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"A special kind of beauty exists which
is born in language, of language,
and for language."

– GASTON BACHELARD



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LINGUISTICS



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Cogito, ergo sum

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ЛИНГВИСТИКА

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Lexicographic Representation of Medical Eponyms in English-Uzbek Bilingual Resources

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Annotation *This study explores the challenges in the representation and translation of medical eponyms in English-Uzbek bilingual dictionaries. Eponyms, which originate from proper names, often lack transparent meaning and are inconsistently translated or entirely omitted in bilingual lexicographic resources. Using qualitative content analysis, a corpus of 100 medical eponyms was examined across five English-Uzbek dictionaries and relevant digital platforms. Findings reveal a significant gap in explanatory entries, with many eponyms missing or presented without semantic clarification. This leads to misunderstanding among Uzbek-speaking users, especially students and doctors. The study recommends that bilingual medical dictionaries adopt more user-oriented strategies, including descriptive translations and contextual information. These improvements would enhance both the pedagogical and professional value of such resources. The paper concludes by calling for standardized terminology practices and further user-based research to ensure more accurate and accessible bilingual medical lexicography. Further research requires testing users of medical dictionaries with eponyms.*

Keywords *Medical eponyms, bilingual dictionaries, English-Uzbek translation, lexicography, terminology, dictionary design, semantic explanation, user-oriented lexicography*

Лексикографическое представление медицинских эпонимов в англо-узбекских двуязычных ресурсах

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Аннотация *Настоящее исследование посвящено анализу проблем, связанных с представлением и переводом медицинских эпонимов в англо-узбекских двуязычных словарях. Эпонимы, происходящие от собственных имён, часто обладают непрозрачным значением и нередко переводятся непоследовательно или вовсе опускаются в лексикографических ресурсах. С использованием метода качественного контент-анализа был изучен корпус из 100 медицинских эпонимов, отобранных из пяти англо-узбекских словарей и соответствующих цифровых платформ. Результаты исследования показали существенный дефицит пояснительных статей: многие эпонимы либо отсутствуют, либо представлены без семантического разъяснения. Это приводит к недопониманию среди узбекоязычных пользователей, особенно студентов и переводчиков. В работе подчёркивается необходимость внедрения в двуязычные медицинские словари более ориентированных на пользователя подходов, включая описательный перевод, указание контекста употребления и дополнительную информацию. Такие улучшения значительно повысят как педагогическую,*

так и профессиональную ценность словарей. В заключение авторы призывают к стандартизации терминологии и проведению дополнительных исследований с участием реальных пользователей, чтобы обеспечить более точную и доступную двуязычную медицинскую лексикографию.

Ключевые слова

Медицинские эпонимы, двуязычные словари, перевод с английского на узбекский, лексикография, терминология, составление словарей, семантическое пояснение, ориентированная на пользователя лексикография

**Tibbiy eponimlarning ingliz-o'zbek
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Annotatsiya

Ushbu ilmiy maqola inglizcha-o'zbekcha ikki tilli lug'atlardagi tibbiy eponimlarning tarjimai va leksikografik aks ettirilishi bilan bog'liq muammolarni yoritadi. Eponimlar – ma'lum shaxslarning ism-sharifidan olingan atamalar bo'lib, ular ko'pincha semantik jihatdan noaniq, madaniy va tarixiy kontekstga ega bo'ladi. Shu sababli, ularni tarjima qilishda muayyan murakkabliklar yuzaga keladi. Tadqiqot davomida sifatli kontent tahlili asosida 100 ta tibbiy eponim namunasi tanlab olinib, ularning beshta inglizcha-o'zbekcha lug'at hamda tegishli onlayn platformalardagi mavjud shakllari ko'rib chiqildi. Tahlillar shuni ko'rsatdiki, ko'plab eponimlar umuman keltirilmagan, keltirilganlarida esa semantik tushuntirishlar yetarli emas. Bu holat, ayniqsa, o'zbek tilida ta'lim oluvchi talabalar, shifokorlar va tibbiyot sohasi vakillari uchun jiddiy tushunmovchiliklar va noto'g'ri talqinlarga sabab bo'lmoqda. Shuningdek, maqolada ikki tilli tibbiy lug'atlarda foydalanuvchiga yo'naltirilgan yondashuvlar, jumladan tavsiflovchi tarjimalar, kontekstual ma'lumotlar va izohli izohlar berish zarurligi ta'kidlanadi. Ushbu yondashuv lug'atlarning o'quv va kasbiy qiymatini oshiradi. Tadqiqot yakunida terminologiyani standartlashtirish va tibbiy lug'at foydalanuvchilari ishtirokida qo'shimcha amaliy tadqiqotlar o'tkazish tavsiya etiladi.

Kalit so'zlar

Tibbiy eponimlar, ikki tilli lug'atlar, leksikografiya, terminologiya, lug'at tuzish, semantik izoh, foydalanuvchiga yo'naltirilgan leksikografiya

Introduction

Eponyms, derived from proper names to label concepts, phenomena, or inventions, creates challenges in translation due to their embedded cultural and historical contexts (Crystal, 2008). Scholars such as Newmark and Baker have explored the general strategies for

handling culturally-bound terms (Newmark, 1988; Baker, 1992), yet translation of eponyms specifically has received less focused attention. In medical contexts, precise translation of terms like 'Parkinson's disease' is critical, yet strategies differ across languages. Studies by Fernández and Ivanova and suggest that

translators often use either calquing or descriptive equivalents, depending on audience needs (Fernández, 2016; Ivanova, 2020).

In this study we tried to find answers to the following research questions:

- What translation strategies (e.g., transliteration, calquing, descriptive equivalents) are applied to medical eponyms?
- How are medical eponyms represented in current English–Uzbek bilingual dictionaries?
- What improvements can be suggested to enhance the user-friendliness of such dictionaries?

Literature Review

The issue of translating medical eponyms in bilingual dictionaries has attracted growing interest due to its implications for medical communication, translation studies, and lexicography. Eponyms, which are terms derived from the names of people, often lack transparent meaning and can be challenging to non-native speakers (Kageura, 2002). Their representation in bilingual dictionaries is inconsistent, often due to lexicographic limitations and a lack of standardization in the target language (Hartmann & James, 1998). Several scholars have pointed out that medical terminology, especially eponyms, requires not just linguistic equivalence but also conceptual and cultural clarity (Cabr  , 1999; Picht & Draskau, 1985). For instance, studies have shown that when eponyms like Hodgkin’s lymphoma or Graves’ disease appear without explanation or adaptation, users may either misinterpret them or fail to understand their clinical relevance (Temmerman, 2000; Bowker & Hawkins, 2006). Tarp stresses that user-oriented bilingual dictionaries, especially in the medical field, must include definitions, usage notes, and, where possible, historical background to enhance comprehension (Tarp, 2008). Moreover, Bergenholtz and Nielsen argue that specialized dictionaries should consider function-oriented lexicography, where

terms like eponyms are translated or explained based on users’ needs – e.g., healthcare workers, translators, or students (Bergenholtz and Nielsen, 2006). Comparative research by Moghadam and et al. reveals that English-Persian medical dictionaries suffer from similar issues, reinforcing the notion that this is a widespread lexicographic gap, not limited to English-Uzbek (Moghadam et al., 2013). Similarly, Rundell and Atkins advocate for data-driven dictionary design where corpus analysis can help identify how often and in what contexts eponyms occur, supporting decisions on their inclusion (Rundell and Atkins, 2008).

In the Uzbek context, few dictionaries integrate explanatory semantization for medical eponyms. Akhmedova and Rakhmonov note that many Uzbek bilingual dictionaries still prioritize general vocabulary, overlooking specialized terms (Akhmedova & Rakhmonov, 2019). This absence leads to functional deficiencies, especially in professional and educational settings where precision is crucial. All in all, the literature suggests that proper translation and semantization of eponyms in bilingual medical dictionaries is not only a linguistic task but a lexicographic responsibility, requiring alignment with users’ cognitive and professional needs.

Methodology

This study employed a qualitative content analysis approach, focusing on the identification, classification, and evaluation of medical eponyms in selected English-Uzbek bilingual dictionaries and online medical resources. The following steps were undertaken. First, we compiled a corpus of 100 commonly used medical eponyms by reviewing English-language medical glossaries such as the Merriam-Webster Medical Dictionary, Dorland’s Illustrated Medical Dictionary, and Dictionary of Medical Terms (Rashid Latif Medical College). This study adopted a qualitative content analysis approach, structured as follows:

1. *Corpus compilation*: A list of 100 frequently used medical eponyms was compiled using English-language medical dictionaries and glossaries.
2. *Dictionary analysis*: Five widely used English-Uzbek bilingual dictionaries (both print and digital) were selected. Online Uzbek medical platforms were also included.
3. *Entry evaluation*: Each eponym was checked for presence, translation strategy (if any), and presence of explanations.
4. *Case examples*: Special attention was given to a sample group of eponyms (e.g., *Bell's palsy*, *Batchelor plaster*, *Beer's knife*, *Behcet's syndrome*, *Bellocq's cannula*, *Bell's mania*, *Babinski reflex*, *Bankart's operation*, *Barlow's disease*, *Bartholin's glands*, *Batten's disease*, and so on.) which were notably absent or poorly represented in digital dictionaries like Wisdom Online dictionary and printed ones like Shavkat Butayev's bilingual dictionary. This methodological design helped assess not only the current state of eponym representation in dictionaries but also revealed gaps in usability and pedagogical support for Uzbek-speaking users.

Discussion and suggestions

Why Eponyms Are Often Not Given in English-Uzbek Bilingual Dictionaries?

In English-Uzbek bilingual dictionaries, many eponyms are either missing or left untranslated, and this creates serious comprehension issues, especially for students, translators, and professionals in specialized fields. One key reason is that eponyms are deeply tied to Western cultural and historical contexts. For example, terms like Crohn's disease or Down syndrome carry the names of individuals from English-speaking medical traditions (Newmark, 1988), and Uzbek speakers may not recognize the meaning without additional explanation. However, we suggest that in subject-specific dictionaries

giving bilingual translation and a brief information about the eponym is much more effective. For example,

Bazin's disease /'beɪzɪnz dɪ'zi:z / *noun*

Bazin kasalligi.

izoh: Teri kasalligi bo'lib, teri osti to'qimalarida yallig'lanish va og'riqli toshmalar paydo bo'ladi. Bu holat odatda bakterial infeksiyalar yoki boshqa salbiy holatlar bilan bog'liq. Kasallik 1861-yilda fransuz dermatologi Pierre Antoine Ernest Bazin tomonidan tavsiflangan. U parazitologiya bo'yicha mutaxassis va teri kasalliklari bilan bog'liq ishlarda tajribaga ega bo'lgan.

Bell's palsy /belz 'pɔ:lzi/ *noun* Bell falaji

(yuz nervining falajlanishi).

izoh: Yuz nervining bir tomonlama falajlanishi bo'lib, natijada yuz mushaklari harakati cheklanadi. Bemor bir ko'zini yopa olmaydi va yuzning ta'sirlangan tomoni osilib qolishi mumkin. Sir Charles Bell (1774–1842), shotlandiyalik jarroh tomonidan tavsiflangan.

Batchelor plaster /'bætʃələɹ 'plɑ:stər/

noun Batchelor gipsi.

izoh: Ikkala oyoqni bir-biridan ajratilgan holda ushlab turadigan gips. (1905-yilda tug'ilgan britaniyalik ortopediya jarrohi J.S. Batchelor sharafiga nomlangan).

Beer's knife /bɪəz naɪf/ *noun* Beer

pichog'i.

izoh: Uchburchak pichoq shakliga ega bo'lib, ko'z operatsiyalarida ishlatiladi. Ushbu atama nemis oftalmologi George Joseph Beer (1763–1821) nomi bilan bog'liq.

Behcet's syndrome /'beɪsɛts 'sɪndrəm/

noun Behchet sindromi.

izoh: Bu nomalumi sabablarga ega bo'lgan surunkali immun tizimi kasalligi bo'lib, kichik qon tomirlarining yallig'lanishiga olib keladi. Asosan quyidagi alomatlar bilan kechadi: og'iz yaralari, ba'zan jinsiy a'zodagi yaralar, teri toshmali, ko'z yallig'lanishi. Ushbu kasallik 1937-yilda turk dermatologi Hulusi Behcet (1889–1948) tomonidan tasvirlangan.

Bellocq's cannula /bə'lɒks 'kænjələ/

noun Belok kanulasi.

izoh: Burun qonashini nazorat qilish uchun ishlatiladigan tibbiy asbob. Jean Jacques Bellocq (1732–1807), fransuz jarrohi tomonidan tavsiflangan.

Bell's mania /belz 'meɪniə/ *noun* Bel maniyasi.

izoh: Deliriya (ongning chalkashishi) bilan kechadigan keskin maniya shakli. Luther Vose Bell (1806–1862), amerikalik fiziolog tomonidan tavsiflangan.

Babinski reflex /bə'bɪnski rɪ'fleks/ *noun* Babinski refleksi.

izoh: Oyoq tagiga yengil tegilganda katta barmoq yuqoriga ko'tarilib, qolgan barmoqlar pastga egiladi va yoyiladi.

Bankart's operation /'bæŋkɑ:ts ɒpə'reɪʃən/ *noun* Bankart operatsiyasi. Qayta-qayta yuz beradigan yelka chiqishini tiklash uchun bajariladigan operatsiya.

Barlow's disease /'bɑ:ləʊz dɪ'zi:z/ *noun* Barlov kasalligi. Bolalarda uchraydigan, vitamin C yetishmasligi tufayli rivojlanadigan skorbut kasalligi. U suyaklarning mo'rtlashishi, qonash, tishlarning to'kilishi va immunitet pasayishi kabi belgilar bilan namoyon bo'ladi.

Bartholin's glands /'bɑ:təlɪnz 'glænd/ *plural noun* Bartolin bezi. Pastki vagina (qin)ning ikki tomonida joylashgan va qalin suyuqlik ishlab chiqaruvchi ikki bezdan biri, ayniqsa, jinsiy qo'zg'alish paytida. Katta vestibulyar bezlar deb ham ataladi.

Batten's disease /'bæt(ə)nz dɪ'zi:z/ *noun* Batten kasalligi. Irsiy kasallik bo'lib, u miya fermentlariga ta'sir qiladi hamda miyadagi va ko'zdagi hujayralarning o'lishiga olib keladi.

Another reason is that many English-Uzbek dictionaries are designed for general use, and as a result, they rarely include domain-specific. In some cases, dictionary compilers assume that eponyms do not require

translation because they are proper names. However, without a descriptive semantization – for example, translating Parkinson's disease as Parkinson kasalligi with a short explanation – the average Uzbek user may not understand the reference. Furthermore, there is a lack of standardized equivalents for many eponyms in Uzbek, which discourages lexicographers from including them. For instance, Alzheimer's disease is commonly used in its English form in Uzbek medical circles, but no formal consensus exists on whether to translate or adapt the name fully. Ivanova notes that such inconsistencies reduce the reliability of bilingual dictionaries as educational or professional tools (Ivanova, 2020).

Conclusion

This study intended to explore how medical eponyms are treated in English-Uzbek bilingual dictionaries, and whether their current representation meets the needs of Uzbek-speaking medical users. The findings clearly show that most dictionaries either omit eponyms or present them without sufficient explanation. This not only limits understanding but also reduces the reliability of these resources in academic and clinical settings. Providing bilingual entries with explanatory notes – such as origin, historical background, and medical relevance – is essential. As user-oriented tools, dictionaries should evolve to include such semantic aids, especially in specialized domains like medicine.

Future research should consider user testing – for example, how well Uzbek medical students or translators understand eponyms with vs. without explanation – to further validate the lexicographic strategies proposed in this paper.

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**So'roq, buyruq va hayratni
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Annotatsiya Mazkur maqolada o'zbek tilidagi so'roq, buyruq va hayratni ifodalovchi ohanglarning funksional semantic xususiyatlari tahlil qilinadi. Muallif nutqda hissiy va ruhiy holatlarning asosan ohang va intonatsiya orqali yetkazilishini asoslab, ayniqsa "Shum bola" asari misolida so'zlovchi va tinglovchi o'rtasidagi emotsional munosabatlarning ohang yordamida ifodalanishini ko'rsatadi. So'roq gaplarda ohang ko'tarilishi savol va javob kutish holatini, buyruq gaplarda baland yoki pasayuvchi ohang esa buyruqning qat'iy yoki yumshoq tusini bildiradi. Hayratni ifodalovchi gaplarda esa baland-pasayuvchi ohang kuchli emotsiyani yetkazadi. Maqolada ohangning nutqning semantik va pragmatik qatlamlarini boyitishdagi o'rni, gap ma'nosini chuqurlashtirish va personajlarning ruhiy holatini ifodalashdagi ahamiyati ta'kidlanadi. Shuningdek, muallif ohang vositasida kontekstga mos ruhiy vaziyatni yaratish, dialoglarda realistiklik va ishonchlilikni ta'minlash imkoniyatlari haqida ham to'xtaladi. Mazkur yondashuv o'zbek tili fonetikasi va stilistikasini chuqurroq o'rganish uchun mustahkam asos bo'lib xizmat qiladi. Tadqiqot natijalari ta'lim jarayonida ham nutq madaniyatini shakllantirishda muhim vosita sifatida qo'llanishi mumkin. Shuningdek, badiiy matn tahlilida personajlararo munosabatlarni aniqlashda ohang tahlili muhim ahamiyat kasb etadi. Kelgusida boshqa adabiy asarlar asosida ohangning kommunikativ xususiyatlarini o'rganish bo'yicha izlanishlarni davom ettirish tavsiya etiladi. Xulosa qilib, ohang va intonatsiya o'zbek tilida kommunikativ jarayonning ajralmas, mazmun va kayfiyatni belgilovchi muhim elementi ekani isbotlanadi.

Kalit so'zlar Buyruq, hayrat, shubha, ohang, funksional-semantik, hissiy holat, hissiy rang-baranglik, nutq

**Функционально-семантические
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Аннотация В данной статье рассматриваются функционально-семантические особенности интонации выражающей вопрос, приказ и удивление в узбекском языке. Автор доказывает, что передача эмоционального и психологического состояния в речи осуществляется преимущественно через интонацию и тон, на примере произведения «Шум бола» демонстрируется, как с помощью интонации выражаются отношения между говорящим и слушающим. В вопросительных предложениях повышение интонации указывает на ожидание ответа, в повелительных – высокий или понижающийся тон отражает требовательность или

мягкость приказа. В восклицательных предложениях переменная интонация передает сильные эмоции. В статье подчеркивается роль интонации в обогащении семантического и прагматического уровней речи, углублении смысла высказывания и выражении внутреннего состояния персонажей. Данный подход служит прочной основой для более глубокого изучения фонетики и стилистики узбекского языка. Результаты исследования могут быть использованы как важное средство формирования речевой культуры в образовательном процессе. Кроме того, анализ интонации имеет важное значение при выявлении межперсонажных отношений в художественных текстах. В будущем рекомендуется продолжить исследования коммуникативных характеристик интонации на основе других литературных произведений. В заключение делается вывод о неотъемлемой роли интонации в коммуникативном процессе на узбекском языке.

Ключевые слова

Приказ, удивление, подозрение, интонация, функционально-семантический, эмоциональное состояние, эмоциональное разнообразие, речь

Functional-semantic analysis of intonation expressing interrogation, command, and exclamation

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Annotation

This article analyzes the functional- semantic features of intonation expressing interrogation, command and exclamation in the Uzbek language. The author demonstrates that emotional and psychological states in speech are primarily conveyed through intonation and pitch, using examples from the story "Shum Bola" to illustrate how intonation reflects the speaker's and listener's emotional attitudes. In interrogative sentences, a rising intonation signals a question or expectation of a response; in imperative sentences, a high or falling tone indicates the firmness or softness of the command. Exclamatory sentences use dynamic intonation to express strong emotions. The article emphasizes the role of intonation in enriching the semantic and pragmatic layers of speech, deepening the meaning of utterances, and conveying characters' inner states. This approach serves as a solid foundation for a deeper study of Uzbek phonetics and stylistics. The findings of the research can also be used as an important tool in developing speech culture within the educational process. Moreover, intonation analysis plays a significant role in identifying inter-character relationships in literary texts. It concludes that intonation and pitch are essential components of communicative processes in Uzbek.

Keywords

Command, surprise, suspicion, intonation, functional-semantic, emotional state, emotional diversity, speech

Kirish

Mayl, ya'ni nutqdagi hissiy va ruhiy holatlarning ifodalanishi, o'zbek tilida asosan ohang va intonatsiya orqali amalga oshiriladi. Bu jihat nutqning tashqi va ichki belgilari o'rtasidagi farq bilan bog'liq bo'lib, tashqi belgi – bu so'zning tovushi va yozilishi, ichki belgi esa so'zning hissiy-ruhiy timsolidir. Ohang, ayniqsa unli tovushlarning musiqiy ohangdorligi orqali maylni ifodalashda muhim vosita hisoblanadi. O'zbek tilidagi oltita unli tovush (A, O, I, U, O', E) nutqning ohangdorligini ta'minlab, turli hissiy holatlarni ifodalashga xizmat qiladi.

Nutqdagi ohangning maylni ifodalashdagi roli shundaki, u gapning ma'nosini chuqurlashtiradi va tinglovchiga nutqchining kayfiyatini, munosabatini yetkazadi. Masalan, bog'lovchisiz qo'shma gaplarda ohang gap qismlari o'rtasidagi munosabatni ko'rsatadi, bu esa nutqning hissiy va ma'naviy bog'lanishini ta'minlaydi. Shu bilan birga, ohang nutqning turli shakllarida, jumladan, adabiy nutq va og'zaki muloqotda maylni ifodalashda asosiy vosita hisoblanadi.

Adabiyotshunoslikda ham ohangning maylni ifodalashdagi ahamiyati katta e'tibor qaratilgan. Masalan, bolalar adabiyotida ohangdorlik va intonatsiya orqali his-tuyg'ularni ifodalash, nutqning jonlanishi va ta'sirchanligini oshirish muhim hisoblanadi. Shuningdek, xalq og'zaki ijodida, maqollar, topishmoqlar va dostonlarda ohang nutqning badiiy ifodasi sifatida maylni yetkazishda asosiy vosita bo'lib xizmat qiladi.

D. Kristal (Crystal, 1969) tomonidan yozilgan "Prosodic Systems and Intonation in English" asarida ingliz tilidagi ohang tizimlari tahlil qilinadi. Garchi bu tadqiqot ingliz tiliga oid bo'lsa-da, unda ilgari surilgan g'oyalar o'zbek tilida ham ohang orqali ma'no ifodalanishini tushunishda muhimdir. Kristalga ko'ra, so'zlovchining intonatsion uslubi – xususan, tovushning ko'tarilishi yoki pasayishi – gapning kommunikativ maqsadini bildiradi. Masalan, ko'tariluvchi ohang so'roq gapga,

pasayuvchi ohang esa buyruq yoki xulosa gaplarga xosdir. Bu nuqtai nazar o'zbek tilida ham ohangning savol yoki buyruq tusini ifodalashdagi rolini tasdiqlaydi.

D.R. Ladd (2008) o'zining "Intonational Phonology" nomli tadqiqotida intonatsiyani nafaqat prosodik xususiyat, balki grammatik tizimning bir qismi sifatida tahlil qiladi. U ohang chiziqlarining izchil tabiati va gap tuzilmasi bilan o'zaro aloqadorligini asoslaydi. Laddning fikriga ko'ra, ohang ma'no va emotsional ranglarni o'zgartirishi yoki aniqlashtirishi mumkin, bu esa hayrat va buyruq gaplar tahlilida ayniqsa dolzarbdir.

"Shum bola" asarida ohang vositasida personajlar o'rtasidagi hissiy aloqalar qanday ifodalanligi haqida O'zbekcha Vikipediya (2016) sahifasida bayon qilingan ma'lumotlar esa bu nazariy qarashlarga amaliy asos bo'la oladi. Unda savol gaplarda ko'tariluvchi ohang, buyruqlarda baland yoki pasayuvchi ohang, hayratli gaplarda esa dinamik ohang o'z ifodasini topadi.

Ushbu manbalar intonatsiyaning semantik va pragmatik qatlamlardagi rolini tushunishda mustahkam asos yaratadi. Ular ohangning nafaqat gap ma'nosini belgilash, balki tinglovchi va so'zlovchi o'rtasidagi kommunikatsiyani kuchaytirishdagi ahamiyatini ko'rsatadi. Intonatsiyaning kommunikativ kompetensiyaning ajralmas elementi sifatida o'rganilishi zarurligi yana bir bor ta'kidlanadi.

So'roq gaplarda intonatsiya

So'roq gaplarda intonatsiya ko'tariladi, bu savol yoki javob kutish holatini bildiradi. Mayilning *so'roq ohang* orqali ifodalanishi nutqning semantik va pragmatik qatlamida muhim rol o'ynaydi. Quyida har bir jumla misolida bu ohangning funksional-semantik xususiyatlari tahlil qilinadi.

1. "Darrov pul quturtirdimi?" (G'. G'ulom: Shum bola, 23-b).

So'roq ohang xususiyati:

- Gap oxirida ohang ko'tarilishi so'roq intonatsiyasining asosiy belgisi bo'lib, tinglovchidan javob kutilayotganini bildiradi.
- Bu ohang nutqchining voqeaga nisbatan qiziqish, hayrat yoki shubha bilan yondashayotganini ko'rsatadi.

Funksional-semantik tahlil:

- **Mayning ifodasi:** Gapda so'roq ohang yordamida nutqchi voqeaga nisbatan faol, jonli munosabat bildiradi. "Darrov pul quturtirdimi?" savolida hayrat, shubha va tezkorlikka urg'u bor.
 - **Emotsional yuk:** So'roq ohang gapga emotsional rang beradi, voqeaning kutilmagan yoki muhimligini ta'kidlaydi.
 - **Pragmatik vazifa:** Nutqchi tinglovchidan aniqlik kutadi, voqeaga baho berishni yoki tasdiqni so'raydi.
2. *"Bu xinzir degani nima degani ekan? So'kkanimikan? Qoyilman deganimikan?"* (G'. G'ulom: Shum bola, 40-b).

So'roq ohang xususiyati:

- Har bir savol oxirida ohang ko'tarilishi nutqchining noaniqlik, hayrat va o'z-o'ziga savol berish holatini aks ettiradi.
- Bu ohanglar ichki monolog, o'z-o'zini so'roq qilish, fikr yuritish vazifasini bajaradi.

Funksional-semantik tahlil:

- **Mayning ifodasi:** Nutqchi o'z fikrini aniqlashtirishga, ma'noni tushunishga harakat qiladi. Bu savollar orqali u o'zining ichki shubha va qiziqishini ifodalaydi.
- **Emotsional yuk:** So'roq ohang gaplarni jonli, ta'sirchan va emotsional qiladi. Nutqchining hayrat, tushunmovchilik yoki qiziqishi kuchayadi.
- **Pragmatik vazifa:** Gaplar orqali nutqchi o'zining bilimsizligini, tushunmovchiligini ochiq bildiradi va javob yoki izoh kutadi.

Umuman olganda, so'roq ohang o'zbekcha muloqotda maylni ifodalashda muhim vosita bo'lib, nutqchining voqeaga nisbatan qiziqish, hayrat, shubha yoki tushunmovchilik kabi hissiy-ruhiy holatini aniq yetkazadi. Gap oxirida ohangning ko'tarilishi tinglovchidan javob yoki izoh kutilayotganini bildiradi, nutqning emotsional va pragmatik qatlamini boyitadi. So'roq ohang yordamida nutqchi voqeaga faol munosabat bildiradi, ichki monolog va dialog yaratadi hamda gapning semantik yukini oshiradi.

3. *Buyruq va iltimos gaplarda intonatsiya*

Buyruq gaplarda intonatsiya baland va qisqa, iltimos gaplarda esa yumshoqroq va ko'pincha balandroq bo'ladi.

Buyruq mayilning baland va pasayuvchi ohangda ishlatilishi: funksional-semantik tahlil

Berilgan jumalarda buyruq mayilining *baland* va *pasayuvchi* ohang orqali ifodalanishi nutqning emotsional, semantik va pragmatik qatlamlarini boyitadi. Quyida har bir jumla misolida bu ohanglarning funksional-semantik xususiyatlari tahlil qilinadi.

1. *"Xo'sh, gapir!"* (G'. G'ulom 2018: Shum bola, 121-b).

Baland ohang xususiyati: Gapning boshida yoki asosiy so'zda baland ohang ishlatilishi buyruqning qat'iy, talabchan va zo'ravon tusini kuchaytiradi. Bu ohang orqali so'zlovchi (boy) o'zining ustunligini, buyruqning rad etib bo'lmasligini, tinglovchidan zudlik bilan amal qilishni talab qilayotganini bildiradi.

Funksional-semantik tahlil:

- **Mayning ifodasi:** Baland ohang yordamida buyruqning zo'ravon, bosimli, do'q-po'pisa tusini kuchaytiradi. Bu, ayniqsa, ijtimoiy mavqei yuqori shaxs (boy) tomonidan past mavqedagi shaxsga (shum bola) nisbatan ishlatilganda, buyruqning majburiyligini va murosasizligini ifodalaydi.
- **Emotsional yuk:** Gapga kuchli emotsional rang, jiddiylilik va shoshilinchlik baxsh etadi.

Tinglovchida qo'rquv, hayajon yoki bo'ysunish hissini uyg'otadi.

- **Pragmatik vazifa:** So'zlovchi o'zining irodasini tinglovchiga ochiq va aniq yetkazadi, javob yoki harakatni darhol kutadi.
2. *"Ozgina ushatib yeb ham ko'r, xamiri achigan bo'lmasin."* (G'. G'ulom: Shum bola, 125-b).

Pasayuvchi ohang xususiyati:

- Gap oxirida ohangning pasayishi buyruqning yumshoq, maslahat yoki iltimos tusini kuchaytiradi. Bu ohang orqali so'zlovchi harakatni majburlab emas, balki muloyimlik, g'amxo'rlik yoki ehtiyotkorlik bilan tavsiya qilayotganini bildiradi.

Funksional-semantik tahlil:

- **Maylning ifodasi:** Pasayuvchi ohang yordamida buyruqning yumshoqligi, mehribonlik yoki maslahat tusini ifodalaydi. Bu, ayniqsa, yaqin munosabatli shaxslar o'rtasida, g'amxo'rlik yoki ehtiyotkorlik bilan aytilgan gaplarda ko'proq uchraydi.
- **Emotsional yuk:** Gapga iliqlik, g'amxo'rlik, ehtiyotkorlik va do'stona munosabat baxsh etadi. Tinglovchida ishonch, minnatdorlik yoki e'tibor hissini uyg'otadi.
- **Pragmatik vazifa:** So'zlovchi harakatni majburlab emas, balki tavsiya yoki maslahat sifatida bildiradi, tinglovchining ixtiyoriga ham qisman erkinlik beradi.
- **Baland ohangli buyruq:** qat'iylik, zo'ravonlik, shoshilinchlik va majburiylikni ifodalaydi. So'zlovchi o'z irodasini kuchli tarzda bildiradi va tinglovchidan darhol amal qilishni kutadi.
- **Pasayuvchi ohangli buyruq:** yumshoqlik, g'amxo'rlik, ehtiyotkorlik va maslahat tusini kuchaytiradi. So'zlovchi harakatni muloyimlik bilan tavsiya qiladi, tinglovchiga erkinlik beradi.

Bu ohanglar yordamida buyruq mayli o'zbek tilida nafaqat grammatik, balki emotsional va ijtimoiy ma'nolarni ham aniq ifodalaydi. Gapning baland yoki pasayuvchi ohangda aytilishi uning semantik va pragmatik yukini tubdan o'zgartiradi, tinglovchiga so'zlovchining kayfiyati, munosabati va niyatini aniq yetkazadi.

1. *His-hayajon va taajjub gaplarida intonatsiya*

Hayrat gaplarda intonatsiya baland va tez o'zgaradi, emotsional kuchi oshadi.

Berilgan jummalarda hayratli va baland-pasayuvchi ohangning ifodalanishi o'zbek tilidagi nutqning emotsional va semantik qatlamlarini boyitadi. Quyida har bir jumla misolida bu ohanglarning funksional-semantik xususiyatlari tahlil qilinadi.

1. *"Voy, opaging o'rgulsin!"* (G'. G'ulom: Shum bola, 61-b).

Ohang xususiyati:

- Gap boshida "Voy" undovi baland ohangda aytiladi, bu esa nutqchining kuchli hayrat, taajjub yoki ta'sirlanish holatini bildiradi.
- Gap oxirida ohang pasayadi, bu esa emotsional to'lqinning yumshoq yakunlanishini, gapning samimiy, mehribon yoki hazilomuz tusini kuchaytiradi.

Funksional-semantik tahlil:

- **Hayrat va ta'sirlanish:** Baland ohangli "Voy" undovi orqali so'zlovchi kuchli hayrat, ta'sirlanish yoki quvonchni ifodalaydi.
- **Samimiylik va mehribonlik:** Gap oxiridagi pasayuvchi ohang jumlagi iliqlik, samimiylik va g'amxo'rlik ohangini beradi. Bu, ayniqsa, yaqin insonlar o'rtasidagi muloqotda ko'proq uchraydi.
- **Emotsional yuk:** Baland-pasayuvchi ohang gapga jonlilik, tabiiylik va hissiy boylik baxsh etadi. Nutqchining kayfiyati, voqeaga munosabati aniq seziladi.

- **Pragmatik vazifa:** So'zlovchi o'zining kuchli emotsiyasini ochiq bildiradi, tinglovchiga iliq, samimiy munosabatini yetkazadi.

2. "Voy quloqlaringning qimirlashiga o'zginam girgittan bo'lay!" (G'. G'ulom: Shum bola, 61-b).

Ohang xususiyati:

- "Voy" undovi yana baland ohangda aytiladi, bu esa kuchli hayrat, quvonch yoki taajjubni bildiradi.
- Gap davomida ohang balandlikdan pasayishga o'tadi, bu esa gapning yumshoqligi, samimiyligi va hazilomuzligini oshiradi.

Funksional-semantik tahlil:

- **Hayrat va quvonch:** Baland ohangli boshlanish so'zlovchining voqeaga nisbatan kuchli hayrat va quvonchini ifodalaydi.
- **Hazil va samimiylilik:** Gap oxiridagi pasayuvchi ohang jumlagi hazil, mehribonlik va samimiylilik baxsh etadi. Bu, ayniqsa, bolalar yoki yaqin insonlar o'rtasidagi muloqotda ko'proq uchraydi.
- **Emotsional rang-baranglik:** Baland-pasayuvchi ohang gapni jonli, ta'sirchan va hissiyotga boy qiladi.
- **Pragmatik vazifa:** So'zlovchi o'zining iliq, mehribon va hazilomuz munosabatini ochiq bildiradi, tinglovchiga ijobiy emotsiya yetkazadi.
- **Hayratli va baland-pasayuvchi ohang** o'zbek tilida kuchli emotsional holatlarni, hayrat, quvonch, samimiylilik va mehribonlikni ifodalashda muhim vosita hisoblanadi.

Gap boshida baland ohang (undovlar orqali) kuchli emotsiyani bildirsa, gap oxiridagi pasayuvchi ohang jumlagi yumshoqlik, samimiylilik va iliqlik baxsh etadi.

Bu ohanglar yordamida nutqning semantik va pragmatik qatlamlari boyiydi, tinglovchiga so'zlovchining kayfiyati va munosabati aniq yetkaziladi

Muhokama

Tahlil natijalari shuni ko'rsatadiki, o'zbek tilida intonatsiya gapning kommunikativ turini aniq belgilashda asosiy vosita hisoblanadi. "Shum bola" qissasidagi dialog va monologlarda intonatsiya orqali personajlarning niyati, emotsional holati va gapning maqsadi ochiq ifodalanadi. So'roq gaplarda intonatsiyaning ko'tarilishi, darak gaplarda pasayishi, buyruq va hayrat gaplarda esa baland va qisqa yoki tez o'zgaruvchi intonatsiya ishlatilishi asarda jonli muloqot muhitini yaratadi. Bu esa bolalar va kattalar nutqida intonatsiyaning kommunikativ ahamiyatini yanada kuchaytiradi.

Shuningdek, intonatsiya yordamida bir xil so'zlar turli ma'nolarni anglatishi mumkin. Masalan, "Kelasanmi?" (so'roq intonatsiyasi) va "Kelasanmi!" (hayrat yoki tanbeh intonatsiyasi) gaplarida faqat intonatsiya orqali farq paydo bo'ladi. "Shum bola" asarida bunday misollar ko'p uchraydi va ular bolalar nutqining tabiiyligini, jonliligini ta'minlaydi.

Xulosa

O'zbekcha muloqotda maylning ohang orqali ifodalanishi tilshunoslik va adabiyotshunoslikda chuqur o'rganilgan mavzu bo'lib, ohang nutqning ichki hissiy-ruhiy mazmunini tashqi shaklda yetkazishda asosiy vosita hisoblanadi. Bu jarayon unli tovushlarning musiqiy ohangdorligi, intonatsiya va nutqning sintaktik tuzilishi bilan chambarchas bog'liqdir. Ohang gapning kommunikativ turini, so'zlovchining niyatini va emotsional holatini ifodalashda asosiy rol o'ynaydi. G'afur G'ulomning "Shum bola" qissasidagi misollar yordamida ko'rsatildiki, intonatsiya yordamida gap maqsadi, axborotning muhim qismi va personajlarning ruhiy holati aniq ifodalanadi.

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Pragmalingvistikada implikatura tushunchasi: O'zbek mediadiskursi "Qurultoy" podkasti misolida

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Annotatsiya *Ushbu maqola zamonaviy pragmalingvistikaning markaziy tushunchalaridan biri bo'lgan implikatura nazariyasini tadqiq etadi. H.P. Grays tomonidna ishlab chiqilgan hamkorlik prinsipi va uning maksimalari asosida implikaturaning konventsional va konversatsional ko'rinishlari o'zganiladi. Tadqiqot obyekti sifatida o'zbek mediadiskursidagi "Qurultoy" podkastining "O'zbek to'ylari: kecha va bugun" nomli epizodi tanlangan. Maqolada podcast fragmentlari misolida konventsional implikatiralar (masalan, "lekin", "sababi", "birinchidan" kabi leksik vositalar orqali ifodalanuvchi qo'shimcha ma'nolar) hamda konversatsional implikaturalar (kontekst, nutq vaziyati va nutq figuralari orqali anglashiladigan yashirin ma'nolar) kontekstual, pragmatik va diskursiv jihatdan tahlil qilinadi. Tahlil natijalariga ko'ra, so'zlovchilarning implikaturalardan foydalanishi tinglovchiga ta'sir etishda, ularni to'ylar bilan bog'liq ijtimoiy-moliyaviy muammolar haqida chuqur mulohaza yuritishga undashda muhim ahamiyat kasb etadi. Shuningdek, tadqiqot natijalari mediadiskursda so'zlovchilarning implikaturalardan mahorat bila foydalanishini ko'rsatadi. Bu o'z navbatida, tinglovchiga ta'sir etishda, ularni to'ylar bilan bog'liq ijtimoiy-moliyaviy muammolar haqida o'ylashga va mavzuga tanqidiy yondashishga undashda muhimdir. Ushbu yondashuvlar orqaltilning pragmatic funksiyalari va uning jamiyatdagi roli yorqin namoyon bo'ladi. Maqola tilshunoslikning ushbu yo'nalishi bo'yicha mahalliy tadqiqotlarni boyitadi.*

Kalit so'zlar *Pragmalingvistika, implikatura, H.P. Grays, suhbat maksimlari, konventsional, konversatsional implikatura, mediadiskurs, tagma'no*

Понятие импликатуры в прагмалингвистике: на примере узбекского медиадискурса (подкаст "Курултой")

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Аннотация *Данная статья исследует теорию импликатуры, одного из центральных понятий современной прагмалингвистики. Изучаются конвенциональные и конверсационные формы импликатуры, опираясь на Принцип Сотрудничества Г.П. Грейса и его максимы. В качестве объекта исследования выбран эпизод "Узбекские свадьбы: вчера и сегодня" из подкаста "Курултой" в узбекском медиадискурсе. В статье на примере фрагментов подкаста контекстуально, прагматически и дискурсивно анализируются как конвенциональные импликатуры (например, дополнительные значения, выражаемые лексическими средствами, такими как "но", "потому что", "во-первых"), так и конверсационные импликатуры (скрытые значения, выводимые из контекста, речевой ситуации и стилистических фигур). Результаты анализа показывают, что*

использование имплицатур говорящими играет важную роль в воздействии на слушателей, побуждая их к глубоким размышлениям о социально-финансовых проблемах, связанных со свадьбами. Этот анализ помогает глубже понять, как формируются и воспринимаются невысказанные смыслы в коммуникации. Результаты исследования показывают, что использование говорящими имплицатур в медиадискурсе играет важную роль в воздействии на слушателей, побуждая их к глубоким размышлениям о социально-финансовых проблемах, связанных со свадьбами, и к критическому осмыслению темы. Через эти подходы ярко проявляются прагматические функции языка и его роль в обществе.

Ключевые слова

Прагмалингвистика, имплицатура, Г.П. Грайс, принцип сотрудничества, максимы разговора, конвенциональная имплицатура, конверсационная имплицатура, медиадискурс, подкаст "Курултой", речевая коммуникация, подразумеваемый смысл

The Concept of Implicature in Pragmalinguistics: On the example of Uzbek Mediadiscourse (the "Qurultoy" podcast)

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Annotation

This article investigates the theory of implicature, a central concept in contemporary pragmalinguistics. It examines the conventional and conversational forms of implicature, building upon, H.P. Grice's Cooperative principle and its maxims. The "Qurultoy" podcast's episode titled "Uzbek Weddings: Yesterday and Today" from Uzbek mediadiscourse, serves as the object of study. The article analyzes fragments from the podcast, focusing on conventional implicatures (e.g., additional meanings conveyed through lexical items like "but", "because", "firstly") and conversational implicatures (hidden meanings inferred through context, speech situation, and figures of speech). The analysis reveals that speaker's use of implicatures significantly impacts listeners, encouraging them to deeply reflect on the social and financial issues associated weddings. The findings reveal that speakers skillfully utilize implicatures within media discourse. This strategic use significantly impacts listeners, encouraging them to critically reflect on the socio-financial issues associated with weddings and prompting a more nuanced perspective on the topic. Through these approaches, the pragmatic functions of language and its vital role in society are clearly demonstrated.

Keywords

Pragmalinguistics, implicature, H.P. Grice, cooperative principle, conversational maxims, conventional implicature, conversational implicature, mediadiscourse, "Qurultoy" podcast, speech communication, implied meaning

Kirish

Barchamizga sir emas, bugungi zamon bevosita jadal o'sish-rivojlanishlar, yangliklar davri hisoblanadi. Ayniqsa bugungi kundagi globallashuv va axborot asrida tilshunoslik ilmi o'zining turlicha markzaiy, tayanch tushunchalari bilan nutqiy muloqotning turli murakkabliklarini o'rganishda muhim ahamiyat kasb etib kelmoqda. Ana shunday muhim tilshunoslik sohalaridan biri pragmlingvistika antropotsentrik paradigmasida o'z o'rniga ega bo'lgan, tilshunoslar tomonidan qiziqish bilan o'rganilayotgan yo'nalishdir. Ushbu pragmlingvistika yo'nalishining muhim, tayanch tushunchasi sifatida qaraladigan implikatura nazariyasini o'zbek mediadiskursida o'rganish, tahlil qilish hozirgi ilmiy tadqiqotimizning asosini tashkil qiladi. Implikatura, so'zlovchining to'g'ridan-to'g'ri aytilmagan, ammo tinglovchi tomonidan suhbat konteksti va umumiy mantiqqa asoslanib xulosa qilinadigan ma'nolarini anglatadi.

Implikatura nazariyasining zamonaviy asoslari amerikalik faylasuf va tilshunos H.P. Grays (H.P. Grice, 1975) tomonidan, "*Mantiq va Suhbat*" (*Logic and Conversation*, 1975) nomli fundamental asarida ishlab chiqilgan. Grays suhbat ishtirokchilarining samarali muloqot qilish uchun "hamkorlik prinsipi" (Cooperative principle) va uning to'rtta maksimiga (miqdor, sifat, aloqadorlik va usul) rioya qilishni ta'kidlaydi. So'zlovchi ushbu maksimalarga rioya qilganda yoki ularni ataylab buzganidda implikaturalar yuzaga keladi va tinglovchi aytilgan so'zlardan tashqari qo'shimcha ma'nolarni anglaydi. Implikaturalar shuningdek, konventsional(so'zning o'z ma'nosidan kelib chiquvchi) va konversatsional (nutqiy vaziyat va kontekstga bog'liq) turlarga bo'linadi.

O'zbek tilshunosligida ham implikatura tushunchasi va uning lingvistik xususiyatlari borasida qator tadqiqotlar olib borilmoqda. Ayniqsa, zamonaviy *mediadiskurs*, xususan,

podkastlar kabi yangi kommunikatsiya platformalarida implikaturaning namoyon bo'lishi alohida ilmiy qiziqish uyg'otadi. Bu platformalar tabiiy nutq, jonli muloqot va auditoriyaga ta'sir etishning o'ziga xos usullarini o'zida mujassam etadi.

Ushbu maqola pragmlingvistikada implikatura tushunchasini nazariy jihatdan yoritish bilan birga, uning o'zbek mediadiskursidagi amaliy namoyon bo'lishini tahlil qilishni maqsad qilgan. Tadqiqot obyekti sifatida o'zbek jamoatchiligida muhokamalarga sabab bo'layotgan ijtimoiy-madaniy mavzularni yorituvchi "Qurultoy" podkastining "O'zbek to'ylari: kecha va bugun" nomli epizodi tanlab olindi. Maqolada ushbu podcast materiallari asosida konventsional va konversatsional implikaturalar aniqlanadi, ularning kontekstual, pragmatik va diskursiv xususiyatlari atroflicha tahlil qilinadi. Tadqiqot natijalari o'zbek nutqiy kommunikatsiyasida implikaturaning ahamiyatini ko'rsatib, yashirinma'nolarning nutqiy ta'sirchanlikni oshirishdagi rolini ochib beradi.

Adabiyotlar tahlili

Implikatura tushunchasi tilshunoslikda uzoq yillardan beri muhokama qilinib kelayotgan murakkab hodisa bo'lib, uning zamonaviy pragmlingvistik tadqiqotlardagi markaziy o'rne H.P. Graysning "*Mantiq va Suhbat*" (*Logic and Conversation*, 1975) fundamental asari bilan chambarchas bog'liqdir. Grays o'z nazariyasida nutqiy muloqotning asosiy tamoyili sifatida Hamkorlik prinsipini (Cooperative principle) ilgari surdi. Ushbu prinsip suhbat ishtirokchilari muloqotga o'z hissalarini uning umumiy maqsadiga muvofiq ravishda qo'shishini nazarda tutadi. Grays hamkorlik prinsipiga bo'ysunuvchi to'rtta asosiy maksimani ajratib ko'rsatgan: miqdor maksimasi (zaruriy vayetarli miqdordagi axborotni berish), aloqadorlik maksimasi (mavzuga doir bo'lish) va usul maksimasi (aniq, tartibli va tushunarli bo'lish.)

Graysga ko'ra, aynan shu maksimalarga rioya qilish yoki ularni ataylab buzish orqali implikaturalar yuzaga keladi, ya'ni so'zlovchi aytilmagan, lekin tinglovchi tomonidan kontekstga asoslanib xulosa qilinadigan ma'nolarni uzatadi.

Grays nazariyasining yana bir muhim jihatlaridan biri implikaturalarning konventsional va konversatsional turlarga ajratilishidir. Konventsional implikaturalar so'z yoki iboralarning o'ziga xos leksik ma'nosi yoki sintaktik tuzilishi bilan bog'liq bo'lib, suhbat kontekstidan qat'iy nazar yuzaga keladi. Graysning o'zi "lekin" (but), "shuning uchun" (therefore), "hatto" (even) kabi so'zlarning qo'shimcha, implikativ ma'nolarini qanday yaratishini tahlil qilgan. Bu turdagi so'zlar o'zining asosiy semantic yukidan tashqari, ma'lum bir pragmatik ma'noni ham anglatadi. Masalan, "U dangasa, lekin boy" jumlasida "lekin" bog'lovchisi orqali dangasalik va boylik o'rtasidagi qarama-qarshilikni implikasiya qiladi, garchi bu qarama-qarshilik jumlaning literal ma'nosiga kirmasa ham (Sobolev, 2023). O'zbek tilidagi *hatto*, *ammo*, *biroq*, *lekin*, *shuning uchun*, *shu kabi*, *deyarli*, *shunga qaramay*, *zo'rg'a*, *bazo'r* kabi bog'lovchi, yuklama vazifasida keluvchi bir qator so'zlar ham konventsional implikatura hosil qilishda muhim rol o'ynaydi.

Aksincha, konversatsional (yoki nonkonventsional) implikaturalar biror bir so'z yoki tuzilmaga bog'liq bo'lmay, asosan nutq vaziyati va kontekstga aloqador bo'ladi. Bu turdagi implikaturalar suhbatdoshlar orasidagi umumiy qoidalar va kontekst asosida anglashiladi. Rusminto (2009) va Arifianti (2018) kabi tadqiqotchilarning ta'kidlashicha, konversatsional implikaturalar tilde yashiringan, suhbatning asosiy maqsadini yashirishi yoki asl haqiqatdan farqli, o'zgacha ma'nolarni anglatishi mumkin (Kartikasari & Sofyan & Setyari, 2023). Desnita esa ularni suhbatga bog'liq kontekstga asoslanuvchi ma'nolar sifatida tavsiflaydi (Desnita, 2021). Suhbat implikaturalari nutqni tashkil etish tamoyillari, kontekst, intonatsiya, urg'u, so'z

tanlashdagi o'ziga xosliklar hamda ironiya, kinoya, metafora kabi nutq figuralari orqali yuzaga kelishi mumkin. Bu vositalar ko'pincha berilgan literal ma'nodan farqli qarama-qarshi yoki tanqidiy ma'nolarni keltirib chiqaradi.

O'zbek tilshunosligida hamimplikatura nazariyasi Sh. Safarov kabi olimlar tomonidan o'rganilgan. Safarov Grays nazariyasini tahlil qilib, nutqda bevosita ma'lum qilinayotgan ma'no va nazarda tutilayotgan yashirin ma'no mavjudligini ta'kidagan (Safarov, 2017). Uning qayd etishicha, so'zlovchi nutqda bevosita ifodalayotgan ma'no gapning mantiqiy mudarijasiga (propozitsiyaga) mos keladi, qolgan qismi esa, "tagiga yetish" usulida aniqlanadigan implikaturani tashkil etadi. Bu kabi mahalliy tadqiqotlar implikatura nazariyasining o'zbek tili nutqiy xususiyatlarini o'rganishdagi ahamiyatini ko'rsatadi.

Ushbu adabiyotlar tahlili maqolaning nazariy poydevorini shakllantirib, implikatura tushunchasining ko'pqirrali xususiyatini namoyon etadi. Keyingi bo'limlarda, "Qurultoy" podkastidagi real nutqiy materiallar amaliy tahlil qilinadi.

Metodologiya

Ushbu tadqiqotning asosiy maqsadi implikatura tushunchasining o'zbek mediadiskursidagi pragmatik tahlilini o'rganishdan iborat, bunda asosan deskriptiv-tahliliy metodologiya asos qilib olindi. Tadqiqot H.P. Graysning implikatura nazariyasiga, xususan, uning Hamkorlikprinsipi (Cooperative principle) va unga bo'ysunuvchi to'rtta asosiy maksimalarga tayandi.

Tadqiqot obyekti sifatida o'zbek mediadiskursining muhim elementlaridan biri bo'lgan "Qurultoy" podkastining "O'zbek to'ylari: kecha va bugun/o'zbek xalqining hayotidagi eng muhim marosim" nomli epizodi tanlandi. Ushbu podcast epizodijtimpoiymadaniy-siyosiy muammolarni yoritishga qaratilgan bo'lib, undagi jonli va tabiiy nutq implikatura namunalari tahlil qilish uchunboy material taqdim etadi. Tadqiqot uchun podkastning tegishli qismlari transkripsiya qilindi va matn ko'rinishiga keltirildi.

Maqolada matnni tahlil qilish metodi asosiy usul sifatida qo'llaniladi. Bunga qo'shimcha ravishda, content tahlil, pragmatik tahlil hamda diskursiv tahlildan foydalanildi. Kontent tahlilda, podcast parchalari diqqat bilan o'rganilib, ularda yuzaga kelgan implikatura namunalari aniqlandi. Matndagi har bir gap va ibora nafaqat o'zining literal(so'zma-so'z) ma'nosi balki suhbat kontekstida anglashiladigan qo'shimcha ma'nolari nuqtai nazaridan ham ko'rib chiqildi.

Pragmatik tahlil metodida esa, implikaturalarning yuzaga kelish mexanizmlari H.P. Graysning Hamkorlik prinsipi va uning maksimalari doiraasida tahlil qilindi. So'zlovchining niyati, tinglovchining xulosalari va nutq vaziyatining implikatura hosil qilishdagi roli o'rganildi. Ayniqsa, so'zlovchi maksimalarga qanday rioya qilishi yoki ularni buzishi natijasidayuzaga keladigan ma'nolar diqqat markazida bo'ldi.

Diskursiv tahlil metodidan implikaturalarning kengroq diskursiv kontekstdagi funksiyalari va ularning muloqotning umumiy maqsadiga qanday hissa qo'shishi tahlil qilindi. Nutq birliklarining o'zaro bog'liqligi va ularning tinglovchiga emotsional va ratsional ta'siri o'rganildi.

Muhokama

Maqolamizning ushbu qismida, "Qurultoy" podcasti epizodidagi konventsional implikaturalarni namuna va misollar orqali yoritib beramiz.

*"-Assalomu alekum, hurmatli tinglovchilar, hurmatli tomoshabinlar, shu yerga taklif qilganilar uchun silarga katta rahmat aytaman. **Birinchidan**, mavzuga yondashish nuqtai nazaridan sizlarning yo'nalishlaringni hurmat qildim man, **sababi**, biz doimiy ravishda **u yoki bu** mavzuni ko'targan paytimizda, odamlar ensasini qotiradigan mavzular berilsa, odamlar oxirgi paytlar **eshitmay ham qo'ydi**. **Lekin** noodatiy, ya'ni fanda, hozirgi kunda ilmiy tilda kreativ deyiladi, yondashilayotgan paytda, bu masalaning ko'tarilishi, hozirgi kunda judayam muhim, **sababi** biz, to'yga ilgarigidek, ma'lum bir hayotni, odam hayotining bosqichi*

*sifatida qarasak, **endi** unday qarab bo'lmaydi, **ya'ni** bunga biz iqtisodiy, siyosiy, diniy, kerak bo'lsa, madaniy masala sifatida ham qarashimiz kerak, va bu bugungi mavzuni boshqacharoq tomondan yoritish mumkin, to'ylar haqida o'ylar deb ham aytish mumkin."*

Ko'rib turganimizdek, ushbu podcastdan olingan diskursiv matn bir necha konventsional implikaturalardan tashkil topgan, ana endi ularni birgalikda kontekstual, pragmatik va diskursiv jihatdan tahlil qilamiz. Birinchi gapni chuqurroq tahlilga tortsak, berilgan gapdagi so'rashuv ohangi, tinglovchilarga bo'lgan hurmatni, e'tiborni anglatadi, keyingi so'zlar hurmat bilan tinglovchilarga qaratilishini konventsional tarzda bildiradi.

Birinchidan, mavzuga yondashish nuqtai nazaridan sizlarning yo'nalishlaringni hurmat qildim, man, **sababi** biz **doimiy ravishda** u yoki bu mavzuni ko'targan paytimizda, odamlar ensasini qotiradigan mavzular berilsa, odamlar oxirgi paytlar **eshitmay ham qo'ydi**.

Podkastning ushbu qismi konventsional implikaturalar bilan boyitilgan, misol uchun, gap boshidagi *birinchidan*, so'zining ishlatilishi, aytilayotgan fikrning naqadar muhimligini, va bundan boshqa yana bir qator fikrlar mavjudligiga, hamda aynan ushbu fikrning ahamiyati yuqoriroqligiga nisbatan ishora qilyapti. Birinchi navbatda shu kabi mulohazaga so'zlovchining urg'u berishi, tomoshabinlarga ushbu muammoning naqadar dolzarbligini konventsional implikatura orqali anglatib kelyapti, va o'z-o'zidan tinglovchida bir qancha fikrlardan tashkil topgan ro'yxatning boshlanganligi to'g'risida kutuv, tushuncha hosil bo'ladi. Kontekstual jihatdan tahlil qilinsa, bu parchadan suhbatning boshlanganligini, mehmonga so'z berilganini ya'ni suhbatning kirish qismi tashkillashtirilganini anglash qiyin emas. Pragmatik hamda diskursiv jihatdan esa, so'zlovchi o'z fikrlarini tinglovchiga tartib bilan yetkazish, hamda qulay, tushunarli vaziyat yaratish uchun qo'llanilishi bilan bir qatorda, ushbu *birinchidan* so'zi diskursning strukturaviy elementi sifatida ahamiyatga ega

bo'lib, fikrning boshlanishini belgilab kelmoqda.

Sababi, doimiy ravishda, eshitmay ham qo'ydi leksik vositalarining ham jumla tarkibidagi konvetsional implikaturalarning namoyon bo'lishida ahamiyati katta.

"Sababi" bog'lovchisi keyingi gapning oldingi aytilgan fikrning sababini, asosini yoki tushuntirishini keltirib o'tayotganligini, ya'ni birinchi keltirilgan fikrni izohlab kelayotganligini konvetsional tarzda bildiradi. Kontekstdan kelib chiqib tahlil qilsa, so'zlovchi o'zining ushbu podkast tashkilotchilariga bo'lgan hurmatini izohlash uchun ushbu bog'lovchidan foydalangan. Pragmatik nuqtai nazardan, so'zlovchi o'zining pozitsiyasini asoslash, tinglovchini ishonitirish uchun sababini keltirib o'tyapti.

"Doimiy ravishda" ravishidan anglashiladiki, bu kabi podkastlarning uzluksiz, muntazam ravishda berib borilishi konvetsional tarzda namoyon bo'ladi. Bu so'z orqali so'lovchi, hozirgi kundagi podkast tashkilotchilarining mavzular tanlashda oddiy usullardan foydalanishini ishora qilmoqda, va bunda so'zlovchi o'z kuzatuvlarini umulashtirish hamda ta'kidlash uchun ham foydalanganligi ko'rinib turibdi.

"U yoki bu" jumlasidagi ayiruvchi bog'lovchisi keyingi so'z yoki iboraning oldingi so'z yoki iboraga muqobil yoki boshqa bir variant sifatida qarash kerakligini konvetsional tarzda ifodalab kelyapti. Kontekstdan kelib chiqib tahlil qilinganda, bu ibora mavzularning noaniqligini, yoki tanlash imkoniyatini ko'rsatish uchun ishlatilgan. Bu kabi holatda, pragmatik jihatdan so'zlovchi umumiyroq gapirishni maqsad qilganini anglash qiyin emas.

"Enasini qotiradigan" iborasi, hozirgi kundagi ayrim podkastlarning zerikarli, qiziqarsiz hamda tinglovchining e'tiborini tortadigan darajada yetarlicha dolzarb emasligiga konvetsional tarzda ishora qilinganligini ifodalaydi. Bu iborasi orqali, so'zlovchi tinglovchilar bu kabi mavzulardan anchagina zerikkanini ishora qilayapti va

pragmatik jihatdan, tinglovchilarning potentsial reaksiyasini oldindan taxmin qilyapti.

"Eshitmay ham qo'ydi" iborasi, odamlar bu kabi mavzulardan charchaganini, hamda oxirgi payt ularga qiziq bo'lmay qolganining, tinglovchilar to'g'ridan-to'g'ri bu kabi mavzularga qaratilgan podkastlarni eshitishdan bosh tortayotganligini yaqqol ifoda qilib keluvchi implikatura sifatida namoyon bo'lyapti.

