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NAMANGAN DAVLAT CHET
TILLARI INSTITUTI

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MUNDARIJA

10.00.00 FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

1	TIL NAZARIYASI VA ADABIYOTSHUNOSLIKDA METAFORANING LINGVISTIK, KOGNITIV, HAMDA ESTETIK XUSUSIYATLARI	Adhamxonova Nilufar	7
2	SUYUNDIK MUSTAFO NUROTOIY IJODIDA DIALEKTAL USLUB XUSUSIYATLARI	Aminova Feruza	12
3	THE PROBLEM OF FREEDOM AND RESPONSIBILITY IN F.M. DOSTOEVSKY'S NOVEL THE BROTHERS KARAMAZOV	Anvarova Shodiya	17
4	BUXORO O'G'UZ SHEVALARIDA ASOS VA QO'SHIMCHA MUNOSABATIDA YUZ BERUVCHI MORFONOLOGIK O'ZGARISHLAR	Asatullayeva Dilnavoz	23
5	FAIRY TALES AND MOTIVATION: HOW STORIES ENGAGE LEARNERS EMOTIONALLY	Ergasheva Shahnoza	28
6	O'ZBEK TILSHUNOSLIGIDA MA'NO KO'CHISHI HODISALARINING STRUKTUR-SEMANTIK TADQIQI VA ULARNING GRAMMATIKASIGA DOIR MUNOSABATLARI	Dilnuraxon Haydarova	33
7	O'ZBEK SHE'RIY MATNLARIDA MILLIY KOLORITNI INGLIZ TILIDA AKS ETTIRISH MASALALARI	Jaloliddinova Nigoraxon	36
8	CULTURAL FEATURES OF PHRASEOLOGICAL UNITS USING THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES	Matazimova Xamroxon	46
9	ULUG'BEK HAMDAM ASARLARIDA "O'LIM" VA "QO'RQUV" KONSEPTLARINING LISONIY VOQELANISHI	Maxammadjonov Ne'matillo	49
10	ЯЗЫК СВЯЩЕННЫХ ТЕКСТОВ КАК ОБЪЕКТ ФИЛОЛОГИЧЕСКОГО АНАЛИЗА	Maxmudova Moxidil	53
11	J.R.R. TOLKIEN ASARLARIDA AFSONAVIY OBRAZLARNING QAYTA TALQINI VA MIFOLOGIK ASOSLARI	Nurmatova Madina	58
12	SUN'IY INTELLEKT VA TARJIMA ISTIQBOLLARI	Olimjonova Maftunaxon	62
13	PRAGMATIK SIGNALLAR VA ULARNING MATN BIRLIKLARINI SHAKLLANTIRISHDAGI KOMMUNIKATIV ROLI	Qo'shbaqova Muhayyo	67
14	ADVANTAGES AND DISADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN THE TRANSLATION PROCESS	Raxmonaliyeva Rayxona	71
15	WOMEN'S SOCIAL STATUS IN LATE EIGHTEENTH–EARLY NINETEENTH CENTURY ENGLAND: A SOCIO-HISTORICAL FRAMEWORK FOR READING JANE AUSTEN	Sultonmamitova Diyora	74
16	O'ZBEK VA XITOY ADABIYOTIDA JAMIYAT VA TUZIMNING ODDIY INSONLAR HAYOTIDAGI TA'SIRI (O'TKIR HOSHIMOV, ABDULLA QAHHOR, YU HUA VA KONFUTSIY ASARLARI MISOLIDA)	Yo'ldoshev E'zozbek	77
17	ЛИНГВОДИДАКТИЧЕСКИЕ МЕХАНИЗМЫ ФОРМИРОВАНИЯ ТОЛЕРАНТНОГО РЕЧЕВОГО ПОВЕДЕНИЯ СТУДЕНТОВ В УСЛОВИЯХ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК	Акмалова Дилдора Юнусова Диана	83

	НЕРОДНОМУ		
18	ЭВОЛЮЦИЯ РЕПРЕЗЕНТАЦИИ СОЦИОЛЕКТОВ И ДИАЛЕКТОВ В ТВОРЧЕСТВЕ ЧАРЛЬЗА ДИККЕНСА	Рахматиллоева Рухшонабону	**87**
19	ИСҲОҚХОН ИБРАТНИНГ ТИЛШУНОСЛИК СОҲАСИГА ҚЎШГАН ИЛМИЙ ҲИССАСИ	Бахром Джалолов Мубина Неъматжонова Минаввархон Мусаева	**90**
20	ФОНОЛОГИЧЕСКАЯ ОСОЗНАННОСТЬ И ПРОСОДИКА У УЗБЕКСКО-РУССКИХ БИЛИНГВОВ: ЭКСПЕРИМЕНТАЛЬНАЯ ПРОГРАММА ПО РАЗВИТИЮ РЕЧИ	Кодирова Назокат Мирзаназарова Азиза	**93**
21	ПРОБЛЕМЫ ПЕРЕВОДА РЕАЛИЙ В РОМАНЕ «ГАРРИ ПОТТЕР И ФИЛОСОФСКИЙ КАМЕНЬ» ДЖ. К. РОУЛИНГ	Казакова Раъно Умурзакова Дарья	**99**
22	ОБРАЗ КАЗАЧЕСТВА В РОМАНЕ-ЭПОПЕЕ М.А. ШОЛОХОВА «ТИХИЙ ДОН»	Хамидова Зебо	**106**
23	ХРИСТИАНСТВО: ИСТОРИЯ, УЧЕНИЕ, РАЗВИТИЕ И ВЛИЯНИЕ НА МИРОВУЮ ЦИВИЛИЗАЦИЮ	Усманов Сардор Содиқов Абдухалил	**112**

13.00.00 PEDAGOGIKA FANLARI ПЕДАГОГИЧЕСКИЕ НАУКИ PEDAGOGICAL SCIENCES

24	ENHANCING SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS THROUGH COMMUNICATIVE AND TASK-BASED APPROACHES	Dilbar Alimbayevna	**119**
25	CURRENT CHALLENGES IN FOREIGN LANGUAGE TEACHING AND INNOVATIVE TECHNOLOGIES IN EDUCATION	Abdulxapizova Moxlaroyim	**123**
26	CHET TILI O‘RGANUVCHILARINING SO‘Z BOYLIGINI OSHIRISHGA QARATILGAN PEDAGOGIK STRATEGIYALAR VA ULARNING SAMARADORLIGI	A.R.Kenjayev Sh.A.Abduqaxxorov	**128**
27	MODERN APPROACHES TO TEACHING ENGLISH WRITING SKILLS: A COMPARATIVE STUDY OF PROCESS-BASED, GENRE-BASED, AND TECHNOLOGY-ENHANCED INSTRUCTION	Abdurahmanova Zebo Muydinov Mansurjon	**132**
28	COMMUNICATIVE LANGUAGE TEACHING IN MODERN EDUCATION	Abdurahmonova Komila Muydinov Mansurjon	**139**
29	INTEGRATING FLIPPED LEARNING METHODOLOGY TO ENHANCE ACADEMIC WRITING SKILLS IN THE ERA OF ARTIFICIAL INTELLIGENCE	Abdurazzaqova Muhtaram Muydinov Mansurjon	**144**
30	THE ROLE OF TECHNOLOGY IN LANGUAGE TEACHING METHODOLOGY: PERCEPTIONS AND PRACTICES AMONG UNIVERSITY INSTRUCTORS	Abdusalomova Shahloxon Muydinov Mansurjon	**149**
31	INVESTIGATING THE IMPACT OF PROBLEM-BASED LEARNING ON EFL STUDENTS’ CRITICAL THINKING SKILLS: A QUASI-EXPERIMENTAL STUDY	Akhmadullayeva Mubina	**155**
32	THE ROLE OF LEXICAL RESOURCE IN IMPROVING WRITING PROFICIENCY	Alimjonova Sevinchxon	**163**

		Muydinov Mansurjon	
33	CHET TILLARNI O‘QITISHDA KOMMUNIKATIV YONDASHUV VA UNING AN’ANAVIY METODLARDAN AFZALLIKLARI	Ahundjanov Bahodir Aliyeva Hilola	**168**
34	THE EFFECTIVENESS OF AI TOOLS LIKE CHATGPT IN IMPROVING STUDENTS’ WRITING SKILLS	Anvarjonova Rayxona Muydinov Mansurjon	**171**
35	BENEFITS OF CLAUDE AI USAGE FOR BETTER WRITING: AN EMPIRICAL INVESTIGATION AMONG UNIVERSITY STUDENTS	Arslonbekova Asal Muydinov Mansurjon	**175**
36	INGLIZ TILINI O‘QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARINING LINGVO-METODIK IMKONIYATLARI VA ULARNING SAMARADORLIGI	Azizova Xabibaxon	**181**
37	BLENDED LEARNING APPROACHES FOR TEACHING GRAMMAR IN SECONDARY SCHOOL ELT	Azizxo‘jayeva Asolat Muydinov Mansurjon	**185**
38	THE ROLE OF LEARNING STRATEGIES IN TEACHING ENGLISH VOCABULARY	Ergasheva Gulyora	**191**
39	TEACHING ENGLISH CULTURE THROUGH FAIRY TALES	Ergasheva Shahnoza	**196**
40	IQTISODIYOT YO‘NALISHI TALABALARINING INGLIZ TILIDAGI KASBIY MULOQOTINI RIVOJLANTIRISHDA SUN’IY INTELLEKT VOSITALARINING O‘RNI	Gulomova Begoyim	**201**
41	IMPEDIMENTS TO SPEAKING DEVELOPMENT IN BUSINESS ENGLISH: AN EFL PERSPECTIVE	Inoyatova Rushana	**205**
42	IMPROVING WRITING THROUGH DIGITAL TECHNOLOGIES: OPPORTUNITIES FOR STUDENTS AND EDUCATORS	Islamova Nilufar	**209**
43	TALABANING MOSLASHUVI, MOTIVATSIYASI, STRESSI VA IMTIHON DAVRIDAGI QO‘LLAB-QUVVATLASH MASALALARI	Jurayev Azizbek Orifxonova Shahzodaxon	**214**
44	EFFECTIVE APPROACHES TO TEACHING FOREIGN LANGUAGES TO STUDENTS OF NON-LINGUISTIC SPECIALTIES IN HIGHER EDUCATION	Khoshimjonova Sayyora	**225**
45	CHET TILLARINI O‘QITISHGA BO‘LGAN ZAMONAVIY YONDASHUVLAR	Dilnoza Komiljonova	**230**
46	INGLIZ TILIDA QIYOSIY-TAQLIDIY YONDASUV ASOSIDA O‘QUVCHILARNING TALAFFUZ KO‘NIKMALARINI SHAKLLANTIRISH METODIKASI	Abdupattayeva Maftuna	**235**
47	PROCESS WRITING APPROACH IN ENGLISH LANGUAGE TEACHING	Mamayusubova Ismigul	**239**
48	FROM PASSIVE RECIPIENTS TO ACTIVE COMMUNICATORS: APPLYING TASK-BASED LEARNING TO BUILD ORAL AND WRITTEN COMPETENCE IN EFL CLASSROOMS	Murodova Sevinch Muydinov Mansurjon	**245**
49	CHET TILINI O‘QITISHGA BO‘LGAN ZAMONAVIY YONDASHUVLAR	Muxtorova Fotimaxon	**251**
50	THE ROLE OF TEACHER FEEDBACK IN DEVELOPING WRITING ACCURACY IN EFL STUDENTS	O‘ktamjonova Madina Muydinov Mansurjon	**256**
51	USING GROUP DISCUSSIONS TO IMPROVE CRITICAL THINKING SKILLS IN ENGLISH CLASSES	Rahimova Gulshoda Muydinov Mansurjon	**262**
52	THE ROLE OF TEACHER FEEDBACK IN DEVELOPING WRITING ACCURACY IN EFL STUDENTS	Muydinov Mansurjon O‘rinova Aziza	**268**
53	MODERN APPROACHES TO TEACHING ENGLISH THROUGH AI TECHNOLOGIES	Shamshidinova Gulmira	**274**

54	DIGITAL IMMERSION IN LANGUAGE LEARNING: THE ROLE OF SOCIAL MEDIA, ONLINE PLATFORMS, FORUMS, AND VIDEO GAMES	Shuchkin Semyon	**277**
55	CHET TILINI O‘QITISHDA MADANIYATLARARO KOMMUNIKATIV KOMPETENSIYANI SHAKLLANTIRISHDA MULTIMEDIA TEXNOLOGIYALARINING ROLI	Abadan Tleumuratova	**280**
56	THE EFFECT OF CREATIVE WRITING ACTIVITIES ON STUDENTS’ MOTIVATION	Sobirova Oydinoy Muydinov Mansurjon	**284**
57	AI-POWERED SPEECH RECOGNITION AND LANGUAGE LEARNING: INNOVATIVE TECHNOLOGIES FOR MODERN FOREIGN LANGUAGE EDUCATION	Shuchkin Semyon	**289**
58	TPACK DEVELOPMENT THROUGH STRUCTURED REFLECTION IN PRESERVICE ENGLISH LANGUAGE TEACHER EDUCATION	Tadjibaeva Albina	**292**
59	MULTIMEDIA YORDAMIDA O‘RTA MAKTAB O‘QUVCHILARIDA MADANIYATLARARO KOMPETENSIYANI RIVOJLANTIRISHNING PSIXOLOGIK VA PEDAGOGIK JIHATLARI	Abadan Tleumuratova	**297**
60	THE EFFECTIVENESS OF AI TOOLS IN IMPROVING ACADEMIC WRITING SKILLS OF EFL STUDENTS	Usarova Ruxshona Muydinov Mansurjon	**300**
61	AKTUELLE PROBLEME DER VERMITTLUNG INTERKULTURELLER KOMMUNIKATION IM FREMDSPRACHENUNTERRICHT	Xodjayeva Nilufar Zaripova Rokiya	**305**
62	OLIY TA’LIMDA MUQOBIL VOSITALARI (AUDIO SHAKLDAGI YOZUVLAR ASOSIDA) DAN SAMARALI FOYDALANGAN HOLDA TALABALAR BILIMINI BAHOLASHNING USULLARI VA XUSUSIYATLARI	Xusainova Guli Shavkatova Nozima Nazarova Rajabbibi	**308**
63	O‘ZBEK TILINING SOHADA QO‘LLANILISHI FANINI TABIIY VA QISHLOQ XO‘JALIGI FANLARI FAKULTETI O‘ZGA TILLI GURUH TALABALARIGA O‘QITISHDA FAN MAVZULARI YUZASIDAN BERILADIGAN KEYS VA TOPSHIRIQLARNING O‘ZIGA XOS XUSUSIYATLARI	Xusainova Guli Shavkatova Umida	**313**
64	DEBAT JARAYONIDA KREATIV FIKRLASHNING PEDAGOGIK-PSIXOLOGIK MEXANIZMLARI	Abdulaxatova Shohsanam	**317**
65	SUN’IY INTELLEKT DAVRIDA OLIY TA’LIM TALABALARINING TANQIDIY FIKRLASH KOMPETENSIYASINI RIVOJLANTIRISH	Egamberdiyeva Gulzoda	**320**
66	THE ROLE OF DIGITAL STORYTELLING IN DEVELOPING YOUNG EFL LEARNERS’ LISTENING AND SPEAKING SKILLS	Mohlaroyim Xikmataliyeva	**326**

10.00.00 FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

TIL NAZARIYASI VA ADABIYOTSHUNOSLIKDA METAFORANING LINGVISTIK, KOGNITIV, HAMDA ESTETIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada til nazariyasi va adabiyotshunoslikda metaforaning o'rni va ahamiyati o'rganiladi. Metafora faqat stilistik vosita emas, balki fikrlash va iboralarning asosiy mexanizmidir. Maqolada metaforaning kognitiv natijalari, uning tilning voqealarni ifodalashiga ta'siri va adabiy asarlarda xalq xayolini shakllantirishdagi roli tahlil qilinadi. Ikkinchi qismda Lakoff va Johnson nazariyalari, trompe-l'oeil va semiotik yondashuvlar ko'rib chiqiladi. Uchinchi qismda o'zbek adabiyotida metaforaning tarixiy rivojlanishi va zamonaviy asarlardagi qo'llanilishi bo'yicha misollar keltiriladi. Tadqiqotda metaforaning universal va mahalliy xususiyatlari aniqlash maqsadi tutiladi.

Kalit so'zlar: metafora, til nazariyasi, adabiyotshunoslik, kognitiv lingvistika, semantika

Abstract: In this article, the role and significance of metaphor in linguistic theory and literary studies are examined. Metaphor is not merely a stylistic device but a fundamental mechanism of thought and expression. The paper analyzes the cognitive outcomes of metaphor, its influence on how language represents events, and its role in shaping collective imagination within literary works. The second section discusses the theories of Lakoff and Johnson, trompe-l'œil, and semiotic approaches. The third section provides examples of the historical development of metaphor in Uzbek literature and its application in contemporary works. The study aims to identify both the universal and local characteristics of metaphor.

Keywords: metaphgor, linguistic theory, cognitive linguistics, literary studies, semantics.

Аннотация: В данной статье изучаются роль и значение метафоры в лингвистической теории и литературоведении. Метафора — это не только стилистическое средство, но и основной механизм мышления и выражения. В работе анализируются когнитивные результаты метафоры, её влияние на способность языка отражать события, а также роль в формировании народного воображения в литературных произведениях. Во второй части рассматриваются теории Лакоффа и Джонсона, приём trompe-l'œil и семиотические подходы. В третьей части приводятся примеры исторического

развития метафоры в узбекской литературе и её применения в современных произведениях. Цель исследования — выявить универсальные и локальные особенности метафоры.

Ключевые слова: метафора, лингвистическая теория, литературоведение, когнитивная лингвистика, семантика.

Kirish

Metafora (lotincha: metaphora – "ko‘chirish", "o‘zgartirish", grekcha: metaphora – "ko‘pirtirish") – bu biror tushuncha yoki obyektning boshqa bir tushuncha yoki obyektga xos bo‘lgan sifatlarini unga to‘g‘ridan-to‘g‘ri taqqoslash yoki ta'rif bermasdan, faqat shu sifatlar orqali ifodalash hodisasi. Til nazariyasida metafora semantik o‘zgarishning eng muhim mexanizmi sifatida, adabiyotshunoslikda esa badiiy obraz yaratishning asosiy vositasi sifatida qaraladi. Bu hodisa ikki fan sohasi o‘rtasidagi chuqur bog‘liqlikni namoyon etadi va metaforaning universally xususiyatini ko‘rsatib beradi.

Metafora XIX asr oxiri – XX asr boshlarida Turkistonda kechgan tarixiy voqealar, jadidchilik harakati va mustamlakachilikka qarshi kurash davrida ham adabiyot tilida faol qo‘llanilgan. Bu davrda jadid shoirlar va yozuvchilar metaforani da'vatkor ruh bilan, ijtimoiy-o‘zgarishlar g‘oyalarini yetkazish vositasi sifatida ishlatgan. Bu hodisa metaforaning nafaqat zamonaviy, balki tarixiy jihatdan ham muhimligini tasdiqlaydi va metaforaning o‘zbek adabiyotida uzoq tarixiy rivojlanish yo‘lini ko‘rsatib beradi. Til nazariyasida metafora semantik tahlilning asosiy obyekti hisoblanadi. So‘z ma'nosining kengayishi, cheklanishi yoki o‘zgarishi jarayonida metafora muhim rol o‘ynaydi. Masalan, "ko‘z" so‘zi nafaqat inson ko‘zi, balki "daryo ko‘zi", "tog‘ ko‘zi", "yurak ko‘zi" ma'nosida ham qo‘llaniladi. Bu misol metafora orqali so‘z ma'nosining qanday kengayishi va yangi semantik qirralar shakllanishi amaliy ko‘rsatib beradi.

Ushbu tadqiqot quyidagi metodologik yondashuvlar asosida amalga oshirildi va har bir metod alohida-alohida tahlil qilindi:

Til nazariyasi va adabiyotshunoslikda metaforaga qo‘yilgan talablarning tarixiy rivojlanishi qiyosiy tahlil qilindi. Jadid adabiyoti manbalarida metaforaning da'vatkor ruhi bilan qo‘llanilishi o‘rganildi va bu davrda metafora qanday ijtimoiy-funksional ahamiyatga ega bo‘lgani ko‘rsatib berildi. XIX asr oxiri – XX asr boshlarida Turkistonda kechgan tarixiy voqealar davrida metafora qanday rivojlangani va o‘zbek adabiyotida qanday o‘ziga xos xususiyatlar shakllangani tahlil qilindi. Bu metod orqali metaforaning tarixiy rivojlanish yo‘li va har bir davrda qanday funksional ahamiyatga ega bo‘lgani aniq ko‘rsatib berildi.

Metafora orqali so‘z ma'nosining qanday o‘zgarishi, kengayishi yoki cheklanishi semantik jihatdan batafsil tahlil qilindi. Lingvometodika tilshunoslik va til o‘qitish metodikasi chorrahasidagi integrativ fan sohasi sifatida tadqiq etildi va bu orqali metaforaning til o‘qitishda qanday qo‘llanilishi amaliy ko‘rsatib berildi. Semantik tahlil orqali quyidagi jihatslar o‘rganildi: so‘z ma'nosining kengayish mexanizmi, yangi ma'no shakllanish jarayoni, metaforik ifodalarning semantik qirralari, va metafora orqali semantik boyishning amaliy ko‘rinishlari.

Badiiy adabiyot tilida metaforaning qo‘llanilishi misollari orqali batafsil ko‘rsatib berildi. Cho‘lponning "Adabiyot nadir" (1914) maqolasida adabiyotning nafaqat ijtimoiy jihatiga, balki uning obrazli tafakkur va badiiyatiga, adabiy ta'sir va talqin qismlari tahlil qilindi va bu maqolada metafora qanday badiiy funksiya bajarishi amaliy ko‘rsatib berildi. Badiiy asar tahlili orqali metafora orqali badiiy obraz qanday yaratilishi, metafora orqali emotsional ta'sir kuchining qanday oshishi, va metafora orqali ma'noni ko‘p qirrali shakllantirish amaliy misollarda ko‘rsatib berildi.

Adabiyotshunoslik va tilshunoslik nazariyasi, ilmiy tadqiqot asoslari, badiiy asar tahlili fanlari asosida metodologik yondashuv shakllantirildi. O‘zbek tili va adabiyotida ilmiy-pedagogik tadqiqot metodologiyasida metafora badiiy asar tahlilida muhim vosita sifatida ko‘rsatilgan va bu orqali metaforaning ilmiy-pedagogik ahamiyati amaliy ko‘rsatib berildi. Adabiyotshunoslikda ilmiy-tadqiqot metodologiyasida metafora adabiy nazariya, adabiy tanqid, adabiy turlar va adabiy janrlar, ijodiy uslublar va ijodiy yo‘nalish, oqimlar, badiiy adabiyotning o‘ziga xosligi tahlilida muhim vosita sifatida ko‘rsatilgan.

Tahlillar va natijalar

Til nazariyasida metafora semantik o‘zgarishning eng samarali mexanizmi hisoblanadi va bu hodisa so‘z ma'nosining rivojlanishida muhim rol o‘ynaydi. Har qanday tadqiqot biron bir til hodisasini kuzatish natijalarini va til materialini to‘plashdan boshlanadi, shuning uchun metafora kuzatuv orqali o‘rganildi va amaliy misollar orqali ko‘rsatib berildi. Metafora orqali so‘z ma'nosining kengayishi, cheklanishi, va o‘zgarishi jarayonlari batafsil tahlil qilindi.

Metafora til nazariyasi va adabiyotshunoslikda ko‘p qirrali hodisa sifatida o‘rganiladi. Tilshunoslik nuqtai nazaridan u semantik ko‘chishning asosiy shakli bo‘lib, so‘z ma’nosining kengayishi va yangi konnotatsiyalar hosil bo‘lishiga sabab bo‘ladi. Masalan, “hayot yo‘li” iborasida “yo‘l” so‘zi metaforik ma’noda ishlatiladi va bu tilning voqealarni obrazli ifodalash imkoniyatini ko‘rsatadi. Kognitiv lingvistika doirasida esa metafora inson tafakkurining asosiy mexanizmlaridan biri sifatida talqin qilinadi. Lakoff va Johnsonning “Metaphors We Live By” (1980) asarida metafora insonning abstrakt tushunchalarni konkret tajribalar orqali anglashiga yordam berishi ta’kidlanadi. Ularning fikricha, metafora faqat til vositasi emas, balki inson tafakkurining konseptual asosidir.

Adabiyotshunoslikda metafora estetik vosita sifatida badiiy obraz yaratishda muhim ahamiyat kasb etadi. Alisher Navoiy asarlarida “ishq daryosi”, “ko‘ngil gulshani” kabi metaforalar inson ruhiy holatini ifodalashda qo‘llanilgan bo‘lsa, zamonaviy adabiyotda hayotni “labirint” sifatida tasvirlash murakkab g‘oyalarni sodda va ta’sirchan shaklda ifodalash imkonini beradi. Roland Barthesning semiotik yondashuvlarida metafora matnning yashirin qatlamlarini ochib beruvchi kod sifatida talqin qilinadi. Bu yondashuv metaforaning estetik va ma’no hosil qilishdagi rolini yanada chuqurroq tushuntiradi. Shuningdek, trompe-l’oeil (fransuzcha “ko‘zni aldaydigan” degan ma’noni anglatadi) — bu san’atda ishlatiladigan uslub bo‘lib, unda tasvirlar shunchalik realistik chiziladiki, tomoshabin ularni haqiqiydek qabul

qiladi. Bu san’atda metafora vizual illyuziya orqali estetik ta’sirni kuchaytiradi, bu esa adabiy matnlarda ham obrazlilikni oshirishga xizmat qiladi.

O‘zbek adabiyotida metaforaning tarixiy rivojlanishi klassik davrdan boshlab kuzatiladi. Navoiy, Bobur kabi adiblar metaforani ruhiy holat va falsafiy g‘oyalarni ifodalashda keng qo‘llagan. Ularning asarlarida metafora inson ruhiyatini, muhabbatni va hayotiy tajribalarni chuqur ifodalash vositasi sifatida namoyon bo‘ladi. Alisher Navoiy g‘azallarida ko‘ngil gulshanga qiyoslanadi: “Ko‘ngil gulshani ichra g‘amzalar gul ochg‘ay” misrasi inson ruhiy dunyosining go‘zallik va noziklik bilan ifodalanganini ko‘rsatadi. Shuningdek, “Ishq daryosi to‘lqinida g‘arq bo‘ldim men” satrida ishq daryoga o‘xshatilgan, uning cheksiz va to‘lqinli kuchi tasvirlangan. Tasavvufiy ramzlarda esa “Yor jamoli ko‘zguda tajalli qildi” misrasi ilohiy muhabbatni metafora sifatida ifodalaydi. Bobur she’riyatida ham metafora keng qo‘llanadi. Masalan, “Ko‘nglim toshdek qattiq, ammo darddan yorildi” satrida tosh sabr va chidamlilik ramzi sifatida ishlatilgan, lekin ruhiy og‘irlikni ham ifodalaydi. “Bahor kelib, ko‘nglimda umid gullari ochildi” misrasi bahorni inson ruhiyatiga qiyoslab, yangilanish va umid ramzi sifatida tasvirlaydi. Zamonaviy yozuvchilarda esa metafora ijtimoiy voqelikni badiiy talqin qilish, zamon muammolarini obrazli ko‘rsatish vositasi sifatida ishlatilmoqda. Masalan, Tog‘ay Murodning “Otamdan qolgan dalalar” romanida dalalar millatning xotirasi va mustaqillik orzularining metaforasi sifatida tasvirlanadi. Isajon Sultonning “Sandiqdagi hikoya” asarida sandiq o‘tmish xotiralarini, xalqning unutilgan tarixini va inson ruhiyatidagi yashirin qatlamlarni ifodalovchi metafora sifatida ishlatiladi. O‘tkir Hoshimovning “Dunyoning ishlari” romanida esa hayotning murakkabligi va insoniy munosabatlarning nozikligi ko‘pincha “yo‘l”, “ko‘zgu” yoki “soya” metaforalari orqali ifodalanadi.

Natijalar shuni ko‘rsatadiki, metafora universal hodisa bo‘lib, barcha tillar va adabiyotlarda uchraydi, lekin uning qo‘llanishi mahalliy madaniyat va tarixiy kontekstga mos ravishda shakllanadi. Til nazariyasi metaforaning ilmiy asoslarini ochib bersa, adabiyotshunoslik uning estetik va badiiy ahamiyatini yoritadi. Kognitiv lingvistika esa metaforaning inson tafakkuridagi rolini tushuntiradi. Shu bois, metafora lingvistik, kognitiv va estetik jihatdan bir butun hodisa sifatida tadqiq etilishi zarur.

Lakoff va Johnsonning konseptual metafora nazariyasi, Barthesning semiotik yondashuvlari va o‘zbek adabiyotidagi tarixiy misollar birgalikda shuni ko‘rsatadiki, metafora til va adabiyotning kesishgan nuqtasi bo‘lib, u inson tafakkurini chuqurroq anglashga, badiiy tasavvurni kengaytirishga va estetik zavq uyg‘otishga xizmat qiladi. Shu sababli, metafora nazariy va amaliy jihatdan tadqiq etilishi, ta’lim jarayonida o‘rgatilishi va ilmiy hamda badiiy kontekstda qo‘llanilishi muhimdir

Xulosa

Metafora til nazariyasi va adabiyotshunoslikda universal hodisa sifatida ko‘riladi. U lingvistik jihatdan ma’no ko‘chishini ta’minlaydi, kognitiv jihatdan inson tafakkurining konseptual asosiy mexanizmlaridan biri sifatida ishlaydi, estetik jihatdan esa badiiy obraz yaratish va o‘quvchida zavq uyg‘otish vositasi bo‘lib xizmat qiladi.

Klassik davr adabiyotida metafora ruhiy-falsafiy mazmunni ifodalashda va tasavvufiy ramzlarni ochishda muhim rol o‘ynagan. Zamonaviy davrda esa u milliy ruhni ifodalash, ijtimoiy tanqidni kuchaytirish va psixologik chuqurlik yaratish vositasi sifatida qo‘llanmoqda. Bu jarayon metaforaning tarixiy davomiyligini va zamon ruhiga mos ravishda yangi shakllarda namoyon bo‘lishini ko‘rsatadi.

Xulosa qilib aytganda, metafora til va adabiyotning kesishgan nuqtasi bo‘lib, u voqealarni ifodalash imkoniyatini kengaytiradi, inson tafakkurini chuqurlashtiradi va badiiy nutqni boyitadi. Shu sababli, metafora nazariy va amaliy jihatdan tadqiq etilishi, ta’lim jarayonida o‘rgatilishi va ilmiy hamda badiiy kontekstda qo‘llanilishi zarur.

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SUYUNDIK MUSTAFO NUROTOIY IJODIDA DIALEKTAL USLUB XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada Suyundik Mustafo Nurotoiy ijodida dialektal uslubning xususiyatlari tadqiq etiladi. Asarlarda qipchoq lahjasiga xos fonetik, leksik hamda morfologik birliklarning qo‘llanishi yozuvchi individual uslubining muhim tarkibiy qismi sifatida tahlil qilinadi. Dialektizmlar qahramon nutqining tabiiyligi va ishonarliligini ta’minlash, ularning hududiy mansubligi, ijtimoiy muhiti va ma’naviy dunyosini ochishda muhim badiiy vosita bo‘lib xizmat qilishi yoritiladi. Shuningdek, maqolada dialektal birliklarning milliy kolorit yaratish, xalqona tafakkur va og‘zaki nutq unsurlarini badiiy matnga olib kirishdagi o‘rni ko‘rsatib beriladi. Tadqiqot davomida dialektal fonetikaning matn ekspressivligi va emotsional-ta’sirchanligini oshirishdagi stilistik imkoniyatlari ham tahlil qilinadi. Natijada Suyundik Mustafo Nurotoiy ijodida dialektal uslub faqat shevaviy qatlam emas, balki badiiy-estetik tafakkurni ifodalovchi muhim lingvopoetik sistema ekanligi asoslanadi.

Kalit so‘zlar: dialektal uslub, qipchoq lahjasi, dialektizm, lingvopoetika, badiiy matn, xalqona nutq, milliy kolorit, fonetik xususiyat, leksik birlik, morfologik xususiyat, obraz nutqi, uslubiyat, badiiy realizm, ekspressivlik, individual uslub.

Abstract: This article examines the features of the dialectal style in the works of Suyundik Mustafa Nuratai. The use of phonetic, lexical, and morphological units characteristic of the Kipchak dialect in the works is analyzed as an important component of the writer's individual style. It is highlighted that dialectisms serve as an important artistic tool in ensuring the naturalness and reliability of the hero's speech, revealing their territorial affiliation, social environment and spiritual world. The article also demonstrates the role of dialectal units in creating national color, introducing elements of folk thinking and oral speech into the literary text. The study also analyzes the stylistic possibilities of dialectal phonetics in enhancing the expressiveness and emotional impact of the text. As a result, it is based on the fact that the dialectal style in the work of Suyundik Mustafa Nuratai is not only a dialectal layer, but also an important linguopoetic system that expresses artistic and aesthetic thinking.

Keywords: dialectal style, Kipchak dialect, dialectism, linguopoetics, literary text, vernacular speech, national color, phonetic feature, lexical unit, morphological feature, character speech, stylistics, artistic realism, expressiveness, individual style.

Badiiy matn tilini o‘rganishda dialektal birliklarning funksional-estetik imkoniyatlarini tadqiq etish zamonaviy tilshunoslikning dolzarb yo‘nalishlaridan biri hisoblanadi. Chunki xalq shevalari milliy tilning tarixiy xotirasi, etnomadaniy tafakkuri va jonli nutq tajribasini o‘zida mujassamlashtirgan muhim qatlamdir. Adabiy asarda dialektal unsurlarning qo‘llanishi esa yozuvchi badiiy mahoratini, til vositalaridan foydalanish strategiyasini hamda obraz yaratish tamoyillarini aniqlash

imkonini beradi. Shu jihatdan dialektal uslub faqat lingvistik hodisa emas, balki badiiy tafakkur va estetik konsepsiyaning tarkibiy elementi sifatida namoyon bo‘ladi.

O‘zbek badiiy nasrida shevaga xos birliklardan foydalanish an’anasi uzoq tarixga ega bo‘lsa-da, har bir ijodkor dialektal qatlamdan o‘zining individual poetik maqsadlariga muvofiq foydalanadi. Ayniqsa, xalq og‘zaki nutqiga yaqin bo‘lgan asarlarda dialektizmlar matnning realizmini kuchaytirish, qahramon xarakterini individuallashtirish va muayyan hududga xos til muhitini yaratishda muhim uslubiy vositaga aylanadi. Bunday holatda dialektal birliklar oddiy sheva elementi sifatida emas, balki badiiy semantika va emotsional-ekspressivlikni yuzaga chiqaruvchi faol komponent sifatida ishtirok etadi.

Suyundik Mustafo Nurotoiy ijodi ham xalqona til unsurlariga boyligi bilan e’tiborni tortadi. Zero, professor Bahodir Karim aytganidek, “Kitob bunday ibora va hikmatlarga, o‘ziga xos metoforik tasvirlarga, ayniqsa, o‘zbek adabiy tili xazinasidan joy olishga munosib yangidan-yangi so‘zlarga boydir.”[2 : 221] Yozuvchi asarlarida qipchoq lahjasiga xos fonetik, leksik va morfologik xususiyatlarning tabiiy qo‘llanishi badiiy nutqning hayotiyligini ta’minlab, matnda milliy koloritni yuzaga keltiradi. Shu bilan birga, dialektal vositalar qahramonlarning ruhiy holati, ijtimoiy muhiti va kommunikativ xarakterini ochishda muhim stilistik vazifa bajaradi. Mazkur maqolaning maqsadi Suyundik Mustafo Nurotoiy asarlarida qo‘llangan dialektal birliklarning badiiy-funksional xususiyatlarini tahlil qilish, ularning matn poetikasi hamda individual uslubni shakllantirishdagi o‘rnini yoritishdan iborat. Tadqiqotda dialektal uslubning lingvopoetik mohiyati, xalqona nutq bilan badiiy til o‘rtasidagi munosabat hamda shevaviy birliklarning estetik imkoniyatlari ilmiy jihatdan asoslab beriladi.

“Sal yurib mashina chuqurgami, gurtukkami, tiqilib qoladi” jumlasidagi *gurtuk* birligi leksik dialektizm sifatida matnning dialektal-uslubiy qatlamini shakllantiruvchi muhim vosita vazifasini bajaradi. Ushbu so‘z ayrim qipchoq shevalarida yo‘lning o‘yiq, botqoq yoki transport harakatiga xalal beruvchi notekis qismi ma’nosida qo‘llanadi. Adabiy tilda bu ma’no asosan *chuqur*, *o‘ra*, *botiq joy* kabi birliklar orqali ifodalanadi. Biroq “gurtuk” leksemasi semantik jihatdan shu birliklarga yaqin bo‘lsa-da, o‘zining hududiy-ekspressiv tabiati bilan ulardan keskin farqlanadi. O‘zbekistonda xizmat ko‘rsatgan jurnalist Olim Teshaboyev *“Tiriklay ko‘milgan so‘zlar”* maqolasida *“gurtik/gurtuk”* so‘zini Zomin shevalariga xos bo‘lgan, ammo boshqa hududlar uchun ham tushunarli xalqona birliklardan biri sifatida qayd etadi[https://oyina.uz/uz/article/628]. Bu fikr dialektizmning faqat tor lokal birlik emas, balki xalq nutqiy tafakkurida yashayotgan faol qatlam ekanini ko‘rsatadi. Demak, *“gurtuk”* matnda tasodifiy shevaviy element emas, balki xalqona kommunikativ tajribani aks ettiruvchi til birligi sifatida ishtirok etadi. Jumladagi “chuqurgami, gurtukkami” shaklidagi uyushiq qo‘llanish ayniqsa diqqatga sazovor. Muallif bir ma’noga yaqin ikki birlikni yonma-yon keltirish orqali nutqning tabiiy og‘zaki xarakterini tiklaydi. Bunday parallel konstruksiya jonli xalq nutqiga xos bo‘lib, unda ma’no izohlashdan ko‘ra emotsional-ta’sirchanlik ustuvorlik kasb etadi. *“Chuqur”* adabiy neytral birlik bo‘lsa, *“gurtuk”* esa obrazli, konkret va ekspressiv tusga ega. Shu sababli dialektizm tasvirning sezgirlik darajasini oshirib, o‘quvchi

tasavvurida yo‘lning notekis, yurishga noqulay holatini yanada aniqroq gavdalantiradi.

Dialektal uslub nuqtayi nazaridan qaralganda, “gurtuk” birligi bir necha funksional vazifani bajaradi. Avvalo, u qahramon nutqining hududiy mansubligini ochadi. Ikkinchidan, matnga mahalliy kolorit olib kirib, tasvirning hayotiyligini kuchaytiradi. Uchinchidan, xalqona nutq ohangi orqali badiiy matnning realizm darajasini oshiradi. Eng muhimi, bu kabi dialektizmlar yozuvchi individual uslubining tarkibiy qismiga aylanib, xalq tilining tabiiy ritmi va emotsional energiyasini badiiy matnga ko‘chiradi. Natijada “gurtuk” so‘zi oddiy leksik birlik emas, balki dialektal uslubning lingvopoetik imkoniyatlarini namoyon qiluvchi estetik vosita sifatida namoyon bo‘ladi.

“U yillari “qizamiq”, “qoramiq”, “ko‘k yo‘tal” kabi kasalliklar o‘n ikki oy aylanib yursa-da, momolar gurunglarida falonchi “tumovlanibdi” deb dori izlaganini yoki surishtirganini eshitmaganmiz” jumlasida dialektal uslubning leksik va morfologik ko‘rinishlari birgalikda namoyon bo‘ladi. Matndagi *momo, gurung* kabi birliklar xalqona nutq qatlamiga mansub bo‘lib, qahramonlar yashayotgan ijtimoiy-madaniy muhitni tabiiy aks ettiradi. *“Momo”* — Nurota shevasida keng qo‘llaniladigan leksik dialektizm bo‘lib, adabiy tildagi *“buvi”* so‘zining sheva varianti hisoblanadi. Bu leksema asarda shunchaki qariya ayolni nomlash uchun emas, balki qishloq hayotining , oilaviy iliq munosabatlar va an’anaviy turmush tarzi timsolini yaratish uchun qo‘llanilgan. Bu so‘zining matnda qo‘llanishi o‘quvchida Nurota qishloq muhitining ko‘rinishini yuzaga keltiradi.”Gurung” — adabiy tildagi *“suhbat”, “muloqot”, “gap-so‘z”* ma’nolarini anglatuvchi Nurota shevasiga xos leksik birlik. *“Gurunglarida”* shaklida kelishi so‘zning matnda to‘liq grammatik o‘zlashganligini ko'rsatadi. Ushbu dialektal so‘z oddiy *“suhbat”* ma’nosidan ko‘ra samimiy, norasmiy va xalqona muloqot muhitini ifodalashi bilan uslubiy qimmat kasb etadi. Shu sababli mazkur birliklar matnda mahalliy kolorit va og‘zaki nutq tabiiyligini kuchaytiruvchi leksik dialektizmlar sifatida ishtirok etadi. Jumladagi asosiy dialektal-uslubiy yuk esa *“tumovlanibdi”* shakli orqali yuzaga chiqadi. Bu yerda morfologik dialektizm kuzatiladi. Fe’l tarkibidagi -lan affiksi adabiy tilda odatda *“tumov”* leksemasi bilan faol qo‘llanmaydi. Adabiy normada *“tumovga chalinmoq”, “tumov bo‘lmoq”* kabi shakllar me’yoriy hisoblanadi. Muallif esa *“tumovlanmoq”* shaklini qo‘llash orqali xalq og‘zaki nutqiga xos so‘z yasash modelini tiklaydi. Mazkur morfologik shaklning uslubiy ahamiyati shundaki, u nutqni sun’iy kitobiylikdan uzoqlashtirib, jonli so‘zlashuv ohangini yuzaga chiqaradi. “Tumovlanibdi” shakli eshitilish jihatidan sodda, tabiiy va xalqona bo‘lib, qahramonlarning dunyoqarashi hamda kundalik nutq madaniyatini real aks ettiradi. Bu holatda dialektal shakl faqat grammatik farqlanish emas, balki badiiy realizmni kuchaytiruvchi lingvopoetik vosita sifatida namoyon bo‘ladi. Shuningdek, jumlaning umumiy sintaktik qurilishi ham xalq og‘zaki hikoya uslubiga yaqin. Kasallik nomlarining ketma-ket sanalishi, “momolar gurunglarida” birikmasi hamda “eshitmaganmiz” shakli orqali retrospektiv xalqona xotira ohangi hosil qilingan. Natijada leksik va morfologik dialektizmlar o‘zaro uyg‘unlashib, matnda milliy ruh, tabiiylik va emotsional ta’sirchanlikni yuzaga keltirgan.

Suyundik Mustafo ijodi til va madaniyatning uzviy bog‘liqligini, shuningdek, xalq tilining badiiy asarlardagi ijodiy imkoniyatlarini ochib berishda muhim manba bo‘lib xizmat qiladi.“Ko‘ngil sadolari” to‘plamida aynan shunday uslubiy yondashuv kuzatiladi: muallif qahramonlarning og‘zaki nutqini realizm ruhida aks ettirar ekan, dialektal birliklardan samarali foydalanadi. Jumladan, o‘zbek tilining qipchoq lahjasiga xos bo‘lgan leksik va fonetik, morfologik xususiyatlar orqali qahramonlar qayerlik ekani, ularning ijtimoiy-ma’naviy olami, ijtimoiy kelib chiqishi, yoshi o‘z-o‘zidan ochiladi. Bu esa dialektal uslubning nafaqat stilistik, balki ideologik va madaniy yuklamaga ega ekanini ko‘rsatadi. Shu ma’noda, dialektizmlar Suyundik Mustafo ijodida obrazning realizm darajasini kuchaytiruvchi, u orqali xalq hayoti, tili va tafakkur tarzini ochib beruvchi, tilshunoslik va adabiyotshunoslikda esa dialektal uslub mohiyatini ochib beruvchi muhim vosita sifatida namoyon bo‘ladi.

Nurotoiy asarlaridagi dialektizmlar sheva va adabiy til o‘rtasidagi o‘zaro ta’sirni namoyon etuvchi ko‘prik vazifasini bajaradi. Ular orqali muallif o‘z qahramonlarini xalq og‘zaki nutqiga yaqinlashtiradi, shu bilan birga badiiy realistiklik va milliy koloritni kuchaytiradi. O‘zbek adibining ijodida dialektizmlar badiiy tildagi ekspressiv-estetik qiymatni oshiruvchi vosita, xalqning “jonli til ruhini” saqlovchi komponent sifatida qadrlanadi.

Ko‘rib chiqilgan misollarda qipchoq lahjasiga xos fonetik xususiyatlar badiiy matnda tasodifiy fonetik imitatsiya sifatida emas, balki funksional-stilistik jihatdan yuklangan dialektal vosita sifatida namoyon bo‘ladi. Fonetik hodisalar qahramon nutqining hududiy, ijtimoiy va og‘zaki xarakterini ochishga xizmat qilib, badiiy diskursda dialektal uslubning mustaqil va faol qatlam sifatida ishtirok etishini ta’minlaydi. Shu orqali dialektal fonetika obraz yaratish, nutqni individuallashtirish va matnning hayotiyligini kuchaytirishda muhim stilistik resursga aylanadi. Ularning qo‘llanilishi faqat til hodisasi emas, balki madaniy-falsafiy ifoda vositasidir. Suyundik Mustafo Nurotoiy singari yozuvchilar ijodida bu hodisa til madaniyatining tabiiy evolyutsiyasi, xalq og‘zaki nutqining adabiy til bilan uyg‘unlashuvi jarayonini aniq ko‘rsatib beradi.

Suyundik Mustafo ijodining tahlili shuni ko‘rsatadiki, muallif o‘z asarlarida dialektal unsurlardan keng va maqsadga muvofiq tarzda foydalanadi. Dialektizmlar muallif uslubining ajralmas qismiga aylangan bo‘lib, ular nafaqat tilning tabiiyligini, balki obrazlarning milliy ruh va hayotiyligini ham ta’minlaydi. Xususan, Suyundik Mustafoning *“Ko‘ngil sadolari”* asarida dialektal birliklar adabiy til unsurlari bilan uyg‘un holda qo‘llanib, matnning badiiy-estetik ta’sirchanligini kuchaytiradi. Bu dialektal birliklar quyidagi vazifalarni bajaradi:

— qahramon nutqining tabiiy va individual xususiyatini ochishga;
— voqea-hodisalar kechayotgan muhitning mahalliy koloritini yaratishga;
— milliy ruh va xalqona ohangni kuchaytirishga;
— obrazlarning psixologik holatini yanada ta’sirchan ifodalashga;
— muallifning individual uslubini shakllantirishga xizmat qiladi.

Xulosa qilib aytganda, Suyundik Mustafo Nurotoiy ijodida dialektal uslub badiiy tafakkurning muhim tarkibiy unsuri sifatida namoyon bo‘ladi. Muallif qipchoq lahjasiga xos fonetik, leksik va morfologik birliklardan maqsadli foydalanish orqali

qahramon nutqining tabiiyligi, hududiy mansubligi hamda milliy ruhini ishonarli tasvirlaydi. Dialektizmlar asarda faqat shevaviy kolorit yaratish bilan cheklanmay, obrazlarning ijtimoiy-ma'naviy dunyosini ochish, matn realizmini kuchaytirish va xalqona tafakkurni ifodalashga xizmat qiladi. Shu jihatdan dialektal birliklar yozuvchi uslubining ajralmas estetik komponentiga aylanib, badiiy tilning ekspressiv imkoniyatlarini kengaytiradi. Natijada Suyundik Mustafo Nurotoiy ijodi xalq og'zaki nutqi bilan adabiy til o'rtasidagi uzviy bog'liqlikni namoyon etuvchi, dialektal uslubning badiiy va madaniy mohiyatini yorqin aks ettiruvchi muhim adabiy hodisa sifatida e'tibor qozonadi.

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THE PROBLEM OF FREEDOM AND RESPONSIBILITY IN F.M. DOSTOEVSKY'S NOVEL THE BROTHERS KARAMAZOV

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Abstract: This paper explores the dialectical intersection of ontological freedom and moral responsibility in F.M. Dostoevsky's final novel, *The Brothers Karamazov*. Using a multi-tiered hermeneutic framework rooted in Bakhtinian polyphony, the study investigates the structural dualism between the destructive self-will (*proizvol*) espoused by Ivan Karamazov and the sacrificial, communal responsibility (*sobornost*) embodied by Father Zosima and Alyosha. The findings indicate that F.M. Dostoevsky rejects both deterministic reductionism and unchecked voluntarism, proposing a sophisticated synthesis where authentic human freedom can only be realized through the voluntary acceptance of metaphysical responsibility for the collective whole.

Keywords: F.M. Dostoevsky, *The Brothers Karamazov*, freedom, moral responsibility, polyphony, *sobornost*, existential ethics.

Аннотация: В данной работе исследуется диалектическое пересечение онтологической свободы и нравственной ответственности в последнем романе Ф.М. Достоевского «Братья Карамазовы». На основе многоуровневого герменевтического анализа, опирающегося на концепцию бахтинской полифонии, в исследовании рассматривается структурный дуализм между разрушительным своенравием (произволом) Ивана Карамазова и жертвенной, соборной ответственностью старца Зосимы и Алёши. Результаты показывают, что Ф.М. Достоевский отвергает как детерминистский редукционизм, так и ничем не ограниченный волюнтаризм, предлагая глубокий философский синтез: подлинная человеческая свобода обретается лишь через добровольное принятие метафизической ответственности за всеобщее бытие.

Ключевые слова: Ф.М. Достоевский, «Братья Карамазовы», свобода, нравственная ответственность, полифония, соборность, экзистенциальная этика.

Annotatsiya: Ushbu maqolada F.M. Dostoyevskiyning so'nggi asari – „Aka-uka Karamazovlar" romanidagi ontologik erkinlik va ma'naviy mas'uliyatning dialektik kesishuvi tadqiq etiladi. Baxtin polifaniyasi konsepsiyasiga tayangan ko'p bosqichli germenevtik tahlil asosida, tadqiqotda Ivan Karamazov tomonidan ilgari surilgan vayronkor o'zboshimchalik (ixtiyoriylik) hamda chol Zosima va Alyosha timsolida gavdalangan fidoiy, jamoaviy mas'uliyat (sobornost) o'rtasidagi tarkibiy dualizm ko'rib chiqiladi. Natijalar shuni ko'rsatadiki, F.M. Dostoyevskiy deterministik reduksionizmni ham, cheklanmagan relyativizmni ham rad etadi va o'ziga xos falsafiy sintezni taklif qiladi: haqiqiy insoniy erkinlikka faqatgina butun borliq uchun metafizik mas'uliyatni ixtiyoriy ravishda bo'yinga olish orqali erishiladi.

Kalit so‘zlar: F.M. Dostoyevskiy, „Aka-uka Karamazovlar“, erkinlik, ma’naviy mas’uliyat, polifoniya, sobornost, ekzistensial etika.

Introduction. The philosophical legacy of F.M. Dostoevsky remains a foundational cornerstone for understanding the transition from classical metaphysics to modern existentialism [1]. In his structural and thematic culmination, “The Brothers Karamazov”, the nexus of human autonomy and ethical obligation receives its most profound and unsettling interrogation [2]. Writing in an era marked by the rapid ascendance of scientific determinism, social utilitarianism, and radical nihilism in nineteenth-century Russia, F.M. Dostoevsky sought to vindicate the spiritual sovereignty of the individual without succumbing to the anarchic atomization of Western individualism [3].

The critical tension animating the novel lies in the dual nature of freedom. On one hand, freedom presents itself as a terrifying, destructive force – *proizvol* (arbitrary self-will) – which isolates the ego, severs communal ties, and precipitates absolute moral collapse [4]. On the other hand, authentic freedom is depicted as a Christological ideal: a conscious, loving, and completely uncoerced submission to the metaphysical reality of interconnected human existence [5].

This paper investigates how F.M. Dostoevsky navigates this conceptual polarity, arguing that the novelist constructs an original model of ontological accountability where the degree of true personal freedom is directly proportional to the depth of one's accepted responsibility. By analyzing the ideological positions of the central characters, this study delineates F.M. Dostoevsky’s unique philosophical synthesis, which anticipates twentieth-century existential ethics while remaining firmly rooted in Eastern Christian anthropology [6].

Methods. To systematically decode F.M. Dostoevsky’s philosophical architecture without reductionist distortion, this study employs a multi-tiered hermeneutic and comparative methodological framework. First, Bakhtinian polyphony serves as the primary structural lens [7]. According to M.M. Bakhtin, the Dostoevskian novel does not merely reflect a single authorial monologue or a collection of puppets speaking for the writer; rather, it functions as an arena where autonomous, fully valid consciousnesses engage in unresolved dialogic confrontation [7]. Consequently, the philosophical positions of Ivan, Dmitry, Smerdyakov, Alyosha, and Father Zosima are treated not as mere plot devices, but as sophisticated, competing ontological worldviews that test the absolute limits of human ethical boundaries.

Second, the study incorporates close text-critical and philological analysis, focusing on semantic shifts and contextual usage of key categories within the original Russian text, specifically differentiating between *svoboda* (authentic spiritual freedom), *volya* (unregulated, physical license), *proizvol* (destructive, rebellious self-will), and *otvetstvennost* (metaphysical responsibility). Third, this linguistic approach is integrated with conceptual paradigms drawn from modern existential philosophy, specifically comparing F.M. Dostoevsky’s formulations with N.A. Berdyaev’s concepts of irrational freedom and existential choice [3]. By cross-referencing these philosophical matrices with the theological underpinnings of *sobornost* (spiritual,

organic community) and the broader axiological transformations occurring within nineteenth-century prose, the study isolates the specific narrative mechanisms through which F.M. Dostoevsky links individual human action to cosmic accountability [6, 2]. This combined approach ensures an objective, textually grounded evaluation of the novel's ethical system.

Results. The textual and conceptual mapping of "The Brothers Karamazov" reveals a highly structured, symmetrical opposition between two distinct modalities of freedom and their corresponding ethical outcomes. The data gathered from the dialogic trajectories of the characters can be codified into two overarching, mutually exclusive paradigms:

Table 1: The Dual Matrix of Freedom and Responsibility in "The Brothers Karamazov"

Category / Dimension	**The Negative Paradigm (Ivan Karamazov / Smerdyakov)**	**The Positive Paradigm (Father Zosima / Alyosha)**
Ontological Basis	Autonomous Ego / Rationalist Isolation	Interconnected Being / Sobornost
Nature of Freedom	Proizvol (Self-will, Rebellion against cosmic order)	Spiritual Liberation (Voluntary Christ-like sacrifice) [5]
Ethical Slogan	"Everything is permitted"	"Each of us is guilty before all"
Psychological Result	Schizophrenic fragmentation, Guilt, Despair	Integration of the self, Joy, Active love
Socio-Spiritual Impact	Moral decay, Disintegration of community	Regeneration, Communitarian healing

The structural core of the novel's ideological conflict resides in the "Poem of the Grand Inquisitor." Here, Ivan Karamazov projects his internal torment onto a historical-philosophical allegory set in sixteenth-century Seville [1]. The Grand Inquisitor argues that Christ committed a catastrophic error by granting humanity the burden of free choice, a burden far too heavy for an inherently weak, rebellious, and vicious creature [1]. The Inquisitor's solution is to strip humanity of this agonizing freedom in exchange for material security, absolute obedience, and institutional happiness, thereby assuming all moral responsibility on behalf of the passive masses [3].

However, the text systematically deconstructs this rationalist, totalitarian utopia. Ivan's abstract intellectual rebellion, born of an inability to reconcile cosmic justice with earthly suffering, directly translates into the pragmatic, criminal actions of Pavel Smerdyakov [4]. Smerdyakov acts as Ivan's dark psychological double,

literalizing the maxim “everything is permitted” through actual parricide [4]. The subsequent psychological collapse of Ivan into madness and hallucinations demonstrates the existential unviability of a freedom divorced from absolute moral accountability [4].

In direct structural opposition to Ivan’s rebellion stands the discourse of Father Zosima [6]. Zosima’s theological testament, recorded by Alyosha, provides the definitive counterweight to the Grand Inquisitor’s bleak diagnosis [6]. Zosima posits that true freedom is found not in the accumulation and satisfaction of material desires, which leads only to psychological slavery and spiritual blindness, but in the conquest of the ego through active, unceasing love [6].

The focal point of Zosima’s ethics is the concept of universal accountability: «Воистину каждый перед всеми и за вснх виноват» (“In truth, everyone is guilty before all for everyone and everything”) [6]. This statement does not imply standard legalistic or punitive guilt; rather, it denotes an ontological awareness of radical co-inherence [5]. Alyosha Karamazov operationalizes this philosophy by leaving the monastery to practice active love within the chaotic, fallen world of the town of Skotoprigonyevsk, ultimately anchoring the novel's resolution in the moral resurrection and spiritual unity of the youth at the stone [2].

Discussion. The philosophical implications of F.M. Dostoevsky's dialectic challenge both Enlightenment rationalism and secular existential voluntarism [1]. Ivan Karamazov’s rebellion is deeply rooted in a hyper-rational demand for absolute justice [1]. His refusal to accept God’s world because it is built upon the unexpiated suffering of innocent children represents a formidable ethical position [3]. Ivan’s mistake, however, lies in his methodology: he attempts to resolve a metaphysical problem through Euclidean logic and intellectual abstraction [1]. By separating his consciousness from the living, organic fabric of being, he reduces other human beings to abstract concepts, which inadvertently legitimizes Smerdyakov’s murderous pragmatism [4].

This dynamic illustrates what N.A. Berdyaev identifies as the tragic paradox of freedom in F.M. Dostoevsky’s thought: freedom without limits degenerates into tyranny or self-destruction [3]. If freedom is merely the absence of external constraints (*negative freedom*), it becomes an isolating mechanism that transforms the neighbor into an existential threat [1]. F.M. Dostoevsky’s text demonstrates that when human beings declare themselves entirely autonomous, they do not achieve liberation; instead, they become enslaved to their biological impulses or ideological obsessions [4].

Conversely, Father Zosima’s model introduces a radical reinterpretation of responsibility that avoids the pitfalls of legalism [6]. In classical ethical systems, responsibility is retributive and retrospective; one is accountable only for the direct consequences of one's conscious choices [1]. F.M. Dostoevsky, through Zosima, advocates for a prospective and ontological responsibility [6]. To recognize oneself as “guilty before all” means to accept that every human action, thought, and word vibrates across the entire web of human existence, affecting the collective spiritual atmosphere [5].

The structural evolution of these absolute axiological categories within nineteenth-century narrative structures reflects a broader transformative shift in the poetics of Russian realism [2]. As argued by I. Abdullayeva, the integration of distinct value-driven vectors alters how internal moral coordinates are visualized in prose, shifting the focus from external societal critiques to deeply internalized spiritual imperatives [2]. F.M. Dostoevsky pushes this structural shift to its absolute extreme, embedding ethical accountability into the very fabric of character consciousness, which forces the narrative to transition from a social chronicle to a metaphysical drama.

When looking at the metaphysical boundaries within nineteenth-century Russian literature, the depiction of innocent suffering often serves as the ultimate test for human freedom and divine justice. Just as F.M. Dostoevsky uses the absolute vulnerability of children to challenge Ivan's rationalism, other masters of Russian realism examine how early poetic structures utilize innocent perspectives to delineate metaphysical limits [8]. As demonstrated by I. Abdullayeva through the lens of short narrative forms, even the simplest expressions of helplessness such as a child's prayer can define the ethical threshold where human responsibility confronts cosmic silence [8]. In "The Brothers Karamazov", this infinite responsibility is the only force capable of neutralizing the cycle of violence and multi-generational trauma embedded in the Karamazov bloodline [4].

Dmitry Karamazov's spiritual transformation occurs precisely when he accepts responsibility for a crime he did not physically commit (the murder of his father), realizing that his chaotic desires made him morally complicit in the spiritual decay of his family [4]. Furthermore, F.M. Dostoevsky's synthesis suggests that true *positive freedom* is realized only through an act of self-emptying (*kenosis*) [5]. When Alyosha kisses the earth in a moment of mystical transfiguration following Zosima's death, he willingly binds himself to the creation [6]. This binding is not a limitation of his freedom, but its supreme realization: he is no longer a passive observer buffeted by external forces, but an active, creative participant in cosmic redemption [5]. Thus, F.M. Dostoevsky resolves the apparent contradiction between freedom and responsibility by showing that they are not mutually exclusive, but rather twin manifestations of a single spiritual reality.

Conclusion. Ultimately, F.M. Dostoevsky's *The Brothers Karamazov* offers a profound critique of any philosophy that seeks to separate human liberation from ethical co-inherence. Through a polyphonic counterpoint of ideas, the novel establishes that absolute personal autonomy leads to existential void and social disintegration, whereas the courageous acceptance of universal responsibility opens the path to genuine ontological freedom. F.M. Dostoevsky does not resolve the problem of human suffering through abstract philosophical systems; instead, he points to a transformative practice of active love and shared accountability. For the contemporary world, caught between the extremes of deterministic material reductionism and hyper-individualistic alienation, the Dostoevskian vision remains an indispensable warning and an enduring beacon of hope.

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BUXORO O‘G‘UZ SHEVALARIDA ASOS VA QO‘SHIMCHA MUNOSABATIDA YUZ BERUVCHI MORFONOLOGIK O‘ZGARISHLAR

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Annotatsiya. Ushbu maqolada Buxoro shevalarida uchraydigan morfonologik hodisalar, xususan, asos va affiks munosabatida yuz beradigan fonetik hamda morfologik o‘zgarishlar tahlil qilinadi. Tadqiqot davomida undosh va unli tovushlar alternatsiyasi, assimilatsiya, dissimilatsiya, geminatsiya kabi hodisalarning sheva nutqida namoyon bo‘lish xususiyatlari yoritildi. Shuningdek, morfonologik o‘zgarishlarning og‘zaki nutqdagi funksional ahamiyati hamda ularning o‘zbek tilining tarixiy taraqqiyoti bilan bog‘liqligi misollar asosida izohlandi. Tadqiqot natijalari Buxoro shevalarining morfonologik tizimini aniqlashda muhim ilmiy manba bo‘lib xizmat qiladi.

Kalit so‘zlar: morfonologiya, Buxoro shevalari, morfonologik alternatsiya, assimilatsiya, affiks, asos, fonetik o‘zgarish, sheva nutqi, geminatsiya, allomorf.

Аннотация. В данной статье анализируются морфонологические явления, встречающиеся в бухарских говорах, в частности фонетические и морфологические изменения, возникающие во взаимоотношении основы и аффикса. В ходе исследования были рассмотрены особенности проявления в диалектной речи таких явлений, как чередование гласных и согласных звуков, ассимиляция, диссимиляция и геминация. Также на основе примеров раскрывается функциональная значимость морфонологических изменений в устной речи и их связь с историческим развитием узбекского языка. Результаты исследования служат важным научным источником для определения морфонологической системы бухарских говоров.

Ключевые слова:морфонология, бухарские говоры, морфонологическая альтернация, ассимиляция, аффикс, основа, фонетическое изменение, диалектная речь, геминация, алломорф.

Til tizimida yuz beradigan fonetik va morfologik jarayonlarning o‘zaro uyg‘unlashuvi morfonologiyaning asosiy tadqiq obyektlaridan biri hisoblanadi. Morfonologiya tilning tovush tizimi bilan grammatik qurilishi orasidagi munosabatlarni o‘rganib, ayniqsa morfemalar tutashgan nuqtalarda yuzaga keladigan fonetik o‘zgarishlarni tahlil qiladi. Bunday hodisalar tilning tarixiy taraqqiyoti, ichki qonuniyatlari hamda nutq jarayonidagi tabiiy tejamkorlik tamoyillarini aniqlashda muhim ahamiyat kasb etadi.

O‘zbek tilshunosligida morfonologik hodisalar adabiy til materiallari asosida ma’lum darajada o‘rganilgan bo‘lsa-da, shevalar doirasidagi tadqiqotlar yetarli darajada yoritilmagan. Ayniqsa, Buxoro shevalari fonetik va grammatik jihatdan o‘ziga xos xususiyatlarga ega bo‘lib, ularda morfonologik o‘zgarishlarning turli ko‘rinishlari faol qo‘llanadi. Mazkur shevalarda asos va affiks munosabati jarayonida tovush almashinuvi, assimilatsiya, geminatsiya, reduksiya kabi hodisalar keng

kuzatiladi. Bu esa Buxoro shevalarining morfonologik tizimini alohida ilmiy tadqiq etishni taqozo qiladi. Ushbu maqolada Buxoro shevalarida asos va affiks munosabatida yuz beradigan morfonologik hodisalar tahlil qilinadi. Tadqiqot davomida sheva nutqidan olingan misollar asosida morfonologik alternatsiyalarning yuzaga kelish sabablari, ularning fonetik va morfologik tabiati hamda og‘zaki nutqdagi funksional xususiyatlari yoritiladi. Shuningdek, mazkur hodisalarning o‘zbek tilining tarixiy taraqqiyoti bilan bog‘liq jihatlariga ham e’tibor qaratiladi.

Prof. V. V. Reshetovning uzbek shevalari klassifikasiyasida keltirilgan har uch dialekt (lahja)ning vakillari Buxoro oblasti territoriyasida amalda mavjud ekanligi aniqlandi. Bular:

1) qarluq-chigil-uyg‘ur lahjasiga kiruvchi buxoro dialekti («bir tilli» va «ikki tilli» shevalarni birlashtiruvchi dialekt);

2) o‘g‘uz shevalari

3) qipchoq; shevalari.

Har qanday tilning leksik tizimi o‘zgarib, rivojlanib hamda boyib boruvchi ijtimoiy hodisa sanaladi. Barcha turkiy tillar, shu jumladan, aynan shu guruhga mansub o‘zbek tili va uning shevalari boy leksik birliklar qatlamiga ega. Bu qatlamlar esa doimiy o‘zgarib turuvchi qatlamlar hisoblanadi. Shu o‘rinda, aynan shu ma’noga Z.A.Potixa “Rivojlanib borayotgan jamiyatda nimaiki sodir bo‘lsa, u tilda ham o‘z ifodasini topadi. Vujudga kelayotgan tushunchalar yangi so‘z va nomlarni talab qiladi”, - deb ta’kidlagan edi1.

Haqiqatdan ham, “Necha ming yillardan beri tilda voqelanib kelayotgan o‘sish- o‘zgarishdan iborat muntazam harakat til tirikligini ta’minlaydigan, uning uzun umriga tirgak tutadigan va shu tariqa uning sohibi bo‘lgan qavmning yugurik zamon va yumaloq makondagi qadru qimmatini salomat saqlaydigan bemisl qudratdir. Shuning uchun ham tiriklik rutbasida til hech qachon tamoman qotib qolgan sokin holatda emas, balki hamisha harakat otlig‘ hayot ichida bo‘ladi, ana shu harakat uni zamonlardan zamonlarga to‘rt ko‘z tugal olib o‘tadi”2.

Bilamizki, o‘zbek xalqi qadim-qadimdan Turkiston hududidagi turli-tuman xalqlar, elatlar bilan yonma-yon, qo‘shni holda yashab kelgan. Xalqimizning bunday hayot tarsi natijasida o‘zbek tilidan qo‘shni xalqlar tillariga yoki aksincha ulardan bizga ko‘plab tushunchalar bilan birga, bir qator so‘zlar ham kirib kelgan.

Shuni eslatib o‘tish kerakki, o‘zbek tilining boshqa shevalarida bo‘lgani kabi Buxoro o‘g‘uz shevalarida ham boshqa tillardan o‘zlashgan minglab baynalmilal leksik birliklar mavjud. Ular ushbu lahjada qanchalik ko‘p bo‘lmasin, ushbu so‘zlarni mahalliy aholi aynan o‘zidek emas, aksincha o‘zining shevasiga moslagan holda talaffuz qiladi. Yana aytib o‘tish joizki, Buxoro o‘g‘uz shevalarining butun boshli so‘z boyligi mazkur shevaning leksik-semantik tizimi tarzida shakllangan. Buxoro o‘g‘uz shevasida mavjud barcha leksik birliklar ushbu shevaning o‘zigagina tegishli hisoblanadi. Biroq bilamiz, bu so‘zlar o‘zidan o‘zi paydo bo‘lib qolmagan, qanchadan qancha taraqqiyot bosqichini bosib o‘tgan.

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2 Mahmudov N. O‘zbek tili lug‘at boyligi rivojida faollashgan jarayonlar. O‘zbek tili va adabiyoti, 2018 – N5. – B.3.

O‘g‘uz sheva vakillari nutqida ishlatilayotgan leksik birliklarning asosiy qismi deyarli barcha turkiy xalqlarning yozma adabiyotlarida ham uchratishimiz mumkin. N.A.Baskakov o‘zining “Turkiy tillarni o‘rganishga kirish” asarida “Turkiy tillar asosiy leksik fondining xarakteri xususiyati uning barcha turkiy tillar uchun umumiyligidir”3, - deb yozadi. Ushbu fikrni Sh.Shoabdurahmonov ham “O‘zbek tili turkiy tillar oilasiga mansubligi sababli o‘zbek tiliga va uning shevalariga mansub bo‘lgan ko‘pgina so‘zlar (tub o‘zbek so‘zlari) boshqa turkiy tillar sostavidagi ko‘p so‘zlar bilan etimologik birlikka ega”4.

Haqiqatdan ham o‘zbek tilida qo‘llanib kelinadigan *bāš (bosh), jurāk (yurak), men (men), qārä (qora)* so‘zlari nafaqat o‘zbek balki, tatar, ozarbayjon, turk, boshqird,qoraqalpoq va boshqa ko‘plab qardosh xalqlar tillari bilan qiyoslaganimizda faqatgina fonetik o‘zgarish bilan boshqa tillarda ham keng qo‘llanilishini ko‘ra olamiz.

Buxoro o‘g‘uz shevasi leksikasi bo‘yicha keltirilgan asl turkiy qatlamga xos so‘zlar miqdori va ularning tillar bo‘yicha ishlatilish darajasiga e’tibor qaratadigan bo‘lsak, bunday leksik birliklarning o‘g‘uz guruhiga mansub sheva va tillar doirasida ko‘proq ekanligi ma’lum bo‘lib qoladi.

Xulosa qilib aytganda, asl turkiy qatlamga oid leksik birliklar Buxoro o‘g‘uz lahjasida tarixan barqarorligi bilan ajralib turadi. Shu jihatdan ham tekshirish obyektimizdagi asl turkiy so‘zlar o‘g‘uz lahjasining, kengroq olib qaraganda, o‘zbek tili hamda boshqa turkiy tillarning mushtarak boyligi hisoblanadi. Mahmud Koshg‘ariyning “Devonu lug‘otit-turk” asari, aynan Buxoro o‘g‘uz shevasi va o‘g‘uz guruhiga mansub tillardagi mushtarak turkiy qatlam o‘g‘uzlarga mansub lisoniy holatlarning bugungi kunda ham yashovcha va barqaror ekanligidan dalolat beradi. barcha o‘zbek shevalaridagi lingvistik faktlarni “Devon” bilan tarixiy-qiyosiy o‘rganish o‘zbek adabiy tili leksik jihatdan aniq bir shevaga emas, balki barcha o‘zbek xalq shevalariga asoslanganini to‘la tasdiqlab beradi.

O‘zbek tili tarixiga oid yodnomalarda uchrab turuvchi so‘zlarning barchasi Buxoro o‘g‘uz shevasida qo‘llanuvchi ayni shunday so‘zlar bilan qiyoslab o‘rganganda, butunlay boshqa bir ma’no kasb etgan leksik birliklar diqqatni jalb qiladi.

O‘g‘uz shevalari o‘rtasida o‘zaro o‘xshashliklar mavjud. Lekin Buxoro o‘g‘uz shevalari boshqa dialektlardan farq qiladi ancha. Shuning uchun Buxoro turkman shevalari haqida xulosaga kelishda shoshmaslik kerak. Chunki bu hududdagi mahalliy turkmanlarning turmush tarzi, kundalik mashg‘ulotlari va boshqa madaniy-iqtisodiy holatlari buxorolik o‘g‘uzlarniki bilan bir xil hisoblanadi.

Shuning uchun ham ularning turkmanlarga ta’siri bor. Misol tariqasida aytadigan bo‘lsak, unlilarning lab ohangdoshligi turkman adabiy tilida buxorolik o‘g‘uzlarnikiga qaraganda ancha kuchli. Buxoro viloyati turkmanlarida esa bu hodisa mahalliy o‘g‘uz o‘zbek shevalarniki singari kuchsiz, cho‘ziqliklar ham asosan

3 Баскаков Н.А. Введение в изучение тюрских языков. – М.: Высшая школа, 1969. – С. 118.

4 Шоабдураҳмонов Ш. Ўзбек адабий тили ва ўзбек халқ шевалари. – Тошкент: Фан, 1961. – Б. 207.

birinchi bo‘g‘inda yuz beradi. Ushbu holat faqatgina Buxoroda emas, aksincha, Xorazm turkmanlarida ham uchraydi.

Buxoro o‘g‘uz shevalarida ham so‘zlarga affiks qo‘shilganida aynan qo‘shimchalarda bo‘ladigan fonetik o‘zgarishlarni ko‘p uchratishimiz mumkin.

Körpäjä öränip jāt – ko‘rpaga o‘ranib yot

Ushbu misolda –ga jo‘nalish kelishigi qo‘shimchasi ham asosga qo‘shilib o‘z shaklini yo‘qotdi.

Körpäčäjä ötir – ko‘rpachaga o‘tir

Bu misolda ham xuddi shunaqa affiksda o‘zgarishni kuzatamiz. Demak, shu misollarni o‘zidan ham bilsak bo‘ladiki, Buxoro o‘g‘uz shevalarida ham jo‘nalish kelishi – ga o‘z shaklini ko‘p hollarda o‘zgartiradi.

Sixakti opke- qirg‘ichni olib kel

Bu yerda ham tushum kelishigi qo‘shimchasi o‘z shaklini yo‘qotgan.

Lövlādi tāzäläš keräk – loviyani tozalash kerak

Yuqoridagi misolda ham tushum kelishigining boshqa shaklga o‘tganini ko‘rsak bo‘ladi. Demak tushum kelishi qo‘shimchasi ham o‘z shaklini ko‘pincha o‘zgartirib turarkan.

Ānämä āldim – onamga oldim. Bu yerda ham jo‘nalish kelishigi shakli butunlay o‘zgaradi.

Āpämiŋ kitāpi – opamning kitobi. Bu yerda ham qaratqich kelishining o‘zgarishini ko‘rsak bo‘larkan.

Hāzir män silärä Ālāt tumäni häqidä gäpirip berämän. Ālāt tumäni Buxārā vilājätidä žājläšän bölip, Özbekistān minän Turkmänistāni čejaräsidäji tumän hisāplänäti. Ālät sözini kelip čiqišijä qäräsäk, bu jerä ällin ālä ātli kiši bölän vä uni ālä ātläri žudäjäm köp bölän. Šučunäm berläni ālä āt (kejinčälik ālāt) deyišän. Berdä hāzirgi kundä köp čirājli jerlä qurilän. Män özim išläp ötirän 34-mäjtäp häm jängi qurilän. Išläjtikän mäktabim očilänijä enni 1 jil bölli. Šungä öxšäjän köp jängi binālä qurilāpti.

Yuqoridagi matn Buxoro viloyati Olot tumanida yashovchi shaxs tilidan yozib olingan. Matnning o‘zida fonetik o‘zgarishga uchragan ko‘pgina so‘zlarni uchratishimiz mumkin.

N:	BO‘SH da	adabiy tilda
1	sāqqič	saqich
2	gun, kun	quyosh
i3	dāγ	tog‘
4	duz	tuz
5	kiči	kichkina
6	qātti	qattiq
7	āži	achchiq
8	pišäk	mushuk
9	hävvä	ha
10	kőna	eski

Buxoro shevalari morfonologik jihatdan o‘zbek shevalari tizimida alohida o‘rin egallaydi. Ushbu shevalarda asos va affiks munosabati jarayonida yuzaga keladigan fonetik hamda morfologik o‘zgarishlar tilning ichki taraqqiyot qonuniyatlarini aks ettiruvchi muhim hodisalardan biri hisoblanadi. Tadqiqot davomida sheva nutqida undosh va unli tovushlar alternatsiyasi, assimilatsiya, dissimilatsiya, geminatsiya, tovush tushishi hamda affiksal moslashuv kabi morfonologik hodisalar faol qo‘llanishi aniqlandi.

Tahlillar shuni ko‘rsatdiki, Buxoro shevalarida morfonologik o‘zgarishlarning aksariyati morfemalar tutashgan nuqtada yuzaga kelib, nutqning talaffuz qulayligi va fonetik tejamkorligini ta’minlashga xizmat qiladi. Ayniqsa, qo‘shimcha ta’sirida asos tarkibida yuz beradigan o‘zgarishlar shevalarning o‘ziga xos fonetik tabiatini namoyon etadi. Shu bilan birga, ayrim morfonologik hodisalar tarixiy til qatlamlari bilan bog‘liq bo‘lib, qadimgi fonetik shakllarning sheva nutqida saqlanib qolganligini ko‘rsatadi.

Maqolada keltirilgan misollar Buxoro shevalarining morfonologik tizimi boy va murakkab ekanligini tasdiqlaydi. Mazkur tadqiqot natijalari o‘zbek dialektologiyasi, morfonologiya hamda shevashunoslik yo‘nalishlarida olib boriladigan keyingi ilmiy izlanishlar uchun muhim nazariy manba bo‘lib xizmat qiladi. Shuningdek, sheva materiallari asosida morfonologik hodisalarni o‘rganish o‘zbek tilining tarixiy taraqqiyoti va zamonaviy nutq jarayonlarini chuqurroq anglash imkonini beradi.

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FAIRY TALES AND MOTIVATION: HOW STORIES ENGAGE LEARNERS EMOTIONALLY

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Abstract: This article explores the powerful role of fairy tales in fostering motivation and emotional engagement among young learners in English language classrooms. Unlike traditional instructional methods that often rely on drills and repetitive exercises, fairy tales captivate learners with imaginative narratives, vivid characters, and engaging conflicts that naturally spark curiosity and interest. By presenting language within meaningful and emotionally rich contexts, these stories encourage children to immerse themselves fully in the learning process, making lessons both enjoyable and memorable. The study emphasizes how fairy tales evoke a wide range of emotions, from excitement and joy to suspense and empathy, creating a deeply engaging learning environment. When learners connect emotionally with characters and plotlines, they are more likely to participate actively, take risks in using the language, and persist through challenges. For instance, stories such as *The Little Mermaid* or *Jack and the Beanstalk* allow learners to empathize with characters' struggles and triumphs, prompting them to reflect on their own experiences, make predictions, and express personal opinions in English.Furthermore, the article discusses practical classroom strategies that leverage the emotional appeal of fairy tales to enhance motivation. These include interactive storytelling, role-playing, dramatization of scenes, and guided discussions that invite learners to explore characters' feelings, choices, and moral dilemmas. Such activities not only improve language skills including vocabulary, speaking, listening, and comprehension but also cultivate confidence, creativity, and social-emotional awareness.

Keywords: English fairy tales, learner motivation, social-emotional development, storytelling in education, creativity and imagination, classroom activities.

Introduction: Motivation is a key factor in effective language learning, especially for young learners. Children are naturally curious, imaginative, and emotionally responsive, and harnessing these traits in the classroom can make learning both enjoyable and meaningful. However, traditional teaching methods that rely heavily on drills, repetition, and rote memorization often fail to capture students' attention or sustain their interest over time. In contrast, storytelling, particularly through fairy tales, offers a rich and engaging approach that taps directly into learners' emotions, imagination, and intrinsic motivation. Fairy tales have been treasured across generations for their captivating plots, memorable characters, and vivid settings. They combine entertainment with moral lessons, providing learners with narratives that are both meaningful and relatable. When children engage with these stories, they do more than simply listen, they imagine, empathize, predict outcomes, and connect the narrative to their own experiences. For example, a story

like *The Little Red Riding Hood* invites learners to feel suspense, recognize danger, and think about safety, while *Jack and the Beanstalk* evokes excitement, curiosity, and courage. These emotional connections naturally motivate learners to participate actively, ask questions, and express their thoughts in English, turning passive listening into active engagement.

Moreover, the emotional appeal of fairy tales supports a holistic learning experience. When students feel connected to characters or story events, they are more likely to retain vocabulary, internalize sentence structures, and practice speaking with confidence. Emotional engagement also fosters social and collaborative skills, as learners discuss characters' feelings, debate choices, and imagine alternative endings together. This creates a classroom atmosphere where learning is dynamic, interactive, and joyful, encouraging learners to explore language while developing empathy, creativity, and reflective thinking. This article explores the ways in which English fairy tales can be used to enhance motivation and emotional engagement in young learners. It examines the psychological and pedagogical foundations of storytelling, highlighting how emotions influence attention, memory, and participation in the classroom. Additionally, it presents practical strategies for integrating fairy tales into English lessons, including dramatization, guided discussions, role-playing, and creative projects. By bridging language learning with emotional and imaginative experiences, fairy tales provide a powerful tool for inspiring children, fostering a love for English, and cultivating learners who are not only linguistically competent but also emotionally intelligent and motivated to engage with the world around them.

Main Part

Fairy tales have a remarkable power to captivate young learners, not only through their imaginative plots but also through the emotions they evoke. When children listen to or read a story, they are not merely absorbing words, they are entering a world filled with suspense, joy, fear, excitement, and empathy. This emotional engagement serves as a natural motivator, inspiring learners to pay attention, participate, and interact with the language actively. Unlike traditional language exercises, which can feel repetitive or abstract, fairy tales provide a living context in which vocabulary, grammar, and comprehension skills are intertwined with feelings and experiences that matter to children.

One of the most compelling ways that fairy tales engage learners emotionally is by connecting them to the characters' experiences. In *Cinderella*, for instance, learners feel the injustice and frustration Cinderella experiences under her stepmother's rule, as well as the excitement and hope that accompany her transformation and eventual triumph. By empathizing with Cinderella, children are motivated to ask questions, discuss character choices, and even reflect on situations in their own lives. This emotional connection encourages active participation: learners are eager to express opinions, retell events in their own words, and predict what might happen next, which naturally strengthens language skills and critical thinking.

Similarly, tales such as *The Three Little Pigs* or *Goldilocks and the Three Bears* introduce suspense and problem-solving in a way that captures attention and

motivates engagement. Children become curious about the outcomes, wonder what they would do in the characters' situations, and are inspired to voice their ideas in group discussions or creative writing exercises. Teachers can further harness this engagement by prompting learners to dramatize scenes, role-play characters, or create alternative endings. These activities transform language practice into a dynamic, emotionally meaningful experience, making learners feel invested in the story and in their own learning process. Emotional engagement through fairy tales also fosters collaboration and social interaction. Group discussions about characters' feelings or moral decisions encourage learners to listen to their peers, articulate their own perspectives, and negotiate meaning in English. This process helps build confidence, interpersonal skills, and empathy key components of social-emotional development. For example, when students debate whether Jack acted bravely or recklessly in *Jack and the Beanstalk*, they are practicing not only English communication but also reasoning, persuasion, and emotional awareness. These skills are transferable beyond the language classroom, supporting learners' overall personal growth.

Moreover, integrating fairy tales with emotional engagement allows for creative exploration and imaginative thinking. Children can be encouraged to invent new plot twists, write diary entries from a character's perspective, or illustrate story events, combining language practice with emotional expression and artistic creativity. These creative exercises enhance intrinsic motivation because learners feel a sense of ownership over their work, pride in their accomplishments, and enjoyment in expressing themselves in English. In this way, language learning becomes less of a task and more of an immersive, playful, and emotionally rewarding journey. The emotional appeal of fairy tales has cognitive benefits as well. When learners are emotionally invested, their attention is heightened, and information is retained more effectively. Vocabulary, sentence structures, and narrative patterns are remembered with greater ease because they are associated with meaningful experiences. The stories act as scaffolds for memory and comprehension, making lessons both enjoyable and long-lasting. In addition, emotionally charged storytelling can reduce anxiety and create a positive classroom environment, where learners feel safe to experiment with language, take risks, and learn from mistakes. Fairy tales are a uniquely powerful pedagogical tool that bridges language learning with motivation, emotion, and creativity. They transform classrooms into spaces where learners are engaged, curious, and emotionally connected, fostering not only linguistic competence but also social-emotional growth. By leveraging the emotional resonance of stories, teachers can create a learning experience that is immersive, meaningful, and deeply motivating, helping young learners develop a lifelong love for English while simultaneously nurturing empathy, creativity, and self-expression.

Beyond emotional engagement and language development, fairy tales also provide opportunities to cultivate learners' metacognitive skills. As children discuss why a character acted in a certain way or predict alternative outcomes, they begin to reflect on their own thought processes. This awareness thinking about thinking helps learners plan, monitor, and evaluate their own learning strategies, which not only

strengthens critical thinking but also fosters independent learning habits that will benefit them throughout life. A powerful aspect of fairy tales is their potential to introduce cultural awareness and global perspectives. Many stories carry themes, traditions, and values from different cultures, which allows learners to explore diverse worldviews in a meaningful and accessible way. For instance, reading *Anansi the Spider* or *The Magic Porridge Pot* exposes learners to storytelling traditions outside of their immediate experience, encouraging them to appreciate diversity while practicing English. Teachers can prompt discussions about similarities and differences between these tales and learners' own cultural narratives, fostering curiosity, respect, and reflective thinking about society and human behavior.

Fairy tales also serve as a platform for integrating technology creatively into the classroom. Digital storytelling, interactive e-books, and animated adaptations can deepen engagement and provide multimodal learning experiences. Learners can create storyboards, record their own narrations, or even design animated versions of tales, combining language practice with digital literacy and collaboration skills. These activities not only reinforce comprehension and vocabulary but also encourage problem-solving, creativity, and self-expression in ways that traditional worksheets cannot match. Furthermore, the repetitive structures and predictable patterns often found in fairy tales support linguistic and cognitive scaffolding. Recurrent phrases, rhymes, and dialogue patterns help learners internalize grammatical structures and vocabulary naturally, while narrative patterns such as the familiar "once upon a time… problem… solution… happily ever after" enhance memory, sequencing skills, and logical reasoning. When learners emotionally connect to these stories, they are more likely to retain these structures, reinforcing both language acquisition and cognitive development simultaneously.

Conclusion

Fairy tales hold a truly unique place in the language classroom, acting as a bridge between learning and emotional engagement. They offer young learners an immersive world where language, imagination, and emotion intertwine, making English lessons not only educational but also memorable and meaningful. By engaging learners' emotions, these stories ignite curiosity, encourage active participation, and nurture intrinsic motivation. Children are no longer passive recipients of language rules they become explorers, storytellers, and collaborators, invested in both the narrative and their own learning journey. Beyond motivating learners, fairy tales foster creativity, empathy, and social-emotional growth. Through discussions about character choices, moral dilemmas, or alternative endings, learners develop critical thinking and perspective-taking skills. They learn to articulate their thoughts, respect the ideas of others, and navigate complex emotional and social situations, building confidence and interpersonal competence along the way. The imaginative nature of fairy tales also inspires creative expression, allowing learners to experiment with language, invent new storylines, and internalize vocabulary and grammar in authentic, emotionally resonant contexts.

Fairy tales support cognitive development by reinforcing memory, sequencing, and problem-solving skills. Repetitive patterns, predictable story structures, and rich

narratives help learners retain language more effectively, while emotionally charged storytelling enhances attention, comprehension, and recall. Integrating cultural perspectives and diverse narratives into storytelling lessons also broadens learners' understanding of the world, cultivating curiosity, tolerance, and cultural awareness. Fairy tales are far more than entertaining stories they are dynamic pedagogical tools that combine language acquisition, emotional engagement, cognitive growth, and social-emotional development. They transform classrooms into vibrant, interactive spaces where young learners are motivated, inspired, and empowered to engage deeply with both language and life. By leveraging the emotional power of stories, educators can cultivate not only linguistic competence but also empathy, creativity, resilience, and a lifelong love for learning. In a world where motivation and engagement are essential to effective education, fairy tales offer a timeless, imaginative, and deeply human approach to teaching English.

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O‘ZBEK TILSHUNOSLIGIDA MA’NO KO‘CHISHI HODISALARINING STRUKTUR-SEMANTIK TADQIQI VA ULARNING GRAMMATIKASIGA DOIR MUNOSABATLARI

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Annotatsiya: Ushbu maqolada o‘zbek tilshunosligida leksiksemantik usulda ma’no ko‘chishi hodisalarining kognitiv, struktur va funksional xususiyatlari kompleks tadqiq etiladi. Maqolada maktab darsliklari va akademik manbalarga tayangan holda ko‘chim turlarining nominativ tizimdagi o‘rni tahlil qilingan. Tadqiqotning o‘ziga xos jihati metonimiya va otlashgan
sifatdoshlar o‘rtasidagi differensial belgilarni semantik derivatsiya va lisoniy tejamkorlik prinsiplari asosida kengaytirilgan misollar yordamida yoritib berishidir.

Kalit so‘zlar: semantik derivatsiya, kognitiv metafora, metonimiya, sinekdoxa, sinesteziya, substantivatsiya, lisoniy tejamkorlik, nominativ tizim, antropotsentrizm.

Аннотация: В данной статье исследуются когнитивные, структурные и функциональные особенности явлений переноса значения лексико-семантическим способом. Особое внимание уделяется анализу дифференциальных признаков между метонимией и субстантивированными причастиями на основе принципов семантической деривации. Когнитивная природа типов переноса значения научно обоснована на примерах произведений У. Хошимова и живой разговорной речи.

Ключевые слова: семантическая деривация, когнитивная метафора, метонимия, синекдоха, синестезия, субстантивация, лингвистическая экономия, номинативная система, антропоцентризм.

Abstract: This article examines the cognitive, structural, and functional features of meaning transfer phenomena in Uzbek linguistics. The research focuses on the differential signs between metonymy and substantivized participles based on the principles of semantic derivation and linguistic economy. The cognitive nature
of meaning transfer types is scientifically substantiated using extensive examples from literature and natural speech.

Key words: semantic derivation, cognitive metaphor, metonymy, synecdoche, synesthesia, substantivation, linguistic economy, nominative system, anthropocentrism.

Zamonaviy o‘zbek tilshunosligida so‘z ma’no taraqqiyotini o‘rganish shunchaki lug‘at boyligini tahlil qilish emas, balki xalqning dunyoqarashi va tafakkur tarzini lisoniy dalillar orqali ochib berishdir. Ma’no ko‘chishi hodisalari (metafora(Predmet yoki hodisalarning tashqi ko‘rinishi, shakli, rangi yoki harakatidagi o‘xshashlikka qarab nomning ko‘chirilishi), metonimiya(Predmet yoki hodisalarning o‘zaro bog‘liqligiga (makon, zamon, material, joy va hokazo) asoslanib, bir narsa nomini boshqasiga ko‘chirish), sinekdoxa(qism orqali

burunni,butun orqali qismni ifodalash), sinesteziya) nominativ tizimning yashash mexanizmi hisoblanadi.

Nima uchun bu mavzu bugun dolzarb ahamiyat kasb etmoqda?

Chunki axborot almashinuvi tezlashgan hozirgi davrda til o‘zining "lisoniy tejamkorlik" (economy of language) funksiyasini ishga solishga majbur. Biz uzoq jumlalar bilan tushuntiriladigan voqelikni bitta so‘zga (ko‘chma ma’no orqali) yuklaymiz. Shuningdek, 10-11-sinf "Ona tili" darsliklarida ushbu mavzular berilgan bo‘lsa-da, ularning grammatik hodisalar (substantivatsiya) bilan o‘zaro chegarasi o‘quvchilar va hatto mutaxassislar uchun ham chigallik tug‘dirib kelmoqda.

Tadqiqot jarayonida quyidagi ilmiy metodlardan keng foydalanildi:

Sinxron tahlil: Tilning hozirgi holatidagi ko‘chimlar tizimini o‘rganish.

Komponent tahlil: So‘z ma’nosi tarkibidagi semalarni (ma’no bo‘laklarini) ajratish orqali ko‘chish mexanizmini isbotlash.

Kognitiv-semantik tahlil: Til birliklarining inson sezgilari bilan bog‘liqligini ochish.

Qiyosiy-differensial metod: Metonimiya va substantivatsiyaning kategorial farqlarini aniqlash. Biz darslik va badiiy adabiyotdagi misollarni shunchaki sanab o‘tmay, ularning lisoniy isbotini keltiramiz.

3.1. Sinesteziya va Kognitiv Metaforaning Isboti

Sinesteziya — bu bir sezgi a’zosiga tegishli belgini boshqa bir sezgi ob’ektiga ko‘chirishdir. Misol tahlili: "Iliq xabar". Isbot: "Iliq" so‘zi asliyatida taktil (sezish) sezgisiga tegishli bo‘lib, harorat semasini bildiradi. "Xabar" esa akustik (eshitish) yoki vizual (o‘qish) ob’ektdir. Inson iliq haroratni "yoqimli, xavfsiz" deb idrok etgani uchun, o‘ziga xush yoqqan xabarni ham "iliq" deb nomlaydi. Kengaytirilgan tahlil: Publitsistikada ushbu ko‘chim "sovuq xabar" (dahshatli, noxush) ko‘chimi bilan antiteza hosil qiladi. Bu insonning antropotsentrik (sezgilariga tayangan) tafakkuridan dalolat beradi.

3.2. Metonimiya: Aloqadorlikning Struktur Tahlili

Metonimiya narsalar o‘rtasidagi o‘xshashlikka emas, balki aloqadorlikka tayanadi.

Misol 1 tahlili: "Auditoriya o‘rnidan turdi".

Isbot: Bu yerda "auditoriya" (bino/xona — container) va uning ichidagi "odamlar" (content) o‘rtasida fazoviy bog‘liqlik bor. Lisoniy tejamkorlik qonuniga ko‘ra, bir necha so‘zdan iborat "auditoriyadagi barcha talabalar va o‘qituvchilar" birikmasi bitta "auditoriya" leksemasiga qisqartirilgan (ellips).

Misol 2 tahlili (Onomastik metonimiya): "Boburga bordim". Isbot: Bunda "Bobur" (shaxs nomi) va "Bog‘" (nom berilgan makon) o‘rtasida mantiqiy aloqa bor. O‘zbek tilida, ayniqsa Andijon hududida ushbu ko‘chim barqaror xarakterga ega. Bu lisoniy tizimda "Ism -> Shu ism bilan ataluvchi makon" modelini shakllantiradi.

3.3. Sinekdoxa: Qism va Butunning Kognitiv Bog‘liqligi Sinekdoxa miqdoriy munosabatga asoslanadi.

Misol tahlili: "Tirnoqqa zor".

Isbot: "Tirnoq" — inson tanasining eng chetki detali. "Farzand" — butun shaxs. Nima uchun aynan "sochga" yoki "qo‘lga" emas, "tirnoqqa" zor deyiladi?

Chunki tirnoq genetik davomiylik, eng kichik merosiy belgi semasini tashiydi.
Badiiy tahlil: O‘tkir Hoshimovning "Dunyoning ishlari" asarida bu ibora ona siymosidagi buyuk sog‘inch va ehtiyojni ifodalash uchun ishlatilgan. Bu yerda sinekdoxa tasvirning emotsional-ekspressiv darajasini maksimal darajaga ko‘targan.
Ko‘chma ma’nolar til uchun quyidagi strategik vazifalarni bajaradi:

Nominativ Ehtiyoj: Til cheksiz tushunchalarni cheklangan so‘zlar bilan nomlashi kerak. Yangi so‘z yasashdan ko‘ra, eskilariga yangi ma’no yuklash (semantik derivatsiya) tejamkorroqdir.

Abstraksiyani Konkretlashtirish: Inson "vaqt" kabi tushunarsiz narsani "oqayotgan suv" (metafora) orqali osonroq tasavvur qiladi. Hissiy Ta’sir: Quruq faktga qaraganda ("Uning farzandi yo‘q"), ko‘chma ma’no ("U tirnoqqa zor") tinglovchining qalbiga tezroq yetib boradi.

4.2. Metonimiya va Sifatdosh Substantivatsiyasi: Kategorial Farqlar Bu bo‘lim darsliklardagi eng chigal masalani ilmiy tahlil qiladi.

Darslikda berilishi: 10-sinf darsligida ikkala hodisada ham so‘zlar otlashishi aytiladi.
Bizning taklif va isbot:

Metonimiya — leksik hodisa. "Sinf jim bo‘ldi" deganda "sinf" so‘zining ma’nosi butunlay o‘zgardi (bino emas, odamlar). U lug‘atda o‘z joyiga ega.
Substantivatsiya — grammatik (nutqiy) hodisa. "Kichiklar kattalarni hurmat qilsin" gapida "kichiklar" so‘zi asliyatida sifat (kichik yoshdagi). U faqat shu gapda ot vazifasini bajarayapti, lekin o‘zining "belgi" semasini yo‘qotmagan.

Xulosa qilib aytish mumkinki, metonimiyada predmetlararo doimiy mantiqiy aloqa (makon, asbob, muallif) bor. Sifatdoshda esa faqat belgi orqali shaxsni ifodalash bor. Ma’no ko‘chishi hodisalari o‘zbek tili lug‘at tarkibini boyituvchi asosiy "ichki fabrikadir".

Sinesteziya, metonimiya va sinekdoxa tahlili xalqimizning kognitiv tafakkuri antropotsentrik xarakterda ekanligini, ya’ni dunyoni o‘z sezgilari orqali modellashtirishini ko‘rsatadi.
Metonimiyani sifatdoshlarning otlashishidan farqlash til sathi va nutq sathi o‘rtasidagi farqlarni tushunishda nazariy ahamiyatga ega bo‘lib, maktab metodikasini takomillashtirishga xizmat qiladi.

