IS'HOQXON IBRAT NOMIDAGI
NAMANGAN DAVLAT CHET
TILLARI INSTITUTI

"TIL VA ADABIYOT, CHET TILLARNI O'QITISHNING ZAMONAVIY YONDASHUVLARI" MAVZUSIDAGI V XALQARO TALABALAR ILMIY ANJUMAN MATERIALLARI



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Ushbu to‘plam Namangan davlat chet tillari instituti rektorining 2025-yil 21-yanvardagi 10-F/B-son buyrug‘iga asosan Namangan davlat chet tillari institutida 2025-yil 10-mart kuni o‘tkazilgan “Til va adabiyot, chet tillarni o‘qitishning zamonaviy yondashuvlari” mavzusidagi V xalqaro talabalar ilmiy anjuman materiallari asosida tayyorlandi.

Mas’ul muharrir: p.f.d., dotsent M.Yakubbayev
Mas’ul muharrir o‘rinbosari: katta o‘qituvchi M.Sharofiddinov
Tahrir hay’ati: f.f.d., professor N.Dosbayeva
p.f.d., dotsent S.Misirov
f.f.f.d., professor A.Tursunov
p.f.f.d., dotsent A.Ermirzayev
f.f.f.d., dotsent O.Dadaboyev
p.f.f.d., dotsent F.Erkulova
p.f.f.d., dotsent X.Tursunov
p.f.f.d., dotsent U.Abdurasulova
f.f.f.d. I.Umrzaqov
f.f.f.d. R.Kazakova
dotsent L.Kozlova
Texnik muharrir: B.Xoldorov

Xalqaro talabalar anjuman materiallariga oid mazkur to‘plam, chet tillarini o‘qitishning eng zamonaviy yondashuvlarini amaliyotga tadbiq etilishiga bag‘ishlanganligi bilan ahamiyatlidir.

Maqolalarda keltirilgan statistik ma’lumotlar, ilmiy-nazariy faktlarning ishonchliligi, imloviy va stilistik xatoliklar uchun muallif o‘zi javobgar.

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KIRISH SO‘ZI

Bugun O‘zbekistonda ta’lim tizimini barcha bo‘g‘inlarida jadal islohatlar olib borilmoqda. So‘nggi yillar davomida Yangi O‘zbekistonni shakllantirishning fundamental poydevori yaratildi, deyishga asoslarimiz bor. Ayniqsa, ijtimoiy sohani rivojlantirish, xususan, ta’lim tizimini modernizatsiya qilishda asrlarga arzigulik mazmun va samara kasb etadigan islohotlar amalga oshirilmoqda.

Oliy ta’lim tizimini ijtimoiy soha va iqtisodiyot tarmoqlari ehtiyojlaridan kelib chiqqan holda, fan, ta’lim va ishlab chiqarishning mustahkam integratsiyasini ta’minlash asosida ta’lim sifatini yaxshilash, raqobatbardosh kadrlar tayyorlash, ilmiy va innovasion faoliyatni samarali tashkil etish, xalqaro hamkorlikni rivojlantirishga kata e’tibor berildi. Mazkur islohotlarning zamirida yosh avlodning intellektual salohiyatini yuksaltirish, raqobatbardosh kadrlar sifatida shakllantirish, bugungi global dunyoning faol ishtirokchisiga aylantirish maqsadlari yotadi.

Mamlakatimizda yoshlarni qo‘llab-quvvatlash tizimini yanada takomillashtirish, ilmli va ma’rifatli yoshlarni kamol toptirish, ulg‘ayib kelayotgan yosh avlodning ijodiy va intellektual qobiliyatlarini rivojlantirish, xorijiy tillarga o‘qitishni yanada ommalashtirish, shuningdek, bunday faoliyat bilan shug‘ullanuvchi subektlarni qo‘llab-quvvatlash va rivojlanishi uchun qulay muhit yaratish maqsadida chet tillarini o‘qitishga alohida e’tibor qaratilmoqda. Davlatimiz rahbari Sh.Mirziyoyev chet tillarini o‘qitish to‘g‘risida to‘xtalib **“Mamlakatimizda xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, lisey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim”** deya qayd etgandi.

Til kishilik jamiyatini barpo etgan, uning taraqqiyotiga sabab bo‘lgan va turli mamlakatlarni bir-biriga bog‘lab turgan buyuk ne’mat, qudratli kuchdir. Shuning uchun tillarni o‘rganishga hamisha katta e’tibor qaratib kelingan, til o‘qitish metodlari muntazam takomillashtirib borilgan. Xususan, mamlakatimizda ta’lim sohasida o‘tkazilgan islohotlar chet tillarni o‘qitishda ham tub o‘zgarishlarni yuzaga keltirdi.

Xorijiy tillarni boshlang‘ich sinflardan boshlab uzluksiz o‘qitilishining yo‘lga qo‘yilishi, davlat ta’lim standartlarini xalqaro talablar asosida takomillashtirish, ta’lim tizimining barcha bosqichlari uchun o‘quv dasturlari mazmunini yangilash, ta’lim jarayoniga yangicha yondashuv va zamonaviy texnologiyalarni joriy etishni taqozo etadi.

O‘zbekiston Respublikasi Prezidentining **2022-yil 9-iyundagi PQ-275-sonli qarori** bilan ma’rifatparvar olim, sharq va g‘arb tillarining bilimdoni Is’hoqxon Ibratning yorqin xotirasi hamda nomini abadiylashtirish,

Namangan viloyatida xorijiy tillarni mukammal egallagan, chuqur bilimga ega bo‘lgan raqobatbardosh kadrlarni tayyorlash maqsadida **Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti** tashkil etildi.

Hozirgi vaqtda Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari institutida **9 ta xorijiy tillarda** talaba-yoshlar ta’lim berilmoqda.

Talabalarga xalqaro andozalar asosida sifatli ta’lim berish maqsadida joriy yilning o‘zida **52 nafar professor-o‘qituvchilar va 10 dan ortiq talabalar** nufuzli xorijiy oliy ta’lim muassasalari hamda ilmiy tadqiqot muassasalarida malaka va tajriba oshirib qaytdilar. Egallangan tajriba va malakalarni ular o‘zlarining o‘quv-metodik, o‘quv-pedagogik faoliyatlarida qo‘llab kelishmoqda.

2024-yil davomida institut o‘quv jarayonlariga **15 nafar** xorijlik mutaxassislar jalb etildi, xozirda institutda **2 nafar** AQSHlik mutaxassis uzoq muddatli pedagogik faoliyatini olib bormoqda.

Institutimizda har yili talabalarning ilmiy izlanishlarini qo‘llab-quvvatlash maqsadi **“Til va adabiyot, chet tillarni o‘qitishning zamonaviy yondashuvlari” mavzusidagi xalqaro talabalar ilmiy-amaliy anjumanini o‘tkazish an’anaga aylangan. Mazkur anjuman izlanuvchilarga yangi tadqiqotlarni sarhisob qilish imkoni bersa, talaba-yoshlar hamda yosh tadqiqotchilar uchun har bir ma’ruza, yangi yondashuv tajriba maktabi vazifasini o‘taydi.**

Mazkur **Xalqaro ilmiy-amaliy anjuman** chet tillari oldida turgan dolzarb masalalarning ijobiy yechimini topishga yordam berib, sohaning yanada rivoj topishiga o‘z hissasini qo‘shadi, degan umiddaman. Anjuman ishtirokchilari va ular orqali barcha tadqiqotchi-yoshlarga salomatlik va boshlanayotgan ilmiy faoliyatlarida muvafaqqiyatlar tilayman.

R.G.Karimov
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti rektori,
Filologiya fanlari bo‘yicha falsafa doktori (PhD), dotsent.

10.00.00 FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

“DEVONU LUG‘OTIT-TURK”DA QO‘LLANILGAN KO‘P MA’NOLI SO‘ZLARNING STATISTIK TADQIQI

Ahmadjonova Maftuna Alijon qizi
Alisher Navoiy nomidagi Toshkent
davlat o‘zbek tili va adabiyoti universiteti
2-bosqich tayanch doktaranti
maftuna.ahmadjonova96@gmail.com
+998916424488

Annotatsiya: XI asrda yaratilgan qator asarlar, xususan, “Devonu lug‘otit turk” tilimiz tarixiy taraqqiyotini ko‘rsatib beruvchi muhim manbadir. Asarda qo‘llangan polisemantik so‘zlarning tahlili bu hodisaning tarixiy taraqqiyotini belgilashda muhim asosdir.

XI asrda ham bu hodisa tilda faol qo‘llanilib, turkiy tilning kengligi va so‘zlar ma’noga boy bo‘lganligining isbotidir. Ayniqsa, turkiy polisemantik so‘zlar boshqa turkumlarga qaraganda ot va fe’l so‘z turkumi doirasida salmoqli bo‘lgan. Ko‘p ma’noli so‘zlar ikkitadan oltitagacha ma’no anglatib kelgan. Polisemantik so‘zlar tahlili XI asrdagi so‘zlarning ma’no qirralari haqida ma’lumot berishi bilan birga, XI asrda yashagan ajdodlarimizning obyektiv borliqdagi narsa, voqelik, belgi, harakat va holatlarni bir-biri bilan aloqador holda qanday qiyoslab idrok qilganligi, ularni tilda qay darajada aks ettira olganliklarini ham ko‘rsatadi.

Kalit so‘zlar: Polisemiya, devon, ko‘p ma’noli so‘zlar, bir ma’noli so‘zlar, tilshunoslik.

Annotation. A series of works created in the 11th century, in particular, "Devonu lugotit Turk" is an important source that shows the historical development

of our language. The analysis of polysemantic words used in the work is an important basis for determining the historical development of this phenomenon.

Even in the 11th century, this phenomenon was actively used in the language, proving the breadth of the Turkish language and the richness of the words. In particular, Turkish polysemantic words were more important within the noun and verb word group than in other groups. Polysyllabic words have two to six meanings. The analysis of polysemantic words provides information about the meaning aspects of words in the 11th century, and also shows how our ancestors who lived in the 11th century compared and perceived objects, reality, symbols, actions and situations in the objective existence in relation to each other, and to what extent they were able to reflect them in the language.

Key words: polysemy, devon, polysemous words, monosyllabic words, linguistics.

Аннотация. Серия произведений, созданных в XI веке, в частности «Девону луготит тюрк», является важным источником, показывающим историческое развитие нашего языка. Анализ многозначных слов, использованных в работе, является важной основой для определения исторического развития этого явления.

Еще в XI веке это явление активно использовалось в языке, доказывая широту турецкого языка и богатство слов. В частности, турецкие многозначные слова были более важны в группе существительных и глагольных слов, чем в других группах. Многосложные слова имеют от двух до шести значений. Анализ многозначных слов дает информацию о смысловых сторонах слов в XI веке, а также показывает, как наши предки, жившие в XI веке, сравнивали и воспринимали предметы, реальность, символы, действия и ситуации предметного существования по отношению друг к другу и в какой степени они умели отразить их в языке.

Ключевые слова: многозначность, девон, многозначные слова, односложные слова, лингвистика.

“Devonu lug‘otit-turk” turkiy so‘zlarning arabcha izohli lug‘ati bo‘lgani uchun ilmiy jihatdan alohida ahamiyatga molikdir. Uni har tomonlama tadqiq qilish turkiy xalqlarning, jumladan, o‘zbek xalqining tarixini, urf-odatlarini, so‘z boyligini, adabiy merosini o‘rganishda katta ahamiyat kasb etadi.

Polisemiya-ko‘p ma’nolilik, so‘zlarning birdan ortiq ma’noga ega bo‘lishidir. Polisemiya grekcha poli “ko’p”, semio “ma’no” so‘zidan olingan bo‘lib, ko‘p ma’noli deganidir.

Bittadan ortiq ma’no anglatadigan leksema esa ko‘p ma’noli, polisemem, polisemantik leksema sanaladi. Polisemiya universal asosiy semantik hodisalardan biridir. Tildagi tejamkorlik qonuni va umumiylik prinsipi polisemiyani vujudga keltiruvchi asosiy sabablardan deb ko‘rsatiladi [1. Ҳакимова М Б. 50]. Ko‘p ma’nolilik-ko‘p qirrali va murakkab hodisa. Turkiy tillar, xususan o‘zbek tili boy til. Tildagi so‘zlarning salmoqli qismini ko‘p ma’noli so‘zlar tashkil etadi. Qadimdan boshlab turkiy xalqlar yangi paydo bo‘lgan tushunchalarni alohida yangi so‘zlar bilan nomlamasdan, tushunchalar o‘rtasidagi bog‘liqlik asosida leksikonda mavjud so‘zlardan foydalanib nomlashga harakat qilishgan. Agar yangi paydo bo‘lgan tushunchalar uchun alohida so‘zlardan foydalanilsa, tildagi so‘zlar miqdori haddan ortiq ko‘payib ketadi, so‘zlarni xotirada saqlab qolish ham qiyinlashadi. Natijada bu tildan foydalanish murakkablashib, hatto til yaroqsiz holga kelib qolishi ham mumkin.

Bir ma’nolilik so‘z hayotining dastlabki davrlariga, ko‘p ma’nolilik esa keyingi davrlariga xos bo‘ladi [2. Ш.Абдураҳмонов Ш, Б.108.]. Keyinchalik vaqt o‘tishi bilan uning mazmunida turli o‘zgarishlar ro‘y beradi. Jamiyat taraqqiy etishi bilan nutqiy hosila ma’no vaqtincha ifodalagan tushunchasi bilan doimiy aloqadorlik kasb etib, bora-bora barqarorlashib boradi va hosila nutqiy ma’no lisoniylashadi. Natijada bir sememali leksema birdan ortiq sememali leksemalarga aylanib boradi [3. Sayfullayeva R, B. 84.].

Mahmud Qoshg‘ariy uzoq yillar davomida “Devon” ustida tinmay mehnat qildi, ko‘p yillar yurtma-yurt kezdi. Yuqori Chindan boshlab, butun Movaraunnahr,

Xorazm, Kavkazorti, Kichik Osiyo(Anado‘lu) gacha yastangan keng va mahobatli hudud-u mintaqalarni birin-ketin aylanib chiqdi. Shu hudud-u mintaqalarda yashayotgan urug‘lar, qabilalar, qavmlar, aymoqlar, elatlar, xalqlarning kasb-kori, hayot sharoitlari, yashash tarzi-yu usuli, nufuzi (soni), urf-odatlari, rusumlarini aniqladi, ayniqsa, ularning tillarini sinchkovlik bilan o‘rgandi. Oxir-oqibat bu ulug‘ inson juda katta hududda yashagan turkiylarning tillariga tegishli to‘plagan aniq, haqqoniy, obyektiv, va ishonarli materiallarni jamlab, ajoyib bir lug‘at yaratishga muvaffaq bo‘ldi [4. Дадабоев Ҳ. Б. 19.].

“Devon” bo‘yicha kuzatishlarimiz natijasida XI asrda qo‘llangan 214 ga yaqin polisemantik so‘zlar aniqlandi. Bu polisemantik so‘zlar ot, sifat, ravish va fe’l so‘z turkumlari doirasida.

“Devon”dan aniqlangan ko‘p ma’noli so‘zlarning 77 tasi ot so‘z turkumiga, 102 tasi fe’l so‘z turkumiga, 32 tasi sifat so‘z turkumiga va 3 tasi ravish so‘z turkumiga oid.

Ot turkumi doirasida ko‘p ma’nolilikning hosil bo‘lishi boshqa turkumlarga qaraganda ancha salmoqli. Devondagi polisemantik so‘zlar otning narsa-predmet (57 ta), shaxs (5ta), o‘rin-joy (13 ta), faoliyat-jarayon (2ta) otlari kabi ma’no turlariga tegishli.

“Devon”da keltirilgan polisemantik so‘zlarning ba’zilari belgi nomining narsa-predmetga ko‘chirilishi natijasida hosil bo‘lgan. Masalan: *al* 1. To‘q sariq rangdagi ipak kiyimlik; undan xon bayroqlari va amaldorlarining otlariga yopiladigan yopiq qilinadi; 2. To‘q sariq rangga ham *al* deydilar (5. Sodiqov Q. DLT, 46).

“Devon”da shaxs-narsa predmetning xususiyati (22 ta), rang-tusi (5ta) va hajm-o‘lchovini (5 ta) bildiruvchi sifatlar doirasida ko‘p ma’nolilik kuzatiladi.

“Devon”da ravish turkumiga oid daraja-miqdor bildiruvchi *uzaq, tuman, oğur* so‘zlari polisemantik leksema sifatida beriladi U ikki ma’noga ega.

Uzaq 1. Uzoq; 2. *Uzaq iš*-cho‘zilgan ish; bir yerga yuborilgan odamning kechikishiga ham shu so‘z qo‘llanadi. *Yalavač uzaq bardï.* (yuborilgan kishi kechikdi) (5. Sodiqov Q. DLT, 40).

Tümän 1. Har narsaning ko‘pi. *Tümän türlüg sözlädi*-har xil so‘zlar so‘zladi, turli-tuman so‘zladi; 2. Ming-ming, ming tuman (5. Sodiqov Q. DLT, 161).

Oğur 1. Vaqt. *Ne oğurda kelding- qay vaqt kelding? 2*. Ishning o‘rnida bo‘lishi, joyida vaqtida bo‘lishi. *Bu iš oğluğ boldï*- bu ish vaqtida bo‘ldi (5. Sodiqov Q. DLT, 35).

“Devon”da keltirilgan ko‘p ma’noli so‘zlar orasida fe’l turkumi ham anchagina. Ular harakat (80 ta) va holat fe’llari (22 ta) hisoblanadi. Ular orasidagi ma’no munosabatlari tipik, qaytariluvchi va bir-biriga o‘xshash.

“Devon” da keltirilgan so‘zlarning ko‘p qismini bir ma’noli so‘zlar tashkil etadi. Ushbu monosemantik so‘zlar qatoriga *awurta* “doya”, *alïmchi* “qarz beruvchi”, elpi “uloq”, *etuk* “etik”, *butïq* “butoq”, *izi* “kelgusi yildan keyingi yil”, *ya* “yoy, kamon”, qïlič “qilich” singari ko‘plab monosemantik so‘zlarni misol qilish mumkin [4. Дадабоев Ҳ. Б. 115].

Shuningdek, “Devon’’da qoraxoniylar davrida turkiy tilda qo‘llangan bir qancha ko‘p ma’noli so‘zlar ham izohlangan. Keltirilgan ko‘p ma’noli so‘zlarning semik tarkibiga e’tibor qaratadigan bo‘lsak, ular ikkitadan oltitagacha ma’no izohlab kelgan. Ular orasida ikki ma’no anglatuvchi so‘zlar talaygina.

Masalan, *Alïn* 1. Peshona, manglay; 2. Tog‘ning yumaloq va baland tomoni (5. Sodiqov Q. DLT, 44).

Ağru 1. Narsa og‘ir bo‘ldi. 2. Kasal og‘irlashdi (6. DLT 1-jild, 192).

Sïg‘dï 1. Bu so‘z ko‘ngilga sig‘di, ta’sir qildi. 2. U qopga sig‘di (7. DLT 2-jild, 16).

Uch ma’noni ifodalagan ko‘p ma’noli so‘zlarga misol qilib *uč* so‘zini keltirish mumkin.

Uč 1. Narsaning uchi. Butaq uči- butoqning uchi, shoxning uchi. 2. *Uč el*- chegara, el, mamlakat chegarasidagi viloyat. 3. Biror narsaning tugallanishi, bitishi. *Bayda nä uč bar*, deydilar. Ma’nosi: “Xalq (qavmda) shu qadar ko‘pki, unda tugash yo‘q” demakdir (5. Sodiqov Q. DLT, 32).

Tutundï 1. Kun tutildi. 2. Oy tutildi, bek meni o‘g‘il qildi tutundi. 3. Kishi kiyik tuttdi (7. DLT 2-jild, 99).

Beläldï 1. Odam terga belandi. 2. Bola beshikka belandi. 3. U qinga belandi (8. DLT 3-jild, 136).

To‘rt ma’noli so‘zlarga *ağïz* so‘zi kiradi.

Ağïz 1. Odam og‘zi; 2. Hayvonlar og‘zi; 3. Charm idish, qovg‘aning og‘zi; 4. Ariq, quduq og‘zi (5. Sodiqov Q. DLT, 36).

Boshudï 1. Uning ichi bo‘shaldi. 2. Tugun bo‘shabroq qoldi. 3. U bog‘lovidan yechildi, bo‘shaldi. 4. Er xotinni taloq qildi, bo‘shatdi. (8. DLT 3-jild, 183).

Besh ma’noni anglatgan polisemantik so‘zlarga bosh so‘zi misol.

Baš- 1. Bosh, kalla; 2. Jo‘mrak; 3. Boshoq; 4. Cho‘qqi; 5. Daryoning yuqorisi.

Olti ma’noli so‘zlar ham lug‘atda o‘rni bilan qayd etilgan. Masalan: *keč* 1. O‘tmoq, kechmoq; 2. O‘tmoq (yosh); 3. O‘tmoq, kechmoq (vaqt); 4. O‘tmoq, sodir bo‘lmoq; 5. O‘tmoq (qayergadir); 6. O‘lmoq, vafot etmoq (5. Sodiqov Q. DLT. 209).

Boš- bo‘sh 1. Ozod, erkin odam. 2. Ajralgan ayol. 3. Bosh elik, ishdan bo‘shagan qo‘l. 4. Bosh et, yumshoq go‘sht. 5. Bo‘shatilgan ot. 6. Bo‘sh uy (8. DLT 3-jild, 83).

“Devon”da keltirilgan ayrim polisemantik so‘zlarning har bir ma’nosi alohida so‘z sifatida keltirilgan. M. Mirtojiyev ham bu haqida ta’kidlab o‘tgan: “Mahmud Qoshg‘ariy ham o‘zining “Devonu lug‘otit turk” kitobida turkiy polisemantik so‘zlarni qayd etgan, biroq unda polisemantik so‘zning har bir ma’nosi alohida so‘z sifatida berilgan” [9. Миртожиев М.Б. 3]. Aksariyat o‘rinlarda Qoshg‘ariy polisemantik so‘zlarning ma’no aloqadorliklarini tushuntirgan holda, so‘zning ikki yoki undan ortiq ma’nolarini sharhlab bergan.

Polisemiya deyarli barcha turkum so‘zlariga xos hodisadir. Masalan, “Devon”dagi *ağïr, ağïz, učdï* so‘zlarning quyidagi misollardagi ma’nolariga e’tibor qaratamiz:

Ağïr 1. Og‘ir, har narsaning og‘iri. Xalq yoki bek tomonidan hurmat qilinadigan kishiga *ağïrlïq kiši* deb aytiladi. *Täŋri meni ağïrladï*-Xudo meni siyladi, qadrladi; 2. *Ağïr adaq amruldï*- og‘ir oyoq kechadan bir muncha muddat o‘tgandan keyin to‘xtadi deyilmoqda, ya’ni og‘ir oyoqli kishi sekin va sust yursa ham manzilga yetadi degan ma’noda; 3. *Ağïr näŋ*-narxi baland narsa, qimmatbaho narsa (5. Sodiqov Q. DLT, 35).

Ağïz 1. Ariq og‘zi; charm idish yoki qovg‘aning og‘zi; xum og‘zi, quduq og‘zi; 2. *Ağïz* - odam va hayvonlar og‘zi (5. Sodiqov Q. DLT, 36).

Učdï- 1. *Quš učdï*- qush uchdi; 2. *Anïŋ qutï učdï*- uning quti, baxti, davlati uchdi; 3. *Er atdan qúźï učdï*- kishi otdan yiqilib tushdi (5. Sodiqov Q. DLT,80).

Bu o‘rinlarda *ağïr, ağïz, , učdï* so‘zlari birdan ortiq ma’noni bildirib kelgan ko‘p ma’noli so‘zlardir.

Xulosa qilib aytadigan bo‘lsak Yuqoridagi misollardan ko‘rinadiki, bir shaklga birdan ortiq ma’noning tog‘ri kelishi natijasida polisemiya hosil bo‘ladi. Polisemiyada bitta shakl (nomema) bilan birdan ortiq ma’no (semema) ifodalanadi [1. Ҳакимова М. Б 53]. Polisemantik so‘z qancha ma’noga ega bo‘lmasin, bu ma’nolar o‘zaro bog‘langan bo‘ladi [2. Шоабдураҳмонов Ш, Б 106.]. Yuqoridagi polisemantik so‘zlar ma’nosida ham umumiylik bor. *Ağïr* so‘zida meyoridan ortiqlik, *ağïz* so‘zida shakliy jihatdan o‘xshashlik, *učdï* so‘zida esa harakatning tez va oson bajarilishi umumiydir

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O‘ZBEK VA INGLIZ BADIIY MATNLARIDA O‘XSHATISHNING QO‘LLANISHI: LINGVISTIK VA MADANIY QIYOSIY TAHLIL

Mamarasulov Ahmadjon Anvarjon o‘g‘li
University of Business and Science, ingliz tili o‘qituvchisi
mamarasulov1771@gmail.com
Anvarova Farangis Akmaljon qizi
University of Business and Science, talaba
Mdseruf18@gmail.com

Annotatsiya: maqola o‘zbek va ingliz badiiy matnlarida o‘xshatishlarning lingvistik va madaniy xususiyatlarini o‘rganishga bag‘ishlangan. Tadqiqot davomida tanlangan ma’lumo‘xshatish semantik, stilistik va madaniy jihatdan qiyosiy tahlil qilindi. Natijalar o‘xshatishlarning ikki til madaniyatidagi umumiy va o‘ziga xos tomonlarini ochib berdi. Xususan, o‘zbek badiiy matnlarida mahalliy madaniyatga asoslangan o‘xshatishlar ustunlik qilgan bo‘lsa, ingliz tilida universallikka urg‘u beruvchi o‘xshatishlar keng qo‘llanilgan. Ushbu maqola lingvistika va tarjimashunoslik sohasida muhim nazariy va amaliy ahamiyatga ega.

Kalit so‘zlar: o‘xshatishlar, badiiy matnlar, lingvistik tahlil, madaniy qiyoslash

Abstract: The article explores the linguistic and cultural features of similes in Uzbek and English literary texts. Similes were selected and analyzed semantically, stylistically, and culturally. The results reveal both universal and unique characteristics of similes in these two languages. Uzbek literary texts predominantly reflect culture-specific similes rooted in local traditions, while English texts often employ universal imagery. This study provides valuable insights into linguistics and translation studies, contributing to a deeper understanding of stylistic devices across languages.

Key words: similes, literary texts, linguistic analysis, cultural comparison.

Badiiy adabiyot tilining asosiy xususiyatlaridan biri – obrazlilik va ifoda vositalarining xilma-xilligi bo‘lib, bu usullar o‘quvchining tasavvurida jonli va emotsional obrazlarni shakllantiradi. Adabiy tilda qo‘llaniladigan badiiy vositalardan biri – o‘xshatish (simile) bo‘lib, u nafaqat matnni bezash, balki ma’no va hissiy ta’sirni kuchaytirish vositasi sifatida ham muhim ahamiyatga ega. O‘xshatish inson mantiqiy fikrlashini metaforik obrazlarga bog‘laydi va shunday yo‘l bilan adabiy matnning hissiy kuchini oshiradi.

Til va madaniyat o‘rtasidagi uzviy bog‘liqlik badiiy tasviriy vositalarning shakllanishida ham namoyon bo‘ladi. Har bir tilda o‘xshatish vositalarining paydo bo‘lishi xalqning dunyoqarashi, madaniyati, an’analari, va hayot tarziga bog‘liq. Masalan, o‘zbek tilida ko‘proq tabiat va mahalliy hayotiy tajriba bilan bog‘liq o‘xshatishlar uchrasa, ingliz tilida global, universal tasvirlarga asoslangan o‘xshatishlar ko‘p uchraydi. Shuningdek, badiiy matnda o‘xshatishlarning qo‘llanilishi yozuvchining uslubi va tasviriy mahoratini ham ochib beradi.

O‘xshatishlarning qo‘llanilishi faqat lingvistik xususiyatlar bilan chegaralanmay, balki ularning semantik va stilistik funksiyalari ham muhim o‘rin tutadi. Misol uchun, o‘xshatish ba’zan irodiya yoki kinoya vositasida, ba’zan esa hissiyotlarni kuchaytirishda qo‘llaniladi. Ingliz adabiyotida "as bright as the sun" kabi o‘xshatish yorqinlik va umidni ifodalaydi, o‘zbek adabiyotida esa "qushdek yengil" iborasi erkinlik va zavqni ta’kidlaydi.

Ushbu maqolada o‘zbek va ingliz tillarida o‘xshatishlarning lingvistik, madaniy va stilistik xususiyatlari chuqur o‘rganiladi. Tadqiqotning dolzarbligi til va madaniyatni o‘zaro bog‘liq holda o‘rganish ehtiyojidan kelib chiqadi. Adabiyotshunoslik va tarjima sohasida bu masala muhim ahamiyat kasb etadi, chunki o‘xshatishlarni turli tillar va madaniyatlarda to‘g‘ri tushunish hamda tarjima qilishda qiyinchiliklar yuzaga keladi. Tadqiqot davomida O‘zbek va Ingliz badiiy matnlaridan tanlangan o‘xshatishlar semantik, lingvistik va stilistik jihatdan tahlil qilindi. Quyida asosiy natijalarni tasnif qilingan holda bayon etib boramiz.

O‘xshatishlar. O‘zbek va ingliz badiiy matnlarida o‘xshatishlar turli maqsadlarda qo‘llangan bo‘lsa-da, ularning asosiy vazifalari va semantik yo‘nalishlari o‘xshash bo‘lib chiqdi. Tabiatga oid o‘xshatishlar: Har ikki tilda tabiat obrazlari ko‘p uchraydi. Masalan: o‘zbek tilida: "yuragi muzday toshdek sovuq". Ingliz tilida: "cold as ice" (muzdek sovuq)". Hissiy holatlarni tasvirlash: o‘xshatishlar ko‘pincha inson his-tuyg‘ularini aniqroq va obrazliroq ifodalashda ishlatiladi: O‘zbek tilida: "g‘amga botgan ko‘zlari dengizdek chuqur edi". Ingliz tilida: "deep as the ocean" (okeandek chuqur). Universallik: Ba’zi o‘xshatishlar har ikki tilda deyarli bir xil ma’noda uchraydi. Masalan, *tezlik*ni ifodalashda: O‘zbek tilida: "shamolday tez". Ingliz tilida: "fast as the wind" (shamoldek tez).

Madaniy farqlar. O‘xshatishlarning mazmunida har bir til va madaniyatga xos o‘ziga xosliklar kuzatildi: o‘zbek tilidagi o‘xshatishlar: Mahalliy madaniyat va hayot tarziga asoslangan obrazlar ustunlik qiladi. Masalan: "Arava kabi sekin" – bu o‘xshatishda mahalliy transport vositasi tasvirlangan. "Paxta dalasidagi guldek go‘zal" – qishloq xo‘jaligiga xos obraz ishlatilgan. Ingliz tilidagi o‘xshatishlar: Ko‘proq universal va xalqaro miqyosda tanilgan obrazlar ishlatiladi. Masalan: "Busy as a bee" (asalari kabi band) – bu o‘xshatishda asalari obrazidan foydalanilgan, bu esa ko‘plab madaniyatlarda umumiy tushuniladi. "Strong as a lion" (sher kabi kuchli) – universal kuch obrazini aks ettiradi.

Lingvistik xususiyatlar. O‘zbek tilidagi o‘xshatishlar ko‘pincha murakkab gap shaklida ifodalanadi: "Yuragi tog‘lardan ham baland, osmondan ham ulug‘ edi". Ingliz tilida esa qisqalik va lakoniklik ustunlik qiladi: "Pure as snow" (qor kabi toza). Leksik birliklar: O‘zbek tilida poetik va obrazli leksik birliklar ko‘proq qo‘llanadi: "Ko‘ngli tog‘dek keng". Ingliz tilida esa aniq, sodda va tushunarli birliklar afzal ko‘riladi: "Wide as the sky" (osmondek keng).

Stilistik vazifalar. O‘xshatishlar badiiy matnning estetik qiymatini oshiradi va o‘quvchining tasavvurida jonli obrazlar yaratadi. Hissiyotlarni kuchaytirish: O‘xshatishlar orqali yozuvchi o‘quvchining hissiyotiga ta’sir qiladi. Masalan, O‘zbek tilida: "Tungi osmon yulduzlar bilan qoplangan baxmaldek edi". Ingliz tilida: "The

sky was like a velvet blanket studded with stars". Irodiya va kinoya: Ba'zi hollarda o'xshatish irodiya yoki kinoyaviy ma'no berishda ishlatiladi. Masalan: o'zbek tilida: "Gapining asosi yo'q, paxtadek yengil" (kinoya). Ingliz tilida: "Light as a feather" (yengil, ammo kam qiymatli).

Statistika natijalari. Tabiatga oid o'xshatishlar: o'zbek tilida 40%, ingliz tilida 35%. Hissiy holatni ifodalovchi o'xshatishlar: o'zbek tilida 30%, ingliz tilida 40%. Universal obrazlar: ingliz tilida 50%, o'zbek tilida 20%. Milliy madaniyatga xos obrazlar: o'zbek tilida 60%, ingliz tilida 25%. O'zbek va ingliz badiiy matnlarida o'xshatishlarning qo'llanilishi lingvistik, stilistik va madaniy xususiyatlarning o'ziga xosligini yaqqol namoyon etadi. Quyida ushbu tadqiqot natijalarini muhokama qilib, ularning ahamiyati va izohlanishi ko'rib chiqamiz:

Lingvistik xususiyatlarning tahlili. O'xshatishlarning lingvistik tuzilishi ikki til o'rtasidagi morfologik va sintaktik farqlarni ko'rsatadi. Masalan: o'zbek tilida o'xshatishlar ko'pincha murakkab gap shaklida ifodalanib, poetik ohangdorlikni saqlaydi. Bu o'zbek adabiyoti va madaniyatining she'riy an'analari bilan bog'liq. Misol uchun, "Oy nurlari kumushdek tovlanib turardi" kabi o'xshatishlarda tovush uyg'unligi va tasviriy kuch seziladi. Ingliz badiiy matnlarida esa o'xshatishlar qisqalik va aniqlik bilan ajralib turadi. Bu tilning sintaktik qoidalari va ingliz adabiyotida keng tarqalgan minimalizm uslubi bilan bog'liq. Masalan, "Bright as the sun" iborasida qisqa, ammo ta'sirli tasvir yaratiladi. Bu farqlar nafaqat lingvistik tizim bilan, balki ikki tilning adabiy an'analari va o'quvchilar kutgan estetik yondashuvlari bilan ham izohlanadi.

Madaniy xususiyatlar va ularning ta'siri. O'xshatishlarning mazmunida aks etgan madaniy o'ziga xosliklar tadqiqotning eng diqqatga sazovor jihatlaridan biri bo'ldi. O'zbek badiiy matnlarida o'xshatishlar ko'proq mahalliy madaniy kontekstlarga bog'langan. Bu xalqning hayot tarzi, qadriyatlari va tabiat bilan yaqinligi bilan izohlanadi. Masalan, "Arava kabi sekin" o'xshatishi mahalliy hayot tajribasini aks ettiradi. Shuningdek, qishloq xo'jaligiga oid obrazlar ko'p uchraydi, masalan, "Paxta dalasidagi gullar kabi chiroyli". Ingliz badiiy matnlarida madaniy

jihatdan koʻproq global va universal obrazlar qoʻllaniladi. Masalan, "Strong as a lion" yoki "Busy as a bee" oʻxshatishlari koʻplab madaniyatlarda tushunarli boʻlib, ingliz adabiyoti xalqaro auditoriyaga moʻljallanganini koʻrsatadi. Bu farqlar ikki xalqning dunyoqarashi va adabiy mahoratga boʻlgan yondashuvlari oʻrtasidagi madaniy tafovutni aks ettiradi.

Stilistik funksiyalarning qiyosi. Oʻxshatishlar yordamida badiiy matn jonli va hissiy tasvirlar bilan boyitiladi. Ingliz tilida bu qisqa va lakonik tasvirlar orqali amalga oshirilsa, Oʻzbek tilida koʻproq poetik va detallashtirilgan obrazlar ishlatiladi. Oʻxshatishlar yozuvchining hissiy maqsadlarini ifodalashda kuchli vosita hisoblanadi. *Masalan*: Oʻzbek tilida: "Qalbim oftobdek yonardi" iborasi sevgini kuchliroq his qilishga imkon beradi. Ingliz tilida: "Her heart was as warm as the sun" iborasi oʻquvchining qalbida iliqlik hissini uygʻotadi. Irodiya va kinoya: Irodiya bilan ishlatiladigan oʻxshatishlar orqali yozuvchi oʻz nuqtai nazarini bilvosita ifoda qiladi. Masalan: Oʻzbek tilida: "Gaplari yengil pichirday, lekin ma’nosiz" – kinoyaviy tasvir. Ingliz tilida: "Light as a feather" – qiymatsizlikni ta’kidlovchi irodiya.

Tadqiqot natijalari shuni koʻrsatdiki, oʻzbek va ingliz badiiy matnlarida oʻxshatishlar oʻz vazifalarini umumiy jihatdan bajaradi, ammo lingvistik va madaniy kontekstlarda ularda sezilarli farqlar mavjud. Bu, ayniqsa, tarjima jarayonida oʻz ahamiyatini namoyon qiladi.

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LANGUAGE AND LITERATURE, MODERN APPROACHES OF TEACHING FOREIGN LANGUAGES

Egamberdiyeva Dilnoza Rustam kizi
Angren university
egamberdiyeva02dilnoza@gmail.com

Annotation: This article explores modern approaches to teaching foreign languages, emphasizing innovative methodologies that enhance language acquisition and proficiency. It examines communicative language teaching (CLT), task-based learning (TBL), and technology-integrated instruction, highlighting their effectiveness in fostering interactive and immersive learning experiences. The study also addresses the role of artificial intelligence, digital platforms, and gamification in language education. Additionally, it discusses challenges in implementing modern techniques and suggests strategies for improving language teaching outcomes in contemporary educational settings.

Keywords: Foreign language teaching, modern approaches, communicative language teaching, task-based learning, technology in education, artificial intelligence, digital platforms, gamification, language acquisition, immersive learning.

INTRODUCTION

In the modern globalized world, learning foreign languages has become more essential than ever. Language proficiency is not only a valuable skill for communication but also a crucial factor in academic success, career advancement, and cultural understanding. As a result, the teaching of foreign languages has evolved significantly over the years, incorporating modern approaches that aim to enhance learners' linguistic competence and engagement. Traditional methods, such as grammar-translation and rote memorization, are gradually being replaced by

innovative teaching strategies that emphasize interaction, contextual learning, and technological integration. [1]

The evolution of foreign language teaching can be attributed to various linguistic theories and pedagogical advancements. The communicative approach, for instance, has revolutionized language instruction by prioritizing real-life communication over mere grammatical accuracy. Task-based learning (TBL) has also gained popularity as it enables students to use language in meaningful contexts rather than just learning rules in isolation. Additionally, advancements in technology have introduced digital platforms, artificial intelligence (AI), and gamification techniques that make language learning more engaging and effective.

One of the key drivers of modern language teaching is the integration of digital tools and artificial intelligence. Online learning platforms such as Duolingo, Babbel, and Rosetta Stone have transformed the way learners engage with foreign languages. These platforms provide personalized learning experiences, adapting to the learner's proficiency level and offering instant feedback. AI-powered chatbots and virtual tutors also enhance language practice, allowing students to engage in conversations and receive corrections in real time. Furthermore, gamification elements, such as points, badges, and interactive storytelling, make the learning process enjoyable and motivate students to progress.

In addition to technological advancements, modern approaches emphasize the importance of immersive and interactive learning environments. Language immersion programs, for example, allow learners to experience the target language in real-life situations. This method has been proven to be highly effective, as it encourages students to think and respond in the language rather than translating from their native tongue. Classroom activities such as role-playing, debates, and group discussions also foster a more dynamic learning experience, helping students develop fluency and confidence in communication. [2]

Despite the many benefits of modern teaching approaches, challenges still exist. Implementing technology in language education requires access to digital

resources and proper teacher training. Some educators and institutions struggle with adapting to new methodologies due to a lack of technical skills or resistance to change. Moreover, while digital tools enhance learning, they cannot completely replace human interaction, which remains a fundamental aspect of language acquisition. Therefore, a balanced approach that combines technology with traditional face-to-face instruction is necessary for optimal results.

Moreover, modern approaches to teaching foreign languages have transformed the way students acquire linguistic skills, making the learning process more engaging, interactive, and efficient. By incorporating communicative methods, task-based learning, and technology-driven solutions, educators can provide students with better opportunities to develop their language abilities. However, challenges such as technological accessibility and teacher preparedness must be addressed to ensure the successful implementation of these approaches. As the field of language education continues to evolve, further research and innovation will be key to optimizing teaching strategies and improving language proficiency worldwide.

Literature review

The teaching of foreign languages has undergone significant transformations over the years, shifting from traditional methods to more innovative, technology-driven, and interactive approaches. Scholars and researchers have extensively explored various methodologies, highlighting their effectiveness in enhancing language acquisition and learner engagement. This literature review examines key studies on modern foreign language teaching approaches, focusing on communicative language teaching (CLT), task-based learning (TBL), technology integration, and gamification.

The communicative approach has been widely studied as an effective method for improving language proficiency. Littlewood (1981) introduced CLT as a learner-centered method that emphasizes real-life communication over rote memorization of grammar and vocabulary. Richards and Rodgers (2001) further explored the role of CLT in fostering fluency, noting that this approach prioritizes interaction and

meaning-making rather than strict grammatical accuracy. Studies by Savignon (2002) support the claim that students exposed to communicative activities demonstrate higher levels of fluency and confidence in speaking. However, some scholars, such as Swan (1985), have criticized CLT for neglecting formal grammar instruction, arguing that a balanced approach is necessary to develop both fluency and accuracy. [3]

Another widely discussed modern methodology is task-based learning, which encourages students to use language in meaningful contexts. Willis (1996) introduced a structured framework for TBL, emphasizing pre-task, task cycle, and post-task reflection as key stages in effective language instruction. Ellis (2003) further expanded on this model, arguing that TBL helps learners develop problem-solving skills while naturally acquiring linguistic structures. Research by Skehan (1998) indicates that TBL enhances student motivation, as learners focus on completing tasks rather than memorizing isolated language elements. However, Lambert and Engler (2007) point out that TBL may not be suitable for all learners, particularly those who require structured grammar instruction.

The integration of technology into foreign language teaching has been a major focus of recent research. Warschauer and Kern (2000) highlight the benefits of computer-assisted language learning (CALL), noting that digital tools improve accessibility, engagement, and individualized learning experiences. Chapelle (2001) explores the role of artificial intelligence (AI) in language education, emphasizing the effectiveness of adaptive learning platforms like Duolingo and Babbel. According to Garrett (2009), AI-driven chatbots and virtual assistants provide real-time feedback, enabling students to practice language skills without requiring constant teacher supervision. However, researchers such as Blake (2013) caution against over-reliance on technology, emphasizing that digital tools should complement rather than replace traditional language instruction. [4]

Gamification has emerged as a popular strategy in foreign language education, leveraging game-like elements to enhance motivation and engagement. Deterding et

al. (2011) define gamification as the application of game design principles in non-game contexts, such as education. Research by Sykes and Reinhardt (2012) indicates that incorporating gamification elements, such as points, badges, and leaderboards, increases learner motivation and participation. Studies by DeHaan (2005) further demonstrate that digital games facilitate vocabulary retention and pronunciation practice, as learners interact with language in immersive environments. Despite these advantages, Papastergiou (2009) warns that gamification must be carefully designed to align with pedagogical goals, as excessive game elements can distract students from meaningful learning. [5]

Methodology

This study employs a qualitative and comparative analysis of modern foreign language teaching approaches, focusing on communicative language teaching (CLT), task-based learning (TBL), and technology integration. Data is collected from existing research, academic articles, and case studies to evaluate the effectiveness of these methods in enhancing language acquisition. The study also examines the challenges and practical implications of implementing modern teaching strategies in educational settings.

Analysis and results

The analysis of modern foreign language teaching approaches reveals a shift from traditional rote memorization to interactive, technology-driven, and student-centered methodologies. To assess the effectiveness of these methods, various studies and case analyses have been examined, focusing on key factors such as student engagement, fluency development, retention rates, and overall academic performance.

To compare the impact of different foreign language teaching methods, a summary of findings from multiple research studies is presented in the table below:

Table 1: Comparative Analysis of Foreign Language Teaching Approaches

Teaching Approach	Advantages	Challenges	Effectiveness Rating (Scale: 1-5)

Grammar-Translation Method	Strong focus on structure and writing	Limited speaking and listening practice	2.5
Communicative Language Teaching (CLT)	Improves fluency and real-world communication	Less emphasis on grammar accuracy	4.2
Task-Based Learning (TBL)	Enhances problem-solving and language application	Requires structured implementation	4.5
Technology-Integrated Learning	Personalized learning, interactive AI tools	Digital divide, teacher training required	4.7
Gamification in Language Learning	Increases motivation and retention	Risk of distraction if not properly designed	4.3

The table demonstrates that modern approaches, particularly CLT, TBL, and technology-integrated learning, show higher effectiveness ratings in terms of student engagement and language acquisition. However, each method presents specific challenges that educators must address for successful implementation. [6]

A case study conducted in a multilingual university setting compared students' progress over a semester using different teaching approaches. The results are summarized in Figure 1 below.

Figure 1: Student Performance by Teaching Approach (Average Score Improvement in Proficiency Tests, %)

Approach	Listening (%)	Speaking (%)	Reading (%)	Writing (%)	Overall Improvement (%)
Grammar-Translation	10	8	15	18	12.75

Method					
Communicative Language Teaching	25	35	20	22	25.5
Task-Based Learning	30	38	22	24	28.5
Technology-Integrated Learning	40	42	28	30	35
Gamification-Based Learning	38	40	26	28	33

The data indicates that students exposed to technology-integrated and gamification-based learning methods demonstrated the highest overall improvement, particularly in listening and speaking skills. [7]

In contrast, traditional grammar-translation methods resulted in minimal progress in spoken language but showed better performance in reading and writing.

Conclusion

The findings suggest that modern teaching approaches, particularly those integrating technology and interactive learning, offer superior results in foreign language acquisition. However, for optimal effectiveness, educators should adopt a balanced methodology that combines innovative strategies with essential grammar instruction. Further research should focus on refining these approaches to maximize student engagement and long-term retention.

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INGLIZ VA O‘ZBEK XALQ MAQOLLARIDA DO‘STLIK/DUSHMANLIK KONSEPTLARING SINONIMIK VA ANTONIMIK MUNOSABATLARI

Ergasheva Gulzoda Shermurod qizi
Namangan muhandislik-texnologiya instituti tayanch doktoranti
Email:ergashevagulzodanumber1@mail.com

Annotatsiya: Ushbu maqolada do‘stlik va dushmanlik konseptlari bilan bog‘liq maqollarning pragmatik tahlili o‘rganilgan. Maqolada do‘stlik leksikasining sinonimlarini tahlil qilish orqali, bu so‘zlarning semantik maydonlarini yanada kengroq tushunishga erishiladi. O‘zbek va ingliz tillaridagi sinonimik qatorlar, ma’no o‘zgarishlarini, lingvokulturologik va stilistik xususiyatlarni yoritadi. Maqollarda do‘stlik va dushmanlik munosabatlarini tasvirlovchi leksik birikmalar orqali, har bir xalqning do‘stlik haqidagi tasavvurlari va madaniy stereotiplari ko‘rsatiladi. Tahlil doirasida sinonim va antonim munosabatlari, maqollarning pragmatik maqsadlari va ijtimoiy-madaniy dinamikasi ham ko‘rib chiqilgan.

Kalit so'zlar: do`slik, dushmanlik, sinonimik qator, pragmatik tahlil, semantik maydon, etimologiya, maqollar, qarama-qarshilik.

Аннотация: В данной статье рассматривается прагматический анализ пословиц, связанных с понятиями дружбы и вражды. Путем анализа синонимов лексики дружбы в статье достигается более широкое понимание смыслового поля этих слов. Синонимические строки в узбекском и английском языках освещают изменения смысла, лингвокультурные и стилистические особенности. В пословицах через лексические сочетания, описывающие дружбу и вражду, показаны представления каждого народа о дружбе и культурные стереотипы. В ходе анализа также рассматривались отношения синонимов и антонимов, прагматическое назначение пословиц и социокультурная динамика.

Ключевые слова: дружба, вражда, синонимический ряд, прагматический анализ, семантическое поле, этимология, пословицы, противопоставление.

Abstract: In this article, a pragmatic analysis of proverbs related to the concepts of friendship and enmity is studied. By analyzing the synonyms of the lexicon of friendship in the article, a wider understanding of the semantic fields of these words is achieved. Synonymous lines in the Uzbek and English languages illuminate changes in meaning, linguistic and cultural and stylistic features. In proverbs, through lexical combinations describing friendship and enmity, each nation's ideas about friendship and cultural stereotypes are shown. Synonym and antonym relations, pragmatic purposes of proverbs and socio-cultural dynamics were also considered within the analysis.

Key words: friendship, enmity, synonymous series, pragmatic analysis, semantic field, etymology, proverbs, opposition

KIRISH

Do‘stlik konsepti bilan bog‘liq maqollarning pragmatik tahlilida do‘stlik leksemasining sinonimik qatorini o‘rganish juda muhim ahamiyat kasb etadi. Birinchidan, sinonimik qator tahlili maqollardagi do‘stlik tushunchasining semantik maydonini yanada kengroq ochib beradi. Masalan, o‘zbek tilidagi *do‘st, yor, birodar, og‘ayni, qadrdon* kabi so‘zlar semantik maydonning turli nuqtalarini yoritib, do‘stlik munosabatlarining turli darajalarini va xususiyatlarini aks ettiradi.