"Lekin" so'zi orqali anglashilgan konvetsional implikatura oldingi aytilgan fikrga umuman qarama-qarshi, zid bo'lgan fikrni ifodalashda ishlatiladi. Ushbu berilgan kontekstda "lekin" so'zining ishlatilinishi zerikarli mavzulardan farqli ravishda, yangicha "kreativ" yondashuvning o'zgachaligini, afzalliklarini ta'kidlash uchun, tinglovchining ushbu podkast mavzusiga e'tiborini jalb qilish uchun ishlatilmoqda.

Konversatsional implikaturalarning ushbu mediadiskurs tarkibidagi ishtirokini va tahlilini quyidagi parchalar orqali ko'rib chiqishimiz mumkin:

...-ha, sababi to'ylarimizdagi odatlarni qo'yib turaylik, to'ylar tashkil etish bilan bog'liq jarayonlar odamlarni o'ylanishga majbur qiladi, ya'ni, o'sha men ko'p joyda aytaman, tarixchi bo'lganligim uchun, 1917-yilda Rossiyada revolyutsiya amalga oshirilgandan keyin, hamma yaxshi bilsa kerak, o'shanda Mikrochevchenskiyni kitobi chiqqan bo'lishi kerak, keyinroq ham chiqqan bo'lishi kerak, adashayotgan bo'lsam, uzr so'rayman, ya'ni "chto nado delat'?" degan, ya'ni "endi nima qilish kerak?" degan. Bizni to'ylarga ham bu savolni hozir qo'ysak bo'laveradi. Sababi o'ta dolzarb masala, bu masalaning dolzarbligi, boya yuqorida ta'kidlaganimizdek, bugungi kun bilan bog'liq emas, o'ta qadim tarix bilan bog'liq va bu tarixiy jarayonlar to'yga o'zbeklar juda katta mas'uliyat sifatida qaraydi. Taniqli o'zbek olimi G'aybulla Assalomning shunaqa bir ajoyib fikrlari bor: "O'zbekning to'yi va a'zasidan hudo saqlasin" degan an'ana-da. Ya'ni, shu darajada, bu masala jiddiyki, o'shanday olimlarni ham o'ylantirib qo'ygan."

Yuqorida tahlil qilganimizdek, konversatsional implikaturalar kontekst, so'zlovchining kooperativlik tamoyiliga rioya qilishi(yoki qilmasligi) va tinglovchining mantiqiy xulosalari asosida yuzaga keladi.

...-ha, sababi to'ylarimizdagi odatlarni qo'yib turaylik, to'ylar tashkil etish bilan bog'liq jarayonlar odamlarni o'ylanishga majbur qiladi, ya'ni, o'sha men ko'p joyda aytaman, tarixchi bo'lganligim uchun, 1917-yilda Rossiyada revolyutsiya amalga oshirilgandan keyin, hamma yaxshi bilsa kerak, o'shanda Mikrochevchenskiyni kitobi chiqqan bo'lishi kerak, keyinroq ham chiqqan bo'lishi kerak, adashayotgan bo'lsam, uzr so'rayman, ya'ni "chto nado delat'?" degan, ya'ni "endi nima qilish kerak?" degan. Bizni to'ylarga ham bu savolni hozir qo'ysak bo'laveradi.

Podkast parchasining ayni shu qismiga e'tiborimizni qaratadigan bo'lsak, konversatsional implikaturalarning qiziqarli namoyon bo'lishini ko'rishimiz mumkin. Bu yerda implikatura sifatida so'zlovchining o'zbek to'ylarini tashkil etish jarayonlarini 1917-yildagi inqilobdan keying murakkab vaziyatga qiyoslashini olishimiz mumkin. "Endi nima qilish kerak?" degan savolni to'ylarga nisbatan qo'yish orqali, u to'ylardagi mavjud muammolarning dolzarbligi va ancha o'ylanishga majbur qilishligiga va jamiyat ularga nisbatan yangi yechimlar izlashi kerakligiga implikasiya qiladi. Graysning hamkorlik tamoyiliga ko'ra, Kooperativlik maksimasi (Aloqadorlik)ni ko'rishimiz mumkin. Tarixiy voqeani parallel keltirib, mavzuning muhimligini urg'ulamayotgandek ko'rinadi, lekin aslida shunday qilayotganini anglash qiyin emas. Ya'ni, o'sha davrdagi vaziyatning dolzarbligi, ahamiyatligi qay darajada bo'lsa, hozirgi kunda o'zbek to'ylari ham shu qadar dolzarblik darajasida ekanligini ta'kidlamogda. Miqdor maksimasiga ko'ra, so'zlovchining biroz chalkash va taxminiy gapirayotganini ko'rishimiz mumkin, bu taxminiylik, asosan quyidagi jumllarda namoyon bo'ladi: "chiqqan bo'lishi kerak, keyinroq ham chiqqan bo'lishi kerak, adashayotgan bo'lsam uzr so'rayman".

Bu jummlar uning aniq ma'lumotga ega emasligini, lekin keltirayotgan fikrning mohiyatiga ishonchini implikasiya qilib kelyapti.

Sababi o'ta dolzarb masala, bu masalaning dolzarbligi, boya yuqorida ta'kidlaganimizdek, bugungi kun bilan bog'liq emas, o'ta qadim tarix bilan bog'liq va bu tarixiy jarayonlar to'yga o'zbeklar juda katta mas'uliyat sifatida qaraydi.

Podkastning ushbu parchasiga nazar tashlasak, to'ylarning dolzarbligi hozirgi kundagi yangi paydo bo'lgan muammolardan emas, balki, bu vaziyat, holatlarning ildizi qadim tarix bilan, o'tmishdagi o'ziga xos urf-odat, an'analar bilan mustahkamlanganligini ta'kidlab, buning yechimi ham osonlikcha hal qilinmasligini, o'zbek to'ylaridagi urf-odatlarni qisqartirish, kamaytirish natijalariga erishish anchagina vaqt talab qilishini implikasiya qilyapti. O'zbeklarning to'yga juda katta mas'uliyat sifatida qarashligi to'g'risidagi jumla esa, muammoning ijtimoiy ahamiyatini oshiradi. Bu parchada mavzuning dolzarbligi hamda tarixiy ildizlari haqidagi qo'shimcha ma'lumotning anglanishi aloqadorlik maksimasi orqali namoyon bo'ladi.

Taniqli o'zbek olimi G'aybulla Assalomning shunaqa bir ajoyib fikrlari bor: "O'zbekning to'yi va a'zasidan hudo saqlasin" degan ankanlar-da. Ya'ni, shu darajada, bu masala jiddiyki, o'shanday olimlarni ham o'ylantirib qo'ygan."

G'aybulla Assalomning bu iqtibosi o'zbek to'ylari va a'zalarining naqadar katta muammo, tashvish va moliyaviy kuch ekanligini kuchli tarzda implikasiya qiladi. Odatda, o'zbek xalqi biron bir yomon holat, vaziyatlarda, yoki birorta tabiiy ofatlarida, og'ir kasalliklarda "hudo saqlasin" iborasini ishlatadilar. To'ylarga nisbatan bu iboraning ishlatilishi, o'zbek to'ylarining ham o'ziga yarasha xarajatlari yetariligi, hamda to'y o'tkazayotgan insonlarga yaxshigina moddiy jihatdan yetishmovchiliklar olib kelishiga kuchli ishora sifatida foydalanilgan. Graysning kooperativlik maksimalaridan sifat maksimasi so'zlovchining

o'z fikrini ifodalashda taniqli shaxsning fikrini iqtibos qilib keltirishi, ushbu masalaning jiddiyligi, kuchli ahamiyatga ega ekanlik darajasini oshiradi.

"...Demak, biz, to'yga ma'lum bir, siz aytmoqchi, o'zbek hayotining muhim bo'g'ini sifatida emas, kerak bo'lsa, uning, aynan eng muhim bo'g'ini sifatida qarash kerak. Muhimmas, aynan eng muhim bo'g'ini sifatida qarash kerak, a, buni fransuzlarda bir maqol bor, "Baxtni tevarak-atrofdan izlama, u sening yoningdadir" deydi. Men baxt bilan birgalikda baxtsizlikni ham tevarak atrofda o'zimizni yonimizda turibdi bu masalalar, shuning uchun, sababi, har qanday odam bu marosimni o'tkazish jarayonida o'zini iqtisodiy jihatdan emas, kerak bo'lsa, ruhiy jihatdan ham, kerak bo'lsa, jismoniy jihatdan ham tayyorlash kerak degan xulosaga kelganman..."

Podkastning ushbu qismida ham bir qancha konversatsional implikaturalarni ko'rishimiz mumkin, misol uchun, fransuz maqolini keltirish orqali, so'zlovchi to'ylardagi ortqicha dabdaba va tashvishlarning aslida keraksiz ekanligini, baxt, ikki yoshning kelajakdagi baxtli hayoti bu narsalarga bog'liq emasligini implikasiya qilyapti. Shu bilan birga, so'zlovchi nafaqat baxt, balki baxtsizlikning sababi ham o'zimizda ekanligini ta'kidlab, to'ydagi ortiqcha dabdabaga berilgan, ortiqcha xarajatlarni baxt deb, keyin undan qoladigan asoratlar haqida, ya'ni ba'zi birovlar to'y o'tkazaman deb qarz olishi, yoki to'yda ketgan xarajatlarni qoplash uchun chet ellarga ketayotgani ham sir emasligini ishora qilib kelyapti. Bu fikrlari bilan, so'zlovchi to'yga faqatgina iqtisodiy jihatdan qarash kerak emasligini uqtirib, boshlanayotgan yangi hayotda yoshlarning ruhiy, jismoniy yetukligi, ongidagi o'zgarishlarning muhimligi aslida kerakliroq ekanligiga, ikki yoshning hayotida kattalarning ham ruhiy, ma'naviy yordami ahamiyatliligiga ishora qilib, to'y masalalariga jiddiy qarash kerakligini va shunchaki yuzaki qarash bilan muammo hal bo'lmasligini uqtirmoqchi bo'lyapti. Ushbu parchada aloqadrolik maksimasini ko'rishimiz mumkin,

sababi bu yerda to'g'ridan-to'g'ri to'ylar haqida gapirilmasa ham, asosiy mazmuni to'ylarni tashkil etishdagi real muammolar haqidaligiga ishora qiladi.

Natijalar

Ko'rib turganimizdek, o'zbek diskursida so'zlovchilarning implikaturalardan foydalanishi tinglovchiga u yoki bu darajada ta'sir etishda muhim ahamiyat kasb etadi. Yuqoridagi tahlillarda konventsional va konversatsional implikaturalar kontekstni tahlil qilish orqali, diskursiv va pragmatik jihatdan amalga oshirish orqali aniqlandi. Har bir tahlil qilingan implikatura tinglovchilarga ta'sir jihatdan kuchli yetib boradi hamda ularda bevosita to'ylarning ortiqcha dabdabaga berilganligi, moliyaviy yuk sifatida qarashning ustunligi to'g'risidagi fikrlarni uyg'otadi. So'zlovchi o'z fikrlarini turli maqollar, hamda avtoritetli shaxslarning so'zlaridan iqtiboslar keltirib mustahkamlashi, tinglovchilarning, o'zbek xalqining miyasida, ongida o'rnashgan to'y o'tkazishdagi qotib qolgan urf-odatlarining aslida xalqni biroz bo'lsada qiyinchilikka, moliyaviy yetishmovchilikka sabab bo'layotgani haqida chuqur mulohaza qilishga, hamda kerak bo'lsa bu fikrlarni, urf-odatlarni o'zgartirish vaqti kelganini ta'kidlayapti.

Xulosa

Tadqiqot natijalari shuni ko'rsatadiki, podcast nutqida ham konventsional, ham konversatsional implikaturalar faol qo'llanilgan. Konventsional implikaturalar nutqning ichki mantiqiy bog'liqligini ta'minlab, so'zlovchining ta'limotini tartibli va aniq yetkazish niyatini aks ettiradi ("birinchidan", "sababi", "lekin" kabi leksik vositalar). Ular so'zlovchining fikrlarini tizimlashtirishga va tinglovchi ushun axborotni oson qabul qilishga yordam beradi.

Ayni paytda, konversatsional implikaturalar podcast muhokamasiga chuqur, yashirin va ta'sirchan ma'nolarni olib kirish uchun xizmat qiladi. "O'zbekning to'yi va a'zasidan hudo saqlasin" kabi iboralar yoki "Endi nima qilish kerak?" degan savolga o'xshash qiyoslar, to'ylarning jiddiy ijtimoiy-moliyaviy yuk ekanligini, jamiyatda chuqur

muammolar mavjudligini va ularga yechim izlash zarurligini kuchli tarzda implikasiya qildi. Bu turdagi implikaturalar so'zlovchiga to'g'ridan-to'g'ri aytmasdan turib, tinglovchining ongiga ta'sir o'tkazish, ularni tanqidiy fikrlashga undash va mavjud vaziyatga nisbatan yangi mulohazalar shakllantirishga yordam beradi.

Xulosa qilib aytganda, Graysning implikatura nazariyasi o'zbek nutqiy kommunikatsiyasini, xususan mediadiskursdagi yashirin ma'nolarni tahlil qilish uchun samarali

ilmiy vosita hisoblanadi. Bu tadqiqot nafaqat tilshunoslik nazariyasiga hissa qo'shadi, balki kommunikativ jarayonlarda nutqiy ta'sir mexanizmlarini tushunish uchun ham amaliy ahamiyatga ega.

Implikaturaning o'zbek tilidagi boshqa janr va diskurs turlarida (masalan, siyosiy nutq, reklama, badiiy adabiyot) namoyon bo'lishini shuningdek, madaniy omillarning implikatura yaratish va tushunishdagi rolini chuqurroq o'rganish kelajakdagi tadqiqotlar uchun istiqbolli yo'nalish sifatida qaralishi mumkin.

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**Функционирование
многозначных слов в
ментальном лексиконе
билингвов**

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- Аннотация** Настоящая статья посвящена исследованию особенностей функционирования полисемии в ментальном лексиконе билингвов, рассматриваемой как сложный когнитивно-языковой процесс. Особое внимание в работе уделяется межъязыковому взаимодействию в процессе актуализации значений многозначных слов, а также когнитивным механизмам, обеспечивающим их распознавание, хранение, обработку и выбор в конкретном контексте. Эмпирической базой исследования послужили данные свободного ассоциативного эксперимента, проведённого с участием билингвов различного уровня языковой компетенции. Анализ результатов позволил выявить характерные особенности обработки полисемичных лексем у билингвов по сравнению с монолингвами, включая случаи интерференции, смещения значений и расширения ассоциативных полей. Полученные данные продемонстрировали, что в ментальном лексиконе билингвов одно и то же слово способно вызывать ассоциативные отклики как на родном, так и на втором языке. Этот факт указывает на наличие тесного взаимодействия и взаимопроникновения двух языковых систем в когнитивной структуре билингва. Установлено, что степень межъязыкового влияния, доминирующий язык и ситуативные условия играют решающую роль в выборе значений многозначных слов. Полученные выводы расширяют представление о когнитивной структуре ментального лексикона билингва и имеют практическое значение для психолингвистики, теории билингвизма и межкультурной коммуникации.
- Ключевые слова** Билингвизм, ментальный лексикон, полисемия, многозначные слова, свободный ассоциативный эксперимент, межъязыковое взаимодействие, языковая интерференция

**Bilingvlarning mental leksikonida
ko'p ma'noli so'zlarni qo'lanishi**

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- Annotatsiya** Maqola murakkab kognitiv-lingvistik jarayon sifatida qaraladigan bilingval mental leksikonda polisemiya faoliyatining xususiyatlarini o'rganishga bag'shlangan. Polisemantik so'zlarning ma'nolarini yangilash jarayonida tillararo o'zaro ta'sirga, shuningdek ularni ma'lum bir kontekstda tanib olish, saqlash, qayta ishlash va tanlashni ta'minlaydigan kognitiv mexanizmlarga alohida e'tibor beriladi. Turli darajali bilingvlar ishtirokida o'tkazilgan erkin assotsiativ eksperiment ma'lumotlari tadqiqotning empirik asosi sifatida ko'rsatib berilgan.. Natijalarni tahlil qilishda bilingvlarda polisemik leksemalarni monolingvlarga nisbatan qayta ishlashning o'ziga xos xususiyatlarini, shu jumladan interferentsiya, qiymatlarning siljishi va

assotsiativ maydonlarning kengayishini aniqladi. Topilmalar shuni ko'rsatdiki, bilingval mental leksikonda bir xil so'z ona tilida ham, ikkinchi tilda ham assotsiativ javoblarni keltirib chiqarishi mumkin. Bu fakt ikki tillilarning kognitiv tuzilishida ikkita til tizimining yaqin o'zaro ta'siri va interpenetratsiyasi mavjudligini ko'rsatadi. Poleseantik so'zlarning ma'nosini tanlashda tillararo ta'sir darajasi, dominant til va vaziyat hal qiluvchi rol o'ynashi aniqlandi. Olingan topilmalar bilingval mental leksikonning kognitiv tuzilishi haqidagi tushunchani kengaytiradi va psixolingvistika, bilingvizm nazariyasi va madaniyatlararo aloqa uchun amaliy ahamiyatga ega.

Kalit so'zlar *Bilingvizm, mental leksikon, polisemiya, ko'p ma'noli so'zlar, erkin assotsiativ tajriba, tillararo ta'sir, til interferensiyasi*

Functioning of polysemantic words in the mental lexicon of bilinguals

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Annotation *The article is devoted to the study of the functioning of polysemy in the mental lexicon of bilinguals, which is considered as a complex cognitive and linguistic process. Special attention is paid to the interlingual interaction in the process of actualization of the meanings of polysemantic words, as well as to the cognitive mechanisms that ensure their recognition, storage, processing, and selection in a specific context. The empirical basis of the study is the data from a free association experiment conducted with bilinguals of various levels of language competence. The analysis of the results revealed specific features of the processing of polysemous lexemes in bilinguals compared to monolinguals, including cases of interference, shifts in meanings, and expansion of associative fields. The data obtained demonstrated that in the mental lexicon of bilinguals, the same word is capable of evoking associative responses in both the native and the second language. This fact indicates the presence of close interaction and interpenetration of two language systems in the cognitive structure of a bilingual. It was found that the degree of interlingual influence, the dominant language, and situational conditions play a crucial role in the selection of meanings for polysemous words. The findings expand the understanding of the cognitive structure of the mental lexicon of a bilingual and have practical significance for psycholinguistics, the theory of bilingualism and intercultural communication.*

Keywords *Bilingualism, mental lexicon, polysemy, ambiguous words, free association experiment, interlanguage interaction, language interference*

Лексическая многозначность давно привлекает внимание лингвистов как феномен языка, трудно поддающийся описанию и формализации, как правило, не

осознаваемый и не отмечаемый в коммуникации самими носителями языка. По этой причине в лингвистике не существует единообразного подхода к

описанию многозначности, различия в подходах связаны с разным пониманием лексикона. Сторонники «списочного подхода» полагают, что наличие у слова нескольких значений как нерегулярный феномен языка подлежит простой регистрации, соответственно, лексикон нельзя представить иначе, как «хранилище конкретных (не поддающихся обобщению) фактов о языке» (Leech, 1985).

В рамках исследования, посвящённого особенностям репрезентации многозначных слов в ментальном лексиконе билингвальных носителей языка, нами был проведён *свободный ассоциативный эксперимент*. Данный метод является одним из наиболее эффективных в психолингвистике, так как позволяет выявить особенности языкового сознания и ассоциативных связей, формирующихся у носителей языка в ответ на речевые стимулы (Дешериев, 1972).

Особый интерес в контексте данного исследования представляет полисемия – наличие у слова нескольких взаимосвязанных значений. Полисемичные единицы, как правило, обладают более сложной когнитивной и лексико-семантической структурой, по сравнению с однозначными словами и омонимами (Залевская, 1996). Анализ ассоциативных реакций на такие слова позволяет не только установить, какие значения активизируются в сознании билингва в первую очередь, но и проследить механизм смыслового выбора и семантической категоризации.

Метод свободного ассоциативного эксперимента заключается в предъявлении испытуемым слов-стимулов с последующим фиксированием их спонтанных реакций – первых слов, всплывающих в сознании в ответ на каждый стимул. Полученный массив ассоциаций даёт возможность построить ассоциативное поле каждого многозначного слова, выявить ядро и периферию значений, а также определить степень семантической связанности ответов.

В исследовании принимали участие 63 билингва разных уровней. Средний возраст участников составил 20 лет. Основная масса респондентов указала узбекский язык в качестве родного (первого), в то время как русский язык выступал в роли второго языка, активно используемого в различных коммуникативных ситуациях.

Респондентам было предложено 10 слов-стимулов, преимущественно многозначных. Задача участников заключалась в том, чтобы записать первое слово, которое возникает у них в сознании при восприятии каждого из стимулов. Сравнительный анализ ассоциативных полей многозначных слов с полями омонимичных и однозначных слов позволяет установить, каким образом билингвы ментально организуют полисемичные структуры, и какие когнитивные стратегии они при этом используют.

Метод классификации ассоциативных реакций позволяет продемонстрировать разграничение внутри ассоциативного поля между такими единицами, как лексико-семантические варианты и значения различных лексем. Однако размытость границ между группами, отражающими лексико-семантические варианты одного и того же слова, свидетельствует не только о взаимосвязанности его значений, но также указывает на наличие в ментальном лексиконе носителей языка так называемых «ядерных» представлений. Эти представления обеспечивают восприятие многозначного слова как единого когнитивного образования.

Слово-стимул «адрес» представляет случай полисемии. В его ассоциативном поле (см.: Таблица 1) выделяются группы реакций, условно соотносимые со значениями: I – место жительства или нахождения кого-либо / чего-либо; II – почтовое обозначение получателя или отправителя; III – перевод слова-стимула на

родной язык; IV – личные ассоциации, связанные с родным городом.

Анализ ассоциативных реакций показал, что большинство респондентов воспринимают слово «адрес» прежде всего в значении места жительства или нахождения кого-либо / чего-либо. Это позволяет сделать вывод о том, что именно данное значение функционирует в ментальном лексиконе как ядерное, то есть наиболее частотное, устойчивое и актуализируемое при восприятии слова-стимула.

В IV группу вошли ассоциативные реакции участников, отражающие личные ассоциации, связанные с родным городом или городом текущего проживания. Однако стоит отметить, что и эти ответы, несмотря на их индивидуальный характер, семантически соотносятся с понятием место проживания, таким образом подтверждая доминирование значения «место жительства / нахождения» в ассоциативном восприятии слова «адрес».

I	II	III	IV
дом 17 локация 3 дома 5 адрес 3 домашний адрес 1 адрес дома 1 моего дома/ моя дома 2 место проживания 1 где проживаешь 1 место 1	электронный адрес 1 номер 1	манзил 6 manzil 4 joy 1 manzil, uy 1 uy 1 o`z uyim 1	Samarqand 1 Namangan 1 Хоразм вилояти 1 Юнусобод 1 Фергана 1 Кукон 1 Xorazm v. Xonqa t. 1 Манзара МЖК 1

Таблица 1. Группировка реакций в ассоциативном поле многозначного слова-стимула «адрес»

Одним из предложенных слов-стимулов в эксперименте выступало слово «земля». Анализ ассоциативного поля слова-стимула «земля» (см.: Таблица 2) позволил выделить ряд семантических групп, условно соотносимых с различными значениями данной лексемы.

Группа I охватывает реакции, в которых слово «земля» воспринимается как астрономический объект – планета, часть Солнечной системы; группа II включает ассоциации, отражающие значение почвы, верхнего слоя земной коры, поверхности, на которой происходит жизнедеятельность человека; группа III представлена реакциями, связанных с природой как

окружающей средой, в более обобщённом или символическом понимании; группа IV охватывает ассоциации, в которых «земля» соотносится с понятием родины, родной страны, часто с эмоционально окрашенной компонентой; группа V включает переводы слова-стимула на родной язык респондентов, что отражает билингвальный характер выборки; группа VI объединяет личные ассоциации, в которых слово «земля» активизирует индивидуальные воспоминания, образы или чувства, связанные с конкретными жизненными ситуациями, местами или культурным контекстом.

I	II	III	IV
планета 4 круглая 8 круглый 1 мир 2 земля 2 глобус 1 круг 1 круглая или всё-таки плоская 1	почва 1 огород 1 песок 1 tuproq 1	природа 3 красивый сад 1 биосфера 1 дерево 1 гора 1	родина 1 Узбекистан 1

Таблица 2. Группировка реакций в ассоциативном поле многозначного слова-стимула «земля»

Существенное значение в процессе формирования ментального лексикона билингва имеет возраст, в котором начинается овладение вторым языком. Возрастной фактор влияет не только на объём усвоенной лексики, но и на особенности её хранения, активации и использования в речи. На основании полученных данных можно заключить, что 36,5% респондентов начали изучать второй язык в детском возрасте, 41,3% – в подростковом, и 22,2% – уже во взрослом возрасте. Данное распределение позволяет проследить корреляцию между возрастом начала изучения второго языка и уровнем сформированности билингвальной лексической системы.

Анализ полученных данных также выявил закономерность, связанную с возрастом овладения вторым языком. У респондентов, начавших изучение второго языка в подростковом или взрослом возрасте, в качестве ассоциативных реакций чаще фиксировались ответы на родном языке. Иными словами, при восприятии слова-стимула в их сознании активизировалось соответствие на языке первого усвоения, а не на втором языке.

Данный факт указывает на доминантную позицию родного языка в их ментальном лексиконе, а также на относительно слабую степень интеграции второго языка в когнитивную систему. Это

подтверждает гипотезу о том, что возраст начала изучения второго языка является значимым фактором, влияющим на глубину его репрезентации в ассоциативной сети и, соответственно, на уровень языковой интерференции и автоматизации процессов смыслового реагирования.

Проведённое исследование показало, что в ментальном лексиконе билингва одно и то же слово может вызывать ассоциативные реакции как на родном, так и на втором языке. Это свидетельствует о взаимодействии и взаимопроникновении двух языковых систем в когнитивной структуре билингва. В зависимости от степени владения языком, частоты использования и контекста усвоения, ассоциативные связи могут быть активированы в рамках обеих языковых репрезентаций, что подтверждает сложную и гибкую организацию ментального лексикона у билингвов.

Представляется, что моделирование многозначности слова в ментальном лексиконе невозможно без обращения к языковому сознанию носителей языка. Именно в сознании билингва формируются когнитивные основания для объединения различных значений многозначного слова в единый смысловой и ассоциативный комплекс. Таким образом, анализ ассоциативных реакций выступает важным инструментом в выявлении структуры

ментального лексикона и механизмов категоризации значений в условиях билингвизма.

Выводы, сделанные на основе свободного ассоциативного эксперимента, позволили выявить особенности функционирования многозначных слов в ментальном лексиконе билингвов. Установлено, что выбор значения определяется не только контекстом, но и доминирующим языком, частотой употребления и степенью сформированности межъязыковых ассоциативных связей. В ментальном лексиконе билингвов наблюдаются

элементы семантической интерференции и гибкого переключения между значениями. Ассоциативные реакции у участников демонстрируют высокий уровень семантической вариативности, что указывает на когнитивную пластичность и адаптивность лексической системы билингва. Полученные данные подчеркивают важность учета индивидуального языкового опыта при анализе полисемии в условиях билингвизма, а также подтверждают существование механизмов селективного доступа к значениям многозначных слов.

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- Annotatsiya** *Maqolada Shayboniylar sulolasi hukmronlik davridagi (1500–1599) Markaziy Osiyo qo'lyozma kitobat san'atini o'rganish borasida fransuz olimi Fransis Richard qo'llagan tadqiqot metodologiyasi tahlil qilinadi. F. Richardning Lola Dodxudoyeva bilan hammualliflikda yozgan "Le Siècle des Shibaniides" monografiyasi misolida uning qo'lyozma san'atini o'rganish va talqin qilish uslublari, xattotlik va miniatyuralar orqali madaniy hamda siyosiy ramzlarni o'rganish metodlari hamda qiyosiy adabiyotshunoslik doirasidagi kontekstual metodologiyasining o'ziga xos xususiyatlari tahlil qilinadi. Tadqiqotda Richardning manba tahlili usullari – qo'lyozma kitoblarning kolofonlari, bag'ishlov yozuvlari, san'atkorlar imzolari va badiiy uslublarni tadqiq qilish orqali Shayboniylar davrida kitobot san'ati va siyosiy homiylik o'rtasidagi bog'liqliklarni yoritishga erishgani alohida ta'kidlanadi. F. Richard qo'lyozmalarni faqat badiiy-estetik jihatdan emas, balki ularning yaratilish sharoitlari va siyosiy maqsadlarini inobatga olgan holda ham kompleks tarzda o'rgandi va Markaziy Osiyo kitobat madaniyatining XVI asrdagi xususiyatlariga yangicha nazar bilan qarash imkonini taqdim etdi. Maqolada F. Richard tomonidan qo'llanilgan kontekstual yondashuvning qiyosiy adabiyotshunoslik va Sharq qo'lyozma san'ati tadqiqotlari uchun nazariy va amaliy ahamiyati keng muhokama qilinadi.*
- Kalit so'zlar** *Shayboniylar davri, qo'lyozma san'ati, Fransis Richard, qiyosiy adabiyotshunoslik, xattotlik, miniatyura, ramz, metodologiya*

**Контекстуальная методология
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- Аннотация** *В статье анализируется методология французского исследователя Франсиса Ришара, применённая при изучении искусства рукописной книги Центральной Азии в период правления Шейбанидов (1500–1599). На примере монографии Le Siècle des Shibaniides, написанной в соавторстве с Лолой Додхудоевой, рассматриваются методы Ришара по исследованию каллиграфии и миниатюр как носителей культурных и политических символов. Особое внимание уделяется его анализу колофонов, дарственных надписей, подписей художников и художественных стилей, что позволило установить связь между книжным искусством и системой политического покровительства при Шейбанидах. Ришар рассматривает рукописи не только с эстетической, но и с историко-контекстуальной и идеологической*

точек зрения, применяя комплексный подход, объединяющий кодикологию, искусствоведение и сравнительное литературоведение. Его исследования позволяют по-новому взглянуть на культурную и художественную специфику рукописной традиции XVI века в Центральной Азии. В статье подчёркивается теоретическая и практическая значимость его контекстуального метода для дальнейших исследований восточного книжного искусства и сравнительного литературоведения. Его подход служит важным примером интердисциплинарного анализа рукописей. Работа Ричарда усиливает интерес к мусульманскому культурному наследию региона.

Ключевые слова Эпоха Шайбанидов, искусство рукописи, Френсис Ричард, сравнительное литературоведение, каллиграфия, миниатюра, символизм, методология

The contextual approach of Francis Richard in the analysis of Shaybanid period manuscript art

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Annotation *This article examines the research methodology employed by French scholar Francis Richard in studying the manuscript book art of Central Asia during the Shaybanid dynasty (1500–1599). Using the monograph *Le Siècle des Shibanides*, co-authored with Lola Dodkhudoeva, as a case study, it analyzes Richard's approach to interpreting calligraphy and miniatures as reflections of political and cultural symbolism. His contextual method combines codicology, art history, and comparative literary analysis. Special focus is placed on his analysis of manuscript features such as colophons, dedications, artists' signatures, and stylistic elements to reveal links between manuscript production and political patronage during the Shaybanid era. Richard's work emphasizes a holistic study of manuscripts, considering not only their aesthetic value but also their historical context and ideological function. His approach offers a fresh perspective on 16th-century Central Asian book culture. The article highlights the theoretical and practical importance of Richard's contextual methodology for comparative literature and the study of Eastern manuscript arts.*

Keywords *Shaybanid era, manuscript art, Francis Richard, comparative literary studies, calligraphy, miniature painting, symbolism, methodology*

Kirish

Shayboniylar sulolasi hukmronlik qilgan XVI asr Movarounnahr davri Markaziy Osiyo madaniyati va san'ati tarixida muhim o'rin

tutadi. Ayniqsa, bu davrda kitob san'ati – qo'lyozma asarlarni ko'chirish, bezash va miniatyura bilan boyitish ishlari – siyosiy hokimiyat uchun madaniy legitimatsiya

vositasiga aylangan edi. Biroq, ilgari o'tkazilgan tadqiqotlarda Shayboniylar davri Buxoro maktabi miniatura san'ati ko'pincha Eron Safaviylar davri bilan qiyosan ikkinchi darajali holatda ko'rilgan yoki "chekka" bir fenomen sifatida talqin qilingan. Fransuz olimi Fransis Richard va uning hamkorlari esa bu qarashlarni o'zgartirishga munosib hissa qo'shdilar. Xususan, Richard Shayboniylar davri qo'lyozma san'atini alohida va chuqur o'rganish lozimligini ta'kidlab, uni Timuridlar an'anasining bevosita davomchisi hamda mustaqil ijodiy maktab sifatida qaradi. Uning Lola Dodxudoyeva bilan hammualliflikda yaratgan "Le Siècle des Shibanides" ("Shayboniylar asri") nomli fundamental tadqiqoti Shayboniy hukmdorlar davrida kitob san'ati, hokimiyat va qonuniylik o'rtasidagi o'zaro aloqani kompleks yondashuvda ko'rsatib berdi.

Asosiy qism

Fransis Richard Shayboniylar davri qo'lyozma san'atini o'rganishda manba tahliliga asoslangan fanlararo (interdisciplinary) yondashuvni qo'llagan. Avvalo, u o'sha davrda yaratilgan nodir qo'lyozmalarni bevosita o'rgandi: turli kutubxonalar va kolleksiyalarga tarqalib ketgan Markaziy Osiyo qo'lyozma kitoblarini aniqlab, ularning kolofon matnlari, sanasi, muallif va kotiblari, hatto kitobdorlari (kutubxonachilari) haqidagi ma'lumotlarni yig'di. Bu yondashuv unga mashhur ingliz olimi B. Robinson tuzgan ro'yxatlar yangilanganini va ko'plab yangi qo'lyozma manbalar ilmiy muomalaga kiritilganini ko'rsatdi. Richard shu tariqa XVI asr Buxoro kitobat muhitida faoliyat ko'rsatgan asosiy xattotlar va musavvirlar repertuarini shakllantirishga harakat qildi (Richard, 2023; 11).

Fransis Richard tadqiqot metodologiyasining asosiy xususiyati – qo'lyozma san'atini tarixiy va madaniy kontekstda tahlil qilishdir. U oddiy badiiy tahlil bilan cheklanmasdan, har bir miniatura va bezakning yaratilish maqsadi va homiyini aniqlashga intildi. Masalan, u qo'lyozmalardagi bag'ishlov yozuvlari va titullarda keltirilgan iboralarni o'qib, ushbu kitob qaysi hukmdor

yoki shahzoda uchun mo'ljallangani va uning siyosiy-ma'naviy mazmunini ochib beradi. Xususan, qo'lyozma kitoblarning bosh sahifalariga kiritilgan she'riy matnlarni tadqiq etish orqali Richard musavvir va xattotlarning kitobni "nodir tuhfa" (javohirlar qutisiga qiyos etiladigan) darajasiga ko'tarish niyatini va shu orqali matn muqaddasligini ta'kidlashini ko'rsatdi (Richard, 2023; 176). Bu uslubiy yondashuv miniatyura va xattotlikni faqat san'at asari sifatida emas, balki ideologik va ramziy matn sifatida ham o'qishga imkon yaratadi.

Shuningdek, Richard qiyosiy-tarixiy tahlil metodidan foydalanadi. U Shayboniylar davri qo'lyozmalarini avvalgi Timuridlar davri va bir vaqtning o'zida yashagan qo'shni sulolalar (Safaviylar, Mo'g'illar va boshqalar) tajribasi bilan qiyoslab ko'radi. Uning tadqiqotlari davomida aniqlanishicha, Shayboniylar Buxoroda o'z kitobat maktabini yaratishda Temuriy Hirat an'anasiga suyanib ish ko'rgan, biroq shu bilan birga, mahalliy sharoit tufayli o'ziga xos uslublarni ham rivojlantirgan. Bu holatni tushuntirish uchun Richard qo'lyozmalar yaratilgan kitobdorlik muhitini o'rganadi: bir nechta musavvir va xattotlarning ijodiy hamkorligi, ish taqsimoti va uslubiy yaxlitligi masalalarini ko'taradi. Misol uchun, u Buxoroda tashkil etilgan xonlik kutubxonasida Hiratdan ko'chirib keltirilgan san'atkorlar va mahalliy ijodkorlar birgalikda faoliyat olib borganini tarixiy manbalar asosida ko'rsatadi.

Fransis Richardning tadqiqotlari Shayboniylar davri qo'lyozma san'ati bo'yicha bir qator muhim ilmiy natijalarni yuzaga chiqardi. U Shayboniylar davridagi Buxoro maktabi miniaturalari avvalgi Temuriylar davri Hirat maktabining mantiqiy davomchisi ekani, ayni vaqtda unda mustaqil ijodiy yechimlar paydo bo'lganini asoslab berdi. Richard ko'rsatishicha, Shayboniy hukmdorlar Boburiylar (Hindiston) yoki Safaviylar (Eron) singari Temuriy merosga emas, balki o'zlarining Chingizxon avlodidan kelib chiqqanlik merosiga ko'proq urg'u berganlar; buni ular buyurtma qilgan qo'lyozma asarlaridagi

genealogik va tarixiy mavzulardan ham bilsa bo'ladi (Szuppe, 2009, 103). Masalan, Shayboniixon haqida bitilgan "Shayboniynoma" dostonlarida va Firdavsiy "Shohnoma"larining shu davr nusxalarida Shayboniylar o'zlarini Chingizxon nasliga bog'lovchi ramziy sahnalar kiritilganini tadqiqotchilar qayd etgan. Richard rahbarligidagi tadqiqotda ham bunday qo'lyozmalardagi afsonaviy qahramonlar bilan tarixiy shaxslarni yonma-yon tasvirlash orqali Shayboniylar o'z siyosiy da'volarini tasdiqlashga urinishi alohida ta'kidlandi (Richard, 2023; 145).

Richard Shayboniylar davri qo'lyozmalarida ishlatilgan badiiy uslublar va texnikalarni batafsil tasniflab chiqdi. Uning aniqlashicha, Buxoro miniatura maktabi o'z zamonasining eng mashhur musavviri Kamoliddin Behzod va uning izdoshlari uslubiga katta e'tibor bergan – xonlar Behzod an'anasini davom ettirishni ma'naviy meros deb bilishgan. Behzod uslubidagi nafis chizma va kompozitsiyalar Buxoro musavvirlari ijodida me'zon bo'lib xizmat qilgan, natijada ko'plab miniatyuralar Hirat maktabini yodga soluvchi tarzda yaratilgan (Richard, 2023; 126).

Biroq, Shayboniylar davrida miniatura san'atida yangicha elementlar ham shakllandi. Richard Buxoro maktabining o'ziga xosligi sifatida chekka bezaklar va varaqlarning gulzor naqshli chegaralar bilan bezatilishini keltiradi – bu usul orqali sahifa jozibasi oshirilib, asar matni va xattotlik go'zalligi yanada ajralib turishi ta'minlangan. Xususan, bir necha rangli va oltin suvi bilan bezalgan qog'ozlarni birlashtirib varaqlar chetini naqshlash (abra va abri qog'ozlar) usuli Shayboniylar davrida keng qo'llangan va bu kitobni bezashda yangi nafislik darajasini kasb etgan edi. Richard bu yutuqni sanab, Buxoro maktabining novatorligini qayd etadi (Richard, 2023; 133).

Richard tadqiqotlari Shayboniylar davrida yaratilgan qo'lyozmalarning mavzuviy repertuarini ham ochib berdi. U o'nlab qo'lyozma nusxalarini tahlil qilarkan, shuni payqadiki: miniatyuralar bilan bezatilgan

asarlar asosan klassik adabiyot namunalari edi – Jomiy, Hofiz, Sa'diy, Nizomiy, Xusrav Dehlaviy kabi fors adabiyoti darg'alarining asarlari hamda Navoiyning turkiy doston va g'azallari (Richard, 2023; 178). Yangi zamon (XVI asr) shoirlari yoki tarixnavislarining asarlarini ko'chirish va miniatyuralar bilan bezash holati kam uchraydi. Bu hodisa, Richard fikricha, Shayboniylar madaniy siyosatining bir qismi bo'lib, ular o'z xalqi ongini tarbiyalashda Naqshbandiya tariqatining buyuk namoyandalari – Hazrat Jomiy va Alisher Navoiy – merosiga tayanishga intilganlar. Darhaqiqat, manbalarda Abdullaxon II davrida Jomiy va Navoiyning asarlari butun Movarounnahr bo'ylab keng tarqalib, islomiy ma'rifat va birlik g'oyalarini singdirgani ta'kidlanadi. Richard o'z tadqiqotida buni qo'lyozma manzarasida ham aks ettirib, Shayboniylar davrida yaratilgan go'zal qo'lyozmalarning aksariyati aynan tasavvufiy-didaktik poeziyaga bag'ishlanganini ko'rsatadi. Bu qo'lyozmalardagi miniatyuralar ham jangovar sahnalardan ko'ra ko'proq ishqiy-ma'rifiy mavzularni, bazm va ziyofatlar, musiqiy va sufiy mavzularni aks ettirgani kuzatiladi. Demak, Shayboniylar davri kitob san'atida madaniy-siyosiy mafkura aks-moyil bo'lib, u orqali xonlar o'zlarini ilm-fan va tasavvuf homiylari sifatida ko'rsatishga intilganlar (Richard, 2023; 184).

Tadqiqotchi Shayboniylar davri qo'lyozmalarini o'rganib, bu jarayonda ishtirok etgan san'atkorlarning hamkorlik uslubini yoritdi. Ko'plab qo'lyozmalarning bezak va illyustratsiyalari bir nechta musavvir tomonidan birgalikda ishlangani bois, ayrim miniatyuralarni aniq mualliflikka ajratish qiyinligi haqida u yozadi. Buning sababi sifatida Richard kitobat ustaxonalaridagi mehnat taqsimotini keltiradi – bir qo'lyozma ustida bosh xattot (kotib), bir necha musavvir va zarhalchi (muzahhib) hamkorlik qilgan, natijada uslubiy jihatdan bir-biriga yaqin, ammo mayda tafsilotlarda farqlanuvchi asarlar yaratilgan (Richard, 2023; 191). U masalaning shu jihatiga e'tibor qaratib, kitobat jarayonining ichki

dinamikasini tushuntirishga harakat qiladi. Natijada, olim xulosasiga ko'ra, Shayboniylar davri musavvirlari chegaralangan mavzular doirasida (bir-biriga o'xshash sahnalarni takror tasvirlash orqali) mislsiz ijodkorlik namunasini ko'rsatganlar: ular mavjud timsollarni beadoq kombinatsiyalarda qayta-qayta ishlatib, har safar yangicha va original kompozitsiyalar yaratishga erishganlar. Bu, albatta, buyurtmachi – xon va amirlar – estetik didi va talablari bilan bog'liq bo'lib, Richard ta'kidlaganidek, Shayboniy hukmdorlari kitob san'atidan o'z siyosiy maqsadlari yo'lida faol foydalanishgan (Richard, 2023; 176).

Shayboniylar davri qo'lyozma san'ati bo'yicha F. Richard tomonidan qo'llangan tadqiqot metodologiyasi va olingan natijalar ilmiy hamjamiyatda katta qiziqish uyg'otdi hamda bir qancha yangi nuqtai nazarlarni shakllantirishga xizmat qildi. Avvalo, F. Richardning kontekstual yondashuvi – ya'ni qo'lyozmalarni tarixiy, siyosiy va madaniy vaziyat bilan bog'liq holda o'rganishi – mazkur sohada ilgari kuzatilgan bo'shliqni to'ldirdi. Oldingi tadqiqotlarda Shayboniylar davri san'ati ko'pincha boshqa yirik imperiyalar soyasida ko'rilgan bo'lsa, Richard ushbu san'atni mustaqil tadqiq obyekti sifatida markazga olib chiqdi. Natijada, Shayboniylarning kitob san'ati "ikkinchi darajali" emas, balki o'ziga xos rivoj yo'liga ega bo'lgan alohida maktab ekani isbotlandi. Bu yondashuv Markaziy Osiyo madaniy merosini baholashda yangi historiografik burilish bo'lib, uni periferiyadan markazga qo'yish bilan ahamiyatlidir.

Shuningdek, F. Richardning metodologiyasi qiyosiy adabiyotshunoslik nuqtai nazaridan ham novatorlikka ega. U qo'lyozma san'ati tahlilini adabiy manbalar tahlili bilan uyg'unlashtirib, matn va tasvirni birgalikda "o'qish" amaliyotini namoyish etdi. Bu uslub orqali, masalan, bir miniatyuradagi kalligrafik yozuvlarni va tasviriy detallarni o'zaro bog'liq ma'no qatlamlari sifatida tushunish imkoniyati tug'ildi. Natijada, qo'lyozma kitob matni (she'r yoki matn) bilan uni bezagan

miniatyura o'rtasida qanday dialog borligi yuzaga chiqdi. Bu, o'z navbatida, adabiyot va san'at sintezini o'rganishda muhim uslubiy yangilikdir. Masalan, F. Richard ko'rsatganidek, Jomiy yoki Navoiyning g'azallari bitilgan sahifalar ular haqida yozilgan she'riy parcha yoki hikmatli baytlar bilan naqshlangan – bunday holatlar matnning madhiya yoki tanqidiy talqinini san'at vositasida ifodalashga xizmat qilgan.

F. Richardning kontekstual yondashuvi Shayboniylar davridagi madaniy-siyosiy ramzlarni anglashda ham katta yordam berdi. Uning tadqiqotlari asosida ma'lum bo'ldiki, Shayboniy hukmdorlar kitob san'ati orqali o'z legitimatsiyalarini mustahkamlashga intilganlar. Masalan, Muhammad Shayboniyxon o'zini ilm-fan homiysi sifatida ko'rsatib, Buxoroni "yangi Herat"ga aylantirish siyosatini olib borgan bo'lsa, Abdullaxon II hatto xalifa unvonini olishga da'vogar bo'lganini bir qo'lyozma kolofonidagi yozuvdan bilish mumkin. Bu fakt diniy-siyosiy ramzlarning xattotlikda namoyon bo'lishiga yorqin misoldir. Xuddi shuningdek, Shayboniylar davri miniatyuralarida ko'pincha Naqshbandiyaga oid ramziy sahnalar (masalan, darvishlar raqsi, tasavvuf majlislari tasviri) uchraydi, bu esa Naqshbandiya tariqatining jamiytdagi o'rnini vizual tarzda aks ettirishga xizmat qilgan. Richard ushbu jihatlarni qayd etib, san'at asarini tarixiy manzara bilan bog'lashda o'ziga xos tahlil yo'lini yaratdi.

Shuni ham ta'kidlash joizki, Richard metodologiyasining o'ziga xosligi jahon ilmiy doiralarida ham e'tirof etildi. Masalan, tadqiqotchi J. K. Comstock-Skipp Markaziy Osiyo qo'lyozma san'ati tarixiga bag'ishlangan maqolasida so'nggi yillardagi ishlar (jumladan, Richard va boshqalarning tadqiqotlari) tufayli Shayboniylar davri endi Safaviy Eron bilan qarama-qarshi qo'yiladigan periferik mavzu emas, balki alohida diqqat markazidagi obyekt sifatida o'rganilayotganini qayd etadi (Comstock-Skipp, 2023; 5). U hatto Shayboniylar san'ati misolida XVI asr musulmon dunyosidagi sunniy-shi'iy raqobati

va turkiy-forsiy madaniy tutashuv masalalarini yoritish mumkinligini ta'kidlaydi. Bu fikrlar F. Richard boshlab bergan kontekstual va qiyosiy yondashuvning davomchilari paydo bo'lganini anglatadi. Chunonchi, bugungi kunda Shayboniylar davri san'ati faqat "Buxoro maktabi" degan tor doirada emas, balki butun Persiyaning kitob san'ati tarixi kontekstida, qo'shni imperiyalar bilan o'zaro aloqadorlikda ko'rilmogda.

Xulosa

F. Richardning Shayboniylar davri qo'lyozma san'ati bo'yicha tadqiqot metodologiyasi mazmunan boy va innovatsion qimmatga ega. U qo'lyozma kitoblarni o'rganishda tarix, adabiyot va san'atshunoslikni uyg'unlashtirgan holda, interdisipliner yondashuv namunasini ko'rsatdi. Richardning kontekstual metodologiyasi yordamida Shayboniylar davrida kitob san'atining hukmdorlar uchun nechog'li siyosiy-ma'naviy ahamiyat kasb etgani aniqlandi – xattotlik va miniatyura vositasida ular o'z hukmronlik g'oyalarini targ'ib qilganlar, ilmiy-adabiy merosga ega chiquvchi sifatida o'z qiyofalarini mustahkamlashga intilganlar. Richard tadqiqoti bu jarayonni konkret qo'lyozmalar misolida isbotlab, san'at asari ichiga yashiringan mazmun qatlamlarini ochib berdi.

Maqolada ko'rib chiqilganidek, Richardning asosiy yutug'i shundaki, u Shayboniylar davri qo'lyozmalarini faqat tasviriy san'at nuqtai nazaridangina emas, balki ularning yaratilish sharoiti, buyurtmachi homiylari, ulardagi matn va obrazlarning ramziy ma'nosi bilan birgalikda tahlil qildi. Bu yondashuv natijasida Markaziy Osiyo kitobat madaniyatining mazkur davri yanada to'laroq yoritildi. Richard va hamkasblari Shayboniylar saltanatining madaniy siyosatini qo'lyozma san'ati prizmasida o'rganib, ularning tarixiy obro'-e'tibor qurilishidagi san'at rolini ko'rsatdilar.

F. Richardning metodologiyasi bugungi kunda qator izlanishlarda qo'llanilmoqda va rivojlantirilmoqda. U boshlab bergan an'ana davom etib, yangi tadqiqotchilar Shayboniylar davri qo'lyozmalarini Safaviylar, Mo'g'illar va boshqa sulolalar san'ati bilan qiyosiy o'rganishga kirishdilar. Bunda F. Richardning ishlari muhim bir poydevor vazifasini o'tamoqda. F. Richardning kontekstual va qiyosiy metodologiyasi nafaqat Shayboniylar davri madaniy merosini anglashga xizmat qildi, balki umuman olganda, adabiy yodgorliklarni ularning vizual konteksti bilan birgalikda o'rganishning naqadar samarali ekanini isbotlab berdi.

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ILOVA

F. Richardning “Le Siècle des Shibanides” monografiyasidan olingan qo‘lyozma manbalar namunasi.

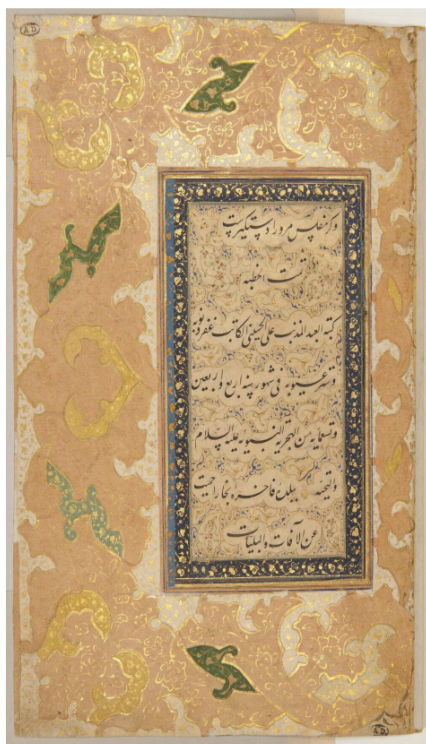


Fig. 20 : Marge ornée spécifique de Bukhara au XVI^{ème} siècle : page calligraphiée de ‘Ali al-Husaynī al-Kātib, Bukhara (*balada-i fākhira*) 944/1537-8, Paris U.C.A.D. (déposé au Département des Arts de l’islam du musée du Louvre) AD 27658/2 verso.

Richard, F., & Dodkhudoeva, L. (2023). *Le siècle des Shibanides en Asie Centrale: Pouvoir, légitimité et arts du livre sous les khans shibanides (906-1007/1500-1599)*. Rome: Istituto per l'Oriente C. A. Nallino. – P. 217

Bu sahifa Buxoro maktabiga mansub bo'lib, XVI asrga oid qo'lyozma sahifasidir. Undagi yozuv Ali al-Husayni al-Kātib (Алий ал-Хусайний ал-Котиб) tomonidan xattotlik san'atida yozilgan. Qo'lyozma nomi: "Balada-i fākhirā", hijriy 944 yilga (milodiy 1537–1538) tegishli.

Xat nusxasi: Nasta'liq yozuvi

Bezaklar: Sahifaning atrofi oltin va yashil bo'yoqlar bilan bezatilgan, unda an'anaviy islomiy arabesk naqshlar, stilize qilingan gul va barg elementlari ishlatilgan. Yashil tusdagi "ع" va "ك" shaklidagi arab harflari dekorativ element sifatida joylashtirilgan.

Manba: Ushbu sahifa hozirda Parijdagi U.C.A.D. (Union Centrale des Arts Décoratifs) fondida saqlanmoqda va Luvr muzeyining Islom san'ati bo'limiga topshirilgan (inv. raqami: AD 27658/2 verso).



Fig. 24 : L'importance des bibliothèques dans l'empire shibanide : un manuscrit déposé en *waqf* au XVI^{ème} siècle dans un sanctuaire d'Asie centrale avec dans les marges des cachets attestant de ce *waqf* ; il s'agit d'un *Sharh al-mutawwāl d'al-* Taftazānī copié en Asie centrale dans la seconde moitié du XV^{ème} siècle, avec de nombreuses gloses marginales, ms. ARA 719 de la BULAC (Paris).

Richard, F., & Dodkhudoeva, L. (2023). *Le siècle des Shibanides en Asie Centrale: Pouvoir, légitimité et arts du livre sous les khans shibanides (906-1007/1500-1599)*. Rome: Istituto per l'Oriente C. A. Nallino. – P. 220

Fransuzcha matn tarjimasi (sarlavha tagidagi izoh):

"Shayboniylar imperiyasida kutubxonalarning ahamiyati: XVI asrda Markaziy Osiyodagi muqaddas joyda waqf (vaqf) tariqasida saqlovga topshirilgan qo'lyozma. Uning chetlarida bu waqf holatini tasdiqlovchi muhrlar mavjud. Bu qo'lyozma Taftazoniyning Sharh al-mutavval asariga tegishli bo'lib, XV asrning ikkinchi yarmida Markaziy Osiyoda ko'chirilgan va uning chetlarida juda ko'p glossalar (izohlar) bor. Qo'lyozma: ms. ARA 719, BULAC (Parij) fondida saqlanadi."

Qo'lyozmaning mazmuni:

Asar nomi: Sharh al-mutawwal — bu asar islom falsafasi va balog'at ilmi (rhetoric)ga oid mashhur ilmiy risola bo'lib, u Sa'd al-Din al-Taftazaniy tomonidan yozilgan.

Ko'chirish joyi va davri: XV asrning ikkinchi yarmida Markaziy Osiyoda ko'chirilgan.

Kutubxona va waqf holati: Qo'lyozma muqaddas joyda (ehtimol ziyoratgohda yoki madrasada) waqf sifatida saqlangan. Chetlaridagi muhrlar bu holatni tasdiqlaydi.

Har ikki sahifada juda ko'p chekka yozuvlar (marginaliyalar) mavjud bo'lib, bu asar ustida chuqur o'rganishlar, talqinlar yoki talabalar tomonidan qo'shilgan izohlar mavjudligidan dalolat beradi.

Corpus-Based Discourse Analysis Tools: A Comparative Study of AntConc and Praaline

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Annotation *Corpus-based discourse analysis has recently garnered importance as a methodological approach in applied linguistics, especially, in discourse studies. The integration of specialized software tools significantly enhances the systematic investigation of discourse in large corpora. This paper provides a comparative analysis of two widely used corpus analysis tools – AntConc and Praaline (an extension of Praat), and gives a descriptive overview of both programs. The comparison aims to shed light into the affordances of both tools for researchers engaged in CBDA of speech. The comparative study focuses on the functions, applications, strengths, and limitations of AntConc and Praaline in the context of spoken discourse analysis. Through an in-depth investigation, it is argued that while AntConc excels in textual concordance and keyword analysis, Praaline enables more nuanced multimodal analysis, particularly of phonetic and prosodic features. Moreover, the paper explores how these tools support diverse research needs, from pedagogical applications to sociolinguistic and pragmatic investigations, making them essential assets in modern linguistic inquiry.*

Keywords *Corpus, discourse analysis, automated annotation, AntConc, Praaline, speech prosody*

Дискурс-анализ на основе корпуса: Сравнительное исследование программ AntConc и Praaline

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Аннотация *Дискурс-анализ на основе корпуса стал одним из ключевых методологических подходов в прикладной лингвистике, особенно в рамках дискурсивных исследований. Интеграция специализированных программных средств значительно расширяет возможности систематического изучения дискурса на больших корпусах. В данной статье представлен сравнительный анализ двух широко используемых инструментов корпусного анализа – AntConc и Praaline (дополнение программы Praat), а также содержится описательный обзор функционала обеих программ. Сравнительное исследование сосредоточено на функциях, областях применения, сильных сторонах и ограничениях AntConc и Praaline в контексте анализа устной речи. В результате углублённого анализа автор приходит к выводу, что AntConc наиболее эффективен в работе с текстовой конкорданцией и анализом ключевых слов, тогда как связка Praaline предоставляет более гибкие возможности для мультимодального анализа, особенно в части фонетических и просодических характеристик. Кроме того, в статье рассматривается, как эти инструменты*

поддерживают разнообразные исследовательские задачи — от педагогических до социолингвистических и прагматических, что делает их незаменимыми в современной лингвистической науке.

Ключевые слова

Корпус, дискурс-анализ, автоматическая аннотация, AntConc, Praaline, просодия речи

Korpusga asoslangan diskurs tahlili: AntConc va Praaline dasturlarining qiyosiy tadqiqi**Husenova Asrorova Nargiza Isomitdinovna**nibotova@gmail.com*Mustaqil izlanuvchi,**O'zbekiston davlat jahon tillari universiteti***Annotatsiya**

Korpusga asoslangan diskurs tahlili amaliy tilshunoslik, ayniqsa diskurs tadqiqotlarida nihoyatda muhim metodologik yondashuvga aylanib ulgurgan. Maxsus dasturiy vositalarning mazkur jarayonga integratsiyasi esa katta hajmdagi korpuslarda diskursni tizimli tahlil qilish samaradorligini sezilarli darajada oshiradi. Ushbu maqolada korpusga asoslangan diskurs tahlilida keng qo'llaniladigan ikki korpus tahlil dasturi – AntConc va Praaline (Praat dasturining qo'shimchasi) qiyosiy tahlil qilinib, har ikki dasturiy ta'minotga tavsifiy sharh beriladi. Qiyosiy yondashuv orqali og'zaki so'zlashuvlarning korpusga asoslangan diskurs tahlili (KADT) bilan shug'ullanuvchi tadqiqotchilar uchun AntConc va Praaline dasturlarining funksiyalari, qo'llash tavsiya etiladigan sohalari, ustunliklari va cheklovlarini og'zaki diskurs tahlili misolida o'rganib chiqiladi. Tadqiqot natijasi shuni ko'rsatdiki, AntConc matnli konkordans va kalit so'zlar tahlilida ustunlikka ega bo'lib, Praaline esa og'zaki diskursning fonetik va prosodik xususiyatlarini yanada aniqroq multimodal tahlil qilish imkonini beradi. Bundan tashqari, maqolada bu vositalarning pedagogik, sotsiolingvistik va pragmatik tadqiqotlarda qanday qo'llanilishi mumkinligi muhokama qilinadi, bu esa ularni zamonaviy lingvistik tadqiqotlar uchun muhim vosita sifatida belgilaydi.