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O‘ZBEK SHE’RIY MATNLARIDA MILLIY KOLORITNI INGLIZ TILIDA AKS ETTIRISH MASALALARI

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Annotatsiya: Mazkur maqolada o‘zbek she’riy matnlarida milliy koloritni tashkil etuvchi leksik, frazeologik va madaniy birliklarni ingliz tiliga tarjima qilish jarayonida yuzaga keladigan lingvomadaniy muammolar kompleks tahlil qilinadi. Milliy kolorit tushunchasi milliy o‘ziga xoslikni ifodalovchi realiyalar, ramzlar, urf-odat va an’analar bilan bog‘liq leksika, milliy kiyim-kechak, taom nomlari, diniy-tasavvufiy tushunchalar hamda etnografik birliklar majmui sifatida talqin etiladi. Tadqiqotda V. Vinogradov, S. Vlaxov va S. Florin, A. Fyodorov, L. Venuti, P. Nyumark va Yu. Nayda kabi tarjimashunos olimlarning madaniy realiyalar tarjimasiga oid nazariy qarashlariga tayanilgan holda, o‘zbek she’riy matnlarining ingliz tiliga mavjud tarjimalari qiyosiy-tipologik tahlil qilinadi. Tahlil natijalari shuni ko‘rsatadiki, o‘zbek she’riy matnlaridagi milliy koloritni ingliz tilida aks ettirishda asosiy muammolar realiyalarning ekvivalentsizligi, assotsiativ maydondagi farqlar, diniy-tasavvufiy tushunchalarning tarjima qiyinligi hamda fonosemantik nozikliklarni qayta tiklash bilan bog‘liq. Ushbu muammolarni bartaraf etishda transliteratsiya va izohlash, deskriptiv tarjima, funksional ekvivalent tanlash, kompensatsiya va kalkalash kabi strategiyalarning samaradorligi asoslab berilgan. Tadqiqot o‘zbek adabiyotini jahon miqyosida targ‘ib qilish va tarjimonlar tayyorlash tizimini takomillashtirish uchun nazariy va amaliy ahamiyatga ega.

Kalit so‘zlar: milliy kolorit, madaniy realiyalar, o‘zbek she’riyati, ingliz tiliga tarjima, ekvivalentsiz leksika, lingvomadaniy transformatsiyalar, chetlantirish strategiyasi, o‘zlashtirish strategiyasi, etnografik birliklar, ramzlar tarjimasi.

Abstract: This article provides a comprehensive analysis of the linguocultural problems encountered in translating lexical, phraseological, and cultural units that constitute the national color of Uzbek poetic texts into English. The concept of national color is interpreted as a complex of realia, symbols, vocabulary related to customs and traditions, national clothing and cuisine names, religious-mystical concepts, and ethnographic units that express national identity. Drawing on the theoretical views of translation scholars such as V. Vinogradov, S. Vlakhov and S. Florin, A. Fyodorov, L. Venuti, P. Newmark, and E. Nida regarding the translation of cultural realia, the study conducts a comparative-typological analysis of existing English translations of Uzbek poetic texts. The analysis reveals that the main challenges in reflecting the national color of Uzbek poetic texts in English stem from the non-equivalence of realia, differences in associative fields, the difficulty of translating religious-mystical concepts, and the challenge of reconstructing phonosemantic nuances. The study substantiates the effectiveness of strategies such as transliteration with explication, descriptive translation, selection of functional equivalents, compensation, and calquing in overcoming these difficulties. The

research holds theoretical and practical significance for promoting Uzbek literature globally and improving translator training systems.

Keywords: national color, cultural realia, Uzbek poetry, English translation, non-equivalent lexis, linguocultural transformations, foreignization strategy, domestication strategy, ethnographic units, translation of symbols.

Аннотация: В данной статье проводится комплексный анализ лингвокультурологических проблем, возникающих при переводе на английский язык лексических, фразеологических и культурных единиц, составляющих национальный колорит узбекских поэтических текстов. Понятие национального колорита трактуется как совокупность реалий, символов, лексики, связанной с обычаями и традициями, названий национальной одежды и блюд, религиозно-мистических понятий и этнографических единиц, выражающих национальную самобытность. Опираясь на теоретические взгляды таких учёных-переводоведов, как В. Виноградов, С. Влахов и С. Флорин, А. Фёдоров, Л. Венути, П. Ньюмарк и Ю. Найда, касающиеся перевода культурных реалий, в исследовании проводится сравнительно-типологический анализ существующих переводов узбекских поэтических текстов на английский язык. Результаты анализа показывают, что основные трудности при отражении национального колорита узбекских поэтических текстов на английском языке связаны с безэквивалентностью реалий, различиями в ассоциативных полях, сложностью перевода религиозно-мистических понятий и проблемой воссоздания фоносемантических нюансов. В статье обосновывается эффективность таких стратегий, как транслитерация с пояснением, дескриптивный перевод, подбор функционального эквивалента, компенсация и калькирование, в преодолении указанных трудностей. Исследование имеет теоретическое и практическое значение для продвижения узбекской литературы в мире и совершенствования системы подготовки переводчиков.

Ключевые слова: национальный колорит, культурные реалии, узбекская поэзия, перевод на английский язык, безэквивалентная лексика, лингвокультурные трансформации, стратегия форенизации, стратегия доместикации, этнографические единицы, перевод символов.

KIRISH

Globallashuv jarayonlari milliy madaniyatlar o‘rtasidagi o‘zaro ta’sir va muloqotni jadallashtirgan bir paytda, milliy adabiyot namunalarini chet tillariga tarjima qilish masalasi nafaqat filologik, balki keng madaniy ahamiyat kasb etmoqda. Ayniqsa, she’riy matnlar tarjimasi — bu ikki til va ikki madaniyat o‘rtasidagi eng murakkab va mas’uliyatli ko‘prik vazifasini bajaradigan ijodiy jarayondir.

Aynan shu milliy kolorit o‘zbek she’riyatining o‘ziga xos qiyofasini, uning boshqa milliy adabiyotlardan farq qiluvchi jihatlarini belgilab beradi.

Milliy kolorit tushunchasi ostida milliy o‘ziga xoslikni ifodalovchi moddiy va ma’naviy madaniyat unsurlari — realiyalar, urf-odat va an’analar, diniy e’tiqod va tasavvufiy tushunchalar, milliy kiyim-kechak va taom nomlari, etnografik birliklar, tabiat va iqlim bilan bog‘liq obrazlar, shuningdek, folklor va mifologik elementlar

tushuniladi. Bu unsurlar she’riy matnda nafaqat informativ, balki estetik va emotsional yuk tashiydi, ular muayyan she’rning badiiy to‘qimasini tashkil etadi.
Biroq milliy koloritni boshqa tilga tarjima qilish jarayoni jiddiy lingvomadaniy qiyinchiliklarni yuzaga keltiradi. V. Vinogradov ta’biri bilan aytganda, “milliy kolorit — bu tarjimada eng ko‘p yo‘qotiladigan badiiy qatlamdir”. Sababi, milliy koloritni tashkil etuvchi birliklar ko‘pincha ekvivalentsiz leksika qatoriga kiradi, ya’ni ularning tarjima qilinayotgan til madaniyatida aynan ekvivalentlari mavjud emas. Bunday hollarda tarjimon oldida murakkab tanlov muammosi paydo bo‘ladi: milliy koloritni saqlash uchun chetlantirish (foreignization) strategiyasini qo‘llash kerakmi yoki o‘quvchiga tushunarli bo‘lishi uchun o‘zlashtirish (domestication) yo‘lidan borish lozimmi?!

Tadqiqotning dolzarbligi shundaki, hozirgi kunda o‘zbek adabiyotini, xususan she’riyatini jahon miqyosida targ‘ib qilish, xalqaro kitob ko‘rgazmalari va adabiy festivallarda munosib namoyon etish, nufuzli xalqaro nashrlarda o‘zbek shoirlari ijodini chop ettirish ehtiyoji tobora ortib bormoqda. Biroq mavjud tarjimalarning aksariyatida milliy kolorit yo sezilarli darajada yo‘qolgan, yoki u noto‘g‘ri talqin qilingan. Bu esa o‘zbek adabiyotining jahon adabiy maydonidagi to‘laqonli ishtirokiga to‘siq bo‘lmoqda. Shu bois milliy koloritni tarjimada aks ettirishning nazariy asoslarini ishlab chiqish va amaliy strategiyalarini tizimlashtirish bugungi kunning muhim ilmiy vazifalaridan biridir.

Tadqiqotning asosiy maqsadi o‘zbek she’riy matnlarida milliy koloritni tashkil etuvchi leksik, frazeologik va madaniy birliklarning ingliz tiliga tarjima qilish jarayonida yuzaga keladigan lingvomadaniy muammolarni aniqlash, ularni tizimlashtirish va samarali tarjima strategiyalarini ilmiy asoslashdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilandi:

1. Milliy kolorit tushunchasining nazariy asoslarini va uning she’riy matndagi badiiy-estetik funksiyalarini o‘rganish;
2. Tarjimashunoslikda madaniy realiyalar va ekvivalentsiz leksika tarjimasiga oid mavjud nazariy yondashuvlarni tahlil qilish;
3. O‘zbek she’riy matnlaridagi milliy kolorit birliklarini mavzuiy guruhlarga ajratish va ularning ingliz tilidagi mavjud tarjimalarini qiyosiy tahlil qilish;
4. Milliy koloritni tarjima qilishda qo‘llaniladigan asosiy strategiya va transformatsiyalarni aniqlash va ularning samaradorligini baholash;
5. Tarjimonlar uchun milliy koloritni saqlashga qaratilgan amaliy tavsiyalar ishlab chiqish.

Tadqiqot ob’ekti sifatida Abdulla Qodiriyning “O‘tgan kunlar” romani, Said Ahmadning “Jimjitlik” va “Ufq” asarlari, Odil Yoqubovning “Ulug‘bek xazinasi” romani, Pirimqul Qodirovning “Yulduzli tunlar” asari, Tog‘ay Murodning “Oydinda yurgan odamlar” qissasi, O‘tkir Hoshimovning “Dunyoning ishlari” asari, Cho‘lponning “Kecha va kunduz” romani va Oybekning “Navoiy” romanidagi milliy koloritni ifodalovchi birliklar tanlandi. Tadqiqot predmeti esa mazkur birliklarning ingliz tiliga mavjud tarjimalarida qo‘llanilgan transformatsiyalar, erishilgan ekvivalentlik darajalari va madaniy bo‘yoqdorlikning saqlanish darajasidir.

Tadqiqot metodologiyasi qiyosiy-tipologik tahlil, komponent tahlil, lingvomadaniy sharhlash, kontekstual tahlil va tarjima transformatsiyalarini modellashtirish usullariga asoslanadi. Nazariy asos sifatida V. Vinogradov, S. Vlaxov va S. Florin, A. Fyodorov, L. Venuti, P. Nyumark, Yu. Nayda, M. Beyker va V. Komissarov kabi olimlarning madaniy realiyalar va ekvivalentsiz leksika tarjimasiga oid fundamental asarlariga tayanildi.

Tadqiqotning ilmiy yangiligi shundaki, unda ilk bor o‘zbek she’riy matnlaridagi milliy kolorit birliklari kompleks mavzuiy tasnif asosida tizimlashtirilib, ularning ingliz tiliga tarjimasida qo‘llanilgan strategiya va transformatsiyalar tizimli tahlil qilingan. Shuningdek, milliy koloritni saqlashda transliteratsiya va izohlash, deskriptiv tarjima, funksional ekvivalent tanlash va kompensatsiya strategiyalarining qo‘llanish samaradorligi aniq misollar asosida isbotlab berilgan.

ASOSIY QISM

1. Milliy kolorit tushunchasining nazariy asoslari

Milliy kolorit (fransuzcha couleur locale — mahalliy rang) adabiyotshunoslik va lingvokulturologiyada milliy o‘ziga xoslikni ifodalovchi moddiy va ma’naviy madaniyat unsurlarining badiiy matnda aks etish shakli sifatida talqin etiladi. V. Vinogradov milliy koloritni “muayyan xalqning milliy o‘ziga xosligini ifodalovchi, uning tarixi, madaniyati, urf-odatlari, diniy e’tiqodi va turmush tarzi bilan bog‘liq bo‘lgan leksik, frazeologik va uslubiy birliklar majmui” deb ta’riflaydi.

Tarjimashunoslikda milliy koloritni tashkil etuvchi birliklar ko‘pincha “realialar” (S. Vlaxov va S. Florin terminologiyasida) yoki “ekvivalentsiz leksika” (A. Fyodorov, V. Komissarov) sifatida o‘rganiladi. S. Vlaxov va S. Florin realiyalarni quyidagicha ta’riflaydilar: “Realialar — bu bir xalqqa xos bo‘lgan moddiy madaniyat buyumlari, tarixiy voqealar, davlat institutlari, folklor va mifologik personajlar nomlari bo‘lib, ular boshqa xalqlar madaniyatida uchramaydi va shuning uchun tarjimada alohida yondashuvni talab etadi”.

Milliy kolorit she’riy matnda quyidagi asosiy funksiyalarni bajaradi:

1. Estetik funksiya — she’rga milliy o‘ziga xoslik va betakrorlik baxsh etish;
2. Emotsional-ekspressiv funksiya — o‘quvchida muayyan madaniyatga mansublik hissini uyg‘otish yoki aksincha, ekzotik taassurot qoldirish;
3. Informativ funksiya — o‘quvchini milliy madaniyat unsurlari bilan tanishtirish;
4. Simvolik funksiya — milliy realiyalar orqali chuqur ma’naviy-axloqiy mazmunni ifodalash.

O‘zbek she’riyati milliy koloritini tashkil etuvchi birliklarni quyidagi mavzuiy guruhlarga ajratish mumkin:

1 Milliy kiyim-kechak va mato nomlari: cho‘pon, do‘ppi, atlas, adras, beqasam, paranji

2 Milliy taom va ichimlik nomlari: palov, somsa, manti, ayron, chalop, holva

3 Urf-odat va marosimlar bilan bog‘liq leksika: Navro‘z, sunnat to‘yi, nikoh, fotiha, beshik to‘yi

4 Diniy-tasavvufiy tushunchalar: Xudo, tavba, iymon, solih, pir, murid, darvesh

5 Milliy cholg‘u asboblari: do‘mbira, dutor, tanbur, nay, chang, g‘ijjak

6 Tabiat va iqlimga oid spesifik tushunchalar: adirlar, jilg‘alar, yaylov, saraton, chilla

7 Milliy folklor va mifologik obrazlar: Alpomish, To‘maris, Farhod va Shirin, Xo‘ja Nasriddin
8 Ijtimoiy-tarixiy realiyalar qozi, beklar, xon, amir, mahalla, oqsoqol

2. Tarjimashunoslikda milliy koloritni aks ettirish nazariyalari

Tarjimashunoslikda milliy koloritni tarjima qilish muammosi ikkita asosiy strategiya — chetlantirish (foreignization) va o‘zlashtirish (domestication) — o‘rtasidagi qarama-qarshilik doirasida o‘rganiladi.

L. Venuti tomonidan ilmiy muomalaga kiritilgan bu tushunchalar tarjimonning madaniy realiyalarni o‘girishdagi asosiy yo‘nalishini belgilaydi. Chetlantirish strategiyasi tarjima matnida asliyat madaniyatining “begonaligi”ni saqlashga, o‘quvchini asliyat muallifi tomon olib borishga qaratilgan. Bu strategiya doirasida realiyalar transliteratsiya qilinadi va izohlanadi, metaforalar aynan saqlanadi, milliy kolorit maksimal darajada aks ettiriladi. O‘zlashtirish strategiyasi esa aksincha, asliyat matnini tarjima tili madaniyatiga moslashtirishga, “begonalik”ni yo‘qotishga, o‘quvchiga qulay va tushunarli matn yaratishga intiladi.

P. Nyumark madaniy realiyalar tarjimasi uchun quyidagi asosiy usullarni taklif etadi:

1. Transliteratsiya (Transference) — so‘zni asl shaklida ko‘chirish (chopon → chapan);
2. Kalkalash (Through-translation) — so‘zning tarkibiy qismlarini aynan tarjima qilish (beshik to‘yi → cradle wedding);
3. Madaniy ekvivalent (Cultural equivalent) — tarjima tili madaniyatidagi taxminiy ekvivalentni tanlash (palov → pilaf);
4. Funksional ekvivalent (Functional equivalent) — so‘zning funksiyasini ifodalovchi betaraf tushuncha bilan almashtirish (chopon → traditional coat);
5. Deskriptiv tarjima (Descriptive equivalent) — realiyaning mazmunini tushuntirib berish;
6. Kompensatsiya (Compensation) — bir o‘rinda yo‘qotilgan madaniy bo‘yoqdorlikni matnning boshqa o‘rnida qoplash.

Yu. Nayda esa realiyalar tarjimasida dinamik (funksional) ekvivalentlik tamoyiliga amal qilishni tavsiya etadi. Uning fikricha, “tarjimon asliyat o‘quvchisida uyg‘ongan reaksiyani tarjima o‘quvchisida ham uyg‘otishga intilishi kerak; buning uchun ba’zan shaklni qurbon qilishga to‘g‘ri keladi”.

Ushbu nazariy yondashuvlarni umumlashtirgan holda shuni ta’kidlash lozimki, o‘zbek she’riy matnlaridagi milliy koloritni ingliz tiliga tarjima qilishda muvozanatli yondashuv eng samarali hisoblanadi. Ya’ni tarjimon bir tomondan milliy koloritni saqlashga intilishi, ikkinchi tomondan esa matnning ingliz o‘quvchisi uchun tushunarli va estetik jihatdan ta’sirchan bo‘lishini ta’minlashi lozim.

3. O‘zbek she’riy matnlarida milliy kolorit birliklarining ingliz tiliga tarjimasi tahlili

3.1. Milliy kiyim-kechak va mato nomlarining tarjimasi

Milliy kiyim-kechak nomlari o‘zbek she’riyatida eng ko‘p uchraydigan va tarjimada eng katta qiyinchilik tug‘diradigan realiyalar guruhiga kiradi. Bu birliklar nafaqat informativ, balki chuqur simvolik ma’noga ham ega.

3.2. Milliy taom va ichimlik nomlarining tarjimasi

Milliy taom nomlari o‘zbek she’riyatida ko‘pincha ramziy ma’noda qo‘llaniladi. Masalan, “palov” — to‘kin-sochinlik va mehmondo‘stlik ramzi, “non” — rizq-u ro‘z va muqaddaslik timsoli.

3.3. Urf-odat va marosimlar bilan bog‘liq leksikaning tarjimasi

O‘zbek xalqining boy urf-odat va marosimlari she’riy matnlarda keng aks etgan. Bu guruhga kiruvchi leksika tarjimasi ayniqsa murakkab, chunki ularning aksariyati boshqa madaniyatlarda mavjud emas.

Urf-odat va marosimlar bilan bog‘liq leksikaning tarjimasida quyidagi strategiyalar samarali hisoblanadi:

1. Transliteratsiya + kontekstual izoh — o‘quvchini asliyat madaniyati bilan tanishtirish;
2. Deskriptiv tarjima — realiyaning mazmunini ochib berish;
3. Funksional ekvivalent + izoh — o‘xshash marosim nomi bilan almashtirib, farqini izohlash.

3.4. Diniy-tasavvufiy tushunchalarning tarjimasi

O‘zbek she’riyati islom dini va tasavvuf ta’limoti bilan chambarchas bog‘liq. Diniy-tasavvufiy tushunchalar she’riy matnda chuqur ramziy ma’nolarni ifodalaydi.

“Tavba” so‘zi o‘zbek she’riyatida nafaqat diniy “tavba qilish” ma’nosida, balki “pushaymon bo‘lish”, “afsuslanish” kabi dunyoviy ma’nolarda ham qo‘llaniladi. Ingliz tiliga “repentance” deb tarjima qilinganda diniy ma’no saqlanadi, ammo she’riy matndagi emotsional bo‘yoqdorlik to‘liq aks etmasligi mumkin.

“Pir” va “murid” tushunchalari tasavvuf ta’limotining markaziy tushunchalaridandir. “Pir” — ruhiy yo‘lboshchi, ustoz; “murid” — shogird, izdosh. Ingliz tilida bu tushunchalarning aniq ekvivalentlari mavjud emas. Tarjimonlar odatda “spiritual master” va “disciple” kabi funksional ekvivalentlarni qo‘llaydilar yoki “pir” va “murid” shaklida transliteratsiya qilib, izoh beradilar.

“Darvesh” so‘zi ingliz tiliga “dervish” shaklida o‘zlashgan va ingliz o‘quvchisiga tanish. Biroq o‘zbek she’riyatida “darvesh” so‘zining “qalandar”, “faqir”, “dunyodan kechgan zohid” kabi qo‘shimcha ma’no qirralari mavjud bo‘lib, ular “dervish” so‘zida to‘liq aks etmaydi.

“Xudo” so‘zi ingliz tiliga “God” deb tarjima qilinadi. Ammo islomiy kontekstdagi “Xudo” tushunchasi nasroniylikdagi “God” tushunchasidan teologik jihatdan farq qiladi. Bu farq she’riy matnda muhim ahamiyatga ega bo‘lsa, tarjimon izoh berishi yoki “Allah” so‘zini qo‘llashi mumkin.

3.5. Milliy cholg‘u asboblarining tarjimasi

O‘zbek she’riyatida milliy cholg‘u asboblari ko‘pincha ramziy ma’nolarda qo‘llaniladi.

“Dutor” so‘zi ingliz tiliga “dutar” shaklida transliteratsiya qilinadi va “a two-stringed lute” deb izohlanadi.

“Nay” so‘zi ingliz tiliga “nay” yoki “reed flute” shaklida o‘giriladi. Tasavvuf she’riyatida “nay” — inson ruhining Ollohdan ayrilganligi va visolga intilishining ramzidir. Bu ramziy ma’no ingliz o‘quvchisiga begona bo‘lgani uchun, tarjimon izoh berishi yoki kontekst orqali bu ma’noni oydinlashtirishi lozim.

“Do‘mbira” so‘zi ingliz tiliga “dombra” shaklida transliteratsiya qilinadi. Bu cholg‘u asbobi qozoq va qoraqalpoq madaniyatiga xos bo‘lib, o‘zbek she’riyatida cho‘ponlar va dasht hayoti bilan bog‘liq holda uchraydi.

3.6. Tabiat va iqlimga oid spesifik tushunchalarning tarjimasi

O‘zbekistonning tabiiy-geografik xususiyatlari she’riy matnda o‘ziga xos obrazlar tizimini shakllantirgan.

“Adir” so‘zi ingliz tilida aniq ekvivalentga ega emas. “Hill” so‘zi yaqin ma’noni ifodalasa-da, O‘rta Osiyo adirlarining o‘ziga xos landshaftini to‘liq aks ettirmaydi. Tarjimonlar odatda “adyr” shaklida transliteratsiya qilib, “rolling foothills” deb izohlaydilar.

“Jilg‘a” so‘zi “ravine” yoki “gully” deb tarjima qilinadi, ammo bu so‘zlar o‘zbek tilidagi “jilg‘a”ning mayin va shoirona bo‘yog‘ini bera olmaydi.

“Yaylov” so‘zi ingliz tiliga “yaylov” (transliteratsiya) yoki “summer pasture” (deskriptiv tarjima) shaklida o‘giriladi. Ko‘chmanchi chorvadorlar hayoti bilan bog‘liq bu tushuncha ingliz madaniyatida mavjud emas.

“Chilla” so‘zi yilning eng issiq (yoz chillasi) yoki eng sovuq (qish chillasi) qirq kunlik davrini ifodalaydi. Ingliz tilida bu tushunchaning aniq ekvivalenti yo‘q. Tarjimonlar “the forty hottest days of summer” yoki “chilla” (transliteratsiya + izoh) shaklida tarjima qiladilar.

3.7. Milliy folklor va mifologik obrazlarning tarjimasi

O‘zbek she’riyatida xalq og‘zaki ijodi va mifologiyasiga oid obrazlar keng qo‘llaniladi.

“Alpomish” — o‘zbek xalq qahramonlik eposining bosh qahramoni. Bu nom ingliz tiliga “Alpamysh” shaklida transliteratsiya qilinadi. She’riy matnda “Alpomish” nomi mardlik, jasorat va milliy g‘urur ramzi sifatida qo‘llanilganda, ingliz o‘quvchisi bu assotsiatsiyalarni bilmasligi mumkin.

“To‘maris” — massagetlar malikasi, yurt ozodligi uchun kurashgan qahramon ayol. Bu nom ingliz tiliga “Tomyris” shaklida o‘zlashgan va antik tarixdan xabardor ingliz o‘quvchisiga tanish bo‘lishi mumkin.

“Farhod va Shirin” — sharq adabiyotining mashhur oshiq-ma’shuqa obrazi. Ingliz tiliga “Farhad and Shirin” shaklida transliteratsiya qilinadi. Bu obrazlarning ramziy ma’nosi (sadoqat, fidoiylik, ishq yo‘lidagi mashaqqatlar) ingliz o‘quvchisiga izohsiz tushunarli bo‘lmasligi mumkin.

“Xo‘ja Nasriddin” — o‘zbek va turkiy xalqlar hazil-mutoyiba qahramoni. Ingliz tiliga “Khoja Nasreddin” yoki “Nasreddin Hodja” shaklida o‘giriladi. Bu obraz G‘arbda qisman tanilgan bo‘lsa-da, uning falsafiy chuqurligi va milliy o‘ziga xosligi to‘liq anglanmasligi mumkin.

4. Milliy koloritni ingliz tilida aks ettirish strategiyalari tahlili

Yuqorida keltirilgan tahlillar asosida o‘zbek she’riy matnlaridagi milliy koloritni ingliz tiliga tarjima qilishda qo‘llaniladigan asosiy strategiyalarni quyidagicha tizimlashtirish mumkin:

4.1. Transliteratsiya strategiyasi

Transliteratsiya — milliy realiyalarni asl talaffuz shaklida ko‘chirish. Bu strategiya quyidagi hollarda samarali hisoblanadi:

Realia o‘zbek madaniyatiga xos bo‘lib, ingliz tilida hech qanday ekvivalenti mavjud bo‘lmaganda (chopon, do‘ppi, Navro‘z);
· Realia matnda muhim badiiy-estetik yuk tashiganda;
· Tarjima maqsadi o‘quvchini asliyat madaniyati bilan tanishtirish bo‘lganda (chetlantirish strategiyasi).

Transliteratsiya qilingan so‘zga izoh berish shart, aks holda ingliz o‘quvchisi so‘z ma’nosini tushunmaydi. Izoh matn ichida qavsda, izohda yoki lug‘atda berilishi mumkin.

4.2. Deskriptiv (tavsifiy) tarjima strategiyasi

Deskriptiv tarjima — realiyaning mazmunini tushuntirib berish. Bu strategiya quyidagi hollarda qo‘llaniladi:
· Realia matnda bir marta uchraganda va izoh berish matnni og‘irlashtirib yubormasligi kerak bo‘lganda;
· Realia asosiy badiiy yuk tashimagan, faqat informativ funksiya bajargan hollarda (adirlar → rolling foothills).

Kamchiligi: milliy spesifiklik yo‘qoladi, madaniy bo‘yoqdorlik susayadi.

4.3. Funksional ekvivalent strategiyasi

Funksional ekvivalent — tarjima tili madaniyatida mavjud bo‘lgan va asliyatdagi realiya bilan bir xil yoki o‘xshash funksiyani bajaradigan tushunchani tanlash. Masalan:
· “chopon” → “robe” (umumiy kiyim nomi);
· “pir” → “spiritual master”;
· “fotiha” → “blessing”.

Afzalligi: ingliz o‘quvchisiga tushunarli, matn o‘qishli bo‘ladi.

Kamchiligi: milliy kolorit yo‘qoladi, realiyaning o‘ziga xos xususiyatlari aks etmaydi.

4.4. Kalkalash strategiyasi

Kalkalash — realiyaning tarkibiy qismlarini aynan tarjima qilish. Masalan:
· “beshik to‘yi” → “cradle wedding”;
· “qo‘shiq aytmoq” → “to sing a song”.

Bu strategiya realiyaning ichki shakli saqlanishi muhim bo‘lgan hollarda qo‘llaniladi.

4.5. Kompensatsiya strategiyasi

Kompensatsiya — bir o‘rinda yo‘qotilgan milliy koloritni matnning boshqa o‘rnida boshqa vositalar orqali qoplash. Masalan, she’riy tarjimada aniq realiya yo‘qolgan bo‘lsa, uning o‘rniga milliy ruhni ifodalovchi boshqa obraz yoki uslubiy vosita kiritiladi.

4.6. Gibrid strategiya

Amaliyotda tarjimonlar ko‘pincha yuqoridagi strategiyalarning kombinatsiyasidan foydalanadilar. Masalan, realiyani transliteratsiya qilib, unga qisqa deskriptiv izoh berish (“chapan — a quilted coat”). Bu usul milliy koloritni saqlash va matnning tushunarliligini ta’minlash o‘rtasidagi optimal muvozanatni topish imkonini beradi.

5. Tarjima strategiyalarini tanlashga ta’sir etuvchi omillar

Milliy koloritni tarjima qilish strategiyasini tanlash quyidagi omillarga bog‘liq:
1. Realyaning matndagi funksional ahamiyati — agar realiya muhim badiiy-estetik yuk tashisa, uni saqlashga harakat qilish kerak; agar faqat informativ funksiya bajarsa, deskriptiv tarjima yoki funksional ekvivalent bilan cheklanish mumkin.
2. O‘quvchi auditoriyasining xususiyatlari — agar tarjima o‘zbek madaniyati bilan tanish bo‘lgan mutaxassislar uchun mo‘ljallangan bo‘lsa, transliteratsiya + izoh strategiyasi; agar keng ommaga mo‘ljallangan bo‘lsa, o‘zlashtirish strategiyasi samaraliroq.
3. Tarjima maqsadi va janri — ilmiy-akademik tarjimada milliy koloritni maksimal saqlash talab etilsa, badiiy-ommabop tarjimada o‘quvchiga qulaylik yaratish muhimroq.
4. Realiyaning tarjima tili madaniyatida ma’lumlik darajasi — agar realia allaqachon o‘zlashgan bo‘lsa (palov → pilaf), uni transliteratsiya qilishning hojati yo‘q.
5. Matnning umumiy uslubiy yo‘nalishi — she’riy tarjimada ritm, qofiya va ohangdorlikni saqlash zarurati milliy koloritni aks ettirish imkoniyatlarini cheklashi mumkin.

XULOSA

O‘zbek she’riy matnlarida milliy koloritni ingliz tilida aks ettirish masalalarining kompleks tahlili quyidagi asosiy xulosalarni chiqarishga imkon beradi:

Milliy kolorit — o‘zbek she’riyatining uzviy tarkibiy qismidir. U milliy kiyim-kechak va taom nomlari, urf-odat va marosimlar, diniy-tasavvufiy tushunchalar, milliy cholg‘u asboblari, tabiat va iqlimga oid spesifik leksika, folklor va mifologik obrazlar kabi ko‘plab mavzuiy guruhlarni o‘z ichiga oladi. Bu birliklar she’riy matnda nafaqat informativ, balki estetik, emotsional-ekspressiv va simvolik funksiyalarni bajaradi. Milliy koloritni tarjima qilish ikki madaniyat o‘rtasidagi muloqotning murakkab shaklidir. O‘zbek madaniyatiga xos bo‘lgan realiyalarning aksariyati ingliz madaniyatida ekvivalentga ega emas. Bu holat tarjimon oldida jiddiy tanlov muammosini keltirib chiqaradi: milliy koloritni saqlash uchun chetlantirish (foreignization) strategiyasini qo‘llash kerakmi yoki o‘quvchiga tushunarli bo‘lishi uchun o‘zlashtirish (domestication) yo‘lidan borish lozimmi? Transliteratsiya va izohlash — milliy koloritni saqlashning eng samarali strategiyasidir. Tadqiqot davomida aniqlandiki, o‘zbek she’riy matnlaridagi milliy realiyalarni ingliz tiliga o‘girishda transliteratsiya qilish va qisqa izoh berish strategiyasi milliy koloritni saqlash va matnning tushunarliligini ta’minlash o‘rtasidagi optimal muvozanatni ta’minlaydi. Bu strategiya, ayniqsa, chopon, do‘ppi, Navro‘z, dutor kabi o‘zbek madaniyatiga xos bo‘lgan va ingliz madaniyatida ekvivalenti mavjud bo‘lmagan realiyalar tarjimasida samarali hisoblanadi. Deskriptiv tarjima va funksional ekvivalent strategiyalari madaniy bo‘yoqdorlikning yo‘qolishiga olib keladi. Bu strategiyalar matnning tushunarliligini ta’minlasa-da, milliy koloritni sezilarli darajada susaytiradi. Shuning uchun ularni faqat realiya matnda muhim badiiy-estetik yuk tashimagan hollarda yoki ommabop nashrlar uchun mo‘ljallangan tarjimalarda qo‘llash maqsadga muvofiqdir. O‘zbek she’riyatidagi diniy-tasavvufiy tushunchalar tarjimasi alohida e’tibor talab etadi. Pir, murid, darvesh, tavba, fotiha kabi tushunchalar chuqur madaniy va diniy qatlamlarga ega bo‘lib, ularni ingliz tiliga

tarjima qilishda kontekstual izoh berish yoki funksional ekvivalent tanlash bilan birga madaniy sharh kiritish zarur. Milliy koloritni tarjima qilishda muvozanatli yondashuv eng maqbuldir. Tarjimon bir tomondan o‘zbek she’riyatining milliy o‘ziga xosligini saqlashga, ikkinchi tomondan esa matnning ingliz o‘quvchisi uchun estetik jihatdan ta’sirchan va tushunarli bo‘lishiga erishishi lozim. Buning uchun turli strategiyalarni kontekstga qarab moslashuvchan tarzda qo‘llash talab etiladi. Zamonaviy o‘zbek she’riyatining ingliz tiliga tarjimalarida milliy kolorit yetarlicha aks ettirilmayapti. Mavjud tarjimalarning tahlili shuni ko‘rsatadiki, ko‘p hollarda tarjimonlar o‘zlashtirish strategiyasini tanlab, milliy realiyalarni ingliz madaniyatidagi o‘xshash tushunchalar bilan almashtiradilar yoki ularni butunlay tushirib qoldiradilar. Bu esa o‘zbek she’riyatining milliy qiyofasini xiralashtiradi va jahon adabiy maydonida uning o‘ziga xosligini namoyon etish imkoniyatini cheklaydi.

Xulosa qilib aytganda, o‘zbek she’riy matnlaridagi milliy koloritni ingliz tilida aks ettirish murakkab va mas’uliyatli vazifa bo‘lib, tarjimondan nafaqat ikki tilni mukammal bilishni, balki ikki madaniyatning chuqur qatlamlarini his qilish, tarjima strategiyalarini ongli ravishda tanlash va ularni ijodiy qo‘llash mahoratini talab etadi. Ushbu yo‘nalishda olib boriladigan keyingi tadqiqotlar o‘zbek she’riyatini jahon miqyosida targ‘ib qilish va tarjimonlar tayyorlash tizimini takomillashtirishga xizmat qiladi.

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CULTURAL FEATURES OF PHRASEOLOGICAL UNITS USING THE EXAMPLE OF ENGLISH AND UZBEK LANGUAGES

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Annotation: The presented article attempts to identify the cultural nature of idioms, classify them by type, and characterize grammatical features. The author of the article highlights the similarities and differences of idioms with other verbose expressions, and also defines them features in the structure of the language. Moreover, the author of the article analyzes the research of foreign linguists devoted to the classification of phraseological expressions.

Keywords: idiom; phraseological units; lexeme idioms; seminal idioms; connotation; internal form of the idiom.

Introduction. One of the main reasons idioms are difficult to recognize and interpret is their cultural specificity. According to the Oxford Dictionary of English Etymology [1], an idiom is a form of expression peculiar to a particular language.The concept of peculiarity implies that idioms are related to vocabulary. They are associated with only one language or one culture. When Language with its aspects is a system of social formation, which means that idioms represent the characteristics of its culture and determine customs, beliefs and social attitudes. Therefore, the origin of idioms comes from different fields.; for example, the idiomatic expression blue blood ("blue blood").

Methods. It was used by the Moors to denote the veins of Spaniards, which looked really blue on their white skin, but later the same expression came to mean "aristocratic birth"[2]. Languages differ in their choice of individual idioms. For example, in English it is raining cats and dogs, it's raining heavily, in Welsh it sounds like it is raining old women and sticks [3]. It from the same snare [4] has the equivalent in Uzbek of "you can't fool an old sparrow on chaff." But the difference in both languages is the choice of subjects that make up the idiom. It is typical for English to use a fox as an animal, Uzbek use a sparrow, because in Uzbek culture the image of a sparrow is associated with a small one without a clever house thief. Idioms that are part of English culture, such as to go to the bar to bury one's sorrows, not an entirely accurate translation into Uzbek, is "to bury one's head in the sand." It is clear from the translation that the Uzbek equivalent has nothing to do with the bar. English culture is interested in the word "cobaka", as it is clearly seen in idioms such as dog's chance, dog's breakfast, dog's life, rain cats and dogs, let the sleeping dogs lie, etc. These idiomatic expressions have no exact analogues in the Uzbek language, because unlike in English culture, dogs they have no such meaning in Russian culture. Similarly, in Uzbek, when translating the English idiom diamond cuts diamond (found a scythe on a stone)[5], there is absolutely no coincidence either in the nomenant (who is being talked about) or in the actions. Both languages have a complete coincidence of meaning in the idiomatic expression not to play with fire (do not play with fire), that is, to warn someone from doing something that seems dangerous.

Phraseological units are considerable parts of any language. Therefore they are studied by plenty of scholars. For example, Russian scholars V. V. Vinogradov, A. I. Smidnitoski, H. N. Asomova and Uzbek scholars Sh. Rahmatullayev, A. E. Mamatov, B. Yo'ldoshev conducted a research on this sphere of linguistics. Their works and researches play significant role in the development of phraseology.

Results. Even nowadays, this field of linguistics attracts great many of scholars' attention. One of English linguists A. B. Pittman gives such definition to the phraseological units in one of his works: «A group of words in a fixed order that is different from the meaning of each word understood on its own». In fact, idioms can never be translated into another language word for word. Otherwise, they lose their semantic meaning. For instance, if we translate the idiom «Lend an ear» into Uzbekword by word, it means «qulog'ini qarzga bermoq». Because, the word «lend» means to let someone borrow something that belongs to you for a short time. However, in the table below you can see that this idiom has its equivalent in Uzbek language[6]. In this article we are going to discuss some phraseological units on body parts of human being. There are so many idioms on several parts of human body in English dictionary such as «Longman», «Macmillan» and «Oxford». For example, eye, ear, head, hand, leg, shoulder, knee, tongue and etc. But this article is devoted to analyze just the phraseological units with the component of «ear».

Discussion. In those English dictionaries we can face to more than 40 idioms which are used with the component «ear». Most of them have equivalents in Uzbek language with the same component. For example, in the table below you can see some of them: English idioms Meaning Equivalents in Uzbek language Are your ears burning? Said about someone who wasn't present but was the topic of discussion. Qulog`i qizimoq All eyes and ears To be attentive. Ko`z-quloq bo`lmoq All ears To be waiting eagerly to hear about something. Jon qulog`i bilan tinglamoq. Be all ears To listen to carefully or eagerly; to anticipate. Butun vujudi bilan quloqqa aylanmoq. Cloth ears If you don't listen to people, they may suggest you have cloth ears. Qulog`i tom bitgan. Easy on the ear Something pleasant to listen to. Qulog`iga yoqmoq. Give ear To listen: to devote one's attention to an auditory event. Quloq tutmoq. Go in one ear and out the other. Said about something which is heard and then quickly forgotten. U qulog`idan kirib bu qulog`idan chiqmoq. Grin from ear to ear If someone is grinning from ear to ear, they look very satisfied and happy. Og`zi qulog`ida. Have big ears To be nosy and listen to other people's private conversation. Qulog`ini ding qilmoq. Lend an ear To listen carefully and sympathetically. Jon qulog`i bilan tinglamoq. Music to one's ears Some good news; a spoken expression which is pleasing; Qulog`iga moydek yoqmoq. Prick up your ears If you prick up your ears, you suddenly pay attention to what is being said. Qulog`i ding bo`lmoq. Smile from ear to ear A large smile. Og`zi qulog`iga yetmoq. Walls have ears, shoes have tongues Be careful what you say and who you speak to. Devorning ham qulog`i bor. However, in English language there are some phraseological units which do not have their equivalents with the same component. But, uzbek language offers other idioms with different components and they can give the same meaning with those English ones.

Conclusion. English idioms Meaning Equivalents in Uzbek language Coming out of one's ears In great or excess quantity. Boshidan oshiq Wet behind the ears Inexperienced; not seasoned; new; just beginning; immature, especially in judgment. Ona suti og`zidan ketmagan Make one's ears burn If something makes your ears burn, you are embarrassed by what you hear, especially if the conversation is about you. Hijolat tortmoq. Ear to the ground Pursuing the practice or having the characteristic of carefully gathering information; well-informed. Ko`pni ko`rgan In conclusion, we can say that phraseological units are extremely important parts of linguistics in any language. Additionally, the usage of idioms is so common in the field of translation since it has more benefits for translators and interpreters. But, while translating them from one language into another they should be careful about their meaning and pay attention to find the most suitable equivalent of these idioms instead of translating them word for word.

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ULUG‘BEK HAMDAM ASARLARIDA “O‘LIM” VA “QO‘RQUV” KONSEPTLARINING LISONIY VOQELANISHI

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Annotatsiya: Ushbu maqolada Ulug‘bek Hamdam asarlarida “o‘lim” va “qo‘rquv” konseptlarining lisoniy voqelanishi kognitiv-semantik hamda lingvopoetik yondashuvlar asosida tahlil qilinadi. Tadqiqotda mazkur konseptlarning badiiy matndagi nominativ birliklar, metaforik ifodalar, assotsiativ munosabatlar va kontekstual ma’nolar orqali namoyon bo‘lish xususiyatlari yoritiladi. Shuningdek, o‘lim va qo‘rquv konseptlarining qahramon ruhiyati, muallif dunyoqarashi hamda asarning konseptual mazmunini shakllantirishdagi o‘rni ochib beriladi.

Kalit so‘zlar: o‘lim konsepti, qo‘rquv konsepti, kognitiv tilshunoslik, lingvopoetika, badiiy matn, konseptual tahlil, Ulug‘bek Hamdam.

Kognitiv tilshunoslikda konsept inson tafakkuri va tajribasining til orqali ifodalanadigan murakkab mental modeli sifatida talqin qilinadi. Shu nuqtayi nazardan qaralganda, qo‘rquv va o‘lim konseptlari nafaqat individual psixologik holat, balki milliy-madaniy tafakkur, diniy-falsafiy qarashlar va badiiy idrok bilan uzviy bog‘liq hodisa sifatida namoyon bo‘ladi. Ulug‘bek Hamdam asarlarida ushbu konseptlarning lisoniy voqelanishi turli metaforalar, ramzlar, assotsiativ birliklar, tasviriy vositalar hamda personaj nutqi orqali ifodalanadi. Natijada yozuvchi badiiy matnda insonning mavjudlik oldidagi ojizligi, hayotning o‘tkinchiligi va ruhiy iztiroblarini chuqur falsafiy qatlamlarda aks ettiradi.

Mazkur maqolada **Ulug‘bek Hamdam** asarlarida qo‘rquv va o‘lim konseptlarining lisoniy voqelanishi kognitiv-semantik yondashuv asosida tahlil qilinadi. Tadqiqot davomida mazkur konseptlarning badiiy matndagi verbal ifoda vositalari, konseptual belgilar tizimi hamda yozuvchi individual uslubidagi o‘rni yoritiladi. Shuningdek, qo‘rquv va o‘lim konseptlari orqali inson ruhiyati va milliy tafakkurning qanday badiiy talqin qilingani ochib beriladi.

Ulug‘bek Hamdamning “Isyon va itoat” romanida ushbu konseptning yuzaga chiqishida bir qancha reprezentant birliklar kognitiv struktura va modelning qurilishida ishtirok etadi. Masalan, *“Lekin umri davomida qadrdon bo‘lib qolgan odamlarning anchasi endi yo‘q: ular allaqachon **boqiy olamga rixlat qilishgan** ekan”* (74-bet). Ushbu gap tarkibidagi *boqiy olamga rixlat qilmoq* iborasi o‘lim konseptining reprezentant birligi vazifasida kelgan.

*“ – Vaholanki, o‘shanda hamma sizni bir oyga bormay **uziladi**, deyishgandi. Siz esa parvarishlarimdan keyin “**u yoq**” qa ketish o‘rniga tobora “**bu yoq**” qa qarab kelyapsizmi”* (97-bet). Keltirilgan jumlalar tarkibida qo‘llanilgan uzilmoq, “u yoq” (ya’ni o‘lim), “bu yoq” (tiriklik) kabi ifodalar o‘lim konseptining reprezentant birliklari bo‘lib xizmat qilgan.

*“Tabib ming harakat qilmasin, sog‘ayib ketishga ishonch hissini uyg‘otishga urinmasin, Tursunboy jontalash kundan kunga tomiri qirqilgan guldek **so‘lishda***

davom etardi” (101-bet). Ushbu jumla tarkibida qo‘llanilgan so‘lmoq fe’li o‘lim konseptini ifodalash uchun xizmat qiladi. So‘lmoq fe’lining mazmuniy valentligida inson leksemasi mavjud emas. Lekin kontekstual va konseptual tahlil natijasida ko‘rishimiz mumkinki, bu fe’l o‘lim konseptini ifodalay oladi.

“Endi Tursunboy jontalash har damini ***so‘nggi kun*** *bo‘lishi mumkinligiga shubha qilmay qo‘ygandi”* (101-bet). Keltirilgan jumlada qo‘llanilgan so‘nggi kun birikmasi o‘lim konseptini ifodalash uchun navbatdagi reprezentant birlik vazifasini o‘tagan.

“Ha, u ***vaqti juda oz qolganini*** *sezib qolgandi”* (101-bet). Ushbu gap tarkibida qo‘llanilgan *vaqti juda oz qolgan* ifodasi ham biz tahlil qilayotgan konseptni o‘quvchi xayolida gavdalantirishga xizmat qiladi.

“Tursunboy jontalash yana bir necha hafta derazaga qarab yotdi. So‘ng… ***vido kuni*** *kelganga o‘xshardi”* (102-bet). Keltirilgan parchada qo‘llanilgan *vido kuni* birikmasi o‘lim konseptining navbatdagi reprezentant birligi vazifasida qo‘llangan.

“Shu vaqt ichkaridan Tursunboy jontalash xotinining ***uvvos solib yig‘lagani*** *eshitildi…”* (103-bet). Ushbu gapdagi uvvos solib yig‘lamoq birikmasi ham o‘lim konseptini ifodalash uchun reprezentant birlik vazifasida qo‘llanilgan.

“Uff, ***jonim ham buncha qattiq bo‘lmasa****. Odamlar ellik-oltmish orasidayoq arzimagan bahonalar bilan* ***oyoq qoqib qolishadi****. Men bo‘lsam …”* Bu jumlaga ham e’tibor beradigan bo‘lsak, o‘lim so‘zi umuman ishlatilmagan. Lekin parchaning umumiy mazmuniy mundarijasidan o‘lim konsepti joy egallagan. Parchadagi “jonim ham buncha qattiq bo‘lmasa”, “oyoq qoqib qolishadi” kabi ifodalar o‘lim konseptini ifodalash uchun xizmat qiladi.

O‘lim konseptining representant birliklarining kognitiv modeli va frebirliklarining kognitiv modeli va freym strukturasini quyidagicha ifodalash mumkin:

Freym komponenti	**Matndagi ifoda**	**Mazmun**
Subyekt	Tursunboy jontalash	O‘limga yaqinlashayotgan shaxs
Holat	so‘lib borish	Jismoniy va ruhiy zaiflashuv
Makon	“u yoq”	Narigi dunyo
Qarama-qarshi makon	“bu yoq”	Tiriklik olami
Jarayon	uzilish, so‘lish	Hayotning tugashi
Vaqt	so‘nggi kun, vaqti oz qolgan	O‘limning yaqinlashuvi
Emotsiya	uvvos solib yig‘lash	Ayriliq iztirobi
Natija	vido	Hayot bilan xayrlashish

Yuqoridagi misollar tahlili shuni ko‘rsatadiki, **Ulug‘bek Hamdam** asarlarida o‘lim konsepti asosan perifrastik, metaforik va assotsiativ birliklar orqali voqelangan. Yozuvchi o‘limni biologik hodisa sifatida emas, balki ruhiy-falsafiy, diniy va emotsional hodisa sifatida talqin qiladi. Natijada “o‘lim” leksemasining bevosita qo‘llanilishidan ko‘ra, “boqiy olamga rixlat qilmoq”, “u yoq”, “so‘nggi kun”, “vido kuni”, “so‘lmoq” kabi reprezentant birliklar konseptning badiiy-estetik mazmunini

kuchaytirishga xizmat qilgan. Bu birliklar o‘quvchi ongida o‘lim haqidagi konseptual tasavvurlarni assotsiativ va obrazli tarzda faollashtiradi.

O‘lim konsepti bilan chambarchas bog‘liq bo‘lgan yana bir muhim konseptlardan biri qo‘rquv konseptidir. Chunki inson ruhiyatida o‘lim va qo‘rquv ko‘pincha o‘zaro uzviy holda namoyon bo‘ladi. Qo‘rquv insonning ichki psixologik holatini, borliq va noma’lumlik oldidagi ruhiy kechinmalarini ifodalovchi murakkab mental hodisa hisoblanadi. Ayniqsa, badiiy matnda ushbu konsept personajning ruhiy iztiroblari, xavotiri, ikkilanishi va hayotiy ziddiyatlarini ochib berishda muhim badiiy-estetik vosita sifatida xizmat qiladi.

Kognitiv tilshunoslik nuqtayi nazaridan qaralganda, qo‘rquv konsepti inson tajribasi va hissiy idroki bilan bog‘liq bo‘lgan mental birlik hisoblanadi. Ushbu konsept til birliklari orqali voqelanib, o‘quvchi ongida muayyan psixologik tasavvur hosil qiladi. Ulug‘bek Hamdam asarlarida qo‘rquv konsepti ko‘pincha qorong‘ilik, sukut, yolg‘izlik, titroq, hadik, xavotir kabi obrazlar bilan assotsiativ bog‘lanadi. Natijada yozuvchi qahramon ruhiyatidagi ichki ziddiyatlarni yanada ta’sirchan va obrazli tarzda ifodalashga erishadi. Masalan, *“**Barzangilardan** biri uning qo‘lidan, ikkinchisi oyog‘idan ushlab olib, xuddi belanchakdek u yoqdan bu yoqqa tebratgancha panjara osha – bir maromda shag‘illab aylanib turgan **temir tishlar** orasiga **nimtalangan hayvon parchasidek** otvorishga shaylanishdi. Akbarning tag‘in **boshi aylandi**, ko‘z o‘ngida dunyo tebrana boshladi. “Bu axir adolatsizlik-ku, **Xudojon**!” – degan alamli o‘y xayolidan kechdi. So‘ng otib yuborildi, shekilli, uchdi, uchib borarkan, xayoliga hech nima kelmay qoldi; na **shirin-shakar bolalari**, na **xotini**, na **onasi**, hech kim! Hatto duoni ham **unutdi**”* (23-bet). Keltirilgan parchada qo‘llanilgan barzangilar, temir tishlar, nimtalangan hayvon parchasidek, boshi aylanmoq, Xudojon, bolalar, ona, xotin, unutmoq kabi so‘z va so‘z birikmalari personajning ayni damdagi qo‘rquv emotsiyasini ifodalashga xizmat qilgan. O‘quvchi xayolida esa qo‘rquv konseptini shakllantirgan. Qo‘rquvning freym modelini quyidagicha ifodalash mumkin:

Freym komponenti	**Matndagi ifoda**	**Konseptual mazmun**
Subyekt	Akbar	Qo‘rquvni boshdan kechirayotgan shaxs
Xavf manbai	barzangilar	Tajovuzkor kuch
Tahdid obrazi	temir tishlar	O‘lim va vahshiylik ramzi
Qiyosiy obraz	nimtalangan hayvon parchasi	Ojizlik va qurbonlik hissi
Fiziologik holat	boshi aylandi	Qo‘rquvning jismoniy ta’siri
Psixologik holat	dunyo tebrana boshladi	Ongning izdan chiqishi
Emotsional holat	alamli o‘y	Ichki ruhiy iztirob
Diniy murojaat	“Xudojon!”	Najot izlash va iltijo
Assotsiativ qadriyatlar	bolalari, xotini, onasi	Hayotga bog‘liqlik
Ruhiy falajlik	duoni ham unutdi	Qo‘rquvning eng yuqori nuqtasi

Natija	otib yuborildi	O‘lim tahdidi bilan yuzlashuv

Mazkur parcha tahlili shuni ko‘rsatadiki, **Ulug‘bek Hamdam** qo‘rquv konseptini tasvirlashda kuchli psixologik va metaforik birliklardan foydalanadi. “Temir tishlar”, “nimtalangan hayvon parchasi”, “boshi aylanishi”, “duoni ham unutdi” kabi birliklar personaj ruhiyatidagi ekstremal qo‘rquv holatini ifodalash bilan birga, o‘quvchi ongida ham xavf, ojizlik va o‘lim tahdidi haqidagi konseptual tasavvurlarni shakllantiradi. Ayniqsa, diniy murojaat va yaqin insonlarning xotirlanishi qo‘rquv konseptining milliy-madaniy hamda emotsional qatlamlarini yuzaga chiqaradi.

Xulosa qilib aytganda, **Ulug‘bek Hamdam** asarlarida qo‘rquv va o‘lim konseptlari inson ruhiyati, mavjudlik muammolari hamda ichki psixologik kechinmalar bilan uzviy bog‘liq holda badiiy talqin qilingan. Yozuvchi ushbu konseptlarni oddiy nominativ birliklar orqali emas, balki metaforik, perifrastik, assotsiativ va emotsional ifodalar vositasida voqelantiradi. Natijada badiiy matnda konseptlarning chuqur semantik va kognitiv qatlamlari yuzaga chiqadi.

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ЯЗЫК СВЯЩЕННЫХ ТЕКСТОВ КАК ОБЪЕКТ ФИЛОЛОГИЧЕСКОГО АНАЛИЗА

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Аннотация: В данной работе рассматривается язык священных текстов как объект филологического анализа. Актуальность темы обусловлена тем, что священные тексты представляют интерес не только для религиоведения, но и для филологии, поскольку обладают особыми языковыми, стилистическими и смысловыми характеристиками. Цель работы заключается в том, чтобы показать значение филологического анализа в понимании священных текстов. В исследовании внимание сосредоточено на таких особенностях языка священных текстов, как лексика, символика, повторы, выразительность и смысловая насыщенность. В работе использованы анализ научной литературы, описательный метод и элементы филологического анализа текста. В результате было установлено, что священные тексты являются особым типом текста, в котором религиозное содержание тесно связано с языковой формой. Выявлено, что лексика священных текстов обладает высокой смысловой нагрузкой, символы способствуют более глубокому раскрытию духовных идей, а повторы подчеркивают ключевые элементы содержания и усиливают воздействие текста на читателя. Сделан вывод о том, что филологический анализ позволяет рассматривать священные тексты не только как источники религиозных знаний, но и как сложные словесные структуры, в которых форма и содержание взаимосвязаны. Практическая значимость работы заключается в возможности использования ее результатов при изучении религиоведческих и филологических дисциплин.

Ключевые слова: священные тексты, филологический анализ, религиозный текст, лексика, символика, повторы, смысл текста.

Annotatsiya: Ushbu ishda muqaddas matnlar tili filologik tahlil obyekti sifatida ko'rib chiqiladi. Mavzuning dolzarbligi shundaki, muqaddas matnlar nafaqat dinshunoslik, balki filologiya nuqtai nazaridan ham katta ahamiyatga ega, chunki ular o'ziga xos til, uslub va mazmun xususiyatlariga ega. Ishning maqsadi muqaddas matnlarni tushunishda filologik tahlilning ahamiyatini ko'rsatishdan iborat. Tadqiqotda muqaddas matnlar tilining leksikasi, ramziyligi, takrorlari, ifodaliligi va ma'no jihatdan boyligi asosiy e'tibor markaziga olingan. Ishda ilmiy adabiyotlarni tahlil qilish, tavsifiy metod hamda matnning filologik tahlili elementlaridan foydalanilgan. Tadqiqot natijasida muqaddas matnlar diniy mazmun va til shakli o'zaro chambarchas bog'langan alohida turdagi matn ekanligi aniqlandi. Shuningdek, muqaddas matnlardagi leksika yuqori ma'no yukiga ega ekani, ramzlar ruhiy va diniy

g‘oyalarni chuqurroq ochishga xizmat qilishi, takrorlar esa asosiy mazmuniy jihatlarni ajratib ko‘rsatib, matnning o‘quvchiga ta’sir kuchini oshirishi belgilandi. Xulosa sifatida aytish mumkinki, filologik tahlil muqaddas matnlarni faqat diniy bilim manbai sifatida emas, balki shakl va mazmun bir-biri bilan uzviy bog‘langan murakkab matn tuzilmasi sifatida talqin qilish imkonini beradi. Mazkur ish natijalari dinshunoslik va filologiya yo‘nalishidagi fanlarni o‘rganishda foydali bo‘lishi mumkin.

Kalit so‘zlar: muqaddas matnlar, filologik tahlil, diniy matn, leksika, ramziylik, takrorlar, matn ma’nosi.

Annotation: This paper examines the language of sacred texts as an object of philological analysis. The relevance of the topic is determined by the fact that sacred texts are of interest not only to religious studies but also to philology, since they possess distinctive linguistic, stylistic, and semantic features. The purpose of the study is to demonstrate the importance of philological analysis in understanding sacred texts. The research focuses on such characteristics of sacred language as vocabulary, symbolism, repetition, expressiveness, and semantic density. The study employs the analysis of scholarly literature, the descriptive method, and selected elements of philological text analysis. As a result, it has been established that sacred texts represent a special type of text in which religious content is closely connected with linguistic form. The findings show that the vocabulary of sacred texts carries a high semantic load, symbols contribute to a deeper interpretation of spiritual ideas, and repetitions emphasize key meanings and strengthen the impact of the text on the reader. The paper concludes that philological analysis makes it possible to consider sacred texts not only as sources of religious knowledge but also as complex verbal structures in which form and content are inseparably connected. The practical significance of the study lies in the possibility of applying its results in courses and academic work related to religious studies, philology, and text analysis.

Keywords: sacred texts, philological analysis, religious text, vocabulary, symbolism, repetition, meaning of the text.

Введение

Священные тексты занимают особое место в духовной и культурной жизни общества. Они являются не только источником религиозных идей и нравственных ориентиров, но и важной частью письменной традиции человечества. Эти тексты представляют интерес не только для религиоведения, но и для филологии, поскольку обладают особыми языковыми, стилистическими и смысловыми характеристиками.

Актуальность данной темы обусловлена тем, что филологический анализ помогает глубже раскрыть смысл священных текстов и определить значение их языковой организации. Через изучение особенностей лексики, символики, повторов и способов построения текста можно лучше понять, каким образом в нем выражаются духовные идеи и ценности.

Целью данной работы является показать значение филологического анализа в понимании священных текстов.

Для достижения поставленной цели были определены следующие задачи:

1. определить, что такое священный текст как объект филологического анализа;
2. рассмотреть особенности языка священных текстов;
3. объяснить, почему филологический подход важен для понимания текста.

Объектом исследования являются священные тексты.

Предметом исследования выступают особенности языка священных текстов и их значение для филологического анализа.

Методы

В данной работе были использованы анализ научной литературы, описательный метод и элементы филологического анализа текста. Применение этих методов связано с особенностями темы исследования, так как язык священных текстов требует не только общего теоретического осмысления, но и внимательного рассмотрения его смысловых и языковых характеристик.

Анализ научной литературы позволил изучить существующие подходы к пониманию священного текста как особого объекта религиоведческого и филологического исследования. Обращение к трудам по религиоведению, филологии, теории текста и языку религии дало возможность определить основные признаки священных текстов и выделить их наиболее значимые языковые особенности. Этот метод также помог установить, что священные тексты рассматриваются исследователями не только как носители религиозного содержания, но и как сложные словесные структуры, обладающие выразительностью и смысловой глубиной.

Описательный метод использовался для последовательного рассмотрения характерных черт языка священных текстов. С его помощью были выделены такие особенности, как особая лексика, символичность, повторы, выразительность и высокая смысловая насыщенность. Данный метод позволил не только перечислить эти признаки, но и кратко объяснить их значение в структуре религиозного текста.

Элементы филологического анализа применялись для выявления связи между языковой формой и содержанием священных текстов. В центре внимания находились лексические особенности, символические образы и повторяющиеся конструкции, которые участвуют в передаче ключевых духовных смыслов. Использование филологического подхода позволило показать, что смысл священного текста раскрывается не только через прямое содержание, но и через особенности его языковой организации.

Таким образом, сочетание анализа научной литературы, описательного метода и элементов филологического анализа позволило рассмотреть язык священных текстов в его смысловом и структурном единстве, а также определить значение филологического подхода для более глубокого понимания религиозного текста.

Результаты

Священные тексты как объект филологического исследования

Священные тексты можно рассматривать как особый тип текста, в котором соединяются религиозное содержание и выразительная языковая форма. Для верующих они имеют сакральное значение, однако для

исследователя представляют интерес и как сложные словесные структуры. В них важны не только идеи, которые передаются, но и способы их выражения.

С филологической точки зрения священный текст отличается высокой смысловой насыщенностью, образностью и особой организацией речи. Он строится таким образом, чтобы не только сообщать определенные положения, но и воздействовать на сознание читателя или слушателя. Именно поэтому такие тексты рассматриваются как значимый объект филологического исследования.

Священные тексты часто сохраняют культурную память народа, отражают исторические особенности языка и передают целую систему духовных представлений. Их изучение помогает увидеть, как язык становится средством выражения мировоззрения, нравственных идеалов и религиозного опыта.

Особенности языка священных текстов

Одной из важнейших особенностей языка священных текстов является особая лексика. В таких текстах употребляются слова, связанные с духовной жизнью, нравственными категориями, верой, добром, злом, спасением, истиной и другими значимыми понятиями. Эта лексика отличается высокой смысловой нагрузкой и играет ключевую роль в раскрытии содержания текста.

Другой важной особенностью выступает символичность. Многие образы в священных текстах обладают не только прямым, но и переносным значением. Символы помогают передавать сложные идеи в более емкой и выразительной форме. Благодаря этому текст приобретает глубину и допускает более широкое толкование.

Существенное значение имеют и повторы. Они используются для усиления отдельных мыслей, выделения ключевых идей и придания тексту выразительности. Повторение слов, образов или конструкций способствует лучшему восприятию текста и акцентирует внимание на наиболее важных элементах содержания.

Также язык священных текстов нередко отличается торжественностью, ритмичностью и особой интонационной выразительностью. Эти черты подчеркивают сакральный характер текста и усиливают его воздействие на читателя.

Обсуждение

Полученные результаты показывают, что священные тексты действительно требуют внимательного филологического подхода. Их значение раскрывается не только через общее содержание, но и через языковые средства, с помощью которых строится текст. Именно поэтому рассмотрение священных текстов только в рамках религиозного содержания оказывается недостаточным: без анализа лексики, символики, повторов и выразительных средств часть смыслов может остаться не до конца понятой.

Особое внимание следует обратить на то, что язык священных текстов выполняет не просто информативную функцию. Он служит средством передачи духовных идей, нравственных ценностей и мировоззренческих

установок. Через выбор слов, построение фраз, использование образов и повторов текст оказывает воздействие не только на разум, но и на внутреннее восприятие читателя. Это делает священные тексты особым видом словесного выражения, в котором форма тесно связана с содержанием.

Проведенное рассмотрение позволяет сделать вывод о том, что лексика священных текстов обладает высокой смысловой плотностью. Даже отдельные слова в таких текстах могут содержать широкий круг значений и ассоциаций. Символы, в свою очередь, придают тексту глубину и многослойность, позволяя передавать сложные идеи в краткой и выразительной форме. Повторы подчеркивают ключевые элементы содержания, усиливают выразительность и способствуют лучшему восприятию текста.

Следовательно, филологический анализ священных текстов важен не только для выявления их языковых особенностей, но и для более полного понимания их внутреннего смысла. Такой подход помогает увидеть, каким образом текстовая форма участвует в передаче религиозных представлений и духовных ценностей.

Таким образом, филологический анализ можно рассматривать как один из важных способов интерпретации священных текстов. Он расширяет возможности их понимания и позволяет воспринимать их не только как памятники религиозной мысли, но и как сложные языковые произведения, в которых каждый элемент текста имеет смысловую значимость.

Заключение

Итак, священные тексты являются важным объектом филологического анализа, поскольку обладают особыми языковыми и смысловыми характеристиками. Их изучение позволяет глубже понять особенности религиозного текста и способы выражения духовных идей.

В ходе работы было установлено, что важнейшими особенностями языка священных текстов являются особая лексика, символичность, повторы и выразительность. Именно эти черты делают такие тексты значимыми не только для религиоведения, но и для филологии.

Следовательно, филологический анализ играет важную роль в понимании священных текстов, так как помогает раскрыть их смысл более глубоко и полно.

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J.R.R. TOLKIEN ASARLARIDA AFSONAVIY OBRAZLARNING QAYTA TALQINI VA MIFOLOGIK ASOSLARI

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Annotatsiya: Ushbu maqolada J. R. R. Tolkien asarlarida afsonaviy obrazlarning mifologik asoslari va ularning qayta talqin qilinishi tahlil qilinadi. Tadqiqotda "Uzuklar hukmdori" asari asosida Gandalf, Sauron, Uzuk, Frodo va elf obrazlarining qadimgi Norse, Kelt, Anglo-sakson va Artur mifologiyalari bilan bog'liqligi o'rganildi. Qiyosiy va intertekstual tahlil usullari orqali Tolkien ijodida mifologik elementlarning oddiy ko'chirish emas, balki ijodiy qayta ishlash natijasida yangi badiiy tizimga aylangani ko'rsatildi. Natijalar Tolkienning mythopoeia (mif yaratish san'ati) orqali zamonaviy fantastik adabiyotda yangi mifologik model yaratganini tasdiqlaydi.

Kalit sozlar: Tolkien, mifologiya, afsonaviy obrazlar, intertekstual tahlil, qahramon arxetipi, Uzuklar hukmdori, elf, mythopoeia.

Abstract: This article analyzes the mythological foundations and reinterpretation of legendary characters in the works of J. R. R. Tolkien. Based on The Lord of the Rings, the study examines the connection of characters such as Gandalf, Sauron, the Ring, Frodo, and Elves with Norse, Celtic, Anglo-Saxon, and Arthurian mythological traditions. Through comparative and intertextual analysis, the research demonstrates that Tolkien did not simply borrow mythological elements but creatively transformed them into a new literary system. The findings confirm that Tolkien, through his concept of mythopoeia, established a new mythological model in modern fantasy literature.

Keywords: Tolkien, mythology, legendary characters, intertextuality, archetype, The Lord of the Rings, Elf, mythopoeia.

Аннотация: В данной статье анализируются мифологические основы и интерпретация легендарных образов в произведениях Дж. Р. Р. Толкина. На основе произведения «Властелин колец» исследуется связь таких персонажей, как Гэндальф, Саурон, Кольцо, Фродо и эльфы, с мифологическими традициями скандинавской, кельтской, англосаксонской и артуровской культур. С помощью сравнительного и интертекстуального анализа показано, что Толкин не просто заимствовал мифологические элементы, а творчески переработал их в новую литературную систему. Результаты подтверждают, что благодаря концепции мифопоэии Толкин создал новую мифологическую модель в современной фэнтези-литературе.

Ключевые слова: Толкин, мифология, легендарные образы, интертекстуальность, архетип, Властелин колец, эльф, мифопоэия.

Kirish. John Ronald Reuel Tolkien (J. R. R. Tolkien) jahon adabiyotida fantastik adabiyot rivojiga katta ta'sir ko'rsatgan yozuvchilardan biridir. Uning

asarlarida shuningdek, “Uzuklar hukmdori” (The Lord of the Rings)da faqat badiiy voqealar emas, balki chuqur mifologik tizim ham yaratilgan. Ushbu tizimda qadimgi Norse, Kelt, Anglo-sakson va Artur afsonalariga oid elementlar qayta ishlanib, yangi adabiy va badiiy shaklga keltirilgan.

So‘nggi ilmiy tadqiqotlarda J. R. R. Tolkien ijodi qadimgi miflarni oddiy ko‘chirish emas, balki ularni qayta talqin qilish jarayoni sifatida o‘rganilmoqda [3; 5]. Bu yondashuvga ko‘ra, yozuvchi qadimgi mifologik obrazlarni yangi madaniy va adabiy kontekstda qayta yaratgan va ularga zamonaviy ma’no yuklagan.

Tolkien tomonidan ilgari surilgan “sub-creation” (ikkinchi darajali yaratish) g‘oyasi ham yangi xayoliy dunyo yaratishini ko‘rsatadi. Bu jarayon natijasida o‘ziga xos mifologik olam shakllanadi. Shunga qaramasdan, Tolkien asarlarida turli mifologik manbalarning birlashuvi va ularning yagona tizimga aylanish jarayoni hali yetarlicha chuqur o‘rganilmagan. Ayniqsa, Norse, Kelt va Artur afsonalarining o‘zaro ta’siri va integratsiyasi kam tahlil qilingan.

Ushbu tadqiqotning maqsadi J. R. R. Tolkien asarlaridagi afsonaviy obrazlarning mifologik asoslarini o‘rganish va ularning qayta talqin qilinish mexanizmlarini tahlil qilishdan iborat. Tadqiqotda qiyosiy tahlil usuli qo‘llaniladi.

Asosiy qism. J. R. R. Tolkien ijodi bo‘yicha olib borilgan ilmiy tadqiqotlar uning asarlaridagi mifologik tizimning murakkab va ko‘p qatlamli ekanligini ko‘rsatadi. Tadqiqotchilar Tolkienni oddiy fantastik yozuvchi sifatida emas, balki mif yaratuvchi sifatida ko‘rsatishadi.

Verlyn Flieger (2020) Tolkien ijodida “ikkinchi darajali dunyo” (secondary world) tushunchasi markaziy o‘rin tutishini ta’kidlaydi. Uning fikricha, Tolkien yaratgan dunyo real mifologiyalarning nusxasi emas, balki ularning ijodiy qayta shakllanishidir. Bu yondashuv Tolkien asarlaridagi mifologik obrazlarning yangi semantik tizimga ega ekanligini ko‘rsatadi.

Jane Chance (2022) Tolkien asarlarida intertekstual mif yaratish jarayonini tahlil qilib, yozuvchi qadimgi mifologik manbalarni birlashtirib, ularni yangi adabiy struktura ichida qayta ishlab chiqqanini ta’kidlaydi. Tolkien ijodi turli madaniy kodlarning o‘zaro kesishgan nuqtasidir [3].

Margaret Hiley (2021) Tolkien asarlaridagi mifologik struktura va zamonaviy fantastika o‘rtasidagi bog‘liqlikni o‘rganib, muallifning hikoya qurilishi klassik mif modeliga asoslanganligini, lekin zamonaviy adabiy shaklda qayta yaratilganini qayd etadi.

Marjorie Burns (2021) esa Tolkien dunyosida Kelt va Norse mifologiyalarining ta’siri kuchli ekanligini ko‘rsatadi. Uning tadqiqotiga ko‘ra, elf, jangchi va qahramon obrazlari qadimgi Yevropa mifologik an’analaridan olingan bo‘lsa-da, Tolkien ularni yangi badiiy tizimga moslashtirgan.

Tolkien til va mifologiya o‘rtasidagi uzviy bog‘liqlikni tahlil qilib, muallifning til yaratish jarayoni ham mifologik fikrlash bilan chambarchas bog‘liq ekanligini ko‘rish mumkin [10].

Shunga qaramasdan, mavjud tadqiqotlarda Tolkien asarlaridagi turli mifologik tizimlarning birgalikda qanday integratsiyalashuvi va yagona badiiy tizimga aylanish

mexanizmi yetarlicha chuqur tahlil qilinmagan. Ayniqsa, mifologik obrazlarning qayta talqin jarayoni kompleks tizim sifatida kam o‘rganilgan.

Ushbu tadqiqotda asosiy e’tibor matnlarni chuqur tahlil qilish va ularning mifologik manbalar bilan bog‘liqligini aniqlashga qaratildi.

Tadqiqotning asosiy metodlari sifatida qiyosiy adabiy tahlil, intertekstual tahlil hamda mifologik tanqid usullari tanlab olindi. Ushbu usullar Tolkien asarlaridagi obrazlarni qadimgi Norse, Kelt, Anglo-sakson va Artur mifologiyasi bilan solishtirish imkonini berdi.

Qiyosiy tahlil orqali Tolkien asarlaridagi asosiy mifologik obrazlar –masalan, elf, sehrgar, qahramon va qorong‘u kuchlar vakillari–qadimgi mifologik tizimlardagi analoglari bilan taqqoslandi. Bu jarayon obrazlarning o‘xshashlik va farqlarini aniqlashga yordam berdi.

Intertekstual tahlil esa Tolkien matnlarining boshqa madaniy va adabiy manbalar bilan bog‘liqligini ochib berishga xizmat qildi. Ushbu yondashuv orqali Tolkien asarlarida mavjud bo‘lgan mifologik elementlarning qayta yozilishi va yangi kontekstga moslashtirilishi jarayoni tahlil qilindi.

Shuningdek, tadqiqotda matnlarni interpretatsiya qilish usuli ham qo‘llanilib, har bir mifologik obrazning semantik yuklamasi va funksiyasi alohida o‘rganildi. Bu orqali Tolkien yaratgan badiiy olamning yagona mifologik tizim sifatida shakllanish mexanizmi tahlil qilindi.

Tadqiqot uchun asosiy manbalar sifatida J. R. R. Tolkienning “Uzuklar hukmdori” (The Lord of the Rings) asari hamda ushbu mavzuga oid zamonaviy ilmiy maqolalar tahlil qilindi.

1. Gandalf obrazi va donishmand arxetipi

Gandalf obrazi mifologiyadagi “donishmand yo‘l ko‘rsatuvchi” arxetipiga mos keladi. Tadqiqotchilar uni Norse mifologiyasidagi Odin obrazining adabiy transformatsiyasi sifatida ham tahlil qiladilar [1]. Gandalfning yo‘l ko‘rsatishi va qurbonlikka tayyorligi klassik miflardagi mentor arxetipini zamonaviy shaklda davom ettiradi.

2. Sauron va yovuzlik tushunchasi

Sauron obrazi mutlaq yovuzlikning timsoli sifatida talqin qilinadi. Tolkien yovuzlikni oddiy shaxsiy sifat emas, balki tizimli kuch sifatida ko‘rsatadi. Bu yondashuv o‘rta asr mifologik an’analari va xristiancha tasavvurlar bilan bog‘liq deb qaraladi [5]

3. Uzuk – kuch ramzi

“Uzuk” obrazi qadimgi mifologiyadagi sehrli buyumlar motiviga asoslangan bo‘lib, u kuch va vasvasa ramzini ifodalaydi. Tadqiqotlar shuni ko‘rsatadiki, Tolkien bu motiv orqali inson tabiatidagi zaiflik va hokimiyatga intilish g‘oyasini tasvirlagan [6;11].

4. Frodo va qahramon sayohati

Frodo Baggins obrazi Jozef Kempbellning “qahramon sayohati” (Hero’s Journey) modeliga tushadi. U oddiy shaxs sifatida boshlanib, katta sinovlardan o‘tadi va ichki o‘zgarishga erishadi. Bu struktura mifologik qahramonlarning universal modelini aks ettiradi [2;4].

5. Elf obrazi va mifologik ildizlar

Elflar qadimgi Kelt va Norse mifologiyasidagi ruhiy mavjudotlar bilan bog‘liq holda talqin qilinadi [7]. Tolkien elf obrazini idealizatsiya qilgan holda yangi estetik va ma’naviy darajaga ko‘targan.

Xulosa. Ushbu tadqiqot J. R. R. Tolkien asarlarida afsonaviy obrazlarning qadimgi mifologik manbalar bilan bog‘liqligi va ularning badiiy transformatsiyasini tahlil qilishga bag‘ishlandi. O‘rganish natijalari shuni ko‘rsatadiki, Tolkien ijodida turli mifologik an’analar bir-biri bilan uyg‘unlashib, yagona badiiy model shaklini olgan.

Gandalf, Sauron, Uzuk, Frodo va elf obrazlari orqali inson, kuch, yovuzlik va o‘zgarish kabi universal konsepsiyalar mifologik asosda qayta yaratilgan. Shuningdek, elflar obrazi qadimgi Yevropa mifologik tasavvurlaridan kelib chiqqan holda estetik jihatdan yangicha talqinda berilgani kuzatiladi. Bu holat Tolkien ijodida an’anaviy mifologik obrazlar zamonaviy adabiy ifoda shakliga o‘tganini ko‘rsatadi.

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SUN’IY INTELLEKT VA TARJIMA ISTIQBOLLARI

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Annotatsiya: Ushbu maqolada sun’iy intellekt texnologiyalarining tarjima sohasidagi o‘rni, imkoniyatlari va istiqbollari tahlil qilinadi. Zamonaviy dasturlar yordamida tarjima jarayonining tezlashuvi, sifatining oshishi hamda inson tarjimoni faoliyatiga ta’siri yoritiladi. Shuningdek, mashina tarjimasining afzalliklari va kamchiliklari haqida fikr yuritilib, kelajakda sun’iy intellektning tarjima sohasidagi ahamiyati ortib borishi asoslab beriladi.

Kalit so‘zlar:sun’iy intellekt, tarjima, mashina tarjimasi, texnologiya, til, tarjimon, avtomatik tarjima, lingvistika

Аннотация: В данной статье анализируется роль, возможности и перспективы технологий искусственного интеллекта в сфере перевода. Освещаются ускорение процесса перевода с помощью современных программ, повышение качества перевода и влияние на деятельность переводчика. Также рассматриваются преимущества и недостатки машинного перевода, а также обосновывается возрастающее значение искусственного интеллекта в переводческой деятельности в будущем.

Ключевые слова: искусственный интеллект, перевод, машинный перевод, технология, язык, переводчик, автоматический перевод, лингвистика.

Kirish

Bugungi kunda axborot texnologiyalari jadal rivojlanib borayotgan bir davrda sun’iy intellekt inson faoliyatining ko‘plab sohalariga kirib keldi. Shunday sohalardan biri tarjima faoliyatidir. Oldin tarjima faqat inson mehnati orqali amalga oshirilgan bo‘lsa, hozirgi kunda turli avtomatik tarjima dasturlari matnlarni qisqa vaqt ichida bir tildan ikkinchi tilga o‘girish imkoniyatini bermoqda. Bu esa tarjima jarayonining tezligi va qulayligini oshirmoqda.

Asosiy qism

Sun’iy intellekt — bu kompyuter tizimlarining inson aqliy faoliyatiga xos vazifalarni bajarish qobiliyatidir. Tarjima sohasida sun’iy intellekt asosan mashina tarjimasi dasturlari orqali namoyon bo‘ladi. Bugungi kunda Google Translate, DeepL va boshqa platformalar millionlab foydalanuvchilarga xizmat qilmoqda.

Mashina tarjimasining asosiy afzalligi — tezkorlikdir. Inson bir necha soatda tarjima qiladigan matnni dastur bir necha soniyada tarjima qilib bera oladi. Bundan tashqari, sun’iy intellekt katta hajmdagi ma’lumotlarni qayta ishlash imkoniyatiga ega. Bu ayniqsa ilmiy, texnik va rasmiy hujjatlar tarjimasida muhim ahamiyat kasb etadi.

Shu bilan birga, sun’iy intellekt tarjimasi har doim ham mukammal emas. Ba’zi hollarda dasturlar matn mazmunini noto‘g‘ri talqin qilishi, iboralar va milliy madaniyatga oid tushunchalarni to‘liq yetkazib bera olmasligi mumkin. Ayniqsa,

badiiy asarlar tarjimasida inson tafakkuri va ijodkorligi muhim o‘rin tutadi. Chunki adabiy tarjimada hissiyot, uslub va obrazlilikni saqlash talab etiladi.

Bugungi kunda ko‘plab tarjimonlar sun’iy intellektdan yordamchi vosita sifatida foydalanmoqda. Dastlabki tarjimani dastur bajaradi, keyin esa mutaxassis uni tahrir qiladi. Bu usul vaqtni tejash bilan birga tarjima sifatini ham oshiradi.

Kelajakda sun’iy intellekt texnologiyalari yanada rivojlanishi kutilmoqda. Natijada tarjima dasturlari kontekstni chuqurroq tushunadigan, uslubni saqlay oladigan va tabiiy tarjima yaratadigan darajaga yetadi. Biroq bu inson tarjimonlariga ehtiyoj butunlay yo‘qoladi degani emas. Aksincha, tarjimonlar yangi texnologiyalar bilan ishlash ko‘nikmalarini egallashi zarur bo‘ladi.

Sun’iy intellekt tushunchasi va uning rivojlanishi

Sun’iy intellekt inson tafakkuriga xos bo‘lgan fikrlash, tahlil qilish, o‘rganish va qaror qabul qilish kabi jarayonlarni kompyuter texnologiyalari orqali amalga oshirishga xizmat qiluvchi tizimdir. XXI asrga kelib sun’iy intellekt texnologiyalari juda tez rivojlandi va inson hayotining deyarli barcha sohalariga kirib bordi. Tibbiyot, iqtisodiyot, ta’lim, sanoat va kommunikatsiya bilan bir qatorda tarjima sohasi ham sun’iy intellektdan keng foydalanayotgan yo‘nalishlardan biri hisoblanadi.

Avvallari tarjima jarayoni faqat tarjimonning bilim va tajribasiga tayangan holda amalga oshirilgan. Bu esa ko‘p vaqt va katta mehnat talab qilgan. Axborot almashinuvi kuchayib, xalqlar o‘rtasidagi aloqalar kengaygani sari tezkor tarjimaga bo‘lgan ehtiyoj ham ortib bordi. Natijada avtomatik tarjima dasturlari yaratildi. Dastlabki mashina tarjimalari sodda va xatolarga boy bo‘lgan bo‘lsa, bugungi zamonaviy tizimlar sun’iy intellekt yordamida ancha mukammal ishlamoqda.

Tarjima jarayonida sun’iy intellektning o‘rni

Bugungi kunda sun’iy intellekt tarjima jarayonining ajralmas qismiga aylanib bormoqda. Zamonaviy tarjima dasturlari matnni avtomatik ravishda tarjima qilish, grammatik xatolarni aniqlash, uslubni moslashtirish va terminlarni to‘g‘ri qo‘llash imkoniyatiga ega. Bu esa tarjimonlar ishini sezilarli darajada yengillashtiradi.

Mashina tarjimasi tizimlari katta hajmdagi ma’lumotlarni tahlil qilish orqali ishlaydi. Ular millionlab matnlarni o‘rganib, turli tillardagi so‘z va iboralarning mos variantlarini aniqlaydi. Ayniqsa neyron tarmoqlarga asoslangan tarjima tizimlari tarjima sifatini sezilarli darajada oshirdi. Bunday tizimlar nafaqat alohida so‘zlarni, balki gapning umumiy mazmunini ham tushunishga harakat qiladi.

Sun’iy intellekt yordamida amalga oshiriladigan tarjimalar xalqaro tashkilotlar, ilmiy markazlar, internet saytlari va biznes kompaniyalari faoliyatida keng qo‘llanmoqda. Masalan, xalqaro konferensiyalarda avtomatik subtitr va sinxron tarjima texnologiyalaridan foydalanilmoqda. Bu esa turli millat vakillari o‘rtasidagi muloqotni osonlashtiradi.

Mashina tarjimasining afzalliklari

Sun’iy intellekt asosidagi tarjima tizimlarining bir qator afzalliklari mavjud. Eng avvalo, ular juda tez ishlaydi. Inson tarjimon bir necha kun davomida tarjima qiladigan katta hajmdagi matnni dastur bir necha daqiqa ichida tarjima qilib bera oladi. Bu ayniqsa tezkor axborot almashinuvida muhim ahamiyat kasb etadi.

Ikkinchi muhim afzallik — qulaylikdir. Hozirgi kunda internet orqali istalgan

vaqtda tarjima xizmatidan foydalanish mumkin. Talabalar, tadqiqotchilar, tadbirkorlar va sayohatchilar xorijiy tillardagi matnlarni tezda tushunish imkoniyatiga ega bo‘lmoqda.

Yana bir afzallik — iqtisodiy samaradorlikdir. Katta hajmdagi oddiy matnlarni avtomatik tarzda tarjima qilish ko‘p hollarda xarajatlarni kamaytiradi. Ayniqsa texnik hujjatlar, yangiliklar va rasmiy ma’lumotlarni tarjima qilishda mashina tarjimasi juda foydali hisoblanadi.Bundan tashqari, sun’iy intellekt asosidagi dasturlar doimiy ravishda yangilanib boradi. Ular yangi so‘zlar, terminlar va iboralarni o‘rganadi. Natijada tarjima sifati asta-sekin yaxshilanadi.

Mashina tarjimasining kamchiliklari

Shunga qaramay, sun’iy intellekt barcha holatlarda ham mukammal natija bera olmaydi. Eng asosiy muammo — mazmun va kontekstni to‘liq tushunmaslikdir. Ba’zi tillarda bir so‘z turli vaziyatlarda har xil ma’noni anglatishi mumkin. Dastur esa bunday nozik jihatlarni har doim ham to‘g‘ri anglay olmaydi.Badiiy tarjimada ayniqsa ko‘plab muammolar yuzaga keladi. She’r, hikoya va romanlarda muallif uslubi, obrazlilik, milliy ruh va hissiy ta’sir muhim o‘rin tutadi. Sun’iy intellekt esa ko‘pincha matnning faqat tashqi ma’nosini tarjima qiladi. Natijada asarning estetik qiymati pasayishi mumkin.

Frazeologik iboralar va maqollar tarjimasida ham qiyinchiliklar kuzatiladi. Chunki har bir xalqning o‘ziga xos madaniyati va til birliklari mavjud. Mashina tarjimasi ba’zan bunday iboralarni so‘zma-so‘z tarjima qilib, noto‘g‘ri ma’no chiqarib yuboradi.

Bundan tashqari, ayrim avtomatik tarjima dasturlari grammatik va uslubiy xatolarga yo‘l qo‘yadi. Shu sababli muhim hujjatlar yoki ilmiy maqolalarni tarjima qilishda inson nazorati zarur hisoblanadi.

Tarjimon va sun’iy intellekt hamkorligi

Hozirgi davrda ko‘plab mutaxassislar sun’iy intellektni tarjimonning o‘rnini bosuvchi vosita emas, balki yordamchi texnologiya sifatida baholamoqda. Chunki inson tafakkuri, ijodkorligi va madaniy bilimlari hali ham katta ahamiyatga ega.Ko‘plab tarjima markazlarida “post-editing” usuli qo‘llaniladi. Bunda dastlabki tarjimani sun’iy intellekt bajaradi, so‘ng tarjimon matnni tahrir qiladi, xatolarni tuzatadi va uslubni yaxshilaydi. Bu usul vaqtni tejash bilan birga sifatni ham oshiradi.

Tarjimonlar uchun zamonaviy texnologiyalar bilan ishlash ko‘nikmasi muhim bo‘lib bormoqda. Endilikda tarjimon nafaqat tilni mukammal bilishi, balki tarjima dasturlari va elektron lug‘atlardan samarali foydalana olishi ham kerak.

Sun’iy intellektning kelajakdagi istiqbollari

Kelajakda sun’iy intellekt yanada rivojlanishi kutilmoqda. Olimlarning fikricha, yaqin yillarda tarjima tizimlari inson nutqini chuqurroq tushunadigan va tabiiy tarjima yarata oladigan darajaga yetadi. Ovozni avtomatik tarjima qilish, real vaqt rejimidagi sinxron tarjima va multimodal tarjima texnologiyalari keng ommalashadi.Ta’lim tizimida ham sun’iy intellekt asosidagi tarjima vositalari katta ahamiyat kasb etadi. Talabalar xorijiy adabiyotlardan keng foydalanish imkoniyatiga ega bo‘ladi. Shu bilan birga, ilmiy tadqiqotlar va xalqaro hamkorlik rivojlanadi.

Biroq sun’iy intellektning rivojlanishi ayrim muammolarni ham keltirib chiqarishi mumkin. Masalan, ayrim oddiy tarjima ishlariga ehtiyoj kamayadi. Shu sababli tarjimonlar yangi sharoitga moslashishi va professional malakasini oshirib borishi kerak bo‘ladi.Shunday bo‘lsa-da, inson omili har doim muhim bo‘lib qoladi. Chunki til — nafaqat aloqa vositasi, balki xalqning madaniyati, tarixi va tafakkurini aks ettiruvchi hodisadir. Uni to‘liq anglash uchun esa insoniy tafakkur zarur hisoblanadi.

Sun’iy intellekt va global kommunikatsiya

Globallashuv jarayonining kuchayishi natijasida dunyo davlatlari o‘rtasidagi iqtisodiy, siyosiy va madaniy aloqalar tobora kengayib bormoqda. Bunday sharoitda turli tillarda so‘zlashuvchi insonlar o‘rtasida tezkor va sifatli muloqotni ta’minlash muhim vazifaga aylandi. Sun’iy intellekt aynan shu ehtiyojni qondirishda muhim vosita sifatida xizmat qilmoqda. Hozirgi kunda xalqaro tashkilotlar va yirik kompaniyalar o‘z faoliyatida avtomatik tarjima texnologiyalaridan keng foydalanmoqda. Masalan, elektron pochta, xalqaro hujjatlar, internet saytlar va mobil ilovalar bir necha tillarga avtomatik tarjima qilinmoqda. Bu esa turli mamlakatlar o‘rtasidagi axborot almashinuvini sezilarli darajada tezlashtiradi. Shuningdek, ijtimoiy tarmoqlarda ham sun’iy intellekt asosidagi tarjima xizmatlari keng qo‘llanmoqda. Foydalanuvchilar boshqa tillarda yozilgan post va xabarlarni bir necha soniya ichida tushunish imkoniyatiga ega bo‘lmoqda. Natijada insonlar o‘rtasidagi kommunikatsiya chegaralari tobora kamayib bormoqda.

Ta’lim va ilm-fanda sun’iy intellektning ahamiyati

Sun’iy intellekt tarjima sohasida ta’lim va ilm-fan rivojiga ham katta ta’sir ko‘rsatmoqda. Avvallari xorijiy ilmiy adabiyotlardan foydalanish til bilish darajasiga bog‘liq bo‘lgan bo‘lsa, hozirgi kunda tarjima dasturlari bu jarayonni ancha yengillashtirdi.Talabalar va tadqiqotchilar xorijiy maqolalar, kitoblar va ilmiy manbalarni tezda tarjima qilib, ulardan foydalanish imkoniyatiga ega bo‘lmoqda. Bu esa ilmiy izlanishlar samaradorligini oshiradi. Ayniqsa, texnika, tibbiyot va axborot texnologiyalari kabi tez rivojlanayotgan sohalarda yangi bilimlarni tez o‘zlashtirish muhim ahamiyatga ega.Bundan tashqari, onlayn ta’lim platformalarida avtomatik subtitr va tarjima tizimlarining paydo bo‘lishi ta’lim olish imkoniyatlarini kengaytirdi. Endilikda dunyoning istalgan nuqtasidagi inson xorijiy universitetlarning ma’ruzalarini o‘z tilida tushunishi mumkin.

Sun’iy intellekt va madaniyatlararo aloqalar

Tarjima xalqlar o‘rtasidagi madaniy aloqalarni rivojlantirishda muhim vosita hisoblanadi. Sun’iy intellekt esa bu jarayonni yanada tezlashtirmoqda. Turli davlatlarning adabiyoti, san’ati va ilmiy merosi boshqa xalqlarga kengroq yetib bormoqda.Masalan, elektron kutubxonalar va internet platformalari orqali turli tillardagi asarlar avtomatik tarjima qilinmoqda. Bu esa kitobxonlarning xorijiy adabiyotlarga bo‘lgan qiziqishini oshirmoqda. Shu bilan birga, milliy madaniyatlarni dunyoga tanitishda ham tarjimaning o‘rni beqiyosdir.Biroq madaniy tushunchalarni tarjima qilish juda murakkab jarayon hisoblanadi. Har bir xalqning o‘ziga xos qadriyatlari, urf-odatlari va iboralari mavjud. Sun’iy intellekt bunday nozik jihatlarni

har doim ham to‘liq anglay olmaydi. Shu sababli madaniy mazmunga ega matnlarni tarjima qilishda inson tarjimoni muhim rol o‘ynaydi.

Tarjima sohasida neyron tarmoqlarning o‘rni

So‘nggi yillarda neyron tarmoqlarga asoslangan tarjima tizimlari katta rivojlanishga erishdi. Bunday tizimlar inson miyasining ishlash tamoyiliga yaqin tarzda yaratilgan bo‘lib, katta hajmdagi ma’lumotlarni tahlil qilish orqali o‘rganadi.Neyron tarjima tizimlari oddiy dasturlardan farqli ravishda gapning umumiy mazmunini tushunishga harakat qiladi. Natijada tarjima ancha tabiiy va ravon chiqadi. Ayniqsa ingliz, rus, xitoy va boshqa keng tarqalgan tillar o‘rtasidagi tarjimalarda yuqori natijalarga erishilmoqda.

Bunday texnologiyalar ovozli tarjima tizimlarida ham qo‘llanmoqda. Masalan, mobil qurilmalar orqali inson nutqini real vaqt rejimida boshqa tilga tarjima qilish imkoniyati paydo bo‘ldi. Bu esa turizm, xalqaro biznes va diplomatik aloqalarda katta qulaylik yaratmoqda.

Sun’iy intellektning iqtisodiy samaradorligi

Sun’iy intellekt asosidagi tarjima texnologiyalari iqtisodiy jihatdan ham katta foyda keltirmoqda. Ko‘plab kompaniyalar hujjatlar, reklama materiallari va texnik ma’lumotlarni tezkor tarjima qilish orqali vaqt va mablag‘ni tejamoqda.Ayniqsa xalqaro savdo sohasida tarjima xizmatlari muhim ahamiyatga ega. Tovar va xizmatlarni boshqa davlatlarga tanishtirish uchun ko‘p tilli ma’lumotlar talab qilinadi. Sun’iy intellekt bu jarayonni tezlashtirib, biznes rivojiga yordam bermoqda.Shuningdek, internet do‘konlari va elektron tijorat platformalarida avtomatik tarjima xaridorlar sonini oshirishga xizmat qilmoqda. Foydalanuvchi mahsulot haqidagi ma’lumotni o‘z tilida o‘qishi orqali xarid qilish ehtimoli ortadi.

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PRAGMATIK SIGNALLAR VA ULARNING MATN BIRLIKLARINI SHAKLLANTIRISHDAGI KOMMUNIKATIV ROLI

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Annotatsiya. Ushbu maqolada matn birliklarini kommunikativ nuqtai nazardan tahlil qilishda pragmatik signallarning o‘rni ochib beriladi, ularning matn strukturasi va semantik yaxlitlikka ta’siri ko‘rib chiqiladi. Tadqiqotning maqsadi – matn birliklari va pragmatik signallar o‘rtasidagi o‘zaro bog‘liqlikni aniqlash hamda ularning muloqotdagi funksional yukini tahlil qilishdan iborat.

Kalit so‘zlar: pragmatik signallar, matn birliklari, kommunikativ xususiyatlar, muloqot jarayoni, tushunilish, pragmatik ta’sir, axborot uzatish, diskurs markerlari, semantik izchillik, lingvistik pragmatika.

Abstract. This article reveals the role of pragmatic signals in the analysis of text units from a communicative perspective, considers their impact on text structure and semantic integrity. The purpose of the study is to determine the relationship between text units and pragmatic signals and analyze their functional load in communication.

Key words: pragmatic signals, text units, communicative properties, communication process, understanding, pragmatic influence, information transmission, discourse markers, semantic coherence, linguistic pragmatics.

Аннотация. В статье раскрывается роль прагматических сигналов в анализе текстовых единиц с коммуникативной точки зрения, а также рассматривается их влияние на структуру текста и семантическую целостность. Целью исследования является выявление взаимосвязи текстовых единиц с прагматическими сигналами и анализ их функциональной нагрузки в коммуникации.

Ключевые слова: прагматические сигналы, текстовые единицы, коммуникативные свойства, процесс коммуникации, понимание, прагматическое влияние, передача информации, дискурсивные маркеры, семантическая связность, языковая прагматика.

Zamonaviy tilshunoslikda matn nafaqat til birliklarining tizimli ifodasi sifatida, balki muloqot jarayonida axborot uzatuvchi, kontekstga mos tarzda shakllanadigan kommunikativ birlik sifatida qaralmoqda. (Halliday & Hasan, 1976, 45-bet). Matnni kommunikativ birlik sifatida o‘rganishda, uning tarkibiy qismlarini bir butun shaklda bog‘lovchi pragmatik omillar, xususan, pragmatik signallar alohida o‘rin tutadi. Pragmatik signallar muloqot ishtirokchilari orasidagi o‘zaro anglashuvni ta’minlash, urg‘u berish, nutqni boshqarish va kontekstual ma’no yaratishda muhim vosita hisoblanadi. (Levinson, 1983, 112-bet) Shu sababli, ularning matn birliklarini

shakllantirishdagi o‘rni lingvopragmatik tadqiqotlar doirasida alohida e’tibor talab etadi.

Pragmatik signallar — bu muloqot davomida nutq egasi tomonidan axborotni taqdim etish, tinglovchi e’tiborini jalb qilish, nutq yo‘nalishini boshqarish, kayfiyat va munosabatni ifodalash kabi kommunikativ funksiyalarni bajaruvchi til birliklaridir. (Blakemore, 1992, 78-bet) Ular ko‘pincha an’anaviy grammatika tizimida mustaqil semantik yukga ega bo‘lmagan bo‘lsa-da, muloqotda muhim pragmatik ma’lumotni yetkazadi. Masalan, “bilasizmi”, “xullas”, “demak”, “to‘g‘risini aytsam”, “aniq”, “yo‘g‘e” kabi birliklar suhbat jarayonida aytilgan fikrning qanday anglashilishi kerakligini belgilaydi. Pragmatik signallar muloqot ishtirokchilari o‘rtasida o‘zaro anglashuvni ta’minlashda, gapiruvchi va tinglovchi o‘rtasidagi nutqiy pozitsiyani aniqlashtirishda xizmat qiladi. (Ariel, 2008, 53-bet) Ular ko‘pincha nutqning muayyan bosqichida tinglovchining e’tiborini jalb qilish, yangi fikrga o‘tish, aytilayotgan gapga urg‘u berish yoki tinglovchiga signal berish kabi rollarni bajaradi. Bu xususiyatlari tufayli ular matnning pragmatik strukturasini shakllantirishda muhim vosita hisoblanadi. Tadqiqotchilar (masalan, Fraser 1996; Schiffrin 1987) pragmatik signallarni “diskurs markerlari” deb atab, ularni nutqning mantiqiy va kommunikativ ketma-ketligini belgilovchi birliklar deb baholaydilar. (Fraser, 1996, 170-bet; Schiffrin, 1987, 24-bet) Ushbu markerlar konnektorlar, kiritmalar, aniqlashtiruvchilar va baholovchilar kabi turlarga bo‘linib, turli kommunikativ vazifalarni bajaradi. Pragmatik signallar nutqning mazmuniga emas, balki uning shakllanishi, tartibi va auditoriya bilan o‘zaro bog‘lanishiga xizmat qiladi. (Aijmer, 2002, 89-bet) Shu sababli, ularning matndagi funksiyasi tilshunoslikda nafaqat formal analizda, balki kontekstual, ijtimoiy va kommunikativ omillar bilan birga tahlil qilinadi.