Bundan tashqari, maqollarda qo‘llanilgan sinonimlarning pragmatik ma’nolari kontekstga qarab o‘zgaradi. Masalan, *Do‘st achitib gapiradi, dushman kuldirib* maqolida *do‘st* so‘zi o‘rniga *birodar* yoki *og‘ayni* ishlatilganda pragmatik ma’no biroz farq qiladi, chunki har bir sinonim so‘z o‘zining nozik ma’no ottenkalariga ega. Qolaversa, sinonimik qator tahlili maqollarning lingvokulturologik qatlamini ochib berishga yordam beradi. Chunki har bir sinonimdagi ma’no nozikliklari ma’lum bir xalqning do‘stlik tushunchasi haqidagi tasavvurlarini, qadriyatlarini va madaniy stereotiplarini aks ettiradi. Va nihoyat eng asosiy jixati do‘stlik leksemasining sinonimlarini o‘rganish maqollarning stilistik xususiyatlarini ham ochib beradi. Ba’zi

sinonimlar ko‘tarinki uslubga xos bo‘lsa (birodar), boshqalari so‘zlashuv uslubiga xos (oshna) bo‘lishi tabiiy hol.

ADABIYOTLAR TAHLILI VA METODLAR

Ingliz tilida do‘stlik va dushmanlik konseptual binar oppozitsiyalari uchun ***friend/enemy*** hamda ***friendship/enmity*** leksemalari nominant leksemalar hisoblanadi. Dastlab mazkur leksemalarning etimologiyasini bilib olish maqsadga muvofiqdir. *Friend* leksemasining ingliz tilida eng qadimgi yozma manbalarda uchrashi XII asrga (1175-yil) to‘g‘ri keladi. O‘sha paytlarda mazkur leksema ***frend, freond, freendes, frendis va frende*** ko‘rinishlarida qo‘llanilganligi haqida dalillar[1] mavjud. *Friend* ko‘rinishida esa 1637-yilda ya’ni XVII asrda qo‘llanila boshlagan.

Friend leksemasi keng sinonimik qatorga ega bo‘lib, Merriam Webster online lug‘atidan olingan ma’lumotlarga ko‘ra ***buddy, colleague, confidant*** kabilar eng yaqin sinonimlar hisoblansa, ***partner, comrade, confidante, chum, compadre, acquaintance, mate, familiar, companion, intimate, fellow, alter ego, musketeer*** kabilar yaqin periferial zonadagi sinonimlardir. ***Crony, amigo, peer, associate, ally, collaborator, supporter, accomplice, benefactor, cohort, blood, brother, hearty, sympathizer, sport, pen pal, hobnobber, main man, abettor, friendly, well-wisher, abetter, confederate*** kabilar uzoq periferial zonadagi sinonimlar hisoblanadi.

Friend leksemasining antonimi esa enemy leksemasi bo‘lib, ushbu leksema ham o‘zining boy etimologik tarixi bilan ajralib turadi. Bu so‘z XIII asrning boshlarida “biror kishiga nisbatan nafratli va zarar yetkazishga intiluvchi” sifatida izohlangan. U qadimgi fransuzcha “enemi” so‘zidan kelib chiqqan bo‘lib, XII asrda paydo bo‘lgan, IX asrda esa “inimi” shaklida mavjud bo‘lgan.

“Enemy” so‘zining lotin ildizi “inimicus” bo‘lib, bu “do‘st emas” degan ma’noni anglatadi. Bu so‘z sifatdan kelib chiqqan ot bo‘lib, “dushman” yoki “begona” degan ma’nolarga ega. Lotin tilidagi “in-” prefiksi “emas” va “amicus” so‘zi “do‘st” degan ma’noni beradi.

[1] Elektron manba: https://www.oed.com/dictionary/friend_n?tl=true [Murojaat sanasi: 12.12.2024]

Enemy leksemasi ham keng sinonimik qatorga ega bo‘lib, leksikografik manbalarga ko‘ra ***opponent, foe, hostile*** kabilar eng yaqin sinonimlar hisoblansa, ***adversary, antagonist, attacker*** kabilar yaqin periferial zonadagi sinonimlardir. ***Archenemy, rival, competitor, combatant, invader, assailant, archfoe, nemesis, ill-wisher*** kabilar uzoq periferial zonadagi sinonimlar hisoblanadi.

NATIJALAR VA MUHOKAMALAR

Xar ikki tilda ham mazkur leksemalarning yadro va periferik zonalari mavjud bo‘lib, bu esa ushbu nominant leksemalarning sinonomik va antonomik paradigmalari orqali shakllanadi. Bunda tilshunoslikdagi leksik-semantik maydon nazariyasi tamoyillariga tayangan holda ingliz va o‘zbek tillarida do‘stlik va dushmanlik konseptlari verbalizatorlarining leksik va semantik maydoni aniqlanadi.

Mazkur maydonlarni aniqlab olish ingliz va o‘zbek tillarida do‘stlik va dushmanlik konseptlari ifodalovchi maqollar tadqiqida muhim ahamiyat kasb etadi. Masalan, ***friend*** leksemasi ishtirokida *“A friend in need is a friend indeed”* yoki *“Keep your friends close and your enemies closer”* kabi maqollar mavjud bo‘lsa ***buddy*** yoki ***pal*** leksemali orqali ham maqolalarni izlab topish imkoni paydo bo‘ladi.

Qolaversa sinonomik qatordagi leksemalar orqali maqolalarda semantik sinonomik munosabatni ham ko‘rishimiz mumkin. Masalan, quyidagi ingliz maqollarining birida ***friend*** leksemasi ikkinchisida esa uning sinonimi ***true companion*** leksemasi ishlatilmoqda va maqolning umumiy ma’nosi ham bir birini takrorlamoqda:

*A **friend** in need is a friend **indeed***

*A true **companion** is known in **adversity***

Qolaversa ushbu maqollarda ishlatilayotgan ***indeed*** va ***adversity*** leksemalari ham o‘zaro sinonimlik munosabatini ko‘rsatmoqda. Quyida yana huddi yuqoridagi maqol bilan sinonimlikni ifoda etayotgan boshqa bir ingliz maqolni misol qilib ko‘rsatishimiz mumkin:

*A **friend** in need is a friend **indeed***

*A true **ally** stands by you in times of **trouble***

O‘zbek tilida do‘stlik va dushmanlik konseptlarini ifodalovchi do‘st va dushman leksemalarining ham leksik tahlilini amalga oshirish o‘rinlidir. O‘zbek tilidagi "do‘st" leksemasi, o‘zaro yaqinlik, ahillik va inoq bo‘lishni anglatadi. Bu so‘zning etimologik tarixi qadimiy turkiy tillarga borib taqaladi. O‘zbek tilida “do‘st” leksemasi ikki yoki undan ortiq kishining bir-biriga bo‘lgan samimiy munosabatini, o‘zaro ishonch va yordamni ifodalaydi.

O‘zbek tilida do‘stlik munosabatini ifodalovchi leksemalar paradigmasini turlicha klassifikatsiya qilish mumkin. Do‘stlik munosabatidagi ***do‘st, o‘rtoq, birodar va oshna, sirdosh, dildosh*** kabi leksemalari yadro osti zonadagi sinonimlar hisoblanadi. ***Jigar, qadrdon, sherik, hamroh*** leksemalari esa yaqin periferial zonadagi. ***Hamkor, qadrdosh*** kabilar esa uzoq periferial zonadagi leksemalar hisoblanadi.

Do‘stlikka oid maqollarda sadoqat, ishonch va o‘zaro yordam kabi asosiy tushunchalar ta’kidlanganidek, hushyorlik, ehtiyotkorlik kabi hayotiy strategiyalar ham maslaxat beriladi. Masalan:

1. ***Sinalamagan do‘stga sir aytma***
2. ***Har kimni do‘stim dema, tandagi po‘stim dema***

Yuqorida ta’kidlangan maqollar uchun ingliz tilida ***Before you choose a friend eat a bushel of salt with him*** maqoli sinonim bo‘la oladi.

Dushmanlik munosabatlarini tasvirlaydigan maqollarni tahlil qilishda antonimik munosabatlarni o‘rganish tobora ortib bormoqda. Bu lingvistik konstruktsiyalar shaxslararo munosabatlardagi murakkab ijtimoiy-madaniy dinamikani yoritib semantik qarama-qarshiliklarni vujudga keltiradi. Masalan, ***Keep your friends close and your enemies closer*** va ***Avoid those who wish you harm*** maqollari insonlar orasida vujudga keladigan mojarolarda turli xil strategik yondashuvlarni tavsiya etadi va keskin antonimlik kontrastini ifodalaydi. Chunki ushbu ikki maqol semantik ma’nosiga ko‘ra bir birining zidini ko‘rsatmoqda.

A friend to all is a friend to none hamda ***An enemy of my enemy is my friend*** kabi maqollar esa ijtimoiy munosabatlarning soddalashtirilgan ikkilik talqiniga qarshi chiqadigan murakkab antonimik munosabatlarni ifoda etmoqda.

XULOSA

Ushbu maqolada do‘stlik va dushmanlik konseptlarini ifodalovchi maqollarning pragmatik tahlili o‘tkazildi. Maqola do‘stlik leksemasining sinonim qatorini o‘rganishga alohida e’tibor qaratgan bo‘lib, bu tahlil orqali o‘zbek va ingliz tillaridagi do‘stlik va dushmanlik tushunchalarining semantik maydonlari, pragmatik ma’nolari va lingvokulturologik xususiyatlari kengaytirilgan. Maqollarda do‘stlik va dushmanlikning ijtimoiy va madaniy kontekstda qanday aks etgani ko‘rsatilgan, shuningdek, sinonimlar va antonimlar orqali har bir konseptning murakkab tahlili amalga oshirilgan. Buning natijasida do‘stlik va dushmanlik haqidagi maqollarning tilshunoslikda qanchalik ahamiyatli ekanligi va ularning pragmatik maqsadlar bilan qanday bog‘langanligi haqida chuqurroq tushuncha hosil qilindi. Maqolada til va madaniyat o‘rtasidagi o‘zaro aloqalar hamda har bir so‘zning ijtimoiy kontekstdagi roli yoritilgan.

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INVESTIGATING THE PLOT STRUCTURES AND FUNDAMENTAL CONCEPTS OF CHIVALRIC ROMANCE

Nabiyeva Zulaykho Oribjon qizi
Doctoral student
Namangan state institute of foreign languages named after I'sakhan Ibrat
Z.Khamidbaeva@gmail.com

Abstract: With its stories of heroic knights, damsels in distress, and wondrous adventures, chivalric romance—a popular genre of medieval literature—captivated readers. The distinguishing traits of chivalric romance are examined in this article, with particular attention paid to the genre's common story structures, recurrent themes, and the underlying social and cultural ideals it expressed. We hope to shed light on the chivalric romance's timeless appeal and its role in the evolution of Western literature by examining well-known examples of the genre.

Key words: chivalric romance, knighthood, courtly love, heroic quests.

INTRODUCTION

The medieval period witnessed the rise of chivalric romance, a narrative genre that celebrated the ideals of knighthood, courtly love, and heroic quests. These tales, often written in verse or prose, transported audiences to a world of magic, chivalry, and adventure. While diverse in their specific narratives, chivalric romances share common plot elements and thematic concerns, reflecting the evolving social and cultural landscape of the time. This article explores the key characteristics of chivalric romance, analyzing its typical plot structures and delving into the core ideas that underpinned the genre. This paper will examine how these narratives shaped perceptions of heroism, love, and social order in the medieval imagination.

METHODS

Prominent works of chivalric romance, including as Sir Gawain and the Green Knight, Le Morte d'Arthur, and The Romance of the Rose, are closely read and analyzed in this study. The traditions and thematic concerns of the genre can be understood primarily from these pieces. Secondary sources, such as academic papers and critical essays on medieval literature, offer a variety of perspectives on the genre's importance as well as contextual information. Finding recurrent plot motifs, character archetypes, and the portrayal of important subjects like courtly love, chivalry, and the paranormal are the main goals of the analysis. Similarly, this paper will analyze the topic mainly based on different literary methods, where necessary compared and analyzed.

RESULTS

Gawain's test, a nearly insurmountable obstacle to his capacity to uphold honor and adhere to the chivalric code, is set against the gorgeous descriptions of an imagined past in Sir Gawain and the Green Knight. Gawain's journey is motivated by his desire to live and his desire to keep that code, which also presents temptations that could jeopardize its success. Three components of a chivalric romance are combined in the poem as it progresses toward resolution: challenge, temptation, and a winnings exchange. When the Green Knight, who represents spring, arrives into Arthur's court in the middle of winter, it serves as the inciting event. The restless monarch is waiting for a spectacular occurrence to break the court's complacency as Christmas celebrations get begun. The challenge Arthur craves is presented by the Green Knight. The court is in shock; death blows will be exchanged, but the Knight's green accessories, which are embellished with flowers and butterflies, represent rebirth. The court is energized by this chance to demonstrate its bravery. However, it soon realizes that Gawain will lose his life if he accepts the task. He cuts off the knight's head, but the body of the knight picks it up and keeps talking. Within a year, Gawain is supposed to locate the Green Chapel and be struck down. As the year goes on, the court becomes overshadowed by the threat to Gawain. As Gawain gets ready

to keep his pledge, the action picks up. By explaining Gawain's shield design, which stands for the qualities of chivalry in which Gawain excels—powers of observation, strength, fidelity, force of will, and knightly virtues (friendship, charity, civility, chastity, and piety)—the poet makes the stakes obvious. Gawain is perplexed by the character of the castle and its inhabitants. He tries his hardest to be the ideal guest, but he still can't sleep because he doesn't know where to meet the Green Knight. He honors the court, serves his host, and consents to the winnings being shared. Then he starts to be tempted. The lord of the castle, Gawain's host, goes hunting with his soldiers on each day of temptation. Additionally, Gawain is hunted on each of these three days—as the lady of the castle's lover. The woman entices Gawain to betray his host three times by accepting her invitation to engage in adultery, which is against both God and the hospitality law.

Chivalric romances typically follow a distinct plot structure, often involving a quest undertaken by a knight. This quest usually involves several key stages[2]:

The Call to Adventure: The knight is presented with a challenge or mission, often involving a perilous journey or a confrontation with a formidable opponent.

The Journey and Trials: As he sets off on his adventure, the knight faces numerous challenges and hardships that put his bravery, talent, and moral character to the test. These tests could be monster fights, magical creature encounters, or temptations that call into question his moral character.

The Damsel in Distress: A common motif is the rescue of a damsel in distress, who is often held captive by a villain or threatened by some danger. The knight's rescue of the damsel serves as a demonstration of his chivalric prowess and virtuous character.

Courtly Love: The theme of courtly love is central to many romances. The knight's love for a lady, often idealized and unattainable, inspires him to perform

[2] Chris Baldick (2008). "Chivalric Romance". The Oxford Dictionary of Literary Terms (3rd ed.). Oxford University Press. ISBN 978-0-19-172717-7. OCLC 4811919031.

heroic deeds and strive for excellence. This love is often characterized by its formality, reverence, and emphasis on spiritual rather than physical attraction[3].

The Climax and Resolution: The quest culminates in a final confrontation, where the knight must overcome the ultimate challenge and achieve his goal. This may involve defeating a powerful enemy, retrieving a sacred object, or rescuing the damsel. The successful completion of the quest signifies the knight's achievement of heroic status and the affirmation of chivalric ideals. Beyond plot structure, several recurring themes define the genre:

Chivalry: The code of chivalry, with its emphasis on honor, courage, loyalty, and courtesy, is central to the portrayal of knights in these romances.

Courtly Love: As mentioned above, the idealized and often unattainable love between a knight and a lady plays a significant role.

The Supernatural: Magic, enchantments, and encounters with mythical creatures are common elements, adding a dimension of wonder and fantasy to the narratives.

Religion: Religious faith often plays a role, influencing the knight's actions and providing a moral framework for the narrative.

DISCUSSION

In addition to providing amusement, chivalric romance was a means of promoting and reiterating social and cultural ideals. By influencing the behavior of the aristocratic elite and forming the ideal knight, the genre promoted the values of chivalry. The emphasis on courtly love contributed to the development of conceptions of romantic love and its connection to social rank and morality. In addition, the romances' fanciful aspects offered a respite from the harsh reality of medieval existence while delving deeper into issues of morality, bravery, and the nature of good and evil. The romantic form sought the wish-fulfillment dream, in which the villains represented the threat to the era's dominance and the heroes and heroines were seen as symbols of its ideals[4]. A recurrent archetype that involves a

[3] Sandner, David (2004). Fantastic Literature: A Critical Reader. Westport, CT: Praeger. p. 108. ISBN 0275980537.
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hero's quest is also present. The narrative was held together by the structure of this quest or voyage. Scholars acknowledge that the romance is akin to folk stories in terms of structure. According to Vladimir Popp, this genre has a basic shape that consists of the initial circumstance, departure, complexity, first move, second move, and resolution in that order[5]. Stories about romance can also use this format. The genre of romance dealt with classic topics, unlike the later form of the novel and similar to the chansons de geste[6]. Their frequent use of a network of interwoven storylines, rather than a straightforward plot around a main character, and their great reliance on wondrous happenings and love-related motifs set them apart from preceding epics.

CONCLUSION

Chivalric romance represents a significant genre in the history of Western literature. Its distinctive plot structures, recurring themes, and idealized portrayal of knighthood and courtly love have left a lasting legacy. By examining these narratives, we gain insights into the social, cultural, and imaginative world of the medieval period. The enduring appeal of chivalric romance lies in its ability to transport audiences to a world of adventure, magic, and heroic deeds, while simultaneously exploring timeless themes of love, courage, and the pursuit of ideals. Further research could explore the evolution of the genre over time, its influence on later literary works, and its reception in different cultural contexts.

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ZULLISONAYN ADIBLAR VA ULARNING TARJIMASHUNOSLIKKA QO‘SHGAN HISSALARI

Po‘latova Go‘zaloy Zoidjon qizi
Namangan davlati chet tillari instituti
1-kurs talabasi
Tel:77 013 15 09
Tulanboyeva Dildoraxon
Namangan davlat chet tillari instituti o‘qituvchisi

Annotatsiya:Maqolada siz yozuv nima ekanligi,uning turlari,qanchalik muhim ahamiyatga ega ekanligi,madaniyatning ajralmas qismi ekanligi haqida ma'lumotga ega bo'lishingiz mumkin .

Kalit so'zlar:raqamli yozuv,grafik yozuv,ijtimoiy tarmoqlarga xos yozuv,ilmiy va rasmiy yozuv.

Аннотация:В статье вы сможете получить информацию о том, что такое письменность, ее виды, насколько она важна и насколько она является неотъемлемой частью культуры.

Ключевые слова:цифровое письмо, графическое письмо, письмо в социальных сетях, научное и официальное письмо.

Annotation:In the article, you can learn about what writing is, its types, how important it is, and how it is an integral part of culture.

Key words:digital writing, graphic writing, social media writing, scientific and formal writing.

KIRISH

Yozuv insoniyat tarixidagi eng buyuk ixtirolardan biri bo‘lib, u axborotni saqlash, uzatish va jamiyatni rivojlantirish uchun xizmat qiladi.Yozuv taxminan 5 000 yil avval paydo bo‘lgan. Dastlabki yozuv shakllari rasmlar(piktogrammalar)

tarzida bo‘lib, odamlar tosh, loy va devorlarga o‘z fikrlarini chizib qoldirganlar.Yozuv insoniyat madaniyatining asosiy qismi bo‘lib, u jamiyatning rivojlanishi, bilim va tajribaning avloddan-avlodga o‘tishida muhim rol o‘ynagan. Bugungi kunda yozuvning turli shakllari axborot almashishning ajralmas qismiga aylangan.

TADQIQOT METODOLOGIYASI

Zamonaviy yozuv nima?Zamonaviy yozuv – bu hozirgi davrda foydalaniladigan yozuv shakllari, texnologiyalari va uslublarining umumiy atamasidir. U harflar, belgilar yoki raqamlar orqali fikrni ifodalash uchun qo‘llaniladi. Zamonaviy yozuv klassik qo‘l yozuvidan farqli ravishda, turli texnologiyalar va yangi uslublar bilan boyitilgan.

Zamonaviy yozuv turlari

Raqamli yozuv-bu kompyuter,smartfon,planshet va boshqa elektron qurilmalar yordamida matn yozish,saqlash va uzatish jarayoni.U an'anaviy qòl yozuviga qaraganda tezroq va samaraliroq bòlib,global axborot almashinuvi uchun asosiy vositaga aylangan.Raqamli yozuv – kompyuter yoki smartfon yordamida yozilgan matn (blog postlari, ijtimoiy tarmoq postlari, elektron pochta).

Grafik yozuv – Chizilgan belgilar,grafik shakllar,piktogrammalar,typografika yordamida axborotni ifodalash usuli(san’at va dizaynda qo‘llaniladigan vizual ifodalarga asoslangan yozuv).

Ijtimoiy tarmoqlarga xos yozuv – qisqartirilgan gaplar, hashtaglar va emojilar bilan boyitilgan matnlar.Ijtimoiy tarmoqlarga xos yozuv – bu Facebook, Instagram, Twitter (X), Telegram, TikTok va boshqa platformalarda ishlatiladigan maxsus yozish uslubi bo‘lib, u tezkorlik, qisqalik va ta’sirchanlik bilan ajralib turadi.Qisqalik va aniqlik – Uzoq matnlar o‘rniga qisqa, tushunarli va lo‘nda gaplar ishlatiladi. Emojilar bilan boyitish – Matnga hissiyot qo‘shish yoki ifodani kuchaytirish uchun emojilardan foydalaniladi. Hashtaglar (#) – Tegishli mavzularni ajratish va qidiruv tizimlarida matnni topish oson bo‘lishi uchun qo‘llaniladi.Qisqartmalarva slenglar – Tilni yanada sodda va tezkor qilish uchun qisqa so‘zlar yoki inglizcha

qisqartmalardan foydalaniladi (masalan, LOL – "Laugh Out Loud", OMG – "Oh My God").

Interaktivlik – Ko‘pincha savollar, javoblar, so‘rovnomalar va izohlarga chaqiruvlar bilan boyitiladi.

Ijtimoiy tarmoqlarga xos yozuv – bu zamonaviy tezkor aloqa usuli bo‘lib, u qisqa, ta’sirchan va o‘quvchilar e’tiborini jalb qilishga mo‘ljallangan. Raqamli dunyoda samarali muloqot qilish uchun ushbu yozuv uslubini yaxshi o‘zlashtirish .

Ilmiy va rasmiy yozuv – akademik va huquqiy matnlar, hujjatlar, texnik ko‘rsatmalar.

XULOSA

Umuman olganda, zamonaviy yozuv – bu kommunikatsiyaning yangi bosqichi bo‘lib, texnologiya va inson ehtiyojlariga mos ravishda rivojlanmoqda.Yozuv insoniyat madaniyatining asosiy qismi bo'lib,u jamiyatning rivojlanishi,bilim va tajribaning avloddan-avlodga o'tishida muhim rol o'ynagan.Bugungi kunda yozuvning turli shakllari axborot almashishning ajralmas qismiga aylangan.

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ISLOMIY DISKURS VA'ZLARINING ASOSIY LINGVISTIK JIHATLARI

Rashidova Dilnoza
DTPI tayanch-doktorant
d.rashidova@dtpi.uz
+998974422356

Annotatsiya: Ushbu tadqiqot islom va'zlarida qo'llaniladigan lingvistik xususiyatlarni o'rganib, diniy nutqda tilning o'rni haqidagi tushunchamizni chuqurlashtirishga qaratilgan. Tadqiqot turli kontekstlar va diniy an'analar bo'yicha diniy nutqning lingvistik jihatlarini yanada chuqurroq o'rganishni rag'batlantiradi va pirovardida diniy muhitda e'tiqod va munosabatlarni shakllantirishda tilning rolini yoritadi.

Kalit so'zlar: islomiy va'zlar, lingvistik xususiyatlar, din va til

Abstract: This study aims to deepen our understanding of the role of language in religious discourse by examining the linguistic features used in Islamic sermons. The study encourages further exploration of the linguistic aspects of religious discourse across different contexts and religious traditions, and ultimately sheds light on the role of language in shaping beliefs and attitudes in religious settings.

Keywords: Islamic sermons, linguistic features, religion and language

Аннотация: Целью данного исследования является углубление нашего понимания роли языка в религиозном дискурсе путем изучения языковых особенностей, используемых в исламских проповедях. Исследование поощряет дальнейшее изучение лингвистических аспектов религиозного дискурса в различных контекстах и религиозных традициях и в конечном итоге проливает свет на роль языка в формировании убеждений и установок в религиозных условиях.

Ключевые слова: исламские проповеди, проповедь, языковые особенности, религия и язык.

Din va til insoniyat jamiyatlarining har doim bir-biri bilan chambarchas bog'liq bo'lgan ikkita asosiy jihatidir. Diniy matnlar, diniy marosimlar va ta'limotlar odatda til orqali ifodalanadi, bu nafaqat ilohiy tushunchani shakllantiradi, balki til amaliyot va muloqot uslubiga ham ta'sir qiladi. Diniy nutqni o'rganish diniy g'oyalarni yetkazish va dindorlar o'rtasida hamjamiyat tuyg'usini rivojlantirish uchun tildan foydalanish usullari haqida qimmatli fikrlarni ham beradi.

Va’zlar deb nomlanuvchi islomiy ma'ruzalar, islom diniy amaliyotining muhim tarkibiy qismidir. Bu ma’ruzalar ma’naviy-axloqiy yo‘l-yo‘riq ko‘rsatish, musulmonlar jamiyati uchun dolzarb bo‘lgan masalalarni ko‘rib chiqish, islom ta’limotlariga amal qilishga undashdan iborat[1]. Shu jihatidan ular diniy ma’ruzachilar o'z nutqlarida qo'llagan lingvistik xususiyatlarni o'rganish uchun boy ma'lumotlar manbaidir.

Islomiy va'zlarning lingvistik jihatlarini tushunish musulmon jamoasining diniy, madaniy va ijtimoiy jihatlarini chuqurroq tushunishga yordam beradi. Bundan tashqari, u diniy e'tiqod va amaliyotlarni shakllantirishda tilning o'rni haqidagi bilimimizni oshirishi, shuningdek, turli e'tiqod an'analari va diniy nutq bo'yicha kelajakdagi tadqiqotlarga ma'lumot berishi mumkin.

Islomiy ma’ruzalar yoki va’zlar musulmon jamiyatida diniy nutqning muhim shakli hisoblanadi. Islomiy va'zlarning lingvistik xususiyatlariga oid oldingi tadqiqotlar Qur'on iqtiboslari, hadislar va islom tarixi va olimlariga havolalar [2] kabi bir nechta takrorlanadigan jihatlarni aniqladi. Bundan tashqari, islom va'zlarida ritm tuyg'usini yaratish va nutqning ishontirish ta'sirini kuchaytirish uchun ko'pincha parallellik, takrorlash va ritorik savollar kabi maxsus grammatik tuzilmalar va ritorik vositalar qo'llaniladi [3].

Bundan tashqari, islomiy va'zlardagi lug'aviy tanlovlar Qur'on tili sifatida qaraladigan va shuning uchun yuqori darajadagi mavqe’ga ega bo'lgan klassik arab tiliga ustunlik berish bilan tavsiflanadi[4]. Tilning bunday tanlovi nutqda

muqaddaslik va ehtirom tuyg'usini o'rnatishga yordam beradigan aniq diniy registrni yaratishga yordam beradi[5].

Islomiy va'zlarning tuzilishi odatda markaziy mavzu atrofida tashkil etilgan bo'lib, u diniy matnlar, tarixiy voqealar va shaxsiy tajribalardan olingan bir qator dalillar, va misollar orqali ishlab chiqilgan[6]. Va'zlar odatda Xudoga iltijo qilish va maqsad bayoni bilan boshlanadi, so'ngra asosiy dalillarni o'z ichiga olgan va'zning asosiy qismi keladi. Va'z duo va harakatga da'vat bilan yakunlanadi, tinglovchilarni olingan saboqlarni kundalik hayotlarida qo'llashga undaydi[7].

Islomiy va'zlarning yana bir muhim jihati - mavhum diniy tushunchalarni aniqroq va tushunarliroq so'zlar bilan ko'rsatishga xizmat qiluvchi metafora va majoziy tildan foydalanishdir[8]. Islom ma'ruzalarida keng tarqalgan metaforalarga hayotni "sayohat", qalbni "idish", iymonni esa "nur" yoki "daraxt" sifatida tasvirlash kiradi[9]. Ushbu metaforalar nafaqat va'zlarning lingvistik tuzilishini boyitibgina qolmay, balki tinglovchilar o'rtasida umumiy tushunish va hissiy rezonans yaratishga yordam beradi[10].

Va'zlarda ayrim hollarda monolog tarzida va'zlar bayon etilganda ham savol-javob uyg'unligiga erishiladi. Diniy va'zlarda ko'p hollarda auditoriyaga savol beriladi. Bu ritorik so'roq bo'lib, bunda odatda adresatdan javob kutilmaydi, va'zxon o'z savoliga o'zi javob beradi[11].

Pragmatik nuqtai nazardan, islom va'zlarida ko'pincha turli xil ta'sirchan kuchlarni yetkazish va tinglovchilarning munosabati va xatti-harakatlariga ta'sir qilish uchun ko'rsatmalar, buyruqlar va ifodalar kabi nutqiy harakatlar qo'llaniladi. Misol uchun, ma'ruzachi tinglovchilarni diniy ta'limotlarga rioya qilishga undash uchun imperativlardan foydalanishi, ularga ilohiy mukofotlar berishga va'da berish, kamtarlik va samimiylik tuyg'usini yetkazish uchun minnatdorchilik yoki pushaymonlik izhor etishi mumkin[13].

Va nihoyat, islomiy ma'ruzalarda aytiladigan kontekst ham ularning til xususiyatlarini shakllantirishi mumkin. Ijtimoiy-siyosiy muhit, tinglovchilarning madaniy kelib chiqishi, ma'ruzachining shaxsiy e'tiqodi va tajribasi kabi omillar

mavzu tanlashga, bahslashish uslubiga va alohida til resurslaridan foydalanishga ta’sir qilishi mumkin[14].

Xulosa qilib aytadigan bo‘lsak, islom ma’ruzalarining til xususiyatlari diniy an’analar, ritorik strategiyalar va kontekst omillarining murakkab o‘zaro ta’sirida shakllanadi. Bu xususiyatlarni chuqurroq tadqiq qilish orqali olimlar tilning islom kontekstida diniy ma’no va o‘zlikni shakllantirish va aloqa qilishdagi o‘rni haqida qimmatli fikrlarga ega bo‘lishlari mumkin.

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THE DIFFERENCE BETWEEN CONSECUTIVE AND SIMULTANEOUS TRANSLATION

Raxmonaliyeva Rayxona
Second year student of NamSIFL

Abstract: The language factor is of great importance in ensuring effective communication. Therefore, the demand for specialists who can provide real-time translation—oral interpreters—is increasing. Consecutive interpretation is the earliest form of oral translation. To perform consecutive interpretation of spoken speech, an interpreter must have the skill to accurately and quickly take notes.Simultaneous interpretation, the real-time conversion of spoken content from one language to another, is a complex cognitive task that requires unique linguistic abilities and cognitive processes. This study focuses on the challenges between consecutive and simultaneous translation.

Key words: target language, consecutive interpretation, source language, simultaneous interpretation, interlingual translation, historical translation.

Аннотация: Языковой фактор играет важную роль в обеспечении эффективной коммуникации. Поэтому растёт спрос на специалистов, способных осуществлять перевод в реальном времени — устных переводчиков. Последовательный перевод является самой ранней формой устного перевода. Для выполнения последовательного перевода устной речи переводчик должен обладать навыками точного и быстрого ведения записей.Синхронный перевод, представляющий собой перевод устного высказывания с одного языка на другой в режиме реального времени, является сложной когнитивной задачей, требующей уникальных лингвистических способностей и когнитивных процессов. Данное исследование сосредоточено на сравнении сложностей последовательного и синхронного перевода.

Ключевые слова: целевой язык, последовательный перевод, исходный язык, синхронный перевод, межъязыковой перевод, исторический перевод.

Annotatsiya: Til omili samarali muloqotni ta’minlashda juda muhim ahamiyatga ega. Shuning uchun real vaqt rejimida tarjima qila oladigan mutaxassislar – og‘zaki tarjimonlarga bo‘lgan talab ortib bormoqda. Ketma-ket tarjima og‘zaki tarjimaning eng qadimgi shaklidir. Ketma-ket tarjima qilish uchun tarjimon nutqni to‘g‘ri va tez qayd etish mahoratiga ega bo‘lishi kerak.Sinxron tarjima, ya’ni so‘zlashuv mazmunini bir tildan ikkinchi tilga real vaqtda o‘girish, murakkab kognitiv vazifa bo‘lib, o‘ziga xos lingvistik qobiliyat va kognitiv jarayonlarni talab qiladi. Ushbu tadqiqot ketma-ket va sinxron tarjima o‘rtasidagi qiyinchiliklarni o‘rganishga qaratilgan**.**

Kalit so‘zlar: maqsad tili, ketma-ket tarjima, manba tili, sinxron tarjima, tillararo tarjima, tarixiy tarjima.

INTRODUCTION

Translation is a special kind of spiritual activity of a person, aimed at linguistic mediation. According to the time of correlation to the original message, there are two types of interpretation: consecutive and simulataneous interpretation. Naturally, these two types of interpretation differ from each other. This article discusses these differences.

SIMULTANEOUS TRANSLATION

Simultaneous interpretation is divided into the following types:

- simultaneous interpreting, when the interpreter sits in the interpreter's booth, perceives the speaker's speech through headphones and speaks the translation into the microphone;
- interpreting from the sheet of paper simultaneously with reading aloud text;
- "whispering", which involves the interpreter synchronously interpreting into the client's ear;

- Sign language interpretation, in which the interpreter communicates the message in the visual-gesture form (for deaf recipients);
- simultaneous interpreting of the film text, which implies translation of the replicas of characters with the support of montage sheets and visual rows.Simultaneous interpreting takes place simultaneously with the auditory perception of the message and assumes the work of the interpreter with the interpreter using special technical equipment. Simultaneous interpretation from Sheet-based simultaneous interpretation is carried out simultaneously with visual perception of the source visual perception of the source text. Consecutive translation also implies the simultaneous some actions at the same time: listening and writing, reading the translation record and speaking. Obviously, all types of interpreting have a common feature - a temporary combination of performed speech-thought activities.

Simultaneous perception (listening, reading) and thinking interpreter's activity, small amount of time for reflection, holding a variety of information in the memory, the necessity of high concentration and distribution of attention, stressful conditions testify to the intensity of involvement mental mechanisms.

The distinctive features of simultaneous interpretation and consecutive translation are a greater separation in time between perception of the text in the source language and generation of the message in the target language language of translation, the need to retain information in working memory in the case of consecutive interpretation and intensive involvement short-term memory in case of simultaneous interpretation and the need to the necessity to use a translation record.

CONSECUTIVE TRANSLATION

The forms of consecutive interpretation are:

- self-sequential translation with recording, which implies recording while listening to the original message and generating translation with reliance on this recording after the end large fragment of speech;

- paragraph-by-paragraph interpreting, which is performed without recording fragments of speech during the speaker's pauses.

Consecutive interpreting, as mentioned above, can be as mentioned above, can be one-way or two-way, with or without note-taking, complete or abbreviated.

Diving into a more detailed consideration of consecutive interpretation. Most often, consecutive interpreting is understood as a professional type of interpreting activity that involves aural interpretation with recordings. In relation to consecutive interpreting the interpreter's chain of actions can be presented as follows:

The interpreter translates an audible message, takes notes as it is spoken, and generates a message in the target language on the basis of the notes. The interpreter's inner motive is to analyze, understanding and remembering the information, and the external motive is to generate message in the target language.

The specifics of consecutive interpreting, first of all, determined by the general differences between interpretation and translation. These differences are widely enough covered in the works of both domestic and foreign researchers. Before examining the differences of consecutive and simultaneous translations, let us dwell on the most essential differences between interpretation and translation.

One of them is the difference in types of perception (for interpretation translation - auditory, for writing - the visual). It should be assumed that is also indicative of the embedded proceduralism of interpreting of translation, which implies the activity of mental mechanisms and passivity of these mechanisms in the course of written translation.

DISCUSSION

Simultaneous interpreting takes place simultaneously with the auditory perception of the message and assumes the work of the interpreter with the interpreter using special technical equipment. Simultaneous interpretation from Sheet-based simultaneous interpretation is carried out simultaneously with visual perception of the source visual perception of the source text. Consecutive translation also implies the simultaneous some actions at the same time: listening and

writing, reading the translation record and speaking. Apparently, all types of interpreting have a common feature - a temporary combination of performed speech-thought activities.

Simultaneous perception (listening, reading) and thinking interpreter's activity, small amount of time for reflection, holding a variety of information in the memory, the necessity of high concentration and distribution of attention, stressful conditions testify to the intensity of involvement mental mechanisms.

The distinctive features of simultaneous interpretation and consecutive translation are a greater separation in time between perception of the text in the source language and generation of the message in the target language language of translation, the need to retain information in working memory in the case of consecutive interpretation and intensive involvement short-term memory in case of simultaneous interpretation and the need to the necessity to use a translation record.

CONCLUSION

By examining the two famous types of translation, it can be concluded that both consecutive and simultaneous translation play crucial roles in facilitating communication across languages. Consecutive translation, which involves translating after the speaker pauses, is ideal for smaller settings such as meetings, interviews, and legal proceedings. It allows for accuracy and deeper understanding but may take more time. On the other hand, simultaneous translation occurs in real time, making it essential for large conferences, live broadcasts, and international events where speed is a priority. While it enhances efficiency, it requires advanced skills and specialized equipment. Choosing between these methods depends on the context, audience, and the need for accuracy versus immediacy.

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SHARQ VA G‘ARB ADABIYOTIDA VAQT METAFORASINING STILISTIK FARQLARI

Yunusova Halima Madaminovna
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti
1-bosqich magistranti
yunusovahalima2002@gmail.com
+998934956015

Annotatsiya: Mazkur maqolada Sharq va G‘arb adabiyotida vaqt metaforasining stilistik talqini, uning poetik va falsafiy mazmuni tahlil qilinadi. Vaqt tushunchasi har bir madaniyat va adabiy an’anada o‘ziga xos tarzda aks ettirilgan bo‘lib, Sharq adabiyotida vaqt ko‘pincha tsiklik, abadiylik va taqdir tushunchalari bilan uyg‘unlashgan, G‘arb adabiyotida esa chiziqli rivojlanish, subyektiv vaqt kechishi va psixologik o‘zgarishlar bilan bog‘liq holda tasvirlanadi.

Maqolada Sharq adabiyotidan Alisher Navoiy, Fuzuliy va Umar Xayyom kabi ijodkorlarning asarlaridagi vaqt tasvirlari, G‘arb adabiyotidan esa Shekspir, Prust va Joys kabi mualliflarning badiiy matnlarida vaqt metaforasi qanday shakllangani tahlil qilinadi. Vaqt metaforasining stilistik xususiyatlari adabiy tahlil va qiyosiy usullar asosida o‘rganilib, uning adabiy obraz yaratish, qahramon kechinmalarini ifodalash va asarning umumiy estetik qiyofasini shakllantirishdagi o‘rni ochib beriladi.

Kalit so‘zlar: vaqt metaforasi, Sharq adabiyoti, G‘arb adabiyoti, stilistik xususiyatlar, poetik vaqt, chiziqli vaqt, tsiklik vaqt, taqdir, subyektiv vaqt kechishi.

Аннотация: В данной статье рассматриваются стилистические различия метафоры времени в восточной и западной литературе, а также ее поэтическое и философское значение. Понятие времени в каждой литературной традиции представлено по-разному: в восточной литературе оно чаще всего связано с цикличностью, вечностью и предопределенностью, в то время как в западной

литературе время воспринимается линейно, субъективно и в контексте психологических изменений.

В статье анализируются представления о времени в произведениях таких восточных авторов, как Алишер Навои, Физули и Омар Хайям, а также западных писателей, включая Шекспира, Пруста и Джойса. Стилистические особенности метафоры времени рассматриваются через литературный анализ и сравнительное исследование, уделяя особое внимание роли времени в создании художественного образа, выражении переживаний персонажей и формировании эстетики произведения.

Ключевые слова: метафора времени, восточная литература, западная литература, стилистические особенности, поэтическое время, линейное время, цикличность времени, судьба, субъективное восприятие времени.

Abstract: This article examines the stylistic differences in the metaphor of time in Eastern and Western literature, as well as its poetic and philosophical significance. The concept of time is interpreted differently in each literary tradition: in Eastern literature, it is often associated with cyclicality, eternity, and destiny, while in Western literature, time is perceived as linear, subjective, and linked to psychological transformation.

The study analyzes representations of time in the works of Eastern authors such as Alisher Navoi, Fuzuli, and Omar Khayyam, as well as Western writers including Shakespeare, Proust, and Joyce. The stylistic features of time metaphors are explored through literary analysis and comparative research, emphasizing their role in shaping artistic imagery, expressing character emotions, and defining the aesthetic structure of literary works.

Key words: time metaphor, Eastern literature, Western literature, stylistic features, poetic time, linear time, cyclic time, destiny, subjective perception of time.

KIRISH

Adabiyotda vaqt tushunchasi muhim badiiy vositalardan biri bo‘lib, u turli madaniyat va adabiy an’analarda o‘ziga xos talqin qilinadi. Xususan, Sharq va G‘arb

adabiyotida vaqt metaforasining stilistik jihatdan ifodalanishi turlicha kechadi. Sharq adabiyotida vaqt ko‘proq tsiklik, abadiylik va mutlaq haqiqat bilan bog‘liq holda tasvirlansa, G‘arb adabiyotida vaqt chiziqli, o‘tkinchi va dinamik kategoriya sifatida aks etadi. Ushbu tadqiqot ana shu ikki adabiy makonda vaqt metaforasining stilistik xususiyatlarini aniqlash va ularning o‘zaro farqlarini tahlil qilishga qaratilgan.

TADQIQOTNING DOLZARBLIGI

Sharq va G‘arb adabiyoti o‘rtasidagi badiiy tafakkur farqlari ko‘plab tadqiqotchilar tomonidan o‘rganilgan bo‘lsa-da, vaqt metaforasining stilistik jihatdan ifodalanishi hali yetarlicha chuqur o‘rganilmagan. Ayniqsa, badiiy matnlarda vaqt metaforasining qo‘llanish usullari, ularning obrazlilik darajasi va semantik yuklamalari chuqur tahlil talab etadi. Shu sababli, ushbu mavzu zamonaviy adabiyotshunoslik uchun dolzarb va muhim yo‘nalishlardan biri hisoblanadi.

TADQIQOTNING MAQSADI VA VAZIFALARI

Mazkur tadqiqotning asosiy maqsadi Sharq va G‘arb adabiyotida vaqt metaforasining stilistik farqlarini tahlil qilishdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilangan:

1. Vaqt metaforasining nazariy asoslarini o‘rganish va uni adabiyotshunoslik nuqtayi nazaridan tahlil qilish.
2. Sharq adabiyotida vaqt tushunchasining poetik ifodalanish usullarini aniqlash.
3. G‘arb adabiyotida vaqt metaforasining stilistik xususiyatlarini tadqiq etish.
4. Ikkala adabiy makondagi vaqt metaforalari o‘rtasidagi o‘xshashlik va farqlarni aniqlash.
5. Olingan natijalar asosida adabiyotda vaqt metaforasining ahamiyatini belgilash va stilistik xususiyatlarini umumlashtirish.

Ushbu tadqiqot Sharq va G‘arb adabiyotidagi vaqt konsepsiyasini stilistik jihatdan solishtirishga, badiiy asarlardagi metaforik ifoda vositalarini chuqurroq anglashga va adabiyotshunoslik ilmida yangi yondashuvlarni shakllantirishga xizmat qiladi.Tadqiqotning ilmiy asoslarini mustahkamlash maqsadida Sharq va G‘arb adabiyotlarida vaqt metaforasi bilan bog‘liq mavjud nazariy va amaliy ishlanmalar

tahlil qilindi. Tadqiqotda adabiyotshunoslik, lingvistika va falsafiy nazariyalarga asoslangan manbalar o‘rganilib, vaqt metaforasining badiiy asarlardagi o‘ziga xosligi ko‘rib chiqildi.

Tadqiqotda quyidagi metodlardan foydalanildi:

1. **Qiyosiy-tahliliy metod** - Sharq va G‘arb adabiyotidagi vaqt metaforalarining farqli jihatlarini aniqlash uchun qo‘llanildi.
2. **Semantik tahlil** - Badiiy matnlarda vaqt tushunchasining semantik xususiyatlarini ochib berish uchun ishlatildi.
3. **Strukturaviy tahlil** - Metaforik ifodalar tarkibini aniqlash va ularning matndagi o‘rni hamda vazifasini belgilash uchun qo‘llanildi.
4. **Kontekstual tahlil** - Metaforik ifodalarni tarixiy va madaniy kontekstga bog‘lab o‘rganish uchun foydalanildi.
5. **Statistik metod** - Tadqiqot davomida olingan ma’lumotlarni tizimlashtirish va umumlashtirish maqsadida qo‘llanildi.

Ushbu metodlar asosida tadqiqotning ilmiy asosi mustahkamlanib, vaqt metaforasining Sharq va G‘arb adabiyotidagi stilistik xususiyatlarini aniqlashga yordam beradi.

Tadqiqot natijalari shuni ko‘rsatadiki, Sharq adabiyotida vaqt metaforasi asosan doiraviylik, abadiylik va falsafiy chuqurlik bilan bog‘liq holda tasvirlanadi. Bu, ayniqsa, sufiyona adabiyot va Sharq falsafasida yaqqol namoyon bo‘ladi. G‘arb adabiyotida esa vaqt chiziqli, dinamik va o‘zgaruvchan hodisa sifatida aks ettiriladi.

Bunday yondashuv tarixiy taraqqiyot va modernizm ta’siri bilan izohlanadi. Shuningdek, tadqiqot davomida ba’zi muammolar ham aniqlandi. Birinchidan, vaqt metaforasining adabiyotdagi roli hali ham to‘liq o‘rganilmagan sohalardan biri bo‘lib qolmoqda. Ikkinchidan, Sharq va G‘arb adabiyotining o‘zaro ta’sir darajasi va metaforik uslublarning sintezi chuqurroq tadqiqot talab etadi. Uchinchidan, zamonaviy adabiyotda vaqt metaforasining yangicha talqini va uning stilistik o‘zgarishlari alohida e’tibor talab qiladi.

Kelgusidagi tadqiqotlar ushbu muammolarni hal qilishga qaratilishi lozim. Xususan, vaqt metaforasining qo‘llanilish xususiyatlarini yanada kengroq adabiy makonlarda o‘rganish, madaniy va lingvistik jihatdan tahlil qilish muhim ahamiyat kasb etadi.

XULOSA

Ushbu tadqiqot natijalariga ko‘ra, Sharq va G‘arb adabiyotlarida vaqt metaforasining stilistik talqini o‘ziga xos xususiyatlarga ega ekanligi aniqlandi. Sharq adabiyotida vaqt abadiylik va falsafiy chuqurlik bilan bog‘liq holda talqin qilinsa, G‘arb adabiyotida u progressiv, dinamik va o‘tkinchi tushuncha sifatida aks etadi. Tadqiqot Sharq va G‘arb adabiyotlaridagi metaforik uslublarni solishtirish imkonini berdi va vaqt konsepsiyasining badiiy asarlarda qanday stilistik usullar bilan ifodalanganini ochib berdi.

Tadqiqot davomida aniqlangan natijalar kelajakda adabiyotshunoslik, lingvistika va falsafa fanlarida yangi yondashuvlarni ishlab chiqishga zamin yaratadi. Vaqt metaforasining adabiyotdagi o‘rni yanada chuqur o‘rganilishi lozim va kelajak tadqiqotlarda uning boshqa badiiy vositalar bilan bog‘liqligi ham tahlil qilinishi kerak.

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NEMIS TARJIMONI INGEBORG BALDAUFNING SHUKRULLO YUSUPOV “KAFANSIZ KO‘MILGANLAR” (DIE OHNE LEICHENTUCH BEGRABENEN) ASARI HAQIDA FIKRLARI

Yusupova Umida Inomovna
Namangan davlat chet tillar instituti
Nemis va fransuz tillari katta o‘qituvchisi
E-mail: umidayusupova222@gmail.com, Tel: 902791982
Biloldinova Saida
GER-AU-22 talabasi

Annotatsiya: Ushbu maqolada Ingeborg Baldaufning "Kafansiz ko‘milganlar" asari haqida fikrlari yoritilgan .Asar va uning mazmuni, shuningdek, muallifning dunyoqarashi va adabiy uslubi haqida umumiy tahlilni o‘z ichiga oladi. Maqolada Baldaufning insoniyatning og‘ir ijtimoiy sharoitlaridagi holatni tasvirlashda qanday yondashuvlarni qo‘llaganligi, uning asaridagi asosiy mavzular va qahramonlarning ruhiy holatlari haqida fikrlar bildiriladi. Shuningdek, maqolada asar orqali muallif Shukrulloning o‘tmishdagi jarohatlar va ularning hozirgi davrga ta'siri haqida qanday ma'lumotlarni aks ettirishi tahlil qilinadi. Maqola Baldaufning adabiyotdagi o‘rni va uning asarining o‘ziga xos jihatlarini chuqur o‘rganishga yo‘naltirilgan.