Kalit so'zlar

So'zlar: korpus, diskurs tahlili, avtomatlashtirilgan annotatsiya, AntConc, Praaline, nutq prozodiyasi

Introduction

Corpus-based discourse analysis (CBDA) investigates how language is used in context through the lens of large datasets called corpora. CBDA integrates the principles of discourse analysis with corpus linguistics. Unlike traditional discourse analysis, which often relies on manual and qualitative methods, CBDA incorporates quantitative techniques such as frequency counts, concordances, and collocations to identify patterns of discourse

features across large datasets (Baker, 2006; Partington et al., 2013). Corpus, the plural of which is corpora, is defined as "a body of written or transcribed speech which can serve as a basis for linguistic analysis and description" (Kennedy, 1998, p.1). Two major types of corpora are used in CBDA: written corpora (e.g., newspapers, academic texts) and spoken corpora (e.g., interviews, conversations, classroom discourse). The analysis of spoken corpora presents unique challenges as

elements of prosody, pauses, overlaps, and non-verbal cues are present. Researchers dealing with speech data often use diverse tools, data formats and metadata which require collaborative workflows. Therefore, tools compatible with both text-based and audio-based analysis are essential in this field. With the increasing availability of spoken corpora and the need for multimodal analysis, researchers now rely on specialized tools to annotate, analyze, and visualize discourse features. Among these tools, AntConc and Praaline have gained prominence.

Literature Review

AntConc, a freeware corpus analysis toolkit aimed for text-based corpora, was created by Laurence Anthony in 2005. It enables users to examine written or transcribed corpora using data-driven analysis. The application is suitable for N-gram analysis, lexical bundles, collocation analysis, concordancing, and keyword and frequency analysis. Made freely available to the public, AntConc can be downloaded directly from the official website as a single executable file.

Creating a full list of every word in the corpus is one of the tasks a researcher can accomplish with AntConc. AntConc's wordlist can be arranged either by frequency or alphabetically, just like other corpus analysis tools. AntConc's extra features like word analysis and reverse ordering are what makes it stand out among other available tools.

The primary function of AntConc is the Concordancer, much like other corpus analysis tools. As stated by Sun and Wang (2003) concordancers aid in tracking the development of a second language by boosting vocabulary acquisition, grammatical accuracy, and writing proficiency. Users can use this tool to look at how particular terms are used across the corpus. Simple words, phrases, or even entire regular expressions (REGEX) can be used as search terms, allowing for more flexible and in-depth queries. By choosing the N-gram option, researchers can also examine terms based on their stems. The Concordance Plot tool helps identify reoccurring patterns or keywords by graphically displaying a term's distribution throughout a text (Anthony, 2005).

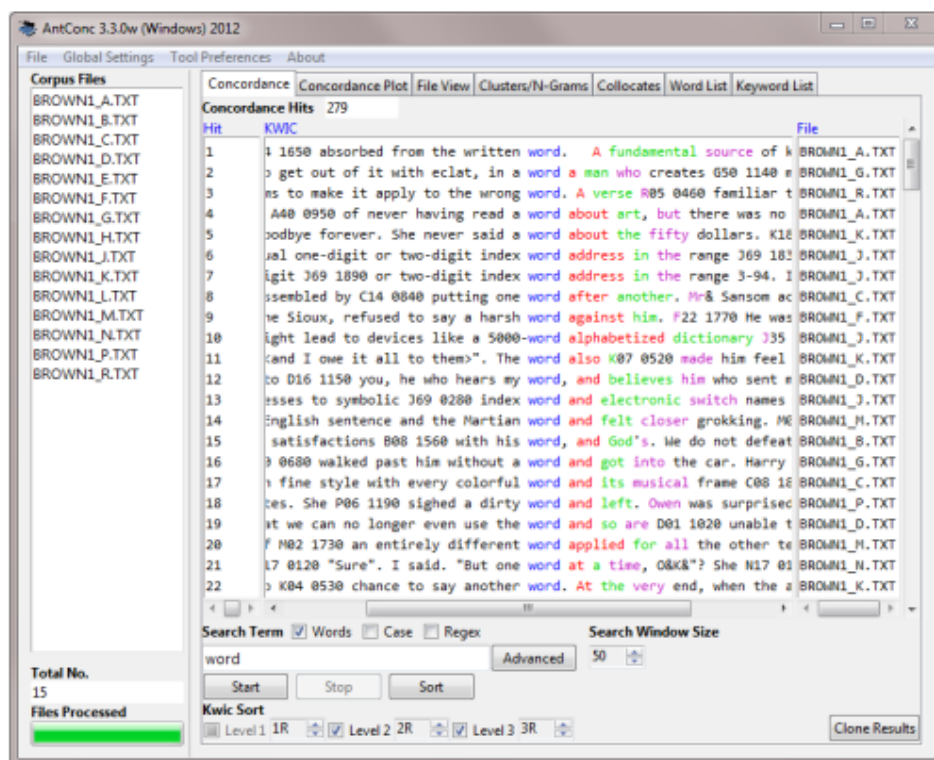


Figure 1. Concordancing interface of AntConc

The View Files tool, which can be used in conjunction with or independently of the Concordancer, is another helpful feature. It displays the original context of a search term when used with Concordancer results. When used independently, it provides information about lexical usage in context by displaying instances of a specific substring, word, phrase, or REGEX pattern in the original file (Anthony, 2004, 2005). Additionally, AntConc has Word Clusters or Bundles tool which is used to study multiword expressions like idioms, collocations, and phrasal verbs. This feature finds repeating word patterns that revolve around a specific term and enables them to be arranged either by frequency or alphabetically. Similar to the View Files, Plot, and Concordancer tools, the tool takes search inputs in the form of individual words, phrases, substrings, or. Like the Concordancer, Plot, and View Files tools, it accepts search inputs defined as substrings, individual words, phrases, or regular expressions. AntConc is particularly effective in examining lexical and grammatical features, making it a strong tool for linguistic profiling, discourse markers, stance-taking expressions, and keyword-based thematic analysis in transcribed data.

The second tool examined by this study is Praaline, which is an open-source platform designed for the management, annotation, analysis, and visualization of spoken language corpora based on Praat ((Boersma & Weenink, 2014). Praaline is compatible with established tools such as Praat, Sonic Visualiser, and provides connectivity to the R statistical environment – all within a modular and cohesive framework that supports automation and reusability. The software offers a unified, intuitive interface, allowing users to seamlessly access various tools. Both corpus metadata and annotation layers can be stored in a local or remote database, with full flexibility for users to define their own metadata and annotation schemas. It also enables users to execute customizable sequences of analytical processes

through scripts and plug-ins, with automatic updating of the database based on the analysis outcomes. Furthermore, the corpus database can be queried to generate summarized datasets for further analysis. Praaline supports extensibility through plug-ins written in Python or C++, and also allows users to run Praat and R scripts directly on corpus data. It comes equipped with a variety of visualization tools, editing interfaces, and additional plug-ins. Distributed under the GPL license, Praaline is freely available to the research community.

One of the featured aspects of Praaline is its ability to import and export annotations in variety of formats ((Barras et al., 1998) and it also offers a prominent advantage over other tools by “defining structural links between the annotation tiers, such as hierarchy, containment, attachment, controlled vocabularies” (Christodoulides, 2018).

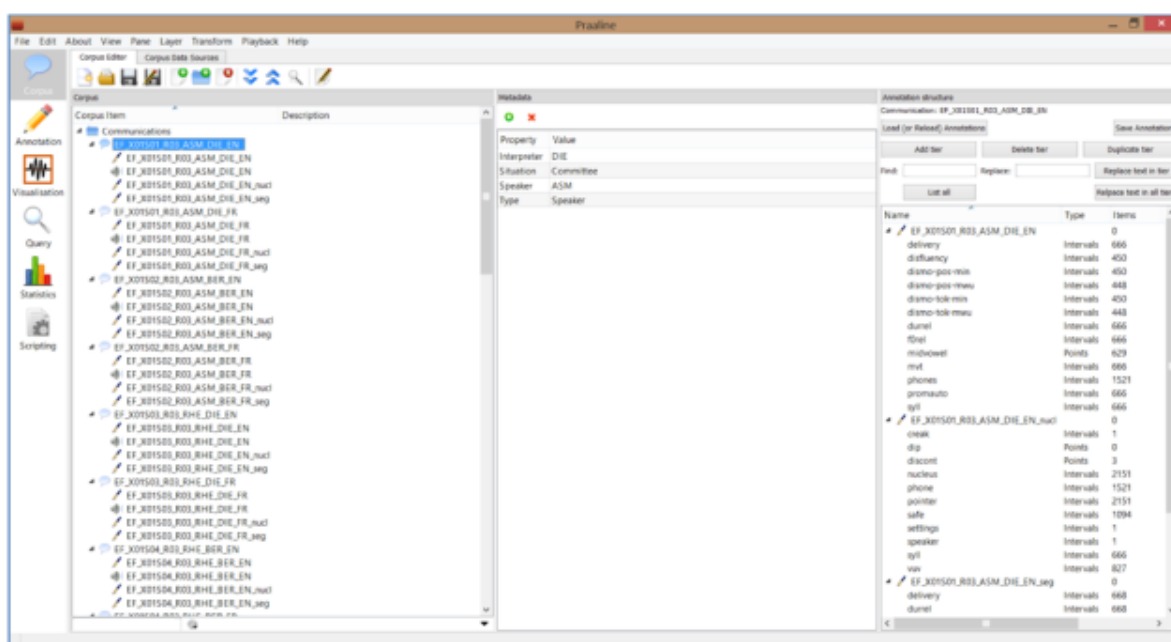


Figure 2. *Corpus management interface of Praaline*

In terms of linguistic prosody and phonetic analysis, Praaline far outreaches other programs. Using the program, comparing prosodic elements in spoken corpora and their simultaneous interpretation can be carried out. The results then can be then visualized into various graph types. Praaline's visualization component is built upon the Sonic Visualiser framework (Cannam et al., 2010) and supports the display of various types

of visual data, including waveforms, spectrograms, pitch-related spectrograms, multiple annotation levels and tiers, as well as numerical representations such as data points, curves, histograms, and color-coded regions. Additional visualizations can be integrated through plug-ins. For instance, the Prosogram tool (Mertens, 2004) has been adapted within Praaline to present prosodic analysis results.

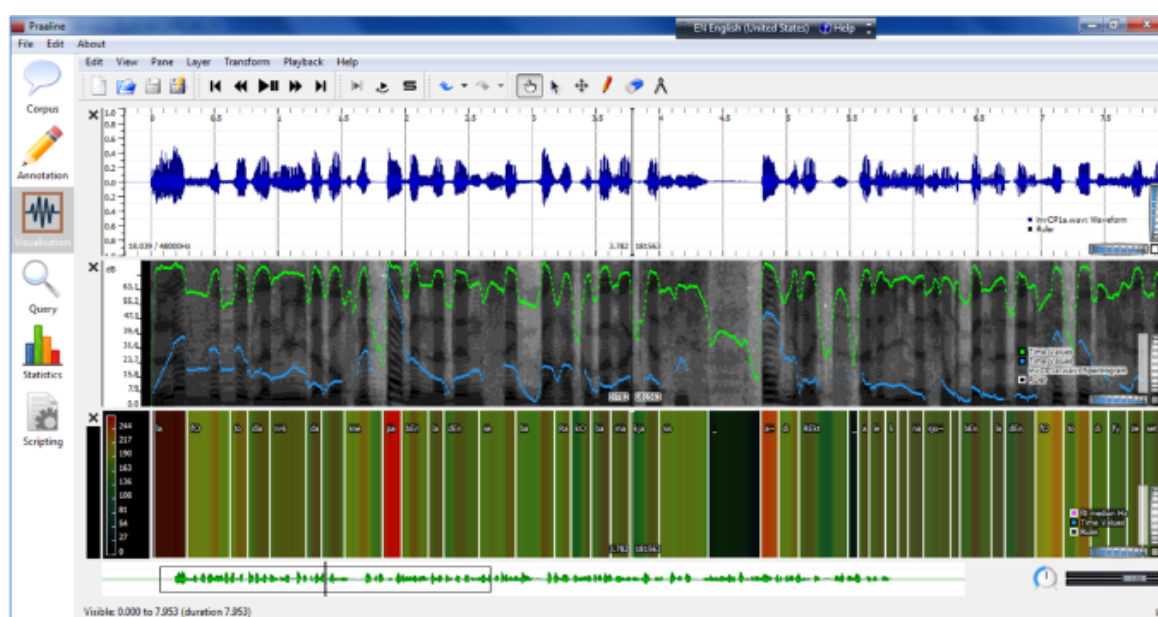


Figure 3. *Color-coded visualization of syllables in Praaline*

Research Methodology

This study employs a qualitative comparative design to evaluate two widely used corpus-based discourse analysis (CBDA) tools: AntConc and Praaline. The analysis focuses on their core functionalities, usability, and effectiveness in processing spoken discourse data. A representative spoken corpus of 15.000 words, compiled from L2 users' interactions with AI chatbots, were transcribed into text format, was compiled and systematically analyzed using both tools. AntConc was examined for its text-based capabilities, including concordancing, keyword extraction, collocation analysis, and N-gram generation. In contrast, Praaline was evaluated for its integration with Praat and R, multimodal annotation features, and visualization capabilities for phonetic and prosodic elements. Each tool was assessed based on established criteria derived from prior research (e.g., Kennedy, 1998; Anthony, 2005; Partington et al., 2013), with attention to features such as user interface, extensibility through plug-ins or scripts, support for annotation layers, and overall workflow efficiency. The evaluation included hands-on use of both tools, with outputs compared in terms of analytical depth, flexibility, and relevance to spoken discourse research. The findings were thematically organized to highlight comparative strengths and limitations. This methodology allows for an informed assessment of how each tool supports CBDA practices and meets the needs of researchers working with complex, multimodal speech corpora.

Results and Discussion

When comparing AntConc and Praaline, it becomes clear that each tool has its unique features. AntConc is a user-friendly and accessible tool which is particularly effective when working with written or transcribed text. It allows researchers to explore word frequencies, collocations, and concordances, making it ideal for identifying patterns in vocabulary and structure across large corpora.

Its simplicity and speed make it a great starting point for linguistic analysis, especially for those new to corpus tools. However, AntConc is limited to textual data – it doesn't support audio or time-aligned analysis – so it is less suitable for studying more dynamic features of spoken language like intonation, pauses or overlapping speech.

Praaline, by contrast, is designed with spoken discourse in mind. It builds on the acoustic strengths of Praat but adds powerful annotation and analysis features that allow users to work with both transcripts and audio together. With Praaline, researchers can investigate how speech sounds unfold over time, track features like pitch and rhythm, and analyze how speakers take turns or emphasize certain words. While it takes more time to learn and set up, it offers a flexible, customizable environment for working with complex, multimodal data. For researchers studying the finer details of spoken interaction – like timing, intonation, or speaker alignment – is an invaluable tool. Together, AntConc and Praaline show how combining text-based and audio-based approaches can lead to a deeper, more complete understanding of discourse.

Feature	AntConc	Praaline
Data Type	Text-based	Audio + Text (spoken data)
Main Functionality	Concordancing, keyword, collocation	Prosodic, phonetic, and timing
Multimodality Support	No	Yes
Ease of Use	High	Medium to Low
Ideal for	Thematic, lexical, frequency analysis	Turn-taking, prosody, intonation
Annotation Capabilities	Limited	Extensive (via TextGrids)
Visualization Tools	Concordance plots	Spectrograms, pitch tracks

Table 1. *Comparative evaluation of AntConc and Praaline features*

The table illustrates that AntConc and Praaline are two powerful tools that serve different purposes in corpus-based discourse analysis. AntConc is best suited for analyzing written or transcribed texts, offering user-friendly features like word frequency, collocation, and concordance analysis. Its simplicity makes it especially useful for beginners, though it lacks support for audio or time-aligned data. In contrast, Praaline is tailored for spoken discourse, allowing detailed multimodal analysis through synchronized audio and transcript annotations. Used together, these tools offer a complementary approach that enables a more comprehensive understanding of both the textual and prosodic features of discourse.

Conclusion

This comparative analysis highlights the distinct yet complementary roles of AntConc and Praaline in corpus-based discourse analysis. The results show that AntConc excels

in exploring lexical and structural features within transcribed spoken data. Its user-friendly design and efficient processing make it particularly useful for identifying frequency patterns, keywords, and discourse markers. However, its limitations become evident when dealing with prosodic and interactional features, as it does not support audio integration or time-aligned analysis. Praaline addresses these gaps by enabling detailed multimodal analysis of spoken interactions. With its ability to align transcripts to audio and annotate features like pitch, intonation, and turn-taking, it provides researchers with deeper insights into how spoken language functions in real-time. While it demands more technical expertise, Praaline makes rich discourse-level phonetic and prosodic analysis possible. Incorporating these tools, a more holistic approach to studying spoken discourse can be formed by a thorough analysis of both corpus and discourse features of spoken interactions.

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Tasdiq-inkorlar soʻz-gaplarning lingvopoetik xususiyatlari

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Annotatsiya *Ushbu maqolada turli tizimdagi tillarda tasdiq-inkor soʻz-gaplarning badiiy matnlardagi lingvopoetik xususiyatlari tahlil qilingan. Tasdiq-inkor soʻz-gaplar nafaqat biror voqelikni tasdiqlovchi, ishonch uygʻotuvchi yoki inkor etuvchi til birligi, balki badiiy asarning uslubiy qiymatini belgilaydigan muhim komponent sifatida ham namoyon boʻladi. Maqolada tasdiq-inkor ifodalar orqali emotsional va ekspressiv vazifalar, ularning personaj nutqida va mualliflik nutqida qanday ijodiy vazifalar bajarishi tahlil qilingan hamda bu birliklarning lirik, epik va dramatik janrlarda turlicha estetik vazifalar bajarishi taʼkidlangan. Bundan tashqari, turli tillar adabiyoti namunalarida tasdiq-inkor soʻz-gaplarning lingvopoetik rolini qiyosiy-stilistik va lingvopragmatik metodlar bilan tahlil qilish barobarida, fonetik tahlil orqali ham ularning emotsional taʼsiri asoslab berilgan. Tadqiqot natijalari turli tizimdagi tillarda tasdiq-inkor soʻz-gaplarning badiiy matndagi semantik-stilistik yukini ochishga yordam beradi va lingvopoetik tahlilning yangi yoʻnalishlarini belgilab beradi. Shuningdek, ushbu birliklarning intonatsion xususiyatlari, sintaktik kontekstdagi roli va stilistik figuralar bilan uygʻunlashuvi ham yoritilib, ular orqali muallifning estetik niyati va ideologik pozitsiyasi ochib beriladi.*

Kalit soʻzlar *Tasdiq-inkor soʻz-gaplar, badiiy matn, uslub, emotsional va ekspressiv, lingvopoetik, fonetik*

Лингвопоэтические особенности утвердительно-отрицательных слово-предложений

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Аннотация *В данной статье анализируются лингвопоэтические особенности утвердительно-отрицательных слово-предложений в художественных текстах на языках с различной типологической системой. Утвердительно-отрицательные слово-предложения рассматриваются не только как языковые единицы, выражающие подтверждение, уверенность или отрицание определённого факта, но и как важный компонент, определяющий стилистическую ценность художественного произведения. В статье раскрываются эмоционально-экспрессивные функции данных единиц, их художественная роль в речи персонажей и авторском высказывании, а также подчёркивается их различное эстетическое назначение в лирических, эпических и драматических жанрах. Кроме того, утвердительно-отрицательные слово-предложения рассматриваются в литературных произведениях разных народов с применением сравнительно-стилистического и лингвопрагматического методов анализа, а также с привлечением фонетического анализа, позволяющего обосновать их*

эмоциональное воздействие. Результаты исследования способствуют раскрытию семантико-стилистической нагрузки этих единиц в художественном тексте на языках разных систем и определяют новые направления лингвопоэтического анализа. Также освещаются интонационные особенности данных единиц, их роль в синтаксическом контексте и взаимодействие со стилистическими фигурами, что позволяет глубже понять эстетическое намерение автора и его идеологическую позицию.

Ключевые слова Утвердительно-отрицательные слова, художественный текст, стиль, эмоционально-экспрессивный, лингвопоэтический, фонетический

Linguopoetic features of affirmative-negative word-sentences

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Annotation *This article analyzes the linguopoetic features of affirmative-negative word-sentences in literary texts in languages of different systems. Affirmative-negative word-sentences are not only linguistic units that confirm, inspire confidence, or deny a fact, but also serve as an important component that determines the methodological value of a work of art. This article analyzes emotional and expressive functions through affirmative-negative expressions, their creative functions in character speech and author's speech, and it is emphasized that these units perform different aesthetic functions in lyrical, epic and dramatic genres. In addition, the study analyzes the linguopoetic role of affirmative and negative word-sentences in literary texts of various languages through comparative-stylistic and linguopragmatic methods, while also substantiating their emotional impact via phonetic analysis. The results of the research contribute to revealing the semantic and stylistic weight of affirmative and negative word-sentences in literary texts across different language systems and outline new directions for linguopoetic analysis.*

Keywords *Affirmative-negative words, literary text, style, emotional and expressive, linguopoetic, phonetic*

Kirish

Har qanday tilda tasdiq va inkor so'z-gaplar muloqot jarayonida muhim kommunikativ vazifalarni bajaradi. Ular orqali gapiruvchi voqelikka bo'lgan munosabatini, ishonch yoki shubhasini, qabul yoki rad etishini ifoda etadi. Xususan, badiiy matnlarda tasdiq-

inkor so'z-gaplar nafaqat ma'no ifodalash, balki badiiy ta'sir kuchini oshirish, qahramon xarakterini ochib berish, muallifning individual uslubini namoyon qilishda ham muhim lingvopoetik vosita sifatida xizmat qiladi. Bugungi kunda tilning pragmlingvistik, lingvopoetik, kognitiv va lingvomadaniy

xususiyatlarini birgalikda o'rganishga bo'lgan ehtiyoj kuchayib bormoqda. Ayniqsa, tasdiq-inkor so'z-gaplarning turli janrdagi badiiy matnlarda qanday semantik-stilistik yuk orqali estetik ta'sir kuchini oshirishi, ularning emotsional va ekspressiv imkoniyatlari, intonatsion xususiyatlari tadqiq etish talab etilmoqda.

Asosiy qism

Lingvopoetik nazariyaning ilmiy asoslarini tahlil qilish bilan shug'ullangan zamonaviy rus tilshunos olimlar qatorida A. Lipgartning ham nomi alohida tilga olinadi (Lipgart, 2013).

Lingvopoetika filologiyaning har qanday kontekstda til birliklari orqali namoyon bo'ladigan estetik xususiyatlarni o'rganuvchi alohida bo'limi sifatida qaraladi. So'z san'ati til, nutq vositasida voqe bo'ladi. Nutqning qanday voqelanganini, so'z san'atining lisoniy xususiyatlarini tilshunoslik o'rganadi. Demak, lingvopoetik yo'nalishdagi tadqiqotlar metodi va metodologiyasiga ko'ra tilshunoslik va adabiyotshunoslik sohalarini nazariyalari stilistika bilimlari bazasida o'zaro uyg'unlashadi, natijada har ikki fan integratsiyasiga asoslangan lingvopoetika shakllanadi (Toshxo'jaeva, 2017).

Tilshunos M.Yo'ldoshevning ta'kidlashicha, "Nasrda unlilarni cho'zish, undoslarni qavatlash, tovushlarni takrorlash, so'zlarni noto'g'ri talaffuz qilish, tovush orttirish yoki tovush tushirish kabi fonetik usullar yordamida ekspressivlik ta'minlanadi" (Yo'ldoshev, 2007). Darhaqiqat, yozuvchi tasdiq-inkor so'z-gaplarni qo'llashda shunday usullardan foydalanganini uchramiz. Badiiy matnlarda unli tovushlarni cho'zish matnning drammatik mazmunini kuchaytiradi va personajning ichki hissiyotlarini va kechinmalarini chuqurroq anglashga xizmat qiladi.

– *Mayli, – deya shivirladi Akrom, – sekin shovqin solmasdan tishlayman. Sen ham baqirib yubormaysan. Xo'pmi?*

– *Yo'-o'-o'-q, – dedi Dildora ham shivirlab boshini qimirlatarkan, – og'riydi.* (N.Ismoilov,

Tabib) Bu parchada yozuvchi yo'q inkor so'z-gapini *Yo'-o'-o'-q* tarzda qo'llashi taklifga qarshilikni kuchaytirish bilan birga Dildoraning qiz bolaga xos nozik erkalanishini anglatadi. Kontekstdan yana Dildoraning Akromning taklifiga ta'sirlanishini va og'riydi qo'shimcha javobi orqali unda ozgina qo'rquv hissi borligini ham anglashimiz mumkin.

– *Bunaqangi ishyoqmaslarni Xudo urmaganiga hayronman! – dedi onasi bir kuni kuyunib. – Kolxozga-ku besh tiyinlik nafi yo'q. Aqalli o'zining tomorqasini eplasa-chi! Yo'-o'-o'q! Bularga tayyori kerak! Birov naqdlab qo'ysa-da, bular moldek bo'kib, yeb yotaversa!* (Hoshimov, 2015). Ushbu misolda esa, ona obrazi orqali emotsional, nadomat his-tuyg'usi ochib berilgan. Yozuvchi uning ichki his-tuyg'usini kuchaytirish maqsadida, inkor ifodani cho'zib, *Yo'-o'-o'q* shaklida qo'llagan, bu esa matnning emotsional ta'sirini kuchayishiga xizmat qilgan. Bu talaffuz orqali onaning ishyoqmas, tanbal erkaklarga nisbatan nafrati, shuningdek, o'tkir inkori va afsusi anglashiladi. Bular *moldek bo'kib, yeb yotaversa* jumlasini ishyoqmas erkaklarning tasvirini yorqin ifodalashga yordam beradi.

Ingliz, rus tillaridagi badiiy matnlarda ham turli emotsional tasvirni yaratishda tasdiq yoki inkor so'z-gaplarni cho'zish kabi fonetik usullarni uchramiz. Masalan,

Ingliz tilida: *"Is your wife at home?" she inquired.*

"No," he said, "Carrie's out; but won't you step in? She'll be back shortly."

"No-o," said Mrs. Vance, realising the change of it all. "I'm really very much in a hurry. I thought I'd just run up and look in, but I couldn't stay. Just tell your wife she must come and see me. (Th. Dreiser, 1900).

("Yo'q," dedi u, "Kerri tashqarida; lekin siz kirmaysizmi? U tez orada qaytib keladi." "Yo'-o'-q," dedi Vens xonim hammasi o'zgarganini tushunib. "Men juda shoshib qoldim. Men yugurib kelib, ichkariga qarayman deb o'yladim, lekin qololmadim. Xotiningizga ayting, u meni kelib ko'rishi kerak.)

Ingliz tili badiiy asaridan olingan ushbu parchada inkorning *"No,"* hamda *"No-o,"* ko'rinishlari berilgan. Bu birliklarning ikkisi ham inkor ma'noni bersa-da, o'ziga xos lingvopoetik xususiyatga ega. *"No,"* erkak nutqidagi oddiy, to'g'ridan to'g'ri inkor javobni ifodalaydi. Bu javobda hech qanday emotsiya sezilmaydi. Vans xonimning *"No-o,"* cho'ziq talaffuz qilgan inkor javobi esa, uning emotsional holatini ifodalab, uzrli va ilojisiz vaziyatda ekanligini ifodalaydi. Inkor so'zni ikki xil fonetik uslub bilan berilishi qahramonlar nutqining o'ziga xos xususiyatlarini ochib berishga xizmat qiladi.

Rus tilida:

– Он постоянно в Вешках?

– Не-е-ет... Мы его прикомандировали к Черновскому полку, к обозу. (Булгаков, 1940).

Rus romanidan olingan parchada inkorning cho'ziq talaffuzi personajning ikkilanishi va ma'lumotni ochiqdashdagi ehtiyotkorligini bildiradi. Demak, muallif shu usul bilan personajning ruhiy holatini hamda ma'lumotni yashirishga bo'lgan harakatini tasvirlab bergan.

Yozuvchi qahramonning biror voqelikka hayrati, uning realligiga ishonchsizligi kabi ichki emotsiyalarini ochib berish uchun ham tasdiq-inkor so'zlardan foydalanadi. Bunda ko'pincha, ha, yo'g'a/ha, yo'g'e kabi bir-biriga zid bo'lgan ifodalar qo'llaniladi. Masalan,

Bobomiz boshqatdan qaraydi.

Vo darig'o, shu ko'rinmish ajina bo'ldimi? Ha, yo'g'-a! Umri shu dalada o'tdi — bir nima-da ko'rmadi. Yo, shu ko'rinmish tush bo'ldimi? H-a, yo'g'-a! O'lik-tirik sergak vaqt-a! (Murod, 1994) Tog'ay Murodning "Otamdan qolgan dalalar" asaridan olingan ushbu parchada *Ha, yo'g'-a!* iborasi bilan asar qahramonining voqelikka shubha va gumoni orqali uning ruhiy holati tasvirlangan. *Ha, yo'g'-a!* leksik birligining takror qo'llanishi orqali qahramonning butun vujudida kechayotgan hissiyotlariga urg'u berilib, kitobxonning tasavvurida real gavdalanishiga imkoniyat yaratadi. Bir-biriga zid bo'lgan ushbu *Ha, yo'g'-a* tasdiq-inkor ifodasi o'zbek tilida

gaplashuvchilar so'zlashuv nutqiga xos lingvomadaniy xususiyatlarini ko'rsatib beruvchi ibora sanaladi. Bu ifoda orqali insonning voqelikka qarshi mulohazasi yuritayotgani tushuniladi. Bunday ifodalarning badiiy matnda qo'llanishi, uning ta'sirini kuchaytiradi. Etiborlisi shuki, bu iboralarning ingliz va fransuz tillarida aynan muqobillari yo'qligini kuzatiladi. Biroq bu tillarda ham hayrat va ishonchsizlikni ifodalovchi bir qator ifodalar mavjud. Masalan, ingliz tilida: Really? No way – Rostdanmi? Bo'lishi mumkin emas; No, it can't be – yo'q, bo'lishi mumkin emas, Yes, but... no, that can't be – ha, lekin... yo'q, bunday bo'lmasa kerak fransuz tilida: Ah bon? Non, c'est pas possible! – Rostdanmi?, Yo'q, bu mumkin emas!, Non, c'est pas vrai! – Yo'q, bu chinmas! kabi ifodalar hayrat, ishonchsizlik va ziddiyatni ifodalaydi, lekin o'zbek tilidagi *Ha, yo'g'-a* tasdiq-inkoriga aynan muqobil bo'la olmaydi.

Qat'iy inkor so'z-gaplari badiiy asarda qahramonning biror voqelikka, fikr yoki taklifga keskin munosabatini ifodalashga hamda inkorlik hissini kuchliroq va ta'sirliroq yetkazib berishga xizmat qiladi. Masalann, o'zbek tilida:

– *Meni aytganimni qilasan! – baqirdi uy bekasi.*

– *Hech qachon!! – uv solib yig'ladi Mahliyo.* – *Otamning arvochini chirqiratmayman! Harom yo'lga yurmayman!* (Abbosxon, 2011).

Ingliz tilida:

"Does it mean nothing to you when I say that I love you? I don't believe you've ever realized what it is that I want from you. If you like, I'd marry you and promise never even touch you with my finger. I wouldn't mind even that, so long as you were with me. But I can't go on with my life alone, always alone. Can't you bring yourself ever to forgive me?"

"Never, never! I wouldn't marry you if you were the last man on earth. I'd as soon marry the – the sweeper!" (Orwell, 1934). ("Men seni sevaman, deb aytganim sen uchun hech narsani bildirmaydimi? Sen mendan nima istaganimni hech qachon tushunmagan

bo'lsang kerak. Xohlasang, senga uylanardim va hatto bitta barmog'imni ham tegmaslikka va'da bergan bo'lardim. Sen yonimda bo'lsang, bu menga yetarli. Lekin, hayotimni o'zimcha, har doim yolg'iz o'tkaza olmayman. Meni kechirolmaysanmi?"

"Hech qachon, hech qachon! Yerda qolgan so'nggi erkak bo'lsang ham senga tegmasdim. Bunday qilgandan ko'ra, supiruvchiga tekkanim yaxshi!"

Rus tilida:

Вдруг взгляд Наполеона случайно падает на меня, странная мысль мелькает в глазах его: "Ребенок! – говорит он мне вдруг, – как ты думаешь: если я приму православие и освобожу ваших рабов, пойдут за мной русские или нет?" – "Никогда!" – вскричал я в негодовании. Наполеон был поражен. (Достоевский, 1868).

(To'satdan Napoleonning nigohi tasodifan menga tushdi, uning ko'zlarida g'alati fikr chaqnadi: "Bola!" u to'satdan menga dedi: "Siz nima deb o'ylaysiz: agar men pravoslavlikni qabul qilsam va qullaringizni ozod qilsam, ruslar menga ergashadimi yoki yo'qmi?" – "Hech qachon!" – jahl bilan qichqirdim. Napoleon hayratda qoldi.)

– *Варя, я прошу... требую наконец! Если ты любишь меня, то возьми меня за бороду и дернешь... Вот моя борода, рви!*

– *Ни за что! Причинять боль человеку, которого я люблю больше жизни... нет, никогда! (Чехов, 2016).*

Fransuz tilida:

Ayant saisi son bras, elle le serrait en répétant :

– *Non ! non ! non ! tout de suite ! tout desuite ! Il le faut ! Il est là ! Dans cette église ! Il m'attend. (Maupassant, 1885).*

(Undan qo'lidan ushlab, qattiq siqqan holda takrorlay boshladi:

– Yo'q! Yo'q! Yo'q! Darhol! Darhol! Bu zarur! U shu yerda! Shu cherkovda! U meni kutyapti!)

– *Jamais, jamais ! dit Julien découragé ; je me ferais plutôt piler dans un mortier que de composer trois phrases ; je suis un cadavre, mon*

cher, n'espérez plus rien de moi. (Stendhal, 1927).

(– Hecham, hecham! – dedi Juliyen tushkunlikka tushib; Men uchta gap tuzgandan ko'ra, ohakda ezilganimni afzal ko'raman; Men o'likman, azizim, mendan boshqa hech narsa kutmang.) Demak, turli tillarda keltirilgan parchalardagi qat'iy inkorni ifodalovchi Never, Nikogda, Ni za chto, Jamais birliklari o'zbek tilidagi hech qachon, aslo kabi ifodalarga muqobil bo'lib, har bir xalq badiiy asarida qahramonning ichki dunyosi, inkor qilish bilan bog'liq bo'lgan his-tuyg'ularini ochib berishga va matnning uslubiy bo'yoqdorligini oshirishga xizmat qiladi. Muallif bu kabi tasdiq-inkorlarni qo'llash orqali voqelikning ahamiyati va jiddiyligini ko'rsatib berishni, shuningdek, qahramonning ruhiy holati, vaziyatga nisbatan qat'iy qarashi va salbiy munosabatini teranroq ochib berishni maqsad qiladi.

Zotan, tasdiq – inkor so'z-gaplar ham his-hayajonni ifodalagani sababli, she'riy janrlarda ham faol qo'llanadi. Buni quyidagi misollarda ko'rish mumkin:

Yo'q-yo'q, bu kutishlar emasdir najot,

Yo'q-yo'q, sevgi yolg'on, yo'q-yo'q, ishq bir lof.

Yo'q-yo'q, axir dengiz emasdir hayot —

Qayg'ulari – teran, tashvishlari – sof. (Bobojon, 2022).

Berilgan ushbu she'riy parchada Yo'q-yo'q inkor ifodasi takror ishlatilib, hech narsadan najot yo'qligi, umidsizlik, ishonchsizlik kabi tuyg'ular tasvirlangan. Bundan tashqari, Yo'q-yo'q ifodasi she'rni ehtirosli tarzda ifoda etilishiga xizmat qilgan, shuningdek shoir bu orqali qahramonning ishq-muhabbat va hayot haqidagi salbiy va pessimistik qarashlarini keskin ochib berishga muvaffaq bo'lgan. She'rning yaratilishida ritm katta ahamiyatga ega. Zotan, tasdiq-inkorlarning takror talaffuz qilinishi she'r ritmini kuchaytiradi va uning tuzilishini boyitadi.

Oh, no no no, it was too cold always

(Still the dead one lay moaning)

I was much too far out all my life

And not waving but drowning. (Smith, 1957).

O'zbek va ingliz tillarida keltirilgan ushbu parchalarda voqelikni inkor etish uchun *Yo'q-yo'q* va *no no no* ifodalari ishlatilgan bo'lsa-da ularning hislari turli ma'nolarni aks ettiradi. O'zbek tilidagi parchada inkor ifodalari orqali keng ijtimoiy tushunchalar inkor etilayotgan bo'lsa, ingliz tilidagi parchada shaxsiy kechinmalar, iztiroblar va yolg'izlik tasvirlangan hamda inkor ma'no tushunmovchilik sababli yuzaga kelayotganini ifodalaydi. Demak, ikki qahramonning kayfiyati, maqsadi va falsafiy yondashuvlarida lingvopoetik farqlar mavjud bo'lib, o'zbek tilida keltirilgan parchada keskin va qat'iy inkor hissi kuchliroq sanaladi. Shunga qaramay har ikki tilda inkor so'z-gaplarni takror ishlatish orqali o'quvchining yuragiga yetib boruvchi kuchli ehtiros yuzaga kelishi tillardagi o'xshashlikni ko'rsatishi ham mumkin.

Нет! – я не требую вниманья

На грустный бред души моей,

Не открывать свои желанья

Привыкнул я с давнишних дней.

(Лермонтов, 1954). Rus tilida berilgan ushbu she'riy parchada ham *Нет!* inkor ma'noni ifodalab, qahramon shaxsiy muammolarida boshqalarning ko'magini rad etadi. Qahramon

o'z tashvishlarini, azob-uqubatlarini boshqalarga bildirmaslikka, tashqaridan yordam kutishdan ko'ra, o'zida saqlab qolishni afzal ko'rishligi ifodalab berilgan. Bu yerda *Нет!* inkor so'zining lingvopoetik ko'rinishi, lirik qahramonning o'z prinsiplarida qat'iy turishini, o'z ichki dunyosiga boshqa insonlarni yaqinlatmaslik hissini mahkam tutganligini, shu bilan birga, o'ziga bo'lgan ishonchi kuchli ekanligini ifodalaydi. *Нет!* ifodasining she'r boshida kelishi o'quvchining keskin rad etilayotgan voqelikka e'tiborini jalb qilishga xizmat qiladi. Demak, lirik qahramon jamiyatga befarqligini va boshqalarning ko'magiga muhtoj emasligini *Нет!* ifodasi orqali ochiqdan-ochiq qat'iy ifoda etadi.

Xulosa

Xullas, turli tizimli tillarda badiiy matnda qo'llangan har qanday tasdiq-inkor so'z-gaplar o'ziga xos lingvopoetik qimmat kasb etadi va badiiy asarning shakllanishida muayyan vazifani bajaradi. Badiiy matnda tasdiq-inkor so'z-gaplar qahramonning ruhiy holati, vaziyatga nisbatan qat'iy qarashi hamda salbiy va ijobiy munosabatini ochib beruvchi va badiiy uslub bo'yoqdorligini oshirib, matn ritmini yaratishga ko'maklashuvchi birliklar hisoblanadi.

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Морфологические каузативы в английском языке

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Аннотация

В представленном исследовании осуществлён комплексный морфолого-сопоставительный анализ каузативных средств в английском языке на фоне агглютинирующих языков, в частности турецкого и японского. Автор подчёркивает, что морфологические каузативы – глаголы, образованные аффиксацией некаузативных основ, в агглютинирующих языках функционируют регулярно и продуктивно, что проявляется, например, в устойчивых суффиксах (-t, -ir в турецком, -sase в японском), чьё основное назначение – выражение каузативного значения. В английском языке суффиксы -ize и -ate, а также префиксы en- и be-, несмотря на их способность придавать глаголам каузативный оттенок, не являются специализированными каузативными морфемами. Их значения многозначны и зачастую обусловлены заимствованием вместе с основами из латинского и французского языков, что ведёт к семантической неоднозначности и слабой продуктивности. Кроме того, аффиксация в английском языке в целом значительно ограничена по сравнению с агглютинацией, что связано с историческим переходом языка в сторону аналитизма и снижением роли флексии. В связи с этим, каузативное значение в английском преимущественно реализуется синтаксическими средствами, а морфологические каузативы занимают периферийное положение и не обладают характерной для агглютинирующих языков регулярностью и функциональной однозначностью.

Ключевые слова

Морфологические каузативы, аффиксация, суффикс -ize, суффикс -ate, префикс en-, префикс be-, английский язык, агглютинирующие языки, словообразование, каузативность, лексико-семантические средства, аналитические конструкции

Ingliz tilidagi morfologik kauzativlar

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Annotatsiya

Ushbu tadqiqot ingliz tilidagi morfologik kausativlik vositalarini turk va yapon tillari kabi agglutinatив tillar bilan taqqoslash asosida kompleks tahlil qiladi. Muallif kausativlik ma'nosini ifodalovchi morfemalar – ya'ni nekausativ asoslarga affiks qo'shish orqali hosil qilingan fe'llar – agglutinatив tillarda muntazam va samarali ishlatilishini ta'kidlaydi. Masalan, turk tilida -t, -ir va yapon tilida -sase kabi affikslar faqat kausativlikni ifodalashga xizmat qiladi. Ingliz tilida esa -ize, -ate suffikslari hamda en-, be- prefikslari ayrim hollarda kausativlik ma'nosini berishi mumkin, biroq ular maxsus kausativ morfemalar hisoblanmaydi. Bu affikslarning ma'nolari ko'p qirrali bo'lib, ko'pincha lotin va fransuz tillaridan asoslari bilan birga o'zlashtirilgan bo'ladi, bu esa semantik noaniqlik va cheklangan produktivlikka olib

keladi. Bundan tashqari, ingliz tilida affiksatsiya boshqa tillarga qaraganda kamroq tarqalgan bo'lib, bu tilning analitik tuzilishga o'tishi va flektiv tizimning zaiflashuvi bilan bog'liqdir. Shunday qilib, ingliz tilida kausativlik asosan sintaktik vositalar orqali ifodalanadi, morfologik kausativlar esa periferik o'rinda turadi va agglutinatив tillarga xos bo'lgan muntazamlik va funksional aniqlikka ega emas.

Kalit so'zlar Morfologik kausativlar, affiksatsiya, –ize suffiksi, –ate suffiksi, en- prefiksi, be-prefiksi, ingliz tili, agglutinatив tillar, so'z yasash, kausativlik, leksiko-semantik vositalar, analitik konstruksiyalar

Morphological Causatives in the English Language

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Annotation *This study presents a comprehensive morphological and comparative analysis of causative markers in the English language in contrast to agglutinative languages, particularly Turkish and Japanese. The author emphasizes that morphological causatives – verbs formed through affixation of non-causative stems – function regularly and productively in agglutinative languages. This is exemplified by stable suffixes such as -t, -ir in Turkish and -sase in Japanese, whose primary function is to express causation. In English, although suffixes like -ize and -ate, as well as prefixes en- and be-, can convey causative meaning, they are not specialized causative morphemes. Their meanings are polysemous and often result from borrowings alongside lexical stems from Latin and French, which leads to semantic ambiguity and limited productivity. Moreover, affixation in English is generally much less widespread than in agglutinative languages, owing to the language's historical evolution toward analyticism and a reduced role of inflection. Consequently, causation in English is primarily conveyed through syntactic means, while morphological causatives occupy a peripheral position and lack the regularity and functional transparency characteristic of agglutinative systems.*

Keywords *Morphological causatives, affixation, suffix –ize, suffix –ate, prefix en-, prefix be-, English language, agglutinative languages, word formation, causativity, lexico-semantic means, analytical constructions*

Введение

Морфологические каузативы, т.е. каузативные глаголы, образованные путём аффиксации некаузативных основ, встречаются во многих естественных языках. Безусловно, первенство в этом отношении принадлежит языкам агглютинирующего типа, где роль аффиксации в целом весьма

высока. Однако не следует забывать, что свои системы аффиксов присущи и языкам изолирующему типу. Однако и в нём система аффиксов играет определённую роль в слово и формообразовании. Возможно ли существование морфологических каузативов в английском языке? Теоретически да, как и в любом

языке, в котором слово имеет морфологическую структуру. Однако практическая сторона этого вопроса остаётся под сомнением, разрешить которое можно, сопоставив английскую систему аффиксов языка с аналогичными системами агглютинативных языков, где морфологические каузативы регулярны. Проследим, каким образом каузальные морфемы функционируют в других языках. Так, довольно распространено слияние каузативного элемента и непереходного глагола при образовании каузатива.

Обратимся к турецкому языку. Здесь в качестве иллюстрации можно привести следующие примеры: *imzala*-подписывать, *imzala-t*-заставить подписать, *göster*-показывать, *göster-t*-заставить показать, *icmek*-пить, *ic-ir-mek*-заставить пить и пр (Кононов 1956, Comrie 1976, Zimmer 1976). Итак, в турецком языке суффиксы *-t* и *-ir* выражают каузативное значение, и это их основная функция. Предложения же выглядят следующим образом:

А). *Ali mektub-u Hasan-i imzala-t-ti*. Али письмо-DO Хасан-IO подписать
Caus. –Past. (Али заставил Хасана пописать письмо),

Б). *Ali müdüre mektubu Hasana göstertti*
(Али заставил директора показать письмо Хасану).

В японском языке каузативным суффиксом является *sase* (фонетический вариант *ase*): *tome* «остановить» - *tomar-ase* «заставить остановиться», *oros* «опустить» - *ori-sase* «заставить опуститься», *aruk* «идти» - *aruk-ase* «заставить идти» и т.п. (Shibatani 1973, 267).

Теперь рассмотрим ряд английских суффиксов (прежде всего глагольных), которые способны выражать каузальное значение, и сопоставим особенности и ограничения их функции с характеристиками каузативных аффиксов в агглютинирующих языках.

Так, суффикс *-ize*, образующий глаголы от прилагательных и реже, от

существительных и, реже, от существительных, часто придаёт лексемам каузативное значение. Семантическую функцию глагола можно представить следующим образом:

X+ize= «makeX». Здесь *X*- корень прилагательного или

существительного, а «*make X*» значение, которое приобретает глагол. В качестве примеров можно привести такие глаголы, как *modernize= «make modern»*, *localize= «make local»*, *popularize= «make popular»*, *polarize= «make polar»*, *centralize= «make central»*, *colonize= «make colony»* и т.п. однако условность модели проявляется даже в некоторых переходных, но некаузативных глаголах. Так, глагол *criticize* нельзя представить в виде «*make memory*». Это условность становится очевидной, если мы вспомним такие глаголы, как *agonize*, *diphthongize* и пр., которые вообще не являются переходными и тем более, каузативными. Таким образом, суффикс *-ize* не может быть отнесён к сугубо каузативным, поскольку само его появление не означает, что лексема неизбежно приобретает каузативное значение, как это видно на примере некоторых других языков. В словарях значение этого суффикса обычно сводятся к двум основным семантическим парадигмам, а именно:

- придавать какое-либо свойство (каузативное значение);
- приобретать какое-либо свойство (некаузативное значение, хотя, возможно, результат каузального воздействия).

Например, словарь Вебстера 1986 года приводит каузативное значение (представленное в нескольких субдефинициях) первым, а некаузативное – вторым. Большой англо русский словарь, напротив, некаузативное значение обозначает первым, а каузативное – вторым. На наш взгляд, номер дефиниции в словарной статье в данном случае решающей роли не играет – важно то, что

словари английского языка отражают как каузативное, так и некаузативное значение суффикса, а этого уже достаточно, чтобы не считать его каузативным в строгом смысле слова. Рассмотрим теперь суффикс *-ate*, который также можно передавать каузативное значение, причём эта функция у него является доминирующей. Словарь Вебстера указывает следующие три значения этого суффикса:

- Cause to be modified or affected by (camphorate);
- Cause to become (activate);
- Furnish with (aerate).

Все приведённые в словаре значения суффикса – каузативные, однако данное словаря Вебстера, к сожалению, даёт не все возможные варианты употребления суффикса *-ate*. Обратимся к Большому англо-русскому словарю. Там значения данного суффикса определяются следующим образом: образует каузативные глаголы от сущ. и прил.: *complicate, liberate, elongate, repatriate, animate, nominate*; образует глаголы разного значения, соотносимые с существительными на *-ation*: *indicate, separate, negate, irrigate, negotiate, correlate, iterate*. Как видим, среди этих «глаголов разного значения» встречаются и каузативные (*separate, irrigate*). Однако глаголы *indicate, negotiate* и прочие к каузативам отнести нельзя. К ним можно добавить и множество других некаузативных глаголов с суффиксом *-ate*, причём как переходных (*demonstrate, tolerate, contemplate*), так и не переходных (*meditate, dilate, dominate*). Таким образом, анализ двух наиболее распространённых английских суффиксов, способных образовывать каузативное глаголы, показывает, что каузативное значение, хотя и основное, всё же не является для них единственным.

Обращает на себя внимание и тот факт, что оба эти суффикса являются заимствованными. Суффикс *-ate*, через среднеанглийский язык, восходит к

латинскому *-atus*, т.е. окончанию причастия прошедшего времени (ср. английское *-ed* у слабых глаголов или *-er* у некоторых сильных глаголов). Суффикс же *-ize* происходит от греческого *-ιζειν*. Соответственно многие слова с этими суффиксами также были заимствованы целиком, а не по морфемные. Следовательно, в отдельных случаях суффикс стал неотделим от корневой морфемы. Так, если мы ещё можем представить, как основное и производное такие пары слов, как *agony – agonize* или *air – aerate*, то у целого ряда других глаголов основа трудно отделима или даже совсем неотделима от суффикса, в отличие от языка – источника заимствования. В рамках английского языка мы не можем, например, представить глагол *frustrate* как аффиксальное образование от основы *frustr* – в английском языке просто нет такого слова. Хотя, обратившись к источнику заимствования, мы обнаруживаем, что это латинское причастие *frustratum* от глагола *frustrate*, который, в свою очередь, образован от наречия *frustra* – «ошибочно, напрасно, тщетно». Показательно здесь и то, что при заимствовании суффикс латинского причастия превратился в суффикс английского инфинитива. Другой важной особенностью является то, что указанные суффиксы могут образовывать глаголы, а тем более каузативы, далеко не от каждого прилагательного. Вообще число глаголов с этими суффиксами, хотя и достаточно велико, всё же ограничено, и поэтому нельзя признать сами эти суффиксы регулярными словообразующими элементами, как это обстоит в других, указанных выше, языках. Наконец, для упомянутых здесь турецких, венгерских и японских аффиксов характерно то, что они образуют (регулярно!) каузативы от непереходных глаголов. Обратимся теперь к английским префиксам, которые могут участвовать в передаче каузативного значения. Рассмотрим приставку *en-*

(фонетический вариант –em-). Большой англо-русский словарь определяет значения этой глагольной приставки:

- помещать в то, что обозначено производящей именной основой: *encege, enchain, enroll, entrench, envelope*;
- приводить в состояние, обозначенное именной основой: *enamour, encourage, enable, enjoy, enlarge, enrich, enslave, ensure, embitter, embody, empower*;
- в некоторых глаголах, образованных от глагольных основ, имеет усилительное значение: *enclose, ensue, enlighten*.

Пожалуйста, данная приставка ещё более универсальна, чем рассмотренные выше суффиксы –ize и –ate. Она свободно сочетается с большим количеством именных основ. Например, встречаются такие слова, как *engem, enflower, enfever, engild, enrank* и т.п., хотя их употребление сильно ограничено, как правило, стилистическими рамками. Однако все эти глаголы передают каузативное значение, а приставка в них чётко отделима от основы и явно представляет собой словообразующий компонент.

Другим важным моментом является то, что данный префикс может образовывать новые глаголы от глагольных основ. Впрочем, значение *en-* здесь скорее усилительное, нежели каузативное. А в том, что большинство таких глаголов – каузативы, «виновата» не сама приставка, а глагольная основа (*enclose – elose, enwrap – wrap, entangle – tangle* и т.п.)

Итак, можно ли считать приставку *en-* универсальным каузальным аффиксом? На наш взгляд, нет, и вот почему. Во-первых, сама приставка, как и упомянутые суффиксы, не является исконно английской, а заимствована из латыни через французский язык. Соответственно, многие лексемы с приставкой *en-* являются заимствованиями, а их основы без этой приставки либо не употребляются, либо имеют другое значение. Так, глагол *endue* (наделять силой

или качеством) восходит к латинскому глаголу *ducere* (вести, предводительствовать), а не к английскому прилагательному *due*, исконно английской, а заимствована из латыни через французский язык. Соответственно, многие лексемы с приставкой *en-* являются заимствованиями, а их основы без этой приставки либо не употребляются, либо имеют другое значение. Так, глагол *endue* (наделять силой или качеством) восходит к латинскому глаголу *ducere* (вести, предводительствовать), а не к английскому прилагательному *due*, которое, в свою очередь, происходит совсем от другого латинского глагола –*debēre* (быть должным, обязанным). Каузативный глагол *entail* (ограничивать правонаследования; вызывать, влечь за собой) происходит совсем не от английского существительного *tail* (хвост), а от старофранцузского глагола *taillier* (урезать, ограничивать). Во-вторых, многие глаголы с приставкой *en-*, образованные от именных или глагольных основ, вовсе не являются каузативами. В случае с глагольными основами, как уже говорилось значение каузальности выражается не приставкой, а корневой морфемой или суффиксом. Что же касается глаголов с *en-*, образованных от имен, то они, будучи переходными, всё же не обязательно выражают значение каузации, что можно показать на примерах с глаголом *encircle*: (5) a. *Thick forest encircles his cottage.* b. *The Moon encircles the Earth.* Аналогично обстоит дело и с приставкой *be-*, которая, в отличие от *en-*, не является заимствованной, а имеет германское происхождение. Этот префикс также может образовывать глаголы (часто каузативные) как от имён, так и от других глаголов. Однако в случае с глагольными основами эта приставка, как и *en-*, лишь усиливает их значение, а не выражает каузальность. Поэтому глаголы, образованные от глагольных основ посредством префикса *be-*, в зависимости от значения исходной основы могут быть как

каузативными (beget, bedraggle), так и некаузативными (bespeak, befall). Что касается именных основ, то от них приставка be- образует переходные глаголы, которые также могут быть каузативными (befool, bedew, bedim) или некаузативными (befriend, bemoan).

Говоря в целом об английских аффиксах, можно утверждать, что среди них нет морфем, строго ориентированных на выражение каузальности. Причин тому несколько. Прежде всего, английские аффиксы, в основном, многозначны, поэтому каузальность может проявляться лишь как одно из возможных значений. К тому же аффиксация в английском языке в меньшей степени распространена как способ словообразования, и число основ, образующих новые слова при помощи аффиксов, весьма невелико: в этом отношении английский язык, близкий к изолирующему типу, существенно уступает флективным и агглютинирующим языкам. Нельзя не обратить внимания и на тот факт, что значительное число английских словообразующих аффиксов, в том числе и передающих каузативное значение заимствовано из других языков и сочетается чаще с заимствованными же основами. Зачастую аффикс настолько сливается с корневой морфемой, что становится неотделим от неё. Это также снижает словообразующую способность многих аффиксов. Вообще, строгое функциональное

разделение аффиксов, их грамматическая однозначность и прозрачность морфологического состава слова характерны, прежде всего, для агглютинирующих языков, где аффиксация – основной способ слово и формообразования. Во флективных языках границы морфем уже в значительной степени замутнены в результате фузии, и флексия берёт на себя формообразующую функцию, оставляя за аффиксами преимущественно функцию словообразующую, причём роль её занижена по сравнению с агглютинирующими языками. Что же касается английского языка, то в его грамматическом строе гораздо большую роль играют аналитические конструкции, а элементы агглютинации вытесняются на периферию (флективную же систему вообще можно считать деградированной).

Заключение

Таким образом, роль аффиксов в передаче каузального значения для английского языка весьма невысока по сравнению с другими средствами выражения причинности. Весьма распространённые в английском языке служебные слова с каузальным значением (союзы и предлоги), которые функционально и этимологически связаны с аффиксами, всё же являются лексемами, то есть находятся на более высоком уровне языковой структуры.

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**Konsept kognitiv tilshunoslikning
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Annotatsiya

Maqola kognitiv tilshunoslikning asosiy birligi sifatida konsept tushunchasiga bag'ishlanib, uning tuzilishi, vazifalari va tipologiyasini chuqur o'rganadi. Konsept til, tafakkur va madaniyatning o'zaro bog'liqligini aks ettiruvchi aqliy tuzilma sifatida ta'riflanadi. U bilimlarni tashkil qilish, ma'lumotlarni kategoriyalash va muloqot jarayonlarida muhim ahamiyat kasb etadi. Maqolada konseptning yadrosi, chegara qismi va tasviriy tarkibiy qismlari tahlil qilinadi, shuningdek, uning kategoriyalash, yo'naltiruvchi, muloqot va madaniy-identifikatsiya funksiyalari yoritiladi. Universal, milliy va individual konseptlar tipologiyasi "hayot" va "o'lim" kabi ekzistensial tushunchalar misolida ko'rib chiqiladi. Badiiy matnlarda konseptlarning ifodalanish xususiyatlari, xususan, qoraqalpoq va ingliz adabiyotidagi o'ziga xos farqlar ta'kidlanadi. Qoraqalpoq adabiyotida "hayot" tushunchasi tabiat bilan uyg'unlik, jamoaviylik, axloqiy qadriyatlar va oilaviy burch bilan bog'liq bo'lsa, ingliz adabiyotida ekzistensial izlanishlar, ichki ziddiyatlar va xavasga qarshi kurash aks etadi. Bu farqlar madaniy kontekst va muallif dunyoqarashiga bog'liq. Konseptlar badiiy matnda obrazlar, metaforalar, ramzlar orqali ifodalanib, ularning semantik maydoni matnning emotsional-estetik qatlamini belgilashda muhim rol o'ynaydi. Konseptlar badiiy matnda obrazlar, metaforalar, ramzlar orqali ifodalanib, ularning semantik maydoni matnning emotsional-estetik qatlamini belgilashda muhim rol o'ynaydi. Shu bilan birga, konseptlar matn mazmunini chuqurlashtiradi, o'quvchida assotsiativ tafakkurni uyg'otadi va milliy mentalitetni anglashga yordam beradi.

Kalit so'zlar

Kognitiv tilshunoslik, konsept, tuzilma, funksiyalar, tipologiya, hayot, o'lim, madaniyat

**Концепт как основная единица
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Аннотация

Статья посвящена изучению концепта как ключевой единицы когнитивной лингвистики, анализируя его структуру, функции и типологию. Концепт определяется как ментальная структура, отражающая взаимосвязь языка,

мышления и культуры. Он играет важную роль в организации знаний, категоризации информации и процессах коммуникации. В статье подробно рассматриваются компоненты концепта: ядро, периферия и образный элемент, а также его функции, включая категоризацию, ориентацию, коммуникацию и культурно-идентификационную роль. Типология концептов (универсальные, национальные, индивидуальные) исследуется на примерах экзистенциальных понятий «жизнь» и «смерть». Особое внимание уделяется особенностям выражения концептов в художественных текстах, подчеркивая различия между каракалпакской и английской литературой. В каракалпакской традиции «жизнь» ассоциируется с гармонией с природой, коллективизмом, моральными ценностями и семейным долгом, тогда как в английской литературе акцент делается на экзистенциальных поисках, внутренних конфликтах и противостоянии хаосу. Эти различия обусловлены культурным контекстом и мировоззрением авторов. Концепты в художественном тексте выражаются через образы, метафоры и символы, а их семантическое поле играет важную роль в формировании эмоционально-эстетического уровня текста. Кроме того, концепты углубляют содержание текста, вызывают ассоциативное мышление у читателя и способствуют пониманию национального менталитета.