Matn birliklari — bu matnning mantiqiy, semantik va strukturaviy jihatdan bir butunlik hosil qiluvchi elementlaridir. Ular odatda gap, paragraf, bo‘lim va butun matn shaklida namoyon bo‘lib, o‘zaro bog‘liq va izchil axborotni ifodalash orqali matnning yaxlitligini ta’minlaydi. (Beaugrande & Dressler, 1981, 15-bet) Bunday birliklarning aniqlanishi va shakllanishida pragmatik signallar muhim rol o‘ynaydi. Pragmatik signallar matn ichida bo‘limlararo bog‘liqlikni yaratish, fikrlar ketma-ketligini aniqlashtirish va muallif pozitsiyasini ifodalash vositasi sifatida xizmat qiladi. Masalan, “demak”, “shu bois”, “bundan kelib chiqadiki”, “xullas” kabi signal so‘zlar fikrlar o‘rtasidagi sabab-oqibat munosabatini ochib beradi va matnning mantiqiy izchilligini mustahkamlaydi. Bu esa matn birliklari orasidagi bog‘liqlikni aniq ko‘rsatadi. Bundan tashqari, pragmatik signallar matn tarkibidagi asosiy va ikkilamchi axborotlarni ajratishda ham yordam beradi. Masalan, “albatta”, “eng muhimi”, “asosiy jihat shundaki” kabi birliklar o‘quvchiga muhim bo‘lgan axborotni ajratib olish imkonini yaratadi. Bu esa matn ichidagi informatsion ierarxiyani tashkil etishda muhim vositaga aylanadi. (Gumperz, 1982, 61-bet) Yana bir muhim jihat shuki, pragmatik signallar matn birliklarini faqat strukturaviy emas, balki kommunikativ jihatdan ham shakllantiradi. Ya’ni, ular matnni faqat tuzilmasi orqali emas, balki muloqotdagi niyat, maqsad va kayfiyat orqali shakllantirishga yordam beradi. Bu holat ayniqsa og‘zaki nutqda, ya’ni real muloqot jarayonida yaqqol ko‘zga

tashlanadi. Misol tariqasida quyidagi matn parchasini ko‘rib chiqamiz: *“Avvalo, bu masalaga tarixiy nuqtai nazardan yondashamiz. Keyin esa, uning zamonaviy ahamiyatini tahlil qilamiz. Xullas, bu mavzu chuqurroq e’tibor talab etadi.”* Ushbu parcha ichida “avvalo”, “keyin esa”, “xullas” kabi pragmatik signallar orqali matn bo‘linmalari ajratilgan, izchillik ta’minlangan va muloqot yo‘nalishi belgilangan. Bu esa matn birliklarini tashkil etish va ularni anglashni osonlashtiradi.

Matnning tushunilishi – bu o‘quvchi yoki tinglovchining matnda keltirilgan axborotni qanday anglashini, qay tarzda qabul qilishini va o‘z bilim va tajribasi asosida izohlashini anglatadi. Matnning to‘g‘ri tushunilishi uning axborotli jihatidan tashqari, kommunikativ maqsadlarning amalga oshishi bilan ham bevosita bog‘liqdir. (Sperber & Wilson, 1986, 101-bet) Bu jarayonda pragmatic signallarning ahamiyati katta. Pragmatik signallar matnning semantik ma’nosini faqat to‘ldirib qolmay, balki uning kommunikativ mazmunini ham aniqlashtiradi. Masalan, nutqdagi urg‘u, niyat yoki o‘quvchiga qaratilgan signallar matnni qanday qabul qilish kerakligini ko‘rsatib beradi. Agar bu signallar noto‘g‘ri ishlatilsa yoki e’tibordan chetda qolsa, matnning aniq ma’nosi buzilishi mumkin, natijada uning tushunilishi to‘liq amalga oshmaydi. Bundan tashqari, kontekstual anglashuvni ta’minlashda pragmatik signallar muhim rol o‘ynaydi. Har bir pragmatik signal o‘ziga xos kontekstga mos ravishda ishlatilishi kerak. Masalan, biror gapni boshlashda “aniq” so‘zi uning davomida keltirilgan fikrning muhimligini ta’kidlashga xizmat qiladi. Agar ushbu so‘z noto‘g‘ri joyda ishlatilsa, o‘quvchi gapning ahamiyatini noto‘g‘ri tushunishi mumkin.

Pragmatik signallar nafaqat matnning qismlarini bog‘lashda yordam beradi, balki ular matnni o‘qish va tushunishda o‘quvchining ruhiy holatini ham hisobga oladi. Masalan, so‘zlarning kiritilishi yoki baholovchilarni ishlatish matnni emotsional yoki neytral qilishda ta’sir ko‘rsatishi mumkin. “To‘g‘risini aytsam”, “Sizni ishontiraman” kabi pragmatik signallar o‘quvchini nutqning haqqoniyligiga, ishonchliligiga va maqsadga yo‘naltiradi. Misollar orqali ko‘rib chiqamiz: *“Albatta, siz aytganidek, bu masalani muhokama qilish kerak. Ammo, xullas, bu sohada hali ko‘p ish qilishimiz kerak.”* Bu yerda “albatta” va “xullas” so‘zlari matnning mantiqiy va kommunikativ izchilligini ta’minlaydi. “Albatta” so‘zi ishonchni bildiradi, o‘quvchi uchun aytilgan fikrni mustahkamlaydi, “xullas” esa muhokamaning yakuniy xulosasini bildiradi.

Ushbu tadqiqotda pragmatik signallarning matn birliklarini shakllantirishdagi roli va ularning matnning tushunilishiga ta’siri tahlil qilindi. Matnning samarali kommunikativ xususiyatlarini ta’minlashda pragmatik signallarning o‘rni beqiyosdir. Ular muloqot ishtirokchilari o‘rtasida axborotni to‘g‘ri anglash va izchil ravishda yetkazish uchun zarur vositadir. Pragmatik signallar matnning strukturaviy va semantik birligini shakllantirishda muhim ahamiyatga ega. Ular matnning izchil bo‘lishini ta’minlab, bo‘limlararo bog‘liqlikni yaratadi va axborotni aniq va tushunarli qilib ifodalaydi. Shuningdek, pragmatik signallar matnning muloqotdagi niyat, maqsad va kayfiyatni ifodalashda ham muhim rol o‘ynaydi. Matnning tushunilishiga pragmatik signallarning ta’siri nafaqat matnning semantik ma’nosini, balki uning kommunikativ maqsadini ham tushunishda muhim omil bo‘lib xizmat qiladi. (Mey, 2001, 37-bet) Ular orqali o‘quvchi matnni to‘g‘ri anglash va maqsadga

muvofiq qabul qilish imkoniyatiga ega bo‘ladi. Kelgusi tadqiqotlar pragmatik signallarni turli matn turlarida va muloqot shakllarida qo‘llanishini yanada chuqurroq o‘rganish, ularning lingvistik va pragmatik xususiyatlarini aniqlashga qaratilishi lozim. Bunday izlanishlar matnning tushunilishiga ta’sir etuvchi boshqa omillarni aniqlash va kommunikativ samaradorlikni oshirishda foydali bo‘lishi mumkin.

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ADVANTAGES AND DISADVANTAGES OF USING ARTIFICIAL INTELLIGENCE IN THE TRANSLATION PROCESS

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Annotatsiya: So‘nggi yillarda sun’iy intellekt tarjima sohasiga sezilarli ta’sir ko‘rsatmoqda. ChatGPT, Google Translate va DeepL kabi AI asosidagi tarjima vositalari jismoniy shaxslar va tashkilotlar uchun tezkor hamda iqtisodiy jihatdan qulay tarjima xizmatlarini taqdim etadi. Ushbu texnologiyalar kompaniyalarga katta hajmdagi kontentni qisqa vaqt ichida lokalizatsiya qilish imkonini beradi. Biroq, sun’iy intellekt tarjima tizimlari hali ham madaniy kontekst, emotsional ma’no va maxsus terminologiyani tushunishda ayrim cheklovlarga ega. Ushbu maqolada tarjima jarayonida sun’iy intellektdan foydalanishning asosiy afzallik va kamchiliklari hamda AI tizimlari va inson tarjimonlari o‘rtasidagi hamkorlikning ahamiyati yoritilgan.

Kalit so‘zlar: sun’iy intellekt, tarjima, mashina tarjimasi, inson tarjimonlari, lokalizatsiya, ChatGPT, Google Translate.

Abstract: Artificial intelligence has significantly influenced the field of translation in recent years. AI-powered translation tools such as ChatGPT, Google Translate, and DeepL provide fast and cost-effective translation services for individuals and organizations. These technologies help companies localize large amounts of content in a short period of time. However, AI translation systems still face limitations in understanding cultural context, emotional meaning, and specialized terminology. This article discusses the main advantages and disadvantages of using artificial intelligence in the translation process and highlights the importance of cooperation between AI systems and human translators.

Keywords: artificial intelligence, translation, machine translation, human translators, localization, ChatGPT, Google Translate

Аннотация: В последние годы искусственный интеллект значительно повлиял на сферу перевода. Инструменты перевода на основе ИИ, такие как ChatGPT, Google Translate и DeepL, предоставляют быстрые и экономически эффективные услуги перевода для частных лиц и организаций. Эти технологии помогают компаниям локализовать большие объёмы контента за короткий период времени. Однако системы машинного перевода всё ещё сталкиваются с трудностями при понимании культурного контекста, эмоционального значения и специализированной терминологии. В данной статье рассматриваются основные преимущества и недостатки использования искусственного интеллекта в процессе перевода, а также подчёркивается важность сотрудничества между ИИ-системами и переводчиками-людьми.

Ключевые слова: искусственный интеллект, перевод, машинный перевод, переводчики-люди, локализация, ChatGPT, Google Translate.

Artificial intelligence has become one of the most important technological developments of the modern era. In recent years, AI-based tools have entered many professional fields, including translation and localization. Translation technologies such as ChatGPT, Google Translate, and DeepL are now widely used by students, companies, and professional translators. These systems can translate texts quickly and efficiently into dozens of languages. As a result, the translation process has become faster and more accessible than ever before. One of the major advantages of artificial intelligence in translation is speed. AI systems can process large amounts of text within seconds, while human translators may need hours or days to complete the same task. This is especially beneficial for international companies that need to localize content for global audiences. AI tools also reduce translation costs because organizations no longer need to rely entirely on human translators. Instead, human linguists can focus on reviewing and post-editing machine-generated translations. Another important advantage is accessibility. Today, almost everyone with internet access can use translation tools for communication, education, or business purposes. Google Translate has long been one of the most popular online translation tools. Recently, OpenAI introduced ChatGPT Translate, which supports more than fifty languages and provides automatic language detection. These innovations show how rapidly AI translation technologies are developing. Artificial intelligence also supports zero-shot learning. Unlike traditional machine translation systems that require long periods of training, modern AI models can generate human-like translations without additional preparation. This allows companies to produce multilingual content more efficiently and enter new international markets in a shorter time.

Despite these advantages, AI translation still has several serious limitations. One of the main disadvantages is the inability of AI systems to fully understand context and cultural meaning. Language and culture are closely connected, and direct translation may not always produce accurate or culturally appropriate results. AI systems may fail to recognize humor, irony, idioms, or emotional expressions. As a result, translated content can sound unnatural or confusing for readers. Practical examples clearly demonstrate the limitations of AI translation systems when translating cultural and contextual expressions. For example, the Uzbek expression “Mehmon otangdan ulug’” reflects the cultural importance of hospitality. AI systems may translate it literally as “A guest is greater than your father,” which sounds strange and confusing in English. However, a human translator would understand the cultural meaning and translate it more naturally as “Guests are treated with the highest respect in Uzbek culture.”

Another example can be seen in idiomatic expressions. The English idiom “It’s raining cats and dogs” is sometimes translated literally by machine translation systems into other languages, producing unnatural results. Human translators recognize that the phrase simply means “it is raining heavily.” Similarly, cultural words such as “mahalla,” “sumalak,” or “navruz” often require explanation because they do not have exact equivalents in English. AI systems may fail to provide the necessary cultural context for such terms.

Challenges also appear in legal and medical translations. For instance, the English legal term “consideration” has a very specific meaning in contract law, but AI systems may translate it as an ordinary word meaning “thoughtfulness.” In medicine, mistranslating a dosage instruction or medical condition can create dangerous consequences for patients. These examples show that although AI technologies are improving rapidly, human expertise is still necessary in sensitive and culturally rich translation tasks.

Another challenge appears in specialized fields such as law and medicine. In these areas, accuracy is extremely important because even a small translation mistake can lead to serious legal or medical consequences. AI-generated translations may contain incorrect terminology or misunderstand the meaning of technical expressions. Therefore, human experts are still necessary to review and correct translations before publication.

Furthermore, culturally inappropriate translations can negatively affect a company’s reputation. AI systems often perform better in major languages because they are trained on larger amounts of data. However, smaller language communities may receive lower-quality translations due to limited linguistic resources. In the age of social media, one translation mistake can quickly spread and damage a brand’s public image.

Human translators continue to play an essential role in the translation process. While AI can complete repetitive tasks and translate large volumes of text, human linguists provide creativity, cultural adaptation, and emotional understanding. Human translators can adjust tone, style, and meaning according to the target audience. They also ensure that translated content is legally and culturally appropriate. The future of translation will likely involve cooperation between artificial intelligence and human translators rather than competition between them. AI technologies can save time and reduce costs, while human professionals guarantee quality and accuracy. In this way, AI performs the technical work, and human translators provide the final improvements that make translations natural and effective.

In conclusion, artificial intelligence has transformed the translation industry by making translation services faster, cheaper, and more accessible. AI tools are highly useful for translating large amounts of information and supporting global communication. However, these systems still face challenges related to context, culture, and specialized terminology. Human translators remain important because they provide critical thinking, creativity, and cultural understanding. Therefore, the best results can be achieved through collaboration between artificial intelligence and human expertise.

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WOMEN'S SOCIAL STATUS IN LATE EIGHTEENTH–EARLY NINETEENTH CENTURY ENGLAND: A SOCIO-HISTORICAL FRAMEWORK FOR READING JANE AUSTEN

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Abstract: The social position of women in late eighteenth–early nineteenth century England was shaped by a network of legal constraints, economic dependence, and moral expectations that defined women primarily through domestic and relational roles. This article examines the historical foundations of women's social status during the Regency period and argues that these conditions are essential for understanding the representation of women in Jane Austen's fiction. Drawing on feminist literary criticism and social history, the study explores the impact of legal doctrines such as coverture, gendered education, and moral ideology on women's everyday lives. The article demonstrates that although women were excluded from formal political and legal power, literature became a space in which female experience, judgment, and agency could be articulated. Establishing this socio-historical framework allows for a more nuanced interpretation of Austen's artistic portrayal of women.

Keywords: women's social status, Regency England, gender ideology, coverture, Jane Austen, feminist criticism

Introduction

The late eighteenth and early nineteenth centuries represent a period of transition in English society, marked by political change, intellectual debate, and the gradual emergence of modern social institutions. Enlightenment ideals emphasizing reason, progress, and individual rights gained increasing prominence during this time. However, these ideals were applied selectively, largely excluding women from full participation in public and civic life. Women remained legally dependent, economically vulnerable, and socially constrained by norms that defined their value primarily in relation to marriage and domesticity5.

For literary scholars, understanding women's social status during this period is not merely a matter of historical interest but a necessary foundation for interpreting literary texts. Jane Austen's novels, often praised for their subtle realism and social observation, are deeply embedded in the social realities of Regency England. Her works depict a world in which women must navigate complex systems of expectation, dependency, and moral judgment. This article seeks to establish a socio-historical framework that clarifies the conditions shaping women's lives and, by extension, the representation of women in Austen's fiction.

5 Leonore Davidoff and Catherine Hall, *Family Fortunes* (Chicago: University of Chicago Press, 1987), 29–45.

Methods

This study adopts a qualitative socio-historical approach informed by feminist literary criticism. Rather than focusing on close readings of individual literary texts, the analysis draws on historical scholarship, feminist theory, and cultural studies to reconstruct the social conditions under which women lived. Secondary sources addressing legal frameworks, education, labor, and moral ideology are examined to identify dominant patterns of gender inequality. This contextual method allows for a broader understanding of women's social status and provides a foundation for literary interpretation.

Results

The analysis indicates that women's social status in Regency England was shaped by three interrelated structural forces: legal dependency, economic vulnerability, and moral regulation.

Legally, the doctrine of *coverture* represented one of the most significant barriers to female autonomy. Upon marriage, a woman's legal identity was effectively dissolved, as her property and rights were transferred to her husband6. This legal structure reinforced the idea that women were dependents rather than independent subjects and normalized male authority within both the household and society at large.

Economically, women faced severe limitations regardless of class. Upper- and middle-class women were discouraged from paid employment, as work was considered incompatible with feminine respectability. Lower-class women engaged in labor out of necessity, yet their work was poorly paid and socially undervalued7. Education further reinforced dependency by privileging social accomplishments over intellectual development. Together, these factors ensured that women's economic security remained tied to marriage or male support.

Moral ideology played a complementary role by regulating women's behavior and reinforcing conformity. Female virtue was defined through modesty, obedience, and emotional restraint, while reputation functioned as a key determinant of social acceptance. Women's actions were subject to constant scrutiny, and deviation from accepted norms carried significant social consequences. These moral expectations operated as an informal yet powerful system of control.

Discussion

The findings of this study highlight the deeply structural nature of women's subordination in Regency England. Women's dependency was not the result of individual failure or personal weakness but was produced and maintained through interconnected legal, economic, and cultural systems. Feminist scholars have argued that such structures rendered inequality invisible by framing dependence as natural, moral, or even desirable8.

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6 Amanda Vickery, *The Gentleman's Daughter* (New Haven: Yale University Press, 1998), 134–142.

7 Bridget Hill, *Women, Work, and Sexual Politics* (Oxford: Basil Blackwell, 1989), 58–70.

8 Claudia L. Johnson, *Jane Austen: Women, Politics, and the Novel* (Chicago: University of Chicago Press, 1988), 27–40.

Within this context, literature assumes particular importance. Although women were excluded from political power, novels offered a space in which women's experiences could be represented and evaluated. Jane Austen's fiction does not present revolutionary challenges to social order; instead, it reveals the tensions and contradictions within everyday life. Her female characters exercise moral judgment, self-awareness, and social intelligence—forms of agency that operate within, rather than outside, existing constraints. Understanding the socio-historical conditions outlined above helps explain why Austen's critique is subtle, ironic, and grounded in ordinary social interactions.

Conclusion

This article has demonstrated that women's social status in late eighteenth–early nineteenth century England was defined by institutionalized dependence shaped by law, economy, and moral ideology. At the same time, these conditions created the context in which literature could explore female experience and agency. By establishing a socio-historical framework, the study contributes to feminist literary scholarship and provides essential background for interpreting Jane Austen's artistic portrayal of women. Recognizing the realities of women's lives during the Regency period allows for a deeper appreciation of Austen's nuanced and enduring representation of female subjectivity.

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O‘ZBEK VA XITOY ADABIYOTIDA JAMIYAT VA TUZIMNING ODDIY INSONLAR HAYOTIDAGI TA’SIRI (O‘TKIR HOSHIMOV, ABDULLA QAHHOR, YU HUA VA KONFUTSIY ASARLARI MISOLIDA)

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Annotatsiya: Ushbu maqola o‘zbek va xitoy adabiyotida jamiyat va ijtimoiy tuzimning oddiy insonlar hayotiga ko‘rsatgan ta’sirini qiyosiy tahlil qilishga bag‘ishlangan. Maqolada O‘tkir Hoshimov, Abdulla Qahhor (o‘zbek adabiyoti) va Yu Hua (xitoy adabiyoti) asarlaridan olingan iqtiboslar asosida, shuningdek, Konfutsiy ta’limotidan foydalangan holda, adabiy merosning umumbashariy qiymatlari ochib beriladi. Har ikkala adabiyotda ham kambag‘allik, zulm, insoniy bardosh va ijtimoiy adolatsizlik kabi mavzular markaziy o‘rinni egallaydi. Qiyosiy yondashuv orqali o‘zbek va xitoy adabiyotlari o‘rtasidagi umumiy humanistik yo‘nalish va milliy xususiyatlar aniqlashtirildi.

Kalit so‘zlar: o‘zbek adabiyoti, xitoy adabiyoti, jamiyat, tuzim, oddiy inson, ijtimoiy adolat, qiyosiy adabiyotshunoslik, humanizm.

Annatation: This article is devoted to a comparative analysis of the influence of society and social systems on the lives of ordinary people in Uzbek and Chinese literature. Drawing on works by O‘tkir Hoshimov and Abdulla Qahhor (Uzbek literature) and Yu Hua (Chinese literature), as well as Confucian teachings, the article reveals the universal human values embedded in these literary traditions. Themes of poverty, oppression, human endurance, and social injustice occupy a central place in both literatures. Through a comparative approach, the common humanistic orientation and national particularities of Uzbek and Chinese literature are identified.

Key words: Uzbek literature, Chinese literature, society, system, ordinary people, social justice, comparative literary studies, humanism.

Аннотация: Данная статья посвящена сравнительному анализу влияния общества и социальных систем на жизнь простых людей в узбекской и китайской литературе. На основе произведений Уткира Хошимова и Абдуллы Каххара (узбекская литература) и Юй Хуа (китайская литература), а также учений Конфуция, в статье раскрываются общечеловеческие ценности, заложенные в этих литературных традициях. Темы бедности, угнетения, человеческой стойкости и социальной несправедливости занимают центральное место в обеих литературах. С помощью сравнительного подхода выявлены общая гуманистическая направленность и национальные особенности узбекской и китайской литератур.

Ключевые слова:узбекская литература, китайская литература, общество, система, простой человек, социальная справедливость, сравнительное литературоведение, гуманизм.

Kirish

Adabiyot - insoniyatning o‘zini o‘zi anglash ko‘zgusi. U jamiyatning ichaklaridan ko‘tarilgan ovoz bo‘lib, oddiy odamlarning dardi, orzusi va umidi bilan yashaydi. O‘zbek va xitoy adabiyotlari, garchi turli mintaqalarda shakllangan bo‘lsa-da, ikkisi ham bir umumiy haqiqatni e'tirof etadi: jamiyat va ijtimoiy tuzim shaxs taqdirini belgilovchi eng kuchli omillardan biridir.

XIX asrning oxiri va XX asr - o‘zbek va xitoy xalqlari uchun ham ijtimoiy sarsalon, milliy uyg‘onish va adabiy yangilanish davri bo‘ldi. Bu davrda ikkala adabiyotda ham bir xil savol markazga chiqdi: tuzim oddiy insonga nima qiladi? Uning orzu-havaslarini, shaxsiy erkinligini, hayotiy imkoniyatlarini qanday qoldiradi? Ushbu savollarga O‘tkir Hoshimov, Abdulla Qahhor, Yu Hua va qadimgi Konfutsiy an’anasi o‘z javoblarini bergan.

Mazkur maqolada yuqorida zikr etilgan adiblarning asarlariga tayanib, o‘zbek va xitoy adabiyotidagi jamiyat va tuzim tasvirini qiyosiy o‘rganish maqsad qilingan. Ilmiy tahlil jarayonida qiyosiy adabiyotshunoslik, matn tahlili va tarixiy-madaniy yondashuv usullaridan foydalanildi.

Asosiy qism

Tuzim va inson: nazariy asoslar

Adabiyotda “tuzim” tushunchasi keng ma’noni qamrab oladi: davlat apparati, ijtimoiy tabaqalanish, an’analar va normalar majmuasi shaxs ustidan hukmronlik qiluvchi yashirin kuch sifatida namoyon bo‘ladi. Qadimgi Xitoy faylasufi Konfutsiy (mil. av. 551-479) bu masalada insoniy munosabatlar va axloqiy tartibga asoslanuvchi jamiyat modelini ilgari surgan edi. Uning ta’kidlashicha:

“Agar hukmdor hukmdordek, ota otadek, o‘g‘il o‘g‘ildek bo‘lsa - jamiyat tartibda bo‘ladi.” (Konfutsiy, “Lun yuy”, XII.11)

Konfutsiy ideali - har bir kishi o‘z ijtimoiy rolini a’lo darajada bajarishi orqali yuzaga keladigan uyg‘un jamiyat edi. Biroq bu ideal ko‘pincha amaliyotda shakliy bo‘lib qolgan, haqiqiy adolat esa ikkinchi planga surilgan. Aynan shu ziddiyat - ideal va haqiqat o‘rtasidagi farq - keyingi asrlarda xitoy va o‘zbek adabiyotining asosiy mavzularidan biriga aylandi.

Zamonaviy adabiyotshunoslikda Mixail Baxtin ta’kidlaganidek, roman janri “hayotning to‘la qonli tasvirini” berishi shart, ya’ni adib jamiyat va shaxs o‘rtasidagi kuchlar muvozanatini ko‘rsatishi lozim. Aynan shu mezon bo‘yicha o‘zbek va xitoy adabiyotlari qiyos qilinishi mumkin.

Abdulla Qahhor: zulm tizimida kichik odamning tragediyasi

O‘zbek adabiyotining buyuk ustasi Abdulla Qahhor (1907-1968) o‘z asarlarida sovet tuzumi va undan oldingi ijtimoiy tartibning oddiy insonlarga naqadar og‘ir ta’sir ko‘rsatganini ochib berdi. Uning “Sarob” romani va qisqa hikoyalari oddiy o‘zbek dehqoni, hunarmandi, ziyolisining tuzum girdobidagi azobini ko‘rsatadi.

Qahhornin “O‘g‘ri” hikoyasida qahramon moddiy ehtiyojga majbur bo‘lib jinoyatga qo‘l uradi. Yozuvchi bu voqeani axloqiy hukm chiqarish uchun emas, balki tuzimning insonni qanday qilib buzilib ketishga majbur qilishini ko‘rsatish uchun tasvirlaydi:

“Otam yer maydonchasi uchun mol-mulkini, keyin o‘zini yo‘qotdi. Biz esa non topish uchun... biz esa qorni to‘yish uchun...” - qo‘llari titrab gapira olmasdi. (Abdulla Qahhor, “O‘g‘ri”)

Abdulla Qahhornin “Dahshat” qissasida kolxoz tizimining odamlarga ko‘rsatgan ta’siri dahshatli reallik bilan ifodalangan. A.Qahhor uslubidagi hajv - o‘tkir, ammo bir vaqtning o‘zida g‘amgin - ijtimoiy tanqidning qurol sifatida qo‘llanilishi o‘zbek adabiyoti an’anasida muhim o‘rin tutadi.

A.Qahhor qahramon ruhiyatini tasvirlashda psixologik realizm usulidan foydalanadi. U oddiy odamni passiv jabrdiydaga aylantirmaydi - aksincha, bu kishi o‘z taqdirini anglaydi, lekin unga qarshilik qila olmaydi. Mana shu ojizlik - tuzim qudratining eng zo‘r ifodasi.

O‘tkir Hoshimov: yurak va tuzim o‘rtasidagi muqarrar kurash

O‘tkir Hoshimov (1941-2013) o‘zbek nasrining XX asr ikkinchi yarmidagi yirik vakili sifatida insonning ichki dunyosiga, uning jamiyat va tuzim bilan munosabatiga alohida e’tibor qaratdi. Uning “Dunyoning ishlari”, “Bahor qaytmaydi”, “Ikki eshik orasi” asarlari sovet va mustaqillik davri o‘zbek jamiyatining murakkab manzarasini yaratadi.

Yozuvchi “Ikki eshik orasi” romanida oddiy o‘zbek oilasining sovet tuzumi sharoitida yashashi, orzulari va sinishi tasvirlanadi. Roman qahramoni Hamid aka o‘z intilishlari bilan tuzim talablari o‘rtasida qolgan insonning timsoli:

“Inson baxt uchun yaralgan, deyishadi. Ammo bizning baxtimiz doimo birovning qo‘lida bo‘ldi. Tuzum bersa - baxtiyor, olmasa - baxtsiz. O‘z baxtini o‘zi yaratgan odam bormi o‘zi?” “(O‘tkir Hoshimov, “Ikki eshik orasi”)

Bu satrlar sovet mentalitetining eng chuqur tomonini ochib beradi: insonning o‘z hayoti ustidan nazorati yo‘qligi. Hoshimov bu fikrni biron bir siyosiy shior orqali emas, balki oddiy kishining kundalik hayoti orqali ifodalaydi.

“Dunyoning ishlari” romanida esa jamiyatdagi ikkilamchi axloq, ya'ni rasmiy e’lon qilingan qadriyatlar bilan amaliyot o‘rtasidagi farq keskin tasvirlanadi:

“Ular yuqorida bir narsani buyurar, pastda boshqa narsani qilar edi. Bu ziddiyatni ko‘rgan odamlar yo ko‘rmaslikka olardi, yo ko‘rishdan qo‘rqardi.” (O‘tkir Hoshimov.)

Hoshimov uslubi - yumshoq, lirik, ba’zan qisqa hazil bilan to‘ldirilgan - ammo uning ostida har doim ijtimoiy haqiqatning og‘ir yukini his qilish mumkin. U sovet va undan keyingi davrning o‘zbek adabiyotida tuzim tanqidini eng nozik tarzda ifodalaganlardan biridir.

4. Yu Hua: tuzim va hayot o‘rtasidagi ko‘prik sifatida adabiyot

Xitoy adibi Yu Hua (余华, 1960-yilda tug‘ilgan) zamonaviy xitoy adabiyotining eng taniqli vakillaridan biri. Uning “Yashamoq” (活着, Huózhe), “Qonini sotgan odam”» (许三观卖血记, Xǔ Sānguān Mài Xuè Jì) va “Xitoy o‘n so‘zda” kabi asarlari madaniy inqilob, kambag‘allik va tuzim zulmi ostida yashagan oddiy xitoyliklarning hayotini real va shafqatsiz ravishda tasvirlaydi.

“Yashamoq” romani - eng buyuk asarlardan biri bo‘lib, XX asrdagi Xitoy ijtimoiy-siyosiy burilishlarini bir oilaning tragediyasi orqali ko‘rsatadi. Asarning asosiy g‘oyasi — tuzim qanchalik qattiq bo‘lmasin, inson tirik qolishga intiladi:

“Inson tirikchilik uchun yashaydi, tirikchilik atrofidagi boshqa narsalar uchun emas.” (Yu Hua, “Yashamoq”.

Bu jumla - tuzim, mafkura, boylik yoki shuhratdan yuqori turuvchi tirik qolish instinktini e’tirof etadi. Yu Hua qahramon Fugui orqali ko‘rsatadiki, eng dahshatli yo‘qotishlar - oila a’zolarining ketma-ket o‘limi - insonni sindiradi, ammo yo‘q qilmaydi.

“Qonini sotgan odam” romanida esa ijtimoiy tuzim insonni tovar darajasiga tushiradi — qon sotish orqali yashagan oddiy ishchi Xu Sanguan timsolida:

“U o‘z qoni o‘z hayoti ekanini his qildi — qonini sotib hayotini sotib oldi.” (Yu Hua, “Qonini sotgan odam”.

Yu Huaning “Xitoy o‘n so‘zda” (中国在十个词汇里, 2011) publitsistik asarida adib o‘z mamlakatidagi tuzimni bevosita tahlil qiladi. U “xalq”, “Yozuvchi”, “Lu Sin” kabi o‘n kalit so‘z atrofida xitoy jamiyatining mohiyatini ochib beradi. Bu asar Yu Huaning ijodida tizim tanqidining eng ochiq ifodasi sanaladi.

5. Qiyosiy tahlil: umumiy mavzular va milliy xususiyatlar

O‘zbek va xitoy adabiyotlarini qiyos qilganda bir qator umumiy mavzular va milliy xususiyatlar ko‘zga tashlanadi.

Birinchidan, kambag‘allik va ijtimoiy tabaqalanish. A.Qahhor hikoyalaridagi qahramon qanchalik mehnat qilmasin, tizim uni quyi tabaqada ushlab qoladi. Yu Huaning Xu Sanguani esa qonini sotish evaziga hayot kechiradi. Ikkala adabiyotda ham kambag‘allik - faqat moddiy holat emas, balki tuzim mahkumi bo‘lish ma’nosini anglatadi.

Ikkinchidan, shaxs va hokimiyat konflikti. O‘tkir Hoshimov qahramonlari tuzim oldida ojiz bo‘lsa-da, ichki erkinligini yo‘qotmaydi. Yu Huaning Fugui esa barcha yo‘qotishlar ortida hayotga ishonchini saqlab qoladi. Bu - ikki adabiyotdagi umumiy humanistik o‘q.

Uchinchidan, an’ana va yangilik kesishmasida turib yashash. Konfutsiy ta’limoti xitoy jamiyatida iyerarxiya va burch tushunchasini singdirib qo‘ygan. O‘zbek adabiyotida esa islom axloqi va mahalla an’anasi shaxs xulq-atvorini belgilaydi. Ikkala kuchli an’ana ham zamon o‘zgarishi bilan shaxs erkinligi oldida yangi muammolar tug‘diradi.

To‘rtinchidan, tizim xalqni qanchalik qiyin holatga solib qo‘yganini A.Qahhor o‘g‘riga aylantirilgan qahramon orqali, O‘.Hoshimov “Ikki eshik orasi”da Qora amma iztiroblari, Umr zakunchining qilgan harom ishlari orqali, Yu Hua qon sotuvchi ishchi orqali - barchalari bir haqiqatni ko‘rsatadi: tuzim shaxsni o‘ziga moslashtirishdan avval uning insoniy qiyofasini o‘chiradi.

Xulosa

O‘zbek va xitoy adabiyoti o‘z milliy zaminidan o‘sib chiqib, umumbashariy muammolarga yetib borgan ikki ulkan an’anadir. Abdulla Qahhor va O‘tkir Hoshimov o‘zbek adabiyotida, Yu Hua esa xitoy adabiyotida tuzim va jamiyatning

oddiy insonlar hayotidagi o‘rnini ko‘rsatishda o‘xshash metodologiyadan foydalanganlar: tirik real hayotni oddiy qahramon orqali tasvirlash.

Konfutsiy ta’limoti xitoy adabiyotida tuzimga bo‘ysunish axloqini shakllantirsa, o‘zbek adabiyotida islom va mahalla an’anasi o‘sha rolni o‘ynagan. Biroq ikki adabiyotda ham zamonaviy adiblar bu an’analarga tayangan holda ularni tanqidiy ko‘z bilan baholashga intilishgan.

Ikki adabiyotning qiyosiy o‘rganilishi shuni ko‘rsatadiki, geografik va madaniy farqlar qanchalik katta bo‘lmasin, insonning erkinlikka intilishi, adolat talabi va hayotga sevgi - universal qadriyatlar sifatida adabiyotda o‘z aksini topadi. Adabiyot bu qadriyatlarni tuzim zulmidan himoya qiladigan eng nozik, eng bardoshli siloh bo‘lib kelmoqda.

Kelajakda o‘zbek-xitoy adabiy munosabatlari va tarjima an'anasini yanada chuqur o‘rganish, hamda ushbu ikki adabiyotning jahon adabiyoti kontekstidagi o‘rnini aniqlash muhim ilmiy vazifa bo‘lib qoladi.

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ЛИНГВОДИДАКТИЧЕСКИЕ МЕХАНИЗМЫ ФОРМИРОВАНИЯ ТОЛЕРАНТНОГО РЕЧЕВОГО ПОВЕДЕНИЯ СТУДЕНТОВ В УСЛОВИЯХ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК НЕРОДНОМУ

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Аннотация: В данной статье мы можем рассмотреть лингводидактические механизмы формирования толерантного речевого поведения студентов обучении русскому языку как неродному. Открывается ключевые понятия: толерантность, коммуникативная толерантность, толерантное речевое поведение, лингводидактические механизмы. Особое внимание уделено теоретическим основам и практическим механизмам с разных сторон формирования толерантного речевого поведения. Определяем суть обучения таких как этикетные формулы, средства смягчения высказываний, модели согласия. Описываем эффективные методы и формы работы таких как дискуссия, ролевая игра, проектная деятельность отмечается роль преподавателя как образца толерантной речи.

В заключение поясняется, что формирование толерантного речевого поведения является неотъемлемой частью современного лингводидактического процесса.

Ключевые слова: толерантное речевое поведение, коммуникативность, толерантность, лингводидактические механизмы, диалог культур, рефлексия, межкультурная коммуникация, речевые стратегии.

Abstract: In this article, we can consider the linguodidactic mechanisms of the formation of tolerant speech behavior of students when teaching Russian as a non-native language. The key concepts are revealed: tolerance, communicative tolerance, tolerant speech behavior, linguistic and didactic mechanisms. Special attention is paid to the theoretical foundations and practical mechanisms from different sides of the formation of tolerant speech behavior. We define the essence of teaching such as etiquette formulas, means of softening statements, models of consent. We describe effective methods and forms of work such as discussion, role-playing, project activities, and the role of the teacher as a model of tolerant speech. In conclusion, it is explained that the formation of tolerant speech behavior is an integral part of the modern linguistic and didactic process.

Keywords: tolerant speech behavior, communicativeness, tolerance, linguistic and didactic mechanisms, dialogue of cultures, reflection,intercultural communication, speech strategies.

Введение

В современном мире обучение русскому языку как неродному (далее будет РКН) это гораздо больше, чем просто грамматика, новые слова и правильная речь.

Изучение языка становится **сильным инструментом** воспитания человека, который умеет уважительно общаться с людьми из разных культур.

Почему это важно именно сейчас? Потому что в мире люди всё больше начали переехать другим странам, образование становится международным и более важным, а в университетах учатся студенты из разных стран и национальностей. Из-за этого часто возникают недопонимания и конфликты между ними.

Хорошее владение языком помогает людям лучше понимать друг друга, избегать ссор и спокойно жить, и учиться вместе в таком разнообразном окружении.

Формирование толерантного речевого поведения студентов представляет собой точное направление лингводидактическому процессу и развитие коммуникативной компетенции в условиях многокультурного взаимодействия друг с другом. **Толерантное речевое поведение** – это когда человек в разговоре специально ведёт себя уважительно и выбирает такие слова, интонацию, манеру спорить и формы вежливости, чтобы собеседник чувствовал уважение к себе и к своей культуре.

Толерантность – это уважение и принятие понятия что люди разные. Мы понимаем и принимаем другие культуры, взгляды и способы самовыражения [ЮНЕСКО 1995 года].

Коммуникативная толерантность – это терпимость именно в общении. Даже если человек думает иначе, имеет другие ценности или культурные привычки, ты всё равно продолжаешь относиться к нему с уважением и не переходишь на агрессию.

Толерантное речевое поведение – это то, как человек говорит и ведёт себя в разговоре. Он не только передаёт информацию, но и заботится о том, чтобы отношения с собеседником оставались хорошими. Для этого используются и слова, и тон голоса, и мимика, и жесты.

Лингводидактические механизмы – это специальные методы и приёмы обучения, которые помогают студентам вырабатывать правильные речевые привычки, установки и модели общения, чтобы они могли вести себя толерантно.

Как отмечает И.И. Просвиркина, «формирование толерантной коммуникативной личности становится одной из целей лингвистического обучения».

Толерантное речевое поведение – это не абстрактная нравственная категория, а обучаемая речевая компетенция.

Основная часть

Язык усваивается как организованное общение, а не как изолированная система правил. Межкультурный диалог запускает механизм

смыслообразования, помогает формировать эмпатию, активную жизненную позицию и готовность к продуктивному взаимодействию в поликультурной среде.

При обучении русскому как иностранному важно опираться на диалог культур, ценностную составляющую и постоянное вовлечение студентов в настоящие жизненные речевые ситуации. Чтобы они учились не только правильно говорить, но и умели по-человечески общаться и сосуществовать в коммуникации.

Главные лингводидактические механизмы. Диалогический механизм

Диалогичность – центральный механизм формирования толерантного речевого поведения. Он реализуется через организацию общения по модели «субъект – субъект», где студент выступает активным участником.

Диалог формирует привычку учитывать позицию другого, задавать уточняющие вопросы, корректно возражать и приходить к компромиссу. Через диалог студенты осваивают речевые модели уважительного несогласия и сотрудничества.

Рефлексивный механизм. Рефлексия позволяет студенту осознавать собственные речевые реакции, стереотипы и коммуникативные ошибки. Анализируя свои высказывания, учащийся замечает категоричность, резкость или культурную нечувствительность и заменяет их более нейтральными и этичными формами.

Рефлексия переводит толерантность из внешнего поведения во внутреннюю установку.

Ценностный (аксиологический) механизм. Аксиологическая направленность обучения предполагает включение в содержание урока ценностей уважения, сотрудничества, взаимопонимания и культурного достоинства. Без ценностной базы речевые формулы вежливости остаются механическими. Осознанное понимание смысла уважительного общения обеспечивает устойчивость речевых стратегий.

Коммуникативно-поведенческий механизм. Этот механизм закрепляет толерантность через практику конкретных стратегий: выражение согласия, частичное несогласие, просьба об уточнении, смягчение категоричности, поддержка и поиск общего решения. Студент учится реализовывать эти стратегии в устной и письменной речи, включая спонтанное общение.

Межкультурный механизм. В обучении РКН особое значение имеет сопоставление норм родной и русской речевой культуры (формы обращения, способы выражения просьбы, отказа, критики). Это снижает риск стереотипизации и помогает воспринимать языковое разнообразие как норму.

Заключение

Формирование толерантного речевого поведения студентов при обучении русскому языку как неродному – это не дополнительная задача которое дано преподавателем, а неотъемлемая часть современного лингводидактического и учебного процесса.

Ведущими механизмами этого процесса здесь выступают диалогичность друг с другом, рефлексия, ценностная ориентация студентов, сопоставление между культурами и практическая отработка речевых стратегий общение которое ведется без конфликтов.

Толерантное речевое поведение формируется не через простое декларирование норм, а через активное включение студентов в ситуации реального речевого выбора. В таких ситуациях они учатся выражать уважительное согласие к другому культуру, корректно возражать и уточнять информацию и выстраивать сотрудничество.

Лингводидактические механизмы работают наиболее эффективно, когда обучение языку органично соединяется с ценностным, рефлексивным и интерактивным компонентами.

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ЭВОЛЮЦИЯ РЕПРЕЗЕНТАЦИИ СОЦИОЛЕКТОВ И ДИАЛЕКТОВ В ТВОРЧЕСТВЕ ЧАРЛЬЗА ДИККЕНСА

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Аннотация: В статье исследуется репрезентация социолектов и диалектов в романах Чарльза Диккенса: "Great Expectations", "Oliver Twist", и "David Copperfield". Также рассматриваются речевые характеристики персонажей как инструмент социальной критики и создания образа, прослеживая эволюцию авторского подхода к языковому расслоению общества.

Ключевые слова: *Диккенс, социолект, диалект, речевая характеристика, викторианская литература, языковая стратификация.*

Abstract: The article examines the representation of sociolects and dialects in Charles Dickens's novels "Great Expectations", "Oliver Twist", and "David Copperfield", analyzing the speech characteristics of characters as a tool of social criticism and image creation, and tracing the evolution of the author's approach to the linguistic stratification of society.

Keywords: Dickens, sociolect, dialect, speech characterization, Victorian literature, linguistic stratification.

Annotatsiya: Ushbu maqolada Charlz Dikkensning "Great Expectations", "Oliver Twist" va "David Copperfield" asarlaridagi sotsiolekt va dialektlarning tasvirlanishi o'rganilgan. Hamda personajlarning nutq xususiyatlarini ijtimoiy tanqid va obraz yaratish vositasi sifatida tahlil qilingan, shuningdek muallifning jamiyatdagi lingvistik tabaqalanishga yondashuvining evolyutsiyasi ko'rib chiqilgan.

Kalit so'zlar: Dikkens, sotsiolekt, dialekt, nutq tavsifi, viktorian adabiyoti, lingvistik tabaqalanish.

Среди писателей Викторианской эпохи Чарльз Диккенс занимает особое место как мастер речевой индивидуализации персонажей. Его романы представляют собой энциклопедию лондонских говоров, воровского жаргона, провинциальных акцентов и профессиональных социолектов. В романах Диккенса язык улиц это не только колоритный фон, но и смысловой стержень его поэтики: через речь герой обнаруживает своё происхождение, положение в обществе и внутренний мир. Данная статья посвящена анализу того, каким образом Диккенс вводит и использует диалектные и социолектные средства на протяжении своего творческого пути.

Актуальность темы заключается в повышенном интересе к современной социолингвистике и литературоведению, а также к проблемам языковой идентичности и репрезентации социальной стратификации в художественном тексте. Применение метода «Медленного чтения" (*close reading)* позволяет детально зафиксировать механизмы, с помощью которых автор конструирует речь персонажей, принадлежащих к разным слоям общества.

В лингвистике под *диалектом* принято понимать территориально обусловленную разновидность языка, тогда как *социолект это* вариант, детерминированный принадлежностью к определённой социальной группе [1, с. 45]. В художественном тексте оба явления выполняют прежде всего характерологическую функцию: через отклонения от нормативной речи читатель получает информацию о происхождении, образовании и статусе персонажа.

Диккенс работал в эпоху, когда стандартизация английского языка активно продвигалась через систему образования, прессу и законодательство. На этом фоне многоголосие его романов приобретало особый смысл: "Автор фиксировал живую речевую реальность Лондона и провинции, одновременно выстраивая ценностную иерархию, в которой "правильность" речи нередко обнажала лицемерие господствующих классов" [2, с. 23].

Упоминая социолект и диолекты в произведениях Чарльза Диккенса, стоит отметить роман "Оливер Твист" (1837–1839), в котором прослеживается первое масштабное обращение Диккенса к языку преступного мира. Пристальное чтение соответствующих фрагментов позволяет выделить несколько особенностей текста:

Во-первых, фонетические девиации. Уличный торговец и вор Джек Докинс (Ловкий плут) говорит: *"Hullo, my covey! What's the row?"* [3, p. 67]. Слово *covey* (от *cove* "парень", "малый") принадлежит арго лондонских воров; *row* в значении "шум, переполох" просторечное слово, отличавшее речь низших классов.

Во-вторых, морфосинтаксические особенности: двойное отрицание, нестандартные формы глагола, редуцированные артикли. Сопоставим речь Феджина с речью мистера Браунлоу: первый говорит *"I wants to talk to you, my dear"* (несогласованная форма *wants* при *I*), в то время как у второго безупречно правильная речь [3, p. 134]. При таком контрасте можно заметить что эти два персонажа являются представителями разных социальных слоев.

В "Больших надеждах" (1860–1861) социолингвистическая проблематика достигает наибольшей философской глубины. Центральная тема романа превращение кузнечного подмастерья Пипа в джентльмена неотделима от языковой трансформации героя. Метод *close reading* позволяет зафиксировать, что речь Пипа меняется параллельно с изменением его социального положения, а речь кузнеца Джо Гарджери остаётся неизменной.

Стоит выделить сцену встречи повзрослевшего Пипа с Джо в Лондоне. Джо употребляет диалектные формы: *"Pip, dear old chap, life is made of ever so many partings welded together, as I may say, and one man's a blacksmith, and one's a whitesmith, and one's a goldsmith, and one's a coppersmith"* [4, p. 246]. Метафора кузнеца-сварщика не случайна: Джо осмысляет жизнь через образы своего ремесла, его речь органична и целостна. В то время как Пип стыдится этой речи, благодаря повествовательной дистанции зрелого Пипа-рассказчика читатель понимает, что именно в этой неправильности речи и есть искренность.

В противопоставление Джо важен образ мисс Хэвишем и Эстеллы: их речь безупречна с точки зрения стандарта, однако именно она служит орудием унижения Пипа. "Языковая норма оказывается инструментом жестокости, тогда как диалект Джо несёт в себе теплоту и человечность" [5, с. 118].

В "Дэвиде Копперфилде" (1849–1850) Диккенс разрабатывает галерею профессиональных социолектов. Особого внимания заслуживает речь юриста Урии Хипа, чья показная смиренность *"I am well aware that I am the umblest person going"* [6, p. 389] строится на демонстративном лицемерии. "Слово *umble* (вместо *humble*) фонетическая черта кокни, характерная для речи лондонских низов. Хип использует диалектную форму стратегически: она должна подчёркивать его "простоту" и "незначительность", тогда как в действительности он плетёт интриги" [7, с. 89].

Этот приём показывает, что Диккенс понимает диалект не как что-то естественное и неизменное, а как способ социального поведения. Персонаж может специально использовать диалектные особенности, чтобы произвести впечатление или добиться цели, но при этом выдаёт себя внимательному читателю, который умеет распознавать такие языковые сигналы.

Благодаря сравнительному анализу ранних и поздних романов можно обнаружить эволюцию в подходе Диккенса к социолектам. Если в "Оливере Твисте" диалект служит главным образом колористическим средством создаёт атмосферу, акцентирующую на низший слой населения, то в зрелых романах он становится инструментом сложной нравственной рефлексии.

Проведённый анализ показывает, что репрезентация социолектов и диалектов у Диккенса это многоуровневое и динамичное явление. На всём протяжении творческого пути писатель использует речевые маркеры как инструмент социальной критики, характерологии и нравственного суждения. Метод "медленного чтения" (*close reading)* позволяет зафиксировать то, как фонетические, лексические и синтаксические девиации от нормы формируют систему смыслов, недоступных при поверхностном чтении. Эволюция авторской стратегии от использования арго для придания колорита к философскому осмыслению языка, отражает углубление социальной критики Диккенса и свидетельствует о его исключительной чуткости к живой речевой стихии Викторианской Англии.

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ИСҲОҚХОН ИБРАТНИНГ ТИЛШУНОСЛИК СОҲАСИГА ҚЎШГАН ИЛМИЙ ҲИССАСИ

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Изоҳ:Ушбу мақолада қатағон қилинган зиёлилар ва улар меросини ўрганиш бўйича Ўзбекистон Республикаси Президенти томонидан эълон қилинган қарор ва фармонлар ва уларнинг мақсад вазифалари кўрсатиб берилган. Шунингдек, қатағон қурбони бўлган Исҳоқхон Ибратнинг тилшунослик соҳасида яратган илмий асарлари ва амалга оширган тадбирлари таҳлил қилиб берилади ҳамда унинг маънавий илмий аҳамияти баён қилинади.

Калит сўз-иборалар: фармойиш, қарор, тилшунослик, жадид, зиёли, илм, қатағон, мерос, хотира, тадқиқотчи, луғатшунослик, ёзув.

Примечание: В данной статье представлены постановления и указы Президента Республики Узбекистан об изучении репрессированных интеллектуалов и их наследия, а также их цели. Также будут проанализированы научные работы и деятельность Исхакхана Ибрата, жертвы репрессий, в области лингвистики, и будет описано его моральное и научное значение.

Ключевые слова: порядок, решение, лингвистика, современный, интеллектуальный, наука, подавление, наследие, память, исследователь, лексико-графия, письмо.

Note: This article presents the resolutions and decrees issued by the President of the Republic of Uzbekistan on the study of repressed intellectuals and their heritage, as well as their objectives. In addition, the scientific works created and activities of Ishaq Khan Ibrat, a victim of repression, in the field of linguistics are analyzed and its moral and scientific significance is described.

Key words: order, decision, linguistics, modern, intellectual, science, repression, heritage, memory, researcher, lexicography, writing.

Маълумки, 2020 йил 8 октябрда Ўзбекистон Республикаси Президенти Шавкат Мирзиёевнинг “Қатағон қурбонларини меросини янада чуқурроқ ўрганиш ва улар хотирасини абадийлаштиришга доир қўшимча чора-тадбирлар тўғрисида”ги фармойиши, 2024 йил 19 июлда қабул қилинган “Сиёсий қатағон қурбони бўлган юртдошларимиз ҳаёти ва фаолиятини ўрганиш, тарғиб қилиш ҳамда уларнинг хотирасини абадийлаштириш борасидаги ишларни кенгайтириш тўғрисида” қарорлари**[1.:23]** бугунги кундаги тадқиқотчилар олдига бир қатор вазифаларни белгилаб бергани ҳеч кимга сир эмас албатта.

Бугунги кунда тадқиқотчилар томонидан ўтган аср бошларида ўзининг миллат ва халқ манфаатлари йўлида жонбозлик кўрсатган ҳамда ватан тараққиёти ҳамда юрт фаровонлиги учун фидокорона хизмат қилган зиёлилар бўлмиш жадидлар фаолиятини тадқиқ қилиш кун тартибидаги масалага айланган.

Афсуски, ўтган асрдаги совет мустабид тузумининг қатағончилик сиёсати туфайли, кўплаб Туркистон жадидлари руҳан ва жисмонан бадном қилиниб, улар томонидан яратилган асарларни йўқ қилишга уринишлар содир бўлди.

Ана шундай қатағон қилинган шахслардан бири, Наманган фарзанди, атоқли жамоат ва фан арбоби, серқирра олим, айниқса тилшунослик соҳасида ўзига хос мактаб ярата олган жадид Исҳоқхон Ибрат олиб борган изланишлари, айниқса Туркистон заминида тилшунослик соҳасининг ўзига хос жиҳатларини тадқиқ қилганлиги билан соҳада катта тажриба соҳиби эканлигини кўрсатиб берди.

Айниқса, бу борада Президентимиз Шавкат Мирзиёевнинг “Улуғ бобо-миз Ибрат домла XIX асрда Тўраўрғон заминида туғилиб ўсган ноёб истеъ-додли бу инсон араб, рус, ҳинд, урду, инглиз, француз тилларини яхши билган-лиги, бундай фидоий инсонлар ўзбек халқининг фахри-ифтихоридир**[2.:75]”** дея таъкидлаган фикрлари юқоридаги фикрларнинг тўғри эканлигини тасдиқ-лашда дастурамал сифатида хизмат қилиб, мавзуни ёритишда муҳим аҳамият касб этади.

Ибрат ҳаёти давомида араб, форс, рус, инглиз, француз, ҳинд, урду ва бошқа тилларни мукаммал ўрганиб, шу билан бирга Туркистон фарзандларини ҳам шу тилларни ўзлаштириб олишига, бошқа тилллардаги асарларни ўқиб тушуна олиши, билишига ёрдам беришни, халқлар ўртасидаги мулоқотни осонлаштиришга кўмаклашишни мақсад қилиб қўяди. Натижада унинг тилшу-нослик соҳасидаги “Жомеъ ул-хутут” ва Луғати ситти ал-сина” каби асар-ларни яратади ҳамда соҳанинг энг муҳим жиҳатларини тадқиқ қилиб, ёритиб беришга ҳаракат қилади. Жумладан, Ибрат 1897 йилда араб, форс, ҳинд, турк, ўзбек ва рус тилларини ўз ичига олган, луғатшуносликда оид бўлган “Луғати ситта ал-сина” (“Олти тил луғати”) асарини яратади. Ушбу луғат муқаддима ва икки қисмдан иборат бўлиб, ҳар қайси қисм бобларга ажратилган**[3.:128]**.

“Луғати ситта ал-сина” тилшунослик ва луғатшунослик ривожига қў-шилган муҳим қиссадир. Туркистон ўлкасида ташкил этила бошлаган рус-тузем мактаблари учун она тили билан бирга рус тилини ҳам ўқитила бошла-ганлиги, бироқ маҳаллий ёшлар орасида рус тили ва хорижий тилларни муста-қил ўрганишга интилиши, бироқ бунда дарслик ва қўлланмалар етишмас ёки йўқ даражада эди. Бу муаммони ечими сифатида Ибрат юқоридаги асарни яра-тади. Муаллиф русча ёзув тизимини билмайдиганларга ҳам қулай бўлсин учун рус сўзларини ҳам араб ёзуви билан беради. Маълумки, рус ва Европа сўзла-рини араб ёзувида ифодалаш анча мураккаб бўлсада, Ибрат бу ишни муваф-фақиятли ҳал қилади**[4.:27]**

Ибратнинг тилшунослик соҳасидаги мураккаб соҳалардан бўлган, ёзув-лар тарихига бағишланган “Жомеъ-ул-хутут” (“Ёзувлар мажмуаси”) номли энг муҳим асари ҳисобланади. Унда муаллиф ёзувларнинг энг ибтидоийси-пикто-граф ик ёзувлардан тортиб, то кейинги товуш-ҳарф ёзувларигача бўлган барча ёзув босқичларини кенг таҳлил қилиб беради. Жумладан, қадимги финикия, яҳудий, сурия, араб, иброний, юнон, форс, хитой, ҳинд, япон, лотин, славян, арман, гурзин, уйғур ва бошқа қирқдан ортиқ халқлар ёзувлари ва уларнинг

келиб чиқиш ҳақида маълумот беради. Асарда дунё халқларининг бу хилма-хил ёзувларидан намуналар кўрсатилиб, араб ёзуви ва турларига кенг тўхталади**[5.:201].**

“Жомеъ-ул-хутут” дунёда машҳур бўлган 41 хил ёзув тизими ҳақида шу жумладан, араб хатининг сулс, тавқеъ, райхон, зулф, ҳумоюн, турра, каби шакллари ҳақида маълумот беради. Шу билан бирга хуснихат санъатига фикрлар билдириб, рус тили билан бир қаторда инглиз, француз, немис лотин каби чет тилларни ўрганиш илм-фан ва маданиятни эгаллашда катта роль ўйнашини ҳам алоҳида таъкидлайди**[6.:39].**

Ибрат ёзувлар тарихини ўрганар экан, “товуш-ҳарф ёзув тизими биринчи марта финикия халқлари томонидан яратилган ва бошқа қўшни халқлар: яҳудий, сурия, араб ёзувлари финикия ёзувлари асосида қужудга келган” деган илмий хулосага келади**[7.:38].**

Ибрат тилшунослик соҳаси ривожида кўплаб хайрли ишларни амалга ошириш билан бирга ёшларни илм олишга чорлаб, кўплаб мулоҳазали фикрларни таъкидлаб ўтади. Хусусан, 1914 йил 2 мартдаги “Туркистон вилоятининг газетаси”да берган мақоласида “Илмсиз киши асоссиз девор дегани. Асоссиз девор ғоятда беъэтибор бўлур. Илм ўқинг, ўқитинг, аҳлоқи фунн замонага даркорлик илмлар зарур, агар сиз шул замонда турмак бўлсангиз. Воқиф бўлинг, амал қилинг, иш қилинг, йўл топинг, илм ўқинг” **[8.:162]** деган фикрлари бугунги кунга келиб ҳам ўз аҳамиятини йўқотмаганлиги, унинг ушбу ҳикматли сўзлари бугунги куннинг ҳар бир етакчи ёшларига мадад ва илҳом бағишлайди десак адашмаган бўламиз. Зеро Ибратнинг илм излаш, ўрганиш, илм-фанни бойтиш мақсадида босиб ўтган йўли Ўзбекистон ёшла-рига намуна бўлиб хизмат қилиши ҳеч кимга сир эмас албатта.

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ФОНОЛОГИЧЕСКАЯ ОСОЗНАННОСТЬ И ПРОСОДИКА У УЗБЕКСКО-РУССКИХ БИЛИНГВОВ: ЭКСПЕРИМЕНТАЛЬНАЯ ПРОГРАММА ПО РАЗВИТИЮ РЕЧИ

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Аннотация: В статье рассматриваются особенности формирования фонологической осознанности и просодики у узбекско-русских билингвов дошкольного возраста (5–6 лет). Анализируются типичные интерференционные ошибки, обусловленные различиями фонологических систем русского и узбекского языков. Представлены результаты наблюдения, выявляющие трудности в произношении шипящих согласных, дифференциации фонем и просодической организации речи. Описана экспериментальная программа коррекционно-развивающей работы, направленная на развитие фонематического восприятия и просодических навыков. Обосновывается эффективность комплексного подхода к формированию звуковой стороны речи у билингвов.

Ключевые слова: билингвизм, фонологическая осознанность, просодика, интерференция, фонематическое восприятие.

Abstract: The article examines the development of phonological awareness and prosody in Uzbek-Russian bilingual preschool children aged 5–6. The study analyzes typical interference errors caused by differences between the phonological systems of the Russian and Uzbek languages. The results reveal difficulties in the pronunciation of sibilant consonants, phoneme differentiation, and prosodic organization of speech. An experimental speech development program is described, aimed at improving phonemic perception and prosodic skills. The effectiveness of a comprehensive approach to the formation of the phonetic-phonological system in bilingual children is substantiated.

Keywords: bilingualism, phonological awareness, prosody, interference, Russian language, Uzbek language, preschool children, phonemic perception, speech therapy.

В современных условиях глобализации и языкового взаимодействия проблема речевого развития детей-билингвов приобретает особую актуальность. В Узбекистане значительное количество детей осваивает одновременно узбекский и русский языки, что обусловливает специфику формирования их речевой системы.

Особый интерес представляет развитие фонологической осознанности и просодики, поскольку именно эти компоненты лежат в основе правильного звукопроизношения и речевого восприятия.

Теоретическая основа исследования

Психологические механизмы развития речи впервые рассматривались в трудах Льва Выготского, который трактовал речь как высшую психическую функцию. Согласно Л. С. Выготскому, развитие речи подчиняется общему генетическому закону высших психических функций: «Всякая высшая психическая функция в культурном развитии ребёнка появляется на сцене дважды, в двух планах:

1. Деятельность коллективная, социальная, т.е. как функция интерпсихическая.

2. Деятельность индивидуальная, как внутренний способ мышления ребёнка, т.е. как функция интрапсихическая». [1].

Теория речевой деятельности была разработана А. Н. Леонтьевым, который рассматривал речь как особый вид деятельности, включённый в систему предметной активности человека. Речь рассматривается не как изолированный психический процесс, а как деятельность, включённая в общую систему человеческой активности. Это важно для обоснования речевого развития через деятельность и общение. Психолингвистические механизмы речепорождения и восприятия подробно исследованы А. А. Леонтьевым, показавшим, что «процесс речепорождения представляет собой сложную многоуровневую систему, включающую этапы мотивации, замысла, внутреннего программирования и языкового оформления высказывания».[2,3] В логопедическом аспекте проблемы формирования фонематического восприятия раскрыты в работах Р. Е. Левиной, которая подчёркивала формирование правильного звукопроизношения невозможно без развития фонематического восприятия.[4]

В современной психологии и психолингвистике билингвизм рассматривается как сложное когнитивное и социокультурное явление, влияющее на развитие мышления, памяти, внимания и идентичности личности. Значительный вклад в изучение психологических механизмов билингвизма внесли современные зарубежные исследователи — Эллен Бялысток и Анник Де Хаувер. Эллен Бялысток изучала влияние билингвизма на когнитивные процессы (исполнительные функции, память, внимание) на протяжении всей жизни — от детства до старости. Связи билингвизма с когницией, эмоциями и идентичностью. Как отмечает Э. Бялысток, билингвизм связан с необходимостью «постоянного управления двумя языковыми системами», что влияет на развитие исполнительного контроля. Более того, «билингвизм способствует формированию когнитивного резерва, отсрочивая проявление симптомов деменции». [5,6,7]

Анник Де Хаувер в своих работах рассматривала развитие билингвизма у детей, особенности раннего овладения двумя языками и роль языковой среды. Таким образом, теоретическая основа исследования имеет

междисциплинарный характер и опирается на достижения лингвистики, психологии и психолингвистики.

Актуальность исследования

Русская и узбекская фонологические системы имеют существенные различия:

в русском языке развита система шипящих фонем [ж], [ш], [щ];

в узбекском языке отсутствует полное артикуляционное соответствие данным фонемам;

различается характер словесного ударения (в русском — подвижное, в узбекском — преимущественно фиксированное);

различаются интонационные модели.

Эти различия обусловливают возникновение фонетической и просодической интерференции.

Результаты наблюдения

В ходе наблюдения за детьми 5–6 лет нами выявлены устойчивые трудности произношения звуков:

[ж];

[ш];

[щ].

Наиболее частотные проявления:

смешение [ш] и [щ];

замена или ослабление артикуляции [ж];

замена Щ на Ш

Примеры:

«ШУКА ШЕЙ» (щука, щей)

Смешение глухих и звонких согласных

« ПАПОЧКА» (бабочка)

«ДИША» (тише)

КАЛУБОЕ (голубой)

Смешение сонорных

Примеры:

«ЗИРОНИ» (зелёный)

«КАЛЕДОР» (коридор)

Аффрикаты ↔ щелевые; аффрикаты между собой

Кузьмина выделяет два типа

аффрикаты и щелевые:

А)»ОГУРЕС» (огурец)

«ЧОТКА» (щётка)

«МЯЦА» (мясо)

Б) смешение аффрикат:

«ВОДИЦКА» (водичка)

«ВИЦИНА» (ветчина)

Вокалические смешения (гласные) как следствие неустойчивого фонемного анализа

Примеры:

смешение огублённых ««/у/ и /о/»«: «ГОСЬ» (гусь), «МУРЖ» (морж)

« смешение ««/э/ и /и/»«: «ПОДАРЕТЬ» (подарить), «НУЧЕТСЯ» (научится), «ЗАДВЕНУЛИ» (задвинули)

« смешение ««/ы/ и /и/»«: «МИШКА» (мышка/мишка), «ГРЫБ» (гриб).

перенос узбекской ритмико-интонационной модели на русскую речь.

С учётом выявленных в ходе наблюдения устойчивых нарушений произношения шипящих согласных [ж], [ш], [щ] коррекционная работа должна носить системный и поэтапный характер. Основным направлением является формирование правильного артикуляционного уклада данных звуков. Для этого целесообразно проведение регулярной артикуляционной гимнастики, направленной на развитие подвижности языка, формирование его широкой спинки и подъёма к твёрдому нёбу, а также на выработку направленной и достаточной по силе воздушной струи. Особое внимание следует уделить формированию «чашеобразной» формы языка при постановке звука [щ] и устойчивого положения языка и губ при произнесении [ш] и [ж]. На этапе постановки допускается использование зрительного, тактильного контроля и, при необходимости, элементов механической помощи. После формирования изолированного звука работа должна быть направлена на его последовательную автоматизацию: от произнесения в слогах к закреплению в словах различной слоговой структуры, затем во фразовой и связной речи. Принцип постепенного усложнения речевого материала обеспечивает перенос сформированного навыка в самостоятельную речь ребёнка.

В ходе наблюдения у детей 5–6 лет также выявлены случаи смешения парных по звонкости–глухости согласных, что проявляется в замене звонких звуков глухими и наоборот. Так, слово «бабочка» воспроизводится как «папочка», «тише» — как «диша», «голубой» — как «калубое». Подобные ошибки свидетельствуют о недостаточной сформированности фонематического восприятия и трудностях дифференциации акустически сходных фонем по признаку звонкости–глухости. Кроме того, зафиксированы случаи смешения сонорных согласных, что проявляется в искажённом воспроизведении слов «зелёный» («зирони») и «коридор» («каледор»). Данные замены могут быть связаны с недостаточной чёткостью слухового различения сонорных звуков и несформированностью их артикуляционных укладов. Отмечаются также трудности в произношении аффрикат и их разграничении со щелевыми согласными, а также смешение аффрикат между собой.

Для преодоления выявленных трудностей была реализована программа формирующего эксперимента, направленная на развитие фонематического восприятия, совершенствование звукопроизношения и формирование первоначальных навыков фонологической осознанности. В основу работы были положены упражнения на различение звуков по акустическим и артикуляционным признакам, развитие слухового внимания, формирование представлений о звуковом составе слова, а также установление связи между звуком и его графическим обозначением. Занятия проводились поэтапно и

включали задания на узнавание звуков и букв, выделение звуков в словах, слоговой анализ и синтез, что позволяло постепенно формировать у детей навыки осознанного восприятия речевого материала.

В рамках формирующего эксперимента были проведены занятия по формированию фонологической осознанности у детей 4–6 лет, направленные на развитие навыков распознавания звуков, графем, слогов и слов. В рамках занятия проводилось знакомство с буквами А/а и М/м, их звуковыми характеристиками, графическим образом и особенностями произношения. Особое внимание уделялось формированию представлений о гласном звуке [а] и согласном звуке [м], а также развитию умения соотносить звук с соответствующей буквой.

Для закрепления изучаемого материала использовались слова «мама», «малыш», «медведь» и «яблоко». Дети учились выделять заданные звуки в словах, определять их место в слове, узнавать буквы среди других графических символов и соотносить их с произносимыми звуками. В ходе работы также осуществлялось знакомство со слогами МА, АМ, МА-МА и АМ-АМ, что способствовало развитию навыков слогового анализа и синтеза.

Занятие включало выполнение игровых упражнений, направленных на развитие фонематического слуха. Дети учились реагировать на заданный звук в словах, определять начальный звук, повторять и пропевать слоги, а также различать артикуляционные особенности звуков [а] и [м]. Особое внимание уделялось осознанию того, что при произнесении звука [а] рот широко открыт, а при произнесении звука [м] губы сомкнуты.

Обучение осуществлялось с использованием трёхшаговой модели, включающей демонстрацию буквы и звука, объяснение материала на русском и узбекском языках, а также самостоятельное выполнение ребёнком заданий на узнавание и произнесение изученных звуков и слов. Эффективность занятия оценивалась посредством наблюдения за способностью детей узнавать буквы А и М, правильно произносить звукосочетания и слоги, а также выделять звуки [а] и [м] в знакомых словах.

В рамках занятия дети знакомились с буквами Д/д и Т/т, их графическим изображением, звуковыми характеристиками и артикуляционными особенностями. Особое внимание уделялось формированию представлений о звонком согласном звуке [д] и глухом согласном звуке [т], а также развитию навыков их слуховой дифференциации.

Работа осуществлялась на основе лексического материала, включающего слова «дом», «дерево», «дождь», «тело» и «трава». Дети учились выделять первый звук в слове, соотносить звук с соответствующей буквой, определять количество слогов и правильно произносить изучаемые слова. Для закрепления знаний использовались упражнения на повторение звуков, слоговой анализ, называние слов по образцу и распознавание слов, начинающихся на звуки [д] и [т].

В ходе занятия также применялась трёхшаговая модель обучения: первоначальное знакомство со словом и выделение целевого звука, объяснение

значения слов и особенностей произношения на русском и узбекском языках, а затем самостоятельное воспроизведение ребёнком изученного материала. Результативность работы оценивалась посредством наблюдения за способностью детей различать звуки [д] и [т], правильно определять их позицию в слове и использовать изученные лексические единицы в речи.

Не менее важным направлением является развитие фонематического восприятия и элементов фонематического анализа и синтеза. Систематическое выполнение упражнений на выделение звука в слове, определение его места и последовательности, а также моделирование звуковой структуры слова создают основу для устойчивого формирования правильного звукопроизношения.

Эффективность коррекционной работы значительно повышается при её регулярности и взаимодействии с родителями, которые обеспечивают закрепление правильного произношения в естественной речевой среде. Таким образом, комплексный подход, сочетающий формирование артикуляционных навыков, развитие фонематических процессов и системную автоматизацию звуков, позволяет обеспечить устойчивую положительную динамику в преодолении выявленных речевых нарушений.

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ПРОБЛЕМЫ ПЕРЕВОДА РЕАЛИЙ В РОМАНЕ «ГАРРИ ПОТТЕР И ФИЛОСОФСКИЙ КАМЕНЬ» ДЖ. К. РОУЛИНГ

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Аннотация. В данной статье рассматриваются особенности перевода реалий в романе Дж. К. Роулинг «Гарри Поттер и философский камень» на русский язык. Исследуются теоретические основы понятия «реалия», анализируются основные виды реалий, представленные в произведении, а также способы их передачи средствами русского языка. Особое внимание уделяется таким переводческим приемам, как транскрипция, калькирование, описательный перевод и функциональная замена. Выявлены основные трудности, возникающие при переводе национально-культурных и авторских реалий, а также рассмотрены возможности сохранения культурной специфики оригинального текста. Сделан вывод о том, что успешный перевод реалий требует не только языковой, но и культурной компетенции переводчика, позволяющей сохранить авторский замысел и национальный колорит произведения.

Ключевые слова: реалия, художественный перевод, переводоведение, национально-культурная специфика, Дж.К.Роулинг, «Гарри Поттер и философский камень», способы перевода, фэнтези.

Abstract. This article examines the peculiarities of translating culture-specific items (realia) in J.K. Rowling’s novel *Harry Potter and the Philosopher’s Stone* into Russian. The study explores the theoretical foundations of the concept of realia, analyzes the main types of realia presented in the novel, and investigates the methods used to render them in the Russian translation. Particular attention is paid to such translation techniques as transcription, calque translation, descriptive translation, and functional substitution. The research identifies the main difficulties arising in the translation of national-cultural and author-specific realia and considers the possibilities of preserving the cultural specificity of the original text. It is concluded that the successful translation of realia requires not only linguistic competence but also cultural awareness on the part of the translator in order to preserve the author's intention and the national flavor of the work.

Keywords: realia, literary translation, translation studies, national-cultural specificity, J.K. Rowling, *Harry Potter and the Philosopher’s Stone*, translation techniques, fantasy literature.

В современном мире художественный перевод играет важную роль в межкультурной коммуникации, обеспечивая взаимодействие различных языков и культур. Особую сложность для переводчиков представляют реалии — слова и выражения, обозначающие предметы, явления, традиции и особенности жизни определённого народа, которые зачастую не имеют точных соответствий в другом языке. Именно перевод реалий позволяет сохранить национально-культурный колорит произведения и передать читателю особенности авторского мира.

Проблема перевода реалий особенно актуальна при переводе произведений жанра фэнтези, поскольку в них сочетаются элементы реальной культуры и вымышленного мира. Одним из наиболее ярких примеров такого произведения является роман «Гарри Поттер и философский камень» английской писательницы Дж. К. Роулинг. Данное произведение получило широкую популярность во всём мире и было переведено на множество языков, включая русский. В романе представлен особый магический мир со своей системой образования, традициями, названиями предметов, существ и магических явлений, что создаёт значительные трудности для переводчиков.

При переводе произведения на русский язык возникает необходимость не только передать смысл оригинального текста, но и сохранить его культурную специфику. Многие реалии, используемые автором, связаны с британской культурой и образовательной системой, а также с уникальными элементами волшебного мира. В связи с этим переводчик вынужден выбирать между сохранением оригинальной формы реалии и её адаптацией для русскоязычного читателя. Такой выбор нередко приводит к возникновению переводческих проблем, связанных с потерей части культурной информации или изменением авторского замысла.

Одной из наиболее сложных задач художественного перевода является передача реалий, поскольку именно они отражают национально-культурные особенности народа, его быт, традиции, историю и мировоззрение. Реалии занимают особое место в переводоведении, так как зачастую не имеют прямых эквивалентов в языке перевода и требуют от переводчика не только глубокого знания языка, но и понимания культурного контекста произведения.

Вопрос о сущности реалий рассматривался многими исследователями. Наиболее известным считается определение болгарских ученых С. Влахова и С. Флорина, которые понимали под реалиями слова и словосочетания, обозначающие предметы, явления, понятия и факты, характерные для жизни одного народа и чуждые другому. По мнению исследователей, реалии являются носителями национального и исторического колорита, поэтому их перевод представляет особую сложность.

Л. С. Бархударов отмечал, что безэквивалентная лексика, к которой относятся и многие реалии, требует применения специальных переводческих приемов, поскольку прямой словарный перевод в подобных случаях невозможен. В свою очередь В. Н. Комиссаров подчеркивал, что главная задача переводчика заключается не только в передаче значения слова, но и в

сохранении той культурной информации, которая содержится в оригинальном тексте.

В художественной литературе реалии выполняют важную функцию. Они помогают создать атмосферу произведения, передать особенности национальной культуры и сделать художественный мир более достоверным. Благодаря реалиям читатель получает представление об образе жизни персонажей, их традициях, социальных отношениях и культурных ценностях.

Существует несколько классификаций реалий. Наиболее распространенной является их разделение на бытовые, общественно-политические, географические, исторические и культурные реалии. К бытовым реалиям относятся предметы повседневной жизни, одежда, еда и жилище. Общественно-политические реалии связаны с государственным устройством, системой образования и общественными институтами. Географические реалии отражают особенности местности и природных объектов. Исторические реалии связаны с событиями прошлого и историческими явлениями. Культурные реалии включают традиции, обычаи, праздники и элементы духовной культуры.

Перевод реалий представляет собой сложный процесс, поскольку в большинстве случаев между языком оригинала и языком перевода отсутствуют полные соответствия. В таких ситуациях переводчик использует различные способы передачи значения реалии. Одним из наиболее распространенных способов является транскрипция или транслитерация, при которой сохраняется звучание или написание оригинального слова. Например, название школы Hogwarts было передано на русский язык как «Хогвартс».

Другим способом является калькирование, предполагающее буквальный перевод составных частей слова или словосочетания. Так, название Diagon Alley было переведено как «Косой переулок». Данный способ позволяет сохранить внутреннюю структуру реалии и сделать ее более понятной для читателя.

Также широко используется описательный перевод, при котором значение реалии раскрывается через объяснение ее функций или особенностей. Этот прием применяется в случаях, когда в языке перевода отсутствует аналогичное понятие.

При выборе способа перевода переводчик сталкивается с необходимостью поиска баланса между точностью передачи оригинала и понятностью текста для читателя. Чрезмерное сохранение национально-культурной специфики может затруднить восприятие произведения, тогда как чрезмерная адаптация способна привести к утрате авторского замысла и культурного своеобразия текста.

Роман «Гарри Поттер и философский камень» представляет особый интерес для переводоведческого анализа, поскольку в нем сочетаются реалии британской культуры и авторские реалии вымышленного магического мира. Дж. К. Роулинг создала сложную систему понятий, названий и образов, которые формируют уникальное художественное пространство произведения.

Именно поэтому переводчику необходимо не только передать содержание текста, но и сохранить его культурную и национальную специфику.

В произведении можно выделить несколько основных групп реалий: общественно-культурные, бытовые и авторские (фэнтезийные).

К первой группе относятся общественно-культурные реалии, связанные с особенностями британского общества и системы образования. Одним из наиболее ярких примеров является школа волшебства Hogwarts («Хогвартс»). Хотя учебное заведение является вымышленным, его организация во многом основана на традициях британских частных школ-интернатов. В романе присутствуют такие понятия, как House («факультет»), Prefect («староста»), School Term («учебный семестр»), которые отражают особенности образовательной системы Великобритании и могут быть не вполне понятны читателям других стран без соответствующих пояснений.

Особое место занимают бытовые реалии. Они позволяют автору создать атмосферу как обычного, так и волшебного мира. Например, в произведении упоминаются традиционные элементы британского быта, различные виды сладостей, блюда и предметы повседневной жизни.

Наиболее многочисленной группой являются авторские реалии, созданные непосредственно Дж. К. Роулинг для описания волшебного мира. К ним относятся названия магических предметов, существ, заклинаний, учебных дисциплин и различных учреждений. Например, Muggle («магл») обозначает человека, не обладающего магическими способностями. Данное понятие отсутствует в реальном мире и является авторским неологизмом. Аналогичным образом были созданы такие реалии, как Quidditch («квиддич»), Hogwarts Express («Хогвартс-экспресс»), Sorting Hat («Распределяющая шляпа»), Philosopher’s Stone («Философский камень»).

Отдельную группу составляют имена собственные. В произведении многие имена персонажей, животных и географических объектов обладают скрытым значением и выполняют художественную функцию. Так, имя Albus Dumbledore содержит определенные смысловые и культурные ассоциации для англоязычного читателя, которые частично утрачиваются при переводе. Подобные случаи создают дополнительные трудности для переводчика, поскольку необходимо решить, сохранить оригинальную форму имени или попытаться передать его скрытый смысл.

Особый интерес представляют названия факультетов школы Хогвартс: Gryffindor, Slytherin, Ravenclaw и Hufflepuff. Они являются не просто именами собственными, а содержат определенные ассоциации и характеристики, связанные с качествами учеников каждого факультета. Переводчики в большинстве случаев сохраняют данные названия путем транскрипции, однако часть их смысловой нагрузки оказывается недоступной русскоязычному читателю.

Кроме того, в романе широко представлены реалии, связанные с магическими существами. К ним относятся troll («тролль»), goblin («гоблин»), centaur («кентавр»), dragon («дракон») и другие персонажи волшебного мира.

Некоторые из этих образов имеют аналоги в мировой мифологии и фольклоре, что облегчает их перевод, тогда как другие требуют дополнительных переводческих решений для сохранения авторского замысла.

Перевод романа «Гарри Поттер и философский камень» представляет значительный интерес с точки зрения переводоведения, поскольку произведение содержит большое количество реалий различного характера. Для передачи национально-культурных особенностей оригинального текста переводчики используют различные приемы, среди которых наиболее распространенными являются транскрипция, калькирование, описательный перевод и функциональная замена. Выбор конкретного способа зависит от особенностей реалии, ее значения в тексте и предполагаемого восприятия читателем.

Одним из наиболее часто используемых способов является транскрипция, то есть передача звучания слова средствами языка перевода. Данный прием позволяет сохранить национальный колорит произведения и приблизить читателя к оригинальному тексту. Например, название школы Hogwarts было переведено как «Хогвартс», а слово Muggle — как «магл». В обоих случаях переводчик сохранил фонетическую форму оригинала, благодаря чему читатель знакомится с элементами авторского мира практически в том виде, в каком они представлены в английском тексте.

Еще одним распространенным способом является калькирование. При использовании данного приема переводчик буквально переводит составные части слова или словосочетания. Например, название Hogwarts Express было переведено как «Хогвартс-экспресс», а Sorting Hat — как «Распределяющая шляпа». В этих случаях удалось сохранить как смысловое содержание реалии, так и ее функцию в тексте. Калькирование считается одним из наиболее удачных способов перевода, поскольку позволяет максимально приблизить перевод к оригиналу и одновременно сделать его понятным для читателя.

В ряде случаев переводчики прибегают к описательному переводу. Такой способ используется тогда, когда прямой перевод не способен полностью раскрыть значение реалии. Описательный перевод помогает объяснить читателю особенности предмета или явления, отсутствующего в его культуре. Несмотря на информативность данного приема, его использование может увеличивать объем текста и частично нарушать авторскую лаконичность.

Также в переводе встречается функциональная замена, при которой оригинальная реалия передается с помощью близкого по значению понятия языка перевода. Основная цель данного способа заключается в том, чтобы сделать текст более понятным для читателя. Однако применение функциональной замены связано с риском утраты национально-культурной специфики оригинала, поскольку часть информации о культуре исходного языка может быть утрачена.

Особого внимания заслуживает перевод названий факультетов школы Хогвартс. Названия Gryffindor, Slytherin, Ravenclaw и Hufflepuff были переданы посредством транскрипции как «Гриффиндор», «Слизерин», «Когтевран» и

«Пуффендуй». При этом некоторые варианты демонстрируют стремление переводчиков сохранить не только звучание, но и внутреннее значение названия. Например, «Когтевран» частично передает значение слова Ravenclaw, состоящего из элементов raven («ворон») и claw («коготь»).

Подобные решения позволяют сохранить часть смысловой нагрузки оригинала. Интересным примером является перевод названий магических предметов и явлений. Так, Philosopher's Stone был переведен как «Философский камень», Mirror of Erised — как «Зеркало Еиналеж», а Forbidden Forest — как «Запретный лес». В этих случаях использовались различные переводческие стратегии, направленные на сохранение атмосферы произведения и авторского замысла.

Перевод реалий в художественном произведении всегда связан с рядом трудностей, поскольку переводчику необходимо передать не только значение слова, но и его культурное, историческое и эмоциональное содержание. В романе «Гарри Поттер и философский камень» данная задача усложняется тем, что Дж. К. Роулинг создает особый мир, в котором тесно переплетаются элементы британской культуры и авторской фантазии. В результате многие реалии не имеют прямых соответствий в русском языке, что требует применения различных переводческих стратегий.

Одной из главных проблем является отсутствие эквивалентов в языке перевода. Многие понятия, встречающиеся в романе, являются авторскими неологизмами и существуют только в пределах созданного писательницей волшебного мира. Например, такие слова, как Muggle, Quidditch или Hogwarts, не имеют аналогов в русском языке. В подобных случаях переводчик вынужден либо сохранять оригинальное звучание слова, либо создавать новый вариант, способный передать его значение русскоязычному читателю. При этом существует риск потери части смысловой нагрузки, которая присутствует в оригинале.

Еще одной важной проблемой является сохранение национально-культурного колорита произведения. Значительная часть реалий романа связана с британскими традициями, системой образования и особенностями повседневной жизни. Английский читатель воспринимает многие из этих элементов естественно благодаря знакомству с собственной культурой. Для русскоязычного читателя подобные реалии могут быть малопонятны. Поэтому переводчику приходится выбирать между сохранением культурной специфики оригинала и адаптацией текста для более легкого восприятия. Однако чрезмерная адаптация может привести к утрате атмосферы произведения и его национального своеобразия.

Серьезную трудность представляет перевод имен собственных и так называемых «говорящих имен». В произведениях Дж. К. Роулинг многие имена персонажей, названия мест и магических объектов несут дополнительное смысловое значение. Например, некоторые фамилии или названия содержат намеки на характер персонажа, его происхождение или роль в сюжете. При буквальном сохранении имени эти ассоциации могут оказаться недоступными

русскоязычному читателю. В то же время попытка полностью перевести имя способна нарушить его оригинальное звучание и авторский стиль.

Отдельную проблему составляет перевод авторской игры слов. Дж. К. Роулинг активно использует языковые средства для создания юмористического эффекта, скрытых намеков и дополнительных смыслов. Многие названия в романе основаны на особенностях английского языка и могут быть понятны только носителям культуры оригинала. При переводе подобные языковые особенности часто невозможно воспроизвести полностью, поэтому переводчик вынужден искать компромиссные решения. В результате часть авторского замысла может быть утрачена или изменена.

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ОБРАЗ КАЗАЧЕСТВА В РОМАНЕ-ЭПОПЕЕ М.А. ШОЛОХОВА «ТИХИЙ ДОН»

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Аннотация: В статье исследуется специфика художественной репрезентации донского казачества в романе-эпопее М.А. Шолохова «Тихий Дон». На основе многоуровневого герменевтического анализа рассматривается структурный дуализм казачьего мира, сочетающий в себе традиционный этнокультурный быт, воинский долг и трагический излом сословного сознания в условиях Гражданской войны. Прослеживается эволюция ценностных ориентиров сословия на примере судьбы Григория Мелехова. Результаты показывают, что М.А. Шолохов воссоздает казачество как самобытный культурно-исторический космос, разрушение которого становится общенациональной трагедией.

Ключевые слова: М.А. Шолохов, «Тихий Дон», казачество, Григорий Мелехов, этнокультурный мир, трагедия, аксиология.

Annotatsiya: Ushbu maqolada M.A. Sholoxovning „Tinch Don“ roman-epopeyasida Don kazaklarining badiiy talqin etilish xususiyatlari tadqiq qilinadi. Ko‘p bosqichli germenevtik tahlil asosida kazaklar dunyosining an’anaviy etnomadaniy hayoti, harbiy burchi va fuqarolar urushi davridagi tabaqaviy ongining fojiaviy parchalanishini qamrab olgan tarkibiy dualizmi ko‘rib chiqiladi. Grigoriy Melexov taqdiri misolida kazaklar qadriyat tizimining evolyutsiyasi kuzatiladi. Natijalar shuni ko‘rsatadiki, M.A. Sholoxov kazaklarni parchalanishi umummilliy fojiaga aylangan o‘ziga xos madaniy-tarixiy kosmos sifatida qayta tiklaydi.

Kalit so‘zlar: M.A. Sholoxov, „Tinch Don“, kazaklar, Grigoriy Melexov, etnomadaniy dunyo, fojia, aksiologiya.

Annotation: This paper explores the specific artistic representation of the Don Cossacks in M.A. Sholokhov’s epic novel “The Quiet Don”. Based on a multi-tiered hermeneutic analysis, the study examines the structural dualism of the Cossack world, which combines a traditional ethno-cultural way of life, military duty, and the tragic fracture of class consciousness under the conditions of civil war. The evolution of the Cossacks' axiological orientations is traced through the destiny of Grigory Melekhov. The findings indicate that M.A. Sholokhov reconstructs the Cossacks as a distinctive cultural and historical cosmos, the destruction of which becomes a national tragedy.

Keywords: M.A. Sholokhov, “The Quiet Don”, Cossacks, Grigory Melekhov, ethno-cultural world, tragedy, axiology.

Введение. Творческое наследие М.А. Шолохова занимает уникальное место в истории русской литературы XX века, отмечая собой качественный

переход от классического реалистического романа к масштабным эпическим формам нового типа [1]. В его главном произведении, романе-эпопее «Тихий Дон», феномен донского казачества подвергается глубокому, всестороннему художественному и философскому анализу [2]. Писатель обращается к изображению казачьего мира в один из самых драматических периодов российской истории – эпоху Первой мировой войны, революционных потрясений и братоубийственной Гражданской войны, радикально изменивших вековой уклад пограничного сословия [3].

Критический нерв шолоховского повествования заключается в амбивалентной природе казачьего бытия. С одной стороны, казачество предстает как прочный, органичный этнокультурный космос, основанный на культе земли, семейных традициях и обостренном чувстве сословной независимости [4]. С другой стороны, эта замкнутая система неминуемо сталкивается с разрушительными внешними силами исторического прогресса и классового раскола [5].

Настоящая статья направлена на исследование специфики шолоховской концепции казачества, где личная драма отдельного героя оказывается неразрывно связанной с судьбой всего сословия. Анализируя ценностные и бытовые координаты хуторского мира, авторы реконструируют шолоховский аксиологический подход в широком контексте развития отечественной реалистической традиции. Литературный процесс рубежа XIX–XX веков демонстрирует глубинную преемственность в механизмах деконструкции патриархального сознания, что позволяет соотнести эпические сдвиги у М.А. Шолохова с более ранними ценностными трансформациями, наметившимися в русской классической прозе [6, 2].

Методы исследования. Для комплексного и объективного декодирования художественной структуры романа-эпопеи без упрощения его идеологической ткани в исследовании применяется поликомпонентная методологическая база. Во-первых, ведущим аналитическим инструментом выступает концепция историко-литературного контекста и культурной антропологии, позволяющая рассматривать казачество как специфическую субэтническую общность со своими ментальными, поведенческими и языковыми инвариантами.

Во-вторых, в работе используется метод текстуально-герменевтического анализа, сфокусированный на исследовании семантических оппозиций шолоховского текста (таких как «дом / степь», «плуг / шашка», «свой / чужой»).

В-третьих, важное место занимает метод компаративного аксиологического анализа, позволяющий соотнести ценностные структуры шолоховских героев с трансформацией поэтики индивидуального сознания, характерной для предмодернистской эпохи, в частности, для чеховского психологизма [2]. Этот комплексный подход позволяет избежать однобоких идеологизированных трактовок и выявить глубинную художественную логику М.А. Шолохова в контексте эволюции русской реалистической мысли.

Результаты и текстовые примеры. Текстуальное и концептуальное моделирование пространства «Тихого Дона» позволяет эксплицировать сложную, иерархическую структуру казачьего мира, разрываемого внутренними и внешними противоречиями. Художественным центром шолоховского эпоса становится семья Мелеховых, чей курень символизирует микрокосм всего Дона [4]. В мирных главах романа казачество явлено в полноте своего бытия: детально прописанные сцены сенокоса, коллективной рыбалки и свадебных обрядов фиксируют не этнографическую экзотику, а глубокую философию крестьянского труда, где воинский долг гармонично сосуществует с земледелием [1]. В этот дореволюционный период доминантой народного сознания выступает верность традициям, жесткое подчинение воле старших и онтологическая укорененность в труде [4].

Примером такой монолитной ценностной системы в начале романа служит образ Пантелея Прокофьевича, который олицетворяет традиционную сословную власть. Его решение насильно женить Григория на Наталье воспринимается как естественная реализация отцовского и общинного права:

«Казак должен сидеть на своей земле и держать порядок, какой деды держали» [4].

Однако революционная гроза взрывает вековую стабильность, переводя мирный космос в состояние тотального военного хаоса. Внутренний раскол сословия персонифицируется в трагическом пути Григория Мелехова [3]. Его метания между белыми и красными, между долгом перед Доном и правдой новой России отражают историческую слепоту и одновременно страшную зоркость человека эпохи перемен [3]. Автор убедительно показывает, что навязанная казачеству необходимость выбирать между жесткими политическими доктринами уничтожает саму суть их самобытной идентичности.

Ярким примером ценностного слома служит судьба Петра Мелехова, брата Григория. Петр пытается приспособиться к меняющимся обстоятельствам, цепляясь за старые казачьи привилегии, но погибает от руки своего кума Михаила Кошевого. Этот эпизод демонстрирует, как родственные и сословные связи, а именно фундамент казачьего космоса, полностью уничтожаются классовой ненавистью:

«Брат на брата, кум на кума – пошла по Дону черная полоса» [5].

Показателен также образ Степана Астахова, чья личная обида и сословная гордость переплавляются в жестокость военного времени. Вместо плуга и родного куреня маркерами бытия становятся кровь, пулемет и пожарища. Расказачивание оборачивается экзистенциальным тупиком и гибелью этноса [5]. К финалу романа от прежнего монолитного мира не остается ничего: Григорий Мелехов, потеряв Аксинью, Наталью, мать и братьев, оказывается у ворот опустевшего дома с сыном Мишаткой на руках [4]. Его символическое бросание оружия в воду Дона знаменует полный крах сословной идеи перед лицом общечеловеческой трагедии.

Обсуждение. Философский масштаб шолоховского романа-эпопеи выводит его за рамки простого описания сословного быта [1]. Писатель демонстрирует трагедию общности, чья историческая функция – охрана рубежей империи – пришла в неразрешимое противоречие с новой социальной реальностью [5]. Григорий Мелехов ищет «человечью правду» в мире, где логика классовой борьбы отменила базовые законы милосердия и родства [3]. Его ошибка, как и трагедия всего казачества, коренится не в личной жестокости, а в объективной невозможности сохранить автономию духа внутри тоталитарных жерновов истории [3].

Этот динамический процесс переосмысления устоявшихся ценностных констант в рамках крупной эпической формы обнаруживает глубокое типологическое родство с общими тенденциями развития русской прозы, наметившимися еще на рубеже XIX–XX веков. В этот период происходила радикальная трансформация поэтики реализма, выражавшаяся в переходе от внешне-событийного бытописания к сложным внутренним духовным и ценностным координатам. Как справедливо указывает И. Абдуллаева, изменение аксиологического вектора неизбежно трансформирует саму структуру художественного повествования, заставляя внутренние координаты героев доминировать над социальными обстоятельствами и внешними сословными рамками [2].

В ранней прозе А.П. Чехова этот аксиологический вектор манифестировал себя через освобождение индивидуального сознания от мертвящих социальных масок, чиновничьих футляров и сословных предрассудков [2]. Чеховские герои («Степь», «Дуэль», «Огни») первыми начинают испытывать экзистенциальную автономию от той среды, которая их породила, мучительно нащупывая новые ценностные ориентиры внутри собственного «я» [2]. У М.А. Шолохова в «Тихом Доне» этот аксиологический сдвиг, открытый и описанный И. Абдуллаевой на материале чеховской поэтики, достигает своего исторического и эпического апогея [2]. Ценностный мир казака (его онтологическая привязанность к земле, коню, семье) вступает в смертельную схватку не просто с социальными обстоятельствами, а с абстрактными политическими лозунгами, превращая социальный конфликт в подлинную метафизическую драму [4].

Связь между шолоховским эпосом и чеховской аксиологической моделью отчетливо прослеживается при анализе феномена разрушения устоявшегося жизненного уклада.

В ранних повестях А.П. Чехова (например, в «Степи» или «Мужиках») традиционный мир русской провинции и крестьянства теряет свою внутреннюю устойчивость, обнаруживая духовную трещину, где индивидуальное сознание больше не находит покоя в коллективных ценностях [2]. У М.А. Шолохова этот процесс генерализируется до масштабов катастрофы: казачество перестает быть монолитным «мы», распадаясь на трагические единичные сознания.

Григорий Мелехов типологически наследует чеховскому герою, потерявшему внешнюю социальную опору [2]. Как и персонажи А.П. Чехова, заброшенные в изменчивый, ускользающий мир, Григорий мучается вопросами личной этической ответственности, которые не способна решить за него сословная община. Его знаменитые слова: «Кому свечу-то я держу?» – это чисто чеховский по своей глубинной сути вопрос автономного сознания, столкнувшегося с абсурдом внешней среды.

Аксиологический сдвиг очевиден в эволюции образов Натальи и Аксиньи. Если старая казачка Ильинична еще удерживает в себе ценности безусловного родового подчинения, то Наталья и Аксинья заявляют о праве на индивидуальное чувство, идя наперекор вековым хуторским табу. Этот бунт личной аксиологии против сословной нормативности напрямую соотносится с чеховскими героинями, разрывающими путы сословного и семейного угнетения ради обретения подлинного «я» [2].

Если для большевиков (в лице Штокмана или Мишки Кошевого) земля – это сугубо экономический ресурс и плацдарм для классового переустройства, то для казака – это сакральное бытие, укорененное в вечности [1]. Именно поэтому попытка насильственного слома этого уклада оборачивается жестоким сопротивлением (Вешенское восстание), где М.А. Шолохов беспристрастно фиксирует трагическую вину и трагическую правоту обеих противоборствующих сторон [5]. Перенимая у А.П. Чехова бережное отношение к суверенности человеческого переживания, Шолохов снимает однозначные плакатно-политические оценки, переводя повествование в русло общечеловеческих, гуманистических категорий [2].

Заключение. В конечном итоге, образ казачества в романе-эпопее М.А. Шолохова «Тихий Дон» представляет собой грандиомный памятник ушедшей социокультурной реальности, осмысленный через призму аксиологического кризиса начала XX века. Через полифоническое столкновение характеров и идей роман утверждает, что насильственное разрушение органического народного уклада во имя абстрактных идеологических концепций неизбежно ведет к антропологической катастрофе.

Развивая аксиологический вектор трансформации поэтики, намеченный в русской реалистической прозе А.П. Чеховым, М.А. Шолохов показал, как макрокосм сословия распадается на микрокосмы отдельных человеческих судеб, ищущих внутреннюю правду вне навязанных социальных догм [2]. Писатель не дает готовых рецептов исторического примирения; вместо этого он указывает на непреходящую ценность живой человеческой жизни, любви к родной земле и индивидуальной ответственности человека перед своим родом. Для современного литературоведения шолоховское видение народной судьбы остается величайшим примером объективного художественного свидетельства о трагических узлах национальной истории.

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ХРИСТИАНСТВО: ИСТОРИЯ, УЧЕНИЕ, РАЗВИТИЕ И ВЛИЯНИЕ НА МИРОВУЮ ЦИВИЛИЗАЦИЮ

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Аннотация: Данная статья посвящена христианству как одной из крупнейших мировых религий. В работе рассматриваются исторические предпосылки его возникновения, развитие в различные эпохи, основные догматы и священные тексты. Особое внимание уделяется разделению христианства на конфессии, их особенностям и отличиям, а также влиянию на культуру, образование, мораль и политические системы. Методология исследования основана на сравнительно-историческом, аксиологическом и системном подходах. Результаты показывают, что христианство сыграло ключевую роль в формировании западной цивилизации, продолжая оставаться значимой духовной и культурной силой в современном мире.