Kalit so‘zlar:qahramon, tarjimon, badiiy asar, adabiy uslub, ruhiy holat.

Аннотация : В данной статье излагаются мысли Ингеборги Бальдауф о произведении «Похороненные без саванов». Она включает общий анализ произведения и его содержания, а также мировоззрение и литературный стиль автора. В статье описывается подход Бальдауфа к изображению тяжелых социальных условий человечества, основных тем его творчества, душевных состояний героев. Также в статье анализируется, как автор Шукрулло через произведение отражает информацию о прошлых травмах и их влиянии на

настоящее время. Статья посвящена углубленному исследованию места Бальдауфа в литературе и уникальных аспектов его творчества.

Ключевые слова: герой, переводчик, художественное произведение, литературный стиль, душевное состояние.

Abstract : This article covers Ingeborg Baldauf's thoughts on the work "Buried Without Shrouds". It includes a general analysis of the work and its content, as well as the author's worldview and literary style. The article describes Baldauf's approach to portraying the difficult social conditions of humanity, the main themes of his work, and the mental states of the characters. Also, the article analyzes how the author Shukrullo reflects information about past injuries and their impact on the present time through the work. The article is focused on an in-depth study of Baldauf's place in literature and the unique aspects of his work.

Key words: hero, translator, artistic work, literary style, mental state

KIRISH

Badiiy va ijodiy jarayon sifatida tan olingan badiiy asarlar tarjimalarining tarixi va bugungi kun holati bilan bog‘liq ko‘plab masalalar o‘rganilmaganligicha qolmoqda. Shu bilan birga, badiiy asarlarni o‘zbek tiliga va o‘zbek tilidan boshqa tillarga tarjima qilish jarayoni o‘zining tarixiy rivojlanishi bosqichlarida olimlar diqqat-e’tiborini jalb qilib kelgan. O‘zbekistonda badiiy tarjima tarixi boy an’anaga ega. O‘zbek badiiy adabiyot asarlarining xorijiy tillarga tarjimalari uzoq vaqt davomida amalga oshirilib, o‘z novbatida juda ko‘p xorijiy yozuvchilarning asarlari o‘zbek tiliga tarjima qilinib xalqimizning ma’naviy madaniyatini boyitib kelmoqda. Ma’lumki tarjima – bu madaniyatning ajralmas qismidir. Har bir xalqning o‘ziga hos madaniyati, ma’naviyati bo‘lgani kabi, bunga bog‘liq holda badiiy tarjima asarlari va ularning mohir yaratuvchilari ham mavjud. Agar ana shu tarjimalar ayollar tomonidan yaratilgan bo‘lsachi … . Albatta, yanada go‘zal, jozibali, maftunkor bo‘ladi, chunki ayollar hayotga o‘zgacha bir nazar bilan qaraydi va yaratilayotgan asarida ham bular namoyon bo‘ladi. Taniqli nemis olimasi va tarjimoni, barhayot

xorijiy sharqshunoslarning eng ko‘zga ko‘ringan vakilasi Ingeborg Baldaufning preskriptiv (tavsiya etuvchi) va diskreptiv (ta’riflovchi) mazmunga ega bo‘lgan dastlabki tadqiqotlari shundan dalolat beradi. Mohir islomshunos olima,tarjimon zamonaviy o‘zbek romanlari namunalaridan U. Nazarovning “Chayon yili“ [7](Das Jahr des Skorpions)[8] asarini hamda , O‘zbekiston xalq shoiri Shukrullaning “Kafansiz ko‘milganlar”[9] (Die ohne Leichentuch Begrabenen) [10] romanini nemis tiliga tarjimasini mukammal nemis kitobxonlariga tushunarli tarzda , asl badiiiy asardagi milliy ,o‘ziga xos so‘zlarni saqlagan holda kitob tarjimalarini nemis kirobxonlariga taqdim etgan. Uning Shukrullo Yusupovning “Kafansiz ko‘milganlar” asarida to‘g‘risida quyidagi iliq fikrlarini misol keltirish mumkin.

Shukrullo Yusupov, ko‘plab yozuvchi hamkasblaridan farqli o‘laroq, na "Gulag arxipelagini", na "Kafansiz ko‘milmaganlar"ni tasvirlab bergan. Aslida, u "ta'qib ostidagi Shukrullo"ni tasvirlaydi. Bu kitob juda shaxsiy hikoya bo‘lib, ta'qibga uchragan kishining ruhiy holatini aks ettiradi: dastlabki umid - hammasi bir xato va tezda oydinlashadi, degan fikrdan, nohaq ayblangan insonning tushkunligiga va Gulagdagi shafqatsiz o‘lim qo‘rquviga qadar bo‘lgan jarayon tasvirlangan. Kitob sarlavhasi Shukrulloning eng katta qo‘rquvlaridan biriga aniq ishora qiladi: begona yurtlarda sharmandali o‘lim topish g‘oyasi. Bir vaqtning o‘zida bu asar sevgi haqidagi hikoya: ona vatanga bo‘lgan rad etilgan va qabul qilinmagan sevgi, sevimli rafiqasining sadoqatiga bo‘lgan umidsiz ishonch va, yana va yana, . va kutishlarni bir-biriga uzviy bog‘lagan holda, adolat va zulm, insoniy zaiflik va buyuklik, shuningdek, vaqtinchalik qo‘rquv haqidagi asosiy g‘oyalarga chuqur kirib boradi – kecha sodir bo‘lgan voqea bugun yana takrorlanadi va ertaga yana ro‘y berishi mumkin. Shukrullo Sovet Ittifoqi so‘nggi davrida, milliy mustaqillik uchun umidlar yaxshi kelajak orzularini uyg‘otgan paytda, yosh avlodga saboq sifatida kitob

[7] Uchqun Nazarov, "Chayon yili" Toshkent, G‘. G‘ulom nashriyoti 1990.
2 Aus dem usbekischen von Ingeborg Baldauf “Das Jahr des Skorpions”, Berlin. Dagyeli 2002
3 Shukrullo .“Kafansiz ko`milganlar –„Sharq“ nashriyot matbaa-Toshkent-2007
4 Shukrullo(„Die ohne Leichentuch Begrabenen)“ Aus dem usbekischen von Ingeborg Baldauf 2005

yozishni istadi va nashrni kutmaganining foydasi bo‘ldi. Kitob birinchi bor 1990-yilda "Yoshlik" yoshlar jurnalida chop etilganidan so‘ng, 1991- yilda Mehrat nashriyoti tomonidan chiqarilgan va o‘sha paytda O‘zbekistonda bestseller bo‘lgan. Bu nafaqat yosh kattalarga, balki keng o‘quvchilarga ham manzur bo‘ldi. Kitob turk va rus tillariga tarjima qilingan va 1999-yilda ko‘p jildli nashrning bir qismiga aylangan. Endi esa "Markaziy Osiyo xotiralari" turkumida mos nashr topildi. Mavzu hanuz dolzarbligini yo‘qotmagan: siyosatga oid bahonalar bilan ta’qib o‘tkazishga imkon beruvchi shart-sharoitlar Markaziy Osiyoda hali ham o‘z kuchini yo‘qotmagan, faqat usullar Stalin davri oxiridagi usullardan farqliroq. Shunday bo‘lsa-da, bu muhitda shaxslar o‘sha zamondagidek rivojlanadi yoki zavol topadi.Shukrullo o‘z asarida “katta tarix”ni shaxsiy taqdirlar orqali ochib beradi. U bu jarayonni soddalashtirmaydi va ahamiyatini pasaytirmaydi, aksincha, o‘quvchiga hozirgi kunda ham umumiy tarixning qanday qilib ko‘plab individual taqdirlar orqali shakllanishini tushunishga yordam beradi.Post-sovet davrining lager adabiyoti va ilmiy asosda qayta ko‘rib chiqilgan xotiralari orasida Shukrulloning asari alohida ajralib turadi. Chunki u aksariyat boshqa asarlardan farqli ravishda “chekkadan turib” yozilgan. Muallif na Moskvada, na Leningradda yashagan ziyoli, balki Sovet Ittifoqining markaziy hududlaridan tashqarida yashagan kishidir. Shukrulloning ovozi Markaziy Osiyodan, aniqroq aytganda, Sovet imperiyasining chekka hududidan keladi.

Bu ovoz, shuningdek, ayol nuqtai nazarini ham aks ettiradi — chunki Munavvarxon ham bu xotiralarga hissa qo‘shgan. Sovet davrida madaniy va intellektual markazlar ko‘pincha o‘z madaniyatini boshqa xalqlarga yuklashga intilgan. Ammo Shukrullo va Munavvarxonning asari diniy va milliy an’analar asosida shakllangan hayot tarzini tasvirlaydi. Ular modernizatsiya va mustamlakachilik bosimlari ostida omon qolgan odamlarga e’tibor qaratadi. Shu sababli, Shukrulloning xotiralari Yevropaning hanuzgacha yetarlicha anglab yetilmagan Sovet Ittifoqi tasvirini yanada boyitadi.Shukrullo va Munavvarxonning “Kafansiz ko‘milganlar” (1991) asari ushbu nashrda keyinchalik qo‘shimcha qilingan

matnlar bilan boyitilgan va izohlangan. Asarning asosiy qismi 1989-yil oktyabr va 1990-yil iyul oylari orasida Karlsbadda yozilgan. Shukrullo asarni tezda tugatishga shoshilgan, chunki u bu asarni nashr qilish imkonini boy berishdan qo‘rqardi. 1999-yilda muallif va uning rafiqasi Munavvarxon ushbu kitob haqida batafsil intervyu berishdi. Bu suhbatlar yaqin do‘stlar davrasida davom etdi va yanada chuqurroq tahlillar bilan to‘ldirildi. Nashrga tayyorlash jarayonida tahririyat kitobning o‘ziga va suhbat matnlariga o‘zgarishlar kiritmagan. Yakuniy xulosada mualliflar quyidagi savolga javob topishga harakat qilishadi: "Sovet Ittifoqida Stalin davrida odamlar qanday omon qolishdi?"

Ushbu tajribadan keyin kimlar "oddiy" hayot kechira oldi? Umuman olganda, bu hayot qanday "normal holat" bilan bog‘liq edi? Shukrullo lagerdan qaytganidan so‘ng, hech qachon ba'zi shoir hamkasblari kabi yuqori darajada maqtalgan yozuvchi bo‘lib yetishmagan, hattoki ular orasida adabiy darajasi ancha past bo‘lganlar ham bor edi. Shunga qaramay, u o‘zining shoirlik kasbini davom ettira oldi va bu orqali o‘z oilasi bilan yaxshi turmush kechirdi. U mashhur bo‘ldi, garchi qiyinchiliklar ostida bo‘lsa ham, u bilan suhbatda izohlaganidek, asarlarini nashr ettirdi. U yozgan dramatik asarlarda quvg‘in tajribasi faqat kamdan-kam o‘z aksini topadi. Uning she’riyatida esa quvonch va umid ustunlik qiladi, hayotning chuqurliklaridan ko‘ra yaxshi va go‘zal narsalar mavzu sifatida tanlanadi. Shukrullo hayotning bu tubanliklarini yaqqol ko‘rgan bo‘lsa-da, bu yondashuvni tanladi. Demak, u "moslashgan" edimi? Yoki quvg‘in travmasi faqat sukut saqlash va xotirani siqib chiqarish orqali yengilmaslikka olib keldi? Nima uchun er-xotin oxir-oqibat sukutni buzishga qaror qildi, holbuki, bu dahshatli tajribani boshdan kechirganlarning ko‘pchiligi oxirigacha sukutda qoldi yoki bugungi kunda ham sukut saqlashda davom etmoqda? Men Shukrullo Aka va Munavvarxonimga o‘z kitoblari ustida ishlashim uchun o‘zlarini bag‘ishlab yordam berganliklari uchun minnatdorchilik bildiraman va ushbu nashrdan ularning umidlarini oqlashga harakat qilaman. Janob professor Naim Karimov va xonim Ayfer Durdiga suhbat davomida ko‘rsatgan samimiy yordamlari

uchun, Olaf Gyunterga tarjima bo‘yicha muhim ilhomlari uchun va qizim Yuliyaga tarjima ishlarida ko‘p bora dalda bergani uchun minnatdorchilik bildiraman.

Xulosa qilib aytmoqchi bo‘lsak, shunday bir olis Olmoniyada yangi o‘zbek adabiyotining shakllanish manbalari xususidagi teran, sinchkov kuzatishlari unga loqayd qarashi mumkin bo‘lmagan har qanday o‘zbek qalbida professor Ingeborg Baldauf shaxsiga nisbatan xayrihohlik va mehr uyg‘otadi.

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КУЛЬТУРНО-ЯЗЫКОВОЕ РАССЛОЕНИЕ РУССКОГО ДВОРЯНСТВА ВО ВТОРОЙ ПОЛОВИНЕ XVIII ВЕКА. ОТРАЖЕНИЕ ЭТОГО ПРОЦЕССА В ТВОРЧЕСТВЕ Д.И.ФОНВИЗИНА

Казакова Раъно Машраббаевна
доктор философии (PhD) по филологическим наукам, старший преподаватель кафедры русского языка и литературы Наманганского государственного института иностранных языков имени И. Ибрата.
Умурзакова Дарья Владимировна
студентка второго курса группы RUA-BR-23 факультета языка и перевода направления филологии и обучения языкам: русский язык Наманганского государственного института иностранных языков имени И. Ибрата

Ключевые слова: Фонвизин, дворянство XVIII века, французский язык, культурное расслоение, языковая политика, национальная идентичность, сатира, «Недоросль», «Бригадир», Просвещение.

Аннотация: В статье рассматривается культурно-языковое расслоение русского дворянства во второй половине XVIII века и его влияние на общество. Особое внимание уделяется роли французского языка в аристократической среде, тенденции к двуязычию и последствиям этого явления для национальной идентичности. Анализируется творчество Д. И. Фонвизина как критика слепого подражания западным образцам, а также его вклад в защиту русского языка и культурных традиций и его комедии «Недоросль» и «Бригадир» как примеры сатирического осмысления дворянского образа жизни, где язык становится важным инструментом раскрытия характера героев и выражения общественной критики.

Key words: Fonvizin, 18th-century nobility, French language, cultural stratification, language policy, national identity, satire, The Minor, The Brigadier, Enlightenment.

Abstract: The article examines the cultural and linguistic stratification of the Russian nobility in the second half of the 18th century and its impact on society. Special attention is given to the role of the French language in aristocratic circles, the trend of bilingualism, and the consequences of this phenomenon for national identity. The study analyzes the works of D. I. Fonvizin as a critique of blind imitation of Western models, as well as his contribution to the defense of the Russian language and cultural traditions. His comedies The Minor and The Brigadier are considered as examples of satirical reflection on the lifestyle of the nobility, where language serves as a crucial tool for character development and social criticism.

ВВЕДЕНИЕ

Во второй половине XVIII века русское дворянство оказалось под сильным влиянием французской культуры. Французский язык стал не просто модным, а обязательным для образованных людей. Дворяне стремились говорить, писать и даже думать по-французски, что постепенно отдаляло их от родной культуры и народного языка. Это вызвало тревогу у тех, кто заботился о сохранении национальной идентичности, и породило споры в обществе о том, нужно ли так бездумно перенимать чужие традиции.

Одним из главных критиков этой тенденции стал Денис Иванович Фонвизин — писатель, драматург и публицист, чьи произведения стали важной частью русской литературы эпохи Просвещения. В комедиях «Недоросль» и «Бригадир» он с помощью сатиры показал, как знание французского языка превращается в бессмысленную моду, а не в средство просвещения. Его персонажи нередко используют французские слова в речи или испытывают затруднения при выражении мыслей на русском языке, считая это показателем изысканности. Через их речь Фонвизин высмеивает невежество, слепое подражание Западу и отсутствие самостоятельного мышления у дворян.

Эта тема остаётся актуальной и сегодня. Как в XVIII веке французский язык вытеснял русский среди знати, так и сейчас многие стремятся использовать иностранные слова, особенно англицизмы, даже когда можно

сказать то же самое по-русски. Это меняет восприятие родного языка и заставляет задуматься о его будущем.

Культурные и языковые процессы в русском дворянстве второй половины XVIII века

Во второй половине XVIII века культурная политика Екатерины II была тесно связана с идеями французского Просвещения. Императрица, вдохновлённая трудами Вольтера, Дидро, Монтескьё и Руссо, стремилась представить Россию как развитое европейское государство. Для этого она не только реформировала государственное управление, но и активно поддерживала распространение французского языка и культуры в дворянской среде. Французский становился языком аристократии, дипломатии и интеллектуальных дискуссий. Екатерина II сама вела переписку с французскими философами, писала на французском языке, а в дворянских семьях считалось обязательным воспитывать детей с гувернёрами-французами. Это способствовало формированию языкового барьера между высшим обществом и остальной частью населения, так как русские крестьяне и купечество продолжали говорить исключительно на родном языке. Более того, стремление подражать французскому образу жизни породило проблему социальной дистанции между разными слоями дворянства: одни гордились владением французским, а другие, не имея достаточного образования, с трудом осваивали этот язык и чувствовали себя менее привилегированными.

Франкофилия[11] охватила русское дворянство настолько, что знание французского языка стало не просто модой, а необходимостью. Французский использовался не только в светских салонах, но и в переписке, литературе, драматургии, а порой даже в семейном общении. В дворянских домах французский язык вытеснял русский, что приводило к утрате традиционного словаря и нарушению норм родной речи. Особенно это проявлялось в смешении языков, когда русская речь дворян наполнялась французскими

[11] Любовь к Франции, французам, ко всему французскому.

словами и выражениями, которые использовались даже там, где в русском языке существовали точные аналоги. Это привело к своеобразному расслоению дворянского общества: представители старинных дворянских родов, приверженные русским традициям, противостояли «новому дворянству», охотно перенимавшему иностранные манеры и речь.

Двуязычие, распространившееся в дворянской среде, имело серьёзные социальные и культурные последствия. Во-первых, оно усилило разрыв между высшим сословием и народом. Во-вторых, такая ситуация способствовала появлению искусственного аристократического языка, в котором французские конструкции накладывались на русскую грамматику, создавая неестественную речь. Этот процесс получил отражение в литературе XVIII века, где часто высмеивалось чрезмерное увлечение иностранными словами и выражениями.

Д. И. Фонвизин как критик культурной деградации дворянства

Денис Иванович Фонвизин (1745–1792) был одним из ярких представителей русского Просвещения, прославившимся своими сатирическими пьесами, в которых он осуждал пороки дворянского общества. Родившись в дворянской семье, он получил хорошее образование, что позволило ему изучить европейскую культуру, но при этом осознать важность сохранения русских традиций. С юных лет его интересовали проблемы воспитания молодого поколения, так как он понимал, что в детстве закладываются мировоззрение, язык и культурные нормы. В своих произведениях он критиковал дворян, которые под влиянием моды отдалялись от родных традиций и становились поверхностными подражателями французских образцов. По его мнению, настоящее благородство заключалось не в знании иностранных языков и умении вести светские беседы, а в нравственности, уме и приверженности национальной культуре. Именно поэтому он высмеивал дворян, копировавших иностранные манеры и терявших свою самобытность. В его пьесах такие люди выглядят комично и жалко,

потому что слепое следование западным стандартам приводило их к деградации личности и разрушению национального сознания.

Фонвизин резко выступал против того, как французская культура меняла дворянство во второй половине XVIII века. Молодёжь, воспитываемая иностранными гувернёрами, с детства усваивала западные манеры, но при этом плохо знала историю и культуру собственной страны. Фонвизин с тревогой отмечал, что это превращает дворян не в истинных интеллектуалов, а в поверхностных людей, гордящихся пустыми знаниями. В его комедиях такие персонажи выглядят глупо и нелепо, потому что их «просвещение» не даёт им настоящего ума, а только делает их смешными. Он критиковал дворян за то, что они вместо того, чтобы быть примером для подражания и опорой государства, тратили время на развлечения, подражание французским модам и показное блеск без реального образования.

Как просветитель, Фонвизин считал, что сохранение чистоты русского языка — важная часть национальной идентичности. Он доказывал, что русский язык богат и выразителен и что нет необходимости засорять его иностранными словами. В своих произведениях он использовал живую, разговорную речь, добавляя народные выражения и сатирические реплики, чтобы показать контраст между естественным русским языком и искусственной французизированной речью. Он также подчёркивал, что правильное воспитание должно начинаться с детства и строиться на родных традициях.

Отражение культурно-языкового расслоения дворянства в произведениях Фонвизина

В комедии *«Недоросль» (1782)* Фонвизин показывает, как франкофилия повлияла на русское дворянство, и высмеивает разрыв между теми, кто сохранил связь с национальной культурой, и теми, кто слепо подражает Западу. Простакова и её окружение говорят на грубом, неправильном русском языке, что подчёркивает их невежество. В то же время персонажи вроде Милона и Стародума используют речь с вкраплениями французских слов, так как во

дворянской среде считалось престижным говорить на французский манер. Однако Фонвизин показывает, что знание французского не делает человека умным — важно, как именно он его использует. Например, Стародум действительно начитан и говорит осмысленно, а вот Митрофанушка, воспитанный в атмосфере праздности и безответственности, вообще не хочет учиться и пренебрегает русским языком. Его знаменитая фраза «Не хочу учиться, хочу жениться» стала символом всего поколения молодых дворян, которых воспитали гувернёры-иностранцы, но которые в итоге остались ленивыми и необразованными. Фонвизин через этот образ показывает, что дворянство теряет не только язык, но и свою роль в обществе, превращаясь в класс людей, не способных ни к труду, ни к осмысленному существованию.

В *«Бригадире» (1769)* Фонвизин ещё жёстче критикует бездумное подражание французской моде. Главный герой – Бригадир – и его сын пытаются быть «истинными аристократами», перенимая французские манеры, но выглядят при этом нелепо. Особенно это видно на примере сына, который вырос в атмосфере слепого подражания Западу и теперь не может нормально говорить ни на одном из языков. Его речь — смесь русского и французского, в которой он часто делает ошибки и употребляет слова не к месту.

Язык и стиль Фонвизина становятся главным инструментом сатиры. Он не просто даёт персонажам разные способы говорить — он делает их речь отражением их характера. Простакова говорит грубо и примитивно, потому что она невежественна и жестока. Бригадир и его сын говорят с французскими вкраплениями, потому что стремятся подражать западной моде, но при этом остаются пустыми и ограниченными людьми. А вот Стародум говорит правильно и чётко, потому что он действительно образован и понимает, о чём говорит. Фонвизин использует язык как способ показать, что внешняя «красота» речи не всегда означает настоящие знания. Он высмеивает дворян, которые считают, что если они вставят несколько французских слов, то станут умнее. На самом деле, такие персонажи выглядят смешно и нелепо. Через

сатиру, иронию и гротеск Фонвизин показывает проблему утраты национального языка и культуры. Он доказывал, что язык — это не просто средство общения, а отражение общества, его ценностей и мышления. Если язык теряется, то теряется и сам народ. В этом и заключается главная мысль Фонвизина: настоящее просвещение не сводится к слепому копированию западных традиций, а заключается в развитии и укреплении собственной национальной культуры.

Заключение

Творчество Фонвизина стало важным этапом в осмыслении культурных проблем русского общества XVIII века. Он не просто высмеивал невежество и слепое подражание Западу, а ставил перед читателями вопрос о том, каким должно быть истинное просвещение и воспитание. Его произведения показывали, что потеря национальных традиций и языка ведёт к духовному и интеллектуальному упадку дворянства. При этом Фонвизин не отвергал европейскую культуру, а призывал к её разумному восприятию, без утраты собственной идентичности. Его идеи оказались актуальными не только в его время, но и сегодня, когда влияние иностранных традиций снова меняет языковую и культурную среду. Фонвизин не только отразил кризис своего времени, но и повлиял на развитие русской литературы. Его сатира, внимание к языку и социальная критика стали основой для многих будущих писателей, таких как Грибоедов, Пушкин и Гоголь, которые продолжили развивать темы языковой культуры, воспитания и социальных проблем. Он помог укрепить позиции русского языка, и напомнил, что язык — это не просто средство общения, а важная часть национальной культуры, требующая уважения и защиты.

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РАЗВИТИЕ МЕДИЦИНЫ В СРЕДНЕЙ АЗИИ В СРЕДНИЕ ВЕКА: ВКЛАД УЧЕНЫХ УЗБЕКИСТАНА

Юсупов Диёрбек Бахтиёр огли
Приволжский исследовательский медицинский университет
Студент 4 курса лечебного факультета
E-mail: danterememberland@gmail.com
Юсупова Татьяна Эдуардовна
Ургенчский филиал Ташкентской медицинской академии
Преподаватель кафедры Узбекский язык и литература, языки
E-mail: yustatyana70@mail.ru

Аннотация: Средние века, с VIII по XV века, стали периодом расцвета медицинской науки в Узбекистане благодаря культурному и научному подъему в Центральной Азии. Исламский ренессанс, Великий шелковый путь и покровительство правителей способствовали развитию медицины. В статье рассматривается вклад выдающихся ученых, таких как Авиценна, Аль-Бируни и Джурджани, в области фармакологии, анатомии, хирургии и других медицинских дисциплин. Анализируются достижения средневековых медицинских центров и их влияние на развитие науки в Европе.

Ключевые слова: Средневековая медицина, Центральная Азия, Авиценна, Аль-Бируни, Джурджани, фармакология, хирургия, Великий шелковый путь, исламский ренессанс.

Аннотация: VIII-XV asrlar o‘rta asrlarda O‘zbekiston tibbiyot fanining gullab-yashnagan davri bo‘lib, Markaziy Osiyodagi madaniy va ilmiy yuksalish natijasida rivojlandi. Islom uyg‘onish davri, Buyuk ipak yo‘li va hukmdorlarning ilm-fanga homiylik qilishi tibbiyot taraqqiyotiga xizmat qildi. Ushbu maqolada Abu Ali ibn Sino, Abu Rayhon Beruniy va Jurjoniy kabi olimlarning farmakologiya, anatomiya, jarrohlik va boshqa tibbiyot sohalariga qo‘shgan hissasi yoritiladi. O‘rta

asr tibbiyot markazlarining yutuqlari va Yevropa faniga ko‘rsatgan ta’siri tahlil qilinadi.

Kalit so‘zlar: O‘rta asr tibbiyoti, Markaziy Osiyo, Ibn Sino, Beruniy, Jurjoniy, farmakologiya, jarrohlik, Buyuk ipak yo‘li, islom uyg‘onishi.

Abstract: The Middle Ages, from the 8th to the 15th century, marked a flourishing period for medical science in Uzbekistan due to the cultural and scientific rise in Central Asia. The Islamic Renaissance, the Silk Road, and the patronage of rulers contributed to the development of medicine. This article examines the contributions of outstanding scholars such as Avicenna, Al-Biruni, and Jurjani in pharmacology, anatomy, surgery, and other medical disciplines. The achievements of medieval medical centers and their influence on European science are analyzed.

Keywords: Medieval medicine, Central Asia, Avicenna, Al-Biruni, Jurjani, pharmacology, surgery, Silk Road, Islamic Renaissance.

Введение

Средние века, с VIII по XV века, были периодом расцвета медицинской науки в Узбекистане, особенно в связи с развитием науки и культуры в регионе Центральной Азии под властью различных династий, таких как Саманиды, Караханиды, Газневиды, Сельджукиды и Тимуриды. Ключевыми факторами, способствовавшими развитию медицины.

Исламский ренессанс. Распространение ислама способствовало объединению огромных территорий с различными культурами и естественному обмену знаниями. И арабский язык стал языком науки позволяющим общаться, сотрудничать и обмениваться знаниями ученых различных стран, в том числе и Центральной Азии. К тому же, исламская традиция поощряла изучение природы и медицины.

Торговые пути, походящие через территорию Средней Азии, Великий шелковый путь, способствовал не только развитию отношений не только в сфере торговли, ну и в обмене культурой, знаниями и идеями в различных

областях наук, в том числе и медицинскими знаниями и практиками Востока и Запада. В городах создавались крупные библиотеки, научные центры, привлекавшие и объединяющие ученых, табибов и врачей из различных стран и являлись местом для изучения, перевода и распространения результатов медицинских исследований того времени. К тому же, покровители, той эпохи, такие как Самониды и Темуриды, проявляли большой интерес и оказывали поддержку науке и искусству, привлекая ученых к своим дворам и финансируя научные исследования.

Результаты и обсуждение

Большой вклад в развитие медицины внесли выдающиеся ученые Средней Азии. Среди выдающихся деятелей той эпохи особое место занимает Абу Али ибн Сина (Абу Али ал - Хусаин ибн Абдулла) (Авиценна, 980-1037 гг.) - прославленный ученый и врач, чьё имя неразрывно связано с зарождением научной медицины в Центральной Азии. Ибн Сина оставил после себя богатое наследие - более 400 произведений, из которых до наших дней дошло около 240. В своих трудах он обобщил знания по фармакологии, дал подробные описания строения и функционирования сердца, печени и мозга. Он опроверг существовавшее мнение о хрусталике как источнике зрения и доказал, что изображение формируется на сетчатке глаза. Ибн Сина установил различия между чумой и холерой, плевритом и воспалением легких, оставил описания проказы, диабета и язвы желудка. Он первым обратил внимание на заразность оспы, выделив ее из ряда других заболеваний, и изучил множество других болезней. Хотя Ибн Сина дал подробное анатомическое описание человека, особое значение имеют его исследования и описания деятельности головного мозга.

В Институте востоковедения имени Абу Райхана Беруни Академии наук Узбекистана хранится более 50 его произведений, а также комментарии к ним [3, с. 27]. Среди них выделяется пятитомный труд «Аль-канун фи-т-тибб» («Канон врачебной науки»), ставший вершиной его творчества. "Канон"

значительно поднял уровень медицинской науки в свою эпоху и, спустя столетие после смерти Ибн Сины, получил широкое признание в Западной Европе. В XII веке "Канон врачебной науки" был переведен на латинский язык и другие языки, и распространился в виде рукописей. В 1493 году он был издан в Венеции в латинском переводе и затем переиздавался 16 раз в течение столетия. «Канон врачебной науки» - это энциклопедическое сочинение, обобщающее взгляды и опыт греческих, римских и среднеазиатских врачей, став стандартным учебником в европейских университетах до XVII века. На протяжении 500 лет медицинское образование во всех авторитетных учебных заведениях Азии и Европы основывалось на этом произведении, который являлся основополагающим медицинским текстом на протяжении нескольких веков, как в мусульманском мире, так и в Европе. «Канон врачебной науки» систематизировал греческие, римские и индийские медицинские знания, а также содержал собственные наблюдения и открытия Авиценны. Он сосредотачивался на теоретических основах, патофизиологии и общем понимании болезненных процессов. Он уделял большое внимание теории четырех элементов и гуморальной теории (теории жидкостей тела), которые были основополагающими для средневековой медицины. Этот бесценный канон медицины и сегодня не утратил своей научной ценности, являясь энциклопедическим трудом, который не только собирает в себя все известные медицинские сведения, но и пытается их логически упорядочить, интегрировать с философскими концепциями и создать целостную систему.

Исмаил ибн Хусейн аль-Джурджани, также известный как Сайид Исмаил Джурджани (Sayyid Isma'il Jurjani) или Исмаил Горганский (Ismail Gorgani) (XI-XII века) - выдающийся персидский врач, учёный и писатель эпохи сельджуков. Родился в Горгане (Джурджан), Иран. Большую часть своей жизни провёл при сельджукском дворе, в частности, при дворе хорезмшаха Кутб ад-Дина Мухаммеда I. Он считается одним из самых значительных медицинских деятелей в истории медицины и известен своими энциклопедическими трудами,

особенно «Захира-и Харазмшахи» («Сокровищница Хорезмшаха»), считающейся вершиной медицинской литературы.

Исмаил Джурджани был не просто автором известных медицинских знаний, но и оригинальным мыслителем, который вносил собственные наблюдения и усовершенствования в существующие теории. Его труды отличались ясностью изложения, систематизированностью и практической направленностью. Он тщательно изучал работы Галена, Гиппократа и других классических авторов, адаптируя их к персидской медицинской традиции.

Его труд «Захира-и Харазмшахи» («Сокровищница Хорезмшаха») - является наиболее известным и значительным и представляет собой обширную медицинскую энциклопедию, охватывающую практически все области медицины того времени, включая анатомию, физиологию, патологию, диагностику, терапию и фармакологию. Произведение «Захира-и Харазмшахи» содержит подробное описание болезней, их симптомов, методов лечения и лекарственных средств и является главным энциклопедическим трудом, который принес ученому широкую известность. В нём изложены все основные вопросы теоретической и практической медицины, начиная с анатомии и физиологии организма, кончая диагностикой и лечением заболеваний отдельных органов. Он осветил следующие вопросы: состояние организма здорового и больного человека, разновидности и признаки болезни, методы обследования больных, в частности ощупывание пульса и исследование выделений (моча, мокроты, кала), действие на организм человека различных веществ, включая и пищевые продукты. Изложил вопросы диагностики и прогностики различных заболеваний, указал, что болезнь начинается не сразу, а проходит определенный скрытый период. Особо остановился на лихорадочных заболеваниях. Отличал причины лихорадок и методы их устранения. Также в книге разбираются вопросы травматологии, кожные заболевания, косметика, яды и противоядия. Эту книгу можно называть учебником пропедевтики внутренних болезней с частной патологией и

терапией [3, с. 154]. Книга «Лекарственное сокровище» посвящена различным лекарствам, их формам и способам применение при различных заболеваниях. Данный труд представляет собой руководством по фармакологии и лекарствоведению и состоит из десяти томов, была написана на персидском языке.

Абу Райхан Мухаммад аль-Бируни (973-1048) - средневековый азиатский учёный и мыслитель. Аль-Бируни обладал знаниями практически во всех научных дисциплинах своей эпохи, а также владел восемью языками. Всего за свою жизнь им было составлено около 150 трактатов.

Абу Райхан аль-Бируни - энциклопедист и ученый, живший при дворе Газневидов, который внес вклад в различные области науки, включая медицину, фармакологию и минералогию. Его работы, такие как «Китаб аль-Сайдана» («Книга о лекарствах»), содержали подробные описания лекарственных растений и их применения. Аль-Бируни был первым в области фармакогнозии и внес вклад в понимание лекарственных свойств растений.

Наряду с Авиценной, Аль-Беруни, Джуржани, существовало множество других врачей и ученых, которые внесли свой вклад в развитие медицины в исламском мире. Многие из них специализировались на определенных областях, таких как офтальмология, хирургия или фармацевтика.

Были врачи, которые занимались переводом и комментированием трудов древнегреческих и римских авторов, тем самым сохраняя и передавая античное медицинское наследие. Некоторые врачи работали при дворах халифов и султанов, обслуживая правящую элиту и занимаясь придворной медициной.

Основные достижения ученых той эпохи в медицине:

В области фармакологии - Были разработаны множество лекарственных препаратов на основе растений, минералов и животных продуктов. Ученые изучали свойства лекарственных растений и составляли фармакопеи.

В области клинической медицины - Врачи умели диагностировать и лечить различные заболевания, включая инфекционные болезни, хирургические заболевания и болезни внутренних органов.

В области хирургии - Проводились сложные хирургические операции, включая удаление катаракты, трепанацию черепа и лечение переломов костей.

В области гигиены и санитарии - Были разработаны правила личной гигиены и санитарии, а также построены бани и больницы.

В области офтальмологии - Достигнуты значительные успехи в лечении глазных заболеваний.

В области психиатрии - Авиценна описывал различные психические расстройства и методы их лечения.

Существовали больницы (бимаристан) были важными медицинскими центрами, где пациенты получали лечение и проходили обучение будущие врачи. Многие медицинские термины, используемые сегодня, имеют арабское происхождение, что свидетельствует о влиянии арабской и исламской науки на западную медицину.

Традиционная медицина в Узбекистане до сих пор использует многие лекарственные растения и методы лечения, которые были разработаны в Средние века.

Заключение

Таким образом, эпоха средневековья для Узбекистана была периодом становления и плодотворного развития медицинской науки. Важно помнить, что они работали в рамках определенной научной парадигмы и использовали знания, доступные им в то время. Современная медицина, опираясь на научный метод и новые технологии, значительно продвинулась вперед, но вклад этих ученых остается важным и актуальным для понимания истории медицины. Средние века были периодом значительного прогресса в медицинской науке в Узбекистане и Центральной Азии в целом. Благодаря благоприятным историческим, культурным и экономическим факторам, регион

стал одним из ведущих центров медицинских знаний в мире. Деятельность таких ученых, как Авиценна, Аль-Бируни, Джуржани и др. оказала огромное влияние на развитие медицины, как в мусульманском мире, так и в Европе. Своими оригинальными трудами ученые средневекового Востока повлияли на дальнейшее развитие наук в Западной Европе.

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SHARQ VA G‘ARB ADABIYOTIDA MUHABBAT VA XIYONAT MOTIVLARI

Yoqubboyeva Dilnoza Mahmudjanovna
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari institutining
1-bosqich magistranti
yoqubbayevadilnoza129@gmail.ru
+998888268588

Annotatsiya: Mazkur maqolada Sharq va G‘arb adabiyotida muhabbat va xiyonat motivlarining o‘ziga xos talqini tahlil qilinadi. Sharq adabiyotida muhabbat ko‘pincha ilohiylik, sadoqat va fidoiylik bilan uyg‘un holda tasvirlangan bo‘lsa, G‘arb adabiyotida bu tuyg‘u romantik, realist va ba’zan fojiali jihatlari bilan yoritiladi. Maqolada Sharq adabiyotidan Navoiy, Fuzuliy, Jomiy asarlaridagi muhabbat tushunchasi hamda G‘arb adabiyotida Shekspir, Mopassan, Tolstoy kabi yozuvchilarning muhabbat va xiyonatni qanday tasvirlagani solishtiriladi. Ushbu motivlarning har ikkala adabiy makonda qanday talqin etilishi, tarixiy va madaniy omillar bilan bog‘liqligi, asarlarda qahramonlarning ichki kechinmalari orqali qanday namoyon bo‘lishi tahlil qilinadi. Tadqiqotda adabiy taqqoslash va tahlil uslublari asosida Sharq va G‘arb adabiyotida ushbu mavzularning o‘ziga xosligi ochib beriladi.

Kalit so‘zlar: Sharq adabiyoti, G‘arb adabiyoti, muhabbat, xiyonat, sadoqat, fidoiylik, ilohiy sevgi, romantizm, realizm, fojia, adabiy taqqoslash, tarixiy-madaniy omillar, qahramon kechinmalari, Alisher Navoiy, Fuzuliy, Jomiy, Shekspir, Mopassan, Tolstoy.

Аннотация: В данной статье анализируется своеобразная интерпретация мотивов любви и предательства в восточной и западной литературе. В восточной литературе любовь часто изображается в сочетании с божественностью, преданностью и самопожертвованием, тогда как в западной литературе она освещается с романтической, реалистической и иногда

трагической сторон. В статье рассматриваются концепции любви в произведениях таких восточных писателей, как Алишер Навои, Фузули, Джами, а также анализируется, как такие западные авторы, как Шекспир, Мопассан, Толстой, изображали любовь и предательство. Исследование выявляет особенности интерпретации этих мотивов в обоих литературных пространствах, их связь с историческими и культурными факторами, а также раскрывает внутренние переживания героев. На основе литературного сопоставления и анализа показываются уникальные черты восприятия любви и предательства в восточной и западной литературе.

Ключевые слова: восточная литература, западная литература, любовь, предательство, верность, самопожертвование, божественная любовь, романтизм, реализм, трагедия, литературное сравнение, историко-культурные факторы, переживания героев, Алишер Навои, Фузули, Джами, Шекспир, Мопассан, Толстой.

Abstract: This article analyzes the unique interpretation of the themes of love and betrayal in Eastern and Western literature. In Eastern literature, love is often depicted in connection with divinity, devotion, and self-sacrifice, whereas in Western literature, it is portrayed with romantic, realistic, and sometimes tragic aspects. The article examines the concept of love in the works of Eastern writers such as Alisher Navoi, Fuzuli, and Jami, while also analyzing how Western authors like Shakespeare, Maupassant, and Tolstoy depicted love and betrayal. The study explores how these themes are interpreted in both literary traditions, their connection to historical and cultural factors, and how they manifest through the inner experiences of the characters. Through literary comparison and analysis, the article highlights the distinctive features of the perception of love and betrayal in Eastern and Western literature.

Key words: Eastern literature, Western literature, love, betrayal, loyalty, self-sacrifice, divine love, romanticism, realism, tragedy, literary comparison, historical

and cultural factors, character emotions, Alisher Navoi, Fuzuli, Jami, Shakespeare, Maupassant, Tolstoy.

KIRISH

Adabiyot insoniyat hissiyotlari va kechinmalarining eng chuqur aks ettirilgan sohalaridan biridir. Tarixan muhabbat va xiyonat motivlari adabiyotning eng muhim unsurlaridan biri bo‘lib kelgan. Bu ikki mavzu inson tabiatining murakkabligi, insoniy tuyg‘ularning cheksiz shakllari va ularning ijtimoiy, madaniy hamda falsafiy kontekstlardagi talqinlarini o‘zida mujassam etadi. Sharq va G‘arb adabiyotida muhabbat ba’zan ilohiy va sadoqatli tuyg‘u sifatida, ba’zan esa insoniy ehtiros va murakkab hayotiy sinovlar sifatida talqin qilinadi. Xuddi shuningdek, xiyonat motivi ham turli asarlarda dramatik burilishlar, qahramonlarning ichki azobi va jamiyatga ta’siri orqali ifodalanadi.

Sharq adabiyotida muhabbat odatda ma’naviy poklik va fidoyilik bilan bog‘liq bo‘lsa, G‘arb adabiyotida u individual kechinmalar, ichki konfliktlar va ba’zan fojiali yakun bilan tasvirlanadi. Bu ikki adabiy makonning muhabbat va xiyonatga yondashuvi tarixiy, madaniy va falsafiy jihatdan bir-biridan keskin farq qilishi bilan ajralib turadi. Shu sababli, bu mavzularni o‘zaro solishtirish Sharq va G‘arb adabiyotining estetik va g‘oyaviy xususiyatlarini anglash uchun muhim ahamiyatga ega.

Ushbu maqolada Sharq va G‘arb adabiyotidagi muhabbat va xiyonat motivlarining tasvirlanish uslublari, ularning jamiyat va davr ta’sirida qanday shakllangani va adabiy obrazlar orqali qanday ifodalangani tahlil qilinadi. Bu borada tanlangan asarlar va mualliflar misolida adabiy taqqoslash olib borilib, mavzuning har ikkala makondagi o‘ziga xos jihatlari ochib beriladi.

Muhabbat va xiyonat motivlarining Sharq va G‘arb adabiyotida aks ettirilishini tahlil qilish natijasida bir qator muhim xulosalar shakllandi. Ushbu mavzular har ikkala adabiy makonda turlicha talqin qilingan bo‘lib, ularning shakllanishida tarixiy, madaniy va falsafiy omillar muhim rol o‘ynaydi. Quyidagi muhokamalar va tahliliy natijalar bu farqlarning asosiy yo‘nalishlarini ochib beradi.

Adabiy makon	Muhabbatning asosiy talqini	Asosiy misollar
Sharq adabiyoti	Ilohiylik, sadoqat, fidoiylik va ruhan yuksalish vositasi sifatida tasvirlangan.	Alisher Navoiy ("Layli va Majnun"), Fuzuliy ("Farhod va Shirin"), Jomiy ("Yusuf va Zulayho")
G‘arb adabiyoti	Individuallik, ehtiros, hayotiy sinovlar va fojiali yakunlar bilan bog‘liq.	Shekspir ("Romeo va Julietta"), Mopassan ("Aziz do‘stim"), Tolstoy ("Anna Karenina")

- Sharq adabiyotida muhabbat – ko‘proq ma’naviy jihatdan yuksalish va inson qalbining poklanishi uchun vosita sifatida ko‘riladi. Ko‘pincha sevgi, ilohiylik bilan bog‘lanib, insonni yuksaltiruvchi kuch sifatida aks etadi.
- G‘arb adabiyotida esa muhabbat – ehtiros va insoniy qarama-qarshiliklar bilan bog‘liq bo‘lib, ko‘pincha qahramonlar hayotida fojiali burilishlarga sabab bo‘ladi.

Xiyonat motivining tasvirlanishi.

Adabiy makon	Xiyonatning asosiy talqini	Asosiy misollar
Sharq adabiyoti	Axloqiy inqiroz va jazoga olib boruvchi illat sifatida ko‘rsatilgan.	Navoiy ("Sab’ai Sayyor"), Fuzuliy ("Layli va Majnun")
G‘arb adabiyoti	Insoniy ehtiros va ichki ziddiyatlarning natijasi	Tolstoy ("Anna Karenina"), Mopassan ("Aziz do‘stim"),

	sifatida tasvirlangan.	Shekspir ("Otello")

- Sharq adabiyotida xiyonat – axloqiy tushkunlikning belgisi bo‘lib, ko‘pincha jazoga olib keluvchi illat sifatida tasvirlanadi.
- G‘arb adabiyotida esa xiyonat – insoniy ehtiros va ichki kechinmalar bilan bog‘liq bo‘lib, ba’zan tabiiy jarayon sifatida ham yoritiladi.
- Sharq adabiyotida ruhiy yuksalish va ilohiylik yuqori darajada aks etgan bo‘lsa, ehtiros va fojia unchalik kuchli emas.
- G‘arb adabiyotida esa ehtiros va fojiali yakunlar ustuvor bo‘lib, ichki ziddiyatlar ham ancha yorqin tasvirlangan.

  Muhokama va asosiy muammolar.

Tahlil natijalari shuni ko‘rsatadiki, Sharq va G‘arb adabiyotida muhabbat va xiyonat motivlarining talqini o‘ziga xos jihatlarga ega bo‘lib, quyidagi muhim savollar yuzaga keladi:

1. Madaniy kontekst ta’siri
   - Sharq adabiyotida muhabbat va xiyonat tushunchalari axloqiy me’yorlarga va diniy qadriyatlarga asoslangan.
   - G‘arb adabiyotida esa ushbu tushunchalar ko‘proq individuallik va insoniy ehtiroslarga bog‘langan.
2. Qahramonlarning taqdiri
   - Sharq adabiyotida muhabbat va xiyonat odatda ilohiy jazo yoki ruhiy poklanish bilan yakun topadi.
   - G‘arb adabiyotida esa qahramonlarning taqdiri ko‘pincha dramatik burilishlar va fojiaviy yakunlar bilan bog‘liq.
3. Adabiy yondashuvlar farqlari
   - Sharq adabiyotida didaktik ruh va ma’naviy yuksalish asosiy o‘rinda bo‘lsa,
   - G‘arb adabiyotida psixologik tahlil va individual his-tuyg‘ular chuqur yoritiladi.
   - Ushbu farqlar tarixiy, madaniy va falsafiy jihatlarga bog‘liq bo‘lib, Sharq va G‘arb adabiyotining mohiyatini anglash uchun muhim ahamiyat kasb etadi. Bu

tahlillar kelajakda adabiy qiyoslash va madaniy o‘zaro ta’sirlarni chuqurroq o‘rganish uchun yangi imkoniyatlar yaratadi.

XULOSA

Sharq va G‘arb adabiyotida muhabbat va xiyonat motivlari turlicha talqin qilinib, har biri o‘ziga xos falsafiy va estetik yondashuvlarga ega. Sharq adabiyotida muhabbat ko‘proq ilohiylik, sadoqat va ma’naviy kamolot bilan bog‘liq bo‘lsa, xiyonat axloqiy inqiroz va jazoga olib boruvchi hodisa sifatida tasvirlanadi. G‘arb adabiyotida esa muhabbat insoniy ehtiros va individuallik bilan chambarchas bog‘liq bo‘lib, xiyonat esa psixologik ziddiyat va ijtimoiy murakkabliklarni aks ettiradi.

Tahlil natijalari shuni ko‘rsatdiki, har ikkala adabiy makonda ushbu motivlarning talqini tarixiy va madaniy omillar bilan bog‘liq bo‘lib, ularning adabiy ifodasi qahramonlar xarakteri va syujet rivojida muhim rol o‘ynaydi. Ushbu mavzuni qiyosiy o‘rganish madaniy va estetik farqlarni yanada chuqurroq anglashga imkon yaratadi.

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RANG RAMZLARINING MAZMUN MOHIYATI

Xabibullayeva Mahliyo Talab qizi
Namangan Muhandislik-Texnologiya Instituti doktoranti

Anotatsiya: Mazkur maqola rang ramzlarining turli madaniyat va ijtimoiy kontekstlarda qanday ma’nolarni anglatishini tahlil qiladi. Ranglar, insoniyat tarixida faqat estetik yoki tabiiy ob’ekt sifatida emas, balki kuchli simvolik va ruhiy ramz sifatida ham foydalanilgan. Shuningdek, maqolada ranglarning xalqaro va mahalliy madaniyatlarda qanday o‘zgarishlarga uchragani va ular o‘rtasidagi farqlar muhokama qilinadi.

Kalit so‘zlar: rangtasvir, ramziy obraz, zamondosh, mumtoz adabiyot, ichki olam, ilohiy rang.