**Ключевые
слова**

Когнитивная лингвистика, концепт, структура, функции, типология, жизнь, смерть, культура

**The Concept as a Core Unit of
Cognitive Linguistics: Structure,
Functions, and Typology****Najimova Perizad Arslanbay qizi**perizadnajimova95@gmail.com

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Annotation

This article explores the concept as a central unit of cognitive linguistics, thoroughly examining its structure, functions, and typology. The concept is defined as a mental structure reflecting the interplay of language, thought, and culture, playing a pivotal role in knowledge organization, information categorization, and communication processes. The article analyzes the concept's components, including its core, periphery, and figurative elements, alongside its functions: categorization, orientation, communication, and cultural-identification roles. The typology of concepts—universal, national, and individual—is discussed through the existential notions of "life" and "death." Special focus is given to the expression of concepts in literary texts, highlighting distinctions between Karakalpak and English literature. In Karakalpak tradition, "life" is associated with harmony with nature, collectivism, moral values, and familial duty, while English literature emphasizes existential quests, internal conflicts, and resistance to chaos. These differences stem from cultural contexts and authors' worldviews. Concepts in literary texts are expressed

through images, metaphors, and symbols, and their semantic field plays an important role in shaping the emotional and aesthetic layer of the text. In addition, concepts deepen the meaning of the text, evoke associative thinking in the reader, and help in understanding the national mentality.

Keywords *Cognitive linguistics, concept, structure, functions, typology, life, death, culture*

Kirish

Tilshunoslik fanining hozirgi rivojlanish bosqichida turli yo'nalishlarda, jumladan, lingvistik tipologiya va chog'ishtirma tilshunoslik, kognitiv semantika, konseptologiya, genderologiya, va madaniyatlararo muloqotni tushunish ayniqsa dolzarbdir.

Kognitiv fanning eng muhim obyekti bu tildir. Tilga murojaat qilmasdan turib, insonning tovush ma'lumotlarini idrok etish, o'zlashtirish va qayta ishlash, rejalashtirish, muammolarni hal qilish, bilimlarni egallash, taqdim etish va ulardan foydalanish kabi kognitiv qobiliyatlarining mohiyatini tushunib bo'lmaydi. E.S. Kubryakovaning fikricha, kognitiv tilshunoslik nafaqat tilni, balki kognitsiyani (bilish, tafakkur, bilim) ham o'rganadi (Kubryakova, 2002; 14).

Kognitsiya ingliz tilidagi atama (cognition) bo'lib, uni qoraqalpoq tiliga aniq tarjima qilish qiyin. Qisqacha falsafiy ensiklopediyada kognitsiya "bilim," "bilish"dir. Ammo "bilish" atamasidan farqli o'laroq, kognitsiya bilish jarayonining o'zini - bilimlarni o'zlashtirish jarayonini va bu jarayonning natijalarini – bilimlarni anglatadi.

Kognitiv tilshunoslikning asosiy tushunchalaridan biri bo'lgan konsept til, tafakkur va madaniyat o'rtasidagi o'zaro aloqani aks ettiradi. U shaxsiy va jamoaviy tajriba asosida insonning ongida umumlashtirilgan dunyo haqidagi bilimlar to'plangan aqliy birlikdir. Konseptlar bilim va idrokni tashkil etish vositasi sifatida ma'lumotlarni turkumlash, talqin qilish va saqlash uchun asos yaratadi, shuningdek,

fikrlash, muloqot va badiiy ijod jarayonlarida muhim ahamiyat kasb etadi.

Bu ilmiy sohada asosiy nazariy tadqiqotlar rus olimlari A.P. Babushkin, N.N. Boldirev, A. Vejbitskaya, A.A. Zalevskaya, V.I. Karasik, V.V. Kolesov, E.S. Kubryakova, D.S. Lixachev, V.A. Maslova, V.A. Pishchalnikova, Z.D. Popova, G.G. Slishkin, Yu.S. Stepanov, I.A. Sternin, G.V. Tokarev, I.A. Tarasova, R.M. Frumkina, S.G. Shafikov, chet el olimlar M. Jonson, J. Lakoff; R. Langaker, L. Talmi, R. Jekendoff, Ch. Fillmor, mahalliy olimlar Sh. Safarov, D. Ashurova, va boshqalarga tegishlidir.

Konsept tushunchasi kognitiv tahlilda, tilning turli sathlari: so'z turkumlari (R. Langaker E.S. Kubryakova), ayrim so'z turkumlari – predmet nomlari (A. Vejbitskaya, R.M. Frumkina, E.V. Raxilina); fe'l (L. Talmi; E.S. Kubryakova), leksik birliklar: (R. Jekendoff, Ch. Fillmor; A.P. Babushkin), sintaktik kategoriyalar (Z.D. Popova).

Konsept tushunchasining paydo bo'lishi o'rta asrlarga to'g'ri keladi. Bu davrda konsept va konsepsiya muammosi bilan Per Abelyar va Gilbert Porretanskiy kabi faylasuflar shug'ullanganlar. Konsepsiya deganda subyektning ongida narsani "ilg'ash" harakatlari tushunilgan bo'lib, u g'oya birligi va uning ijodda amalga oshirilishini nazarda tutgan. Bu "ilg'ash" harakatlari nutqda ifodalangan va Abelyarning fikricha, bu "tinglovchining qalbidagi konsept" sifatida qabul qilingan (Neretina; 1999; 37). Abelyarga ko'ra, bu nutq "tinglovchining qalbidagi tushuncha" sifatida qabul qilinadi (Neretina, 1999; 37).

Sovet Ittifoqi davrida tilshunos olimlari orasida birinchilardan bo'lib S.A. Askoldov-Alekseev konseptni o'rganishga kirishgan. U 1928-yilda shunday deb yozgan edi: "Konsept – bu fikrlash jarayonida bizga bir turdagi noaniq ko'p narsalarning o'rnini bosadigan aqliy tuzilmadir." Tadqiqotchining fikricha, o'rin bosish vazifasi konseptlarning "bilish vositalari" sifatidagi asosiy tarkibiy qismi hisoblanadi. Aynan shu vazifada konseptlarning tabiati va mohiyati o'z aksini topadi.

L. Langerning ta'kidlashicha, "konseptlar – bu insonning narsalar mohiyati haqida fikrlash usullari bo'lib, ular mantiqiy ma'nodagi tushunchalardan ancha keng va chuqurroqdir" (Langer, 1957). Kognitiv tilshunoslik doirasida S. G. Vorkachev konseptning eng izchil ta'rifini taklif etib, uni "madaniyatning aqliy kodining asosiy birligi, til vositalari orqali ifodalangan bilim va tajribaning kognitiv qayta ishlash natijasi" deb belgilaydi (Vorkachev, 2004).

Konsept – mental tuzilma bo'lib, u turli tarkibdagi va ko'rinishdagi bilimlar kvanti yoki umumlashmasidir (Kubryakova, 1996; 90).

Konseptlar inson ongida shakllanadigan turli kategoriyalarning asosini tashkil qiladi, ular uchun tayanch nuqta bo'lib xizmat qiladi. Odatda, konseptning umumiy xususiyatlari sifatida uning ichki tuzilish jihatidan aniq ko'rinishga ega emasligi qayd qilinadi, biroq bu qayd unchalik haqiqatga yaqin emas. Zero, konseptning asosini tashkil qiluvchi predmet obrazi yetarlicha aniq va ikkilamchi o'rinni egallagan bo'laklari mavhumlikka ega bo'lishi bilan birgalikda, ular yagona negiz (yadroviy asos) atrofida o'zaro munosabatga kirishib birikadilar. Shu sababli konsept tarkibining tizimiy xarakterga ega ekanligini e'tirof etish ma'quldir. Uning tizimiy xususiyatlari tuzilish jihatidan murakkab tartibli bo'lishida va bir butun mental tuzilma sifatida idrok qilinishida namoyon bo'ladi (Safarov, 2006; 17).

D.U. Ashurovaning ta'kidlashicha, "kognitiv tilshunoslikda e'tibor asosan konsept strukturasi, uning turlari, verballashuv usullariga qaratiladi [...] (Ashurova, 2018; 107).

Hozirgi kunda tilshunoslik ilmida konseptni tushunishga nisbatan umumiy qoidaga asoslangan uch asosiy yondashuv ajratib ko'rsatiladi: konsept – bu tushuncha mazmunini ifodalovchi, ma'noning sinonimi hisoblanadi.

Birinchi yondashuv Yu.S. Stepanovga tegishli bo'lib, u konseptni ko'rib chiqishda madaniyatshunoslik jihatiga katta e'tibor qaratadi. Bunda butun madaniyat konseptlar va ular o'rtasidagi munosabatlar yadroviy sifatida tushuniladi. Ya'ni, konsept insonning aqliy olamidagi madaniyatning asosiy unsuridir. Ular jamoa lisoniy ongida markaziy o'rinni egallaydi. "Konsept" atamasini bunday tushunishda tilning ahamiyati ikkinchi darajali hisoblanib, u faqat yordamchi vosita vazifasini bajaradi.

Ikkinchi yondashuv vakillari (N.D. Arutyunova, A.D. Shmelev) kognitiv tilshunoslikka til belgisi semantikasini jalb etishni konsept mazmunini shakllantirishning yagona vositasi deb hisoblaydilar. Shunga o'xshash fikrni N.F. Alefirenko ham qo'llab-quvvatlaydi. U konseptga semantik yondashuvni taklif qilib, uni "kognitiv semantikaning birligi" sifatida talqin etadi (Alefirenko, 2001; 191).

Uchinchi yondashuv tarafdorlari D.S. Lixachev va E.S. Kubryakova bo'lib, ular konsept bevosita so'z ma'nosidan kelib chiqmaydi, balki so'z ma'nosining insonning shaxsiy va xalq tajribasi bilan to'qnashuvi natijasi, deb hisoblaydilar. Ya'ni, konsept so'z va voqelik o'rtasidagi vositachi vazifasini bajaradi.

E.S. Kubryakovanning fikriga ko'ra, konsept inson psixikasida aks ettirilgan miyaning kontseptual tizimi bo'lgan mental leksikonning operativ mazmunli xotira birligidir. U o'z ichiga kognitiv tarkibiy qism (bilimlar, tasvirlar, tasavvurlar) va hissiy-baholash komponentini qamrab oladi. So'nggi komponent, ayniqsa, badiiy diskursda muhim ahamiyat kasb etadi. Unda konseptlar nafaqat ratsional g'oyalarni aks ettiradi, balki chuqur hissiy ta'sirlarni ham uyg'otadi, assotsiativ aloqalar va obrazlarni shakllantiradi.

Harholda, kognitiv tilshunoslik til, tafakkur va madaniyat o'rtasidagi bog'liqlikni o'rganadigan lingvistik bilimning eng jadal rivojlanayotgan sohalaridan biridir. Kognitiv tilshunoslikning asosiy tushunchalaridan biri konseptual qarama-qarshilik bo'lib, u insonning atrof-muhit haqidagi ma'lumotlarni qanday tuzishi va anglashini tushunishda muhim rol o'ynaydi.

Konseptual tuzilma ko'p qatlamli tizim sifatida tasvirlanishi mumkin bo'lib, u quyidagilarni o'z ichiga oladi:

1. **Konsept yadrosi** – til sohiblarining aksariyati uchun umumiy bo'lgan o'zgarmas, barqaror mazmun;
2. **Chegara qismi** – shaxsiy tajriba, madaniy muhit va janrga qarab o'zgaruvchan, assotsiativ va kontekstual ma'nolar;
3. **Tasviriy tarkib** – konsept bilan bog'liq ko'rgazmali, ramziy va metaforik obrazlar.

Masalan, "hayot" tushunchasining markazida mavjudlik, harakat va faollik g'oyasi turadi, deb hisoblash mumkin. Uning chekkasida esa "yo'l", "daraxt", "nur" kabi timsollar joy oladi. Bu timsollar va majozlar badiiy asarlarda ayniqsa samarali bo'ladi, chunki ular yozuvchiga murakkab falsafiy yoki hissiy holatlarni badiiy til vositalari orqali ifodalash imkonini beradi.

Konsept funksiyalari ham xilma-xildir inson kognitiv tizimida konseptlar quyidagi vazifalarni bajaradi:

Kategoriyalash funksiyasi – ma'lumotlarni tasniflash va tizimlashtirish imkonini beradi;

- *Yo'naltiruvchi funksiya* – voqelikni idrok etish va tushuntirishni boshqaradi;
- *Muloqot funksiyasi* – umumiy ma'no maydoni orqali subyektlar o'rtasidagi aloqani ta'minlaydi;
- *Madaniy-identifikatsiya funksiyasi* – milliy, etnik va shaxsiy dunyo tasvirini shakllantiradi hamda aks ettiradi.

Xullas, konseptlar tipologiyasi tadqiqot yondashuviga qarab farqlanadi. Eng keng tarqalgan tasnif – universallik va madaniy o'ziga xoslik darajasi bo'yicha: Konseptlar tipologiyasi tadqiqot yondashuviga qarab farqlanadi. Eng

keng tarqalgan tasnif – universallik va madaniy o'ziga xoslik darajasi bo'yicha:

- *Universal konseptlar* – aksariyat tillar va madaniyatlar uchun umumiy bo'lgan konseptlar (hayot, o'lim, sevgi, vaqt va boshqalar);
- *Milliy o'ziga xos konseptlar* – muayyan madaniyatning o'ziga xos xususiyatlarini aks ettiradi (masalan, yapon vabi-sabi konsepti, qoraqalpoqlarning dasht haqidagi tasavvurlari jonli makon sifatida);
- *Individual (mualliflik) konseptlar* – muayyan muallifning individual badiiy olami va tili doirasida shakllanadi.

Bundan tashqari, konseptlar mavzuiy guruhlariga (antropologik, aksiologik, ekzistensial), modallikka (emotsional, ratsional), reprezentatsiya usuliga (lisoniy, vizual, xulq-atvor va boshqalar) ko'ra tasniflanishi mumkin. Ushbu tadqiqot kontekstida bizni, avvalo, chuqur falsafiy, diniy va madaniy mazmunga ega bo'lgan hayot va o'lim kabi ekzistensial tushunchalar qiziqtiradi.

Badiiy matn doirasida konsept alohida ahamiyat kasb etadi. U nafaqat mental kategoriya, balki muallif konseptosferasi – asarda shakllanadigan individual ma'nolar tizimining bir qismiga aylanadi. Badiiy aks ettirish jarayonida konsept eksplitsit va implitsit ifodalanadi: asosiy leksemalar, ramzlar, metaforalar, kompozitsion elementlar, shuningdek, hikoya tuzilmalari va ziddiyatlar orqali.

Konseptlarning badiiy matnda voqelanish xususiyatlari janr va uslub xususiyatlari, madaniy kontekst, tilning lingvistik xususiyatlari, shuningdek, muallifning dunyoqarashiga bog'liq. Masalan, XX asr ingliz adabiyotida hayot konsepti ko'pincha ekzistensial izlanish, ichki xavotir va xaosga qarshi turish mavzusi bilan bog'liq (Joys, Bekket, Goldingda), qoraqalpoq an'anasida esa u ko'pincha inson va tabiat uyg'unligi, kattalarga hurmat, jamoaviylik, urug' qadriyatlar bilan bog'liq. Shuni ta'kidlash kerakki, "hayot" va "o'lim" tushunchalari

nafaqat mantiqiy-semantik, balki madaniy-falsafiy dualizmni ifodalovchi barqaror binar qarama-qarshilikdadir. Ularning qarama-qarshiligi ko'plab mifologik, diniy va adabiy tizimlarning asosini tashkil etib, borliq va yo'qlik, yorug'lik va zulmat, tartib va tartibsizlikning universal dioxotomiyasini aks ettiradi. Badiiy diskursda bu ziddiyat ko'p ma'noli talqin oladi, metaforalar, ramzlar, assotsiativ qatorlar bilan to'yinadi, ma'nolar, ziddiyatlar va syujetlarni qurish uchun asos bo'ladi. "Hayot" (ómir) va "o'lim" (ólim) konseptlari qoraqalpoq olamining lisoniy va madaniy manzarasida markaziy o'rinni egallab, nafaqat insonning ekzistensial kechinmalarini, balki xalqning jamoaviy dunyoqarashini, falsafasini, borliqqa, taqdirga va abadiyatga munosabatini aks ettiradi. XX asr davomida tarixiy, siyosiy va madaniy o'zgarishlar fonida bu tushunchalar an'anaviy dunyoqarash yo'nalishlari bilan mustahkam aloqani saqlab qolgan holda yangi ma'nolarga ega bo'ldi.

Qoraqalpoq an'anasida hayot ilohiy in'om va ayni paytda oila, urug', xalq oldidagi burch sifatida tushuniladi. Buni "ómir – amanat" (umr – omonat) yoki "ómir ótip baratır" (umr o'tib bormoqda) kabi turg'un birikmalarda ko'rish mumkin. Hayot – bu mehnat, o'zgalar haqida qayg'urish, axloqiy ideallarga amal qilish yo'lidir. XX asrda, sovet mafkuralashuviga qaramay, bu g'oyalar adabiyotda, ayniqsa, O'zbekiston Qahramonlari I.Yusupov, T.Qayipbergenov kabi mualliflar ijodida saqlanib qoldi, ularda hayot kurash, bunyodkorlik va ichki matonat sifatida talqin qilinadi.

Ómir, sennen iltimasım:

Jaslıgımdı alsan da,

Balalıqtın pák dúnyası

Bizde az kem qalsın dá. (I. Yu.)

Bundan tashqari, konseptni tahlil qilishda kognitiv va madaniy yondashuvlari hamda uning dinamik tabiatini ko'rib chiqish muhimdir. Tushuncha mantiqiy tushunchadan farqli o'laroq, qat'iy, bir ma'noli mohiyat emas. U vaqt o'tishi bilan o'zgarishga, qayta ko'rib

chiqishga va kengayishga moyil. Bu, ayniqsa, badiiy matnda yorqin namoyon bo'ladi, unda muallif niyati, madaniy-tarixiy kontekst va asarning janr-uslubiy yo'nalishiga qarab konseptlar yangi talqinlarga ega bo'ladi.

Shunday qilib, kognitiv tilshunoslikdagi konsept badiiy matnda ham kognitiv, ham estetik funksiyani bajarishga qodir bo'lgan ko'p darajali mental-lisoniy tuzilmadir. Hayot va o'lim konseptlarini tushunish nafaqat lingvistik birliklarga, balki milliy ong asosida yotgan chuqur madaniy kodlarga murojaat qilishni talab qiladi, bu, ayniqsa, XX asr ingliz va qoraqalpoq adabiyotini qiyosiy tahlil qilishda dolzarbdir. XX asr ingliz adabiyotining Virjiniya Vulf, Jeyms Joys, T.S. Eliot, Jorj Oruell va boshqa mualliflarning nasri va she'riyatini tahlil qilish asosida yaratilgan asarlar.

O'lim tushunchasi: 60%

(yo'qotish, urush, umidsizlik, mavjudlik masalalariga e'tibor qaratish)

Hayot tushunchasi: 40%

(kundalik turmush tasviri, umid, muhabbat, ma'no izlash)

Diagramma 1. *XX asr ingliz adabiyotida "hayot va o'lim" tushunchalarining foizli nisbati*



Diagramma 2. *XX asr qoraqalpoq adabiyotida "hayot va o'lim" tushunchalarining foizli nisbati*



O'lim tushunchasi: 35%

(xalq uchun qahramonona fidoyilik)

Hayot tushunchasi: 65%

(ona yurt, xalq, kurash, umid)

Zamonaviy tadqiqotchilarning ta'kidlashicha, konseptlar interdiskursiv xususiyatga ega: ular bir vaqtning o'zida turli sohalarda - kundalik nutqda, ilmiy, falsafiy va badiiy diskurslarda faoliyat yuritadi. Masalan, "hayot" tushunchasi bir vaqtning o'zida tibbiy, biologik, falsafiy, diniy va badiiy anglash obyekti bo'lishi mumkin. Bu sohalarining har biri o'z semiotik qatlamini shakllantirib, konseptning ko'p qatlamli tuzilishiga hissa qo'shadi.

V.A. Maslovaning nuqtayi nazariga ko'ra, konseptni "so'zning fikriy analogi, ammo hajmi kengroq va mazmuni chuqurroq" deb ta'riflash mumkin (Maslova, 2001). Bu shuni anglatadiki, konsept alohida leksema yoki lug'aviy birlikka aylanmaydi, aksincha, u metaforalar, ramzlar,

frazologizmlar, epitetlar, madaniy realiyalar va boshqalarni o'z ichiga olgan til vositalari to'plami bilan ifodalanadi. Shunday qilib, konsept tilning leksik-semantik, pragmatik va assotsiativ maydoni tomonidan shakllantirilgan kognitiv tarmoqdir.

Darhaqiqat, konsept kognitiv tilshunoslik doirasida til, tafakkur va madaniyat o'rtasidagi o'zaro bog'liqlikni ochib beruvchi markaziy aqliy birlik sifatida e'tirof etiladi. U nafaqat bilish va axborotni qayta ishlash jarayonlarining mahsuli, balki inson tajribasini, qadriyatlarini va madaniy kodlarini mujassamlashtiruvchi semantik markazdir. Konseptlar turli darajalardagi strukturalari, funksiyalari va tipologik xilma-xilligi bilan til tizimining asosiy qatlamlariga chuqur kirib boradi. Ayniqsa, ular badiiy matnlarda o'zining obrazli, metaforik, assotsiativ imkoniyatlari bilan keng ifodalanib, o'quvchi ongida chuqur ma'naviy va estetik rezonans uyg'otadi.

Ushbu bo'limda keltirilgan nazariy asoslar, konsept tushunchasining paydo bo'lishi, rivojlanishi va tipologiyasi haqidagi qarashlar keyingi boblarda konseptual oppozitsiyalarni, xususan, "hayot – o'lim" kabi ekzistensial juftliklarni tahlil qilish uchun metodologik poydevor yaratadi.

Kognitiv tilshunoslik doyrasida urganishning yangi yo'nalishlarning biri "konseptual ziddiyatlik tushunchasi" bulib, ushbu tushuncha dunyo tilshunosligida tobora ommalashib bormoqda. Ishimizning keyingi qismida mazkur masalaga batafsilroq to'xtalmoqchimiz.

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Segmental and suprasegmental aspects of military commanding words in English and Uzbek languages

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Annotation *The segmental and suprasegmental features of military commanding terms in Uzbek and English are examined in this study, with an emphasis on their phonological and phonopragmatic purposes. Consonants, vowels, and other segmental elements make up the fundamental sound units that affect articulation, clarity, and minimum pairs in military settings. However, in order to convey urgency, authority, and immediacy, suprasegmental elements like as pitch, rhythm, stress, and intonation are essential. This study investigates how these components improve command efficacy, particularly in noisy, high-pressure settings common to military operations. The research shows that both Uzbek and English military command terms are purposefully created to guarantee phonological salience and perceptual uniqueness through comparative phonetic and auditory analysis. Additionally, it emphasizes the role that language-specific suprasegmental cues – such as forceful emphasis and rising or decreasing intonation – play in command recognition and quick reaction. Furthermore, understanding these phonetic strategies contributes to improved training protocols and cross-linguistic clarity in multilingual military environments where miscommunication may result in serious consequences.*

Keywords *Segmental features, suprasegmental features, military commands, phonological analysis, acoustic salience, phonopragmatics*

Сегментные и супraseгментные аспекты военных командных слов в английском и узбекском языках

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Аннотация *В данном исследовании рассматриваются сегментные и супraseгментные особенности военных командных терминов в узбекском и английском языках с акцентом на их фонологические и фонопрагматические функции. Согласные, гласные и другие сегментные элементы составляют базовые звуковые единицы, влияющие на артикуляцию, чёткость и различие минимальных пар в военном контексте. В то же время, супraseгментные элементы – такие как высота тона, ритм, ударение и интонация – играют ключевую роль в передаче срочности, авторитетности и непосредственности. В работе исследуется, как эти элементы повышают эффективность команд, особенно в шумных и стрессовых условиях, характерных для военных операций. Сравнительный фонетический и акустический анализ показывает, что командные слова в узбекском и английском языках специально сконструированы для обеспечения*

фонологической выразительности и перцептивной уникальности. Кроме того, подчёркивается важность языко-специфических супrasegmentных сигналов – таких как сильное ударение и восходящая или нисходящая интонация – для распознавания команд и оперативного реагирования. Кроме того, понимание этих фонетических стратегий способствует улучшению учебных протоколов и межкультурной ясности в многоязычной военной среде, где ошибки в коммуникации могут привести к серьёзным последствиям.

Ключевые слова

Сегментные особенности, супrasegmentные особенности, военные команды, фонологический анализ, акустическая выразительность, фонопрагматика

Ingliz va o'zbek tillaridagi harbiy buyruq so'zlarining segmental va suprasegmental jihatlari

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Annotatsiya

Mazkur tadqiqot ingliz va o'zbek tillaridagi harbiy buyruq terminlarining segmental va suprasegmental xususiyatlarini fonologik hamda fonopragmatik maqsadlar nuqtayi nazaridan o'rganadi. Unda undoshlar, unli tovushlar va boshqa segmental birliklar artikulyatsiya, ravshanlik va minimal juftliklar orqali harbiy kontekstda qanday ahamiyatga ega ekani yoritiladi. Shu bilan birga, urg'u, ohang, intonatsiya va ritm kabi suprasegmental elementlar tezlik, buyruqchanlik va shoshilinchlikni ifodalashda muhim o'rin tutadi. Tadqiqotda aynan ushbu komponentlarning buyruqlarning ta'sirchanligini oshirishdagi roli, ayniqsa harbiy operatsiyalarga xos bo'lgan shovqinli va stressli muhitda, chuqur tahlil qilinadi. Ingliz va o'zbek tilidagi harbiy buyruq so'zlari fonologik ajralib turishi va eshitish orqali tezda farqlanishi uchun maxsus shakllanganligi fonetik va akustik tahlil orqali aniqlanadi. Bundan tashqari, tilga xos suprasegmental belgilar – masalan, kuchli urg'u va ko'tariluvchi yoki tushuvchi intonatsiyaning – buyruqlarni tanib olish va ularga tezda javob qaytarishdagi roli ta'kidlanadi. Bundan tashqari, ushbu fonetik strategiyalarni tushunish ko'p tilli harbiy muhitda xatoliklar jiddiy oqibatlariga olib kelishi mumkin bo'lgan holatlarda tayyorgarlik protokollarini takomillashtirish va tillararo aniqlikni oshirishga xizmat qiladi.

Kalit so'zlar

Segmental xususiyatlar, suprasegmental xususiyatlar, harbiy buyruqlar, fonologik tahlil, akustik ajralib turish, fonopragmatika

Introduction

Military communication represents one of the most critical domains where linguistic precision directly impacts operational success and personnel safety. The effectiveness of military commands depends not only on semantic clarity but also on specific phonetic

and prosodic features that ensure rapid recognition and execution under challenging conditions (Crystal, 2003). This study investigates the segmental and suprasegmental characteristics of military commanding words in English and Uzbek languages, examining how phonological

structure supports functional communication in military contexts. The comparative analysis of English and Uzbek military commands offers unique insights into how different language families approach the challenge of creating effective command structures. English, as a Germanic language within the Indo-European family, and Uzbek, as a Turkic language, present distinct phonological systems that influence command formation and delivery (Comrie, 1981). Understanding these differences is crucial for multilingual military operations, training programs, and communication protocol development. Military commands must satisfy several linguistic requirements: they must be phonetically distinct to prevent misunderstanding, prosodically prominent to capture attention, and structurally brief to enable rapid transmission and comprehension. These requirements create specific constraints on phoneme selection, syllable structure, and suprasegmental features that distinguish military language from civilian communication patterns. The study of military language from a phonetic perspective has received limited attention in comparative linguistics, though individual language analyses exist. Ladefoged and Johnson (2014) established fundamental principles for analyzing segmental features, emphasizing the importance of phonemic distinctiveness in high-stakes communication environments. Their work on consonant and vowel systems provides the theoretical framework for examining how military commands utilize specific phonetic features for optimal clarity. Research on suprasegmental features in command language has focused primarily on stress and intonation patterns. Hayes (1995) demonstrated that stress placement in English follows predictable patterns that can be manipulated for emphasis and clarity. In military contexts, these patterns become particularly significant as they contribute to command recognition and urgency perception. The application of metrical phonology to military language reveals how

rhythmic patterns support memorization and rapid processing of commands. Studies of Uzbek phonology have highlighted the language's agglutinative structure and its impact on prosodic organization. Sjoberg (1963) provided foundational analysis of Uzbek phonemic systems, while more recent work by Rahmatullayev (2006) examined stress patterns in contemporary Uzbek. However, specific analysis of military command language in Uzbek remains limited, creating a significant gap in the literature that this study addresses. Cross-linguistic studies of command language have emphasized the universal tendency toward monosyllabic or short bisyllabic command forms across languages (Brown & Levinson, 1987). This tendency reflects cognitive processing constraints and the need for rapid auditory recognition in noisy environments typical of military operations. The present study builds on these findings by examining how English and Uzbek adapt their respective phonological systems to meet these universal requirements.

Methodology

This research employs a comparative phonetic analysis methodology, examining military commanding words from both languages through segmental and suprasegmental lenses. The corpus consists of 50 common military commands from each language, selected based on frequency of use in military training manuals and operational contexts. Commands were categorized into functional groups including movement orders, attention commands, weapon handling instructions, and formation commands. Segmental analysis focused on phoneme distribution, consonant cluster patterns, and vowel systems within command words. Particular attention was paid to the presence of stop consonants, fricatives, and sonorants, as these phoneme classes contribute differently to auditory distinctiveness and recognition speed. The analysis utilized International Phonetic Alphabet (IPA) transcription to ensure precise phonetic representation across both

languages. Suprasegmental analysis examined stress placement, pitch patterns, rhythm structure, and overall prosodic contours of command utterances. Native speakers of both languages were recorded producing commands in simulated military contexts to capture authentic prosodic features. Acoustic analysis software was employed to measure fundamental frequency, intensity, and durational features of command productions.

Segmental Analysis

English military commands demonstrate a strong preference for monosyllabic structures with initial consonant clusters and final stop consonants. Commands such as "halt" /hɔ:lt/, "march" /mɑ:rtʃ/, and "fire" /faɪər/ exemplify the typical pattern of complex onset consonants followed by long vowels or diphthongs and abrupt consonantal endings. This structure maximizes acoustic distinctiveness while maintaining brevity essential for rapid communication. The consonant inventory of English commands shows a pronounced bias toward voiceless stops (/p/, /t/, /k/) and fricatives (/f/, /s/, /ʃ/), which provide sharp acoustic boundaries that facilitate recognition in noisy environments. The prevalence of alveolar consonants reflects the high frequency and acoustic prominence of this place of articulation in English phonology. Voiced consonants appear less frequently in command-initial positions, likely due to their reduced acoustic intensity compared to voiceless equivalents. Vowel patterns in English commands favor long vowels and diphthongs over short monophthongs. This preference supports auditory discrimination and provides sufficient acoustic duration for recognition even in adverse listening conditions. The high frequency of /ɑ:/, /ɔ:/, and /aɪ/ in commands like "charge," "fall," and "fire" demonstrates this pattern clearly. Uzbek military commands reflect the language's agglutinative structure while adapting to the constraints of military communication. Commands such as "tur" (stand) /tur/, "yur" (march) /jur/, and "to'xta" (halt) /tɔxta/ demonstrate the language's

preference for CV and CVC syllable structures with minimal consonant clustering. This pattern contrasts sharply with English preferences for complex consonant clusters. The consonant system in Uzbek commands shows frequent use of uvular and velar stops (/q/, /g/, /k/), which provide acoustic prominence while reflecting the natural phonological patterns of Turkic languages. The presence of the uvular stop /q/ in commands like "qo" (hand) /qɒl/ creates distinctive acoustic signatures that facilitate command recognition. Unlike English, Uzbek commands show more balanced distribution between voiced and voiceless consonants. Vowel harmony, a characteristic feature of Turkic languages, influences Uzbek command structure by constraining vowel combinations within polysyllabic commands. The eight-vowel system of Uzbek provides greater vowel space differentiation than English, contributing to phonemic distinctiveness in command words. Back vowels (/ɑ/, /ɔ/, /u/) appear frequently in commands, possibly due to their association with authority and emphasis in Uzbek phonological psychology.

English military commands typically carry primary stress on the single syllable of monosyllabic commands or on the initial syllable of polysyllabic forms. This pattern creates a strong-weak rhythmic structure that aligns with English's stress-timed rhythm. Commands like "attention" /ə'tenʃən/ maintain initial stress despite their morphological complexity, prioritizing immediate acoustic prominence over morphological stress rules. The rhythmic structure of English command sequences follows iambic patterns when commands are chained together, creating predictable temporal frameworks that support rapid processing and memorization. Military drill sequences exploit these rhythmic patterns to create cohesive acoustic packages that function as single cognitive units. Uzbek commands demonstrate a different stress pattern, typically placing primary stress on the final syllable of polysyllabic words, following

the general Turkic tendency toward ultimate stress. However, monosyllabic commands carry inherent stress that creates acoustic prominence. The syllable-timed rhythm of Uzbek creates more regular temporal intervals between syllables compared to English stress-timing, potentially supporting different cognitive processing strategies for command sequences.

Intonation and Pitch Patterns

English military commands utilize falling intonation patterns that convey authority and finality. The high initial pitch followed by steady decline creates acoustic profiles that signal command status rather than request or question functions. Peak fundamental frequencies in English commands typically occur early in the utterance, with subsequent pitch decline supporting the perception of decisive authority. Pitch range in English commands extends beyond normal conversational speech, utilizing the full vocal range to maximize acoustic impact. This expanded pitch range serves both attention-getting and authority-marking functions, distinguishing command speech from routine communication. The steepness of pitch decline correlates with perceived urgency and authority level. Uzbek commands employ similar falling intonation but with different pitch register characteristics. The fundamental frequency patterns show more gradual decline compared to English, possibly reflecting cultural differences in authority expression. However, peak intensity levels remain comparable between languages, suggesting universal acoustic requirements for command authority regardless of intonational differences. The comparison between English and Uzbek military commands reveals both universal tendencies and language-specific adaptations in command phonology. Both languages demonstrate preference for acoustically prominent consonants and vowels that maximize distinctiveness and auditory recognition. However, the specific phonetic realizations differ significantly due to

underlying phonological system differences. English commands exploit the language's tolerance for complex consonant clusters to create phonetically dense, monosyllabic forms that convey maximum information in minimal time. This strategy aligns with English phonotactic constraints while serving military communication needs. The heavy reliance on voiceless consonants and long vowels creates acoustic signatures that maintain distinctiveness even under adverse listening conditions. Uzbek commands adapt to agglutinative morphological constraints by utilizing vowel harmony and syllable-timed rhythm to create coherent acoustic packages. The language's larger vowel inventory provides greater phonemic space for distinctiveness, while the preference for open syllables creates more predictable acoustic timing patterns. These features may offer advantages in sustained communication scenarios where rhythmic predictability supports processing efficiency.

Both languages demonstrate similar suprasegmental adaptations, including expanded pitch range, falling intonation, and increased intensity. These features appear to represent universal acoustic requirements for command authority that transcend specific language boundaries. The consistency of these patterns across typologically distinct languages suggests cognitive and acoustic constraints that shape military communication across cultures. The findings of this study have several practical implications for military training, multilingual operations, and communication protocol development. Understanding the phonetic and phonological features that optimize command effectiveness can inform training programs designed to maximize communication clarity and response speed. For English-speaking military personnel operating in Uzbek-speaking regions, awareness of Uzbek command phonology can improve cross-cultural military cooperation and reduce miscommunication risks. The identification of universal suprasegmental features in command

language suggests that certain prosodic training techniques may transfer across languages, while segmental features require language-specific adaptation. Military language training programs can utilize these insights to prioritize phonetic features that contribute most significantly to command effectiveness while accommodating language-specific phonological constraints. For military communication technology development, understanding the acoustic profiles of effective commands can inform speech recognition system design and communication equipment optimization. The specific frequency characteristics and temporal patterns identified in this study provide baseline parameters for technology designed to operate in multilingual military environments. This comparative analysis of English and Uzbek military commanding words reveals complex interactions between phonological structure and functional communication requirements. While both languages adapt their phonological resources to create effective command systems, the specific strategies reflect underlying typological differences between Germanic and Turkic language families. English

exploits consonant clustering and stress-timing to create phonetically dense commands, while Uzbek utilizes vowel harmony and syllable-timing to achieve similar functional outcomes through different phonological means. The universal suprasegmental features identified across both languages suggest fundamental acoustic requirements for command authority that transcend specific linguistic boundaries. These findings contribute to our understanding of how languages adapt to specialized communication contexts while maintaining their core phonological characteristics. Future research should expand this analysis to additional language pairs and investigate the cognitive processing mechanisms that underlie effective command recognition and execution. The practical applications of this research extend beyond academic linguistics to inform military training, cross-cultural operations, and communication technology development. As military operations become increasingly multinational and technologically sophisticated, understanding the phonetic foundations of effective command communication becomes essential for operational success and personnel safety.

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**Antiutopik adabiyotda tafakkur
ustidan nazorat: zamonaviy
texnologiyalar va ruhiy yakkalanish****Raxmatullayeva Xadicha Muxammad
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Annotatsiya Ushbu maqolada antiutopik adabiyotda tafakkur ustidan nazorat mexanizmlari va ularning shaxs ruhiy holatiga ta'siri chuqur tadqiq etiladi. Zamonaviy texnologiyalar vositasida fikrlash jarayonlarini nazorat qilish usullari, ruhiy yakkalanishning yangi shakllari hamda inson erkinligi masalalari har tomonlama tahlil qilinadi. Jorj Orwell, Oldos Haksli, Yevgeniy Zamyatin kabi mashhur yozuvchilarning asarlari misolida antiutopik konsepsiyalarning zamonaviy jamiyatda namoyon bo'lish xususiyatlari batafsil ko'rib chiqiladi. Maqolada til va tafakkur munosabatlari, ijtimoiy-psixologik nazorat mexanizmlari hamda texnologik determinizm masalalari lingvopsixologik nuqtai nazardan puxta tahlil etiladi. Tadqiqotda qiyosiy-tipologik, tarixiy-genetik va psixoanalitik metodlar keng qo'llanilgan. Lisoniy nazorat, texnologik nazorat va ijtimoiy-psixologik nazorat turlari aniq ko'rsatilgan. Ijtimoiy, intellektual va emotsional yakkalanish fenomenlari juda chuqur o'rganilgan. Shuningdek, nazoratga qarshi kurash strategiyalari, zamonaviy jamiyatda antiutopik bashoratlarning namoyon bo'lishi va o'zbek adabiyotida aks etishi ham keng o'rganilgan. Maqola psixologik oqibatlar va nazoratga qarshi kurash strategiyalarini ham to'liq qamrab oladi. Tadqiqot zamonaviy raqamli davrda o'ta dolzarb ahamiyat kasb etmoqda va kelajak tadqiqotlari uchun nazariy asos yaratadi.

Kalit so'zlar Antiutopik adabiyot, tafakkur nazorati, texnologik determinizm, ruhiy yakkalanish, lingvopsixologiya, ijtimoiy ong, manipulyatsiya, neyropsixologiya

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Аннотация В данной статье глубоко исследуются механизмы контроля над мышлением в антиутопической литературе и их влияние на психическое состояние личности. Всесторонне анализируются методы контроля мыслительных процессов с помощью современных технологий, новые формы психологической изоляции, а также вопросы человеческой свободы. На примере произведений известных писателей, таких как Джордж Оруэлл, Олдос Хаксли и Евгений Замятин, подробно рассматриваются особенности проявления антиутопических концепций в современном обществе. В статье с лингвopsихологической точки зрения тщательно анализируются взаимосвязь языка и мышления, механизмы социально-психологического контроля и вопросы технологического детерминизма. В исследовании широко применены сравнительно-типологический, историко-генетический

и психоаналитический методы. Четко выделены виды лингвистического, технологического и социально-психологического контроля. Глубоко изучены феномены социальной, интеллектуальной и эмоциональной изоляции. Также подробно рассматриваются стратегии сопротивления контролю, проявления антиутопических предсказаний в современном обществе и их отражение в узбекской литературе. Статья охватывает психологические последствия и стратегии противодействия контролю. Исследование имеет высокую актуальность в условиях цифровой эпохи и формирует теоретическую основу для будущих научных изысканий.

Ключевые слова

Антиутопическая литература, контроль над сознанием, технологический детерминизм, ментальная изоляция, лингвистическая психология, общественное сознание, манипуляция, нейропсихология

Thought control in dystopian literature: modern technologies and psychological isolation

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Annotation

This article examines the mechanisms of thought control in dystopian literature and their impact on the psychological state of the individual. The methods of controlling thought processes through modern technologies, new forms of psychological isolation, and issues of human freedom are analyzed. Using the works of writers such as Orwell, Huxley, and Zamyatin as examples, the features of dystopian concepts manifestation in modern society are considered. The article analyzes the relationship between language and thought, mechanisms of socio-psychological control, and issues of technological determinism from a linguopsychological perspective. The research presents types of linguistic control, technological control, and socio-psychological control. The phenomena of social, intellectual, and emotional isolation are deeply studied. The manifestation of dystopian predictions in modern society and dystopian tendencies in Uzbek literature are also analyzed. The article covers psychological consequences and strategies for resisting control. The study employs comparative-typological, historical-genetic, and psychoanalytic methods of analysis to reveal relationships between language, thought, and control mechanisms in contemporary digital age context.

Keywords

Dystopian literature, thought control, technological determinism, psychological isolation, linguopsychology, social consciousness, manipulation, neuropsychology

Kirish

Antiutopik adabiyot XX asrning eng ta'sirli adabiy yo'nalishlaridan biri sifatida,

texnologik taraqqiyot va ijtimoiy o'zgarishlar oqibatida inson tafakkuriga ko'rsatiladigan ta'sirni badiiy tahlil qilishning muhim vositasiga

aylandi. Mazkur adabiy yo'nalish faqatgina siyosiy tizimlar tanqidi emas, balki tafakkur ustidan nazorat o'rnatish mexanizmlarini ham chuqur tadqiq etadi. Adabiyotshunos olim N. Xudoyberganov ta'kidlaganidek, "Antiutopiya – bu nafaqat ijtimoiy tuzumning tanqidi, balki inson tafakkuri va qalbi erkinligiga tahdid soluvchi har qanday tizimning fosh etilishidir" (Xudoyberganov, 2022).

Zamonaviy texnologiyalar rivojlanishi bilan bog'liq yangi nazorat shakllari va ruhiy yakkalanishning yangi ko'rinishlari paydo bo'lmoqda. Ushbu maqolaning dolzarbligi – antiutopik adabiyotdagi tafakkur nazorati mexanizmlarining zamonaviy jamiyatdagi aktuallashuvini o'rganish, texnotsivilizatsiya tanqidining adabiy talqinini tadqiq etish va ularning psixologik aspektlarini tahlil qilish zaruratidan kelib chiqadi.

Tadqiqotning maqsadi – antiutopik adabiyotda aks ettirilgan tafakkur ustidan nazorat mexanizmlari, ularning psixologik ta'sirlari hamda zamonaviy jamiyatdagi ahamiyatini kompleks tahlil qilishdan iborat.

Adabiyotlar tahlili va metodologiya

Antiutopik adabiyot tadqiqotchilaridan M. Kvapil (2018) ta'kidlaganidek, "Antiutopik asarlarda tasvir etilgan tafakkur nazorati g'oyasi XX asr boshlarida vujudga kelgan siyosiy mafkuraviy nazorat tizimlariga qarshi reaksiya sifatida paydo bo'lgan". Xuddi shunday nuqtai nazarni F. Jameson (2005) ham ilgari surib, "Antiutopik adabiyot – totalitar tizimlarning asl mohiyatini fosh etadigan noyob badiiy vosita" ekanligini qayd etgan.

Antiutopik adabiyotning eng yorqin namunalaridan biri – Jorj Orwellning "1984" romani hisoblanadi. Romanda tasvirlangan "fikriy jinoyat" (thoughtcrime) tushunchasi fikrlash erkinligi ustidan o'rnatilgan nazoratning eng keskin ko'rinishi sifatida baholanadi. O'zbek adabiyotshunosligida S. Meli shu asarni tahlil qilar ekan, "Yangilik (Newspeak) tili orqali ongni boshqarish va cheklash – Orwellning eng dahshatli bashoratidir" deb ta'kidlaydi (Meli, 2021). Romanda ta'kidlanganidek, til fikrlash vositasi

bo'lgani uchun, tilni nazorat qilish orqali tafakkurni ham nazorat qilish mumkin.

Oldos Haksli o'zining "Go'zal yangi dunyo" (Brave New World) romanida esa boshqacha yondashuv taklif etadi. Mazkur asarda tafakkur ustidan nazorat majburlov orqali emas, balki rohatbaxsh stimullar, ko'ngil ochish vositalari va sun'iy qoniqish tuyg'usi orqali amalga oshiriladi. Bu haqda adabiyotshunos Q. Yo'ldoshev: "Hakslining antiutopiyasida kishilar o'z qulliklarini sevib qoladilar, axborot va ko'ngil ochar vositalar ularning tanqidiy fikrlash qobiliyatini yo'q qiladi" deb yozadi (Yo'ldoshev, 2020).

Yevgeniy Zamyatinning "Biz" romani ham tafakkur ustidan nazorat mexanizmlarini ko'rsatuvchi muhim asar hisoblanadi. R. Qosimov ta'kidlaganidek, "Zamyatin asaridagi shaffof devorlar va Xayrli Qo'riqchi obrazi zamonaviy kuzatuv tizimlarining badiiy bashoratidir" (Qosimov, 2022).

Tadqiqotda qiyosiy-tipologik, tarixiy-genetik va psixoanalitik tahlil metodlaridan foydalanilgan. Asarlarning lingvopsixologik aspektlari tahlili orqali til, tafakkur va nazorat mexanizmlari o'rtasidagi munosabatlar ochib berilgan.

Tafakkur nazorati mexanizmlari: Nazariy asoslar

Zamonaviy tadqiqotchilar antiutopik asarlardagi tafakkur nazorati mexanizmlarini ko'proq psixologik aspektdan tadqiq etmoqdalar. Jumladan, S. Bauman (2019) "Tafakkur nazorati kontseptsiyasi – bu nafaqat tashqi siyosiy nazorat, balki ichki psixologik mexanizmlarning ham namoyon bo'lishidir" deb ta'kidlaydi.

1. Lisoniy nazorat

Orwellning "Yangilik tili" kontseptsiyasi fikrlash imkoniyatlarini cheklash uchun tilni qayta tuzish g'oyasiga asoslangan. Til va fikrlash o'rtasidagi aloqani o'rganuvchi olim M. Irisqulov bu haqda: "Til nafaqat kommunikatsiya vositasi, balki idrok va tafakkur shakllantiruvchi mexanizmdir. Shu bois, til ustidan nazorat – bu bevosita ong ustidan nazoratdir", deya ta'kidlaydi (Irisqulov, 2021).

N. Chomsky (2017) o'zining "Til va tafakkur" asarida til ustidan nazorat mexanizmlarini chuqur tahlil qilib, quyidagi xulosaga keladi: "Til tizimini nazorat qilish orqali, fikrlash imkoniyatlari chegaralari ham belgilanadi. Til orqali ma'lum tushunchalar doirasini cheklash yoki qisman o'zgartirish – bu fikrlash jarayoniga to'g'ridan-to'g'ri ta'sir ko'rsatishdir".

Antiutopik asarlarda tasvirlangan lisoniy nazorat tizimlari zamonaviy psixolingvistika sohasidagi tadqiqotlar bilan ham bog'liqdir. S. Raymond (2020) ta'kidlaganidek, "Orwellning "Yangilik tili" kontseptsiyasi – zamonaviy psixolingvistikaning asosiy g'oyalarini, ya'ni til orqali fikrlash jarayoniga ta'sir ko'rsatish imkoniyatlarini badiiy ifodalashdir".

2. Texnologik nazorat

Zamonaviy axborot texnologiyalari asosida tafakkurni nazorat qilish usullari ko'plab antiutopik asarlarda uchraydi. P. Qodirov ta'kidlaganidek, "Antiutopik adabiyotda tasvirlangan elektron kuzatuv tizimlari bugungi kunda real hayotda mavjud bo'lib, ular nafaqat xatti-harakatlarni, balki fikrlash yo'nalishlarini ham aniqlay olish imkoniyatiga ega" (Qodirov, 2022).

L. Floridi (2021) o'zining "Raqamli etika" asarida texnologik nazorat mexanizmlarini quyidagicha tavsiflaydi: "Zamonaviy algoritmik tizimlar insoning nafaqat harakatlarini, balki fikrlash yo'nalishlarini ham bashorat qilish imkoniyatiga ega. Bu – antiutopik adabiyotda tasvirlangan tafakkur nazoratchilari ko'tarilgan yangi bosqichdir".

A. Greenfield (2018) o'zining "Radical Technologies" kitobida texnologik nazorat mexanizmlarining zamonaviy ko'rinishlari haqida yozib: "Bugungi kunda big data va sun'iy intellekt tizimlari orqali fikrlash jarayonlarini prognozlashtirishning yangi shakllari paydo bo'lmoqda. Bu mexanizmlar – antiutopik adabiyotda tasvirlangan tafakkur nazorati mexanizmlaridan ham takomillashgandir" degan xulosaga keladi.

3. Ijtimoiy-psixologik nazorat

D. Qurbonov o'z tadqiqotlarida: "Antiutopik asarlarda tasvir etilgan ijtimoiy nazorat mexanizmlari – bu jamoaviy tajribalar, ijtimoiy rejalashtirilgan fikrlash modellari va hissiy reaksiyalarni shakllantirish usullaridir. Ommaviy axborot vositalari, ta'lim tizimi va madaniy institutlar orqali individ tafakkurini shakllantirish – bu mexanizmlarning asosiy usuli hisoblanadi", deb yozadi (Qurbonov, 2023).

Z. Bauman (2016) "Modernity and Holocaust" kitobida ijtimoiy-psixologik nazorat mexanizmlari haqida: "Zamonaviy jamiyatlarda ijtimoiy nazorat mexanizmlari shunday noziklik bilan ishlaydi-ki, ko'pincha individ o'zi nazorat ostida ekanligini sezmaydi ham. Bu – antiutopik adabiyotda tasvirlangan ochiq nazoratdan ham xavfliroqdir" deb ta'kidlaydi.

Ruhiiy yakkalanish fenomeni

Antiutopik adabiyotda ruhiy yakkalanish fenomeni alohida ahamiyatga ega. V. Nasimov ta'kidlaganidek, "Yakkalanish – bu nafaqat jismoniy, balki avvalo ruhiy holat bo'lib, u shaxsning ijtimoiy aloqalaridan, o'z-o'zidan va hayotning ma'nosidan begonalashishi natijasida yuzaga keladi" (Nasimov, 2021).

E. Fromm (1941) o'zining "Escape from Freedom" asarida ruhiy yakkalanish fenomenini chuqur tahlil qilib, quyidagi xulosaga keladi: "Yakkalanish – bu zamonaviy jamiyatning asosiy psixologik muammosidir. Individ to'la erkinlik va o'z-o'zini anglash imkoniyati berilgan sharoitda, aksariyat hollarda o'z erkinligidan voz kechib, ommaga qo'shilishni afzal ko'radi".

1. Ijtimoiy yakkalanish

Orwellning "1984" romanida Winston Smith obrazi ijtimoiy yakkalanishning klassik misolidir. U o'z fikrlarini hech kim bilan bo'lisha olmaydi. Z. Berdimuratova bu holatni quyidagicha tahlil qiladi: "Orwellning qahramoni hayotning har bir lahzasida "Katta Birodar"ning kuzatuvida bo'lsa-da, chuqur yolg'izlikka mahkum etilgan. Bu paradoksial holat – zamonaviy kuzatuv jamiyatining eng

muhim xarakteristikasini aks ettiradi" (Berdimuratova, 2020).

Sosiolog D. Riesman (1950) o'zining "The Lonely Crowd" asarida ijtimoiy yakkalanishning zamonaviy shakllarini tahlil qilib: "Zamonaviy jamiyat odamlarni bir-biriga bog'lab tursa-da, haqiqiy ijtimoiy aloqalar tobora zaiflashib bormoqda. Buning natijasida "olomon ichidagi yolg'izlik" fenomeni yuzaga keladi – bu antiutopik adabiyotning asosiy bashoratlaridan biridir" deb ta'kidlaydi.

2. **Intellectual yakkalanish**

Antiutopik asarlarda tasvirlangan jamiyatlarda intellektual yakkalanish – bu shaxsning o'z fikrlarini erkin ifoda eta olmaslik holatidan kelib chiqadi. X. Umarov ta'kidlaganidek, "Intellectual yakkalanish – tashqi muhitning fikrlash imkoniyatlarini cheklashi va ratsional fikrlash fobiyasini uyg'otishi natijasida paydo bo'ladi" (Umarov, 2022).

N. Postman (1985) o'zining "Amusing Ourselves to Death" asarida intellektual yakkalanishning zamonaviy shakllarini tahlil qilib: "Zamonaviy axborot maydonida intellektual yakkalanish – bu individning kognitiv qobiliyatlarini to'liq namoyon eta olmaslik holatidan kelib chiqadi. Axborot oqimining ko'pligi va sifatsizligi natijasida tanqidiy fikrlash yo'qolib, intellektual begonalashuv yuzaga keladi" deb yozadi.

3. **Emotsional yakkalanish**

Hakslining "Go'zal yangi dunyo" romanida tasvirlangan jamiyatda hissiyotlarni farmakologik vositalar orqali boshqarish tizimi o'rnatilgan. Adabiyotshunos G. Hamidova bu holatni quyidagicha ta'riflaydi: "Emotsional yakkalanish – bu hissiy tajribalarning sun'iy lashuvi va haqiqiy emotsional aloqalarning yo'qolishi natijasida yuzaga keladi. Bu holat zamonaviy jamiyatda hissiyotlarni raqamlashtirishga urinishlar orqali namoyon bo'lmoqda" (Hamidova, 2023).

Psixiatr B. van der Kolk (2014) o'zining "The Body Keeps the Score" asarida emotsional yakkalanish haqida: "Emotsional aloqalarning yo'qolishi – bu nafaqat ruhiy, balki jismoniy

sog'liqqa ham ta'sir ko'rsatadigan muhim omildir. Antiutopik adabiyotda tasvirlangan emotsional yakkalanish zamonaviy jamiyatning dolzarb muammolaridan biriga aylanmoqda" deb ta'kidlaydi.

Zamonaviy jamiyatda antiutopik bashoratlarning namoyon bo'lishi

S. Karimovning ta'kidlashicha, "Bugungi kunda ijtimoiy tarmoqlar, "katta ma'lumotlar" (big data) va sun'iy intellekt tizimlari orqali fikrlash jarayonlarini bashorat qilish va boshqarish imkoniyatlari antiutopik adabiyotda tasvirlangan texnologiyalardan ham ilgarilab ketdi" (Karimov, 2024).

Y. Harari (2018) o'zining "21 Lessons for the 21st Century" kitobida zamonaviy nazorat tizimlari haqida: "Katta ma'lumotlar algoritmlari sizni o'zingizdan ham yaxshiroq biladigan dunyoda, yakka shaxs erkinligi tushunchasi ham o'z ma'nosini yo'qotmoqda. Bu – antiutopik adabiyot bashorat qilgan tafakkur nazoratining yangi shaklidir" deb yozadi.

Zamonaviy psixolog N. Rahimova esa: "Ajablanarlik tomoni shundaki, zamonaviy raqamli texnologiyalar nafaqat bizning xatti-harakatlarimizni, balki fikrlash yo'nalishlarimizni ham aniqlay oladi. Algoritm tizimlarining bizning qiziqishlarimiz va ehtiyojlarimizni aniq bashorat qila olish qobiliyati – antiutopik romanlarda tasvirlangan fikr nazoratidan kam farq qilmaydi", deb yozadi (Rahimova, 2023).

M. Yusupov o'z tadqiqotida: "Zamonaviy raqamli yakkalanish – bu paradoksal holatdir. Texnologik vositalar bizni bog'lab tursa-da, haqiqiy insoniy munosabatlardan uzoqlashtirib bormoqda", degan xulosaga keladi (Yusupov, 2023).

S. Zuboff (2019) o'zining "The Age of Surveillance Capitalism" asarida: "Zamonaviy nazorat kapitalizmida shaxsiy ma'lumotlar tijoratlashtirilib, tafakkur jarayonlarini boshqarish uchun foydalanilmoqda. Bu – Orwell va Haksli bashorat qilgan tafakkur nazoratining yanada mukammalroq shaklidir" deb ta'kidlaydi.

**O'zbek antiutopik adabiyotida
tafakkur nazorati talqini**

Zamonaviy o'zbek adabiyotida ham antiutopik tendentsiyalar ko'zga tashlanadi. A. Dilmurodning "Odam bo'lish qiyin" romanida ham zamonaviy jamiyatda tafakkur nazorati va ruhiy yakkalanish mavzusi ko'tarilgan. Adabiyotshunos P. Qodirov asarni tahlil qila turib: "Romanda tasvirlangan voqealar zahirida inson shaxsiyatining yo'qolishi va ommaviy tafakkur nazoratining fojiali oqibatlari yotadi" deb yozadi (Qodirov, 2022).

O. Muxtorning "Mingbir qiyofa" romanida ham antiutopik motivlar ko'zga tashlanadi. Adabiyotshunos L. Qayumov asarni tahlil qilar ekan: "Romanda tasvirlangan virtual dunyo – bu nafaqat insonning jismoniy, balki uning intellektual va ruhiy erkinligiga ham solingan kishanlarga ishora qiladi" deb ta'kidlaydi (Qayumov, 2021).

**Tafakkur nazorati va ruhiy
yakkalanishning psixologik oqibatlari**

Zamonaviy psixologlar antiutopik adabiyotda tasvirlangan tafakkur nazorati va ruhiy yakkalanish oqibatlarini real hayotdagi psixologik holatlar bilan taqqoslashmoqda. D. Yusupov (2023) ta'kidlaganidek: "Tafakkur nazorati va ruhiy yakkalanish – bu nafaqat badiiy metafora, balki zamonaviy psixologiyaning o'rganish ob'ektidir. Bu holatlar depressiya, xavotir, psixosomatik kasalliklar va identifikatsiya inqiroziga olib kelishi mumkin".

K. Mahmudov o'zining "Zamonaviy psixopatologiya" asarida: "Antiutopik adabiyotda tasvirlangan ruhiy yakkalanish va tafakkur nazorati oqibatida yuzaga keladigan psixologik holatlar – zamonaviy jamiyatda keng tarqalgan psixopatologik sindromlar bilan to'g'ridan-to'g'ri bog'liqdir" deb yozadi (Mahmudov, 2022).

H. Aliqulov esa o'zining neyropsixologik tadqiqotlarida: "Tafakkur nazorati va ruhiy yakkalanish – bu nafaqat psixologik, balki neyrofiziologik jarayonlarga ham ta'sir ko'rsatadi. Bu holatlar miyaning limbik tizimi va

prefrontal po'stlog'i faoliyati o'zgarishiga olib kelishi mumkin" deb ta'kidlaydi (Aliqulov, 2023).

**Nazorat va yakkalanishga qarshi
strategiyalar**

Antiutopik adabiyotda tafakkur nazorati va ruhiy yakkalanishga qarshi kurashning turli strategiyalari ham tasvir etilgan. Jumladan, Orwellning "1984" romanida Winston Smith kundalik yozish orqali o'z ongini saqlab qolishga harakat qiladi. Haksli romanida esa "yovvoyi rezervatsiya" aholisi sun'iy qoniqish vositalaridan voz kechib, haqiqiy his-tuyg'ularni saqlab qoladi.

Zamonaviy psixolog R. Ergashev bu haqda: "Tafakkur nazorati va ruhiy yakkalanishga qarshi kurashning eng muhim vositasi – bu tanqidiy fikrlashni saqlab qolish va haqiqiy insoniy munosabatlarni rivojlantirishdir" deb yozadi (Ergashev, 2022).

Adabiyotshunos N. Karimova esa: "Antiutopik adabiyot bizga nafaqat tafakkur nazorati va ruhiy yakkalanish tahlikalarini ko'rsatadi, balki ularga qarshi kurashning strategiyalarini ham taklif etadi. Bu strategiyalar orasida eng muhimi – o'z-o'zini anglash va individual ongni saqlab qolishdir" deb ta'kidlaydi (Karimova, 2023).