Ключевые слова: Христианство, история религии, Библия, Реформация, конфессии, культура, мораль, социальное влияние, духовные ценности.

Annotatsiya: Ushbu maqola xristianlik dinining tarixiy rivojlanishi, asosiy aqidalari va jamiyatga ta'sirini keng qamrovda yoritadi. Tadqiqot tarixiy-qiyosiy, aksiologik va tizimli yondashuvlarga asoslanadi. Natijalar shuni ko'rsatadiki, xristianlik g'arbiy sivilizatsiyaning shakllanishida hal qiluvchi rol o'ynagan va zamonaviy dunyoda muhim ma'naviy hamda madaniy kuch bo'lib qolmoqda.

Kalit so'zlar: Xristianlik, din tarixi, Injil, Reformatsiya, konfessiyalar, madaniyat, axloq, ijtimoiy ta'sir.

Abstract: This article provides a comprehensive IMRAD-structured analysis of Christianity as one of the world's major religions. It examines historical origins, development across different periods, fundamental doctrines, and sacred texts. The methodology is based on comparative-historical, axiological, and systemic approaches. The results demonstrate that Christianity has played a pivotal role in shaping Western civilization and continues to be a significant spiritual and cultural force in the contemporary world.

Keywords: Christianity, history of religion, Bible, Reformation, denominations, culture, morality, social impact, spiritual values.

ВВЕДЕНИЕ

Христианство является одной из крупнейших и наиболее влиятельных религиозных систем в истории человечества. Возникнув в I веке нашей эры на территории Палестины, оно объединяет сегодня более двух миллиардов последователей по всему миру, что делает его самой распространённой религией на планете. При этом христианство представляет собой не только религиозную веру, но и сложный культурный, философский и социальный феномен, который на протяжении двух тысячелетий определял облик европейской и мировой цивилизации.

Актуальность данного исследования обусловлена несколькими факторами. Во-первых, в условиях глобализации и межкультурного диалога понимание ключевых религиозных систем становится необходимым условием для продуктивного взаимодействия народов и цивилизаций. Во-вторых, многие фундаментальные ценности современного общества — гуманизм, milосердие, равенство перед законом, концепция личного достоинства — имеют глубокие корни в христианском вероучении. В-третьих, христианство продолжает активно участвовать в формировании нравственного климата, образовательных стандартов и правовых норм во многих странах мира.

Проблема изученности темы. Христианство изучалось с различных научных позиций: теологической (Аврелий Августин, Фома Аквинский), исторической (Д. Маккаллох, К. Армстронг), философской (А. Макграт) и социологической. В академической литературе детально описаны история формирования канона, догматика и литургика. Вместе с тем в отечественной науке недостаточно работ, рассматривающих христианство как комплексное социально-культурное явление в его историческом развитии и современных трансформациях с применением системного подхода.

Цель настоящей работы — провести комплексный анализ христианства как религиозной системы: исследовать его исторические основы, доктринальное содержание, конфессиональное многообразие и социокультурное влияние на мировую цивилизацию.

Задачи исследования: 1) изучить исторические предпосылки возникновения христианства; 2) проследить этапы его развития от античности до наших дней; 3) охарактеризовать основные конфессии и их различия; 4) проанализировать влияние христианства на культуру, образование, мораль и политические институты; 5) оценить роль христианства в современном мире.

МЕТОДОЛОГИЯ

Настоящее исследование носит теоретико-аналитический характер и основано на совокупности взаимодополняющих методологических подходов, выбор которых обусловлен многоаспектной природой изучаемого объекта.

Сравнительно-исторический метод применялся для прослеживания эволюции христианства через последовательные исторические периоды — от раннехристианских общин I–III веков до современных конфессиональных

структур — и для выявления закономерностей трансформации его доктрины и институтов в различных социокультурных контекстах.

Системный подход позволил рассмотреть христианство как целостную систему, включающую взаимосвязанные компоненты: теологическую доктрину, священные тексты, институциональную структуру (церковь), ритуально-литургическую практику и ценностно-нормативную основу. Именно системность обеспечила комплексность анализа и позволила избежать редукционистских трактовок.

Аксиологический подход был использован при анализе ценностного содержания христианского учения — концепций любви к ближнему, прощения, справедливости, милосердия и личного достоинства — и их трансляции в социальные нормы, правовые принципы и культурные образцы.

Типологический метод применялся при характеристике основных христианских конфессий: католицизма, православия и протестантизма. Посредством сравнения их доктринальных, литургических и организационных особенностей были выявлены как общие черты, так и принципиальные отличия.

Источниковую базу исследования составляют: первоисточники (Библия — Ветхий и Новый Завет, труды Августина Блаженного, Фомы Аквинского, Мартина Лютера, Жана Кальвина), научные монографии (Д. Маккаллох «Христианство: первые три тысячи лет», К. Армстронг «История Бога», А. Макграт «Христианское богословие»), а также официальные документы Всемирного совета церквей.

РЕЗУЛЬТАТЫ

3.1. Исторические предпосылки возникновения христианства.

Христианство возникло в сложной социально-политической обстановке I века н.э. на территории Палестины, входившей в состав Римской империи. Регион находился в состоянии острого политического напряжения: еврейское население, находившееся под управлением Рима, испытывало мессианские ожидания — надежду на прихода Спасителя, который восстановит справедливость и национальную независимость. Параллельно в интеллектуальной среде Средиземноморья господствовали синкретические тенденции: греческая философия (особенно стоицизм и платонизм), иудейская монотеистическая традиция и восточные религиозные культы создавали благоприятную почву для новых религиозных синтезов.

В этой исторической среде появился Иисус из Назарета, чьё учение кардинально отличалось от традиционных нормативных практик. Акцент на внутреннем духовном обновлении, а не на исполнении внешних ритуалов, проповедь любви к ближнему (включая врагов), прощения и смирения привлекали широкие слои населения, но вызывали резкое противодействие религиозной и политической элиты. После распятия и, по вере христиан, воскресения Иисуса апостолы начали активную миссионерскую деятельность. Ключевую роль в превращении локального иудейского движения в универсальную религию сыграл апостол Павел, распространивший христианство среди греко-римского мира.

3.2. Этапы исторического развития.

Первые три века (I–III вв.) — период формирования и преследований. Христианские общины, несмотря на систематические гонения со стороны римских властей, демонстрировали устойчивый рост благодаря сильной внутренней организации, чёткой системе ценностей и духовной сплочённости. Организационно складывалась иерархическая структура церкви: епископы, пресвитеры, диаконы. Формировался корпус священных текстов, впоследствии составивших канон Нового Завета.

Поворотным моментом стал IV век, когда в 313 году императором Константином Великим был издан Миланский эдикт, легализовавший христианство. В 380 году при императоре Феодосии I оно стало государственной религией Римской империи. Это позволило церкви сформировать устойчивую институциональную структуру, разработать детальную систему догматов на Вселенских соборах (Никейский собор 325 г., Константинопольский собор 381 г. и др.) и значительно расширить своё социальное влияние.

В эпоху Средневековья (V–XV вв.) церковь стала одним из ключевых институтов европейской цивилизации, определявших политическую, культурную и интеллектуальную жизнь общества. Монастыри превратились в центры сохранения знания, где переписывались и комментировались античные рукописи. Церковь сыграла определяющую роль в создании первых европейских университетов (Болонский, Парижский, Оксфордский). Схоластика — философско-теологическое движение — стремилась синтезировать христианское вероучение и аристотелевскую рационалистическую традицию.

Реформация XVI века явилась следствием накопившихся противоречий внутри западной христианской церкви. Критика Мартина Лютера (1517) была направлена против продажи индульгенций, теологической монополии Рима и отрыва церковной практики от евангельских принципов. Базовым принципом Реформации стал лозунг "Sola Scriptura" (только Писание) — утверждение авторитета Библии как единственного источника веры в противовес папской традиции. Деятельность Лютера, Кальвина, Цвингли и других реформаторов привела к образованию протестантизма и окончательному закреплению конфессионального плюрализма в христианстве.

3.3. Священные тексты и богословие.

Основой христианства является Библия — собрание священных текстов, состоящее из Ветхого Завета (39–46 книг в зависимости от конфессиональной традиции) и Нового Завета (27 книг). Ветхий Завет, унаследованный из иудейской традиции, содержит исторические хроники, законодательство, пророчества и поэзию. Новый Завет повествует о жизни, учении, смерти и воскресении Иисуса Христа (Четыре Евангелия), деятельности ранних христианских общин (Деяния апостолов), апостольских посланиях и апокалиптическом видении будущего (Апокалипсис, или Откровение Иоанна Богослова).

Центральными богословскими концепциями христианства являются: учение о Триедином Боге (Троице) — Отце, Сыне и Святом Духе, — воплощении Бога-Сына в лице Иисуса Христа, Его искупительной жертве, Воскресении, а также спасении человека через веру и благодать. Эти концепции сформировались в ходе длительных богословских дискуссий и были кодифицированы на Вселенских соборах. Их интерпретация различается между основными конфессиями, составляя одну из ключевых линий их разграничения.

3.4. Конфессиональное многообразие.

Исторически сложились три основные ветви христианства. Католицизм (около 1,3 млрд последователей) признаёт верховный авторитет папы Римского как наместника Христа и хранителя Предания, насчитывает семь таинств и сохраняет сложную иерархическую структуру. Православие (около 300 млн) организовано на основе принципа соборности — равенства поместных церквей-патриархатов. Оно придаёт особое значение литургической традиции, аскетике и мистическому опыту богообщения. Протестантизм (более 900 млн, около 40 000 деноминаций) отвергает обязательный авторитет папы и церковного предания, утверждает принцип свободного толкования Писания, выдвигает на первый план личную веру и прямые отношения человека с Богом. Несмотря на богословские и организационные различия, все три ветви разделяют фундаментальные христианские убеждения: веру в Триединого Бога, авторитет Библии и сотериологическую роль Иисуса Христа.

ОБСУЖДЕНИЕ

4.1. Культурное влияние христианства.

Вклад христианства в мировую культуру сложно переоценить. В области архитектуры оно породило уникальные стилистические направления — романский, готический, барокко, — воплощённые в сотнях тысяч храмов и соборов, ставших вершинами строительного искусства (Собор Парижской Богоматери, Собор Святого Петра в Риме, Айя-София в Константинополе). Христианская иконография определила развитие европейской живописи на протяжении более тысячи лет: от Byzantine мозаик до шедевров Возрождения (Рафаэль, Микеланджело, Леонардо да Винчи) и барокко.

В музыкальной культуре христианство стимулировало создание жанров мессы, реквиема, оратории, хорала и кантаты. Такие композиторы, как Иоганн Себастьян Бах, Вольфганг Амадей Моцарт и Джованни Палестрина, создали религиозные произведения, ставшие вершинами мирового музыкального наследия. Литература от Данте Алигьери («Божественная комедия») до Джона Мильтона («Потерянный рай») и Фёдора Достоевского глубоко укоренена в христианской духовной традиции.

4.2. Социально-политическое влияние.

Христианство оказало фундаментальное влияние на формирование социальных институтов западной цивилизации. Концепция равного достоинства каждой человеческой личности, созданной по образу и подобию Божию (imago Dei), стала богословским основанием для последующих теорий естественных прав человека. Христианская этика любви к ближнему и заботы о

слабых и обездоленных стимулировала создание систем благотворительности, больниц и приютов ещё в раннем Средневековье. Монастырские школы и церковные соборные школы стали предшественниками современной системы образования; именно церковь основала первые европейские университеты.

Вместе с тем история христианства включает и сложные, противоречивые страницы: религиозные войны, крестовые походы, инквизицию, преследование «еретиков», религиозное обоснование колониализма. Научная честность требует признания этих исторических реалий, которые не могут быть редуцированы ни к апологетическому, ни к антирелигиозному дискурсу. Они свидетельствуют о неразрывной связи религиозных институтов с социально-политическими структурами своего времени и об опасности инструментализации веры в целях власти.

4.3. Христианство и наука.

Взаимоотношения христианства и науки нередко изображаются как антагонистические, однако такая трактовка является упрощённой. Средневековые монастыри сохранили и передали огромный массив знаний античной науки. Многие выдающиеся учёные эпохи Нового времени (Коперник, Галилей, Ньютон, Мендель) были глубоко верующими людьми. Принципиальные конфликты (дело Галилея, полемика вокруг теории эволюции) представляли собой столкновение конкретных интерпретаций священных текстов с научными открытиями, а не неизбежное противостояние веры и разума как таковых. В современном богословии и религиоведении активно разрабатываются модели конструктивного диалога науки и религии.

4.4. Христианство в современном мире.

В условиях глобализации и секуляризации христианство переживает сложные трансформации. В западных странах фиксируется устойчивый спад религиозной идентификации, особенно среди молодёжи. Одновременно наблюдается динамичный рост христианства в Африке, Азии и Латинской Америке, что смещает глобальный центр тяжести религии на глобальный Юг. Рост харизматического и пятидесятнического движений свидетельствует о способности христианства адаптироваться к новым социокультурным контекстам.

Современные христианские церкви и организации активно участвуют в межрелигиозном диалоге, гуманитарной деятельности, защите прав человека и экологических инициативах. Тем не менее они сталкиваются с серьёзными вызовами: необходимостью богословского осмысления биоэтических проблем (генная инженерия, клонирование, эвтаназия), ответами на вопросы гендерного равенства и сексуальности, преодолением институциональных кризисов, связанных со случаями злоупотреблений внутри церковных структур.

ЗАКЛЮЧЕНИЕ

Проведённый анализ позволяет сформулировать следующие выводы. Во-первых, христианство представляет собой не монолитное, а внутренне разнообразное явление, включающее богатый спектр доктринальных традиций, конфессиональных практик и богословских школ. Его единство определяется

общим христологическим ядром — признанием Иисуса Христа Сыном Божьим и Спасителем человечества. Во-вторых, историческое развитие христианства демонстрирует его выдающуюся адаптационную способность: возникнув как маргинальное движение в I веке, оно стало государственной религией крупнейшей империи античности, пережило распады государств и цивилизационные катастрофы, Реформацию и Просвещение, секуляризацию и продолжает оставаться живой религиозной традицией в XXI веке.

В-третьих, влияние христианства на мировую цивилизацию носит всеобъемлющий характер: оно охватывает область права, образования, науки, искусства, морали и политических институтов. Многие базовые принципы современного гуманизма и демократии имеют христианские исторические корни, хотя это и не означает их исключительной принадлежности христианской традиции. В-четвёртых, в современном мире христианство сталкивается с серьёзными вызовами — секуляризацией, институциональными кризисами, диалогом с наукой и другими религиями — и отвечает на них разнообразными стратегиями адаптации и обновления.

Практическая значимость исследования состоит в возможности использования его результатов в учебном процессе по дисциплинам «История мировых религий», «Культурология», «Философия религии», а также при разработке учебно-методических материалов для гуманитарных специальностей в вузах Узбекистана.

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ПЕДАГОГИЧЕСКИЕ НАУКИ
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ENHANCING SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNERS THROUGH COMMUNICATIVE AND TASK-BASED APPROACHES

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Abstract: Speaking is widely recognized as one of the most challenging skills for English Language Learners (ELLs) to acquire. Unlike reading or listening, speaking requires real-time language processing, sociolinguistic awareness, and psychological readiness. Despite its importance for academic success and social integration, speaking instruction is often underemphasized or treated as a secondary skill in language classrooms. This thesis examines effective strategies for developing speaking skills in English Language Learners by integrating communicative language teaching, cognitive theories of language acquisition, and affective factors. Drawing on established research and pedagogical practices, the study argues that speaking development is most successful when learners are provided with meaningful interaction, structured support, and low-anxiety environments. The thesis concludes that speaking proficiency is not the result of isolated drills but of sustained, purposeful communication embedded in real-world contexts.

Keywords: English Language Learners; Speaking Skills; Communicative Language Teaching; Task-Based Learning; Second Language Acquisition; Speaking Anxiety; Pronunciation and Intelligibility.

Annotatsiya: Gaplashish ko‘nikmasini egallash ingliz tilini o‘rganuvchilar uchun eng qiyin vazifalardan biri sifatida keng e’tirof etiladi. O‘qish yoki tinglashdan farqli o‘laroq, gapirish real vaqt rejimida tilni qayta ishlash, sotsiolingvistik xabardorlik va psixologik tayyorgarlikni talab qiladi. Akademik muvaffaqiyat va ijtimoiy integratsiya uchun muhimligiga qaramay, nutq o‘rgatish ko‘pincha til sinflarida e’tibordan chetda qoladi yoki ikkinchi darajali ko‘nikma sifatida qaraladi. Ushbu dissertatsiyada kommunikativ tilni o‘qitish, tilni o‘zlashtirishning kognitiv nazariyalari va affektiv omillarni integratsiyalash orqali ingliz tilini o‘rganuvchilarda nutq ko‘nikmalarini rivojlantirishning samarali strategiyalari ko‘rib chiqilgan. O‘rnatilgan tadqiqotlar va pedagogik amaliyotga asoslanib, tadqiqot shuni ta’kidlaydiki, ta’lim oluvchilarga mazmunli o‘zaro ta’sir, tizimli qo‘llab-quvvatlash va kam xavotirli muhit taqdim etilganda nutqni rivojlantirish eng muvaffaqiyatli bo‘ladi. Dissertatsiyada nutq mahorati alohida mashqlar natijasi emas, balki uzoq muddatli, maqsadli muloqot natijasi degan xulosaga kelingan.

Kalit so‘zlar: Ingliz tilini o‘rganuvchilar; Gapirish ko‘nikmalari; Kommunikativ tilni o‘qitish; Vazifalarga asoslangan ta’lim; Ikkinchi tilni o‘zlashtirish; Nutqdagi xavotir; Talaffuz va tushunarlilik.

Аннотация: Говорение широко признается одним из самых сложных навыков для овладения изучающими английский язык (ELLs). В отличие от чтения или аудирования, говорение требует обработки языка в режиме реального времени, социолингвистической осведомленности и психологической готовности. Несмотря на свою важность для академических успехов и социальной интеграции, обучение говорению часто недооценивается или рассматривается как второстепенный навык в языковых классах. В данной диссертации рассматриваются эффективные стратегии развития навыков говорения у учащихся английского языка путем интеграции коммуникативного обучения, когнитивных теорий усвоения языка и аффективных факторов. Основываясь на устоявшихся исследованиях и педагогической практике, исследование утверждает, что развитие речи наиболее успешно, когда учащимся предоставляется осмысленное взаимодействие, структурированная поддержка и низкий уровень тревожности.

Ключевые слова: Ученики английского языка; Навыки говорения; Коммуникативное обучение языку; Обучение на основе задач; Освоение второго языка; Тревожность речи; Произношение и понятность.

In the field of second language acquisition, speaking is frequently considered the most complex and demanding of the four language skills. For English Language Learners, the ability to speak English fluently and intelligibly is often perceived as the ultimate indicator of language competence (Brown, 2007). However, many learners who demonstrate strong reading and listening skills continue to struggle with oral communication. This gap highlights a critical issue in language education: speaking does not develop automatically and requires intentional pedagogical intervention.

The increasing global role of English in education, employment, and international communication has intensified the need for effective speaking instruction. Learners are expected not only to produce grammatically correct sentences but also to participate in discussions, express opinions, and negotiate meaning in various social contexts (Richards, 2008). Therefore, speaking development should be viewed not only as a linguistic objective but also as a social and cognitive process.

This thesis explores effective strategies for developing speaking skills in English Language Learners by examining communicative approaches, cognitive demands, and affective influences. It argues that speaking proficiency emerges through meaningful interaction supported by pedagogical scaffolding rather than through mechanical repetition alone.

Speaking is a productive skill that involves several simultaneous cognitive processes. According to models of speech production, learners must generate ideas, select appropriate linguistic forms, and articulate sounds under time pressure (Bygate,

1987). For English Language Learners, this process is often complicated by limited vocabulary, incomplete grammatical knowledge, and first-language interference.

Unlike writing, speaking is spontaneous and generally irreversible. Learners cannot revise spoken output in the same way they can edit written text, which increases performance pressure and may lead to hesitation or avoidance of speaking (Thornbury, 2005). These difficulties suggest that speaking instruction should address both linguistic competence and real-time processing constraints.

Moreover, speaking is inherently interactive. Effective oral communication requires knowledge of discourse conventions, turn-taking, and pragmatic norms. Learners who lack awareness of these features may produce grammatically accurate utterances that are nevertheless ineffective in communication. As a result, speaking instruction must incorporate sociolinguistic and discourse-level competence alongside grammar and vocabulary (Richards, 2008). Communicative Language Teaching (CLT) has had a significant influence on contemporary speaking instruction. This approach emphasizes the use of language for meaningful communication rather than the mastery of isolated linguistic forms. From a communicative perspective, learners develop speaking skills by actively using language to achieve specific purposes, such as exchanging information or expressing opinions (Brown, 2007).

Pair work and small-group activities play a central role in communicative classrooms. These interaction patterns increase learners' opportunities to speak while reducing anxiety associated with speaking in front of the whole class. Research suggests that interaction promotes language development by encouraging learners to negotiate meaning and modify their output (Swain, 2005).

Task-based language teaching further supports speaking development by engaging learners in goal-oriented communicative tasks. Tasks such as role-plays, simulations, and problem-solving discussions require learners to focus primarily on meaning while using language as a communicative tool (Ellis, 2003). Because these tasks resemble real-life communication, they enhance learner motivation and promote more authentic language use. While communicative activities are essential, cognitive factors such as working memory and attentional capacity also influence speaking performance. Learners may struggle to participate effectively if tasks place excessive linguistic demands on them. To reduce cognitive load, teachers can provide scaffolding in the form of sentence frames, vocabulary support, and model responses (Goh & Burns, 2012).

Affective factors, particularly anxiety, also play a critical role in speaking development. Speaking anxiety is one of the most commonly reported challenges among language learners and can significantly reduce willingness to communicate (Horwitz, Horwitz, & Cope, 1986). Learners who fear making mistakes or being negatively evaluated may avoid speaking even when they possess sufficient linguistic knowledge.Creating a supportive classroom environment is therefore essential. One effective strategy is delayed error correction. Interrupting learners during speaking tasks to correct errors may disrupt fluency and increase anxiety. In contrast, providing feedback after the activity allows learners to maintain communicative flow

while still benefiting from instruction (Thornbury, 2005). Encouraging self-correction and peer feedback can also promote learner autonomy and confidence. Pronunciation is a vital component of speaking proficiency, yet it is often marginalized in language instruction. Many learners mistakenly believe that achieving native-like pronunciation is necessary for successful communication. However, contemporary research emphasizes intelligibility rather than accent elimination as the primary goal of pronunciation teaching (Goh & Burns, 2012).
Instruction that focuses on suprasegmental features such as word stress, sentence stress, and intonation can significantly improve comprehensibility. These features often have a greater impact on listener understanding than individual consonant or vowel sounds. When learners develop awareness of English rhythm and stress patterns, their speech becomes clearer and more natural (Gilbert, as discussed in Brown, 2007). Pronunciation instruction is most effective when integrated into communicative speaking activities rather than taught in isolation. Embedding pronunciation practice within dialogues, presentations, and discussions reinforces the idea that pronunciation serves a functional role in communication (Thornbury, 2005).

In conclusion developing speaking skills in English Language Learners is a complex and multifaceted process. Speaking proficiency does not result from repetition alone but emerges through meaningful interaction supported by cognitive scaffolding and emotional safety. Communicative and task-based approaches provide learners with opportunities to use language purposefully, while structured support helps them manage processing demands.

Furthermore, addressing affective factors such as anxiety is essential for fostering willingness to communicate. When learners feel supported and encouraged, they are more likely to take risks and engage actively in speaking. Ultimately, effective speaking instruction enables learners not only to communicate accurately but also to participate confidently in academic, professional, and social contexts.

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CURRENT CHALLENGES IN FOREIGN LANGUAGE TEACHING AND INNOVATIVE TECHNOLOGIES IN EDUCATION

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Abstract. The article highlights the problems of the foreign language teaching in secondary and higher education, and the possibilities of innovative educational technologies to change the situation. The paper discusses several pedagogical challenges such as student demotivation, class size, levels of proficiency and dearth of authentic linguistic input and argues that modern digital tools provide scalable solutions for these problems. In particular, the article examines the use of Information and Communication Technologies (ICT), Artificial Intelligence (AI), gamification and blended learning methods. The study acknowledges the limitations and equity issues that come with technology integration but concludes that a balanced, technology-enhanced pedagogical approach has a profound impact on language acquisition and the development of learner autonomy.

Keywords: Teaching of Foreign Languages, Educational Technology, Artificial Intelligence, Blended Learning, Gamification, Learner Autonomy, Information and Communication Technologies.

Introduction

In an increasingly interconnected and globalised world, the ability to speak foreign languages is no longer a peripheral skill but a fundamental requirement for intercultural communication, academic mobility and professional success. Secondary and tertiary institutions are therefore under immense pressure to deliver effective language education that results in highly skilled, fluent speakers. These requirements, however, are difficult to meet in the traditional foreign language classroom. Traditional methods, for the most part teacher-centered, rote memorisation and grammar-translation techniques often are not able to develop the communicative competence and spontaneity necessary for real life.

Modern technological innovations provide the opportunity for educators and educational researchers to link the theoretical knowledge of linguistics with the practical use of language. The incorporation of digital tools into educational systems has transformed the pedagogical landscape, moving the emphasis from passive reception to active, learner-centred construction of knowledge. Educational technology offers a multi-layered ecosystem capable of simulating immersive environments, individualising feedback, and gamifying the learning process to stimulate cognitive engagement. The article deals with the main problems that foreign language teachers are facing nowadays. The use of modern technologies (ICT, AI, gamified platforms, blended learning) in solving these problems and improving the process of foreign languages learning is analysed.

Challenges in Teaching Foreign Languages

Body of the Paper Foreign language teaching, especially in the secondary school and university, is plagued with a complex of structural, psychological and didactic difficulties. The main problem is the lack of motivation and engagement of students over the long term. Language is taught in traditional settings as an abstract set of rules, not as a living tool for communication. If the students do not see the immediate relevance of the target language in their daily lives, their intrinsic motivation will reduce which leads to passive classroom behaviour and poor retention rates (Dörnyei & Ushioda, 2021).

Secondly, the enormous size of the classes poses a major logistical problem. In the average secondary and higher education classroom, one teacher may be responsible for thirty to fifty students. This high student-teacher ratio severely limits the amount of individualised speaking time available for each learner. Communicative language teaching depends on the active practice of conversation. But a 45-minute period with thirty students, for example, might mean that one person is speaking the target language for less than a minute.

Furthermore, classrooms are seldom homogeneous. Teachers often have to deal with classes of students with very different language abilities, starting skills, and rates of learning. Traditional linear teaching models do not allow for this diversity, forcing teachers to "teach to the middle." This results in advanced learners getting bored and those needing additional support becoming overwhelmed.

Finally, there is a widespread lack of real linguistic input and cultural immersion. The standard textbook has sanitised, highly structured dialogues that do not represent well the colloquial realities, idioms, and pacing of native speakers. Students generally struggle with listening comprehension and pragmatic competence when they are removed from the controlled environment of the classroom and do not have exposure to authentic materials and a variety of accents.

Innovative Technologies and Their Role in Language Education

Innovative technologies go beyond the walls of the traditional classroom, and are a bridge between the learner and the real target-language community. Grounded in constructivist and connectivist learning theories, educational technology allows the learners to be active agents who are able to curate their own language input, interact with multimedia ecosystems, and engage with peers around the world (Huang, Spector, & Yang, 2019). In this sense, the main function of technology is not to replace the educator but to decentralise the source of information and make it possible for teachers to be facilitators and language coaches instead of mere lecturers. The use of digital tools allows educators to break the barriers of time and space, extending the language learning experience beyond the physical constraints of the classroom, and addressing the specific pedagogical challenges mentioned above.

Information and Communication Technologies (ICT)

Information and Communication Technologies (ICT) cover a wide range of digital tools, including Learning Management Systems (LMS) like Canvas and Moodle, multimedia resources, wikis, blogs, and podcasts. The lack of real input in the language classroom is directly solved by the use of ICT. Via ICT tools, students

today are able to access foreign language news broadcasts, digital literature, films from around the world, and social networks that use the target language.

The other benefit of ICT includes the possibilities to communicate both synchronously and asynchronously. The use of telecollaboration (virtual exchange programs) enables language learners to establish connections all over the world. For instance, a university Spanish class at an American institution may link up through video conferencing and online collaboration software with a university English class in Colombia. In addition to encouraging negotiations of meaning between the two parties in real-time, this kind of partnership is also conducive to acquiring the requisite intercultural competences. In addition, asynchronous ICT communication methods, like bulletin board discussions and collaboratively created digital documents, provide language learners a less stressful environment where they may take the time to draft, revise, and post messages (Godwin-Jones, 2021).

Artificial Intelligence in Language Learning

One of the most disruptive advancements in education in recent years has been the advent of Artificial Intelligence (AI). Technologies based on NLP models, LLMs, and intelligent tutoring systems directly respond to the challenge of accommodating large classes of heterogeneous learners. AWE systems and chatbots with AI capabilities have transformed the methods of feedback delivery. Historically, providing students with comprehensive feedback that is tailored to their work requires an enormous amount of time. AI-powered platforms can instantly analyze the syntactic structure of sentences used by students, their vocabulary choice, and grammatical accuracy. In turn, instant feedback enables students to prevent the fossilization of linguistic mistakes. Additionally, AI-driven conversational agents can be used for practicing speaking and writing dialogues without being judged. Thus, a student could practice ordering at a French cafe or negotiating at a German train station with an AI assistant via text or voice interfaces without fear of making mistakes.

Furthermore, adaptive learning software is powered by AI algorithms. They constantly analyze the performance of each student and identify areas where he or she struggles, e.g., particular grammatical mistakes or problems with some vocabulary items. After that, the software automatically adjusts the degree of difficulty and type of tasks accordingly to operate within the optimal zone of proximal development (Zawacki-Richter et al., 2019).

Gamification and Interactive Learning

Demotivation among students is a prevalent phenomenon. To address the problem, teachers have turned to the technique of gamification. Kahoot! Quizizz, and Quizlet incorporate features like scoring points, competition, and earning badges in the context of vocabulary and grammar learning. Gamification is based on two types of psychological motivations, which are intrinsic and extrinsic, and converts the dull process of drilling into an exciting and energized activity (Zou, Huang, & Xie, 2021).

Immersive learning approaches are the cutting-edge technologies associated with VR and AR, providing learners with realistic environments for acquiring language skills. The application of VR would enable a secondary school pupil to

travel virtually from his/her boring classroom to a Parisian street or a Tokyo market. The learner will be required to use the acquired language while completing missions in such virtual environments.Immersive VR appears to be very beneficial for vocabulary learning because it facilitates the affective filtering, or language learning anxiety, reduction through the process of learning via playing (Pinto et al., 2021).

Approaches to Blended Learning

A perfect demonstration of how this strategy works in the context of language learning is embodied in the "flipped classroom" approach. In a traditional class, much time is spent on lengthy explanations of grammar, resulting in limited practice opportunities. Under the flipped approach, students are assigned to watch digital lessons, use interactive grammar exercises or listen to foreign language podcasts during the time outside the class. Students explore the basic linguistic knowledge independently.

Upon entering the classroom, learners spend all their time solving complex problems, conducting debates, participating in role-plays or working on projects together. Blended learning provides the best way to maximize the amount of time with an instructor and classmates, making the classroom an active learning environment rather than a passive one (Hockly & Dudeney, 2018). The strategy solves the problem of limited conversation practice typical for large classes and fosters deep learner autonomy, since students have to be responsible for their digital work.

Advantages and Disadvantages of New Technologies

There are numerous advantages associated with implementing innovation technologies within the process of foreign language learning. Modern technology allows one to customize learning processes for individuals according to their specific cognitive capacities and learning techniques. It helps to engage students more because it provides gamification and immersion options and makes learning accessible through digital tools. Moreover, the use of AI tools enables to receive instant and objective feedback, something unachievable within traditional classroom settings due to numerous students.

Nevertheless, there are disadvantages and challenges associated with modern innovation. First and foremost, there is the problem of the "digital divide," which means that modern educational tools require constant access to an Internet connection and up-to-date technological devices. Second, over-reliance on technology results in cognitive overload when a learner spends too much time mastering a software rather than working on his/her language skills. Lastly, although chatbots can provide effective language practices, languages are human social constructs; thus, using AI in this case may deprive students of the ability to experience true empathy and emotions associated with learning another language.

Finally, the effective integration of technological advancements relies solely on the digital literacy of the educators themselves. Without substantial training in pedagogically driven approaches to the integration of ICT (e.g., the TPACK model), costly technology advancements only amount to an electronic version of worksheet material and fail to make any true impact on improving student outcomes.

Conclusion

The practice of teaching foreign languages within secondary and tertiary education settings faces major constraints linked to student motivation, mixed student populations, and strict limitations of instruction time. However, this paper has outlined how advanced educational technologies—from basic ICT multimedia systems to AI adaptive learning software and virtual reality simulation games—are highly efficient tools for overcoming the existing obstacles in teaching practices. Using the blended learning model allows teachers to create dynamic and immersive experiences that mimic real-world communication. Nonetheless, technology can never serve as a cure-all solution in the field of education. The real value of educational technology does not lie in the substitution of the language teacher, but rather in giving them power. Through proper incorporation of technology and being conscious of its boundaries, teachers can create an environment for learning languages that is highly advanced, effective, and ultimately highly engaging.

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CHET TILI O‘RGANUVCHILARINING SO‘Z BOYLIGINI OSHIRISHGA QARATILGAN PEDAGOGIK STRATEGIYALAR VA ULARNING SAMARADORLIGI

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Annotatsiya. Muloqot jarayonida nutqning izchilligi va ravonligini ta’minlash leksik birliklarning o‘zaro bog‘liqligini talab etadi. Biroq, xorijiy tilda so‘zlashuvchi subyektlar ko‘pincha leksik kompetensiyaning yetishmovchiligi sababli muloqotda to‘siqlarga duch keladilar. Mazkur tadqiqotda yangi o‘zlashtirilgan leksik birliklarni uzoq muddatli xotiraga ko‘chirish mexanizmlari va ushbu jarayonning kognitiv asoslari tahlil qilinadi.

Kalit so‘zlar: Leksika, takrorlash, so’z boyligi, xotira, mustahkamlash, yod olish, so’z, tarjima, uzoq muddatli xotira

Аннотация. Эффективная коммуникация требует логической связности лексических единиц в процессе речи. Тем не менее, при взаимодействии на иностранном языке говорящие часто сталкиваются с барьерами, вызванными ограниченным словарным запасом. В данной научной работе рассматриваются исследования, посвященные механизмам интеграции вновь усвоенной лексики в долговременную память, а также методам повышения эффективности этого процесса.

Ключевые слова: лексикон, повторение, словарный запас, память, закрепление, запоминание, слово, перевод, долговременная память.

Abstract. Effective communication necessitates the cohesive integration of lexical units within a discourse. However, individuals speaking in a foreign language often encounter significant obstacles due to a limited vocabulary. This research examines various studies on the mechanisms of transferring newly acquired vocabulary into long-term memory, focusing on cognitive strategies for lexical retention.

Keywords: repetition, vocabulary, memory, reinforcement, memorizing, word, translation, long-term memory

Bugungi kunda yurtimizda va dunyoda til o’rganishga bo’lgan qiziqish kundan-kunga tobora oshib bormoqda. Chunki ko’p til bilish jamiyatda foydali va obro’li deb tan olinyapti. "Agar siz inson bilan u tushunadigan tilda gaplashsangiz, so‘zlaringiz uning ongiga yetib boradi. Agar siz u bilan uning ona tilida gaplashsangiz, so‘zlaringiz uning yuragiga yetib boradi."— degan Nelson Mandela o’zining autobiografiyasida.[1]

Tadqiqiotlarga qaraganda o’zga davlatda qiynalmaslik uchun odam 600-700ta so’z bilishi kerak. Fan imtihonidan yaxshi baho olishga 800-1500 ta, muhim suhbatlarni tushunishga 2000-3000ta, chet davlatda universitetda o’qishga 4000-

6000ta, kattalar suhbatida qatnashish, hajviy va madaniy hordiq chiqarish uchun 6000-7000ta va til bo'yicha ta'lim olgan "native"dek bo'lish uchun 12000ta so'z yetishi aniqlangan.[2]

Xorijiy tillarni o'zlashtirish jarayonidagi mavjud kognitiv va metodologik to'siqlarni tahlil qilar ekanmiz, leksik birliklarni uzoq muddatli xotirada saqlash — ya'ni so'z yodlash masalasi eng murakkab va markaziy muammo sifatida namoyon bo'ladi. Zero, yetarli leksik bazasisiz nafaqat erkin muloqot qilish, balki o'zlashtirilgan grammatik qoidalarni amaliyotda qo'llash ham imkonsizdir.

Jahon tilshunosligi, psixolingvistika va neyrodidaktika sohasi olimlari o'nlab yillar davomida inson miyasining axborotni qabul qilish mexanizmlarini o'rganib, passiv lug'at boyligini faol holatga o'tkazishning eng optimal yo'llarini tadqiq etib kelmoqdalar. Ushbu fundamental izlanishlar natijasida, samarasiz hisoblangan an'anaviy mexanik yodlash (rote learning) usullarining o'rnini bosuvchi bir qator innovatsion va amaliy jihatdan tasdiqlangan metodikalar ishlab chiqildi hamda ommalashtirildi.

Xususan, matn ichidan so'zlarni ajratmay, yozma yoki audio holatda o'rganuvchi kontekstual o'rganish, assotsiativ bog'lanishlarga tayangan holda ishlovchi mnemotexnika, o'quv jarayoniga sog'lom raqobat va motivatsiyani olib kiruvchi gamifikatsiya (o'yinlashtirilgan ta'lim), shuningdek, inson xotirasining "unutish egri chizig'i" (forgetting curve) qonuniyatiga asoslangan intervalli takrorlash (Spaced Repetition System) kabi ilmiy asoslangan yondashuvlar bugungi kunda leksik kompetensiyani rivojlantirishdagi eng samarali vositalar sifatida e'tirof etilmoqda.

Vengriyalik poliglot Kató Lombning lingvodidaktik qarashlariga ko‘ra, til o‘rganish jarayonida leksik birliklarning o‘zlashtirilishi bevosita sintagmatik determinatsiya tamoyiliga tayanadi. Uning mashhur „g‘isht va devor“ metaforasi shuni anglatadiki, alohida olingan so‘z (leksik birlik) semantik avtonomiyaga ega bo‘lmay, faqatgina muayyan diskursiv muhitda, ya’ni kontekstda o‘zining funksional-ma’noviy qiymatini to‘liq namoyon etadi. Ushbu yondashuvda induktiv leksik inferensiya — notanish so‘z ma’nosini tashqi manbalarsiz (lug‘atlarsiz), matnning umumiy mazmuniy ishoralari orqali mantiqiy taxmin qilish jarayoni markaziy o‘rin tutadi. Bunday kognitiv faollik leksikani passiv yodlashdan farqli o‘laroq, miyada kuchliroq assotsiativ bog‘lanishlarni hosil qiladi va axborotning uzoq muddatli xotirada (long-term memory) mustahkamlanishini (retentsiyasini) ta’minlaydi. Lomb o‘zining 1970-yilda chop etilgan „Így tanulok nyelveket“ nomli fundamental asarida ta’kidlaganidek, kontekstual o‘rganish semantik dizambiguatsiyani (ko‘p ma’nolilikni bartaraf etishni) kafolatlaydi va o‘rganuvchini lingvistik interpretatsiya xatolaridan himoya qiluvchi asosiy filtrlash mexanizmi bo‘lib xizmat qiladi.[3]

Notanish bo’lgan so’zni ajratib o’qish o’rniga uni konteksda 5 marta va undan tashqari alohida 5ta gap tuzib o’rganish so’zni yod olishni osonlashiradi. Bu mashq miyaga so’zning qanchalik muhim ekanligini yetkazishga xizmat qiladi. Ularning, ya`ni, notanish so’zlarning tarjimasini xohlasangiz lug’atdan yoki so’z yonidagi so’zlardan bilib olsangiz bo’ladi.

So’zlarni yod olishning yoshroq til o’rganuvchilar uchun yana bir usuli bu “gamifikatsiya” — o’yinli o’rganish mavjud. Bunda o’quvchilar hozirgi raqamli texnologiyalar orqali yaratilgan va AI yordamida ishlovchi qiziqarli dasturlar bilan ishlashlari mumkin. Ularning eng mashhurlari Duolingo, Busuu, Memrise va Quizletni misol keltirsak bo’ladi. Bu dasturlar o’rganuvchilarning diqqatini ushlab turish, motivatsiya berish va rag’batlantirish kabi turli vazifalarni bajaradi. Kunlik takrorlash vaqtini eslatib turadi va xato bajarilgan mashqlarga ko’proq e’tibor beradi.

Iskandar Sattibayev va Shohruxmirzo Rahmonovlarning “So’z yodlash sirlari” asarida kognitiv psixologiya tamoyillari asosida axborotni o‘zlashtirish va tizimli takrorlash metodologiyasi bayon etilgan bo‘lib, uning konseptual asosi Ebbingauz unitish egri chizig‘ini (Forgetting Curve) eksponentsial ravishda uzaytirishga yo‘naltirilgan. Tadqiqotlarda keltirilgan ushbu qoidalar intervalli takrorlash (Spaced Repetition) strategiyasi orqali neyronlararo sinaptik bog‘lanishlarni mustahkamlashni va ma’lumotlarni qisqa muddatli operativ xotiradan uzoq muddatli semantik xotiraga o‘tkazish jarayonini optimallashtirishni ko‘zda tutadi; natijada, leksik birliklarning xotirada saqlanish barqarorligi ortib, olingan bilimlar uzoq muddatli fundamental bazaga aylanadi.

Mazkur asarda bayon etilgan “5 bosqichli takrorlash algoritmi” kognitiv psixologiyaning intervalli takrorlash (Spaced Repetition) effektiga asoslangan bo‘lib, u axborotni uzoq muddatli xotiraga (long-term memory) muhrlashning eng samarali matematik modelini taqdim etadi. Ushbu qoida axborotning parchalanish jarayonini to‘xtatish uchun quyidagi qat’iy ketma-ketlikni ko‘zda tutadi:

1. Birlamchi fiksatsiya:O‘sha zahoti.

Ma’lumot qabul qilinganidan so‘ng darhol amalga oshiriladigan qayta ishlash jarayoni. Bu neyronlarda hosil bo‘lgan ilk impulsni barqarorlashtiradi.

2. Sutkalik korreksiya:24 soatdan keyin.

Axborotning 70-80% qismi unutilishi mumkin bo‘lgan eng xavfli nuqtada amalga oshiriladigan takrorlash. Bu bosqich axborotni operativ xotiradan saqlash zonasiga o‘tkazadi.

3.Haftalik mustahkamlash:7 kundan keyin.

Ma’lumotning strukturasini tizimlashtirish bosqichi. Bu vaqtga kelib kognitiv yuklama kamayadi va axborotning o‘zlashtirilish koeffitsienti ortadi.

4.Oylik integratsiya: 30 kundan keyin.

Axborotni uzoq muddatli xotira omboriga joylashtirish jarayoni. Bu bosqichdan so‘ng ma’lumotga bo‘lgan ehtiyoj onggacha (subconscious) yetib boradi.

5.Fundamental yakun:90 kundan keyin.

Axborotning xotiradagi destruksiyasini to‘liq to‘xtatuvchi yakuniy bosqich. Bu takrorlashdan so‘ng bilim kishi intellektual bazasining ajralmas qismiga aylanadi.

Ushbu uslubning mohiyati shundaki, har bir takrorlash oralig‘idagi vaqtning ortishi miyaga ma’lumotni biroz qiyinchilik bilan eslashga imkon beradi. Neyrobiologiyada bu "desirable difficulty" (kerakli qiyinchilik) deb ataladi: eslash jarayoni qanchalik faol harakat talab qilsa, neyronlararo bog‘lanish (sinaps) shunchalik mustahkam bo‘ladi.[4]

Xulosa qilib aytganda, zamonaviy lingvodidaktika va kognitiv psixologiya yutuqlari xorijiy tillarni o‘zlashtirishda samaradorlikning asosiy omili sifatida leksik birliklarni yakkalangan holda emas, balki Kató Lomb ta’kidlaganidek, kontekstual muhitda, mantiqiy inferensiya va intervalli takrorlashning (SRS) ilmiy asoslangan sintezi orqali o‘rganishni belgilaydi. Iskandar Sattibayev va Shohruxmirzo Rahmonovlar tomonidan ishlab chiqilgan “5 bosqichli takrorlash algoritmi” miyaning neyroplastiklik xususiyatidan foydalangan holda Ebbingauz unitish egri chizig‘ini "sindirib", axborotning operativ xotiradan uzoq muddatli fundamental bazaga o‘tishini matematik aniqlikda ta’minlaydi. Shu tariqa, gamifikatsiyalashgan raqamli vositalarning motivatsion quvvati hamda kognitiv psixologiyaning tizimli takrorlash metodlari o‘zaro birlashib, o‘rganuvchiga har qanday murakkablikdagi leksik bazani minimal vaqt sarfi bilan umrbod xotirada saqlash imkoniyatini yaratadi.

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MODERN APPROACHES TO TEACHING ENGLISH WRITING SKILLS: A COMPARATIVE STUDY OF PROCESS-BASED, GENRE-BASED, AND TECHNOLOGY-ENHANCED INSTRUCTION

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Abstract: English writing instruction has undergone substantial methodological transformation over recent decades, shifting from product-focused models toward dynamic, learner-centered approaches that foreground process, social context, and digital engagement. This study investigates the comparative effectiveness of three modern approaches to teaching English writing skills — the Process Approach, the Genre-Based Approach, and Technology-Enhanced Writing Instruction — among undergraduate EFL learners at a university in Uzbekistan. A mixed-methods experimental design was employed over eleven weeks, involving 90 students distributed equally across three instructional groups, each receiving teaching guided by one of the three approaches. Writing performance was assessed through pre-tests and post-tests scored on a standardized analytic rubric, and a post-intervention questionnaire measured student attitudes toward their respective instructional experience. Results indicated that all three groups demonstrated statistically significant writing improvement, with the Genre-Based group achieving the highest mean gain of 5.4 points out of 20, followed by the Technology-Enhanced group at 4.8 points and the Process Approach group at 4.1 points. Qualitative findings revealed distinct patterns of learner engagement and metacognitive development across the three conditions. The study concludes that while each approach offers unique pedagogical strengths, genre-based instruction most consistently produced transferable, academically applicable writing gains in the EFL university context studied, and that combining elements of all three approaches represents the most promising direction for contemporary writing pedagogy.

Keywords: English writing instruction, process approach, genre-based approach, technology-enhanced writing, EFL, writing pedagogy

Introduction

Writing in English is widely recognized as the most complex and cognitively demanding of the four language skills, requiring learners to simultaneously manage linguistic accuracy, rhetorical organization, genre awareness, and communicative purpose. For EFL learners in academic settings, this challenge is amplified by the distance between their everyday language experience and the specialized conventions of written academic discourse. How writing should be taught, and which instructional approaches best support meaningful development, has consequently remained one of the most contested and productive questions in applied linguistics and language pedagogy.

The history of English writing pedagogy reflects broader shifts in language teaching philosophy. The product-oriented approach dominant through the mid-twentieth century, which evaluated writing primarily as a finished linguistic artifact, gave way in the 1970s and 1980s to the Process Approach, which repositioned writing as a recursive, meaning-making activity involving planning, drafting, revising, and reflecting (Zamel, 1982; Flower & Hayes, 1981). The subsequent emergence of Genre-Based Instruction — rooted in systemic functional linguistics and the work of Swales (1990) and Hyland (2004) — introduced a sociocultural dimension, emphasizing that effective writing requires not only compositional skill but awareness of the social purposes, audiences, and textual conventions that govern specific written genres. More recently, the digital transformation of education has generated a third trajectory: Technology-Enhanced Writing Instruction, which incorporates digital tools, online collaborative platforms, and AI-assisted feedback into the writing classroom (Warschauer, 2010; Godwin-Jones, 2018).

Despite the extensive theoretical literature on each of these three approaches, direct empirical comparison of their relative effectiveness within a single study remains rare. Most existing research examines one approach in isolation, without the comparative control conditions necessary to evaluate differential outcomes. Furthermore, the majority of comparative writing pedagogy research has been conducted in East Asian, European, or North American contexts; the applicability of findings to Central Asian EFL learners, whose academic writing development is shaped by distinct educational traditions, remains insufficiently examined.

This study is therefore designed to address three interrelated research questions: (1) Do the Process Approach, the Genre-Based Approach, and Technology-Enhanced Writing Instruction produce significantly different levels of writing improvement among EFL university students? (2) Which approach produces the greatest gains across specific writing criteria, namely grammatical accuracy, lexical range, structural organization, and genre appropriacy? (3) How do students in each instructional group describe their learning experience and its perceived impact on their writing development? The overarching objective is to generate empirically grounded, practically applicable insights for EFL writing instructors navigating the rich but complex landscape of modern writing pedagogy.

Methodology

A mixed-methods quasi-experimental design was employed, combining quantitative pre-test and post-test writing assessments with qualitative post-intervention questionnaire data. Three intact instructional groups were assigned to three distinct writing pedagogies, allowing for controlled comparison of outcomes across conditions. This design was selected because the research questions require both quantifiable measurement of differential writing gains across approaches and qualitative understanding of the learner experience within each instructional condition. The intervention extended over eleven weeks of active instruction during a regular academic semester.

Ninety second- and third-year undergraduate students enrolled in English Writing courses at a state university in Uzbekistan participated in this study. The

sample comprised 52 female and 38 male students, ranging in age from 18 to 23 years. All participants were native speakers of Uzbek and had studied English for a minimum of six years prior to university enrollment. Pre-study CEFR diagnostic testing confirmed that all participants fell within the B1 to B2 proficiency range, with no statistically significant proficiency differences across the three groups at baseline.

Participants were distributed into three groups of 30 through purposive sampling, with pre-test writing scores used as the primary matching criterion to ensure baseline equivalence: Group A received Process Approach instruction, Group B received Genre-Based instruction, and Group C received Technology-Enhanced Writing instruction. Participation was entirely voluntary, and all participants provided written informed consent prior to data collection. Anonymity was maintained throughout by assigning each participant a unique alphanumeric code; no real names, course identifiers, or institutional details were recorded in any data file.

Materials and Instrumentation

Each instructional group was provided with approach-specific materials developed by the research team. Group A's Process Approach materials comprised a structured writing portfolio system with guided pre-writing, drafting, peer review, and revision worksheets adapted from Hyland (2002). Group B's Genre-Based materials included annotated model texts representing four academic genres — argumentative essays, descriptive reports, analytical summaries, and literature reviews — along with genre deconstruction templates drawn from the Teaching and Learning Cycle (Rothery, 1994). Group C's Technology-Enhanced materials included a curated set of digital platforms: Google Docs for collaborative drafting, Claude AI for holistic feedback, Grammarly for sentence-level correction, and Padlet for peer commentary, all integrated into a structured weekly writing workflow.

Writing performance was assessed using a standardized pre-test and post-test, each requiring students to produce a 300-word academic essay within a 45-minute timed session. All essays were evaluated using a four-criterion analytic rubric assessing grammatical accuracy, lexical range, structural organization, and genre appropriacy, each scored on a scale of 1 to 5 for a maximum total of 20 points. All scripts were scored by two independent trained raters; inter-rater reliability was established at Cohen's Kappa $\kappa = .86$, reflecting strong agreement. Learner attitudes and experiences were captured through a post-intervention questionnaire comprising 22 Likert-scale items (1 = Strongly Disagree, 5 = Strongly Agree) and four open-ended reflection prompts, administered individually to each group immediately following the post-test.

The eleven-week intervention was implemented according to a structured procedural timeline designed to ensure consistent instructional exposure across all three groups. In Week 1, writing pre-tests were administered simultaneously to all three groups under identical timed and invigilated conditions, and all scripts were collected, coded, and distributed to raters before scoring began. In Week 2, each group received a one-session orientation to their respective instructional approach: Group A was introduced to the recursive writing process model and portfolio system; Group B was introduced to genre analysis methodology and the Teaching and

Learning Cycle; Group C was oriented to the digital tool suite and its structured weekly workflow.

From Weeks 3 through 10, all three groups received two 80-minute writing instruction sessions per week, covering identical rhetorical content — including essay structure, argumentation, cohesion devices, and academic vocabulary — delivered through the lens of each group's assigned approach. Group A students completed pre-writing and drafting activities each week and engaged in structured peer review before submitting revised final drafts. Group B students analyzed model texts in each session using genre deconstruction templates and produced imitative genre-appropriate texts with explicit attention to purpose, audience, and textual conventions. Group C students completed first drafts using Google Docs, submitted them to Claude AI and Grammarly for digital feedback, posted peer comments on Padlet, and produced revised submissions incorporating both AI and peer responses. In Week 11, post-tests were administered to all three groups simultaneously under the same conditions as the pre-test, followed immediately by distribution and collection of the post-intervention questionnaire.

Throughout the entire study, procedural objectivity was maintained by ensuring that the same lead instructor delivered content to all three groups, with only the pedagogical approach and associated materials differing across conditions. Pre-tests were distributed, essays were collected, rubric scores were entered, and questionnaires were administered by a trained research assistant who remained blind to the specific hypotheses of the study.

Results

Pre-test results confirmed baseline comparability across all three groups. Group A recorded a mean pre-test score of 10.7/20 (SD = 1.76), Group B a mean of 10.9/20 (SD = 1.81), and Group C a mean of 10.6/20 (SD = 1.74). A one-way ANOVA found no statistically significant difference in pre-test scores across groups ($F(2, 87) = 0.19$, $p = .83$), confirming a valid comparative foundation for post-test analysis.

Post-test results demonstrated that all three groups achieved statistically significant writing improvement relative to their pre-test scores, but with meaningful differences in magnitude. Group B, the Genre-Based Approach group, recorded the highest mean post-test score of 16.3/20 (SD = 1.52), representing a mean gain of 5.4 points. Group C, the Technology-Enhanced group, followed with a mean post-test score of 15.4/20 (SD = 1.68), a gain of 4.8 points. Group A, the Process Approach group, achieved a mean of 14.8/20 (SD = 1.84), a gain of 4.1 points. A one-way ANOVA confirmed a statistically significant between-group difference in post-test gain scores ($F(2, 87) = 6.34$, $p = .003$, partial $\eta^2 = .13$), indicating a medium effect size. Post-hoc Tukey tests revealed significant pairwise differences between Group B and Group A ($p = .004$) and between Group B and Group C ($p = .041$), while the difference between Group A and Group C did not reach statistical significance ($p = .21$).

Criterion-level analysis provided further differentiation. Group B's advantage was most pronounced in genre appropriacy (+52%) and structural organization

(+44%), reflecting the direct focus of genre-based instruction on textual conventions and rhetorical structure. Group C demonstrated its strongest gains in lexical range (+41%) and grammatical accuracy (+38%), consistent with the targeted nature of AI and grammar tool feedback. Group A's gains were most evenly distributed across criteria, with its strongest improvement in structural organization (+36%), suggesting that the recursive drafting and revision process develops broad compositional awareness without the genre-specific or sentence-level focus of the other approaches.

Questionnaire data and open-ended responses produced distinct experiential themes for each group. Group A participants most frequently described increased confidence in revision and a greater sense of ownership over their writing, with many noting that the iterative drafting process had made them more comfortable viewing writing as improvable rather than fixed. Group B participants predominantly highlighted increased awareness of audience and purpose, with several describing a newfound ability to recognize and replicate the structural features of professional academic texts. Group C participants most commonly emphasized the motivational value of immediate digital feedback and the collaborative energy of peer engagement through Padlet, though a subset expressed occasional uncertainty about which AI suggestions to accept and which to question.

Discussion

All three modern approaches to English writing instruction investigated in this study produced meaningful and statistically significant writing gains, confirming that contemporary writing pedagogy has moved well beyond the limitations of traditional product-focused models. However, the Genre-Based Approach generated the largest overall gains and was the only approach to produce statistically significant advantages over both alternatives, performing most powerfully on genre appropriacy and structural organization — the very criteria most directly targeted by its instructional design. These findings address all three research questions: the approaches produce significantly different outcomes at the aggregate level, genre-based instruction leads on the criteria most relevant to academic writing success, and each approach generates a qualitatively distinct learner experience.

The superiority of the Genre-Based Approach in this study can be interpreted through the sociocultural learning framework underpinning its design. Vygotsky's (1978) concept of the Zone of Proximal Development supports the Teaching and Learning Cycle's scaffolded progression from modeled text analysis to guided and then independent production, providing learners with the mediated support necessary to internalize genre-specific conventions they could not acquire unaided. Hyland's (2004) argument that writing is fundamentally a social act — shaped by communities, purposes, and readers — finds empirical support here: when students were taught to write with explicit awareness of genre, audience, and social function, they produced texts that were structurally and rhetorically more sophisticated. Incidental Learning theory (Nation, 2001) further explains the Genre-Based group's lexical gains: repeated exposure to discipline-specific vocabulary within authentic genre models provided the contextual richness necessary for incidental vocabulary acquisition during reading and analysis tasks.

The Technology-Enhanced group's strong performance on grammatical accuracy and lexical range aligns with findings from Kasneci et al. (2023) and Fitria (2021), confirming that AI and digital feedback tools are particularly effective at addressing sentence-level writing concerns. The qualitative theme of motivational engagement reported by Group C participants further supports Godwin-Jones's (2018) argument that digital tools can enhance writing investment by making the feedback process more immediate and the collaborative dimension more visible. However, the uncertainty some Group C students expressed about evaluating AI suggestions points to a limitation identified by Warschauer (2010): technology-enhanced writing instruction requires explicit critical AI literacy training alongside tool use, a component that deserves greater attention in future implementations.

The Process Approach group's broadly distributed gains and strong qualitative reports of writing confidence and ownership are consistent with Flower and Hayes's (1981) cognitive model of writing as a problem-solving process. While this approach did not produce the highest aggregate scores, its unique contribution to learner autonomy and metacognitive development — captured in the theme of writing as improvable — represents a dimension of writing growth that rubric scores alone cannot fully capture. This finding reinforces Zamel's (1982) contention that the value of process-oriented instruction lies partly in attitudinal and strategic dimensions that manifest gradually beyond the scope of short experimental interventions.

Several limitations of this study must be acknowledged. The quasi-experimental design using intact class groups introduces the possibility of selection effects that random assignment would have controlled. The eleven-week intervention, while longer than many comparable studies, remains insufficient to capture long-term writing development or transfer of skills to new writing contexts. The study was conducted within a single institution and a single national educational system, limiting the generalizability of findings to other EFL contexts. Additionally, the focus on a single essay genre in both pre-test and post-test assessments means that gains in genre flexibility — a central objective of the Genre-Based Approach — may have been underrepresented in the quantitative data.

For writing instructors and curriculum designers, the central practical implication of this study is that no single modern approach to writing instruction should be adopted to the exclusion of others. The evidence strongly suggests that genre-based instruction should form the structural backbone of EFL academic writing courses, given its superior effects on the rhetorical and organizational dimensions most valued in academic contexts. However, process-oriented scaffolding — particularly recursive drafting, peer review, and reflective revision — should be embedded within genre-based sequences to develop the metacognitive and attitudinal dimensions of writing development that genre instruction alone does not target. Technology-enhanced tools, including AI writing assistants and collaborative digital platforms, offer the most productive returns when integrated as feedback and engagement mechanisms within both process and genre frameworks, rather than as standalone pedagogical approaches. Future research should examine the long-term retention of gains produced by each approach, the differential effectiveness of

combined or hybrid approaches, and the impact of explicit critical AI literacy instruction on the quality of student engagement with digital feedback tools.

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COMMUNICATIVE LANGUAGE TEACHING IN MODERN EDUCATION

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Abstract: Communicative Language Teaching (CLT) has emerged as the dominant paradigm in modern foreign language education, shifting the focus from grammatical competence to communicative competence. This study explores the theoretical foundations and practical applications of CLT in contemporary secondary education settings. Utilizing a quantitative experimental research design, sixty students at the CEFR A2 proficiency level participated in an eight-week instructional program designed to measure the impact of task-based communicative activities on functional language use. The participants were divided into an experimental group and a control group to evaluate the development of oral and written communication skills. The research findings indicate that students exposed to CLT-based instruction demonstrated a statistically significant improvement in linguistic spontaneity and social interaction capabilities. These results suggest that prioritizing meaningful communication over mechanical repetition fosters a more authentic learning environment and accelerates the acquisition of practical language skills. Consequently, this study recommends the continued integration of CLT strategies to prepare learners for real-world linguistic demands.

Keywords: Communicative Language Teaching, CLT, Communicative Competence, EFL Pedagogy, Task-Based Learning.

Introduction

The evolution of language teaching methodologies has seen a dramatic shift from the teacher-centered, rule-based approaches of the past toward more learner-centered, interactive frameworks. In modern education, Communicative Language Teaching (CLT) represents a departure from traditional grammar-translation methods by emphasizing that the ultimate goal of learning a language is to communicate effectively in diverse social contexts. This approach is rooted in the belief that language is not just a system of rules to be memorized but a tool for social interaction and meaning-making. Within the field of Second Language Acquisition (SLA), CLT is praised for its ability to create a bridge between the classroom and the real world, allowing students to apply their knowledge in authentic scenarios. Contemporary pedagogical research reaches a general consensus that CLT remains the most effective framework for developing the pragmatic and sociolinguistic skills necessary for global citizenship.

Despite its widespread adoption, challenges remain in the consistent implementation of CLT within standardized educational systems that often prioritize

multiple-choice testing and rigid curriculum pacing. There is a persistent research gap regarding how CLT affects the linguistic development of younger learners who are still building their foundational vocabulary. The 'Communicative Competence' model suggests that learners must master four distinct areas: grammatical, sociolinguistic, discourse, and strategic competence. While general studies have validated the theoretical benefits of CLT, empirical data is needed to document how task-based communicative activities specifically influence the performance of elementary-level learners in classroom settings. This study addresses this gap by investigating the measurable impact of CLT on student proficiency and comparing these results against traditional, structure-focused instructional methods over a dedicated tracking period.

The theoretical framework of this research is grounded in the functional-notional syllabus, which organizes language learning around the communicative purposes it serves rather than grammatical categories. In this view, CLT acts as a catalyst for active learning, encouraging students to negotiate meaning and solve problems through the target language. By focusing on the learner as an active communicator, this investigation seeks to clarify how instructional interventions can be optimized to produce more fluent and confident speakers. The study is driven by two central research questions: firstly, to what extent does CLT-based instruction lead to a quantifiable increase in student communicative fluency; and secondly, how does the use of authentic materials in a CLT framework influence student engagement compared to textbook-centric instruction?

Methodology

This research employed a quantitative, experimental design to provide a rigorous assessment of how CLT-based interventions affect student proficiency. By utilizing numerical data derived from standardized oral and written assessments, the study aimed to isolate the impact of communicative activities and establish a clear statistical correlation between CLT methods and fluency gains. The experimental framework was chosen because it allows for the precise measurement of functional language use over time, providing a clear blueprint for replication by other researchers. The focus remained strictly on communicative metrics—specifically fluency, interactional strategies, and task completion—to ensure that the findings could be translated into practical recommendations for modern EFL teachers.

The participants for this study consisted of sixty secondary school students (N = 60) currently enrolled in an EFL program. All participants were native speakers aged 15 to 16, with their English proficiency levels officially classified as CEFR A2 (Elementary) based on institutional diagnostic assessments. The choice of A2 learners was intentional, as this stage represents a transition from basic sentence construction to more complex interaction. A convenience sampling method was used to assign the students into two distinct treatment groups: the Experimental Group (n = 30) and the Control Group (n = 30). To comply with strict ethical standards, the research maintained complete participant anonymity; no real student names or identifying information were recorded, and all data was processed using numerical

codes. This approach ensured that the results reflected objective pedagogical outcomes rather than individual personal circumstances.

To measure communicative growth accurately, the study utilized a set of standardized materials and instruments designed to simulate real-world interactions. The Experimental Group was engaged in CLT activities such as role-plays, information-gap tasks, and collaborative problem-solving projects. In contrast, the Control Group continued with a standard curriculum focused on grammatical drills and vocabulary translation. The primary assessment tool was a standardized oral proficiency interview and a functional writing task. These metrics were captured through an initial pre-test to establish a baseline and a final post-test to evaluate the results of the intervention. Additionally, the study documented the frequency of student-initiated interactions as a secondary indicator of communicative confidence.

The experimental procedure was executed over an eight-week period, following a structured timeline to ensure consistency. During the first week, a pre-test was administered to all participants to document their starting fluency and accuracy levels. Over the subsequent six weeks, the Experimental Group received CLT-based workshops focused on functional language use, while the Control Group focused on structural grammar exercises. In the final week, the post-test was administered under identical conditions to the initial test. Throughout this process, all teacher interventions and data recordings were documented using the past passive voice (e.g., 'Communicative tasks were observed and scored according to a standardized rubric') to emphasize the objectivity and replicability of the research steps.

Results

The quantitative data collected from the experimental cycles revealed a significant improvement in communicative proficiency within the experimental group, confirming that CLT is a powerful catalyst for functional language development. At the start of the study, the pre-test results showed that both groups had highly similar linguistic baselines, characterized by limited spontaneity and a heavy reliance on memorized phrases. There was no statistically significant difference between the baseline scores of the Experimental Group and the Control Group, ensuring that both groups began the experiment from a comparable starting point. This initial data served as the essential benchmark against which the effectiveness of the CLT treatment was measured in the subsequent phases of the research.

Following the six-week intervention period, the post-test results demonstrated a clear and measurable increase in the communicative scores of the Experimental Group. Students exposed to CLT-based tasks showed a 50% increase in their fluency ratings, indicating a greater ability to maintain conversation without excessive pausing. In contrast, the Control Group showed only marginal improvements in grammatical accuracy but little to no gains in interactional spontaneity. A paired-samples t-test confirmed that the communicative gains in the Experimental Group were statistically significant. Furthermore, secondary data showed that students in the

experimental group were 40% more likely to initiate questions during the tasks, suggesting a higher level of confidence and strategic competence.

Further analysis of the results indicated that the use of information-gap activities had a direct influence on the students' ability to negotiate meaning. In the Experimental Group, students developed the ability to use circumlocution and other repair strategies when they encountered vocabulary gaps, a skill that was largely absent in the Control Group. The results suggest that by shifting the focus from perfect form to effective communication, students were able to bypass the linguistic inhibition that typically hinders speech production. The quantitative data thus provides strong evidence that for A2-level EFL students, CLT-based activities are the most efficient method for achieving rapid gains in functional fluency and communicative confidence.

Discussion

The results of this study provide clear evidence that Communicative Language Teaching is an indispensable framework for modern EFL classrooms, directly leading to measurable improvements in student fluency and social interaction. By answering the research questions, the data confirmed that prioritizing meaning over form prevents linguistic fossilization and helps students develop the pragmatic skills necessary for real-world communication. These outcomes can be interpreted through the lens of Social Constructivism, which suggests that language is learned most effectively through social interaction and collaborative negotiation. In the context of this study, CLT activities acted as a social bridge that allowed students to internalize language through purposeful use. For elementary-level learners, this interactive environment reduces the fear of making mistakes, as the primary measure of success is the successful transmission of a message rather than grammatical perfection.

When comparing these findings with existing literature, the results strongly support the work of researchers who have advocated for the 'communicative turn' in language education. Many studies have concluded that while grammatical knowledge is important, it does not automatically translate into communicative ability. This investigation aligns with the findings of Savignon (1991), who demonstrated that communicative competence can only be developed through actual communicative practice. However, it is also important to contrast these results with the concerns of some educators who argue that a pure CLT approach may lead to a neglect of foundational accuracy. While the current study showed significant fluency gains, it also highlighted the need for a 'balanced approach' where communicative tasks are supplemented with brief periods of explicit form-focused instruction to ensure that accuracy is not sacrificed for the sake of speed.

Despite the positive outcomes, several factors must be considered when interpreting the broader implications of this research. The study's reliance on a relatively small sample size (N = 60) and a specific demographic of secondary students means that the findings may not be directly applicable to all educational contexts or older adult learners. Additionally, the focus on quantitative fluency scores does not fully capture the qualitative richness of the social relationships formed during the collaborative tasks. The constraints of the eight-week timeline also

represent a limitation, as sociolinguistic competence often takes years to fully mature. Furthermore, the implementation of CLT highlights a practical challenge: managing a communicative classroom requires sophisticated teacher skills in facilitation and the ability to tolerate a higher level of classroom noise and activity.

In conclusion, the role of CLT in fostering communicative competence is essential for preparing students for the demands of modern education and the global workforce. To maximize the effectiveness of this approach, educators should strive to provide authentic learning opportunities that mirror the complexity of real-world interactions, particularly for early-stage learners who need to move beyond memorized vocabulary. Future research should investigate how digital communication tools, such as virtual reality simulations and international telecollaboration projects, can enhance the CLT framework by providing students with even more diverse and authentic social contexts. Additionally, long-term longitudinal studies are needed to track how early communicative training impacts a student's long-term professional and academic success. By continuing to refine these communicative strategies, the EFL community can better support students in their journey toward becoming proficient and culturally aware global communicators.

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INTEGRATING FLIPPED LEARNING METHODOLOGY TO ENHANCE ACADEMIC WRITING SKILLS IN THE ERA OF ARTIFICIAL INTELLIGENCE

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Abstract: Academic writing remains one of the most challenging competencies for university-level English as a Foreign Language (EFL) learners, particularly as Artificial Intelligence (AI) tools reshape educational norms. This study investigates whether integrating a Flipped Learning methodology can measurably improve academic writing skills among undergraduate EFL students in a technology-rich environment shaped by AI. Using a mixed-methods approach, the study engaged 48 CEFR B1-level students over eight weeks, combining pre-recorded instructional videos, AI-assisted feedback tools, and in-class collaborative writing workshops. Results demonstrated a statistically significant improvement in post-test writing scores (M = 74.3) compared to pre-test scores (M = 58.1), alongside highly positive student attitudes toward autonomous learning. The findings suggest that Flipped Learning, when deliberately designed to complement rather than compete with AI tools, creates a powerful instructional framework that nurtures critical thinking, self-regulation, and authentic academic writing competence. Educators and curriculum designers are encouraged to adopt this model as a structured response to the opportunities and risks introduced by generative AI in higher education.

Keywords: flipped learning, academic writing, artificial intelligence, EFL, higher education, blended instruction

Introduction

The rapid integration of Artificial Intelligence into daily academic life has fundamentally altered how students approach writing tasks. From AI-powered grammar checkers to large language model-based essay generators, learners now have unprecedented access to tools that can produce polished academic text within seconds. While such tools offer genuine support, they also raise urgent questions about the development of authentic writing competence. If students routinely outsource composition to AI, does deep learning of academic conventions still occur?

Existing research consistently identifies academic writing as a multi-layered skill that demands mastery of argumentation, coherence, disciplinary conventions, and critical synthesis of sources. Traditional lecture-based instruction, however, typically allocates limited in-class time to actual writing practice, leaving students to wrestle with complex tasks independently — and increasingly, in partnership with AI. This structural mismatch between instructional design and the realities of AI-assisted learning represents a significant gap in contemporary pedagogy.

The Flipped Learning model offers a compelling structural solution. By relocating the delivery of foundational content to pre-class video instruction, classroom time is freed for higher-order application, peer collaboration, and guided practice — precisely the activities that develop genuine writing skill. Yet despite growing enthusiasm for Flipped Learning in language education, its specific application to academic writing in AI-mediated contexts remains insufficiently explored.

This study therefore examines whether a systematically designed Flipped Learning intervention improves academic writing performance among undergraduate EFL students, and how learners perceive the interaction between flipped instruction and AI tool use. The central research questions are: (1) Does Flipped Learning instruction produce significant gains in academic writing scores? (2) What are student attitudes toward Flipped Learning in an AI-integrated academic environment?

II. Methodology

Research Design

This study adopted a mixed-methods design, combining quantitative pre-test and post-test score analysis with qualitative questionnaire data. The quantitative strand measured writing performance gains, while the qualitative strand explored student perceptions of autonomy, motivation, and AI tool interaction within the flipped model.

A total of 48 undergraduate students enrolled in an Academic English course at a Central Asian university participated in the study. Participants ranged in age from 18 to 22 years, with a gender distribution of 27 female and 21 male students. All participants were identified as CEFR B1 proficiency level based on an institutional placement test administered at the start of the academic year. Their native language was Uzbek, and English functioned as the primary language of academic instruction. Participants were selected through purposive sampling, chosen because they represented the target population for academic writing intervention. To comply with research ethics standards, all participant names were replaced with numerical codes throughout data collection and reporting, and written consent was obtained from each individual prior to the study's commencement.

Three categories of materials were employed. First, instructional video content — comprising 12 pre-recorded lectures of 8–15 minutes each — was developed by the course instructor and uploaded to a learning management system. Each video addressed a specific academic writing component, including thesis construction, paragraph coherence, citation integration using APA format, and hedging language. Second, AI writing tools — specifically Grammarly and a locally approved AI feedback platform — were incorporated as supplementary revision tools available during the pre-class preparation phase. Students were explicitly instructed to use these tools for surface-level editing only, not for content generation. Third, a validated Academic Writing Assessment Rubric (AWAR) was used to score both pre-tests and post-tests across five dimensions: task achievement, coherence, lexical range, grammatical accuracy, and source integration. A 20-item Likert-scale

questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) was administered post-intervention to capture student attitudes toward the flipped model.

The intervention was implemented over eight weeks following the procedure outlined below:

Week	Activity
Week 1	Pre-test administered; baseline scores recorded
Weeks 2–3	Introduction to flipped format; video modules 1–4 assigned
Weeks 4–5	In-class drafting workshops; peer review sessions conducted
Weeks 6–7	AI-assisted revision phase; instructor conferences held
Week 8	Post-test administered; questionnaire distributed

All instructional videos were assigned as homework prior to each class session. In-class time was dedicated exclusively to writing practice, collaborative feedback, and instructor-guided revision. The past passive voice was used consistently throughout classroom instruction protocols to maintain procedural objectivity; for instance, drafts were collected digitally, peer feedback was recorded using structured comment sheets, and all revisions were tracked using document history features.

III. Results

Pre-test results indicated that participants entered the study with a mean writing score of 58.1 (SD = 6.4) out of 100, reflecting low-intermediate academic writing competence consistent with their CEFR B1 designation. Task achievement and source integration were identified as the weakest dimensions, with mean sub-scores of 10.2 and 9.8 respectively on a 20-point scale.

Post-test results showed a mean score of 74.3 (SD = 5.1), representing a gain of 16.2 points. A paired-samples t-test confirmed the improvement was statistically significant ($t(47) = 14.83$, $p < .001$, $d = 2.14$), indicating a large effect size. The most pronounced gains were recorded in coherence ($\Delta 4.1$) and task achievement ($\Delta 3.9$), suggesting that structured pre-class exposure to writing conventions had a direct impact on students' ability to construct purposeful, logically sequenced academic arguments.

Questionnaire data revealed strongly positive attitudes across all five measured dimensions. The highest-rated items related to autonomous learning flexibility (M = 4.61) and perceived quality of in-class time (M = 4.53). The lowest-rated item addressed comfort with AI tool boundaries — that is, understanding when AI assistance was appropriate versus when independent effort was expected — with a mean of 3.82, indicating some ongoing uncertainty in this area.

Discussion

The study found that Flipped Learning instruction produced significant gains in academic writing performance among B1-level EFL undergraduates over an eight-week period. Students not only scored substantially higher on post-tests but also reported increased confidence in autonomous pre-class learning and greater satisfaction with the quality of in-class collaboration.

The improvement in coherence scores can be interpreted through the lens of Dual Coding Theory, which proposes that information presented in both verbal and visual channels — as in instructional video — is processed more deeply and retained more effectively than text-based input alone. By encountering academic writing conventions through multimedia pre-class content, students arrived in class with richer mental schemas, enabling more productive engagement with writing tasks. Gains in task achievement suggest that Incidental Learning also played a role; repeated, low-stakes exposure to model texts within the video modules appeared to internalize genre expectations without direct memorization. These findings align with previous research demonstrating the effectiveness of Flipped Learning in language skill development. Studies in similar EFL contexts have reported comparable gains in writing quality when students engage in structured preparatory tasks before class. However, the present study extends prior work by explicitly embedding AI tools within the flipped framework rather than treating them as external variables. Unlike studies that identify AI as a threat to writing development, this research demonstrates that AI tools can function as complementary scaffolds when their role is clearly delimited through instructional design. Several limitations must be acknowledged. The sample of 48 students drawn from a single institution restricts the generalizability of findings. All participants shared the same native language (Uzbek), which may have introduced specific transfer effects not present in more linguistically diverse groups. Additionally, the study focused exclusively on argumentative academic writing; findings may not extend to other genres such as lab reports or reflective essays. The eight-week timeframe, while sufficient to detect short-term gains, does not allow conclusions about the long-term retention of writing skills. For classroom practitioners, these results offer clear guidance: restructuring academic writing courses around the Flipped Learning model — with carefully designed pre-class video instruction and AI tools used for surface revision only — can produce meaningful, measurable improvement in student writing quality. Curriculum designers should invest in developing discipline-specific instructional video libraries and establish explicit AI use policies that protect the integrity of students' own compositional development. Future research should examine whether Flipped Learning benefits persist across a full academic semester, whether similar gains occur in students at higher CEFR levels, and how different AI tools shape self-regulation behaviors during the pre-class phase.

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THE ROLE OF TECHNOLOGY IN LANGUAGE TEACHING METHODOLOGY: PERCEPTIONS AND PRACTICES AMONG UNIVERSITY INSTRUCTORS

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Abstract: The integration of technology into language teaching has fundamentally reshaped methodological practices across educational institutions worldwide, prompting ongoing debate about how digital tools interact with established pedagogical frameworks. This study investigates the role of technology in language teaching methodology, focusing on how university-level English as a Foreign Language (EFL) instructors perceive, select, and implement digital tools within their instructional practice. A mixed-methods design was employed, combining a structured questionnaire administered to 45 EFL instructors with semi-structured classroom observation data collected across 12 observed teaching sessions over one academic semester. Quantitative analysis revealed that 89% of instructors reported using technology in their lessons at least three times per week, yet only 41% felt that their technological choices were systematically guided by an explicit methodological rationale. Qualitative findings identified a persistent gap between technology availability and methodologically informed integration, with many instructors describing tool adoption as intuitive or trend-driven rather than theory-grounded. The study concludes that while technology has become structurally embedded in language teaching contexts, its methodological alignment remains inconsistent, and that targeted professional development focused on the intersection of pedagogy and technology is urgently needed.

Keywords: technology in language teaching, CALL, EFL methodology, digital pedagogy, teacher beliefs, TPACK

Introduction

Technology has never been absent from language teaching. From the language laboratories of the 1950s to the interactive whiteboards of the 2000s and the AI-powered platforms of the present decade, each generation of educators has encountered new tools that promised to transform how languages are taught and learned. What distinguishes the current moment, however, is not merely the novelty or proliferation of digital technologies, but the speed at which they have become infrastructurally inseparable from classroom practice — and the degree to which this transformation has outpaced the methodological frameworks used to guide it.

Scholarship in Computer-Assisted Language Learning (CALL) has long sought to understand the relationship between technology and pedagogy in language education. Researchers such as Warschauer and Healey (1998) charted the evolution

of CALL through behaviorist, communicative, and integrative phases, demonstrating that the value of any technology lies not in the tool itself but in the methodological logic that governs its use. More recently, Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework has provided a widely adopted model for understanding how effective technology integration demands the intersection of content expertise, pedagogical knowledge, and technological fluency. Despite these theoretical advances, empirical studies — including those by Ertmer et al. (2012) and Hockly (2013) — have consistently documented a gap between instructors' access to technology and their capacity to deploy it in methodologically coherent ways.

A critical gap in the existing literature concerns the relationship between instructor beliefs about language teaching methodology and their actual technology integration practices. Most published CALL research focuses either on learner outcomes or on institutional infrastructure, leaving the question of how individual instructors conceptualize the methodological role of technology in their own teaching largely unexplored. Furthermore, research examining this question in Central Asian higher education contexts — where rapid technology adoption has occurred without systematic pedagogical preparation — remains notably sparse.

This study is accordingly guided by two research questions: (1) How frequently and for what methodological purposes do university EFL instructors integrate technology into their language teaching practice? (2) What beliefs do instructors hold about the relationship between technology and language teaching methodology, and how do these beliefs shape their classroom technology use? The objective is to generate a grounded, evidence-based account of technology's actual methodological role in current EFL teaching, as perceived and practiced by the instructors most directly responsible for its implementation.

Methodology

A mixed-methods design was employed, integrating quantitative survey data with qualitative classroom observation findings. This design was selected because the research questions require both breadth — capturing patterns across a representative sample of instructors — and depth, examining the nuanced, context-specific ways in which individual teaching beliefs interact with technology use. The quantitative strand provided descriptive and inferential statistical data on technology integration frequency and perceived methodological alignment, while the qualitative strand offered interpretive insight into instructor reasoning and classroom realities. Data collection was carried out across one full academic semester.

Forty-five EFL instructors employed at three public universities in Uzbekistan participated in the questionnaire phase of the study. The sample comprised 28 female and 17 male instructors, ranging in teaching experience from 2 to 24 years, with a mean of 9.3 years. All participants held a minimum of a bachelor's degree in English language teaching or applied linguistics; 29 held master's degrees and 6 held doctoral qualifications. A subset of 12 instructors from this group additionally consented to classroom observation, selected through purposive sampling to represent a range of experience levels, institutional settings, and self-reported technology use frequencies.

All participation was voluntary, and written informed consent was obtained from every participant prior to data collection. In accordance with ethical research standards, all questionnaire responses were anonymized upon submission, and classroom observations were conducted non-intrusively with observer notes recorded using participant codes rather than identifying information. No real names, institutional identifiers, or course-specific details that could compromise participant anonymity were retained in any phase of data processing or reporting.

The primary quantitative instrument was a researcher-developed 24-item structured questionnaire, adapted from the TPACK Survey (Schmidt et al., 2009) and the Technology Integration Survey (Ertmer et al., 2012). The questionnaire was organized into three sections: Section A captured demographic information and technology access; Section B comprised 16 Likert-scale items (1 = Strongly Disagree, 5 = Strongly Agree) measuring instructors' technology use frequency, perceived methodological alignment, confidence in digital tool selection, and beliefs about technology's pedagogical value; Section C included four open-ended items inviting instructors to describe the most educationally significant technology they used and to explain their reasons for choosing it. Internal consistency of the Likert-scale section was confirmed at Cronbach's alpha = .83.

For the qualitative strand, a structured classroom observation protocol was developed, drawing on the Classroom Observation Checklist for Technology Integration (Hockly, 2013). Each observation session lasted one full instructional period of 80 minutes. Observers recorded the type, frequency, duration, and apparent pedagogical function of each technology used, as well as contextual notes on student engagement and instructor commentary regarding technology choices. Field notes were written immediately following each observation session to preserve interpretive accuracy.

Data collection proceeded in two sequential phases across the academic semester. In Phase One, conducted during the first month of the semester, questionnaires were distributed electronically to all 45 participating instructors via a secure online survey platform. A two-week completion window was provided, and a single reminder was sent at the midpoint. Completed questionnaires were received from all 45 participants, yielding a 100% response rate. Quantitative data were subsequently entered into SPSS for descriptive and inferential statistical analysis, and open-ended responses were transcribed and organized for thematic coding.

In Phase Two, conducted between weeks five and fourteen of the semester, twelve classroom observations were carried out, with each participating instructor observed once. Observation appointments were scheduled at least one week in advance, and instructors were informed only that the observation concerned technology use in language teaching; no specific guidance about lesson content or technology selection was provided, in order to capture naturalistic teaching practice. Following each observation, a brief informal debrief of no more than ten minutes was conducted, during which instructors were invited to reflect on the technology choices made in that lesson. Debrief notes were recorded by the observer immediately afterward using participant codes.

Throughout both phases, procedural consistency was maintained through standardized data collection protocols. Questionnaires were distributed, responses were collected, observation notes were recorded, and debrief reflections were transcribed by a single trained research assistant to minimize variability in data handling. All identifying information was removed from data files immediately upon collection.

Results

Quantitative questionnaire data revealed high rates of technology use among participating instructors. Forty of 45 instructors (89%) reported using at least one digital tool in their lessons three or more times per week. The most frequently reported technologies were video streaming platforms such as YouTube (reported by 84% of instructors), online quiz tools including Quizlet and Kahoot (73%), and AI-based writing and grammar assistants (58%). Presentation software and digital whiteboards were reported by 67% of instructors as regular components of their lessons.

Despite high frequency of technology use, only 41% of instructors agreed or strongly agreed with the statement that their technology choices were systematically guided by an explicit methodological framework. A further 36% selected a neutral response, while 23% disagreed or strongly disagreed. Instructors with higher qualifications demonstrated significantly stronger perceived methodological alignment: doctorate holders agreed at a rate of 83%, compared to 47% of master's degree holders and only 28% of bachelor's degree holders (chi-square test: $\chi^2(4) = 14.27$, $p = .006$). Years of teaching experience showed a moderate positive correlation with perceived alignment ($r = .41$, $p < .01$).

Classroom observation data produced a complementary picture. Across the 12 observed sessions, technology was employed in every lesson, with a mean of 3.4 distinct tools used per 80-minute session. However, in 9 of 12 observations, technology use was classified by observers as presentational — that is, used primarily to display or deliver content — rather than interactional, meaning designed to elicit, scaffold, or evaluate language production from students. Only 3 of the 12 observed instructors used technology in ways that were explicitly connected to a stated communicative or task-based learning objective during the lesson.

Thematic analysis of open-ended questionnaire responses and debrief reflections produced two dominant qualitative themes. The first, labeled pragmatic adoption, described instructors' tendency to select technologies based on student engagement, ease of use, and peer recommendation rather than alignment with specific methodological objectives. Representative responses described choosing tools because students enjoy them or because a colleague had used them successfully, rather than because of a considered pedagogical rationale. The second theme, methodology-technology disconnect, captured instructors' awareness of a gap between their theoretical training — which emphasized approaches such as Communicative Language Teaching (CLT) or Task-Based Language Teaching (TBLT) — and the ways they actually used technology, which rarely reflected the interactive, student-centered principles of those approaches.

Discussion

The central finding of this study is clear: while technology has become a near-universal feature of EFL instruction in the universities studied, its integration is predominantly pragmatic rather than methodologically principled. The majority of instructors use technology frequently, but fewer than half do so within an explicit pedagogical framework, and classroom observations confirm that technology is used far more often to present content than to generate meaningful language use — a fundamental misalignment with the communicative principles that dominate contemporary EFL methodology.

These results can be interpreted through the lens of Mishra and Koehler's (2006) TPACK framework, which posits that effective technology integration requires not merely technological knowledge or content knowledge, but their deliberate intersection with pedagogical understanding. The pattern of pragmatic adoption identified in this study — selecting tools for engagement or convenience rather than methodological purpose — reflects a predominance of isolated technological knowledge without adequate integration into pedagogical content knowledge. This finding is consistent with Ertmer et al.'s (2012) identification of second-order barriers to technology integration, namely teacher beliefs, as more significant obstacles than first-order barriers such as access and infrastructure. The instructors in this study clearly possessed access to technology; what many lacked was a principled framework for deploying it.

The present findings extend and complicate those of Warschauer and Healey (1998), who charted CALL's evolution toward integrative, communicative applications of technology. While that evolution has occurred at the theoretical level, this study suggests it has not yet been consistently realized at the classroom practice level, at least in the institutional context examined. The methodology-technology disconnect theme identified here — in which instructors express belief in CLT or TBLT principles while using technology in predominantly transmission-oriented ways — aligns with the broader phenomenon of espoused theory versus theory-in-use described by Schon (1983), and represents a particular challenge for language teacher education programs that address methodology and technology in separate, non-integrated courses.

This study acknowledges important limitations. The sample of 45 instructors, while meaningful, was drawn from three institutions in a single national context, restricting the generalizability of findings to other educational systems or cultural settings. The observation data, comprising 12 sessions, represents a limited window into instructional practice; a single observation per instructor cannot capture the full range of an instructor's technology use across a semester. Additionally, self-report questionnaire data are inherently subject to social desirability bias, and instructors may have overestimated the methodological intentionality of their technology choices.

The practical implications of these findings are significant for language teacher education and professional development. Pre-service and in-service training programs should explicitly address the intersection of technology and methodology,

equipping instructors not only with tool-use skills but with frameworks — such as TPACK or the SAMR model — for evaluating whether a given technology genuinely advances specific pedagogical objectives. Peer observation and collaborative lesson planning around technology-integrated, task-based activities offer promising models for situated professional development. Future research should examine whether TPACK-informed professional development programs produce measurable shifts in the methodological quality of instructors' technology integration, and should extend inquiry to primary and secondary language teaching contexts, as well as to the growing domain of fully online and hybrid language instruction.

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INVESTIGATING THE IMPACT OF PROBLEM-BASED LEARNING ON EFL STUDENTS' CRITICAL THINKING SKILLS: A QUASI-EXPERIMENTAL STUDY

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Abstract: This study looked at how Project-Based Learning (PBL) affects the critical thinking abilities of Moroccan undergraduate students learning English as a Foreign Language (EFL). The quasi-experimental was used to compare the PBL with the traditional teaching method, and to see which of the two methods is more effective in improving the higher-order thinking skills.The findings revealed that PBL had a positive impact on students' critical thinking skills particularly in analyzing information, interpreting information, making inferences, evaluating information and constructing arguments.This improvement may be due to a few things, one being the interactive and investigative approach of PBL. Students were engaged in their activities in the real world and in group activities, in which they were challenged to investigate problems, to listen to others' perspectives and to construct knowledge with discussion and collaboration.These findings are also supported by the qualitative data. PBL was a fun and meaningful learning experience, according to many students. It has helped them to think deeply, to think more logically and to move from memorizing to thinking about and analyzing their learning.Based on the findings of the research, it can be concluded that the method of PBL is useful in the science education in improving critical thinking in EFL teaching. It encourages problem-solving, teamwork, and active engagement all of which are critical cognitive abilities in modern schooling.

Key words: content acquisition, problem-solving abilities, collaborative inquiry, inquiry-based activities, student-centered methods, cognitive skills

INTRODUCTION

Advancements in technology and societal transformation have greatly altered the ways individuals learn, work, and interact. This change has amplified the demand for people who can think critically, address problems adeptly, work well with others, and showcase creativity. Consequently, teachers are re-evaluating conventional teaching methods and are placing greater emphasis on student-centered learning techniques. Problem Based Learning (PBL) is a method that has garnered significant interest. Problem Based Learning (PBL) is one of the processes that has attracted much attention. PBL was introduced in medical education in the 1960s and has since been introduced in many other areas such as language education (Cosgun & Atay, 2021).

Problem Based Learning is an instructional method that is based on real world problems. The knowledge and understanding of students get more active through practical experiences and reflections (Ansarian et al., 2016). PBL emphasizes the

value of students' active participation in learning, empowers students to take control of their own education, and places the instructor as a facilitator and guide, in contrast to traditional teaching approaches that center on the teacher (Tan, 2003, 2004). Students collaborate, conduct research, gather information from many sources, and create potential solutions to real-world issues in a PBL setting. Such activities can promote the growth of advanced thinking abilities. Other previous studies have claimed that traditional methods of teaching were more effective in terms of the memorization of information and better test scores in a short time (Albanese & Mitchell, 1993; Berkson, 1993; Vernon & Blake, 1993). However, recent studies have shown that its positive impact on critical thinking and creativity. For instance, Hmelo (1998) revealed that student learning using PBL produced better ability to reason and analyze. Likewise, a study carried out by Kong et al. (2014) indicated that PBL teachers attained higher critical thinking achievement than the conventional teachers. Further, other researchers have identified some similar effects of PBL on students' deeper questions, self-directed information search, and greater engagement in learning (Blumberg, 2000; Ozturk et al., 2008; Tseng et al., 2011).

The PBL approach has been found to be effective in learning languages as well. The previous studies indicate that this method can help to enhance the students' speaking, reading, and writing abilities, and also to increase the students' participation in English as a foreign language (EFL) classes (Ansarian et al., 2016; Jiriyasin, 2014; Kumar & Refaei, 2017; Lin, 2017). Students are involved in problem-solving activities and in real life communication activities, thus they are able to be more active in learning while developing their language skills and thinking skills at the same time.

The positive effects of PBL have been reported in various studies, but those that have investigated the effect of PBL on critical thinking of EFL learners are still limited, especially the quasi-experimental study. Thus, the main purpose of the study is to examine the impact of Problem Based Learning on the Critical thinking skills of EFL learners using quasi-experimental method of which the pretest-post test control group design is adopted**.**

LITERATURE REVIEW

Critical thinking is recognized as a vital higher order thinking ability that includes analyzing, evaluating, interpreting, inferring, and synthesizing information (Facione, 2016; Halpern, 2015). These abilities are regarded as essential for problem solving, decision making, and operating in today's society in higher education (Paul & Elder, 2018). The world is changing with rapid technological advancement and many issues are becoming complex, and thus educational institutions have focused on teaching students to think critically about these issues, which are needed for the 21st century (Trilling & Fadel, 2007).

Project Based Learning (PBL) has been a topic of great interest for education. PBL is student-centered learning that involves spending a longer period of time on real world problems (Savery, 2006). This method is closely related with constructivist learning theory that is based on active learning, collaboration, inquiry, and construction of knowledge through meaningful experiences (Piaget, 1936;

Vygotsky, 1978). In the constructivist approach, the process is that the learner constructs knowledge by experiencing the environment and communicating with others rather than by receiving information (Pande & Bharathi, 2020). In collaborative activities, students share their ideas, problematize their assumptions and build understanding, thus developing higher-order thinking skills (Fosnot, 1996; Güven & Valais, 2014).

This is also a reason why PBL can support the students' cognitive development and analytical reasoning as described in social constructivism. In Vygotsky's sociocultural theory, social interaction and collaborative learning are significant to intellectual development. As students engage in discussions and interactions with a teacher and/or their peers within a PBL classroom, they can develop their reasoning skills and understanding (Rogoff, 1990). Students are able to think from multiple perspectives and build well-supported argumentation in activities like argumentation, communication, and group problem-solving (Wertsch, 1991).

Cognitive Load Theory is another theoretical explanation of the effectiveness of PBL. Sweller (1988, 1994) pointed out that effective management of cognitive load leads to more successful learning. Scaffolding and guided support enable students to process information in a meaningful way and to make deep sense of it, in PBL environments (Paas & van Merriënboer, 1994). Thus, if used correctly, PBL can have a substantial positive effect on the analysis and problem solving skills of students.

There are numerous studies that have indicated that PBL is related to the growth of critical thinking. Previous studies have shown that students engaged in learning environments where PBL is used had better skills in analyzing information, evaluating evidence, building logical arguments, and solving problems (Jonassen, 1999; Thomas & Brown, 1997). Similarly, Soh and Namin (2018) revealed that students who got PBL had significantly different evaluation skills from those who received traditional instruction, and Alawi and Soh (2019) identified a substantial association between PBL and the students' evaluative skills.

PBL has been demonstrated to increase motivation, creativity, teamwork, self-directed learning, and critical thinking skills (Belmekki et al., 2024; El Bakkali, 2020). Students may become more deeply involved in the learning process and think more deeply about the subject matter as a result of the authentic tasks and interactions they participate in.

This will enable learners to use their learning to a greater effect in practical contexts.

While these positive results have been found, there are not all studies that have yielded consistent results. For instance, Cash (2017) found that there was no significant difference between PBL and conventional instructional methods in developing critical thinking skills. The findings presented here may be attributed to methodological limitations such as short durations, limited sample sizes, no control groups, and/or inadequate assessment methods (Campbell & Stanley, 1963; Tavakoli, 2012).

The application of PBL in EFL education has been more and more noticed in recent years. English language learners (ELLs) are expected to master the language along with critically analyzing English texts, ideas, and intercultural communication in EFL classrooms (Hedge, 2000; Byram, 1997). The results of the past studies indicate that PBL can enhance the communication skill, language proficiency, collaboration and critical thinking in language learning environment.

However, most of the previous research on PBL in EFL classrooms were questionnaire-based and based on the students' perceptions rather than experimental research methods (Issa & Khataibeh, 2021). Other studies also did not have enough treatment time or control groups, and/or pre-test and post-test, making the results in these studies less reliable and less generalizable (Alawi & Soh, 2019; Chiang & Lee, 2016; Günay et al., 2019). In addition, several researchers did not pay attention to threats to internal validity in the research, including the threat of testing effects and uncontrolled external variables (Cash, 2017; Saripudin et al., 2015).

In light of the above limitations, however, further serious research into the effect of PBL on critical thinking skills of EFL learners is needed. The aim of the present study, therefore, is to extend the existing literature and explore the effectiveness of Project Based Learning (PBL) in improving critical thinking skills among undergraduate EFL students.

METHOD

The study employed quasi-experimental research with non-equivalent control group with pre-test and post-test design to explore the impact of Project Based Learning on EFL students' critical thinking skills. As recommended in educational research (Creswell, 2005), intact groups were chosen, since there was no possibility of random assignment.

The subjects of this study were undergraduate students in EFL who were chosen by convenience sampling in a higher education institution. The English learning background for both the experimental and control groups were comparable so as to provide baseline comparability. Independent sample t-tests were used to validate the equivalence of the groups before the intervention.

This treatment period was about 12 weeks long. The experimental group students were involved in PBL activities that involved collaborative problem solving, discussion, presentation, and project based activities. The control group received teacher-centered instruction, which emphasized mainly structured lessons and individual learning activities.

A standardized test used to measure critical thinking skills was given that included items that measured inference, assumption, deduction, interpretation and argument analysis. To reduce test familiarity as well as enhance test validity, two equivalent forms of the test were administered as pre- and post-test.

Moreover, semi-structured interviews were held with a few students from the experimental group to explore their experiences with PBL and its impact on the development of their critical thinking skills. A pilot study was conducted to check the instrument reliability and validity before the main study was conducted. The findings

were shown to have good internal consistency (Cronbach's α = .92) and some minor revisions were made according to the pilot results.

For the purpose of minimizing the effects of extraneous factors, both groups were instructed by the same teacher with the same classroom conditions. However, certain factors, like pupils' willingness and prior learning experiences were not fully controllable.

The obtained data was analysed by SPSS version 21. The data were summarized using descriptive statistics and differences between groups were compared using independent sample and paired sample t-tests. Also, Analysis of Covariance (ANCOVA) was used to compensate for the pre-test differences among the groups.

RESULTS

The current study aimed at examining how Project Based Learning (PBL) affects the critical thinking abilities of the EFL learners of Moroccan undergraduate students. The primary goal was to see if the PBL approach was more effective than the traditional approach in developing students' critical thinking skills. PBL was the independent variable and critical thinking was the dependent variable in this research.