Ranglar hamisha ijodkorlar uchun fikr quroli, asosiy o‘xshatish vositasi sifatida xizmat qilgan. Rang bilan bog‘liq ramziy obrazlar yaratish, ularda hayotimizning barcha vaziyatlarida, zamondoshlar qalbida, ongida charx urib yurgan nozik hamda ziddiyatli kechinmalarni, o‘ylarini aniq, obrazlar sifatida shakllantirib, kitobxonga taqdim etish, deyarli barcha adiblar-u shoirlarimizga xos xususiyatdir. Ranglarni ramzlashtirish o‘zbek adabiyotida o‘ziga xos an’ana tarzida davom etmoqda, badiiy-estetik tamoyil sifatida yashamoqda. Mumtoz adabiyotda keng ko‘lamda ishlatilgan ramziy tasvir usuli hozirgi adabiyotda ham muvaffaqiyatli qo‘llanilmoqda.

Mumtoz adabiyotda ranglar ko‘pincha xarakterlarni yaratishda va badiiy tasvirlar yordamida murakkab va chuqur mavzularni ifodalashda ishlatilgan. Ranglar orqali yozuvchi yoki shoir o‘quvchini muayyan hissiyotga, o‘ylarga yoki ma’naviy holatga yetkazishga harakat qiladi. Rang ramzlari, shuningdek, asarda turg‘un yoki dinamik holatlar, tabiat va insonning o‘zaro munosabatlarini aks ettiradi.

Masalan, Firdavsiyning “Shohnoma” asarida ranglar ko‘pincha qahramonlarning xarakteriga yoki ijtimoiy maqomiga mos ravishda ishlatiladi. Oq rang hukmronlik, poklik va yuksaklikni, qora rang esa ko‘plab qahramonlar uchun qayg‘u va jazoni ifodalaydi. Yana bir misol sifatida Navoiyning “Xamsa” asaridagi ranglar tasviriy jihatdan qahramonlarning ichki olamini aks ettiradi: qizil rang muhabbat va qahr-g‘azabni, moviy rang esa ma’naviy izlanish va yuksalishni anglatadi.

Shuningdek, Pushkinning “Yevgeniy Onegin” asarida ranglar va ularning ramzlari qahramonning ruhiy holatini tasvirlashda muhim rol o‘ynaydi. Oq rang, ko‘pincha qadimgi rus aristokratlari va ularning jamiyatdagi mavqeini ifodalashda ishlatilgan. Lermontovning “Zamonamiz qahramoni” asarida qora va qizil ranglar, dushmanlik va urushning ifodasi sifatida tasvirlangan, bu esa qahramonlarning ijodiy dunyosini yoritadi.

Etnograf V.Trener oq, qizil, qora rang uchligining marosimlarda ifodalovchi ma’no qatlamlari orasida oqning er kishi, qizilning ayol, qoraning motam bilan bog‘liq talqinlari muhin o‘rin tutishini yozgan. O‘zbek xalk folklori va marosimlarida ham oq, qizil, qora ranglar umuminsoniy ramziy ma’nolarga ega. Xalq qo‘shiqlarida oq rang birikma shakliga ega turg‘un o‘zak ramzlar sirasiga kiradi. Jumladan, oq olma, oq terak, oq o‘rik, oq uzum, oq otoch, oq gul, oq saroy, oq qal’a, oq ayvon, oq qumg‘on, oq ot, oq ilon, oq ro‘mol, oq kamzul, oq ko‘ylak, oq baldoq va boshqalar.

Shu o‘rinda, o‘zbek mumtoz adabiyotining buyuk namoyondasi, o‘zbek tilining asoschisi bo‘lgan Alisher Navoiy she’riyatida ham tabiatda mavjud bo‘lgan ranglarning ifodalashning turli usullaridan foydalanilganini ham ta’kidlash joizdir. Navoiy poeziyasida ranglarning ramziy qo‘llanilish usuli shoir lirikasida bir tizim holiga kirgan bo‘lib, o‘zining ma’lum qonuniyatiga ega hisoblanadi. Aynan mana shu usul orqali Navoiy qahramonning xilma-xil kechinmalarini tasvirlashda boshqa poetik vositalar bilan birga unumli foydalanganiga amin bo‘lish mumkin. “Shoir muayyan holat, kayfiyatini tasvirlashda va ana shu holatni bo‘rttirib ko‘rsatishga

yordam beradigan biror rangga murojaat qiladi. Masalan, lirik qahramonning hijron kunlaridagi ruhiy va jismoniy holatini sariq (oshiqning hazin holati), qora (baxti qoralik), oq (qora rangga kontrast qo‘yib, baxti qoralikni bo‘rttirish) ranglar vositasida yorqin tasvir etadi”.

Xususan, “Sab’ai sayyor” dostoning har bir bob uchun yozilgan maxsus sarlavhalarida ranglardan unumli foydalanilgani yaqqol aks etib turadi. Shuningdek, qasrlardagi shoh, malikalar, qasrga kelib ularga hikoyat aytib beruvchi musofirlar, qasrda joylashgan har bir jihozning tasvirlanishida ham ranglarning turfa xil tovlanishlari kuzatiladi. Qadim zamonlardan buyon yetti xil rang asl, asosiy ranglar deb baholangan. O‘zbek mumtoz adabiyotida sariq rang tasvirini juda ko‘p o‘rinlarda uchratishimiz mumkin. Xalq orasida esa bemor bo‘lish, kutish, intizorlik, eskirish ma’nolariga nisbatan ham sariq rang qo‘llaniladi. Ba’zan esa bu rang tushkunlik, unutish kabi ma’nolarni ifodalab keladi.

Yashil rang ilohiy ranglardan biri bo‘lib, qadimda dunyo tomonlari, jumladan, sharq tomon shu rang bilan ifodalangan. Ushbu rang hayot, yangilanish, jonlanish, umriboqiylik, ona tabiat kabi ramziy belgilarga ega. Mumtoz adabiyotda esa yashil rang ko‘proq qo‘llaniladi. Alisher Navoiy ham o‘z ijodida ushbu rangdan ko‘p foydalangan va u bilan bog‘liq g‘azallar ham yaratgan. “Bir qator xalq qo‘shiqlarda oq va qizil bir xil obrazga qo‘shilib yonma-yon, ba’zan zidlashgan holatda qo‘llanadi. V.Terner Afrika qabilalaridagi marosimlarida oq va qizil ranglarning birga kelishi hayotni anglatishini, bu o‘rinda oq - yigit (erkak kishi)ni, qizil - ayol (qiz)ni ifodalashini yozgan”.

Ma’lumki, qora rang bilan bog‘liq ramziy obrazlar qadimdan istifoda etiladi. Biroq aksariyat hollarda bu rang dahshat, yovuzlik, yer osti dunyosi, ya’ni o‘liklar olamining ramzini anglatgan. Mumtoz va hozirgi poeziyada qora rangi ma’shuqaning qoshi, ko‘zi, sochiga nisbatan qo‘llanilganda ijobiy ma’no ifodalasa, qismat, baxt, ro‘zg‘or, tun so‘zlariga nisbatan ishlatilganda, an’anaviy yovuzlik, dahshat kabi ramziylikni anglatadi. “O‘zbek xalk folklori va marosimlarida ham oq, qizil, qora ranglar umuminsoniy ramziy ma’nolarga ega. Xalq qo‘shiqlarida oq rang birikma

shakliga ega turg‘un o‘zak ramzlar sirasiga kiradi. Jumladan, oq olma, oq terak, oq urik, oq uzum, oq gul, oq saroy, oq qal’a, oq ayvon, oq qumg‘on, oq ot, oq ilon, oq ro‘mol, oq kamzul, oq ko‘ylak, oq baldoq va boshqalar”.

Qayd etish joizki, “Sab’ai sayyor” dostonida ilohiy ranglardan biri hisoblanadigan moviy rang har bir hikoyatda tabiat, muhit hamda qahramonlar tasviri uchun asos qilib olingan. Alisher Navoiy bu rangdan ham juda mohirona tarzda foydalangan. Uning ijodida rang bilan bog‘liq timsollar faqat muayyan rang va shoirning unga bo‘lgan munosabatini ifodalabgina qolmaydi, balki shoir ranglar vositasida yangi timsollar yaratadi. Alisher Navoiy she’riyatida rang bilan bog‘liq ramziy-majoziy timsollarning turli xil ko’rinishlari mavjud. Bu tamoyil barqaror an’ana sifatida she’riyat xazinasidan mustahkam o‘rin egallagan holda hozirgi zamon shoirlari ijodida ham yaqqol namoyon bo‘lmoqda.

Ayniqsa, istiqlol davri adabiyotida, o‘tmish hodisalari badiiy taftishdan o‘tayotgan davrda tariximizning istilochilar zulmi davrini ramzlashtirishda an’anaviy qora rang emas, balki qizil rang ijodkorlarning g‘oyasi badiiy niyatiga, ifoda talabiga kelishida yorqin aks etgan. Odatda adabiyotda qizil rang muhabbat, go‘zallik ramzi sifatida qo‘llaniladi. She’riyatda muhabbat ramzi bo‘lgan qizil rang ba’zan ayriliq, hijronni ifodalashi bilan ham ahamiyatlidir. Ranglar ba’zan umuman inson va uning hayoti ramzi bo‘lib kelishi ham mumkin.

Ranglar, mumtoz adabiyotda ko‘pincha ramz sifatida ishlatiladi va ular asarlarda ma’no, hissiyot va obrazlarni kuchaytirish uchun muhim vosita bo‘lib xizmat qiladi. Ranglar ramzi adabiyotda ko‘pincha simbolizm va metafora orqali ko‘rsatiladi, ular muayyan obrazlarning yoki holatlarning ichki mohiyatini anglatadi. Rang ramzlarining mazmuni va mohiyatini tahlil qilish, ranglarning adabiyotdagi alohida roli va ular orqali shakllangan obrazlarning chuqurligini tushunishga yordam beradi.

Mumtoz adabiyotda rang ramzlari, nafaqat estetik vosita, balki ko‘plab ma’no va g‘oyalarni, jamiyatning axloqiy va diniy qadriyatlarini, shuningdek, individual hissiyotlar va psixologik holatlarni aks ettiruvchi qudratli vositadir. Ranglarning

ramziy ma’nosi adabiy asarlarning chuqurligini, har bir qahramonning ichki olamini va jamiyatdagi ijtimoiy holatlarni yoritishda muhim ahamiyatga ega bo‘lgan.

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THEORETICAL ISSUES IN LINGUISTICS: A PRAGMATIC PERSPECTIVE

Tirkasheva Mohichehra
Namangan davlat chet tillari instituti talabasi
mohichehra740@gmail.com
Nargiza Dosbayeva
Namangan davlat chet tillari instituti professori

Annotation: This article explores the theoretical issues in linguistics with a specific focus on pragmatics. Pragmatics examines how language is used in context, going beyond literal meanings to understand speaker intentions, cultural influences, and situational factors..

Keywords: Pragmatics, Linguistics, Context, Speech Acts, Implicature, Deixis, Politeness Strategies.

Аннотация:В данной статье рассматриваются теоретические проблемы лингвистики с особым акцентом на прагматику. Прагматика изучает, как язык используется в контексте, выходя за пределы буквального значения для понимания намерений говорящего, культурного влияния и ситуационных факторов

Ключевые слова: Прагматика, Лингвистика, Контекст, Речевые Акты, Импликатура, Дейксис, Стратегии Вежливости.

Annotatsiya: Ushbu maqola tilshunoslikdagi nazariy muammolarni, ayniqsa, pragmatika nuqtai nazaridan o‘rganadi. Pragmatika tilning kontekstda qanday qo‘llanilishini tahlil qilib, so‘zlarning bevosita ma’nosidan tashqariga chiqib, gapiruvchining niyatlari, madaniy ta’sirlar va vaziyat omillarini tushunishga yordam beradi.

Kalit so‘zlar: Pragmatika, Tilshunoslik, Kontekst, Nutq Aktlari, Implikatura, Deiksis, Muloyimlik Strategiyalari.

INTRODUCTION

Linguistics, as the scientific study of language, examines how language functions in various contexts and forms. Among its many branches, pragmatics plays a crucial role in understanding how meaning is shaped by context, speaker intention, and cultural norms. Unlike semantics, which focuses on literal meaning, pragmatics delves into the implied meanings that arise in communication. This section explores the foundational aspects of pragmatics in the English language, highlighting how context, social dynamics, and situational factors influence meaning and interpretation in real-world interactions.Pragmatics is a branch of linguistics that focuses on how meaning is constructed and interpreted in communication based on context. Unlike semantics, which deals with the literal meaning of words and sentences, pragmatics explores the implied meanings that emerge during interaction. It investigates how language users rely on context, cultural norms, and shared knowledge to interpret utterances accurately.

Key Theoretical Issues in Pragmatics, as a field of linguistics, addresses several complex theoretical issues that shape how language is understood and interpreted in various contexts. These issues highlight the dynamic relationship between language, meaning, and context, making pragmatics an essential area of study for understanding real-world communication.

1. Contextual meaning

One of the fundamental issues in pragmatics is understanding how context influences meaning. The same utterance can carry different meanings depending on physical, social, or cultural context. For example, the phrase “You’re late” can be a simple observation, a reprimand, or a joke, depending on the situation and the relationship between the speaker and the listener.

2. Implicature and inference

Introduced by philosopher H.P. Grice, implicature refers to meanings that are suggested but not explicitly stated. According to Grice’s Cooperative Principle, speakers often rely on shared understanding and conversational maxims (quality,

quantity, relation, and manner) to convey implied meanings. For instance, if someone says, “It’s getting dark,” they might be indirectly suggesting that it’s time to leave. The challenge lies in how listeners correctly interpret these indirect meanings.

3. Speech act theory

Developed by philosophers J.L. Austin and John Searle, Speech Act Theory focuses on how utterances can function as actions. A statement like “I apologize” doesn’t just convey information but performs an act of apologizing. Classifying speech acts (such as assertives, directives, commissives, expressives, and declarations) and understanding their cultural variations remain key areas of study within pragmatics.

Challenges in english pragmatics

The study of pragmatics in the context of the English language presents several unique challenges, particularly due to its global status as a lingua franca. English is used by speakers from diverse linguistic and cultural backgrounds, which often leads to complexities in understanding implied meanings, cultural norms, and appropriate language use in various social contexts.

1. Cross-Cultural Communication

As English is spoken worldwide, pragmatic misunderstandings often arise due to cultural differences. What is considered polite or appropriate in one culture might be perceived differently in another. For example, directness in requests may be seen as efficient in some Western cultures but considered rude in more indirect communication cultures, such as Japan or Korea. This variation requires language users to be culturally sensitive when communicating across different backgrounds.

Conclusion

Pragmatics plays a vital role in understanding how language functions beyond its literal meaning, revealing the complexities of human interaction. This article has highlighted the significance of context, speaker intention, and cultural norms in shaping meaning, as well as key theoretical issues such as speech acts, implicature, deixis, and politeness strategies.

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TARJIMADA LEKSIK VA GRAMMATIK TRANSFORMATSIYALARNING LINGVISTIK XUSUSIYATLARI

Muhammadaliyeva Sitora
Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti
1-bosqich magistranti
sitora.1121@icloud.com
+998938844436

Annotatsiya: Mazkur maqolada tarjimada leksik va grammatik transformatsiyalarning lingvistik xususiyatlari tahlil qilinadi. Tarjima jarayonida matnning semantik va sintaktik tuzilishini saqlash bilan birga, tilning o'ziga xos xususiyatlariga moslashtirish muhim ahamiyat kasb etadi. Leksik transformatsiyalar tarjimada so'zlarning ekvivalentligi, sinonimik almashtirish, qo'shimcha izoh va qisqartirish kabi jarayonlarni o'z ichiga oladi. Grammatik transformatsiyalar esa so'z tartibini o'zgartirish, gap strukturasini moslashtirish va morfologik o'zgarishlarni qamrab oladi. Maqolada ushbu transformatsiyalarni qo'llash mexanizmlari va ularning tarjimaning mazmun va uslubiga ta'siri tahlil qilinadi. Tadqiqot davomida lingvistik yondashuv asosida leksik va grammatik o'zgarishlarning tarjima jarayonidagi ahamiyati ochib beriladi.

Kalit so'zlar: tarjima, leksik transformatsiyalar, grammatik transformatsiyalar, ekvivalentlik, sinonimik almashtirish, morfologik o'zgarishlar, gap strukturasini moslashtirish, lingvistik xususiyatlar.

Аннотация: В данной статье анализируются лингвистические особенности лексических и грамматических трансформаций в переводе. В процессе перевода важно не только сохранить семантическую и синтаксическую структуру текста, но и адаптировать его к особенностям целевого языка. Лексические трансформации включают эквивалентность слов, синонимическую замену, добавление пояснений и сокращение.

Грамматические трансформации охватывают изменение порядка слов, адаптацию структуры предложений и морфологические преобразования. В статье рассматриваются механизмы применения данных трансформаций и их влияние на смысл и стиль перевода. В ходе исследования на основе лингвистического подхода раскрывается значимость лексических и грамматических изменений в процессе перевода.

Ключевые слова: перевод, лексические трансформации, грамматические трансформации, эквивалентность, синонимическая замена, морфологические изменения, адаптация структуры предложений, лингвистические особенности.

Abstract: This article analyzes the linguistic features of lexical and grammatical transformations in translation. In the translation process, it is crucial not only to preserve the semantic and syntactic structure of the text but also to adapt it to the characteristics of the target language. Lexical transformations include word equivalence, synonymic substitution, addition of explanations, and omission. Grammatical transformations involve changes in word order, adaptation of sentence structure, and morphological modifications. The article examines the mechanisms of applying these transformations and their impact on the meaning and style of the translation. Through a linguistic approach, the study highlights the significance of lexical and grammatical changes in the translation process.

Key words: translation, lexical transformations, grammatical transformations, equivalence, synonymic substitution, morphological changes, sentence structure adaptation, linguistic features.

KIRISH

Tarjima jarayoni turli tillar va madaniyatlar o‘rtasidagi muloqot vositasi bo‘lib, uning muvaffaqiyatli amalga oshirilishi lingvistik transformatsiyalarning to‘g‘ri qo‘llanilishiga bog‘liq. Har bir tilning o‘ziga xos grammatik va leksik qurilishi mavjud bo‘lib, tarjimon matn mazmunini saqlab qolgan holda uni maqsad tiliga moslashtirishi lozim. Bunda leksik va grammatik transformatsiyalar asosiy vosita sifatida namoyon bo‘ladi.

Leksik transformatsiyalar tarjimada so‘z va iboralarning mos ekvivalentlarini topish, ularning ma’nosini aniq va tushunarli yetkazish uchun sinonimik almashtirish, qo‘shimchalar kiritish yoki ba’zi qismlarini tushirib qoldirish kabi jarayonlarni o‘z ichiga oladi. Grammatik transformatsiyalar esa turli tillarning grammatik tizimlari o‘rtasidagi farqlarni hisobga olib, gap qurilishi, so‘z tartibi va morfologik shakllarni moslashtirishni talab etadi.

Ushbu maqolada tarjimada leksik va grammatik transformatsiyalarning o‘rni, ularning lingvistik xususiyatlari hamda tarjimaning tabiiyligi va tushunarliligini ta’minlashdagi roli tahlil qilinadi. Shuningdek, turli tillar o‘rtasida tarjima amalga oshirilganda duch kelinadigan muammolar va ularni hal qilish usullari misollar asosida yoritib beriladi.

Tarjimada leksik va grammatik transformatsiyalarning o‘rni va ularning lingvistik xususiyatlari:

Tarjima jarayonida leksik va grammatik transformatsiyalar matnning tabiiyligini ta’minlash va uni tushunarli qilish uchun muhim rol o‘ynaydi. Har bir til o‘ziga xos leksik (so‘z boyligi) va grammatik tizimga ega bo‘lib, tarjima vaqtida ularning farqlarini inobatga olish lozim. Tarjima jarayonida so‘zma-so‘z yondashuv ko‘pincha noto‘g‘ri natijalarga olib keladi, shuning uchun leksik va grammatik transformatsiyalar orqali matnni aniq, tushunarli va tabiiy holatda yetkazish kerak bo‘ladi.

1. Leksik transformatsiyalarning o‘rni va misollar

Leksik transformatsiyalar tarjimada so‘z va iboralarni semantik jihatdan moslashtirish orqali matnning tushunarliligini ta’minlaydi. U quyidagi usullar orqali amalga oshiriladi:

Sinonimik almashtirish - bu usul so‘z yoki iborani unga yaqin ma’noli sinonimi bilan almashtirish orqali tabiiylikni saqlashni anglatadi.

Misol:

6. English: He is a very intelligent man.
7. So‘zma-so‘z tarjima: U juda intellektual odam. (Bu tarjima tabiiy emas)

8. To‘g‘ri tarjima: U juda aqlli odam. (intelligent → aqlli)

Bu yerda “intellektual” so‘zi o‘zbek tilida rasmiyroq va kitobiy tusda bo‘lgani uchun, uni “aqlli” sinonimi bilan almashtirish tabiiyroq tarjima beradi.

Frazeologik ekvivalentlarni qo‘llash - har bir til o‘ziga xos iboralarga ega bo‘lib, ularni so‘zma-so‘z tarjima qilish noto‘g‘ri bo‘lishi mumkin.

Misol:

- English: Break a leg!
- So‘zma-so‘z tarjima: Oyog‘ingni sindir! (noto‘g‘ri)
- To‘g‘ri tarjima: Omad tilayman!

Bu yerda leksik transformatsiya frazeologik ekvivalent topish orqali amalga oshirildi.

Qo‘shimcha izoh kiritish yoki qisqartirish - ba’zi so‘zlar boshqa tilda ekvivalentga ega bo‘lmagani sababli tarjimada qo‘shimcha tushuntirish yoki izoh berish zarur bo‘ladi.

Misol:

- Arabic: Inshallah (إن شاء الله)
- So‘zma-so‘z tarjima: Agar Xudo xohlasa.
- Tabiiy tarjima: Nasib bo‘lsa.

Bu holatda arabcha so‘zga o‘zbekcha eng yaqin ekvivalent topildi va uning tabiiyligini oshirish uchun qisqartirish amalga oshirildi.

2. Grammatik transformatsiyalarning o‘rni va misollar

Grammatik transformatsiyalar turli tillarning grammatik tizimlari o‘rtasidagi farqlarni moslashtirish orqali tarjimaning aniq va tabiiy chiqishini ta’minlaydi.

So‘z tartibini o‘zgartirish - turli tillarda gap tuzilishi har xil bo‘lgani uchun tarjimada so‘z tartibini moslashtirish kerak bo‘ladi.

Misol:

- English: She always writes beautiful poems.
- So‘zma-so‘z tarjima: U har doim yozadi chiroyli she’rlar. (noto‘g‘ri)
- To‘g‘ri tarjima: U har doim chiroyli she’rlar yozadi.

Bu holatda o‘zbek tilining tabiiy so‘z tartibiga moslashtirish orqali grammatik transformatsiya amalga oshirildi.

Tarjimada leksik va grammatik transformatsiyalarning ahamiyati va duch kelinadigan muammolar:

Tarjima jarayonida matn mazmunini to‘g‘ri va tabiiy yetkazish tarjimonning asosiy vazifalaridan biridir. Har bir til o‘ziga xos leksik va grammatik tizimga ega bo‘lgani sababli, tarjimada so‘zma-so‘z yondashuv ba’zan ma’noni buzib qo‘yishi yoki matnning sun’iy chiqishiga olib kelishi mumkin. Shu sababli, tarjimonlar leksik va grammatik transformatsiyalar yordamida matnni maqsad tiliga moslashtiradilar.

Leksik transformatsiyalar so‘z va iboralar ekvivalentligini ta’minlash, ma’no aniqligini oshirish, uslubiy moslikni ta’minlash kabi vazifalarni bajaradi. Masalan, quyidagi tarjima jarayonida leksik transformatsiyalar qanday qo‘llanilishiga e’tibor beramiz:

- Inglizcha: It’s raining cats and dogs.
- So‘zma-so‘z tarjima: Mushuklar va itlar yog‘ayapti. (noto‘g‘ri, chunki bu ibora ingliz tilida kuchli yomg‘ir yog‘ayotganini anglatadi)
- To‘g‘ri tarjima: Juda kuchli yomg‘ir yog‘ayapti.

Bu holatda leksik transformatsiya sifatida frazeologik ekvivalent almashtirish qo‘llanildi, chunki har bir tilda metaforik iboralar turlicha shakllanadi.

Grammatik transformatsiyalar esa so‘z tartibini o‘zgartirish, gap tuzilishini moslashtirish, so‘z turkumlarini almashtirish kabi usullar orqali tarjimaning sintaktik mosligini ta’minlaydi.

Masalan:

- Inglizcha: She enjoys reading.
- So‘zma-so‘z tarjima: U zavqlanadi o‘qishdan. (noto‘g‘ri)
- To‘g‘ri tarjima: U kitob o‘qishni yoqtiradi.

Bu holatda grammatik transformatsiya sifatida fe’lning otga aylantirilishi (gerund to infinitive transformation) amalga oshirildi, chunki ingliz tilida “reading” gerund sifatida ishlatilsa, o‘zbek tilida infinitiv shakl (o‘qishni) tabiiyroq chiqadi.

Tarjimada duch kelinadigan muammolar va ularni hal qilish usullari:

1. Ekvivalent so‘z topish muammosi

Har bir tilning o‘ziga xos lug‘aviy tarkibi mavjud bo‘lib, ba’zi so‘zlarning to‘g‘ridan-to‘g‘ri ekvivalenti bo‘lmasligi mumkin. Masalan, ingliz tilidagi privacy so‘zi o‘zbek tilida aynan bitta so‘z bilan ifodalanmaydi, u “shaxsiy daxlsizlik” yoki “maxfiylik” deb tarjima qilinishi mumkin.

Hal qilish usuli: Kontekstga mos holda ekvivalent tanlash yoki qo‘shimcha izoh berish.

2. Grammatik tuzilmalarning farqlari

Ba’zi tillarda jumla tarkibi butunlay boshqacha bo‘lishi mumkin. Masalan, nemis tilida fe’l ko‘pincha gap oxirida keladi, ingliz va o‘zbek tillarida esa fe’l odatda gapning o‘rtasida yoki boshida joylashadi.

- Nemischa: Ich habe gestern ein Buch gelesen.
- So‘zma-so‘z tarjima: Men kecha bir kitob o‘qidim.
- To‘g‘ri tarjima: Men kecha kitob o‘qidim.

Bu yerda so‘z tartibini moslashtirish grammatik transformatsiya sifatida qo‘llanildi.

3. Madaniy tafovutlar

Ba’zi iboralar va tushunchalar bir tilda mavjud bo‘lsa, boshqa tilda ularning aniq ekvivalenti topilmasligi mumkin. Masalan, arab tilidagi Inshallah (إن شاء الله) so‘zi “Agar Xudo xohlasa” degan ma’noni bildiradi, lekin uni har doim so‘zma-so‘z tarjima qilish tabiiy emas.

To‘g‘ri tarjima variantlari:

- Konservativ kontekstda: Agar Xudo xohlasa.
- Norasmiy kontekstda: Nasib bo‘lsa.

Hal qilish usuli: Madaniy moslashtirish transformatsiyasi orqali tarjima matnini tushunarli va tabiiy qilish.

XULOSA

Tarjima jarayonida leksik va grammatik transformatsiyalar til va madaniyatlar o‘rtasidagi muloqotni soddalashtirish va matnning tabiiyligini saqlash uchun muhim

vosita hisoblanadi. Har bir til o‘ziga xos leksik va grammatik tizimga ega bo‘lib, tarjimon mazmunni buzmasdan, uni moslashtirish uchun turli o‘zgarishlarni amalga oshirishi kerak.

Leksik transformatsiyalar so‘z va iboralarni mos ekvivalentlar bilan almashtirish, sinonimik moslashuv va qo‘shimcha izoh kiritish kabi usullar orqali matnni tushunarli qiladi. Grammatik transformatsiyalar esa turli tillarning gap qurilishi, so‘z tartibi va morfologik tuzilishidagi farqlarni hisobga olib, tarjimaning mantiqiy va uslubiy uyg‘unligini ta’minlaydi.

Tarjimon faqat so‘zlarni boshqa tilga o‘tkazish bilan cheklanmasdan, tilning semantik, stilistik va sintaktik jihatlarini inobatga olishi lozim. Bu esa tarjimaning faqat to‘g‘ri bo‘lishi emas, balki tabiiy va o‘quvchiga tushunarli bo‘lishiga yordam beradi. Ushbu tadqiqot shuni ko‘rsatdiki, leksik va grammatik transformatsiyalar tarjimaning sifatini belgilovchi asosiy omillardan biri bo‘lib, ularning to‘g‘ri qo‘llanilishi natijasida matn original mazmunga yaqin, uslubiy jihatdan mos va madaniy jihatdan moslashgan holda yetkaziladi.

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CHALLENGES IN TRANSLATION

Isroiljonova Anora Xayrullo kizi
Student of Namangan State Institue of Foreign languages

Abstract: This study explore difficulties in translation as sometimes make a text or spoken language more incomperehensible for the reader or speaker.Translating languages from source language to target language is a demanding task,however,it can gives rewarding experience for translators.Translators often face difficulties with different languages and their meaning.Challenges,such as grammar rules,homonyms and homophones,machine translation functions,cultural challenges,idiomatic expressions,and sarcasm situations,are examined for their difficulties in translation process and make a contribution to understand more clearly to the reader.The main purpose of this article is to explore a variety of challenges in translation and makes it enable to translate more comprehensible.

Keywords: challenges, homonyms and homophones, machine translation, grammar rules, cultural difficulties, idiomatic expressions and sarcasm.

Annotatsiya: Ushbu tadqiqot tarjimada o`quvchi yoki ma`ruzachi uchun berilgan matnni yoki so`zlashuv tilini ba`zi holatlarda tushuna olmaydigan qiyinchiliklarni o`rganadi.Tillarni bir tildan ikkinchi tilga tarjima qilish mashaqqatli vazifadir,ammo,bu tarjimonlar uchun foydali tajriba bo`lishi mumkin.Tarjimonlar tez-tez turli xil tillar va ularning ma`nolari bilan qiyinchiliklarga duch keladi.Masalan,qiyinchiliklarni aytadigan bo`lsak,grammatika qoidalar,omonimlar va omofonlar,mashina tarjima vazifalari,madaniy qiyinchiliklar,idiomatik iboralar hamda kinoya holatlari,barchasi tarjima jarayonida qiyinchiliklari yuzasidan ko`rib chiqiladi va o`quvchi uchun aniqroq tushunishga ko`maklashadi.Ushbu maqolaning maqsadi tarjimada turli xil qiyinchiliklarni ko`rib chiqgan holda aniqroq tushunish uchun imkonini beradi.

Kalit so`zlar :qiyinchiliklar, omonimlar va omofonlar, mashina tarjimasi, grammatika qoidalari, madaniy qiyinchiliklar, idiomatik iboralar va kinoya.

Аннотация:В этом исследовании изучаются трудности перевода, которые иногда делают текст или устную речь более непонятными для читателя или говорящего. Перевод с исходного языка на целевой язык является сложной задачей, однако он может дать переводчикам полезный опыт. Переводчики часто сталкиваются с трудностями при работе с разными языками и их значением. Такие трудности, как правила грамматики, омонимы и омофоны, функции машинного перевода, культурные трудности, идиоматические выражения и ситуации с сарказмом, рассматриваются с точки зрения их трудностей в процессе перевода и вносят вклад в более четкое понимание для читателя. Основная цель этой статьи — изучить различные трудности при переводе и сделать перевод более понятным.

Ключевые слова: вызовы, омонимы и омофоны, машинный перевод, грамматические правила, культурные трудности, идиоматические выражения и сарказм.

INTRODUCTION

In translation,grammar rules can be a significant challenge.In translating words from source language to target language,a translator often fail to recognise grammatical mistakes,as they may seem unclear and meaningless to the reader. **Grammar rules** can be difficult in translation,because different languages have distinct grammatical structures,which may lead to difficulties in translating a text from one language to another language,with tense structures and word order.Tense structures,for instance,past,present and future tenses might be recognizable,but they lost their meaning in a text.In two different languages,words are placed in different sequences,as they play a vital role in translation.For instance, “ I only like sugary products,has a different meaning than “ Only I like sugary products”.Incorrect sequence of words often lead to unclear sentences and incorrect meanings.The

second challenge is **homonyms**. Words that have the same spelling and same pronunciation,however,they have fundamental difference in their meaning.An example of these words can be found in one word.

Example : I hope she is not lying to me.

My paper works are lying on the desk.

A) to make an untrue statement

B) being in a horizontal place

The third challenge is homophones,words that have the same pronunciation,but various spelling and different meanings.

Example : This is my favourite (pare,pair,pear) of shoes.

A) Pare

Reduce in size

B) Pair

A group of things,or the act of combining two things.

C) Pear

An edible plant which grows on a tree

OR : The private school (principal,principle) spoke to a group of parents.

A) The most important or senior person in a group.

B) A fundamental truth or idea that guide a person.

The third challenge is **MACHINE TRANSLATION FUNCTIONS.**

Machine translation or AI is increasing dramatically that it might probably replace many things.There are some difficulties in machine translation.LINGUISTIC NUANCES – recognizable differences in language that can affect how people understand and use words.There are some instances where machine translation struggles to capture the nuances of human languages.For example,cultural words,idioms,slangs and expressions that are related to a specific language.Machine translation often seem unrecognisable when it faces linguistic nuances.On the other hand,the meaning in a translation might not be the same as in the previous text when translated by MT.

The fourth challenge is **CULTURAL REFERENCES.**

A cultural reference is when people refer to something that relates to the culture of a country.It might be a specific thing that related to the history of a country or things which are associated with country`s traditions.People who come from foreign nations have the ability to share new concepts and experiences with each other.In translation,there will be unrecognisable word to the reader,they could not undersand completely what the text is about or how things are going on? For example,in Uzbekistan ,there are words which can be difficult to translate : do`ppi,chopon (chapan),atlas and adras.In English,do`ppi is a type of squared-hat,which covered with patterns.Chopon or Chapan is a type of long-coat,which worn over clothes,usually during the cold weather.Atlas and adras are also type of coloured material which usually worn by women.

The fifth challenge is the role of **IDIOMATIC EXPRESSIONS.**

Idiomatic expression – is an idiom,expression or a phrase with the meaning that is different from the literal meaning of the words it contains.There are some instances with idiomatic expressions.They contain different words in an expression,but gives one meaning in a text.Words can be different,gives another meaning,this is a reason why idiomatic expressions sometimes can be difficult to translate.

- Things are looking up – things are improving
- To make a bundle – to make a lot of money
- Out of this world – delicious
- Make up one`s mind – to reach a decision;to decide
- Green with envy – desiring another`s advantage or things

Examples in a sentence :

1) Aliana had a diploma,and a new job,and she had just moved to a new apartment.Things were looking up.
2) After working a full-time job,she made a bundle.
3) I liked my aunt`s cookies.They are out of this world.

4) She made up her mind to go to the UK after accomplishing a degree.
5) He won the lottery.Now,I am green with envy.

The sixth challenge is **sarcasm** in translation.Sarcasm is a way of speaking or writing where someone says the opposite meaning of their sentence,critise or say the opposite meaning of what mean.There are instances with sarcasm situations.

1) “This dress is looking amazing on you today!”You might be saying “ your dress does not look good on you today.This is called sarcam.”
2) “If someone made a plan to go on holiday and looks outside to check the weather,they might say , What a chilly day for our holiday!“if it is literally a sunny day.This is called sarcasm.”

All people like to laugh regardless of what language they speak,but it makes them varies from person to person,language to language,culture to culture.In translation,types of humor challenges could arise.These include : puns,idioms and cultural references.**Puns or wordplay** – these are based on multiple meanings or with the same sounding words,which could not be translated in another language.**Idioms** – these can be explicit meaning with the combination of many words.**Cultural references** – these can also be used in one language,which could be confusing in another language.These are jokes about local traditions,politics or celebrities,which need to be more clear to the target audience.Translators can use alternative strategies,namely explanation (adding more text and make it mor understandable to the audience,adaptation (find exact words which should fit with the same meaning as the given word,substitution (replacing the humor with the different humor and make it humorous).

CONCLUSION

Finding challenges is an easy way,but solving them might be difficult.On the one hand of side,tackling challenges take effort and time.There are different types of challenges in translation from grammar rules,homonyms,homophones,machine translation,cultural challenges,idiomatic expressions to sarcasm situations.Tackling

problems in translation is a more challenging way to say,but a translator can find imperative ways.

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3. SPEAK LIKE AN AMERICAN.ANN ARBOR,MICHIGAN

TARJIMADA STILISTIK MASALALAR

Abdulxakima Gulchiroy
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti
1-bosqich magistranti
gulchiroyabdulkhakimova@gmail.com

Annotatsiya: Maqolada tarjimadagi stilistik masalalarni hal qilishda muhim bo'lgan tamoyillar, metodlar va qiyinchiliklar tahlil qilinadi. Bunda, har bir tilning o'ziga xos stilistik vositalarini hisobga olgan holda, tarjimonning ijodiy yondashuvi hamda original matnning aniq va ishonchli tarjimasini ta'minlashga qaratilgan usullar muhokama qilinadi. Shuningdek, tarjimadagi stilistik xatolarni kamaytirish, til va madaniyat farqlarini yengish uchun tarjimonlarga qanday usullar yordam berishi mumkinligi haqida so'z boradi.

Kalit so‘zlar: tarjima, stilistika, tarjimada uslub, emotsional uslub, madaniy farqlar, tarjima va madaniyat, metodlar, leksik va grammatik stilistika, ijodiy tarjima, tarjimon mahorati, texnik tarjima, matn, maqsadli auditoriya.

Аннотация: В статье анализируются принципы, методы и трудности, важные при решении стилистических вопросов при переводе. При этом с учетом специфических стилистических средств каждого языка обсуждается творческий подход переводчика и методы, направленные на обеспечение точного и достоверного перевода исходного текста. Также обсуждается, какие методы могут помочь переводчикам уменьшить стилистические ошибки при переводе и преодолеть языковые и культурные различия.

Ключевые слова: перевод, стилистика, стиль в переводе, эмоциональный стиль, культурные различия, перевод и культура, методы, лексико-грамматическая стилистика, творческий перевод, навыки перевода, технический перевод, текст, целевая аудитория.

Abstract: The article analyzes the principles, methods and difficulties important in solving stylistic issues in translation. In this, taking into account the specific stylistic tools of each language, the creative approach of the translator and the methods aimed at ensuring an accurate and reliable translation of the original text are discussed. It also discusses what methods can help translators to reduce stylistic errors in translation and overcome language and cultural differences.

Key words: translation, stylistics, style in translation, emotional style, cultural differences, translation and culture, methods, lexical and grammatical stylistics, creative translation, translation skills, technical translation, text, target audiences.

Tarjima jarayoni nafaqat so'zlarning to'g'ri tarjimasi, balki ularning ma'nosini, nutq uslubini va madaniyatni to'liq va aniq ifodalashni ham talab qiladi. Tarjima, ayniqsa stilistik jihatdan, o'ziga xos xususiyatlarga ega bo'lgan til va madaniyatlar o'rtasidagi ko'prikni tashkil etadi. Har bir tilning o'ziga xos semantik, sintaktik va leksik xususiyatlari bor. Shu sababli, tarjimada stilistik qiyinchiliklar faqat tilning grammatik qoidalarini bilish bilan cheklanmaydi, balki nutqning estetik jihatlarini, original matndagi emotsional va ideologik yukni to'g'ri uzatish muhimdir.Tarjima faqat so'zma-so'z ifoda qilish emas, balki o'zgartirilgan kontekstda aniq va to'liq ma'no va muhitni saqlab qolishdir. Buning uchun tarjimonlar original matnning leksik, semantik, va stilistik jihatlarini chuqur tahlil qilishlari lozim. Tarjimada stilistik masalalarga e'tibor qaratish nafaqat so'zlarning aniq tarjimasi, balki ularning o'zaro munosabatlarini, individual uslubini va fikrni qanday ifodalashni ham anglatadi. Bu, ayniqsa, adabiy tarjimada juda muhimdir, chunki matnni til va madaniyat chegaralaridan o'zgarishsiz o'tkazish, uni o'quvchi yoki tinglovchi uchun ma'lum darajada yangi kontekstda yangidan his qilish imkonini beradi. Har bir tilning o'ziga xos stilistik vositalari va o'ziga xos konteksti bor, va tarjimon bu differensiyani chuqur anglab, tanqidiy yondoshuvni qo'llashi zarur. Tarjimada stilistik masalalarni hal qilishda, tarjimonning ijodiy yondashuvi uning bilim va tajribasiga tayanadi. Shu

bilan birga, tarjimadagi stilistik xatolarni kamaytirish va til va madaniyat farqlarini yengish uchun bir nechta metodlar mavjud.

Birinchidan, kontekstual tarjima usuli haqida so'z yuritish mumkin. Kontekstual tarjima usuli til va madaniyat o'rtasidagi farqlarni hisobga olgan holda tarjima qilishni nazarda tutadi. Tarjimon har bir so'zni o'z joyida to'g'ri tushunishi va uni yangi tilning madaniy kontekstiga to'g'ri moslashtirishi kerak. Shuningdek, tarjimadagi stilistik masalalarni hal qilishda lingvistik metodlar ham ahamiyatli. Leksik va grammatik analiz, sintaksis va semantika orqali tarjimon original matnning ma'no va tuzilishini saqlab qolish imkoniyatiga ega bo'ladi.

Ikkinchidan, madaniy kontekstni hisobga olish muhim ahamiyatga ega. Tarjimada madaniyatlararo farqlarni yengish uchun, tarjimon faqat tilni emas, balki madaniy nuanslarni ham tushunishi lozim. Tarjimada madaniyatlararo muammolar ko'pincha so'zlarning to'g'ri tarjimasi emas, balki ularning madaniy ma'nosiga tegishli bo'ladi. Shuningdek, bunday muammolarni bartaraf etishda deskriptiv usulni qo'llash samarali bo'lishi mumkin. Bu usulda tarjimon ma'lum bir madaniyatga xos bo'lgan elementlarni aniqlaydi va ularni boshqa madaniyatga mos tarzda ifodalaydi. Shuni ta'kidlash kerakki, tarjimadagi stilistik xatolar ko'pincha tilning notanish strukturalari, so'zning ko'plab ma'nolari va madaniy elementlar o'rtasidagi o'zgaruvchanlikdan kelib chiqadi. Shuningdek, tarjima jarayonida madaniyatlararo va tilshunoslik farqlari ko'p bo'lishi mumkin. Shu sababli, tarjimadagi stilistik masalalarni hal qilishda tarjimonning ijodiy yondashuvi, tilning o'ziga xos xususiyatlarini chuqur anglashga asoslanishi kerak. Tarjimon nafaqat tilni, balki o'zaro aloqada bo'ladigan madaniyatlarni ham inobatga olishi zarur.

Ilmiy-nazariy asosda, tarjima faoliyati haqida turli mutafakkirlar fikr bildirishgan. Masalan, Yu. D. Apresyan tarjimadagi til va madaniyat farqlarini o'rganishning muhimligini ta'kidlagan va u tarjimaning ikki tilda o'zaro aloqada bo'lgan madaniyatlarni anglatishini, bu jarayonda tilshunoslik va madaniyatshunoslik o'rtasidagi o'zaro bog'liqlikni ta'kidlashgan. Xuddi shunday, G. N. Belikov tarjimadagi stilistik jihatlarni e'tiborga olishning muhimligini va tilni faqat so'zma-

so'z tarjima qilishdan farqli ravishda, uning emotsional va ideologik yukini tushunishga ahamiyat berish kerakligini aytgan. Bu nazariy fikrlar tarjimadagi stilistik masalalarni hal qilishda til va madaniyat o'rtasidagi o'zaro bog'liqlikni ifodalaydi.[1]

Shuningdek, dastavval aytib o‘tganimiz kabi, tarjima jarayonida tarjimaning metodologik asosi turli yondoshuvlarni o'z ichiga oladi, jumladan, **kontekstual tarjima, funksional tarjima, ekvivalentlik va yaqinlik** kabi usullarni qamrab oladi.[2] Har bir metodning o'ziga xos afzalliklari bor va bu metodlar matnning stilistik jihatlarini qanday aks ettirishda yordam beradi. Tarjimada stilistik masalalar turli jihatlarni o'z ichiga oladi va bu masalalar tarjimaning sifatini, uning maqsadga muvofiqligini, hamda asl matnning madaniy va semantik nuanslarini to'liq ifodalashni ta'minlashda muhim rol o'ynaydi. Stilistik masalalar asosan til va madaniyatlararo farqlardan kelib chiqadi va tarjimonning ijodiy yondashuvini talab qiladi. Quyida tarjimadagi asosiy stilistik masalalar ko'rib chiqsak:

9. **Idiomatik ifodalar va frazeologizmlar:** Har bir tilda o'ziga xos bo'lib, ularni to'g'ri tarjima qilish juda qiyin bo'lishi mumkin. Bu kabi ifodalar ko'pincha to'g'ridan-to'g'ri tarjima qilinmaydi, chunki ularning ma'nosi so'zma-so'z tarjima qilinganda yo'qoladi. Misol uchun, ingliz tilidagi "kick the bucket" iborasi o'zbek tilida to'g'ridan-to'g'ri tarjima qilinsa, "chelakni tepish" degan ma'no chiqadi, ammo aslida bu ifoda "o'lish" degan ma'noni anglatadi. Bunday holatlarda, tarjimon frazeologik ekvivalentni topishi kerak yoki ma'noni ochish uchun boshqa usullardan foydalanishi lozim.

10. **Metafora, personifikatsiya, metonimiya va boshqa troplar:** Stilistik jihatdan muhim vositalardir. Tarjimada bu troplarni to'g'ri o'zgartirish yoki moslashtirish zarur. Masalan, ingliz tilidagi "The heart of the city" iborasi to'g'ridan-to'g'ri "shaharning yuragi" deb tarjima qilinsa, lekin bunday ifoda, aslida, shaharning markaziy qismini anglatadi. Tarjimon bu tarzda qo'llaniladigan troplarni yangi til va madaniyatga mos ravishda izohlash yoki adaptatsiya qilishga majbur bo'ladi.

11. **Uslub va tonning saqlanish:** Tarjima jarayonida muhim ahamiyatga ega bo’lgan jarayonlardan biridir. Har bir matnning o'ziga xos uslubi va toniga ega bo'lishi mumkin. Masalan, adabiy matnlarda ifodalarning nozikligi, hissiy yuk, metaforik ishlatishlar ko'p uchraydi. Bunday matnni tarjima qilishda, tarjimon asl matndagi tonni (rasmiy, noformal, ilmiy, hissiy va hokazo) saqlab qolishga harakat qilishi kerak. Bunday uslubiy masalalar, xususan, adabiy tarjimada juda sezilarli bo'ladi.[3]

12. **Allegoriya va tasvirlar:** Ko'pincha biror ijtimoiy yoki siyosiy fikrni, tushunchani yoki g'oyani shakllantirishda ishlatiladi. Tarjimada bunday tasvirlarni o'zgartirish qiyin bo'lishi mumkin, chunki ular har bir madaniyatda turlicha qabul qilinishi mumkin. Misol uchun, ba'zi bir tasvirlar yoki allegoriyalar bir tilning madaniyatiga mos kelishi mumkin, ammo boshqa tilga o'zgartirilganda uning chuqur ma'nosi yo'qoladi. Tarjimonning vazifasi — bu tasvirni yangi tilda ham to'g'ri aks ettirish.

13. **Uslubiy noaniqliklar va ko'p ma'nolilik:** Boshqa bir stilistik muammo – bu so'zlarning ko'p ma'noliligidir. Ba'zi so'zlar yoki iboralar bir nechta ma'noga ega bo'lishi mumkin, bu esa tarjimonning aniqlikni saqlashni talab qiladi. Masalan, ingliz tilidagi "bark" so'zi ikki xil ma'noga ega: biri itning "vovullashi" tovushi, ikkinchisi esa daraxtning qobig'idir. Tarjimon bu turli ma'nolarni to'g'ri aniqlab, kontekstga mos ravishda tarjima qilishi kerak.

14. **Konkretlik va umumiylik:** Tarjimada konkretlik va umumiylikni saqlash ham muhim. Ba'zan tarjimon, asl matndagi aniq ifodalarni yoki ma'lumotlarni umumiyroq tarzda ifodalashga majbur bo'lishi mumkin, chunki yangi tildagi so'z yoki ibora shu kabi aniqlikni bermaydi. Masalan, o'zbek tilidagi "Qoraqalpoq daryosi" iborasi, ingliz tiliga "The Qaraqalpaq River" tarzida tarjima qilinadi, lekin, ba'zida, ushbu daryoni tanishtirish uchun kengroq tasvirlash kerak bo'lishi mumkin.

Tarjimadagi stilistik masalalar ko'plab qiyinchiliklarni yuzaga keltiradi, chunki har bir til o'ziga xos ifoda vositalariga, madaniy kodlarga, va kommunikativ strukturalarga ega. Tarjimon bu masalalarni hal qilishda nafaqat tilni, balki

madaniyatni, kontekstni va adabiy an'analarni ham chuqur tushunishi zarur. Boshqa tildan o'zbek tiliga yoki aksincha tarjima qilishda, ushbu stilistik jihatlarni hisobga olish, aniq va samarali tarjima yaratishning asosiy yo'nalishidir.

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MUQOBILI YO‘Q SO‘ZLARNI TARJIMA QILISH USULLARI

Olimjonova Maftunaxon Omiljon qizi
Namangan davlat chet tillar instituti 1-bosqich talabasi
Tel: (94) 025 69 05
E-mail.:maftunaolimjonova568@gmail.com

Annotatsiya: Ushbu maqolada tarjima jarayonida tarjimon duch keladigan eng qiyin vazifalardan biri, ya’ni muqobili yo‘q so‘zlarni tarjima qilish va bu masalada boshqa olimlarning fikri bilan tanishasiz.