Xulosa

Antiutopik adabiyotda tasvirlangan tafakkur ustidan nazorat mexanizmlari va ruhiy yakkalanish konsepsiyalari zamonaviy jamiyatning muhim ijtimoiy-psixologik muammolarini anglashga yordam beradi. Bu adabiy asarlarning asosiy qimmatini – texnologik taraqqiyot va ijtimoiy nazorat tizimlarining insonga ko'rsatadigan ta'sirini tanqidiy tahlil qilishdadir.

O'zbek olimi A. Zohidov ta'kidlaganidek, "Antiutopik adabiyot bizga nafaqat kelajak xavflarini, balki bugungi kunimizda yashiringan tendentsiyalarni ham ko'ra bilish imkoniyatini beradi. Bu janr til, tafakkur va texnologiya o'rtasidagi aloqalarni tushunishda muhim manba bo'lib xizmat qiladi" (Zohidov, 2024).

Zamonaviy texnologiyalarning rivojlanishi va axborot jamiyatining shakllanishi

sharoitida antiutopik adabiyot bizga insonning erkin tafakkur qobiliyatini saqlab qolish va ruhiy yakkalanishni engib o'tish yo'llarini izlashga undaydi. Bu, o'z navbatida, til va tafakkur

o'rtasidagi munosabatlarni yanada chuqurroq o'rganish hamda zamonaviy jamiyatda yuzaga kelayotgan lingvopsixologik hodisalarni tahlil qilishni taqozo etadi.

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Широкое распространение англицизмов в цифровых медиа платформах

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Аннотация Статья исследует использование англицизмов в русскоязычных онлайн-СМИ, подчеркивая их роль в отражении социальных, политических и культурных изменений. Анализируются термины, такие как гиперкар, бэтмобиль, папамобиль, трапомобиль, а также слова с суффиксом -инг (фишинг, имиджинг, имиджмейкинг), их английское происхождение, механизмы заимствования и адаптации в русском языке, а также окказионализмы с суффиксом -инг (зацепинг). Через лингвистический анализ и примеры из медийных текстов исследование демонстрирует, как эти неологизмы обогащают русский язык, обеспечивая точную терминологию для новых концепций, особенно в автомобильной и других сферах. Подчеркивается хронология появления терминов имиджмейкер и имиджмейкинг, а также уточнению значения имиджинг как термина визуализации. Эти термины формируются путем прямого заимствования, частичной кальки или блендинга, отражая влияние английского языка и глобализацию. Онлайн-СМИ играют ключевую роль в популяризации таких слов, представляя их в новостях, статьях и социальных сетях, что ускоряет их интеграцию в язык. Исследование вносит вклад в понимание языковых процессов в условиях цифровой коммуникации, подчеркивая баланс между инновацией и сохранением языковых норм.

Ключевые слова Англицизмы, онлайн-СМИ, суффикс -инг, окказионализмы, медийный текст, цифровая коммуникация, нормы языка

Raqamli mediaplatfomalarda anglitsizmlarning keng tarqalishi

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O'zbekiston davlat jahon tillar universiteti

Annotatsiya Ushbu maqolada rus tilidagi onlayn ommaviy axborot vositalarida anglitsizmlarning qo'llanilishi o'rganiladi va ularning ijtimoiy, siyosiy hamda madaniy o'zgarishlarni aks ettirishdagi roli ta'kidlanadi. «Гиперкар, бэтмобиль, папамобиль, трапомобиль» kabi atamalar hamda -ing qo'shimchasi yordamida yuzaga kelgan «фишинг, имиджинг, имиджмейкинг» so'zlari, ularning ingliz tilidan kirib kelishi, rus tilida so'zlash usullari va moslashuvi, shuningdek -ing qo'shimchasi bilan hosil bo'lgan okazionalizmlar (masalan, зацепинг) tahlil qilinadi. Lingvistik tahlil va ommaviy axborot vositalaridagi media matnlardan misollar orqali ushbu neologizmlar rus tilini yangi tushunchalar uchun aniq terminologiya bilan boyitishi, xususan avtomobilsozlik va boshqa sohalarda qanday qo'llanilishi ko'rsatib beriladi. Shuningdek, «имиджмейкер» va «имиджмейкинг» atamalarining paydo bo'lish xronologiyasi, hamda «имиджинг» vizualizatsiya termini sifatida ma'nosi

aniqlashtiriladi. Ushbu atamalar to'g'ridan-to'g'ri olish, qisman kalkalanish yoki blendlash orqali shakllanadi va bu ingliz tilining hamda globalizatsiyaning ta'sirini aks ettiradi. Onlayn ommaviy axborot vositalari ushbu so'zlarni keng targ'ib etishda muhim rol o'ynaydi va tilning dinamik rivojlanishini tezlashtiradi. Tadqiqot raqamli muloqot davrida til jarayonlarini tushunishga hissa qo'shib, innovatsiya va til normalarini saqlash orasidagi muvozanatni ta'kidlaydi.

Kalit so'zlar *Anglitsizmlar, onlayn ommaviy axborot vositalari, -ing qo'shimchasi, okazionalizmlar, media matnlar, raqamli muloqot, til normalari*

The widespread proliferation of anglicisms on digital media platforms

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Annotation *This article examines the use of anglicisms in Russian-language online media, emphasizing their role in reflecting social, political, and cultural transformations. It analyzes terms such as hypercar, Batmobile, Popemobile, Trumpmobile (гунепкар, бэтмобиль, папамобиль, трампномобиль), as well as words with the suffix -ing (фишинг, имиджинг, имиджмейкинг), exploring their English origin, borrowing mechanisms, and adaptation in Russian, along with occasionalisms formed with -ing (e.g., зацепинг). Through linguistic analysis and examples drawn from media texts, the study demonstrates how these neologisms enrich the Russian lexicon by providing precise terminology for emerging concepts – particularly in the automotive industry and beyond. It highlights the chronology of the neologisms image-maker (имиджмейкер) and image-making (имиджмейкинг), and clarifies the meaning of imaging (имиджинг) as a term for visualization. These terms are formed through direct borrowing, partial calquing, or blending, reflecting the influence of the English language and globalization. Online media platforms play a key role in popularizing these words by featuring them in news reports, articles, and social networks, thereby accelerating their integration into the language. This research contributes to understanding linguistic processes in the digital communication era, emphasizing the balance between innovation and the preservation of normative language standards.*

Keywords *Anglicisms, online media, suffix -ing, occasionalisms, media texts, digital communication era, normative language standards*

Введение

Русский язык, как динамичная система, постоянно обогащается англицизмами, которые возникают в ответ на социальные, политические и культурные изменения.

Настоящее исследование анализирует механизмы образования таких неологизмов, их семантическое значение и роль в формировании общественного сознания, опираясь на примеры из медийных

материалов (Доброслонская, 2008; Лопатин, 1973; Земская, 1996).

По мере развития научно-технического прогресса язык обретает всё большую сложность и многоплановость, поскольку новые открытия и технологии напрямую влияют на способы коммуникации в обществе (Казак, 2012: 27). Появление и рост числа телевизионных каналов (включая кабельные), радиостанций, газет и журналов дополнилось такими средствами передачи информации, как мобильная связь, факс, спутниковые системы, цифровые устройства, электронная почта и интернет. Эти технологии открыли беспрецедентные возможности взаимодействия и создали единое информационное пространство (Иванова, 2016; Калиманова, 2025). Как справедливо отмечал В.Г. Костомаров, «техногенная цивилизация» радикально меняет привычный языковой ландшафт, вторгаясь в сферу устной речи и оказывая влияние на художественные формы, — мы вступили в «эпоху массовых коммуникаций», постепенно вытесняющую личное общение (Костомаров, 2005: 180).

Основная часть

Современные русскоязычные средства массовой информации активно используют заимствованные слова, особенно из английского языка, для обозначения специфических концепций, преимущественно в автомобильной сфере. Такие термины, как *гиперкар*, *суперкар*, *бетмобиль*, *трапомобиль* и *папамобиль*, иллюстрируют процесс языковой адаптации, позволяя точно и лаконично передавать значения, для которых в русском языке отсутствуют прямые эквиваленты.

Термины *гиперкар* и *суперкар* являются прямыми заимствованиями из английских слов *hypercar* и *supercar*, обозначающих высокопроизводительные спортивные автомобили. Согласно определению, *суперкар* (от англ. *super* – «сверх» и *car* – «автомобиль») – условно

выделяемый подкласс (верхний сегмент) более широкого класса спортивных автомобилей. Среди прочих спортивных автомобилей выделяется эксклюзивным оснащением, динамическими характеристиками и ценой (Картаслов.ру). *Гиперкар* представляет собой класс автомобилей, у которых показатели мощности, скорости, маневренности чрезвычайно высоки и превосходят соответствующие характеристики суперкаров (Картаслов.ру).

В русскоязычных СМИ эти термины используются для описания передовых автомобилей. Например, статья из онлайн-платформы Вести.ру: «Хорваты пообещали «изменить правила игры» в сегменте гиперкаров: Хорватский электрический суперкар Rimac Concept One периодически становится героем заголовков автомобильных СМИ» (Вести 1.12.2017). Отсутствие эквивалентов, таких как *гипермашина* или *суперавтомобиль*, объясняется тем, что *машина* и *автомобиль* в русском языке имеют более общий смысл, тогда как *кар* (от англ. «*car*») в данном контексте специфично для высокопроизводительных моделей.

Следующие слова *бетмобиль* и *папамобиль* также являются заимствованиями, основанными на английских составных словах *Batmobile* и *Popemobile*. В этих терминах вторая часть слова *-мобиль* происходит от английского *mobile*, сокращенной формы *automobile*, обозначающей транспортное средство. Здесь нужно подчеркнуть то, что в слове *мобиль* («*mobile*») происходит фонетическая адаптация: английские звуки заменяются русскими эквивалентами.

В русскоязычных СМИ заимствованные термины используются для точного обозначения международных концепций, особенно в автомобильной индустрии. Например, новости онлайн-СМИ: «Первый «бетмобиль» ушел с молотка в США» (Вести 7.12.2014).

Лид из телеграмм каналов: «Папамобиль папы Франциска переоборудуют в мобильную клинику для помощи детям в Газе».

Это слово часто встречается в англоязычных СМИ, а русскоязычные СМИ просто при помощи заимствования используют в своих статьях, тому яркий пример это заголовок из онлайн платформы РБК: «*NYT узнала, что будет с папамобилем после похорон Франциска*» (РБК 4.05.2025).

А также, и в других медиа платформах широкое использование данного слово было зафиксировано. Например, отрывок онлайн платформы: «*Сейчас папамобиль оснащают оборудованием для*

диагностики, обследования и лечения, включая экспресс-тесты на инфекции, вакцины для прививок, наборы для наложения швов и другие средства оказания необходимой медицинской помощи» (Гордон 5.05.2025).

Важно отметить, что *мобиль* в этих словах не ассоциируется с *мобильным телефоном*, а четко указывает на транспортное средство, что исключает семантическую путаницу в контексте.

Слова *гиперкар*, *суперкар*, *бетмобиль*, *трапомобиль* и *папамобиль* формируются путем прямого заимствования английских терминов с последующей фонетической адаптацией к русскому языку.

Слово	Английский оригинал	Компоненты	Тип заимствования
Гиперкар	Hypercar	Гипер- +кар	Гибридное заимствование
Суперкар	Supercar	Супер- +кар	Гибридное заимствование
Бэтмобиль	Batmobile	Бэт- +мобиль	Прямое заимствование
Папамобиль	Papemobile	Папа- +мобиль	Частичная калька
Трапомобиль	Trumpmobile	Трамп- +мобиль	Прямое заимствование

Таблица 1.

Калькирование предполагает буквальный перевод компонентов слова (например, «небоскрёб» от англ. «*skyscraper*») (Ильясова и Амири, 2013), но в данном случае *кар* и *мобиль* являются транслитерациями, а не переводами. Например:

Гиперкар: Состоит из приставки *гипер-* (от лат. «*hyper*», через русский язык) и основы *кар* (транслитерация англ. «*car*»). Это гибридное слово, где приставка интегрирована в русский язык, а основа заимствована.

Папамобиль: Заимствование английского *Papemobile*, где «папа» перевод *Pope*, а *мобиль* – транслитерация *mobile*. Это делает слово частично калькой, но в целом оно воспринимается как заимствованное

целиком. Таблица 1 иллюстрирует процесс формирования этих слов.

Предположение, что эти слова образуются путем усечения *автомобиль* (удаление «авто» и добавление новой части, например, «папа»), не соответствует лингвистической реальности. В русском языке *мобиль* не используется самостоятельно для обозначения автомобиля, в отличие от английского, где *mobile* в составе слов типа *snowmobile* или *bookmobile* обозначает транспортное средство. Вместо этого русскоязычные СМИ заимствуют английские составные слова целиком, сохраняя их структуру. Из этого следует что, *папамобиль* не является сокращением от *папа-автомобиль*, а прямой адаптацией *Papemobile*.

Также, на основе этого, журналисты дальше придумывают слова с окончанием *мобиль* (*mobile*), так в ютуб канале Варламова в передаче «Чё Происходит» выпуск 280, автор привел пример слово *трапомобиль* («...трампофон, не хватает трапомобиля...») (Ютуб, Чё Происходит, Выпуск 280, 6.07.2025). Ведущий, обсуждая *трампофон*, иронично заметил, что «не хватает *трапомобиля*», подразумевая гипотетический автомобиль, названный в честь Трампа. Хотя *трапомобиль* пока не является реальным продуктом, его упоминание демонстрирует лингвистическую креативность и способность медиа создавать новые термины на основе актуальных событий.

Трампофон и *трапомобиль* формируются по типу прямого заимствования, аналогичной *бэтмобилью*. Первая часть слова – *Трамп* – является транслитерацией фамилии *Trump*, а вторая часть – *фон* (от англ. *phone*) или *мобиль* (от англ. *mobile*) – адаптируется к русскому языку. Эти термины иллюстрируют гибкость суффикса *-мобиль*, который легко соединяется с другими словами при помощи сложения основ и появляются все новые термины. Больше того, создание терминов, таких как *трампофон* и *трапомобиль*, связано с высокой медийной узнаваемостью Дональда Трампа. Его фигура, как президента США и активного участника публичного дискурса, стимулирует появление новых слов, которые отражают его попытки продвигать брендовые продукты.

Заимствование терминов *гиперкар*, *суперкар*, *бэтмобиль*, *трапомобиль* и *папамобиль* в русскоязычных СМИ иллюстрирует динамику языковой адаптации в условиях глобализации. Эти слова формируются путем прямого заимствования английских составных терминов с фонетической адаптацией, а не через усечение русского «автомобиль» и сложение с новой частью. Их использование

в СМИ обеспечивает точность и лаконичность, отражая влияние английского языка на русский, особенно в автомобильной и культурной сферах. Данный анализ подчеркивает важность изучения языковых заимствований для понимания эволюции современного русского языка (Доброслонская, 2013).

Русский язык, как динамичная система, постоянно адаптируется к новым социальным, технологическим и культурным реалиям посредством создания окказионализмов и неологизмов. На рубеже XX–XXI веков отдельные сегменты слов, такие как *-инг*, *-мания*, *мега-*, *супер-*, *квази-* и *пост-*, приобрели статус полноценных аффиксов, способствуя формированию новых лексических единиц (Ильясова и Амири, 2013; 144). Суффикс *-инг*, заимствованный из английского языка, стал особенно продуктивным в русскоязычных онлайн-СМИ, где он используется для обозначения новых явлений и усиления выразительности текстов (Казак, 2012; 58–59). Настоящее исследование анализирует механизмы образования окказионализмов с суффиксом *-инг*, их семантическое значение и роль в медийном дискурсе, опираясь на примеры из онлайн-СМИ и лингвистическую литературу.

Слова с суффиксом *-инг* в русском языке формируются двумя основными способами:

1. Прямое заимствование из английского языка: Такие термины, как *инжиниринг* (engineering), *мониторинг* (monitoring), *шопинг* (shopping) и *рафтинг* (rafting), перенимаются для обозначения новых явлений в экономике, технологиях, спорте и других сферах. Эти слова сохраняют семантику оригинала и интегрируются в русский язык с минимальной адаптацией (Казак, 2012; 58–59).
2. Окказиональные образования на русской почве: Слова, такие как *покупинг* (от «покупать») и *подарринг*

(от «подарок»), создаются с использованием суффикса *-инг* для придания игровой или выразительной окраски, особенно в рекламе и неформальных контекстах (Ильясова и Амири, 2013; 144).

Суффикс *-инг* добавляет словам оттенок действия, процесса или динамичности, что делает его популярным в медийных текстах, где требуется привлечь внимание аудитории. Его продуктивность объясняется влиянием английского языка и потребностью в лаконичных терминах для новых реалий.

Например, слово *релизинг* является заимствованием с английского языка и часто встречается в онлайн СМИ, где нужно подчеркнуть кино или музыкальную индустрию:

«...Компания «Первое музыкальное издательство» подала иск в суд на «Уолт Дисней Студиос Сони Пикчерс Релизинг»...» (Вести 21.04.2022).

Это прямое заимствование английского термина *releasing*, адаптированное к русскому языку, подчеркивает профессиональную деятельность компании.

Следующее слово *фишинг*, это слово тоже является заимствованием от английского слова *phishing*, однако многие могут ошибочно предположить, что заимствовано от английского слова *fishing*, которое имеет значения ловить рыбу, рыбалку, а наше слово *фишинг* (*phishing*) это соединение двух слов на самом деле. Обращаемся к словарю Merriam-Webster и вот как поясняется значение слова *фишинг*, а также там приводится этимология данного слова: практика обмана пользователей Интернета (например, с помощью вводящих в заблуждение электронных писем или веб-сайтов) с целью получения личной или конфиденциальной информации, которая затем может быть использована незаконно; этимология слова: В 1990-х годах слово *phishing* появилось как

намеренное изменение написания слова *fishing* (рыбалка) по аналогии со словом *phreak*:

- *fishing* (буквально «рыбалка») – метафора: злоумышленник «забрасывает удочку», чтобы «поймать» данные пользователя;
- *phreak* – от *phone* + *freak*, термин 1970-х годов, означавший взлом телефонных систем (Merriam- Webster).

Из этого мы можем сделать вывод о том, что слово *phishing* – это игра слов: оно визуально и стилистически имитирует «хакерский» жаргон, где *ph* вместо *f* придаёт термину технический, «подпольный» оттенок.

Использование данного слова встречается часто в русскоязычных СМИ, особенно в области компьютерных и цифровых технологий, где упоминается всемирная сеть Интернет и схемы обмана в нем, так в примерах от онлайн изданий Известия и Вести приводятся следующие статьи, где приводится данное слово:

«Во втором сезоне игры разработчики пообещали множество нововведений, и доверчивые пользователи начали переходить по фишинговым ссылкам из рассылок, теряя личные данные...в Telegram мошенники будут использовать их для прикрытия фишинга...с которым часто связаны современные скам и фишинг-схемы» (Известия 18.10.2024).

«...тогда они еще не занесены в антифишинговые базы и не выявляются ПО для кибербезопасности...» (Вести 10.12.2021).

С момента появления термина *фишинг* в русском языке наблюдается активное словообразование на его основе с использованием как аффиксации, так и сложения основ. Это указывает на высокую деривационную продуктивность данной лексемы в современном русском языке. В частности, в материалах издания Известия фиксируются производные единицы, образованные от слова *фишинг*, что

свидетельствует о его интеграции в словообразовательную систему и активной экспансии в медийный дискурс. Новые

словообразования от данного слова *фишинг* иллюстрационно покажем в схеме 1:

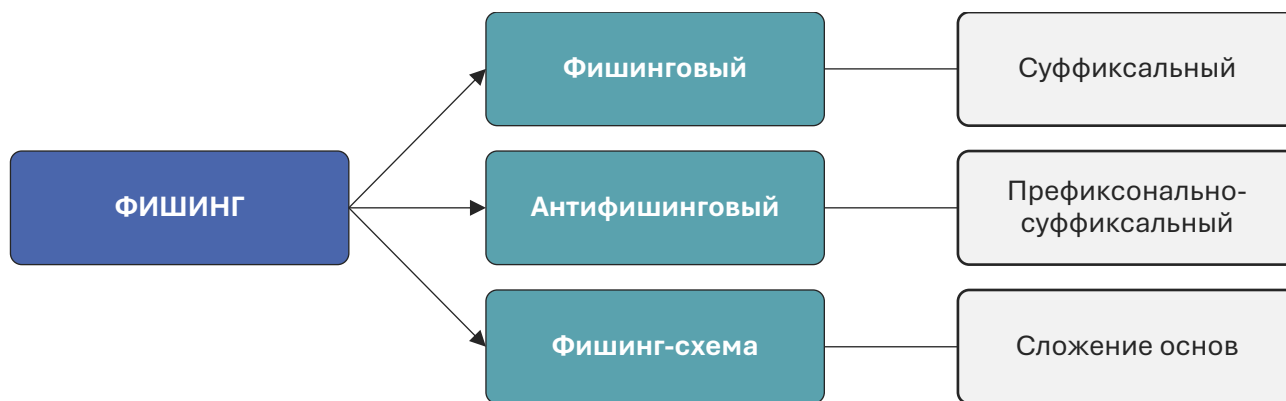


Схема 1.

Термин *фишинг*, будучи англицизмом, продемонстрировал высокую словообразовательную активность в русском языке. На его основе формируются производные посредством аффиксации и словосложения, что подтверждает успешную интеграцию заимствованной лексики в продуктивные словообразовательные модели. Данные примеры демонстрируют адаптацию слова *фишинг* к словообразовательным нормам русского языка, а также его активное использование в массовой медиаречи.

Остальные примеры, также заканчивающиеся на *-инг* являются англицизмами и используются в онлайн СМИ:

Термин *матч-мейкинг* (от англ. *matchmaking*) используется для обозначения процесса подбора соперников в спортивных или игровых соревнованиях. В статье «Аргументы и факты» упоминается в том же значении: «...Возможно, дело было в правильном матч-мейкинге...» (Аргументы и факты 22.01.2021).

В современном русском языке слово *имидж*, заимствованное из английского *image* (образ, изображение), стало основой для ряда производных терминов, таких как *имиджмейкер*, *имиджмейкинг*. Эти

неологизмы, активно используемые в онлайн-СМИ, демонстрируют динамику языковой эволюции, обусловленную глобализацией, развитием медийного пространства и потребностью в новых номинативных единицах (Радбиля, 2020).

Слово *имидж* вошло в русский язык в середине XX века и обозначает эмоционально окрашенный образ личности, организации или продукта в массовом сознании (Шагалова, 2012; 116). Согласно «Самому новейшему толковому словарю русского языка XXI века», *имидж* – это сложившийся в общественном мнении образ, который может формироваться посредством пиара, рекламы или пропаганды (Шагалова, 2012; 116). Термин *имиджмейкер* обозначает специалиста, разрабатывающего стратегии и техники эффективного формирования имиджа. В словаре Шагаловой он определяется как профессионал, работающий над репутацией и влиятельностью публичных фигур (Шагалова, 2012; 116). *Имиджмейкинг* описывает процесс создания имиджа, включая маркетинговые и PR-стратегии.

Архивные данные показывают, что термин *имиджмейкер* использовался уже в 1995 году, как указано в статье «Коммерсанта» от 17 июня 1995 года:

«Имиджмейкерство – Политический заказ: сделайте мне красиво» (Коммерсантъ, 1995). Этот термин, производный от «имиджмейкер», указывает на то, что слово, обозначающее профессию, уже было в употреблении. Другой пример из «Коммерсанта» от 29 марта 1998 года, «САМА СЕБЕ ИМИДЖМЕЙКЕР», подтверждает использование термина в контексте политической деятельности (Коммерсантъ, 1998).

Термин *имиджмейкинг* также появляется в 1990-х годах, но конкретные датированные упоминания встречаются

реже. Учитывая, что *имиджмейкер* обозначает профессию, а *имиджмейкинг* – деятельность, логично предположить, что термин, обозначающий специалиста, появился раньше, так как профессия обычно получает название до формализации ее процессов. Лингвистические исследования подтверждают, что в русском языке термины для профессий часто предшествуют терминам для деятельности (Земская, 1996). Мы предполагаем из этого, что *имиджмейкинг* образован от слова *имиджмейкер*.



Схема 2.

Однако, слово *имиджинг* можно было бы предположить, образованный от слова *имидж* при помощи *-инг*, имеет схожее значение, но на самом деле это слово имеет совсем другое значение и косвенно может быть переплетен со словом *имидж* только по их морфологическому строю. *Имиджинг* заимствовано из английского *imaging* и используется в научных и технических контекстах для обозначения технологий визуализации. Пример из «Вести.ру» иллюстрирует это: «Детектор позволяет проводить рентгеновский *имиджинг*, топографию, топологию, высокоразрешающую дифрактометрию и рентгеновскую микроскопию» (Вести 6.05.2023). Это и подтверждает онлайн-словарь Merriam-Webster, где дается следующее значение данного слова:

«Действие или процесс применения специализированных методов (таких как ультразвук, томография или радиография) для получения изображения объектов,

невидимых невооружённым глазом» (Merriam-Webster).

Широкая распространённость термина *imaging* подтверждается его активным употреблением в англоязычных источниках, особенно в научно-технических и медицинских публикациях. Это свидетельствует о высокой степени интеграции данной лексики в профессиональные дискурсы. Так, например, в статье из USA Today отмечается: «The effort is the latest to try and confirm whether an object captured in satellite or sonar imaging is the missing plane» (USA Today, 4.07.2025), где речь идёт о применении спутниковой и сонарной визуализации. В другом случае использование термина зафиксировано в материале AZCentral.com: «Infrared imaging indicated that the interior of the fire was cooling — a sign that available fuels were being exhausted». (AZCentral.com, 3.07.2025), где описывается тепловизионный анализ пожара. Оба

примера демонстрируют устойчивость и универсальность использования слова *imaging* в англоязычном профессиональном дискурсе.

Не всегда слова, заканчивающиеся на *-инг* обозначают англицизмы, как мы до этого упоминали это могут быть окказионализмы. Окказионализмы с суффиксом *-инг* в русскоязычных онлайн-СМИ являются важным инструментом для отражения современных реалий и привлечения внимания аудитории.

Окказиональное слово, образованное от русского глагола «зацепиться» с добавлением суффикса *-инг*, обозначает опасную практику катания на поездах снаружи. В статье «Вести.ру» приводится это слово и его опасность:

«В МСУТ также напомнили, что зацепинг является смертельно опасным занятием и призвали граждан не поступать безрассудно» (Вести 7.06.2025).

Термин *зацепинг* получил широкое распространение благодаря освещению в СМИ, несмотря на его негативную коннотацию как опасной практики. Однако, многие исследователи указывают на возможное нарушение языковых норм и избыточность таких терминов (Казак, 2012).

Заключение

Исследование показывает, что англицизмы, такие как *гиперкар*, *папамобиль*, *трапомобиль* и слова с суффиксом *-инг* («*фишинг*», «*имиджмейкинг*»), являются важным инструментом адаптации русского языка к современным реалиям. Эти термины, сформированные через прямое заимствование, частичную кальку или окказиональное словообразование, обеспечивают точность и выразительность, отражая влияние глобализации. Термин *имиджмейкер* вероятно появился раньше *имиджмейкинга* в начале 1990-х годов, тогда как *имиджинг* относится к технологиям визуализации, а не к образу в целом. Онлайн-СМИ играют центральную роль в распространении этих неологизмов, усиливая их экспрессивные качества. Однако их использование вызывает споры из-за возможного нарушения языковых норм, как в случае с *зацепингом*. Исследование подчеркивает важность изучения языковых заимствований для понимания эволюции русского языка и предлагает дальнейшие исследования восприятия этих терминов в различных социальных группах.

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Major Themes in Louise Glück's Proofs and Theories

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Annotation *Louise Glück's Proofs and Theories: Essays on Poetry (1994) presents a deeply reflective and philosophical engagement with the craft of poetry. In this collection of essays, Glück redefines the role of the poet, emphasizing intuition, emotional integrity, and the transformation of personal experience into artistic form. This article explores the main thematic threads of the book, including poetic identity, disinterestedness, form versus sincerity, and the discipline of the poetic will. Glück's essays resist formal literary theory in favor of a hybrid mode that blends memoir, philosophical reflection, and artistic credo.*

Keywords *Louise Glück, poetic identity, disinterestedness, poetic form, sincerity, inspiration, poetics, Proofs and Theories, creative discipline, emotional truth*

Основные темы в книге Луизы Глюк «Доказательства и теории»

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Аннотация *Книга Луизы Глюк "Proofs and Theories: Essays on Poetry" («Доказательства и теории: эссе о поэзии») (1994) представляет собой глубокое философское исследование поэтического ремесла. В этом сборнике эссе Глюк переосмысливает роль поэта, подчеркивая интуицию, эмоциональную целостность и трансформацию личного опыта в художественную форму. В статье рассматриваются основные тематические направления книги, включая поэтическую идентичность, беспристрастность, противопоставление формы искренности и дисциплину поэтической воли. Эссе Глюк противостоят формальной литературной теории, предпочитая гибридный подход, сочетающий мемуары, философские размышления и художественное кредо.*

Ключевые слова *Поэтическая идентичность Луиза Глюка, беспристрастность, поэтическая форма, искренность, вдохновение, поэтика, «Доказательства и теории», творческая дисциплина, эмоциональная правда*

Luiza Glykning "Isbotlar va nazariyalar" asaridagi asosiy mavzular

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Annotatsiya *Luiza Glyukning "Proofs and Theories: Essays on Poetry" ("Isbotlar va nazariyalar: she'riyat haqidagi esselar") (1994) she'riyat bilan chuqur mulohaza yurituvchi va*

falsafiy aloqani taqdim etadi. Ushbu insholar to'plamida Glyuk shoir rolini qayta belgilab, sezgi, hissiy yaxlitlik va shaxsiy tajribani badiiy shaklga aylantirishga urg'u beradi. Ushbu maqolada kitobning asosiy tematik mavzulari, jumladan, she'riy o'ziga xoslik, manfaatsizlik, shakl va samimiylik va she'riy iroda intizomi o'rganiladi. Glyukning insholari memuar, falsafiy qarashlar aks ettirilgan bo'lib, badiiylarni ham birlashtirgan gibril uslubni yoqlaydi va adabiyot nazariyasi qoidalariga qarshi turadi.

Kalit so'zlar *Luiza Glyuk she'riyatining o'ziga xosligi, befarqlik, she'riy shakl, samimiylik, ilhom, poetika, isbotlar va nazariyalar, ijodiy intizom, hissiy haqiqat*

Introduction

Louise Glück, a Nobel laureate in literature, is widely acclaimed for her introspective and stylistically austere poetry, but her prose work *Proofs and Theories: Essays on Poetry* (1994) offers a rare and profound glimpse into her poetic philosophy. In this collection of critical essays, Glück explores the ontological and epistemological foundations of poetic creation, articulating her aesthetic convictions with clarity and intellectual rigor. The volume addresses central issues such as the poet's voice, authenticity, artistic identity, and the interplay between form and emotional truth. Glück's reflections are rooted in the traditions of literary theory and poetics, yet they simultaneously challenge conventional frameworks by embracing ambiguity, personal mythologies, and the autonomy of poetic language.

This study aims to examine the dominant themes present in *Proofs and Theories*, including the dichotomy between artistic discipline and inspiration, the tension between individual expression and collective meaning, and the role of psychological introspection in poetic articulation. Employing tools of literary criticism, discourse analysis, and feminist theory, the research positions Glück's essays within broader academic discourses on creativity, subjectivity, and poetic epistemology. Furthermore, the paper evaluates Glück's contribution to contemporary

literary criticism and her redefinition of the poet's role in a postmodern cultural and literary landscape.

Louise Glück, recipient of the Nobel Prize in Literature (2020), is known for her sparse, emotionally resonant poetry. In *Proofs and Theories*, (Glück, 1994) however, she turns from poetry to poetics, offering insight into how poems come into being and what it means to live as a poet. The book does not follow a conventional academic approach; instead, it invites readers into the poet's internal world, where the education of the poet is shaped more by isolation and personal necessity than by formal institutions.

Main part. Louise began writing poetry while undergoing psychotherapy. In her adolescence, Glück was diagnosed with anorexia nervosa. The poet spent years in psychoanalysis, which, along with the works of William Blake and ancient Greek myths, had a profound influence on her creative output. Her debut poetry collection, *Firstborn*, was published in 1968, when she was 25 years old and the world was entering the era of the sexual revolution. The poems in this collection are written in the form of monologues – harsh and aggressive in tone – and reflect a strong feminist critique. In the book, the author explores how to speak about changes in the body and consciousness. Unsurprisingly, some critics reacted negatively: they were outraged by the book. However, many praised the

author's language, vivid imagery, and poetic technique (Glück, 2017).

Louise Glück stands out not only as a poet but also as a critic who approaches her creative practice through a theoretical lens. In *Proofs and Theories*, she reveals the poetic creation process through a metapoetic analysis. This work sheds light on the psychological and aesthetic layers involved in the poet's process of self-discovery.

Main Themes in the Work:

- *Creative Subjectivity* – Glück philosophically explores the question of how a poet finds their voice. She interprets the poetic "I" from psychoanalytic, social, and aesthetic perspectives.
- *Aesthetic Autonomy* – She defends the independence of art and emphasizes its resistance to conform to established conventions.
- *Creative Order and Inspiration* – In the book, poetic inspiration is presented not merely as a spontaneous state of mind, but as a product of labor, form, and internal conflict.
- *Poetry and Truth* – Glück views poetry as a medium that leads toward truth, although it can never fully express it. Here, epistemological uncertainty plays a crucial role.

Academic Approaches

Researchers analyzing Glück's work often employ the following scholarly approaches:

- *Deconstruction* – to examine dualities and contradictions within the text.
- *Feminist Poetics* – to investigate the female poet's experience, identity, and the uniqueness of her poetic voice.
- *Psychoanalytic Literary Criticism* – to connect the creative process with unconscious thought, trauma, and memory.

In today's global literary landscape, *Proofs and Theories* (Glück, 1994) stands as a unique example of poetic methodology. Within the context of postmodern literary discourse, it

explores the interrelation between creation and theory. Glück's work presents the poet not merely as an aesthetic figure but as an active intellectual agent.

In the titular essay, "Education of the Poet," Glück challenges the authority of institutionalized education. She asserts that the poet's true education occurs outside the university and arises from solitude, inner necessity, and intuition. Unlike typical academic training, which privileges knowledge acquisition, Glück highlights experience and emotional reckoning as formative.

"The dream of art is not to assert or to explain but to enact."

This enactment is not literal retelling but emotional transformation – what Glück describes as art's refusal to serve rhetoric, doctrine, or politics.

Throughout the book, Glück returns to the theme of the poet as outsider. She does not present the poet as a public intellectual or activist, but as someone shaped by inner struggle, silence, and an almost existential intensity. Poetry is not a communal dialogue but a personal reckoning – articulated for others, but forged in isolation (Gregory, 1996).

In "Disinterestedness," Glück critiques the tendency to use poetry as a vehicle for moral instruction or political persuasion. She insists on the autonomy of the poem and the poet's obligation to emotional truth, not ideological conformity.

"The artist's job is not to be righteous... but to enact feeling and moral struggle."

Here, poetry is cast as a space of moral inquiry rather than moral authority – a place where ambiguity, contradiction, and vulnerability are not only allowed but essential.

In the provocative essay "Against Sincerity," Glück addresses a common misconception: that sincerity alone guarantees artistic value. She challenges the confessional mode's reliance on raw emotion and emphasizes the transformative power of form.

"Sincerity itself is not art. What transforms experience into art is form."

This formalist stance reinforces Glück's broader vision of poetry as crafted revelation, not unfiltered confession.

Glück resists the romantic myth of inspiration as the primary source of poetry. In "The Triumph of the Willed," she stresses the role of discipline, endurance, and sustained attention in the making of art. For Glück, poetic will, not inspiration, is what sustains a writing life (Perloff, 1988).

"One does not write poems because it is easy. One writes poems because it is necessary."

In this view, the poet is less an inspired oracle than a laborer – committed to the difficult and often painful task of translating inner experience into durable form (Longenbach, 2004).

Proofs and Theories is a rare blend of poetic reflection and literary philosophy. It resists theoretical jargon in favor of experiential truth, seeking not to systematize poetics but to illuminate the existential and moral complexities of poetic creation. Glück's emphasis on artistic autonomy, emotional authenticity, and disciplined craft offers a powerful counterpoint to more politicized or academic approaches to literature. In doing so, she provides a singular and enduring vision of what it means to live a life shaped by poetry (Vendler, 1980).

Conclusion

Louise Glück's *Proofs and Theories* is situated at the intersection of contemporary poetic thought and literary criticism, offering a metapoetic analysis of the internal mechanisms of the creative process. The work foregrounds conceptual categories such as poetic subjectivity, aesthetic autonomy, epistemological uncertainty, and the constructive nature of inspiration. Glück interprets the poetic "I" not merely as a vehicle of personal experience, but within psychoanalytic, social, and semiotic frameworks.

Furthermore, she conceptualizes poetry not only as an aesthetic practice but also as a cognitive process. This approach highlights the gnoseological potential of poetics and positions creative writing as a form of epistemic activity. Analyses informed by feminist poetics, deconstruction, and psychoanalytic literary theory reveal the intertextual and transgressive features that characterize Glück's poetics.

In conclusion, *Proofs and Theories* stands as a unique model of poetic-theoretical reflection, providing a profound investigation into creative methodology, poetic autonomy, and the theoretical foundations of authorial identity. Within the global landscape of literary-critical discourse, this work represents a high point in the culture of poetic reflexivity.

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Jargonlarni (slanglar) pragmatik tahlil qilish orqali onlayn reklamalardagi ma'noni anglash hamda reklamalar matnida pragmatik ma'no turlari

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- Annotatsiya** *Ushbu maqolada onlayn reklamadagi jargon (slang) so'zlarni hamda reklamalar matni pragmatik ma'nolari turlari va ulardan qaysi biri ustunligini tahlil qilish yoritib beriladi. Tadqiqotning asosiy maqsadi - onlayn reklamada qo'llanilgan jargon so'zlarning qay yo'sinda ifodalanilishi hamda pragmatik ma'nolari. Ayniqsa, onlayn reklamalarda slang fenomeni jamiyatda nutq uslubi yoki uslubiy trend sifatida shakllanmoqda. Jargon tili kundalik muloqotning ajralmas qismi bo'lib, insonlar kundalik suhbatlarida doimiy uchraydi. Reklamachilar onlayn reklamalarda aynan yangi avlod yoshlarining e'tiborini tortish yoki ularni jalb qilish uchun slang tilidan foydalanadilar. Ushbu tadqiqotda bir necha metodlar qo'llaniladi. Tadqiqot materialli sifatida tanlab olingan 12 ta onlayn reklamada mavjud bo'lgan barcha jumlarlar tahlil qilingan.*
- Kalit so'zlar** *Jargon (slang), deixis (kontekstga bog'liq ma'no), presupposition (old-shart ma'no), locutionary (literal), illocutionary (niyatga asoslangan ma'no), perlocutionary perlocutionary (voqea-hodisaning tinglovchiga ta'siri) ma'nolar*

Понимание смысла в онлайн-рекламе через прагматический анализ жаргонизмов (сленга) и типы прагматического значения в рекламных текстах

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- Аннотация** *В данной статье рассматривается использование жаргонных (сленговых) слов в онлайн-рекламе, а также анализируются типы прагматических значений рекламных текстов и определяется, какое из них является доминирующим. Основная цель исследования — выявить, каким образом выражаются жаргонные слова в онлайн-рекламе и какие прагматические значения они передают. В особенности, феномен сленга в онлайн-рекламе формируется как стиль речи или стилистический тренд в обществе. Жаргонная лексика является неотъемлемой частью повседневного общения и часто встречается в ежедневных разговорах. Рекламодатели используют сленг в онлайн-рекламе именно для того, чтобы привлечь внимание молодого поколения и заинтересовать их. В данном исследовании применяются несколько методов. В качестве исследовательского материала были проанализированы все предложения, содержащиеся в 12 отобранных онлайн-рекламных объявлениях.*

Ключевые слова *Сленг, дейксис, пресуппозиция, локуционарное значение, иллокуционарное значение, перлокуционарное значение*

Understanding meaning in online advertisements through pragmatic analysis of jargons (slangs) and types of pragmatic meaning in advertising texts

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Annotation *This article explores the use of jargon (slang) words in online advertisements, focusing on the types of pragmatic meanings conveyed in advertising texts and identifying which of these meanings is most dominant. The main objective of the study is to examine how jargon words are expressed in online advertisements and to analyze their pragmatic functions. In particular, the phenomenon of slang in online advertising is emerging as a stylistic trend or mode of speech within society. Jargon has become an integral part of everyday communication, frequently appearing in daily conversations. Advertisers intentionally use slang in online advertisements to capture the attention of the younger generation and engage them more effectively. This research employs multiple methods. As research material, all the sentences found in 12 selected online advertisements were analyzed in detail.*

Keywords *Slang, deixis, presupposition, locutionary meaning, illocutionary meaning, perlocutionary meaning*

Kirish

Global axborot makonining kengayishi va raqamli kommunikatsiya vositalarining intensiv rivojlanishi natijasida onlayn reklama diskursi zamonaviy lingvistik tahlilning dolzarb obyekti sifatida maydonga chiqmoqda. Ayniqsa, reklama matnlarida slang va jargon kabi noan'anaviy lingvistik birliklarning qo'llanilishi ularning pragmatik potentsiali va semiotik yuklamasini chuqur o'rganishni taqozo etadi.

Slanglar – bu, odatda, norasmiy ijtimoiy guruhlar tomonidan ishlatiladigan, yangilanishga moyil bo'lgan, emotsional va stilistik jihatdan kuchli leksik birliklar bo'lib, ular reklama matnlarida kommunikativ ta'sirchanlik, auditoriya bilan muloqotga kirishish, hamda differensial til strategiyalarini shakllantirishda muhim vosita sifatida xizmat qiladi.

Ushbu tadqiqot pragmatik lingvistikaning asosiy tushunchalari – deyiktik birliklar, illokutiv aktlar, implikatura, presupozitsiya, relevans nazariyasi va stilistik pragmatika asosida onlayn reklamalarda ishlatilayotgan jargon va slanglarning semantik va pragmatik funksiyalarini o'rganishga qaratilgan. Ayniqsa, reklama matnlaridagi axborotiy ma'no, emotiv-pragmatik yo'naltirish, hamda persuaziv strategiyalarni aniqlash orqali til vositalarining yashirin kommunikativ niyatlarini anglash imkonini beradi.

Shuningdek, reklama tilining ijtimoiy va madaniy aspektlari ham e'tibordan chetda qolmaydi. Slang va jargonlarning madaniy konnotatsiyalari va maqsadli auditoriyaning ijtimoiy-lingvistik xususiyatlariga

moslashganligi, ushbu tilda ma'lumot yetkazishda semiotik va pragmalingsvistik uyg'unlik zarurligini ko'rsatadi.

Mazkur tadqiqot onlayn reklamalardagi pragmatik ma'no turlarini tizimlashtirish, ularning reklama samaradorligiga ta'sirini aniqlash hamda zamonaviy lingvistik vositalar orqali semantikasi talqin qilishga qaratilgan bo'lib, til va kommunikatsiya, reklama psixologiyasi, hamda ijtimoiy tilshunoslik chorrahasida joylashgan multidisiplinar yondashuvni namoyon etadi.

Slang – bu og'zaki suhbat yoki xat yozish jarayonida ishlatiladigan, biroq rasmiy nutq yoki ilmiy asarlarda qo'llanilmaydigan noan'anaviy (norasmiy) lug'at birliklari sifatida ta'riflanadi. Slang is defined as non-standard vocabulary that is used in conversation or a letter but not in a speech or an academic work (Purba, and et.al., 2019). Slang muayyan maktabda o'qigan, ma'lum yoshdagi yoki ijtimoiy jihatdan aniqlanadigan guruhga mansub insonlar kabi umumiy tajribaga ega insonlar guruhining tili hisoblanadi. Slang odatda norasmiy vaziyatlarda nisbatan kichik ijtimoiy guruhlar tomonidan ishlatiladi. Tadqiqotchi slang til uslubiga e'tibor qaratib, reklamalarda ishlatilgan slang so'zlarning ma'nolarini tahlil qilishga qiziqish bildirgan.

Hozirgi taraqqiy etgan davrda slang ko'plab odamlar tomonidan ishlatiladigan eng mashhur til uslublaridan biri bo'lib, u oddiy kundalik tilga aylangan. Slang "juda o'ziga xos til shakli bo'lib, ayniqsa yoshlar orasida ayni paytda juda ommalashgan. The phenomenon of slang has become a trend or style of speech in society. Slang develops as a result of the necessity to adapt to new or different facets of society and as a social status indicator (Wardayani, 2020).

Muhartoyo va Wijawa, Wardayani tomonidan keltirilganidek, so'zlashuv uslubining bir ko'rinishi sifatida slang hodisasi jamiyatda trendga aylangan. Jargon (slang) jamiyatning yangi yoki o'zgaruvchan jihatlariga moslashish zarurati va ijtimoiy mavqening ko'rsatkichi sifatida rivojlanadi. Tilning bir

varianti sifatida slangdan insonlarning kundalik suhbatlarida doimo foydalaniladi. Reklamachilar onlayn reklamalarda slang so'zlardan foydalanish orqali reklamalarni yanada o'ziga xos va jozibador qilishga harakat qilishadi, bu esa ayniqsa yosh iste'molchilarning e'tiborini tortishga xizmat qiladi. Ilgari odamlar reklamalarni asosan televizor, radio yoki gazetalardan ko'rib, eshitib yoki o'qishgan. Hozir esa odamlar internet va ijtimoiy tarmoqlar orqali axborot olish hamda o'zaro muloqot qilish imkoniyatlariga yaqinroq va ko'proq odatlangan. Shu sababli, reklama mazmuni internetda keng tarqalgan (Cook, 2001). Agar reklama o'z xabarini yetkazishda iboralar yoki rasmlardan foydalanib, iste'molchiga mahsulotni xarid qilish, foydalanish yoki unga nisbatan qiziqish uyg'otish harakatiga sabab bo'lsa, demak, u o'z xabarini muvaffaqiyatli yetkazgan hisoblanadi.

Pragmatika nazariyasiga, xususan, Stefen S.Levinsonning(1983) "Pragmatics" nomli kitobida ilgari surilgan pragmatik ma'noning ushbu turlari asos qilib olingan: deixis (kontekstga bog'liq ma'no), presupposition (old-shart ma'no: voqea-hodisadan oldingi holat taxmini), hamda J.L.Austinning "How to do things with words" kitobida keltirilgan locutionary (literal: voqea-hodisada nima haqida gap ketayotganligi), illocutionary (niyatga asoslangan ma'no: voqea-hodisa nima maqsadda aytilayotganligi) hamda perlocutionary (voqea-hodisaning tinglovchiga ta'siri) ma'nolar. Tahlil natijalariga ko'ra, pragmatic ma'noning besh turi aniqlangan: deixis (kontekstga bog'liq ma'no), presupposition (old-shart ma'no: voqea-hodisadan oldingi holat taxmini), locutionary (literal: voqea-hodisada nima haqida gap ketayotganligi), illocutionary (niyatga asoslangan ma'no: voqea-hodisa nima maqsadda aytilayotganligi) hamda perlocutionary (voqea-hodisaning tinglovchiga ta'siri), ammo reklama matnlarida asosan deixis (kontekstga bog'liq ma'no), illocutionary (niyatga asoslangan ma'no), presupposition

(old-shart ma'no) hamda implicature (bilvosita ma'no) ma'nolari ustunlik qiladi.

Tahlil va natijalar

Reklamalar aksariyat hollarda to'g'ridan to'g'ri gapirmaydi, balki tag ma'no orqali xaridorda ishonch uyg'otadi. Misol uchun sovun reklamasini keltirish mumkin. Bu sovun go'zallik siringizni ochib beradi. Ushbu reklamada pragmatik ma'noning implicature ma'no (bilvosita ma'nosi) qo'llanilgan. Ya'ni bu reklama orqali reklamachi xaridorning go'zal ekanligini, go'zallik siri unda borligini biri sira ta'kidlamogda va bu mahsulot esa uning go'zalligini ochadi demoqchi. Ushbu reklama orqali bir qator o'quvchini ham go'zalligini aytmoqchi bo'lib xursand qilmoqda. Endi siz ham haqiqiy sifatni tanlashingiz mumkin. Ushbu reklamada presupposition ma'no ya'ni old shart ma'no qo'llanilgan. Ya'ni voqea-hodisaning oldingi holatiga ham qaratilgan ma'no va biror narsani allaqachon rost deb qabul qilinishini kutadi. Bunda reklamachi ilgari xaridor sifatni tanlamaganligini va ushbu taklif yangi imkoniyat ekanligini aytmoqchi.

Illocutionary ma'noda (niyatga asoslangan ma'no) reklama aslida xaridorga sotib olishga buyurmaydi, lekin sotib olishga undaydi. Bugunoq harakat qiling! Bu imkoniyatni qo'ldan boy bermang! Misol uchun ushbu reklamalar buyruq shaklida bo'lishi mumkin, lekin reklama kontekstida undov sifatida ishlatiladi. Deixis ma'no (kontekstga bog'liq ma'no) mavjud reklamada "siz", "hozir", "bu yerda" kabi so'zlar orqali bevosita murojaat qilinadi. Misol: Faqat siz uchun! Bugun xarid qiling! Mana bu yerda! Kontekstga bog'liq ma'no orqali shaxsiy va dolzard ta'sir kuchayadi (Miles, 1992).

Ingliz tili reklama matnlarida ko'p qo'llaniladigan til bu jargon (slang) hisoblanadi. Bu esa aynan hozirda zamon talaba ekanligidan hamda yosh avlodni shu yo'sin orqali mahsulotlariga jalb ettirishlarini bildiradi (Esselink Bert, 1998). Quyida bir necha ingliz tilida keltirilgan mashhur kompaniyalarning reklamalaridan misollar keltiriladi. I'm Lovin it. Ushbu reklama mashhur

Mc. Donald mahsulotlarining reklamasi va u aynan jargon tilida yozilganiga amin bo'lamiz. Mashhur KFC fast food mahsulotlari kompaniyasining reklamasida ham aynan jargon tili qo'llanilgan. It's Finger lickin good with an Edge. Lays chipslari reklamasida Betcha can' eat just one, Mi Sedap chashka reklamasida Cupdate your taste She's Born With, Maybe hamda Emina kosmetika mahsulotlari reklamasida ham jargonlarni ustun qo'ygan Beauty Bestie.

O'zbek tili reklama matnlarini sinchiklab o'rgangandan so'ng shu aniq bo'ldiki o'zbek tili reklama matnlarida asosan adabiy, rasmiy tildan foydalaniladi. Faqat snikers shkoladining reklamasida ko'rish mumkinki ushbu reklamani rus tilidan tarjima qilinganida to'g'ridan to'g'ri jargon (slang) tilda tarjima qilingan. Сломался? Не тормози! Charchadigmi? To'xtama – Snikers! Bunda umiding yo'q bo'lsa ham to'xtama, davom et ma'no kelib chiqadi. Slang iboralar reklamaning tiliga kiritilib, tomoshabinga ko'rinmas tarzda energiya va ruhlantirish tuyg'usini beradi.

Shuni aytib o'tish joizki ingliz tili reklamalari matnida jargon (slang) so'zlarni ko'p uchratishim mumkin ekan, ammo o'zbek tili reklamasi matni uchun jargonlardan foydalanish odatiy hol emas, ya'niki o'zbek tili reklamalari matni adabiy hamda rasmiy holda yoritilar ekan. O'zbek tili reklama matnida faqat birgina misol orqali jargonlarni ham ko'rish mumkin, u ham bo'lsa boshqa tildan tarjima qilingan reklamalar (Leech, 1966). Onlayn reklamalarda jargonlar (slang) turli xil shaklida qo'llanilishi muhim ahamiyatga ega, chunki bu orqali reklamachilar mahsulot mavjudligini bo'lajak iste'molchiga yetkazishga harakat qiladilar. Reklamachilar millennial avlod (yosh avlod) e'tiborini jalb qilish yoki ularni qiziqtirish maqsadida aynan shu slang tilidan foydalanadilar.

Pragmatik ma'no 5 ta asosiy turga bo'linadi va ularning hamma turi ham reklamalar matnida qo'llanilmaydi. Faqatgina deixis (kontekstga bog'liq ma'no), illocutionary (niyatga asoslangan ma'no), presupposition

(old-shart ma'no) hamda implicature (bilvosita ma'no) ma'nolari ustunlik qiladi (Paltridge, 2006).

Xulosa va takliflar

Tadqiqot natijalari shuni ko'rsatadiki, onlayn reklama matnlarida jargon va slang birliklarining qo'llanilishi tilning faqatgina estetik yoki emotsional jihatlarini emas, balki uning pragmatik-funksional yuklamasini ham namoyon etadi. Reklama diskursida bu kabi birliklar illokutiv kuchga ega bo'lib, ular auditoriyani nafaqat ma'lumot bilan ta'minlaydi, balki ijtimoiy-psixologik ta'sirni ham amalga oshiradi.

Tahlil jarayonida aniqlanishicha, slanglar reklama tilida emotsional intensivlikni oshirish, auditoriyani identifikatsiyalash va tilning ijtimoiy konnotatsiyalarini kuchaytirish vositasi sifatida xizmat qiladi. Ayniqsa, yosh auditoriyaga qaratilgan reklamalarda bu kabi leksik birliklar orqali samarali persvaziv strategiyalar shakllantiriladi. Shuningdek, bu uslubiy yondashuv qabul qiluvchining kognitiv jarayonlarini faollashtiradi, reklama xabarining o'zlashtirilish jarayonini tezlashtiradi.

Pragmatik jihatdan, onlayn reklamalarda quyidagi pragmatik ma'no turlari kuzatildi:

- Illokutiv ma'no – reklama orqali aytilayotgan so'zlar orqasida yotgan niyat (masalan, xarid qilishga da'vat);
- Presupozitsiya – matn orqali anglashilishi lozim bo'lgan, lekin bevosita aytilmagan ma'lumotlar;
- Imprikatura – kontekst orqali anglashiladigan bilvosita ma'nolar;
- Pragmatik implikasiya – maqsadli auditoriyaga xos kontekstual ma'lumotni inobatga olgan holda shakllangan kommunikativ ta'sir.

Tadqiqotda shuningdek, stilistik pragmatika, semiotik aspekt, va auditoriya-orientatsiyalashgan til yondashuvi doirasida reklama matnlarining ma'no konstitutsiyasi o'rganildi. Natijalar shuni ko'rsatadiki, onlayn reklama kommunikatsiyasi ayni paytda interaktivlik, soddalashtirish, va emotsional samara orqali auditoriyaga qaratilgan til konstruksiyalarini yaratishda slanggacha bo'lgan birliklardan unumli foydalanadi.

Ushbu tadqiqot natijalari zamonaviy reklama tili va uning ijtimoiy-psixologik ta'sir mexanizmlarini anglashda yangi qirralarni ochib beradi va lingvopragmatika, diskursiv tilshunoslik, va reklama lingvistikasini yanada chuqurlashtirish uchun muhim nazariy hamda amaliy asoslar yaratadi.

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Interpretation of detective motives in Margery Allingham's "The tiger in the smoke"

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- Annotation** *Margery Allingham's The Tiger in the Smoke (1952) breathed new life into the detective genre by transforming traditional genre elements into tools for examining psychological and moral problems in a post-war context. In this work, traditional crime stories are enriched by the inner world of the characters, the social environment in society, and metaphorical images. This article analyzes the main detective motifs covered in the work: crime, psychological portrait, fog, deception, and moral struggle.*
- Keywords** *Motif, justice, psychological antagonist, good and evil, smoke, metaphor, postwar trauma, moral responsibility*

Интерпретация детективных мотивов в романе Марджери Аллингем «Тигр в тумане»

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- Аннотация** *Роман Марджери Аллингем «Тигр в дыму» (1952) вдохнул новую жизнь в детективный жанр, превратив традиционные жанровые элементы в инструменты исследования психологических и нравственных проблем в послевоенном контексте. В этом произведении традиционные детективные истории обогащаются внутренним миром персонажей, социальной средой и метафорическими образами. В статье анализируются основные детективные мотивы, затронутые в произведении: преступление, психологический портрет, туман, обман и моральная борьба.*
- Ключевые слова** *Мотив, справедливость, психологический антагонист, добро и зло, дым, метафора, послевоенная травма, моральная ответственность*

Margery Allinghamning "The Tiger in the Smoke" asarida detektiv motivlarning talqini

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- Annotatsiya** *Margeri Allingemning "Tutundagi yo'lbars" (1952) asari an'anaviy janr elementlarini urushdan keyingi kontekstda psixologik va axloqiy muammolarni o'rganish vositalariga o'zgartirish orqali detektiv janriga yangi nafas olib kirgan. Ushbu asarda an'anaviy jinoyatga oid voqealar qahramonlarning ichki dunyosi, jamiyatlardagi ijtimoiy muhit va metaforik obrazlar orqali boyitiladi. Mazkur maqolada asarda yoritilgan asosiy detektiv motivlar: jinoyat, psixologik portret, tuman, yolg'on va axloqiy kurash motivlari tahlil qilinadi.*

Kalit so'zlar *Motiv, adolat, psixologik antagonist, yaxshilik va yomonlik, tutun, metafora, urushdan keyingi travma, ma'naviy javobgarlik*

Introduction

Margery Allingham's *The Tiger in the Smoke* (1952) stands as a significant work within the canon of Golden Age detective fiction, distinguished by its psychological depth, moral ambiguity, and a nuanced portrayal of criminal motivation. While the traditional detective novel often centers on deductive logic and procedural unraveling of a crime, Allingham's narrative challenges genre conventions by foregrounding existential conflict, post-war trauma, and moral relativism as central components of the detective's journey. Her protagonist, Albert Campion, moves beyond the archetype of the infallible sleuth and instead becomes a medium through which broader ontological and ethical dilemmas are explored.

This article seeks to critically examine the semiotic and narratological structure of detective motives within *The Tiger in the Smoke*, with particular attention to how Allingham blends elements of psychological thriller, metaphysical inquiry, and social realism. The novel's antagonist, Jack Havoc, is constructed not merely as a criminal but as a symbolic figure of postwar dislocation and nihilism, whose actions embody what may be termed "existential criminality." This aligns with contemporary theoretical approaches in crime fiction studies, where the focus has shifted from the "whodunit" paradigm to the "whydunit" inquiry.

Moreover, by contextualizing the narrative within the socio-cultural framework of post-World War II Britain, the analysis will explore how Allingham interrogates concepts such as moral deviance, determinism, and redemptive violence. Utilizing tools from psychoanalytic literary criticism, structuralist

theory, and gender studies, this study aims to offer a layered interpretation of motive that transcends simplistic notions of criminality, highlighting instead the complex interplay between individual psychology, societal disruption, and narrative form.

The Golden Age of detective fiction is typically known for its predictable plots, confined mysteries, and the victory of justice over crime. However, by the mid-twentieth century, writers like Margery Allingham began to advance the genre into more psychologically nuanced and morally complex realms. *The Tiger in the Smoke*, one of Allingham's most highly regarded works, illustrates this shift. Although it revolves around a murder investigation, the novel uses detective elements not just to create suspense, but as means to delve into post-war identity, trauma, and moral responsibility.

The Tiger in the Smoke, the fourteenth novel in the Albert Campion series, was written in the aftermath of World War II. From 1945 to 1952, Britain experienced a time of economic hardship, moral fatigue, and social unrest. London was undergoing post-war rebuilding, and the smoke and turmoil reflected the emotional state of the populace. Allingham collaborated with her husband, journalist and artist Philip Youngman Carter, on the novel. Carter contributed significantly to the ambiance, maps, and illustrations of the book.

The book was initially released in 1952 by the esteemed London publishing company Chatto & Windus and by Doubleday in the United States simultaneously. At the time of its release, the novel garnered significant interest, especially as a refined and "adult" representation of the detective genre.

