inclusion can undermine the effectiveness of equitable representation, as women of color may still be placed in stereotyped or limited roles that appeal to conventional narratives rather than authentic experiences.

In conclusion, framing analysis of English media reveals a complex narrative for women, fluctuating between traditional and modern representations. While media has increasingly embraced images of empowered, multi-faceted women, the persistence of traditional frames reflects society's ongoing negotiation with changing gender roles. This analysis underscores the importance of challenging outdated frames and advocating for more inclusive representations that align with the diverse experiences and aspirations of women today.

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THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN TEACHING ENGLISH

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Annotation: This article highlights the importance of using authentic materials in teaching English. By incorporating real-life resources teachers can help students understand language in a more natural and engaging way. The article explains how these materials can boost students' comprehension, cultural understanding, and motivation, making language learning more relevant and effective.

Key words: authentic materials, teaching methods, learner ,teacher, teaching process, language acquisition

Authentic material refers to any real-world content that was created for purposes other than language teaching, but is frequently used in the classroom to enhance language learning. These materials include items such as newspapers, magazines, advertisements, TV shows, films, podcasts, websites, brochures, and even social media posts. The key characteristic of authentic materials is that they provide learners with exposure to natural, unmodified language as it is used by native speakers in everyday communication. As they are designed for native speakers, they often reflect the cultural, social, and contextual nuances of language, which are vital for learners to understand if they want to use the language effectively in real-life situations.

In the past one of the most popular language teaching methods was Grammar Translation Method (GTM). It was widely used for teaching foreign languages through reading texts, translating them and focusing primarily on grammatical structure of the target language. It was considered an effective approach for acquiring a new language with the help of the texts and grammar books. However, it didn't focus on developing and improving all skills, because more attention was paid to reading, translating and analyzing the given text. What is more, in textbooks, language is often simplified and carefully structured, which can be useful for beginners but doesn't always reflect how people actually speak or write. For this reason, learners may sound a bit unnatural or

too formal if they rely solely on the materials given in textbooks. It is important to note that language is constantly evolving and it means that some phrases, collocations and structures may not be used in present day but can still exist in books published at the times when they were in a frequent use among native speakers. However, nowadays with the advancement of technology and social media, our life and approach to learning new languages drastically changed, and more and more teachers tend to keep up with time and implement modern technologies and techniques in teaching process in order to make learning not only effective but also interactive.

With the access to many authentic materials that we have at the present time, it became possible to learn English not only with the help of textbooks and grammar rules but also with incorporating real-life resources that are commonly used by the native speakers. With the help of these authentic materials, learners get to see a wide variety of vocabulary, sentence structures, and expressions used in real-life situations that might not be given in the books. This helps them understand how English sounds and flows naturally, which is essential for real-world communication.

Using authentic materials in language teaching has several benefits. They help learners engage with content that is both relevant and motivating, increasing their interest and connection to the language. Authentic materials also encourage critical thinking, as students are often required to interpret or analyze real-world texts that may include idiomatic expressions, colloquial language, and regional accents or dialects. Additionally, these materials provide context for the vocabulary and structures they contain, helping learners to understand how language functions in different settings. By working with authentic materials, students gain a more realistic and practical grasp of the language. Furthermore, these materials also introduce students to different accents, tones, and styles of speaking. Podcasts and videos often feature speakers from diverse backgrounds, so learners get used to different ways of pronouncing words and expressing ideas. This is really helpful, especially for listening skills, as students become more adaptable to hearing English spoken in various ways. Over time, they develop the ability to understand English outside the classroom, whether on the street, in media, or in conversations with native speakers.

Moreover, authentic resources can improve students' cultural knowledge, which is considered a crucial part of language learning. Newspapers and magazines, for instance, cover current events, lifestyle topics, and social issues, giving students insight into the culture and values of English-speaking communities. Understanding these cultural contexts might help students make sense of idioms, humor, and references that may not be found in textbooks.

In conclusion, using authentic materials such as podcasts, videos, newspapers, and magazines is highly beneficial for English learners. These resources give students access to natural language use, help them adjust to different accents and expressions, and enhance their cultural understanding. By making learning more interesting and relevant, authentic materials encourage students to engage more deeply with English and maintain motivation.

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INVESTIGATING THE BENEFITS AND CHALLENGES OF PROJECT-BASED LEARNING FOR LANGUAGE DEVELOPMENT.

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Annotation: This article explores the essential aspects of Project-Based Learning (PBL), highlighting its core principles, benefits, challenges, and limitations. PBL is a student-centered approach that engages learners in meaningful, real-world projects,

fostering skills like critical thinking, collaboration, and problem-solving. While PBL offers significant advantages in enhancing student motivation, understanding, and skill development, it also presents challenges, such as the need for teacher training, resource limitations, and assessment difficulties. The conclusion underscores PBL's transformative potential and calls on educators, administrators, and communities to support its implementation to prepare students for future success in a complex, evolving world.

Key Words: Project-Based Learning (PBL), student-centered learning, real-world applications, critical thinking, collaboration skills, problem-solving, inquiry-based education, 21st-century skills, educational innovation, curriculum alignment, assessment challenges, teacher training, resource limitations, student engagement, lifelong learning.

Project-Based Learning (PBL) is a dynamic teaching method where students gain deeper knowledge by actively exploring real-world challenges and problems. Unlike traditional methods that often focus on rote memorization and passive learning, PBL encourages students to engage in meaningful projects that inspire critical thinking, collaboration, and creativity. This hands-on approach not only aligns with the needs of the modern workforce but also fosters a love for learning that can extend far beyond the classroom. In this article, explore the core concepts, principles, benefits, challenges, and implementation strategies of PBL. This article delves into case studies and global perspectives, showcasing how PBL is transforming education worldwide.