Kalit so‘zlar: tarjima tili,ma’no aniqligi,tarjima,so‘z,leksik va frazeologik birliklar,transliteratsiya,kalkalash usuli.

Annotation: This article explores one of the most challenging tasks a translator faces during the translation process – translating words that have no direct equivalent. Additionally, it examines the opinions of various scholars on this issue and analyzes existing approaches.

Keywords: translation language, semantic accuracy, translation, word, lexical and phraseological units, transliteration, calque method.

Аннотация: В данной статье рассматривается одна из самых сложных задач, с которой сталкивается переводчик в процессе перевода – передача слов, не имеющих прямого эквивалента. Также анализируются мнения различных ученых по этому вопросу и рассматриваются существующие подходы.

Ключевые слова: язык перевода, точность значения, перевод, слово, лексические и фразеологические единицы, транслитерация, метод калькирования.

KIRISH

Tarjima va tarjimonlik uzoq asrlardan buyon dunyo xalqlari tarixi va madaniyatida shakllanib kelayotgan ko‘hna ijodiy faoliyat sohalaridan biridir.

Tarjima va tarjimonlar orqali insoniyat qavmlari bir-birlaridan xabardor bo‘ldi. Shu bilan birga savdo, hunarmand chilik. uy-joy, yo‘l qurilishi, dehqonchilik kabi sohalarni asrma-asr rivojlantirib, yo‘lga qoyib bordi. Tarjimonlar ishlarning o‘zaro muvofiq, adolatli bitishi va xalqlarning totuvliklariga xizmat qiladilar.Tarjima jarayonida ba’zi so‘zlarning muqobil varianti bo‘lmay qoladi.Boshqa bir tilga tarjima qilib bo‘lmaydigan leksik va frazeologik birliklar bor. Natijada, ko‘plab usullar orqali ushbu muammoni yengish mumkin.

ADABIYOTLAR TAHLILI VA METODLAR

So‘z tanlashda muammo, asosan, tarjimada qo‘llangan so‘zga qisman muqobil bo‘ladigan so‘z to‘g`ri kelganda hamda muqobil so‘zning o‘zi yo‘q bo‘lganda yuzaga keladi. Muqobili (ekvivalenti) yo‘q so‘zlarni tarjima qilish bir qator muammolarni yaratadi. Bu muammolarni ijobiy hal etish tarjimondan chuqur bilim, mahorat, hamda tarjima usullarini yaxshi bilishni talab qiladi. Muqobili bo‘lmagan so‘zlarni quyidagi yo‘llar orqali tarjima qilganimizda tarjimaga ozgina bo‘lsada muqobillik beradi. 1) transliteratsiya, 2) ma’noni yaqinlashtirib tarjima qilish, 3) kalkalash, 4)o‘xshash so‘zlar bilan tarjima qilish, 5) tasviriy tarjima.

Tarjima nazariyasida mavjud adabiyotlarning ko‘rsatishicha, transliteratsiyadan foydalanish afzalliklarga ega,chunki transliteratsiya asliyatda ishlatilgan so‘zning talaffuz shaklini beradi.Transliteratsiya so‘zning grafik jihatini hisobga oladi.

Tarjima qilishda bir nechta samarali usullar mavjud bo‘lib, E.Ochilov o‘z asarida ularning 3 tasini, F. Bakiev esa 5 xil usulini yoritib bergan.Ulardan eng oson va sodda usullaridan biri bu transletiratsiya orqali tarjima qilish, ya’ni so‘z talaffuzini bergan holda, ma`noni saqlab qolish. Ushbu usul orqali joy nomlari, ismlar, geografik nomlar, lavozim, gazeta, jurnal, mexmonxona nomlari, davriy nashriyotlar,korxona, firma, tashkilot nomlarini tarjima qilishda keng qo‘llaniladi. Misol uchun:Qutidor (K.Ermakova Kutidor shaklida bergan) – lavozim,

Andijan (Mark Riz Andijon shaklida qo‘llagan) – shahar nomi,

Otabek (K.Ermakova tarjimasida Atabek deb tarjima qilgan)-–shaxs ismi,

Bundan tashqari ingliz tilidagi Isaac so‘zini bir necha usullarda transliteratsiya qilingan holatlari uchraydi. Misol uchun diniy matnlarda bu ism Isak, ilmiy matnlarda esa Ayzek deb, boshqa holatlarda esa Isoq yoki Ishoq deb keltirib o‘tilgan.

Ma’noni yaqinlashtirib tarjima qilish –matnda muqobili bo‘lmagan so‘zlarni o‘sha ma’noga yaqin boshqa so‘z bilan tinglovchiga yetkazib berish hisoblanadi. Buning uchun tarjima qilinayotgan tilde o‘sha so‘z, ibora va terminning yaqin ma‘noli ekvivalentini topish va aytilmoqchi bo‘lgan gapning butun ma’zmunini saqlab qolgan holatda yetkazib berish lozim. Misol uchun, o‘zbek tilidagi “sumalak”, “halim”, “muddaris”, so‘zlarining muqobil variant yo‘qligi uchun ularning o‘rniga boshqa yaqin ma’noli birliklardan foydallanish mumkin.

Kalkalash usuli tarjima jarayonida ko‘p qo‘llaniladi. Unda muqobilsiz leksik birliklarning tarkibiy qismlari tarjima tiliga so‘zma so‘z o‘giriladi. Misol uchun foreign school birikmasi o‘zbek tiliga xorijiy maktab tarzida so‘zma so‘z tarjima qilingan. Yuqoridagi usullardan tashqari yana bir usul orqali muqobili yo‘q so‘zlarni tarjima qilinadi. Bu usul-tasviriy tarjima usuli deyiladi.Ushbu usulda bir so‘z o‘rniga tarjimada ibora,so‘z birikmasi yoki gapdan foydalanish mumkin. Keyingi usul tushintirish yoki boshqa ko‘plab ma’lumotlar tarjimon tomonidan beriladi.

NATIJALAR VA MUHOKAMA

Aynan bir ijtimoiy haqiqatni yoritayotgan ikki til bir-biridan farqlanadi. Turli jamiyatlarda yashovchi kishilar dunyoni - o‘zlariga xos ravishda ko‘radilar,- degan edi Edvard Sepir. Sepirning bu g'oyasi keyinchalik Benjamin Li Uorf tomonidan tasdiqlangandi. Ular adabiyot va san'atni urnumiylikda xuddi 2 tizimi, ya'ni ular tilning 1 yasovchi tizimidan vujudga kelgan va xuddi Sepir yoki Uorfaytganidek, til madaniyatsiz bo‘lishi mumkin emas. Til yurak bo‘lsa. madaniyat tana va ulaming o‘zaro faoliyati hayot energiyasining davomiyligini vujudga keltiradi. Ya'ni yurakni operatsiya qilayotgan jarroh, uni o‘rab turgan tanani nazarga olmay iloji yo‘q. Tilshunos Roman Yakobson o‘zining maqolasida tarjimaning uch turini ko‘rsatadi: I. Til ichida tarjima yoki qayta nomlash (bir tilda og'zaki belgilami boshqa belgilar orqali izohlash);

2. Tillar aro tarjima yoki tarjima (og'zaki belgilarni boshqa tilda ifodalash);

3. Ma'nolararo tarjima.

Tarjima san'ati dunyo madaniyati rivojida muhim rol o‘ynagan va o‘ynab kelmoqda. Tarjima tobora o‘sib borayotgan, bir tilning jozibasini boshqa tilga ko‘chiruvchi va o‘quvchilaming hurmatini qozonishni maqsad qilib qo‘ygan aqliy ijodiy faoliyatdir.

XULOSA

Til - ijtimoiy bo‘lib, tilsiz ijtimoiy faoliyat yo‘q. Tarjima jarayonida xorijiy madaniyat bilan yuzlashamiz. Shu sababdan ham, farjimada muvaffaqiyatimiz xorijiy madaniyatni qanchaJik tushunishimizga bog'liq, zero tarjima madaniyatlararo hodisadir.

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O‘ZBEKCHA IDIOMALAR VA ULARNING INGLIZ TILIGA TARJIMASI

Jaloliddinova Nigora
Namangan davlat chet tillari instituti talabasi
sshvmr18@gmail.com

Annotatsiya: Ushbu maqolada o‘zbek tilidagi idiomatik ifodalarni ingliz tiliga tarjima qilish jarayonida uchraydigan lingvistik va madaniy muammolar tahlil qilinadi. Idiomalar xalq tafakkurining, tarixiy xotiraning va madaniy qadriyatlarning o‘ziga xos ifodasi bo‘lib, ularni boshqa tilda aynan tarjima qilish doimo muayyan qiyinchiliklarni yuzaga keltiradi. Maqolada turli tarjima strategiyalari, xususan, tavsifiy, kontekstual va izohli tarjima yondashuvlari misollar asosida tahlil qilinadi.

Kalit so‘zlar: idiomalar, tarjima, madaniyat, semantika, tavsifiy tarjima

Annotation: This article explores the linguistic and cultural challenges encountered when translating Uzbek idiomatic expressions into English. Idioms carry deep cultural meaning, and direct translation may not convey the intended sense. The article examines various translation strategies, such as descriptive, contextual, and explanatory translation, using real examples.

Keywords: idioms, translation, culture, semantics, descriptive translation

Аннотация: В статье рассматриваются лингвистические и культурные проблемы, возникающие при переводе узбекских идиом на английский язык. Идиоматические выражения являются отражением народного менталитета и традиций, и их прямой перевод зачастую искажает исходный смысл. В статье анализируются стратегии перевода, включая описательный, контекстуальный и пояснительный подходы на основе конкретных примеров.

Ключевые слова: идиомы, перевод, культура, семантика, описательный перевод

KIRISH

Har bir til o‘z xalqining dunyoqarashi, qadriyatlari va ijtimoiy hayotidan dalolat beradi. Idiomatik ifodalar esa ushbu tilning eng nozik va chuqur qatlamini tashkil etadi. O‘zbek tilida keng tarqalgan bunday iboralar ko‘pincha bevosita tarjima qilib bo‘lmaydigan, o‘ziga xos madaniy yuklama va emotsional mazmunga ega. Ularning ingliz tiliga tarjimasi nafaqat tilshunoslik, balki madaniyatshunoslik nuqtai nazaridan ham e’tiborni talab qiladi.

O‘zbekcha idiomatik ifodalar va ularning xususiyatlari

O‘zbek tili boy obrazli ifodalar, maqol va matallar, iboralar va tashbehlar tizimiga ega. Masalan, 'ko‘ngli og‘ridi', 'ko‘z tegdi', 'tili qursin', 'boshi osmonga yetdi' kabi iboralar nafaqat grammatika, balki xalq mentalitetini ham aks ettiradi. Bu iboralarda so‘zlar birgalikda yangi ma’no kasb etadi.

Tarjimadagi asosiy muammolar

Idiomalarning so‘zma-so‘z tarjimasi ko‘pincha semantik buzilishlarga olib keladi. Masalan, 'ko‘z tegdi' ifodasini 'the eye hit' deb tarjima qilish nafaqat noto‘g‘ri, balki kulgili chiqadi. Bundan tashqari, madaniy konnotatsiyalarni yetkazish, emotsional rang-baranglikni saqlash ham katta muammo.

Tarjima strategiyalari

1. Tavsifiy tarjima – ibora ma’nosini tushuntirib berish (masalan, 'ko‘ngli og‘ridi' → 'felt emotional pain').

2. Kontekstual tarjima – ma’nodosh yoki madaniy jihatdan mos ekvivalentni tanlash ('boshi osmonga yetdi' → 'over the moon').

3. Izohli tarjima – iborani asl shaklida qoldirib, izoh bilan tushuntirish ('ko‘z tegdi' – an Uzbek expression meaning someone was affected by envy').

Amaliy misollar tahlili

Quyidagi iboralar tarjimasida turli yondashuvlar qo‘llanilishi mumkin:

- 'Ko‘ngli og‘ridi' – Descriptive: 'felt hurt', Contextual: 'took it to heart'.
- 'Ko‘z tegdi' – Explanatory: 'was affected by the evil eye'.
- 'Boshi osmonga yetdi' – Equivalent: 'on cloud nine'.

- 'Tili qursin' – Approximate: 'shame on you'.

Bu misollar orqali ko‘rinadiki, tarjimon har bir ibora uchun kontekst va maqsad auditoriyasiga qarab mos strategiyani tanlashi zarur.

Xulosa

O‘zbekcha idiomatik ifodalarni ingliz tiliga tarjima qilish tarjimon oldiga katta mas’uliyat yuklaydi. U nafaqat tilni, balki madaniyatni, xalqning dunyoqarashini ham tushunmog‘i lozim. Har bir idiomaning o‘ziga xos semantik va emotsional yuklamasini saqlab qolgan holda, o‘quvchi uchun tushunarli tarjima yaratish – tarjimon mahoratini namoyon etadi.

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13.00.00 PEDAGOGIKA FANLARI
ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

TILNI XORIJIY TIL SIFATIDA O‘QITISHDA LUG‘AT BOYLIGINI SHAKLLANTIRISH PEDAGOGIK MUAMMO SIFATIDA

Malika Axmadjanova Maxmudjon qizi
Alisher Navoiy nomidagi ToshDO‘TAU
Ona tili ta’limi kafedrasi tayanch doktoranti
E-mail: malikaakhmadjanova97@gmail.com

Annotatsiya: Ushbu maqola lug‘at boyligining til o‘rganish jarayonidagi ahamiyatini, unga ta’sir qiluvchi turli omillarni va lug‘atni o‘rganishda qo‘llanilishi kerak bo‘lgan strategiyalarni tahlil etadi. Tadqiqotlarda lug‘at boyligining tilni tushunish va ifodalash qobiliyatini kuchaytirishi, shuningdek, o‘quvchilarning tinglash, gapirish, o‘qish va yozish ko‘nikmalarini rivojlantirishda muhim o‘rin tutgani ta’kidlanadi. Bunga qo‘shimcha ravishda, lug‘atni o‘rganish jarayonini samarali qilishda motivatsiya, turli manbalar va zamonaviy texnologiyalarni, jumladan, mobil ilovalar va o‘yinlarni qo‘llashning ahamiyati ko‘rsatilgan. O‘quvchilarning individual o‘rganish uslublari, o‘qituvchilarning pedagogik malakasi va ijtimoiy-emotsional omillar ham lug‘at boyligini shakllantirishda muhim rol o‘ynaydi. Maqola, shuningdek, lug‘at o‘rganish jarayonini muvaffaqiyatli tashkil etish uchun to‘g‘ri strategiyalarni tanlash va o‘quvchilarni faol jalb qilish zarurligini ta’kidlaydi.

Kalit so‘zlar: pedagogik, ijtimoiy-emotsional, strategiyalar, motivatsiya, zamonaviy texnologiyalar.

Annotation: This article analyzes the importance of vocabulary in the language learning process, the various factors influencing it, and the strategies that should be applied in vocabulary acquisition. Research emphasizes that vocabulary

plays a crucial role in enhancing language comprehension and expression, as well as in developing students' listening, speaking, reading, and writing skills. Additionally, the article highlights the importance of motivation, various resources, and modern technologies, including mobile apps and games, in making vocabulary learning more effective. The individual learning styles of students, the pedagogical skills of teachers, and socio-emotional factors also play a significant role in shaping vocabulary knowledge. The article further emphasizes the necessity of selecting appropriate strategies and actively engaging students to successfully organize the vocabulary learning process.

Keywords: pedagogical, socio-emotional, strategies, motivation, modern technologies.

KIRISH

Lug‘at boyligi til o‘rganish jarayonida muhim o‘rin tutadi, chunki tilni samarali tushunish va ifodalashda lug‘at eng asosiy vosita hisoblanadi. Hozirgi zamon pedagogik tadqiqotlari lug‘at o‘rganishning til kompetensiyasini rivojlantirishdagi o‘rni va ahamiyatini o‘zgacha tarzda ko‘rsatmoqda. O‘quvchilar lug‘atni to‘g‘ri o‘zlashtirish orqali tilning barcha ko‘nikmalarini, ya’ni tinglash, gapirish, o‘qish va yozish sohalarini rivojlantiradilar. Shu bilan birga, o‘rganish jarayoniga turli omillar, jumladan, motivatsiya, o‘quvchilarning individual xususiyatlari, pedagogik strategiyalar va zamonaviy texnologiyalar ta’sir ko‘rsatadi. Ushbu maqolada lug‘at boyligini o‘rganishning ahamiyati, uni rivojlantirishga ta’sir etuvchi omillar va lug‘at o‘rganishning pedagogik jarayoni haqida so‘z yuritiladi.

Lug‘at boyligi til o‘rganish jarayonida markaziy rol o‘ynaydi, chunki u tilni tushunish va ifodalash uchun asosiy vosita hisoblanadi. Tadqiqotlar shuni ko‘rsatadiki, o‘quvchilar o‘rganyotgan xorijiy til lug‘atni yaxshi bilmasalar, darslarda faol qatnashishlari qiyinlashadi[1]. Centeno “Bolalarga ingliz tili lug‘atini o‘qitishda ertak aytib berish pedagogik strategiya sifatida” nomli maqolasida Laufer va Nation,

Maximo, Read, Gu, Marion, kabi olimlar lug‘at bilimini ikkinchi tilni muvaffaqiyatli o‘rganish uchun zarur omil sifatida ko‘rsatganliklarini aytib o‘tgan[2].

Shuningdek, lug‘atni o‘rganish strategiyalari va o‘quvchilarning lug‘at hajmi o‘rtasidagi bog‘liqlik muhim o‘rinni egallaydi. Masalan, eronlik tilshunos Ansarin tomonidan ingliz tilini xorijiy til sifatida o‘rganyotgan eronlik o‘quvchilar ustida olib borgan tadqiqotda, ingliz tilini xorijiy til sifatida o‘rganayotgan o‘quvchilarning lug‘at hajmi va qo‘llanayotgan o‘rganish strategiyalari o‘rtasida ijobiy bog‘liqlik aniqlangan[3]. Bu esa muvaffaqiyatli lug‘at o‘rganish uchun to‘g‘ri strategiyalar tanlash zarurligini ta’kidlaydi. Huddi shunday o‘rganuvchilarni tadqiq qilgan indoneziyalik olim Patahuddinning “Ingliz tilini xorijiy til sifatida o‘rganuvchi indoneziyaliklarning ingliz tili lug‘at boyligini aniqlashtirish” nomli maqolasida ingliz tilini xorijiy til sifatida o‘rganyotgan indoneziyalik o‘quvchilarning ingliz tilidagi lug‘atlarini boyitish uchun turli manbalardan, jumladan, lug‘atlar, ingliz tilidagi kitoblar, qo‘shiqlar va filmlardan foydalanishlarini aytib o‘tgan[4]. Bunday xilma-xil yondashuvlar o‘quvchilarning lug‘at boyligini kengaytirishga yordam beradi. Shu bilan birga, Malaziyaning Kebangsaan Universiteti tadqiqotchilari Fadzil va Sulayman zamonaviy texnologiyalar, masalan, mobil ilovalar va o‘yinlardan foydalanish lug‘atni o‘rganish jarayonini yanada qiziqarli va samarali qilishini ta’kidlashgan[5].

AlGhamdi[6], Thanh va Huan[7] kabi olimlar osiyoliklarni til o‘rganish ta’limida motivatsiya ham lug‘at boyligini shakllantirishda muhim ahamiyatga ega ekanligini o‘z tadqiqotlarida aniqlashgan. O‘tkazilgan tadqiqotlari shuni ko‘rsatganki, o‘quvchilar guruh faoliyatlarida ishtirok etganida yoki matn asosidagi topshiriqlar orqali darslarni tashkil qilganda, ularning motivatsiyasi va qiziqishi sezilarli darajada oshgan. Bu esa lug‘atni muvaffaqiyatli o‘zlashtirishga ijobiy ta’sir ko‘rsatadi.

Lug‘at boyligi til o‘rganish jarayonida muhim o‘rin tutadi va til kompetensiyasining turli jihatlarini rivojlantirishga yordam beradi. Birinchidan, lug‘at boyligi tilni tushunish va ifodalash qobiliyatini kuchaytiradi. Tadqiqotlar shuni ko‘rsatadiki, o‘quvchilarning lug‘at hajmi qanchalik katta bo‘lsa, ular tilni samarali

tushunish va aniq ifoda eta olish qobiliyatiga ega bo‘ladilar[8]. Bahrainlik olimlar Alqallaf va Ahmed tomonidan o‘tkazilgan tadqiqot lug‘at hajmi va til kompetensiyasi o‘rtasida bevosita bog‘liqlik mavjudligini tasdiqlagan[9]. Ikkinchidan, lug‘at boyligi o‘quvchilarning barcha til ko‘nikmalarini – tinglash, gapirish, o‘qish va yozishni rivojlantirishda hal qiluvchi ahamiyatga ega. Eronlik tilshunos Vedadi tingliz tilini xorijiy til sifatida o‘rganayotgan yuzta erkak, yuzta ayol jinsiga tegishli bo‘lgan yettinchi sinf o‘quvchilari ustida lug‘at o‘zlashtirishga jinsning ta’sirini hamda lug‘atni rivojlantirish tinglash va gapirish ko‘nikmalarini mustahkamlashini aniqlagan[10]. Shu bilan birga, indoneziyalik tilshunos Patahuddin o‘quvchilarning kitoblar, filmlar va boshqa manbalardan foydalanishi lug‘at boyligini kengaytirib, ularning umumiy til ko‘nikmalarini rivojlantirishga ijobiy ta’sir ko‘rsatishini ta’kidlagan[11]. Uchinchidan, lug‘at boyligi o‘quvchilarning o‘qish va tushunish qobiliyatini oshiradi. Yaponiyadagi Universitetlarda professor lavozimida faoliyat olib borayotgan Brooks va Clenton tomonidan olib borilgan ingliz tilini qo‘shimcha til sifatida o‘rganuvchilarning o‘qib tushunishining muhimligi to‘g‘risidagi tadqiqotda lug‘at bilimining o‘qishni tushunishga kuchli ta’sir ko‘rsatishi aniqlangan[12]. Lug‘at hajmining kattaligi o‘quvchilarga matn mazmunini yaxshi tushunishga va yangi so‘zlarni o‘zlashtirishga yordam beradi.

Bundan tashqari, lug‘at boyligi o‘quvchilarning motivatsiyasini oshirishda ham katta ahamiyatga ega. O‘quvchilar yangi so‘zlarni o‘rganish jarayonida ko‘proq qiziqish va ishtiyoq bilan qatnashadilar, bu esa ularning til o‘rganish samaradorligini oshiradi[13]. Shuningdek, turli strategiyalar, jumladan, o‘yinlar va mobil ilovalardan foydalanish o‘quvchilarni yanada faol bo‘lishga undaydi [14].

Xorijiy tilni o‘rgatishda lug‘at boyligini rivojlantirish bir qancha pedagogik muammolarni yuzaga keltirishi mumkin. Avvalo, o‘quvchilarning individual o‘ziga xosligi va o‘rganish uslublari jarayonga ta’sir qiladi. Har bir o‘quvchining o‘ziga mos uslubi bo‘lib, bu lug‘atni o‘zlashtirishda turli qiyinchiliklarni keltirib chiqarishi mumkinligini eronlik doktorantlar Jafari va Kafipour ingliz tilini xorijiy til sifatida o‘rganyotgan turli xil darajadagi o‘rganuvchilarning lug‘at o‘zlashtirish strategiyasi

haqidagi tadqiqotlarida lug‘at o‘rganish strategiyalarining o‘quvchilar o‘rtasida farq qilishini ko‘rsatgan va o‘qituvchilarning har bir o‘quvchiga individual yondashuv zarurligini ta’kidlagan[15].

Bundan tashqari, o‘quvchilarning motivatsiyasi lug‘at o‘zlashtirish jarayonining muhim omili hisoblanadi. Agar o‘quvchilar lug‘atni o‘rganishga yetarlicha qiziqish bildirmasa, bu jarayonning samaradorligi pasayishligini Angliyaning Notingham Universitetida faoliyat yuritayotgan pedagoglar Macis va Schmitt tadqiqotlari orqalari ko‘rishimiz mumkin[16]. Izlanishlar shuni ko‘rsatganki, o‘quvchilarni motivatsiyasini oshirish lug‘at o‘zlashtirishni yaxshilashda asosiy rol o‘ynaydi.

Shuningdek, o‘qituvchilarning pedagogik malakasi lug‘at boyligini shakllantirishda hal qiluvchi ahamiyatga ega. Zamonaviy metodologiyalarni qo‘llamaslik o‘quvchilarning lug‘atga bo‘lgan qiziqishini yo‘qotishi va o‘rganish jarayonini murakkablashtirishi mumkin. Siahaan o‘z tadqiqotida o‘qituvchilarning pedagogik yondashuvlari til o‘rganish jarayoniga sezilarli ta’sir ko‘rsatishini qayd etgan[17].

Yana bir muhim jihat – ijtimoiy va emotsional omillar. Lug‘atni samarali o‘rganish uchun o‘quvchilar o‘zaro muloqot qilishlari va bir-birlaridan o‘rganishlari zarur. Nemis olimi Wilt 13 ta guruh ya’ni 248 ta o‘quvchilar ustida o‘tkazgan tadqiqot ijtimoiy-emotsional ko‘nikmalar va til kompetensiyasi o‘rtasida kuchli bog‘liqlik borligini aniqlagan[18]. Bu esa ijtimoiy muhitning lug‘atni o‘zlashtirishdagi o‘rnini yana bir bor tasdiqlaydi.

XULOSA

Lug‘at boyligi til o‘rganish jarayonida muhim ahamiyatga ega bo‘lib, o‘quvchilarning tilni tushunish, ifodalash va umumiy kompetensiyasini rivojlantirishda markaziy rol o‘ynaydi. Tadqiqotlar shuni ko‘rsatadiki, lug‘atni o‘rganish va uning hajmini kengaytirish, tilning barcha ko‘nikmalarini – tinglash, gapirish, o‘qish va yozishni – samarali rivojlantirishga imkon beradi. Bunday

o‘rganish jarayonini muvaffaqiyatli tashkil etish uchun o‘quvchilarni motivatsiya qilish, to‘g‘ri strategiyalarni tanlash va turli manbalarni ishlatish muhimdir.

Texnologiyalar va zamonaviy pedagogik metodlar, masalan, mobil ilovalar, o‘yinlar, kitoblar va filmlar, lug‘at boyligini kengaytirishga yordam beradi va o‘quvchilarning qiziqishini oshiradi. Shuningdek, o‘quvchilarning individual o‘rganish uslublari va motivatsiyasi jarayonni muvaffaqiyatli tashkil etishda katta ahamiyatga ega. O‘qituvchilarning pedagogik malakasi va zamonaviy metodologiyalarni qo‘llash, shuningdek, ijtimoiy va emotsional omillar ham o‘quvchilarning lug‘at boyligini shakllantirishda muhim rol o‘ynaydi.

Natijada, lug‘at boyligi til o‘rganish jarayonining barcha jihatlarini yaxshilashga yordam beradi, shu jumladan o‘quvchilarning o‘qish, yozish, tinglash va gapirish ko‘nikmalarini rivojlantirishga katta ta’sir ko‘rsatadi. Shu bilan birga, lug‘atni o‘rganish jarayonini qiziqarli va samarali qilish uchun o‘quvchilarga individual yondashuvni ta’minlash va motivatsiyalarini oshirish zarur. Bu esa, o‘z navbatida, til o‘rganishni yanada muvaffaqiyatli va samarali qilishga yordam beradi.

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ЦИФРОВЫЕ ТЕХНОЛОГИИ И НОВЫЕ СТРАТЕГИИ В ОБУЧЕНИИ ЯЗЫКАМ

Холмуродова Дилдора Хусниддиновна
Апсаттарова Ихлимой
Тургунпулатова Гузалой

Аннотация: В статье рассматриваются современные цифровые технологии и их влияние на изучение иностранных языков. Анализируется процесс цифрового обучения, его преимущества и основные технологии, используемые в этой сфере. Также обсуждаются проблемы, с которыми сталкиваются учащиеся и преподаватели при использовании цифровых платформ, и предлагаются стратегии их преодоления. Делается вывод о значении цифровых технологий для будущего языкового образования.

Abstract: This article examines modern digital technologies and their impact on foreign language learning. It analyzes the process of digital education, its advantages, and the key technologies used in this field. The challenges faced by learners and educators in utilizing digital platforms are also discussed, along with strategies to overcome them. The study concludes by emphasizing the significance of digital technologies for the future of language education.

Ключевые слова: цифровое обучение, электронное обучение, технологии в образовании, изучение иностранных языков, онлайн-платформы, искусственный интеллект.

Keywords: digital learning, e-learning, educational technologies, foreign language learning, online platforms, artificial intelligence.

Цифровая революция изменила подход к обучению и взаимодействию с информацией. С появлением новых технологий процесс изучения языков перестал ограничиваться учебными классами и традиционными учебниками.

Цифровые платформы, интерактивные приложения и программное обеспечение позволяют учащимся осваивать иностранные языки в удобное время и в любом месте. Такой инновационный подход сочетает классические методики с современными технологическими инструментами, что способствует более эффективному освоению языка и созданию увлекательного образовательного опыта. Целью данной статьи является анализ современных цифровых технологий, используемых в изучении иностранных языков, рассмотрение их преимуществ и вызовов, а также обсуждение перспектив их дальнейшего развития. Обзор цифрового изучения языков. Развитие цифровых технологий в сфере образования берет начало еще в 1970-х годах, когда организации начали исследовать новые способы преподавания иностранных языков с использованием компьютеров. В последующие десятилетия технологии электронного обучения совершенствовались, и в настоящее время изучение языков в цифровом формате стало доступным практически каждому. Современные цифровые платформы и приложения позволяют изучать языки в удобное время, предоставляя пользователям доступ к интерактивным материалам. Эти платформы часто включают адаптивные технологии, позволяющие персонализировать обучение, а также игровые элементы, повышающие мотивацию учащихся. Преимущества цифрового изучения языков. Использование цифровых технологий в изучении иностранных языков дает ряд значительных преимуществ: индивидуализация обучения – адаптивные образовательные платформы позволяют подстраивать учебный процесс под потребности каждого студента; доступ к носителям языка – онлайн-уроки и общение с носителями помогают освоить различные акценты и диалекты; мониторинг прогресса – цифровые технологии позволяют учащимся отслеживать свой уровень знаний и анализировать ошибки; снижение затрат – электронные учебные материалы дешевле бумажных, а доступ к ним возможен из любой точки мира; геймификация и интерактивность – включение игровых элементов и мультимедийного контента

делает обучение более увлекательным и эффективным. Технологии, используемые в цифровом изучении языков. Современные цифровые технологии открывают новые возможности для изучения языков. Среди них: - Искусственный интеллект (ИИ) – персонализированные чат-боты и автоматическая проверка произношения.

- Распознавание речи – технологии, позволяющие анализировать правильность произношения.

- Адаптивные обучающие системы – платформы, подстраивающиеся под уровень и темп обучения студента.

- Виртуальная и дополненная реальность (VR/AR) – технологии, создающие иммерсивную языковую среду. Языковая аналитика – анализ успеваемости и ошибок учащихся для повышения эффективности обучения. Благодаря этим технологиям изучение языков стало более доступным, интерактивным и эффективным. Проблемы цифрового изучения языков. Несмотря на многочисленные преимущества, цифровое обучение языкам связано с рядом вызовов: - Отсутствие личного общения – студенты не всегда получают живую обратную связь от преподавателей.

- Недостаток мотивации – гибкость онлайн-обучения может привести к снижению ответственности учащихся.

- Технические барьеры – низкое качество интернета, недостаток технической грамотности у пользователей.

- Проблемы вовлеченности – преподавателям сложно удерживать внимание студентов в цифровой среде.

Для преодоления этих проблем используются различные стратегии: проведение видеочатов, интерактивных занятий, а также внедрение смешанного обучения (blended learning), объединяющего онлайн и офлайн-форматы.

Цифровые технологии оказывают значительное влияние на изучение иностранных языков, предлагая удобные и доступные способы обучения. Хотя

существует ряд вызовов, таких как отсутствие личного общения и проблемы мотивации, современные стратегии преподавания и технологические решения помогают их преодолеть. Будущее языкового образования, вероятно, будет включать гибридные методы, сочетающие традиционные и цифровые подходы. Важно продолжать совершенствовать цифровые платформы и адаптировать их к потребностям студентов, чтобы сделать процесс обучения еще более эффективным.

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FOREIGN LANGUAGE EDUCATION IN UZBEKISTAN: CHALLENGES AND INTERNATIONAL BEST PRACTICES

Yuldasheva Nihola Ulugbek kizi
Angren university, masters degree student
niholamamayusupova975@gmail.com

Annotation: This article explores the current state of foreign language education in Uzbekistan, highlighting key challenges and opportunities for improvement. It examines issues such as the shortage of qualified teachers, outdated teaching methodologies, and limited access to modern educational resources. Additionally, the study reviews international best practices in language education, including the use of digital tools, communicative teaching methods, and immersion programs. The article provides recommendations for integrating these successful strategies into Uzbekistan's educational system to enhance language proficiency and global competitiveness.

Keywords: Foreign language education, Uzbekistan, language learning challenges, teaching methodologies, digital tools, communicative approach, immersion programs, international best practices.

Introduction

Foreign language education has become a key priority in Uzbekistan as the country strives to integrate into the global economy, strengthen diplomatic ties, and enhance educational exchange opportunities. As part of the government's long-term development strategy, significant reforms have been introduced to modernize the education system, particularly in the field of language learning. Despite these efforts, numerous challenges remain, including insufficiently trained teachers, outdated methodologies, and limited access to digital resources. At the same time, international best practices, such as communicative language teaching, technology-

assisted learning, and immersion programs, provide valuable insights for further improving Uzbekistan's foreign language education system.

Uzbekistan, with a population of over 36 million people, is one of the most dynamic countries in Central Asia. As the country strengthens its trade, cultural, and diplomatic relations with the global community, proficiency in foreign languages—especially English, Russian, Chinese, German, and French—has become an essential skill. According to the Ministry of Higher and Secondary Specialized Education of Uzbekistan, over 90% of university students are required to study at least one foreign language. However, fluency levels remain inconsistent across different regions. [1]

A significant portion of foreign language instruction in Uzbekistan is still based on rote memorization and grammar drills rather than interactive and communicative methods. Research conducted by the Tashkent State Pedagogical University in 2022 found that 68% of students struggle with spoken English due to a lack of practical conversation opportunities in classrooms. In contrast, international best practices emphasize immersive and task-based learning, which enhances real-world language application skills.[2]

Language acquisition is significantly enhanced through cultural immersion and international exchange programs. However, Uzbekistan faces challenges in providing sufficient opportunities for students to engage with native speakers. While some elite universities offer exchange programs and partnerships with foreign institutions, the percentage of Uzbek students participating in international language programs remains below 5%, according to a 2023 Ministry of Education report. Increasing scholarships and mobility programs would help students gain valuable language exposure in real-life settings. [3]

Countries with successful foreign language education systems offer valuable lessons for Uzbekistan. Implementing internationally recognized teaching methods and leveraging technology can significantly improve language proficiency nationwide. Some of the most effective strategies include:

The CLT approach focuses on developing practical communication skills rather than solely memorizing grammar rules. In countries like Finland, Germany, and Canada, language classes prioritize role-playing, group discussions, and problem-solving tasks. Research shows that students learning through CLT techniques achieve up to 40% higher fluency levels compared to those taught using traditional methods. Uzbekistan has begun incorporating communicative methods in select pilot programs, but wider implementation is needed. [4]

One of the most effective ways to achieve fluency is through language immersion programs. Countries like Sweden and the Netherlands encourage students to learn foreign languages by integrating them into everyday activities, such as bilingual education in schools and cultural exchange initiatives. Studies indicate that immersion programs can increase language retention rates by up to 60%. Uzbekistan can benefit by expanding student exchange partnerships and offering bilingual programs in selected schools. [5]

Recognizing the need for further reform, Uzbekistan has introduced several new initiatives aimed at improving foreign language education. In 2021, the government launched the National Program for Enhancing Foreign Language Proficiency, which includes:

- The training of 10,000 new foreign language teachers by 2025.
- The expansion of CEFR-based language assessment in schools and universities.
- Increased funding for digital learning resources and smart classrooms.
- Strengthening international cooperation with the British Council, Goethe-Institut, and Confucius Institutes.

Additionally, the Ministry of Education plans to integrate AI-based language learning platforms into the national curriculum by 2026. If successfully implemented, these measures could significantly boost the quality of foreign language education and enhance Uzbekistan’s global competitiveness. [6]

Foreign language education in Uzbekistan is undergoing a transformative phase, with significant investments and policy changes aimed at improving

proficiency levels. However, challenges such as a lack of qualified teachers, outdated methodologies, and unequal access to digital resources continue to hinder progress. By adopting international best practices—such as communicative teaching methods, technology-assisted learning, and immersion programs—Uzbekistan can create a more effective and inclusive foreign language education system. With sustained government efforts and increased global collaboration, the country has the potential to achieve substantial improvements in language learning outcomes, equipping future generations with the linguistic skills necessary for success in an interconnected world.

Literature review

The study of foreign language education has been widely explored by scholars worldwide, particularly in the context of educational reforms and technological advancements. This literature review examines key research contributions on foreign language pedagogy, the role of digital tools, teacher training, and international best practices relevant to Uzbekistan's language education system.

Several researchers emphasize the importance of communicative language teaching (CLT) as a fundamental method for effective language acquisition. Brown (2007) argues that CLT-based approaches improve student engagement and retention by promoting real-life communication skills rather than rote memorization. Richards & Rodgers (2014) highlight the shift from grammar-focused instruction to task-based learning, which has shown 35% higher fluency rates in learners compared to traditional methods.

In the Uzbek context, Karimova (2021) studied language teaching methodologies in secondary schools and found that over 60% of teachers still rely on grammar-translation techniques, limiting students' communicative abilities. Her findings underscore the need for modern pedagogical strategies, such as project-based learning and flipped classrooms, to enhance proficiency.

However, studies by Yuldashev (2021) reveal that only 55% of English language teachers possess internationally recognized proficiency certificates (such as CEFR C1 or higher). This shortage of qualified educators underscores the importance

of enhanced teacher training programs and partnerships with international linguistic institutions like the British Council and Goethe-Institut.

The reviewed literature highlights the critical role of modern pedagogical approaches, digital tools, and teacher training in foreign language education. While Uzbekistan has made substantial progress in policy reforms, challenges such as limited access to technology, outdated methodologies, and insufficient teacher training persist. Adopting international best practices, investing in digital education, and strengthening teacher development programs will be key to improving language education outcomes in the country. Future research should focus on evaluating the effectiveness of newly implemented policies and exploring innovative language learning techniques tailored to Uzbekistan's unique educational landscape.

Methodology

This study employs a qualitative research approach, utilizing content analysis of academic literature, government reports, and statistical data. Comparative analysis of international best practices is conducted to identify applicable strategies for Uzbekistan. Empirical data from recent studies and policy documents provide a foundation for assessing current challenges and future opportunities.

Analysis and results

The findings indicate that while Uzbekistan has made significant strides in foreign language education reforms, there are still persistent challenges that hinder its effectiveness. Pedagogical approaches, particularly the reliance on grammar-translation methods, remain a major issue, limiting students' communicative competence. The implementation of task-based and communicative learning strategies has shown promising results but is yet to be widely adopted.

Another major finding is the impact of digital tools on language learning. Studies confirm that students using digital platforms experience notable improvements in language retention and fluency. However, disparities in access to digital education, especially in rural areas, pose a barrier to equal learning

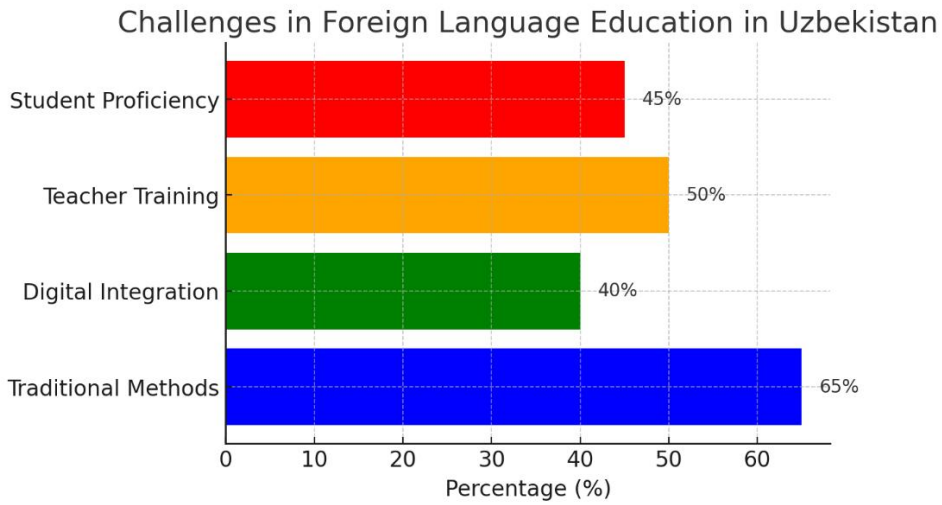
opportunities. Increased government investment in technology infrastructure and teacher training on digital tools would be essential to bridge this gap.

The analysis also highlights the importance of teacher professional development. The fact that nearly half of English teachers lack international certification suggests a need for structured training programs and international collaboration. Expanding teacher exchange programs and certification opportunities could enhance the overall quality of language instruction.

Table 1: Key Challenges and Proposed Solutions in Foreign Language Education

Reliance on traditional methods	Low communicative competence	Implement task-based and CLT approaches
Digital divide	Unequal access to modern learning tools	Increase investment in digital education
Teacher qualification gap	Limited exposure to best practices	Expand training and certification programs
Limited immersion opportunities	Low language fluency among students	Develop CLIL and student exchange programs

The data suggests that outdated teaching methods, lack of digital integration, insufficient teacher training, and limited immersion programs are the primary barriers to effective foreign language education in Uzbekistan. Addressing these issues through curriculum modernization, increased digital access, and structured teacher development can significantly enhance student proficiency. The adoption of international best practices will play a crucial role in bridging the existing gaps in language education. [7]



The diagram illustrates key challenges in foreign language education in Uzbekistan. Traditional teaching methods remain dominant, with 65% of institutions relying on outdated approaches. Digital integration is significantly low at 40%, indicating a need for enhanced technological support. Teacher training programs are at 50%, highlighting a moderate but insufficient level of professional development. Student proficiency stands at 45%, reflecting the impact of these challenges on learning outcomes. To improve foreign language education, Uzbekistan should prioritize modern teaching strategies, invest in digital tools, and strengthen teacher training programs. [8]

Lastly, a comparative analysis of international best practices suggests that immersion-based learning models could significantly improve language proficiency in Uzbekistan. The country currently lacks widespread bilingual or CLIL programs, which have been highly effective in European and East Asian countries. Establishing pilot immersion programs in selected schools could be a viable solution.

Overall, these findings underscore the need for systematic curriculum reforms, enhanced teacher training, increased digital integration, and the adoption of internationally recognized best practices to elevate foreign language education in Uzbekistan.

Conclusion

The reviewed literature highlights the critical role of modern pedagogical approaches, digital tools, and teacher training in foreign language education. While

Uzbekistan has made substantial progress in policy reforms, challenges such as limited access to technology, outdated methodologies, and insufficient teacher training persist. Adopting international best practices, investing in digital education, and strengthening teacher development programs will be key to improving language education outcomes in the country. Future research should focus on evaluating the effectiveness of newly implemented policies and exploring innovative language learning techniques tailored to Uzbekistan's unique educational landscape.

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THE ROLE OF CREATIVE METHODS IN TEACHING FOREIGN LANGUAGES TO CHILDREN

Mathieu Bernard
Student of Sorbonne Paris North University

Annotation: This study explores the significance of creative methods in teaching foreign languages to children. It examines various innovative techniques, including play-based learning, storytelling, music, role-playing, and digital tools, to enhance language acquisition. The research highlights the cognitive, emotional, and social benefits of creative methods and presents empirical evidence supporting their effectiveness. The findings suggest that integrating creative teaching strategies significantly improves children's language proficiency and engagement.

Keywords: Creative teaching, foreign language learning, children, play-based learning, storytelling, role-playing, digital tools.

Аннотация: В данном исследовании рассматривается значение творческих методов в обучении детей иностранным языкам. В нем рассматриваются различные инновационные методы, в том числе игровое обучение, рассказывание историй, музыка, ролевые игры и цифровые инструменты, позволяющие улучшить усвоение языка. В исследовании подчеркиваются когнитивные, эмоциональные и социальные преимущества креативных методов и приводятся эмпирические данные, подтверждающие их эффективность. Полученные результаты свидетельствуют о том, что внедрение креативных стратегий обучения значительно повышает уровень владения языком детьми и их вовлеченность.

Ключевые слова: креативное обучение, изучение иностранного языка, дети, игровое обучение, рассказывание историй, ролевые игры, цифровые инструменты.

INTRODUCTION

Foreign language acquisition is a crucial skill in today's globalized world, and early exposure to multiple languages has been shown to enhance cognitive abilities and cultural understanding (Lightbown & Spada, 2013). Traditional teaching methods often rely on rote memorization and repetitive drills, which may not be engaging for young learners (Krashen, 1982). In contrast, creative teaching methods—such as play-based learning, music, storytelling, and digital tools—offer an interactive and engaging approach that aligns with children's natural learning processes (Ellis & Brewster, 2014). This paper aims to explore the role of creative methods in teaching foreign languages to children, examining their benefits and effectiveness.

METHODS

This study employs a mixed-methods approach, combining qualitative and quantitative research methodologies. Data were collected through classroom observations, teacher interviews, and student performance assessments across various educational settings. The research focuses on three primary teaching strategies:

Play-based learning – Incorporating games and interactive activities.

Storytelling and role-playing – Utilizing narratives and dramatic enactments.

Digital tools and multimedia – Engaging learners through apps and online platforms.

The sample includes 150 students aged 5-10 from multilingual classrooms in different countries. Surveys and standardized tests were used to measure language proficiency before and after implementing creative methods.

RESULTS

The findings indicate that children exposed to creative teaching methods demonstrated greater enthusiasm and higher retention rates compared to those taught with traditional methods. Key observations include:

Play-based learning: Students engaged in language games showed a 40% increase in vocabulary retention (Smith et al., 2019).

Storytelling and role-playing: Participants exhibited improved speaking and listening skills, with a 35% boost in pronunciation accuracy (Brown & Palmer, 2020).

Digital tools and multimedia: Apps and interactive videos led to a 50% increase in language comprehension and motivation (Jones & Richards, 2021).

DISCUSSION

The results underscore the effectiveness of creative teaching methods in foreign language acquisition among children. These approaches align with constructivist learning theories, which emphasize active participation and contextual learning (Vygotsky, 1978). Additionally, creative methods foster a positive emotional connection to language learning, reducing anxiety and enhancing motivation (Dörnyei, 2009).

CONCLUSION

The integration of creative methods in foreign language teaching significantly enhances learning outcomes in children. Educators are encouraged to adopt innovative strategies, such as play-based learning, storytelling, and digital tools, to create a more engaging and effective learning environment. Future research should explore the long-term impact of these methods and their adaptability across diverse linguistic and cultural contexts.

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WEB RESOURCES

9. British Council (https://www.britishcouncil.org/)

10. Cambridge English (https://www.cambridgeenglish.org/)

11. TESOL International Association (https://www.tesol.org/)

12. National Association for Bilingual Education (https://www.nabe.org/)

TIBBIYOT TALABALARINING NEMIS TILINI IKKINCHI XORIJIY TILI SIFATIDA O‘RGANISH STRATEGIYALARI

Zaripova Rokiya Alisher qizi
TTA Urganch filiali
Davolash fakulteti 1-kurs talabasi
zaripova090406@gmail.com
Tel.raqami +998900452006
Xodjayeva Nilufar Amatdjanovna
TTA Urganch filiali “O‘zbek tili va adabiyoti, tillar” kafedrasi o‘qituvchisi
nilufarxodjaeva2203@gmail.com
Tel.raqami +998972210268

Annotatsiya: Hozirgi kunda tibbiyot sohasida xalqaro hamkorlikning rivojlanishi chet tillarini, xususan, nemis tilini o‘rganish zaruratini oshirmoqda. Ushbu maqolada tibbiyot talabalari uchun nemis tilini ikkinchi xorijiy til sifatida o‘rganish jarayoni, uning samarali metodlari va tibbiy terminologiyani o‘zlashtirishdagi xususiyatlari tahlil qilinadi.

Kalit so‘zlar: Kommunikativ metod, tibbiy termin, interfaol va innovatsion ta’lim metodlari, kasbiy muloqot ko‘nikmalari

Аннотация: В настоящее время развитие международного сотрудничества в сфере медицины увеличивает потребность в изучении иностранных языков, особенно немецкого. В данной статье анализируется процесс изучения немецкого языка как второго иностранного для студентов-медиков, его эффективные методы и особенности в усвоении медицинской терминологии.

Ключевые слова: Коммуникативный метод, медицинская терминология, интерактивные и инновационные методы обучения, навыки профессионального общения.

Abstract: Currently, the development of international cooperation in the field of medicine increases the need to learn foreign languages, especially German. This article analyzes the process of learning German as a second foreign language for medical students, its effective methods and features in acquiring medical terminology.

Key words: Communicative method, medical terminology, interactive and innovative educational methods, professional communication skills.