The book could attract attention not only readers, but also literary critics as well, and critics called it the finest of the Campion mysteries and her best book (Kaplan, 1998). Furthermore, prominent author J.K. Rowling described the book as phenomenal (Rowling, 2014).

The BBC created both radio and television adaptations of the book, which helped to enhance its popularity even more.

Analysis and results

The main problem explored in the work is the philosophy of evil in man. In this novel, the author creates a complex moral debate instead of the traditional "good and evil" opposition. The criminal - Jack Havoc - is not an ordinary criminal, but a dangerous person who has found a philosophical basis for his evil:

"He was not mad. He was more dangerous than that – he was logical." (Margery, 1956).

The novel's antagonist, Jack Havoc, is one of the first examples in detective fiction of a completely defined psychological villain. Havoc was a sergeant during wartime and traumatized by the war. He was arrested for his illegal deed, but he was able to escape from jail. He created a personal philosophy – the "Science of Luck" – to justify his acts and bring order to a chaotic world. His deluded concern with destiny reflects the terrible philosophies that defined the early twentieth century, elevating him from petty crime to existential threat.

Unlike typical villains driven by money or retribution, Havoc's danger stems from his sincerity and conviction. Campion's challenge is not just arresting a criminal, but also confronting a mindset that wants to substitute ethical action with fatalistic determinism. In this case, the detective takes on the role of a moral philosopher rather than a police investigator.

Albert Campion, Allingham's long-running detective character, plays a key role – not through constant direct action, but as a steadying, thoughtful presence who observes, questions, and ultimately ensures justice. He represents the evolution from the archetype of

the omniscient problem solver to a more introspective and morally conscious observer. Campion's function in *The Tiger in the Smoke* is less about finding evidence and more about understanding characters and guiding people to a conclusion. He functions not only through deduction, but also through emotional intelligence and a feeling of ethical obligation (Plain, 2001).

Another character in the novel, who represents a moral stance in opposition to the immoral philosophy of the main antagonist Jack Havoc, is Canon Avril.

Canon Avril is presented in the novel as a symbol of moral and religious "light". He is a Protestant priest at Meadowbridge Cathedral, representing bravery, resilience, and ethical guidance. He isn't the focal point of the detective story, but serves as a significant balancing force in the novel's struggle between good and evil. His name - Avril - means spring, which is associated with symbols of hope, renewal and salvation.

"He spoke quietly, not as one trying to convert, but as one who had seen the light and knew it was still there." (Margery, 1956)

One of the dramatic climaxes of the novel occurs in the scene of the meeting between Canon Avril and Jack Havoc. This scene is depicted not as a physical battle, but as a philosophical and spiritual duel.

"You believe you are the tiger, Jack. But I tell you, you are only lost in the smoke."

"He did not raise his voice, but it cut through the smoke like a bell in a cloister." (Margery, 1956)

Here the author presents Canon Avril at a dramatic pivotal point – not as a person who is chasing a crime, but as a person who is trying to stop it spiritually.

Canon Avril's character is developed in Margery Allingham's (1959) novel as an answer to inquiries concerning lost spirituality, mental health, and ethical decisions in a post-war society. He is among the rare deeply spiritual and philosophical figures present in the detective genre.

A key motif in *The Tiger in the Smoke* is the city fog, which goes beyond its literal role to symbolize post-war disorientation and ethical uncertainty. The setting, a foggy London, particularly the back alleyways and war-torn districts, serves as a metaphor for Britain's murky moral and emotional terrain in the postwar era. London is portrayed as a city undergoing change, marked by conflict and shadowed by the specters of brutality and bereavement. The "smoke" in the title serves as both a tangible environment and a metaphor for the mental haze that distorts characters' perceptions and interactions.

"The fog was thick, oily, and brown, shutting out the world like a blanket soaked in smoke and oil." (Margery, 1956)

These images reflect not only natural landscapes, but also social depression and psychological isolation. The convoluted streets of London after the blitz serve as a backdrop for both a spiritual quest and a criminal inquiry. The fog obscures not only the actions of the murderer, Jack Havoc, but also the intentions and feelings of everyone connected. Fog is a recurring theme throughout the plot. It is more of a psychological and spiritual state than a physical weather element. Fog is particularly visible in the backdrop of London city life, crime scenes, and Havoc's escape scenes.

"The fog rolled over the streets like a great grey animal, muffling footsteps, distorting sounds..." (Margery, 1956)

The title *The Tiger in the Smoke*, as well as the images of nature (particularly the metaphor of fog), reflect the novel's deep intellectual layers.

Unlike many detective novels in which the conclusion restores social order through legal justice, *The Tiger in the Smoke* provides a more nuanced finale. The climactic confrontation between Havoc and Canon Avril emphasizes spiritual reckoning rather than judicial punishment. This shift reflects a post-war distrust of institutional authority and a stronger belief in personal responsibility. Campion's role in the conclusion is passive; the

priest's appeal to human dignity, combined with Havoc's refusal to embrace forgiveness, eventually resolves the issue. Thus, in Allingham's world, justice is defined not by legal closure, but by the ability to be ethically aware.

Although the novel *The Tiger in the Smoke* is written within the framework of the classic detective genre, its motifs are enriched with deep philosophical and psychological layers through Allingham's creative approach. Crime, lies, moral choices, and the past are all inextricably linked, encouraging the reader to travel not only along the plot, but also along the uncertain boundaries of the human psyche. The detective genre here becomes not only a means of "unraveling the mystery", but also a means of studying human values, spiritual balance, and moral positions (Sutherland, 2012).

Conclusion

The investigation into detective motives in *The Tiger in the Smoke* reveals Margery Allingham's distinct departure from conventional detective fiction tropes. Rather than constructing a narrative focused solely on rational deduction and external clues, Allingham delves into the psychodynamics of criminal behavior, treating motive not as a fixed psychological impulse but as a multi-layered phenomenon shaped by postwar disillusionment, existential fear, and moral fragmentation. Her characters are not merely players in a puzzle but complex agents whose actions are informed by inner conflicts and broader societal pressures.

Through the antagonist Jack Havoc, Allingham portrays the transformation of motive into an ideological force, one that conflates destruction with destiny, and violence with a perverse sense of order. This lends the novel a philosophical gravitas rarely found in mid-century crime fiction, where the detective's pursuit becomes a confrontation with metaphysical chaos as much as with legal injustice. Albert Campion's role is reconfigured into that of a moral observer, representing the

struggle to maintain ethical clarity in a world blurred by trauma and uncertainty.

Ultimately, this study demonstrates that Allingham's narrative framework reflects a shift from the classic "whodunit" to a "whydunit," where motivation becomes a narrative engine through which themes of identity, memory, and postwar morality are explored. Her integration of literary modernism with

detective fiction enables a more profound engagement with the genre's potential to critique, reflect, and philosophically interrogate the human condition. As such, *The Tiger in the Smoke* stands as a compelling example of genre hybridity, offering insights not only into crime and justice, but into the psychological and cultural anxieties of its time.

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Nemis tilidagi diniy matnlarda shaxs deiktikasining yoritilishi

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Annotatsiya *Ushbu maqolada nemis tilidagi diniy matnlarda shaxs deiktikasining lingvistik va kommunikativ xususiyatlari tahlil qilingan bo'lib, unda diniy nutqda shaxs deiktikasi — ya'ni ich (men), du (sen), wir (biz) kabi olmoshlar orqali semantik va emotsional aloqa o'rnatish vazifasini bajaradi. Tadqiqotda ushbu til birliklarining matndagi g'oyaviy yuk, ruhiy ta'sir, ilohiy murojaat va diniy nasihat kontekstida qanday vazifa bajarishi o'rganiladi. Maqolada deiktik vositalarning stilistik va pragmatik jihatdan ahamiyati tahlil qilinib, ular orqali diniy matnning mantiqiy va ruhiy tuzilmasi ochib beriladi.*

Kalit so'zlar *Shaxs deiktikasi, nemis diniy matnlari, olmoshlar, diniy diskurs, kommunikativ funksiya, pragmatik tahlil, stilistik vositalar*

Освещение личной дейктики в религиозных текстах на немецком языке

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Аннотация *В данной статье рассматриваются лингвистические и коммуникативные особенности личной дейктики в немецкоязычных религиозных текстах. В религиозном дискурсе личная дейктика — такие местоимения, как ich (я), du (ты), wir (мы) — выполняет функцию установления семантической и эмоциональной связи. В исследовании анализируется роль этих языковых единиц в контексте идейной нагрузки, духовного воздействия, обращения к Богу и религиозного наставления. В статье раскрывается стилистическая и прагматическая значимость дейктических средств, через которые формируется логическая и духовная структура религиозного текста.*

Ключевые слова *Личная дейктика, немецкие религиозные тексты, местоимения, религиозный дискурс, коммуникативная функция, прагматический анализ, стилистические средства*

The representation of personal deixis in German religious texts

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- Annotation** *This article analyzes the linguistic and communicative features of personal deixis in German religious texts. In religious discourse, personal deixis—such as ich (I), du (you), and wir (we)—serves the function of establishing semantic and emotional connections. The study explores how these linguistic units function within the context of ideological content, spiritual influence, divine address, and religious exhortation. The article also examines the stylistic and pragmatic significance of deictic elements, revealing how they contribute to the logical and spiritual structure of religious texts.*
- Keywords** *Personal deixis, German religious texts, pronouns, religious discourse, communicative function, pragmatic analysis, stylistic devices*

Kirish

Til faqat aloqa vositasi emas, balki inson tafakkuri va ijtimoiy ongining ifodasi sifatida har bir nutqiy birlik orqali muayyan kontekstda ma'no anglatadi. Shuningdek, tilshunoslikda deiktika tushunchasi muloqot ishtirokchilari, vaqt, joy va sharoitga bog'liq holda ma'noni anglatuvchi unsurlarni o'rganadi. Ayniqsa, shaxs deiktikasi – ya'ni nutqda ishtirok etuvchi shaxslarni (gapiruvchi, tinglovchi yoki uchinchi shaxs) ifodalovchi olmoshlar – kommunikatsiyaning asosiy pragmatik vositalaridan biridir.

Nemis tilidagi diniy matnlar bu borada alohida e'tiborga loyiq, chunki unda shaxs olmoshlari orqali inson va ilohiy zot o'rtasidagi munosabat, ruhiy bog'lanish va diniy ta'sir vositasi shakllanadi. Ich, du, wir, Sie kabi olmoshlar muayyan kontekstda nafaqat grammatik, balki emotsional va ideologik yuklama hamga ega bo'ladi. Ushbu olmoshlar yordamida matn muallifi o'zini, o'quvchini va umuman jamoani diniy g'oyaga jalb etadi, e'tiqodiy g'oyalarni yetkazadi.

Mazkur maqolada aynan shu jihatlar – shaxs deiktikasining diniy matnlardagi lingvistik vazifasi, uning stilistik va pragmatik xususiyatlari, shuningdek muallif va muhatab o'rtasidagi kommunikativ munosabatlarni qanday tashkil etishi tahlil qilinadi. Tadqiqot diniy diskursda deiktik vositalarning mazmuniy yukini aniqlash, ularning ta'sirchanlik darajasini ochib berishga qaratilgan.

Adabiyotlar tahlili va metodologiya

Shaxs deiktikasi masalasi lingvistikada keng o'rganilgan bo'lsa-da, uning diniy matnlardagi funksional yoritilishi, ayniqsa nemis tili materiallari asosida, nisbatan torroq sohaga tegishlidir. Quyidagi asosiy adabiyotlar ushbu mavzuni tahlil qilishda asosiy ilmiy manbalar sifatida qaraladi. John Lyons pragmatikaning asosiy obyekti sifatida tilni foydalanish, ya'ni gapiruvchining niyati va kontekstdagi ahamiyatiga urg'u beradi. Uningcha, tilshunoslikda nafaqat grammatika va leksik tizim, balki real nutq holatlarida til qanday ishlatilayotgani ham o'rganilishi zarur. Bu yondashuv diniy matnlar tahlilida ayniqsa ahamiyatlidir. (Al-Tekreeti, 2016).

Masalan:

Injil matnidagi "Ich bin der Weg, die Wahrheit und das Leben" (Men yo'lman, haqiqatman va hayotman) degan ibora tahlil qilinsa, bu yerda shaxs deiksisi "Ich" (Men) orqali gapiruvchining ilohiy maqomi, ya'ni Iso Masihning o'zini yo'l ko'rsatuvchi, najot beruvchi sifatida ko'rsatishi seziladi. (Lyons, 1981).

Bu esa nafaqat sintaktik tuzilma, balki semantik va pragmatik kontekstda chuqur ma'no kasb etadi. "Ich" olmoshi orqali ilohiy identitet, gapiruvchining avtoriteti va murojaatning universal xitobga aylanishi yuz beradi. Shu tarzda, Lyons'ning yondashuvi diniy matnlardagi shaxs deiksisini g'oyaviy maqsad,

kontekstual kuch va psixologik ta'sir vositasi sifatida tahlil qilish imkonini beradi.

David Crystal (2008) pragmatika fanini "tilning kommunikativ qo'llanilishini boshqaruvchi tamoyillarni o'rganadigan fan" deb ta'riflaydi. Bu yondashuvga ko'ra, tilshunoslikda muloqot markaziy element hisoblanadi, shaxs deiktik birliklar esa bu muloqotni ijtimoiy, axloqiy va madaniy kontekstda shakllantiruvchi asosiy vosita sifatida ko'riladi.

1. **Axloqiy-ma'naviy murojaat shakllanishi.** Masalan, Injil matnlarida ko'p uchraydigan buyruklar:

"Du sollst nicht töten." (Levinson, 1983)

(Seni o'ldirma.) Bu yerda "du" olmoshi orqali to'g'ridan-to'g'ri muhatobga (har bir inson) murojaat qilinadi. Bu nafaqat grammatik nuqtayi nazardan, balki axloqiy mas'uliyatni individuallashtirish orqali ruhiy javobgarlikni kuchaytiradi. Deiksis bu yerda ilohiy so'zning har bir kishiga shaxsiy murojaat shaklida etkazilishiga xizmat qiladi.

2. **Ijtimoiy masofa va sotsiopragmatik vaziyat**

"Ich bin der Weg, die Wahrheit und das Leben." (Fillmore, 1978)

(Men – yo'lman, haqiqat va hayot.) Bu iborada "Ich" (birinchi shaxs olmoshi) Iso Masihning ilohiy maqomini bildiradi. Bu deiktik birlik orqali gapiruvchi (ya'ni ilohiy shaxs) va tinglovchi (inson) o'rtasidagi sotsiopragmatik masofa aniqlanadi. Bu masofa, bir tomondan, muqaddaslikni, boshqa tomondan, insonning itoatkorlik maqomini bildiradi.

3. **Madaniy va diniy me'yorlarni mustahkamlash**

Diniy matnlardagi shaxs deiktikasi orqali kultural axloqiy tamoyillar mustahkamlanadi. Masalan:

"Ihr seid das Licht der Welt." (Bühler, 1990)

(Siz dunyoning nurisiz.) Bu yerda "ihr" olmoshi jamoaga murojaatni bildiradi va shu orqali ijtimoiy birlik, iymonli insonlar orasidagi birdamlik va umumiy axloqiy qadriyatlar targ'ib qilinadi. David Crystalning yondashuvi diniy matnlardagi shaxs

deiktikasini faqat grammatik ko'rsatkich emas, balki axloqiy-ruhiy ta'sir ko'rsatuvchi, madaniy me'yorlarni shakllantiruvchi kommunikativ vosita sifatida talqin qilish imkonini beradi. Bunday yondashuv orqali diniy matnlar muloqotli, hissiy, va kontekstual jihatdan chuqur tahlil qilinadi.

Tahlil va natijalar

Diniy matnlar o'z mohiyatiga ko'ra faqat informativ emas, balki ta'sirchan, ruhiy va aksariyat hollarda emotsional kommunikatsiya vositasidir. Shu bois, bu matnlarda ishlatiladigan shaxs deiktikasi (olmoshlar) muhim pragmatik va stilistik rol o'ynaydi. Ayniqsa, nemis tilidagi diniy nutqda "ich", "du", "wir" kabi olmoshlar orqali ilohiy va inson o'rtasidagi bevosita aloqa tuyg'usi yaratiladi.

1. Birinci shaxs birlikdagi olmosh – "ich" (men)

Ushbu olmosh, odatda, Xudo yoki Iso Masihning shaxsiy murojaati sifatida ishlatiladi. U orqali ilohiy so'z bevosita aytilayotgan kabi ko'rinadi. Bu, o'z navbatida, matnga og'zaki yaqinlik va hissiy ta'sirchanlik bag'ishlaydi:

"Ich bin der Weg, die Wahrheit und das Leben." (Karl-Heinz, 2002)

(Men – yo'lman, haqiqat va hayotman)

(Yuhanno 14:6) Bu yerda "ich" olmoshi orqali ilohiylik shaxsga nisbatan jonli ifodalanadi. O'quvchi ilohiy voqelikni yaqinlashtiradi.

2. Ikkinchi shaxs birlikdagi olmosh – "du" (sen)

Bu olmosh Xudo tomonidan insonlarga murojaat qilishda ishlatiladi. Masalan:

"Du sollst nicht töten."

(Sen o'ldirmagin)

(Chiqish 20:13) "du" olmoshi orqali individual murojaat yuzaga keladi. Bu formadagi deiksis, odatdagi matnlardan farqli ravishda, do'stona yoki ogohlantiruvchi ohang hosil qiladi.

"Du bist mein Sohn, heute habe ich dich gezeugt."

(Sen — mening o'g'limsan, bugun men seni paydo qildim)

(Zabur 2:7) Bu yerda ruhiy bog'liqlik va shaxsiy aloqa kuchli bo'ladi.

3. Ko'plikdagi olmosh – "wir" (biz), "ihr" (sizlar), "sie" (ular)

Bu olmoshlar orqali umumiy jamiyat, dindorlar, xalq yoki butun insoniyat murojaat qilinadigan subyekt sifatida namoyon bo'ladi. Jumladan:

"Ihr seid das Licht der Welt."

(Siz – dunyo nurisiz)

(Matto 5:14) Bu yerda "ihr" olmoshi yordamida e'tiqodli insonlarga nisbatan ruhiy maqom beriladi. Bu shakl diniy nasihatni ta'sirli va universal qiladi.

Shaxs deiktikasi diniy nutqda quyidagi asosiy funksiyalarni bajaradi:

1. Murojaatning aniqligini ta'minlaydi

Shaxs deiktikasi orqali xabar kimga qaratilganini aniqlash mumkin. Ayniqsa, diniy matnlarda bu juda muhim:

Biror buyruq yoki nasihat kimga qaratilgan?

Kim so'zlayapti – Xudo, payg'ambar yoki ilohiy vakil? Masalan: *"Du sollst nicht stehlen."* (Sen o'g'irlamagin.) Bu yerda "du" olmoshi orqali shaxsiy murojaat ochiq ifodalanadi, bu esa adresatni bevosita jalb qiladi. Bu turdagi deiksis tinglovchi yoki o'quvchining o'zini xuddi shu murojaatga bevosita daxldor his qilishiga olib keladi.

2. Emotsional kuch beradi

Shaxs deiktikasi matnga hissiy rang-baranglik qo'shadi. Ayniqsa, birinchi va ikkinchi shaxs olmoshlari matnni abstrakt fikrdan shaxsiy aloqaga aylantiradi. *"ch liebe dich mit ewiger Liebe."* (Saeed, 2016) (Men seni abadiy sevaman.) (Yeremiyo 31:3) "Ich" va "dich" olmoshlari orqali ifodalangan so'zlar sevgi, mehr, sadoqat kabi his-tuyg'ularni kuchli tarzda yetkazadi. Bu kabi formulalar faqat axborot yetkazish bilan kifoyalanmay, inson qalbiga ta'sir ko'rsatishga xizmat qiladi.

3. Ilgari surilayotgan g'oyani individuallashtiradi

Shaxs deiktikasi umumiy diniy konseptlarni konkret shaxsga oid mazmunga aylantiradi. Bu vosita orqali: Har bir o'quvchi

matn faqat unga aytilayotgandek tuyadi, Bu esa ichki tafakkur, poklanish va ruhiy uyg'onishga sabab bo'ladi.

Misol: *"Du bist mein Diener, ich habe dich erwählt."* (Sen – Mening qulimsan, Men seni tanladim.) Bu jumlada "du" va "ich" vositalari individuallashtirilgan diniy chaqiriq rolini o'ynaydi. Shunday qilib, abstrakt g'oyalar (masalan, ilohiy tanlov, najot) shaxsiy tajriba shaklida qabul qilinadi.

4. Ruhiiy ta'sirni kuchaytiradi

Diniy matnlar ko'pincha axloqiy, ma'naviy yoki ruhiy o'zgarishlarga da'vat etadi. Shaxs deiktikasi bu jarayonda bevosita ruhiy aloqani mustahkamlash vositasi sifatida xizmat qiladi. Ayniqsa:

Ilohiyning shaxs sifatida nutq so'zlashi,

Insonni o'zining ruhiy holatini idrok qilishga undashi,

Buyruq, duo, va'dalar orqali ruhiy holatni chulg'ashi shaxs deiktikasi orqali yuzaga keladi. Masalan: *"Fürchte dich nicht, denn ich bin mit dir!"* (Wierzbicka, 2001). (Qo'rqma, chunki Men sendaman!) Bu kabi iboralar tinchlantiruvchi, ilhomlantiruvchi va himoya qiluvchi xususiyatga ega bo'lib, shaxsiy aloqa ko'rinishida ifodalanadi. Bu ta'sir faqat lingvistik emas, balki psixologik va ruhiy jihatdan ham kuchlidir.

Shaxs deiktikasi – bu nafaqat grammatik birlik, balki til vositasida axborotni kontekstda, shaxsiy va ijtimoiy nuqtayi nazardan aniqlashtiruvchi muhim pragmatik ko'rsatkichdir. Ayniqsa, nemis tilidagi diniy matnlarda shaxs deiktik birliklar alohida ahamiyat kasb etadi. Ular orqali:

- Xudoning insonlarga murojaati shaxsiylashtiriladi,
- Diniy buyruq va nasihatlar bevosita muhatob ongiga ta'sir qiladigan shaklda ifodalanadi,
- Ruhiiy va axloqiy mas'uliyat har bir tinglovchiga individual tarzda yuklanadi,
- Ilohiy zot bilan inson o'rtasidagi kommunikativ va sotsiopragsmatik masofa belgilanadi.

Shuningdek, shaxs deiktikasi yordamida diniy matnlar nafaqat axborot yetkazadi, balki imon, itoat, muhabbat va axloqiy qadriyatlarni chuqurlashtiradi, madaniy me'yorlarni mustahkamlovchi vosita sifatida xizmat qiladi.

David Crystal, Levinson kabi tilshunoslarning pragmatik yondashuvlari diniy nutqdagi shaxs deiksisini kengroq va chuqurroq tahlil qilishga imkon beradi. Natijada, diniy matnlar o'zining kommunikativ kuchi, axloqiy yuklamasi va madaniy ta'siri bilan yanada mazmunli va ta'sirchan bo'ladi.

Xulosa

Nemis tilidagi diniy matnlar tahlili shuni ko'rsatdiki, shaxs deiktikasi bu matnlarda nafaqat grammatik va sintaktik birlik sifatida, balki ijtimoiy-madaniy va kommunikativ funksiyalarga ega bo'lgan muhim pragmatik vosita sifatida xizmat qiladi. Matn yuzasidan olib borilgan lingvopragmatik tahlil natijalari shuni ko'rsatadiki, birinchi va ikkinchi shaxs zamirlarining ishlatilishi adresant va adresat o'rtasidagi kommunikativ munosabatlarni aniq belgilaydi hamda diniy

diskursda sadoqat, bo'ysunish, iltijo va ilohiy murojaat kabi ma'naviy-psixologik holatlarni ifodalaydi.

Shuningdek, shaxs deiktikasining kontekstual moslashuvchanligi, uning tekst ichidagi funksional pozitsiyasi va kommunikativ vazifalariga muvofiqligi diniy matnlarning semantik qatlamini chuqurlashtirishda muhim ahamiyat kasb etadi. Ilmiy tahlillar shuni ko'rsatmoqdaki, nemis tilidagi diniy matnlar o'ziga xos dejiktik modellar orqali ijtimoiy-huquqiy, axloqiy-estetik va ilohiy tushunchalarni kodlaydi hamda o'quvchi (yoki eshituvchi) ongida muayyan interpretativ maydonni shakllantiradi.

Xulosa qilib aytganda, nemis diniy diskursida shaxs deiktikasining o'rganilishi nafaqat lingvistik jarayon, balki diniy-kommunikativ va madaniy-falsafiy jarayon sifatida ham alohida ilmiy e'tibor talab qiladi. Ushbu o'rganish diniy tilning kommunikativ tabiatini chuqurroq anglashga, shuningdek, tarjima, madaniyatlararo muloqot va diniy tilshunoslik sohalarida amaliy yondashuvlar ishlab chiqishga imkon yaratadi.

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Gender features of speech behavior in the main varieties of the English language

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Annotation *The article examines the use of English dismembered questions in the speech of British and American women and men. The practice of oral and written communication shows that this type of interrogative sentences in the speech of women and men constitutes a significant part (especially in the American variant).*

Keywords *Characteristics, pragmaticosocial, linguistic, grammatical, gender, communicant, dialogue*

Гендерные особенности речевого поведения в основных вариантах английского языка

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Аннотация *В статье рассматривается использование английских расчленённых вопросительных предложений в речи британских и американских девушек и юношей. Практика устного и письменного общения показывает, что этот тип вопросительных предложений в речи девушек и юношей составляет значительную часть (особенно в американском варианте).*

Ключевые слова *Характеристики, прагматико-социальные, лингвистические, грамматические, гендерные, коммуникант, диалог*

Ingliz tilining asosiy variantlarida nutqiy xulq-atvorning gender xususiyatlari

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Annotatsiya *Maqolada ingliz va amerikalik qiz bolalar va o'g'li bolalar nutqida ingliz tilidagi qismlarga ajratilgan savollardan foydalanish ko'rib chiqiladi. Og'zaki va yozma muloqot amaliyoti shuni ko'rsatadiki, qiz bolalar va o'g'li bolalar nutqida ushbu turdagi so'roq jumalari muhim qismni (ayniqsa, Amerika variantida) tashkil qiladi.*

Kalit so'zlar *Xarakteristikalar, pragmatik-ijtimoiy, lingvistik, grammatik, jins, kommunikant, dialog*

Introduction

Research by many scientists confirms the existence of differences in the speech behavior of men and women. In our earlier works, we identified the dependence of people's speech behavior on their age, education, profession, level of acquaintance and other factors from the point of view of the use of dismembered questions, i.e., we established some sociolinguistic correlations for the British (BE) and American (AE) variants of the English language. Such a comprehensive approach, undertaken by us earlier, requires its completion from the point of view of gender linguistics (women-men).

In relation to this article, the main question that we pose to ourselves can be formulated as follows: are there any normative differences in the use of dismembered questions in American dramaturgy by women and men compared to British dramaturgy and what sociolinguistic reasons are they due to.

Literature review

We cannot limit ourselves to posing and resolving the question of the ontology of dismembered questions in the American variant. It will be necessary to move from the ontological level to the axiological level. The real competition between the variants of the English language under consideration makes this transition necessary, since the forecasts regarding the outcome of this competition are very different. On the one hand, we can refer to the opinion of such a linguist as D. Steiner, who, being English, admires the energy and expansiveness of the American variant. On the other hand, many opposing opinions are expressed, such as, for example, in the work of E. Newman, where the existence of the American variant is considered a destabilizing factor in relation to the norm of the English language. At the same time, there is also a point of view that the process of convergence of the two variants currently clearly prevails over the process of divergence, and, therefore,

the problem of the difference between the two variants is removed (Belke, 2012).

The statement about men and women as different or identical people is incorrect. A person, regardless of his gender, is an individual with equal opportunities. The various characteristics of men and women do not come from biological belonging to one or another sex. Moreover, these differences (physiology and spiritual state) are best reflected in the English words "sex" and "gender". G. Brandt claims that "sex is a set of biological, physiological, natural characteristics, given by nature. Gender is a set of speech, behavioral, personal characteristics that distinguish men and women in the spiritual sense, influenced by culture."

Indeed, modern linguistic genderology studies the language of women and men. The Dictionary of Gender Terms defines linguistic genderology (gender linguistics). "Language data obtained by linguistics are one of the main sources of information about the nature and dynamics of gender construction as a product of culture and social relations. ... Although gender is not a linguistic category (with the exception of socio- and partly psycholinguistics), the analysis of language structures allows us to obtain information about the role played by gender in a particular culture, what behavioral norms for men and women are recorded in texts of different types, ... what stylistic features can be classified as predominantly feminine or predominantly masculine, how masculinity and femininity are understood in different languages and cultures, how gender affects language acquisition, and what fragments and thematic areas of the linguistic picture of the world it is associated with." People's speech is directly related to communication (Denisova, 2002). According to the theory of communication and the statement of Laurie Arliss, "communication is the means by which we learn everything", "it always has a value load that reflects the

worldview of the participants in communication" (Bowcott, 2016). Thus, significant differences in the female and male worldview affect communication. Communication cannot be considered separately from language, since the worldview and, accordingly, gender characteristics are expressed through language and other sign systems.

The difficulty in mastering this type of question is not so much in the need to coordinate the auxiliary verbs in the final part of the question with the verb in the main part of the question (these difficulties are quite surmountable as a result of more or less prolonged training), but in the fact that the pragmatics of these questions is not entirely clear from the point of view of gender linguistics. It is for this reason that Russian students most often simply do not use this type of question in their speech. We mean people who have a good command of English, who equally freely use other types of English questions in their speech.

Of fundamental importance is the remark of the Danish scientist S. Nesslin that studying the structure of tag questions in pragmatic and gender aspects is more promising than considering them as simply a certain grammatical phenomenon. S. Nesslin convincingly shows with numerous examples that tag questions are both an absolutely necessary element of speech communication, and at the same time far from a simple linguistic means, since incorrect use of tag questions can lead to a very undesirable or completely unexpected reaction from the interlocutor (Butler, 2016).

Research methodology

A characteristic feature of tag questions is that they are unthinkable outside of dialogic speech. The most acceptable genre in which tag questions are often used are plays by modern writers, where modern colloquial language is most fully and adequately reflected.

Domestic linguistics has always paid much attention to such problems as the relationship between language and culture and the ways in which society consciously influences language. The mutual influence of language and society can be traced at different levels of the language structure with varying degrees of clarity. It is no secret that the lexical composition of a language is the most sensitive to changes in society. As for the grammatical structure, there is hardly any doubt that some phenomena in this area are directly related to the specifics of a society. In other words, while agreeing with the traditional position on the lesser susceptibility of grammar to various changes, one cannot lose sight of the fundamental possibility of more direct contact between the grammar of a language and the specifics of the society in which this language is used.

If the level of education of people is directly related to the social status of a person, then gender and age, at first glance, do not relate to the social differentiation of society, but to natural differentiation. However, it is well known that in any society there is a sociologization of natural differentiation, thus, natural characteristics of a person (gender, age) acquire social significance.

Explaining the reasons why the characteristic of gender has recently come to the forefront in language studies, J. Coates in his work "Women, Men and Language" writes that this is primarily due to a more detailed, more subtle approach to linguistic phenomena, when the researcher's goal is not only to reflect general patterns, but also to take into account specific conditions of language use (Coates, 2015).

Analysis and results

We analyzed the speech of only those male and female characters who, from the point of view of other sociolinguistic criteria, are in a more or less equal position. In other words, all the characters we analyzed are sufficiently educated, and, therefore, should speak standard language; these are older or

middle-aged people. The article also provides examples of the use of dismembered questions in the speech of poorly educated characters for the purposes of comparative analysis.

In most cases, our commentary reveals the relationships of the communicants in the given dialogues, as parts of the microtext. However, sometimes it was necessary to go beyond the dialogic microtexts and turn to the macrotext of a particular play. The analysis method thus fully takes into account modern requirements for studying a phenomenon as part of a whole work and comes down to examining the speech of women and men in British and American drama.

A significant difference was revealed in the use of dismembered questions by male characters as opposed to female ones.

Firstly, women tend to use dismembered questions in their speech more often than men (70-30%).

Secondly, there is a qualitative difference in dismembered questions in the speech of men and in the speech of women. The latter, as a rule, use dismembered questions with certain positive connotations. In men, negative connotations prevail. For example:

Frederica: I wonder what it was like then, when Nelson or Hood or poor Old Admiral Byng used to drop in.

Edward: Rather pleasant after being abroad those ships I should think

Frederica: We're all right, aren't we?

Edward: Fine. All right... (Osborne, 1971).

In this case, a dismembered question, unlike a general question, expresses a greater degree of establishing contact between the participants in the conversation. However, its function is as close as possible to the function of a general question, but the form of a dismembered question itself is used to express one's feelings without any expectation of a reaction from the interlocutor. At the same time, a certain element of interrogativeness is preserved, judging by the interlocutor's remarks.

In the speech of uneducated male characters, exclamations do not take the form of dismembered questions. Male characters in plays who are not familiar with each other do not rise to the level of friendly disposition upon first meeting and, as a rule, do not use dismembered questions, fearing to seem familiar. But there are exceptions (non-committal exclamations about the weather, appearance, apologies, etc.). There are cases of using dismembered questions during first acquaintance by representatives of certain professions (reporter, hairdresser, etc.).

A more modest range of negative connotations in English women can be explained by the well-known emotional restraint of the English compared to other nations. As for the sharp increase in the number of negative connotations in the speech of American women, i.e. the significant approximation of their speech to the speech of men, here the main reason should be the greater democratization of American society compared to British society. When not only class differences are erased, but also any other (between adults and children, acquaintances and strangers, etc.). In this regard, as S. Berkner quite rightly notes, "it is necessary to distinguish between real democratization and pseudo-democratization, which leads to the devaluation of cultural and moral values."

Dismembered questions carry socially significant information about the social status and social role of the speaker, his gender and age, socio-cultural level, professional and territorial affiliation, and the degree of acquaintance of the speakers (Popa, 2010). At the same time, all of these factors are closely interconnected, which determines the importance of their conditional distinction into social oppositions and determining the methods of their interaction in the speaker's speech.

The choice of dismembered questions as the main operational unit of sociolinguistic analysis in a dialogue based on plays by British and American authors is very productive. It

seems promising to conduct a more detailed study of the dismembered questions on other material, their comprehensive description taking into account all the detectable pragmaticosocial factors that determine the variability of the English language (Malyuga, 2000). It is also interesting and productive to include in this sphere the individual variation of social parameters determined by the psychophysical and physiological properties of a person, which undoubtedly have the most direct influence on his speech and, as a result, allow us to give a complete and comprehensive sociolinguistic characteristic of a particular person.

Conclusion

The analysis of gender-specific speech behavior across the main varieties of the English language reveals that language use is not only influenced by regional or sociolinguistic factors, but also significantly shaped by gender norms and communicative strategies. In British and American English, for instance, female speakers tend to employ more politeness strategies, hedging, and emotional expressiveness, whereas male speakers are

more likely to use assertive, competitive, and minimal response styles. These distinctions, however, are not static; they evolve alongside societal shifts in gender roles and cultural expectations.

Furthermore, the intersection of gender and dialect shows how linguistic features such as intonation, lexical choices, discourse markers, and turn-taking patterns vary within the same language depending on gendered communicative goals. The study also underscores the role of media, education, and technology in reshaping traditional speech behavior norms. As globalization accelerates linguistic convergence, gendered patterns in speech may also reflect hybridization, where local and global influences intermingle.

Therefore, understanding gendered speech behavior in different English varieties provides valuable insight into how identity, power dynamics, and cultural values are negotiated through language. This understanding has implications for language education, intercultural communication, sociolinguistics, and gender studies.

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1- va 2-shaxs olmoshlarining kognitiv-diskursiv va sotsiopragmatik xususiyatlari: turli tillar va madaniyatlar doirasida

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Annotatsiya Ushbu maqolada 1- va 2-shaxs birlik va ko'plik olmoshlarining kognitiv-diskursiv hamda sotsiopragmatik xususiyatlari turli tillar va madaniyatlar kontekstida tahlil qilinadi. Turli tillardagi olmoshlarning grammatika, kommunikatsiya va madaniyat bilan chambarchas bog'liqligi, shuningdek, ularning ijtimoiy masofa, rasmiylik, jins va son kabi mezonlarga ko'ra farqlanishi ko'rib chiqiladi. Ingliz, rus, o'zbek, arab, koreys, yapon, fors va yevropa tillaridagi shaxs olmoshlarining universallik va milliy xususiyatlari solishtiriladi. Tadqiqot kognitiv va sotsiopragmatik yondashuvlar orqali shaxs olmoshlarining lingvistik, psixologik va madaniy kontekstlarda qanday funksiyalarni bajarayotganini ochib beradi. Natijalar shaxs olmoshlarining inson tafakkurida subyektiv va intersubyektiv tasniflash mexanizmi sifatida muhim rol o'ynashini, hamda turli madaniyatlarda ijtimoiy munosabatlar va kommunikativ normalarni ifodalashda lingvokulturoloji funksiyasini ta'kidlaydi.

Kalit so'zlar Shaxs olmoshlari, kognitiv-diskursiv yondashuv, sotsiopragmatika, til va madaniyat, kommunikativ strategiyalar, 1-shaxs, 2-shaxs, tillararo taqqoslash

Когнитивно-дискурсивные и социопрагматические особенности личных местоимений 1-го и 2-го лица: в контексте различных языков и культур

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Аннотация В данной статье рассматриваются когнитивно-дискурсивные и социопрагматические особенности личных местоимений 1-го и 2-го лица в единственном и множественном числе в контексте различных языков и культур. Анализируется тесная связь местоимений с грамматикой, коммуникацией и культурой, а также их различия по таким критериям, как социальная дистанция, формальность, род и число. Сопоставляются универсальные и национальные особенности личных местоимений в английском, русском, узбекском, арабском, корейском, японском, персидском и европейских языках. Исследование с использованием когнитивного и социопрагматического подходов раскрывает функции личных местоимений в лингвистическом, психологическом и культурном контекстах. Результаты подчеркивают важную роль местоимений как механизма субъективной и интерсубъективной классификации в человеческом мышлении, а также их лингвокультурологическую функцию в выражении социальных отношений и коммуникативных норм в разных культурах.

Ключевые слова *Личные местоимения, когнитивно-дискурсивный подход, социопрагматика, язык и культура, коммуникативные стратегии, 1-е лицо, 2-е лицо, межъязыковое сравнение*

Cognitive-Discursive and Sociopragmatic Features of 1st and 2nd Person Pronouns: Across Different Languages and Cultures

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Annotation *This article analyzes the cognitive-discursive and sociopragmatic features of singular and plural 1st and 2nd person pronouns within the context of various languages and cultures. It explores the intricate connections between pronouns and grammar, communication, and culture, as well as their distinctions based on social distance, formality, gender, and number. The universality and national characteristics of personal pronouns in English, Russian, Uzbek, Arabic, Korean, Japanese, Persian, and European languages are compared. Using cognitive and sociopragmatic approaches, the study reveals how personal pronouns function in linguistic, psychological, and cultural contexts. The findings emphasize the crucial role of pronouns as mechanisms of subjective and intersubjective classification in human cognition, and their linguocultural function in expressing social relationships and communicative norms across different cultures.*

Keywords *Personal pronouns, cognitive-discursive approach, sociopragmatics, language and culture, communicative strategies, 1st person, 2nd person, cross-linguistic comparison*

Kirish

Zamonaviy lingvistikada shaxs olmoshlarini, xususan, 1- va 2-shaxs birlik va ko'plik olmoshlarini kognitiv-diskursiv hamda sotsiopragmatik nuqtai nazardan o'rganish antropotsentrik yondashuvning eng dolzarb yo'nalishlaridan biridir (Kubryakova, 2004; Apresyan, 1995). Shaxs olmoshlari nafaqat grammatika birliklari sifatida, balki inson tafakkurining konseptual modellashirish vositasi, ijtimoiy identifikatsiya va kommunikativ strategiyalarning muhim ko'rsatkichlari sifatida qaraladi (Apresyan, 1995; Maslova, 2001).

Pazilova (2022) tomonidan rus va o'zbek tillarida II shaxs olmoshining kommunikativ va sotsiopragmatik xususiyatlari batafsil o'rganilgan bo'lsa-da, zamonaviy lingvistik tadqiqotlarda ushbu masala global miqyosda, turli tillar va madaniyatlar doirasida yanada chuqur tahlil qilinmoqda. Ingliz tilida shaxs olmoshlari "I", "you", "we" ijtimoiy va psixologik masofani ifodalashda cheklangan funksiyalarni bajaradi, biroq pragmatik strategiyalar orqali bu cheklovlar kompensatsiya qilinadi. Arab tilida esa shaxs olmoshlarining jins va son jihatidan batafsil tarmoqlanishi sotsiopragmatik va gender tafovutlarini aniq aks ettiradi (Al-Batal, 1994). Koreys va yapon

tillarida 2-shaxs olmoshidan to'g'ridan-to'g'ri foydalanish ko'pincha odobsizlik deb hisoblanadi, shu sababli honorifik tizimlari keng qo'llaniladi (Ide, 1989; Sohn, 1999). Fors tilida esa II shaxs olmoshlari ijtimoiy masofa va hurmatni belgilaydi, bu esa rus va o'zbek tillaridagi hurmat shakllari bilan qiyoslanadi. Yevropa tillarida esa rasmiy va norasmiy murojaat shakllari tilning ijtimoiy- madaniy qadriyatlarini aks ettiradi (fransuz tilidagi *tu-vous*, nemis tilidagi *du-Sie* va boshqalar).

Ontogenez va psixolinguistik tadqiqotlar shuni ko'rsatadiki, 1- va 2-shaxs olmoshlarining o'zlashtirilishi bola tafakkurining sotsiokognitiv rivojlanishida muhim bosqich hisoblanadi (Gvozdev, 1961; Dobrova, 1998). Shaxs olmoshlarining inklyuziv va ekskluziv shakllari, jins, son va ijtimoiy maqomga ko'ra farqlanishi, turli tillarda til va tafakkur o'zaro bog'liqligini ochib beradi (Evans & Levinson, 2009).

Shu sababli, 1- va 2-shaxs birlik va ko'plik olmoshlari kognitiv-diskursiv va sotsiopragmatik yondashuvda til va tafakkur kesishgan nuqtada turib, nafaqat deytik birlik, balki ijtimoiy identifikatsiya va dunyoqarashni ifodalovchi universal va madaniyatga xos konstruksiyalar sifatida o'rganiladi. Turli tillarda mavjud farqlar ushbu olmoshlarning lingvokulturoloji funksiyalarini, inson tafakkuri va jamiyatdagi kommunikativ normalarni aks ettirishini ko'rsatadi.

Metodologiya

Ushbu tadqiqot 1- va 2-shaxs birlik va ko'plik olmoshlarining kognitiv-diskursiv hamda sotsiopragmatik xususiyatlarini turli tillar va madaniyatlar kontekstida chuqur tahlil qilish maqsadida amalga oshirildi. Tadqiqotda *komparativ lingvistik yondashuv* asosiy metodologik asos bo'lib xizmat qildi. Bu yondashuv turli tillarning grammatika va kommunikativ sistemalarini solishtirish, ularning o'zaro farq va o'xshashliklarini aniqlashga imkon berdi (Comrie, 2021; Smith, 2023).

Tadqiqot materiali sifatida o'zbek, rus, ingliz, arab, koreys, yapon, fors va yevropa tillaridan namunalar tanlandi. Bu tillar

tanlanishida ularning tipologik xilma-xilligi, madaniy va ijtimoiy kontekstdagi farqlari, shuningdek, shaxs olmoshlarining turli darajalarda ifodalanganligi hisobga olindi (Evans, 2020; Chen, 2022).

Ilmiy manbalar va empirik ma'lumotlar sifatida 2020–2025-yillarda nashr etilgan doktorlik dissertatsiyalari, maqolalar, psixolinguistik va sotsiopragmatik tadqiqotlar (masalan, Kim, 2021; Saito, 2022; Al-Khatib, 2023; García, 2024) keng qo'llanildi. Tadqiqotda shuningdek, nutq korpuslari (Corpus of Contemporary American English, Russian National Corpus, Korean Speech Corpus va boshqalar) hamda madaniy va til o'rganish markazlari tomonidan to'plangan matn va audio ma'lumotlar tahlil qilindi.

Kognitiv-diskursiv yondashuv asosida shaxs olmoshlarining semantik-ma'naviy va kommunikativ funksiyalari o'rganildi. Bu yondashuv shaxs olmoshlarini nafaqat deytik (ko'rsatkich) birlik sifatida, balki inson tafakkuridagi subyektiv va intersubyektiv konseptlarni modellashtiruvchi vosita sifatida ko'radi (Apresyan, 1995; Maslova, 2001; Levinson, 2021). Shu doirada, olmoshlarning kontekstga bog'liq ma'nolari, ularning psixologik va ijtimoiy maqomga ta'siri tahlil qilindi.

Sotsiopragmatik tahlilda esa olmoshlarning ijtimoiy funksiyalari – rasmiylik darajasi, jins, yosh, guruh a'zoligi, muloqotdagi psixologik masofa kabi parametrlar asosida ko'rib chiqildi (Brown & Levinson, 1987; Al-Batal, 1994; Ide, 1989; Sohn, 1999). Ushbu parametrlar 1- va 2-shaxs olmoshlarining turli madaniyatlarda qanday tanlanishini va foydalanilishini ko'rsatadi. Misol uchun, koreys va yapon tillaridagi honorifik tizimlar, arab tilida jins va son kategoriyalarining lingvistik ifodasi hamda yevropa tillarida rasmiy va norasmiy murojaat shakllari sotsiopragmatik farqlarning asosiy ko'rsatkichlari sifatida tahlil qilindi (Kim, 2021; Saito, 2022; García, 2024).

Tadqiqot jarayonida sifatli va miqdoriy usullar integratsiyalangan. Sifatli tahlil matn va nutqdagi olmoshlar kontekstini o'rganishga,

ularning ijtimoiy vazifalari va ma'nolarini aniqlashga qaratildi. Miqdoriy yondashuv esa olmoshlarning ko'llanish chastotasi, morfologik variantlari va ularning lingvistik kontekstdagi taqsimotini o'rganish uchun statistik usullar qo'llandi (Gvozdev, 1961; Dobrova, 1998; Chen, 2022).

Shuningdek, tadqiqotda *tipologik* va *korpus lingvistikasi metodlari* ham qo'llanilib, ularning yordamida shaxs olmoshlarining turli tillardagi funksional va sotsiokultural tafovutlari diagrammalar va jadval ko'rinishida taqdim etildi. Bu metodlar yordamida olmoshlarning ijtimoiy rol, jins, son va rasmiylik kabi mezonlardagi farqlari aniqlandi.

Tadqiqotning metodologik asoslari quyidagi asosiy nuqtalarga tayandi:

- *Kognitiv-diskursiv yondashuv* (Apresyan, 1995; Evans & Levinson, 2009; Levinson, 2021);
- *Sotsiopragsmatik tadqiqotlar* (Brown & Levinson, 1987; Al-Batal, 1994; Ide, 1989);
- *Tipologik tahlillar* (Comrie, 2021; Smith, 2023);
- *Empirik tadqiqotlar va korpus lingvistikasi* (Chen, 2022; García, 2024).

Ushbu yondashuvlar o'zaro integratsiyalashgan holda shaxs olmoshlarining universal va madaniy xususiyatlarini aniqlashga imkon berdi.

Natijalar

Ushbu tadqiqot natijalari 1- va 2-shaxs birlik va ko'plik olmoshlarining turli tillarda ishlatilishida *umumiy kognitiv mexanizmlar* mavjudligini tasdiqladi, biroq ularning *sotsiopragsmatik yuklamalari* va *madaniy tafovutlari* sezilarli darajada farqlanishi aniqlanmoqda. Bu xususiyatlar til va madaniyatlarining lingvokognitiv tizimlari bilan chambarchas bog'liq bo'lib, shaxs olmoshlarining universal va madaniy-spetsifik funksiyalarini ochib beradi (Kim, 2021; García, 2024).

1. Grammatik farqlar

Arab va *fors* tillarida 2-shaxs olmoshlarining jins va son jihatidan qat'iy farqlanishi kuzatiladi. Masalan, arab tilida

"anta" (sen, erkak), "anti" (sen, ayol), "antuma" (sizlar, ikki kishi), "antum" (sizlar, ko'plik erkaklar), "antunna" (sizlar, ko'plik ayollar) shakllari mavjud bo'lib, ular muloqotdagi jins va ko'plik mezonlarini aniq belgilaydi (Al-Khatib, 2023; Al-Batal, 1994). Fors tilida esa "to" (sen, norasmiy) va "shomā" (siz, rasmiy va ko'plik) shakllari jinsiy va rasmiylik jihatlarida farqlanadi (Sadeghi, 2022).

Koreys va *yapon* tillarida shaxs olmoshlarining tanlovi qat'iy ijtimoiy maqom, yosh, jins va rasmiylik darajasiga bog'liq. Bu tillarda rivojlangan honorifik tizimlar mavjud bo'lib, olmoshlar tanlovi kommunikativ kontekstga qarab o'zgaradi. Masalan, koreys tilida "너 (neo)" norasmiy tanishlikni ifodalasa, "당신 (dangsin)" rasmiyroq va ko'pincha hurmat shaklida ishlatiladi (Kim, 2021; Sohn, 1999). Yapon tilida esa "君 (kimi)", "あなた (anata)", "お前 (omae)" kabi variantlar mavjud bo'lib, ular ijtimoiy maqom va munosabatga qarab tanlanadi (Saito, 2022).

Ingliz tilida 2-shaxs birlik va ko'plik uchun yagona "you" olmoshi ishlatiladi. Rasmiylik va norasmiylik farqi asosan pragmatik kontekstga bog'liq bo'lib, grammatik jihatdan ajratilmaydi (Evans, 2020). Bu ingliz tilidagi soddalashtirilgan deiktik tizim sifatida ko'riladi.

2. Sotsiopragsmatik farqlar

O'zbek va *rus* tillarida rasmiy va norasmiy murojaat shakllari aniq ajratilgan. O'zbek tilida "sen" norasmiy, "siz" esa rasmiy murojaat sifatida ishlatiladi, rus tilida esa "ты" (norasmiy) va "вы" (rasmiy yoki ko'plik) shakllari mavjud. Bu farq ijtimoiy masofa va hurmatni ifodalashda muhim rol o'ynaydi (Pazilova, 2022; Uspenskiy, 2007).

Arab, *fors*, *koreys* va *yapon* tillarida olmosh tanlovi murakkab sotsiopragsmatik qoidalar asosida amalga oshiriladi. Bu tillarda jins, yosh, ijtimoiy maqom va rasmiylik darajasi olmosh tanlovining asosiy omillari bo'lib xizmat qiladi. Masalan, arab tilida jins va son kategoriyalarining grammatik jihatdan ifodalanishi ijtimoiy identifikatsiyaning nozik qatlamlarini aks ettiradi (Al-Khatib, 2023).

Koreys tilidagi honorifik tizim esa muloqotdagi ijtimoiy hierarxiyani aks ettirishda asosiy vositadir (Kim, 2021).

Ingliz va ko'plab yevropa tillarida 1-shaxs ko'plik shakllarining inklyuziv va eksklyuziv farqlari mavjud emas yoki bu farq kontekstga bog'liq. Masalan, ingliz tilida "we" olmoshi inklyuziv va eksklyuziv shakllarni ajratmaydi, bu esa ko'pincha pragmatik va diskursiv mexanizmlar yordamida amalga oshiriladi (Evans, 2020; García, 2024).

3. Kognitiv-diskursiv xususiyatlar

1-shaxs "men" olmoshi ontologik markaz sifatida insonning o'zlikni anglash jarayonida asosiy vosita hisoblanadi. Bu olmosh shaxsiy va ijtimoiy identifikatsiyaning konseptual asosini yaratadi. Shaxs olmoshining bu roli turli tillarda umumiy bo'lib, u inson tafakkuridagi subyektivlik va o'z-o'zini anglash funksiyalarini aks ettiradi (Apresyan, 1995; Maslova, 2001; Levinson, 2021).

2-shaxs olmoshlari ijtimoiy munosabatlarning darajasi, rasmiylik va psixologik masofa mezonlariga ko'ra tanlanadi. Bu olmoshlar shaxslararo kommunikatsiyada muhim ijtimoiy signal funksiyasini bajaradi. Misol uchun, o'zbek tilida "sen" va "siz" farqi shaxslararo masofa va hurmatni ko'rsatadi (Pazilova, 2022). Shu bilan birga, arab, koreys va yapon tillarida olmosh tanlovi ijtimoiy roldagi murakkabliklarni aks ettiradi.

"Biz" olmoshining inklyuziv va eksklyuziv shakllari ayrim tillarda (masalan, koreys, indonez, arab tillarida) grammatik jihatdan aniq belgilangan bo'lsa, boshqalarida (o'zbek, rus, ingliz) bu farq ko'proq kontekstual pragmatika orqali ifodalanadi (Evans & Levinson, 2009; Kim, 2021). Bu fenomen til va tafakkur o'rtasidagi chuqur bog'liqlikni ko'rsatadi va ijtimoiy guruhlararo munosabatlarda muhim rol o'ynaydi.

Ushbu natijalar shuni ko'rsatadiki, 1- va 2-shaxs olmoshlari nafaqat grammatik va deyktik birlik sifatida, balki inson tafakkuri va ijtimoiy aloqalarining markaziy elementlari sifatida til va madaniyatlarda keng ko'lamda tahlil qilinishi zarur. Shu bilan birga, ularning sotsiopragmatik

yuklamalari til madaniyatining o'ziga xosligidan kelib chiqib, muloqot normalari va ijtimoiy strukturalarni aks ettiradi.

Munozara

Tadqiqot natijalari shuni ko'rsatadiki, 1- va 2-shaxs olmoshlari turli tillarda universal kognitiv mexanizmlar bilan birga madaniyatga xos sotsiopragmatik xususiyatlarning uyg'unligini aks ettiradi. Ingliz tilida shaxs olmoshlarining grammatik jihatdan sodda tizimi, xususan 2-shaxsda yagona "you" olmoshining mavjudligi, ko'plab tillarda uchraydigan jins, son, rasmiylik kabi kategoriyalarni aniq ifodalay olmaydi. Bunday vaziyatda pragmatik kontekst va kommunikativ strategiyalar bu funksiyalarni kompensatsiya qiladi (Evans, 2020; García, 2024).

Arab, koreys, yapon va fors tillarida esa murakkab morfologik va sotsiopragmatik kodlash til va madaniyatning chuqur integratsiyasini ko'rsatadi. Misol uchun, koreys va yapon tillarida 2-shaxs olmoshlarining tanlovi qat'iy ijtimoiy hierarxiyani aks ettiradi va muloqotda hurmat va maqomning asosiy ko'rsatkichi hisoblanadi (Kim, 2021; Saito, 2022). Bu tillardagi honorifik tizimlar til va ijtimoiy hayotning ajralmas qismidir (Lee & Park, 2023).

O'zbek va rus tillarida esa rasmiy va norasmiy shakllarning mavjudligi shaxslararo masofa va madaniy qadriyatlarni til orqali kodlash imkonini beradi (Pazilova, 2022; Uspenskiy, 2007). Bu farq ijtimoiy masofa, hurmat va rasmiylik darajasini aniq ko'rsatadi va muloqotdagi psixologik masofani belgilaydi. Ingliz tilida esa bunday farqlar faqat pragmatik jihatdan anglanadi, bu til va madaniyat o'rtasidagi munosabatlarning yanada qiziqarli va murakkab qirralarini ochib beradi (Evans, 2020).

Shuningdek, "biz" olmoshining inklyuziv va eksklyuziv shakllarining mavjudligi yoki yo'qligi tilning ijtimoiy guruhlar va jamiyatdagi o'zaro aloqalarni qanday modellashini ko'rsatadi (Evans & Levinson, 2009; Kim, 2021). Bu xususiyatlar tilning kognitiv strukturasini va madaniy kontekst o'rtasidagi o'zaro bog'liqlikni

yanada chuqurroq ochib beradi va jamiyatdagi guruh tuzilmalari, muloqot normalari va identifikatsiya mexanizmlarini aks ettiradi.

Tadqiqot chegaralari sifatida ayrim tillarda olmoshlarning kontekstga bog'liq pragmatik farqlari va noaniqliklar mavjudligi, shuningdek, yirik madaniy guruhlarining ichki variantlarini hisobga olmaslik ko'rsatish mumkin. Masalan, yapon va koreys tillaridagi honorifik tizimlarning murakkabligi va regional lahjalar, arab tilining mintaqaviy variantlari chuqurroq tahlilni talab qiladi (Saito, 2022; Al-Khatib, 2023). Kelajakda ushbu mavzuda empirik nutq namunalariga asoslangan interdisipliner tadqiqotlar olib borilishi tavsiya etiladi. Bu tilshunoslik, psixolinguistika va sotsiokultural tadqiqotlarni yanada rivojlantirishga xizmat qiladi.

Xulosa

Mazkur tadqiqot kognitiv-diskursiv va sotsiopragmatik yondashuvlarda 1- va 2-shaxs birlik va ko'plik olmoshlarining universal va madaniyatga xos jihatlarini muvaffaqiyatli aniqladi. Shaxs olmoshlari nafaqat grammatik deytik birliklar sifatida, balki insonning

dunyoni konseptual tasavvur qilishida, o'zlik va boshqalarni identifikatsiya qilishda, shuningdek, ijtimoiy munosabatlarni belgilashda muhim vosita ekanligi aniqlandi (Apresyan, 1995; Pazilova, 2022).

Turli tillardagi farqlar til va madaniyat o'rtasidagi chuqur o'zaro bog'liqlikni ochib beradi. Shaxs olmoshlari orqali ijtimoiy ro'l, rasmiylik, jins va guruh a'zoli kabi kategoriyalar lingvistik tarzda ifodalanadi. Bu esa shaxs olmoshlarini lingvistik, psixolinguistik va sotsiokultural tadqiqotlar uchun muhim ob'ektga aylantiradi (Levinson, 2021; Kim, 2021).

Tadqiqot natijalari shuni ko'rsatadiki, shaxs olmoshlarini yanada chuqur o'rganish orqali inson tafakkuri va ijtimoiy kommunikatsiyaning murakkab mexanizmlarini yanada yaxshi tushunish mumkin. Bu yo'nalishlarda keyingi tadqiqotlar ko'proq empirik ma'lumotlar, nutq namunalarini o'z ichiga olishi va til-madaniyat o'rtasidagi interaktiv bog'liqlikni chuqurlashtirishga qaratilishi zarur.