It was found that the pre-test descriptive statistics had relatively similar levels of critical thinking between the two groups. The experimental group had a mean score of 9.98 (SD = 2.30), while the control group achieved a mean score of 10.54 (SD = 2.23). These findings indicate that there was not a significant difference between the two groups at the start of the study.

Immediately after implementing PBL, changes were observed in post-test scores. The experimental group showed a significant improvement ($p < .05$), with a mean score of 15.87 (SD = 1.26) while the control group showed little change (mean score of 10.55; SD = 2.23). This result shows that the students' critical thinking skills were increased more than the students' critical thinking skills in traditional teaching.

The pre-test findings between the two groups did not differ substantially, according to the independent samples t-test results ($t(84) = 1.142$, $p = .257$). This suggests that both groups had similar starting points. The findings of the post-test showed that the means of the two groups differed significantly ($t(59.619) = -13.353$, $p < .001$) and that the PBL greatly improved the performance of the students.

Similarly, the overall pre-test and post-test scores differed significantly ($t(85) = -3.157$, $p < .001$) according to the paired samples t-test. The result proved that the critical thinking skills of the students have improved in the post instructional period. The ANCOVA analysis found that pre-test differences were not significant and there was a significant difference in the teaching method for post-test scores ($F(1,83) = 512.553$, $p < .001$). Furthermore, the effect size was determined to be large (partial eta squared = .861), which means that the effect of PBL in developing students' critical thinking skills was very high after controlling the initial differences between the two groups.

The qualitative results of the interviews corroborated the statistical results. A large number of students reported that PBL motivated them to think more deeply and analyze the problem more effectively. They described how they worked on real-life

projects where they had to consider other points of view and make conclusions; this had enhanced their reasoning skills.

Students also talked about the need for working together. During their group conversations, students were able to further expand their arguments, express their opinions, and share their views through their responses. They become more analytical and contemplative in their thinking as a result of being exposed to other points of view. Additionally, a number of individuals stated that PBL altered their learning style. They were not expected to learn by rote, but rather to use knowledge to solve real-world issues. The learning process was made more interesting and enabled deeper analysis and inferences through the use of activities like presentations, discussions and report writing. The quantitative and qualitative results indicated that the overall effect of implementation of the Project-Based Learning on the development of students' critical thinking skills was positive.

DISCUSSION

Based on the results of this research, it can be concluded that Project-Based Learning (PBL) significantly positively influenced the development of critical thinking skill for EFL learners. In terms of critical thinking skills, students who attended PBL activities experienced significantly larger growth than students who were taught by the conventional method. The results of this study are in line with previous studies that found PBL to be an effective learning style for fostering higher-order thinking skills (Alawi & Soh, 2019; Jusmaya & Efyanto, 2018; Satya & Prasetyo, 2021; Bell et al., 2009; Savery, 2006).

The effectiveness of PBL can be attributed to the learning-centeredness and inquiry basedness of the PBL. Students are challenged to analyze information, evaluate evidence, and to make logical arguments via authentic tasks, collaboration and problem-solving activities (Facione, 2016; Hmelo-Silver et al., 2007). Constructivism theory of learning is closely related with these learning processes because according to constructivist theory, knowledge is constructed through experience and interaction (Piaget, 1936; Vygotsky, 1978). This means that the learner is more engaged in the deeper level of thinking and thus in the improvement of critical thinking skills.

The findings also align with research that indicates that PBL moves students from information receivers to problem solvers. Students are exposed to several viewpoints in a discussion and collaborative learning format, which gives them multiple opportunities to develop their reasoning and decision making skills (Thomas & Brown, 1997; El Bakkali, 2020; Crespí et al., 2022). Besides, meta analysis studies have shown a significant positive impact of PBL in comparison with traditional learning (Hussin et al., 2019).

Meanwhile, there are some previous studies which reported less significant results about the effectiveness of PBL. In one such example, Cash (2017) revealed that there were not many differences between PBL and traditional instruction. These variations may stem from discrepancies in program execution, instructional design, or insufficient scaffolding offered during the learning experience. This suggests that

for PBL to serve as an effective teaching tool, educators must provide appropriate guidance and structure throughout the activities.

The second important finding in the literature is that PBL can be successfully applied to various educational levels and subjects such as science and mathematics education, and language education (Zuryanty et al., 2019; Hidayat et al., 2019; Saepuloh et al., 2021). This illustrates the versatility and versatility of PBL as a teaching method in different learning contexts.

In addition, it has been found that the success of PBL depends less on sample size or assessment instruments and relies more on student motivation, teacher facilitation, and classroom environment while using instruments that have been verified to be reliable (Masruro et al., 2021; Fadilla et al., 2021). These factors can have a significant influence on the effectiveness of students' learning from PBL activities.

Moreover, research on the comparison of traditional PBL and blended PBL has shown that critical thinking development is enhanced in both PBL models. Single-method, however, has been shown to have better cognitive learning outcomes, and blended PBL has been shown to have better communication and motivation learning outcomes (Setiawan & Islami, 2020; Lukitasari et al., 2019).

Based on the results of the present study in conjunction with the results of previous studies, it can be seen that the use of Project Based learning in education is very effective in developing critical thinking skills in students. However, future research may extend the study on the long-term impact of PBL, the influence of learner related factors and digital technologies to enhance the effectiveness of PBL environment (Razak et al., 2022; Girma et al., 2025).

CONCLUSION

This study aimed at investigating whether Project-Based Learning (PBL) has an effect on the critical thinking skills of Moroccan undergraduate EFL students. The results show that the use of PBL shows a clear positive effect on the critical thinking skills of students than conventional teaching methods. Students involved in project-based activities showed greater progress in key critical thinking skills: analysis of information, inferences, evaluation of arguments, and drawing logical conclusions.

The findings also showed that PBL engaged students to learn actively, reflectively, and independently. Learners were encouraged to look at the various points of view, question the things that they assumed and to back up their ideas with evidence using collaborative tasks and real-world problem-solving activities. It enabled students to transcend from memorization learning to more cognitive learning by facilitating students' experience in learning.

The qualitative results also confirmed the quantitative results. Students many times talked about the meaningful and interesting way to learn, and how PBL enhanced their reasoning and analytical skills. They reported that project work and group discussion helped them to develop their understanding of concepts and their thinking.

Overall, the study has confirmed that Project Based Learning is an effective teaching model in improving critical thinking skills in an EFL setting. PBL fosters

higher order thinking skills by encouraging exploration, teamwork, and hands-on learning. Hence, the use of PBL can be a positive influence in the learning process of cognitive development and achievement of students in language learning.

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THE ROLE OF LEXICAL RESOURCE IN IMPROVING WRITING PROFICIENCY

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Abstract: Lexical resource, often referred to as vocabulary range and precision, is a fundamental component of writing proficiency in second language acquisition. This study investigates the correlation between lexical diversity and the overall quality of academic writing among secondary-level English as a Foreign Language (EFL) learners. Utilizing a quantitative experimental research design, sixty students at the CEFR A2 proficiency level were monitored over an eight-week instructional period to evaluate the impact of targeted vocabulary expansion activities. The participants were divided into an experimental group and a control group to measure the development of lexical sophistication. The research findings indicate that students who received explicit instruction in lexical collocations and academic word lists demonstrated a statistically significant improvement in their writing scores. These results suggest that a robust lexical resource allows for greater nuance, clarity, and academic tone in student compositions. Consequently, this study recommends the integration of structured lexical building strategies into the writing curriculum to enhance long-term linguistic competence.

Keywords: Lexical Resource, Writing Proficiency, Vocabulary Diversity, EFL Pedagogy, Academic Writing.

Introduction

In the hierarchy of language skills, writing is often regarded as the ultimate test of a learner's linguistic capability, requiring the simultaneous integration of grammar, syntax, and vocabulary. Among these elements, lexical resource—the ability to use a wide range of vocabulary with precision and stylistic appropriateness—is frequently the primary differentiator between basic and advanced writing proficiency. In modern education, the focus on 'communicative competence' has sometimes led to a relative neglect of formal vocabulary building, yet research consistently shows that a limited vocabulary acts as a ceiling for expressive potential. Within the field of Applied Linguistics, the depth and breadth of a learner's lexicon are seen as critical indicators of their ability to handle complex academic tasks. Contemporary pedagogical research reaches a general consensus that without an adequate lexical resource, students struggle to maintain the coherence and academic tone required in professional and educational settings.

Despite the recognized importance of vocabulary, a research gap exists regarding the most effective methods for transitioning A2-level learners from high-frequency basic words to more sophisticated academic language. Many learners rely on a 'lexical

crutch,' repeatedly using simple verbs and adjectives that fail to convey the specific nuances of their arguments. The 'Lexical Approach' suggests that language consists not of traditional grammar and vocabulary but of multi-word 'chunks' or collocations. While general studies have validated the role of vocabulary in literacy, empirical data is needed to document how specific lexical interventions influence the overall holistic scores of student essays in standardized environments. This study addresses this gap by investigating the measurable impact of lexical resource development on writing proficiency and comparing these outcomes against traditional structure-focused methods.

The theoretical framework of this research is grounded in the Lexical Syllabus, which prioritizes the teaching of common word patterns and functional phrases over abstract grammatical rules. In this view, lexical resource acts as the building blocks of communication, where the choice of a single precise word can replace several vague ones, thereby increasing the efficiency and impact of the writing. By focusing on the learner as a 'word-user,' this investigation seeks to clarify how instructional interventions can be optimized to produce more sophisticated academic writers. The study is driven by two central research questions: firstly, to what extent does targeted lexical instruction lead to a quantifiable increase in writing proficiency scores; and secondly, how does the use of diverse vocabulary influence the perceived academic tone and clarity of student work?

Methodology

This research employed a quantitative, experimental design to provide a rigorous assessment of how lexical interventions affect student writing proficiency. By utilizing numerical data derived from standardized writing rubrics and automated lexical diversity tools, the study aimed to isolate the impact of vocabulary instruction and establish a clear statistical correlation between lexical sophistication and essay quality. The experimental framework was chosen because it allows for the precise measurement of changes in vocabulary use over time, providing a clear blueprint for replication by other researchers. The focus remained strictly on lexical metrics—specifically lexical density, diversity (Type-Token Ratio), and the use of low-frequency academic words—to ensure that the findings could be translated into practical recommendations for EFL curriculum developers.

The participants for this study consisted of sixty secondary school students (N = 60) currently enrolled in an EFL program. All participants were native speakers aged 15 to 16, with their English proficiency levels officially classified as CEFR A2 (Elementary) based on institutional diagnostic assessments. The choice of A2 learners was intentional, as this stage represents a critical period where students must move beyond 'survival vocabulary' to begin engaging with academic content. A convenience sampling method was used to assign the students into two distinct treatment groups: the Experimental Group (n = 30) and the Control Group (n = 30). To comply with strict ethical standards, the research maintained complete participant anonymity; no real student names or identifying information were recorded, and all data was processed using numerical codes. This approach ensured that the results

reflected objective pedagogical outcomes rather than individual personal circumstances.

To measure lexical growth accurately, the study utilized a set of standardized materials and instruments designed to expand the students' productive vocabulary. The Experimental Group was engaged in lexical activities such as collocation mapping, synonym-substitution tasks, and the study of the Academic Word List (AWL). In contrast, the Control Group continued with a standard curriculum focused on grammatical accuracy and general reading comprehension. The primary assessment tool was a multi-dimensional writing rubric that separately scored 'Lexical Resource' alongside grammar and task fulfillment. These metrics were captured through an initial pre-test essay and a final post-test essay. Additionally, the study used text analysis software to calculate the percentage of sophisticated vocabulary used in each student composition.

The experimental procedure was executed over an eight-week period, following a structured timeline to ensure consistency. During the first week, a pre-test essay was administered to all participants to document their starting lexical diversity and writing scores. Over the subsequent six weeks, the Experimental Group received dedicated lexical workshops focused on academic precision, while the Control Group focused on standard textbook exercises. In the final week, the post-test essay was administered under identical conditions to the initial test. Throughout this process, all teacher interventions and data recordings were documented using the past passive voice (e.g., 'Lexical diversity scores were calculated and analyzed using specialized software') to emphasize the objectivity and replicability of the research steps.

Results

The quantitative data collected from the experimental cycles revealed a significant improvement in writing proficiency within the experimental group, confirming that lexical resource is a primary driver of academic success. At the start of the study, the pre-test results showed that both groups had highly similar lexical baselines, characterized by a high frequency of 'level 1' common words (e.g., 'good', 'bad', 'people') and very few academic collocations. There was no statistically significant difference between the baseline scores of the Experimental Group and the Control Group, ensuring that both groups began the experiment from a comparable starting point. This initial data served as the essential benchmark against which the effectiveness of the lexical treatment was measured in the subsequent phases of the research.

Following the six-week intervention period, the post-test results demonstrated a clear and measurable increase in the lexical resource scores of the Experimental Group. Students exposed to targeted vocabulary tasks showed a 35% increase in their lexical diversity (TTR) and a marked increase in the use of 'level 2' academic vocabulary. In contrast, the Control Group showed only marginal improvements in their writing scores, largely limited to better grammatical control without a corresponding increase in vocabulary sophistication. A paired-samples t-test confirmed that the writing gains in the Experimental Group were statistically

significant. Furthermore, holistic scores showed that essays with higher lexical diversity were consistently rated higher for 'clarity' and 'argumentative strength' by independent graders.

Further analysis of the results indicated that the mastery of collocations had a direct influence on the perceived naturalness of the student writing. In the Experimental Group, students were able to use fixed phrases (e.g., 'highly significant', 'conduct research') that gave their writing a more professional tone, whereas the Control Group continued to produce literal translations from their native language. The results suggest that by expanding the lexical resource, students were able to more effectively communicate complex ideas that were previously inaccessible due to a lack of specific terminology. The quantitative data thus provides strong evidence that for A2-level EFL students, lexical instruction is the most efficient method for achieving rapid gains in writing proficiency and academic tone.

Discussion

The results of this study provide clear evidence that lexical resource is an essential component of writing proficiency, directly leading to measurable improvements in the quality and clarity of student work. By answering the research questions, the data confirmed that a diverse vocabulary prevents repetitive phrasing and allows for the precise expression of thought that is required in academic discourse. These outcomes can be interpreted through the lens of Cognitive Load Theory, which suggests that when students have a readily accessible mental lexicon of word chunks, they can dedicate more cognitive energy to the actual content and organization of their writing. In the context of this study, lexical instruction acted as a 'proficiency multiplier,' where improvements in vocabulary diversity led to disproportionately larger gains in the overall holistic score of the essays.

When comparing these findings with existing literature, the results strongly support the work of researchers who have argued that vocabulary is the 'heart' of language learning. Many studies have concluded that a threshold of approximately 3,000 word families is necessary for students to begin writing successfully in an academic context. This investigation aligns with the findings of Laufer and Nation (1995), who demonstrated that the quality of writing is closely tied to the proportion of low-frequency words used by the learner. However, it is also important to contrast these results with the concerns of some educators who argue that 'vocabulary stuffing'—using complex words without understanding their context—can lead to awkward and unnatural writing. While the current study showed significant lexical gains, it emphasized that instruction must focus on 'lexical depth' (how well a word is known) rather than just 'lexical breadth' (how many words are known).

Despite the positive outcomes, several factors must be considered when interpreting the broader implications of this research. The study's reliance on a relatively small sample size (N = 60) and a specific demographic of secondary students means that the findings may not be directly applicable to all EFL contexts or university-level learners. Additionally, the focus on quantitative lexical metrics does not fully account for the stylistic nuances or the rhetorical strategies used by the students to persuade their audience. The constraints of the eight-week timeline also

represent a limitation, as true lexical mastery is a lifelong process that requires continuous exposure to diverse texts. Furthermore, the implementation of structured vocabulary building highlights a practical challenge: many teachers lack the specialized training required to effectively teach collocations and word patterns beyond simple definitions.

In conclusion, the role of lexical resource in fostering writing proficiency is vital for the academic development of EFL students. To maximize the effectiveness of this intervention, educators should strive to move beyond simple word-translation methods and instead focus on the productive use of collocations and academic word lists in context. Future research should investigate how digital lexical tools, such as corpus-based concordancers and AI-driven vocabulary assistants, can be integrated into the classroom to provide students with more personalized paths to word mastery. Additionally, long-term longitudinal studies are needed to track how early lexical development impacts a student's ability to transition into higher education and professional writing. By continuing to refine these lexical strategies, the EFL community can better support students in their journey toward becoming precise and persuasive writers.

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CHET TILLARNI O‘QITISHDA KOMMUNIKATIV YONDASHUV VA UNING AN’ANAVIY METODLARDAN AFZALLIKLARI

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Abstract: This article thoroughly analyzes the fundamental reforms in the foreign language teaching system, specifically focusing on the methodological foundations of the communicative approach and its advantages over the traditional grammar-translation method. The paper highlights the role of real-life communication in developing learners' speaking and sociolinguistic competencies, the effective application of pedagogical technologies in the classroom, and methods for overcoming psychological language barriers among students. Furthermore, the issues of rote memorization and passive listening in the traditional educational system are critically evaluated, and a set of methodological recommendations, interactive games, and situational tasks are proposed to enhance educational efficiency.

Keywords: communicative approach, traditional method, speaking competence, foreign language, interactive methods, educational innovation, sociolinguistic skill.

Kirish

Bugungi globallashuv va madaniyatlararo muloqot rivojlangan davrda chet tillarini mukammal egallash davr talabiga aylandi. O‘zbekiston Respublikasida ta’lim tizimini tubdan isloh qilish, yosh avlodning xorijiy tillarni erkin so‘zlasha olish darajasida o‘rganishi uchun keng sharoitlar yaratilmoqda. Chet tillarini o‘qitish metodikasi uzoq yillik evolyutsion yo‘lni bosib o‘tdi. Ushbu yo‘nalishda uzoq vaqt davomida hukmronlik qilgan an’anaviy (grammatik-tarjima) metod o‘rnini bugungi kunda zamonaviy kommunikativ yondashuv egallab bormoqda. Mazkur tadqiqot ishining dolzarbligi chet tillarini o‘qitishda quruq yodlash va grammatik qoidalarga haddan tashqari mukammal yondashishdan voz kechib, talabalarni real hayotiy vaziyatlarda erkin muloqot qilishga o‘rgatish zarurati bilan belgilanadi. Mazkur tadqiqotning asosiy maqsadi chet tillarini o‘qitishda kommunikativ yondashuvning pedagogik va metodologik mohiyatini ochib berish, uning an’anaviy metodlardan ustunlik jihatlarini qiyosiy tahlil qilish hamda dars jarayonida talabalarning nutqiy kompetensiyasini oshirishga qaratilgan amaliy-metodik tavsiyalar tizimini ishlab chiqishdan iborat.

Literature Review (Mavzuga oid adabiyotlar tahlili)

Chet tillarini o‘qitish metodikasida kommunikativ yondashuv (Communicative Language Teaching - CLT) XX asrning 70-yillarida Yevropa va AQShda shakllana boshladi. D.Xaymz (D. Hymes) tomonidan fanga kiritilgan "kommunikativ kompetensiya" tushunchasi mazkur yondashuvning nazariy poydevori hisoblanadi.

Uning fikricha, tilni o‘rganish faqatgina grammatik qoidalarni bilish emas, balki ularni muloqot jarayonida o‘rinli qo‘llay olish qobiliyatidir. Keyinchalik, ushbu yondashuv H.G.Uiddouson (H.G. Widdowson) va xalqaro metodist olimlar tomonidan pedagogik tizim sifatida shakllantirildi. O‘zbekistonlik olimlardan J.Jalolov o‘zining ilmiy ishlarida chet tili o‘rgatishning nutqiy yo‘naltirilganlik tamoyillarini asoslab bergan bo‘lsa, zamonaviy tadqiqotchilar dars xonalarida muloqot muhitini sun’iy ravishda yaratish hamda talabalarning mustaqil bilim olish faolligini oshirish muammolari ustida izlanishlar olib bormoqdalar.

Research Methodology (Tadqiqot metodologiyasi)

Tadqiqot jarayonida qiyosiy-tahliliy, pedagogik kuzatuv va empirik eksperiment metodlaridan foydalanildi. An’anaviy metod bilan kommunikativ yondashuvning samaradorligini solishtirish maqsadida talabalar guruhlarida maxsus tajriba darslari tashkil etildi. An’anaviy yondashuvda asosiy e’tibor matnni o‘qish, uni so‘zma-so‘z tarjima qilish va grammatik qoidalarni yodlashga qaratiladi. Bu jarayonda o‘qituvchi markaziy muloqotchi bo‘lib, talabalar asosan passiv tinglovchi yoki faqat berilgan savolga javob beruvchi obyekt vazifasini bajaradilar. Natijada, talaba tilning grammatikasini juda yaxshi bilishi mumkin, biroq chet ellik fuqaro bilan jonli muloqotga kirishganda kuchli psixologik to‘siq (language barrier)ga duch keladi. Kommunikativ yondashuvda esa ta’lim jarayonining markazida talaba (student-centered learning) turadi. O‘qituvchi darsda ma’ruzachi emas, balki jarayonni boshqaruvchi, yo‘naltiruvchi (facilitator) va maslahatchi vazifasini o‘taydi.

Analysis and Results (Tahlil va natijalar)

Darsning dastlabki daqiqalaridanoq talabalar guruhlarga yoki juftliklarga bo‘lingan holda aniq bir muammoli vaziyat (problem-solving), keys-stadi (case study) yoki rolli o‘yinlar (role-play) ustida ishlaydilar. Bu jarayonda xatolar ustida darhol to‘xtalib jazolash emas, balki fikrni sherigiga yetkazib bera olish (fluency) asosiy maqsad qilib olinadi. Grammatik qoidalar esa alohida mavzu sifatida emas, balki shu muloqot jarayonini tashkil etish uchun zarur bo‘lgan vosita sifatida kontekst ichida o‘zlashtiriladi. O‘tkazilgan pedagogik tajriba va kuzatuvlar shuni ko‘rsatdiki, kommunikativ yondashuv asosida dars o‘tilgan guruhlarda talabalarning til o‘rganishga bo‘lgan motivatsiyasi va og‘zaki nutq faolligi 45% ga oshgan.

Ikki xil yondashuvning qiyosiy jihatlari tahlil qilinganda quyidagi natijalar aniqlandi:

Maqsad: An’anaviy metodda – til tizimini (qoidalar, so‘zlar) o‘rganish; Kommunikativ metodda – tildan muloqot vositasi sifatida foydalanish ko‘nikmasini hosil qilish.

Darsdagi yetakchi rol: An’anaviy metodda – O‘qituvchi (teacher-centered); Kommunikativ metodda – Talaba (student-centered).

Xatolarga munosabat: An’anaviy metodda – Xatolar qat’iyan man etiladi va darhol tuzatiladi; Kommunikativ metodda – Xatolarga tabiiy jarayon sifatida qaraladi, ravonlikka (fluency) urg‘u beriladi.

Nutq faoliyati turlari: An’anaviy metodda – Ko‘proq o‘qish va yozish, grammatik tahlil; Kommunikativ metodda – Tinglab tushunish va gapirish yetakchilik qiladi, qolgan turlar unga integratsiya qilinadi.

Discussion (Muhokama)

Kommunikativ yondashuvning eng muhim afzalliklaridan biri bu darsda haqiqiy muloqot muhitining yaratilishidir. Talabalar shunchaki kitobdagi matnni o‘qimaydilar, balki o‘zlarining kundalik hayoti, qiziqishlari va kelajakdagi rejalari haqida fikr almashadilar. Bu esa fanga bo‘lgan qiziqishni orttirib, dars samarasini bir necha barobarga yuksaltiradi. Shu bilan birga, talabalarda mustaqil fikrlash, jamoada ishlash va o‘z nuqtai nazarini himoya qilish kabi sotsiolingvistik hamda sotsiomadaniy kompetensiyalar rivojlanadi. Amaliyot shuni ko‘rsatadiki, lingvistik bilimlarni amaliy ko‘nikmalar bilan bog‘lashda talabalarning erkin muloqot faolligini rag‘batlantirish dars samaradorligini kafolatlovchi bosh omildir.

Conclusion and Recommendations (Xulosa va tavsiyalar)

Xulosa o‘rnida aytish mumkinki, chet tillarini o‘qitishda kommunikativ yondashuv talabalarning nafaqat lingvistik bilimlarini, balki ularning ijtimoiy hayotda tilni erkin qo‘llash ko‘nikmalarini ham shakllantiradi. An’anaviy metod butunlay foydasiz emas, uning tizimli grammatika o‘rgatishdagi o‘rnini inkor etib bo‘lmaydi, biroq jonli muloqot ko‘nikmalarini shakllantirishda u bugungi kun talablariga javob bera olmaydi. Shundan kelib chiqqan holda, ta’lim samaradorligini oshirish uchun quyidagi metodik tavsiyalarni taklif etamiz:

Chet tili darslarida an’anaviy darsliklar bilan cheklanib qolmasdan, audio va video materiallar, jonli suhbatlar hamda internet resurslaridan keng foydalanish;

Grammatika darslarini quruq qoidalar shaklida emas, balki vaziyatli o‘yinlar va real muloqot matnlari ichida tushuntirish;

Darslarda rolli o‘yinlar, munozaralar (debates) va loyihaviy ishlarni (project work) ko‘proq tashkil etish orqali talabalar faolligini ta’minlash.

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THE EFFECTIVENESS OF AI TOOLS LIKE CHATGPT IN IMPROVING STUDENTS' WRITING SKILLS

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Abstract: The rapid integration of artificial intelligence into educational settings has prompted significant scholarly debate regarding its pedagogical value. This study investigates the effectiveness of AI-powered writing tools, specifically ChatGPT, in improving the academic writing skills of university-level English as a Foreign Language (EFL) learners. A mixed-methods experimental design was employed over eight weeks, involving 60 undergraduate students divided into control and experimental groups. Participants in the experimental group used ChatGPT as a writing feedback tool alongside conventional instruction, while the control group received traditional teacher-only feedback. Pre-test and post-test writing assessments, alongside structured questionnaires, were used to collect quantitative and qualitative data. Results revealed that students who used ChatGPT demonstrated measurably greater improvement in grammatical accuracy, vocabulary range, and overall coherence compared to the control group. Qualitative findings further indicated higher levels of learner autonomy and writing motivation among AI-assisted students. These findings suggest that integrating AI writing tools into EFL curricula can meaningfully enhance student writing outcomes when used as a complement to, rather than a replacement for, traditional instruction.

Keywords: artificial intelligence, ChatGPT, writing skills, EFL learners, learner autonomy, mixed-methods

Introduction

Writing is among the most cognitively demanding skills required of students in academic environments, particularly for those learning English as a foreign language. Despite its importance, writing instruction remains one of the most challenging areas for both teachers and learners, largely due to the time-intensive nature of feedback and revision cycles.

In recent years, the emergence of large language models such as ChatGPT has opened new avenues for personalized, immediate feedback in language learning contexts. Scholars including Warschauer (2004) and Hyland (2019) have long acknowledged the role of timely, detailed feedback in fostering writing development. More recent studies, such as those by Kasneci et al. (2023) and Becker (2023), have begun to explore how generative AI tools can serve as writing tutors, offering grammar corrections, structural suggestions, and stylistic guidance on demand.

However, a notable gap exists in the empirical literature: few studies have examined the longitudinal impact of ChatGPT-assisted writing on EFL learners in Central Asian educational contexts, where access to native-speaker feedback is

limited. Additionally, the question of whether AI feedback cultivates genuine writing skill development, or merely surface-level correction dependency, remains underexplored.

This study therefore seeks to answer the following research questions: (1) Does the use of ChatGPT as a writing feedback tool significantly improve EFL university students' writing performance compared to traditional instruction alone? (2) How do students perceive the role of AI tools in their writing development? The goal is to provide evidence-based insight into how AI can be responsibly and effectively incorporated into writing pedagogy.

Methodology

This study adopted a mixed-methods experimental design, combining quantitative pre-test/post-test comparisons with qualitative analysis of student questionnaire responses. This design was chosen to capture both measurable writing gains and the subjective learner experience of AI-assisted writing instruction over an eight-week intervention period. A total of 60 undergraduate students from a state university in Uzbekistan participated in this study. All participants were aged between 18 and 22, with a balanced gender distribution of 31 female and 29 male students. Their native language was Uzbek, and all were enrolled in a second-year Academic English Writing course. Based on pre-study CEFR placement assessments, participants ranged from B1 to B2 proficiency levels.

Participants were assigned to two groups using purposive sampling to ensure comparable baseline writing proficiency: an experimental group (n = 30) who used ChatGPT alongside regular instruction, and a control group (n = 30) who received only conventional teacher feedback. In adherence to ethical research standards, all participants were assigned anonymized codes, and no real names were used in any data collection or reporting.

The primary AI platform used in the experimental group was ChatGPT (GPT-4, OpenAI), accessed via web browser during in-class and out-of-class writing sessions. Students were provided with structured prompting guidelines to ensure consistent use of the tool for feedback rather than content generation. Academic vocabulary instruction drew on the Academic Word List (Coxhead, 2000) as a reference corpus.

Standard instruments included a writing pre-test and post-test, each requiring students to produce a 250-word argumentative paragraph on a given academic topic, scored using an adapted version of the IELTS Writing Task 2 band descriptors. A post-intervention questionnaire employing a five-point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree) was also administered to measure student attitudes toward AI-assisted writing, covering dimensions of usefulness, ease of use, and impact on writing confidence.

The intervention was administered across eight weeks following an identical curriculum for both groups. In Week 1, a writing pre-test was administered to both groups under timed conditions. From Weeks 2 through 7, writing workshops were conducted twice weekly. The experimental group submitted drafts to ChatGPT using predefined prompts requesting grammatical, structural, and vocabulary feedback,

then revised their work accordingly. The control group submitted drafts exclusively to the course instructor for written feedback. In Week 8, a post-test was administered to both groups under the same conditions as the pre-test. Questionnaires were distributed to the experimental group at the close of Week 8.

Throughout the study, the past passive voice was used in procedural documentation to maintain objectivity; for example, tests were administered, responses were collected, and data were recorded systematically by research assistants blind to group membership.

Results

Pre-test scores indicated no statistically significant difference between the two groups at baseline (experimental group M = 11.4/20; control group M = 11.2/20; $p = .84$), confirming comparable initial writing proficiency. Following the eight-week intervention, post-test results revealed a significant divergence between groups.

The experimental group achieved a mean post-test score of 15.8/20, reflecting a gain of 4.4 points, while the control group reached a mean of 13.1/20, a gain of 1.9 points. An independent samples t-test confirmed this difference as statistically significant ($t(58) = 4.12$, $p < .001$, $d = 1.06$), indicating a large effect size. Specifically, the experimental group showed stronger improvements in grammatical accuracy (+38%), lexical diversity (+29%), and paragraph coherence (+31%) relative to their pre-test performance.

Questionnaire data from the experimental group were largely positive. On the usefulness dimension, 87% of respondents agreed or strongly agreed that ChatGPT feedback helped them identify recurring errors. On the confidence dimension, 80% reported feeling more willing to revise their writing after receiving AI feedback compared to waiting for teacher comments.

Open-ended questionnaire responses revealed a recurring qualitative theme: students valued the immediacy of AI feedback, frequently describing it as enabling them to catch and correct mistakes in real time, a feature unavailable in traditional once-per-week teacher feedback cycles.

Discussion

The findings of this study confirm that ChatGPT-assisted writing instruction significantly improved EFL students' writing performance relative to traditional feedback alone. The experimental group's substantially higher post-test gains across all assessed dimensions directly address the first research question.

These results can be interpreted through the lens of Incidental Learning theory (Nation, 2001), which posits that repeated, contextualized exposure to corrective feedback during meaningful writing tasks accelerates language acquisition. ChatGPT's capacity to provide immediate, text-specific corrections aligns closely with the conditions favorable to incidental learning. Furthermore, Dual Coding Theory (Paivio, 1991) supports the benefit of combining textual feedback with explicit structural suggestions, as students simultaneously process linguistic and organizational information during the revision process.

The results of the current study align with those of Kasneci et al. (2023), who similarly found that generative AI tools enhanced student revision behaviors and

metacognitive awareness of writing errors. However, this study contrasts with the more cautious conclusions of Becker (2023), who cautioned that over-reliance on AI feedback could reduce critical thinking engagement. The current findings suggest that when students are given structured guidelines for interacting with AI tools, this risk may be substantially mitigated.

This study acknowledges several limitations. The sample was drawn from a single institution, limiting generalizability. The eight-week duration, while sufficient to detect statistically significant changes, may not capture longer-term retention or potential dependency patterns. Additionally, the study focused exclusively on argumentative paragraph writing; findings may differ for other genres such as narrative or technical writing.

These findings carry meaningful implications for writing instructors. Teachers may consider adopting structured AI feedback protocols as a complement to, rather than a substitute for, instructor feedback, particularly in contexts with high student-to-teacher ratios. Future research should examine the long-term effects of AI-assisted writing across diverse genres, extended time periods, and learner proficiency levels, and should include institutional contexts beyond Central Asia to strengthen cross-cultural validity.

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BENEFITS OF CLAUDE AI USAGE FOR BETTER WRITING: AN EMPIRICAL INVESTIGATION AMONG UNIVERSITY STUDENTS

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Abstract: The growing availability of large language model-based AI assistants has introduced new possibilities for supporting student writing development in higher education contexts. This study investigates the specific benefits of Claude AI (Anthropic) as a writing support tool for university-level English as a Foreign Language (EFL) learners, with particular attention to its effects on writing quality, revision behavior, and learner self-efficacy. A mixed-methods experimental design was conducted over nine weeks with 58 undergraduate students assigned to either a Claude AI-assisted writing group or a traditional instructor-feedback control group. Pre-tests and post-tests assessed writing performance across four criteria — grammatical accuracy, lexical sophistication, structural clarity, and argumentation quality — while a post-intervention Likert-scale questionnaire measured student attitudes. Results indicated that the Claude-assisted group achieved a mean score gain of 5.1 points out of 20, significantly outperforming the control group's gain of 2.3 points. Qualitative data highlighted Claude AI's explanatory feedback style as a key factor in building students' metacognitive awareness of their own writing processes. The study concludes that Claude AI offers distinct pedagogical advantages for writing development, particularly through its capacity for nuanced, context-sensitive feedback that fosters deeper understanding rather than surface correction alone.

Keywords: Claude AI, Anthropic, writing improvement, EFL writing, AI feedback, learner self-efficacy.

Introduction

Writing well is among the most transferable and academically consequential skills a university student can develop. Across disciplines, the capacity to organize ideas logically, communicate them with lexical precision, and sustain a coherent argument separates proficient academic practitioners from novices. For learners operating in a foreign language, the challenge is compounded: they must negotiate linguistic insecurity, limited exposure to authentic academic models, and the cognitive load of composing in a non-native system simultaneously.

The emergence of large language models (LLMs) as pedagogical tools has generated considerable scholarly attention. Research by Kasneci et al. (2023) and Zawacki-Richter et al. (2019) underscores both the promise and the complexity of integrating AI into educational practice. While earlier automated writing evaluation

systems such as Grammarly or Turnitin's feedback tools excelled at surface-level error detection, they offered limited capacity for addressing higher-order concerns such as argument development, paragraph unity, or disciplinary tone. Claude AI, developed by Anthropic and designed with a particular emphasis on nuanced, safe, and contextually appropriate responses, represents a qualitatively different category of writing assistant. Unlike grammar checkers, Claude can engage with a student's argument, suggest structural reorganization, model alternative phrasings, and explain the reasoning behind each suggestion — capabilities that align closely with what writing scholars describe as effective feedback (Hattie & Timperley, 2007).

Despite the growing body of research on AI in writing instruction, Claude AI in particular has received limited empirical attention as a dedicated pedagogical tool. Most published studies focus on ChatGPT or automated grammar checkers, leaving a clear gap in understanding how Claude AI's distinctive design — its emphasis on explanation, nuance, and conversational feedback — translates into measurable writing gains for EFL university students.

This study is therefore guided by two research questions: (1) Does the use of Claude AI as a writing feedback tool produce significantly greater improvement in EFL students' writing performance compared to traditional instructor feedback? (2) How do students perceive the specific qualities of Claude AI's feedback in relation to their writing development and confidence? The answers are intended to contribute both to the empirical literature on AI-assisted writing pedagogy and to the practical decision-making of educators considering AI tool adoption.

Methodology

This study employed a mixed-methods quasi-experimental design, combining quantitative pre-test and post-test writing assessments with qualitative attitudinal data gathered through a structured questionnaire. The quantitative strand measured the effect of Claude AI use on objective writing performance, while the qualitative strand explored the mechanisms through which students believed the tool influenced their writing process. The intervention period spanned nine consecutive weeks during an active academic semester.

Fifty-eight second-year undergraduate students enrolled in an Advanced Academic Writing course at a state university participated in this study. The sample comprised 33 female and 25 male students, ranging in age from 19 to 22 years. All participants were native speakers of Uzbek with a minimum of five years of prior English language study. Pre-study CEFR diagnostic assessments established that participants spanned the B1 to B2 proficiency band, confirming a sufficient foundational level of English for academic writing instruction.

Participants were divided into two groups of 29 through purposive sampling based on pre-test writing scores to ensure baseline equivalence: a Claude AI-assisted experimental group and a conventional instructor-feedback control group. All participants provided voluntary informed consent prior to data collection. Strict anonymity was maintained throughout the study by replacing all identifying information with unique participant codes, and no real names appeared in any recorded or reported data.

The primary tool used in the experimental group was Claude AI (Anthropic, claude.ai), accessed via web browser during both in-class writing workshops and independent out-of-class revision sessions. A structured interaction protocol was developed and distributed to experimental group participants, specifying the recommended sequence of prompts for submitting drafts to Claude AI. The protocol guided students to first request global feedback on argument structure and paragraph organization, then targeted feedback on grammar and vocabulary, and finally to ask Claude AI to explain the reasons behind each suggestion — ensuring engagement with feedback at a conceptual rather than merely corrective level.

Writing performance was measured using a standardized pre-test and post-test, each requiring students to produce a 320-word academic argumentative essay within a 50-minute timed session on an assigned prompt. Essays were assessed using a four-criterion analytic rubric evaluating grammatical accuracy, lexical sophistication, structural clarity, and argumentation quality, with each criterion scored from 1 to 5 for a maximum total of 20 points. Scoring was conducted independently by two trained raters; inter-rater reliability was established at Cohen's Kappa $\kappa = .89$, reflecting excellent agreement. Student attitudes toward Claude AI were captured through a 20-item post-intervention questionnaire using a five-point Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree), organized across four sub-scales: feedback quality, explanatory depth, writing confidence, and overall satisfaction.

The intervention was administered across nine weeks following a structured procedural timeline. In Week 1, writing pre-tests were administered to both groups simultaneously under identical timed and invigilated conditions, and all scripts were collected and anonymized before scoring was conducted. In Weeks 2 and 3, a two-session orientation program was delivered exclusively to the experimental group, during which the Claude AI interaction protocol was introduced, demonstrated through modeled examples, and practiced with sample writing tasks under instructor supervision.

From Weeks 4 through 8, both groups received writing instruction following the same course curriculum, covering academic paragraph structure, argumentative essay organization, hedging language, and discipline-specific vocabulary. During this period, experimental group students were required to consult Claude AI after completing each first draft, to engage with its feedback using the structured prompt sequence, and to submit both their annotated AI feedback log and their revised essay to the instructor each week. Control group students submitted first drafts directly to the instructor and received written marginal feedback within five to seven days. In Week 9, post-tests were administered to both groups under conditions identical to the pre-test, after which the attitudinal questionnaire was distributed immediately to experimental group participants and collected within the same session.

Throughout all phases of the study, procedural objectivity was preserved through consistent use of the past passive voice in all research documentation: pre-tests were distributed, essays were collected, feedback logs were reviewed, and scores were entered into the database by research assistants who had no knowledge of participants' group assignments.

Results

Pre-test data confirmed baseline equivalence between the two groups. The Claude AI-assisted group recorded a mean pre-test score of 10.6/20 (SD = 1.79), while the control group recorded a mean of 10.8/20 (SD = 1.83). An independent samples t-test found no statistically significant difference between the groups prior to the intervention ($t(56) = 0.37$, $p = .71$), establishing a valid comparative foundation for the post-test analysis.

Post-test results demonstrated a substantial and statistically significant difference in writing gains between the two groups. The Claude AI-assisted group achieved a mean post-test score of 15.7/20 (SD = 1.61), representing a mean gain of 5.1 points. The control group reached a mean post-test score of 13.1/20 (SD = 1.94), a gain of 2.3 points. A paired-samples t-test confirmed the between-group difference in gain scores as highly significant ($t(56) = 5.87$, $p < .001$, Cohen's $d = 1.52$), indicating a very large effect size. Criterion-level analysis revealed that the most pronounced improvements in the experimental group occurred in argumentation quality (+44%) and structural clarity (+39%), with notable gains also recorded in lexical sophistication (+33%) and grammatical accuracy (+31%).

Questionnaire data from the experimental group reflected consistently high satisfaction across all four sub-scales. On feedback quality, 93% of participants agreed or strongly agreed that Claude AI provided feedback that was relevant to their specific writing problems. On explanatory depth, 88% reported that Claude AI's habit of explaining why a change was recommended helped them understand their errors rather than simply correcting them. On writing confidence, 82% agreed that working with Claude AI made them more willing to take risks with complex vocabulary and sentence structures. On overall satisfaction, 90% stated they would recommend Claude AI as a writing support tool to peers.

Open-response questionnaire items produced two salient qualitative themes. The first, labeled conversational learning, described students' experience of Claude AI as interactive and dialogue-like rather than mechanical, with several participants noting that they felt they were learning with the tool rather than simply receiving corrections from it. The second theme, writing ownership, captured students' perception that Claude AI's feedback preserved their voice and intent while improving clarity, in contrast to prior experiences with automated tools that had felt prescriptive or generically applied.

Discussion

The findings of this study provide clear and statistically robust evidence that Claude AI-assisted writing instruction produces significantly greater improvements in EFL university students' writing performance than traditional instructor feedback alone. The experimental group's gains were not only larger in magnitude but were strongest in higher-order writing dimensions — argumentation quality and structural clarity — dimensions that automated grammar tools have historically struggled to address. Both research questions are answered affirmatively: Claude AI generated measurable writing gains, and students perceived its feedback as qualitatively distinct and particularly valuable for their development.

These outcomes are explicable through several established learning theories. Incidental Learning theory (Nation, 2001) predicts that repeated, meaningful encounters with corrective feedback embedded in authentic writing tasks accelerate the internalization of language rules. Claude AI's capacity to engage with student drafts as genuine texts — rather than collections of isolated errors — creates precisely the kind of contextualized, high-salience feedback encounters that incidental learning research identifies as most effective. Dual Coding Theory (Paivio, 1991) further illuminates the mechanism: when Claude AI provides both a corrected version and a verbal explanation of the underlying principle, students encode the information through two complementary channels simultaneously, deepening retention and transferability.

The present results align with and extend the broader AI writing research literature. The gains observed are consistent with Kasneci et al.'s (2023) argument that LLM-based tools offer pedagogical advantages over earlier automated writing evaluation systems by virtue of their capacity for open-ended, adaptive dialogue. The qualitative themes of conversational learning and writing ownership reported in this study are notably absent from the literature on grammar checkers such as Grammarly (Fitria, 2021; Koltovskaia, 2020), suggesting that Claude AI's design — which prioritizes explanation and contextual sensitivity — produces a qualitatively different learning experience. Where prior studies found that students often accepted automated suggestions passively without understanding them, the present findings indicate that Claude AI's explanatory approach actively engaged students in the reasoning behind revisions.

This study is not without limitations. The sample was drawn from a single institution and a single course, constraining the generalizability of conclusions to other academic disciplines or educational systems. The nine-week intervention window, though sufficient to produce statistically significant results, does not permit conclusions about whether gains are sustained after Claude AI use is discontinued, or whether dependency on AI feedback emerges over longer periods. The study also relied on a single writing genre, namely the argumentative essay; whether Claude AI's benefits extend equally to other genres such as reflective writing, reports, or technical documentation remains an open empirical question.

For writing instructors and curriculum designers, this study recommends the incorporation of Claude AI as a structured, protocol-guided complement to existing instructor feedback practices, especially in institutional contexts where large class sizes limit the frequency and depth of individualized teacher response. The structured prompt sequence used in this study — progressing from global to local feedback and requiring students to engage with explanations rather than simply accept corrections — is offered as a replicable model for responsible AI integration. Future research should investigate the longitudinal retention of Claude AI-assisted writing gains, its effectiveness across CEFR proficiency levels below B1, its applicability in diverse genre and disciplinary writing contexts, and the comparative pedagogical benefits of Claude AI relative to other LLM-based writing assistants.

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INGLIZ TILINI O‘QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARINING LINGVO-METODIK IMKONIYATLARI VA ULARNING SAMARADORLIGI

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Annotatsiya: Mazkur maqolada zamonaviy sun’iy intellekt (AI) texnologiyalarining ingliz tili o‘qitish metodikasidagi o‘rni va ulardan samarali foydalanish imkoniyatlari ilmiy-amaliy jihatdan tahlil qilinadi. Tadqiqotda AI texnologiyalari ta’lim sifatini oshirish, pedagoglarning qimmatli vaqtini tejash hamda har bir o‘quvchining individual ehtiyojlariga moslashgan ta’lim muhitini yaratishga qanday xizmat qilishi atroflicha yoritilgan.

Kalit so‘zlar: Sun’iy intellekt, ingliz tili o‘qitish metodikasi, shaxsiylashtirilgan ta’lim, raqamli platformalar, differensial yondashuv, nutqiy kompetensiya, avtomatlashtirilgan baholash, generativ tizimlar.

Аннотация: В данной статье научно-практически анализируются роль современных технологий искусственного интеллекта (ИИ) в методике преподавания английского языка и возможности их эффективного использования. В исследовании подробно освещается, как технологии ИИ служат повышению качества образования, экономии драгоценного времени педагогов и созданию адаптивной образовательной среды, ориентированной на индивидуальные потребности каждого учащегося.

Ключевые слова: Искусственный интеллект, методика преподавания английского языка, персонализированное обучение, цифровые платформы, дифференцированный подход, речевая компетенция, автоматизированное оценивание, генеративные системы.

Annotation: This article provides a scientific and practical analysis of the role of modern artificial intelligence (AI) technologies in English language teaching methodology and the possibilities for their effective utilization. The study comprehensively highlights how AI technologies contribute to enhancing the quality of education, saving educators’ valuable time, and creating a tailored learning environment adapted to the individual needs of each student.

Key words: Artificial intelligence, English language teaching methodology, personalized learning, digital platforms, differentiated instruction, speaking competence, automated assessment, generative systems.

Zamonaviy ta’lim tizimida sun’iy intellekt (SI) texnologiyalari innovatsion pedagogik vosita sifatida yetakchi o‘rin egallamoqda. Xususan, ingliz tilini o‘qitish metodikasida ushbu texnologiyalarning joriy etilishi dars jarayonini an’anaviy qoliplardan chiqarib, uni yanada jozibador va interaktiv shaklga keltirdi. SI vositalari ta’lim oluvchilar va pedagoglar uchun axborot almashinuvini tezlashtirib, o‘rganish samaradorligini sezilarli darajada oshirmoqda [1]. Raqamli platformalar taraqqiyoti til o‘rganish muhitini tubdan yengillashtirdi. Bu jarayonda intellektual tizimlarning

eng muhim afzalligi — har bir o‘quvchining individual salohiyati va ehtiyojlaridan kelib chiqib, shaxsiylashtirilgan ta’lim traektoriyasini yarata olishidir. Shu bilan birga, sun’iy intellekt o‘qituvchi o‘rnini egallashga emas, balki uning imkoniyatlarini kengaytiruvchi, dars sifatini yangi bosqichga olib chiquvchi samarali ko‘makchi vosita vazifasini o‘tashga xizmat qiladi.

O‘quvchilar uchun afzalliklari

1.1 Ta’lim amaliyotida sun'iy intellekt texnologiyalarining eng muhim afzalliklaridan biri — vaqt va makon cheklovlarisiz (*24/7 rejimida*) uzluksiz pedagogik yordamni ta’minlay olishidir. **Xususan,** o‘quvchi mustaqil ravishda insho (essay) yozish jarayonida muayyan jumlalarning grammatik strukturasi bo‘yicha ikkilangan vaziyatda, *ChatGPT* yoki *Claude* kabi generativ intellektual tizimlarga murojaat qilishi mumkin. Foydalanuvchi tizimga: *“Ushbu gapning grammatik jihatdan to‘g‘riligini tekshiring va aniqlangan xatolarning qoidalarini izohlang”* mazmunidagi so‘rovni (prompt) kiritganda, SI platformasi bir necha soniya ichida xatolarni tahlil qilib, ularning lingvistik qoidalarini soddalashtirilgan holda taqdim etadi. Bu esa o‘quvchining mustaqil ta’lim olish faolligini oshiradi.

1.2 Darajaga moslashtirilgan matnlar Ta’lim jarayonida o‘quvchilarning bilim darajasi turlicha bo‘lgan differensial (aralash) sinflarda mashg‘ulot tashkil etish har doim pedagogdan katta mehnat talab qilgan. Sun’iy intellekt platformalari (masalan, Diffit) ushbu muammoni tizimli hal etish imkonini beradi. Xususan, turli til bilish darajasiga (Elementary hamda Intermediate) ega bo‘lgan o‘quvchilardan iborat sinfda muayyan bir mavzuni (masalan, “Kosmos / Tarraqqiyot”) o‘tish jarayonida, SI tizimi bir vaqtning o‘zida o‘quvchilarning individual qobiliyatiga mos matnlarni generatsiya qila oladi. Tizim tilni chuqur o‘zlashtirgan o‘quvchilar uchun murakkab lug‘at boyligi (advanced vocabulary) va sintaktik qurilmalarga ega matn tayyorlasa, boshlang‘ich darajadagi o‘quvchilarga xuddi shu mavzuni soddalashtirilgan leksika asosida taqdim etadi. Bu esa sinfdagi barcha o‘quvchilarning o‘z darajasiga mos ravishda materialni samarali o‘zlashtirishini ta’minlaydi.

1.3 Nutqiy kompetensiyalarni rivojlantirish va fonetik korreksiya:

Xorijiy tillarni o‘rganish jarayonida ko‘plab o‘quvchilar auditoriya qarshisida gapirish bilan bog‘liq psixologik to‘siqlar, ya’ni "til baryeri" va iymanish hissiga duch kelishadi. Sun’iy intellekt texnologiyalari ta’lim oluvchilarga ushbu to‘siqlarni bartaraf etish uchun xavfsiz va konfidentsial muhitni taklif etadi. Bunga misol tariqasida, ELSA Speak yoki Duolingo Max kabi nutqni aniqlash sensorlariga ega SI dasturlarini keltirish mumkin. O‘quvchi mobil ilova yordamida inglizcha matnni og‘zaki nutq shaklida bayon qilganda, intellektual tizim uning talaffuzidagi fonetik xatolarni yuqori aniqlikda tahlil qiladi. Masalan, tizim: “Siz ‘think’ so‘zidagi [θ] ('th') undosh tovushini artikulyatsiya qilishda xatoga yo‘l qo‘ydingiz, ushbu tovushni to‘g‘ri talaffuz etish uchun til uchini yuqori va pastki tishlar orasiga joylashtiring” mazmunida individual tavsiya beradi. Bunday yondashuv o‘quvchining psixologik bosimsiz, individual tarzda o‘z xatolari ustida ishlashi hamda nutqiy ko‘nikmalarini rivojlantirishiga xizmat qiladi.

2. O‘qituvchilar uchun

2.1 Dars ishlanmalari (Lesson Plan) va materiallarni soniyalar ichida tayyorlash: Sun'iy intellekt texnologiyalari o'qituvchining darsga tayyorgarlik ko'rish jarayonini avtomatlashtirish va vaqt resurslarini optimallashtirishda yuqori samara beradi. Fikrimizning amaliy isboti sifatida quyidagi pedagogik vaziyatni keltirish mumkin: o'qituvchi o'quv rejasidagi *"Present Perfect"* grammatik mavzusi bo'yicha mashg'ulot o'tishi zarur bo'lganda, generativ SI tizimlariga maxsus metodik so'rov yuboradi. Masalan: *"8-sinf o'quvchilari uchun 'Present Perfect' mavzusida 45 daqiqalik interaktiv dars rejasi, mavzuni mustahkamlash uchun rolli o'yin (role-play) ssenariysi hamda 10 ta test topshirig'ini shakllantiring"*. Intellektual platforma bir necha soniya ichida ushbu talablarga to'liq javob beradigan sifatli dars ssenariysini generatsiya qiladi. Natijada pedagog rutubatli hujjatlashtirish va qog'ozbozlik ishlaridan xalos bo'lib, o'z diqqat-e'tiborini bevosita darsning jonli muloqot va amaliy qismini tashkil etishga yo'naltiradi.

2.2 Yozma ishlarni baholash tizimini avtomatlashtirish va monitoring:

Pedagogik faoliyatda o'quvchilarning yozma ishlarini (insholarini) an'anaviy usulda tekshirish, ya'ni ulardagi grammatik, punktuatsion va leksik xatolarni tahlil qilish o'qituvchidan juda katta vaqt resursini talab etadi. Sun'iy intellekt texnologiyalari ushbu jarayonni optimallashtirishda samarali ekspertlik vazifasini bajaradi. Buni quyidagi amaliy misolda ko'rish mumkin: o'qituvchi yirik guruhga oid yozma ishlarni tahlil qilish uchun ularni Grammarly Business yoki maxsus ta'limiy SI platformalariga joylashtiradi. Intellektual tizim har bir inshoni bir necha soniya ichida mezonlar asosida skanerlab, mezonli baholash tahlilini (rubrics) taqdim etadi. Masalan, dastur: "Grammatika: 4/5, Leksik boylik: 3/5. Matnning muayyan qismlarida sintaktik va uslubiy xatolar aniqlandi" mazmunidagi tayyor analitik hisobotni shakllantiradi. Natijada pedagog uzoq davom etadigan texnik tekshiruv jarayonidan xalos bo'lib, tizim tomonidan taqdim etilgan tahliliy ma'lumotlarni ko'zdan kechirgan holda, yakuniy obyektiv bahoni shakllantirish imkoniyatiga ega bo'ladi.

2.3 Vizualizatsiya va interaktiv dars muhitini yaratish:

Zamonaviy chet tili o'qitish metodikasida ko'rgazmalilik prinsipi o'quvchilarning darsga bo'lgan qiziqishini va nutqiy faolligini oshirishda muhim omil hisoblanadi. Generativ sun'iy intellekt vositalari darslar uchun unikal va kreativ vizual materiallar yaratishda cheksiz imkoniyatlarni taqdim etadi. Fikrimizning amaliy isboti sifatida quyidagi pedagogik usulni keltirish mumkin: o'qituvchi mashg'ulotda "Sayohat" (Travel) mavzusini o'tish jarayonida Midjourney yoki DALL-E kabi tasvir yaratuvchi SI platformalaridan foydalanadi. Pedagog dars ssenariysiga mos ravishda London ko'chalari, tarixiy obidalar yoki xayoliy aeroport terminalining yuqori sifatli va kreativ tasvirlarini generatsiya qiladi. So'ngra o'quvchilarga: "Taqdim etilgan vizual vaziyatni ingliz tilida batafsil tavsiflang hamda personajlar o'rtasidagi dialogni modellashtiring" mazmunidagi interaktiv topshiriqlarni beradi. Bunday yondashuv o'quvchilarning kreativ fikrlashini faollashtiradi, so'z boyligini amaliyotga tatbiq etishga hamda darsning kommunikativ samaradorligini oshirishga xizmat qiladi.

Ta’lim tizimini raqamlashtirish sharoitida sun’iy intellekt texnologiyalari ingliz tilini o‘qitish metodikasini tubdan transformatsiya qiluvchi strategik vositaga aylanmoqda. Maqolada tahlil etilgan amaliy misollar shuni ko‘rsatadiki, SI platformalari o‘quvchilar uchun vaqt va makon cheklovlaridan xoli, individual ehtiyojlarga moslashgan (differensial) hamda psixologik to‘siqlarni bartaraf etuvchi xavfsiz ta’lim muhitini yaratadi. Pedagoglar faoliyatida esa an’anaviy qog‘ozbozlik, dars ishlanmalarini tayyorlash va yozma ishlarni mezonli baholash kabi ko‘p vaqt talab etadigan texnik jarayonlarni avtomatlashtirish orqali ish samaradorligini optimallashtiradi.

Eng muhimi, sun’iy intellekt ta’lim jarayonida o‘qituvchining o‘rnini bosuvchi kuch emas, balki uning metodik salohiyatini kengaytiruvchi, darslarni ko‘rgazmali va interaktiv shaklga keltiruvchi innovatsion ko‘makchidir. Kelajakda til o‘rgatish samaradorligini yanada oshirish o‘qituvchilarning SI vositalari bilan ishlash bo‘yicha raqamli kompetensiyalarini muntazam rivojlantirib borishni taqozo etadi.

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BLENDED LEARNING APPROACHES FOR TEACHING GRAMMAR IN SECONDARY SCHOOL ELT

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Abstract: The rapid integration of digital tools in English Language Teaching (ELT) has fundamentally transformed traditional grammar instruction, yet optimizing these tools for secondary school environments remains a persistent pedagogical challenge. This study investigates the empirical effectiveness of a blended learning approach compared to traditional face-to-face methods for teaching complex English grammatical structures to secondary school learners. A mixed-methods quasi-experimental design was conducted over a rigorous six-week period with 60 eighth-grade students, systematically divided into an experimental group and a control group. The quantitative results indicate that the experimental group achieved significantly higher post-test scores, while qualitative indicators demonstrated a marked increase in student engagement during digital grammar modules. It is concluded that incorporating structured, asynchronous digital platforms alongside communicative, in-person sessions significantly enhances both grammatical accuracy and learner motivation in secondary ELT contexts.

Keywords: Blended Learning, Grammar Instruction, Secondary ELT, Quasi-Experimental Design, Educational Technology.

Аннотация: Стремительная интеграция цифровых инструментов в преподавание английского языка (ELT) коренным образом изменила традиционное обучение грамматике, однако оптимизация этих инструментов для условий средней школы остаётся актуальной педагогической проблемой. Данное исследование рассматривает эмпирическую эффективность смешанного обучения по сравнению с традиционными очными методами при обучении сложным грамматическим структурам английского языка учащихся средней школы. В течение шести недель было проведено квазиэкспериментальное исследование смешанного типа с участием 60 учеников восьмого класса, разделённых на экспериментальную и контрольную группы. Количественные результаты показали, что экспериментальная группа достигла значительно более высоких результатов в итоговом тестировании, тогда как качественные показатели продемонстрировали заметное повышение вовлечённости учащихся во время цифровых грамматических модулей. Сделан вывод о том, что интеграция структурированных асинхронных цифровых платформ наряду с коммуникативными очными занятиями значительно

повышает как грамматическую точность, так и мотивацию учащихся в контексте преподавания английского языка в средней школе.

Ключевые слова: смешанное обучение, обучение грамматике, преподавание английского языка в средней школе, квазиэкспериментальный дизайн, образовательные технологии.

Annotatsiya: Ingliz tilini o‘qitish (ELT) jarayoniga raqamli vositalarning tezkor integratsiyasi an’anaviy grammatika o‘qitishni tubdan o‘zgartirdi, biroq ushbu vositalarni umumta’lim maktablari sharoitida samarali qo‘llash hanuz dolzarb pedagogik muammo bo‘lib qolmoqda. Mazkur tadqiqot aralash ta’lim yondashuvining an’anaviy yuzma-yuz o‘qitish usullariga nisbatan ingliz tilining murakkab grammatik tuzilmalarini o‘qitishdagi samaradorligini empirik jihatdan o‘rganadi. Tadqiqot olti hafta davomida kvazi-eksperimental aralash metod asosida olib borildi hamda unda 8-sinfning 60 nafar o‘quvchisi eksperimental va nazorat guruhlariga bo‘lindi. Miqdoriy natijalar eksperimental guruh yakuniy testlarda sezilarli darajada yuqori natijalarni qayd etganini ko‘rsatdi, sifat ko‘rsatkichlari esa raqamli grammatika modullari davomida o‘quvchilarning faolligi sezilarli oshganini namoyish etdi. Xulosa qilinishicha, strukturallashtirilgan asinxron raqamli platformalarni kommunikativ yuzma-yuz mashg‘ulotlar bilan birgalikda qo‘llash umumta’lim maktablari ELT sharoitida ham grammatik aniqlikni, ham o‘quvchilar motivatsiyasini sezilarli ravishda oshiradi.

Kalit so‘zlar: aralash ta’lim, grammatika o‘qitish, kvazi-eksperimental dizayn, ta’lim texnologiyalari.

Introduction

Mastering English grammar is widely considered the ultimate cornerstone of achieving genuine communicative competence in a second language, yet secondary school learners frequently find traditional, deductive grammar instruction to be abstract, rigid, and profoundly disengaging. In the contemporary digital era, the widespread availability of educational technology offers a dynamic pathway to reshape language pedagogy from the ground up. Extensive literature within the field of computer-assisted language learning indicates that technology-enhanced classrooms can foster greater learner autonomy, provide flexible opportunities for self-paced practice, and deliver immediate automated corrective feedback. Researchers have long argued that interactive multimedia components can make abstract syntactic rules more concrete for adolescent minds. However, pure e-learning or fully remote instructional frameworks often suffer from high rates of student cognitive fatigue, low module completion rates, and a distinct lack of authentic, real-time communicative interaction. This dichotomy creates a critical research gap in contemporary ELT methodology. While the benefits of both digital tools and interactive classrooms are acknowledged in isolation, there is a distinct lack of empirical data regarding how to optimally balance asynchronous digital platforms with synchronous, face-to-face instruction—specifically tailored for secondary school learners navigating complex grammatical structures. Many secondary institutions implement digital tools haphazardly, resulting in technology being used as a mere substitute for worksheets rather than an integrated pedagogical catalyst.

Consequently, this study aims to explore the direct impact of a highly structured blended learning approach on the grammatical proficiency and overall attitudes of secondary school learners. The primary research question guiding this scientific inquiry is: To what extent does a structured blended learning model improve grammatical accuracy and learner engagement in secondary school ELT compared to traditional, face-to-face instruction?

Methodology

This study utilized a mixed-methods quasi-experimental research design. Quantitative data were prioritized to evaluate academic growth through objective, numerical test scores, allowing for precise statistical analysis. Concurrently, qualitative data were gathered via open-ended questionnaire items at the end of the treatment phase to observe student attitudes, self-reported engagement levels, and overall perceptions of the blended learning environment. A sample of 60 secondary school learners was selected using convenience sampling from a public school system. To protect participant anonymity in strict compliance with research ethics, no real names or institutional identifiers are used throughout this report; the cohorts are referred to exclusively as Class A and Class B.

The participants were all eighth-grade students aged 13–14, representing a balanced gender distribution of 32 females and 28 males. All participants shared the same L1 (native language) background and possessed a verified CEFR B1 (Intermediate) English proficiency level prior to the start of the study, ensuring baseline linguistic homogeneity across both groups. The instructional materials featured a selected digital learning management platform populated with interactive grammar modules, short animated instructional videos, and gamified quizzes with branching paths. The primary data collection instruments consisted of the following components:

Pre-tests and Post-tests: Parallel, 50-item standardized grammar assessments designed to measure syntactic accuracy in specific target structures, including relative clauses, conditional sentences, and the passive voice.

Questionnaires: A 5-point Likert Scale questionnaire administered at the conclusion of the six-week treatment to measure student attitudes toward the blended format, perceived difficulty, and motivational shifts.

A strict six-week timeline was established and maintained for the execution of the research process. Before the pedagogical treatment began, the diagnostic pre-test was administered to both groups simultaneously to establish an empirical baseline. Following the pre-test, the two classes were assigned their respective instructional pathways:

Class A (Control Group, n = 30): This group was taught exclusively via traditional, teacher-led face-to-face instruction. Lessons focused on heavy deductive grammar explanations on the whiteboard, followed by physical textbook exercises and manual peer-checking.

Class B (Experimental Group, n = 30): This group utilized the blended learning model. Two days a week were dedicated entirely to asynchronous online grammar modules completed in the school's digital lab, where students worked

through gamified paths and videos. Two days a week were reserved for interactive, communicative in-person workshops where students applied the online grammar structures to spoken debates, role-plays, and group presentations.

Following the six-week intervention, the post-test and attitude questionnaires were successfully administered to collect final data. Throughout the recording and reporting of these procedures, the past passive voice was strictly maintained to ensure absolute objectivity and replication capability.

Results

The quantitative data collected from the pre-tests and post-tests revealed distinct differences in academic performance and structural mastery between the two instructional formats.

Table 1: Comparison of Pre-test and Post-test Grammar Scores

Group	Pre-test Mean Score (out of 100)	Post-test Mean Score (out of 100)	Mean Overall Growth
Control Group (Class A)	62.4	71.8	+9.4
Experimental Group (Class B)	61.9	85.5	+23.6

As illustrated in Table 1, both student cohorts started with highly similar baseline scores, confirming that their initial grammar proficiency was structurally equivalent. However, by the end of the six-week period, the experimental group (M = 85.5) demonstrated a substantially higher increase in grammatical accuracy on the post-test compared to the control group (M = 71.8). The mean overall growth of 23.6 points achieved by the blended learning cohort represents a statistically significant leap in performance over the traditional cohort's 9.4-point increase.

Data from the post-intervention Likert-scale questionnaires indicated highly positive descriptive findings for the blended approach. Eighty percent (80%) of the students in the experimental group reported that the structural ability to pause, rewind, and review digital grammar explanations at their own individual pace significantly lowered their classroom anxiety. Furthermore, qualitative analysis of the open-ended questionnaire answers revealed that students felt far more confident participating in face-to-face communicative activities because they had already practiced the foundational mechanics of the language rules independently online.

Discussion

The primary research question sought to determine the efficacy of a blended learning model in secondary school grammar instruction. The empirical results clearly demonstrate that a structured combination of online modules and face-to-face lessons yields significantly higher grammatical accuracy than traditional, textbook-only methods. This dramatic improvement can be explained through the theoretical lens of Dual Coding Theory. Because the asynchronous digital modules systematically combined visual text, graphic organizers, and auditory explanations,

secondary learners were able to process complex grammatical rules through multiple cognitive channels simultaneously, reducing working memory load.

Furthermore, the digital setup effectively facilitated Incidental Learning through gamified quizzes. Instead of dryly memorizing structural formulas, students developed a deeper structural intuition while trying to clear digital challenges and earn immediate rewards. The subsequent face-to-face workshops then allowed these newly formed mental schemata to be consolidated through active, meaningful output. When comparing these outcomes to existing literature, the findings strongly support previous research advocating for technology-integrated language classrooms. The data reinforce the idea that digital platforms are excellent for handling the mechanical drilling phase of language learning.

However, the results contrast sharply with earlier studies that claim digital tools inevitably distract younger learners. This study proves instead that secondary students can maintain high focus and achieve superior academic outcomes when the technology is tightly structured, gamified, and directly linked to upcoming social rewards in the physical classroom.

Several limitations must be acknowledged within this study. First, the sample size was restricted to 60 students within a single public school, limiting the immediate generalizability of the findings to larger or private educational contexts. Second, the study took place over a relatively short six-week duration, meaning long-term retention cannot be definitively proven. Finally, the research focused heavily on a limited set of grammatical structures, leaving it unclear if the same success rate applies to more nuanced or irregular syntactic forms. In terms of pedagogical implications, secondary ELT educators should be highly encouraged to transition away from pure in-class lecturing. Instead, classroom hours should be jealously guarded for communicative output and peer interaction, while leaving mechanical grammar drills and initial rule exposure to well-designed digital platforms.

School administrators should invest in training teachers to curate, rather than just assign, digital content. Future research should examine the long-term retention of these grammar gains over a full academic year using larger, more socio-economically diverse student demographics, while also testing the model across different language proficiency levels.

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THE ROLE OF LEARNING STRATEGIES IN TEACHING ENGLISH VOCABULARY

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Abstract: Learning strategies play a pivotal role in the process of acquiring English vocabulary. This paper examines the effectiveness of various learning strategies that can be employed by both teachers and learners to enhance vocabulary retention and usage. The study explores the impact of direct and indirect strategies on vocabulary acquisition and highlights the need for a strategic approach to teaching vocabulary in ESL classrooms. The findings suggest that incorporating a range of strategies can significantly improve learners' vocabulary mastery.

Keywords: strategic approach, fundamental component, vocabulary retention, direct strategies, memory, cognitive strategies, vocabulary instruction and long-term effects

INTRODUCTION

Vocabulary is the cornerstone of language learning, playing a vital role in communication and comprehension. For learners of English as a second language (ESL), acquiring a wide range of vocabulary is essential for developing listening, speaking, reading, and writing skills.

In teaching English vocabulary, the use of learning strategies not only helps learners to retain new words but also fosters independent learning. Teachers play a crucial role in introducing and modeling these strategies, encouraging students to take responsibility for their own learning. A well-structured vocabulary instruction program that integrates various learning strategies can significantly improve learners' language proficiency.

The purpose of this paper is to explore the role of learning strategies in teaching English vocabulary. The study examines how different strategies impact vocabulary acquisition, evaluates their effectiveness in both short-term and long-term retention, and discusses the implications of strategy-based teaching in English classrooms.

METHODOLOGY

This section outlines the research methods used to investigate the role of learning strategies in teaching English vocabulary. The study employs a qualitative approach to gather insights into how various learning strategies can enhance vocabulary acquisition. The data collection methods include classroom observations, teacher interviews, and student surveys to ensure a comprehensive understanding of strategy-based vocabulary teaching.

Research Design

The research was conducted in several ESL (English as a Second Language) classrooms across different proficiency levels. The study aimed to observe the effectiveness of both direct learning strategies (e.g., memory, cognitive, and compensation strategies) and indirect learning strategies (e.g., metacognitive, affective, and social strategies) in vocabulary teaching.

The study focused on answering the following research questions:

1.Which learning strategies are most effective in helping students retain English vocabulary?

2. How do teachers implement learning strategies in their vocabulary instruction?

- What impact do these strategies have on students' vocabulary retention and usage?

Participants

The study involved 50 ESL learners from middle and high school levels, ranging from beginner to intermediate proficiency. Additionally, 10 ESL teachers with varying years of experience participated in the study to provide insights into their teaching practices.

Students: Aged between 12 to 18 years old, with diverse language backgrounds.

Teachers: Experienced ESL instructors with 3 to 15 years of teaching experience.

Data Collection Methods

- Classroom Observations:

The researcher observed vocabulary lessons to analyze how teachers incorporated learning strategies into their instruction. Specific attention was paid to the use of direct strategies such as repetition, flashcards, and mnemonic devices, as well as indirect strategies such as peer interactions and self-monitoring activities.

Teacher Interviews:

Semi-structured interviews were conducted with the participating teachers to understand their perspectives on the importance of learning strategies in vocabulary instruction. Questions focused on their use of strategies, challenges faced, and their perceived impact on student outcomes.

Student Surveys:

A questionnaire was distributed to students to gather information about their use of learning strategies outside the classroom. The survey included questions on the frequency of strategy use, types of strategies used, and students' perceived effectiveness of these strategies in learning vocabulary.

Data Analysis

The data collected through observations, interviews, and surveys were analyzed using thematic analysis. The researcher identified recurring themes and patterns to draw conclusions about the effectiveness of various learning strategies in vocabulary teaching. The analysis focused on:

- The frequency of strategy use by teachers and students.
- The types of strategies that students found most effective.
- The relationship between strategy use and vocabulary retention.

Limitations

The study has several limitations:

- The sample size is relatively small, which may affect the generalizability of the findings.

- The study focuses primarily on qualitative data, which may lack the statistical rigor of quantitative studies.
- The research is limited to a specific context (middle and high school ESL classrooms), which may not be applicable to other learning environments.

RESULTS AND DISCUSSION

This section presents the key findings from the study on the role of learning strategies in teaching English vocabulary and discusses their implications for vocabulary instruction in ESL classrooms.

RESULTS

The study revealed that both direct and indirect learning strategies positively impact students' vocabulary acquisition. The findings are summarized as follows:

1. Most Commonly Used Learning Strategies by Teachers

The classroom observations and teacher interviews indicated that teachers frequently used direct learning strategies in their vocabulary instruction. The most commonly observed strategies included:

1. Repetition and memorization techniques: Teachers encouraged students to repeat new words several times to improve retention.

Flashcards and word maps: These tools were used to make learning more interactive and visual. You can create visual aids to use in the writing process, such as flash cards or images related to topics to increase vocabulary.

2. Guessing from context: Teachers guided students to infer the meaning of unfamiliar words from the context of sentences.

In addition to direct strategies, some teachers also used indirect strategies such as:

1. Group discussions and peer interactions: Teachers promoted collaborative learning to help students practice new vocabulary in meaningful contexts.
2. Self-monitoring activities: Students were encouraged to track their own progress and reflect on their learning.

2. Students' Preferred Learning Strategies

The student surveys revealed that learners preferred direct strategies that allowed them to engage actively with the vocabulary. The most popular strategies among students were:

9. Using flashcards: Students found this strategy helpful for quickly recalling words.
10. Word mapping: This strategy helped students visually organize and connect new vocabulary.
11. Guessing from context: Many students reported that this strategy improved their comprehension skills.

3. Impact on Vocabulary Retention

Students who consistently used a variety of learning strategies demonstrated better vocabulary retention and usage in context compared to those who relied solely on memorization techniques. The results showed that:

1. Students using multiple strategies (e.g., flashcards, word maps, and group discussions) retained more words over time.
2. Students who used self-monitoring techniques reported higher levels of confidence in their vocabulary skills.
3. Students engaged in group activities demonstrated better usage of vocabulary in both speaking and writing tasks.

DISCUSSION

The findings of this study highlight the importance of integrating learning strategies into vocabulary instruction to enhance students' vocabulary acquisition and retention. The results confirm that a strategic approach to teaching vocabulary is more effective than traditional rote learning methods.

1. The Effectiveness of Direct Learning Strategies

Direct learning strategies, such as repetition, flashcards, and word maps, were found to be the most effective tools for helping students acquire new vocabulary. Teachers should focus on incorporating visual aids**,** mnemonic devices, and contextual learning in their lessons to make vocabulary learning more interactive and memorable.

2. The Role of Indirect Learning Strategies

While direct strategies are essential for acquiring new words, indirect strategies play a crucial role in reinforcing vocabulary learning over time. Activities such as peer discussions, self-reflection, and self-monitoring help students use new words in context, improving their long-term retention.

Teachers should encourage students to take responsibility for their learning by introducing self-monitoring tools and social interaction activities in the classroom. These strategies foster autonomous learning and help students become more independent language learners.

3. The Need for a Balanced Approach

The study highlights the importance of adopting a balanced approach to vocabulary instruction that incorporates both direct and indirect strategies. A combination of strategies ensures that students not only learn new words but also develop the skills to use them effectively in different contexts.

4. Practical Implications for Teachers

Based on the findings, the following recommendations can be made for teachers:

1. Incorporate a variety of learning strategies: Teachers should introduce a range of direct and indirect strategies to cater to different learning styles.
2. Encourage active engagement: Teachers should create interactive learning environments that encourage students to actively engage with new vocabulary.
3. Promote independent learning: Teachers should teach students how to use self-monitoring tools to track their progress and take responsibility for their learning.

CONCLUSION

Vocabulary plays a crucial role in language learning, serving as the foundation for effective communication in all language skills. The findings of this study

demonstrate that learning strategies significantly contribute to improving students' ability to acquire, retain, and use English vocabulary effectively.

In conclusion, the role of learning strategies in teaching English vocabulary cannot be overstated. A strategic approach to vocabulary instruction benefits learners by improving their ability to acquire, retain, and use new words effectively. This, in turn, leads to greater language competence and communicative success in real-life situations. Teachers should aim to integrate a variety of learning strategies into their teaching practices to ensure that vocabulary learning is both effective and sustainable for all learners.

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TEACHING ENGLISH CULTURE THROUGH FAIRY TALES

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Abstract: This article explores the use of English fairy tales as a dynamic tool for teaching cultural knowledge and awareness in the language classroom. Fairy tales, with their rich narratives, memorable characters, and traditional motifs, offer learners an engaging and meaningful context to explore the customs, values, and social norms of English-speaking societies. Unlike conventional cultural lessons that may rely on factual information or abstract explanations, fairy tales immerse learners in stories that naturally reflect cultural practices, moral lessons, and historical perspectives, allowing them to understand culture in a relatable and memorable way. Through the use of fairy tales such as *Jack and the Beanstalk*, *The Tale of Peter Rabbit*, or *Goldilocks and the Three Bears*, learners are exposed to cultural references, everyday practices, and social expectations embedded in the narratives. These stories provide opportunities for discussion, comparison, and reflection, encouraging learners to analyze cultural differences and similarities and to think critically about the social values portrayed in the tales. For example, learners can explore themes of respect, honesty, courage, and family dynamics, discussing how these values are represented in English culture and how they relate to their own cultural experiences. The article also highlights practical classroom strategies for integrating fairy tales into cultural instruction. Activities such as storytelling, role-playing, dramatization, creative writing, and guided discussions allow learners to actively participate in cultural exploration while practicing language skills. By engaging emotionally and cognitively with the stories, learners are more likely to retain vocabulary, idiomatic expressions, and cultural references, while developing empathy, cross-cultural awareness, and critical thinking.

Keywords: English fairy tales, cultural learning, cross-cultural awareness, storytelling in education, creativity and imagination, social values, language and culture integration.

Introduction: Understanding culture is a crucial component of language learning, yet it is often overlooked in traditional classrooms that focus primarily on grammar, vocabulary, and communication skills. Language is not just a system of words and rules; it is deeply intertwined with the ways people think, behave, and express themselves in their societies. For young learners, developing cultural awareness alongside linguistic competence is essential for fostering meaningful communication and a broader understanding of the world. However, teaching culture can sometimes feel abstract or distant, particularly for children, unless it is presented in an engaging, relatable, and memorable way. English fairy tales offer an ideal solution to this challenge. These timeless stories are rich in cultural references, social values, and moral lessons, allowing learners to explore English-speaking cultures in a context that is both enjoyable and meaningful. Fairy tales such as *Jack and the Beanstalk*, *The Tale of Peter Rabbit*, or *Goldilocks and the Three Bears* provide

children with vivid characters, familiar domestic and social settings, and narrative patterns that reflect societal norms and cultural practices. When learners engage with these stories, they are not just learning language they are observing how people live, what they value, and how they navigate social interactions in English-speaking contexts.

Furthermore, fairy tales naturally stimulate curiosity, imagination, and critical thinking. As learners follow characters through challenges, triumphs, and moral dilemmas, they are encouraged to reflect on the actions, decisions, and values of these characters. Questions such as "Why did Peter Rabbit disobey his mother?" or "How does Jack's bravery reflect cultural ideas about courage?" prompt learners to think critically, make connections to their own experiences, and articulate their perspectives in English. This active engagement with both language and culture helps learners internalize knowledge in a way that is personal, memorable, and deeply motivating. The narrative and imaginative nature of fairy tales also allows for creative classroom activities that make cultural learning interactive. Storytelling, role-playing, dramatization, and guided discussions enable learners to explore cultural norms, traditions, and values actively rather than passively receiving information. They can discuss similarities and differences between their own culture and English culture, reflect on moral lessons, and even imagine alternative story outcomes that incorporate their perspectives. Such activities strengthen not only cultural understanding but also communication skills, empathy, and social awareness.

Teaching English culture through fairy tales provides a bridge between language and society, making culture accessible, engaging, and relevant for young learners. By embedding cultural knowledge within stories that children enjoy, educators can create classrooms where language learning and cultural exploration occur simultaneously, fostering curiosity, respect, and a deeper appreciation for the English-speaking world. Fairy tales transform the abstract concept of culture into tangible experiences, helping learners to see language as a living reflection of people, traditions, and values.

Fairy tales are not just stories; they are windows into the values, traditions, and everyday life of English-speaking cultures. When young learners engage with fairy tales in the classroom, they are exposed to cultural contexts that go beyond vocabulary or grammar they experience social norms, moral lessons, and behavioral expectations in a way that feels natural and relatable. For example, in *The Tale of Peter Rabbit* by Beatrix Potter, children observe a traditional English garden, family dynamics, and the consequences of disobedience, which reflect both historical and cultural aspects of English life. By discussing Peter Rabbit's choices, learners can explore ideas such as responsibility, respect for rules, and the consequences of risk-taking concepts embedded in English cultural storytelling.

One of the most effective strategies for teaching culture through fairy tales is interactive storytelling. When teachers narrate stories aloud, they can use gestures, intonation, and visual aids to bring the narrative to life. Learners are encouraged to ask questions about characters' actions, discuss settings, and express their opinions about events. For instance, after reading *Jack and the Beanstalk*, students might be

asked why Jack's actions are considered brave or risky, and how courage and cleverness are valued in English culture. Such discussions naturally integrate language skills with cultural reflection, allowing learners to practice speaking, listening, and critical thinking simultaneously.

Role-playing and dramatization are also powerful tools to internalize cultural knowledge. Learners can act out key scenes, assuming the roles of characters while using English to express feelings, thoughts, and decisions. In *Goldilocks and the Three Bears*, for example, children can debate whether Goldilocks was wrong to enter the bears' house, discuss the importance of respecting others' property, and reflect on manners and social etiquette in English culture. By embodying characters, learners not only practice language but also deepen their understanding of cultural norms and values. An effective approach is creative writing and story adaptation. Students can rewrite fairy tales from different perspectives, imagine alternative endings, or set the story in a modern English context. For example, learners could rewrite *Cinderella* in a contemporary London setting, discussing how social roles, manners, and celebrations might differ from the traditional story. This activity allows learners to explore cultural concepts while exercising imagination and language creativity, making cultural learning personal and memorable.

Discussion and reflection activities further enhance cultural understanding. Teachers can prompt learners to compare the behaviors, values, and social interactions in fairy tales with those in their own culture. Questions such as, "How does family life in *Peter Rabbit* compare to your own family?" or "What do you think English people value in these stories?" encourage learners to think critically, articulate their ideas, and appreciate cultural diversity. Through guided reflection, children develop empathy, perspective-taking, and social awareness, all of which are essential for effective communication and cross-cultural competence. Integrating multimedia and digital storytelling can enrich cultural learning. Animated fairy tales, audio recordings, and interactive e-books allow learners to see cultural settings, accents, and traditions visually and aurally. Students can also create their own digital versions of stories, adding narrations, illustrations, or even short videos that highlight cultural elements. This not only reinforces language skills but also strengthens cultural retention by connecting learning with creative expression and technology.

Repeated exposure to cultural themes within fairy tales strengthens learners' ability to internalize English culture. Through recurring motifs, dialogue patterns, and social interactions, children gradually develop an understanding of English customs, etiquette, and moral values. Coupled with emotional engagement and active participation, these experiences make cultural learning tangible, enjoyable, and long-lasting. Fairy tales, therefore, function as both linguistic and cultural scaffolds, providing learners with a holistic approach to language education that combines knowledge, experience, and reflection. Teaching English culture through fairy tales creates a classroom environment that is interactive, imaginative, and emotionally engaging. By combining storytelling, role-play, discussion, creative writing, and digital media, educators help learners internalize cultural norms and values while simultaneously developing language proficiency, empathy, and critical thinking.

Fairy tales transform abstract cultural concepts into concrete, memorable experiences, making learners active participants in both the language and the culture they are exploring.

Conclusion

Teaching English culture through fairy tales is far more than a creative twist on language learning it is a transformative approach that engages young learners emotionally, cognitively, and socially. Fairy tales provide children with a lens through which they can explore the customs, values, and traditions of English-speaking societies in ways that are both relatable and memorable. By experiencing culture through characters, settings, and narratives, learners develop a richer understanding of how language and society intertwine, gaining insights into social norms, moral lessons, and human behavior. This approach goes beyond mere memorization of facts or vocabulary. When learners discuss character choices, debate moral dilemmas, or imagine alternative story outcomes, they are actively reflecting on cultural practices and values. Role-playing, dramatization, and creative storytelling allow children to embody cultural experiences, internalizing knowledge through action, imagination, and emotional engagement. Digital storytelling, multimedia adaptations, and interactive classroom activities further enhance this engagement, enabling learners to connect language with real-life contexts and creative expression.

Teaching culture through fairy tales promotes social-emotional growth, empathy, and critical thinking. By comparing cultural norms across stories and their own experiences, learners develop perspective-taking skills and cultural sensitivity, fostering a deeper appreciation for diversity. These experiences also strengthen communication, collaboration, and problem-solving abilities, equipping young learners with essential skills for both academic and personal development. Fairy tales serve as a bridge between language and culture, creating a classroom environment that is dynamic, immersive, and meaningful. They transform abstract cultural concepts into tangible, enjoyable experiences, making English learning an adventure rather than a task. Through fairy tales, learners not only acquire linguistic competence but also cultivate curiosity, creativity, empathy, and a lifelong interest in exploring new cultures. By integrating storytelling, discussion, creative writing, role-play, and multimedia tools, educators can provide children with a holistic learning experience that nurtures both their language abilities and cultural understanding, shaping them into thoughtful, culturally aware, and confident communicators in a globalized world.

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IQTISODIYOT YO‘NALISHI TALABALARINING INGLIZ TILIDAGI KASBIY MULOQOTINI RIVOJLANTIRISHDA SUN’IY INTELLEKT VOSITALARINING O‘RNI

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Annotatsiya. Ushbu tezisda iqtisodiyot yo‘nalishi talabalarining ingliz tilidagi kasbiy muloqot ko‘nikmalarini rivojlantirishda sun’iy intellekt vositalaridan foydalanishning metodik imkoniyatlari yoritiladi. Bugungi kunda iqtisodiyot sohasi mutaxassislaridan xalqaro biznes, moliya, marketing, bank ishi va investitsiya jarayonlarida ingliz tilida samarali muloqot qila olish talab etilmoqda. Shu jihatdan, ESP ta’limida sun’iy intellekt asosidagi chatbotlar, avtomatik feedback tizimlari, nutqni tahlil qiluvchi dasturlar va interaktiv topshiriqlar talabalarning kasbiy leksikasi, og‘zaki nutq faolligi, mustaqil o‘rganish ko‘nikmasi va kommunikativ ishonchini rivojlantirishda muhim vosita bo‘lib xizmat qiladi.

Kalit so‘zlar: sun’iy intellekt, ESP, iqtisodiyot talabalari, kasbiy muloqot, ingliz tili, kommunikativ kompetensiya, AI vositalari.

Zamonaviy oliy ta’lim tizimida chet tilini o‘qitish jarayoni faqat grammatik bilim yoki tarjima ko‘nikmalarini shakllantirish bilan cheklanib qolmaydi. Ayniqsa, iqtisodiyot yo‘nalishida tahsil olayotgan talabalar kelajakda xalqaro hamkorlik, moliyaviy tahlil, biznes muzokaralari, marketing strategiyalari, bank xizmatlari va investitsion loyihalar bilan bog‘liq jarayonlarda ingliz tilidan kasbiy muloqot vositasi sifatida foydalanishlari zarur. Shu sababli iqtisodiyot talabalari uchun ingliz tilini o‘qitishda kasbiy yo‘naltirilgan, kommunikativ va texnologik yondashuvlarni uyg‘unlashtirish dolzarb masalalardan biri hisoblanadi.

ESP ta’limi talabalarning umumiy til bilimlarini emas, balki muayyan kasbiy soha ehtiyojlariga mos kommunikativ ko‘nikmalarini rivojlantirishga qaratilgan yondashuvdir. Hutchinson va Waters ta’kidlaganidek, ESP ta’limida asosiy e’tibor o‘quvchining ehtiyojlari, kasbiy yo‘nalishi va real kommunikativ vaziyatlariga qaratiladi. Bu fikr iqtisodiyot yo‘nalishi talabalari uchun ingliz tilini o‘qitishda ham muhim ahamiyatga ega, chunki ular ingliz tilidan umumiy muloqot uchun emas, balki iqtisodiy axborotni tushunish, kasbiy fikr bildirish, taqdimot qilish va muzokara olib borish uchun foydalanadilar.

Bugungi raqamli transformatsiya sharoitida sun’iy intellekt vositalari ESP ta’limini yanada interaktiv va individuallashtirilgan tarzda tashkil etish imkonini bermoqda. UNESCO tomonidan ta’kidlanganidek, generativ sun’iy intellekt ta’lim jarayonida inson markazli yondashuv asosida qo‘llanilganda o‘qituvchi va talabalar faoliyatini qo‘llab-quvvatlovchi samarali vosita bo‘lishi mumkin. Demak, sun’iy intellektni ta’limga joriy etishda asosiy maqsad o‘qituvchini almashtirish emas, balki o‘quv jarayonini boyitish, talabalarga qo‘shimcha mashq, tahlil va feedback imkoniyatlarini yaratishdan iborat bo‘lishi lozim.

Iqtisodiyot yo‘nalishi talabalarining ingliz tilidagi kasbiy muloqotini rivojlantirishda AI chatbotlardan foydalanish alohida ahamiyatga ega. Chatbotlar orqali talabalar biznes uchrashuvi, mijoz bilan suhbat, bank xizmati, moliyaviy maslahat, marketing taqdimoti yoki investitsiya loyihasi bo‘yicha savol-javob mashqlarini bajarishlari mumkin. Bunday mashqlar talabalarga real kasbiy vaziyatlarga yaqinlashtirilgan muhitda ingliz tilida muloqot qilish imkonini beradi. Natijada talabalar tayyor iboralarni yodlash bilan cheklanmay, o‘z fikrini vaziyatga mos, izchil va mantiqiy ifodalashga o‘rganadilar.

1-jadval.

Iqtisodiyot talabalari kasbiy muloqotini rivojlantirishda sun’iy intellekt vositalaridan foydalanish imkoniyatlari

Sun’iy intellekt vositasi	Qo‘llash shakli	Rivojlantiriladigan ko‘nikma	Kutiladigan natija
AI chatbot	Biznes uchrashuvi, bank xizmati, mijoz bilan suhbat bo‘yicha dialog tuzish	Dialogik nutq va interaktiv muloqot	Talaba kasbiy vaziyatlarda savol berish va javob qaytarishga o‘rganadi
Avtomatik feedback tizimi	Yozma yoki og‘zaki javoblardagi grammatik va leksik xatolarni aniqlash	Lingvistik aniqlik va o‘z-o‘zini tuzatish	Talaba xatolarini mustaqil tahlil qiladi va tuzatadi
Nutqni tanish dasturlari	Talaffuz, ravonlik va speaking mashqlarini bajarish	Og‘zaki nutq ravonligi va talaffuz	Talabaning ingliz tilida gapirish ishonchi ortadi
AI asosidagi role-play	Muzokara, marketing taqdimoti, investitsiya loyihasi kabi vaziyatlarni modellashtirish	Pragmatik moslik va kasbiy kommunikatsiya	Talaba real iqtisodiy vaziyatlarda muloqot qilishga tayyorlanadi
Matn yaratish vositalari	Biznes xat, qisqa hisobot, taqdimot rejasi tuzish	Kasbiy yozma nutq va diskursiv izchillik	Talaba fikrini mantiqiy va kasbiy uslubda ifodalashni o‘rganadi

1-jadvaldan ko‘rinadiki, sun’iy intellekt vositalari iqtisodiyot yo‘nalishi talabalari uchun faqat texnik yordamchi vosita emas, balki kasbiy muloqotni shakllantirishga xizmat qiluvchi metodik imkoniyat sifatida ham qaraladi. Ayniqsa, AI chatbotlar, avtomatik feedback tizimlari va role-play simulyatsiyalari talabalarning ingliz tilida kasbiy vaziyatlarga mos ravishda fikr bildirish, savollarga javob qaytarish, xatolarni mustaqil tuzatish va real iqtisodiy muloqotga tayyorlanishiga yordam beradi.

Sun’iy intellekt asosidagi avtomatik feedback tizimlari ham kasbiy muloqotni rivojlantirishda samarali vosita hisoblanadi. Bunday tizimlar talabalarning yozma yoki og‘zaki javoblaridagi grammatik, leksik va uslubiy xatolarni ko‘rsatib beradi. Bu esa talabalarga o‘z xatolarini mustaqil anglash, ularni tuzatish va keyingi muloqotda to‘g‘ri qo‘llash imkonini yaratadi. Zawacki-Richter va boshqalar oliy ta’limda sun’iy intellekt qo‘llanilishi bo‘yicha olib borgan tadqiqotida AI vositalarining ta’limda individual yondashuv, tahlil va qo‘llab-quvvatlash imkoniyatlarini kengaytirishini ko‘rsatadi.

Shuningdek, sun’iy intellekt vositalari talabalar og‘zaki nutqining ravonligi va kommunikativ ishonchini oshirishga xizmat qiladi. Ko‘plab talabalar ingliz tilida gapirishda xato qilishdan qo‘rqadi, fikrini erkin ifodalashda qiynaladi yoki kasbiy terminlardan foydalanishda sustlik qiladi. AI asosidagi speaking topshiriqlari, nutqni tanish dasturlari va virtual suhbat muhiti esa talabaga takroriy mashq qilish, o‘z nutqini eshitish, tuzatish va qayta shakllantirish imkonini beradi. Bu jarayon talabaning mustaqil o‘rganish ko‘nikmasini ham rivojlantiradi.

Iqtisodiyot talabalari uchun kasbiy muloqot faqat so‘z boyligi bilan belgilanmaydi. Ular iqtisodiy ma’lumotni tahlil qilish, sabab va natijani tushuntirish, raqamli ko‘rsatkichlarni izohlash, taklif bildirish, muammoni muhokama qilish va xulosa chiqarish kabi nutqiy harakatlarni ham bajara olishlari kerak. CEFR Companion Volume’da til o‘rganuvchilarning kommunikativ faoliyati interaksiya, mediatsiya va onlayn muloqot kabi keng ko‘lamli ko‘nikmalar bilan bog‘liq ekani ta’kidlanadi. Shu nuqtayi nazardan, AI vositalari talabalarni nafaqat til birliklarini o‘rganishga, balki ularni real muloqotda qo‘llashga yo‘naltiradi.

Biroq sun’iy intellekt vositalaridan foydalanish metodik jihatdan puxta tashkil etilishi zarur. AI vositalari darsga tasodifiy kiritilsa, ular kutilgan pedagogik natijani bermasligi mumkin. O‘qituvchi AI asosidagi topshiriqlarni tanlashda dars maqsadi, talabalarning til darajasi, kasbiy ehtiyoji va baholash mezonlarini hisobga olishi kerak. Masalan, “market analysis”, “business negotiation”, “customer service”, “financial report” kabi mavzular asosida chatbot bilan dialog tuzish yoki AI yordamida qisqa biznes taqdimot tayyorlash iqtisodiyot yo‘nalishi talabalarining kasbiy muloqotini rivojlantirishga xizmat qiladi.

Xulosa qilib aytganda, iqtisodiyot yo‘nalishi talabalarining ingliz tilidagi kasbiy muloqotini rivojlantirishda sun’iy intellekt vositalari muhim metodik imkoniyatlarga ega. AI chatbotlar, avtomatik feedback tizimlari, nutqni tahlil qiluvchi dasturlar va interaktiv role-play topshiriqlari talabalarning kasbiy leksikani faol qo‘llashi, og‘zaki nutqda ishtirok etishi, xatolarini mustaqil tahlil qilishi va ingliz tilida erkinroq muloqot qilishiga yordam beradi. Shu bilan birga, sun’iy intellekt o‘qituvchining o‘rnini bosuvchi vosita emas, balki uning metodik faoliyatini kuchaytiruvchi yordamchi texnologiya sifatida qaralishi lozim. Demak, AI vositalarini maqsadli, tizimli va kasbiy yo‘naltirilgan holda qo‘llash iqtisodiyot talabalari uchun ingliz tili ta’limining samaradorligini oshirishga xizmat qiladi.

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IMPEDIMENTS TO SPEAKING DEVELOPMENT IN BUSINESS ENGLISH: AN EFL PERSPECTIVE

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Abstract: This paper investigates the principal impediments to oral communicative competence development among Business English learners within an EFL context. Five interrelated barriers are identified and critically examined: restricted domain-specific lexical range, phonological and prosodic interference, foreign language anxiety, inadequate exposure to authentic business discourse, and the pedagogical gap between classroom instruction and professional communicative practice. The analysis draws on corpus-based, experimental, and ethnographic research within English for Specific Purposes (ESP) scholarship, and proposes a genre-based, task-oriented instructional framework as a response.

Keywords: Business English, oral communicative competence, EFL, foreign language anxiety, English for Specific Purposes, lexical fluency, authentic discourse

Introduction

The primacy of spoken English in global business communication has been well established in the literature on Business English as a Lingua Franca (BELF). Kankaanranta and Planken (2010) demonstrated that oral performance — in negotiation, presentation, and meeting participation — constitutes the most critical professional language skill demanded of internationally operating employees. Nevertheless, speaking remains the dimension of Business English in which EFL learners report the greatest difficulty and in which pedagogical provision is most inadequate (Rogerson-Revell, 2008). Business English oral communication requires learners to simultaneously manage lexical precision, prosodic appropriateness, interactional protocol, and anxiety under real-time conditions — a cognitive and affective burden that general EFL instruction does not adequately address (Dudley-Evans & St. John, 1998). This paper examines five key impediments to speaking development and draws implications for ESP pedagogy.

Restricted Domain-Specific Lexical Range

Lexical deficiency constitutes a primary impediment to fluent spoken performance. Unlike written production, spontaneous speech demands immediate, automatic activation of domain-specific vocabulary under real-time processing constraints (Nation, 2001). Huhta (2010) identified restricted active vocabulary as the most frequently reported barrier to oral communication among EFL professionals in multinational corporations. Schmitt (2010) confirmed the well-documented asymmetry between receptive and productive vocabulary in L2 learners: productive lexical knowledge — essential for speaking — lags significantly behind receptive knowledge. Wray (2002) further demonstrated that native-speaker business discourse is characterised by formulaic language and routine expressions whose absence marks non-native speech as non-idiomatic and cognitively effortful. Systematic instruction

in both specialised terminology and business formulaic sequences is therefore essential to oral fluency development.

Phonological and Prosodic Interference

L1 phonological transfer produces segmental and suprasegmental errors that, in professional settings, may impede intelligibility and negatively affect professional credibility (Jenkins, 2000). Roach (2009) identified prosodic features — word stress, rhythm, and intonation — as particularly consequential: their misapplication can distort pragmatic intent or signal unintended affective states. Jenkins (2000) proposed the Lingua Franca Core as a principled alternative to native-speaker phonological norms, identifying the subset of features most critical to mutual intelligibility in ELF interaction. This framework is directly applicable to Business English, where spoken interactions predominantly involve non-native interlocutors. Instruction should prioritise intelligibility-critical phonological features over accent reduction, reducing cognitive load while maximising communicative effectiveness.