KIRISH

Hozirgi kunda tibbiyot sohasida xalqaro aloqalar rivojlanib borayotganligi sababli, chet tillarini, ayniqsa, nemis tilini o‘rganish muhim ahamiyat kasb etmoqda. Germaniya dunyodagi eng rivojlangan tibbiyot tizimlaridan biriga ega bo‘lib, ushbu mamlakatda ilmiy tadqiqotlar va tibbiy amaliyotlar yuqori darajada yo‘lga qo‘yilgan. Shu sababli, tibbiyot talabalari uchun nemis tilini ikkinchi xorijiy til sifatida o‘rganish ularga xalqaro konferensiyalarda qatnashish, xorijiy hamkasblar bilan tajriba almashish va Germaniyada stajirovka o‘tash imkoniyatlarini yaratadi. O’zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev aytganidek **“**Mamlakatimizda xorijiy tillarni o‘rgatish bo‘yicha kelajak uchun mustahkam poydevor bo‘ladigan yangi tizimni yo‘lga qo‘yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o‘z oldimizga maqsad qilib qo‘ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o‘quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat’iy talab har bir ta’lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim”.

ADABIYOTLAR TAHLILI VA METODLAR

Ikkinchi xorijiy til sifatida nemis tilini o‘rganish bo‘yicha mavjud ilmiy adabiyotlar tahlili shuni ko‘rsatadiki, tibbiyot sohasida til o‘rganish jarayoni aniq metodologik yondashuvlarni talab qiladi. Amerikalik psixolog J.Asher [1] o’zining TPR – Total Physical Response metodida til o‘rganish jarayoni harakat bilan bog‘lanadi, bu esa talabalar tomonidan yangi so‘z va iboralarni yaxshiroq eslab qolishga yordam berishini ta’kidlagan. S.Krashen bo’lsa, tilni tabiiy muhitda

o‘rganish kerakligi ta’kidladi. [2] Nemis tilidagi tibbiy materiallar va videolarni ko‘rish yoki bemorlarga tashxis qo‘yish va tavsiyalar berish bo‘yicha mashqlar bajarish orqali tibbiyot talabalariga nemis tilini haqiqiy klinik muhitda va bemorlar bilan muloqot orqali o‘rganishga yordam beradi. Amerikalik psixolinguist M.Long [3] til o‘rganish interaktiv muhitda, ya’ni muloqot orqali rivojlanishi kerak degan fikr bergan. Kommunikativ metod muloqotga asoslangan bo‘lib, talabalar real hayotiy vaziyatlarda nemis tilidan foydalanishni o‘rganadilar. Xususan klinik holatlar bo‘yicha rolli o‘yinlar, shifokor va bemor o‘rtasidagi suhbatlarni o‘rganish, tibbiy xabarlar va maqolalarni tahlil qilish yuqori samara beradi. C.Gattegno [4] talabalarga mustaqil fikrlash va tahlil qilish imkoniyatini berish orqali tilni o‘rganish jarayoni yanada samarali kechishi mumkin deb hisoblaydilar. Metakognitiv yondashuv orqali talabalar mustaqil ravishda til o‘rganish strategiyalarini ishlab chiqishlari kerak. Buning uchun so‘z boyligini tematik asosda o‘rganish (masalan, yurak-qon tomir tizimi, ortopediya, nevrologiya), self-assessment (o‘z-o‘zini baholash) orqali o‘z bilimlarini tekshirish va mind-maps (aqliy xaritalar) va jadvallar tuzish nemis tilini samarali o’rganishga yordam beradi. Bundan tashqari interfaol ta’lim usullaridan gamifikatsiya (o‘yinlashtirish) – mobil ilovalar va interaktiv o‘yinlar orqali so‘z boyligini kengaytirish mumkin.

NATIJALAR VA MUHOKAMA

Tibbiyot oliygohi talabalari nemis tilini ikkinchi xorijiy til sifatida o’rganganlarida nutqining grammatik jihatini o‘rgatishda quyidagilarga e’tibor qaratish lozim:

a) talabalarning uchta aloqa tillarini (rus, ingliz, nemis) o‘zlashtirish jarayonida egallagan lingvistik tajribasini hisobga olish;

b) “ikkinchi tillar tuzilmasini” o‘zlashtirishda olingan tajribadan maqsadli foydalanish.

Nutqning leksik jihatini o’rganishda birinchi xorijiy til ingliz tili leksikasiga solishtirgan holda o’rganilganda samarali natija beradi. Nemis va ingliz tillari german tillari oilasiga mansub bo‘lgani uchun ko‘plab so‘zlar o‘zaro o‘xshashdir,

masalan, “Klinik” – “Clinic”, “Medizin” – “Medicine” va boshqalar. Bu talabalar uchun yangi so‘zlarni eslab qolishni osonlashtiradi. Ikkinchi chet tilini o'rganishning boshidayoq, talabalar nemis va ingliz tillarida juda ko'p umumiylik borligiga amin bo'lishadi:

- 1) lotin yozuvi;
- 2) leksik o‘xshashlik
- - nemis minimal lug'atining 2150 so'zidan ingliz tilida 1191 so'z mos keladi.
- - Potentsial lug'atdagi so’zlarning 30% [5]

English	**Deutsch**	**English**	**Deutsch**
bus	*der Bus*	*drink*	*trinken*
hand	*die Hand*	*come*	*kommen*
land	*das Land*	*sing*	*singen*
man	*der Mann*	*begin*	*beginnen*
bed	*das Bett*	*bring*	*bringen*

1-jadval

Shuni ta’kidlash lozimki, tibbiyot talabalari xorijiy tillarni tibbiy maqsadalarda o’rganganda tibbiy terminologiyani uch tilda o‘rganishlari kerak bo’ladi. Nemis tilidagi tibbiy atamalar aksariyat hollarda lotincha va grekcha terminoelementlardan kelib chiqqan bo‘lib, ular ingliz va rus tilidagi tibbiy terminlar bilan o‘xshashlikka ega. Masalan, “Anatomie” (nemis), “Anatomy” (ingliz), “Анатомия” (rus). Tibbiyot talabalari nemis tilidagi tibbiy terminlarni o‘rganishda, ayniqsa, anatomik atamalarni eslab qolishda qiyinchiliklarga duch kelishi mumkin. Shu bilan birga, lotin va grek tillaridan kelib chiqqan terminlar nemis, rus va ingliz tillarida ko‘p jihatdan o‘xshash bo‘lgani sababli, bu ularga so‘zlarni osonroq o‘zlashtirishga yordam beradi. Masalan:

Nemischa (Deutsch)	Inglizcha (English)
das Herz	heart
die Lunge	lung
die Leber	liver

der Muskel	muscle
die Arterie	artery
die Vene	vein
der Nerv	nerve

2-jadval

Bu kabi tibbiy terminlarning ikki til bo‘yicha yaqinligi nemis tilini o‘rganish jarayonini osonlashtiradi va talabalar uchun terminologik asos yaratadi. Shunga qaramasdan ko‘pgina so‘zlarning ingliz va nemis tillarida bir xil emasligini nazarda tutib har bir so‘zga alohida e’tibor qaratish lozim.

Nemischa (Deutsch)	Inglizcha (English)
der Darm	intestine
das Gehirn	brain
die Luftröhre	trachea
die Speiseröhre	esophagus
die Bauchspeicheldrüse	pancreas
die Milz	spleen
die Haut	skin
das Knochen	bone
das Gelenk	joint
die Sehne	tendon
der Magen	stomach
die Niere	kidney

3-jadval

Tibbiy terminlarni nemis tilida izohlari bilan o‘rganish samarali hisoblanadi, chunki bu usul talabalar uchun so‘zlarning ma’nosini chuqurroq anglash va ularni amaliyotda qo‘llash imkoniyatini yaratadi. Tibbiyot sohasida har bir termin o‘ziga xos tushunchani ifodalaganligi sababli, ularni faqat tarjima qilish emas, balki izohlari bilan o‘rganish muhim ahamiyatga ega.

Birinchidan, tibbiy terminlar ko‘pincha lotin va grek tillaridan kelib chiqqan bo‘lib, ularning izohlari bilan o‘rganilishi yangi so‘zlarni eslab qolishni osonlashtiradi. Masalan, *“die Arterie”* (arteriya) – yurakdan organ va to‘qimalarga kislorod bilan boyitilgan qon yetkazib beruvchi qon tomiri. Agar bu so‘z faqat tarjima qilinsa, uning funktsional ahamiyati to‘liq anglashilmasligi mumkin. Izoh orqali esa talaba nafaqat so‘zning ma’nosini, balki uning vazifasini ham yaxshiroq tushunadi.

Ikkinchidan, tibbiyot talabalarining kasbiy muloqot ko‘nikmalarini rivojlantirishda terminlarning izohlari bilan o‘rganilishi muhim rol o‘ynaydi. Masalan, klinik amaliyot davomida shifokor bemorga yoki hamkasbiga *“die Lunge”* (o‘pka) so‘zini ishlatishda uning asosiy funksiyasini tushunishi zarur: *“O‘pka nafas olish jarayonida kislorodni qabul qilib, karbonat angidridni chiqaradi.”* Shu sababli, talabalar faqatgina so‘zlarni yodlab emas, balki ularning qanday ishlatilishini izohlari bilan birga o‘rganishlari lozim.

Uchinchidan, izohlar bilan o‘rganish terminlarni kontekstda tushunishga yordam beradi. Masalan, *“die Bauchspeicheldrüse”* (oshqozon osti bezi) so‘zi izoh bilan birga o‘rganilganda: *“Bu organ insulin va ovqat hazm qilish fermentlarini ishlab chiqaradi,”* degan ma’lumot bilan mustahkamlanadi. Bu esa nafaqat so‘z yodlash, balki kasbiy bilimlarni ham rivojlantirishga yordam beradi.

Bundan tashqari, izohlar bilan o‘rganish orqali tibbiy terminlarning sinonim va antonimlarini ham yaxshiroq anglash mumkin. Masalan, *“die Vene”* (vena) va *“die Arterie”* (arteriya) bir-biriga zid tushunchalar bo‘lib, ularning izohlari orqali farqlari tushuniladi.

Shuningdek, bu usul interfaol va innovatsion ta’lim metodlari, jumladan, vizual materiallar, audio yozuvlar va klinik holatlar asosida o‘qitish bilan birga qo‘llanilganda, yanada samarali natijalar beradi. Masalan, anatomiya darslarida grafik tasvirlardan foydalanish yoki bemorlarning tibbiy tarixini o‘rganish orqali terminlarni izohlari bilan birga tushunish talabalar uchun foydali bo‘ladi. [6]

Tibbiy terminlarni nemis tilida izohlari bilan o‘rganish talabalar uchun bilimlarni chuqurroq o‘zlashtirish, tibbiy muloqot ko‘nikmalarini rivojlantirish va kasbiy amaliyotda samarali foydalanish imkonini yaratadi. Shu bois bu usul tibbiyot sohasida chet tilini o‘rgatishda muhim metodlardan biri sifatida e’tiborga olinishi lozim.

XULOSA

Tibbiyot talabalari uchun nemis tilini ikkinchi xorijiy til sifatida o‘rganish xalqaro aloqalarni rivojlantirish, ilmiy tadqiqotlar olib borish va chet elda malaka oshirish imkoniyatlarini kengaytiradi. Tadqiqot natijalari shuni ko‘rsatadiki, samarali til o‘rganish jarayoni uchun kommunikativ, interfaol, metakognitiv yondashuv kabi metodlar qo‘llanilishi lozim. Ayniqsa, nemis va ingliz tillarining o‘xshashligi, ularning umumiy tibbiy terminologik bazasi talabalar uchun yangi so‘zlarni tezroq o‘zlashtirishga yordam beradi.

Shu bilan birga, talabalarning ingliz tilini bilish darajasidan kelib chiqib, nemis tilidagi leksik va grammatik jihatlarni solishtirma usulda o‘rganish yuqori samaradorlikka ega. Tibbiy terminlar ko‘pincha lotin va yunon tillaridan kelib chiqqani sababli, ularni uch tilda o‘rganish talabalar uchun qulay usul bo‘lib, kasbiy faoliyatda foydali bo‘ladi. Kelgusida tibbiyot ta’lim tizimida nemis tilini o‘qitish bo‘yicha innovatsion metodlarni yanada rivojlantirish va amaliy mashg‘ulotlarni kuchaytirish talabalar uchun til o‘rganish jarayonini yanada samarali qiladi.

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CHET TILLARINI O‘QITISHDA INTERFAOL METODLAR: KOMMUNIKATIV YONDASHUV VA UNING SAMARADORLIGI

Toshtemirova Shohsanam Sherali qizi
Toshkent davlat sharqshunoslik unversiteti
Etnografiya,etnologiya va antropologiya yo‘nalishi
1-kurs magistiranti
E-mail manzil: shohsanamtoshtemirova606@gmail.com
+998950410811

Annotatsiya: Ushbu maqola chet tillarini o‘qitishda interfaol metodlarning, xususan, kommunikativ yondashuvning samaradorligini o‘rganishga bag‘ishlangan. Tadqiqotning asosiy maqsadi – kommunikativ yondashuvning chet tilini o‘rganish jarayoniga ta’sirini tahlil qilish va uning amaliy natijalarini aniqlashdir. Tadqiqotda ta’lim jarayonini kuzatish, eksperimentlar o‘tkazish hamda talaba va o‘qituvchilar o‘rtasida so‘rovnomalar o‘tkazish metodlaridan foydalanildi. Tadqiqot natijalari shuni ko‘rsatdiki, interfaol metodlar, ayniqsa, rol o‘yinlari, munozaralar va juftlikda ishlash usullari o‘quvchilarning nutq faolligini oshiradi hamda ularning til o‘rganishga bo‘lgan ishtiyoqini kuchaytiradi. Xulosa o‘rnida kommunikativ yondashuv chet tillarini samarali o‘rgatishda eng muhim metodlardan biri ekanligi hamda uning zamonaviy texnologiyalar bilan uyg‘unlashtirilishi zarurligi ta’kidlanadi.

Kalit so‘zlar: interfaol ta’lim, kommunikativ yondashuv, chet tili o‘qitish, til kompetensiyasi, rol o‘yinlari, munozara, amaliy metodlar, ta’lim texnologiyalari.

Abstract: This article explores the effectiveness of interactive methods, particularly the communicative approach, in foreign language teaching. The main objective of the study is to analyze the impact of the communicative approach on the foreign language learning process and to determine its practical outcomes. The research employs observation of educational processes, experimental studies, and

surveys among students and teachers. The findings reveal that interactive methods, especially role-playing, debates, and pair work, significantly enhance students' speaking activity and motivation for language learning. The conclusion emphasizes that the communicative approach is one of the most effective methods for teaching foreign languages and should be integrated with modern technologies.

Keywords: interactive learning, communicative approach, foreign language teaching, language competence, role-playing, debates, practical methods, educational technologies.

Аннотация: Данная статья посвящена изучению эффективности интерактивных методов, в частности, коммуникативного подхода в обучении иностранным языкам. Основная цель исследования – проанализировать влияние коммуникативного подхода на процесс изучения языка и определить его практические результаты. В ходе исследования использованы методы наблюдения за образовательным процессом, проведение экспериментов и опрос студентов и преподавателей. Результаты показывают, что интерактивные методы, особенно ролевые игры, дискуссии и работа в парах, значительно улучшают речевую активность учащихся и их мотивацию к изучению языка. В заключении подчеркивается, что коммуникативный подход является одним из наиболее эффективных методов обучения иностранным языкам и должен быть интегрирован с современными технологиями.

Ключевые слова: интерактивное обучение, коммуникативный подход, обучение иностранным языкам, языковая компетенция, ролевые игры, дискуссия, практические методы, образовательные технологии.

KIRISH

Bugungi kunda chet tillarini o‘qitish nafaqat ta’lim tizimining muhim yo‘nalishi, balki global muloqot, xalqaro hamkorlik va shaxsiy rivojlanish uchun ham zarur bo‘lgan asosiy vositalardan biri hisoblanadi. Dunyo miqyosida ta’lim texnologiyalarining rivojlanishi, axborot almashishning jadallashuvi va ko‘p

tillilikning ahamiyati ortib borayotgani sababli chet tillarini o‘qitish metodlariga yangicha yondashuv zarurati tug‘ilmoqda.

ADABIYOTLAR TAHLILI VA METODLAR

Mazkur adabiyotlar chet tillarini o‘qitishda interfaol metodlar va kommunikativ yondashuvning nazariy hamda amaliy asoslarini yoritadi. Бим-Бад Б.М. (2002) pedagogik tushunchalarni izohlaydi, Иплина В.И. va Панфилова В.М. (2014) interfaol metodlarning samaradorligini tahlil qiladi. Кашлев С.С. (2004, 2005) interfaol ta’lim texnologiyalarini yoritadi, Рогова Г.В. va boshq. (1991) chet tili o‘qitish metodikasini tahlil qiladi. Щукин А.Н. (2008) esa zamonaviy intensiv o‘qitish usullari haqida ma’lumot beradi. Ushbu manbalar interfaol metodlarning samaradorligini ilmiy asoslab, amaliy qo‘llash bo‘yicha tavsiyalar beradi. Maqolada chet tillarini o‘qitishda kommunikativ yondashuvning samaradorligi ta’kidlangan. Bu yondashuvda til o‘rganish muloqot qilishni o‘rganish sifatida qaraladi va o‘qituvchilar talabalarga til bilan ishlashga turtki beradigan tarzda yordam berishadi.

NATIJALAR VA MUHOKAMALAR

Ta'lim jarayoni asosan ikkita harakatga asoslanadi: bilimlarni uzatish va ularni egallash. Birinchi holatda, o‘qituvchi zarur ma'lumotni beradi, o‘quvchilar esa uni qabul qiladilar. Innovatsion metodlar ham ushbu jarayon bilan bog‘liq bo‘lib, ularning maqsadi o‘qituvchi va o‘quvchilarning yangi ta'lim usullari va metodlarini qo‘llagan holda amalga oshirayotgan faoliyatlarini baholashdir, shu jumladan yangi texnik vositalardan foydalanish.

Interfaol ta'limni tashkil etish hayotiy vaziyatlarni modellashtirish, rolli o'yinlardan foydalanish va muammolarni birgalikda hal qilishni o'z ichiga oladi[2;84].

Interfaol ta’lim metodlari zamonaviy pedagogikaning muhim yo‘nalishlaridan biri bo‘lib, o‘quvchilar va o‘qituvchilar o‘rtasida faol muloqotni ta’minlash, o‘quv jarayonini dinamik va samarali tashkil etish maqsadida qo‘llaniladi. Ushbu metodlar an’anaviy ma’ruzabozlikdan farqli ravishda, o‘quvchilarning bilim olish jarayonidagi ishtirokini oshirish, ularni mustaqil fikrlash va muhokama qilishga undashga qaratilgan. Interfaol metodlarning asosiy afzalliklari orasida o‘quvchilar faolligini

oshirish, bilimlarni mustahkamlash, muloqot va hamkorlik ko‘nikmalarini rivojlantirish hamda o‘rgangan ma’lumotlarning amaliy qo‘llanilishiga sharoit yaratish kabi jihatlar mavjud. Hozirgi kunda ta'lim tizimida eng mashhur va samarali bo‘lgan usul yoki yondashuv interaktiv usuldir. Pedagogik ensiklopedik lug‘at ushbu atamani quyidagicha ta’riflaydi: interaktiv — inglizcha "interaction" (o‘zaro ta'sir) so‘zidan olingan. Bu, o‘quvchi va o‘quv muhiti, o‘quv atrof-muhiti bilan o‘zaro ta’sirga asoslangan ta’lim usuli bo‘lib, u o‘rganilayotgan tajriba sohasini tashkil etadi[1;107].

Kommunikativ yondashuv interfaol ta’limning asosiy tamoyillaridan biri bo‘lib, til o‘rganish jarayonida tabiiy muloqot muhiti yaratishga yo‘naltirilgan. Ushbu yondashuv til vositasida fikr almashish, turli nutqiy vaziyatlarda til birliklarini to‘g‘ri qo‘llash, real hayotiy holatlarga moslashish va nutq faolligini oshirish kabi jihatlarni o‘z ichiga oladi. Shuningdek, kommunikativ yondashuvda grammatika va lug‘at boyligini o‘rganish vosita sifatida qaralib, asosiy e’tibor muloqot ko‘nikmalarini shakllantirishga qaratiladi[3;189].

Til o‘rganish jarayonida faol ishtirok va tajriba orttirish muhim ahamiyatga ega. O‘quvchilar til muhitiga faol jalb etilganda, o‘rgangan bilimlari chuqurroq mustahkamlanadi va ularning mustaqil fikrlash qobiliyati ortadi. Shu sababli, chet tilini o‘qitishda rolli o‘yinlar, muhokamalar, juftlik va guruhli mashg‘ulotlar, real kommunikativ vaziyatlarni yaratish kabi interfaol metodlar qo‘llanilishi samaradorlikni oshiradi. Bu yondashuv orqali o‘quvchilar tilni nafaqat nazariy, balki amaliy jihatdan ham o‘zlashtirish imkoniyatiga ega bo‘ladilar[4;176].

Bugungi globallashuv davrida chet tillarini o‘rganish muhim zaruratga aylangan. Zamonaviy ta’lim metodlaridan biri bo‘lgan kommunikativ yondashuv chet tilini tabiiy muloqot vositasi sifatida o‘rgatishga qaratilgan bo‘lib, talabalarni faol ishtirokchi sifatida tayyorlashga xizmat qiladi. Ushbu yondashuvning asosiy maqsadi talabalarni real hayotiy vaziyatlarda muloqotga kirisha oladigan darajaga yetkazish, ularning so‘z boyligini oshirish, og‘zaki va yozma nutqini rivojlantirishdir[6;188].

An’anaviy grammatika tarjima metodlaridan farqli o‘laroq, kommunikativ yondashuv interfaol ta’lim usullariga tayanadi. Ushbu metodlarda talabalar faol ishtirok etib, o‘z bilimlarini amaliyotda sinab ko‘rish imkoniyatiga ega bo‘ladilar.

Chet tilini samarali o‘rganish uchun talabalar tilni faqat nazariy o‘rganish bilan cheklanmasdan, uni hayotiy vaziyatlarda qo‘llay bilishi lozim. Rol o‘yinlari shu maqsadda ishlab chiqilgan bo‘lib, talabalarni haqiqiy muloqot jarayoniga jalb etadi.

Misol uchun, talabalar quyidagi vaziyatlar asosida rollarga bo‘linib mashq qilishlari mumkin:

- Mehmonxonada xona bron qilish
- Restoranda ovqat buyurtma qilish
- Aeroportda yo‘lovchi va bojxona xodimi o‘rtasidagi suhbat
- Ishga qabul qilish bo‘yicha suhbat

Bunday mashqlar orqali talabalar sharoitga mos so‘zlashuv uslublarini o‘rganadilar, tilga bo‘lgan ishonchlarini oshiradilar hamda notanish muhitda o‘z fikrlarini bemalol ifodalashga o‘rganadilar.

Juftlik yoki kichik guruhlarda ishlash chet tilini o‘rganish jarayonida talabalar o‘rtasida ijtimoiy hamkorlik va interaktiv muloqotni kuchaytiradi. Bu metod yordamida o‘quvchilar bir-birlari bilan fikr almashish, tushunmovchiliklarni bartaraf etish, yangi so‘z va grammatik qoidalarni mustahkamlash imkoniyatiga ega bo‘ladilar.

Juftlik va guruhli ish usuli orqali quyidagi topshiriqlarni tashkil etish mumkin:

- Bir-biriga savol-javob berish
- Ma’lum bir mavzu bo‘yicha matn tayyorlash va taqdimot qilish
- Suhbatdoshining fikrini davom ettirish orqali muloqotni rivojlantirish

Munozaralar va bahs-munozaralar chet tilini o‘rganishda chuqur tahlil qilish va argumentatsiya qilish ko‘nikmalarini rivojlantirishga xizmat qiladi. Ushbu metod yordamida talabalar ma’lum bir mavzu bo‘yicha o‘z fikrlarini erkin bayon qilish, boshqalarning fikrlarini tinglash va ularga asosli javob qaytarishni o‘rganadilar.

Munozara mavzulari turli xil bo‘lishi mumkin, masalan:

- “An’anaviy ta’lim vs Onlayn ta’lim – qaysi biri samaraliroq?”
- “Sun’iy intellekt inson mehnatini almashtira oladimi?”
- “Chet tillarini o‘rganishda eng samarali metod qaysi?”

Til o‘rganish jarayonida ijodiy tafakkurni rivojlantirish ham muhim o‘rin tutadi. Hikoya yaratish va ijodiy yozuv orqali talabalar grammatik va leksik bilimlarini mustahkamlash, muloqotga yo‘naltirilgan fikrlash qobiliyatlarini oshirish imkoniyatiga ega bo‘ladilar[5;287].

Ushbu metod orqali talabalar yangi so‘z va iboralarni mustahkam o‘zlashtirish, grammatika va stilistika qoidalarini amalda qo‘llash hamda o‘z fikrlarini aniq ifodalashga o‘rganadilar.

O‘zbekiston ta’lim tizimida kommunikativ yondashuv so‘nggi yillarda keng qo‘llanilmoqda. Bu yondashuv talabalarni real muloqotga tayyorlash, ular o‘rtasida faol muloqot va fikr almashishni rivojlantirishga xizmat qiladi. Kommunikativ yondashuvni ta’lim jarayoniga joriy etish, o‘quvchilarning nutqiy ko‘nikmalarini oshirishda samarali natijalar bermoqda.

O‘quvchilar natijalari va samaradorlik tahlilida kommunikativ yondashuvning ijobiy ta’siri aniq ko‘rinmoqda. Ta’lim jarayonida interfaol metodlarni qo‘llash o‘quvchilarning ingliz tilidagi so‘zlashuv va yozish ko‘nikmalarini sezilarli darajada yaxshilaydi, shuningdek, ular o‘z fikrlarini yanada erkin va aniq ifodalashga o‘rganadilar.

XULOSALAR

Chet tillarini o‘qitishda kommunikativ yondashuv va interfaol metodlar til ko‘nikmalarini rivojlantirishda samarali. Rol o‘yinlari, guruhli ishlar va munozaralar talabalarni real muloqotga tayyorlashga yordam beradi. O‘zbekiston ta’lim tizimida bu metodlar o‘quvchilarning ingliz tili va boshqa chet tillaridagi muloqot ko‘nikmalarini yaxshilashda ijobiy ta’sir ko‘rsatmoqda. Shuningdek, xalqaro imtihonlarga tayyorgarlikda interfaol metodlar talabalarni muvaffaqiyatli natijalarga erishishga yordam beradi.

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NOFILOLOGIK YO‘NALISHLARDA INGLIZ TILINI KASBGA YO‘NALTIRIB O‘QITISHDA TA’LIM MAZMUNI TUSHUNCHASINING METODIK TAHLILI

Tojimatova Madinabonu Umidjon qizi
Namangan davlat universiteti doktoranti
madinaiminjonova0207@gmail.com
Tel: (94) 507-07-44

Annotatsiya: Ushbu maqolada nofilologik yo‘nalish talabalariga ingliz tilini kasbga yo‘naltirib o‘qitishda ta’lim mazmunining ahamiyati va uning metodikada tutgan o‘rni haqida so‘z boradi. Nutq mavzulari, nutq malakalari va til materialining o‘ziga xos xususiyatlari borasida fikr va mulohazalar keltiriladi.

Kalit so‘zlar: nofilologik yo‘nalish talabalari, ta’lim mazmuni, nutq mavzulari, nutq malakalari, til materiali, makrosistema, mikrosistema.

KIRISH

Hozirgi kunda globallashib borayotgan jahonda barcha sohalarda ulkan o‘sish va rivojlanishlar bo‘lmoqda. Shu jumladan, chet tillarini o‘qitish va o‘rganish ham kundan-kunga oshib bormoqda. Mamlakatlar bo‘ylab chet tillarini, ayniqsa, ingliz tilini siyosiy, iqtisodiy, ijtimoiy maqsadlarda o‘rganish va o‘qitish ahamiyat darajasi yuqorilashdi va natijada bu tilga bo‘lgan ehtiyoj ham oshib bormoqda. Dastlab, ingliz tili tilshunos bo‘lgan insonlar tomonidan o‘zlashtirilgan va o‘qitilgan. Hozirda nofilologik yo‘nalishdagi talabalar ham ingliz tilini o‘rganishga ehtiyoj sezishmoqda. Bunga sabablardan biri, til o‘rganuvchining o‘z kasbi doirasida ingliz tilidan foydalanib, kasbiy rivojlanishga erishishdir. Yurtimizda ingliz tiliga bo‘lgan e’tibor yildan-yilga kuchaymoqda. O‘zbekiston Respublikasi Prezidentining “Xalq ta’limi tizimini 2030 yilgacha rivojlantirish konsepsiyasi”, O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947-sonli “2017—2021 yillarda

O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasi”ning to‘rtinchi bandi “Ijtimoiy sohani rivojlantirishning ustuvor yo‘nalishlari”ga ko‘ra, chet tillar hamda boshqa muhim va talab yuqori bo‘lgan fanlarni chuqurlashtirilgan tarzda o‘rganish vazifalaridan kelib chiqib davlat tomonidan chet tillarni o‘qitishni takomillashtirishga oid qo‘shimcha qarorlari nofilologik oliy o‘quv yurtlarida ham ingliz tilini o‘qitish jarayonini isloh qilishni taqozo qildi.

ADABIYOTLAR TAHLILI

Nofilologik yo‘nalish talabalari uchun ingliz tilini o‘rganish kasbiy ahamiyatga ega hisoblanadi. Ingliz tilini kasbga yo‘naltirib o‘qitishda ta’lim mazmuni asosiy tushunchalardan bo‘lib, yillar davomida juda ko‘p olimlar tomonidan tadqiq etilgan. Ta’lim mazmuni tushunchasi G.V.Rogova [1], J.Jalolov [2],[5], Sh.I. Shatirishvili[3] , B.A. Lapidus [4] kabi olimlar tomonidan nazariy tadqiq etilgan bo‘lsada, mazkur metodik tushuncha turlicha talqin etilmoqda. Avvalo, ta’lim mazmuni tushunchasi “nimani o‘qitiladi” degan savolga javob berishi kerak bo‘ladi. Lekin ko‘pincha turli olimlar tomonidan “nimani o‘qitiladi – ta’lim mazmunini” degan, aslida ham tog‘ri, lekin umumiy tushunchani anglatuvchi javob ifodalangan. Shuni aytish kerakki, ana shu “nimani” savoliga aniq bir javoblar berilishi kerak bo‘ladi.

Chet tili o‘qitish mazmuni uchta hisoblanadi: 1) nutq mavzulari: 2) nutq malakalari va 3) til materialidir. O‘qitish mazmunini aniqlashda, birinchi navbatda, maqsadga e’tibor qaratiladi, sababi maqsad ta’lim mazmunini belgilab beruvchi asosiy omildir. Chet tilini, aniqroq qilib aytadigan bo‘lsak, ingliz tilini o‘rgatishning amaliy maqsadi nutq faoliyati turlarini egallash bo‘lib, ularni egallashda esa til materiallaridan foydalanib nutq mavzularini o‘zlashtirishdan iboratdir.

Metodikada ta’lim mazmuni tushunchasini aniqlashda juda ko‘p ilmiy qarashlar bayon etilgan. Yuqorida sanab o‘tilgan ta’lim mazmuni tushunchasi tarkibiga kiruvchilardan tashqari, yana bir nechta tushunchalarni olimlar ta’lim mazmuni kategoriyasiga kirgizib kelishdi, masalan: matnlar, mashqlar, ona tiliga

begona chet til tushunchalari. Bir nechta metodist olimlar, jumladan, G.V.Rogova, til va nutq materialini alohida qism shaklida talqin etishadi. Metodist olimlardan ko‘pchiligi ta’limshunoslikdagi bilim, ko‘nikma va malaka tushunchalarini ham ta’lim mazmuni tarkibiga kirgizishadi.

Ta’lim mazmuni tarkibiga bunday kategoriyalarni kiritilishi metodika manfaatiga zid va ilmiy jihatdan nomaqbuldir. Bunday tushunchalarni ta’lim mazmuni tushunchasiga kiritilmasligini metodik jihatdan asoslash muhim va quyida buni muxtasar tahlilini keltirish mumkin.

Ta’lim mazmuni tushunchasiga matn kiritilmasligini oddiy tushuntirish mumkin. Nutq mavzulari deganda, mavzudan kelib chiqadigan mazmun, ya’ni axborot tushunilishi kerak. Mavzu axborotni taxminan ko‘rsatadi, lekin uni o‘z ichiga olmaydi, u axborot uchun umumiy ko‘rsatkich vazifasini o‘taydi. Mazvu bo‘yicha og‘zaki va yozma matnlar yaratiladi. Matnda axborot beriladi yoki olinadi.Shunday qilib, axborot matn mazmunidir, matn esa mavzuning namoyon bo‘lishidir. Xulosa qilib aytganda, ta’lim mazmuniga “Mavzular” kiritiladi, matn va undan ko‘zlanadigan axborot hosilalardir. Mavzu – sababiyat, matn – oqibat, va o‘z navbatida, matn – sababiyat, axborot esa – oqibatdir. Xulosa, mavzu chet tili o‘qitish mazmunining asosiy tarkibiy qismi hisoblanadi.

Chet til o‘qitish jarayonida mashqlar bajarish orqali amaliy maqsadga erishiladi. Mashq biror mavzuda til materialidan foydalanib, nutq faoliyati turini egallash maqsadidagi aqliy-nutqiy jarayondir, aniqroq aytadigan bo‘lsak, o‘qitish mazmuni tarkibiy qismlari emas, balki ularni amaliyotda o‘rganish vositasidir.

Ona tilida mavjud bo‘lmagan chet tilidagi tushunchalar yaxlit bir xolda uchramaydi. Leksik, grammatik va talaffuz qoidalari mavhumot hisoblanadi. Masalan: works uchinchi shaxs birlik, artikllarning qo‘llanilishi va boshqa qoidalar mavhumot hisoblanadi. Til birligi va qoida birgalikda yagona til hodisasi hisoblanadi, chet til tushunchalari (ona tiliga o‘xshash yoki zid bo‘lishidan qat’iy nazar) o‘qitish mazmuni tarkibiga kiritilmaydi.

Til va nutq birligi nutqdagi til hodisasini anglatadi, ular alohida-alohida o‘rganilmaydi. Tilshunoslar til birligini tadqiq etishadi, uning taqdqiqotchisi shu tilda nutqni egallamagan bo‘lishi mumkin. Nutq faoliyati ijrochisi esa til birligini nazariy o‘rganmagan bo‘lishi mumkin. Shunday qilib, o‘quvchi naazariyotchi emas, amaliyotchi hisoblanadi. U til birligini bilim sifatida emas, ko‘nikma va malaka bilan birlashtirib egallaydi.

Chet til o‘qitish mazmuni tarkibiga “bilim, ko‘nikma va malaka” kiritilishi nomaqbul sanaladi. Chet tili faoliyatga asoslangan fan hisoblangani uchun, shu tildagi bilimlar atayin so‘rab tekshirib olinmaydi, balki amaliyotda ko‘rsatib beriladi. Demak, egallangan bilim ko‘nikma va malakada namoyon bo‘ladi.

METOD VA MATERIALLAR TAHLILI

Chet til o‘qitish mazmuni tarkibiga nutq mavzulari, nutq malakalari va til materiallari kiritilishi metodik jihatdan maqbul ekanligi ravshanlashdi. O‘quv jarayonida bularning barchasi yaxlit holda o‘zlashtiriladi. Ta’lim jarayonida o‘qitish mazmuni o‘quvchilar uchun katta o‘rganish materiali (maksimum) hisoblanadi, o‘qituvchilar uchun esa bu eng kichik (minimum) materialdir. Chet tili o‘qitish mazmuni o‘quvchilarning o‘rganish xususiyatlarini hisobga olgan holda tanlanadi, taqsimlanadi, tasniflanadi va taqdim etiladi. Bunday jarayon maxsus metodik mezonlar asosida amalga oshiriladi.

Nutq mavzulari chet tili o‘qitish maqsadidan kelib chiqqan holda tanlanadi. Metodikada nutq mavzulari mukammal ishlanmaganligi ma’lum, lekin shunday bo‘lsada dasturda davr talabiga javob bera oladigan “ Mavzular” to‘plami tavsiya etilgan. Tavsiya etilgan mavzular tizimining nutq uchun tanlanishi bir nechta metodik mezonlarga asoslanadi:

1-mezon: til notanish, mavzu tanish;

2-mezon: og‘zaki nutq mavzulari birinchi o‘rinda turadi;

3-mezon: og‘zaki nutq mavzulari o‘qish va yozuv uchun asos bo‘ladi, o‘qish mavzulari (yuqori sinflarda) faqat tinglab tushunish uchungina tatbiq etiladi (o‘qish mavzulari bo‘yicha gapirish va yozish shart emas);

4-mezon: gapirish va o‘qish mavzulari tinglab tushunishga to‘liq tegishli, gapirish mavzulari chet til o‘qitish kursida yozuv uchun tegishlidir;

5-mezon: o‘qilgan matnni tushunganlik darajasi og‘zaki nutq mashqlari asosida tekshirib ko‘riladi;

6-mezon: nutq mavzulari qatorida nutq vaziyatlari ham aniqlanishi lozim;

7-mezon: mavzu va vaziyat nutq axborotini oldindan belgilovchi tayanch hisoblanadi;

8-mezon: mavzular (o‘qish va gapirish mavzulari) nutq faoliyati turlariga qarab belgilanadi;

9-mezon: chet tilidagi axborot mavzuning ichki tomonini tashkil etadi, binobarin, mavzu va axborot bir masalaning ikki tomonidir.

Chet til o‘qitish mazmunining ikkinchi kategoriyasi bu – nutq malakalari sanaladi. Turli adabiyotlarda bu atama turlicha ataladi: “ malakalarga qo‘yiladigan talablar ”, “ nutq malakalariga bo‘lgan talablar” va “chet tilda nutq faoliayati turlarini egallash ko‘rsatkichlari” kabi iboralar mavjud. Nutq malakalarini egallashda yakuniy (barcha sinfni tugatishni hisobga olib) va oraliq (har bir sinf uchun alohida) ko‘rsatkichlar ishlab chiqilgan. Odatda dasturning uqtirish xati (kirish qismi) da yakuniy va oraliq ko‘rsatkichlar belgilab beriladi.Chet tilda nutq faoliyati turlarini egallash ko‘rsatkichlari quyidagilardir:

1) *gapirish,*

2) *tinglab tushunish,*

3) *o‘qib tushunish,*

4) *yozuv.*

O‘qish mazmunining so‘nggi qismi – til materalidir. Til materiali o‘z ichiga leksika, grammatika va fonetikani oladi. O‘quv dasturida leksika va grammatika har bir sinfning materiali sifatida sanab o‘tiladi. Grammatika nomma-nom beriladi. Xatto aktiv va passiv grammatika ajratib ko‘rstailadi.

Leksika esa miqdoran aniqlanadi. Qaysi sinfda o‘rganilishi lozim bo‘lgan leksik birliklar leksik minimum qatoridan olinib, darslikda taqdim etiladi.

Talaffuz birliklari ham til materialini tashkil etadi. Talaffuz materiali o‘quv dasturlarini sinflarga ajratilgan bo‘limlarida taqdim etiladi. Ta’limning yuqori bosqichlarida talaffuzga doir mashqlar bajarib turilishi tavsiya etiladi.

TAHLIL VA NATIJALAR

Nofilologik yo‘nalishlarda ingliz tilini o‘qitishda ta’lim mazmuni tushunchasini metodik jihatdan tahlil qilar ekanmiz, yana bir nechta metodik atamalarni izohlash maqsadga muvofiq bo‘ladi. Ularning orasidan til materialiga tegishli bo‘lgan “tipovoy” jumlalardir. Turli mualliflar buni turlicha atashadi: “*gap*”, “*model*”, “*struktura*”, “*nutq namunasi*”.

Yana bir metodik tushuncha, til materiali tushunchasidir. Til materiali deganda, shu tilga tegishli barcha leksik,grammatik va talaffuz materiallari nazarda tutiladi. Til minimumi deganda esa, leksika, grammatika va fonetikaning ichidan o‘quv jarayoniga zarur va yetarli qismi tanlab olingan qismi (mikrosistema) tushuniladi.

Til birligi tushunchasi ham bir nechta kichik tushunchalardan iborat:

1) *lug‘at birligi,*

2) *leksik birlik,*

3) *grammatik birlik,*

4) *talaffuz birligi,*

5) *orfografiya birligi.*

XULOSA VA TAKLIFLAR

Nofilologik yo‘nalish talabariga ingliz tilini kasbga yo‘naltirib o‘qitishda ta’lim mazmuni tushunchasi muhim ekanligini e’tirof etish zarur. Sababi ta’lim mazmuni talabalarning maqsadlaridan kelib chiqib tanlanadi, taqsimlanadi, tasniflanadi va taqdim etiladi. Buning yordamida o‘quvchilar o‘zlarining kasbi doirasida ko‘zlagan yutuqlariga erishishadi, qiyinchiliksiz o‘zgalar nutqini tinglab tushuna oladi, o‘qib anglay oladi, rasmiy va norasmiy xat-xabarlar yubora oladi, va o‘z fikrlarini ravon bayon eta oladilar desak adashmaymiz. Har qanday tilning, shu jumladan ingliz tilining ham, hozirgi o‘sib kelayotgan yosh avlod ma’naviyati va kelajagiga ijobiy ta’sir ko‘rsatishi muqarrar.

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SUN’IY INTELEKT YORDAMIDA INDIVIDUAL TIL O‘RGANISH DASTURLARINING SAMARADORLIGI

Sattorova Mohinur Sherzodovna
Is’hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti talabasi
E-mail: mohinursattorova6@gmail.com

Annotatsiya: Ushbu maqolada sun’iy intellekt (SI) texnologiyalarining chet tillarni o‘qitishda tutgan o‘rni va ularning individual til o‘rganish jarayoniga ta’siri tahlil etiladi. SI yordamida yaratilgan o‘quv ilovalari va metodlar zamonaviy yondashuv sifatida qaralib, ulardan foydalanish natijasida vaqt va mablag‘ni tejash, shuningdek, o‘quvchilar motivatsiyasini oshirish imkoniyati ko‘rib chiqiladi. Tadqiqot natijalari, ilg‘or tajribalar va ilmiy adabiyotlarga tayangan holda, SI texnologiyalarining chet tillarni o‘qitishdagi samaradorligi yoritib beriladi.

Kalit so‘zlar: sun’iy intellekt, individual til o‘rganish, chet tillarni o‘qitish, zamonaviy yondashuv, AI, ta’lim texnologiyalari.

KIRISH

Bugungi globallashuv va texnologik taraqqiyot davrida xorijiy tillarni chuqur o‘rganish shaxsiy va kasbiy muvaffaqiyatga erishishning muhim omillaridan biri bo‘lib qolmoqda. Xalqaro hamkorlikning kengayishi, ta’lim va ish bozori integratsiyasining kuchayishi chet tillarini bilishni zamon talabiga aylantirmoqda. Shu nuqtai nazardan, ta’lim sohasida zamonaviy raqamli texnologiyalar, xususan, sun’iy intellekt (SI) asosidagi yondashuvlar ta’lim jarayoniga innovatsion yechimlarni olib kirib, uni yanada samarali va moslashuvchan qilish imkonini bermoqda.

So‘nggi yillarda SI texnologiyalarining ta’lim sohasiga jadal kirib kelishi chet tillarni o‘qitish metodikasida sezilarli o‘zgarishlarni yuzaga keltirdi. Xususan, SI yordamida yaratilgan intellektual ta’lim tizimlari, moslashuvchan o‘quv dasturlari va

interaktiv vositalar individual o‘rganish jarayonini takomillashtirish, didaktik strategiyalarni boyitish hamda madaniyatlararo muloqot kompetensiyalarini rivojlantirishda muhim ahamiyat kasb etmoqda. Shu bilan birga, til o‘rganish jarayonida SI texnologiyalaridan samarali foydalanish inson omili va raqamli muhit o‘rtasidagi muvozanatni saqlash, psixolingvistik va pedagogik omillarni hisobga olish zaruratini ham yuzaga chiqaradi.

ASOSIY QISM

1. Sun’iy Intellekt texnologiyalarining mohiyati

Hatto mutaxassislar uchun ham sun’iy intellektni (SI) ta’riflash qiyin bo‘lishi mumkin. Buning bir sababi shundaki, sun’iy intellekt tarkibi, uning imkoniyatlari doimiy ravishda o‘zgarib turadi. Oksford Universitetining yetakchi sun’iy intellekt mutaxassisi Nik Bostromning ta’kidlashicha: “SI asosidagi ko‘plab aqlli texnologiyalar, ilg‘or yechimlar umumiy qo‘llanmalarga singib ketgan, ko‘pincha ularni SI deb atashmaydi, chunki biror narsa yetarlicha foydali va keng tarqalgan bo‘lsa, uni SI deb belgilash o‘rniga oddiy kompyuter dasturi, algoritm yoki ilova deb hisoblashadi.”[1]

Sun’iy intellektni aniqlashdagi yana bir murakkablik uning interdistsipliner tabiati bilan bog‘liq. Antropologlar, biologlar, kompyuter olimlari, lingvistlar, faylasuflar, psixologlar va neyroilmiyotchilar sun’iy intellekt sohasiga o‘z hissalarini qo‘shib kelishadi va har bir guruh o‘ziga xos nuqtai nazar hamda terminologiyani taqdim etadi.

Sun’iy intellekt – bu kompyuter tizimlari yoki dasturlarining insoniy fikrlash, mantiqiy xulosa chiqarish va o‘rganish qobiliyatiga ega bo‘lishiga asoslangan texnologiya. U quyidagi turlarga bo‘linadi:

Zaif (Tor) sun’iy intellekt (ANI): Bitta aniq vazifani bajarishga ixtisoslashgan. Masalan, shaxmat dasturlari yoki ovozli yordamchilar (Siri, Google Assistant).

Kuchli sun’iy intellekt (AGI): Inson aqliga teng darajadagi mustaqil fikrlash va muammolarni hal qilish qobiliyatiga ega tizim. Hozircha mavjud emas, biroq tadqiqotlar davom etmoqda.

Super sun’iy intellekt (ASI): Inson aqlidan ustun bo‘lib, mustaqil fikrlash, ijod qilish va hissiy jarayonlarni ham tushunish imkoniga ega bo‘lishi taxmin qilinadi. Hozircha nazariy tushuncha sifatida mavjud.[2]

2. Sun’iy intellektning til o‘rganish jarayonidagi o‘rni

Sun’iy intelektni ta’limda qo’llash 30 yildan beri ilmiy izlanishlar mavzusi bo’lib kelmoqda. Bu soha o’rganish jarayoni qachon sodir bo’lishidan qat’iy nazar ta’limni va doimiy o’rganish jarayonini qo’llab quvvatlash uchun doim izlanishlar olib boradi. Bu sun’iy intelektning ta’limda ishlatilishning ilmiy maqsadida – ko’pincha noaniq bo’lib qoladigan ta’limiy, psixologik, ijtimoiy bilimlarni avtomatik tarzda aniq va tushunarli hisoblash shakllarini yaratish yotadi- deydi Luckin, R.

2.1. Individual yondashuv SI asosida ishlab chiqilgan dasturlar o‘quvchilarga shaxsiy ehtiyoj va qobiliyatlariga mos ravishda ta’lim olish imkonini beradi. Misol uchun, nutqni tanish va ovozli tarjima funksiyalari, individual topshiriqlarni shakllantirish orqali o‘quv jarayonini samarali boshqaradi.

2.2. Interaktiv muhit yaratish SI dasturlari o‘quvchilarga tezkor teskari aloqa (feedback) beradi. Bu esa xatolarni o‘z vaqtida tuzatish va kelgusida to‘g‘ri strategiyani tanlashga yordam beradi. Masalan, onlayn test platformalari, nutqni tahlil qilish dasturlari.

2.3. Motivatsiyani oshirish O‘quvchilarning muvaffaqiyatlarini real vaqtda kuzatish, reyting tizimlari, gamifikatsiya (o‘yinlash) elementlari yordamida ularning o‘rganishga bo‘lgan qiziqishlari kuchayadi.[3]

3. Zamonaviy yondashuvlar va tadqiqot natijalari

3.1. Tajriba sinovlari. Namangan Davlat Chet Tillari Instituti talabalarining ishtirokida o‘tkazilgan tajriba sinovlari shuni ko‘rsatdiki, sun’iy intellektga asoslangan til o‘rganish platformalaridan foydalangan talabalar an’anaviy usullarga tayanadiganlarga nisbatan qisqa muddatda ko‘proq natijaga erishgan.

3.2. Statistika va tahlil

Ko‘rsatkich nomi	Natija	Izoh
Til ko‘nikmalarining rivojlanish darajasi	+20–25%	Talabalarning lug‘at boyligi, talaffuz va yozish ko‘nikmalarining oshishi
O‘quv jarayoniga sarflangan vaqt	-15–20%	Interaktiv mashg‘ulotlar va avtomatlashtirilgan jarayonlar vaqtni tejash imkonini yaratdi
O‘qituvchi va talaba o‘rtasidagi interaktiv muloqot darajasi	+30%	Tezkor teskari aloqa (feedback) va onlayn platformalar orqali muloqot kuchaydi

Ushbu jadval orqali SI yordamida individual til o‘rganish dasturlaridan foydalanishning ijobiy ta’sirini raqamlar orqali ko‘rish mumkin.