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XIX–XX asr ingliz va amerika adabiyotida asosiy yo'nalishlar: romantizm, realizm va yangi oqimlar

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Annotatsiya *Ushbu maqolada XIX asrning ikkinchi yarmi va XX asr adabiyotida yuzaga kelgan asosiy badiiy-estetik yo'nalishlar – romantizm, realizm, modernizm va postmodernizm – mazmun-mohiyat jihatidan tahlil etiladi. Har bir oqimning tarixiy-falsafiy asoslari, g'oyaviy-estetik xususiyatlari hamda ularning ingliz va amerika adabiyotidagi yirik namoyandalari ijodi orqali aks etishi ko'rib chiqiladi. Romantizmda inson ruhiyati va tabiat uyg'unligi, realizmda esa ijtimoiy haqiqat va shaxsiy muammolar yoritilgan bo'lsa, modernizm va postmodernizmga shakl va mazmun darajasidagi tajriba va yangilanishlarga urg'u beriladi. Maqolada adabiy tafakkurning evolyutsiyasi zamonaviy nazariy qarashlar asosida baholanadi.*

Kalit so'zlar *Romantizm, realizm, modernizm, postmodernizm, adabiy oqimlar, estetik qarashlar, badiiy tafakkur, Vordsvors, Edgar Allan Po, Charlz Dikkens, Herman Melvil, Jeyms Joys, Tomas Pinchon, shakl va mazmun, intertekstual aloqa, zamonaviy adabiyot*

Основные направления в английской и американской литературе XIX–XX веков: романтизм, реализм и новые течения

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Аннотация *В данной статье рассматриваются основные художественно-эстетические направления, возникшие во второй половине XIX и в XX веках – романтизм, реализм, модернизм и постмодернизм – с точки зрения их содержания и сути. Анализируются историко-философские основы каждого направления, их идейно-эстетические особенности, а также отражение этих черт в творчестве ведущих представителей английской и американской литературы. Если в романтизме акцент сделан на внутреннем мире человека и его единении с природой, то реализм стремится отразить социальную действительность и индивидуальные проблемы. Модернизм и постмодернизм, в свою очередь, сосредоточены на художественных экспериментах с формой и содержанием. Эволюция литературного мышления в статье оценивается на основе современных теоретических подходов.*

Ключевые слова *Романтизм, реализм, модернизм, постмодернизм, литературные направления, эстетические взгляды, художественное мышление, Вордсворт, Эдгар Аллан По, Чарльз Диккенс, Герман Мелвилл, Джеймс Джойс, Томас*

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Main Trends in 19th–20th Century English and American Literature: Romanticism, Realism, and New Movements

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Annotation

This article analyzes the main literary and aesthetic movements that emerged in the second half of the 19th century and throughout the 20th century – Romanticism, Realism, Modernism, and Postmodernism – from the perspective of their content and essence. The historical and philosophical foundations of each movement, their ideological and aesthetic characteristics, as well as their manifestation in the works of prominent representatives of English and American literature are examined. While Romanticism emphasizes the human inner world and harmony with nature, Realism focuses on portraying social realities and individual challenges. In contrast, Modernism and Postmodernism emphasize formal and thematic experimentation. The evolution of literary thought is assessed through the lens of contemporary theoretical approaches.

Keywords

Romanticism, Realism, Modernism, Postmodernism, literary movements, aesthetic perspectives, literary thought, Wordsworth, Edgar Allan Poe, Charles Dickens, Herman Melville, James Joyce, Thomas Pynchon, form and content, intertextuality, contemporary literature

XIX–XX asr ingliz va amerika adabiyoti jahon adabiy merosining shakllanishida muhim bosqich hisoblanadi. Bu davr adabiyotida yuzaga kelgan asosiy yoʻnalishlar – romantizm, realizm va modernizm kabi yangi oqimlar – nafaqat badiiy ifoda vositalarining boyishiga, balki inson ruhiy dunyosining chuqur tahliliga, ijtimoiy, falsafiy va estetik qarashlarning kengayishiga olib keldi. Romantizm oqimi insoniy tuygʻular, individual erkinlik va tabiat goʻzalligini ulugʻlagan boʻlsa, realizm hayotiylik, ijtimoiy tengsizlik va oddiy inson hayoti orqali haqiqatni ifodalashga intilgan. XX asrga kelib esa modernizm va postmodernizm kabi yangi adabiy tendensiyalar avvalgi anʼanalarni tanqidiy qayta koʻrib chiqib, shakl va mazmun jihatidan innovatsion yondashuvlarni taqdim

etdi. Ushbu maqolada ingliz va amerika adabiyotining ushbu davrlaridagi yetakchi yoʻnalishlari, ularning tarixiy ijtimoiy kontekstdagi roli, badiiy xususiyatlari va namoyondalari tahlil qilinadi.

Adabiyot insoniyat tafakkurining eng muhim ifoda vositalaridan biri boʻlib, u inson ruhiy kechinmalari, estetik qarashlari, axloqiy ideallari va ijtimoiy-madaniy muhitining badiiy inʼikosi sifatida jamiyat hayotida alohida oʻrin egallaydi. Badiiy matnlar orqali har bir tarixiy davr oʻziga xos falsafiy-intellektual qarashlarini, ijtimoiy ziddiyat va muammolarini, axloqiy-estetik mezonlarini, madaniy kodlari va maʼnaviy izlanishlarini ifodalaydi (Levine, 2015). Shu sababli adabiyot nafaqat sanʼat sohasi, balki jamiyat va tafakkur taraqqiyotining

kompleks ko'zgusi sifatida ham qaraladi. Adabiy jarayonni tahlil qilish va uni muayyan tarixiy-sivilizatsion kontekstda anglash, jamiyatning ichki dinamikasini, ideologik siljishlarini, mentalitetdagi o'zgarishlarni va zamonaviylikka o'tish mexanizmlarini chuqur anglash imkonini beradi. Bunday yondashuv adabiy tafakkurni muayyan vaqt oralig'ida faqat estetik hodisa sifatida emas, balki ijtimoiy ongning tarixiy shakli sifatida tahlil qilish imkonini yaratadi.

Tarixiy jarayonlar adabiyotda doimo estetik shaklga solingan holda aks etgan. Har bir davrning badiiy tafakkurida ustuvorlik qilgan adabiy oqimlar, janrlar, poetik uslublar va ifoda vositalari o'z davrining ijtimoiy-siyosiy, madaniy-falsafiy kayfiyati bilan chambarchas bog'liq bo'lgan. Ayniqsa, XIX va XX asrlar adabiyoti adabiy tafakkurda mazmun va shakl jihatidan chuqur o'zgarishlar, estetik mezonlarning qayta ko'rib chiqilishi va badiiy tajribaning kengayishi bilan ajralib turadi.

XIX asrda shakllangan romantizm va realizm oqimlari adabiyotda shaxsiy kechinmalar va ijtimoiy ong uyg'unligining badiiy timsolini yaratgan bo'lsa, XX asrda vujudga kelgan modernizm va postmodernizm oqimlari bu mezonlarni rad etgan holda, shakl va mazmunga doir yangi izlanishlar, tilda eksperiment, metamatnlik va dekonstruktsiyaga asoslangan adabiy paradigmalarning shakllanishiga zamin yaratdi. Bu oqimlar orqali adabiyot shaxs va jamiyat o'rtasidagi munosabatlarni yanada murakkab va ko'p qatlamli tahlil ob'ekti sifatida qayta talqin qila boshladi (Michelle, 2024).

XIX asr adabiyoti taraqqiyotining asosiy bosqichlaridan biri sifatida romantizm va realizm yo'nalishlarining shakllanishi alohida e'tiborga molikdir. Romantizm, eng avvalo, inson ruhiy olamining murakkabliklarini, shaxsiy kechinmalar va hissiyotlarning chuqur qatlamlarini badiiy ifoda qilishga intilgan oqim bo'lib, u individualizm, tabiat manzaralari va orzularga bo'lgan ideallashtirilgan munosabat orqali o'z estetik printsiplarini shakllantirdi. Ushbu yo'nalish vakillari – Yoxann Volfgang

Gyote, Jorj Bayron, Viktor Gyugo singari ijodkorlar – insoniyatning metafizik izlanishlari, his-tuyg'ular dinamikasi va ong ichki iztiroblarini badiiy obrazlar orqali ifodalab, romantik dunyoqarashni falsafiy chuqurlikda taqdim etdilar. Ayni vaqtda realizm adabiyoti o'z e'tiborini tashqi haqiqatga, kundalik hayotning ijtimoiy-iqtisodiy va ma'naviy muammolariga qaratdi. Realist yozuvchilar, jumladan, Fyodor Dostoevskiy, Lev Tolstoy, Charlz Dikens, Gyustav Flober kabilar, inson va jamiyat o'rtasidagi ziddiyatlar, ijtimoiy adolatsizlik, axloqiy tanlov va shaxsiy erkinlik kabi dolzarb masalalarni ob'ektiv va tahliliy yondashuv asosida badiylashtirdilar. Realizm da inson hayoti tasodiflardan emas, balki aniq ijtimoiy va psixologik sabablar zaminida shakllanadi, degan tamoyil asos bo'lib xizmat qildi.

XX asr adabiyoti esa o'z navbatida yanada murakkab, ko'p qatlamli va eksperimental yo'nalishlar bilan ajralib turadi. Ushbu davrda modernizm adabiy-estetik paradigmasi vujudga kelib, badiiy ifodaning yangicha shakllarini izlab, an'anaviy kompozitsion tuzilma, vaqt va makon tushunchalarini tubdan qayta ko'rib chiqdi. Modernist yozuvchilar – Jeyms Joys, Virjiniya Vulf, Frans Kafka – tilning semantik imkoniyatlarini kengaytirish, ong oqimi texnikasi, sub'ektiv dunyoqarash va insonning ichki ekzistensial kechinmalari orqali adabiy matnga yangi poetik ko'lam olib kirishga muvaffaq bo'ldilar.

Shuningdek, XX asr ikkinchi yarmida postmodernizm fenomeni yuzaga keldi, bu yo'nalish matnlar o'rtasidagi intertekstual munosabatlar, ironiya, pastij (pastiche), dekonstruktsiya, simulyakrlik (simulacra) kabi nazariy tushunchalar asosida adabiyotni o'z-o'zini anglash vositasi sifatida talqin qildi. U. Eko, T. Pinchon, J.-F. Lyotar singari postmodernistlar an'anaviy adabiy shakllarni inkor etmay, balki ularni parodiya va qayta kontekstualizatsiya orqali yangicha ma'no doirasida ifodaladilar. Postmodernizm da haqiqat nisbiy, tarix – rekonstruktsiya qilinadigan matn, shaxs esa ko'plikdagi

identifikatsiyalar yig'indisi sifatida ko'riladi. Bu esa adabiyotda tarixiy va madaniy narativlarning ishonchliligi va barqarorligini shubha ostiga qo'yishga olib keldi.

Ushbu tarixiy davrlar davomida shakllangan adabiy oqimlar – romantizm, realizm, modernizm va postmodernizm – o'ziga xos badiiy-estetik qarashlar tizimini shakllantirdi. Har bir yo'nalish adabiyotga yangi mazmun, shakl va uslubiy yondashuvlarni olib kirdi. Quyida ushbu oqimlarning mazmun-mohiyati, asosiy xususiyatlari hamda ingliz va amerika adabiyotidagi namoyondalari misolida tahlil qilinadi.

XIX asr boshlarida Yevropa adabiyotida inqilobiy o'zgarishlar yuz berdi. Ma'rifatparvarlikning aqliy asosga tayanuvchi yondashuvlariga qarshi ravishda, romantizm inson hissiyoti, ichki dunyosi va tabiat bilan uyg'unligiga e'tiborni kuchaytirdi. Ushbu adabiy oqim o'z davrining madaniy, falsafiy va siyosiy o'zgarishlariga nisbatan badiiy javob sifatida shakllandi (Levine, 2023).

Romantizm adabiy yo'nalishi XVIII asrning oxiri va XIX asr boshlarida yuzaga kelgan bo'lib, tabiatga, individualizmga hamda inson hissiyotlarini ifodalashga katta e'tibor qaratgan. Bu yo'nalish vakillari jamiyatdagi muayyan illatlarga, ayniqsa, sanoat inqilobining shaxsiyatga ko'rsatgan salbiy ta'siriga qarshi chiqqan holda, insonning ichki kechinmalari va tabiat bilan bo'lgan munosabatini yoritishga intildilar (Levine, 2017). Romantizm adabiyotida tabiat go'zalligi va inson ruhiy holatlari markaziy o'rinda turadi. Asarlarda ko'pincha shaxsiy erkinlik, o'zlikni anglash, insoniy dramalar va ruhiy kurashlar tasvirlanadi. Ingliz shoiri Uilyam Vordsvors tabiat va uning inson qalbiga ta'sirini poetik ifodalagan bo'lsa, amerikalik yozuvchi Edgar Allan Po o'zining sirli, qorong'i mavzulari bilan romantik adabiyotning yorqin vakillaridan biri sifatida e'tirof etiladi.

XIX asrning ikkinchi yarmiga kelib, romantik idealizm o'rnini hayot haqiqatlarini aks ettiruvchi realizmga bo'shatdi. Jamiyatda sanoatlashuv, urbanizatsiya va sinfiy

tafovutlarning kuchayishi adabiyotni real hayot muammolarini yoritishga undadi. Realizm badiiy ijodda ijtimoiy voqelik, oddiy inson taqdiri va zamonaviy jamiyatdagi ziddiyatlarning tasviriga asoslandi. Realizm, romantizmga qarshi yo'nalish sifatida yuzaga kelgan bo'lib, hayotni haqqoniy va to'laqonli tasvirlashga intilgan. Realist yozuvchilar ijtimoiy va siyosiy muammolarni, oddiy odamlarning kundalik hayotini san'at vositasida ifodalash orqali adabiyotda yangi realizm estetikasini shakllantirdilar (Walker, 2025). Ushbu yo'nalishda ijtimoiy haqiqat, jamiyatdagi tengsizliklar va inson hayotidagi ziddiyatlar keng ko'lamda tasvirlangan. Angliyalik yozuvchi Charlz Dikens "Oliver Twist", "Devid Koperfeld" kabi romanlarida sanoatlashgan jamiyatdagi ijtimoiy adolatsizliklarni keskin tanqid qilgan. Amerikalik adib Herman Melvil esa "Mobi Dik" romanida insonning ichki kurashi, ma'naviy izlanishlari va ekzistensial muammolarini yoritgan.

XX asrga kelib, inson tafakkuri va madaniyatida chuqur siljishlar yuz berdi. Ikkala jahon urushi, ilm-fan taraqqiyoti va falsafiy qarashlarning yangilanishi adabiyotda ham o'z aksini topdi. Shu asosda modernizm va keyinchalik postmodernizm kabi murakkab, ko'p qirrali adabiy oqimlar vujudga keldi. Bu oqimlar an'anaviy adabiy shakllarni inkor etib, badiiy tajriba va tilda yangilik izlashga intildilar. Adabiyotda modernizm va postmodernizm kabi yangi adabiy yo'nalishlar shakllandi. Modernizm an'anaviy janr va shakllar parchalandi, estetik tajriba va uslubiy yangiliklar ustuvor ahamiyat kasb etdi. Modernist yozuvchilar inson mavjudoti, vaqt, xotira, haqiqat va anglash jarayoni kabi mavzularga chuqur falsafiy yondashdilar.

Postmodernizm esa real va fantastik unsurlarni birlashtirgan holda, metanarrativlarning parchalanishini, intertekstual bog'liqlikni va adabiy o'z-o'zini inkor qilish uslubini taklif qildi. Irlandiyalik yozuvchi Jeyms Joys "Uliss" romanida xotira, til va anglashning murakkabligini o'rganib,

modernizmning eng muhim namoyandalaridan biri bo'ldi (theguardian.com). Amerikalik yozuvchi Tomas Pinchon esa postmodernistik yondashuv orqali real va fantastik dunyolar o'rtasidagi chegaralarni yo'q qilgan holda, murakkab syujet va ko'p qirrali matnlar yaratdi (Walker, 2025).

Xulosa qilib aytganda, adabiyot insoniyat tafakkurining tarixiy, madaniy va ruhiy evolyutsiyasini aks ettiruvchi murakkab san'at shaklidir. U har bir davrning estetik, falsafiy va ijtimoiy paradigmalari bilan bevosita bog'liq holda rivojlanib, jamiyatdagi o'zgarishlarni badiiy tafakkur orqali anglash imkonini yaratadi. XIX va XX asrlar adabiyoti bu jarayonning eng muhim bosqichlaridan biri bo'lib, unda romantizm, realizm, modernizm va postmodernizm singari badiiy yo'nalishlar orqali adabiyot shakl va mazmun jihatidan tubdan yangilandi. Romantizm va realizm adabiyoti inson ruhiy olami va ijtimoiy

haqiqatni badiiy ifoda qilishda yetuk namoyandalar orqali mustahkam poydevor yaratgan bo'lsa, modernizm va postmodernizm bu mezonlarni qayta ko'rib chiqib, san'atda erkin izlanish, shakliiy eksperiment va ideologik relativizmga asoslangan yangi adabiy konsepsiyalarni ilgari surdi. Ayniqsa, modernist va postmodernist matnlar inson mavjudotining ontologik va epistemologik noaniqliklarini, haqiqat va xotiraning nisbiyligini, shaxs va til o'rtasidagi murakkab munosabatlarni ifodalash orqali adabiy tafakkurni yangi bosqichga olib chiqdi.

Shu boisdan, XIX–XX asrlar adabiy jarayoni – bu nafaqat badiiy shakllarning almashinuvi, balki inson tafakkurining badiiy-estetik shaklda qayta tashkil etilishidir. Bu adabiy oqimlar orqali adabiyot jamiyat, shaxsiyat va tafakkur o'rtasidagi uzviy aloqalarni tahlil etuvchi kuchli ijtimoiy-madaniy fenomen sifatida o'z mavqeini mustahkamladi.

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Uilyam Shekspirning tarixiy xronikalarida tarixiy shaxs obrazi konsepsiyasi

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Annotatsiya *Ushbu maqolada Uilyam Shekspirning "tarixiy xronikalari"da tarixiy shaxslar obrazining shakllanishi masalasi tahlil qilinadi. Muallif tarixiy obrazlarni yaratishda ta'sir ko'rsatgan subyektiv va obyektiv omillarni ajratib ko'rsatadi. Shekspir dramatik asarlarida tarixiy faktlar va tarixiy shaxslarning xarakterlarini sahnaviy talablarga mos tarzda qayta talqin etgan. Xususan, Genrix VIII va Genrix VI kabi shaxslar obrazining tarixiy manbalar bilan solishtirilgan holda qanday o'zgartirilgani ochib beriladi. Tadqiqotda Renessans davri istoriografiyasi, siyosiy tsenzura, vatanparvarlik kayfiyatlari va dramaturgning shaxsiy pozitsiyasi kabi omillar tarixiy obrazlarning shakllanishiga qanday ta'sir ko'rsatgani ko'rsatib beriladi. Maqolada Shekspir dramatik uslubining tarixiylik prinsipiga asoslanganligi alohida ta'kidlanadi.*

Kalit so'zlar *Shekspir, tarixiy xronika, tarixiy obraz, Genrix VIII, Genrix VI, Yelizaveta davri, istoriografiya, dramaturgiya, siyosiy tsenzura, subyektiv omillar, obyektiv omillar*

Концепция образа исторической личности в исторических хрониках Уильяма Шекспира

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Аннотация *В данной статье рассматривается формирование образов исторических личностей в «исторических хрониках» Уильяма Шекспира. Автор выделяет субъективные и объективные факторы, повлиявшие на создание этих образов. В своих драматических произведениях Шекспир интерпретирует исторические факты и характеры персонажей в соответствии с требованиями сценического искусства. В частности, анализируется трансформация образов Генриха VIII и Генриха VI в сопоставлении с историческими источниками. В исследовании показано, как ренессансная историография, политическая цензура, патриотические настроения и личная позиция драматурга повлияли на формирование исторических персонажей. Отдельно подчеркивается, что драматургический стиль Шекспира основан на принципе историчности.*

Ключевые слова *Шекспир, историческая хроника, исторический персонаж, Генрих VIII, Генрих VI, елизаветинская эпоха, историография, драматургия, политическая цензура, субъективные факторы, объективные факторы*

The Concept of the Image of a Historical Figure in William Shakespeare's Historical Chronicles

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Annotation

This article analyzes the formation of historical figures in William Shakespeare's "historical chronicles." The author identifies the subjective and objective factors that influenced the creation of these characters. In his dramatic works, Shakespeare interprets historical facts and personalities according to the demands of theatrical art. In particular, the article explores how the characters of Henry VIII and Henry VI are reshaped in comparison with historical sources. The research highlights how Renaissance historiography, political censorship, patriotic sentiments, and the playwright's personal stance affected the formation of historical portrayals. The article emphasizes that Shakespeare's dramatic style is deeply rooted in the principle of historicity.

Keywords

Shakespeare, historical chronicle, historical character, Henry VIII, Henry VI, Elizabethan era, historiography, dramaturgy, political censorship, subjective factors, objective factors

Badiiy adabiyotda tarix va shaxs obrazining ifodalanishi muhim estetik va ideologik ahamiyatga ega. Ayniqsa, tarixiy drama janrida tarixiy shaxs obrazining konseptual talqini muallifning estetik qarashlari, davr mafkurasi va siyosiy kontekstlari bilan chambarchas bog'liq bo'ladi. Uilyam Shekspirning tarixiy xronikalari ingliz adabiy merosining muhim qismidir va ularda tarixiy shaxslar obrazi chuqur psixologik tahlil, dramatik ziddiyat va ijtimoiy-falsafiy qatlamlar asosida yaratilgan.

Shekspir o'z xronikalarida tarixiy voqealarga sodiqlik bilan yondashgan bo'lsa-da, u dramatik ta'sirchanlikni oshirish va ma'naviy-estetik g'oyalarni ilgari surish maqsadida tarixiy shaxslar obrazini san'atkorona qayta talqin qilgan. Masalan, "Richard III"da zolim hukmdor, "Henrix V"da esa vatanparvar va kuchli lider obrazining yaratilishi orqali muallif nafaqat tarixga badiiy yondashuvni namoyon etgan, balki o'z

zamonasining siyosiy-ijtimoiy muammolariga ham ishora qilgan.

Tarixiy mavzu badiiy adabiyotga yangi kirib kelgan fenomen emas. Tarixiy voqealarga bag'ishlangan badiiy asarlarning ildizlarini Antik adabiyotlar davridayoq kuzatish mumkin. Masalan, bu davrda Iskandar Zulqarnaynning jasoratlar haqida romanlar yaratilgan bo'lib, ular keyinchalik O'rta asrlar davrida bir necha bor qayta ishlangan. Ingliz adabiyotida esa tarixiy voqealar asosida yaratilgan badiiy asarlarning eng yorqin ilk namunalaridan biri bu – Uilyam Shekspirning "tarixiy xronikalari" hisoblanadi. Shekspirning "tarixiy xronikalari" Angliyaning siyosiy tarixidagi voqealarni tasvirlaydi. Ular qirol Jon (XII asr) hukmronlik davridan boshlanib ("Qirol Jon" dramasi), Shekspir uchun zamondosh bo'lgan qirol Genrix VIII (XVI asr) davrigacha bo'lgan tarixiy davrni qamrab oladi (1599-yilda yozilgan "Genrix VIII" pesasi Shekspirning so'nggi "tarixiy xronikasi"dir). Mazkur asarlarda asosiy

qahramonlar sifatida ingliz qirollari hamda ularni qurshab turgan muhim tarixiy shaxslar tasvirlangan.

Zamonaviy tadqiqotchilar Shekspirning xronikalarida tasvirlangan voqealarning ildizlarini o'sha davr tarixnavislari Holinshed va Hollning asarlaridan topishadi.

Adabiyotshunos Leonid Pinskiy Shekspir xronikalaridagi "asosiy syujet yo'nalishi" quyidagicha belgilaydi: "Shekspir va uning zamondoshlari uchun xronikalarning o'ziga xosligi – avvalo, ularning mavzusida, ya'ni davlat va tarixiy mazmundagi syujetidadir. Bu – millatning siyosiy hayoti, milliy davlat rivojlanishidagi muhim tarixiy daqiqalar, voqealar va qahramonlar – davlat arboblari orqali ifodalanadigan dramatik voqealar bo'lib, komediyalarda shaxsiy tuyg'ular to'qnashuvi orqali tabiat hayoti, tragediyalarda esa shaxs va jamiyat o'rtasidagi ziddiyatlar orqali ijtimoiy hayot tasvirlansa, xronikalarda siyosiy qarama-qarshiliklar orqali millat hayoti butunligicha aks ettiriladi" (Пинский, 1971).

Garchi "tarixiy xronikalar"da ingliz monarxlarining shaxsiy hayotiga ham e'tibor qaratilgan bo'lsa-da, baribir ular qilgan har qanday harakat oxir-oqibatda Angliya siyosiy tarixiga qaysidir bir yo'l bilan ta'sir qiladi. Uilyam Shekspir "tarixiy xronikalar"ni yozar ekan, asar oldiga qo'ygan asosiy maqsad – Angliya tarixidan muayyan bir epizodni haqqoniy tarzda qayta yaratish va bu tarixiy jarayonga alohida shaxslar (xususan, asarning nomi bilan atalgan ingliz qirollari) qanday ta'sir ko'rsatganini yoritish bo'lgan. Aynan shu sababli Shekspir xronikalarining syujetida komediyalar va tragediyalarga nisbatan g'ayritabiiy hodisalar ancha kam uchraydi. Bu holat esa ushbu asarlardagi obrazlarni tarixiy ishonchlilik nuqtayi nazaridan tahlil qilishni maqsadga muvofiq qiladi.

Agar Shekspir "tarixiy xronikalari"da, umuman olganda, tarixiy ishonchlilik masalasini va, xususan, ingliz qirollari obrazining tarixga muvofiqligini ko'rib chiqsak, bu jarayonga ta'sir qiluvchi bir qator omillarni ajratish mumkin. Ushbu omillarni ikki toifaga bo'lish mumkin:

birinchisi – muallifning shaxsiy yondashuvi bilan bog'liq subyektiv omillar, ikkinchisi esa – u yashagan davrning tarixiy xususiyatlari bilan bog'liq obyektiv omillar.

Uilyam Shekspir xronikalarida tarixiy shaxs obrazining shakllanishiga ta'sir ko'rsatgan ob'yektiv omillar haqida gapirganda, avvalo Shekspir yashagan davr – Yelizaveta davridagi Angliya ijtimoiy-siyosiy vaziyatiga e'tibor qaratish lozim. Aynan shu davrda Angliyada tarixiy drama janri yoki ingliz tilida aytilgandek, "*history*" janri shakllandi va keng tarqaldi.

Ushbu janrning ommalashuvi mamlakatda kuchayib borayotgan vatanparvarlik kayfiyatlari bilan bevosita bog'liq edi. Bu kayfiyatlar esa, o'z navbatida, Angliyaning siyosiy nufuzining oshishi bilan bog'liq bo'lib, bu jarayonda 1588-yilda Ispaniyaning "Yengilmas Armada"si ustidan qozonilgan g'alaba muhim rol o'ynagan edi. Shundan kelib chiqib, asarlar omma tomonidan iliq kutib olinishi uchun, ayniqsa, xorijiy urushlar yoki tashqi qarama-qarshiliklar tasvirlanganda, tarixiy xronikalar mualliflari Angliya tomonida qatnashgan tarixiy shaxslarni asosan ijobiy obrazda tasvirlashga intilganlar. Aksincha, Angliyaga qarshi bo'lgan raqiblar esa sahnada salbiy qahramonlar sifatida gavdalangan.

Masalan, "Genrix VI"ning birinchi qismida fransuz xalqining milliy qahramoni bo'lgan Janna d'Ark jodugar sifatida tasvirlanadi. U o'z vataniga yordam berish uchun qora kuchlarni chaqiradi, biroq unga adolatli jazo tahdid solgan paytda, o'z jonini saqlab qolish uchun o'zining oliynasab kelib chiqishini isbotlash maqsadida oilasidan voz kechadi.

"Tarixiy xronikalar"da tarixiy shaxslar obrazining shakllanishiga ta'sir qilgan yana bir muhim obyektiv omil – bu Yelizaveta davridagi Angliya ijtimoiy-siyosiy vaziyati bilan bog'liq syenzura mavjudligi edi. Hukmron qirolicha Yelizaveta I ning otasi va bobosi bo'lgan Tyudorlar sulolasi vakillari – qirollarni salbiy tarzda tasvirlash nafaqat xavfli, balki bunday obrazlar tomoshabinlar tomonidan ham ijobiy

kutib olinmasligi aniq edi. Axir aynan Yelizaveta I boshchiligida Angliya "Yengilmas Armada"ni yengib, kuchli imperiyaga aylangan edi. Shu bois, Genrix VIII Ann Boleynga va Tomas Morning qatl etilishiga sabab bo'lganligi uchun yomon obro'ga ega bo'lsa-da, Shyekspirning "Genrix VIII" nomli pyesasida saxiylik ko'rsatishga qodir, o'z fuqarolari uchun soliqni kamaytiruvchi hukmdor sifatida tasvirlangan.

Shunga qaramay, adabiyotshunos Valentina Komarova fikriga ko'ra, Uilyam Shekspir "Genrix VIII" nomli pesasida tasvirlagan Genrix VIII zamonaviy umuminsoniy qarashlar nuqtai nazaridan kamchilik deb hisoblanishi mumkin bo'lgan sifatlardan xoli emas. U Uilyam Shekspir ijodiga bag'ishlangan ishida, pesaning bosh qahramoni sifatida Genrix VIII ga baho berar ekan, "Genrix o'z injiqliklarini mohirlik bilan oqlay oladi va eng g'ayriqonuniy harakatlarga ham go'yoki qonuniylik va davlat manfaatlariga g'amxo'rlik tusini bera oladi. Bu – aqlli, ayyor, balandparvoz so'zlar bilan niqoblangan zolimlikdir. Yaltoqilik va itoatkorlik despotni mehribon va adolatli hukmdor sifatida ko'rsatadigan nufuz yaratadi. Genrix xalq azob-uqubatlariga o'z vaqtida hamdardlik ko'rsatishni, soliqni kamaytirishni, tantanali tomoshalar bilan xalqni ko'nglini ko'tarmoqni va parlamentni qirol har narsadan avval davlat manfaatlarini ustun qo'yishiga ishonitirishni yaxshi biladi", – deb yozadi (Komarova, 2001).

Shuningdek, Shekspirning Genrix VIII ga bo'lgan munosabati unchalik ham biryoqlama emasligidan yana bir holat dalolat beradi. Bu holat Komarovaning yuqorida keltirilgan ishida alohida ta'kidlangan. Xususan, Genrix VIII farmoni bilan qatl etilgan qahramonlar pyesada hech qanday sezilarli salbiy sifatlarga ega emas kishilar sifatida tasvirlanadi. Adabiyotshunosning fikriga ko'ra, bu obrazlar ataylab pyesaga kiritilganki, aynan shu yerda tarixiy obrazlar muallifning o'ziga, ya'ni subektiv omillariga bog'liq tarzda shakllana boshlaydi (Komarova, 2001).

Uyg'onish davri Angliyasidagi "tarixiy xronikalar" hamda umuman tarixiy voqealarni tasvirolovchi badiiy adabiyotda tarixiy shaxs obrazining shakllanishiga ta'sir qiluvchi yana bir muhim obyektiv omil – bu muayyan asar yaratilgan davrdagi tarix fanining rivojlanish darajasidir. Shuni alohida ta'kidlash kerakki, "tarixiy xronikalar" faqat Angliyada kuchaygan vatanparvarlik kayfiyatlari tufayli emas, balki aynan ingliz istoriografiyasining rivojlanishi natijasida ham yuzaga kelgan. Shekspir ijodi bo'yicha tadqiqot olib borgan olim Irving Ribnerning (2004) fikriga ko'ra, aynan Angliyada istoriografiyaning yangi bir turi shakllangan. Bu yangi yo'nalish vakillari – masalan, Tomas Mor va Rafael Holinshed – tarixda yuz bergan voqealarni shunchaki bayon qilish bilangina cheklanmasdan, balki o'sha davrning mashhur shaxslarini harakterlash, sodir bo'lgan voqealarni ularning shaxsiy xususiyatlari orqali izohlashga harakat qilganlar. Shekspirshunos Yuriy Shvedovning (1977) ta'riflashicha, Holinshed xronikalari "voqealarni subektiv va ixtiyoriy talqin qilishga qarshi o'ziga xos qarshi vosita" bo'lgan. Shunday qilib, Uilyam Shekspir ijodida tarixiy jarayonlarga yondashishda asos bo'lib xizmat qilgan "tarixiylik prinsipi" aynan Renessans istoriografiyasining xususiyatlariga tayangan. Bu prinsipga ko'ra, tarix – bu shaxslar va ular tushib qolgan tarixiy sharoitlar o'rtasidagi o'zaro ta'sir mahsulidir. Biroq shuni ham unutmaslik lozimki, Yelizaveta davridagi Angliyada kitob chop etish jarayoni davlat tomonidan qat'iy nazorat qilinar edi. Shu sababli, Shekspir, shuningdek, u tayanayotgan tarixiy asarlar mualliflari uchun ham ma'lum bir davrga oid barcha hujjatlar, tarixiy manbalar to'liq mavjud bo'lmagan bo'lishi mumkin. Bundan tashqari, tarixiy asarlar mualliflari ba'zida muhim tarixiy faktlarni e'tiborsiz qoldirgan yoki o'z fikrlarini boshqa manbalarga tayanmasdan, haqiqat sifatida bayon etgan bo'lishlari ehtimoldan holi emas. Bu holat ayniqsa Tomas Morning "Richard III tarixi" asarida va unga asoslangan Shekspirning

“Richard III” tarixiy xronikasida yaqqol namoyon bo’ladi.

Yuqorida keltirilgan qirol Genrix VIII obraziga oid misol, Uilyam Shekspirning “tarixiy xronika”sining asosiy qahramoni sifatida, muallifning tasvirlanayotgan shaxsga nisbatan subektiv munosabatini ochiq-oydin namoyon etadi. Ya’ni, muallif ayrim tarixiy faktlarni yoki shaxsning xarakteriga oid jihatlarini asarda ataylab keltirmasligi, ularni chetlab o’tishi mumkin. Bu esa, o’z navbatida, obrazning yanada esda qolarli bo’lishiga xizmat qiladi. Bunday holat, ya’ni obrazning tarixiy prototipdan farqlanishi, adabiyotning o’ziga xos turi – drama janrining ob’yektiv cheklovlari bilan ham bog’liqdir. Dramaturg, istasa ham, sahna talablari, vaqt va voqea zichligi sababli, tasvirlanayotgan tarixiy shaxsning biografiyasidagi barcha jihatlarini to’liq qamrab ololmaydi. Natijada, esda qoladigan bo’lsa-da, bu obraz tarixiy hujjatlar va xronikalarda aks etgan asl tarixiy shaxs siymosidan farq qilishi mumkin. Afsuski, Uilyam Shekspir o’z “xronika”lariga biror sharh qoldirmagan. Shuning uchun biz dramaturgning muayyan tarixiy shaxslarga nisbatan shaxsiy munosabatini u foydalanayotgan tarixiy manbalardagi qaysi faktlar asarda tushirib qoldirilgani yoki o’zgartirilganiga qarab taxmin qila olamiz. Bu faktlar mavjudligi yoki yo’qligi, o’z navbatida, tarixiy shaxs obrazining sahnadagi talqini bilan real tarixiy prototip o’rtasida qanday tafovutlar borligini aniqlashga yordam beradi. Masalan, Tomas Mor o’zining “Richard III tarixi” asarida qirol Genrix VI haqida ijobiy fikr bildiradi. U shohni quyidagicha tavsiflaydi: “U yaxshi inson edi, qirollarga xos salobatga ega, yuragi jasur, maslahatda dono, falokatda ruhini yo’qotmasdi, omadli damlarda esa g’ururlanmasdan xursand bo’lardi, tinchlik davrida – adolatli va rahmdil, urush chog’ida – qattiqqo’l va shafqasiz, jang maydonida – jasur va qo’rqmas, xavf oldida – dadil, biroq bu dadillik aql chegarasidan oshmas edi” (Mor, 1973). Ammo Shekspirning asarida biz bu

qirolni dindor, ammo butunlay irodasiz, zaif, passiv shaxs sifatida ko’ramiz. Asardan anglashilishicha, dramaturg aynan shu zaiflikni Angliyaning Yuz yillik urushdagi mag’lubiyati va yangi boshlangan ichki urushlarning asosiy sababi deb biladi. Demak, muallif o’z qarashlariga qarab, tarixiy manbalarda bir shaxs haqida berilgan turli xil tavsiflardan aynan o’zi uchun muhim bo’lgan, obrazga muvofiq jihatlarini tanlab olgan.

Tarixiy voqealarga bag’ishlangan adabiy asarda, jumladan, Shekspirning “tarixiy xronikalari”da tarixiy shaxs obrazining shakllanishiga ta’sir ko’rsatadigan omillardan yana biri bu muallifning o’ziga, ya’ni subyektiv pozitsiyasiga bog’liq omildir. Tarixiy obrazlar orqali muallif nafaqat o’tgan voqealarga, balki o’z zamonasidagi haqiqatga ham munosabatini, shuningdek, bu voqealarning yuzaga kelishiga sabab bo’lgan shaxslar haqidagi qarashlarini ifodalashi mumkin.

Uilyam Shekspirning tarixiy xronikalari ingliz dramaturgiyasi va tarixiy adabiyotining rivojida muhim bosqich sanaladi. Asosan tarixiy dramalarda u tarixiy shaxslarni faqatgina voqelikni ifodalovchi obraz sifatida emas, balki ijtimoiy-psixologik, siyosiy va axloqiy mohiyatga ega murakkab individual shaxs sifatida yoritadi. Bu esa Shekspir asarlarining dramatik strukturasida psixologik realizm, politologik kontekst, ideologik tashxis va metaforik ifoda vositalari orqali amalga oshiriladi.

Shekspir tarixiy shaxs obrazlarini yaratishda rasmiy tarixiy faktlar bilan bir qatorda badiiy talqin, xarakter yaratishdagi dramatik kuchlanish, shaxsiy ichki kurashlar va axloqiy tanlovlarga urg’u beradi. Bu yondashuv o’z davri uchun innovatsion bo’lib, zamonaviy tarixiy dramaturgiyada individualizatsiyalashgan tarixiy konstruksiya, dramaturgik biografizm va tarixiy narrotivning subyektivlashtirilishi kabi nazariy yondashuvlarga asos solgan.

Shuningdek, Shekspirning tarixiy dramaturligida tarixiy shaxs obrazi xalq va davlat o'rtasidagi o'zaro munosabatlar, siyosiy legitimlik, adolat va vijdon kabi konseptual

to'qnashuvlar bilan uzviy bog'liq holda shakllanadi. Bu esa uning tarixiy xronikalarini nafaqat badiiy, balki ijtimoiy-falsafiy qiymatga ega manba sifatida o'rganish imkonini beradi.

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**Символика цвета в романе
Робера Мерля «Мальвиль»:
биосемиотический аспект****Рахимова Гулфия Рустамовна**Gulfi185@mail.ru

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Аннотация Статья посвящена анализу символики цвета в постапокалиптическом романе Робера Мерля «Мальвиль» в контексте биосемиотики. Автор рассматривает цветовые обозначения как важные семиотические элементы, взаимодействующие с биосферой произведения и внутренним миром персонажей. В условиях разрушенной цивилизации цветовые символы в «Мальвиле» обретают новую значимость, формируя эстетический и эмоциональный фон повествования. Особое внимание уделяется интерпретации таких цветов, как чёрный, зелёный, красный и серый, через призму экологического сознания, страха, надежды и утраты. Биосемиотический подход позволяет выявить взаимосвязь между природными элементами, цветовой палитрой и культурным кодом текста. В результате анализа становится очевидным, что цвет в романе функционирует не только как художественное средство, но и как маркер взаимодействия человека с окружающей средой, выступая в роли медиатора между текстом и природой.

Ключевые слова Робер Мерль, Мальвиль, символика цвета, биосемиотика, цветообозначения, постапокалипсис, семиотика, экокритика, художественный текст, интерпретация

**Robert Merlening "Malvil"
romanidagi rang rimolizmasi:
biosemiotik aspekt**

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Annotatsiya Maqola biosemiotika kontekstida Robert Merlening "Malvil" post-apokaliptik romanidagi rang ramziyligini tahlil qilishga bag'ishlangan. Muallif rang belgilarini asar biosferasi va qahramonlarning ichki dunyosi bilan o'zaro ta'sir qiluvchi muhim semiotik elementlar deb hisoblaydi. Vayron bo'lgan tsivilizatsiya kontekstida "Malvil" dagi rang belgilari yangi ma'noga ega bo'lib, hikoyaning estetik va hissiy fonini shakllantiradi. Atrof-muhitni anglash, qo'rquv, umid va yo'qotish prizmasidan qora, yashil, qizil va kulrang kabi ranglarni talqin qilishga alohida e'tibor beriladi. Biosemiotik yondashuv bizga tabiiy elementlar, ranglar palitrasi va matnning madaniy kodi o'rtasidagi munosabatni aniqlashga imkon beradi. Tahlil natijasida ma'lum bo'ladiki, romandagi rang nafaqat badiiy vosita, balki insonning atrof-muhit bilan o'zaro munosabatining belgisi, matn va tabiat o'rtasida vositachi vazifasini ham bajaradi.

Kalit so'zlar Robert Merle, Maleville, rang simvolizmi, biosemiotika, rang belgilari, post-apokalipsis, semiotika, ekotritizm, badiiy matn, talqin

Color symbolism in Robert Merle's novel "Malville": a biosemiotic aspect

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Annotation *The article is devoted to the analysis of color symbolism in Robert Merle's post-apocalyptic novel "Malville" in the context of biosemiotics. The author considers color designations as important semiotic elements interacting with the biosphere of the work and the inner world of the characters. In the context of a destroyed civilization, color symbols in "Malville" acquire new significance, forming the aesthetic and emotional background of the narrative. Particular attention is paid to the interpretation of colors such as black, green, red and gray, through the prism of environmental awareness, fear, hope and loss. The biosemiotic approach allows us to identify the relationship between natural elements, the color palette and the cultural code of the text. As a result of the analysis, it becomes obvious that color in the novel functions not only as an artistic means, but also as a marker of human interaction with the environment, acting as a mediator between the text and nature.*

Keywords *Robert Merle, Maleville, color symbolism, biosemiotics, color designations, post-apocalypse, semiotics, ecocriticism, artistic text, interpretation*

Введение

Роман Робера Мерля «Мальвиль», написанный в 1972 году, представляет собой не только яркий образец постапокалиптической литературы, но и богатый источник для междисциплинарного анализа. В центре повествования – история выживших после ядерной катастрофы, укрывшихся в подземельях замка Мальвиль. Однако за внешним сюжетом скрывается глубокая философская и символическая подоснова, связанная с осмыслением человеческого существования, природы и культуры. Одним из важнейших выразительных средств в романе становится *цвет*, с помощью которого автор формирует настроение, характеризует персонажей, создаёт пространственно-временные ориентиры и символизирует трансформацию мира (Мерль, 1986).

Использование биосемиотического подхода позволяет рассматривать цветовые обозначения не только как эстетическую

составляющую, но и как посредника между биологической и культурной сферами. Цвет в «Мальвиле» – это не просто краска, но знак, встроенный в экосистему текста (Лотман, 2000).

Биосемиотика – это междисциплинарное направление, изучающее процессы знакообразования и знакового обмена в живых системах. В контексте литературоведения она позволяет исследовать, как природные элементы и символы (в том числе цвета) взаимодействуют с художественным пространством и человеческим восприятием.

Основой анализа послужили труды Ю. Лотмана о семиотике культуры, Ч. Морриса о структуре знака, а также современная биосемиотическая школа (Т. Себеок, К. Калеви). Кроме того, использован метод семантического анализа цветообозначений, предложенный в работах В.Г. Гака и Ю.С. Степанова.

После катастрофы человек оказывается в мире, где природная палитра меняется: солнечный свет – угасший, трава – выжжена, небо – затянуто пеплом (Себеок, 2001). Цвет становится знаком биологического и одновременно культурного разрушения. Например:

- **Серый цвет** символизирует мёртвую природу, радиацию, утрату живого.
- **Зелёный** – маркер надежды, восстановления биосферы, встречается редко и потому особенно значим.
- **Красный** появляется в контексте насилия, ран и угрозы, отсылая к архаическим значениям крови и агрессии.

В условиях постапокалипсиса даже элементарные цвета приобретают метафизическую глубину: чернота – знак пустоты и страха, белизна – не очищения, а болезненного света ядерного взрыва.

- **Чёрный цвет** символизирует не только мрак, но и замкнутость, тайну. Он часто описывает подземелья, в которых укрываются герои. Чёрное – это пространство выживания, но и отчуждения от мира.
- **Зелёный цвет** появляется в моменты, связанные с ростом новой жизни (пробивающийся росток, трава). Это символ надежды, возвращения к доапокалиптическому естеству.
- **Красный** ассоциируется с опасностью, яростью и болью. В сценах конфликтов Мерль активно использует этот цвет как акцент.
- **Серый** фон пронизывает роман – это символ выжженного мира, безжизненного и опасного. Он сопровождает описания разрушенной природы и психологического состояния героев.

Цвет в «Мальвиле» выполняет несколько функций:

1. *Эмоциональная* – усиливает ощущение тревоги, страха, но также надежды и света.
2. *Культурно-кодовая* – отсылает к архетипическим образам (зелёный = жизнь, красный = смерть/опасность).
3. *Организирующая* – помогает структурировать текст, выделять ключевые сцены и переходы.
4. *Экологическая* – отражает изменения в природе, разрушения и попытки восстановления.

Цветовой код романа можно трактовать как форму экологического высказывания: природа говорит через цвет, реагируя на действия человека.

В постапокалиптическом мире «Мальвиля» природа предстает не как фон, а как активный субъект повествования, наделённый собственной «речью» – в том числе цветовой. Биосемиотика предлагает рассматривать это как форму коммуникации между человеком и окружающей средой. Так, исчезновение цвета – обесцвечивание мира – становится метафорой потери гармонии между цивилизацией и природой. Цветовой дефицит символизирует экологическую катастрофу, спровоцированную техногенной агрессией.

Однако по мере развития сюжета природа начинает «отвечать» – появляются ростки зелени, проблески синего неба. Эти элементы несут в себе надежду на восстановление не только экосистемы, но и духовной связи человека с миром природы. В этом смысле цветовой сигнал от природы является биосемиотическим посланием: «жизнь возможна».

Особое значение в романе имеет *цветовая хромотопика* – то есть связь цвета с пространственно-временными категориями. В доапокалиптическом прошлом, упоминаемом героями, преобладают яркие, теплые краски (золотой свет, синие небеса, пёстрая одежда), тогда как в настоящем времени повествования

доминируют холодные и тусклые оттенки (серый, чёрный, грязно-бежевый).

Таким образом, цвет становится маркером исторической памяти и ностальгии, а также индикатором временного сдвига. Пространственно, подземелье – это тьма, глухота и чернота, а открытое пространство за пределами Мальвиля – хоть и опасное, но наполненное постепенным возвращением цвета. Это противопоставление чёрного и зелёного, замкнутого и открытого, настоящего и возможного будущего усиливает философскую глубину романа.

Цветовая символика в «Мальвиле» допускает двоякую трактовку – в зависимости от позиции интерпретатора: *антропоцентрической* (человек как центр мироздания) и *экоцентрической* (природа как равноправный субъект бытия).

С этой точки зрения, цвета в романе отражают внутреннее состояние человека, его страхи, надежды, воспоминания. Например:

- **Чёрный** цвет описывает не только постапокалиптическую тьму, но и экзистенциальную тревогу человека, его «слепоту» перед катастрофой.
- **Зелёный**, редкий в романе, воспринимается как желаемый образ мира, символизирующий восстановление человеческой жизни и комфорта.

Таким образом, цвет выполняет функцию зеркала, в котором отражаются субъективные эмоции и ментальные реакции героев на окружающую действительность. Человек, лишённый привычной палитры мира, ощущает утрату не только эстетики, но и смысла.

В экоцентрическом подходе цвет рассматривается как проявление собственной «языковой системы» природы. Природа «говорит» цветами, фиксируя состояние своей среды:

- Потеря зелёного – сигнал экологического коллапса.
- Серость и пепельность – как последствия загрязнения, радиоактивности, нарушения природных ритмов.
- Проблески цвета – как «ответ» природы на осторожное возвращение человека к гармоничному сосуществованию.

Здесь человек выступает не как господин мира, а как гость, а цвет – не как средство выражения эмоций, а как механизм обратной связи биосферы.

Антропоцентрическая трактовка цвета подчёркивает *психологическую* функцию палитры, тогда как *экоцентрическая* – *экологическую*. Робер Мерль мастерски балансирует между этими двумя полюсами, создавая текст, где цвет одновременно является отражением душевных бурь и сигналом от раненой природы. Это двойное прочтение усиливает глубину романа и позволяет включить его в современный дискурс *экокритики и биосемиотики*.

Цветовая палитра романа «Мальвиль» Робера Мерля – это сложная система знаков, отражающая как физическую реальность разрушенного мира, так и внутренние переживания героев. Применение биосемиотического подхода позволяет увидеть, как цвет функционирует на стыке биологического и символического, природного и культурного.

Заключение

Анализ показывает, что цвет в «Мальвиле» – это не просто элемент описания, а носитель смысла, медиатор между человеком и природой, свидетель экзистенциального кризиса и надежды. Цветовая символика подчинена логике апокалиптического и постапокалиптического мышления, где каждое оттеночное слово несёт вес судьбы и жизни.

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PEDAGOGY



The Lingua Spectrum

Cogito, ergo sum

PEDAGOGIKA

145

ПЕДАГОГИКА

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Possibilities and opportunities for overcoming psychological obstacles in teaching English in general education schools

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Annotation *The teaching of English in general education schools often faces significant psychological obstacles that hinder both students' motivation and teachers' effectiveness. These challenges include language anxiety, fear of making mistakes, lack of confidence, and low self-esteem among learners. This paper explores various strategies to overcome these psychological barriers, focusing on student-centered teaching methods, the creation of a supportive classroom environment, and the integration of psychological support techniques such as positive reinforcement and stress-reduction exercises. Additionally, the article analyzes the role of teacher attitudes and emotional intelligence in fostering a psychologically safe learning atmosphere. Drawing on recent research and practical classroom observations, this study emphasizes the need for a holistic approach that addresses not only linguistic skills but also emotional and psychological well-being. The findings suggest that overcoming psychological challenges is a key to improving language acquisition and fostering a more inclusive, confident, and motivated classroom community.*

Keywords *Psychological obstacles, language anxiety, emotional intelligence, motivation, student confidence, English teaching, general education, stress reduction, supportive environment, classroom strategies*

Возможности и пути преодоления психологических препятствий в преподавании английского языка в общеобразовательных школах

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Аннотация *Преподавание английского языка в общеобразовательных школах часто сталкивается со значительными психологическими препятствиями, которые мешают как мотивации учащихся, так и эффективности работы учителей. К этим проблемам относятся языковая тревожность, страх совершить ошибку, неуверенность в себе и низкая самооценка учащихся. В этой статье рассматриваются различные стратегии преодоления этих психологических барьеров, уделяя особое внимание методам обучения, ориентированным на учащихся, созданию благоприятной среды в классе и интеграции методов психологической поддержки, таких как позитивное подкрепление и упражнения по снижению стресса. Кроме того, в статье анализируется роль отношения учителя и эмоционального интеллекта в создании психологически безопасной атмосферы обучения. Опираясь на недавние исследования и практические наблюдения за классом, в этом*

исследовании подчеркивается необходимость целостного подхода, который учитывает не только языковые навыки, но и эмоциональное и психологическое благополучие. Результаты показывают, что преодоление психологических проблем является ключом к улучшению усвоения языка и созданию более инклюзивного, уверенного и мотивированного сообщества в классе.

Ключевые слова

Психологические препятствия, языковая тревожность, эмоциональный интеллект, мотивация, уверенность учащихся, преподавание английского языка, общее образование, снижение стресса, благоприятная среда, стратегии в классе

Umumiy ta'lim maktablarida ingliz tili o'qitishdagi psixologik to'siqlarni yengib olish imkoniyatlari va o'tish yo'llari

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Annotatsiya

Umumta'lim maktablarida ingliz tilini o'rgatish ko'pincha o'quvchilarning motivatsiyasiga va o'qituvchilarning samaradorligiga to'sqinlik qiluvchi jiddiy psixologik to'siqlarga duch keladi. Bu qiyinchiliklar til tashvishi, xato qilishdan qo'rqish, o'quvchilarning o'ziga ishonchsizlik va o'zini past bahosini o'z ichiga oladi. Ushbu maqola ushbu psixologik to'siqlarni bartaraf etishning turli strategiyalarini o'rganadi, talabalarga yo'naltirilgan o'qitish usullariga, qo'llab-quvvatlovchi sinf muhitini yaratishga va ijobiy mustahkamlash va stressni kamaytirish mashqlari kabi psixologik yordam usullarini integratsiyalashga qaratilgan. Bundan tashqari, maqolada psixologik xavfsiz o'quv muhitini shakllantirishda o'qituvchining munosabati va hissiy intellektning roli tahlil qilinadi. Yaqinda o'tkazilgan tadqiqotlar va amaliy sinf kuzatuvlariga tayangan holda, ushbu tadqiqot nafaqat lingvistik qobiliyatlarni, balki hissiy va psixologik farovonlikni ham ko'rib chiqadigan yaxlit yondashuv zarurligini ta'kidlaydi. Topilmalar shuni ko'rsatadiki, psixologik qiyinchiliklarni yengish tilni o'zlashtirishni yaxshilash va yanada inklyuziv, ishonchli va motivatsiyali sinf hamjamiyatini rivojlantirish uchun kalit hisoblanadi.

Kalit so'zlar

Psixologik to'siqlar, til tashvishi, hissiy intellekt, motivatsiya, o'quvchilarning ishonchi, ingliz tilini o'rgatish, umumiy ta'lim, stressni kamaytirish, qo'llab-quvvatlovchi muhit, sinf strategiyalari

Introduction

In today's globalized world, English language proficiency is a vital skill. However, teaching English in general education schools presents unique challenges beyond pedagogy

and curriculum. One of the most pressing issues is the psychological barrier that many students encounter during the learning process. These barriers – such as anxiety, fear of speaking, low motivation, and lack of self-

confidence – can significantly impair students' ability to engage with the material, participate in classroom activities, and achieve linguistic competence.

Teachers in general education schools often report difficulties in motivating learners who feel overwhelmed or fearful of making mistakes. Additionally, traditional methods of instruction may not address the emotional needs of students (Goleman, 1995). This paper seeks to identify the most common psychological challenges in English language classrooms and examine evidence-based strategies for overcoming them. By creating a psychologically safe and encouraging environment, educators can support more effective and enjoyable language learning.

Numerous studies have investigated the psychological dimensions of second language acquisition. Horwitz et al. introduced the concept of Foreign Language Anxiety (FLA), describing it as a specific set of beliefs and self-perceptions related to language learning. Since then, research has consistently shown that anxiety negatively correlates with language performance.

Krashen's Affective Filter Hypothesis highlights how emotional variables such as anxiety, self-confidence, and motivation affect language acquisition. Learners with a high affective filter struggle to internalize new information, regardless of their cognitive capabilities.

MacIntyre and Gardner emphasized that language anxiety can affect all stages of language production: input, processing, and output. They argue that reducing anxiety is essential for promoting student participation and success.

Recent approaches focus on emotional intelligence and teacher-student rapport. Goleman suggested that teachers who are emotionally attuned to their students can foster an inclusive and empathetic classroom culture. Contemporary classroom research supports the use of cooperative learning,

mindfulness activities, and differentiated instruction to reduce psychological stressors.

This study employed a mixed-method approach, combining qualitative interviews with English teachers and quantitative surveys of high school students across several general education schools. A total of 120 students and 15 teachers participated.

Teachers were interviewed about the psychological challenges they observe in their students and the strategies they employ to manage them. Students completed anonymous questionnaires assessing their attitudes toward English learning, levels of anxiety, self-confidence, and classroom experiences.

The data were analyzed using thematic coding for qualitative responses and descriptive statistics for quantitative data. Particular attention was paid to identifying recurring obstacles and effective interventions reported by participants.

The findings revealed that 78% of students reported moderate to high levels of language-related anxiety. The most common sources of stress were fear of making mistakes (62%), speaking in front of the class (59%), and perceived teacher criticism (41%).

Teachers identified several key practices for reducing psychological obstacles:

- Encouraging peer collaboration;
- Using games and role-plays;
- Providing consistent positive feedback;
- Avoiding overcorrection of mistakes in early stages.

Interview responses showed that students felt more motivated and confident when the classroom atmosphere was supportive and non-judgmental. Furthermore, the use of breathing exercises and brief mindfulness practices before oral presentations led to noticeable improvements in performance and willingness to speak.

Teachers with higher emotional intelligence scores (based on self-assessment scales) reported fewer behavioral issues and more positive student engagement.

The research confirms that psychological factors play a critical role in English language education. Fear, anxiety, and lack of motivation can significantly hinder a student's ability to learn. However, the classroom can be transformed into a psychologically safe space by implementing targeted strategies (Horwitz, Horwitz & Cope, 1986).

The analysis of student responses demonstrated a direct relationship between classroom environment and learners' emotional states. In classes where teachers implemented personalized encouragement, 70% of students reported higher engagement and reduced fear of making mistakes. Furthermore, the implementation of collaborative tasks – such as group dialogues, peer reviews, and role-playing – helped students externalize their fear and build self-assurance.

One notable observation was that students in lower grades (ages 11–13) exhibited more language-related anxiety than older students, often due to limited vocabulary and social insecurity. Meanwhile, older students were more concerned about grammatical accuracy and peer judgment. This indicates that psychological strategies should be age-sensitive and adaptive.

Teachers highlighted the effectiveness of specific tools, such as:

- Warm-up speaking circles;
- "No wrong answer" exercises;
- Journaling in English as emotional reflection;
- Use of humor to lower tension.

The results underscore the idea that psychological resilience can be cultivated within the classroom if the learning environment emphasizes growth rather than perfection.

The findings align with Krashen's Affective Filter Theory and support the argument that learners cannot progress linguistically without emotional safety. Notably, students who received continuous affirmation from their teachers – even in the form of brief

positive comments – reported greater willingness to communicate.

In the Uzbek general education context, psychological challenges are often intensified by systemic pressures: exam-based assessments, large class sizes, and lack of psychological training for teachers. This context suggests a strong need for systemic change that integrates mental health awareness into national teaching standards.

Moreover, the study reveals a disconnect between teacher intention and student perception. While 80% of teachers claimed to use positive reinforcement, only 53% of students confirmed feeling emotionally supported. This discrepancy highlights the need for reflective teaching practices and open communication between educators and learners (Krashen, 1982).

Finally, while strategies like mindfulness and emotional check-ins are growing in popularity globally, they are still rarely adopted in Uzbek schools. Their integration could be a game-changer for student engagement and long-term language retention.

Overcoming psychological obstacles in English language teaching is not merely a pedagogical choice but a necessity for meaningful learning. This study confirms that when emotional and psychological barriers are addressed, students are more likely to speak, experiment, and persist in their language learning journey.

Expanded Recommendations:

- Introduce pre-service and in-service teacher training on student psychology.
- Employ school psychologists or mental health coordinators in general education institutions.
- Develop national guidelines for emotionally responsive language teaching.
- Create culturally adapted materials focused on confidence-building and emotional expression.

- Encourage peer mentoring systems among students to strengthen social-emotional learning.

By acknowledging the emotional landscape of the classroom, educators and policymakers can unlock greater educational equity and success in language learning across Uzbekistan and beyond.

- Integrating psychological support methods (e.g., mindfulness, motivational interviewing);

- Training teachers in emotional intelligence and student psychology;
- Creating a feedback culture based on encouragement rather than correction;
- Adapting tasks to different confidence levels through differentiation.

Addressing psychological barriers should be a core component of teacher training and curriculum design. With the right support, all students can overcome their fears and unlock their potential in language learning.

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Integrating Game-Based Platforms into Classroom Practice: A Methodological Perspective

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Annotation *This article explores the integration of game-based learning (GBL) platforms into educational practice from a methodological viewpoint. It examines how GBL increases student motivation, engagement, and academic performance by creating interactive and immersive learning environments. Drawing from constructivist theories and motivational models such as Self-Determination Theory and Flow Theory, the article highlights the theoretical foundations that support GBL. It also presents empirical studies, international examples, and technological tools including artificial intelligence, augmented and virtual reality. Recommendations are provided for educators, developers, and policymakers on how to align game-based tools with curriculum objectives, assess learning outcomes through in-game analytics, and ensure inclusive education. Real-world cases from countries like India, Japan, and the United States illustrate scalable and culturally adaptable uses of GBL. Ultimately, the paper emphasizes the importance of pedagogical planning, teacher training, and technological infrastructure to ensure that GBL is effective, inclusive, and aligned with 21st-century educational demands.*

Keywords *Game-based learning, pedagogy, educational technology, constructivism, assessment, gamification*

Интеграция игровых платформ в образовательный процесс: методологический подход

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Аннотация *Статья посвящена интеграции игровых образовательных платформ (GBL) в учебный процесс с методологической точки зрения. Рассматривается влияние GBL на повышение мотивации, вовлечённости и учебных достижений студентов за счёт создания интерактивной среды. Основой анализа служат конструктивистские и мотивационные теории, включая Теорию самодетерминации и Теорию потока. Авторы обобщают результаты эмпирических исследований, международные практики и использование технологий, таких как искусственный интеллект, дополненная и виртуальная реальность. Даются практические рекомендации для преподавателей, разработчиков и политиков по согласованию игровых платформ с образовательными целями, оценке результатов с помощью игровых метрик и обеспечению инклюзивности. Рассматриваются примеры из Индии, Японии и США, демонстрирующие масштабируемость и адаптируемость GBL в разных культурах. Подчёркивается необходимость методического планирования, подготовки учителей и технической инфраструктуры для эффективного внедрения*

игровых технологий в образовательную практику с учётом современных вызовов и потребностей образования XXI века.