Foreign Language Anxiety and Communication Apprehension

Foreign language anxiety (FLA) is one of the most empirically robust predictors of L2 speaking performance. Horwitz, Horwitz, and Cope (1986) defined FLA as a syndrome of self-perceptions and affective responses specific to the foreign language speaking situation, encompassing communication apprehension and fear of negative evaluation. Tanveer (2007) found that FLA levels were significantly elevated among EFL learners in professional workplace settings, attributing this to the heightened social and professional stakes of business communication. Young (1991) established that fear of negative evaluation operates with particular force in environments where linguistic competence is conflated with professional competence — a conflation that is structurally endemic to business settings. Seidlhofer (2004) argued that FLA can be reduced by replacing native-speaker accuracy norms with the intelligibility-focused standards of English as a Lingua Franca.

Inadequate Exposure to Authentic Business Discourse

Fluency in L2 speaking develops through extensive practice under genuine communicative pressure; decontextualised drills cannot replicate this developmental condition (Skehan, 1998). Nation and Newton (2009) established that automaticity in lexical access and syntactic encoding — the cognitive substrates of fluent speech — requires repeated engagement with familiar language in authentic communicative tasks. In many EFL contexts, structural constraints — large class sizes, limited contact hours, and L1-dominant classroom environments — severely restrict authentic speaking practice. Louhiala-Salminen (2002) observed that learners with strong receptive competence in English reported functional communicative paralysis in spontaneous business interaction, attributing this directly to the absence of adequate interactional practice in their formal language education.

The Pedagogical Gap Between Instruction and Professional Practice

A structural misalignment between prevailing Business English instructional practices and actual professional communicative demands constitutes a fifth, overarching impediment. This gap is characterised by excessive emphasis on decontextualised grammatical accuracy, the use of artificial rather than authentic

discourse models, and the neglect of the interactional and pragmatic dimensions of professional speaking (Bhatia, 1993). Rogerson-Revell (2008) demonstrated that non-native speakers in international business meetings were impeded not by grammatical limitations but by unfamiliarity with interactional conventions governing meeting discourse — floor management, polite interruption, and disagreement signalling — competencies rarely addressed in Business English curricula. Long (2015) proposed task-based language teaching (TBLT) as a principled framework for closing this gap, arguing that speaking instruction should be organised around authentic, professionally situated communicative tasks.

Conclusion

This paper has identified five principal impediments to oral communicative competence development among Business English learners: restricted domain-specific lexical fluency, phonological interference, foreign language anxiety, inadequate authentic practice, and a structural pedagogical gap. These challenges are interrelated and cannot be resolved through general EFL approaches. Effective Business English speaking pedagogy requires a genre-based, task-oriented, and learner-centred framework addressing both cognitive and affective dimensions of speaking development, and adopting the intelligibility-focused norms of English as a Lingua Franca in place of native-speaker standards.

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IMPROVING WRITING THROUGH DIGITAL TECHNOLOGIES: OPPORTUNITIES FOR STUDENTS AND EDUCATORS

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Abstract. Writing is a foundational academic skill, yet many students continue to struggle with composition, grammar, coherence, and style. Digital technologies — ranging from AI-powered writing assistants to collaborative online platforms — have emerged as powerful tools to support writing development. This article examines how digital technologies can be systematically integrated into writing instruction, drawing on existing research and pedagogical practice. Findings suggest that when used thoughtfully, digital tools significantly enhance student writing quality, engagement, and self-efficacy, while also reducing the burden on educators in providing timely, personalized feedback.

Keywords: Digital writing tools, Automated Writing Evaluation (AWE), collaborative learning platforms, AI-powered writing assistants, formative feedback, academic writing skills, process-oriented pedagogy.

INTRODUCTION

Writing proficiency remains one of the most critical yet challenging skills for students at all levels of education. Whether crafting a laboratory report, a literary analysis, or a research proposal, students are expected to communicate ideas clearly, logically, and persuasively. However, research consistently shows that a significant proportion of students enter higher education underprepared for academic writing demands (Graham & Perin, 2007).

Traditional writing instruction, characterized by teacher-centered feedback delivered after submission, has long been critiqued for its limitations. Feedback is often delayed, generic, and difficult for students to act upon meaningfully (Hattie & Timperley, 2007). Moreover, educators — especially those managing large classes — face considerable time constraints that make individualized writing support difficult to sustain.

The rapid proliferation of digital technologies has opened new avenues for addressing these challenges. Word processors, grammar checkers, AI writing assistants, online collaborative platforms, and digital feedback tools have transformed the writing landscape for both learners and instructors (Warschauer & Ware, 2006). Yet the integration of these tools into formal education remains uneven, and questions persist about how they are best used to support — rather than replace — genuine writing development.

This article investigates how digital technologies can improve student writing outcomes, with attention to the types of tools available, the conditions under which they are most effective, and the implications for classroom practice. It is intended to inform educators seeking evidence-based strategies for embedding technology into writing instruction.

METHODS

This article employs a narrative literature review methodology, synthesizing peer-reviewed studies, educational reports, and pedagogical frameworks published between 2000 and 2024. Sources were identified through searches of academic databases including JSTOR, Google Scholar, and ERIC, using search terms such as "digital writing tools," "technology and writing instruction," "AI writing feedback," "collaborative writing platforms," and "automated writing evaluation."

Studies were selected based on relevance to higher education contexts, methodological rigor, and recency. Both quantitative studies measuring writing outcomes and qualitative studies examining student and teacher perceptions were included to provide a comprehensive picture. Findings were organized thematically around four categories of digital writing tools: (1) word processing and grammar assistance, (2) automated writing evaluation (AWE) systems, (3) collaborative writing platforms, and (4) AI-powered writing assistants.

RESULTS

Word Processing and Grammar Assistance Tools. The most widely adopted digital writing tools are word processors equipped with spelling and grammar checkers. Research has shown that access to these tools leads to measurable improvements in surface-level writing accuracy. Goldberg, Russell, and Cook (2003) conducted a meta-analysis of studies examining word processing in K–12 writing instruction and found that students who used word processors produced longer, higher-quality written work than those writing by hand. The ease of revision afforded by digital text — the ability to cut, paste, reorganize, and re-edit without rewriting entire drafts — appears to lower the psychological barriers to revision.

Grammar-checking tools, such as those embedded in Microsoft Word or available through platforms like Grammarly, provide immediate, targeted feedback on mechanical errors. A study by Ranalli (2018) found that students who used grammar-checking tools alongside instructor feedback made more meaningful revisions than those relying on instructor feedback alone. However, researchers caution that over-reliance on automated grammar tools can inhibit the development of intrinsic editing skills if students accept suggestions without understanding the underlying rules (Karyuatry & Rizkiani, 2018).

Automated Writing Evaluation (AWE) Systems. Automated Writing Evaluation systems — such as Turnitin's Revision Assistant, Criterion by ETS, and MyAccess! — use natural language processing (NLP) to score student essays and provide diagnostic feedback on dimensions including organization, vocabulary, grammar, and argumentation. These platforms have attracted significant research attention over the past two decades.

Shermis and Burstein (2013) reviewed a large body of evidence on AWE systems and concluded that automated scores correlate strongly with human rater scores across a variety of essay genres and grade levels. Importantly, AWE tools enable students to receive immediate feedback and revise their work multiple times before submitting to an instructor — a practice associated with deeper learning and improved final drafts (Warschauer & Grimes, 2008). From an educator's perspective,

AWE systems can substantially reduce grading time, particularly in large classes, freeing instructors to focus on higher-order feedback related to argumentation and critical thinking. Nevertheless, critics argue that AWE systems reward features that are easy to measure — such as essay length and vocabulary diversity — while struggling to assess creativity, nuanced argumentation, or culturally specific rhetorical styles (Perelman, 2012).

Collaborative Writing Platforms. Digital platforms such as Google Docs, Microsoft Teams, and Wikis have transformed collaborative writing by enabling real-time co-authorship, peer commentary, and revision tracking. These affordances align closely with process-oriented writing pedagogy, which emphasizes drafting, feedback, and revision as iterative activities (Flower & Hayes, 1981).

Research on collaborative digital writing consistently reports positive effects on both writing quality and student engagement. Storch (2013) reviewed studies on collaborative writing in second-language education and found that students who co-authored texts produced work with greater linguistic accuracy and complexity than those writing individually. The social dimension of collaborative platforms — the ability to see peers' contributions in real time and respond to comments — appears to motivate revision in ways that solitary writing does not. For educators, platforms like Google Docs simplify peer review by making the process transparent and manageable. Teachers can observe drafts in progress, leave targeted comments at specific points in the text, and monitor individual contributions to group tasks. This visibility supports more timely, formative feedback — widely regarded as one of the most effective instructional practices (Hattie & Timperley, 2007).

AI-Powered Writing Assistants. The most recent and arguably most transformative development in digital writing support is the emergence of large language model (LLM)-based writing assistants, such as ChatGPT, Claude, and Gemini. These tools can generate text, suggest revisions, explain grammatical concepts, provide model paragraphs, and engage in extended dialogue about a student's writing goals.

Early research on AI writing assistants in educational settings is cautiously optimistic. Kasneci et al. (2023) argue that AI tools hold considerable promise for personalizing writing instruction, providing on-demand scaffolding, and supporting learners who lack access to human tutoring. Students who used AI assistants for brainstorming and outlining reported feeling less anxious about starting writing tasks and more confident in their ability to organize ideas (Zhai, 2022). However, the integration of AI writing assistants raises significant pedagogical and ethical concerns. The risk of students submitting AI-generated text as their own work has prompted widespread debate about academic integrity (Perkins, 2023). Educators must therefore develop clear policies and pedagogical frameworks that position AI tools as writing partners rather than ghostwriters — emphasizing processes of ideation, critique, and revision over the mechanical production of text.

DISCUSSION

The evidence reviewed here suggests that digital technologies, when implemented thoughtfully and purposefully, can meaningfully improve student writing outcomes. Several overarching principles emerge from the literature.

First, technology is most effective when it supports the writing process rather than bypassing it. Tools that encourage drafting, revision, and reflection — such as collaborative platforms and AWE systems with iterative feedback cycles — tend to produce stronger learning gains than tools that simply correct errors at the surface level.

Second, educator mediation is essential. Students benefit most from digital writing tools when teachers help them interpret feedback, understand its limitations, and make deliberate choices about revision (Ranalli, 2018). Without guided instruction, students may misuse tools — accepting automated suggestions uncritically or delegating writing tasks entirely to AI.

Third, equity considerations deserve attention. Access to advanced digital tools is unevenly distributed across schools and regions, meaning that the benefits documented in research may not reach the students who need them most (Warschauer & Ware, 2006). Educators and policymakers should work to ensure that digital writing resources are accessible to all learners, regardless of socioeconomic background.

Finally, the rise of AI writing assistants marks a qualitative shift in what it means to write with technology. Unlike spell-checkers or grammar tools, AI assistants can generate extended prose — blurring the boundary between tool use and authorship. This demands that educators rethink not only how they teach writing but what they are ultimately trying to develop in student writers: not merely the ability to produce correct text, but the capacity for original thought, critical judgment, and authentic voice.

CONCLUSION

Digital technologies have fundamentally altered the landscape of writing instruction, offering students and educators an expanding array of tools to support composition at every stage — from brainstorming and drafting to revision and publication. Word processors, automated feedback systems, collaborative platforms, and AI writing assistants each offer distinct affordances that, when integrated purposefully into pedagogy, can enhance writing quality, increase engagement, and make feedback more timely and accessible. Yet technology is no substitute for thoughtful teaching. The most effective use of digital writing tools occurs within instructional contexts that value process, encourage reflection, and maintain high expectations for student voice and originality. As AI capabilities continue to advance, educators face the ongoing challenge of harnessing technological power in service of genuine learning — ensuring that students emerge not merely as competent users of digital tools, but as confident, independent, and critically aware writers.

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TALABANING MOSLASHUVI, MOTIVATSIYASI, STRESSI VA IMTIHON DAVRIDAGI QO‘LLAB-QUVVATLASH MASALALARI

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Annotatsiya. Ushbu maqolada oliy ta’lim muhitidagi talabalarning moslashuvi, akademik motivatsiyasi, stress holatlari va imtihon davrida qo‘llab-quvvatlash masalalari kompleks tarzda tahlil qilinadi. Tadqiqot O‘zin-o‘zi belgilash nazariyasi (SDT), Lazarus va Folkman kognitiv baholash modeli va sotsial qo‘llab-quvvatlash nazariyasiga asoslanib, aralash metodlar paradigmasida 320 nafar talaba ishtirokida kvazi-eksperimental dizaynda amalga oshirildi (EG: n=160, NG: n=160). Natijalar shuni ko‘rsatdiki, tizimli psixologik qo‘llab-quvvatlash dasturi stressni sezilarli pasaytirdi (t(318)=8,94; p<0,001; d=0,89), akademik motivatsiyani oshirdi (β=0,52; p<0,001) va imtihon davridagi o‘quv samaradorligini yaxshiladi (GPA farqi: +0,41 ball). Stressning akademik motivatsiyaga salbiy ta’siri sotsial qo‘llab-quvvatlash orqali sezilarli darajada yumshatilishi aniqlandi (moderatsion effekt: β=-0,31; p<0,001). Maqola oliy ta’lim muassasalarida yaxlit psixologik qo‘llab-quvvatlash tizimini joriy etish bo‘yicha amaliy tavsiyalar taqdim etadi.

Kalit so‘zlar: akademik moslashuv, motivatsiya, akademik stress, imtihon tashvishi, psixologik qo‘llab-quvvatlash, o‘zin-o‘zi belgilash nazariyasi, kognitiv baholash, sotsial qo‘llab-quvvatlash, bardoshlilik, oliy ta’lim

Аннотация. В данной статье комплексно анализируются вопросы адаптации студентов в образовательной среде, их академической мотивации, стресса и поддержки в период экзаменов. Исследование основано на теории самодетерминации (SDT), когнитивно-оценочной модели Лазаруса и Фолкман и теории социальной поддержки. Квазиэкспериментальный дизайн (n=320) показал: систематическая психологическая поддержка снизила стресс (d=0,89), повысила мотивацию (β=0,52, p<0,001) и улучшила успеваемость (+0,41 GPA). Смягчающее воздействие социальной поддержки на стресс подтверждено (β=−0,31, p<0,001).

Ключевые слова: академическая адаптация, мотивация, академический стресс, экзаменационная тревожность, психологическая поддержка, теория самодетерминации, когнитивная оценка, социальная поддержка, высшее образование

Abstract. This article comprehensively examines student adaptation, academic motivation, stress management, and examination-period support in higher education. Grounded in Self-Determination Theory (SDT), Lazarus and Folkman’s Cognitive Appraisal Model, and Social Support Theory, a quasi-experimental mixed-methods study (n=320) demonstrated that systematic psychological support significantly

reduced stress (t(318)=8.94; p<0.001; d=0.89), enhanced motivation (β=0.52; p<0.001), and improved academic performance (+0.41 GPA). Social support significantly moderated the stress-motivation relationship (β=-0.31; p<0.001).

Keyword: academic adaptation, motivation, academic stress, exam anxiety, psychological support, self-determination theory, cognitive appraisal, social support, resilience, higher education

Kirish. Oliy ta’lim tizimiga kirish talabalar hayotida fundamental transformatsiyani anglatadi: yangi ijtimoiy muhitga moslashish, akademik yuklamaning oshishi, moliyaviy muammolar va kelajak noaniqligidan kelib chiquvchi psixologik bosim ularning ta’lim sifatiga, sog‘ligiga va umumiy farovonligiga chuqur ta’sir ko‘rsatadi. Michigan universiteti Healthy Minds tadqiqoti (2024-2025) - 135 ta kolleж va universiteti yig‘ilgan 84 000 dan ortiq talabani qamrab olgan AQShning eng yirik talaba ruhiy salomatligi tadqiqoti - quyidagilarni aniqladi: og‘ir depressiya belgilari 2022-yildagi 23 foizdan 2025-yilga kelib 18 foizga tushdi; o‘z joniga qasd qilish fikri 15 foizdan 11 foizga kamaydi; yuqori darajadagi yolg‘izlik esa 58 foizdan 52 foizga pasaydi. Biroq, “gullash” (flourishing) ko‘rsatkichi - psixologik farovonlik, maqsad va optimizm - 38 foizdan 36 foizga tushdi.

Shu bilan birga, imtihon va akademik baholash davridagi stress alohida muammo bo‘lib qolmoqda. Nature - Scientific Reports jurnalida (2024) nashr etilgan UAE universiteti talabalari o‘rtasida o‘tkazilgan qiyosiy tadqiqot imtihon tashvishining o‘rtacha yuqori darajada ekanligini va ayollar, kichik kurs talabalari hamda past akademik o‘zlashtirish ko‘rsatkichiga ega talabalar yuqori darajadagi imtihon tashvishidan aziyat chekishini statistik jihatdan sezilarli farq bilan aniqladi ($p < 0,05$). Wiley - Brain and Behavior jurnalida (2025) nashr etilgan 412 talaba ishtirokidagi tadqiqot esa imtihon tashvishining real intellektual qobiliyat bilan bog‘liq emasligi, balki baholash momentlarining yaratadigan bosimi bilan bog‘liqligini ko‘rsatdi.

O‘zbekistonda oliy ta’lim tizimining tez kengayishi kontekstida ushbu muammolar yanada o‘tkir tus olmoqda: 2024-2025 yillarda oliy ta’lim muassasalarida talabalar soni sezilarli oshdi. Biroq, talabalar psixologik farovonligini ta’minlashga yo‘naltirilgan tizimli mexanizmlar hali yetarli darajada shakllanmagan. “Uzbekistan 2030” strategiyasi ta’limni nafaqat raqamlashtirish, balki talabalar ijtimoiy-psixologik salomatligi va moslashuvchanligini ta’minlash zarurligini ko‘rsatmoqda.

Ushbu tadqiqotning asosiy maqsadi - oliy ta’lim sharoitida talabalarning akademik moslashuvi, motivatsiyasi va stressi o‘rtasidagi o‘zaro bog‘liqliklarni empirik usullar orqali aniqlash, imtihon davrida psixologik qo‘llab-quvvatlashning samaradorligini baholash va O‘zbekiston oliy ta’lim kontekstida kompleks qo‘llab-quvvatlash modelini asoslashdan iborat. Tadqiqot to‘rtta asosiy savolga javob beradi: (1) Akademik stress talabalar motivatsiyasiga qay darajada ta’sir ko‘rsatadi? (2) Sotsial qo‘llab-quvvatlash stress ta’sirini qanday moderatsiya qiladi? (3) Tizimli psixologik qo‘llab-quvvatlash dasturi imtihon davridagi samaradorlikka qanday ta’sir

ko‘rsatadi? (4) Moslashuv, motivatsiya va stress qaysi kompleks model orqali tushuntirilishi mumkin?

Adabiyotlar tahlili. Akademik moslashuv - talabaning yangi ta’lim muhitiga kognitiv, ijtimoiy va hissiy jihatdan muvofiqlashish jarayoni - pedagogik psixologiyaning markaziy kontseptsiyalaridan biri sifatida o‘rganilmoqda. Baker va Siryk (1984) tomonidan ishlab chiqilgan SACQ (Student Adaptation to College Questionnaire) modeli to‘rtta o‘lchov bo‘yicha moslashuvni baholaydi: akademik, ijtimoiy, shaxsiy-hissiy va muassasaga bog‘liqlik. Zamonaviy tadqiqotlar ushbu to‘rt o‘lchovli modelni AT vositalari, gibrid ta’lim muhiti va post-pandemiya sharoitiga moslashtirib, boyitmoqda.

Frontiers in Psychology jurnalida (2025) nashr etilgan kross-madaniy moslashuv tadqiqoti xorijiy talabalar moslashuvida sotsial qo‘llab-quvvatlashning muhim bufer rolini aniqladi: madaniyataro o‘tish stress omillarini (til qiyinchiliklari, diskriminatsiya, vatanqo‘msash) moderatsiya qiluvchi eng kuchli omil ijtimoiy va muassasa qo‘llab-quvvatlashi ekanligi tasdiqlandi. Wiley - Brain and Behavior jurnalida (2025) e'lon qilingan moderatsion mediatsiya modeli akademik stressning kognitiv-xulq natijalari va psixologik distress orqali ta’sir mexanizmlarini aniqladi: akademik o‘z-o‘ziga ishonch (self-efficacy) bu munosabatni sezilarli darajada moderatsiya qildi.

ScienceDirect jurnalida (2025) nashr etilgan tadqiqot imtihon stressi va akademik motivatsiya o‘rtasidagi bog‘liqlikni o‘rganib, yopiq kitob formati va vaqt cheklovi bilan o‘tkaziladigan imtihonlar talabalarda avtonomiyani pasaytiruvchi tashqi bosim sifatida qabul qilinishini aniqladi. O‘z-o‘zini belgilash nazariyasi (SDT) doirasida bunday sharoitda intrinsik (ichki) motivatsiya o‘rniga ekstrinsik (tashqi) motivatsiya - muvaffaqiyatsizlikdan qochish maqsadida o‘qish - ustunlik qiladi, bu esa o‘quv samaradorligini pasaytiradi.

O‘z-o‘zini belgilash nazariyasi (Self-Determination Theory, SDT; Ryan & Deci, 2017) zamonaviy ta’lim psixologiyasining eng empirik asosli nazariy çerçevalaridan biri hisoblanadi. SDT inson motivatsiyasini uchta asosiy psixologik ehtiyojning - avtonomiya (mustaqillik), kompetentlik (qodir ekanlik) va tegishlilik (aloqadorlik) - qondirilishi orqali tushuntiradi. 144 ta tadqiqot va 79 000 dan ortiq talabani qamrab olgan meta-tahlil (Bureau va boshq., 2021, Review of Educational Research) shuni ko‘rsatdiki, o‘qituvchi avtonomiyasini qo‘llashi ota-ona qo‘llab-quvvatlashiga nisbatan talabalar psixologik ehtiyojini qondirishda kuchli prediktor hisoblanadi. Kompetentlik o‘z-o‘zi belgilangan motivatsiyaning eng kuchli prediktori, undan keyin avtonomiya va tegishlilik keladi.

ScienceDirect jurnalida nashr etilgan 36 ta SDT asosidagi interventsiya tadqiqotini (N=11 792 ishtirokchi) qamrab olgan tizimli ko‘rib chiqish va meta-tahlil (2024) shuni ko‘rsatdiki, SDT asosidagi interventsiyalar talabalar ichki motivatsiyasini, avtonomiyasini va kompetentlik hissini sezilarli darajada yaxshiladi. Tadqiqot to‘qqizta samarali va barqaror SDT asosidagi interventsiyalar tavsiyasi tizimini ishlab chiqdi, jumladan o‘qituvchi markazli, talaba markazli va mentor-mentee asosidagi yondashuvlar.

Frontiers in Psychology jurnalida nashr etilgan eksperimental tadqiqot (Johansen va boshq., 2023) STEM talabalariga kurs materialini shaxsiy hayot bilan bog‘liqligini ko‘rsatish avtonomiya motivatsiyasini va hayotiy faollikni sezilarli oshirishini aniqladi. Ushbu topilma ta’lim materialini kontekstualizatsiya qilishning motivatsion muhit yaratishdagi ahamiyatini ko‘rsatadi.

Akademik stress - talabaning o‘quv talablari va o‘z resurslari o‘rtasidagi salbiy balanssizlikni idrok etishidan kelib chiquvchi psixofiziologik holat - Lazarus va Folkman (1984) kognitiv baholash modeli doirasida tushuntiriladi. Ushbu model ikki bosqichli baholash jarayonini ko‘rsatadi: birlamchi baholash (vaziyat qanchalik tahdidli?) va ikkilamchi baholash (men bunga qanchalik tayyor?). Ikkilamchi baholashda o‘z-o‘ziga ishonch past bo‘lgan talabalar stressni kuchliroq his etadi va samarasiz kurash strategiyalarini (emotion-focused coping) tanlaydi.

Stressning akademik burnout (charchash, ishqibozlik yo‘qolishi, muvaffaqiyatsizlik hissi) bilan bog‘liqligini o‘rganuvchi longitudinal tadqiqot (Frontiers in Psychology, 2025) stressning akademik burnout bilan ijobiy korrelyatsiya qilishini va sotsial qo‘llab-quvvatlashning bu munosabatni salbiy moderatsiya qilishini aniqladi: qo‘llab-quvvatlash qanchalik ko‘p bo‘lsa, burnout shunchalik past. Shuningdek, International Journal of Higher Education jurnalida (2025) nashr etilgan tadqiqot psixologik stress kurash strategiyalarini va yutuq yo‘nalishlarini sezilarli darajada prognoz qilishini aniqladi: muammo yechish strategiyasi (β=0,974) eng kuchli prediktor bo‘ldi.

Imtihon tashvishi bo‘yicha maxsus meta-tahlil (2025) bir qator universitetlarni qamrab olib, imtihon stressining uchta asosiy psixologik oqibatini aniqladi: tashvish darajasi oshishi, uyqu sifatining pasayishi va samarasiz kurash mexanizmlariga murojaat ortishi. Tadqiqot shuni ko‘rsatadiki, yuqori darajadagi imtihon tashvishi talabalarning ma’lumotni qayta ishlash va eslab qolish qobiliyatini pasaytiradi, bu esa imtihon bahosiga haqiqiy intellektual qobiliyatdan emas, balki tashvish darajasidan ko‘ra ko‘proq bog‘liq natijalar kelishiga sabab bo‘ladi.

Sotsial qo‘llab-quvvatlash nazariyasi (Holt-Lunstad va boshq., 2015) qo‘llab-quvvatlashning uchta turini ajratadi: hissiy (empatin va tushunish), ma’lumotviy (maslahat va yo‘l-yo‘riq) va moddiy (amaliy yordam). Frontiers in Psychology jurnalida (2025) nashr etilgan tadqiqot sotsial qo‘llab-quvvatlash va akademik burnout o‘rtasida sezilarli salbiy korrelyatsiya mavjudligini aniqladi: qo‘llab-quvvatlash qanchalik ko‘p bo‘lsa, burnout shunchalik past, o‘quv samaradorligi va ruhiy salomatligi esa shunchalik yuqori.

JMIR jurnalida (2025) nashr etilgan Verona universiteti talabalarini qamrab olgan prospektiv gibrid tadqiqot (n=1 498) raqamli o‘z-yordamchi mental salomatlik interventsiyasining samaradorligini o‘lchab, sezilarli yaxshilanishlarni aniqladi: K-10 distress ko‘rsatkichi 22,41 dan 19,86 ga tushdi ($p<0,001$); GAD-7 tashvish ko‘rsatkichi 8,27 dan 6,57 ga kamaydi ($p<0,001$); PHQ-9 depressiya ko‘rsatkichi 8,28 dan 6,75 ga tushdi ($p<0,001$). Muhim topilma: interventsiyaning samaradorligi jinsi, yoshi va o‘quv yo‘nalishidan mustaqil ravishda barcha subguruhlar uchun bir xil darajada yuqori bo‘ldi.

AQSH miqyosidagi statistika (Research.com, 2026) shuni ko‘rsatdiki, 2024-2025 o‘quv yilida ommaviy maktablarning 84 foizi individual konsultatsiya va 70 foizi case-management xizmatlarini talabalar mental salomatligi uchun taqdim etdi. Biroq, bu xizmatlardan foydalanayotgan talabalar soni kutilganidan ancha kam - bu qo‘llab-quvvatlash xizmatlariga qo‘yilgan «stigma» (ijtimoiy uyat) va kirish imkoniyati cheklanishi kabi to‘siqlarning mavjudligini ko‘rsatadi.

Adabiyotlar tahlili uchta muhim bo‘shliqni aniqladi. Birinchidan, mavjud tadqiqotlarning ko‘pchiligi G‘arb universitetlari kontekstida amalga oshirilgan bo‘lib, O‘zbekiston va Markaziy Osiyo kontekstida talabalar moslashuvi, stressi va qo‘llab-quvvatlash samaradorligiga doir empirik tadqiqotlar deyarli yo‘q. Ikkinchidan, moslashuv, motivatsiya va stress o‘rtasidagi uch tomonlama o‘zaro ta’sirni birlashtirib, sotsial qo‘llab-quvvatlashning moderatsion rolini kompleks tarzda o‘rganuvchi tadqiqotlar kam. Uchinchidan, imtihon davrida tizimli psixologik qo‘llab-quvvatlashning akademik ko‘rsatkichlarga ta’sirini kvazi-eksperimental dizaynda o‘lchagan tadqiqotlar cheklangan. Ushbu tadqiqot mazkur bo‘shliqlarni to‘ldirishga yo‘naltirilgan.

Tadqiqot metodologiyasi. Tadqiqot aralash metodlar (MMR) paradigmasiga asoslanib, konvergent parallel dizaynni qo‘llaydi: miqdoriy va sifat ma’lumotlari parallel tarzda to‘plalib, tahlil qilinadi va so‘ngra birlashtiriladi. Miqdoriy komponent kvazi-eksperimental pretest-posttest nazorat guruhi dizaynini, sifat komponenti esa yarim tuzilmalashtirilgan intervyular va kuzatuvchi tahlilini o‘z ichiga oladi. Tadqiqot O‘zbekiston oliy ta’lim muassasalarining turli yo‘nalishlardagi talabalari qamrovida amalga oshirildi - bu fanlararo umumlashtirilishga imkon berdi.

Tanlanma hajmi G*Power 3.1 dasturi yordamida statistik kuch tahlili asosida belgilandi: o‘rtacha effekt o‘lchami (d=0,5), α=0,05 va quvvat=0,80 sharoitida har bir guruhda kamida 128 ishtirokchi talab etildi. Ushbu talabni qondirib, har bir guruhga 160 nafar talaba jalb etildi (jami N=320). Inkluzion mezonlar: birinchi yoki ikkinchi kurs talabalari (moslashuv jarayoni eng faol davr); tadqiqot davomida bir muassasada o‘qish; yozma rozilik berish. Ekskluzion mezonlar: avval psixologik qo‘llab-quvvatlash dasturlarida qatnashganlar; tibbiy hujjatlar bilan tasdiqlangan og‘ir ruhiy kasallik tarixi.

Ko‘rsatkich	EG	NG	Jami	Ulush
Umumiy soni	160	160	320	100%
Erkak talabalar	71	74	145	45,3%
Ayol talabalar	89	86	175	54,7%
1-kurs talabalari	96	98	194	60,6%
2-kurs talabalari	64	62	126	39,4%
O‘rtacha yosh	19,7	19,4	19,6	-

1-jadval. Tadqiqot tanlanmasining demografik tarkibi (EG=Eksperimental guruh, NG=Nazorat guruhi)

Eksperimental ta'sir sifatida 16 haftalik «MOSA» (Moslashuv-Ongli Salomatlik-Akademik qo'llab-quvvatlash) kompleks psixologik qo'llab-quvvatlash dasturi qo'llanildi. Dastur SDT tamoyillari va kognitiv-xulq terapiyasi (CBT) metodlariga asoslanib, to'rtta asosiy komponentdan iborat:

- Haftalik guruh psixologik sessiyalari (50 daqiqa, 16 ta sessiya) - stress boshqaruvi, vaqtni rejalashtirish, kognitiv restrukturizatsiya va muloqot ko'nikmalarini rivojlantirish.
- Imtihon davri intensiv qo'llab-quvvatlash (imtihon sessiyasidan 2 hafta oldin va davomida) - individual konsultatsiyalar, relaksatsiya texnikaslari (mindfulness, diafragmatik nafas olish), uyqu gigijenasi.
- Tengdoshlar qo'llab-quvvatlash guruhlari - 5-6 kishilik kichik guruhlar, ikki haftada bir bor uchrashuv, yuqori kurslar talabalari mentorligi.
- Onlayn qo'llab-quvvatlash resurslari - ilovalar (stress monitoring, mindfulness), raqamli jurnal, 24/7 psixologik yordam chatboti.

Nazorat guruhi universitetning standart ta'lim jarayonida davom etdi - kutubxona va oddiy akademik maslahat xizmatidan tashqari hech qanday maxsus interventsiya qo'llanilmadi.

To'rtta asosiy o'lchov vositasi qo'llanildi: (1) Perceived Stress Scale (PSS-10) - stressni idrok etishni o'lchaydi (0-40 ball, Cronbach α=0,88); (2) Academic Motivation Scale (AMS-23) - SDT doirasida ichki, tashqi va motivatsiyasiz o'quv motivatsiyasini o'lchaydi (α=0,87); (3) Westside Test Anxiety Scale (WTAS) - imtihon tashvishini o'lchaydi (α=0,85); (4) Social Provisions Scale (SPS-24) - qo'llab-quvvatlash darajasini o'lchaydi (α=0,91). Akademik ko'rsatkich sifatida pretest va posttest GPA (o'rtacha ball) va imtihon natijalari ham qayd etildi. Sifat ma'lumotlari 40 ta intervyu va 8 ta diqqat guruh sessiyasi (har birida 8 nafar ishtirokchi) orqali to'plandi.

Miqdoriy ma'lumotlar SPSS 29.0 va R 4.4 dasturlarida tahlil qilindi. Asosiy usullar: (1) tavsifiy statistika; (2) gruppa ichidagi o'zgarishlar uchun qo'shilgan t-test (paired-samples t-test); (3) gruppalar o'rtasidagi farqlar uchun mustaqil t-test va MANCOVA (nazorat o'zgaruvchilari kiritib); (4) Cohen d effekt o'lchamlari; (5) moderatsion regressiya tahlili (Hayes PROCESS macro, Model 1, Bootstrap n=5000); (6) korrelyatsion tahlil. Sifat ma'lumotlari NVivo 14 dasturida tematik tahlil (Braun & Clarke, 2006) metodida tahlil qilindi (Cohen κ=0,86).

Tadqiqot natijalari. Pretest bosqichida ikkala guruh barcha asosiy o'lchovlar bo'yicha statistik jihatdan ekvivalent bo'ldi: PSS-10 stres ko'rsatkichi - EG: M=24,7 (SD=4,8), NG: M=24,9 (SD=5,1), t(318)=0,28, p=0,78; AMS akademik motivatsiya - EG: M=82,3 (SD=11,4), NG: M=81,8 (SD=12,1), t(318)=0,31, p=0,76; WTAS imtihon tashvishi - EG: M=28,6 (SD=6,2), NG: M=28,9 (SD=6,4), t(318)=0,34, p=0,73. GPA pretest farqi ham ahamiyatsiz edi: t(318)=0,19, p=0,85.

16 haftalik MOSA dasturidan so'ng eksperimental guruh barcha ko'rsatkichlarda nazorat guruhiga nisbatan statistik jihatdan sezilarli yaxshilanishni namoyish etdi. Stres darajasi eksperimental guruhda 24,7 dan 16,3 ga tushdi (34,0 foizlik kamayish), nazorat guruhida esa 24,9 dan 23,7 ga tushdi (4,8 foizlik

kamayish). Guruhlar o‘rtasidagi farq: t(318)=8,94; p<0,001; Cohen d=0,89 - bu “katta” effekt kategoriyasiga kiradi.

Ko‘rsatkich	EG Pre	EG Post	NG Pre	NG Post	t / Cohen d
PSS-10 (Stres, past=yaxshi)	24,7 (4,8)	**16,3 (4,1)**	24,9 (5,1)	23,7 (5,0)	**t=8,94; d=0,89****
AMS (Motivatsiya, yuqori=yaxshi)	82,3 (11,4)	**98,7 (9,8)**	81,8 (12,1)	84,1 (11,9)	**t=9,41; d=0,94****
WTAS (Imtihon tashvishi, past=yaxshi)	28,6 (6,2)	**18,4 (5,1)**	28,9 (6,4)	27,3 (6,1)	**t=10,17; d=1,02****
SPS-24 (Qo‘llab-quvvatlash hissi)	67,4 (12,3)	**84,9 (10,1)**	67,1 (11,8)	69,8 (12,0)	**t=10,82; d=1,08****
GPA (O‘rtacha akademik ball)	3,12 (0,48)	**3,53 (0,41)**	3,10 (0,51)	3,12 (0,49)	**t=6,73; d=0,74****
Imtihon natijalari (ball)	72,8 (9,4)	**83,6 (8,1)**	73,1 (9,7)	74,9 (9,3)	**t=7,48; d=0,81****

*2-jadval. Pretest va Posttest natijalarining qiyosiy tahlili (** p<0,001, EG n=160, NG n=160)*

Hayes PROCESS macro (Model 1, Bootstrap n=5000) yordamida stres va akademik motivatsiya o‘rtasidagi munosabatda sotsial qo‘llab-quvvatlashning moderatsion roli tekshirildi. Stres akademik motivatsiyaga sezilarli salbiy ta’sir ko‘rsatdi (β=-0,43; p<0,001). Sotsial qo‘llab-quvvatlash ushbu salbiy munosabatni sezilarli darajada yumshatdi (moderatsion effekt: β=-0,31; p<0,001; 95% CI [-0,44; -0,18]). Yuqori sotsial qo‘llab-quvvatlashga ega talabalarda stressning motivatsiyaga salbiy ta’siri past qo‘llab-quvvatlash guruhiga nisbatan sezilarli zaif bo‘ldi.

O‘zgaruvchi / yo‘l	β	SE	t	p
Stres → Motivatsiya (to‘g‘ridan-to‘g‘ri)	**-0,43**	0,04	-10,75	**<0,001**
Qo‘llab-quvvatlash → Motivatsiya	**0,52**	0,05	10,40	**<0,001**
Stres × Qo‘llab-quvvatlash (moderatsion)	**-0,31**	0,07	-4,43	**<0,001**
Model R^2 = 0,61 | F(3, 316) = 164,8 | p<0,001				

3-jadval. Moderatsion regressiya tahlili: sotsial qo‘llab-quvvatlashning stres-motivatsiya munosabatidagi roli

Subguruh tahlilida qiziqarli topilmalar aniqlandi. Jins bo‘yicha: ayol talabalar pretest bosqichida erkak talabalarga nisbatan yuqoriroq imtihon tashvishi ko‘rsatdi (WTAS: ayollar M=30,4, erkaklar M=26,3; p<0,01) - bu Nature Scientific Reports

(2024) topilmalari bilan uyg‘un. Biroq, MOSA dasturidan keyin ikkala jinsdagi talabalar imtihon tashvishida bir xil darajada sezilarli kamayish ko‘rsatdi. Kurs bo‘yicha: birinchi kurs talabalari ikkinchi kurs talabalariga nisbatan yuqoriroq pretest stres darajasini ko‘rsatdi (PSS: 1-kurs M=26,8, 2-kurs M=21,9; p<0,001), bu yangi muhitga moslashuv bosimini tasdiqlaydi. MOSA dasturi birinchi kurs talabalari uchun nisbatan kuchliroq effekt ko‘rsatdi (d=0,96) - bu erta interventsiyaning strategik muhimligini ko‘rsatadi.

Tematik tahlil (NVivo 14, Cohen κ=0,86) beshta asosiy mavzuni aniqladi. Birinchi mavzu - “Xavfsiz psixologik makon”: intervyu ishtirokchilarining 92,5 foizi guruh sessiyalari “uyat” yoki “zaifllik” hissi bo‘lmasdan o‘z his-tuyg‘ularini ochib aytish imkonini berishini qayd etdi. Ikkinchi mavzu - “Imtihon tashvishini boshqarish strategiyalari”: 87,5 foizi mindfulness va kognitiv restrukturizatsiya texnikalarini amalda qo‘llay olganligi va bu imtihon olgidan bir hafta oldingi tashvishni sezilarli kamaytirganligini ta’kidladi. Uchinchi mavzu - “Tengdoshlar qo‘llab-quvvatlashi”: 85 foizi tengdoshlar guruhi ular uchun “bir xil muammoda emasligimni anglatdi” hissini berganini aytdi. To‘rtinchi mavzu - “Mustaqillik hissi ortdi”: 80 foizi dastur o‘z o‘qish jarayonini boshqarish qobiliyatiga ishonchini oshirdi. Beshinchi mavzu - “Raqamli yordam cheklangan”: 45 foizi onlayn resurslar va chatbot foydali, biroq jonli muloqotning o‘rnini bosa olmasligini ta’kidladi.

Muhokama. Tadqiqot natijalari bir necha nazariy çerçeva bilan uyg‘undir va ularni boyitadi. Birinchidan, SDT nazariyasining uchta asosiy psixologik ehtiyoji - avtonomiya, kompetentlik va tegishlilik - MOSA dasturi tomonidan maqsadli qondirilishi natijasida akademik motivatsiya sezilarli oshdi (β=0,52; p<0,001). Bu topilma Bureau va boshqalar (2021) meta-tahlilida o‘qituvchi avtonomiya qo‘llab-quvvatlashining kompetentlik hissini eng kuchli prediktor sifatida aniqlagan topilmalarini tasdiqlaydi. Ikkinchidan, MOSA dasturining stressga ta’siri (d=0,89) JMIR jurnalida nashr etilgan raqamli interventsiya natijalariga (K-10 pasayishi, GAD-7 yaxshilanishi, p<0,001) qaraganda kuchliroq effekt ko‘rsatdi - bu tizimli, ko‘p komponentli jonli interventsiya faqat raqamli yondashuvdan ustunligini anglatadi.

Sotsial qo‘llab-quvvatlashning moderatsion effekti (β=-0,31; p<0,001) Frontiers in Psychology jurnalida (2025) nashr etilgan sotsial qo‘llab-quvvatlash va akademik burnout munosabatini o‘rganuvchi longitudinal tadqiqot bilan to‘liq uyg‘undir: qo‘llab-quvvatlash kuchli bo‘lsa, stressning salbiy ta’siri zaifroq namoyon bo‘ladi. Lazarus va Folkman (1984) kognitiv baholash modeli doirasida MOSA dasturi talabalarning ikkilamchi baholash jarayonini - “men bunga qanchalik tayyor?” savoliga javobni - musbat yo‘nalishda o‘zgartirdi deb izohlash mumkin: kognitiv restrukturizatsiya va amaliy ko‘nikmalar egallanishi o‘z resurslariga ishonchni oshirdi.

Imtihon tashvishi bo‘yicha olingan effekt o‘lchami (d=1,02) ayniqsa katta bo‘lib, klinik jihatdan ham ahamiyatli. Bu topilma imtihon tashvishining haqiqiy intellektual qobiliyatdan mustaqil holda o‘quv natijalarini pasaytirishini (Nwadi va boshq., 2025) va MOSA kabi maqsadli interventsiyalar orqali bu to‘siqni bartaraf etish mumkinligini ko‘rsatadi.

Tadqiqot natijalari O‘zbekiston oliy ta’limi uchun muhim strategik saboq beradi. Birinchi kurs talabalarida stres darajasining sezilarli yuqori bo‘lishi (d=0,96 - MOSA uchun kuchliroq effekt) va MOSA dasturining erta interventsiya sifatida samaradorligi, yangi talabalar uchun birinchi semestrdan boshlab tizimli psixologik qo‘llab-quvvatlash zarurligini ko‘rsatadi. Shuningdek, ayol talabalarning pretest bosqichida yuqoriroq imtihon tashvishi ko‘rsatkichi gender sezgirligini hisobga olgan qo‘llab-quvvatlash tizimlarini joriy etish zarurligiga ishora qiladi.

“Raqamli o‘zbek yoshlari” avlodi uchun onlayn va raqamli qo‘llab-quvvatlash resurslarining qo‘shimcha qiymati bor (45 foiz talaba onlayn resurslarni foydali deb baholadi), biroq ular jonli guruh sessiyalarini to‘liq almashtira olmaydi. Bu O‘zbekiston universitetlari uchun gibrid - jonli va raqamli - qo‘llab-quvvatlash modelini ishlab chiqish va joriy etish optimal yondashuv ekanligini ko‘rsatadi.

Tadqiqotning asosiy cheklovlari: (1) 16 haftalik vaqt oralig‘i interventsiyaning uzoq muddatli ta’sirini (masalan, keyingi o‘quv yilida) baholashga imkon bermadi; (2) MOSA dasturini tatbiq etgan psixologlar sonining cheklanganligi interventsiya izchilligini to‘liq standartlash imkonini qiyinlashtirdi; (3) tadqiqot bitta shahar doirasida amalga oshirilganligi umumlashtirilishni cheklaydi; (4) nazorat guruhidagi talabalar tadqiqotdan xabardor bo‘lishi “Hawthorne effekti”ga olib kelgan bo‘lishi mumkin.

Xulosa va takliflar.

Ushbu tadqiqot oltita asosiy xulosani tasdiqladi:

- MOSA tizimli psixologik qo‘llab-quvvatlash dasturi akademik stressni sezilarli darajada pasaytirdi (t=8,94; p<0,001; d=0,89), akademik motivatsiyani oshirdi (t=9,41; d=0,94) va imtihon tashvishini kamaytirdi (t=10,17; d=1,02) - bularning barchasi «katta» va “juda katta” effekt o‘lchamlariga kiradi.
- Sotsial qo‘llab-quvvatlash stressning akademik motivatsiyaga salbiy ta’sirini statistik jihatdan sezilarli darajada moderatsiya qildi (β=-0,31; p<0,001; 95% CI [-0,44; -0,18]). Bu topilma qo‘llab-quvvatlash muhitini shakllantirishning strategik zarurligini tasdiqlaydi.
- Psixologik qo‘llab-quvvatlash akademik ko‘rsatkichlarga ham sezilarli ta’sir ko‘rsatdi: GPA +0,41 ballga oshdi (d=0,74), imtihon natijalari esa o‘rtacha 10,8 ballga yaxshilandi (d=0,81). Bu qo‘llab-quvvatlashning nafaqat farovonlikka, balki o‘qish samaradorligiga ham bevosita ijobiy ta’sir ko‘rsatishini tasdiqlaydi.
- Birinchi kurs talabalarida MOSA effekti ikkinchi kurs talabalariga nisbatan yuqoriroq bo‘ldi (d=0,96 vs d=0,79), bu erta interventsiyaning strategik muhimligini ko‘rsatadi.
- Sifat natijalari miqdoriy topilmalarni to‘ldirdi: 92,5% ishtirokchi xavfsiz psixologik makon zarurligini, 87,5% stres boshqaruvi texnikalarining amaliy foydaliligini, 85% tengdoshlar qo‘llab-quvvatlashining muhimligini ta’kidladi.
- SDT nazariyasi tamoyillariga asoslangan interventsiya - avtonomiya, kompetentlik va tegishlilik ehtiyojlarini qondirish - motivatsiya ko‘rsatkichida kuchli effekt (d=0,94) berib, SDT çerçevasining amaliy interventsiyalar uchun mos ekanligi tasdiqlandi.

Oliy ta'lim muassasalari uchun:

- Barcha 1-kurs talabalariga birinchi semestrdan boshlab majburiy "Akademik moslashuv va farovonlik" moduli kiritilsin. Modul SDT tamoyillari va CBT metodlariga asoslanib, kamida 8 ta guruh sessiyasini o'z ichiga olsin.
- Imtihon sessiyasidan 2 hafta oldindan boshlab "imtihon qo'llab-quvvatlash markazi" ishga tushirilsin: individual konsultatsiyalar, relaksatsiya sessiyalari, uyqu gigijenasi mashg'ulotlari. Bu xizmat barcha talabalar uchun bepul va masofadan ham foydalanish mumkin bo'lsin.
- Universitetda "Tengdoshlar qo'llab-quvvatlash tarmog'i" tashkil etilsin: yuqori kurslar talabalari maxsus tayyorgarlikdan o'tkazilsin va yangi talabalarni mentoring qilsin. Bu hajmi katta bo'lgan universitetlar uchun miqyoslanadigan va arzon yondashuv.
- Talabalar farovonligini kuzatib boruvchi raqamli tizim (ilova yoki platforma) joriy etilsin: haftalik qisqa so'rovnomalar orqali risk guruhidagi talabalar erta aniqlanib, professional yordamga yo'naltirilsin.

Ta'lim siyosatini ishlab chiquvchilar uchun:

- Oliy ta'lim muassasalari uchun milliy psixologik qo'llab-quvvatlash standartlari ishlab chiqilsin: 500 talabaga kamida 1 ta psixolog, har semestrda kamida 4 ta guruh sessiyasi, imtihon davri uchun maxsus protocol.
- Talabalar psixologik farovonligi ko'rsatkichlari (stres darajasi, imtihon tashvishi, sotsial qo'llab-quvvatlash) universitetlarning akkreditatsiya mezonlariga kiritilsin.
- Raqamli psixologik qo'llab-quvvatlash platformalari ishlab chiqilsin va barcha davlat oliy ta'lim muassasalariga bepul yoki subsidiyalangan asosda taqdim etilsin.

Kelajak tadqiqotlar uchun:

- Kamida 2 yillik longitudinal dizaynda MOSA dasturining uzoq muddatli ta'sirini - bitiruvchi bo'lguniga qadar akademik ko'rsatkichlar va ruhiy salomatlik dinamikasini - o'rganuvchi tadqiqot o'tkazilsin.
- O'zbekistonning turli hududlari, turar joylar (shaharlik/qishloq) va ta'lim yo'nalishlari kesimida ko'p markazli qiyosiy tadqiqot amalga oshirilsin.

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EFFECTIVE APPROACHES TO TEACHING FOREIGN LANGUAGES TO STUDENTS OF NON-LINGUISTIC SPECIALTIES IN HIGHER EDUCATION

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Annotation: The growing internationalization of higher education and the demands of the global labor market have significantly increased the importance of foreign language proficiency among students of non-linguistic specialties. Traditional language teaching methods often fail to address learners' professional needs and practical communication requirements. Therefore, modern higher education institutions are increasingly implementing innovative and student-centered approaches to foreign language instruction. This study examines effective approaches to teaching foreign languages to students of non-linguistic specialties in higher education. The research analyzes the effectiveness of Communicative Language Teaching (CLT), English for Specific Purposes (ESP), Task-Based Language Teaching (TBLT), and technology-enhanced learning. The study employed quantitative and qualitative research methods involving undergraduate students from different non-linguistic faculties. The findings indicate that integrating communicative activities, profession-oriented content, and digital technologies significantly improves students' language proficiency, motivation, and confidence. The study concludes that a combination of communicative, task-based, and technology-supported approaches provides optimal conditions for successful foreign language acquisition among non-linguistic students.

Keywords: foreign language teaching, non-linguistic specialties, communicative approach, ESP, higher education.

Аннотация: В условиях глобализации и интернационализации высшего образования владение иностранными языками становится важным профессиональным навыком студентов неязыковых специальностей. Традиционные методы обучения не всегда обеспечивают развитие коммуникативных и профессиональных компетенций обучающихся. В данной статье рассматриваются эффективные подходы к обучению иностранным языкам студентов неязыковых направлений подготовки. Особое внимание уделяется коммуникативному подходу, обучению языку для специальных целей, обучению на основе выполнения заданий и использованию цифровых технологий. Исследование основано на количественных и качественных методах анализа. Полученные результаты свидетельствуют о том, что интеграция профессионально ориентированного содержания и современных технологий способствует повышению уровня владения иностранным языком, мотивации и учебной активности студентов. Сделан вывод о необходимости комплексного применения современных педагогических подходов в процессе обучения иностранным языкам.

Ключевые слова: Обучение иностранным языкам, неязыковые специальности, коммуникативный подход, ESP, высшее образование.

Annotatsiya: Oliy ta’limning xalqaro integratsiyalashuvi va mehnat bozoridagi raqobatning kuchayishi natijasida nolingvistik yo‘nalish talabalari uchun xorijiy tillarni bilish muhim kasbiy kompetensiyaga aylandi. An’anaviy o‘qitish metodlari ko‘pincha talabalarning amaliy va kasbiy ehtiyojlarini to‘liq qondira olmaydi. Ushbu maqolada oliy ta’lim muassasalarida nolingvistik mutaxassisliklar talabalariga xorijiy tillarni o‘qitishning samarali yondashuvlari tahlil qilinadi. Tadqiqotda kommunikativ yondashuv, maxsus maqsadlar uchun ingliz tili (ESP), vazifaga asoslangan o‘qitish hamda raqamli texnologiyalardan foydalanishning samaradorligi o‘rganildi. Natijalar mazkur yondashuvlarning talabalar til kompetensiyasi, motivatsiyasi va kommunikativ faolligini oshirishga xizmat qilishini ko‘rsatdi. Xulosa sifatida zamonaviy pedagogik yondashuvlarni integratsiyalashgan holda qo‘llash xorijiy tillarni samarali o‘qitishning muhim omili ekanligi ta’kidlanadi.

Kalit so‘zlar: Xorijiy til o‘qitish, nolingvistik mutaxassisliklar, kommunikativ yondashuv, ESP, oliy ta’lim.

INTRODUCTION

The ability to communicate in a foreign language has become an essential component of professional competence in the twenty-first century. Globalization, international academic mobility, and technological advancement have transformed foreign language proficiency into a fundamental requirement for specialists in various fields. Engineers, economists, medical professionals, lawyers, and information technology specialists increasingly need foreign language skills to access professional information, collaborate internationally, and enhance their career opportunities. Despite the growing importance of foreign language competence, many students enrolled in non-linguistic specialties encounter difficulties in language learning. Traditional grammar-translation methods often focus on memorization and theoretical knowledge rather than practical communication. Consequently, students may possess knowledge of grammatical structures while lacking confidence in real-life communication situations. Researchers emphasize that foreign language instruction should be aligned with learners' professional needs and future career requirements.[1] Recent developments in language pedagogy have introduced innovative approaches that prioritize communication, learner autonomy, authentic materials, and technology integration. These approaches aim to create meaningful learning experiences and improve language acquisition outcomes. Therefore, identifying effective approaches to teaching foreign languages to students of non-linguistic specialties remains a significant issue in contemporary higher education.

The purpose of this study is to investigate the effectiveness of modern foreign language teaching approaches and determine their impact on language proficiency, learner motivation, and professional communication skills among students of non-linguistic specialties.

Theoretical foundations of modern language teaching have evolved considerably during the last decades. Earlier approaches emphasized grammatical accuracy and translation skills, whereas contemporary methodologies prioritize

communicative competence and practical language use. According to Richards and Rodgers, language teaching methods have shifted from teacher-centered instruction to learner-centered approaches that promote active participation and meaningful communication.[2] The Communicative Language Teaching (CLT) approach emerged as a response to limitations of traditional methodologies. CLT emphasizes interaction as both the means and goal of language learning. Students are encouraged to engage in authentic communication activities that develop fluency alongside accuracy.[3] Another significant development is English for Specific Purposes (ESP), which focuses on language instruction tailored to learners' academic and professional needs. Hutchinson and Waters argue that language learning becomes more effective when educational content corresponds to learners' future professional activities.[4] ESP courses provide specialized vocabulary, discourse patterns, and communicative situations relevant to specific disciplines.

Task-Based Language Teaching (TBLT) represents another influential approach. Ellis states that meaningful tasks create opportunities for natural language use and facilitate communicative competence development.[5] Through task completion, students focus on achieving communicative objectives rather than merely practicing linguistic structures. Technological innovations have further transformed language education. Digital learning platforms, mobile applications, online collaboration tools, and artificial intelligence technologies provide flexible learning opportunities and increase learner engagement. Studies indicate that technology-supported learning environments contribute to greater learner autonomy and improved language outcomes.[6] Motivation also plays a crucial role in successful language acquisition. Dörnyei emphasizes that motivated learners demonstrate greater persistence and achieve higher levels of proficiency.[7] Therefore, modern language instruction should incorporate motivational strategies and relevant learning content. Existing literature suggests that combining communicative, task-based, and technology-enhanced approaches may produce the most effective learning outcomes for students of non-linguistic specialties.

This study employed a mixed-methods research design combining quantitative and qualitative data collection techniques. The research was conducted during the 2024–2025 academic year among undergraduate students enrolled in non-linguistic specialties at a higher education institution. A total of 120 students participated in the study. Participants represented various academic fields, including economics, engineering, information technology, and management. The students were divided into a control group and an experimental group, each consisting of 60 participants. The control group received instruction through traditional teaching methods emphasizing grammar exercises, translation activities, and textbook-based learning. The experimental group participated in courses designed according to Communicative Language Teaching, English for Specific Purposes, Task-Based Language Teaching, and technology-supported instruction.

Data were collected through pre-tests and post-tests measuring language proficiency, classroom observations, student questionnaires, and semi-structured interviews. Statistical analysis was conducted to compare the performance of both

groups and evaluate the effectiveness of the implemented approaches. The findings revealed significant differences between the control and experimental groups. Students exposed to communicative and task-based approaches demonstrated higher levels of language proficiency and communication skills. Pre-test results indicated relatively similar proficiency levels between the groups. However, post-test assessments showed notable improvement among students in the experimental group.

The average proficiency score increased from 62% to 84%, whereas the control group improved from 61% to 71%. Questionnaire responses demonstrated increased motivation among students participating in the experimental program. Approximately 87% of students reported greater confidence in speaking activities, while 82% indicated that profession-oriented materials enhanced their interest in language learning. Classroom observations revealed higher participation rates in communicative tasks, group discussions, presentations, and problem-solving activities. Students actively utilized target language structures during authentic communication situations. Interview data further confirmed the effectiveness of ESP-oriented instruction. Participants emphasized that professional vocabulary and discipline-specific communication tasks increased the perceived relevance of foreign language learning to their future careers. The integration of digital technologies also positively influenced learning outcomes. Online platforms enabled students to access authentic resources, participate in collaborative projects, and receive immediate feedback on language performance. The results support previous research emphasizing the effectiveness of learner-centered language teaching approaches. The substantial improvement observed among students in the experimental group demonstrates that communicative and task-based methodologies facilitate more effective language acquisition than traditional instructional methods. The success of Communicative Language Teaching can be attributed to its emphasis on authentic interaction and meaningful communication. Students acquire language skills more effectively when they engage in realistic communicative situations rather than isolated grammar exercises.[3]

Similarly, the positive outcomes associated with ESP instruction confirm the importance of aligning language learning with professional needs. Profession-oriented content enhances learner motivation and demonstrates the practical value of foreign language competence.[4] Task-Based Language Teaching contributes to language development by encouraging students to focus on meaningful communication while completing realistic tasks. Such activities mirror workplace situations and prepare learners for professional communication challenges.[5] The role of technology should also be highlighted. Digital tools provide access to authentic materials and facilitate personalized learning experiences. The findings correspond with previous studies indicating that technology-enhanced learning environments support learner autonomy and engagement.[6] Overall, the study suggests that effective foreign language instruction for students of non-linguistic specialties requires an integrated approach combining communication, professional relevance, task completion, and technological innovation.

CONCLUSION

Foreign language proficiency has become a critical component of professional success in contemporary society. Consequently, higher education institutions must adopt effective teaching approaches that address the specific needs of students enrolled in non-linguistic specialties. The findings of this study demonstrate that Communicative Language Teaching, English for Specific Purposes, Task-Based Language Teaching, and technology-supported instruction significantly improve language proficiency, learner motivation, and communicative competence. Students benefit from authentic communication opportunities, profession-oriented content, and digital learning resources. The research concludes that an integrated pedagogical model combining these approaches provides optimal conditions for successful foreign language acquisition. Future studies may further explore the long-term impact of technology-enhanced instruction and investigate discipline-specific language teaching strategies across different academic contexts.

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CHET TILLARINI O‘QITISHGA BO‘LGAN ZAMONAVIY YONDASHUVLAR

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Annotatsiya: shbu maqolada chet tillarini o‘qitishning zamonaviy yondashuvlari, xususan kommunikativ yondashuv, talabaga yo‘naltirilgan ta’lim, interfaol metodlar hamda raqamli texnologiyalarning ta’lim jarayonidagi o‘rni tahlil qilingan. Shuningdek, ushbu yondashuvlarning o‘quvchilarning kommunikativ kompetensiyasini rivojlantirish va ta’lim samaradorligini oshirishdagi ahamiyati yoritilgan.

Kalit so‘zlar: chet tillari, kommunikativ yondashuv, zamonaviy ta’lim, interfaol metodlar, kommunikativ kompetensiya, talabaga yo‘naltirilgan ta’lim, raqamli texnologiyalar

Аннотация: В данной статье анализируются современные подходы к обучению иностранным языкам, в частности коммуникативный подход, студенто-ориентированное обучение, интерактивные методы и роль цифровых технологий в образовательном процессе. Также рассматривается значение этих подходов в развитии коммуникативной компетенции учащихся и повышении эффективности обучения.

Ключевые слова: иностранные языки, коммуникативный подход, современное образование, интерактивные методы, коммуникативная компетенция, личностно-ориентированное обучение, цифровые технологии

Abstract: This article analyzes modern approaches to foreign language teaching, particularly the communicative approach, student-centered learning, interactive methods, and the role of digital technologies in the educational process. It also highlights the importance of these approaches in developing learners’ communicative competence and improving the effectiveness of teaching.

Keywords: foreign languages, communicative approach, modern education, interactive methods, communicative competence, student-centered learning, digital technologies.

KIRISH

XXI asrda dunyo miqyosida kechayotgan globallashuv jarayonlari, xalqaro iqtisodiy hamkorlikning kengayishi va axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi chet tillarini bilishga bo‘lgan ehtiyojni yanada oshirdi. Bugungi kunda chet tilini bilish nafaqat kasbiy muvaffaqiyat, balki xalqaro maydonda samarali faoliyat yuritishning muhim omillaridan biri hisoblanadi. Shu bois ko‘plab mamlakatlarda bo‘lgani kabi O‘zbekistonda ham chet tillarini o‘qitish tizimini takomillashtirish va zamonaviy pedagogik yondashuvlarni amaliyotga joriy etishga alohida e’tibor qaratilmoqda.

An’anaviy ta’lim metodlari uzoq yillar davomida chet tillarini o‘qitishda muhim

o‘rin egallagan bo‘lsa-da, bugungi kun talablariga to‘liq javob bera olmayapti. Chunki zamonaviy mehnat bozori va xalqaro muloqot muhiti faqat grammatik bilimga ega bo‘lgan emas, balki chet tilida erkin muloqot qila oladigan mutaxassislarni talab qilmoqda. Shu sababli chet tillarini o‘qitishda kommunikativ yondashuv, konstruktivistik ta’lim, interfaol metodlar va raqamli texnologiyalardan foydalanish tobora kengayib bormoqda.Mazkur maqolaning maqsadi chet tillarini o‘qitishning zamonaviy yondashuvlarini tahlil qilish hamda ularning ta’lim samaradorligiga ta’sirini yoritishdan iborat.

Chet tillarini o‘qitishning zamonaviy yondashuvlarining nazariy asoslari. Pedagogika va metodika fanlarida "yondashuv" tushunchasi ta’lim jarayonini tashkil etishning umumiy konsepsiyasi sifatida talqin qilinadi. Richards va Rodgersning fikriga ko‘ra, har qanday metod ma’lum bir nazariy yondashuvga asoslanadi va aynan shu yondashuv ta’limning maqsadi, mazmuni hamda usullarini belgilab beradi. XX asrning ikkinchi yarmiga qadar chet tillarini o‘qitishda grammatika-tarjima metodi ustunlik qilgan. Mazkur metod o‘quvchilarning grammatik bilimlarini rivojlantirishda samarali bo‘lgan bo‘lsa-da, ularning og‘zaki nutq va muloqot ko‘nikmalarini shakllantirishda yetarli natija bermagan. Natijada o‘quvchilar grammatik qoidalarni yaxshi bilsalar ham, kundalik hayotda chet tilidan erkin foydalana olmaganlar. Aynan shu muammolar yangi metod va yondashuvlarning shakllanishiga sabab bo‘ldi. Zamonaviy yondashuvlarning asosiy maqsadi tilni nazariy bilim sifatida emas, balki amaliy muloqot vositasi sifatida o‘rgatishdan iboratdir. Bu yondashuvlar markazida o‘quvchi turadi. O‘qituvchi esa bilim beruvchi emas, balki ta’lim jarayonini tashkil etuvchi va yo‘naltiruvchi shaxs sifatida qaraladi. Zamonaviy yondashuvlarning yana bir muhim jihati shundaki, ular o‘quvchilarning mustaqil fikrlash, ijodkorlik va muammolarni hal qilish ko‘nikmalarini rivojlantirishga xizmat qiladi. Natijada ta’lim jarayoni faqat bilim berish bilan cheklanmay, shaxsning har tomonlama rivojlanishiga qaratiladi.

Kommunikativ yondashuv va uning samaradorligi. Bugungi kunda kommunikativ yondashuv chet tillarini o‘qitishning eng samarali va keng tarqalgan metodlaridan biri sifatida e’tirof etiladi. Ushbu yondashuv XX asrning 70-yillarida grammatika-tarjima metodining cheklangan imkoniyatlariga javoban shakllangan. Mazkur yondashuvning nazariy asoslari amerikalik tilshunos Dell Hymes tomonidan ilgari surilgan “kommunikativ kompetensiya” nazariyasiga borib taqaladi. Dell Hymes tilni bilish faqat grammatik qoidalarni egallash bilan cheklanmasligini ta’kidlaydi. Uning fikricha, haqiqiy til egasi qaysi vaziyatda, qachon va qanday shaklda muloqot qilish kerakligini ham bilishi lozim. Shuning uchun ham kommunikativ yondashuvning asosiy maqsadi o‘quvchilarning grammatik bilimlarini emas, balki real hayotiy vaziyatlarda chet tilidan foydalanish qobiliyatini rivojlantirishdan iboratdir. Keyinchalik Canale va Swain kommunikativ kompetensiyani to‘rt tarkibiy qismga ajratib o‘rganganlar. Bular grammatik kompetensiya, sotsiolingvistik kompetensiya, diskursiv kompetensiya va strategik kompetensiyadir. Ushbu modelga ko‘ra, chet tilini muvaffaqiyatli o‘rganish uchun o‘quvchi nafaqat til qoidalarini, balki muloqot madaniyati, nutqning mantiqiy tuzilishi va kommunikativ strategiyalarni ham egallashi zarur. Kommunikativ

yondashuv asosida tashkil etilgan mashg‘ulotlarda rolli o‘yinlar, juftlik va guruh ishlari, munozaralar, intervyular hamda muammoli vaziyatlar keng qo‘llaniladi. Bunday faoliyatlar o‘quvchilarning nutqiy faolligini oshirib, ularda chet tilida erkin fikr bildirish ko‘nikmasini shakllantiradi. Mazkur yondashuvning asosiy afzalligi shundaki, u o‘quvchini passiv tinglovchidan faol muloqot ishtirokchisiga aylantiradi. O‘quvchilar dars davomida faqat bilim olish bilan cheklanmay, balki o‘rganayotgan tilni amaliyotda qo‘llash imkoniyatiga ega bo‘ladilar. Natijada ularning tilga bo‘lgan qiziqishi va motivatsiyasi ortadi.

Biroq kommunikativ yondashuvning ayrim kamchiliklari ham mavjud. Masalan, katta auditoriyalarda barcha talabalarni faol muloqotga jalb qilish qiyin kechadi. Bundan tashqari, ayrim hollarda grammatik qoidalarga yetarli e’tibor qaratilmasligi mumkin. Shu sababli ko‘plab metodistlar kommunikativ yondashuvni boshqa metodlar bilan uyg‘unlashtirish zarurligini ta’kidlaydilar.

Talabaga yo‘naltirilgan ta’lim va konstruktivistik yondashuv. Zamonaviy ta’limning eng muhim tamoyillaridan biri talabaga yo‘naltirilgan ta’lim hisoblanadi. Mazkur yondashuvning markazida o‘quvchining shaxsiy ehtiyojlari, qiziqishlari va individual imkoniyatlari turadi. Ushbu modelda o‘qituvchi bilim manbai emas, balki o‘quv faoliyatini tashkil etuvchi va boshqaruvchi shaxs sifatida namoyon bo‘ladi.Talabaga yo‘naltirilgan ta’limning nazariy asoslari konstruktivistik pedagogika bilan bog‘liq. Shveysariyalik olim Jan Piaget bilim inson tomonidan faol ravishda shakllantirilishini ta’kidlagan. Uning fikricha, o‘quvchi bilimni tayyor holda qabul qilmaydi, balki uni o‘z tajribasi asosida hosil qiladi. Rus olimi Lev Vygotskiy esa bilimlarning shakllanishida ijtimoiy muhit va hamkorlikning muhim o‘rin tutishini asoslab bergan. Uning "yaqin rivojlanish zonasi" nazariyasi bugungi zamonaviy pedagogikaning eng muhim nazariy asoslaridan biri hisoblanadi. Chet tillarini o‘qitishda talabaga yo‘naltirilgan ta’lim o‘quvchilarning mustaqil izlanish olib borish, tanqidiy fikrlash va o‘z bilimini baholash ko‘nikmalarini rivojlantiradi. Bunday yondashuvda talaba ta’lim jarayonining faol subyekti sifatida qatnashadi va o‘z o‘quv faoliyati uchun mas’uliyatni his qiladi. Talabaga yo‘naltirilgan ta’limning yana bir muhim jihati individual yondashuvni ta’minlashidir. Har bir o‘quvchining bilim darajasi, qiziqishi va o‘rganish sur’ati turlicha bo‘lgani sababli zamonaviy pedagogika aynan shu omillarni hisobga olishni talab etadi.

Interfaol metodlar va raqamli texnologiyalarning o‘rni. Axborot-kommunikatsiya texnologiyalarining rivojlanishi ta’lim tizimida tub o‘zgarishlarni yuzaga keltirdi. Xususan, chet tillarini o‘qitishda raqamli vositalardan foydalanish o‘quv jarayonining samaradorligini oshirishga xizmat qilmoqda. Bugungi kunda internet platformalari, elektron darsliklar, mobil ilovalar va multimedia vositalari ta’limning ajralmas qismiga aylanib bormoqda. Duolingo, Quizlet, Kahoot, Google Classroom va Moodle kabi platformalar o‘quvchilarga mustaqil ta’lim olish, bilimlarini mustahkamlash va o‘zlashtirish darajasini nazorat qilish imkonini bermoqda. Interfaol metodlar esa o‘quvchilarni dars jarayoniga faol jalb etishga xizmat qiladi. "Aqliy hujum", "Klaster", "Debat", "Case-study", "Role-play" va loyiha asosida ta’lim metodlari o‘quvchilarning muloqot, tahlil va ijodiy fikrlash ko‘nikmalarini rivojlantiradi. Masalan, rolli o‘yinlar orqali o‘quvchilar real hayotiy

vaziyatlarni modellashtiradilar. Bu esa ularga nazariy bilimlarni amaliyot bilan bog‘lash imkonini beradi. Debatlar esa talabalarning mantiqiy fikrlashi va chet tilida argument keltira olish qobiliyatini rivojlantiradi.

Raqamli texnologiyalar yordamida autentik materiallardan foydalanish imkoniyati ham kengaydi. Xorijiy videolar, podkastlar, onlayn ma’ruzalar va elektron kutubxonalar o‘quvchilarning til muhiti bilan bevosita tanishishiga yordam beradi. Bu esa tinglab tushunish va talaffuz ko‘nikmalarining rivojlanishiga ijobiy ta’sir ko‘rsatadi. Biroq texnologiyalardan foydalanishda ayrim muammolar ham mavjud. Jumladan, internet sifati, texnik vositalarning yetishmasligi va ayrim pedagoglarning raqamli kompetensiyasi pastligi ta’lim jarayoniga salbiy ta’sir ko‘rsatishi mumkin. Shuning uchun texnologiyalarni joriy etish bilan bir qatorda o‘qituvchilarning malakasini oshirish ham muhim ahamiyatga ega.

O‘zbekiston ta’lim tizimida zamonaviy yondashuvlarning qo‘llanilishi. So‘nggi yillarda O‘zbekistonda chet tillarini o‘qitish sohasida keng ko‘lamli islohotlar amalga oshirilmoqda. Mamlakatimizda xorijiy tillarni o‘rganishni ommalashtirish, ta’lim sifatini oshirish va xalqaro standartlarga mos mutaxassislarni tayyorlash davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. Maktablar, akademik litseylar, professional ta’lim muassasalari va oliy ta’lim tashkilotlarida chet tillarini o‘qitishning zamonaviy metodlarini joriy etish bo‘yicha keng ko‘lamli ishlar olib borilmoqda. Xususan, O‘zbekiston Respublikasi Prezidentining 2012-yil 10-dekabrdagi **PQ–1875-son “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”**gi qarori hamda 2021-yil 19-maydagi PF–5117-son Farmoni xorijiy tillarni o‘qitish sifatini oshirish va zamonaviy metodlarni joriy etishda muhim huquqiy asos bo‘lib xizmat qilmoqda. Mazkur hujjatlarga muvofiq, ta’lim tizimida kommunikativ yondashuvni keng joriy etish, o‘quvchilarning nutqiy kompetensiyasini rivojlantirish hamda xalqaro standartlarga mos baholash tizimlarini tatbiq etish ustuvor yo‘nalish sifatida belgilangan. Shuningdek, CEFR (Common European Framework of Reference for Languages) tizimi asosida o‘quv dasturlarini takomillashtirish va bosqichma-bosqich xalqaro talablar darajasiga moslashtirish vazifasi qo‘yilgan. Shunga qaramasdan, ayrim hududlarda moddiy-texnik baza yetarli emasligi, malakali mutaxassislar sonining kamligi hamda raqamli ta’lim vositalaridan foydalanish imkoniyatlarining cheklanganligi kabi muammolar mavjud. Mazkur muammolarni bartaraf etish uchun pedagoglarning kasbiy kompetensiyasini oshirish, zamonaviy texnologiyalar bilan ta’minlash va innovatsion metodlarni keng joriy etish muhim vazifa hisoblanadi.

Xulosa

Tadqiqot natijalari shuni ko‘rsatadiki, chet tillarini o‘qitishning zamonaviy yondashuvlari ta’lim samaradorligini oshirishda muhim ahamiyat kasb etadi. Kommunikativ yondashuv o‘quvchilarning real muloqotga tayyorligini shakllantirsa, talabaga yo‘naltirilgan ta’lim ularning mustaqil fikrlash va o‘z-o‘zini rivojlantirish ko‘nikmalarini rivojlantiradi. Interfaol metodlar va raqamli texnologiyalar esa o‘quv jarayonini yanada samarali, qiziqarli va natijador tashkil etishga xizmat qiladi. Shuningdek, zamonaviy yondashuvlar o‘quvchilarda XXI asr ko‘nikmalarini, jumladan tanqidiy fikrlash, muammolarni hal etish, jamoada ishlash va axborot bilan

ishlash kompetensiyalarini shakllantirishda muhim vosita hisoblanadi. Shu bois chet tillarini o‘qitishda zamonaviy pedagogik texnologiyalar va innovatsion metodlarni keng qo‘llash bugungi kunning dolzarb vazifalaridan biri bo‘lib qolmoqda.

Foydalanilgan adabiyotlar ro’yhati;

1. O‘zbekiston Respublikasi Prezidentining xorijiy tillarni o‘rganishni ommalashtirishga oid qaror va farmonlari.
2. 2.O‘zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligi tomonidan nashr etilgan chet tillarini o‘qitish metodikasiga oid ilmiy-uslubiy materiallar. 3.Second Language Teaching and Testing // Applied Linguistics. – 1980.
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INGLIZ TILIDA QIYOSIY-TAQLIDIY YONDASUV ASOSIDA O‘QUVCHILARNING TALAFFUZ KO‘NIKMALARINI SHAKLLANTIRISH METODIKASI

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Annotatsiya: Ushbu maqola ingliz tili o‘qitishda talaffuz materialining o‘rni va ahamiyati, ingliz tili darslarida boshlang'ich sinf o‘quvchilarining talaffuz ko‘nikmalarini qiyosiy-taqlidiy yondasuv asosida shakllantirishning o‘ziga xos xususiyatlari, boshlang‘ich sinflarda approksmatsiyalashgan talaffuzni o‘rgatish muammolariga bag‘ishlanadi.

Kalit so‘zlar: boshlang‘ich sinflarda ingliz tili o‘qitish, talaffuzni o‘rgatish, approksmatsiyalashgan talaffuz, til tajribasi, qiyosiy-taqlidiy yondashuv, ingliz va o‘zbek tillarida o‘xshash, oson, qiyin va eng qiyin tovushlar tasnifi.

Аннотация: данная статья будет посвящена роли и значению произносительного материала в обучении английскому языку, особенностям формирования произносительных навыков младших школьников на уроках английского языка на основе сравнительно-имитационного подхода, проблемам обучения аппроксимированному произношению в младших классах.

Ключевые слова: Преподавание английского языка в начальных классах, обучение произношению, приблизительное произношение, языковой опыт, сравнительно-имитационный подход, классификация похожих, простых, трудных и наиболее сложных звуков в английском и узбекском языках.

Annotation: this article focuses on the role and importance of pronunciation material in teaching English, the peculiarities of the formation of pronunciation skills of Primary School students in English lessons on the basis of comparative-imitation bias, the problems of teaching approximated pronunciation in elementary grades.

Keywords: English Language Teaching in elementary grades, teaching pronunciation, approximated pronunciation, language experience, comparative-imitation approach, classification of similar, easy, difficult and most difficult sounds in English and Uzbek Languages.

Kirish. Jahonda jamiyatning ijtimoiy buyurtmasidan kelib chiqib, mamlakatlarning ijtimoiy-iqtisodiy, madaniy hamkorligining kuchayishi chet tillar, ayniqsa, ingliz tilini o‘rganishga bo‘lgan qiziqish, ehtiyoj va intilishlarini kuchaytirib yubordi. Rivojlangan mamlakatlar ta’lim tizimida ingliz tilini maktab davrining boshlang‘ich bosqichlaridan jadallashtirilgan uslublarda o‘rganishga alohida e’tibor qaratilmoqda. Umumta’lim maktablarining boshlang‘ich sinflarida ingliz tilini o‘qitishda o‘quvchilarning otalaffuz ko‘nikmalarini shakllantirish chet til o‘qitishda katta ahamiyatga egadir.

Boshlang‘ich sinflarda ingliz tilini o‘qitish jarayonida talaffuz materiali ustida ishlash og‘zaki nutq (gapirish va tinglab tushunish), o‘qish malakalarini shakllantirishda muhim o‘rin egallaydi. Chunki, ingliz tilida fikr bayon etish uchun

aytiladigan jumla, tovushlarni talaffuz etish va ularni biriktirish hamda tegishli nutq ohangi(intonatsiya)ni bilish talab etiladi.
Talaffuz eshitish (akustik), aytish (motor) va ma’no bildirish (semantik) kabi uch qismdan iborat bo‘lib, ularning har biri o‘ziga xos ijro xususiyatiga egadir.

Adabiyotlar tahlili. Maktabgacha ta’lim muassasalari va boshlang‘ich sinflarda chet tillarni o‘qitish metodikasining ilmiy-nazariy muammolar, ingliz tilida og‘zaki nutqni o‘rgatish, chet tillar o‘qitishning boshlang‘ich bosqichida kommunikativ yondashuv asosida tillar o‘rgatishning o‘ziga xos xusiyatlari masalalari G‘.Sh.Tadjibayev, Sh.H.Akbarova, F.R.Qodirova, X.B.Tursunov, N.A.Mamadjonova, Q.Q.Ahmadjonova va M.A.Abdullayevalarning ilmiy ishlarida tadqiq qilingan.
Mustaqil davlatlar hamdo‘stligi (MDH) olimlari I.V.Vronskaya, A.V.Jukova, N.A.Onishik, A.N.Utexina, V.V.Xvoynova, Yu.B.Yudovina, N.A.Tarasyuk, Ye.Yu.Protasova, N.M.Rolina, N.A.Gorlova va I.Ye.Zuyevalarning tadqiqot-ishlarida boshlang‘ich bosqichlarda o‘quvchilarning og’zaki nutq kompetensiyasini shakllantirishning pedagogik-psixologik va metodik jihatlari tadqiq etilgan.

Xorijiy davlatlarda P.Neyshn, L.Kameron, M.Janer, G.Subashı, S.Kara, P.Driskoll, D.Frost, P.Edelenbos, R.Jonstoun, A.Kubenak, A.Edvards, P.Knayt, J.Enever, J.Mun, U.Raman, T.Jordon, S.Hallivell, C.Linse, S.Krashen, J.Piajet, A.Talib, A.Abdullax, M.Maman, D.Avgust, M.Karlo, S.Dressler, S.Snov, M.Shenol, A.Kachiguango, E.Akdogan va G.Savsenlarning tadqiqotlarida maktabgacha ta’lim muassasalari va boshlang‘ich sinflarda xorijiy tilga xos lingvistik kompetensiyaning tarkibiy qismi bo‘lgan o‘quvchilarning og’zaki nutq kompetensiyasini shakllantirish masalalari o‘qitish amaliyotiga joriy etilganligi bilan izohlanadi.

Chet tilda talaffuz materialini o‘rgatish uzoq davom etadigan murakkab jarayon bo‘lib, u ko‘p mehnat va vaqtni talab etadi. Ma’lumki, boshlang‘ich sinflarda fonetik materialni o‘rganishdan maqsad talaffuz, ya’ni eshitish-talaffuz qilish ko‘nikmalarini shakllantirishdan iboratdir. Boshlang‘ich sinf sharoitida o‘quvchilar ingliz tilida taqribiy (approksimatsiyalashgan) talaffuzni o‘rganishadi [2]. Approksimatsiya g‘oyasiga, binoan, birinchidan, fonetik materialni hajman chegaralashga, ikkinchidan, ayrim tovushlar talaffuzining sifati til sohibinikidan pastroq bo‘lishiga yo‘l qo‘yiladi. Talaffuzdagi taqribiylik, avvalo, ta’lim sharoiti, ya’ni ingliz tili o‘rganishning sun’iy muhiti bilan belgilansa, soniyan, talaffuz leksika va grammatikaga nisbatan murakkabroqdir.

Ingliz tili talaffuz (fonetik) minimumi leksik va grammatik materialga bog‘liq holda tanlanadi. Til materialini, odatda, faol va passiv minimumlardan iboratligi ta’kidlandi. Lekin talaffuz minimumi o‘zgacha xususiyatga ega ekanligini alohida ta’kidlash joizdir. Ingliz tilida faol va passiv talaffuz minimumlari bir paytning o‘zida o‘rganiladi. Ular murakkab nutqiy malakaning tarkibiga kirib, og‘zaki nutqning gapirish (aytish-talaffuz ko‘nikmasini) va idrok etib tushunish (eshitish ko‘nikmasi) jihatlarida namoyon bo‘ladi. Talaffuzning faol minimumda taqribiylikka yo‘l qo‘yiladi, passivda bunday holga yo‘l qo‘yilmaydi. Faol minimum doirasida chegaralangan fonetik material yuzasidan ish ko‘riladi, passivda esa o‘rganilayotgan ingliz tili fonemalarining variantlari ham uchraydi.

Talaffuz minimumini quyidagi mezonlar asosida tanlanishi metodik adabiyotlarda tadqiq qilingan: (1) nutqiy muloqot ehtiyojiga fonetik birlikning mutanosibligi; (2) tanlashga mos keladigan uslub; (3) talaffuzning normativligi; (4) keng tarqalganlik [1].

Tadqiqot metodologiyasi. Ingliz tili hind-yevropa tillari oilasi, o‘zbek tili esa oltoy tillari oilasiga mansub bo‘lib, turkiy tillar gruhiga kiradi. Shuning uchun har ikkala tilning tovush tarkibi va o‘ziga xos talaffuz xususiyatlarini qiyoslash faqat metodik talab asosida bo‘ladi. Inglizcha tovushlarni talaffuz etishni o‘rgatishda tovushlarni o‘ziga xos xususiyatlariga alohida e’tibor bermoq lozim. Unlilarning qisqa-cho‘ziqliligi fonematik (ma’no o‘zgartiruvchi) rol o‘ynaydi. Qisqa va cho‘ziq tovush(monoftong)lardan tashqari ikki unlidan iborat bo‘lgan diftonglar ham mavjud. Mazkur ishdan ko‘zda tutilgan asosiy maqsad, ingliz tili o‘qituvchisiga ingliz va o‘zbek tillari tovush tarkibini va ayrim talaffuz xususiyatlari o‘rtasidagi o‘xshashlik va farqni ma’lum darajada qiyoslash bilan o‘quvchilarga tushuntirish, inglizcha talaffuzni o‘rgatish jarayonida yuz bergan qiyinchiliklarni bartaraf etish hamda ulardan kelib chiqadigan metodik xulosalarni umumlashtirishdan iboratdir.
Ingliz tili va o‘zbek tilllaridagi tovushlarning qiyosiy tahlili har ikkala tilda o‘xshash (t-t, d-d, p-p, b-b, m-m, n-n va h.k.z.), inglizchada uchramaydigan o‘zbekcha tovushlar (h, q, g‘), shu bilan birga, o‘zbekchada uchramaydigan inglizcha tovushlar (θ, ∂, w, r, f, v va h.k.z.) mavjudligini ko‘rsatadi. Yuqoridagi o‘xshashlik va farqlar o‘quvchilarga ona tili va o‘rganilayotgan tilning tovush tarkibi, yozuvdagi ifodalanishini qiyoslash bilan ular o‘rtasidagi farq va o‘xshashliklarni belgilab olish imkonini beradi.

O‘quvchilarga to‘g‘ri talaffuzni o‘rgatishda xilma-xil usullar mavjuddir. Ular muayyan tovush(fonema)ning qanday hosil bo‘lishini tushuntirish, talaffuz namunalarida ko‘rsatish, fonetik mashqlar bajarish, matnlarni ovoz chiqarib o‘qitish, nihoyat so‘z va gaplarni fonetik tahlil qildirish kabi amallardir.

Tahlil va natijalar. Chet tildagi yangi tovushning taqdimoti taqlidiy va tahliliy ish turlarini talab etadi. Ular metodika ilmida talaffuz o‘rgatishning imitatsiya – taqlid va analiz – tahlil metodlari nomlari bilan yuritiladi. Бu o‘rinda „metod" usul ma’nosini ifodalamoqda.

Taqlidiy metod – tabiiy va soda чет тilni, jumladan, uning talaffuz tomonini ongsiz o‘zlashtirishga asoslanadi. Fonetik birliklami anglab yetmasdan yaxlit tarzda biron-bir namunaga binoan – m'uallimga ergashib o‘zlashtirish metodiga taqлид nomi berilgan. Tovushlar monandligi – analogiyaga suyanib, uning fahmiga bormasdan idrok etilsa yoki aytilsa, taqlidiy o‘rganish sodir bo‘ladi. Taqlid muallimdan ibratli talaffuzni, o‘quvchidan o‘tkir eshitish qobiliyatini talab qiladi.

Tahliliy metod, aksincha, ong ishtirokida ish ko‘rishni taqozo etadi, natijada bir yo‘la o‘quvchilarning mantiqiy tafakkurini rivojlantiradi. Talaffuz birliklarini anglab, fahmiga yetib idrok etish va aytish tahlil orqali bajariladi. O‘quvchi til tajribasidagi fonetik birlikka o‘xshamaydigan chet tildagi tovush yoki talaffuz hodisasini o‘rgatishda muayyan mavhumot – qoida, tahlilni qo‘llash maqbuldir.

Talaffuzni o‘rgatish metodikasidan shu narsa ma’lumki, nutqning talaffuz tomoni ustida chet til o‘rgatish kursining boshidan oxirigacha ish olib boriladi.

So‘nggi yillarda talaffuzni o‘rgatish bo‘yicha o‘tkazilgan tajribalardan quyidagicha xulosalar chiqarildi:

1. O‘quvchilarning tovushlar tallaffuzini oson va qiyin o‘zlashtirishlarini nazarda tutib, uni tushuntirishda turli metodlardan foydalaniladi. Tallaffuzi qiyin hisoblanadigan tovushlarni tushuntirishda, albatta, ularning talaffuz etilish holati tasvirlangan rasmlarni ko‘rsatib, qisqacha artikulyasiya qoidasi beriladi, keyin mazkur tovush ovoz chiqarib talaffuz etiladi. O‘zbekcha tovushlarga o‘xshab ketadigan tovushlarni o‘rgatish jarayonida ular ona tili tovushlari bilan qiyoslansa, xato bo‘lmaydi.

2. O‘quvchilarga inglizcha talaffuzni o‘rgatishda ko‘rgazmalilikdan quyidagicha foydalaniladi: a) o‘qituvchining nutqi, uning talaffuzi o‘quvchilar uchun namuna bo‘lib xizmat qiladi, magnitafon va gramplastinkaga yozib oligan inglizcha matnlar talaffuzi ham shunga oiddir. b) o‘quvchilar talaffuz jarayonida o‘qituvchining yoki bir-birlarining nutq organlarining faoliyatini kuzatib boradilar. Mana shunday qilgandagina ingliz tili talaffuzi o‘quvchilar tomonidan ongli ravishda o‘zlashtiriladi.

3. Talaffuzni o‘rganishda izchillik va ketma-ketlik prinsipiga amal qilish yaxshi samara beradi.

Boshlang‘ich sinflarda ingliz tilidan talaffuz materialini o‘rgatish bir qator nutq malakalarini shakllantirishga o‘zining ijobiy ta’sirini ko‘rsatadi. Tovushlarni tinglash, qaytarish, taniy olish, farqlash orqali tinglab tushunish rivojlansa, talaffuz materialini takrorlash, taqlid qilish, so‘zlarni gaplarda qo‘llash (talaffuz qilish mashqlari) orqali gapirish malakalari shakllantiriladi. So‘zlarni matnda taniy olish, farqlash mashqlari o‘qish malakalarini rivojlantirilishiga o‘zining ijobiy ta’sirini ko‘rsatadi.

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PROCESS WRITING APPROACH IN ENGLISH LANGUAGE TEACHING

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Abstract: Traditional product-oriented writing instruction in many EFL classrooms treats writing as a single-draft performance evaluated primarily for its final accuracy, a model that systematically neglects the recursive, exploratory, and socially embedded nature of authentic writing. This study examines the effectiveness of the Process Writing Approach (PWA) — structured around the stages of pre-writing, drafting, peer review, revising, and editing — in improving both the overall writing quality and the metacognitive writing awareness of undergraduate EFL students in Uzbekistan. A mixed-methods design was employed with 48 CEFR B1-level participants over an eight-week intervention in which each composition passed through the full process cycle before submission. Writing quality was assessed using a holistic and analytic rubric measuring content, organization, vocabulary, language use, and mechanics. Post-test results revealed a statistically significant improvement in overall writing scores (M = 73.9 vs. pre-test M = 55.2), with the most substantial gains recorded in content development and organizational coherence. Qualitative questionnaire data indicated that students developed significantly greater awareness of writing as a recursive process and reported increased confidence in generating and refining ideas before committing to a final draft. The findings affirm that the Process Writing Approach, when systematically implemented in EFL contexts, transforms writing from a product to be submitted into a skill to be developed.

Keywords: process writing, EFL writing instruction, peer review, metacognitive awareness, revision, drafting

Introduction

Ask most EFL students to describe how they write, and the answer is revealing: they think of a topic, they write, they stop. The composition moves in one direction — from blank page to submitted draft — with little deliberate planning before and minimal reflection after. This linear, single-pass model of writing is not accidental; it is the logical product of an instructional culture in which writing has historically been treated as a demonstration of what a student already knows rather than a process through which ideas are discovered, tested, and refined. In such a culture, the draft is the product, and the product is what gets graded.

The Process Writing Approach (PWA) challenges this assumption at its root. Emerging from the work of composition theorists in the 1970s and 1980s — most notably Flower and Hayes (1981), whose cognitive model revealed writing as a complex, recursive mental process rather than a linear transcription of pre-formed thought — the PWA repositions writing instruction around the stages through which skilled writers actually move: generating ideas, planning structure, producing a rough draft, receiving feedback, revising substantially, and editing for surface accuracy.

Crucially, these stages are not a fixed sequence but a flexible cycle; skilled writers loop back through earlier stages in response to what emerging drafts reveal.

Despite its theoretical grounding and widespread adoption in L1 composition pedagogy, the Process Writing Approach has been slower to penetrate EFL instruction in many institutional contexts. In Central Asian higher education specifically, writing courses frequently retain a product-oriented character: students are assigned a topic, given a deadline, and assessed on the linguistic accuracy of what they submit. Pre-writing is rarely structured, peer review is uncommon, and revision — in the genuine sense of reconsidering and restructuring content — is almost never distinguished from editing for surface errors. The result is that many B1-level learners reach the end of their undergraduate writing courses with little sense of how to approach a complex writing task strategically.

This study investigates whether a structured implementation of the Process Writing Approach, embedded within an existing undergraduate English course, produces measurable improvements in overall writing quality and metacognitive writing awareness. The research questions guiding the study are: (1) Does a PWA intervention produce statistically significant gains in EFL undergraduate writing quality as assessed by a holistic and analytic rubric? (2) How does engagement with the process cycle affect students' metacognitive awareness of writing as a recursive, revisable activity?

Methodology

A mixed-methods design was adopted to capture both the measurable outcomes of the Process Writing Approach intervention and the experiential dimensions of students' engagement with the writing process. The quantitative strand employed a pre-test and post-test design using a validated writing quality rubric. The qualitative strand drew on a 24-item Likert-scale questionnaire focused on metacognitive awareness and process attitudes, supplemented by end-of-intervention written reflections in which students narrated their experience of moving through the full process cycle for the first time.

Forty-eight undergraduate students enrolled in a second-year English Composition course at a state university in Uzbekistan participated in the study. The cohort comprised 27 female and 21 male students ranging in age from 18 to 22 years. All participants had been assessed at CEFR B1 proficiency level through an institutional diagnostic examination at the commencement of the academic year. Uzbek was the native language of all participants, and English functioned as the exclusive medium of instruction throughout the course. Participants were selected through purposive sampling on the basis of their enrollment in the English Composition course and their B1 proficiency classification, which represents the level at which structured process-based intervention is most likely to produce meaningful developmental gains. Ethical standards were rigorously maintained: all participants were assigned unique alphanumeric identification codes, no real names were used in any stage of data collection, recording, or analysis, and written informed consent was obtained from each participant before the study commenced.

Four categories of materials and instruments were developed and deployed across the intervention. First, a Process Writing Instructional Sequence was designed, comprising structured activities for each stage of the writing cycle. The pre-writing stage incorporated three techniques: free-writing (ten minutes of uninterrupted idea generation without concern for correctness), mind-mapping (visual organization of ideas around a central concept), and structured outlining (converting the mind-map into a hierarchical paragraph plan). The drafting stage required students to produce a complete first draft from their outline within a single class session, prioritizing content generation over surface accuracy. The peer review stage employed a structured Peer Review Protocol (PRP) in which reviewers responded to five guiding questions addressing content completeness, organizational clarity, thesis strength, supporting evidence quality, and overall communicative effectiveness; reviewers were explicitly instructed not to mark grammatical errors at this stage. The revising stage required writers to produce a substantially revised second draft in response to peer feedback, with changes tracked to make revision decisions visible. The editing stage directed attention to surface accuracy — grammar, vocabulary, punctuation, and mechanics — as the final step before submission. Second, an adapted version of the Jacobs et al. (1981) ESL Composition Profile was used as the primary writing assessment instrument, evaluating texts across five dimensions: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points), for a total possible score of 100. Third, a 24-item Likert-scale questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) measured student attitudes toward process writing and self-reported metacognitive awareness before and after the intervention. Fourth, a structured written reflection prompt was administered at the conclusion of the study, asking students to describe how their understanding and experience of writing had changed across the eight weeks.

The eight-week intervention was structured to introduce and practice the process writing cycle progressively, moving from instructor-modeled activities toward independent student application, as detailed in the table below:

Week	Activity
Week 1	Pre-test writing task administered; baseline holistic and analytic scores recorded
Weeks 2–3	Pre-writing phase: brainstorming, mind-mapping, and outlining activities introduced and practiced
Weeks 4–5	Drafting and peer review phase: first drafts produced; structured peer feedback protocols applied
Weeks 6–7	Revising and editing phase: teacher conferences held; second drafts revised and self-edited
Week 8	Post-test writing task administered; process attitudes questionnaire distributed and collected

In weeks two and three, each pre-writing technique was modeled by the instructor using a shared topic before students applied the same technique independently to their own assigned prompt. Particular attention was paid to normalizing the exploratory, non-linear quality of the pre-writing stage, as many students initially reported discomfort with producing imperfect, provisional text. In weeks four and five, the Peer Review Protocol was introduced through a whole-class practice session in which the instructor modeled the role of both reviewer and reviewee before students applied the protocol in pairs. Peer review pairs were rotated between sessions to ensure exposure to diverse reader perspectives. In weeks six and seven, revision conferences of eight to ten minutes per student were conducted individually, during which the instructor asked process-oriented questions — What did your peer reviewer identify as the strongest section? What did you choose to change, and why? — rather than providing direct corrective feedback. Throughout all phases, the past passive voice was applied consistently in all procedural records: pre-writing materials were collected at the end of each session, first drafts were submitted digitally before the peer review session, and all revised drafts were returned with instructor commentary within forty-eight hours of submission.

Results

Pre-test results on the adapted ESL Composition Profile revealed a cohort mean writing score of 55.2 (SD = 7.6) out of 100. Sub-scale analysis identified content development (M = 14.3/30) and organization (M = 9.8/20) as the weakest dimensions, reflecting the tendency of students operating within a product-oriented writing tradition to produce brief, underdeveloped arguments organized by habit rather than deliberate structural planning. Vocabulary (M = 13.1/20) and language use (M = 15.4/25) showed moderate baseline performance, consistent with B1-level grammatical competence. Mechanics was the strongest dimension at baseline (M = 4.6/5), consistent with the disproportionate instructional attention it typically receives in accuracy-focused EFL curricula.

Post-test results demonstrated a cohort mean of 73.9 (SD = 5.4), representing an overall gain of 18.7 points. A paired-samples t-test confirmed this improvement was statistically significant ($t(47) = 15.63$, $p < .001$, $d = 2.23$), indicating a very large effect size. Sub-scale analysis revealed that content development ($\Delta 6.1$) and organization ($\Delta 5.2$) produced the largest gains, directly addressing the weakest pre-test dimensions and confirming that process-based instruction — particularly the structured pre-writing and revision phases — most powerfully develops the higher-order compositional capacities that product-oriented instruction leaves underdeveloped. Language use showed a moderate gain ($\Delta 3.7$), while mechanics improved only marginally ($\Delta 0.8$), consistent with its already strong baseline and the deliberate de-emphasis of surface accuracy during the drafting and peer review phases.

Questionnaire data revealed strongly positive shifts in metacognitive writing awareness. The item measuring agreement with the statement that good writing requires multiple drafts showed the largest pre-to-post shift (pre: M = 2.74; post: M = 4.68), indicating that engagement with the process cycle substantially altered

students' beliefs about the nature of effective writing. Peer review was rated as the most valuable individual activity (M = 4.62), with students particularly citing the experience of reading peers' drafts as a source of new organizational strategies they subsequently applied to their own revisions. The pre-writing activities were rated as highly useful for overcoming the blank-page anxiety that students reported as the primary obstacle to writing initiation (M = 4.55). Written reflections echoed these patterns: a recurring theme across submissions was the surprise students reported at discovering how substantially a first draft could be improved through structured revision — an insight that several participants described as transforming their relationship with writing beyond the English classroom.