Educational Reform and the Need for 21st-Century Skills: By the 1990s, educators and policymakers recognized the limitations of traditional, test-focused education. The emergence of the information age, globalization, and technology-driven workplaces demanded skills like critical thinking, problem-solving, communication, and collaboration. **Nonprofit Organizations and Educational Research:** Several organizations, such as the Buck Institute for Education (BIE), began to champion PBL, conducting research, developing resources, and training educators. These organizations promoted PBL as a way to foster the skills needed for modern work environments. **Project-Based Learning Gains Popularity:** By the late 1990s, PBL gained traction as an

educational model in both K-12 schools and higher education institutions. Teachers began to implement projects that allowed students to solve problems, conduct research, and engage with their communities.

Technology as a Catalyst for PBL: With the advent of digital tools, the scope and reach of project-based learning expanded significantly. Technology allowed for the integration of multimedia resources, online research, and digital collaboration platforms, enabling students to work on complex, interdisciplinary projects more effectively. **Integration with Digital Learning Tools:** The rise of digital tools such as Google Workspace, Microsoft Teams, and learning management systems allowed teachers to incorporate PBL into both physical and virtual classrooms. Additionally, platforms like Khan Academy, Coursera, and Edmodo helped teachers introduce online research, multimedia, and interactive content into projects. **STEM and PBL:** PBL became particularly popular in STEM (Science, Technology, Engineering, and Mathematics) education. Initiatives like STEM PBL focused on solving scientific problems and preparing students for careers in technology-driven fields, emphasizing critical thinking, experimentation, and innovation.

Interdisciplinary Projects: Modern PBL often integrates multiple subject areas. For example, students might work on projects that combine science and literature or math and social studies, providing a more holistic learning experience.

Global Collaboration and Cultural Exchange: Today's PBL projects sometimes involve partnerships between schools across the globe, allowing students to collaborate with peers in different countries. This global approach not only develops cross-cultural understanding but also prepares students for a connected, globalized world.

Focus on Social Impact and Sustainability: Many modern PBL initiatives encourage students to work on projects with a positive social or environmental impact, such as sustainability projects, social justice campaigns, or community service projects. This approach helps students see the value of their work beyond the classroom.

Future-Ready Skills: As education systems recognize the importance of skills like adaptability, digital literacy, and problem-solving, PBL has evolved to prepare students not only for college and careers but for the challenges of a rapidly changing world.

The core principles of Project-Based Learning (PBL) center on engaging students in real-world, meaningful projects that foster active inquiry, collaboration, and practical problem-solving. These principles create a student-centered environment, where learning extends beyond textbooks and lectures. Here are the main principles that define effective PBL:

1. Real-World Relevance. Connection to Real Life: PBL focuses on projects that have a real-world application, helping students see the relevance of what they're learning. The projects often address current issues or real problems, whether they relate to the environment, technology, social issues, or other relevant topics.

2. Student-Centered Learning and Choice. Ownership and Autonomy: In PBL, students take an active role in their learning, making decisions about the project direction and how they approach problems. They're given choices, which could include selecting project topics, methods, or how they present their findings.

3. Inquiry and Exploration. Driving Question: Each project typically begins with a driving question or challenge that is open-ended and encourages inquiry. This question is often complex, requiring students to research, analyze, and think critically to find solutions.

4. Collaboration and Communication. Teamwork: PBL promotes collaboration, where students work in teams, leveraging each member's strengths to complete the project. They learn to share responsibilities, support each other, and contribute to a shared goal.

5. Critical Thinking and Problem-Solving. Developing Solutions: PBL encourages students to think critically about problems, break them down, and explore various potential solutions. They evaluate information, analyze different perspectives, and assess the feasibility of their ideas.

6. Reflection and Iteration. Continuous Reflection: Throughout the project, students reflect on their learning, evaluate their progress, and consider what they could do differently. Reflection helps them internalize what they've learned, make connections, and understand their own strengths and areas for improvement.

7. Authentic Assessment. Realistic Evaluation: PBL relies on assessments that mirror real-world standards, such as presentations, portfolios, prototypes, or reports. Unlike traditional tests, these assessments evaluate both the process and the final product.

8. Public Product or Presentation. Sharing Work: A hallmark of PBL is the creation of a final product that students present or share with an audience, which could include classmates, parents, community members, or industry experts. This public presentation motivates students to produce high-quality work and fosters accountability.

Project-Based Learning (PBL) represents a transformative approach to education, offering students opportunities to engage deeply with real-world problems, develop critical life skills, and build a lasting understanding of academic content. By focusing on hands-on projects, collaboration, and problem-solving, PBL encourages students to take ownership of their learning, fosters critical and creative thinking, and prepares them for the complexities of the modern world. The benefits of PBL are clear: it not only enhances academic achievement but also equips students with the skills needed for future success, such as adaptability, teamwork, and effective communication.

However, implementing PBL effectively requires commitment, resources, and adaptability from educators, administrators, and policymakers. To unlock the full potential of PBL, schools need to invest in teacher training, provide access to necessary resources, and create an environment that values both knowledge and skill development.

As a call to action, educators and education stakeholders should strive to integrate PBL into curricula wherever possible, exploring flexible methods that balance content coverage with real-world applications. Parents, community members, and industry professionals can also play a role by supporting schools in this endeavor, providing mentorship, resources, and real-world connections. Together, we can foster a generation of learners who are not only knowledgeable but also capable, engaged, and ready to make meaningful contributions to society. Let's work toward a future where every student has the chance to learn through experience, inquiry, and exploration, setting them on a path to lifelong learning and success.

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