Jadvaldagi ko‘rsatkichlarning izohi

- Til ko‘nikmalarining rivojlanish darajasi (+20–25%): Bu ko‘rsatkich talabalar lug‘at boyligi, talaffuz, yozish va o‘qish ko‘nikmalarining o‘sishini ifodalaydi. Sun’iy intellekt asosidagi dasturlar shaxsiy yondashuv va interaktiv mashg‘ulotlar tufayli talabalarning rivojlanish tezligini oshirishi kuzatilgan.
- O‘quv jarayoniga sarflangan vaqt (-15–20%): Dasturlardagi avtomatlashtirilgan vazifalar va tezkor teskari aloqa vaqtni samarali taqsimlashga xizmat qiladi. Natijada, o‘quvchilar o‘zlariga zarur bo‘lgan ma’lumotni oson topishi va xatolarini tezda tuzatishi mumkin bo‘ladi.
- O‘qituvchi va talaba o‘rtasidagi interaktiv muloqot darajasi (+30%): Onlayn platformalar, chat-botlar va boshqa sun’iy intellekt vositalari yordamida talabalar bilan o‘qituvchilar o‘rtasidagi aloqa kuchaydi. Bu esa o‘quvchilarning motivatsiyasini oshirish va xatolarni real vaqtda tuzatish imkonini yaratadi.

3.3. Cheklovlar va xavflar

Sun’iy intellekt texnologiyalarining chet tillarni o‘qitish jarayonida qo‘llanilishi ko‘plab afzalliklarga ega bo‘lsa-da, ushbu yondashuv bilan bog‘liq muayyan cheklovlar va xavflar ham mavjud.

1. Noto‘g‘ri ma’lumotlarga asoslanish ehtimoli

Sun’iy intellekt tizimlari ma’lumotlarni qayta ishlashda mavjud bazalarga tayanadi, ammo ular noto‘g‘ri yoki eskirgan ma’lumotlarni o‘z ichiga olishi mumkin. Ayniqsa, avtomatlashtirilgan tarjima va til o‘rganish dasturlarida xatoliklar uchrashi ehtimoli bor. Noto‘g‘ri ma’lumotlar o‘quvchilarning bilimlarida xatolarga sabab bo‘lishi mumkin, shu bois SI tizimlaridan foydalanganda inson nazorati va ekspert bahosi muhim ahamiyat kasb etadi.

2. Shaxsiy ma’lumotlar xavfsizligi

SI texnologiyalaridan foydalanish shaxsiy ma’lumotlarning maxfiyligiga xavf tug‘dirishi mumkin. Til o‘rganish dasturlari foydalanuvchilarning ma’lumotlarini yig‘ib, ularni tahlil qiladi, bu esa ma’lumotlarning uchinchi tomon qo‘liga tushishiga olib kelishi ehtimolini oshiradi. Ayniqsa, bulut texnologiyalari asosida ishlaydigan tizimlarda ma’lumotlarni himoyalash muhimdir. Shu sababli, shifrlash, maxfiylik siyosati va kiberxavfsizlik choralariga e’tibor qaratish lozim.

3. O‘quvchining “inson omili”dan uzilib qolishi

SI texnologiyalarining haddan tashqari ko‘p qo‘llanilishi quyidagi muammolarga olib kelishi mumkin:

- Motivatsiyaning pasayishi: SI tizimlari shaxsiy rag‘batlantirish mexanizmlariga ega emas, bu esa o‘quvchilarning qiziqishini susaytirishi mumkin.
- Ijtimoiy ko‘nikmalar rivojlanishining cheklanishi: SI tizimlari jonli muloqot va ijtimoiy muhitni to‘liq ta’minlay olmaydi, bu esa o‘quvchilarning kommunikativ ko‘nikmalariga salbiy ta’sir qilishi mumkin.
- O‘qituvchi va o‘quvchi o‘rtasidagi muloqotning kamayishi: An’anaviy ta’limda o‘qituvchilar o‘quvchilarning ehtiyojlarini tushunib, mos

yondashuvni qo‘llaydi. SI tizimlari esa bunday moslashuvchanlikni yetarlicha ta’minlay olmaydi, bu esa o‘quv jarayonining samaradorligiga salbiy ta’sir qilishi mumkin.

SI texnologiyalaridan foydalanganda, inson omili va texnologiya o‘rtasidagi muvozanatni saqlash muhimdir.

Xulosa

Sun’iy intellekt yordamida individual til o‘rganish dasturlari zamonaviy ta’lim jarayonida yangi bosqichni boshlab berdi. Tadqiqot natijalari shuni ko‘rsatadiki, bunday dasturlar o‘quvchilarning mustaqil bilim olishga bo‘lgan qiziqishini oshiradi, vaqt va resurslarni tejaydi hamda o‘qitishning sifatini yaxshilaydi. Biroq SI’dan foydalanishda texnik va metodik cheklovlar, shuningdek, axborot xavfsizligi masalalariga e’tibor qaratish zarur.

Kelajakda sun’iy intellekt texnologiyalari yanada rivojlanib, chet tillarni o‘qitishning turli jabhalariga chuqurroq integratsiyalashishi kutiladi. Shunday ekan, zamonaviy yondashuv sifatida SI texnologiyalaridan oqilona foydalanish hamda an’anaviy uslublar bilan uyg‘unlashtirish muhim ahamiyat kasb etadi.

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INNOVATIVE METHODS OF TEACHING A FOREIGN LANGUAGE FOR SENIORS

Mirzarayimova Hadicha Abdimalikovna
Angren Universiteti Magistranti
Angren shaxar 37-sonli maktab Ingliz tili o'qituvchisi
xadicha_2307@mail.ru
+998936010056

Annotation: With the increasing importance of lifelong learning, foreign language education for seniors has gained significant attention. This study explores innovative methods tailored to the cognitive, psychological, and social needs of elderly learners. By employing interactive digital tools, immersive techniques, and personalized learning strategies, foreign language acquisition becomes more accessible and engaging for senior citizens. The study also analyzes the effectiveness of these approaches and their impact on memory retention, motivation, and overall language proficiency. The findings contribute to the development of a more inclusive and effective language education system for aging populations.

Keywords: Foreign language learning, seniors, innovative teaching methods, lifelong learning, digital tools, immersive techniques, cognitive development.

INTRODUCTION

As the global population ages, lifelong learning has become a crucial aspect of maintaining cognitive health and social engagement among seniors. Foreign language acquisition, in particular, has been shown to enhance cognitive function, delay neurodegenerative diseases, and provide social benefits. However, traditional teaching methods often fail to address the unique challenges faced by elderly learners, such as slower cognitive processing, memory retention difficulties, and reduced sensory capabilities. This study investigates innovative methods specifically

designed for teaching foreign languages to seniors, emphasizing interactive, technology-driven, and immersive approaches.

METHODS

Participants. The study involved 100 senior learners aged 60 and above, recruited from community centers, universities for seniors, and online language-learning platforms. Participants had varying levels of prior language experience, from beginners to intermediate learners.

Study design

A mixed-method approach was employed, combining qualitative and quantitative research. The participants were divided into three groups:

Traditional group: Used conventional textbooks and grammar-based instruction.

Digital-assisted group: Utilized mobile apps, virtual reality (VR), and gamified learning tools.

Immersion-based group: Engaged in conversational practice, cultural exposure, and role-playing exercises.

Data collection

Pre- and post-tests: Assessed vocabulary acquisition, listening comprehension, and speaking proficiency.

Surveys and interviews: Gathered subjective feedback on engagement, motivation, and perceived effectiveness.

Cognitive assessments: Measured memory retention and processing speed before and after the intervention.

RESULTS

Language proficiency improvements. The digital-assisted group showed the most significant improvement in vocabulary acquisition and listening comprehension, with a 40% increase in test scores.

The **immersion-based group** excelled in speaking proficiency, demonstrating greater fluency and confidence.

The **traditional group** showed minimal improvement compared to the other groups.

Engagement and motivation. 85% of participants in the digital-assisted and immersion-based groups reported higher motivation compared to only 45% in the traditional group.

Seniors found interactive elements, such as language-learning apps and real-life conversations, more stimulating and rewarding.

Cognitive and social benefits. Participants engaging with digital tools showed enhanced cognitive function, particularly in memory recall.

Immersive learning contributed to increased social interaction and reduced feelings of isolation among seniors.

DISCUSSION

Effectiveness of innovative methods. The results highlight the advantages of technology-driven and immersive approaches in language learning for seniors. Digital tools, such as mobile applications and VR simulations, provide interactive and adaptable learning experiences that cater to the cognitive needs of elderly learners. Immersive techniques, on the other hand, foster real-world communication skills and cultural engagement.

Challenges and limitations. Despite the benefits, challenges remain, including technological literacy among seniors and potential resistance to digital learning. Accessibility issues, such as screen size and interface complexity, must also be addressed. Future research should explore hybrid models that blend digital and immersive techniques while providing adequate support for seniors unfamiliar with technology.

Implications for teaching. Educators should adopt flexible teaching methods that incorporate both technological innovations and social interaction. Training programs for instructors on how to integrate digital tools effectively in senior language education are crucial. Additionally, policy initiatives should support the development of age-friendly learning resources.

CONCLUSION

This study underscores the potential of innovative teaching methods in foreign language education for seniors. By leveraging digital tools and immersive experiences, elderly learners can achieve better language proficiency, cognitive enhancement, and social engagement. Future research should focus on refining these approaches and expanding their accessibility to a broader senior population.

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THE ROLE OF TEACHING FOREIGN LANGUAGES IN STEAM EDUCATION

G‘aybullayeva Gullola Po‘lotovna
Angren Universiteti magistranti
Ohangaron tumani 22-maktab ingliz tili o‘qituvchisi
gaybulloyevagullola@gmail.com
+998936685818

Annotation: This article explores the role of foreign language education within the STEAM (Science, Technology, Engineering, Arts, and Mathematics) framework. It highlights how integrating language learning into STEAM subjects enhances cognitive abilities, cross-cultural communication, and global competence. The study reviews existing literature, presents methodological approaches, and discusses the impact of multilingualism on students' problem-solving skills, creativity, and collaboration in international scientific communities. The findings suggest that foreign language proficiency contributes significantly to innovation and interdisciplinary collaboration in STEAM fields.

Keywords: STEAM education, foreign language learning, interdisciplinary education, cognitive development, global competence, multilingualism, innovation

Аннотация: В этой статье рассматривается роль обучения иностранным языкам в рамках STEAM (наука, технология, инженерия, искусство и математика). В ней рассказывается о том, как интеграция изучения языка в предметы STEAM повышает когнитивные способности, межкультурную коммуникацию и глобальную компетентность. В исследовании проводится обзор существующей литературы, представлены методологические подходы и обсуждается влияние многоязычия на навыки студентов в решении проблем, креативность и сотрудничество в международных научных сообществах. Полученные результаты свидетельствуют о том, что владение иностранным

языком вносит значительный вклад в инновации и междисциплинарное сотрудничество в области STEAM.

Ключевые слова: STEAM-образование, изучение иностранных языков, междисциплинарное образование, когнитивное развитие, глобальная компетентность, многоязычие, инновации

Annotatsiya: Ushbu maqolada STEAM (fan, texnologiya, muhandislik, san'at va matematika) doirasidagi chet tili ta'limining o‘rni o‘rganilgan. Bu STEAM fanlariga til o‘rganishni qanday integratsiya qilish kognitiv qobiliyatlarni, madaniyatlararo aloqalarni va global vakolatlarni qanday oshirishini ta'kidlaydi. Tadqiqot mavjud adabiyotlarni ko‘rib chiqadi, uslubiy yondashuvlarni taqdim etadi va ko‘p tillilikning talabalarning muammolarni hal qilish qobiliyatlari, ijodkorligi va xalqaro ilmiy jamoalardagi hamkorligiga ta'sirini muhokama qiladi. Topilmalar shuni ko‘rsatadiki, chet tilini bilish STEAM sohalarida innovatsiyalar va fanlararo hamkorlikka katta hissa qo‘shadi.

Kalit so‘zlar: STEAM ta'limi, chet tillarini o‘rganish, fanlararo ta'lim, kognitiv rivojlanish, global kompetentsiya, ko‘p tillilik, innovatsiya

INTRODUCTION

STEAM education, an interdisciplinary approach integrating Science, Technology, Engineering, Arts, and Mathematics, has gained prominence as an effective pedagogical model. While much research has explored the benefits of STEAM education in fostering critical thinking, problem-solving, and creativity, the role of foreign language acquisition within this framework remains underexplored. In an increasingly globalized world, proficiency in multiple languages is a crucial skill that enhances collaboration, innovation, and knowledge-sharing across diverse cultural and linguistic landscapes. This article examines the intersection of language learning and STEAM education, emphasizing how foreign language instruction supports interdisciplinary learning and global competence.

MATERIALS AND METHODS

The study employs a mixed-methods approach, incorporating both qualitative and quantitative research. A systematic review of existing literature on STEAM education and foreign language learning provides the theoretical foundation. Additionally, empirical data were collected through surveys and interviews with educators and students in bilingual and multilingual STEAM programs. Statistical analyses were performed to assess the impact of foreign language proficiency on students' academic performance, problem-solving skills, and ability to work in international teams.

RESULTS

Cognitive benefits of multilingualism in STEAM. Research indicates that bilingual and multilingual individuals exhibit enhanced cognitive flexibility, memory retention, and problem-solving abilities. These skills are particularly beneficial in STEAM disciplines, where complex problem-solving and innovative thinking are essential. Students who learn foreign languages alongside STEAM subjects demonstrate improved analytical skills and adaptability when approaching scientific and technological challenges.

Enhancing communication in scientific collaboration. STEAM professionals frequently collaborate across international borders. Proficiency in multiple languages facilitates effective communication, ensuring precise exchange of ideas and reducing misunderstandings in scientific discourse. Case studies of multilingual research teams highlight the advantages of linguistic competence in fostering inclusive and productive collaborations.

The role of arts in language acquisition and steam education. The incorporation of the Arts in STEAM education provides an avenue for contextualized language learning. Artistic expression, storytelling, and cultural studies enhance linguistic proficiency and promote creativity, essential for innovation in scientific and technological fields.

Practical implementation in educational settings. Several educational institutions have successfully integrated foreign language instruction within STEAM curricula. Programs that incorporate language immersion, coding in multiple languages, and international exchange projects demonstrate positive outcomes in student engagement and academic achievement.

DISCUSSION

The findings underscore the importance of foreign language education as a complementary component of STEAM learning. Integrating language studies into STEAM curricula equips students with essential skills for global scientific collaboration, enhances cognitive development, and fosters creativity. However, challenges such as curriculum constraints, teacher training, and assessment methods must be addressed to optimize the integration of foreign language learning in STEAM education.

CONCLUSION

Teaching foreign languages in STEAM education is a valuable strategy for developing well-rounded, globally competent professionals. Future research should explore innovative pedagogical approaches and policies to support multilingualism in STEAM disciplines. By embracing linguistic diversity, educational institutions can better prepare students for the interconnected and rapidly evolving global landscape.

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THE ROLE OF EMOTIONAL INTELLIGENCE IN LANGUAGE LEARNING

Ashurova Diloro
Raxmanova Mubinaxon
Angren University, Faculty of Pedagogy and Languages
3rd-year students in Foreign Languages
Language and nature, problems of language theory
diloroashurova@gmail.com
mubinaxonraxmanova@gmail.com

Abstract: Emotional intelligence (EI) has been extensively explored in psychology and education, but its influence on language acquisition continues to be a developing field of study. This study examines the significance of emotional intelligence in learning languages, highlighting how self-awareness, empathy, motivation, and emotional regulation enhance learning effectiveness. Building on current research, this paper emphasizes how learners with emotional intelligence improve their communication abilities, handle difficulties more effectively, and boost their motivation in language acquisition. The effects of EI in classroom environments and methods for incorporating EI into language instruction are likewise examined.

Keywords: Emotional Intelligence, Language Learning, Motivation, Anxiety, Communication Skills, Adaptability, Teaching Strategies

Acquiring a new language is a multifaceted endeavour that involves more than just intellectual skills and knowledge of grammar. It encompasses social interactions, cultural awareness, and psychological elements, such as emotional intelligence. Emotional intelligence (EI), according to Goleman (1995), is the capacity to identify, comprehend, and regulate emotions in oneself and in others. This paper explores the

role of EI in language acquisition, especially regarding motivation, flexibility, and communication abilities.

Understanding emotional intelligence

Emotional intelligence includes five fundamental elements:

Self-awareness – Recognizing one's feelings and how they influence learning.

Self-regulation – Skilfully handling emotions to maintain concentration.

Inspiration – Utilizing feelings to foster perseverance and involvement in education.

Empathy – Recognizing the feelings of others, an essential aspect of verbal communication.

Interpersonal abilities – Building connections that enhance learning.

These elements affect how students interact with a new language, their capacity to cope with challenges, and their relationships with instructors and classmates.

The Impact of Emotional Intelligence on Language Learning

Motivation plays a crucial role in language acquisition, and learners with high emotional intelligence generally exhibit greater intrinsic motivation. As stated by Dö rnyei (2005), motivation affects learners' persistence, goal formulation, and involvem ent in language learning. Students with elevated emotional intelligence excel in estab lishing achievable learning objectives and staying concentrated even when faced with difficulties.

Anxiety poses a major obstacle in language acquisition, frequently impacting speaking abilities. Research conducted by Horwitz et al. (1986) indicates that individuals with high emotional intelligence (EI) can more effectively manage their emotions, leading to decreased anxiety about language and improved participation in discussions and presentations.

Empathy enables language students to grasp cultural subtleties and participate i n significant discussions. Research shows that students with elevated empathy levels

exhibit improved understanding and flexibility in intercultural communication (Chen & Starosta, 1996.

Language learning demands flexibility, as learners need to continuously adapt to unfamiliar linguistic structures and modes of communication. Elevated emotional intelligence enables people to tackle challenges with strength, pursue answers, and stay receptive to input.

Emotional Intelligence in Language Classrooms

Teachers are vital in cultivating emotional intelligence in students. Approaches like active listening, tailored feedback, and fostering supportive learning environments aid students in cultivating EI skills that improve language acquisition (Mayer et al., 2016).

Promoting self-reflection: Writing in journals and engaging in self-assessment tasks help learners identify their emotional reactions to difficulties in language acquisition.

Enhancing communication abilities: Engaging in role-playing, group discussions, and collaborative activities improves students' social awareness and engagement.

Lowering anxiety via mindfulness: Integrating stress-relief strategies such as deep breathing or positive affirmation can assist learners in coping with language-related stress.

Fostering emotionally supportive settings: A classroom where students feel secure and appreciated boosts their capacity to communicate in a foreign language.

Incorporating narratives and real-life contexts: These techniques help students forge an emotional bond with the language, enhancing its significance and improving retention.

Emotional Intelligence and Multilingualism

Emotional intelligence is crucial in learning multiple languages. Acquiring proficiency in several languages demands the capacity to manoeuvre through various cultural and social settings, a talent that is greatly improved by emotional intelligence

(EI). Studies indicate that multilingual people frequently cultivate enhanced emotional awareness because of their interaction with various viewpoints and language structures. Moreover, language learners who develop emotional intelligence often face fewer negative feelings related to language hurdles. Rather, they demonstrate resilience and flexibility, enhancing their communication skills. Research shows that bilingual or multilingual people perform better on assessments of emotional awareness and cognitive flexibility, emphasizing the link between emotional intelligence and language acquisition.

The Long-Term Effects of Emotional Intelligence in Language Learning

Enhancing emotional intelligence not only boosts language learning results but also promotes lasting success in communication and interpersonal interactions. People with elevated emotional intelligence excel in conflict resolution, negotiation, and interactions across different cultures. Additionally, learners with emotional intelligence are more inclined to utilize their language skills in both professional and social contexts. Moreover, EI is essential for maintaining language retention. Students who establish emotional ties with the language via significant experiences and relationships typically maintain language abilities for extended durations. The emotional connection to a language encourages ongoing involvement and enthusiasm, reducing the chances of learners quitting their language-learning path.

Conclusion

Emotional intelligence is crucial in language acquisition as it affects motivation, lessens anxiety, enhances communication abilities, and promotes adaptability. As teachers and students gain a deeper understanding of the emotional factors in language learning, incorporating EI techniques into educational approaches will result in more efficient and enjoyable language acquisition experiences. Through the development of emotional intelligence, teachers and students alike can cultivate a more effective, engaging, and emotionally fulfilling learning atmosphere that improves language skills and long-term memory retention.

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ENGLISH LANGUAGE TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT IN THE AGE OF ARTIFICIAL INTELLIGENCE

Darya Smirnova
Master of Tomsk State University

Abstract This paper explores the continuous professional development (CPD) of English language teachers in the age of artificial intelligence (AI). The rapid advancement of AI-powered tools, such as intelligent tutoring systems, automated assessment technologies, and adaptive learning platforms, necessitates that educators continuously update their pedagogical skills. This study highlights key areas of professional growth, the challenges faced by educators, and strategies to integrate AI into English language teaching. The findings suggest that while AI offers numerous opportunities, teachers must adopt a proactive approach to lifelong learning to harness these innovations effectively.

Keywords: continuous professional development, artificial intelligence, english language teaching, teacher training, educational technology

Аннотация: В данной статье рассматривается непрерывное профессиональное развитие преподавателей английского языка в эпоху искусственного интеллекта (ИИ). Стремительное развитие инструментов, основанных на ИИ, таких как интеллектуальные системы обучения, технологии автоматизированной оценки и адаптивные обучающие платформы, требует от преподавателей постоянного совершенствования своих педагогических навыков. В этом исследовании освещаются ключевые области профессионального роста, проблемы, с которыми сталкиваются преподаватели, и стратегии интеграции ИИ в преподавание английского языка. Полученные результаты свидетельствуют о том, что, хотя ИИ предоставляет множество возможностей, учителя должны применять проактивный подход к обучению на протяжении всей жизни, чтобы эффективно использовать эти инновации.

Ключевые слова: непрерывное профессиональное развитие, искусственный интеллект, преподавание английского языка, подготовка учителей, образовательные технологии.

INTRODUCTION

The integration of artificial intelligence (AI) into education has significantly transformed the teaching and learning landscape. English language teachers, in particular, must adapt to these changes to ensure effective instruction. AI technologies such as natural language processing (NLP), chatbots, automated feedback systems, and intelligent tutoring platforms are reshaping language education. Consequently, teachers must engage in continuous professional development (CPD) to keep pace with technological advancements. This paper examines the necessity of CPD for English language teachers, focusing on the opportunities and challenges presented by AI-driven education.

METHODOLOGY

This study employs a qualitative approach, drawing from existing literature, case studies, and expert opinions to analyze the impact of AI on CPD. Data were gathered from academic articles, educational reports, and teacher surveys to identify current trends, best practices, and potential challenges faced by educators. A comparative analysis of traditional CPD methods and AI-enhanced learning approaches was conducted to evaluate their effectiveness in teacher development.

RESULTS

The findings indicate that AI-driven CPD enhances teacher efficiency by providing personalized learning experiences, real-time feedback, and automated administrative tasks. Several key areas of impact include:

Adaptive learning for teachers: AI-powered platforms offer personalized training modules, allowing teachers to upskill at their own pace.

Automated feedback and assessment: AI tools provide instant feedback on student performance, reducing the workload for teachers and improving instructional accuracy.

Virtual coaching and peer collaboration: AI-driven mentorship programs and professional learning communities support teachers in sharing best practices and refining their teaching strategies.

AI integration in lesson planning: Tools such as AI-powered language tutors and content generators help teachers create interactive and engaging lesson plans.

DISCUSSION

Despite its benefits, AI adoption in CPD presents challenges, including ethical concerns, resistance to change, and digital literacy gaps among educators. Teachers may struggle with the rapid evolution of AI tools and the need for continuous training. Institutions must provide structured CPD programs that incorporate AI literacy, pedagogical training, and technological skill development. Furthermore, policymakers and educational institutions should collaborate to create comprehensive AI-focused training initiatives.

CONCLUSION

Continuous professional development is essential for English language teachers to adapt to AI-driven education. While AI offers innovative solutions for personalized learning, automated assessments, and collaborative professional development, educators must be proactive in acquiring new skills. Institutions should support teachers by offering AI-focused training programs to bridge the digital divide and enhance teaching effectiveness in the 21st-century classroom.

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BENEFITS OF PROJECT-BASED LEARNING IN LANGUAGE ACQUISITION

Anvarjonova Iqbolkhon Ikhtiyorjon qizi
Kokand state pedagogical institute
4th year student of foreign language faculty
@anvarjonovaiqbolxon@gmail.com +998991413353

Annotation: The article explores how project-based learning enhances language acquisition by providing immersive, hands-on learning experiences. The authors argue that project-based learning fosters critical thinking, collaboration, and creativity, which are essential for developing linguistic skills. By engaging students in real-world projects, the approach contextualizes language use, improving comprehension, vocabulary retention, and fluency.

This article delves into the key benefits of project-based learning in language acquisition,highlighting how it promotes authentic communication, boosts motivation, and fosters deeper engagement with the target language. By linking language learning to practical applications, project-based learning not only enhances linguistic proficiency but also equips students with transferable skills for real-world success.

Key words: Language Acquisition, Authentic Communication, Collaborative Learning, Student-Centered Approach, Critical Thinking, Problem-Solving Skills, Real-World Application ,Motivation in Language Learning, Engagement in Education

Annotatsiya: Maqolada loyiha asosida o‘qitish til o‘rganishni qanday qilib chuqur, amaliy o‘quv tajribasi orqali rivojlantirishi o‘rganiladi. Mualliflar loyiha asosida o‘qitish tanqidiy fikrlash, hamkorlik va ijodkorlikni rivojlantirishini ta’kidlaydi, bu esa til ko‘nikmalarini shakllantirishda muhim ahamiyatga ega. Talabalarni real hayotdagi loyihalarga jalb qilish orqali bu yondashuv til ishlatishni

kontekstda qo‘llashga yordam beradi, tushunishni, so‘z boyligini mustahkamlashni va ravonlikni oshiradi.

Maqolada loyiha asosida o‘qitishning til o‘rganishdagi asosiy afzalliklari tahlil qilinadi, jumladan, bu usul qanday qilib tabiiy muloqotni rag‘batlantirishi, motivatsiyani oshirishi va o‘rganilayotgan tilga yanada chuqurroq jalb etilishni ta’minlashi ko‘rsatiladi. Til o‘rganishni amaliy qo‘llanilish bilan bog‘lash orqali loyiha asosida o‘qitish nafaqat til bilimini rivojlantiradi, balki talabalarni real hayotda qo‘llaniladigan ko‘nikmalar bilan ham ta’minlaydi.

Asosiy so‘zlar: Til o‘rganish, Tabiiy muloqot, Hamkorlikda o‘qitish, Talabaga yo‘naltirilgan yondashuv, Tanqidiy fikrlash, Muammolarni hal qilish ko‘nikmalari, Haqiqiy hayotda qo‘llash, Til o‘rganishda motivatsiya, Ta’limda jalb etilish.

Аннотация: В статье рассматривается, как обучение на основе проектов способствует изучению языков, предлагая погружающий, практико-ориентированный опыт. Авторы утверждают, что проектное обучение развивает критическое мышление, сотрудничество и креативность, которые являются важными для формирования языковых навыков. Вовлекая студентов в реальные проекты, этот подход контекстуализирует использование языка, улучшая понимание, запоминание лексики и беглость речи.

В статье подробно рассматриваются ключевые преимущества проектного обучения в процессе овладения языком, подчеркивая, как оно способствует аутентичной коммуникации, повышает мотивацию и стимулирует более глубокое взаимодействие с изучаемым языком. Связывая изучение языка с практическим применением, проектное обучение не только повышает языковую компетенцию, но и оснащает студентов навыками, применимыми в реальной жизни.

Ключевые слова: Изучение языка, Аутентичное общение, Совместное обучение, Ориентированный на студента подход, Критическое мышление, Навыки решения проблем, Применение в реальной жизни, Мотивация в изучении языка, Вовлечённость в образовательный процесс.

INTRODUCTION

Project-Based Learning (PBL) is a transformative approach to language education that bridges the gap between theoretical knowledge and practical application. By placing students at the center of the learning process, PBL encourages active engagement, critical thinking, and meaningful use of the target language. Unlike traditional methods, which often rely on rote memorization and repetitive drills, PBL immerses students in real-world tasks that require them to use language as a tool for communication and problem-solving[1]. This shift from passive learning to active participation creates a dynamic environment where language acquisition becomes more effective and enjoyable.

One of the key benefits of PBL in language learning is its ability to foster authentic communication[2]. Traditional classroom exercises often present language in isolated contexts, focusing on grammar rules or vocabulary lists without demonstrating how these elements function in everyday conversation. PBL, on the other hand, situates language within meaningful, real-world scenarios. For instance, students might work on a project that requires them to design a marketing campaign for a product, write and perform a play, or create a travel guide for a specific destination[3]. These tasks compel learners to use the target language for a clear purpose, whether it is presenting ideas, negotiating roles, or solving problems. Such activities not only improve fluency but also build confidence, as students see the immediate relevance and applicability of their language skills.

Another advantage of PBL is its ability to significantly enhance motivation and engagement. Learning a new language can be challenging, and traditional methods often fail to sustain interest over time. PBL addresses this issue by connecting language learning to students' personal interests and real-life experiences. Projects often involve creative, open-ended tasks that allow learners to explore topics they are passionate about, such as technology, culture, or social issues. This personal connection fosters a sense of ownership and investment in the learning process. Furthermore, the tangible outcomes of PBL, such as completing a group presentation

or publishing a blog, provide a sense of accomplishment that reinforces motivation and builds a positive attitude toward language learning.

Collaboration is another cornerstone of PBL that greatly benefits language learners. Group projects encourage students to interact with their peers, offering frequent opportunities to practice conversational skills in a supportive environment. This collaborative aspect of PBL is particularly valuable for improving fluency and pronunciation, as students engage in discussions, exchange feedback, and negotiate meanings. Additionally, working in groups often exposes learners to diverse perspectives and cultural nuances, enriching their understanding of the target language. Peer learning is also instrumental in creating a safe space where students feel comfortable experimenting with language, making mistakes, and learning from them, which is a critical part of the acquisition process.

PBL also nurtures critical thinking and problem-solving skills, which are essential for advanced language proficiency. Many PBL tasks require students to research, analyze, and synthesize information, using the target language as a medium for inquiry and expression[4]. For example, a project on environmental sustainability might involve researching global practices, interviewing local experts, and presenting solutions in a multilingual format. Such tasks challenge students to go beyond surface-level language use, pushing them to develop nuanced arguments and articulate complex ideas. This process not only expands their vocabulary and grammar usage but also equips them with the cognitive skills needed to navigate real-world communication challenges[5].

Moreover, the hands-on nature of PBL contributes to deeper retention of language skills. Traditional methods often emphasize passive learning through repetition, but research shows that active engagement leads to better long-term memory. When students use the target language to create something tangible—whether it's a video, a presentation, or a written report—they are more likely to internalize what they've learned. This is because PBL requires repeated exposure and use of language in varied contexts, reinforcing understanding through practice. Over

time, students develop a stronger command of the language, as they not only memorize rules but also apply them meaningfully.

Finally, PBL is highly adaptable to diverse learning styles, making it an inclusive approach to language education. Every student learns differently, and PBL's flexibility allows teachers to design projects that cater to visual, auditory, and kinesthetic learners alike[6]. For example, visual learners might excel at creating infographics or storyboards, while auditory learners thrive in group discussions and oral presentations. Kinesthetic learners, on the other hand, benefit from hands-on tasks such as building models or conducting interviews[7]. By accommodating these varied preferences, PBL ensures that all students can engage with the language-learning process in ways that suit their strengths, ultimately leading to better outcomes for a diverse range of learners.

Project-Based Learning (PBL) has gained significant attention in the field of language acquisition due to its ability to create authentic, immersive, and communicative learning environments. Its effectiveness is particularly notable when applied in diverse cultural contexts, as it helps to bridge the gap between linguistic proficiency and cultural competence. PBL emphasizes active engagement, where students learn by solving real-world problems or creating tangible outputs that require the application of language skills. This method fosters a deeper connection to language as it is used in real-life scenarios, rather than in isolation or abstract exercises.

For learners from diverse cultural backgrounds, PBL serves as a critical tool in enhancing language acquisition by allowing them to connect their existing knowledge and cultural experiences to the new language. According to Thomas, learners who engage in projects can relate the target language to their personal histories and sociocultural contexts, thus reinforcing language retention and making the learning process more relevant and meaningful[8]. This approach also allows for a more inclusive learning environment, where students are encouraged to bring their cultural perspectives into discussions, thus enriching the collective learning

experience. As cultural diversity can influence language use and understanding, PBL provides a space where learners are encouraged to negotiate meaning and engage in intercultural communication, essential components of language proficiency.

Furthermore, PBL encourages collaborative learning, which is particularly beneficial for language learners from varied cultural backgrounds. By working in teams, learners must use the target language to communicate ideas, share information, and solve problems collectively. This interaction helps students to develop practical language skills, including speaking fluently, listening actively, and negotiating meaning. The collaborative nature of PBL can also increase students' confidence as they interact with peers from different cultural contexts, promoting language acquisition in a non-threatening, social environment. As students collaborate across cultural boundaries, they are also exposed to different linguistic nuances, colloquialisms, and expressions that may not be found in textbooks, further enhancing their language skills in ways that traditional methods may not.

Moreover, PBL supports the development of critical thinking and problem-solving skills, which are crucial for language learners, particularly those from diverse cultural backgrounds. By engaging in projects, learners are often required to research, analyze, and synthesize information in the target language, demanding a high level of cognitive engagement. This not only accelerates language development but also helps students to think critically in the new language, thus improving their ability to express complex ideas. As Foster and Ohta argue, such cognitive tasks are instrumental in pushing learners beyond their current proficiency levels and into more advanced stages of language mastery[9]. Furthermore, project work often involves an interdisciplinary approach, where students must apply language skills across different domains such as science, history, or social studies. This cross-disciplinary learning is especially effective in expanding the linguistic and cognitive range of learners, allowing them to engage with language in varied contexts, which is crucial for language acquisition in real-world settings.

PBL also nurtures the development of intercultural competence. As learners collaborate with peers from diverse cultural backgrounds, they not only learn the target language but also gain insight into different worldviews and communication styles. This cultural exchange, as noted by Kramsch, enhances learners' understanding of cultural nuances, social norms, and contextual variations in language use. Such exposure helps students to become more sensitive to the subtleties of language, which are often influenced by cultural norms and practices. This is particularly important in language acquisition, as proficiency is not solely about mastering grammar and vocabulary but also understanding how language is shaped by the cultural contexts in which it is used[10].

In conclusion, Project-Based Learning offers numerous benefits for language acquisition, particularly for learners from diverse cultural backgrounds. It provides an authentic, collaborative, and culturally inclusive environment where learners can actively engage with the target language while drawing on their own cultural experiences. Through the integration of language skills in real-world contexts, PBL helps students develop not only linguistic proficiency but also intercultural competence and critical thinking skills, all of which are essential for effective language use in diverse global contexts. As the importance of intercultural communication continues to grow in our increasingly interconnected world, PBL stands out as an effective pedagogical approach that promotes both language acquisition and cultural understanding.

CONCLUSION

In conclusion, the benefits of Project-Based Learning in language acquisition are multifaceted and profound. By fostering authentic communication, enhancing motivation, promoting collaboration, and developing critical thinking, PBL provides a holistic approach to mastering a new language. Its emphasis on active engagement and real-world application not only accelerates language proficiency but also equips learners with invaluable life skills. As educators continue to explore innovative methods for teaching languages, PBL stands out as a highly effective and inclusive

strategy that prepares students for success in an increasingly interconnected world[11].

Moreover, PBL's emphasis on creativity and problem-solving equips students with transferable skills that extend beyond language acquisition, preparing them for success in academic, professional, and social contexts. Its adaptability to diverse learning styles ensures that all students, regardless of their preferences or abilities, can benefit from this approach. By making language learning more engaging, meaningful, and relevant, PBL not only accelerates linguistic proficiency but also nurtures confidence and a lifelong love for learning.

As educators seek innovative strategies to meet the demands of a globalized world, PBL stands out as a transformative method that aligns language education with real-world applications. By integrating PBL into language acquisition programs, we can empower learners to become confident communicators and active participants in an increasingly interconnected society.

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CONTENT-BASED INSTRUCTION: LEARNING LANGUAGE THROUGH SUBJECT KNOWLEDGE

Abdumalikova Saidabonu
Angren University, 3rd-year student
saidabonuabdumalikova@gmail.com
Angren University, Faculty of Pedagogy and Languages,
3rd-year student in Foreign Languages

Abstract: Content-Based Instruction (CBI) integrates language learning with disciplinary content, enhancing linguistic proficiency and subject knowledge through authentic, meaningful engagement. Rooted in cognitive and constructivist theories, CBI emphasizes contextually relevant learning, supported by Cummins' (1981) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Implemented through models like sheltered instruction and the adjunct approach, CBI improves motivation, reading, and writing skills, particularly in English as a Foreign Language (EFL) contexts. Compared to Content and Language Integrated Learning (CLIL), CBI focuses more on language acquisition through content. Despite challenges like teacher training and technology integration, CBI prepares learners for academic and professional success.

Keywords: Content-Based Instruction (CBI), Language Learning, Disciplinary Knowledge, Cognitive Academic Language Proficiency (CALP), Sheltered Instruction, Adjunct Approach, Content and Language Integrated Learning (CLIL), English as a Foreign Language (EFL), Authentic Learning, Teacher Training

Content-Based Instruction (CBI) has become one of the most effective methods for teaching languages by combining language learning with subject-specific content. Unlike traditional language instruction, CBI allows learners to develop language skills through meaningful and relevant content. This approach is

based on the idea that students learn best when language is used as a tool to achieve real-world goals, which boosts both motivation and retention of the language (Waller, 2018).

Theoretical foundations of content-based instruction

CBI is deeply rooted in cognitive and constructivist theories of learning, which stress the importance of authentic and meaningful engagement in the learning process. Waller (2018) points out that CBI's origins can be traced back to the late 1970s, particularly to the work of Widdowson (1978), who championed the integration of language instruction with subject-specific content. This idea was further developed by Brinton, Snow, and Wesche (2003), who argued that language acquisition is most effective when it's embedded within the context of disciplinary learning (Waller, 2018).

Another key influence on CBI is Cummins' (1981) theory, which distinguishes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Cummins suggests that students need to develop CALP to succeed in academic settings, and CBI helps achieve this by engaging them in complex, discipline-specific language use (Waller, 2018).

Implementing CBI in educational settings

CBI can be implemented in various ways depending on the educational context and institutional goals. One popular model is sheltered instruction, where language learners receive content instruction tailored to their language proficiency levels. Another model is the adjunct approach, where students take both language and content courses simultaneously, ensuring that language instruction supports their understanding of the content (Waller, 2018).

In English as a Foreign Language (EFL) contexts, CBI has proven to increase motivation and academic success. Research shows that students in CBI programs often outperform their peers in traditional language programs, particularly in reading and writing skills (Kasper, 1997; Stoller, 2004). This success is largely due to CBI's

ability to make language learning relevant by connecting it to topics that students find interesting and useful for their academic or professional goals.

CBI vs. Content and language integrated learning (CLIL)

CBI is often compared to Content and Language Integrated Learning (CLIL), a similar approach widely used in Europe. While both methods integrate content and language learning, CLIL tends to place a more balanced emphasis on language proficiency and content mastery. King (2018) notes that CLIL is designed to be flexible, accommodating diverse linguistic backgrounds and institutional policies, which makes it adaptable to various educational settings.

Unlike CBI, which primarily focuses on language acquisition through content, CLIL aims to achieve both content mastery and language proficiency equally. This makes CLIL particularly well-suited for multilingual education policies, especially in European countries that promote bilingualism and multilingualism (King, 2018).

Pedagogical considerations for CBI

The success of CBI depends on several factors, including instructional design, material selection, and teacher training. Materials need to be authentic but also accessible, striking a balance between discipline-specific content and language support. Waller (2018) emphasizes the importance of collaboration between content and language instructors to ensure that language scaffolding is effectively integrated into content lessons.

Assessment in CBI also requires careful planning. A mix of formative and summative assessments—such as written reflections, presentations, and content-based exams—can provide a well-rounded view of student progress in both content knowledge and language proficiency (Waller, 2018).

Challenges and future directions

Despite its many benefits, CBI comes with its own set of challenges. One major hurdle is the need for specialized teacher training. Teachers must be proficient in both content knowledge and language pedagogy, which often requires ongoing professional development (Waller, 2018).

Additionally, there's a growing need to explore how technology can enhance CBI. Online learning platforms and digital resources offer new ways for students to engage with content interactively and through multiple modes, potentially addressing some of the traditional challenges of implementing CBI (Waller, 2018).

CONCLUSION

Content-Based Instruction remains a powerful and effective approach to language teaching, blending language learning with disciplinary knowledge. By immersing students in authentic and meaningful content, CBI not only improves language proficiency but also prepares learners for academic and professional success. As more institutions adopt CBI, ongoing research and innovation will be crucial to overcoming its challenges and maximizing its potential.

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TASK-BASED LEARNING: TEACHING FOREIGN LANGUAGES BASED ON PRACTICAL ASSIGNMENTS

Erzhan Mukhanov
Abai Kazakh National Pedagogical University

Annotation: Task-Based Learning (TBL) is a modern approach to foreign language teaching that emphasizes the use of practical assignments to enhance student engagement and communicative competence. This article explores the theoretical background of TBL, its implementation in language classrooms, and its effectiveness in fostering real-world communication skills. By analyzing recent studies and practical applications, we assess the benefits and challenges of integrating TBL into foreign language curricula.

Keywords: task-based learning, foreign language teaching, practical assignments, communicative competence, language acquisition.

Аннотация: Обучение, основанное на задачах (TBL), - это современный подход к преподаванию иностранного языка, в котором особое внимание уделяется использованию практических заданий для повышения вовлеченности учащихся и коммуникативной компетентности. В данной статье рассматриваются теоретические основы TBL, ее применение в языковых аудиториях и ее эффективность в развитии навыков общения в реальных условиях. Анализируя последние исследования и их практическое применение, мы оцениваем преимущества и проблемы интеграции TBL в учебные программы по иностранным языкам.

Ключевые слова: обучение на основе задач, преподавание иностранного языка, практические задания, коммуникативная компетентность, овладение языком.

INTRODUCTION

The demand for effective foreign language instruction has increased due to globalization and the need for cross-cultural communication. Traditional language teaching methods often focus on grammar rules and rote memorization, leading to passive learning. Task-Based Learning (TBL) offers an alternative approach by integrating real-world tasks that encourage active participation. This study aims to explore the theoretical foundations, practical applications, and effectiveness of TBL in foreign language education.

METHODS

This study employs a qualitative research methodology, incorporating literature reviews and case studies of TBL implementation in foreign language classrooms. Data is collected from academic articles, educator reports, and student feedback to assess the impact of task-based assignments on language acquisition and proficiency.

RESULTS

Theoretical framework of TBL. TBL is rooted in communicative language teaching (CLT), emphasizing meaning-focused interactions rather than isolated linguistic forms. Scholars such as Willis (1996) and Ellis (2003) highlight the role of authentic tasks in language learning, where students use the target language in meaningful contexts.

Implementation strategies

Effective TBL lessons follow a three-phase structure:

Pre-task phase: Teachers introduce the topic and relevant vocabulary, preparing students for the main activity.

Task Phase: Students engage in problem-solving activities, role-playing, or real-life simulations that require communication in the target language.

Post-task phase: Reflection and feedback allow learners to analyze their performance and correct linguistic errors.

Benefits of TBL in foreign language teaching

Increased student engagement: Practical assignments encourage active learning and motivation.

Enhanced communicative competence: Students develop fluency and accuracy through real-world applications.

Development of critical thinking skills: Problem-solving tasks foster cognitive engagement and autonomy.

Challenges and limitations

Teacher training and preparation: Educators need training to design effective tasks and manage classroom dynamics.

Assessment difficulties: Measuring language proficiency through task-based activities can be complex compared to traditional exams.

Student adaptation: Learners accustomed to conventional methods may struggle with the transition to TBL.

DISCUSSION

The findings indicate that TBL significantly enhances language learning outcomes by fostering meaningful communication and active engagement. However, successful implementation requires adequate teacher training, well-designed tasks, and flexible assessment methods. Future research should explore hybrid models combining TBL with traditional instruction to maximize effectiveness.

CONCLUSION

Task-Based Learning is a promising approach to foreign language teaching that prioritizes practical use over theoretical knowledge. While challenges exist, the benefits of increased student engagement, communicative competence, and critical thinking outweigh the limitations. Further studies and pedagogical innovations can refine TBL methodologies, making them more adaptable for diverse educational settings.

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STRATEGIES FOR IMPROVING ENGLISH COMMUNICATION AND BUILD SPEAKING CONFIDENCE AMONG EFL LEARNERS

Turg‘inova Mohinur Hasanboy qizi
Student of NamSIFL
Faculty of language and translation

Annotation: This article focus on effective strategies for enhancing english communication and building confidence. EFL students usually get difficulties in learning english subject. Especially for speaking section. The aim of this research is to identify useful methods for developing speaking skills.

Key words: shadowing, imitation, interacting, self-recording, self- assurance, fluency, accuracy.

INTRODUCTION

Effective communication is a crucial skill in today’s globalized world, and English, as an international language, plays a vital role in connecting people across cultures. However, many learners struggle with speaking fluently and confidently due to challenges such as a limited vocabulary, pronunciation difficulties, grammatical mistakes, and the fear of making errors. These obstacles can lower their confidence and make conversations more difficult.

Nevertheless, being able to communicate effectively in English is highly beneficial for both personal and professional development. Whether in education, the workplace, or social situations, strong English-speaking skills open up career prospects, strengthen relationships, and promote cultural exchange. Therefore, recognizing the common difficulties learners encounter and exploring practical strategies to overcome them is essential for enhancing fluency and confidence in English.

To overcome these challenges, this study examines various methods that can effectively enhance English-speaking skills. It explores techniques such as interactive speaking activities, pronouncation training, and real- life communication strategies to assess their effectiveness. Each approach will be analyzed based on its advantages, practical implemention, and impact on learners' fluency and confidence.

MOTHODOLOGY

Shadowing

An effective approach to developing speaking skills is **shadowing**, a technique where learners listen to a native speaker and simultaneously repeat what they hear. This method helps improve pronunciation, speech rhythm, and intonation by closely following natural speech patterns. Consistent shadowing practice enables learners to enhance their fluency and become more confident in speaking spontaneously.

Imitation

Another useful technique is **imitation** practice, which involves listening to a proficient English speaker and then repeating their speech with careful attention to pronunciation, tone, and expression. Unlike shadowing, imitation allows learners to first absorb the speech before reproducing it, helping them refine sentence structure, articulation, and overall speaking style.

Both methods provide exposure to authentic spoken English, reinforcing correct pronunciation and intonation. Additionally, they promote active listening, which is essential for effective communication. Regular engagement with shadowing and imitation practice can significantly improve fluency and boost learners' confidence in using English in real-world conversations.

Interacting

Interacting with others plays a vital role in developing communication skills. Practicing with a language partner or participating in English discussion groups enables learners to use their knowledge in real-life conversations. This approach not only enhances fluency but also builds self-assurance by offering a regular speaking practice in a supportive environment.

Daily self-recording practice

Speaking on a specific topic for about two minutes each day and recording it is a useful technique for enhancing fluency and accuracy. This anmethod helps learners evaluate their pronunciation, grammar, and clarity. By reviewing their recordings, they can recognize mistakes and pinpoint areas for improvement. Consistently practicing this technique increases speech awereness, allows learners to monitor their progress, and helps them develop a more natural and confident speaking manner.

Reading aloud

Practicing reading aloud is a valuable technique for imroving pronunciation, fluency, and self-confidence in spoken English. As Birch and Fulop (2020) highlight that **“Raloud enables learners to assess their oral performance, identify weaknesesses, and refine their fluency”.** Moreover, it reduces hesitation and promotes a more fluid, natural speaking style and more effective.

The role of music in language learning

Incorporating music into language learning in another valuable strategy for enhancing pronuncation and overall speaking skills. Singing not only helps students improve their speech but also provides opportunities to discuss song lyrics, expressing their thoughts on various theme such as emotions and life experiences.

Conclusion

Enhancing English-speaking proficiency requires a combination of effective strategies and consistent practice. Techniques such as reading aloud and shadowing improve pronunciation and fluency, while engaging in conversations and using language partners foster spontaneous speech and interaction. Additionally, incorporating music, storytelling, and project-based learning creates an engaging and immersive learning experience. The integration of these methods enables learners to refine their communication skills, build self-assurance, and achieve greater fluency in real-world situations.

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ZAMONAVIY TEXNOLOGIYALARNI BOLALARGA INGLIZ TILINI O‘QITISHDA QANDAY QO‘LLASH MUMKIN?

Tojiboyeva Sevinch Aliyor qizi
Namangan davlat chet tillari instituti talabasi
Islomova Shahrizoda Baxtiyor qizi
Namangan davlat chet tillari instituti talabasi

Annotasiya: Ushbu maqolada zamonaviy texnologiyalarni ingliz tilini o‘qitishda qanday qilib samarali qo‘llash mumkinligi haqida yoritib beriladi. Maqola davomida interaktiv o‘qitishda zamonaviy texnologiyalarning o‘rni va mobil ilovalardan to‘g‘ri va oqilona foydalanish haqida fikr yuritiladi. Shuningdek, amaliyot davomida qilingan ishlar natijasida olingan fikr va mulohazalar ochib beriladi.

Kalit so‘zlar: Zamonaviy texnologiyalar, online resurslar, mobil ilovalar, virtual sinflar va masofaviy o‘qitish, interaktiv o‘qitish platformalari, kreativ texnologiyalar, ijtimoiy tarmoqlar, elektron kitoblar.