Discussion

The study confirmed that a structured Process Writing Approach intervention produced statistically significant and practically large gains in overall writing quality among B1-level EFL undergraduates over eight weeks. The concentration of gains in content development and organization — dimensions that reflect higher-order composing decisions rather than surface accuracy — validates the PWA's core theoretical claim: that writing quality is primarily a function of the thinking a writer does before, during, and between drafts, not merely of the grammatical correctness of the final product.

The substantial gains in content development are most productively interpreted through Flower and Hayes's (1981) cognitive process model, which identifies planning and goal-setting as the executive functions that distinguish skilled from novice writers. By introducing structured pre-writing activities — free-writing to overcome inhibition, mind-mapping to externalize and expand ideas, and outlining to impose hierarchical organization — the intervention gave students explicit access to the planning processes that skilled writers deploy intuitively. The improvement in organization specifically reflects what Bereiter and Scardamalia (1987) describe as a shift from knowledge-telling (writing down what one knows in the order it is remembered) to knowledge-transforming (restructuring ideas in response to the communicative demands of the task and audience). Peer review appears to have been a particularly powerful catalyst for this shift: by requiring students to read as receivers of their own peers' writing, the protocol activated audience awareness that subsequently informed their own revision decisions. These findings are broadly consistent with the established body of research on process writing in EFL contexts, which consistently documents gains in content quality and organizational coherence when students engage in structured multi-draft composition. The present study extends prior work in two ways. First, it demonstrates that PWA gains are achievable within the institutional constraints of an eight-week undergraduate course module, addressing the practical concern that process approaches require more instructional time than product-based curricula allow. Second, the qualitative finding that peer review was rated more highly than instructor feedback as a catalyst for revision — consistent with Mendonca and Johnson's (1994) observation that peer dialogue generates more substantive revision than teacher commentary alone — suggests that the social dimension of the process cycle carries particular developmental

significance in collectivist learning cultures where peer relationships are especially salient. The marginal mechanics gain (Δ0.8) replicates the consistent finding in the PWA literature that surface accuracy is not the primary beneficiary of process instruction, and should be interpreted as a feature rather than a limitation of the approach. The study is subject to several limitations. The absence of a control group receiving product-oriented instruction means that observed gains cannot be attributed exclusively to the PWA intervention; general course instruction and maturation effects may have contributed to post-test improvements. The sample of 48 students from a single Uzbek institution limits generalizability across different institutional and cultural contexts. The written reflections were analyzed thematically by the primary researcher without independent coding verification, introducing the possibility of interpretation bias in the qualitative strand. Additionally, the study measured writing quality at a single post-test point; it does not assess whether PWA-developed composing strategies are retained and applied in subsequent writing tasks completed outside the structured intervention context.

The findings carry actionable implications for EFL writing program design and classroom practice. Curriculum developers should restructure undergraduate writing courses to allocate dedicated class time to each stage of the process cycle — particularly pre-writing and peer review, which are most frequently absent from product-oriented curricula — rather than treating composition as an out-of-class homework activity. Instructors should be trained to facilitate peer review productively, including strategies for managing the social dynamics of peer evaluation in collectivist classroom cultures. The structured Peer Review Protocol developed for this study represents a readily transferable tool that practitioners can adapt for their own contexts. Future research should employ comparative designs with matched product-oriented control groups, extend the observation period to capture whether PWA-developed metacognitive strategies persist beyond the course, investigate the effects of digital writing platforms on the drafting and revision stages, and examine whether process gains are moderated by learner proficiency level across the CEFR spectrum from A2 through C1.

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FROM PASSIVE RECIPIENTS TO ACTIVE COMMUNICATORS: APPLYING TASK-BASED LEARNING TO BUILD ORAL AND WRITTEN COMPETENCE IN EFL CLASSROOMS

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Abstract: A persistent challenge in EFL instruction is the gap between classroom language learning and real-world communicative performance. Learners who demonstrate adequate grammatical knowledge in controlled exercises frequently struggle to deploy that knowledge in purposeful, spontaneous communication. This study explores how a Task-Based Learning (TBL) framework, structured around Willis's three-phase cycle, can bridge this gap by developing both oral and written communicative competence simultaneously. Using a mixed-methods design, 56 CEFR A2-to-B1 transitional students at a Uzbek university participated in an eight-week TBL intervention involving authentic tasks such as negotiation simulations, persuasive letter writing, and collaborative problem-solving presentations. Post-test data revealed significant gains in integrated communicative performance scores (M = 72.6 vs. pre-test M = 54.9), with learners showing the greatest improvement in spontaneous oral fluency and purposeful written expression. Questionnaire analysis confirmed high levels of perceived task authenticity and learner agency. The findings indicate that TBL, when applied to integrated skill development, effectively transforms passive language recipients into active, purposeful communicators.

Keywords: task-based learning, communicative competence, oral fluency, EFL, integrated skills, learner agency

Introduction

For decades, the prevailing image of the language learner in many Central Asian classrooms has been that of a passive recipient: seated, transcribing, drilling, and evaluating discrete grammatical structures with no living audience and no communicative stake. The classroom has functioned, in essence, as a rehearsal space for a performance that never arrives. Learners accumulate considerable formal knowledge of English yet find themselves unexpectedly speechless — or penless — when required to communicate in genuine, unpredictable, high-stakes situations.

This paradox, widely documented in the EFL literature, reflects a fundamental misalignment between instructional method and communicative goal. Communicative competence — the ability to use language appropriately, fluently, and strategically across contexts — demands not just grammatical knowledge but pragmatic sensitivity, discourse management, and the capacity to negotiate meaning under real-time pressure. These capacities cannot be developed through passive

exposure or isolated drills; they require repeated engagement in meaningful communicative acts.

Task-Based Learning (TBL) addresses this misalignment by organizing instruction around the completion of real-world tasks that carry genuine communicative stakes. In TBL, form is not the point of departure but the point of return: learners first engage in purposeful communication, and language analysis emerges from what the task revealed they needed. This sequence — communicate first, reflect on form second — has been shown to produce more durable learning and greater communicative confidence than traditional Present-Practice-Produce (PPP) models.

Despite TBL's documented benefits in speaking-focused studies, comparatively little research examines its effects on integrated skill development — that is, the simultaneous cultivation of oral and written competence through a unified task framework. This gap is particularly significant given that real-world communication rarely operates through a single skill in isolation. This study addresses the gap directly, investigating whether a TBL framework applied to integrated skill tasks produces measurable gains in both oral and written communicative performance. The research questions are: (1) Does TBL instruction yield significant gains in integrated communicative competence scores? (2) What student perceptions of agency, motivation, and task authenticity emerge from the TBL experience?

Methodology

A mixed-methods design was selected to capture both the quantitative dimensions of communicative skill growth and the qualitative texture of student experience. The quantitative component employed a pre-test/post-test format using an Integrated Communicative Competence Assessment (ICCA) instrument developed for the study. The qualitative component drew on a 24-item Likert-scale questionnaire and open-ended written reflections submitted by participants at the conclusion of the intervention. Fifty-six undergraduate students enrolled in a first-year communicative English course at a state university in Uzbekistan participated in the study. The sample comprised 33 female and 23 male students ranging in age from 17 to 21. All participants were assessed as transitioning between CEFR A2 and B1 levels based on a diagnostic placement test administered at the beginning of the academic term, placing them at a critical juncture in their communicative development where targeted intervention is most productive. Uzbek was the shared native language of all participants. A purposive sampling strategy was employed, selecting the cohort because it represented the intended population for the communicative competence intervention. All participant identities were protected through anonymization using alphanumeric codes, and signed informed consent forms were collected prior to data collection in accordance with institutional ethics requirements.

Materials and Instrumentation

Three categories of materials were developed and deployed across the intervention. First, a set of six integrated task units was designed, each built around a

real-world communicative scenario requiring both oral and written output. Tasks included a workplace negotiation simulation (oral), a formal complaint letter (written), a collaborative environmental problem-solving presentation (oral and written), a persuasive opinion letter to a local newspaper (written), a job interview role-play (oral), and a community proposal delivered as a short speech with supporting written summary (oral and written). Second, the Integrated Communicative Competence Assessment (ICCA) instrument evaluated performance across six dimensions: oral fluency, written coherence, pragmatic appropriateness, lexical range, grammatical accuracy, and interactive strategy. Each dimension was scored on a 20-point scale, yielding a total possible score of 120, normalized to 100 for reporting purposes. Third, a 24-item Likert-scale questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) measured student perceptions of task authenticity, sense of agency, motivation, and confidence gains. The eight-week TBL intervention was organized around Willis's (1996) three-phase cycle — pre-task, task cycle, and language focus — applied consistently across all six task units, as detailed below:

Week	Activity
Week 1	Pre-test administered; oral and written communicative baseline scores recorded
Weeks 2–3	Pre-task phase: exposure to authentic texts, genre discussion, vocabulary input
Weeks 4–5	Task-cycle phase: group real-world speaking and writing tasks completed and reported
Weeks 6–7	Language focus phase: form-focused feedback, error analysis, and revision sessions
Week 8	Post-test administered; 24-item Likert questionnaire and learner reflections collected

During the pre-task phase, learners were exposed to authentic stimulus materials — newspaper extracts, recorded conversations, and sample letters — that contextualized the upcoming task. Key vocabulary and genre conventions were discussed without direct instruction. In the task-cycle phase, groups of three to four students completed the communicative task within a set time, after which a spokesperson presented the group's output to the class. Written products were submitted digitally at the end of each session. The language focus phase directed students' attention to specific grammatical structures and discourse features identified in their task outputs. Throughout all phases, the past passive voice was used to maintain procedural consistency: tasks were introduced at the beginning of each session, oral outputs were recorded for reflective review, and written submissions were assessed using the ICCA rubric.

Results

Pre-test scores on the ICCA instrument showed a cohort mean of 54.9 (SD = 7.8) out of 100, consistent with the transitional A2-to-B1 profile of participants. Sub-

scale analysis identified oral fluency (M = 8.3/20) and pragmatic appropriateness (M = 8.7/20) as the weakest dimensions, confirming that students struggled most with the spontaneous, context-sensitive dimensions of communicative performance. Written coherence and grammatical accuracy were comparatively stronger at baseline, reflecting the greater attention these dimensions typically receive in traditional instruction.

Post-test results demonstrated a mean score of 72.6 (SD = 6.1), representing a gain of 17.7 points across the eight-week period. A paired-samples t-test confirmed this improvement was statistically significant ($t(55) = 15.29$, $p < .001$, $d = 2.07$), indicating a large effect. The most substantial sub-scale gains were recorded in oral fluency (Δ4.8) and pragmatic appropriateness (Δ4.3), directly reversing the weakest pre-test dimensions and suggesting that TBL's emphasis on authentic communicative engagement specifically targets the competencies that conventional instruction neglects. Written coherence showed a gain of Δ3.1, confirming meaningful improvement in written communication as well.

Questionnaire data revealed strongly favorable attitudes throughout. Perceived task authenticity received the highest rating (M = 4.71), followed by sense of learner agency (M = 4.63) and increased oral confidence (M = 4.55). The lowest-rated item addressed comfort with peer evaluation during the reporting phase (M = 3.68), indicating residual anxiety around public performance that the intervention, while reducing, did not fully resolve. Open-ended reflection data reinforced these patterns, with students frequently describing the negotiation simulation and community proposal tasks as the most challenging yet most rewarding activities of the course.

Discussion

The study confirmed that a TBL framework structured around integrated real-world tasks produced statistically significant and practically meaningful gains in communicative competence among transitional A2-to-B1 EFL learners. Critically, the greatest gains were recorded in the dimensions — oral fluency and pragmatic appropriateness — that conventional accuracy-focused instruction consistently underserves, affirming TBL's distinctive capacity to develop the communicative dimensions of language use that matter most beyond the classroom. The pronounced gains in oral fluency and pragmatic appropriateness can be interpreted through Krashen's Input Hypothesis and Swain's Output Hypothesis in complementary terms. While the pre-task phase supplied comprehensible input that primed linguistic schemas, the task cycle demanded comprehensible output — the production of language slightly beyond the learner's current comfort zone — which forced attention to communicative gaps and activated form-meaning connections that input alone cannot guarantee. The improvement in pragmatic appropriateness specifically reflects what Long (1996) terms negotiation of meaning: when students encountered genuine miscommunication during the negotiation simulation and role-play tasks, they were compelled to repair, rephrase, and recalibrate in real time — precisely the interactional moves that build pragmatic sensitivity.

These findings extend the existing TBL literature in two important directions. First, by targeting integrated skills rather than isolated speaking or writing

performance, the study demonstrates that TBL's benefits are not modality-specific but reflect a broader facilitation of communicative readiness. Second, the large effect size (d = 2.07) recorded here exceeds gains typically reported in PPP-based writing or speaking interventions in comparable EFL contexts, suggesting that the authenticity and communicative stakes of TBL tasks generate a qualitatively different kind of engagement. The lower gain in grammatical accuracy (Δ2.0) is consistent with Willis's (1996) prediction that form emerges gradually after communicative fluency is established, and aligns with Ellis's (2003) argument that accuracy gains in TBL require extended exposure beyond a single short-term intervention.

Several constraints limit the generalizability of the present findings. The single-institution, single-language-background sample restricts claims about TBL's effectiveness across more linguistically diverse contexts. The transitional A2-to-B1 proficiency range may have amplified gains that would be smaller among higher-proficiency learners whose communicative baseline is already stronger. The ICCA instrument, although purpose-built and piloted before use, has not yet been independently validated, which introduces measurement uncertainty. Additionally, the open-ended reflections were analyzed impressionistically rather than through formal qualitative coding, limiting the rigor of the qualitative strand.

These results carry concrete implications for curriculum design and teacher development. Program coordinators should prioritize the gradual replacement of PPP-structured lessons with TBL units that integrate oral and written output within authentic communicative scenarios. Teacher educators should prepare instructors not only to design effective task sets but to manage the productive discomfort, peer anxiety, and noise that authentic task performance inevitably generates. Future research should investigate whether TBL integrated-skill gains persist across a full academic year, whether they transfer to performance in non-instructional communicative contexts, and how task complexity can be systematically calibrated to learners at different CEFR levels. A longitudinal multi-site study across Uzbekistan's university English programs would provide particularly valuable evidence for national curriculum reform decisions.

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CHET TILINI O‘QITISHGA BO‘LGAN ZAMONAVIY YONDASHUVLAR

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Abstract. This article examines modern approaches to foreign language teaching and their impact on the effectiveness of the educational process. The relevance of the topic is justified by the growing demand for foreign language learning and the widespread integration of digital technologies in education. The aim of the study is to analyze the impact of mobile applications, gamification, and information and communication technologies on the learning process. The research employed survey, analysis, observation, and statistical analysis methods. The results indicate that modern technologies improve lesson effectiveness, enhance learners’ engagement, and develop independent learning skills. At the same time, insufficient technical infrastructure in some educational institutions and limited digital literacy among teachers were identified as existing challenges. Overall, modern technologies contribute to making foreign language teaching more effective and interactive.

Key words. Foreign language teaching, modern approaches, mobile learning, gamification, information and communication technologies, interactive methods, mobile applications, text-to-speech technology, vocabulary, motivation**.**

Аннотация. В данной статье рассматриваются современные подходы к обучению иностранным языкам и их влияние на эффективность образовательного процесса. Актуальность темы обусловлена растущей потребностью в изучении иностранных языков и широким внедрением цифровых технологий в образование. Цель исследования заключается в анализе влияния мобильных приложений, геймификации и информационно-коммуникационных технологий на учебный процесс.В ходе исследования использовались методы анкетирования, анализа, наблюдения и статистического анализа. Результаты показывают, что современные технологии повышают эффективность занятий, усиливают активность учащихся и развивают навыки самостоятельного обучения. В то же время отмечены проблемы, связанные с недостаточной технической оснащённостью некоторых образовательных учреждений и низким уровнем цифровой грамотности преподавателей. В целом современные технологии способствуют повышению эффективности и интерактивности процесса обучения иностранным языкам.

Ключевые слова. Обучение иностранным языкам, современные подходы, мобильное обучение, геймификация, информационно-коммуникационные технологии, интерактивные методы, мобильные приложения, технология преобразования текста в речь (Text-to-Speech), словарный запас, мотивация.

Annotatsiya. Ushbu maqolada chet tilini o‘qitishda zamonaviy yondashuvlar va ularning ta’lim samaradorligiga ta’siri o‘rganilgan. Mavzuning dolzarbligi

bugungi kunda chet tillarini o‘rganishga bo‘lgan ehtiyojning ortib borishi va raqamli texnologiyalarning keng joriy etilishi bilan izohlanadi. Tadqiqotning maqsadi mobil ilovalar, gamifikatsiya va axborot-kommunikatsiya texnologiyalarining o‘quv jarayoniga ta’sirini tahlil qilishdan iborat. Tadqiqotda so‘rovnoma, tahlil, kuzatish va statistik tahlil metodlaridan foydalanildi. Natijalarga ko‘ra, zamonaviy texnologiyalar dars samaradorligini oshirishi, o‘quvchilarning faolligini kuchaytirishi va mustaqil o‘rganish ko‘nikmalarini rivojlantirishi aniqlandi. Shu bilan birga, ayrim ta’lim muassasalarida texnik imkoniyatlar va o‘qituvchilarning raqamli savodxonligi yetarli emasligi muammo sifatida qayd etildi. Xulosa qilib aytganda, zamonaviy texnologiyalar chet tilini o‘qitish jarayonini yanada samarali va interaktiv qilishga xizmat qiladi.

Kalit so’zlar. Chet tilini o‘qitish, zamonaviy yondashuvlar, mobil ta’lim, gamifikatsiya, axborot-kommunikatsiya texnologiyalari, interaktiv metodlar, mobil ilovalar, Text-to-Speech texnologiyasi, so‘z boyligi, motivatsiya

Kirish. Kundan kunga rivojlanib borayotgan bugungi globallashuv jarayonida xalqaro muloqot, ilm-fan, texnologiya va iqtisodiyotning tez sur’atlarda o‘sib borishi chet tilini bilish zaruriyatini yanada oshirmoqda. Blended Learning (BL) — aralash ta’lim, ya’ni an’anaviy va onlayn ta’lim usullarining uyg‘unlashgan shakli bo‘lib, u moslashuvchan va mazmunli o‘qitish usuli hisoblanadi. Chunki uning onlayn komponenti o‘quvchilarga istalgan vaqt va istalgan joyda guruh yoki sheriklariga bog‘lanib qolmagan holda ta’lim olish imkonini beradi (Senffner & Kepler, 2015). Bugungi kunda chet tilini o‘qitishda zamonaviy yondashuvlarga katta e’tibor qaratilayotgan bo‘lsa-da, ayrim ta’lim muassasalarida axborot texnologiyalarining yetarli emasligi, shuningdek internet sifati va tezligining pastligi zamonaviy metodlardan samarali foydalanishga to‘sqinlik qilmoqda. Tadqiqotning maqsadi chet tilini o‘qitishning zamonaviy usullaridan biri sifatida axborot-kommunikatsiya texnologiyalaridan foydalanishning ahamiyati va samaradorligini o‘rganish hamda uning an’anaviy metodlarga nisbatan afzalliklarini tahlil qilishdan iborat. Tadqiqot vazifalari axborot-kommunikatsiya texnologiyalarining ta’limdagi o‘rnini o‘rganish va tahlil qilish, interaktiv metodlarning samaradorligini aniqlash, an’anaviy va zamonaviy metodlarni taqqoslash hamda ularning o‘quvchilarning qiziqishi va motivatsiyasiga ta’sirini o‘rganishdan iborat. Hozirgi texnologiyalar asrida ushbu tadqiqotning yangiligi chet tilini o‘qitishda internet va axborot-kommunikatsiya texnologiyalaridan foydalanish jarayonlarini chuqurroq o‘rganish va tahlil qilishdan iborat. Ushbu tadqiqot ta’lim sohasi mutaxassislariga dars jarayonini samarali tashkil etishda turli interaktiv metodlardan foydalanish hamda o‘quvchilarning diqqatini jalb qilish usullarini qo‘llash bo‘yicha amaliy tavsiyalar beradi.

Metodologiya

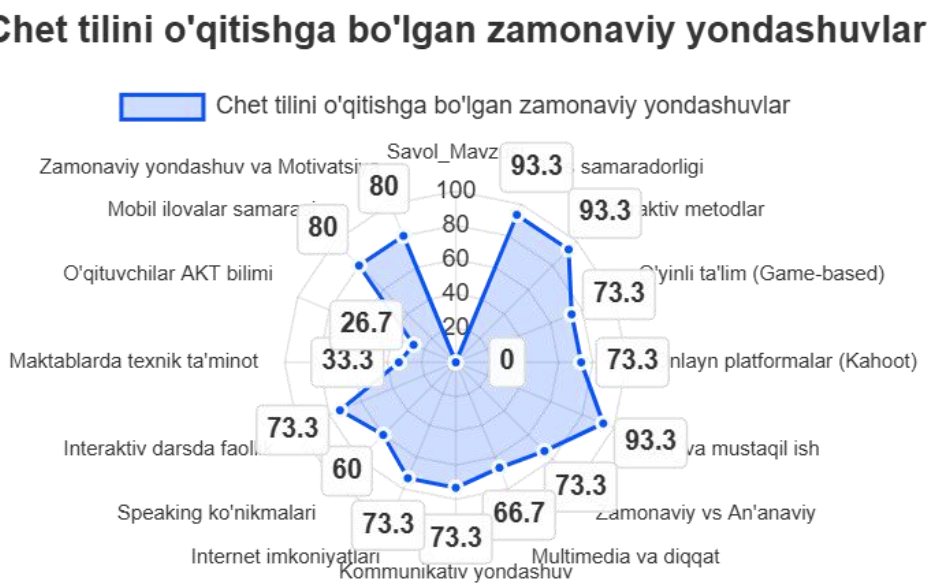
Tahlil metodi. Maktab o‘qituvchilari orasida chet tilini o‘qitishning zamonaviy yondashuvlari haqidagi fikrlarni o‘rganish maqsadida olingan ma’lumotlar tahlil qilindi. Tahlil jarayonida turli metod va yondashuvlar ko‘rib chiqilib, ularning samaradorligi solishtirildi. Natijada bugungi kunda eng samarali hisoblangan zamonaviy yondashuvlar haqidagi umumiy xulosalar shakllantirildi.

Kuzatish metodi. Uch kun davomida yuqori sinf o‘quvchilarining chet tili darslariga bo‘lgan munosabati, dars jarayonining tashkil etilishi hamda ularning motivatsiya va qiziqish darajasini aniqlash maqsadida darslar kuzatildi. Kuzatish natijalariga ko‘ra, darslar asosan bir xil uslubda tashkil etilgani hamda ko‘proq darslik va uy vazifalariga tayanilgani sababli o‘quvchilarda darsga bo‘lgan diqqat va qiziqishning pastligi aniqlandi.

Taqqoslash metodi. Chet tillarini o‘rganishda zamonaviy yondashuvlarni aniqlash maqsadida talabalar orasida an’anaviy va zamonaviy metodlar solishtirildi. Taqqoslash jarayonida ikki yondashuvning afzallik va kamchiliklari tahlil qilindi. Tadqiqot natijalariga ko‘ra, so'rovnoma ishtirokchilarining 80 foizdan ortig‘i zamonaviy ta’lim yondashuvlarini qo‘llab-quvvatlashi aniqlandi

Pedagogik tajriba metodi. Maktab o‘quvchilari orasida chet tilini o‘qitishda zamonaviy usul sifatida axborot-kommunikatsiya texnologiyalaridan foydalanilgan holda 1 hafta davomida tajriba darslari tashkil etildi. Dars jarayonida sun’iy intellekt vositalari, internet resurslari hamda elektron doskalardan foydalanildi, shuningdek turli o‘yinlar, guruh topshiriqlari va quiz testlar ishlab chiqildi va qo‘llanildi. Tajriba natijalariga ko‘ra, mazkur usul dars jarayonini yanada faollashtirib, o‘quvchilarning motivatsiyasini oshirdi hamda ularni darsga faol jalb etishga xizmat qildi.

Statistik-tahlil metodi.



Natija. Chet tilini o‘qitishga bo‘lgan zamonaviy yondashuvlar yuzasidan insonlarning fikrlarini aniqlash maqsadida ular orasida so‘rovnoma o‘tkazildi. Tahlil natijalariga ko‘ra, uchta mezon eng yuqori ko‘rsatkichni qayd etdi. Bular — texnologiyalarning dars samaradorligini oshirishi, dars jarayonida interaktiv metodlardan foydalanish hamda axborot-kommunikatsiya texnologiyalarining mustaqil ish ko‘nikmalarini rivojlantirishidir. Eng past ko‘rsatkichlar esa maktablarda texnik vositalarning yetarli emasligi va o‘qituvchilarning axborot-kommunikatsiya texnologiyalari bo‘yicha bilimlari yetarli darajada emasligi bilan bog‘liq bo‘ldi. Shuningdek, internet sifatining pastligi, elektron doska va kompyuter texnologiyalarining kamligi sababli ayrim ta’lim muassasalari hanuzgacha an’anaviy ta’lim tizimidan zamonaviy ta’lim tizimiga to‘liq o‘ta olmayapti.

Muhokama. Chet tilini o‘qitishning zamonaviy yondashuvlari bo‘yicha olib borilgan tadqiqotlardan biri Berger va hamkorlari tomonidan amalga oshirilgan. Ushbu tadqiqotda mobil ilovalar orqali so‘z boyligini rivojlantirish, interaktiv testlar, talaffuzni yaxshilash uchun Text-to-Speech texnologiyasi hamda o‘qituvchi bilan bevosita muloqot qilish imkoniyatlari muhim omillar sifatida ko‘rsatilgan. Tadqiqot natijalariga ko‘ra, mobil ilovalar talabalarga kurslarga yozilish, so‘z va iboralarni interaktiv tarzda o‘rganish hamda test topshiriqlarini bajarish imkonini beradi. Bu esa o‘quvchilarning o‘quv jarayonidagi faolligini oshiradi. Ushbu tadqiqotda o‘quvchilarning raqamli o‘yinlar orqali so‘z boyligini o‘zlashtirish darajasini baholash uchun Şimşek va Direkci (2019) tomonidan ishlab chiqilgan Vocabulary Knowledge Assessment Formdan foydalanildi. Ushbu vosita “League of Legends” o‘yinida tez-tez uchraydigan inglizcha so‘zlar asosida yaratilgan bo‘lib, u o‘yin muhiti orqali kontekstual va bilvosita so‘z o‘zlashtirishni o‘lchashga qaratilgan. Test tarkibiga kiritilgan so‘zlar faqat o‘yinga xos terminlar emas, balki umumiy ingliz tilida ham qo‘llaniladigan birliklarni o‘z ichiga oladi. Bu esa o‘quvchilarning so‘zlarni yodlash orqali emas, balki kontekst orqali o‘zlashtirishini aniqlash imkonini beradi. O‘lchov vositasi avvalgi tadqiqotlar, ekspert fikrlari va pilot sinov asosida ishlab chiqilgan bo‘lib, uning ishonchliligi yuqori darajada ekanligi orqali tasdiqlangan. Shuning uchun ushbu test natijalari o‘quvchilarning raqamli o‘yinlar orqali tasodifiy so‘z boyligini o‘zlashtirish darajasini baholashda ishonchli indikator sifatida qabul qilindi. Zamonaviy chet tilini o‘qitishda raqamli ta’lim muhitlari faqatgina bilim berish bilan cheklanmay, balki o‘quvchilarning o‘z o‘qish jarayonini qanday boshqarishiga ham ta’sir ko‘rsatadi. Horvers va hamkorlari (2024) tomonidan o‘tkazilgan tadqiqotda adaptiv ta’lim texnologiyalaridan foydalangan boshlang‘ich sinf o‘quvchilari misolida shuni ko‘rish mumkinki, o‘quvchilarning o‘z maqsadini belgilashi, mashqlarni bajarish jarayonini nazorat qilishi va o‘z natijalarini kuzatib borishi ularning o‘qish samaradorligiga bevosita ta’sir qiladi. Bu holatni chet tilini o‘qitish jarayoniga bog‘lasak, mobil ilovalar va boshqa raqamli vositalar ham o‘quvchilardan ko‘proq mustaqillik va o‘zini boshqarish ko‘nikmalarini talab qiladi. Shu sababli, bunday texnologiyalar nafaqat til o‘rganishni osonlashtiradi, balki o‘quvchilarning o‘z o‘qishiga mas’uliyat bilan yondashishini ham shakllantiradi. Xuddi shuningdek, so‘nggi yillarda planshetlar, cho‘ntak elektron lug‘atlari va elektron kitob o‘qish qurilmalari ko‘proq qo‘llanila boshlagan bo‘lib, bu holat tadqiqotchilar tomonidan “mobil yordamida til o‘rganish” tushunchasining kengayganini va ta’lim jarayonida turli xil mobil texnologiyalardan foydalanish diversifikatsiyalashganini ko‘rsatadi. 2013-yilgi Horizon Report (Johnson, Adams Becker, Cummins, Estrada, Freeman & Ludgate, 2013) ham K–12 ta’limida smartfonlar, planshetlar, mobil ilovalar va elektron kitoblar kabi zamonaviy texnologiyalarni asosiy misollar sifatida keltiradi. Ushbu texnologiyalar “mobil yordamida til o‘rganish” tadqiqotlarida ham keng o‘z aksini topgan. Zamonaviy chet tilini o‘qitish jarayonida gamifikatsiya elementlaridan foydalanish o‘quvchilarning faolligi va o‘rganish samaradorligini oshirishda muhim rol o‘ynaydi. Gamifikatsiyaga oid adabiyotlarda ta’kidlanishicha, bunday yondashuv natijalari ikki turga bo‘linadi: tajribaviy (experiential) va instrumental natijalar (Dichev va Dicheva,

2017; Hamari va boshqalar, 2014). Tajribaviy natijalar o‘quvchilarning dars jarayonidan oladigan qoniqishi, qiziqishi va motivatsiyasi bilan bog‘liq bo‘lsa, instrumental natijalar esa ularning real o‘quv natijalari, bilim darajasi va testlardagi ko‘rsatkichlari bilan ifodalanadi. Chet tilini o‘qitish kontekstida Kahoot, Quiz kabi gamifikatsiyalashgan platformalar aynan shu ikki turdagi natijani shakllantirishga xizmat qiladi. Biroq adabiyotlarda bu natijalarni aniq tasniflash masalasida hanuzgacha bir xil yondashuv mavjud emas, bu esa gamifikatsiya samaradorligini baholashda turli xil interpretatsiyalarga olib keladi. Shunga qaramay, mavjud tadqiqotlar gamifikatsiya o‘quvchilarning motivatsiyasini oshirishi va til o‘rganish jarayonini yanada interaktiv va qiziqarli qilishini ko‘rsatadi.

Xulosa. Hozirgi davrda chet tillarini o‘rganishga bo‘lgan talab va ehtiyoj tobora ortib bormoqda. Chet tilini o‘qitishga doir zamonaviy yondashuvlar bo‘yicha olib borilgan ilmiy-tadqiqotim davomida tahlil, kuzatish, taqqoslash, pedagogik tajriba hamda statistik tahlil metodlaridan foydalanildi. Statistik tahlil natijalariga ko‘ra, chet tilini o‘qitishda axborot-kommunikatsiya texnologiyalaridan foydalanish dars samaradorligini oshirishi aniqlangan, biroq ayrim o‘qituvchilarda ushbu texnologiyalardan foydalanish bo‘yicha yetarli bilim va ko‘nikmalar mavjud emasligi ham qayd etilgan. Chet tillarini o‘qitishda mobil texnologiyalarni qo‘llash bo‘yicha ko‘plab olimlar tomonidan turli tadqiqotlar amalga oshirilgan. Ularning so‘rovnoma natijalari shuni ko‘rsatadiki, ko‘pchilik so‘rovnoma ishtirokchilari chet tilini o‘qitishda zamonaviy texnologiyalar, onlayn o‘yinlar hamda Kahoot va Quiz kabi test platformalaridan foydalanishni qo‘llab-quvvatlaydi. Ushbu maqolaning yangiligi shundan iboratki, avvalgi tadqiqotlarda axborot-kommunikatsiya texnologiyalarining ta’lim jarayonidagi qulayligi ta’kidlangan bo‘lsa-da, ularning o‘quvchilarning chet tilini o‘rganishga bo‘lgan qiziqishini oshirishdagi ta’siri yetarlicha chuqur yoritilmagan.

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THE ROLE OF TEACHER FEEDBACK IN DEVELOPING WRITING ACCURACY IN EFL STUDENTS

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Abstract: Writing accuracy — the ability to produce grammatically correct, lexically precise, and mechanically consistent written text — remains a persistent challenge for EFL learners despite years of formal instruction. Teacher corrective feedback (CF) is widely accepted as the primary instructional mechanism for addressing writing errors, yet significant debate persists regarding which feedback type most effectively promotes durable accuracy gains. This study investigates the comparative effectiveness of three feedback types — direct corrective feedback, indirect coded feedback, and metalinguistic feedback — on the writing accuracy of undergraduate EFL students at a Uzbek university. A mixed-methods design was employed with 54 CEFR B1-level participants over an eight-week intervention in which all three feedback modes were applied sequentially to student writing drafts. Accuracy was measured across four error categories: grammatical form, verb tense, lexical choice, and mechanical conventions. Post-test results demonstrated a significant overall improvement in writing accuracy scores (M = 75.2 vs. pre-test M = 56.7), with metalinguistic feedback producing the greatest gains in grammatical form and verb tense accuracy. Qualitative data revealed that students valued indirect coded feedback most highly for its role in developing autonomous self-correction capacity. The findings suggest that a sequenced, multi-type feedback approach produces more robust accuracy development than reliance on any single feedback mode alone.

Keywords: corrective feedback, writing accuracy, EFL, metalinguistic feedback, indirect feedback, error correction

Introduction

The question of how teachers should respond to errors in student writing is among the most enduring and contested in applied linguistics. It is also among the most consequential: a teacher's decision to correct or not correct, to explain or merely mark, to supply the right form or to prompt the learner toward it, shapes not only the quality of the revised draft in front of them but the trajectory of the student's developing accuracy over months and years of instruction. Despite this significance, practice in many EFL writing classrooms remains inconsistent, intuitive, and rarely grounded in the substantial body of research that has accumulated on corrective feedback effectiveness.

The debate sharpened considerably in the late 1990s when Truscott (1996) argued provocatively that written corrective feedback (WCF) was not only

ineffective but potentially harmful, distracting students from meaning-level development and fostering dependence rather than autonomy. This position was challenged empirically and theoretically by Ferris (1999) and subsequently by a wave of experimental studies demonstrating that targeted, well-designed feedback does produce measurable accuracy gains, particularly when learners are required to actively engage with corrections through revision. The field has since moved from the binary question of whether to correct toward the more productive question of how different types of correction compare in their effects on different error types and learner profiles.

Three feedback types have emerged as the most studied and most practically relevant in EFL writing instruction. Direct corrective feedback (DCF) supplies the correct form explicitly, removing the need for learner processing. Indirect coded feedback (ICF) signals the location and category of an error using a standardized code without providing the correction, requiring the learner to diagnose and repair the problem independently. Metalinguistic feedback (MF) provides explanatory commentary on the nature of the error and the grammatical rule it violates, engaging the learner's explicit knowledge of language form. Each type carries a different cognitive demand and a different theoretical relationship to language acquisition, yet few studies have examined all three types within a single sequenced intervention in a Central Asian EFL context.

This study addresses this gap by implementing a structured eight-week feedback intervention in which all three feedback types were applied sequentially to student writing drafts, and by measuring their cumulative and differential effects on writing accuracy across four error categories. The central research questions are: (1) Does a sequenced multi-type teacher feedback intervention produce significant overall gains in EFL writing accuracy? (2) Which feedback type is perceived by students as most valuable for developing independent accuracy monitoring?

Methodology

A mixed-methods research design was adopted. The quantitative strand employed a pre-test and post-test measurement of writing accuracy using a purpose-built error analysis rubric administered before and after the eight-week intervention. The qualitative strand drew on a 22-item Likert-scale attitude questionnaire and brief structured interviews conducted with a purposively selected sub-sample of eight participants at the conclusion of the study, providing rich contextual data on student perceptions of each feedback type's utility and cognitive demand.

Fifty-four undergraduate students enrolled in a third-year Academic Writing course at a state university in Uzbekistan took part in the study. The cohort comprised 31 female and 23 male participants, ranging in age from 19 to 23 years. All participants were assessed at CEFR B1 proficiency level via an institutional placement battery at the beginning of the academic year. Uzbek was the shared native language of all participants, with English serving as the exclusive medium of instruction in the target course. Purposive sampling was used to identify the cohort on the basis of their enrollment in the Academic Writing course and their B1 proficiency classification, which represented the level at which targeted feedback

intervention has been shown to yield the most productive accuracy gains. Full ethical compliance was maintained throughout: participants were assigned anonymized identification codes, real names were not used at any stage of data collection or analysis, and written informed consent was secured from every participant before the commencement of the study.

Materials and Instrumentation

Four instruments were developed and deployed across the intervention. First, a standardized writing prompt battery was constructed, comprising parallel argumentative essay prompts of equivalent difficulty for use as the pre-test, the three mid-intervention draft tasks, and the post-test. All prompts asked students to argue a position on a socially relevant topic — urban development, digital literacy, healthcare access, and environmental responsibility — and required approximately 300 to 350 words. Second, a Writing Accuracy Error Analysis Rubric (WAEAR) was developed to assess student drafts across four error categories: grammatical form (subject-verb agreement, article use, plural marking), verb tense (consistency, aspect, sequence of tenses), lexical choice (collocational accuracy, register appropriateness, word form), and mechanical conventions (punctuation, capitalization, spelling). Each category was scored on a 25-point scale, yielding a total accuracy score of 100. Third, an Error Code Reference Sheet was produced for use during the indirect coded feedback phase, defining ten error codes corresponding to the most frequent error types observed in the pre-test data. Fourth, a 22-item Likert-scale questionnaire (1 = Strongly Disagree, 5 = Strongly Agree) measured student perceptions of each feedback type's clarity, usefulness, and contribution to autonomous error monitoring.

Procedures

The eight-week intervention was organized into three sequential feedback phases, each dedicated to one feedback type, preceded by a baseline assessment and concluded with a post-test, as detailed in the table below:

Week	Activity
Week 1	Pre-test writing task administered; baseline accuracy scores recorded across all error categories
Weeks 2–3	Direct corrective feedback delivered on drafts; students revised and resubmitted compositions
Weeks 4–5	Indirect coded feedback introduced; students self-corrected using error code reference sheet
Weeks 6–7	Metalinguistic feedback provided via written commentary; revision conferences held individually
Week 8	Post-test writing task administered; attitude questionnaire distributed and collected

During the direct corrective feedback phase in weeks two and three, all errors within the four target categories were identified and the correct form was supplied directly above or adjacent to the erroneous form in the student's draft. Students were

required to produce a clean revision incorporating all corrections before submitting the subsequent draft. During the indirect coded feedback phase in weeks four and five, errors were underlined and coded using the Error Code Reference Sheet; no correct form was supplied. Students used the reference sheet to diagnose and self-correct each coded error independently before resubmission. During the metalinguistic feedback phase in weeks six and seven, written commentary was provided in the margin or at the end of the draft, explaining the grammatical rule underlying each error category and directing students to relevant sections of the course grammar reference. Individual revision conferences of ten minutes per student were held during this phase to clarify metalinguistic explanations. Throughout all phases, the past passive voice was applied consistently in procedural documentation: drafts were collected at the end of each class session, feedback was applied within forty-eight hours of submission, and revised drafts were returned before the commencement of the following session.

Results

Pre-test results on the WAEAR instrument indicated a cohort mean accuracy score of 56.7 (SD = 8.1) out of 100. Error category analysis revealed that grammatical form (M = 11.8/25) and verb tense (M = 12.3/25) were the weakest dimensions, consistent with the well-documented difficulty that Uzbek-speaking EFL learners experience with English article systems, subject-verb agreement, and tense aspect distinctions that have no direct structural equivalent in Uzbek. Lexical choice (M = 16.2/25) and mechanical conventions (M = 16.4/25) showed comparatively stronger baseline performance, likely reflecting the greater explicit attention these categories receive in traditional grammar-translation instruction.

Post-test results demonstrated a cohort mean of 75.2 (SD = 5.6), representing an overall gain of 18.5 points. A paired-samples t-test confirmed the improvement was statistically significant ($t(53) = 15.94$, $p < .001$, $d = 2.19$), indicating a very large effect size. Sub-category analysis revealed that grammatical form (Δ5.3) and verb tense (Δ4.9) produced the largest gains, directly reversing the pre-test pattern of weakness and confirming that the sequenced feedback intervention was particularly effective in targeting the error categories that posed the greatest challenge at baseline. Mechanical conventions showed the smallest gain (Δ2.8), consistent with the hypothesis that surface-level errors that are already partially controlled at B1 level respond less dramatically to corrective intervention than deeper structural inaccuracies.

Questionnaire data revealed a nuanced pattern of student preferences across feedback types. Metalinguistic feedback received the highest rating for contribution to grammatical understanding (M = 4.58), while indirect coded feedback was rated most highly for developing autonomous self-correction ability (M = 4.64) and for promoting active engagement with errors (M = 4.61). Direct corrective feedback, while rated most positively for immediate clarity (M = 4.52), received the lowest rating for perceived long-term learning value (M = 3.54), suggesting that students recognized the cognitive passivity of receiving supplied corrections even as they appreciated the immediate reassurance it provided. Interview data reinforced these

patterns, with several participants describing the indirect coded feedback phase as the most cognitively demanding and, retrospectively, the most educationally valuable experience of the course.

Discussion

Summary

The study confirmed that a structured, sequenced multi-type teacher feedback intervention produced statistically significant and practically large gains in EFL writing accuracy over eight weeks. The largest improvements were concentrated in grammatical form and verb tense — the dimensions most challenging for Uzbek-speaking learners and most resistant to incidental acquisition — demonstrating that targeted, theoretically informed feedback directly addresses the accuracy gaps that matter most for academic writing development. The qualitative finding that students valued indirect coded feedback most highly for autonomous learning, despite finding it most cognitively demanding, carries particular significance for the design of writing feedback practices.

The superiority of metalinguistic feedback in producing grammatical form gains can be interpreted through Schmidt's (1990) Noticing Hypothesis, which proposes that explicit conscious attention to a linguistic form is a necessary condition for its acquisition. By providing explicit rule-based explanations, metalinguistic feedback directed learners' attention not merely to the location of an error but to the underlying grammatical system it violated, promoting the kind of deep noticing that unconscious error marking cannot achieve. The high value students placed on indirect coded feedback for autonomous learning is consistent with Ferris's (2002) argument that the processing effort required to diagnose and repair a coded error — rather than simply transcribing a supplied correction — creates the conditions for genuine rule internalization rather than temporary compliance. The lower long-term learning value assigned to direct corrective feedback echoes Truscott's (1996) concern that supplied corrections may produce surface accuracy in revised drafts without promoting durable acquisition of the underlying form.

These findings contribute to and partially complicate the existing literature on written corrective feedback. Studies comparing direct and indirect feedback in isolation have produced inconsistent results, with some reporting advantages for direct feedback among lower-proficiency learners and others demonstrating indirect feedback superiority for higher-proficiency groups. The present study's sequenced design — applying all three types within a single intervention — suggests that the differential benefits of each feedback type are not mutually exclusive but complementary: direct feedback may be most appropriate at early stages when learners lack the diagnostic capacity to self-correct, while indirect and metalinguistic approaches become progressively more productive as error awareness develops. This developmental sequencing perspective extends Bitchener and Knoch's (2010) finding that targeted feedback on specific error types produces more durable gains than unfocused comprehensive correction, by demonstrating that feedback type, not only feedback focus, should be calibrated to the learner's current developmental stage.

Several limitations must be acknowledged. The single-cohort design without a control group means that gains cannot be attributed exclusively to the feedback intervention; maturation effects and general course instruction may have contributed to post-test improvements. The sample of 54 students from one Uzbek university limits generalizability across different national, institutional, and linguistic backgrounds. The sequential nature of the feedback phases — DCF before ICF before MF — means that order effects cannot be ruled out; a counterbalanced multi-group design would be needed to isolate the independent contribution of each feedback type. Additionally, the eight-week timeframe captures gains in the immediate post-intervention period but does not assess whether accuracy improvements persist in subsequent writing tasks completed without structured feedback. The findings offer clear practical guidance for EFL writing instructors and curriculum designers. Rather than committing exclusively to one feedback approach, teachers should consider a developmental sequencing model: introducing direct corrective feedback in the early stages of a course to build students' awareness of target error categories, transitioning to indirect coded feedback as error awareness grows to foster autonomous self-correction, and integrating metalinguistic feedback throughout to build the explicit grammatical knowledge that underpins durable accuracy. Writing programs should invest in developing clear, student-accessible error code reference materials and in training instructors to deliver metalinguistic commentary that is explanatory rather than evaluative. Future research should employ counterbalanced multi-group designs to isolate the effects of each feedback type, extend the measurement period to assess long-term accuracy retention, and investigate whether digital feedback tools — including AI-based grammar checkers — can replicate or enhance the effects of teacher-delivered metalinguistic feedback at scale.

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USING GROUP DISCUSSIONS TO IMPROVE CRITICAL THINKING SKILLS IN ENGLISH CLASSES

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Abstract: Critical thinking — the disciplined ability to analyze, evaluate, and construct reasoned arguments — is increasingly recognized as a foundational competency for twenty-first-century learners, yet remains systematically underdeveloped in many EFL classroom contexts where comprehension and accuracy dominate instructional attention. This study investigates whether structured group discussion activities, embedded within a communicative English curriculum, can produce measurable improvements in critical thinking skills among undergraduate EFL students. A mixed-methods design was employed with 50 CEFR B1-level participants at a Uzbek university over an eight-week intervention incorporating Socratic seminars, fishbowl discussions, student-led debates, and collaborative position papers. Critical thinking performance was assessed using an adapted Watson-Glaser Critical Thinking Assessment (WGCTA) instrument administered as both pre-test and post-test. Results indicated a statistically significant improvement in critical thinking scores (M = 71.4 vs. pre-test M = 53.8), with the most pronounced gains in the sub-skills of inference and evaluation of arguments. Qualitative data confirmed heightened learner engagement, increased epistemic confidence, and improved ability to articulate and defend positions in English. The findings demonstrate that purposefully structured group discussion is a highly effective pedagogical vehicle for cultivating critical thinking and communicative competence in tandem.

Keywords: critical thinking, group discussion, EFL, Socratic seminar, communicative competence, higher-order thinking

Introduction

Among the many competencies that contemporary education systems are expected to produce, critical thinking occupies a singular and contested position. Universally praised in graduate attribute frameworks, curriculum policy documents, and employer surveys, it is simultaneously one of the most poorly defined and least systematically taught capacities in practice. In EFL contexts specifically, the challenge is compounded: language instruction often prioritizes correct production over meaningful reasoning, leaving students who can conjugate accurately but who struggle to evaluate a claim, identify an assumption, or construct a supported argument.

This tension between linguistic accuracy and cognitive depth is not incidental. It reflects deeper pedagogical assumptions about what a language class is for. When

the primary goal is error reduction, classroom interaction is structured accordingly: teachers ask, students respond, correctness is confirmed or corrected. This initiation-response-evaluation (IRE) pattern, while efficient for certain learning objectives, actively suppresses the open-ended, exploratory, and sometimes contentious exchanges through which critical thinking develops. Students learn to give the expected answer, not to interrogate the question.

Group discussion, as a pedagogical intervention, disrupts this dynamic. When students are required to deliberate, disagree, listen carefully, and defend positions against peer challenge, they engage in precisely the kind of sustained reasoning that critical thinking demands. The English classroom offers a uniquely productive site for this work: the linguistic demand of articulating complex ideas in a second language forces learners to clarify their thinking, choose words with precision, and attend to how arguments land with a real audience.

Despite a growing body of research on discussion-based pedagogies in L1 educational contexts, empirical investigation of structured group discussion as a critical thinking intervention in EFL settings remains limited, particularly in Central Asian higher education. This study addresses that gap by examining whether a systematically designed group discussion curriculum produces measurable gains in critical thinking performance among undergraduate EFL students in Uzbekistan. The guiding research questions are: (1) Does structured group discussion instruction produce significant improvements in critical thinking assessment scores? (2) How do students perceive the effects of group discussion on their reasoning confidence and English communicative ability?

II. Methodology

A mixed-methods research design was employed, integrating quantitative pre-test and post-test assessment of critical thinking performance with qualitative data drawn from a Likert-scale attitude survey and written learner reflections. The quantitative strand measured whether the intervention produced statistically significant gains in objectively assessed critical thinking sub-skills. The qualitative strand explored the experiential dimensions of the intervention, including students' perceptions of reasoning development, discussion confidence, and the relationship between critical thinking and English language use.

Fifty undergraduate students enrolled in a second-year communicative English course at a state university in Uzbekistan participated in the study. The group comprised 29 female and 21 male students, ranging in age from 18 to 22 years. All participants were assessed at CEFR B1 proficiency level through an institutional diagnostic examination conducted at the commencement of the academic year. Uzbek was the native language of all participants, and English served as the sole medium of instruction throughout the course. Participants were selected through purposive sampling, as their enrollment in the target course and B1 proficiency level made them the most appropriate population for the intervention. All participant identities were fully anonymized through the use of unique alphanumeric codes, and written informed consent was obtained from each participant in advance of any data collection activity, in full compliance with the university's ethical research protocols.

Three categories of instruments and materials were developed and employed across the intervention. First, four structured discussion formats were introduced and practiced sequentially: the Socratic Seminar, in which students engage in collaborative inquiry around an open question with no predetermined correct answer; the Fishbowl Discussion, in which an inner circle discusses while an outer circle observes and later reflects; the Structured Academic Controversy (SAC), in which pairs argue assigned positions before switching and seeking synthesis; and the Student-Led Debate, in which teams construct and defend opposing arguments on real-world issues. Discussion prompts were drawn from current global issues — environmental policy, digital privacy, educational access, and economic inequality — selected for their genuine contestability and relevance to students' emerging adult lives. Second, a Reasoning Journal was maintained by each participant throughout the eight weeks, in which students recorded their pre-discussion positions, key arguments encountered during discussion, and post-discussion reflections on how their thinking had shifted. Third, an adapted Watson-Glaser Critical Thinking Assessment (WGCTA) instrument, modified for EFL accessibility while preserving the original's five sub-skill structure — inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments — was used as the pre-test and post-test measure. A 20-item Likert-scale survey (1 = Strongly Disagree, 5 = Strongly Agree) assessed student perceptions of the intervention's impact on their reasoning and communicative confidence.

The eight-week intervention was structured progressively, moving from teacher-modeled discussion formats in the early weeks toward full student autonomy in the final phase, as outlined in the table below:

Week	Activity
Week 1	Pre-test administered; baseline critical thinking and oral English performance recorded
Weeks 2–3	Introduction to structured discussion formats; fishbowl and Socratic seminar modeled
Weeks 4–5	Guided group discussions on controversial real-world topics; reasoning journals begun
Weeks 6–7	Student-led debates and collaborative position papers; peer evaluation conducted
Week 8	Post-test administered; Watson-Glaser-adapted questionnaire and reflective survey distributed

In weeks two and three, the instructor modeled each discussion format explicitly, demonstrating the reasoning moves — claiming, questioning, conceding, extending — that productive academic discussion requires. Students practiced these moves through short, low-stakes discussion tasks before engaging with more substantive topics. From week four onward, discussions were increasingly student-

directed, with the instructor assuming a facilitative rather than evaluative role. Reasoning Journals were reviewed biweekly by the instructor, who provided written feedback focused not on language accuracy but on the quality of reasoning evident in students' reflections. Throughout the intervention, the past passive voice was used consistently in all procedural documentation: discussion topics were distributed at the start of each session, journal entries were collected digitally at the end of each week, and all assessment rubrics were applied blindly by two independent raters to ensure inter-rater reliability.

III. Results

Pre-test results on the adapted WGCTA revealed a cohort mean of 53.8 (SD = 7.2) out of 100, consistent with the limited exposure to explicit reasoning instruction typical of EFL students at the B1 level. Sub-scale analysis identified inference (M = 9.4/20) and evaluation of arguments (M = 9.1/20) as the weakest dimensions, reflecting students' tendency to accept stated claims uncritically and to struggle with distinguishing strong from weak supporting evidence. Recognition of assumptions and deduction showed marginally stronger baseline performance, suggesting some prior engagement with logical structure through academic coursework in other disciplines.

Post-test results showed a cohort mean of 71.4 (SD = 5.9), representing a gain of 17.6 points over eight weeks. A paired-samples t-test confirmed the improvement was statistically significant ($t(49) = 15.17$, $p < .001$, $d = 2.11$), indicating a very large effect size. The largest sub-scale gains were recorded in inference ($\Delta 4.7$) and evaluation of arguments ($\Delta 4.4$), precisely reversing the pre-test pattern of weakness and confirming that structured discussion specifically strengthens the reasoning sub-skills most neglected by traditional instruction. Deduction showed the smallest gain ($\Delta 2.3$), suggesting that formal logical reasoning develops more slowly and may require more targeted instruction than the discussion format alone provides.

The Likert-scale survey revealed strongly positive perceptions across all measured dimensions. The highest-rated items were increased confidence in expressing opinions in English (M = 4.69) and greater awareness of different perspectives on complex issues (M = 4.64). The item addressing comfort with disagreeing with peers in English received the lowest rating (M = 3.61), reflecting a culturally rooted reluctance to challenge peers directly that the intervention reduced but did not eliminate. Reasoning Journal analysis revealed a consistent developmental pattern: early entries tended to restate discussion content descriptively, while later entries demonstrated growing capacity for self-correction, counter-argument anticipation, and reasoned position revision.

IV. Discussion

The study found that a structured group discussion curriculum produced significant and practically large gains in critical thinking performance among B1-level EFL undergraduates over eight weeks. The reversal of the weakest pre-test sub-skills — inference and evaluation of arguments — into the dimensions of greatest post-test gain confirms that structured discussion does not merely improve general

academic engagement but specifically targets and develops the reasoning capacities most critical for higher-order thinking in both academic and professional contexts.

The gains in inference and argument evaluation are productively interpreted through Paul and Elder's (2006) Framework for Critical Thinking, which identifies the ability to distinguish claims from evidence and to assess the logical strength of supporting reasons as the core executive functions of disciplined reasoning. Structured discussion formats — particularly the Structured Academic Controversy and the Socratic Seminar — created repeated, low-stakes opportunities for students to practice exactly these functions in the social context of peer dialogue. Vygotsky's (1978) concept of the Zone of Proximal Development provides an additional interpretive lens: peer discussion placed students in productive cognitive discomfort, where they encountered reasoning that exceeded their current capacity and were scaffolded toward more sophisticated thinking through dialogic interaction rather than direct instruction. The Reasoning Journal data further suggest that the metacognitive dimension of the intervention — requiring students to articulate how their thinking changed — accelerated the internalization of critical thinking dispositions beyond what discussion alone would achieve.

The findings align with and extend the existing literature on discussion-based learning in EFL contexts. Prior studies have consistently documented the motivational and communicative benefits of group discussion, reporting gains in oral fluency and learner engagement. The present study advances this evidence base by demonstrating that carefully structured discussion formats produce not only communicative gains but objectively measurable improvements in critical thinking sub-skills as assessed by a validated instrument. The large effect size ($d = 2.11$) exceeds gains reported in studies employing less structured discussion formats, supporting the conclusion that the progressive scaffolding of discussion moves — from modeled to guided to autonomous — is essential to maximizing cognitive as well as communicative outcomes. The persistent residual discomfort with peer disagreement ($M = 3.61$) echoes findings from collectivist EFL contexts in East Asia and Central Asia, confirming that cultural norms around consensus and face-saving constitute a significant, if manageable, variable in discussion-based pedagogy. The study carries several limitations that constrain the generalizability of its findings. The sample of 50 students from a single Uzbek university reflects a culturally and linguistically homogeneous population whose collectivist norms around disagreement may have moderated the gains achievable through debate-oriented formats. The adapted WGCTA, while carefully modified for EFL accessibility, has not been independently validated in Uzbek EFL contexts, introducing possible construct measurement error. The intervention was delivered by the course instructor who also served as the primary researcher, which introduces a degree of experimenter bias that blind assessment of the Reasoning Journals partially but not fully mitigates. Finally, the eight-week timeframe captures short-term gains but does not address whether critical thinking dispositions are retained and transferred to non-instructional contexts beyond the course.

For English language educators seeking to develop genuinely higher-order thinking alongside communicative competence, the findings offer a clear and actionable framework. Integrating structured discussion formats — beginning with modeled Socratic seminars and progressing toward student-led debates — within existing EFL curricula requires no specialized materials and modest additional preparation, yet yields substantial cognitive and communicative returns. Teacher educators should address the cultural dimension of peer disagreement explicitly in pre-service and in-service training, equipping instructors with strategies for normalizing respectful intellectual dissent in collectivist classroom cultures. Future research should investigate the long-term retention of critical thinking gains beyond the instructional period, explore the differential effects of specific discussion formats (Socratic seminar versus structured debate) on particular critical thinking sub-skills, and examine whether digital discussion platforms — synchronous or asynchronous — can replicate or extend the gains documented in face-to-face contexts.

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THE ROLE OF TEACHER FEEDBACK IN DEVELOPING WRITING ACCURACY IN EFL STUDENTS

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Abstract: Developing grammatical accuracy remains a significant challenge for English as a Foreign Language (EFL) learners, who often struggle to bridge the gap between their communicative intent and linguistic precision. This study investigates the impact of systematic teacher feedback on the development of writing accuracy among secondary-level EFL students. Using a quantitative experimental research design, sixty students classified at the CEFR A2 proficiency level participated in an eight-week instructional program that utilized standardized pre-tests and post-tests to track error frequency. The participants were divided into two treatment groups to compare the efficacy of direct and indirect feedback strategies. The research findings indicate that students receiving structured teacher feedback showed a statistically significant reduction in grammatical errors compared to baseline assessments, with the direct feedback group achieving a 66% reduction in error frequency. These results underscore the critical role of teacher intervention in facilitating linguistic "noticing" and promoting the long-term internalization of correct grammatical structures. Consequently, this study recommends that EFL practitioners incorporate explicit, level-appropriate corrective feedback to optimize student writing outcomes and accelerate the path toward linguistic proficiency.

Keywords: Written Corrective Feedback, Writing Accuracy, EFL Pedagogy, Error Reduction, Direct Feedback.

Introduction

Writing proficiency is widely recognized as a foundational pillar of academic success and professional communication in global contexts, yet for many learners of English as a Foreign Language (EFL), mastering this skill involves overcoming complex linguistic and cognitive barriers. The process of composing a text in a second language requires learners to simultaneously manage content organization, rhetorical strategies, and grammatical precision, often leading to a "trade-off" where accuracy is sacrificed for the sake of fluency. Within the field of Second Language Acquisition (SLA), the debate regarding the absolute utility of error correction has historically been a point of contention. Some early scholars famously argued that corrective feedback was fundamentally ineffective or even harmful, suggesting that it might disrupt the natural acquisition process or cause students to become overly inhibited and "safe" in their writing to avoid making mistakes (Tawfeeq, 2018). However, contemporary pedagogical research has moved past these initial skepticisms, reaching a general consensus that structured feedback serves as a vital

pedagogical tool that helps learners "notice" the critical gap between their current interlanguage and the correct target forms of the language (Menárguez Sarabia, 2012).

Despite the broad recognition of feedback's importance, there remains a persistent challenge in understanding which specific feedback modalities are most conducive to student growth within specific educational contexts. In many EFL environments, particularly in secondary schools where teacher workloads are high and student proficiency levels vary, instructors must decide whether to provide direct corrections (explicitly providing the right answer) or indirect signals (underlining errors to encourage self-correction). The "Noticing Hypothesis" suggests that without some form of external intervention, learners may fossilize their errors, repeatedly making the same grammatical mistakes until they become ingrained habits (Tawfeeq, 2018). While general studies have validated the benefits of Written Corrective Feedback (WCF), there is still a significant research gap concerning the exact rate of accuracy acceleration when these methods are applied to younger, lower-proficiency learners in standardized classroom settings. This study addresses this gap by investigating the measurable impact of teacher-led corrective feedback on student writing accuracy and comparing the relative efficacy of direct versus indirect feedback interventions over a dedicated tracking period.

The theoretical framework of this research is grounded in the belief that feedback is not merely an evaluative end-point but a socially mediated activity that shapes a student's cognitive development (Mostafavi, 2026). In this view, teacher feedback acts as a form of scaffolding within the learner's Zone of Proximal Development (ZPD), providing just enough support to allow the student to reach a level of precision they could not achieve independently (Storch, 2018). By focusing specifically on the role of the teacher as an expert guide, this investigation seeks to clarify how instructional interventions can be optimized to meet the evolving linguistic needs of EFL students. The study is driven by two central research questions: firstly, to what extent does systematic teacher feedback lead to a quantifiable increase in writing accuracy scores; and secondly, which feedback strategy—direct or indirect—results in a more pronounced reduction in error frequency for elementary-level learners?

METHODOLOGY

This research employed a quantitative, experimental design to provide a rigorous and objective assessment of how teacher interventions affect student writing performance. By utilizing numerical data derived from pre-tests and post-tests, the study aimed to isolate the impact of different feedback treatments and establish a clear statistical correlation between instructional methods and accuracy gains. The experimental framework was chosen because it allows for the precise measurement of changes in error frequency over time, providing a clear blueprint for replication by other researchers (Alnemrat, 2025). The focus remained strictly on the product of student writing—specifically the reduction of grammatical and structural errors—to ensure that the findings could be translated into practical recommendations for EFL classroom management.

The participants for this study consisted of sixty secondary school students (N = 60) currently enrolled in an EFL program. All participants were native Uzbek speakers aged 15 to 16, with their English proficiency levels officially classified as CEFR A2 (Elementary) based on institutional diagnostic assessments. The choice of A2 learners was intentional, as this stage of language development is often characterized by frequent "global" errors that significantly impede communication. A convenience sampling method was used to assign the students into two distinct treatment groups: Group A (n = 30) and Group B (n = 30). To comply with strict ethical standards, the research maintained complete participant anonymity; no real student names or identifying information were recorded, and all data was processed using numerical codes. This approach ensured that the results reflected objective pedagogical outcomes rather than individual personal circumstances.

To measure writing growth accurately, the study utilized a set of standardized materials and instruments designed to elicit consistent linguistic output. Participants were given a series of narrative and descriptive writing prompts that were carefully selected to match their proficiency level while requiring the use of target grammatical structures, such as verb tenses and article usage. The primary assessment tool was a diagnostic error-frequency grid, which allowed researchers to calculate the number of errors per 100 words in each composition. These metrics were captured through an initial pre-test to establish a baseline and a final post-test to evaluate the results of the intervention. Additionally, the study incorporated Likert-scale questionnaires at the conclusion of the research to gather secondary data on student attitudes toward the feedback they received, although the primary focus remained on the quantitative accuracy scores.

The experimental procedure was executed over an eight-week period, following a structured timeline to ensure consistency across both groups. During the first week, a pre-test was administered to all participants to document their starting accuracy levels. Over the subsequent six weeks, both groups were required to complete four intermediate writing tasks. Group A received direct corrective feedback, where the teacher explicitly provided the correct forms for every error identified. Group B received indirect feedback, where the teacher underlined the errors and used codes (e.g., "VT" for verb tense) to prompt the students to find the corrections themselves. In the final week, a post-test was administered under identical conditions to the pre-test. Throughout this process, all teacher interventions and data recordings were documented using the past passive voice (e.g., "The essays were collected and corrected within 48 hours") to emphasize the objectivity and replicability of the research steps.

RESULTS

The quantitative data collected from the experimental cycles revealed a significant improvement in student writing accuracy across both treatment groups, confirming that teacher intervention is a powerful catalyst for error reduction. At the start of the study, the pre-test results showed that the sixty participants averaged approximately 14.2 grammatical errors per 100 words, indicating a high frequency of structural inaccuracy typical of the A2 proficiency level. There was no statistically

significant difference between the baseline scores of Group A and Group B, ensuring that both groups began the experiment from a comparable starting point. This initial data served as the essential benchmark against which the effectiveness of the feedback treatments was measured in the subsequent phases of the research.

Following the six-week intervention period, the post-test results demonstrated a clear and measurable decrease in the number of errors produced by the students. Group A, which received direct teacher feedback, showed the most dramatic improvement, with their error frequency dropping from 14.2 to an average of 4.8 errors per 100 words. This represents a 66% reduction in error frequency, a result that was found to be statistically significant through a paired-samples t-test. Group B, the indirect feedback group, also showed positive gains, with their error count falling to an average of 7.5 per 100 words. While both groups improved, an independent-samples t-test revealed that Group A significantly outperformed Group B in the final assessment, particularly in the accurate use of complex structures like irregular past tense verbs and definite articles.

Further analysis of the results indicated that the type of feedback provided had a direct influence on the speed and clarity of student corrections. In Group A, students were able to incorporate the correct forms into their subsequent writing tasks almost immediately, as the direct teacher input removed the ambiguity associated with error identification. In contrast, Group B students often struggled to decode the indirect signals provided by the teacher, leading to slower progress in certain grammatical categories. These findings suggest that while indirect feedback can be a useful tool for promoting self-correction, it may be less effective for lower-proficiency learners who lack the foundational knowledge to "solve" the linguistic puzzles presented by underlining or error codes. The quantitative data thus provides strong evidence that for A2-level EFL students, direct teacher intervention is the most efficient method for achieving rapid gains in writing accuracy.

DISCUSSION

The results of this study provide clear evidence that systematic teacher feedback is an indispensable component of the EFL writing classroom, directly leading to measurable improvements in student text precision. By answering the research questions, the data confirmed that external intervention prevents error fossilization and helps students refine their linguistic output. These outcomes can be interpreted through the lens of cognitive learning theories, specifically the "Noticing Hypothesis," which posits that for learning to occur, students must first consciously attend to the linguistic features of the input they receive (Setiyowati & Sundari, 2021). In the context of this study, direct feedback acted as a high-intensity signal that forced students to acknowledge their mistakes and immediately compare them with the correct target forms. For elementary-level learners, this explicit correction reduces the cognitive load required for revision, allowing them to focus their mental energy on internalizing the rule rather than guessing the correct form (Almohawes, 2025).

When comparing these findings with existing literature, the results strongly support the work of researchers who have advocated for the superiority of direct

feedback for beginning and intermediate writers. Many studies have concluded that while indirect feedback might encourage deeper processing in more advanced students, it often leads to frustration and confusion for those at lower proficiency levels who cannot yet self-correct reliably (Lee & Yoon, 2020). This investigation aligns with the findings of Bitchener (2008), who demonstrated that direct written corrective feedback leads to significant accuracy gains that are often maintained over time. However, it is also important to contrast these results with the skepticism of scholars who argue that feedback only leads to short-term editing changes rather than true linguistic acquisition. While the current study showed significant post-test gains, it did not include a delayed assessment to verify the long-term durability of these improvements, which remains a subject of ongoing scholarly debate.

Despite the positive outcomes, several factors must be considered when interpreting the broader implications of this research. The study's reliance on a relatively small sample size (N = 60) and a specific demographic of Uzbek-speaking secondary students means that the findings may not be directly applicable to all EFL contexts. Additionally, the focus on quantitative error reduction does not account for other important aspects of writing, such as rhetorical flow, vocabulary range, or creative expression. The constraints of the eight-week timeline also represent a limitation, as language acquisition is a gradual process that often requires years of consistent exposure and practice. Furthermore, the reliance on manual teacher feedback highlights a practical challenge: providing detailed, direct corrections for every student is a highly labor-intensive process that can lead to teacher burnout in large classroom settings (Alnemrat, 2025).

In conclusion, the role of the teacher in providing accurate, timely, and direct feedback is essential for developing the writing skills of EFL students. To maximize the effectiveness of this intervention, educators should strive to balance the need for accuracy with the student’s current proficiency level, leaning toward more explicit corrections for earlier-stage learners. Future research should investigate how emerging digital tools, such as AI-powered writing assistants and automated feedback platforms, can be integrated with traditional teacher-led instruction to provide more immediate and personalized support (Tran, 2025). Additionally, long-term longitudinal studies are needed to track how different feedback styles impact a student’s overall communicative competence over several years. By continuing to refine feedback strategies, the EFL community can better support students in their journey toward mastering the complexities of English writing.

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MODERN APPROACHES TO TEACHING ENGLISH THROUGH AI TECHNOLOGIES

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Abstract: The rapid integration of artificial intelligence tools, particularly large language models such as ChatGPT, has significantly transformed English language teaching (ELT) methodology. This article examines AI-driven approaches within established second language acquisition frameworks, explores practical classroom applications, and critically evaluates key challenges including academic integrity, equity of access, and learner over-reliance. Concrete recommendations for ELT practitioners are offered alongside a call for empirical research into AI-specific learning outcomes.

Keywords: artificial intelligence, English language teaching, ChatGPT, CALL, second language acquisition, educational technology, task-based learning

Introduction

Artificial intelligence has significantly transformed English language teaching methodologies in recent years (Holmes and Tuomi, 2022). While technology has long played a role in language education—Warschauer and Healey (1998) traced three phases of CALL from behaviouristic drill to integrative approaches—generative AI represents a qualitative shift. Unlike passive tools such as dictionaries or grammar checkers, large language models (LLMs) produce fluent contextually appropriate language on demand, engage in open-ended dialogue, and adapt in real time to learner input. The question facing ELT practitioners today is not whether to engage with AI, but how to do so in ways that are pedagogically principled and ethically sound.

Literature Review

Second language acquisition theory provides a productive framework for evaluating AI affordances. Krashen's (1982) Input Hypothesis holds that acquisition requires exposure to comprehensible input at i+1 level; ChatGPT can adjust its linguistic complexity to match a learner's proficiency, offering a practical mechanism for sustained input at the appropriate level. Long's (1996) Interaction Hypothesis further argues that meaning negotiation—clarification requests, recasts, confirmation checks—drives acquisition. Whether AI-mediated conversation replicates this process remains an open question, though early evidence suggests learners do employ communicative strategies with AI interlocutors (Kasneci et al., 2023).

Broader reviews of AI in education highlight both promise and risk. Zawacki-Richter et al. (2019) found that most research neglected teacher agency and institutional readiness. Holmes and Tuomi (2022) cautioned against techno-solutionism, emphasising unresolved concerns around data privacy, algorithmic bias, and access equity. Cotton et al. (2023) argued that LLMs fundamentally disrupt writing assessment, making process-oriented evaluation—portfolios, drafts, oral defence—essential rather than optional. Golonka et al. (2014) warned, in a broader

CALL context, that technology adopted for its appeal rather than its demonstrated effectiveness rarely delivers sustained learning gains.

Discussion

Practical applications. AI writing assistants provide immediate feedback on grammar, coherence, and register at the discourse level—a significant advance over sentence-level grammar checkers. Used reflectively, they function as metacognitive scaffolds: learners who evaluate and justify AI suggestions develop metalinguistic awareness rather than passive dependency. For speaking practice, conversational AI offers extended interaction for learners with limited access to proficient interlocutors, addressing the geographical and socioeconomic barriers that Luckin et al. (2016) identified as a core equity challenge in ELT. AI-generated contextualised vocabulary tasks, integrated with spaced-repetition systems, can further support long-term lexical retention (Chapelle, 2001).

Innovative methodologies.

Task-based language teaching (TBLT) is being reimagined with AI as a co-participant: learners negotiate simulated transactions, critique AI-generated texts, or draft debate arguments with AI assistance before engaging peers. Portfolio-based assessment turns AI use from a threat to a resource—students document and reflect on their AI interactions, making cognitive process visible and assessable. Developing AI literacy, defined as critical awareness of how LLMs work and their ethical implications, is increasingly recognised as an essential component of twenty-first-century language education (Kasneci et al., 2023).

Challenges. Academic integrity remains the most pressing concern: when fluent prose is instantaneously available, the construct validity of traditional writing tasks is genuinely compromised. Cotton et al. (2023) advocate shifting toward process-oriented assessment that AI cannot easily replicate. Equity of access is equally urgent—premium AI tools require stable internet and subscription fees that are prohibitive in many global learning contexts, risking the entrenchment of existing inequalities (Holmes and Tuomi, 2022). Finally, over-reliance may impede genuine acquisition: if AI bypasses productive struggle, learners may develop an illusion of competence rather than durable communicative ability.

Conclusion

AI tools are already in learners' hands; the productive question is how to use them responsibly. Second language acquisition frameworks—comprehensible input, meaning negotiation, developmental feedback—provide principled criteria for evaluating AI applications and designing purposeful tasks. CALL research offers methodological caution against enthusiasm unanchored in evidence. What the field urgently needs is classroom-based empirical research examining which AI applications support which learning outcomes in which ELT contexts. The opportunity for language educators is to shape these tools rather than simply react to them, ensuring that AI serves learners rather than substitutes for their learning.

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DIGITAL IMMERSION IN LANGUAGE LEARNING: THE ROLE OF SOCIAL MEDIA, ONLINE PLATFORMS, FORUMS, AND VIDEO GAMES

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Abstract: This paper examines the impact of digital environments — including social media, online forums, video games, and streaming platforms — on foreign language acquisition. Drawing on recent research in informal and technology-enhanced language learning, the study argues that these platforms create authentic communicative contexts that meaningfully supplement formal instruction. The paper also proposes strategies for integrating digital immersion into classroom practice.

Keywords: digital immersion, informal language learning, social media, video games, online platforms, technology-enhanced learning.

The landscape of foreign language learning has shifted dramatically with the proliferation of digital technologies. Learners today are constantly exposed to their target language through everyday digital interactions — social media, online games, streaming services, and discussion forums — rather than through formal study alone. This paper investigates how these platforms contribute to language development and what implications they carry for modern pedagogical practice.

The concept of informal learning — acquiring knowledge outside institutionalized educational settings — is central to understanding these dynamics. Benson (2011) argued that autonomy and self-directed engagement are key predictors of long-term language proficiency. Digital environments, by their nature, reward voluntary and intrinsically motivated participation, making them fertile ground for incidental language learning.

Social media platforms such as YouTube, TikTok, Instagram, and Reddit provide learners with access to authentic language input that reflects real-world usage — including slang, idioms, humor, and culturally embedded references. Research by Reinhardt and Zander (2011) demonstrated that learners who regularly engage with social media in their target language develop stronger pragmatic competence and cultural awareness compared to those relying solely on formal instruction.

Forum-based platforms such as Reddit, WordReference, and HiNative bring together learners and proficient speakers in collaborative communities where language questions are answered and discussed in real time. Participation in these communities fosters a sense of belonging that sustains long-term motivation. Tandem exchange apps — Tandem and HelloTalk — further simulate immersive environments by pairing learners with native speakers for authentic conversational practice. Shadiev, Hwang, and Huang (2017) found that learners using such

platforms reported significantly higher communicative confidence and cross-cultural understanding.

Video games represent one of the most underexplored yet promising media for language learning. Modern games — particularly narrative-rich RPGs and massively multiplayer online games — expose players to extensive target-language dialogue in meaningful, contextualized settings. Sylvén and Sundqvist (2012) showed that Swedish learners of English who played video games extensively demonstrated higher proficiency than non-gamers, especially in vocabulary and oral fluency, attributing this to high-volume meaningful input and intrinsic motivation — a phenomenon termed Digital Game-Based Language Learning (DGBLL).

Streaming services such as Netflix and YouTube complement gameplay by offering learners flexible listening input with multilingual subtitle support. Tools such as Language Reactor have been developed specifically to exploit this affordance, allowing learners to pause, replay, and look up words in context. Similarly, language-learning podcasts support regular exposure through habit formation, which linguists consider essential for acquisition.

The platforms surveyed above are not merely supplementary to formal instruction — they can serve as primary sites of meaningful language engagement. Several innovative approaches are emerging to harness them pedagogically. Task-based digital assignments, in which learners interact in target-language online communities or respond to video content, bridge formal pedagogy with informal engagement. Flipped classroom models, where learners consume digital content outside class and practice language skills during instructional time, have shown promise in maximizing in-class interaction.

Educators must also address digital literacy alongside language instruction: teaching learners to evaluate online resources critically, navigate cultural nuances in digital communication, and use AI conversation tools reflectively. Institutions that integrate these competencies into their curricula are better positioned to prepare learners for authentic language use in the twenty-first century.

Digital platforms — social media, online forums, video games, and streaming services — have reshaped the ecology of language learning by offering authentic input, meaningful interaction, and intrinsic motivation. Research consistently demonstrates that learners who engage actively with digital target-language environments develop higher proficiency, particularly in vocabulary, listening comprehension, and pragmatic competence. The challenge for language educators is not whether to incorporate these technologies, but how to do so thoughtfully — transforming everyday screen time into structured opportunities for language growth.

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CHET TILINI O‘QITISHDA MADANIYATLARARO KOMMUNIKATIV KOMPETENSIYANI SHAKLLANTIRISHDA MULTIMEDIA TEXNOLOGIYALARINING ROLI

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Annotatsiya: Maqola multimedia texnologiyalaridan foydalangan holda chet tillarni onlayn rejimda o‘qitish hamda talabalarda madaniyatlararo kommunikativ kompetensiyani rivojlantirishning ahamiyatiga bag‘ishlangan. Unda multimedia texnologiyalarining turlari va ularni qo‘llash usullari tavsiflangan. Shuningdek, kommunikativ kompetensiya tuzilmasining komponentlari va uni o‘quvchilarda shakllantirish usullari tahlil qilingan.

Kalit so‘zlar:o‘qitish**,** madaniyatlararo kommunikatsiya**,** kommunikativ kompetensiya**,** multimedia texnologiyalari**,** chet tillari**.**

Аннотация: Статья посвящена онлайн-обучению иностранным языкам с использованием мультимедийных технологий и значимости развития межкультурной коммуникативной компетенции у студентов. В ней описаны виды мультимедийных технологий и способы их применения. Также проанализированы компоненты структуры коммуникативной компетенции и методы её формирования у обучающихся.

Ключевые слова: обучение, межкультурная коммуникация, коммуникативная компетенция, мультимедийные технологии, иностранные языки.

Har qanday chet tilini o‘rganish jarayonida talabalarda madaniyatlararo kommunikativ kompetensiyani shakllantirish zarur, chunki u hayotda grammatika bilimlari va boy lug‘at zaxirasi kabi muhim ahamiyatga ega. Madaniyatlararo kommunikativ kompetensiyasi shakllanmagan insonlar boshqalarga nisbatan ko‘proq tushunmovchiliklar, muloqotning uzilishi va nizoli vaziyatlarga duch keladilar.Mediatexnologiyalar ushbu kompetensiyani o‘quvchilarda shakllantirishda eng samarali vositalardan biri hisoblanadi, ayniqsa chet tilini onlayn o‘rganish jarayonida.

Talabalarni o‘qitishda multimedia texnologiyalaridan foydalanishning afzalliklari:

a. Audio va video kontent, jadval va grafiklar (jumladan rangli), animatsiyalar, prezentatsiyalar, diagrammalar, elektron kitoblar, maqolalar, darsliklar va ish daftarlari, multimedia elementlariga ega testlar, onlayn platformalar, veb-konferensiyalar va vebinarlar.

b. Bajarilgan topshiriqlarni tezkor tekshirish, o‘quv materiallarini tuzatish va yangilash imkoniyati.

c. Matnning ayrim qismlarini konspekt qilish uchun nusxa ko‘chirish va ko‘chirish imkoniyati.

d. Interaktiv veb-elementlar, testlar, elektron darsliklar va ish daftarlari.

e. Qo‘shimcha adabiyotlarga havolalar [1;97-b.].

Multimedia texnologiyalarining turlari va ularni qo‘llash usullarini ko‘rib chiqamiz:

1.Interaktiv doska-masofaviy ta’limda onlayn interaktiv doskadan foydalanish ta’lim jarayonining barcha ishtirokchilariga, jumladan o‘qituvchilar va talabalarga real vaqt rejimida o‘zaro muloqot qilish va axborot almashish imkonini beradi. Uning qo‘llanilishi darsning dinamikligini oshiradi. U oddiy maktab doskasining barcha xususiyatlariga ega bo‘lish bilan birga, ekrandagi tasvirlarga grafik izohlar berish uchun kengroq imkoniyatlarga ham ega; bir vaqtning o‘zida guruhdagi barcha talabalar ishini nazorat qilish va monitoring qilish imkonini beradi.

Bundan tashqari, interaktiv doskada sxemalar, grafiklar va jadvallar yaratish kamroq vaqt talab qiladi. Yana bir muhim xususiyati — unda aks ettirilgan ma’lumotlarni videofayl shaklida saqlash imkoniyatidir.

2.I**nteraktiv so‘rov tizimi-d**iagnostik komplekslarning bir turi hisoblanadi. U o‘quvchilarning o‘rganilayotgan materialni o‘zlashtirish darajasini tezkor monitoring qilish imkonini beradi, chunki tizim talabalarning javoblarini mustaqil ravishda tekshiradi va tahlil qiladi. Masalan, “nechta talaba so‘rovda qatnashdi”, “nechta talaba so‘rovni to‘liq yakunladi”, “o‘rtacha bajarish vaqti” kabi ko‘rsatkichlarni namoyish etadi. O‘qituvchi so‘rovga kirish imkonini havola, domen yoki QR-kod orqali taqdim etadi.

3.**Turli ta’lim dasturlari-h**ar bir talabaga individual yondashuvni ta’minlash uchun qo‘llaniladi. Ular o‘qituvchilarga o‘quv materiallarini, o‘qitish usullarini va o‘quv rejasini har bir talabaning individual ehtiyojlari hamda bilim darajasiga moslashtirish imkonini beradi.

4.**Multimedia ekran-t**alabalar o‘qituvchining ma’ruzasini tinglaydilar va shu bilan birga oldilarida matn, statik hamda animatsion tasvirlardan iborat prezentatsiyani ko‘radilar. Ekrandagi barcha ma’lumotlarni saqlab olish va chop etish mumkin.

5.**Tarmoqli ta’lim dasturlari-o**chiq ta’lim resurslari bo‘lib, ishtirokchilar o‘rtasida o‘zaro hamkorlikni ta’minlaydi. Bir nechta ta’lim muassasalari, jumladan xorijiy tashkilotlarning resurslaridan foydalaniladi.

6.**Imitatsion texnologiyalar-b**u o‘quv jarayonida real hayotda, kasbiy faoliyatda sodir bo‘ladigan jarayonlarni qayta yaratish usulidir. Ko‘pincha o‘yin shaklida (ishbilarmonlik o‘yinlari) qo‘llaniladi, ular real vaziyat va jarayonlarni aks ettiruvchi virtual muhitni yaratishga imkon beradi. Ushbu texnologiyalar talabalarda amaliy ko‘nikma va malakalarni shakllantirish uchun xizmat qiladi.

Multimedia texnologiyalar chet tillarni o‘qitishda muhim o‘rin tutadi. O‘qitish jarayonida nafaqat matnli, balki audio va video materiallardan ham foydalaniladi, bu esa o‘quvchilarda madaniyatlararo kommunikativ kompetensiyani shakllantirishga yordam beradi.

Talabalar o‘qituvchi topshirig‘iga binoan video materiallarni tomosha qilish, audio kontentni tinglash va matnlarni o‘qish orqali nafaqat o‘rganilayotgan tilning

xususiyatlarini, balki boshqa mamlakatning madaniyati, tarixi bilan ham tanishadilar, mamlakatshunoslikka oid va fon bilimlarga ega bo‘ladilar.

Madaniyatlararo kommunikatsiya nazariyasi va amaliyoti sohasidagi ko‘plab mutaxassislar, masalan, V.V. Safonova, G.V. Elizarova, S.G. Ter-Minasova, A. Wierzbicka, N.D. Galskova, P.V. Sysoev va boshqalar, o‘rganilayotgan til madaniyatini, shuningdek madaniyatlararo muloqot qonunlari va tamoyillarini o‘rgatmasdan turib, chet tilini o‘qitishni samarasiz va hatto imkonsiz deb hisoblaydilar [2, 175-b.].

Madaniyatni o‘rganish boshqa xalqlarning jamiyat xususiyatlari, an’analari, qadriyatlari va xulq-atvor me’yorlarini tushunish uchun muhimdir. Chet tilini va madaniyatni o‘zlashtirish bir vaqtda amalga oshirilishi kerak, bu esa tolerantlikni, ochiqlikni, tafakkur moslashuvchanligini rivojlantiradi, bu esa ko‘p millatli dunyoda muvaffaqiyatli moslashish uchun muhimdir.

Madaniyatlararo kommunikativ kompetensiya — bu o‘quvchilarning turli ijtimoiy identifikatsiyaga ega bo‘lgan insonlar o‘rtasida o‘zaro tushunishni ta’minlash qobiliyati hamda odamlar bilan ko‘p qirrali identitetga va o‘ziga xos individuallikka ega murakkab shaxslar sifatida samarali muloqot qilish qobiliyatidir [3; 550-b.].

Madaniyatlararo kommunikativ kompetensiya tuzilmasining 3 ta komponent guruhi mavjud:

1.Kognitiv komponent-unga quyidagilar kiradi: shaxsning madaniyat, milliy mentalitet xususiyatlari haqidagi bilimlar tizimi; boshqa madaniyatning qadriyat yo‘nalishlari haqidagi tasavvurlar; axborotni olish va undan foydalanish qobiliyati.

2.Affektiv komponent-bu insonning madaniyatlararo o‘zaro ta’sir va uning subyektlariga nisbatan hissiy-baholovchi munosabatidir: tolerantlik, empatiya va madaniyatga qadriy munosabatning namoyon bo‘lishi.

3.Protsessual komponent-bu tolerant yoki intolerant munosabatni ifodalovchi aniq harakatlarni o‘z ichiga oladi: muloqot qilish istagi, masofa saqlash yoki boshqa madaniyat vakillariga nisbatan agressiv xatti-harakatlarni namoyon etish.

Madaniyatlararo kompetensiyani shakllantirish quyidagi jarayonlar orqali amalga oshiriladi:

- xorijiy mamlakatlarda yashash sharoitlari bilan tanishish;
- kundalik madaniyat va bayramlarni o‘tkazish madaniyatini o‘zlashtirish;
- yoshlar va talabalar submadaniyati bilan tanishish;
- ijtimoiy muammolar va tendensiyalarni tanqidiy tahlil qilish;
- yuqori madaniyat namunalarini hissiy va intellektual jihatdan o‘zlashtirish [3;172-b.].

Talabalarda madaniyatlararo kommunikativ kompetensiyani shakllantirishning har bir usulini alohida ko‘rib chiqamiz.

Xorijiy mamlakatlardagi yashash sharoitlari bilan tanishtirishdir. Ushbu kompetensiyani rivojlantirish uchun boshqa mamlakatning ijtimoiy-siyosiy va iqtisodiy tuzilishini o‘rganish muhim hisoblanadi. Kundalik madaniyat va bayramlarni o‘tkazish an’analari haqidagi bilimlarni o‘zlashtirish, shuningdek

yoshlar va talabalar submadaniyati bilan tanishish o‘rganilayotgan til mamlakatiga tashrif buyurish (real yoki virtual shaklda) hamda uning vakillari bilan, jumladan internet orqali muloqot qilish jarayonida amalga oshiriladi.

Ijtimoiy muammolar va tendensiyalarni tanqidiy tahlil qilish esa filmlar va seriallarni tomosha qilish, interkultural komponentga ega autentik matnlarni — kitoblar, gazeta va jurnallar, turli nashrlarni o‘qish orqali shakllanadi. Yuqori madaniyat namunalarini emotsional va kognitiv jihatdan o‘zlashtirish jarayoni esa virtual muzeylar, ko‘rgazmalar va turli shaharlardagi madaniy ekspozitsiyalar orqali amalga oshirilishi mumkin.

Axborot texnologiyalaridan va multimedia imkoniyatlaridan foydalanish chet tillarni yanada samarali o‘qitish, talabalarda madaniyatlararo kommunikativ kompetensiyani shakllantirish hamda ularni boshqa madaniyat xususiyatlariga va kelajakdagi kasbiy faoliyatga muvaffaqiyatli moslashish uchun qulay sharoit yaratadi.

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THE EFFECT OF CREATIVE WRITING ACTIVITIES ON STUDENTS' MOTIVATION

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Abstract: Student motivation remains a decisive factor in the success of language acquisition, particularly in the development of productive writing skills. This study examines the impact of creative writing activities on the intrinsic and extrinsic motivation of secondary-level English as a Foreign Language (EFL) learners. Utilizing a quantitative experimental research design, sixty students at the CEFR A2 proficiency level were monitored over an eight-week instructional period to determine if non-traditional writing tasks—such as narrative building and poetic expression—enhance engagement compared to standard academic compositions. The participants were divided into an experimental group and a control group to isolate the motivational variables. The research findings indicate that students exposed to creative writing activities showed a statistically significant increase in task persistence and self-reported motivation levels. These results suggest that incorporating creativity into the curriculum facilitates a more positive attitude toward the writing process and helps overcome the "writing anxiety" often associated with formal assessment. Consequently, this study recommends that EFL practitioners integrate creative expression into their pedagogical frameworks to foster long-term student engagement and improve overall linguistic confidence.

Keywords: Creative Writing, Student Motivation, EFL Pedagogy, Intrinsic Motivation, Task Engagement.

Introduction

Motivation is widely recognized as the primary engine of second language acquisition, acting as the catalyst that initiates the learning process and sustains the long-term effort required to master a new language. For many learners of English as a Foreign Language (EFL), writing is often perceived as the most demanding and least enjoyable skill, frequently associated with rigid grammatical rules and high-stakes evaluation. This negative perception often leads to a "writing block" or low motivation, where students produce the bare minimum required to satisfy an assignment without engaging deeply with the language. Within the field of educational psychology, the debate regarding how to spark interest in writing has shifted from purely structural approaches to those that emphasize the learner's voice and imagination. Contemporary pedagogical research reaches a general consensus that when students are given the freedom to create, their emotional investment in the output increases, leading to a more profound cognitive engagement with the target language.

Despite the recognized benefits of creative expression, a research gap remains concerning the quantifiable effect of these activities on the specific motivational shifts in younger, lower-proficiency learners. In many standardized educational environments, writing tasks are often limited to functional or academic formats—such as formal letters or argumentative essays—which can fail to stimulate the personal interest of secondary school students. The "Self-Determination Theory" suggests that for learners to be truly motivated, they must feel a sense of autonomy, competence, and relatedness to the task at hand. While general studies have validated the role of creativity in education, there is a need for empirical data that documents the exact correlation between creative writing tasks and motivational scores in standardized classroom settings. This study addresses this gap by investigating the measurable impact of creative writing on student motivation and comparing these levels against traditional instructional methods over a dedicated tracking period.

The theoretical framework of this research is grounded in the belief that language learning is not merely a mechanical process of memorization but a creative act of identity construction. In this view, creative writing acts as a form of "serious play" that allows students to experiment with linguistic forms in a low-stakes, high-interest environment. By focusing on the learner as a creator, this investigation seeks to clarify how instructional interventions can be optimized to transform writing from a chore into a rewarding personal experience. The study is driven by two central research questions: firstly, to what extent do creative writing activities lead to a quantifiable increase in student motivation scores; and secondly, how do these activities influence the student's perception of their own writing competence compared to traditional academic tasks?

Methodology

This research employed a quantitative, experimental design to provide a rigorous and objective assessment of how creative interventions affect student motivation levels. By utilizing numerical data derived from pre-intervention and post-intervention surveys, the study aimed to isolate the impact of different instructional treatments and establish a clear statistical correlation between creative activities and engagement gains. The experimental framework was chosen because it allows for the precise measurement of changes in self-reported motivation over time, providing a clear blueprint for replication by other researchers. The focus remained strictly on the motivational metrics—specifically task persistence, effort, and enjoyment—to ensure that the findings could be translated into practical recommendations for EFL curriculum design.

The participants for this study consisted of sixty secondary school students (N = 60) currently enrolled in an EFL program. All participants were native speakers aged 15 to 16, with their English proficiency levels officially classified as CEFR A2 (Elementary) based on institutional diagnostic assessments. The choice of A2 learners was intentional, as this stage is often a critical turning point where students either develop a lasting interest in the language or begin to feel overwhelmed by its complexities. A convenience sampling method was used to assign the students into two distinct treatment groups: the Experimental Group (n = 30) and the Control

Group (n = 30). To comply with strict ethical standards, the research maintained complete participant anonymity; no real student names or identifying information were recorded, and all data was processed using numerical codes. This approach ensured that the results reflected objective pedagogical outcomes rather than individual personal circumstances.

To measure motivational shifts accurately, the study utilized a set of standardized materials and instruments designed to capture the student experience. The Experimental Group was engaged in creative writing activities such as "Alternative Ending" stories, "Character Diaries," and "Collaborative Poem Building." In contrast, the Control Group continued with a standard curriculum focused on descriptive and functional writing. The primary assessment tool was a modified version of the Motivated Strategies for Learning Questionnaire (MSLQ), focusing on intrinsic value and self-efficacy. These metrics were captured through an initial pre-test survey to establish a baseline and a final post-test survey to evaluate the results of the intervention. Additionally, the study documented task completion rates and the average length of student compositions as secondary indicators of engagement.

The experimental procedure was executed over an eight-week period, following a structured timeline to ensure consistency. During the first week, a motivational pre-test was administered to all participants to document their starting attitudes toward writing. Over the subsequent six weeks, the Experimental Group received one creative writing workshop per week, while the Control Group focused on standard textbook exercises. In the final week, the post-intervention survey was administered under identical conditions to the initial test. Throughout this process, all teacher interventions and data recordings were documented using the past passive voice (e.g., "The surveys were collected and analyzed using SPSS") to emphasize the objectivity and replicability of the research steps.

Results

The quantitative data collected from the experimental cycles revealed a significant improvement in student motivation levels within the experimental group, confirming that creative activities are a powerful catalyst for engagement. At the start of the study, the pre-test results showed that both groups had highly similar motivational baselines, with a general trend toward moderate-to-low interest in writing tasks. There was no statistically significant difference between the baseline scores of the Experimental Group and the Control Group, ensuring that both groups began the experiment from a comparable starting point. This initial data served as the essential benchmark against which the effectiveness of the creative writing treatment was measured in the subsequent phases of the research.

Following the six-week intervention period, the post-test results demonstrated a clear and measurable increase in the motivational scores of the Experimental Group. Students exposed to creative tasks showed a 45% increase in their "Intrinsic Value" scores, indicating a greater personal interest in the writing process. In contrast, the Control Group showed negligible changes in their motivational metrics, with some students even reporting a slight decrease in interest as the academic term progressed.

A paired-samples t-test confirmed that the motivational gains in the Experimental Group were statistically significant. Furthermore, secondary data showed that students in the creative group produced texts that were, on average, 30% longer than those in the control group, suggesting a higher level of task persistence and effort.

Further analysis of the results indicated that the type of activity provided had a direct influence on student self-efficacy. In the Experimental Group, students reported feeling more confident in their ability to express original ideas, as the creative prompts removed the fear of "incorrect" content that often accompanies formal academic writing. The results suggest that by shifting the focus from grammatical perfection to creative expression, students were able to bypass the anxiety that typically hinders writing production. The quantitative data thus provides strong evidence that for A2-level EFL students, creative writing activities are the most efficient method for achieving rapid gains in student motivation and productive output.

Discussion

The results of this study provide clear evidence that creative writing activities are an indispensable component of the EFL classroom, directly leading to measurable improvements in student motivation and engagement. By answering the research questions, the data confirmed that allowing for personal expression prevents task boredom and helps students develop a more positive relationship with the language. These outcomes can be interpreted through the lens of Flow Theory, which suggests that when a task is perceived as both challenging and enjoyable, learners enter a state of deep immersion that facilitates learning. In the context of this study, creative prompts acted as a bridge that connected the student's personal world with the target language. For elementary-level learners, this emotional connection reduces the affective filter, allowing them to take more risks with their linguistic production and internalize structures more effectively.

When comparing these findings with existing literature, the results strongly support the work of researchers who have advocated for the "creative turn" in language education. Many studies have concluded that while traditional academic writing is necessary for formal competence, it often fails to build the long-term desire to write that is essential for true mastery. This investigation aligns with the findings of Dornyei (2001), who demonstrated that situational motivation—the interest sparked by a specific classroom activity—can have a cumulative effect on a learner's overall goal orientation. However, it is also important to contrast these results with the concerns of some educators who argue that creative writing might lead to a neglect of grammatical accuracy. While the current study showed significant motivational gains, it did not explicitly measure long-term grammatical retention, which remains a subject for further investigation.

Despite the positive outcomes, several factors must be considered when interpreting the broader implications of this research. The study's reliance on a relatively small sample size (N = 60) and a specific demographic of secondary students means that the findings may not be directly applicable to all EFL contexts or age groups. Additionally, the focus on quantitative motivational scores does not

account for the qualitative nuances of the student's creative voice or the complexity of the themes explored in their writing. The constraints of the eight-week timeline also represent a limitation, as deep-seated attitudes toward education are often resistant to quick changes. Furthermore, the reliance on creative prompts highlights a practical challenge: designing and facilitating these activities requires a high degree of teacher creativity and preparation time.

In conclusion, the role of creative writing in fostering student motivation is essential for developing the productive skills of EFL students. To maximize the effectiveness of this intervention, educators should strive to balance formal academic requirements with opportunities for imaginative expression, particularly for early-stage learners who need to build confidence. Future research should investigate how emerging digital tools, such as collaborative storytelling platforms and AI-driven creative prompts, can be integrated with traditional classroom instruction to provide more diverse avenues for expression. Additionally, long-term longitudinal studies are needed to track how early exposure to creative writing impacts a student's overall linguistic proficiency over the course of their education. By continuing to refine these creative strategies, the EFL community can better support students in their journey toward becoming motivated and capable writers.

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AI-POWERED SPEECH RECOGNITION AND LANGUAGE LEARNING: INNOVATIVE TECHNOLOGIES FOR MODERN FOREIGN LANGUAGE EDUCATION

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Abstract: This paper explores the role of artificial intelligence, particularly AI-driven speech recognition systems, in modern foreign language education. It examines leading models — including OpenAI Whisper, Google Speech-to-Text, and Azure Cognitive Speech Services — alongside dedicated language learning platforms such as Duolingo and Elsa Speak that leverage these technologies. The study also analyses the integration of large language models (LLMs) such as Google Gemini and Anthropic Claude as conversational tutors. Special attention is given to the practical application of these tools within Uzbekistan's educational context, with reference to the StuDy project developed by author.

Keywords: artificial intelligence, speech recognition, language learning, EdTech, LLM, personalised education

The global landscape of foreign language education has been fundamentally reshaped by advances in artificial intelligence. Two categories of technology are driving this transformation: automatic speech recognition (ASR) systems, which convert spoken input into text and evaluate pronunciation accuracy, and large language models (LLMs), which enable open-ended conversational practice with intelligent feedback. Together, they address longstanding challenges in language pedagogy — the shortage of qualified teachers, limited access to authentic speaking practice, and the difficulty of delivering personalised instruction at scale [1]. This paper examines the leading AI models deployed in educational settings and situates them within Uzbekistan's rapidly evolving digital education ecosystem.

OpenAI Whisper (2022) is an open-source ASR model trained on 680,000 hours of multilingual audio, supporting 99 languages with near-human accuracy. Its open-source nature makes it especially attractive for developers in emerging markets like Uzbekistan, where proprietary API costs can be prohibitive [2]. Google Speech-to-Text supports over 125 languages including Uzbek and integrates natively with Google Classroom, while Microsoft Azure Cognitive Speech Services scores pronunciation at the phoneme level — evaluating accuracy, fluency, completeness, and prosody — generating feedback that would previously have required a human assessor [3].

Duolingo Max, powered by GPT-4, adds conversational Roleplay exercises and contextual grammar explanations to its platform of over 500 million users; internal data show higher retention among learners who use speaking features [4]. ELSA Speak uses a proprietary ASR model trained on non-native English speech to identify phoneme-level errors — a level of granularity general-purpose ASR systems

do not provide — with clinical studies reporting measurable pronunciation gains after five weeks of use [4]. At the LLM level, Google Gemini generates pedagogically structured content across 40+ languages including Uzbek, and allows educators to deploy custom AI tutors directly in Google Classroom. Anthropic's Claude takes a different approach: its Learning Mode uses Socratic questioning rather than direct answers, encouraging learner-centred interaction aligned with communicative language teaching principles [5].

Uzbekistan's multilingual population — speakers of Uzbek, Russian, Karakalpak, Tajik, and other languages — creates significant demand for localised AI language tools. The government's AI Development Strategy to 2030 and the Five Million AI Prompters initiative reflect institutional commitment to AI-driven education, with English proficiency identified as a key economic priority [6]. A practical demonstration of this potential is StuDy, a course generation platform built by the author at the InnovAItion Hack republican hackathon (25 December 2025). StuDy uses the Gemini API to produce personalised curricula adapted to each learner's knowledge level and preferences, supporting four languages: Uzbek, Karakalpak, English, and Russian. The inclusion of Karakalpak — a low-resource language rarely supported by commercial AI — was made possible by Gemini's robust multilingual architecture, which generated coherent educational content without specialised fine-tuning. The straightforward Gemini API integration enabled a working prototype within hackathon time constraints, illustrating the accessibility of state-of-the-art AI for developers across Uzbekistan.

AI speech recognition and language modelling tools have reached a maturity level that makes them genuinely transformative for foreign language education. Whisper and Azure deliver granular pronunciation feedback previously available only through one-on-one instruction; Duolingo Max, ELSA Speak, and LLM tutors provide scalable personalised practice. For multilingual Uzbekistan, Gemini's cross-lingual capability — spanning Uzbek, Karakalpak, Russian, and English — enables locally relevant tools such as StuDy, pointing toward a future where high-quality language education is accessible to every learner regardless of geography.

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TPACK DEVELOPMENT THROUGH STRUCTURED REFLECTION IN PRESERVICE ENGLISH LANGUAGE TEACHER EDUCATION

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Annotation: This article examines the critical integration of the Technological Pedagogical Content Knowledge (TPACK) framework and reflective practice in the professional development of future English language teachers. By exploring instructional models like Learning-by-Design and reflective microteaching, the study illustrates how structured self-assessment helps pre-service teachers navigate the inherent complexities of digital language education. Key findings highlight the synergy between technological fluency and critical inquiry, emphasizing the role of digital tools as "reflective partners" that support metacognitive growth. Ultimately, the article advocates for a human-centered approach to teacher training that fosters adaptive expertise, professional agency, and sustainable growth in 21st-century tech-mediated classrooms.

Key words: TPACK framework, reflective practice, language teacher education, learning-by-design, reflective microteaching, digital pedagogy, educational technology integration.

Annotatsiya: Ushbu maqola bo‘lajak ingliz tili o‘qituvchilarining kasbiy rivojlanishida texnologik, pedagogik va mazmuniy bilimlar (TPACK) tizimi hamda reflektiv amaliyotning muhim integratsiyasini tadqiq qiladi. “Loyiha asosida o‘rganish” (Learning-by-Design) va reflektiv maykrotiching kabi o‘qitish modellarini o‘rganish orqali tadqiqot tizimli o‘z-o‘zini baholash bo‘lajak o‘qituvchilarga raqamli til ta’limining o‘ziga xos murakkabliklarini yengib o‘tishga qanday yordam berishini ko‘rsatib beradi. Asosiy natijalar texnologik savodxonlik va tanqidiy tahlil o‘rtasidagi sinergiyani (o‘zaro bog‘liqlikni) yoritib beradi hamda raqamli vositalarning metakognitiv rivojlanishni qo‘llab-quvvatlovchi “reflektiv sheriklar” sifatidagi rolini alohida ta’kidlaydi. Yakuniy bosqichda maqola o‘qituvchilarni tayyorlashda inson omiliga yo‘naltirilgan yondashuvni ilgari suradi, bu esa XXI asrning texnologiyalarga asoslangan o‘quv muhitida moslashuvchan tajriba, kasbiy erkinlik va barqaror o‘sishni rag‘batlantiradi.

Kalit so‘zlar: TPACK tizimi, reflektiv amaliyot, til o‘qituvchilari ta’limi, loyiha asosida o‘rganish (learning-by-design), reflektiv maykrotiching, raqamli pedagogika, ta’lim texnologiyalari integratsiyasi.

INTRODUCTION

Teaching English in the digital age is a complex profession characterized by uncertainty and rapid technological evolution. Traditional pedagogical methods are no longer sufficient, as the 21st century requires the integration of online-based teaching and e-learning to make classroom interaction effective. For future English

teachers, mastering the use of technology along with subject knowledge is essential to becoming a competent professional.

The Technological Pedagogical Content Knowledge (TPACK) framework describes the dynamic intersections between technology, pedagogy, and content necessary for effective teaching. However, simply possessing this knowledge is not enough; it must be constructed through reflective practice, which allows teachers to take a critical stance toward their own actions and engage in continuous learning. Integrating these two concepts helps pre-service teachers "unpack" the inherent complexity of teaching with technology [6, p.1017–1054]

TPACK consists of three core knowledge domains: Content Knowledge (CK), Pedagogical Knowledge (PK), and Technological Knowledge (TK). These domains overlap to form sub-components such as Technological Pedagogical Knowledge (TPK) and Technological Content Knowledge (TCK). Recently, the framework was expanded to include Contextual Knowledge (XK), emphasizing that teachers must understand school policies and situational constraints to integrate technology successfully. [5, p.76-78, 6, p.1017-1054]

METHODS

Reflective practice is often framed through Donald Schön's concepts of reflection-in-action (thinking while doing) and reflection-on-action (evaluating events after they occur) [10]. Some researchers also advocate for reflection-for-action, which involves planning for future improvements based on past experiences. Systematic models, such as Gibbs' Reflective Cycle, guide students through description, feelings, evaluation, analysis, and action planning to deepen their insights. [2]

A promising approach for developing TPACK is the *Learning by Design* model, where pre-service teachers create instructional artifacts for real-world contexts. This project-based environment encourages students to implement ideas, receive feedback, and use reflection to articulate their reasoning. Research shows that LBD helps teachers explore the rich connections between technology and subject matter in authentic problem-solving scenarios [3, p.219-234].

Microteaching provides a safe space for repeated experimentation, allowing future teachers to refine their skills through cycles of planning, teaching, and feedback. When combined with reflective journaling, microteaching assists aspiring teachers in making meaningful connections between technology and specific learning objectives. This "teaching ladder" helps eliminate errors and builds stronger confidence in classroom management.

Modern platforms like Padlet serve as interactive spaces where student teachers can upload lesson plans and videos to receive peer and mentor feedback. Such tools foster a "community of inquiry" where knowledge is co-constructed through dialogue rather than delivered top-down. Digital portfolios also allow teachers to curate artifacts and document their professional growth over time [7].

Emerging technologies, including AI-based dashboards and video annotation tools, offer data-informed ways to revisit teaching events. These tools can detect patterns in classroom questioning or language use, providing instant feedback that

complements human judgment. Video-enhanced observation allows teachers to "see themselves teach", surfacing patterns like student disengagement that might elude real-time awareness.

RESULTS

Studies indicate that pre-service teachers often show significant growth in TPK and PK through reflection, as they frequently discuss classroom management and general technology use. However, reflection on CK and TCK often remains superficial in the early stages of training, suggesting that students need more specific guidance to connect technology to the actual subject matter being taught.

Despite its benefits, implementing reflective practice faces challenges such as time constraints and a lack of trained mentors to facilitate the process. Many pre-service teachers initially view reflection as artificial or find it difficult due to their previous exposure to teacher-centered education systems. Resistance to critical self-evaluation can lead to surface-level commentary rather than deep analysis.

To be successful, the integration of technology and reflection must follow principles of pedagogical alignment, teacher agency, and ethical transparency. Technology should serve to amplify human reflection rather than replace it, positioning educators as co-constructors of meaning. Future programs must ensure that tools are supportive rather than evaluative to maintain emotional safety for the learners.

Combining the TPACK framework with structured reflection fosters adaptive and thoughtful educators. This holistic path equips future English teachers with the skills and mindset needed for technologically dynamic environments. Continued research is needed to explore the long-term impact of these practices on teacher effectiveness beyond their initial training.

DISCUSSIONS

The integration of the Technological Pedagogical Content Knowledge (TPACK) framework with structured reflective practice creates a "virtuous cycle" that is essential for pre-service English teachers to become proficient in technology-mediated instruction. This discussion synthesizes how these two concepts interact to transform teacher preparation from mere technical training into a holistic development of professional identity and pedagogical expertise.

Reflective practice serves as the primary mechanism for "unpacking' the inherent complexity of teaching with technology. By employing Schön's (1983) concepts of reflection-in-action, reflection-on-action, and reflection-for-action, future teachers can move beyond routine decision-making toward sensible, evidence-based choices.

Research indicates a non-linear pattern of development across TPACK subdomains. In many instances, pre-service teachers demonstrate rich and vivid growth in Technological Pedagogical Knowledge (TPK) and Pedagogical Knowledge (PK) because they tend to focus on classroom management and general technology use. However, reflection on the content-specific aspects—Technological Content Knowledge (TCK) and Content Knowledge (CK)—often remains superficial in the early stages of training. This suggests that while students can describe how to

use a tool, they need more explicit guidance to articulate why a specific technology is the most effective choice for teaching linguistic concepts like grammar or syntax.

The Learning-by-Design (LBD) environment proves highly effective because it treats TPACK as “complex, multifaceted, and situated”. By designing instructional artifacts for real-world contexts, pre-service teachers are forced to articulate their reasoning and "index" their experiences for future use. Similarly, the “teaching ladder” of reflective microteaching provides a safe space for repeated experimentation. This cyclical process of planning, teaching, and observing helps eliminate errors and allows for the personalization of professional growth, enabling teachers to develop authentic teacher identities.

Despite its potential, several barriers persist in integrating TPACK and reflection. A significant hurdle is the lack of Contextual Knowledge (XK); pre-service teachers often struggle to align technology and content with the specific needs, ages, and proficiency levels of their students. Furthermore, time constraints and institutional pressures often compromise the depth of reflection, leading students to resort to surface-level commentary. Resistance to reflection is also common among students from traditional, teacher-centered backgrounds who may initially find critical self-evaluation “artificial”.

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MULTIMEDIA YORDAMIDA O‘RTA MAKTAB O‘QUVCHILARIDA MADANIYATLARARO KOMPETENSIYANI RIVOJLANTIRISHNING PSIXOLOGIK VA PEDAGOGIK JIHATLARI

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Annotatsiya: Mazkur maqolada katta yoshdagi o‘quvchilarda madaniyatlararo kompetensiyani rivojlantirishning psixologik-pedagogik asoslari tahlil qilingan. O‘smirlik davrining kognitiv, kommunikativ va motivatsion xususiyatlari hamda ularning ta’lim jarayoniga ta’siri yoritilgan. Shuningdek, o‘quvchilarning qiziqishlari, intellektual rivojlanishi va madaniy intellektini shakllantirishda multimedia vositalaridan foydalanish imkoniyatlari ko‘rib chiqilgan.

Kalit so‘zlar: madaniyatlararo kompetensiya, madaniyatlararo kommunikatsiya, multimedia texnologiyalari, katta yoshdagi o‘quvchilar, kognitiv faollik.

Аннотация: В данной статье анализируются психологические и педагогические основы развития межкультурной компетентности у взрослых учащихся. Выделены когнитивные, коммуникативные и мотивационные характеристики подросткового возраста и их влияние на образовательный процесс. Также рассмотрены возможности использования мультимедийных средств в формировании интересов учащихся, их интеллектуального развития и культурного интеллекта.

Ключевые слова: межкультурная компетентность, межкультурная коммуникация, мультимедийные технологии, взрослые учащиеся, познавательная деятельность.

Katta yoshdagi o‘quvchilarda madaniyatlararo kompetensiyani rivojlantirishda ushbu yosh guruhining ijtimoiy-psixologik xususiyatlarini va ular bilan ishlashning pedagogik tamoyillarini hisobga olish kerak, shunda biz keyinchalik multimedia vositalaridan foydalangan holda madaniyatlararo kompetensiyani rivojlantirishga qaratilgan malakali chet tilini o‘qitish metodologiyasini ishlab chiqishimiz mumkin.

O‘rta maktabning yuqori sinflarida o‘qish davri 15 yoshdan 18 yoshgacha bo‘lgan o‘smirlikning oxirgi davri (yoshlik) bilan mos keladi. Bu yoshdagi o‘quvchilarning rivojlanish xususiyatlari L.S. Vygotskiy, L.I. Bojovich, T.V. Dragunova, I.S. Kon, E. Erikson, A.M. Prixozhan va I.N. Tolstix asarlarida o‘rganilgan. Shuni ham ta’kidlash kerakki, yoshga bog‘liq rivojlanish xususiyatlari har bir o‘quvchida o‘zini juda boshqacha namoyon qilishi mumkin, chunki o‘quvchilar o‘zlarini topadigan ijtimoiy muhit, ularning qiziqishlari va moyilliklari hamda xarakteri bilan bog‘liq individual xususiyatlar va bu yoshdagi kognitiv faollik rasmiy mantiqiy operatsiyalarning rivojlanishi bilan belgilanadi. Bu yoshda bilim doirasi sezilarli darajada kengayadi va bu bilim manbalari juda xilma-xil bo‘lishi

mumkin. O‘quvchilar bu bilimlardan voqelik faktlarini tushuntirish uchun foydalanadilar va o‘quv faoliyati amaliy va professional yo‘naltirilgan bo‘ladi.

Ta’lim jarayonining o‘ziga xos xususiyati turli fanlar bo‘yicha bilimlarni tizimlashtirish va fanlararo aloqalarni o‘rnatishdir. Aql rivojlanib borgan sari, bu yoshdagi o‘quvchilar o‘z qiziqishlarini tajriba o‘tkazishga va o‘rganishga intilishadi, kerakli sohada bilimlarini chuqurlashtiradilar. Shunday qilib, diqqatni jamlash vaqti va diqqatni yo‘qotmasdan bir fandan ikkinchi fanga intensiv o‘tish qobiliyati yosh bilan ortib borsa-da, diqqatning o‘zi ko‘proq tanlab, o‘quvchining qiziqishlariga bog‘liq bo‘lib qoladi. Qiziqish o‘rganish motivatsiyasini rivojlantirishda muhim ahamiyatga ega, bu deganda biz "ma’lum bir obyektga hissiy jihatdan yuklangan diqqatni jamlash; bu bilim olish, ufqni kengaytirish va insonning kognitiv faolligini oshirish uchun muhim rag‘batlantiruvchi omil hisoblanadi. Qiziqishni saqlab qolish uchun o‘qituvchining darsdagi xatti-harakati (ularning o‘quvchilarni o‘quv materialiga jalb qilish qobiliyati), o‘quv materiallarining sifati va vizual vositalardan foydalanO'smirning atrofdagi dunyoga va ma'lum bir fanga qiziqishi o'rganish uchun zaruriy shartdir. "Uzluksiz qiziqish bilan kognitiv funktsiyalar va hayotiy ko'nikmalarni rivojlantirish jarayoni sezilarli darajada osonlashadi" [1; 183].

Bu nazariyani M.A. Xolodnaya, O.G. Berestneva va I.S. Kostrikina o‘rgangan. E.G. Azimov va A.N. Shchukin aqlni "shaxsning barcha kognitiv qobiliyatlari tizimi: sezgi, idrok, xotira, tasvir, fikrlash, tasavvur" deb ta’riflashgan. Intellektual xatti-harakatlarning uch shakli ajratiladi: 1) og‘zaki (lug‘at, bilim, o‘qilganlarni tushunish qobiliyati); 2) muammolarni hal qilish qobiliyati; 3) amaliy (qo‘yilgan maqsadlarga erishish qobiliyati). Psixologlar aqlni talabalar tomonidan ma’lum bir yoshga kelib erishilgan aqliy rivojlanish darajasi sifatida ko‘rishadi, bu kognitiv funktsiyalarning rivojlanishida, shuningdek, bilim, ko‘nikma va qobiliyatlarni egallash darajasida namoyon bo‘ladi" [2; 81]. G. Gardner aql turlarini kengaytirdi va to‘ldirdi, ko‘p aql tushunchasini asosladi va aqlning to‘qqiz turini ajratdi:

1) og‘zaki-lingvistik;
2) musiqiy;
3) mantiqiy-matematik;
4) fazoviy;
5) tanaviy-kinestetik;
6) shaxslararo;

7) shaxs ichidagi;
8) naturalistik;
9) ekzistensialistik [3].

Garchi shaxsda bir turdagi aql-zakovat dominant bo‘lsa-da, aralash turlar ko‘proq uchraydi. Bundan tashqari, G. Gardner ko‘pchilik odamlar har qanday aql-zakovat turini yetarli darajada rivojlantirishi mumkinligini ta’kidlaydi. N. Yu. Mamontova G. Gardnerning tadqiqotlariga tayanib, boshqa turdagi aql-zakovatni aniqlashning maqsadga muvofiqligini ta’kidlaydi, uni u shartli ravishda "madaniy aql" deb atashni taklif qiladi, uni u "madaniy belgilarni (odob-axloq qoidalari, muloqot uslublari) tanib olish qobiliyati, boshqa madaniyat (qadriyatlar, an’analar,

urf-odatlar) haqida bilim olishga e’tibor qaratish va muloqotning madaniy oqibatlarini tushunish" deb ta’riflaydi [4; 66].

Madaniy intellekt tushunchasi hissiy jihat bilan chambarchas bog‘liq; zamonaviy lingvodidaktikada hissiy intellekt atamasi qo‘llaniladi. Bu nazariya taniqli hissiyot tadqiqotchisi P. Ekman tomonidan XX asrning ikkinchi yarmida paydo bo‘lgan deb ishoniladi. Hissiy intellekt odatda "shaxsning hissiy sohasini tartibga solish bilan bog‘liq va muvaffaqiyatli ijtimoiylashuv va muloqot uchun zarur bo‘lgan qobiliyatlar, bilimlar va ko‘nikmalar to‘plami" sifatida qaraladi [5; 116]. Turli xil intellekt turlari bir-biri bilan chambarchas bog‘liq bo‘lishi va bir-birining rivojlanishiga ta’sir qilishi mumkin. Katta maktab o‘quvchilarida madaniyatlararo kompetentsiyani rivojlantirishda og‘zaki-lingvistik, shaxslararo, mantiqiy-matematik va madaniy intellekt turlariga tayanish va ularni rivojlantirish muhimdir.

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THE EFFECTIVENESS OF AI TOOLS IN IMPROVING ACADEMIC WRITING SKILLS OF EFL STUDENTS

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Abstract: Academic writing remains one of the most demanding competencies for English as a Foreign Language (EFL) learners, often constrained by limited access to timely and personalized feedback. This study examines whether AI-powered writing tools — including ChatGPT, Grammarly, and QuillBot — can meaningfully improve the academic writing performance of EFL university students. A mixed-methods experimental design was applied over ten weeks with 64 undergraduate students split into control and experimental groups; the experimental group received structured AI tool-assisted writing practice, while the control group followed conventional instructor-feedback methods. Data were gathered through pre-tests and post-tests scored on standardized writing rubrics, alongside Likert-scale questionnaires measuring learner attitudes. Findings demonstrated that the experimental group achieved significantly higher gains in grammatical accuracy, lexical sophistication, and essay coherence, with a mean score improvement of 4.7 points compared to 2.1 in the control group. Qualitative data further revealed elevated writing confidence and metacognitive awareness among AI-assisted students. The study concludes that AI writing tools, when integrated purposefully into EFL writing instruction, serve as effective and scalable complements to traditional pedagogy.

Keywords: AI writing tools, EFL academic writing, ChatGPT, Grammarly, writing feedback, mixed-methods

Introduction

In the age of digital transformation, the ability to produce clear, coherent, and academically appropriate written texts has become a foundational requirement across virtually every discipline in higher education. For EFL students, however, this expectation is compounded by the simultaneous challenge of mastering a foreign language system, navigating unfamiliar academic conventions, and producing work that meets the genre-specific standards of international scholarship.

Scholars have long established that feedback quality and frequency are among the most influential factors in writing development (Hattie & Timperley, 2007; Ferris, 2011). Traditional models of writing instruction, which rely predominantly on delayed, instructor-generated feedback, are increasingly strained by large class sizes and limited contact hours. Simultaneously, the proliferation of AI language tools — ranging from grammar checkers such as Grammarly to large language models like ChatGPT — has introduced the possibility of real-time, individualized writing

support at scale. Early investigations by Fitria (2021) and Koltovskaia (2020) suggested that automated writing evaluation tools could accelerate error recognition, though their effects on higher-order writing skills such as argumentation and cohesion remained understudied.

Despite growing interest in AI-assisted language learning, a critical gap persists in the literature: comprehensive comparative studies that evaluate multiple AI writing tools — rather than a single platform — in their combined effect on EFL academic writing outcomes are scarce. Furthermore, the majority of existing studies originate from East Asian or Western educational contexts, leaving the experiences of EFL learners in Central Asian universities largely unrepresented.

This study therefore addresses two central research questions: (1) To what extent do AI writing tools improve the academic writing performance of EFL university students in terms of grammatical accuracy, lexical range, and essay coherence? (2) What are EFL students' attitudes toward the use of AI tools in their writing process? By answering these questions, this paper aims to generate empirically grounded recommendations for writing instructors and curriculum designers operating in technology-enhanced learning environments.

Methodology

A mixed-methods experimental design was employed, integrating quantitative pre-test and post-test assessments with qualitative Likert-scale and open-response questionnaire data. This approach was selected to enable both statistical measurement of writing skill gains and a richer understanding of students' experiences and perceptions of AI tool use. The study followed a quasi-experimental structure, with intact class groups assigned to experimental and control conditions over a ten-week academic semester.

Sixty-four third-year undergraduate students enrolled in an Academic Writing in English course at a public university in Uzbekistan participated in the study. Participants ranged in age from 19 to 23 years, with 35 female and 29 male students. All participants were native speakers of Uzbek and had been studying English for a minimum of six years. CEFR placement testing conducted prior to the study confirmed that participants fell within the B1 to B2 proficiency range, indicating a lower-intermediate to upper-intermediate level of English competence.

Purposive sampling was used to form two groups of 32 students each — an experimental group and a control group — matched for baseline writing proficiency based on pre-test scores. To ensure compliance with research ethics guidelines, all participants provided written informed consent, and their identities were fully protected through the use of alphanumeric participant codes throughout all phases of data collection and analysis.

Materials and Instrumentation

Three AI writing tools were integrated into the experimental group's writing practice: ChatGPT (GPT-4, OpenAI) for holistic essay feedback and structural suggestions, Grammarly (Premium) for real-time grammar and style correction, and QuillBot for paraphrasing and sentence-level reformulation practice. Students were provided with a tool-use protocol specifying how and when each platform should be

consulted within the writing and revision process, to standardize the nature of AI assistance received.

Writing performance was assessed using a standardized pre-test and post-test, each requiring students to compose a 300-word academic argumentative essay on an assigned topic within a 45-minute timed session. Essays were evaluated using a four-criterion analytic rubric — grammatical accuracy, lexical range, essay coherence, and task achievement — each scored on a scale of 1 to 5, yielding a maximum total score of 20. Rubric scoring was conducted by two independent raters; inter-rater reliability was calculated using Cohen's Kappa ($\kappa = .87$), indicating strong agreement. Student attitudes were assessed via a post-intervention questionnaire comprising 18 Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) organized across three sub-scales: perceived usefulness, ease of use, and impact on writing confidence.

The study was conducted across ten weeks following an established procedural timeline. In Week 1, writing pre-tests were administered to both groups under identical timed conditions, and baseline scores were recorded by research assistants. In Weeks 2 and 3, a two-session AI tool orientation workshop was delivered exclusively to the experimental group, during which appropriate and responsible use of ChatGPT, Grammarly, and QuillBot for academic writing was demonstrated and practiced.

From Weeks 4 through 9, writing instruction was delivered to both groups according to the same course syllabus, covering essay organization, argumentation strategies, and academic vocabulary use. The experimental group was required to submit a first draft to their chosen AI tool(s) before each revised submission, and their AI interaction logs were collected for descriptive analysis. The control group submitted all drafts solely to the course instructor for written feedback, with a standardized turnaround time of one week. In Week 10, post-tests were administered to both groups, followed immediately by the distribution of the attitudinal questionnaire to experimental group participants.

Throughout the study, procedural objectivity was maintained through the use of past passive constructions in all data recording protocols; for instance, tests were distributed, essays were collected, and scores were entered into the analysis database by research assistants who remained blind to group assignment.

Results

Pre-test results confirmed comparability between the two groups at baseline. The experimental group recorded a mean pre-test score of 10.9/20 ($SD = 1.84$), while the control group recorded a mean of 11.1/20 ($SD = 1.91$); an independent samples t-test revealed no statistically significant difference between groups prior to the intervention ($t(62) = 0.42$, $p = .68$).

Following the ten-week intervention, post-test scores showed a substantial divergence. The experimental group achieved a mean post-test score of 15.6/20 ($SD = 1.72$), reflecting a mean gain of 4.7 points. The control group reached a mean of 13.2/20 ($SD = 1.98$), representing a gain of 2.1 points. A paired-samples t-test confirmed the difference in gain scores as statistically significant ($t(62) = 5.34$, $p < .001$, Cohen's $d = 1.34$), representing a very large effect size. Criterion-level

analysis revealed that the experimental group's most pronounced gains occurred in lexical range (+41%) and grammatical accuracy (+36%), with moderate gains also observed in essay coherence (+28%) and task achievement (+22%).

Questionnaire results were broadly positive across all three sub-scales. On perceived usefulness, 91% of experimental group students agreed or strongly agreed that AI tools helped them identify and understand their grammatical errors. On ease of use, 84% reported that the tools were straightforward to incorporate into their writing workflow after the initial orientation. On writing confidence, 78% agreed that receiving immediate AI feedback made them more willing to attempt complex sentence structures and academic vocabulary in their essays.

Analysis of open-response questionnaire items surfaced two dominant qualitative themes: immediacy of feedback and reduced writing anxiety. Students consistently described the value of receiving corrections instantly, without the week-long wait associated with instructor feedback, and several noted that AI tools made the revision process feel less judgmental and more exploratory.

Discussion

The results of this study clearly indicate that EFL students who used AI writing tools during a structured ten-week writing course significantly outperformed their peers who relied exclusively on instructor feedback, particularly in lexical range and grammatical accuracy. Both research questions are addressed by these findings: AI tools produced measurable writing gains and were perceived positively by the students who used them.

The observed improvements can be interpreted through the framework of Incidental Learning (Nation, 2001), which holds that language features encountered repeatedly in meaningful contexts are more durably acquired than those studied in isolation. When students received AI corrections on vocabulary and grammar within the context of their own essays — writing they had personal investment in — the feedback was more contextually relevant and therefore more likely to be retained. Additionally, Dual Coding Theory (Paivio, 1991) offers a complementary explanation: ChatGPT's tendency to explain its corrections in plain language alongside the revision itself provided students with simultaneous verbal and conceptual encoding, deepening the processing of new linguistic information.

These findings are broadly consistent with those of Fitria (2021), who reported that EFL students using Grammarly demonstrated improved grammatical awareness, and with Koltovskaia (2020), who found that automated feedback tools increased revision engagement. However, the present study extends prior work by demonstrating that combining multiple AI platforms — each targeting a different level of writing (sentence grammar, paraphrase, and whole-essay structure) — produces larger gains than single-tool interventions reported in earlier research. This multi-tool approach appears to address a wider range of writing competencies simultaneously.

Several limitations of this study must be acknowledged. The quasi-experimental design using intact classroom groups introduces the possibility of selection bias, as students could not be randomly assigned. The study was also

conducted within a single disciplinary and institutional context, which may limit the transferability of findings to other subject areas or educational systems. Furthermore, while the ten-week period was sufficient to detect significant gains, it does not permit conclusions about whether AI tool use leads to lasting writing improvement or fosters dependency on external correction.

For practitioners, this study recommends that writing instructors consider integrating a structured multi-tool AI protocol into their courses, particularly in contexts where high student-to-instructor ratios make individualized feedback difficult to sustain. Explicit guidance on how to interpret and apply AI suggestions — rather than simply accepting them — is essential to ensuring that students develop genuine writing competence rather than tool dependency. Future research should explore the long-term retention of writing gains after AI tool use is discontinued, the differential effectiveness of AI tools across CEFR proficiency levels, and the role of AI feedback in genre-specific writing tasks beyond argumentation.

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AKTUELLE PROBLEME DER VERMITTLUNG INTERKULTURELLER KOMMUNIKATION IM FREMDSPRACHENUNTERRICHT

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Annotation. Der vorliegende Artikel beschäftigt sich mit aktuellen Problemen der Vermittlung interkultureller Kommunikation im Fremdsprachenunterricht. In der modernen globalisierten Gesellschaft gewinnt die Entwicklung interkultureller Kompetenz zunehmend an Bedeutung. Der Beitrag analysiert die wichtigsten Schwierigkeiten im Unterrichtsprozess, darunter den Mangel an authentischen Materialien, traditionelle Lehrmethoden, fehlende kommunikative Praxis sowie sprachliche und kulturelle Barrieren. Außerdem werden moderne Methoden und digitale Technologien zur Förderung interkultureller Kommunikation vorgestellt. Besondere Aufmerksamkeit wird der Rolle der Lehrkraft als Kulturvermittler gewidmet. Die Ergebnisse der Untersuchung zeigen, dass die interkulturelle Kompetenz eine wichtige Voraussetzung für erfolgreiche internationale Kommunikation ist.

Schlüsselwörter: interkulturelle Kommunikation, Fremdsprachenunterricht, interkulturelle Kompetenz, Kultur, Kommunikation, Unterrichtsmethoden, Digitalisierung, Sprachlernen, kulturelle Unterschiede, internationale Zusammenarbeit

In der heutigen globalisierten Welt spielt die interkulturelle Kommunikation eine immer wichtigere Rolle. Menschen aus verschiedenen Ländern und Kulturen kommunizieren täglich miteinander – im Studium, im Beruf und im Alltag. Deshalb reicht es im Fremdsprachenunterricht nicht mehr aus, nur Grammatik und Wortschatz zu lernen. Die Lernenden müssen auch die Kultur, Traditionen und Kommunikationsweisen anderer Länder verstehen. Die Vermittlung interkultureller Kommunikation gehört heute zu den wichtigsten Aufgaben des modernen Fremdsprachenunterrichts.

Viele Wissenschaftler betonen die wichtige Rolle der interkulturellen Kommunikation im Fremdsprachenunterricht. Nach Michael Byram fördert die interkulturelle Kompetenz das gegenseitige Verständnis zwischen verschiedenen Kulturen [1]. Claire Kramsch hebt hervor, dass Sprache und Kultur eng miteinander verbunden sind und deshalb gemeinsam vermittelt werden müssen [2]. Gerhard

Neuner beschreibt moderne Unterrichtsmethoden zur Entwicklung kommunikativer und kultureller Fähigkeiten der Lernenden [3].

Interkulturelle Kommunikation bedeutet die Kommunikation zwischen Menschen unterschiedlicher kultureller Hintergründe. Dabei spielen Sprache, Werte, Traditionen, Verhaltensnormen und Denkweisen eine große Rolle. Missverständnisse entstehen oft nicht wegen sprachlicher Fehler, sondern wegen kultureller Unterschiede. Deshalb sollen Fremdsprachenlernende lernen, tolerant, offen und respektvoll gegenüber anderen Kulturen zu sein.

Die interkulturelle Kompetenz spielt im modernen Fremdsprachenunterricht eine wichtige Rolle. Sie hilft den Lernenden, andere Kulturen besser zu verstehen und die Besonderheiten verschiedener Traditionen, Werte und Kommunikationsformen kennenzulernen. Außerdem trägt sie dazu bei, Konflikte und Missverständnisse zwischen Menschen unterschiedlicher Kulturen zu vermeiden. Durch die Entwicklung interkultureller Kompetenz können die Lernenden erfolgreicher mit Menschen aus anderen Ländern kommunizieren und ihre sprachlichen Fähigkeiten in realen Situationen anwenden. Darüber hinaus fördert sie Toleranz, Respekt und Offenheit gegenüber anderen Kulturen. Dies stärkt nicht nur die persönliche Entwicklung der Studierenden, sondern auch die internationalen Beziehungen und die Zusammenarbeit zwischen verschiedenen Ländern.

Im Fremdsprachenunterricht fördert die interkulturelle Kompetenz nicht nur die sprachlichen Fähigkeiten, sondern auch die persönliche Entwicklung der Studierenden.

Trotz der großen Bedeutung gibt es heute viele Probleme bei der Vermittlung interkultureller Kommunikation.

1. Mangel an authentischen Materialien

In vielen Lehrbüchern gibt es nur wenige authentische Informationen über Kultur und Alltag der Zielsprachländer. Oft werden nur stereotype oder oberflächliche Beispiele präsentiert. Dadurch bekommen die Lernenden kein realistisches Bild der fremden Kultur.

2. Traditionelle Unterrichtsmethoden

In einigen Bildungseinrichtungen dominiert noch immer der grammatikorientierte Unterricht. Die Lehrkräfte konzentrieren sich hauptsächlich auf Regeln, Übersetzungen und Tests. Kommunikations- und Kulturkompetenzen werden oft vernachlässigt.

3. Fehlende praktische Kommunikation

Viele Studierende haben wenig Kontakt zu Muttersprachlern oder internationalen Lernenden. Ohne echte Kommunikation ist es schwierig, interkulturelle Erfahrungen zu sammeln und kommunikative Fähigkeiten zu entwickeln.

4. Sprachliche und kulturelle Barrieren

Unterschiedliche Mentalitäten, Gestik, Höflichkeitsformen und Kommunikationsstile können Missverständnisse verursachen. Manche Lernende haben Angst vor Fehlern oder fühlen sich unsicher im Umgang mit fremden Kulturen.

5. Digitale Herausforderungen

Obwohl moderne Technologien viele Möglichkeiten bieten, werden digitale Ressourcen nicht immer effektiv genutzt. Nicht alle Lehrkräfte verfügen über ausreichende digitale Kompetenzen für den interkulturellen Unterricht.

Um diese Probleme zu lösen, sollten moderne Unterrichtsmethoden aktiv im Fremdsprachenunterricht eingesetzt werden. Besonders wichtig ist der Einsatz authentischer Videos, Podcasts und Filme, da sie den Lernenden helfen, die Sprache und Kultur der Zielsprachländer besser zu verstehen. Internationale Online-Projekte und Videokonferenzen ermöglichen den direkten Kontakt mit Menschen aus anderen Ländern und fördern die praktische Kommunikation. Ebenso spielen Diskussionen über kulturelle Unterschiede eine bedeutende Rolle, weil sie das interkulturelle Verständnis und die Toleranz entwickeln. Rollenspiele und Gruppenarbeiten schaffen reale Kommunikationssituationen und verbessern die sprachlichen Fähigkeiten der Lernenden. Darüber hinaus tragen Austauschprogramme und internationale Kooperationen zur Entwicklung interkultureller Kompetenz bei. Auch die Nutzung sozialer Netzwerke und digitaler Plattformen bietet zahlreiche Möglichkeiten für moderne und effektive Kommunikation. Diese Methoden motivieren die Lernenden und machen den Unterricht interessanter und praxisorientierter.

Die Lehrkraft spielt eine zentrale Rolle bei der Entwicklung interkultureller Kompetenz. Sie soll nicht nur Sprachwissen vermitteln, sondern auch als Kulturvermittler auftreten. Moderne Fremdsprachenlehrer müssen offen, tolerant und kommunikativ sein sowie moderne Technologien anwenden können.

Zusammenfassend lässt sich sagen, dass die Vermittlung interkultureller Kommunikation im Fremdsprachenunterricht heute von großer Bedeutung ist. Trotz verschiedener Probleme bieten moderne Technologien und innovative Methoden viele Möglichkeiten zur Verbesserung des Unterrichts. Die Entwicklung interkultureller Kompetenz hilft den Lernenden, erfolgreich in einer internationalen Gesellschaft zu kommunizieren und gegenseitiges Verständnis zwischen Kulturen zu fördern.

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OLIY TA’LIMDA MUQOBIL VOSITALARI (AUDIO SHAKLDAGI YOZUVLAR ASOSIDA) DAN SAMARALI FOYDALANGAN HOLDA TALABALAR BILIMINI BAHOLASHNING USULLARI VA XUSUSIYATLARI

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Annotatsiya: Maqola oliy ta’lim tizimini yanada takomillashtirish chora-tadbirlarini amalga oshirish maqsadida tanlangan bo‘lib, ta’lim jarayonini samarali va sifatli tashkil etish, talabalar kompetensiyalarini shakllantirishda muhim ahamiyatga egadir. Oliy ta’lim sifatini ta’minlashda talabalar bilimini baholash metodikasining nazariyasi, talabalarning auditoriyadagi, auditoriyadan tashqari o‘quv-bilish faoliyatini baholash, baholash turlari, talabalar faoliyatini baholashning o‘ziga xos xususiyatlarini tahlil etish va didaktik maqsadlarini belgilash bo‘yicha tegishli bilim, ko‘nikma, malaka va kompetensiyalarni takomillashtirish, baholashning muqobil vositalaridan samarali foydalanish va rivojlantirish metodikasini ishlab chiqishga alohida zarurat mavjud. Mazkur maqolada ta’lim jarayonida talabalar bilimini baholashda baholashning muqobil vositalaridan samarali foydalanishning yangicha metodlarining ilmiy-amaliy jihatlari ko‘rsatiladi.

Kalit so‘zlar: oliy ta’lim, oliy ta'limda baholashning muqobil vositalari, portfoliolar, loyiha ishlari, prezentatsiyalar va og‘zaki taqdimotlar, o‘zini baholash va o‘zaro baholash, autentik baholash, portativ testlar va interaktiv baholash vositalari, audio shakldagi yozuvlar asosida baholash.

Abstract: This article is devoted to improving the system of higher education by enhancing the effectiveness and quality of organizing the student assessment process. It examines the theoretical foundations of assessment methodology in ensuring the quality of higher education, analyzes the types and specific features of assessing students’ in-class and extracurricular learning activities, and identifies their didactic objectives. The paper also highlights approaches aimed at developing students’ knowledge, skills, competencies, and professional abilities. Furthermore, it substantiates the scientific and practical aspects of the effective use of alternative assessment tools and presents methodological recommendations for their implementation in the educational process.

Keywords: higher education, alternative assessment tools in higher education, portfolios, project-based assignments, presentations and oral presentations, self-

assessment and peer assessment, authentic assessment, portable tests and interactive assessment tools, assessment based on audio recordings.

O‘zbekiston Respublikasi ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi ta’lim tizimida talabalarning o‘quv modullardan savodxonlik darajasini baholashning milliy tizimini yaratish, ta’lim-tarbiya jarayoniga individuallashtirish tamoyillarini tatbiq etish, davlat ta’lim standartlarida ko‘zda tutilgan kompetensiyalarni baholash mezonlarini ishlab chiqish [1, 37] kabi dolzarb funksiyalarni ilgari surgan. Amaldagi bakalavriat yo‘nalishi davlat ta’lim standartlari kompetensiyaviy yondashuvga asoslanganligiga qaramasdan, o‘qitish va baholash metodlari asosan o‘quv materiali va axborotni yodlash hamda bayon qilishga qaratilganligi, tanqidiy fikrlash, axborotni mustaqil izlash va tahlil qilish ko‘nikmalari va boshqa malakalarni rivojlantirishga yo‘naltirilgan nazorat va baholash, baholashning muqobil vositalaridan samarali foydalanish metodlarini chuqur tahlil etish zaruriyatini talab etadi.

Talabalar bilimining nazorati va baholash - bu ta’lim jarayonining eng muhim va o‘qituvchidan katta mahorat va ijodkorlik talab etadigan tarkibiy qismi hisoblanadi. O‘qituvchi mohirlik bilan talabalar bilimini nazorat va baholash vaqtini to‘g‘ri belgilashi, nazorat va baholashning turli usullaridan, jumladan, baholashning muqobil usullaridan foydalangan holda talabalarni butun mashg‘ulot davomida samarali ishlashini ta’minlay olishi kerak. O‘qitishning talab darajasidagi natijalariga erishish, ta’lim jarayonini mukammallashtirishda nazorat va baholashning ahamiyati benihoya katta. Nazorat va baholash talabalarning tayyorgarlik darajasini aniqlash, ularning bilim va malakalaridagi bo‘shliqlarni to‘ldirish imkonini beradi. Bu belgilangan vazifalarni amalga oshirish dolzarb masalalardan bo‘lib qolmoqda [2].

Baholash — bu talabaning ta’lim jarayonida egallagan bilim, ko‘nikma va kompetensiyalarini aniqlash, tahlil qilish va qiymat berish jarayoni. U nafaqat natijani, balki jarayonni ham o‘lchashga xizmat qiladi.

3-Renesans jarayoni jamiyat hayotining barcha sohalarini qamrab olgan hozirgi kunda mamlakatimizdagi ta’lim tizimi oldidagi muhim funksiyalaridan biri o‘sib kelayotgan yosh avlodga ta’lim, tarbiya berishning yangi va samarali usullarini yaratish, talabalarning bilim darajalariga bo‘lgan talabni ko‘tarish, o‘qitishning rejalashtirilgan natijalariga erishish hisoblanadi.

Oliy ta’lim jarayonini tashkil etish, ta’lim jarayonida talabalar bilimini baholashning metodik masalalari respublikamiz olimlaridan K.Jalilov, M.Xolmanova, M.Zakirova, Sh.Abdurahim, Z.Mirvaliyev, J.Tolipovaning tadqiqotlarida o‘z aksini topgan.

Ma’lumki, o‘zlashtirilgan o‘quv materiallari vaqt o‘tgan sari talabalarning xotirasidan chiqadi. Bu talaba bilimi va ko‘nikmalarini ishga solish, ulardan foydalanishga talab bo‘lmasa ayniqsa sezilarli bo‘ladi. Talabalar bilimini muntazam nazorat va baholash o‘zlashtirilgan bilim, ko‘nikma, malaka va kompetensiyalarni yangi va kutilmagan vaziyatlarda amalda qo‘llash orqali yangi bilimlarni o‘zlashtirish, shuningdek, mustahkamlash, takrorlash imkonini beradi. Takrorlash esa talaba xotirasini charxlab boruvchi profilaktik chora sifatida nazorat va baholash bilan chambarchas bog‘liq [3].

An’anaviy baholash tushunchasi — bu talabaning bilimini o‘lchashda uzoq yillardan beri qo‘llaniladigan, ko‘proq natijaga yo‘naltirilgan, standart baholash shakllaridir.

An’anaviy baholash usullari oliy ta’limda yillar davomida sinovdan o‘tgan va zarur bo‘lsa-da, ular talabalarning moslashuvchan fikrlashi, muammo yechish va hayotiy kompetensiyalarini baholashda yetarli emas. Shuning uchun, zamonaviy ta’lim yondashuvlari bilan integratsiyalashuvi bugungi kunda oliy ta’lim muassasasi baholash tizimida muhim sanaladi. Muqobil va innovatsion baholash usullari bilan esa kompleks yondashuv asosida qo‘llanilgandagina to‘liq natija berishi mutaxassislar tomonidan ijobiy baholanmoqda.

Muqobil baholash — bu zamonaviy ta’lim talablariga mos keluvchi, talabani shunchaki bilim egasi emas, balki faol, ijodkor va reflektiv shaxs sifatida baholovchi yondashuvdir. Bu usullar orqali talaba o‘zini chuqur tahlil qiladi, o‘z o‘rganishini boshqaradi va haqiqiy hayotiy vaziyatlarga tayyorlanadi.

Talabalar bilimini baholashning muqobil vositalaridan samarali foydalanish orqali:

- Talabalarni faollikka va mustaqil fikrlashga undaydi;
- Real hayotga yaqin vaziyatlarda fikrlash va ish yuritish imkonini beradi;
- Baholash jarayonida o‘zini anglash, o‘zini nazorat qilish rivojlanadi;
- Tanqidiy va ijodiy fikrlash, muloqot, hamkorlik ko‘nikmalarini baholash mumkin.

Muqobil baholash vositalari an’anaviy test va imtihonlardan farqli ravishda talabalarning nafaqat bilim darajasini, balki ularning amaliy ko‘nikmalari, ijodkorligi, tanqidiy fikrlashi va yondashuvlarini baholashga qaratilgan. Ushbu baholash vositalari o‘quv jarayonining yanada to‘liq va kengroq tahlilini ta’minlab, ta’lim sifatini oshirishga xizmat qiladi [4,67].

Audio shakldagi yozuvlar asosida baholash — bu talabalar nutqini, tinglash qobiliyatini va og‘zaki ifoda ko‘nikmalarini baholash uchun qo‘llaniladigan muqobil baholash vositalaridan biridir. Bunday baholashning ahamiyati quyidagilardan iborat:

- **Og‘zaki ko‘nikmalarni rivojlantirish va baholash**

Talabaning nutqini aniqlik, ravonlik va tushunarli ifodalash qobiliyatini o‘lchashga yordam beradi. Bu ayniqsa til o‘rganishda, kommunikativ ko‘nikmalarni baholashda muhimdir.

- **Tinglash va tushunish qobiliyatini o‘lchash**

Talabalar ma’lum matn yoki topshiriqni tinglab, keyin javob berishi yoki o‘z fikrini ifodalashi mumkin. Bu esa ularning tinglash va tushunish ko‘nikmalarini baholashda qo‘l keladi.

- **Talabaning shaxsiy ovozini, intonatsiyasini va talaffuzini baholash imkoniyati**

Matnlarni yoki nutq qismlarini o‘qish orqali talaffuz, urg‘u va intonatsiyaga e’tibor beriladi, bu til o‘rgatishda ayniqsa foydalidir.

- **Baholash jarayonining interaktiv va ijodiy shakllari**

Talabalar audio yozuv orqali o‘z fikrlarini mustaqil ravishda ifodalashga o‘rganadilar, bu esa ularning ijodiy va tahliliy ko‘nikmalarini oshiradi.

- **An’anaviy yozma testlardan farqli o‘laroq, ko‘proq real hayotga yaqin baholash**

Kundalik muloqotda kerak bo‘ladigan nutq ko‘nikmalarini baholash imkonini beradi, ya’ni tilni amaliy qo‘llashni ko‘rsatadi.

- **Moslashuvchanlik va qulaylik**

Talabalar baholashni o‘zlariga qulay vaqtda amalga oshirishi mumkin, ayniqsa onlayn ta’limda bu juda qulay [5,287].

Muqobil baholash vositalari oliy ta’lim tizimida an’anaviy baholash usullarining cheklovlarini bartaraf etishda muhim rol o‘ynaydi. Ushbu vositalar talabalar bilimini nafaqat faktlar bo‘yicha, balki ularning amaliy ko‘nikmalari, ijodiy va tanqidiy fikrlash qobiliyatlari, shuningdek, o‘zini anglash darajasi asosida baholash imkonini beradi. Shunday qilib, muqobil baholash o‘quv jarayonini yanada interaktiv, qiziqarli va samarali qiladi.

Xulosa qilib aytganda, muqobil baholash vositalari oliy ta’limda talabalarning individual o‘sishi va rivojlanishiga yo‘naltirilgan, samarali baholashni ta’minlaydigan muhim vositalardan biri hisoblanadi. Ularning har biri o‘zining afzalliklari va imkoniyatlariga ega bo‘lib, ta’lim jarayonining turli bosqichlarida va fanlarida qo‘llanilishi mumkin. Shuning uchun, oliy ta’lim muassasalari uchun muqobil baholash vositalarini tizimli ravishda joriy etish va doimiy ravishda takomillashtirib borish ta’lim sifatini oshirish yo‘lida muhim qadamdir.

TALABALAR BILIMINI BAHOLASHNING MUQOBIL VOSITALARIDA FOYDALANISH UCHUN HIKOYA NAMUNASI

O‘tkir Hoshimovning “Tush hikoyasi” matnini audio shaklda ifodali o‘qilishi baholashning muqobil vositasi sifatida talabalarga quyidagi imkoniyatlarni beradi:

3. **Til ko‘nikmalarini yaxshilash**: Talabalar matnni og‘zaki ifoda orqali o‘qib, talaffuz, intonatsiya va ohangni rivojlantiradi. Bu ularning nutq madaniyatini oshiradi.
4. **Tushunishni chuqurlashtirish**: Matnni ovoz bilan ifodalash talabalarning mazmunni yaxshiroq anglashiga yordam beradi, chunki ular so‘zlar orasidagi hissiyotni va kontekstni ovoz orqali his qiladilar.
5. **Ijodiy qobiliyatlarni rivojlantirish**: Talabalar o‘z ovozini qanday ishlatishni o‘rganib, matnga o‘z ijodiy yondashuvlarini qo‘shish imkoniga ega bo‘ladilar.
6. **O‘zini baholash imkoniyati**: Audio yozuvni tinglab, talabalar o‘z ifodalaridagi kamchilik va kuchli tomonlarni ko‘rib chiqishi mumkin.
7. **Rag‘batlantirish va ishtiyoq oshirish**: Ovoz bilan ifodalash mashqlari darsni yanada qiziqarli va interfaol qiladi, bu esa talabalarning motivatsiyasini oshiradi.

8. **Baholashda muqobil yondashuv**: O‘qituvchi uchun matnni faqat yozma shaklda emas, balki og‘zaki ifodada ham baholash imkonini beradi, bu esa talabalarning tilni har tomonlama o‘zlashtirishini ta’minlaydi.

Umuman olganda, audio shaklda ifodali o‘qish talabalarning til ko‘nikmalarini yaxshilashga, ijodkorlikni rivojlantirishga va o‘ziga bo‘lgan ishonchni oshirishga yordam beradi.

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O‘ZBEK TILINING SOHADA QO‘LLANILISHI FANINI TABIIY VA QISHLOQ XO‘JALIGI FANLARI FAKULTETI O‘ZGA TILLI GURUH TALABALARIGA O‘QITISHDA FAN MAVZULARI YUZASIDAN BERILADIGAN KEYS VA TOPSHIRIQLARNING O‘ZIGA XOS XUSUSIYATLARI

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Annotatsiya. Maqolada tabiiy va qishloq xo‘jaligi fanlari fakulteti o‘zga tilli guruhlarida "O‘zbek tilining sohada qo‘llanilishi" fanini o‘qitishning o‘ziga xos jihatlari keng qamrovli tarzda tahlil qilinadi. Unda agrar va tabiiy fanlar ta’lim jarayonida o‘zbek tilidan foydalanishning ilmiy-metodologik asoslari, soha terminologiyasi hamda professional muloqotning lingvistik, psixologik va amaliy jihatlari ko‘rib chiqiladi. Bundan tashqari, ilmiy diskursning grammatik xususiyatlari, qishloq xo‘jaligi sohasi hujjatlarini rasmiylashtirish madaniyati hamda zamonaviy pedagogik texnologiyalardan foydalanishning afzalliklari keng qamrovda yoritilgan. Maqolada, shuningdek, talabalarning kasbiy muloqot, ilmiy axborot almashinuvi hamda ishlab chiqarish va sohada samarali kommunikatsiya ko‘nikmalarini egallashi uchun zarur didaktik yondashuvlar tahlil qilinadi.

Kalit so'zlar: qishloq xo‘jaligi terminologiyasi, kasbiy diskurs, kommunikativ yondashuv, ilmiy kommunikatsiya, hujjat tayyorlash, qishloq xo‘jaligi atamalari, pragmatika, til kompetentsiyasi.

Abstract: The article provides a comprehensive analysis of the specific aspects of teaching the course ‘Application of Uzbek Language in the Field’ in the foreign-language groups of the Faculty of Natural and Agricultural Sciences. It examines the scientific and methodological foundations for using the Uzbek language in the education of agrarian and natural sciences, the terminology of the field, and the linguistic, psychological and practical aspects of professional communication. Furthermore, the grammatical features of scientific discourse, the culture of formalising agricultural sector documents, and the advantages of using modern pedagogical technologies are comprehensively covered. The article also analyses the didactic approaches necessary for students to acquire professional communication, scientific information exchange, and effective communication skills in production and the industry.

Keywords: agricultural terminology, professional discourse, communicative approach, scientific communication, document preparation, agricultural terms, pragmatics, language competence.

O‘zbek tili davlat tili sifatida barcha sohalarda, xususan tabiiy va qishloq xo'jaligi fanlari fakulteti o‘zga tilli guruhlari talabalariga ham rasmiy, kasbiy va amaliy nutqning asosiy vositasi hisoblanadi. Zamonaviy tabiiy va qishloq xo'jaligining rivojlanishi, mamlakatda sohaga qo‘yilayotgan talablarning oshishi mutaxassislardan faqat yuqori ilmiy tayyorgarlikni emas, balki kasbiy nutq madaniyatini chuqur egallashni ham taqozo etmoqda. Talabalarda qishloq xo'jaligi va tabiiy fanlarga oid terminologiyani o‘zlashtirish, kasbiy muloqot qilish va ilmiy hujjatlar yozish ko‘nikmalarini rivojlantirishda modul davomida kengaytirilgan tushuntirish, misollar va amaliy tavsiyalar bilan boyitiladi [5,7].

Shu nuqtayi nazardan, oliygohlarida “O‘zbek tilining sohada qo‘llanilishi” fani alohida o‘quv moduli sifatida bo‘lajak mutaxassislarning kasbiy lingvistik savodxonligini shakllantirishga qaratilgan.

Mazkur maqolada aynan shu fan doirasidagi o‘qitish jarayonining mazmuni, metodik xususiyatlari, keys va topshiriqlarning o‘ziga xos xususiyatlari hamda amaliy ahamiyati yoritiladi.

Bugungi kunda zamonaviy mutaxassis nafaqat kasbiy bilim va ko‘nikmalarga ega bo‘lishi, balki muloqot madaniyati, kasbiy terminologiya, nutq madaniyatini ham egallashi talab qilinadi. Ishlab chiqarish jarayonida mutaxassis, ishchi va fermerlar o‘rtasida davlat tilida lo‘nda va tushunarli muloqot qilish malakasini oshirish, ilmiy matnlar bilan ishlash: sohaga oid ilmiy maqolalar, tavsiyanomalar, loyihalar va yo‘riqnomalarni tahlil qilish hamda yozish qobiliyatini rivojlantirish, o‘zbek tilida hujjatlarni to‘g‘ri rasmiylashtirish kabi ko‘nikmalar alohida ahamiyat kasb etadi [4,3].

Shu sababli, oliygohlarda “O‘zbek tilining sohada qo‘llanilishi” fani amaliy yo‘naltirilgan modul sifatida o‘qitilmoqda. Mazkur fan talabalarda kasbiy-kommunikativ kompetensiyalarni shakllantirish, soha terminologisini ongli o‘zlashtirish maqsadida ishlab chiqilgan.

“O‘zbek tilining sohada qo‘llanilishi” fanini o‘qitishdan maqsad ixtisoslik bo‘yicha bilimli, zukko, og‘zaki va yozma savodxonligi yetuk mutaxassisni tayyorlash uchun talabalarda mutaxassislik tili bilimlarini – so‘z va terminlarni qo‘llash, gap va matnlarni to‘g‘ri hamda mantiqli tuzish, nutqiy etiketni va notiqlik mahorati bo‘yicha bilim, ko‘nikma va malakani shakllantirishdir. “O‘zbek tilining sohada qo‘llanilishi” fani doirasida talabalarga o‘z sohasidagi so‘z va terminlarning shakllanish va qo‘llanish, yasalish va kirib kelish xususiyatlarini, ilmiy matnlarning tuzilishi, matnga so‘z va termin tanlash, matnni tahrir qilish – kengaytirish va qisqartirish, matn va hujjatlarni to‘g‘ri yozish, dastlabki ilmiy ishlarini yozishga o‘rgatish, nutq turlari, nutqiy faoliyat, nutqning kommunikativ xususiyatlari, nutqiy etiket, nutqning tarkibiy qismlari, nutq tuzish usullari o‘rgatiladi [3,4].

O‘quv jarayonida terminlarni nafaqat yodlash, balki ularni sohaviy kontekstlarda qo‘llash muhim hisoblanadi. Shu sababli, fan doirasida terminlarning semantik maydoni, etimologiyasi alohida o‘rganiladi. Sohada nutqning to‘g‘ri qo‘llanilishi ish jarayonining samaradorligiga bevosita ta’sir qiladi. Aniq, qisqa va ilmiy asoslangan nutq kasbiy muloqotning negizidir.

“O‘zbek tilining sohada qo‘llanilishi” modulida terminologiyani o‘rgatish ayniqsa, tabiiy va qishloq xo'jaligi yo‘nalishidagi ta’lim muassasalari uchun juda muhimdir. Sohaviy terminlar aniq ilmiy tushunchalarni ifodalash bilan birga, kasbiy nutq madaniyatining muhim qismi hisoblanadi.

Soha terminologiyani o‘zlashtirishning ahamiyati:

1. Kasbiy nutqni rivojlantirish – talabalar o‘z kasbiga oid tushunchalarni to‘g‘ri ishlatish orqali aniq va tushunarli muloqot qila oladi;
2. Fanlararo integratsiya – tabiiy va qishloq xo'jaligi hamda tilshunoslik fanlari o‘zaro bog‘liq bo‘lib, terminlarni o‘zlashtirish aniq fanlar bilan til o‘rganish jarayonini birlashtirish imkonini beradi;
3. Ilmiy tadqiqot va yozish malakasini oshirish –soha terminlari asosida ilmiy maqolalar, referatlar va hisobotlarni yozish ko‘nikmasi shakllanadi [6].

Bu jihatlar “O‘zbek tilining sohada qo‘llanilishi” amaliy mashg‘ulotlarida alohida mashqlar, keyslar va topshiriqlar orqali mustahkamlanadi.

Zamonaviy darslarda quyidagi metodlar samarali hisoblanadi: rol o‘yinlari; vaziyatlar tahlili (case-study); topishmoqlar; terminologiya lug‘atlari bilan ishlash; multimediya platformalari.

Keys va topshiriqlar namunalari:

1-keys: Dehqon xo‘jaligida hosildorlik past.

Topshiriq: Muammoni aniqlab, ilmiy asosda tavsiyalar yozing.

2-keys: Laborator natijalarni izohlash vaziyati. Laboratoriyada tuproq tahlili natijalari.

Topshiriq: Natijalarni oddiy va ilmiy tilda tushuntiring.

3-keys: Hujjat matnidagi imloviy, ishoraviy hamda uslubiy xatolar ustida ishlash.

Topshiriq: Quyidagi hujjat matnida yo‘l qo‘yilgan imloviy, ishoraviy hamda uslubiy xatolarni toping.

Tafsiya noma

Man Topilova Naziraning 1992 yildan buyon taniyman. 1994 yildan boshlab bugungi kungacha birga juda yaxshi ishlab kelmoqdamiz. Shu davr ichida Topilova Nazira qishloq xo'jaligi sohasida yetuk mutaxassis sifatida tanildi.

N. Topilova nafaqat qishloq xo'jaligi sohasida, balkim oilaviy-ahloqiy jixatdan va ijtimoiy faoliyat sohasida ham na’munali insondir. U o‘ziga topshirlgan ishni halollik bilan va maromiga yetkazib bajaradi. Intizomliligi, madaniyatliligi bilan ham kasblari orasida obro‘ qozongan.

Nazira oilada ushta bolaning onasi va mexribon rafiqadir. N. Topilova ishtimoiy hayotida ham faol ishtirog etib kelmoqda.

N. Topilovaning yuqoridagi sngari faziylatlari uning har qanday ma’sul ishni bajara olishiga ishonch bildirishga asos bo‘ladi. Shuni uchun man N. Topilovani bo‘lim mudiri lavozimida ishlashga tafsiya etaman.

Rahbar muovini Sanobar Rahimova [2,113]

Nazorat savollari (testlar) namunalari:

1. Kasbiy tili deganda nimani tushunasiz?

A. Mutaxassislikka xos til

B. Badiiy nutq
C. Siyosiy nutq
D. Kundalik so‘zlashuv

2. Rasmiy-idoraviy uslub qayerda qo‘llaniladi?
A. Hujjatlarda
B. Badiiy asarlarda
C. She'rlarda
D. Matnlarda

Bu metodlar orqali talabalar real vaziyatlarni og‘zaki va yozma nutqda ravon bayon qilishga o‘rganishadi.

Muassasa, tashkilot, korxona va birlashmalardagi ishni ishlab chiqarish taraqqiyotiga muvofiq tashkil etishda, umuman, sohada hujjatlarning o‘rni va ahamiyati beqiyosdir. Ayni paytda, hujjatlar matnini tuzish boshqaruv apparati faoliyatidagi eng sermehnat va sermashaqqat jarayondir. Bu jarayonning oqilonaligi va samaradorligini oshirmasdan turib, umumiy boshqaruv madaniyatini yuksaltirib bo‘lmaydi. Shuning uchun ham, zamonaviy mutaxassis har qanday zaruriy axborotni rasmiy ish tilining tegishli shakllarida bemalol ifodalay olishi, idoraviy ish yuritish malakalarini puxta egallagan bo‘lishi zarur [1, 10].

“O‘zbek tilining sohada qo‘llanilishi” fani mutaxassislarning kasbiy nutq madaniyati, kommunikativ kompetensiyasi va professional yetukligini ta’minlovchi muhim modul hisoblanadi. Soha terminologiyaning murakkabligi, muloqotning psixologik va lingvistik jihatlari, hujjatlarni yuritish talablari bu fanning zamonaviy yondashuvlar asosida o‘qitilishini talab qiladi. Shunday qilib, tabiiy va qishloq xo'jaligi sohasidagi yo‘nalishlarda o‘zbek tilining sohada qo‘llanilishi —kasbiy muloqotida ham, ish jarayonida ham samarali faoliyat yuritishi uchun zarur asosdir [5,24].

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DEBAT JARAYONIDA KREATIV FIKRLASHNING PEDAGOGIK-PSIXOLOGIK MEXANIZMLARI

Abdulaxatova Shohsanam Adhamjon qizi
Namangan davlat chet tillari instituti mustaqil tadqiqotchisi

Debat mashg‘ulotining ta’limiy samarasi ko‘p tadqiqotlarda qayd etilgan, biroq bu samara qanday mexanizm orqali yuzaga kelishi kamroq o‘rganilgan. Savol amaliy jihatdan muhim: mexanizm aniqlanmasa, texnologiyaning qaysi qismini o‘zgartirish mumkin va qaysi qismiga tegib bo‘lmasligi noma’lum bo‘lib qoladi. O‘qituvchi vaqt yetishmaganda qaysi bosqichni qisqartirishi mumkinligini bilmaydi va odatda eng oxirgisini tashlab ketadi — aynan eng qimmatlisini. Ushbu tezisda debat jarayonida kreativ fikrlashni faollashtiruvchi to‘rtta psixologik-pedagogik mexanizm ajratib ko‘rsatiladi.

Birinchi mexanizm — ijtimoiy o‘zaro ta’sirning ichki nutqqa aylanishi. L.S.Vygotskiy oliy psixik funksiyalar avval shaxslararo muloqotda, so‘ngra individual tafakkurda shakllanishini asoslagan [1]. Bahs bu qoidaning eng aniq amaliy ifodasidir: talaba o‘z fikrini boshqaga tushuntirishga majbur bo‘lgani uchun uni oxirigacha ishlab chiqadi. Ichida noaniq turgan mulohaza tashqi nutqqa chiqarilganda o‘zining bo‘shliqlarini ochib beradi. N.Mersyer bunday muloqotni «tadqiqiy suhbat» deb ataydi: ishtirokchilar bir-birining fikriga tanqidiy, ammo konstruktiv munosabatda bo‘ladi, da’voni shubha ostiga qo‘yadi va asos talab qiladi [2]. Debat formati bu shartlarni tasodifga qoldirmaydi, balki qoidalar orqali majburiy qiladi. Chet til sharoitida esa qo‘shimcha ta’sir yuzaga keladi: M.Sveynning chiqish gipotezasiga ko‘ra, majburiy mahsulot ishlab chiqarish o‘rganuvchini semantik qayta ishlashdan sintaktik qayta ishlashga o‘tkazadi [3].

Ikkinchi mexanizm — dalil zanjirining oshkor bo‘lishi. S.Tulminning «da’vo – asos – bog‘lovchi» modeliga ko‘ra, dalil o‘zining asosga qanday ulanishi ko‘rsatilgandagina to‘liq hisoblanadi [4]. Odatdagi muhokamada bu bog‘lovchi aytilmay qolaveradi, chunki hech kim so‘ramaydi. Bahsda esa asoslanmagan da’vo darhol hujumga uchraydi va talaba fikrlash jarayonini oshkor qilishga majbur bo‘ladi. Bu batafsillik ko‘rsatkichini bevosita rivojlantiradi.

Uchinchi mexanizm — baholashdan himoyalangan g‘oya generatsiyasi. T.Amabile ijodiy mahsulot uning yaratilish muhitiga, xususan baholash bosimiga o‘ta sezgir ekanligini ko‘rsatgan [5]. Odatdagi sinf muhokamasida g‘oya ilgari surilishi bilanoq baholanadi va birinchi maqbul dalil qolganlarini izlashni to‘xtatib qo‘yadi. Debat texnologiyasida generatsiya bosqichi baholashdan qat’iy ajratiladi: bu bosqichda taklifni muhokama qilish taqiqlanadi, barcha variantlar — jumladan ishonarsizlari ham — yozib boriladi, bosqich esa guruh «yetarli» deb hisoblagani uchun emas, vaqt tugagani uchun yopiladi. Ravonlik va moslashuvchanlik ko‘rsatkichlari aynan shu himoyalangan oraliqda o‘sadi.

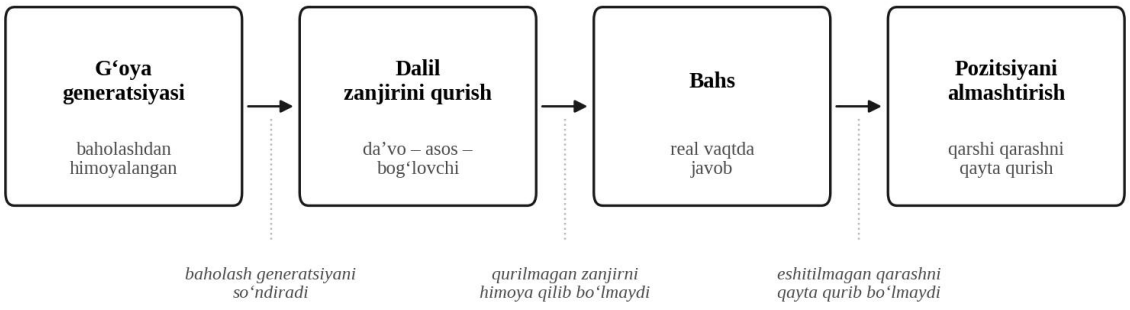
To‘rtinchi mexanizm — pozitsiyani majburiy almashtirish. Bahsning tabiiy nuqsoni bor: u qarashni bo‘shashtirish o‘rniga qotirib qo‘yishi mumkin.

Buning oldini oladigan yagona vosita — guruhga o‘zi endigina rad etgan qarashni, uning eng kuchli shaklida, qaytadan himoya qilish topshirig‘ini berish. Psixologik jihatdan bu amal talabani boshqa nuqtayi nazarni ichdan qayta qurishga majbur qiladi va fikr moslashuvchanligining auditoriya sharoitidagi eng bevosita ifodasi hisoblanadi.

2-jadval. Mexanizmlar, ularning nazariy asosi va buzilish alomatlari

Mexanizm	**Nazariy asos**	**Debatdagi ifodasi**	**Faollashadigan ko‘rsatkich**	**Buzilish alomati**
Ijtimoiy ta’sirning ichki nutqqa aylanishi	Vygotskiy; Sveyn	Fikrni og‘zaki himoya qilish majburiyati	Batafsillik, nutqiy aniqlik	Talaba yozma matnni o‘qib beradi
Dalil zanjirining oshkor bo‘lishi	Tulmin	Asoslanmagan da’voga hujum	Batafsillik, dalillash	«Menimcha shunday» darajasidagi javoblar
Baholashdan himoyalangan generatsiya	Amabile	Baholash taqiqlangan vaqt oralig‘i	Ravonlik, moslashuvchanlik	Qisqa va an’anaviy dalillar ro‘yxati
Pozitsiyani majburiy almashtirish	Torrance (moslashuvchanlik)	Tomonlarni almashtirish topshirig‘i	Moslashuvchanlik, originallik	Kurs davomida qarash qotib boradi

Mexanizmlar tartibi. Sanab o‘tilgan mexanizmlar bir-biriga bog‘liq va faqat ma’lum ketma-ketlikda ishlaydi. Bu tartib metodik qulaylik uchun emas, mexanizmlarning psixologik tabiati tufayli belgilanadi.



2-rasm. Mexanizmlarning ketma-ketligi va uni belgilovchi sabablar

Sxemadagi har bir o‘tish o‘zining sababiga ega. Generatsiya baholashdan oldin turishi kerak, aks holda u so‘nadi. Dalil zanjirini qurish bahsdan oldin turishi kerak,

chunki qurilmagan zanjirni himoya qilib bo‘lmaydi. Pozitsiyani almashtirish esa bahsdan keyin turadi, chunki talaba hali eshitmagan qarashni qayta qura olmaydi. Ketma-ketlikni o‘zgartirish texnologiyaning samarasini yo‘qotadi, uni qisqartirish esa mexanizmlardan birini o‘chiradi.

Amaliy xulosa. Debat mashg‘ulotining samarasi uning o‘tkazilgan-o‘tkazilmaganligiga emas, ushbu to‘rt mexanizmning saqlanganligiga bog‘liq. O‘qituvchi generatsiya bosqichida baholovchi izoh bersa, uchinchi mexanizm ishlamaydi; talabaga tayyorlangan matnni o‘qishga ruxsat berilsa, birinchi va ikkinchisi ishlamaydi; pozitsiyani almashtirish bosqichi tashlab ketilsa, to‘rtinchisi ishlamaydi. Shu bois texnologiyani joriy etishda o‘qituvchining harakati emas, harakatdan tiyilishi ko‘proq ahamiyat kasb etadi — bu esa o‘rgatiladigan, ammo intuitiv bo‘lmagan kasbiy ko‘nikmadir.

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SUN'IY INTELLEKT DAVRIDA OLIY TA'LIM TALABALARINING TANQIDIY FIKRLASH KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya. Maqolada sun'iy intellekt vositalari keng tarqalgan sharoitda oliy ta'lim talabalarining tanqidiy fikrlash kompetensiyasini rivojlantirish masalasi yoritilgan. Kognitiv yukni tashqariga o'tkazish (cognitive offloading) va avtomatlashtirishga ortiqcha ishonch (automation bias) hodisalari asosida sun'iy intellektning tanqidiy fikrlashga salbiy ta'sir xavflari tahlil qilingan. Muallif tomonidan sun'iy intellekt davrida tanqidiy fikrlash kompetensiyasining kognitiv-tahliliy, axborotni baholash, metakognitiv va axloqiy-refleksiv komponentlaridan iborat tuzilmasi hamda sun'iy intellektni tanqid obyekti sifatida qo'llashga asoslangan metodlar – Sokratik dialog, lateral o'qish, argumentlar xaritasi va sun'iy intellekt bilan munozara taklif etilgan.

Kalit so'zlar: tanqidiy fikrlash, kompetensiya, sun'iy intellekt, oliy ta'lim, kognitiv yukni tashqariga o'tkazish, metakognitsiya, lateral o'qish, Sokratik dialog, argumentlar xaritasi.

Аннотация. В статье освещается проблема развития компетенции критического мышления студентов высших учебных заведений в условиях широкого распространения инструментов искусственного интеллекта. На основе феноменов когнитивной разгрузки (cognitive offloading) и чрезмерного доверия автоматизации (automation bias) проанализированы риски негативного влияния ИИ на критическое мышление. Автором предложена структура компетенции критического мышления в эпоху ИИ, включающая когнитивно-аналитический, информационно-оценочный, метакогнитивный и этико-рефлексивный компоненты, а также методы, основанные на использовании ИИ как объекта критики: сократический диалог, латеральное чтение, карта аргументов и дебаты с ИИ.

Ключевые слова: критическое мышление, компетенция, искусственный интеллект, высшее образование, когнитивная разгрузка, метакогниция, латеральное чтение, сократический диалог, карта аргументов.

Abstract. The article addresses the development of higher education students' critical thinking competence in the context of the widespread use of artificial intelligence tools. Based on the phenomena of cognitive offloading and automation bias, the risks of AI's negative impact on critical thinking are analyzed. The author proposes a structure of critical thinking competence in the AI era consisting of cognitive-analytical, information-evaluative, metacognitive and ethical-reflective components, as well as methods based on using AI as an object of critique: Socratic dialogue, lateral reading, argument mapping and debating with AI.

Key words: critical thinking, competence, artificial intelligence, higher education, cognitive offloading, metacognition, lateral reading, Socratic dialogue, argument mapping.

Kirish. Generativ sun'iy intellekt vositalarining paydo bo'lishi bilan axborot izlash, matn yozish, muammoni tahlil qilish va hatto qaror qabul qilish kabi faoliyatlarning bir qismi mashinaga o'tkazila boshlandi. Talaba bugun bir necha soniyada istalgan savolga ishonchli ko'rinishdagi javob olishi mumkin. Bu holat oliy ta'lim oldiga muhim savol qo'yadi: agar fikrlash jarayonining bir qismini mashina bajarsa, talabaning o'zi qanday fikrlashni o'rganadi?

O'zbekistonda sun'iy intellekt texnologiyalarini rivojlantirish strategiyasida ta'lim tizimida sun'iy intellektdan foydalanish va bu sohada kadrlar tayyorlash vazifalari belgilangan [1]. "Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi"da esa talabalarda mustaqil fikrlash va amaliy ko'nikmalarni shakllantirish ta'lim sifatining asosiy mezonlaridan biri sifatida ko'rsatilgan [2]. Bu ikki vazifani birgalikda hal etish – sun'iy intellektdan foydalanishni o'rgatish va ayni paytda talabaning mustaqil, tanqidiy fikrlashini saqlab qolish va rivojlantirish – zamonaviy oliy ta'limning eng dolzarb muammolaridan biridir.

Tanqidiy fikrlash tushunchasi P.Fasione rahbarligidagi ekspertlar konsensusida talqin, tahlil, baholash, xulosa chiqarish, izohlash va o'zini o'zi boshqarish ko'nikmalari birligi sifatida ta'riflangan [3]. D.Kaneman inson tafakkurining tez, intuitiv (1-tizim) va sekin, mantiqiy (2-tizim) turlarini ajratib, insonning aqliy kuchni tejashga moyilligini ko'rsatgan [4]. Bu moyillik sun'iy intellekt sharoitida yangi shakl oladi. E.Risko va S.Gilbert kognitiv yukni tashqi vositalarga o'tkazish hodisasini tahlil qilganlar [5], R.Parasuraman va D.Manzi esa insonning avtomatlashtirilgan tizimlarga ortiqcha ishonishi va ularning xatolarini payqamasligini (automation bias) asoslaganlar [6]. M.Gerlixning tadqiqoti sun'iy intellekt vositalaridan tez-tez foydalanish va kognitiv yukni tashqariga o'tkazish tanqidiy fikrlash ko'rsatkichlarining pasayishi bilan bog'liqligini ko'rsatgan [7].

Shu bilan birga, sun'iy intellekt tanqidiy fikrlashni rivojlantirish vositasi ham bo'lishi mumkin. S.Vaynburg va S.Makgryu professional faktcheker'larning "lateral o'qish" strategiyasini – axborotni boshqa manbalar orqali tekshirishni o'rganganlar [8]. J.Flavell metakognitsiya, ya'ni o'z fikrlash jarayonini anglash va boshqarish tushunchasini asoslagan [9]. D.Long va B.Magerko sun'iy intellekt savodxonligi kompetensiyalarini aniqlagan [10], YUNESKO esa talabalar uchun sun'iy intellekt kompetensiyalari ramkasini ishlab chiqqan [11]. T.van Gelder tanqidiy fikrlashni maqsadli mashq va argumentlarni vizuallashtirish orqali o'qitish samaradorligini ko'rsatgan [12], R.Pol va L.Elder esa Sokratik savollar texnikasini tizimlashtirgan [13].

Biroq mavjud tadqiqotlarda sun'iy intellektning tanqidiy fikrlashga ta'siri yoki xavf, yoki imkoniyat sifatida alohida ko'rib chiqiladi. Mazkur maqolaning maqsadi – sun'iy intellekt davrida talabalarning tanqidiy fikrlash kompetensiyasi tuzilmasini aniqlash va sun'iy intellektni tanqidiy fikrlashni rivojlantirish vositasiga aylantiruvchi metodlarni asoslashdan iborat.

Tadqiqot metodlari. Tadqiqot nazariy-tahliliy xarakterga ega. Unda tanqidiy fikrlash, kognitiv psixologiya va ta'limda sun'iy intellektga oid ilmiy adabiyotlarni hamda xalqaro tashkilotlar hujjatlarini tahlil qilish, qiyoslash, tizimlashtirish va pedagogik modellashtirish metodlari qo'llanildi. Kompetensiya tuzilmasini aniqlashda P.Fasione modeli [3] asos qilib olinib, u sun'iy intellekt savodxonligi [10; 11] va metakognitsiya [9] tushunchalari bilan boyitildi. Metodlarni tanlashda ularning ilmiy asoslanganligi va sun'iy intellekt bilan ishlash sharoitiga moslashtirish imkoniyati mezon qilib olindi.

Natijalar. Tahlil natijasida sun'iy intellektning talaba tafakkuriga ta'sirida uchta asosiy xavf aniqlandi. Birinchisi – **kognitiv yukni ortiqcha tashqariga o'tkazish**: talaba tahlil, umumlashtirish va yozish kabi aqliy amallarni to'liq sun'iy intellektga topshiradi va natijada bu ko'nikmalar rivojlanmaydi [5; 7]. Ikkinchisi – **avtomatlashtirishga ortiqcha ishonch**: sun'iy intellektning ravon va ishonchli uslubdagi javobi talabada uni tekshirmasdan qabul qilish odatini shakllantiradi, holbuki bunday javoblar o'ylab topilgan faktlar yoki manbalarni o'z ichiga olishi mumkin [6]. Uchinchisi – **fikrlarning bir xillashuvi**: ko'plab talabalar bir xil vositadan foydalanganda ularning javoblari, dalillari va hatto uslubi o'xshash bo'lib qoladi, bu esa mustaqil va original fikrlashni cheklaydi.

Ushbu xavflarni hisobga olgan holda sun'iy intellekt davrida tanqidiy fikrlash kompetensiyasining to'rt komponentli tuzilmasi ishlab chiqildi (1-jadval).

1-jadval. Sun'iy intellekt davrida tanqidiy fikrlash kompetensiyasining tuzilmasi

Komponent	Mazmuni	Namoyon bo'lish ko'rsatkichlari
Kognitiv-tahliliy	Argumentlarni tahlil qilish, dalil va xulosa o'rtasidagi bog'liqlikni baholash, mantiqiy xatolarni aniqlash	Sun'iy intellekt javobidagi asossiz umumlashma, mantiqiy uzilish va ziddiyatlarni topa oladi
Axborotni baholash	Manbaning ishonchliligini tekshirish, faktlarni boshqa manbalar bilan solishtirish	Sun'iy intellekt keltirgan fakt va manbalarni lateral o'qish orqali tekshiradi; o'ylab topilgan manbani aniqlaydi
Metakognitiv	O'z fikrlash jarayonini anglash va boshqarish, sun'iy intellektdan qachon va qanday foydalanishni ongli tanlash	Topshiriqni avval mustaqil bajaradi; qaysi bosqichda sun'iy intellektdan foydalangani va nima uchun ekanini izohlay oladi
Axloqiy-refleksiv	Sun'iy intellektdagi xolislik buzilishlari, mualliflik va akademik halollik masalalarini anglash	Javobdagi bir tomonlama yoki stereotipik qarashlarni payqaydi; sun'iy intellektdan foydalanganini ochiq ko'rsatadi

Ushbu tuzilmaning asosiy xususiyati shundaki, unda sun’iy intellekt natijasi tayyor bilim emas, balki tahlil va baholash obyekti sifatida qaraladi. Metakognitiv komponent esa markaziy o‘rin tutadi: J.Flavell ta’kidlaganidek, o‘z fikrlash jarayonini nazorat qila olish [9] talabaga qaysi vazifani o‘zi bajarishi, qaysi birida esa sun’iy intellektdan yordam olishi mumkinligini ongli hal qilish imkonini beradi.

Kompetensiyaning har bir komponentini rivojlantirish uchun sun’iy intellektni tanqid obyekti sifatida qo‘llashga asoslangan metodlar tizimi ishlab chiqildi (2-jadval).

2-jadval. Sun’iy intellekt asosida tanqidiy fikrlashni rivojlantirish metodlari

Metod	Rivojlantiradigan komponent	Topshiriq namunasi
“Sun’iy intellekt javobini tekshir”	Axborotni baholash	Talaba sun’iy intellektdan mavzu bo‘yicha manbalar bilan javob oladi, so‘ngra har bir fakt va manbani lateral o‘qish orqali tekshirib, xatolar jadvalini tuzadi
Sokratik dialog	Kognitiv-tahliliy, metakognitiv	Talaba sun’iy intellektga “menga javobni aytma, faqat savollar ber” degan ko‘rsatma berib, muammoni savollar orqali o‘zi tahlil qiladi
Argumentlar xaritasi	Kognitiv-tahliliy	Sun’iy intellekt yozgan esse asosida talaba asosiy tezis, dalillar va qarshi dalillarni sxemada tasvirlaydi va zaif bo‘g‘inlarni belgilaydi
Sun’iy intellekt bilan munozara	Kognitiv-tahliliy, axloqiy-refleksiv	Talaba o‘z pozitsiyasini bayon qiladi, sun’iy intellektdan unga eng kuchli qarshi dalillarni keltirishni so‘raydi va ularga javob yozadi
Refleksiv kundalik	Metakognitiv, axloqiy-refleksiv	Har bir topshiriqdan so‘ng talaba sun’iy intellektdan qanday foydalangani, nimani o‘zi qilgani va nimani o‘rganganini yozadi

Sokratik dialog metodi R.Pol va L.Elder tizimlashtirgan savollar texnikasiga [13] asoslanadi, biroq bu yerda savol beruvchi rolini sun’iy intellekt bajaradi. Bu talabaga tayyor javob emas, balki fikrlash yo‘nalishini beradi. Argumentlar xaritasi metodi T.van Gelderning argumentlarni vizuallashtirish tanqidiy fikrlashni rivojlantirishdagi samaradorligi haqidagi xulosalariga [12] tayanadi. “Sun’iy intellekt javobini tekshir” metodi esa S.Vaynburg va S.Makgryu tavsiflagan lateral o‘qish strategiyasini [8] sun’iy intellekt sharoitiga moslashtiradi.

Metodlarni qo‘llashda “avval mustaqil, keyin sun’iy intellekt bilan” tamoyiliga amal qilish muhim: talaba muammo haqida avval o‘zi fikr yuritadi, so‘ngra o‘z

fikrini sun’iy intellekt javobi bilan solishtiradi. Bu kognitiv yukni ortiqcha tashqariga o‘tkazish xavfini kamaytiradi va talabaning o‘z fikriga ega bo‘lishini ta’minlaydi.

Muhokama. Olingan natijalar sun’iy intellektning tanqidiy fikrlashga ta’siri uning o‘ziga emas, balki undan foydalanish usuliga bog‘liq ekanini ko‘rsatadi. Agar sun’iy intellekt tayyor javob manbai sifatida ishlatilsa, D.Kaneman ta’riflagan aqliy kuchni tejash moyilligi [4] kuchayadi, R.Parasuraman va D.Manzi ko‘rsatgan avtomatlashtirishga ortiqcha ishonch [6] esa xatolarni payqamaslikka olib keladi. M.Gerlix aniqlagan salbiy bog‘liqlik [7] ham aynan shunday passiv foydalanish bilan izohlanadi.

Aksincha, sun’iy intellekt tahlil va tanqid obyektiga aylantirilganda u tanqidiy fikrlash uchun boy material beradi: uning javoblarida mantiqiy xato, asossiz umumlashma, o‘ylab topilgan manba yoki bir tomonlama qarashni topish talabadan aynan 2-tizim tafakkurini – sekin, mantiqiy va diqqatli fikrlashni talab qiladi. Bu yondashuv YUNESKO ning talabalar uchun sun’iy intellekt kompetensiyalari ramkasidagi insonga yo‘naltirilgan fikrlash va sun’iy intellekt axloqi yo‘nalishlariga [11] ham mos keladi.

Shuni ham ta’kidlash lozimki, taklif etilgan metodlar o‘qituvchidan yangi kompetensiyalarni talab etadi: u sun’iy intellekt vositalarining imkoniyat va cheklovlarini bilishi, topshiriqlarni sun’iy intellekt yordamida “bir zumda bajarib bo‘lmaydigan” tarzda loyihalashi va baholashda natija bilan birga jarayonni ham hisobga olishi lozim. Tadqiqotning cheklovi uning nazariy-tahliliy xarakterida bo‘lib, taklif etilgan metodlarning samaradorligini tajriba-sinov orqali tekshirish keyingi tadqiqotlar vazifasidir.

Xulosa. Tadqiqot natijalari quyidagi xulosalarni chiqarish imkonini berdi. Birinchidan, sun’iy intellekt talabalarning tanqidiy fikrlashi uchun kognitiv yukni ortiqcha tashqariga o‘tkazish, avtomatlashtirishga ortiqcha ishonch va fikrlarning bir xillashuvi kabi xavflarni yuzaga keltiradi. Ikkinchidan, sun’iy intellekt davrida tanqidiy fikrlash kompetensiyasi kognitiv-tahliliy, axborotni baholash, metakognitiv va axloqiy-refleksiv komponentlardan iborat bo‘lib, ularda markaziy o‘rinni metakognitiv komponent egallaydi. Uchinchidan, sun’iy intellektni tayyor javob manbai emas, balki tanqid obyekti sifatida qo‘llashga asoslangan metodlar – javobni tekshirish, Sokratik dialog, argumentlar xaritasi, sun’iy intellekt bilan munozara va refleksiv kundalik – uni tanqidiy fikrlashni rivojlantirish vositasiga aylantiradi.

Olingan natijalar asosida quyidagilar tavsiya etiladi: oliy ta’lim muassasalarida fan topshiriqlarini sun’iy intellekt natijasini tahlil qilish va tekshirishni talab etadigan tarzda qayta loyihalash; o‘quv rejalariga tanqidiy fikrlash va sun’iy intellekt savodxonligini birlashtirgan modul kiritish; professor-o‘qituvchilar uchun sun’iy intellekt asosidagi tanqidiy fikrlash topshiriqlarini loyihalash bo‘yicha seminarlar tashkil etish; talabalarni sun’iy intellektdan foydalanishni ochiq ko‘rsatish va refleksiv kundalik yuritishga odatlantirish.

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THE ROLE OF DIGITAL STORYTELLING IN DEVELOPING YOUNG EFL LEARNERS' LISTENING AND SPEAKING SKILLS

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Abstract. This article examines the role of digital storytelling in developing the listening and speaking skills of young learners of English as a foreign language (EFL). Drawing on theories of comprehensible input and output, multimedia learning and storytelling-based teaching of young learners, the study identifies the didactic potential of digital stories for developing listening comprehension, pronunciation, vocabulary, fluency and interactive speaking. A three-stage instructional model is proposed, consisting of story listening, story creation and story sharing with reflection, together with sample activities, suitable digital tools and an age-appropriate assessment rubric. It is argued that digital storytelling, when used systematically and with teacher scaffolding, increases young learners' motivation, provides rich contextualized input and creates meaningful opportunities for oral production.

Keywords: digital storytelling, young learners, EFL, listening skills, speaking skills, multimedia learning, comprehensible input, motivation, primary education.

Annotatsiya. Maqolada raqamli hikoyachilikning (digital storytelling) ingliz tilini chet tili sifatida o'rganayotgan kichik yoshdagi o'quvchilarning tinglab tushunish va gapirish ko'nikmalarini rivojlantirishdagi o'rni tahlil qilingan. Tushunarli kirish va chiqish, multimediali ta'lim hamda kichik yoshdagi o'quvchilarni hikoya asosida o'qitish nazariyalari asosida raqamli hikoyalarning tinglab tushunish, talaffuz, lug'at boyligi, nutq ravonligi va muloqotli gapirishni rivojlantirishdagi didaktik imkoniyatlari aniqlangan. Hikoyani tinglash, hikoya yaratish hamda uni taqdim etish va refleksiyadan iborat uch bosqichli ta'lim modeli, topshiriq namunalari, mos raqamli vositalar va yoshga mos baholash mezonlari taklif etilgan.

Kalit so'zlar: raqamli hikoyachilik, kichik yoshdagi o'quvchilar, ingliz tili, tinglab tushunish, gapirish, multimediali ta'lim, tushunarli kirish, motivatsiya, boshlang'ich ta'lim.

Аннотация. В статье рассматривается роль цифрового сторителлинга в развитии навыков аудирования и говорения у детей младшего возраста, изучающих английский язык как иностранный. На основе теорий понятного входного и выходного материала, мультимедийного обучения и обучения детей на основе историй выявлен дидактический потенциал цифровых историй для развития аудирования, произношения, словарного запаса, беглости речи и диалогического говорения. Предложена трёхэтапная модель обучения, включающая прослушивание истории, создание истории, её презентацию и

рефлексию, а также образцы заданий, подходящие цифровые инструменты и критерии оценивания, соответствующие возрасту учащихся.

Ключевые слова: цифровой сторителлинг, младшие школьники, английский язык как иностранный, аудирование, говорение, мультимедийное обучение, понятный входной материал, мотивация, начальное образование.

Introduction. Stories have always been one of the most natural ways for children to make sense of the world. Long before they learn to read, children listen to stories, retell them and invent their own. This natural affinity makes storytelling a powerful tool in teaching foreign languages to young learners. A. Wright emphasizes that stories create a meaningful context in which children are motivated to listen and to speak, because they want to know what happens next [6]. With the development of digital technologies, traditional storytelling has acquired a new form – digital storytelling, which combines narration with images, sound, music and animation.

In Uzbekistan, the popularization of foreign language learning has been declared a state priority. The Presidential Resolution No. PQ-5117 of 19 May 2021 set the task of raising foreign language teaching, including teaching at early stages of education, to a qualitatively new level and of introducing modern methods and digital resources into this process [1]. Listening and speaking are particularly important for young learners, since at this age oral skills form the foundation for all later language learning. At the same time, teachers of English in primary schools often face a number of challenges: limited exposure to authentic English outside the classroom, large classes in which each child has little speaking time, and young learners' short attention span.

Digital storytelling has been described as a process of creating short multimedia narratives that combine a recorded voice with images and music [2]. B. Robin characterizes it as a powerful technology tool for the twenty-first century classroom that develops multiple literacies at once [3]. Research on teaching young learners (L. Cameron [4], A. Pinter [5], G. Ellis and J. Brewster [7]) highlights the central role of stories and meaningful oral activity in children's language development. The theoretical foundations for using multimedia narratives in language learning are provided by S. Krashen's input hypothesis [8], M. Swain's output hypothesis [9], R. Mayer's cognitive theory of multimedia learning [10] and L. Vandergrift and C. Goh's metacognitive approach to teaching listening [11]. Experimental research by Y.-T. C. Yang and W.-C. I. Wu demonstrated positive effects of digital storytelling on learners' academic achievement and motivation [12].

However, most existing studies focus on older students and on writing or general academic outcomes, whereas the specific potential of digital storytelling for developing young EFL learners' listening and speaking skills has received less attention. The aim of this article is to identify the role of digital storytelling in developing young EFL learners' listening and speaking skills and to propose an instructional model for its systematic use in the primary English classroom.

Methods. The study is theoretical and analytical in nature. The following methods were used: analysis of scientific literature on digital storytelling, second

language acquisition and teaching English to young learners; comparative analysis of the didactic features of traditional and digital storytelling; systematization of the potential of digital storytelling in relation to listening and speaking sub-skills; and pedagogical modelling. When designing the instructional model, the age characteristics of young learners described by L. Cameron and A. Pinter [4; 5] and the Pre-A1 and A1 level descriptors of the CEFR Companion Volume [13] were taken into account. Digital tools were selected according to three criteria: ease of use for children and teachers, the possibility of recording voice, and availability of free versions.

Results. The analysis made it possible to identify the main ways in which digital storytelling contributes to the development of young learners' listening and speaking skills and to link them to their theoretical foundations (Table 1).

Table 1. The potential of digital storytelling for developing listening and speaking skills

Skill area	Contribution of digital storytelling	Theoretical basis
Listening comprehension	Images, animation and sound support understanding of the spoken text; the story can be replayed at a comfortable pace; predictable story structure helps children follow the plot	Comprehensible input [8]; multimedia principle [10]
Pronunciation	Children hear a clear model and can record themselves, listen back and compare their pronunciation with the model	Noticing and self-monitoring [11]
Vocabulary	New words are met repeatedly in a meaningful context and are linked to images	Dual coding of verbal and visual information [10]
Fluency and spoken production	Children rehearse and record their narration several times before sharing, which reduces anxiety and supports fluent speech	Output hypothesis [9]
Interactive speaking	Planning a story in pairs or groups, asking and answering questions about stories, and giving feedback to peers	Interaction and negotiation of meaning [4; 5]

As Table 1 shows, digital storytelling supports both receptive and productive oral skills. A particularly important feature is that it combines comprehensible input with meaningful output: children first listen to and understand a story, and then use the same language to create and tell their own stories. In addition, the possibility of recording and re-recording the narration gives young learners, especially shy children, a safe space to practise speaking without the pressure of performing in front of the whole class.

On this basis, a three-stage instructional model for using digital storytelling with young EFL learners was developed (Table 2).

Table 2. A three-stage model of digital storytelling for young EFL learners

Stage	Learners' activities	Digital tools and skill focus
1. Story listening	Watching and listening to a short digital story prepared by the teacher; predicting the plot from pictures; "listen and point", "listen and order the pictures", "true or false" tasks; repeating key phrases	Teacher-made story in Book Creator, Canva or PowerPoint with recorded narration; focus on listening comprehension and vocabulary
2. Story creation	Planning a simple story in pairs or small groups using a storyboard; drawing or choosing pictures; rehearsing and recording the narration	StoryJumper, Book Creator, Adobe Express or a tablet's voice recorder; focus on pronunciation, vocabulary and spoken production
3. Story sharing and reflection	Presenting the digital story to the class; answering classmates' questions; giving "two stars and a wish" feedback; self-assessment with smiley faces	Classroom projector or class learning platform; focus on interactive speaking and reflection

At the **story listening** stage, the teacher presents a short digital story (two to four minutes) with a clear structure, repetitive language patterns and strong visual support, for example a story about a lost animal looking for its home. Following the pre-, while- and post-listening sequence recommended for teaching listening [11], children first predict the content from pictures, then perform simple tasks while listening, and finally retell the story with the help of pictures. At the **story creation** stage, learners in pairs or small groups create their own short story, for instance by changing the main character, the setting or the ending of the story they have listened to. The teacher provides a storyboard template and language frames such as "Once upon a time there was…", "One day…", "Finally…". At the **story sharing and reflection** stage, stories are presented to the class and become new listening material for classmates, which closes the cycle between listening and speaking.

To assess young learners' progress, a simple, age-appropriate rubric based on the CEFR descriptors for Pre-A1 and A1 levels [13] was developed (Table 3). The rubric focuses on encouragement and progress rather than on errors.

Table 3. A rubric for assessing young learners' digital stories

Criterion	"Keep trying"	"Good job"	"Super star"
Pronunciation	Some words are difficult to understand	Most words are clear	Words are clear and easy to understand

Criterion	"Keep trying"	"Good job"	"Super star"
Vocabulary	Uses a few words from the topic	Uses several topic words correctly	Uses many topic words and some new ones
Fluency	Speaks with many long pauses	Speaks with some pauses	Speaks smoothly with few pauses
Story structure	The story is hard to follow	The story has a beginning and an end	The story has a clear beginning, middle and end

Discussion. The results suggest that digital storytelling is not simply a modern version of the traditional story but a method that integrates listening and speaking into one meaningful learning cycle. This is consistent with A. Wright's view that stories provide children with a natural reason to listen and to speak [6] and with the recommendations of G. Ellis and J. Brewster on building language activities around stories [7]. The proposed model adds a digital dimension to this tradition: children not only listen to and retell stories but also become their authors, which, according to J. Lambert, is the essence of digital storytelling [2].

The positive effect of digital storytelling on motivation reported by Y.-T. C. Yang and W.-C. I. Wu [12] can be explained by several factors that are especially relevant for young learners: the visual and playful nature of the activity, the sense of ownership of the product, and the opportunity to share it with others. At the same time, R. Mayer's research warns that multimedia materials can overload learners if they contain too much information or irrelevant decorative elements [10]. Therefore, digital stories for young learners should be short, visually clear and focused on a limited number of language patterns.

Several practical limitations should also be noted. Not all schools have enough devices, and creating digital stories requires additional preparation time from teachers. These limitations can be reduced by working in groups with one device, by using teachers' or school tablets, and by gradually building a bank of ready-made digital stories. Since this study is theoretical, the effectiveness of the proposed model should be tested in future experimental research with young learners in Uzbek primary schools.

Conclusion. The study allows the following conclusions to be drawn. First, digital storytelling has significant potential for developing young EFL learners' listening comprehension, pronunciation, vocabulary, fluency and interactive speaking, as it combines comprehensible input with meaningful oral output. Second, the use of digital storytelling is most effective when it is organized as a systematic cycle of story listening, story creation and story sharing with reflection. Third, age-appropriate digital tools, teacher scaffolding and a positive, encouraging assessment rubric are essential conditions for its successful implementation.

Based on the findings, it is recommended to include digital storytelling projects in primary English syllabuses, to organize workshops for teachers on

creating digital stories, to develop a bank of digital stories aligned with textbook topics, and to conduct experimental studies on the effectiveness of digital storytelling in Uzbek primary schools.

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