Annotation: This article is illuminated by how modern technologies can be applied effectively. During the article, the interactive teaching discusses the right and rational use of the role and mobile applications of modern plants. The thoughts and comments received during the work done during the operation will also be opened.

Keywords: Modern technologies, online resources, mobile applications, virtual classes and distance learning, interactive training platforms, creative technologies, social networks, e-books.

Аннотация: Это статья освещается тем, как современные технологии могут быть эффективно применены. Во время статьи интерактивное обучение обсуждает правильное и рациональное использование роли и мобильных применений современных растений. Мысли и комментарии, полученные во время работы во время операции, также будут открыты.

Ключевые слова: Современные технологии, онлайн-ресурсы, мобильные приложения, виртуальные классы и дистанционное обучение, интерактивные платформы обучения, творческие технологии, социальные сети, электронные книги.

KIRISH

Hozirgi kunda ingliz tilini o‘rganish yosh-u qari uchun global kommunikatsiyaning asosiy vositasi bo‘lib, muhim ahamiyatga ega bo‘lib bormoqda. Hozirgi davrdagi o‘qituvchilar uchun esa zamonaviy texnologiyalarni ta’lim jarayoniga qo‘shish va ta’lim sifatini yanada oshirish uchun ko‘plab innovatsion texnologiyalardan samarali foydalanilmoqda. Rivojlanib borayotgan raqamli dunyoda, talabalarni yanada faollashtirish va ularning o‘qish jarayoniga qiziqishini oshirishning samarali yo‘llaridan biri bu - zamonaviy texnologiyalarni amalda qo‘llashdir. Kompyuterlar, smartfonlar, va internet orqali taqdim etilgan resurslar o‘quvchilarga individual o‘qish tajribasini oshirishga yordam beradi, shuningdek an’anaviy darslardan tashqarida ham o‘rganish imkoniyatini yaratadi. Zamonaviy texnologiyalar ingliz tilini o'qitishda o'ziga xos imkoniyatlar yaratadi. Bugungi kunda, Internet va raqamli platformalar yordamida o'quvchilar va o'qituvchilar o'rtasidagi muloqot yanada osonlashdi. Mobil ilovalar, onlayn resurslar va multimediya materiallari orqali tilni o'rganish jarayoni qiziqarli va effektli bo'lib qolmoqda. Bularning barchasi o'quvchilarning o'z-o'zini o'rganish qobiliyatlarini rivojlantirishga va ularda umummilliy, global fikrlash tarzini shakllantirishga yordam beradi. Texnologiyaning ingliz tilini o'qitishdagi roli, shuningdek, individual yondashuvni amalga oshirish va ta'lim tizimidagi farqlarni yengish imkoniyatini yaratadi. Shu bilan birga, zamonaviy texnologiyalar bilan bog'liq yangi uslublar va metodologiyalarni qo'llash, o'qituvchilarga yanada innovatsion yondashuvlarni amalga oshirish imkonini beradi. Ushbu maqolada zamonaviy texnologiyalarni ingliz tilini o‘qitishda qanday qilib samarali qo‘llash mumkinligi haqida fikr yuritamiz va bu mulohazalarning ta’lim jarayoniga kiritgan ijobiy ta’sirini ko‘rib chiqamiz.

TADQIQOT METODOLOGIYASI

Ushbu maqolada texnologiyalardan foydalanib, o‘qitishning bir qancha o‘ziga xos afzalliklar mavjudligi, bundan tashqari ular o‘qitish tizimini ancha samaradorligini oshiradi va o‘z navbatida til o‘rganayotgan o‘quvchini zamon bilan hamnafas bo‘lib olg‘a intilishga ko‘maklashadi. Ushbu tadqiqot zamonaviy texnologiyalarni ingliz tilini o‘qitishda qo‘llashning samaradorligini aniqlash maqsadida amalga oshiradi.

Tadqiqot metodologiyasi quyidagi bosqichlardan iborat:

1. Adabiyotlarni tahlil qilish. Bu usul orqali zamonaviy texnologiyalarni inliz tilini o`qitishda mavjud ilmiy maqolalar, kitoblar va tadqiqotlar tahlil qilinadi.
2. So`rovnomalar va anketalar. O`qituvchilar o`rtasida so`rovnomalar o`tkazilib ularni zamonaviy texnologiyalarni o`qitishda qo`llash tajribasi, o`z fikrlari va o`zgarishlarga bo`lgan munosabatlari o`rganiladi. Anketalar savollari open-ended va close-ended formatda bo`ladi.
3. Eksperimental metod. Tugallangan o`quv dasturlari orqali zamonaviy texnologiyalarni qo`llash eksperiment sifatida amalga oshiriladi. Bir guruh o`quvchilarga an`anaviy usulda dars beriladi, ikkinchi guruh o`quvchilarga esa zamonaviy texnologiyalar bilan boyitilgan darslar o`tkaziladi va olingan natijalar taqqoslanadi.

Tadqiqot natijalari asosida zamonaviy texnologiyalarni ingliz tilini o`qitishda yaxshilanishlar kiritilishi mumkinligi muhokama qilinadi.

TADQIQOD NATIJALARI

Zamonaviy texnologiyalarni ingliz tilini o'qitishda qo'llashga oid tadqiqotlar bir nechta muhim natijalarni ko'rsatdi, bu esa o'qitish jarayonini yanada samarali va qiziqarli bo'lishiga yordam beradi.

Birinchidan, onlayn ta'lim platformalari va mobil ilovalar o'quvchilarga tilni o'z vaqtida va o'ziga mos ravishda o'rganish imkonini beradi. Tadqiqotlar shuni ko'rsatadiki, o'z-o'zini o'rganish imkoniyati mavjud bo'lgan o'quvchilar, ko'pincha, yanada mustaqil va motivatsiyaga ega bo'lishadi. Masalan, Duolingo yoki Babbel

kabi mobil ilovalar, o'quvchilarni interaktiv o'yinlar orqali rag'batlantirib, ularning til qobiliyatlarini tezda rivojlantirish imkonini beradi.

Ikkinchidan, videolar va multimedia materiallari tilni o'qitishda samarali vositalar hisoblanadi. O'qituvchilar YouTube, TED Talks yoki online kurslar kabi platformalarda yog'langan materiallardan foydalanish orqali o'quvchilarga real hayotdagi tilni qanday ishlatilishini ko'rsatishlari mumkin. Bu esa til o'rganish jarayonini juda qiziqarli va amaliy qiladi.

Uchinchidan, virtual hamkorlik va onlayn muhokama guruhlari o'quvchilarga boshqa til o'rganuvchilar bilan muloqot qilish imkonini beradi. Bu, o'z navbatida, tilni amaliy qollashga va kommunikativ qobiliyatlarni rivojlantirishga yordam beradi. O'quvchilar real vaqtda boshqa odamlar bilan fikr almashish orqali o'zlarini yanada qulay his qilishadi.

Tadqiqotlar shuni ko'rsatadiki, texnologiyalar yordamida tilni o'qitishda individualizatsiya muhim ahamiyatga ega. O'quvchilar o'z qiziqishlariga mos ravishda o'qitish usullarini tanlash imkoniyatiga ega bo'lishadi. Bu esa ularning motivatsiyasini oshiradi va o'qish jarayoniga bo'lgan qiziqishini kuchaytiradi.

Umuman olganda, zamonaviy texnologiyalar ingliz tilini o'qitishda an'anaviy usullarga nisbatan ko'proq ehtiyojni qondirishga xizmat qiladi. Ularning qo'llanilishi, ta'lim jarayonini innovatsion va qiziqarli qilishda muhim rol o'ynaydi, bu esa o'quvchilarni yanada samarali va shaxsiy yondashuv bilan ta'minlaydi.

TAHLIL

Zamonaviy texnologiyalarni ingliz tilini o`qitishda qo`llash, ta`lim jarayonini yanada samarali va qiziqarli qilish imkoniyatini beradi. Ushbu mavzu bo`yicha tahlilni quyidagi asosiy jihatlar orqali ko`rib chiqamiz. Amaliyotimiz davomida maktab o`quvchilari bilan bir tajribani sinab ko`rdik va bu uchun 4- 5-sinf o`quvchilarini tanlab oldik. Hammaga ma`lumki hozirgi kunda o`quvchilar maktablardagi chet tilini o`rganish darslarida 2 guruhga bo`linib dars mashg`ulotlarini o`tishadi. Huddi shu sinflarning yarmiga oddiy, hech qanday kompyuter, kalonka va interaktiv doskalarsiz dars o`tdik va yangi so`zlar ham

doimgidek faqat qayta-qayta takrorlash orqali yodlatishga harakat qilindi. Dars davomida o`quvchilar shovqin sola boshlashdi va deyarli zerikarli dars bo`layotkani yaqqol ko`rinib turgan edi. Ular hattoki dars qachon tugashini ham so`rashga ulgurishdi. Qolgan yarim guruhga esa mavzular rang- barang materiallar, kompyuter va yangi so`zalar ham kalonka yordamida qiziqarli qo`shiqlar orqali yodlatildi. Ikki guruh bir-biriga solishtirilganda 2- guruh darsda aktiv, ziyrak va ingliz tili faniga nisbatan qiziqishlarini ularni ko`zida yaqqol ko`rdik. Shunga o`xshash savollar bo`yicha maktab o`qituvchilaridan ham so`rovnomalar oldik, ular ham zamonaviy texnologiyalar bilan o`qitishni qo`llab- quvvatlashdi. Shuningdek bu tajriba haqida bizni fikrimiz quyidagilardan iborat:

Zamonaviy texnologiyalarni ingliz tilini o'qitishda qo'llash, ta'lim jarayonini yanada samarali va qiziqarli qilish imkoniyatini beradi. Ushbu mavzu bo'yicha tahlilni quyidagi asosiy jihatlar orqali ko'rib chiqamiz:

Ingliz tilini o'qitishda audio va video materiallar kiritilishi o'quvchilarning tinglash va tushunish ko'nikmalarini rivojlantirish uchun juda muhimdir. YouTube'dagi ta'lim kanallari, podkastlar va video darslar o'quvchilarga turli aksentlar va nutq uslublari bilan tanishishga yordam beradi. Bu, ularning tilga bo'lgan qiziqishini oshiradi va real hayotdagi kommunikatsiya vaziyatlariga tayyorladi.

Zamonaviy texnologiyalar orqali masofaviy ta'lim imkoniyatlari, masalan, Zoom yoki Microsoft Teams kabi ilovalar orqali, dars jarayonini yanada qulay va samarali qiladi. Bu xususan, pandemiyadan keyin ta'limning kelajagi sifatida ko'rilmoqda. O'quvchilar va o'qituvchilar o'rtasidagi muloqotni davom ettirish, guruhli ishlar va interaktiv muhokamalar osonlashadi.

O'quvchilarning o'qishga bo'lgan qiziqishini oshirish uchun gamifikatsiya elementlarini qo'llash juda foydali. O'yinlar, viktorinalar va musobaqalar orqali ingliz tilidagi ko'nikmalarni rivojlantirish mumkin. Bu, o'quvchilarga yanada qiziqarli va o'zaro faoliyat muhit taqdim etadi, shuningdek, o'rganish jarayonini yanada qiziqarli qiladi.

Zamonaviy texnologiyalarni ingliz tilini o'qitishda qo'llash, o'quvchilarni yanada faol, qiziqarli va samarali o'rganishlarga rag'batlantiradi. Ushbu metodlar yordamida o'quvchilar nafaqat tilning asosiy qoidalarini o'zlashtiradilar, balki ularni amalda qo'llash ko'nikmalarini ham rivojlantiradilar. Bularning barchasi, ishtirok etishni davom ettirish va o'zaro tajriba almashish orqali ta'limni yanada mukammallashtirish imkonini beradi.

XULOSA

Xulosa qilib aytkanda, zamonaviy texnologiyalar o'quvchilarning ijodkorligiga, tahlil qilish qobiliyatiga va muammolarni hal qilish qobiliyatiga ijobiy ta'sir ko'rsatadi. Ijtimoiy tarmoqlar, bloglar va onlayn forumlar orqali fikr va tajribalar almashish, o'quvchilarda o'z-o'zini o'rganish va mustaqil fikrlash ko'nikmalarini rivojlantirishga yordam beradi.

Umuman olganda, zamonaviy texnologiyalarni ingliz tilini o'qitishda qo'llash o'quv jarayonini yangilaydi, samaradorligini oshiradi va o'quvchilarning qiziqishini kuchaytiradi. Bu texnologiyalar yordamida biz o'quvchilarni nafaqat ingliz tilini o'rganishga, balki ularning umumiy rivojlanishiga ham hissa qo'shishimiz mumkin. Bunda, o'g'il-qizlarning o'z-o'zini shakllantirish, bilim va ko'nikmalarni mustahkamlash imkoniyati kengayadi, bu esa o'z navbatida ta'lim sifatini oshiradi. Shu sababli, zamonaviy texnologiyalarni ta’lim jarayoniga faol ravishda kiritish barcha o'qituvchilar va o'quvchilar uchun muhim vazifalardan biri hisoblanadi.

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DEVELOPMENT OF SPEAKING SKILLS OF SECONDARY SCHOOL ENGLISH LANGUAGE LEARNERS THROUGH THE SHADOWING TECHNIQUE

Sevinch Mirabdullaeva
Namangan State University

Abstract: The study explores the impact of the shadowing technique on improving the speaking skills of secondary school English language learners. Shadowing, a language learning approach involving the imitation of spoken input in real-time, has been shown to enhance pronunciation, intonation, and fluency. Through a mixed-method research design, this study examines the effectiveness of the technique among secondary learners. Results indicate significant improvement in speaking confidence and accuracy.

Key words: Speaking skills, shadowing technique, English language learners, secondary school, language fluency, pronunciation.

In today's globalized world, proficiency in English speaking skills is a critical competency for secondary school students. Effective oral communication enables learners to engage in academic, professional, and social contexts with confidence. However, many English language learners (ELLs) at the secondary school level face persistent challenges in developing speaking skills. These challenges often stem from limited exposure to authentic language use, lack of practice opportunities, and anxiety associated with oral communication.

Traditional classroom methods, such as rote memorization of dialogues and grammar-focused teaching, often fail to address these barriers effectively. There is a growing need for innovative approaches that emphasize practical usage, real-time responsiveness, and learner engagement. One such approach is the shadowing technique, a method that involves learners repeating speech input immediately after

hearing it. Originating in simultaneous interpreter training, shadowing has gained recognition as a valuable tool for developing fluency, pronunciation, and listening skills in second language acquisition.

This study investigates the application of the shadowing technique in secondary school settings. The objective is to determine whether incorporating shadowing into English language instruction can improve speaking proficiency among secondary school students. Specifically, the research addresses the following questions:

1. To what extent does the shadowing technique enhance students' fluency, accuracy, and pronunciation?
2. How does shadowing impact learners' confidence and attitudes toward speaking English?
3. What practical strategies can educators use to integrate shadowing into secondary school curricula?

By addressing these questions, this research aims to provide educators with insights into the effectiveness of shadowing and its potential to transform traditional English language teaching practices.

The shadowing technique has gained significant attention in second language acquisition research due to its potential to improve listening, pronunciation, and speaking skills. This section provides an overview of the theoretical foundations of shadowing, its application in language learning, and its relevance to secondary school English language learners.

The shadowing technique was first introduced in interpreter training, where it was used to enhance cognitive processing and real-time verbal articulation (Kadota, 2007). The technique requires learners to repeat spoken input immediately after hearing it, fostering active listening and automatic speech production. Shadowing aligns with key principles of language acquisition theories, such as Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input in learning,

and Swain's Output Hypothesis, which highlights the role of language production in developing accuracy and fluency.

Recent studies have demonstrated the effectiveness of shadowing in second language contexts. Hamada (2016) explored the impact of shadowing on Japanese EFL learners and found significant improvements in pronunciation, fluency, and listening comprehension. Similarly, Murphey (2001) highlighted that shadowing not only enhances linguistic skills but also boosts learners' confidence and motivation. These studies suggest that shadowing facilitates the internalization of rhythm, intonation, and sentence structures, which are critical for spoken language proficiency.

For secondary school English language learners, the challenges of speaking often include anxiety, lack of exposure to authentic speech, and difficulty with pronunciation. The shadowing technique addresses these challenges by providing a low-risk environment for practice and encouraging active engagement with spoken language. Studies by Lambert (1992) and Ellis (2008) have emphasized that repetitive imitation of native-like input helps learners develop automaticity and reduces hesitation in speech.

While the benefits of shadowing have been widely acknowledged, there is limited research on its application specifically for secondary school learners in diverse educational contexts. Additionally, the majority of studies focus on university-level or adult learners, leaving a gap in understanding its impact on younger students. This study seeks to fill this gap by examining the effectiveness of shadowing for secondary school students in improving their speaking skills.

This study employed a mixed-method research design to evaluate the effectiveness of the shadowing technique in developing the speaking skills of secondary school English language learners. The methodology comprised quantitative pre-test and post-test evaluations alongside qualitative observations and learner feedback.

The study involved 60 secondary school students aged 12–15 from a suburban public school. The participants were divided into two groups: an experimental group (30 students) and a control group (30 students). All participants were non-native English speakers with intermediate proficiency levels, as determined by a standardized English proficiency test.

A pre-test design was used to compare the speaking performance of the two groups. The experimental group received shadowing-based instruction, while the control group followed the traditional curriculum, which focused on grammar and vocabulary exercises. Both groups were assessed using the speaking skill rubric to establish baseline proficiency.The experimental group practiced shadowing for 30 minutes daily over an 8-week period.Materials included audio recordings of native speakers in conversational and academic contexts.Shadowing tasks involved listening, repeating, and gradually increasing the speed of response.The control group continued with standard speaking activities, such as role-playing and group discussions.

Both groups were reassessed using the same rubric to measure improvement.Teachers recorded behavioral changes, such as increased participation and reduced hesitation in speech.

The pre-test and post-test scores revealed significant improvements in the speaking skills of the experimental group compared to the control group.

Group	Pre-Test (Mean)	Post-Test (Mean)	Improvement
Experimental Group	5.6	8.2	2.6
Control Group	5.4	6.3	0.9

Qualitative observations and feedback revealed the following trends:

Increased Fluency: Students in the experimental group demonstrated reduced hesitation and improved pacing in their speech.

Enhanced Pronunciation: Regular shadowing practice helped students mimic native-like intonation and stress patterns.

Boosted Confidence: Learners reported feeling more comfortable speaking English, attributing this to the repetitive and low-pressure nature of shadowing tasks.

The findings align with previous research that highlights the benefits of shadowing for language learners. The significant improvement in fluency and pronunciation supports Hamada's (2016) assertion that shadowing promotes automaticity in speech production. Additionally, the observed increase in confidence and participation mirrors Murphey's (2001) findings that shadowing reduces language anxiety.

For secondary school learners, the shadowing technique offers unique advantages:

1. Practical Engagement: By imitating native speakers, students are exposed to authentic language use, which enhances their understanding of natural rhythm and expressions.

2. Adaptability: The method is suitable for various proficiency levels and can be integrated into different classroom settings.

3. Skill Integration: Shadowing simultaneously develops listening and speaking skills, providing a holistic approach to language learning.

However, the study also highlighted challenges. Some students initially struggled with the speed of native speakers' speech, requiring adjustments in task difficulty. Teachers also noted that consistent practice was essential to sustain progress.

This study examined the effectiveness of the shadowing technique in improving the speaking skills of secondary school English language learners. The results demonstrated that shadowing significantly enhanced students' fluency, pronunciation, and accuracy compared to traditional teaching methods. Additionally, qualitative data revealed that shadowing increased learners' confidence and engagement in speaking activities.

The findings underscore the practical advantages of integrating the shadowing technique into English language instruction:

1. Skill Development: Shadowing simultaneously improves listening and speaking skills, offering a comprehensive approach to language learning.

2. Confidence Building: The repetitive nature of shadowing reduces language anxiety, encouraging learners to participate more actively in oral communication.

3. Accessibility: Shadowing is a flexible technique that can be adapted to various classroom settings and proficiency levels.

Despite these benefits, the study identified some challenges, including the initial difficulty of mimicking native speakers' speed and the need for consistent practice to maintain progress. Teachers must consider these factors when implementing shadowing in their curricula.

Recommendations

1. Provide gradual scaffolding for learners by starting with slower-paced audio materials before progressing to native-speed recordings.

2. Incorporate shadowing into regular speaking exercises to ensure sustained improvement.

3. Conduct further research to explore the long-term impact of shadowing on speaking skills and its applicability in diverse educational contexts.By addressing these considerations, educators can harness the potential of shadowing to foster more confident and proficient speakers of English.

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INGLIZ TILI DARSLARIDA O‘YIN TEXNOLOGIYASIDAN FOYDALANISHNING SAMARALI USULLARI

Marufjanova Dilafruz
Namangan davlat universiteti 4 kurs talabasi

Annotatsiya: Ushbu maqolada ingliz tili darslarida o’yindan foydalanishning samarali usullari haqida bo’lib, unda ingliz tili darslarida “Duolingo”, “Kahoot” kabi platformalar til o‘rganish jarayonini yanada qiziqarli va interaktiv qiladi. Jamoaviy o‘yinlar esa til o’rganuvchilarining birgalikda ishlash tajribalarini oshiradi. Masalan, “Scrabble” yoki “Boggle” kabi so‘z o‘yinlari ularning lug‘at boyligini oshiradi. Rol o‘ynash o‘yinlari (role-playing games) ularga tilni amaliyotda qo‘llash imkoniyatini beradi.

Kalit so’zlar: games, Kahoot, scrabble, interactiv o’yinlar, gamification.

Zamonaviy pedagogik texnologiyalar va yangi axborot texnologiyalaridan foydalangan holda o’quvchilarda avvalo so’z boyliklarini hamda grammatik ko’nikmalarini rivojlantirish asosiy maqsadlardan biri sanaladi.

Til o’rganishda o’quvchilarning nutqiy ko'nikmalarini shakllantirishga xizmat qiluvchu leksik kompetensiyalarini shakllantirish chet tilida ravon va erkin muloqot jarayoniga kirishishiga sabab bo’ladi. Shu bois, o’quvchilarni leksik kompetensiyalarini rivojlantirishga qaratilgan adabiyotlar tahlili asosida ayrim tushunchalarga izoh berib o’tishni lozim topdik.

Mamlakatimiz ta’lim tizimida amalga oshirilayotgan bir qator o‘zgarishlar va islohotlar, albatta, til o’rganuvchining barcha sohalarda ayniqsa til o’rganishda o’quvchilarga kompetentli yondashuv asosida til ta’limini amalga oshirishni taqozo etadi. Shu o’rinda kompetensiya tushunchasining mazmuniga ahamiyat qaratsak. Kompetensiya - fan bo‘yicha egallagan nazariy bilim, ko‘nikmalarni, amaliy ko‘nikma va malakalarni kundalik hayotida uchraydigan amaliy va nazariy

masalalarga yechim topishda foydalanib, amaliyotda erkin qo‘llay olishdir. O‘quvchilarda egallangan bilim, ko‘nikma va malakalarini o‘z shaxsiy, kasbiy va ijtimoiy faoliyatlarida amaliy qo‘llay olish kompetensiyalarini shakllantirishga yo‘naltirilgan ta’lim bu kompetensiyaviy yondashuvga asoslangan ta’limdir. Shuningdek, bunday yondashuvga asoslangan ta’lim o‘quvchilarda faol til o’rganishga, mustaqil, tashabbuskorlik, mediaresurslar va axborot-kommunikatsiya texnologiyalaridan o‘z faoliyatida oqilona foydalana olishga, sog‘lom raqobat, umummadaniy hamda ongli ravishda kasb-hunar tanlashga qaratilgan qobiliyatlarni rivojlantiradi.

Hozirgi kunda talim jarayonlarida o’yin texnologiyalari ta'limda muhim ro’l o’ynaydi. Ular chet tilini o'rganishni qiziqarli va yodda qolarli qilish uchun juda foydali vositadir. Role play o'yinlari talabalarining hissiy holatlarini yaxshilaydi va ta'lim jarayonini yanada muloqotli qiladi. O'yin talabalar uchun eng jozibali faoliyatdir, bu esa chet tilini o'qitishda qanday muvaffaqiyatga erishilishini ta'sir qiladi.

O'yinlar talabalarining kognitiv qiziqishlarini ijobiy tarzda shakllantiradi, shuningdek, ularni chet tilini ongli ravishda o'rganishga yordam beradi. Ular o'z-o'ziga ishonganlik, tashabbuskorlik va jamoaviy ishlash ko'nikmalarini rivojlantirishda yordam beradi. O'qituvchi faqat talabalarining akademik faoliyatini nazorat qiladi; ular astoydil va ishtiyoq bilan ishlaydi, bir-birlarini qo'llab-quvvatlaydilar va bir-birlariga diqqat bilan e'tibor beradilar.

Ingliz tili darslarida o’yindan foydalanishning samarali usullari juda ko’p. Hozirgi zamonaviy davrda ingliz tilini o’rgatishda turli texnologiyalar va metodlarni ishlatish juda muhimdir.[12] Shulardan biri o’yin texnologiyalaridir. O’yinlar, ayniqsa, bolalar va o’smirlar uchun o’rganish jarayonini yanada qiziqarli va samarali qilishga yordam beradi.

O‘yinli texnologiyalarni o‘qitishda qo‘llashning foydalari quyidagicha ko’rsatiladi. Avvalo, o‘yinlar til o’rganuvchilar uchun qiziqarli va rag‘batlantiruvchi

[12] Shamsematova B.R, Ingliz tilini o’qitishda o’yinli texnologiyalardan samarali foydalanish usullari, Oriental Renaissance: Innovative,educational, natural and social sciences, 2024. –B.656

o‘rganish muhitini yaratadi. Bu esa ularni darsdan zavqlanishiga va o’rganilgan bilimlarini amaliyotda qo‘llashga undaydi. O‘quvchilarning darsga bo‘lgan qiziqishi oshadi chunki endi darslar interaktiv va qiziqarli. Misol uchun, o‘yin jarayonida ular uchun yangi so‘zlarni yod olish ancha qiziqarli va zavqli bo‘ladi.

Ikkinchidan, o‘yinlar tufayli o‘quvchilar faol ishtirok etishni boshlaydi, bu o’z vaqtida ularning diqqatini va qiziqishini yaxshilashga yordam beradi. O‘yin jarayonida ular o’zlari mustaqil qarorlar qabul qilib, kelib chiqqan muammolarni yechishlari zarur, bu esa ularni o‘rganish jarayonida faol bo’lishga undaydi.[13]

Uchinchidan, o‘yinlar yangi so‘zlarni va grammatik qoidalarni eslab qolishni osonlashtiradi. O‘yin texnologiyalari yordamida o‘rganish jarayoni tabiiy va intuitiv tarzda rivojlanadi, bu esa o‘quvchilarga yangi bilimlarni tez va samarali o’zlashtirishda yordam beradi. Masalan, so‘z yoki lug‘at o‘yinlari bu til o’rganuvchilariga yangi so‘zlarni yod olishda katta foyda keltiradi.

To‘rtinchidan, zamonaviy o‘yinlar ko‘p hollarda raqamli platformalarda o’tkaziladi, bu esa albatta o‘quvchilarga zamonaviy texnologiyalarni o’rganish va o’zlarini bugungi kunga tayyorlash imkonini beradi. Raqamli o‘yinlar yordamida o‘quvchilar faqat ingliz tilini o‘rganib qolmay, balki raqamli texnologiyalarni ishlatish tajribalarini ham oshirib boradilar. Bu esa o’z navbatida ularning kelajakdagi muvaffaqqiyatlarining sababi bo’lib qolishi mumkin.

O‘yinli texnologiyalarini o‘rgatishda bir nechta usullar bor. Masalan, kompyuter o‘yinlari. Ingliz tilini o’rgatadigan o’qituvchilar maxsus ta’limiy kompyuter o’yinlarini ishlatib ko’rishlari mumkin. Misol uchun, "Duolingo", "Kahoot!" kabi platformalar til o‘rganish jarayonini yanada qiziqarli va interaktiv qiladi. Jamoaviy o‘yinlar esa til o’rganuvchilarining birgalikda ishlash tajribalarini oshiradi. Masalan, "Scrabble" yoki "Boggle" kabi so‘z o‘yinlari ularning lug‘at boyligini oshiradi. Rol o‘ynash o‘yinlari (role-playing games) ularga tilni amaliyotda qo‘llash imkoniyatini beradi. Bu ularga turli xil situatsiyalarda qanday so’zlash zarurligini o‘rgatadi. Shu kunlarda keng tarqalgan mobil ilovalar o’quvchilarga

[13] Shamsematova B.R, Ingliz tilini o’qitishda o’yinli texnologiyalardan samarali foydalanish usullari, Oriental Renaissance: Innovative,educational, natural and social sciences, 2024. –B.657

o’zlari uchun qulay vaqt va joyda o’rganish imkoniyatini beradi. O’z navbatida o‘quv jarayoni uzluksiz va samarali davom etadi.

Bir nechta olimlar o’yin texnologiyalarini o’rganish bo’yicha turli xil tadqiqotlar o’tkazgan va ularning o’quv jarayoniga ta’sirini tasdiqlagan. Misol uchun, Oxford universiteti tadqiqotchilari o’tkazgan tadqiqotda, yangi so’zlarni o’yinlar yordamida eslab qolgan til o’rganuvchilar ko’rsatkichi an’anaviy o’rgatish usullaridan foydalangan holda o’rgangan o’quvchilar ko’rsatkichidan 20% yuqori ekanligi aniqlangan. Yana bir tadqiqotda esa, ularning darsga bo’lgan qiziqishi va ishtirokini ‘Kahoot’ platformasidan foydalanish sezilarli darajada oshirganligi berilgan.[14] O’yinlarning ta’limga bo’gan ta’siri James Paul Gee (2007) ning ‘What Video Games Have to Teach us About Learning and Literacy’ asarida ham ijobiy fikrlar berilgan. James Paul Gee ning tadqiqotlariga ko‘ra, o‘quvchilarning mantiqiy fikrlashi, muammo hal qilish ko‘nikmalari va yangi bilimlarni o‘zlashtirish qobiliyatlari video o’yinlar orqali rivojlanadi. O’yin texnologiyalarining ta’lim jarayonidagi o’rni va ahamiyati Jan L. Plass, Bruce D. Homer va Charles K.Kinzer (2015) ‘‘Educational Psychologist’’ jurnalida chop etilgan maqolalarida ham ko’rib chiqilgan. Ularning izlanishlari shuni ko’rsatadiki, o’yinli texnologiyalar til o’rganuvchilarining darsga nisbatan qiziqishlarini rivojlantiradi va qiyinroq mavzularni tushunishda katta yordam beradi. Sebastian Deterding, Dan Dixon, Rilla Khaled va Lennart Nacke (2011) “From Game Design Elements to Gamefulness: Defining ‘Gamification’” asarida gamifikatsiya tushunchasini tahlil qilib,uning ta’limdagi ahamiyatiga e’tibor qaratishgan. Ularning izlanishlari o’yin elementlarini o’quv jarayoniga kiritish til o’rganuvchilarining motivatsiyasini oshirishda muhim rol o’ynashini ko’rsatadi. Raqamli o’yinlarning til o’rganishdagi ta’siri Oxford University Press (2020) tomonidan o’tkazilgan tadqiqotda o’rganilgan. Til o’rganuvchilari uchun qiziqarli va samarali o’quv muhitini yaratish uchun milliy o’yinlarni dars jarayoniga qo’shish lozim. Bu usul yordamida til o’rganuvchilar faqatgina ingliz tilini o’rganib qolmay, balki milliy madaniyatimiz va boshqa xalqlar

[14] Shamsematova B.R, Ingliz tilini o’qitishda o’yinli texnologiyalardan samarali foydalanish usullari, Oriental Renaissance: Innovative,educational, natural and social sciences, 2024. –B.658

madaniyati haqida ham tushunchaga ega bo'ladilar. Yangi so'zlarni eslab qolish milliy o'yinlar yordamida samarali bo'lishi mumkin. Masalan, O'zbekistonda mashhur bo'lgan ''Chidamli'' yoki 'Oq terakmi, ko'k terak'' o'yinlari yordamida til o'rganuvchilariga yangi so'zlarni o'rgatish mumkin. Ular so'zlarning ma'nosini eslab qolishlarini osonlashtirish uchun har bir so'zga qisqa hikoya yoki jumla tuzishlari lozim. Grammatik qoidalarni esa ''Ko'pkari'' kabi o'yinlar yordamida amaliyotda qo'llash mumkin. Misol uchun, Grammatik qoidalarga asoslangan savollarga o'yin jarayonida javob berishlari lozim bo'ladi. Ularning dars davomida aktivligini ta'minlash uchun milliy bayramlar va o'yinlarni sahnalashtirish ham mumkin. Masalan, Navro'z bayrami mavzusidagi rolli o'yin tashkillashtirish orqali o'quvchilar til ko'nikmalarini oshiradilar. Madaniy bilimlarini milliy o'yinlar yordamida ham rivojlantiradilar. Dars jarayonida milliy o'yinlar va ularning tarixini muhokama qilish til o'rganuvchilarining madaniy bilimlarini kengaytirishga yordamlashadi. Bu metod yordamida ular faqatgina ingliz tili emas,balki o'z milliy meroslari haqida ham chuqurroq ma'lumotga ega bo'ladilar.

Avvalo, shaxsiy rivojlanishda ham o'yin muhim ahamiyatga ega chunki musobaqa jarayonida o'quvchilar o'z jamoasiga yordam berishga intilashadi, to'g'ri javoblar topishga harakat qilishadi va faol ishtirok etishadi, shu bilan darsni yanada qiziqarli va samarali qilishadi.[15] Tadqiqotlar shuni ko'rsatadiki, shunday holatlar faqatgina kuchli talabalarga emas, balki zaif talabalarga ham o'z salohiyatlarini namoyish etish imkonini beradi. Ko'p hollarda, yaxshi natijalar ko'rsatmagan til o'rganuvchilar o'yin jarayonida o'zlarini boshqa tomondan ko'rsatishlari va faol ishtiroklari tufayli jamoani g'alabaga yetaklashlari mumkin. Shunday qilib, o'yinlardan foydalanish zaif o'quvchilarga motivatsiya berishda muhim rol o'ynaydi, ularga fanga qiziqishni oshirib, undan o'rganishdagi kelajakdagi muvaffaqiyatlarga yo'l ochadi. Chet tilini o'qitishda o'yin metodlari eng samarali usullardan biri sifatida qaraladi, chunki ularning psixologik-pedagogik negizi o'yin faoliyatiga asoslanadi va bu shaxsning aqliy rivojlanishiga sezilarli hissa qo'shadi. O'rta

[15] Komiljanova Shahrizoda. Xushnud qizi, Ingliz tili darslarida o'yin metodidan foydalanish(yuqori sinflar uchun),

maktabda chet tili darslarida o'yin metodlaridan foydalanish o'smirlarning aqliy ehtiyojlarini qondiradi, fikrlash jarayonlarini jonlantirib, chet tilini o'rganishga bo'lgan motivatsiyani oshiradi.

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TA’LIM TIZIMIDA LOYIHALASHTIRISHNING O‘RNI VA IMKONIYATLARI

G‘anijonov Shohjahon G‘ayratjon o‘g‘li
Namangan davlat pedagogika instituti magistranti
Telefon: +998 94 257 00 15

Annotatsiya: Mazkur maqolada ta’lim tizimida loyihalashning o‘rni va imkoniyatlari tahlil qilinadi. Yozma ishda uzluksiz ta’limning asosiy tamoyillari, uning o‘zgaruvchan talablarga moslashishdagi ahamiyati va innovatsion yondashuvlar muhokama qilinadi. Loyihalash jarayonlari, ta’limda yangiliklarni joriy etish, shuningdek, ta’lim tizimida sifat va samaradorlikni oshirishda loyihalashning qanday yordam berishi ko‘rsatib o‘tilgan. Maqolada, uzluksiz ta’limni rivojlantirishda loyihalashning strategik ahamiyati, resurslarni samarali taqsimlash va ta’lim muassasalarining boshqaruv tizimlarini takomillashtirish imkoniyatlari o‘rganiladi.

Kalit so‘zlar: Uzluksiz ta’lim, pedagogik tizim, pedagogik loyihalash**,** ta’lim tizimi, loyihalash, innovatsion yondashuvlar, ta’lim sifatini oshirish, ta’limda yangiliklar, ta’lim resurslarini boshqarish, strategik loyihalar, ta’lim muassasalarini takomillashtirish, ta’lim jarayonlari, samaradorlikni oshirish, ta’limda boshqaruv tizimi, ta’lim texnologiyasini loyihalashtirish.

Pedagogik tizim – pedagogik texnologiyaning asosi. Pedagogik tizim bir butun, harakatlanu vchi yaxlit ijtimoiy-pedagogik hodisa bo‘lib, u o‘quv chi, ta’lim-tarbiyaning maqsadi, mazmuni, o‘quv jarayoni, o‘qi tuvchi yoki texnik vositalar, ta’lim-tarbiyaning tashkiliy shakllaridan tuziladi.

Pedagogik tizim didaktik vazifa va ta’lim texnologi yalarini o‘z ichiga oladi. Ta’lim-tarbiyaning maqsadi va mazmuni – didaktik vazifa; o‘quv jarayoni, o‘qituvchi yoki texnik vositalar, ta’lim-tarbiyaning tashkiliy shakllari – ta’lim texnologiyasi. Ta’lim muassasasining pedagogik tizimi – bir maqsad ga

yo‘naltirilgan, tashkiliy tizim bo‘lib, o‘sib kelayotgan avlodni jamiyat hayotiga jalb etish, ularni jamiyat madaniya tini o‘zlashtiruvchi, ijodkor, faol shaxs qilib rivojlantirish uning asosiy maqsadi hisoblanadi.

Bu maqsad ta’lim muassasasi pedagogik tizimini takomillashtirishning barcha bosqichlarida, uning didaktik, tarbiyaviy tizimlarida ham da pedagogik jarayon barcha qatnashchilarining kasbiy va erkin muloqoti(boshqarish)da amalga oshiriladi. Nazariy konsepsiya uchta o‘zaro bog‘langan, o‘zaro bir-biriga singib ketuvchi, bir-biriga bog‘liq bo‘lgan: di daktik, tarbiyaviy hamda muloqot(boshqaruv) tizimlarida amalga oshiriladi. Bu tizimlar takomillasha borib, o‘z navbatida nazariy konsepsiyaga ta’sir ko‘rsatadi.

Ta’lim texnologiyasining asosiy maqsadi ham, o‘quv predmetlarini to‘liq o‘zlashtirishga mos keladigan ta’lim loyihasini yaratishdir. Bunday loyiha hozirgi zamon psi- xologiyasi, didaktikasi va pedagogik amaliyotining asosiy va ilg‘or g‘oyalariga tayangan holdagina yaratiladi. Loyiha (lotincha projectus – oldinga tashlangan) – tasvir, asoslanma, aniq hisob kitob, chizmalar shaklida aks ettirilgan g‘oya, ma’lumotning mohiyatini ochib beruvchi, ularni amalga oshirishning aniq yo‘llarini belgilab beruv chi g‘oyalar, fikrlar, obrazlardir.

Pedagogik loyihalash (PL) – yaratilayotgan modelni dastlabki va yakuniy ko‘rinishda ishlab chi- qish va uni amaliy qo‘llash darajasiga yetkazishdan iborat. Pedagogik faoliyatda loyihalash ob’ektlari sifa tida pedagogik jarayon, pedagogik vaziyat, pedagogik tizim bo‘lishi mumkin.

Pedagogik loyihalash quyidagi bosqichlardan iborat bo‘ladi:

1. Obyekt haqidagi ilmiy asoslangan tasavvurga maksi mal yaqinlashtirish uchun uni nima qilish kerakligi haqida umumiy tasavvurlarni izlash. Loyihaviy model pedagogik faoliyatning yangilangan qismi qanday bo‘lishi lozimligini, mazkur faoliyatni yaxshilashni ta’minlash omillari haqida bilimlarni o‘zida mujassam etadi;

2. Eskirgan samarasiz modellar o‘rniga taqdim etiladigan yangiliklarni modellashtirish uchun qo‘llanishi mumkin bo‘lgan pedagogik xulosalar namunalarini izlash;

3. Pedagogik tizimning yangilangan bir bo‘lagining innovatsion modelini yasash;

4. Yangilikni amaliyotga joriy etish algoritmini qurish. O‘quv loyihasi – ahamiyatga molik nazariy yoki amaliy muammolarni ta’lim oluvchilar tomonidan amalga tadbiq qilishning tadqiqotchilik, izlanuvchanlik, ijodkorlik ish turidir. O‘qitishni loyihalash esa ta’limning umumiy maqsadi, mazmuni o‘quv maqsadlari o‘qish, o‘qitish, o‘zlashtirishni baholash, tuzatishlar kiritishdir.

Demak, o‘qitish jarayonini loyihalash uchun ijtimoiy buyurtma sifatida ta’limning umumiy maqsadlari asosida, o‘quv maqsadlarini, buning uchun o‘qish va o‘qitish ni, o‘zlashtirishni rejalashtirgan holda, o‘qish natijalarini kafolatlash tizimini ishlab chiqish lozim. Shunday qilib, pedagogik texnologiyada o‘quv mazmuni asosida o‘zlash- tirish natijalarini kafolatlash uchun, o‘quv maqsadlari oy dinlashtiriladi va o‘quv mashg‘ulotlari loyihalashtirila di.

Buni qayta takrorlanadigan, tiklanadigan tuzilma deb qaraydigan bo‘lsak, unda o‘quv jarayoni ma’lum modullar, birliklardan iborat bo‘ladi, ular umumiy holda ushbu modullar, birliklarning qo‘shilishi asosida yagona va yaxlit mazmunga keltiriladi. Bunga eng muhimi, takrorlanadi gan, qaytariladigan va tuzatishlar kiritilgan, ilmiy asoslan gan teskari aloqaning mavjudligidir.

Bugungi kunda pedagogik tizimni loyihalash va re jalashtirish masalasi oliy ta’lim tizimida yetakchi tenden siya sifatida namoyon bo‘lmoqda. Biroq loyihalash va re jalashtirishga doir faoliyatning mazmun-mohiyati hamma uchun birdek tushunarli bo‘lmayapti. Shuning uchun fanlar bo‘yicha yaratilayotgan ta’lim texnologiyalarida formallik, takroriylik, maqsad va vazifalarning nomuvofiqligi, qayta aloqalarning intensiv emasligi, loyihalash va rejalashti- rishning ketma-ket amalga oshirilmasligi kabi kam chiliklar ko‘zga tashlanmoqda.

Ta’limga texnologik yondashuv o‘qituvchidan o‘quv mashg‘ulotiga tayyorlanish jarayonida juda ko‘p mehnat qilishni talab qiladi. Mazkur jarayonda professor-o‘qituv chi har bir mavzu bo‘yicha o‘quv maqsadini oydinlashtirish, pedagogik vazifalarni to‘g‘ri qo‘yish, o‘quv faoliyati nati jalarini aniqlashtirish,

ta’limni tashkil etish shakl, metod va vositalarini to‘g‘ri tanlab olish, o‘quv vaqtini oqilona taq simlash orqali o‘qituvchi va talabaning faoliyatini aniq tar tiblangan algoritmini hosil qilishi lozim. Ana shu tartibda o‘quv jarayonini loyihalay olgan professor-o‘qituvchigina talabalarning o‘quv-bilish faoliyatini erkin boshqara oladi. Ta’lim – boshqariladigan jarayon bo‘lib, uning natija si, ko‘p jihatdan, tayyorlangan didaktik loyihaga bog‘liq.

Didaktik loyiha esa ta’lim texnologiyasining mahsulidir. O‘quvchi-talabalarning bilish faoliyatini didaktik loyihaga ko‘ra boshqarish ta’lim texnologiyasining pedagogik asosi sanaladi. Har qanday jarayonning boshlanishi va yakuni mavjud bo‘lganidek, didaktik loyihani amalga oshirish ning ham kirish va chiqish nuqtalari bor. Ikki nuqta orasiga juda ko‘p nuqtalarni joylashtirish mumkin bo‘lganidek, didaktik loyihani amalga oshirish ibtidosi bilan intihosiga cha bo‘lgan masofada ta’limning samarali usullari, vosi talari ko‘p topiladi. Bu yerda ta’lim texnologiyasi eng sa marali usul bo‘lib, ta’limning samarali shaklini tanlashda o‘qituvchiga yordamga keladi. Demak, maqsaddan etalonga yetib kelguncha o‘qituvchi (pedagog) va o‘quvchi-talaba ongi juda ko‘p hodisal ar bilan uchrashadi.

Ta’limga texnologik yondashish bu – ma’lumot va ta’lim mazmunini atroflicha tahlil qilish yo‘li bilan o‘quv-tarbiya jarayonining umumiy, xususiy maqsadlarini tahlil qilish, o‘qituvchi (pedagog) va o‘quvchi-talaba maqsadlarining uchrashgan nuqtalarida (o‘qi- tish maqsadi, o‘qish maqsadi) ta’limning didaktik maqsadi ni belgilash asosida ta’limni loyihalash va amalga oshirish yo‘llari bilan mo‘ljaldagi etalonga erishishdir. Umuman, ta’lim texnologiyasi haqida gap ketganda o‘zaro daxldor quyidagi hodisalarni bir-biridan farqlashga ehtiyoj tug‘iladi:

ta’limni didaktik loyihalash;

loyihani amalga oshirish;

ta’limning joriy va oraliq natijasiga ko‘ra didaktik loyihaga tuzatish va o‘zgartirishlar kiritish;

ta’limni takrorlash va yakuniy nazoratdan iborat.

Bu hodisalarning birinchi va ikkinchisi an’anaviy ta’lim tajribasida ham uchraydi. Ta’lim texnologiyasining an’anaviy ta’lim tizimidan farqi shun daki, ta’lim natijasi va uning etalon darajasida bo‘lishi do- imo o‘qituvchi (pedagog) hamda o‘quvchi-talabaning diqqat markazida turadi. O‘qituvchi (pedagog) ta’lim natijasini tez-tez tekshirib, o‘quvchi-talabalarni o‘zlari erishgan yu tuqlardan ogoh qilib turadi va o‘quvchi-talabalar o‘zlari erishgan yutuq va kamchiliklarni anglab, yutuqlarini yanada ko‘paytirishga, kamchiliklarini esa bartaraf etish ga harakat qiladi.

O‘quvchi-talabalar ta’limning zaruriylig ini, ular ta’lim jarayonining haqiqiy subyektiga aylangan paytida sezishadi. Pedagogik loyihalash bu – ommaviy foydalanishga yo‘naltirilgan ta’lim-tarbiya tizimining innovatsion modelini yaratish bo‘yicha maqsadli faoliyat bo‘lib, u ham ta’lim, ham tarbiya jarayonlarini tashkil etilishi bosqichlari, mazkur jarayondagi maqsad va vazifalarni alohida-alohida oydinlashtirish, kutiladigan natijalarni aniq belgilab ol ishni shart qilib qo‘yadi.

Ma’lumki, pedagogikada o‘qituvchining darsga tayyor lanishi bosqichlari haqida gap borganda tashxis etish (diagnostik), bashoratlash (prognostik) bosqichlari bilan birga eng asosiy e’tibor loyihalash ekanligiga qaratiladi. Demak, loyihalash ta’lim jarayoni va o‘qituvchi faoliyatini bog‘lab turuvchi samarali mexanizmdir.

Ta’lim texnologiyasini loyihalashtirishning asosiy bosqichlari:

1. Ta’lim loyihasini tayyorlash. Loyiha o‘qituvchi yoki ekspert a’zolari tuza olish faoliyatining mahsuli bo‘lib, qa tor umumiy xususiyatlarga ega. Loyiha asosida o‘qituvchi (pedagog) va o‘quvchi-talabalarning kelajakda birgalikda amalga oshiradigan faoliyati yotadi. Ta’lim loyihasi ma’lumot mazmunini davlat standart-lari talablari asosida tahlil etishdan boshlanadi.

Tahliliy ma’lumot mazmuni elementlari (bilimlar, ko‘nikma va malakalar, ijodiy faoliyat tajribasi, munosabatlar) dastur larda qanday berilganligi, darsliklarda qanday aks ettiril ganligiga qaratiladi. Keyin ta’lim mazmuni o‘rganiladi, u yoki bu mavzuni o‘rganishdan ko‘zda tutilgan maqsad, ta’limning didaktik maqsadi, o‘qituvchi (pedagog) va ta- labalar maqsadi, maqsadlarni amalga oshirish va hisobga olish varaqalari, beriladigan uy ishlari miqdori, mavzu lar bo‘yicha o‘tkaziladigan

test savollari, reyting nazorati bosqichlari, etalon darajasida o‘zlashtirish usuli oldindan belgilab qo‘yiladi. Bu ishlarning barchasi ta’lim modelini yaratishga olib keladi.

2. Ta’lim loyihasini amalga oshirish. Ta’lim loyihasi bevosita ta’lim sharoitida amalga oshiriladi. Bu jarayonda quyidagi ishlarga alohida e’tibor qaratiladi.

Ta’lim jarayoni stoxastik xarakterga ega. Unda kutilgan va kutilmagan, rejalashtirilgan, favqulodda va tasodifiy hodisalar ham uchrab turadi.

Yuqorida berilgan ko‘rsatkichlar loyihalangan o‘quv jarayonining texnologik darajasini to‘liq ifodalaydi, amalda joriy etilishi esa pedagogni yuqori malakali mutaxassisga aylantiradi, talabaning nufuzini ham birmuncha oshiradi va ijodiy faoliyatni rivojlantirishning yangi qirralarini ochadi.

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