Ключевые слова *Игровое обучение, педагогика, образовательные технологии, конструктивизм, оценивание, геймификация*

Ta'lim jarayoniga o'yin asosidagi platformalarni integratsiya qilish: metodologik yondashuv

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Annotatsiya *Ushbu maqola o'yin asosidagi ta'lim (GBL) platformalarini ta'lim amaliyotiga metodologik joriy etish masalalariga bag'ishlangan. GBL orqali o'quvchilarning motivatsiyasi, faolligi va natijalari oshirilishi, interaktiv va qiziqarli o'quv muhiti yaratilishi ko'rsatilgan. Asosiy nazariy yondashuvlar sifatida konstruktivizm, o'z-o'zini aniqlash nazariyasi (SDT) va "oqim" nazariyasi muhokama qilinadi. Maqolada empirik tadqiqotlar, xalqaro tajribalar va zamonaviy texnologiyalar, jumladan sun'iy intellekt, AR va VR yoritilgan. O'qituvchilar, ishlab chiquvchilar va ta'lim siyosatchilariga GBL'ni o'quv maqsadlariga moslashtirish, o'yin orqali baholashni joriy etish va inklyuziv ta'limni ta'minlash bo'yicha amaliy tavsiyalar berilgan. Hindiston, Yaponiya va AQShdagi tajribalar asosida GBL'ning moslashuvchan va madaniy kontekstlarga mos xususiyatlari ochib beriladi. Muallif GBL'ni samarali joriy qilish uchun pedagogik rejalashtirish, o'qituvchi tayyorlash va infratuzilmaviy sharoitlar muhimligini ta'kidlaydi.*

Kalit so'zlar *O'yin asosidagi ta'lim, pedagogika, ta'lim texnologiyalari, konstruktivizm, baholash, gamifikatsiya*

Introduction

Game-based learning has transformed from a niche teaching method into a global educational innovation. It utilizes the engaging aspects of games – appearance of competition, rewards, story and collaboration – to allow active, experiential and individualized learning. As students-being digital natives – ask for more interactive and engaging learning experiences, educators must update their pedagogy to meet these new demands. And successful implementation of GBL requires planning based on pedagogical theory, good infrastructure and, perhaps most importantly, a myriad of learning contexts (Pan et al., 2021).

Recent global trends – such as remote learning, greater access to smart devices, ambush gamification of workplace training – have made GBL more significant than ever. But, to realize its full potential, methods must be implemented with care – not just in the acquisition of technology (which seems experiential) but in curricular coherence, assessment in the context, educator training and inclusive practice (Nelson & Gabbard, 2024).

Literature review

A theoretical basis and sources of rigour is available to support GBL implementation. GBL is founded on several theory of learning

and it is supported by growing evidence. The constructivist theories of learning conceptualized by, for example, Piaget and Vygotsky, emphasize learning as knowledge construction through active engagement and collaborative social learning. These principles are the basis of many of the current GBL approaches to learning in experiential and collaborative learning situations. As Nelson and Gabbard (2024) state, "constructivist principles are intrinsic to nearly all high-quality educational game designs." A systematic review of 23 mobile augmented reality serious games (MARSG) identified cognitive and social constructivism as the two most common theoretical perspectives to approach design (Nelson & Gabbard, 2024). Likewise, constructivist theories were evident throughout 26 GBL studies, as it appeared in 58% of the literature, which supports its clear importance in this field. Motivational theories were the second most commonly cited, particularly Self-Determination Theory (SDT), indicating the importance of thinking through elements of autonomy, competence, and relatedness in game design (Sancar-Tokmak & Dagli, 2025). Flow Theory, which emphasizes balance between challenge and skill, is commonly referenced to account for the immersive qualities of GBL. According to Qian and Clark (2016), "flow states are key to sustaining engagement in game-based environments." Cognition in-situ is also shown in literature, though infrequently. Situated cognition and Activity Theory demonstrate the importance of authentic learning contexts, as well as the role that communities and cultural tools play in developing cognition. They are particularly relevant in AR/VR learning environments and location-based understandings of games (Seralidou et al., 2021).

Cognitive load theory and behaviorism show up in less frequency but do surface in certain gamification pieces like feedback loops, reinforcement and difficulty increasing elements. Although extrinsic motivators

(e.g. "points" and "badges") are useful to gain traction from students, relying too heavily on extrinsic motivators can lead to decreasing intrinsic engagement over time (Carenys & Moya, 2016). James Paul Gee's (2008) principles of game-based learning- identity, risk-free experimentation through trial and error, and problem-based learning had a considerable effect on both the theoretical and practical nature of the work. He goes as far to say well-designed games "are, in fact, problem spaces that lend themselves to deeper learning." Likewise, theories such as Experiential Learning (Kolb, 1984), Constructive Alignment (Biggs, 1996), and Input-Process-Outcome models (Garris et al., 2002) offer structure to align learning goals, in-game experience, and performance outcomes. These theoretical models could assist in connecting instructional design and game mechanics in future GBL research.

In summary, the literature reveals a rich tapestry of theories underpinning GBL, with constructivism, SDT, and Flow Theory being most prevalent. Effective GBL design often integrates these perspectives to support both cognitive development and emotional engagement.

Game-Based Assessment and Learning Outcomes

Game-based learning platforms not only foster engagement but also support assessment and learning outcomes. Formative assessment through in-game analytics allows educators to track learners' progress in real time, providing insights into both performance and behavioral trends. Research by Gomez, Zhang, and Tomas (2022) demonstrates that game-based assessments (GBAs) improve retention, critical thinking, and problem-solving skills when aligned with curriculum objectives.

In a controlled experiment conducted by Gordillo and López-Fernández (2024), students who participated in educational escape rooms scored significantly higher in post-test evaluations compared to peers in traditional

learning settings. Their findings highlight the potential of immersive gameplay to enhance cognitive processing and long-term learning outcomes.

Further studies in health and engineering education have shown that simulation-based and scenario-driven games can lead to improvements in procedural accuracy and professional confidence. The potential for real-time feedback, repetition of high-risk scenarios, and contextual decision-making enables learners to practice and refine their skills in a safe, controlled environment.

International Case Studies and Practical Implementation

Several countries have successfully integrated game-based platforms into public education:

- *India* has revised its primary curriculum to include game elements in textbooks, particularly in literacy and numeracy (Times of India, 2025).
- *The United States* has introduced AI-powered game curricula across rural and underserved schools, improving digital engagement and foundational skills (Axios, 2025).
- *Japan* leverages language learning games that adapt to individual proficiency levels, enhancing motivation and fluency.
- *The United Kingdom* employs serious games in professional training, especially in healthcare and emergency management (The Times, 2025).

These examples underscore the scalability and cultural adaptability of GBL across socioeconomic and geographical contexts.

Technological Advancements and Design Principles

Modern GBL platforms incorporate adaptive technologies and analytics tools. Artificial Intelligence (AI) is used to personalize game difficulty, feedback, and content based on learner performance (Nelson & Gabbard, 2024). Augmented Reality (AR) and Virtual

Reality (VR) enrich interactivity, particularly in complex subjects like anatomy, geography, and engineering.

Effective game-based designs employ narrative immersion, scaffolded challenges, embedded assessments, and learner autonomy. Universal Design for Learning (UDL) principles guide accessibility and inclusivity in game development. Platforms such as Code Jumper and Dream2B are designed for learners with visual, cognitive, or physical disabilities, ensuring equitable access.

Practical Guidelines and Recommendations

To implement GBL successfully in classrooms, educators and stakeholders should consider the following:

1. *Alignment with Learning Objectives:* Select games that explicitly support curriculum goals.
2. *Teacher Training:* Provide ongoing professional development on pedagogy and platform use.
3. *Infrastructure Support:* Ensure access to compatible devices and stable internet.
4. *Assessment Integration:* Combine in-game metrics with traditional evaluation methods.
5. *Learner Diversity:* Choose culturally relevant and accessible games.
6. *Iterative Feedback Loops:* Use DBR methodologies to refine GBL design through classroom trials.
7. *Stakeholder Involvement:* Engage parents and communities in game selection and evaluation.
8. *Scalability Considerations:* Prioritize flexible platforms that adapt to diverse learning environments.

Conclusion

Game-based learning holds transformative potential for classrooms when grounded in theory and informed by empirical evidence. Its success depends on thoughtful integration, alignment with pedagogical goals, and ongoing refinement through practice. As digital technologies evolve, so too will the

possibilities for immersive, personalized, and impactful education through games. By combining innovation with inclusive design

and evidence-based strategies, GBL can prepare learners for the complexities of the 21st-century world.

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The importance of social context in teaching English as a foreign language among Uzbek students

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Annotation *This scholarly article provides extensive research on how social context influences the learners' learning process of English language whose native language is Uzbek. There are various researches have been done of the essence to highlight the features of social background, social status, social group and territorial variation in English teaching as a foreign language. Through these implications, this article outlines the details and characteristics of social context in place, time and individuality. In the context of Uzbek learners, how their background and social context affect while they are exposed to learn English language is project to be examined. Furthermore, this article discusses the significance of approaches to emphasize social context in learning process in the aspect of individuality, the term of 'idiolect'. In addition, the researcher gives possible solutions to strengthen the learners' idiolect in English language learning with the help of emphasizing vocabulary. To implement this technique, the researcher proposes shadowing method for Uzbek students.*

Keywords *Social context, social group, territorial variation, social status, idiolect, shadowing*

Важность социального контекста в преподавании английского языка как иностранного среди узбекских студентов

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Аннотация *В этой научной статье представлено обширное исследование того, как социальный контекст влияет на процесс обучения английскому языку учащихся, родным языком которых является узбекский. Были проведены различные исследования, имеющие важное значение для того, чтобы выделить особенности социального происхождения, социального статуса, социальной группы и территориальной вариативности в преподавании английского языка как иностранного. С учетом этих последствий в данной статье излагаются детали и характеристики социального контекста в месте, времени и индивидуальности. В контексте узбекских учащихся, то, как их происхождение и социальный контекст влияют на то, когда они подвергаются изучению английского языка, является проектом, который будет изучен. Кроме того, в данной статье обсуждается значение подходов, подчеркивающих социальный контекст в процессе обучения в аспекте индивидуальности, термина «идиолект». Кроме того, исследователь предлагает возможные решения для укрепления идиолекта учащихся в изучении английского языка с помощью акцентирования словарного запаса. Для реализации этой методики исследователь предлагает метод «теневого наблюдения» для узбекских учащихся.*

Ключевые слова Социальный контекст, социальная группа, территориальная вариация, социальный статус, идиолект, имитирование

O'zbek talabalari orasida ingliz tilini chet tili sifatida o'rgatishda ijtimoiy kontekstning ahamiyati

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- Annotatsiya** Ushbu ilmiy maqola ijtimoiy kontekst ona tili o'zbek tili bo'lgan o'quvchilarning ingliz tilini o'rganish jarayoniga qanday ta'sir ko'rsatishi haqida keng qamrovli tadqiqotlarni o'z ichiga oladi. Ingliz tilini chet tili sifatida o'qitishda ijtimoiy kelib chiqishi, ijtimoiy mavqei, ijtimoiy guruhi va hududiy o'zgarishining xususiyatlarini yoritib berish uchun turli xil tadqiqotlar olib borildi. Ushbu ta'sirlar orqali ushbu maqola ijtimoiy kontekstning makon, vaqt va individuallik tafsilotlari va xususiyatlarini belgilaydi. O'zbek tilini o'rganayotganlar kontekstida ularning ingliz tilini o'rganish jarayonida ularning kelib chiqishi va ijtimoiy konteksti qanday ta'sir qilishi ko'rib chiqilishi kerak bo'lgan loyihadir. Bundan tashqari, ushbu maqolada o'quv jarayonida ijtimoiy kontekstni ta'kidlash uchun yondashuvlarning individuallik, "idiolet" atamasi nuqtai nazaridan ahamiyati muhokama qilinadi. Bundan tashqari, tadqiqotchi ta'kidlangan lug'at yordamida ingliz tilini o'rganishda o'quvchilarning idioletini kuchaytirish uchun mumkin bo'lgan yechimlarni taklif qiladi. Ushbu texnikani amalga oshirish uchun tadqiqotchi o'zbek talabalari uchun soya qilish usulini taklif qiladi.
- Kalit so'zlar** Ijtimoiy kontekst, ijtimoiy guruh, hududiy o'zgaruvchanlik, ijtimoiy maqom, ideolekt, imitatsiya

Nowadays, English language learners from all over the world have been learning English in different instructions and classroom settings. Obviously, there are various factors that inevitably affect language learning process, such as L1, social context and teaching institutions. "Social variables tend to influence language and its process of learning" (Morales, 2017). However, in this article we are going to discuss the importance and influence of social context in English language learning as a foreign language among Uzbek students. Before moving to the main incidence, we will go through the terms which are related to social context and its main peculiarities in language learning. First of all, there are

questions to put forward to explore the term of social context:

1. What are the components of social context in terms of language learning?
2. How each component correlates with the behavior of language learning process?
3. What are other terms which integrate with social context in EFL?

Eminent scholars such as Labov (2006), Stern (2003) and Mesthrie et al (2009) defined social context from various dimensions. For instance, social context consists of three key components; territorial variation, social group and time (Mesthrie et al, 2009). Territorial variation determines how language learners perceive the importance of learning English

language and teacher's command during the lesson. If we take territorial difference in the context of Uzbek learners, there are a great deal of students who are learning English from far countryside and districts rather than the centers of the cities. From personal experience of the researcher, students from the outskirts of the cities tend to learn languages more effectively as they may not have enough opportunities for quality education. In Uzbekistan there is a big gap in education between urban and rural areas, as there is always lack of skilled teachers for countries. The demand for teachers, especially language teachers are increasing year by year, so the government has been implementing new decrees to improve conditions in rural areas, mainly in schools and promoting language teachers who choose to teach children there.

When it comes to the learners living in urban areas, they are likely to ignore the efforts of the skilled teachers. The opportunities that they have in educational context may decrease the eagerness to learn foreign languages. Living conditions, availability of up-to-date products such as computers, laptops and fast internet may distract them studying the languages. While the learners from villages do their best to get rid of poor conditions of their places and study and live in big cities, city dwellers may let their laziness expand. Still, this hypothesis may be not true for both types of learners. There are still learners who seize those opportunities available in urban areas and vice versa.

"Students' social context is determined by a set of social factors as sociated with their social class, cultural level, home language, environmental language, ethnic and religious context etc" (Daniel Madrid, 1995). Furthermore, in terms of social group, Uzbek learners' attitude towards learning English can be various. For instance, bilingualism at home from one of the parents can be advantageous, since parents speak two languages at home, this will be preliminary exposure to learning a foreign language.

However, it does not mean that children who grow up in a traditional Uzbek family may not have equal chances to learn the foreign language. Self-interest may appear from any source of motivation. It can be TV shows, a neighbor or even a close friend of a child might urge the child to learn a foreign language. Apart from these factors, family conditions form certain factors of social group. A child brought up in a dysfunctional family may lose focus on their studies, since their concentration is broken due to the issues at home. In this case, a professional teacher can approach these types of children and talk to them individually trying to help them how to avoid excessive stress and give motivation to continue studying hard.

The effect of cultural level is crucial in language learning. In fact, English language intercultural and global language across the world, millions of people communicate with it and in many countries, people are learning this language to blend with English speaking countries for job, study and travelling purposes. The word "cultural level" is defined and categorized variously, however, it has got three dimensions: national, organizational and professional level. Each level influences students' language learning. In cultural levels, Uzbek students are regarded as Eastern students who are learning Western language with its culture. There are many cross-cultural factors, such as student-teacher communicational behaviors. In western education, the students are involved in more case studies and the teacher acts as an instructor who directs possible instructions to the students to make them more independent. Eastern education system, on the other hand, works oppositely.

The teacher-centered method is preferred and the learners strictly follow the rules. Making mistakes is more favorable in Western classroom rather than Eastern ones, where mistakes are punished by the teacher. Apart from that, instructional setting is also different. In Western classroom, the teacher

uses more pair and group works to enhance natural language learning environment. Eastern context favors more likely individual attention to each student and equal learning process is provided.

Ethnic context, on the other hand, is considered one of the most important factors, since ethnicity of the Uzbek learners are totally distinctive from English language and culture. While learning English as a foreign language, the students need to improve their overall 4 skills, listening, reading, writing and speaking. In order to acquire those skills, they obtain the information given in the textbooks, video and audio sources. Those sources may be mainly about English culture, history, environment related topics. Through these topics the students start to realize what kind of differences are apparent between Uzbek and English culture and ethnic groups.

Religious context which is the other crucial part of social context plays important role while learning English language. As Uzbek learners are Muslim students, western culture offers them new aspects and perspectives of life. Although some people argue that language and religion may not align with each other, it is true that religion affects language learning process. In fact, it is again about sources that are available for language learners. The sources, especially books written by native speakers of English language, express some ideologies of western culture religious practices. For example, stories, fairy tales, even Western festivals and holidays, such as Christmas eve, Halloween day and etc. These religious rituals ignite interest in learning the language more deeply and Uzbek learners enjoy the journey of learning English as a foreign language.

Last but not least, time frame is also essential social factor when it is referred as an adapting the process of learning atmosphere. In addition, time can be aligned with parental bilingualism in social context in learning English. The students whose parents are bilingual tend to be more adaptive to learning

environment since this may not seem new condition to them. On the other hand, it may take little longer time blend with the group of other students.

When it comes to individuality of the student in learning English language, there is not enough research has been conducted (Mesthrie et al, 2009). Although a language is seen as a social networking connector, every individual conveys and produces own speech distinctively.

There are several factors individuality occurs in speaking and learning a certain language in social context: classified those factors as "dialect, accent and the level of standardization of the language" (Mesthrie et al, 2009).

The word "dialect" is defined differently varying to every linguist's research results and methods. However, core meaning lying is the same no matter how individuals perceive it. Dialect becomes apparent when the speakers of a certain language seeming to be differently pronounced, rhythm patterns, vocabulary range and etc. In every language there are various dialects mostly because of territorial variety and also social context.

A language performs not only as a means of communication but also an essential bridge to build relationships which directly affects social behavior of the speakers (Fatchulfkup, 2008). He also mentioned that this language in social context occurs in dialectical nature since an individual produces and performs distinctively.

Accent on the hand, can be classified as separately from the dialect, because a person may speak standard language with an individual accent and it does not mean that person speaks a particular dialect (Mesthrie et al, 2009).

The last point of the article is about the importance of "idiolect" in English learning as a foreign language as a part of social context. Many prominent researchers suggested their own definitions. "The totality of the possible utterances of one speaker at one time in using

a language to interact with one other speaker" (Bloch, 1948). Every speaker of the language produces both unique speech sounds and written performance.

Other researchers such as Dittmar (1996) noted a distinctive description which adds individual's speech habits and stylistic features, as well as their life phase effect different from others as a communicative means.

Uzbek learners' idiolect in English may be limited due to the lack of vocabulary bank and words in context. Constantly, while checking the learners' speech in the classroom, we can notice that each student has got a certain grammar structure even some words they often repeat when speak. For instance, sentence fillers: "you know", "err", "well", "I mean" and etc. This state can be true in their native language too. Every speaker utilizes their favorite grammar structure or words. A language instructor should pay attention to how their students are acquiring the sentence structures or words so that afterwards they will become more apparent in their speech. There are various methods to implement it. One of the ways of it is "shadowing".

There are a great deal of video and audio sources for English learners, not only educational and adapted ones, but also "realia" (content which is not intended for English learners). Uzbek students are widely

familiarized with well-known English movies and podcasts. As most of them have got their favorite movie characters and role models, they may easily adopt their speech patterns. The language instructors need to sort out proper materials for their learners, since the students may feel demotivated if the material is too difficult to follow or uninteresting for them.

In order to foster this method, the learners must be exposed to that audio or video material on a daily basis. After repeating the process for a particular period of time, they may start to produce their speech reflected by their role model's speech pattern. The time frame for this process can be unpredictable, since each learner's acquisition is unique and it may take some days or even a couple of weeks to get preferred result from the process.

In conclusion, this article highlighted how Uzbek learners may acquire English language when they have different social contexts and backgrounds. Their social context is explained and examined through three key dimensions; place of learning, time frame and individuality. Moreover, the researcher tried to explain the term of idiolect and its effect in Uzbek learners' language learning. In addition, the researcher offered possible solution for improving the students' idiolect in English language while expanding their vocabulary bank with the help of shadowing.

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Exploring the types of video content in English language teaching: a pedagogical perspective

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- Annotation** *This article examines the growing role of video content in English Language Teaching (ELT), particularly in higher pedagogical institutions, where digital media tools are increasingly used to support multimodal and learner-centered instruction. Drawing on key theoretical perspectives—such as Mayer's cognitive theory of multimedia learning, constructivism, and communicative language teaching, the study reviews and synthesizes a wide range of scholarly video classifications, including those by Sherman, Stempleski and Tomalin, Nikitina, Berk, and Mayer. These frameworks are compared to highlight the pedagogical functions of different video types, including authentic, instructional, contextual, cultural, narrative, and interactive videos. Building on this analysis, the article proposes a refined classification model tailored to ELT settings in higher education, consisting of six core categories: instructional, contextual, cultural, authentic media, interactive and reflective, and student-created videos. The proposed model offers a practical tool for teachers to select and integrate video content in line with specific learning objectives, learner levels, and educational contexts. The study concludes by emphasizing the importance of video in fostering language skills, intercultural competence, and learner engagement in technology-enhanced environments.*
- Keywords** *English language teaching (ELT), video content classification, multimodal learning, pedagogical video types, instructional technology, authentic materials, student-created videos*

Исследование видов видеоконтента в преподавании английского языка: педагогический взгляд

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- Аннотация** *Статья посвящена анализу растущей роли видеоконтента в обучении английскому языку (ELT), особенно в педагогических вузах, где цифровые медиаинструменты всё активнее применяются для поддержки мультимодального и ориентированного на учащихся подхода. Основываясь на ключевых теоретических концепциях – таких как когнитивная теория мультимедийного обучения Майера, конструктивизм и коммуникативная методика – в исследовании рассматриваются и систематизируются существующие научные классификации видео, предложенные Шерманом, Стемплески и Томалином, Никитиной, Бёрком и Майером. Сравнение этих подходов позволяет выделить педагогические функции различных типов видеоконтента: аутентичного, инструктивного, контекстуального,*

культурного, нарративного и интерактивного. На основе анализа предложена усовершенствованная модель классификации, адаптированная к условиям ELT в высшей школе, включающая шесть основных категорий: инструктивные, контекстуальные, культурные, аутентичные медиа, интерактивные и рефлексивные, а также студенческие видеопроекты. Эта модель представляет собой практический инструмент для преподавателей при выборе и интеграции видеоматериалов в соответствии с целями обучения, уровнем студентов и контекстом занятий. В заключение подчёркивается важность видеоконтента в развитии языковых навыков, формировании межкультурной компетентности и повышении вовлечённости учащихся в условиях цифровой образовательной среды.

Ключевые слова

Преподавание английского языка (ELT), классификация видеоконтента, мультимодальное обучение, педагогические типы видео, образовательные технологии, аутентичные материалы, видеопроекты, созданные студентами

Ingliz tilini o'qitishda video kontent turlarini o'rganish: pedagogik yondashuv

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Ushbu maqola ingliz tilini o'qitishda, ayniqsa, pedagogik oliy ta'lim muassasalarida, video kontentning ortib borayotgan rolini tahlil qiladi. Bugungi kunda raqamli media vositalari multimodal va o'quvchi markazli yondashuvlarni qo'llab-quvvatlashda keng qo'llanilmoqda. Tadqiqot Mayerning multimedia ta'limi bo'yicha kognitiv nazariyasi, konstruktivizm va kommunikativ til o'qitish yondashuvlari kabi asosiy nazariy qarashlarga tayanadi hamda Sherman, Stempleski va Tomalin, Nikitina, Berk va Mayer tomonidan taklif etilgan ilmiy video tasniflarini tahlil qiladi. Ushbu ramkalar turli video turlarining pedagogik funksiyalarini, jumladan, autentik, instruksional, kontekstual, madaniy, narrativ va interaktiv videolarni ta'kidlaydi. Tahlil natijalariga asoslanib, maqola oliy ta'lim muhitida ingliz tilini o'qitishga moslashtirilgan oltita asosiy toifadan iborat takomillashtirilgan video kontent tasnifini taklif etadi: instruksional, kontekstual, madaniy, autentik media, interaktiv va reflektiv, shuningdek, talabalar tomonidan yaratilgan videolar. Taklif etilgan model o'qituvchilarga o'quv maqsadlari, o'quvchilarning darajalari va dars konteksti bilan mos keluvchi video materiallarni tanlash va integratsiya qilishda amaliy vosita bo'lib xizmat qiladi. Xulosa sifatida, maqolada videoning til ko'nikmalarini rivojlantirish, madaniyatlararo kompetensiyani shakllantirish va raqamli vositalar orqali o'quvchilarni faol ishtirok etishga undashdagi ahamiyati ta'kidlandi.

Kalit so'zlar

Ingliz tilini o'qitish (ELT), video kontent tasnifi, multimodal o'qitish, pedagogik video turlari, ta'lim texnologiyalari, autentik materiallar, talabalar tomonidan yaratilgan videolar

The integration of multimedia tools into English language instruction has become a cornerstone of modern pedagogy, particularly in institutions focused on preparing future educators. Among these tools, video content holds a unique position due to its ability to combine visual, auditory, and contextual input. Videos facilitate exposure to authentic language, culture, and communication strategies, and offer dynamic opportunities for learner interaction. Understanding the types of video content and their specific uses is critical for educators seeking to enhance teaching methodologies in line with 21st-century learning goals.

From early formats like video cassettes and DVDs to modern platforms such as YouTube and immersive technologies like augmented, virtual, and mixed reality, video has evolved into one of the most powerful tools in education. Over the past decade, rapid advancements in educational technology—including gamification, mobile learning, artificial intelligence, and mixed reality have consistently highlighted the value of video for teaching, learning, and innovative research in higher education (as documented in Horizon Reports, 2006–2019). Although video use in education is not a new concept, recent improvements in video creation tools and digital platforms have greatly expanded educators' and students' ability to view, share, adapt, and produce video content. Coupled with rising levels of audio-visual literacy, these developments have made video an increasingly integral and common feature in contemporary education.

Theoretical Framework

Several theories support the integration of video in ELT: Mayer's Cognitive Theory of Multimedia Learning (2001): Learning is more effective when verbal and visual input are combined. Mayer's Multimedia theory has shown that learners such as students learn better when corresponding verbal and visual

information are held together because it makes learning more meaningful. He believed that verbal and visual information are linked and assist each other, therefore, when receiving verbal information and images simultaneously the student processes different models of information all at once. Moreover, Cognitive load is a key factor to consider when using video in educational settings. Mayer and Moreno (2003) developed a theory of multimedia learning, outlining nine strategies to minimize cognitive overload during the creation of video content. These strategies aim to help educators combine words and visuals in a way that promotes deep, meaningful learning (p. 43). When designing educational videos, it's important to align the content with how the human brain processes information—considering how much content learners can handle, the format it's delivered in, and whether it is presented through visual or auditory channels. For effective learning, students should also be made aware of these processes and encouraged to understand how they learn best.

According to Hattie (2009), constructivism is fundamentally a theory about knowledge and understanding rather than a direct teaching method and recognizing how learners develop their own understanding is essential (p. 26). When incorporating video into education, it's important to apply a constructivist lens – ensuring that learners are supported in playing an active role in making sense of the material. However, since watching videos is typically a passive activity, a key challenge lies in designing strategies that engage students and encourage them to actively construct knowledge from what they view (De Boer, 2013).

Effective learning with video

Video can create a more personal and direct connection between instructors and students. While it's valuable for students to find the learning process enjoyable, Kirschner and

van Merriënboer (2013) caution that students are not always the most reliable judges of their own learning effectiveness in digital environments. Therefore, student preferences for a specific learning format, such as video, should not automatically be interpreted as evidence of its educational value-rigorous data must support any such instructional choice. Gorissen et al. (2012) discovered both alignments and inconsistencies between students' self-reported video usage and the actual data recorded by lecture capture systems, noting that students often used recorded lectures primarily for exam preparation.

Classification of Video Content in ELT

This section categorizes various types of video content used in English Language Teaching and discusses their pedagogical value. To explore ways to incorporate multiple types of videos in this context, as a first step the teacher and the teaching developer reviewed the course outline to ensure that the learning outcomes, assessments and the learning and teaching activities were aligned.

Scholars have proposed various classifications to understand how different types of video content can serve language instruction. These classifications are typically based on factors such as authenticity, pedagogical function, learning context, and cognitive design.

Sherman (2003) identifies a foundational dichotomy between authentic videos – such as movies, television broadcasts, and interviews created for native audiences and pedagogical videos, which are specifically designed for language learners. While authentic videos offer exposure to natural speech and cultural norms, pedagogical videos provide structured and level-appropriate input tailored to specific linguistic outcomes. To be precise:

a. Authentic videos.

- Definition: Videos created for native speakers, not specifically for educational purposes.

Examples: Movies, news reports, interviews, documentaries.

- Purpose: To expose learners to real language use, accents, idioms, and cultural references.
- Advantages: Rich cultural input, realistic context, motivation.
- Challenges: Fast speech, slang, and lack of pedagogical scaffolding

b. Pedagogical videos.

- Definition: Videos designed specifically for language teaching and learning.
- Examples: Textbook DVD clips, grammar tutorials, language-learning YouTube channels.
- Purpose: To teach specific language structures or skills.
- Advantages: Controlled input, level-appropriate, focused content.
- Challenges: May lack authenticity or engagement if poorly designed.

Building on this, Stempleski and Tomalin (2001) categorize video use by instructional function, distinguishing between four core roles: presentation of new language items, practice through exercises and drills, production of learner-generated video content, and cultural enrichment via culturally immersive materials.

a. Presentation Videos

- Introduce new grammar, vocabulary, or themes.
- Usually teacher-led or animated.
- Help learners understand form and usage.

b. Practice Videos

- Include gap-fills, comprehension tasks, pronunciation drills.
- Enable controlled reinforcement of language items.

c. Production Videos

- Involve students creating their own videos (e.g., skits, vlogs).
- Encourage creativity, speaking practice, and collaboration.

d. Cultural Videos

- Showcase cultural practices, holidays, social behaviors.
- Build intercultural awareness and context for language use.

Nikitina (2010) offers a purpose-based classification that includes linguistic, situational, cultural, and professional (ESP) videos, emphasizing alignment with learners' real-world communication needs and professional goals.

a. *Linguistic Videos*

- Focus on form: grammar, vocabulary, pronunciation.
- Often instructional or explanatory in nature.

b. *Situational Videos*

- Simulate real-life scenarios: dialogues at restaurants, airports, interviews.
- Useful for roleplay and functional language learning.

c. *Cultural Videos*

- Present lifestyle, customs, and cultural nuances.
- Essential for communicative competence.

d. *Professional/ESP Videos*

- Tailored for specific fields (e.g., business, medicine, tourism).
- Provide industry-related vocabulary and communication styles.

Berk (2009) expands the taxonomy further by cataloging ten video types used in higher education, including film clips, commercials, student-made videos, and animations. His approach underscores the diversity of video sources and their motivational impact.

TV Shows: Episodes that feature natural conversation and humor.

Movie Clips: Excerpts used to teach expressions, storytelling, or social context.

Commercials: Short, engaging content for analyzing persuasive language.

Student-Created Videos: Projects that promote autonomy and creativity.

Documentaries: Informational and topic-rich content for listening and discussion.

Animation: Visual learning aids, often used with younger learners.

Lecture Videos: Professor-led video lectures; useful in university contexts.

Mayer (2001, 2009), drawing from cognitive theory, classifies videos into expository, narrative, and interactive forms, linking each to dual-channel learning processes and cognitive load theory. This classification is particularly relevant in the design of instructional materials that combine audio and visual inputs for optimal learning outcomes.

a. *Expository Videos.* Aim to explain information using narration + visuals.

E.g., grammar explanation with on-screen graphics.

b. *Narrative Videos.* Story-based learning to contextualize language use.

E.g., short films, animated stories.

c. *Interactive Videos.* Include quizzes, clickable answers, branching scenarios.

Promote active engagement and learner autonomy.

Dudeney and Hockly (2007) highlight the increasing role of web-based platforms such as YouTube, teacher-recorded screencasts, vlogs, and recorded video conferencing in modern language teaching – particularly within blended or flipped learning environments. These digital video formats offer greater flexibility, learner autonomy, and exposure to varied discourse styles.

YouTube Videos: Broad access to diverse content styles and topics.

Vlogs: Personal video diaries – useful for listening and discourse analysis.

Screencasts: Teacher-recorded explanations or tutorials.

Video Conferencing Recordings: Useful in hybrid/blended learning for review and discussion.

In addition, Biggs (1999) had some experience of video creation, and the teaching developer provided advice and guidance to improve both the workflow and the output of new videos for the course. He produced a series

of short videos for different purposes. These included content videos, instructional videos, interactive videos and student-created videos. The following is a brief description of each type of video, and the software used to create and edit the videos.

Content Videos. Where appropriate in the course, conceptual content videos were produced to provide guidance, understanding and examples related to the reading's students completed during the course. These videos were shot on a mobile phone and edited in Camtasia1 video editing software.

Instructional Videos. These videos were created to provide students with instructions and guides primarily by screencast demonstration. Some examples of instructional videos included an overview of Moodle functions, descriptions of case studies, instructions on assessment submission and clarity on assessment expectations. Camtasia was used to create and edit instructional videos, including producing screen recordings.

Interactive Videos. These videos were used for the application of knowledge. Interactive videos included simple quizzes and review questions to help enhance learning by giving students an opportunity to apply and check the knowledge they had gained through

reading of the conceptual content. Interactive videos were created using H5P software. 2 H5P was integrated within the LMS.

Student-Created Videos. These videos were created by students in two different ways. At the beginning of this online course, students introduced themselves to their peers and the teachers using Flipgrid video platform. 3 Flipgrid allowed the teacher to restrict video length from between 30 seconds to five minutes. It also allowed students to post a video reply to their peers. Later in the course, students used Flip grid videos to present a marketing pitch presentation.

Collectively, these classification frameworks reveal that the pedagogical potential of video in ELT is not limited to content delivery but extends to motivation, interaction, creativity, and cultural understanding. Understanding the nuances of each video type enables educators to make informed decisions about instructional design and media integration in the language classroom.

Findings and discussion

As is evident, there are various types of video content classifications carried out by scholars. To show and explain the main examples of videos, we created Table 1 according to the above-mentioned categories:

Type	Subtype / Example	Key Purpose
Authentic	Movie clips, news	Real-world language & culture
Pedagogical	Grammar videos, textbook DVDs	Focused, controlled language learning
Presentation	Explainer videos	Introducing new content
Practice	Pronunciation drills	Reinforce concepts
Production	Student-made videos	Encourage creativity & speaking
Cultural	National holidays video	Develop intercultural competence
Linguistic	Grammar tutorials	Teach specific language items
Situational	Restaurant dialogue	Functional language use
ESP/Professional	Business communication clips	Industry-specific language learning
Narrative	Animated short story	Contextualized learning
Expository	Lecture + visual aids	Concept explanation

Interactive	Quiz-embedded video	Learner engagement and feedback
Screencasts/Vlogs	Teacher lessons / YouTubers	Flexible and relatable language exposure

Table 1. Summary table: Types of Video Content in ELT

Drawing upon the classifications presented by Sherman (2003), Stempleski and Tomalin (2001), Nikitina (2010), and recent Scopus-indexed studies (e.g., Sánchez-Auñón et al., 2022; Chorianopoulos, 2018), this article proposes a refined model tailored to the practical needs of English language classrooms in higher education. The classification consists of six core categories: *Instructional Videos*, *Contextual Videos*, *Cultural Videos*, *Authentic Media*, *Interactive* and *Reflective Videos*, and *Student-Created Videos*.

Instructional Videos are teacher-centered materials designed to explicitly present grammar rules, vocabulary items, or pronunciation models. These include screencasts, textbook-based tutorials, and recorded lectures that support guided input and controlled practice.

Contextual Videos, on the other hand, depict real-life or simulated communicative situations, such as roleplays in restaurants or interviews, enabling students to acquire functional language in context.

Cultural Videos provide exposure to the social norms, values, and customs of English-speaking communities, fostering intercultural competence and critical discussion.

Authentic Media refers to video content originally produced for native audiences—such as movie scenes, TV shows, and vlogs – which provide students with natural language input, idiomatic expressions, and a motivational boost.

Interactive and Reflective Videos are digitally enhanced materials that require learner engagement through embedded quizzes, decision-making paths, or reflection prompts, thereby encouraging deeper processing and autonomy.

Finally, *Student-Created Videos* involve learners as content producers, enabling them to plan, script, and record video diaries, skits, or presentations, which support speaking fluency, collaboration, and digital literacy. Below we presented the Table2 of proposed video content classification:

Category	Sample Types	Focus	Best For
Instructional	Tutorials, grammar/pronunciation	Form-focused learning	A1–B2
Contextual	Situational dialogues, roleplays	Functional language	B1–C1
Cultural	Documentaries, cultural clips	Intercultural competence	A2–C1
Authentic Media	Films, shows, vlogs, music videos	Natural speech, motivation	B1–C2
Interactive & Reflective	EdPuzzle, branching videos	Engagement, critical thinking	B1–C1
Student-Created	Vlogs, project videos, skits	Speaking, collaboration	A2–C2

Table 2. Proposed Classification of Video Content for ELT Classrooms

This classification system aims to offer a practical and pedagogically grounded framework for language instructors to select,

adapt, and design video materials in alignment with learning outcomes, student levels, and instructional contexts. It also accommodates

both receptive and productive skills and reflects the evolving landscape of technology-enhanced language education.

Conclusion

Video content provides dynamic and flexible opportunities for English language teaching. Educators must choose suitable video types based on learning objectives and student

needs. Integrating authentic, instructional, teacher-generated, and student-created videos helps build communicative competence and learner engagement. Furthermore, there are several issues that should be discussed, including criteria for selecting video content and deep comparative analysis of classifications of videos for EL classes.

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OTMlar boshqaruvi jarayoniga strategik menejment tamoyillarini joriy etish shakllari va bosqichlari

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Annotatsiya Mazkur ilmiy maqolada oliy ta'lim muassasalarini (OTM) boshqarish tizimiga strategik menejment tamoyillarini joriy etishning dolzarbligi, zarurati va amaliy afzalliklari batafsil yoritilgan. Bugungi globallashuv sharoitida ta'lim sohasidagi kuchli raqobat, xalqaro reytinglarda yuqori o'rin egallash, zamonaviy talablar asosida ta'lim sifatini oshirish, shuningdek, ilmiy-innovatsion faoliyatni kengaytirish muhim ahamiyat kasb etmoqda. Shu boisdan, OTMlar oldida strategik boshqaruvga asoslangan samarali va kompleks yondashuvlarni ishlab chiqish dolzarb masalaga aylangan. Muallif Mintzberg, Porter, Kaplan va Norton kabi taniqli strateglar nazariyalariga tayanib, milliy ta'lim muassasalari uchun moslashtirilgan strategik model va konsepsiyalarni chuqur tahlil asosida ishlab chiqqan. Maqolada strategik boshqaruv shakllari, joriy etish bosqichlari, ichki va tashqi muhitni chuqur va tizimli tahlil qilish usullari, manfaatdor tomonlar bilan samarali hamkorlik mexanizmlari, mavjud resurslardan oqilona va samarali foydalanish, OTMlarning raqobatbardoshligini ta'minlash va ularning barqaror, izchil innovatsion rivojlanishiga qaratilgan zamonaviy konseptual yondashuv keng ko'lamda tahlil qilingan. Ushbu amaliy va nazariy takliflar OTMlar faoliyatining sifat va umumiy samaradorligini sezilarli darajada oshirishga bevosita xizmat qiladi.

Kalit so'zlar Strategik menejment, OTM boshqaruvi, innovatsiya, strategik rejalashtirish, raqobatbardoshlik

Методы и этапы внедрения принципов стратегического менеджмента в процесс управления ВУЗами

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Аннотация В данной научной статье подробно проанализированы актуальность, необходимость и практические преимущества внедрения принципов стратегического менеджмента в систему управления высшими учебными заведениями (ВУЗами). В условиях современной глобализации усиливается конкуренция в сфере образования, возрастает значимость повышения позиций в международных рейтингах, улучшения качества образования в соответствии с современными требованиями, а также расширения научно-

инновационной деятельности. В связи с этим перед ВУЗами стоит задача разработки и внедрения эффективных стратегических подходов к управлению. Автор, опираясь на теории известных стратегов – Минцберга, Портера, Каплана и Нортон, разработал адаптированные стратегические модели и концепции для национальных образовательных учреждений. В статье рассматриваются формы стратегического управления, этапы внедрения, методы глубокого анализа внутренней и внешней среды, механизмы эффективного взаимодействия с заинтересованными сторонами, рациональное и эффективное использование ресурсов, обеспечение конкурентоспособности ВУЗов и устойчивого, последовательного инновационного развития. Представленные концептуальные подходы и предложения способствуют повышению качества и эффективности деятельности ВУЗов и их переходу на путь устойчивого инновационного роста.

Ключевые слова Стратегический менеджмент, управление вузом, инновации, стратегическое планирование, конкурентоспособность

Methods and stages of implementing strategic management principles into the management process of HEI'S

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Annotation *This scientific article thoroughly analyzes the relevance, necessity, and practical advantages of introducing strategic management principles into the administration system of higher education institutions (HEIs). In today's globalized environment, intense competition in education, achieving higher positions in international rankings, improving the quality of education based on modern requirements, and expanding scientific and innovative activities have become crucial. Therefore, HEIs are required to develop and implement efficient, strategy-based management approaches. The author, drawing on the theories of renowned strategists such as Mintzberg, Porter, Kaplan, and Norton, has developed strategic models and concepts adapted to the context of national education institutions. The article discusses forms of strategic management, implementation stages, methods for in-depth analysis of internal and external environments, effective collaboration mechanisms with stakeholders, rational and efficient use of resources, ensuring the competitiveness of HEIs, and promoting stable, consistent innovative development. These conceptual approaches and proposals serve to enhance the quality and efficiency of HEIs' performance and guide them toward sustainable, innovation-driven growth.*

Keywords *Strategic management, university governance, innovation, strategic planning, competitiveness*

Kirish

Globallashuv sharoitida oliy ta'lim tizimi tobora raqobatbardosh muhitda faoliyat yuritishga majbur bo'lmoqda. O'zbekiston Respublikasida ham oliy ta'lim muassasalari oldida yangidan-yangi vazifalar, jumladan, innovatsion rivojlanish, xalqaro reytinglarda ishtirok etish, hamkorlikni kengaytirish kabi strategik masalalar qo'yilmoqda (O'zbekiston Respublikasi Prezidenti, 2020; O'zbekiston Respublikasi Vazirlar Mahkamasi, n.d.). Ushbu vazifalarni samarali bajarish uchun an'anaviy boshqaruv uslublari yetarli emas. Shu bois, OTMlarni strategik asosda boshqarish zaruriyati kundan-kunga ortib bormoqda.

Muallif sifatida, ushbu maqolada men aynan strategik menejmentning nazariy asoslari va amaliy imkoniyatlarini OTM faoliyatiga uyg'unlashtirish masalalarini o'rganishga intildim. Men uchun eng muhim jihat – bu boshqaruvni zamonaviylashtirish orqali ta'lim sifatini oshirish, samaradorlikka erishish va ta'lim muassasasini strategik maqsadlarga yo'naltirishdir.

Mavzuga oid adabiyotlarning tahlili

Mazkur mavzuni yoritishda bir qator xorijiy va mahalliy manbalar tahlil qilindi. Xususan, Mintzberg, Porter, Kaplan va Norton kabi yetakchi mutaxassislarning strategik boshqaruv nazariyalari asos qilib olindi (Mintzberg, 2000; Porter, 1985; Kaplan & Norton, 1996). Shuningdek, O'zbekiston Respublikasi Prezidentining farmonlari va qarorlari, Oliy ta'limni 2030-yilgacha rivojlantirish strategiyasi, Innovatsion rivojlanish vazirligining ma'lumotlari asosiy huquqiy asos bo'lib xizmat qildi (O'zbekiston Respublikasi Prezidenti, 2020; O'zbekiston Respublikasi Vazirlar Mahkamasi, n.d.).

Mahalliy mualliflardan N. Abdullayeva, Sh. Azimov, M. Nazarovlarning ishlarida OTM faoliyatining iqtisodiy va menejment jihatlari yoritilgan bo'lsa-da, strategik menejment yondashuvi chuqur tahlil etilmagan (Abdullayeva, 2021; Azimov, 2020; Nazarov,

2019). Shu bois, ushbu maqolada mazkur bo'shliqni to'ldirishga intildim.

Tadqiqot metodologiyasi

Strategik menejment tamoyillarini oliy ta'lim muassasasi faoliyatiga tatbiq etishda men bir necha muhim yondashuvlarni aniqladim va ularni amaliyotga mos tarzda tahlil qilib chiqdim. Bu yondashuvlar faqat nazariy konsepsiya sifatida emas, balki real OTMlarda amalga oshirilishi mumkin bo'lgan aniq yo'nalishlar sifatida qaraldi. Har bir yondashuvning ichki mohiyatini ochib berish, ularni mavjud boshqaruv tizimi bilan solishtirish va o'zaro integratsiyasini ko'rsatish mening tadqiqotimning asosiy maqsadlaridan biri bo'ldi (Mintzberg, 2000; Porter, 1985). Eng avvalo, missiya va kelajak tasavvuri asosidagi yondashuvga to'xtalmoqchiman. Bu yondashuv doirasida men universitet o'zining kelajakdagi qiyofasini, o'ziga xos yo'nalishlarini aniq belgilab olishi kerak, degan fikrga keldim. Aksariyat hollarda OTMlarda "qayerga boramiz?" degan savolga javob beruvchi aniq konsepsiya yo'q. Shu sababli, universitetning missiyasi va vizioni faqatgina hujjatlarda emas, balki amaliy faoliyatda ham aks etishi zarur. Men ushbu fikrni asoslab berish maqsadida bir nechta OTMning rasmiy hujjatlarini tahlil qildim va natijada strategik yo'nalishlarning faqatgina qog'ozda qolayotganini kuzatdim (Kaplan & Norton, 1996). Keyingi tahlilimni SWOT tahliliga asoslangan yondashuvga qaratdim. Mazkur yondashuvni qo'llash orqali OTM o'zining kuchli va zaif tomonlarini, imkoniyatlari va tahdidlarini aniqlashi, strategiyasini ana shu real holatga mos holda shakllantirishi mumkin. Tadqiqotimda bir nechta OTM misolida SWOT tahlil o'tkazdim va shuni aniqladimki, ko'plab OTMlar o'zlarining ichki resurslarini yetarlicha anglamagan, tashqi imkoniyatlardan esa kam foydalanmoqda. Shu bois, ushbu yondashuv strategik rejalashtirishning zaruriy bosqichi sifatida qabul qilinishi kerak (Abdullayeva, 2021). Shuningdek, men manfaatdor tomonlar – ya'ni stakeholderlar yondashuvini ham

chuqur tahlil qildim. OTMLar nafaqat talabalar, balki ish beruvchilar, mahalliy hokimiyat, xalqaro hamkorlar, bitiruvchilar va ota-onalar bilan hamkorlikda faoliyat yuritishi lozim. Mening kuzatuvim shuni ko'rsatdiki, O'zbekistondagi ko'plab OTMLar bu guruhlarining ehtiyojlarini strategik rejalarda yetarli darajada hisobga olmayapti. Bu esa universitet va jamiyat o'rtasida uzilishlar, ya'ni aloqa zaifligini keltirib chiqaradi. Mening taklifim – strategik rejalashtirishda stakeholderlar fikrini majburiy komponent sifatida kiritish (Azimov, 2020). Bugungi kunda innovatsiyaga asoslangan rivojlanish yondashuvi strategik boshqaruvda ajralmas bo'lib qolmoqda. Men uchun bu yondashuvning eng muhim tomoni shundaki, u universitetlarni zamonaviy bilimlar markaziga aylantiradi. Ammo mavjud holat shuni ko'rsatdiki, innovatsiya ko'proq grantlar yoki alohida loyihalar doirasida amalga oshirilmoqda, u universitet ichki boshqaruv tizimiga chuqur integratsiyalashmagan. Men taklif qilayotgan yondashuv – bu innovatsiyani institut madaniyatining asosiy qismiga aylantirish, ya'ni uni doimiy tizimga aylantirishdir (Nazarov, 2019). Bundan tashqari, resurslar samaradorligi va barqarorlik yondashuviga ham alohida e'tibor qaratdim. Har qanday strategik reja moliyaviy, insoniy va moddiy resurslarsiz amaliyotda o'z aksini topa olmaydi. Men tahlil qilgan OTMLarda budjet resurslari ko'pincha muayyan natijaga yo'naltirilmasdan, mexanik tarzda taqsimlanmoqda. Shuning uchun men "natijaga yo'naltirilgan byudjet" modelini taklif etdim. Bu modelda har bir xarajat o'z natijasi bilan bog'liq bo'ladi. Tashqi raqobatbardoshlik yondashuvi esa xalqaro reytinglar, xorijiy talabalarni jalb qilish, universitet brendini mustahkamlashga xizmat qiladi. Men bu yondashuvni chuqur o'rganar ekanman, shuni angladimki, OTMLar o'zlarini hali ham lokal tashkilot sifatida ko'rmoqda, global maydondagi mavjud imkoniyatlarni esa to'liq anglamagan. Mening fikrimcha, har bir

universitet o'zining xalqaro strategiyasiga ega bo'lishi va uni aniq bosqichlar asosida amalga oshirishi zarur. Nihoyat, moslashuvchanlik yondashuvi – bu strategik menejmentning zamonaviy tamoyillaridan biridir. Universitetlar ichki va tashqi o'zgarishlarga tez va samarali tarzda javob bera olishi kerak. Men tadqiqot davomida kuzatganim – ko'p OTMLarda strategik rejalari bir martalik hujjat sifatida shakllantirilib, so'ngra yangilanmasdan qolmoqda. Bu esa ularning zamon bilan hamnafas bo'lishiga to'sqinlik qilmoqda. Mening taklifim – strategik rejalarning har yili monitoringdan o'tkazilishi va moslashtirib borilishi.

Yuqoridagi tahlillar asosida men xulosa qilamanki, strategik menejment yondashuvlari OTMLarda kompleks tarzda, bir-birini to'ldiruvchi tizim sifatida qaralishi zarur. Ularning har biri alohida ahamiyatga ega bo'lsa-da, birgalikda ular universitetning zamonaviy boshqaruv modelini shakllantirishga xizmat qiladi. Shu bois, strategik yondashuv – bu bir martalik harakat emas, balki uzluksiz rivojlanishning me'yoriy asosidir.

Ushbu jadval orqali men yondashuvlarning faqat nazariy emas, balki amaliy jihatlarini ham ko'rsatishga harakat qildim. Har bir ustun orqali OTMLar uchun bu yondashuvlarning qanday tatbiq etilishi, qanday foyda keltirishi va qanday natija berishini aniq ko'rish mumkin. Men o'tkazgan tahlillar asosida shuni ta'kidlashim mumkinki, bu yondashuvlar mustaqil tarzda emas, balki kompleks va uzviy tizimda qo'llanganda eng yuqori samaraga erishiladi.

Yondashuv nomi	Asosiy maqsadi	OTMda qo'llash shakllari	Kutilayotgan natijalar
Missiya va vizion asosidagi yondashuv	OTMning uzoq muddatli yo'nalishini aniqlash	Strategik konsepsiya va rivojlanish dasturlarini ishlab chiqish	Strategik aniqlik, rejalashtirilgan yo'nalishda harakat
SWOT tahlil asosidagi yondashuv	Kuchli va zaif tomonlar, imkoniyat va tahdidlarni aniqlash	Ichki audit, tashqi muhit tahlili, SWOT hujjatlarini ishlab chiqish	Resurslarni maqsadli yo'naltirish, xavflarni oldindan aniqlash
Manfaatdor tomonlar (stakeholderlar) yondashuvi	Barcha manfaatdor tomonlarning ehtiyojlarini inobatga olish	Ish beruvchilar, talabalar, ota-onalar, hamkor tashkilotlar bilan muntazam muloqot	OTM va jamiyat integratsiyasi, xizmatlar sifatini oshirish
Innovatsiyaga asoslangan yondashuv	OTMni ilmiy-innovatsion markazga aylantirish	Startaplar, ilmiy-tadqiqot loyihalari, raqamli platformalar joriy etish	Innovatsion salohiyat oshishi, zamonaviy bilimlar tarqalishi
Resurslar samaradorligi yondashuvi	Moliyaviy, moddiy va inson resurslaridan samarali foydalanish	Natijaga yo'naltirilgan byudjet, KPI tizimi, avtomatlashtirilgan boshqaruv	Barqaror moliyaviy boshqaruv, resurslarni optimal taqsimlash
Raqobatbardoshlikni oshirish yondashuvi	OTMning ichki va xalqaro maydonda raqobatga bardosh bo'lishi	Reyting monitoringi, xalqaro akkreditatsiya, xorijiy talabalarni jalb qilish	Brend kuchayishi, xalqaro integratsiya, bitiruvchilarning bozor qiymati ortishi
Moslashuvchanlik yondashuvi	Tezkor o'zgarishlarga javob bera olish	Strategik rejalarning yillik monitoringi, yangilanadigan strategik hujjatlar	Moslashuvchan boshqaruv, zamon bilan hamnafaslik

Jadval 1.

Xulosa va takliflar

- Mening tadqiqotim asosida quyidagi xulosalarga keldim:
- OTMlar boshqaruvida strategik menejment tamoyillarini joriy etish nafaqat zamonaviy talab, balki rivojlanishning asosiy omilidir.
- Yuqori sifatli boshqaruv faqatgina aniq rejalashtirish, o'lchab bo'ladigan maqsadlar va samarali nazorat vositalari orqali amalga oshiriladi.
- Har bir OTM o'zining ichki resurslarini, tashqi imkoniyatlarini to'liq tahlil qilgan

holda, o'ziga mos strategik yo'nalishni tanlashi kerak.

Takliflar

- Har bir OTMda strategik rivojlanish bo'limini tashkil etish.
- Universitet rahbarlari va boshqaruv xodimlari uchun strategik menejment bo'yicha malaka oshirish kurslarini joriy qilish.
- Strategik rejalarni ishlab chiqishda zamonaviy axborot tizimlaridan foydalanishni kengaytirish.

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Подкасты как средство развития коммуникативной компетенции при обучении русскому языку в Узбекистане

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Аннотация

С развитием цифровых технологий подкасты становятся важным средством в обучении русскому языку как иностранному, особенно в вузах Узбекистана. Эта статья рассматривает подкасты как эффективный образовательный инструмент, способствующий формированию ключевых языковых навыков: восприятия на слух, произношения, расширения словарного запаса и понимания культурного контекста. В отличие от традиционных учебных материалов, подкасты обеспечивают доступ к живой, естественной речи с её интонацией, ритмом и разнообразием акцентов, что способствует лучшей адаптации студентов к реальному языковому общению. Особое внимание уделено роли подкастов в развитии речевой и межкультурной компетенции. Среди преимуществ данного метода выделяются доступность, гибкость, тематическое разнообразие и возможность интеграции в самостоятельное обучение. Вместе с тем, статья указывает и на ограничения: сложность понимания для начинающих студентов, а также ограниченное влияние на развитие письменной речи и грамматической точности. Делается вывод, что подкасты представляют собой ценный, но вспомогательный инструмент, который требует интеграции с другими методами обучения для достижения комплексных результатов в изучении русского языка как иностранного.

Ключевые слова

Подкасты, аудирование, произношение, интонация, лексический запас, грамматические навыки, цифровые технологии

O'zbekistonda rus tilini o'qitishda muloqot kompetentsiyasini rivojlantirish vositasi sifatida podkastlar

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Annotatsiya

Raqamli texnologiyalarning rivojlanishi bilan podkastlar rus tilini chet tili sifatida o'qitishda muhim vositaga aylangan, ayniqsa O'zbekiston oliy ta'lim muassasalarida. Ushbu maqolada podkastlar samarali ta'lim vositasi sifatida ko'rib chiqilib, asosiy til ko'nikmalarini shakllantirishga — tinglab tushunish, talaffuz, lug'at boyligini oshirish va madaniy kontekstni anglashga yordam berishi ta'kidlanadi. An'anaviy o'quv materiallaridan farqli o'laroq, podkastlar jonli, tabiiy nutqqa, uning intonatsiyasi, ritmi va Turli lahjalar xilma-xilligiga kirish imkonini beradi, bu esa talabalarni haqiqiy til muloqotiga yaxshiroq moslashishiga yordam beradi. Maxsus e'tibor podkastlarning nutqiy va madaniyatlararo kompetentsiyani rivojlantirishdagi rolga qaratilgan. Ushbu metodning afzalliklari orasida mavjudlik,

moslashuvchanlik, mavzular xilma-xilligi va mustaqil o'rganishga integratsiya qilish imkoniyati ajratib ko'rsatiladi. Shuningdek, maqolada cheklovlar ham ko'rsatilib, boshlang'ich darajadagi talabalar uchun tushunishda qiyinchiliklar va yozma nutq hamda grammatik aniqlik rivojlanishiga ta'siri chegaralanganligi qayd etiladi. Xulosa sifatida podkastlar rus tilini chet tili sifatida o'rganishda qimmatli, ammo yordamchi vosita bo'lib, kompleks natijalarga erishish uchun boshqa ta'lim usullari bilan birgalikda qo'llanilishi zarurligi ta'kidlanadi.

Kalit so'zlar *Podkastlar, tinglash (audirovanie) talaffuz, intonatsiya, leksik zaxira, grammatik ko'nikmalar, raqamli texnologiyalar*

Podcasts as a Means of Developing Communicative Competence in Teaching Russian Language in Uzbekistan

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Annotation *With the development of digital technologies, podcasts have become an important tool in teaching Russian as a foreign language, especially in universities in Uzbekistan. This article examines podcasts as an effective educational instrument that contributes to the development of key language skills: listening comprehension, pronunciation, vocabulary expansion, and understanding of cultural context. Unlike traditional learning materials, podcasts provide access to live, natural speech with its intonation, rhythm, and variety of accents, which helps students better adapt to real-life language communication. Special attention is given to the role of podcasts in developing speech and intercultural competence. The advantages of this method include accessibility, flexibility, thematic diversity, and the possibility of integration into self-study. At the same time, the article points out some limitations: difficulty of understanding for beginner students, as well as limited impact on the development of writing skills and grammatical accuracy. The conclusion is that podcasts represent a valuable but auxiliary tool that requires integration with other teaching methods to achieve comprehensive results in learning Russian as a foreign language.*

Keywords *Podcasts, listening, pronunciation, intonation, vocabulary, grammar skills, digital technologies*

Современные исследования в области лингводидактики подтверждают эффективность использования аудиоматериалов, таких как подкасты, в формировании коммуникативной компетенции у студентов-иностранцев (Jones, 2020; Smith & Lee, 2019). Теория

восприятия речи (Field, 2008) указывает, что погружение в аутентичные аудиоисточники способствует развитию навыков быстрого и точного аудирования, необходимых для успешного общения в реальных условиях.

Использование подкастов соответствует принципам

коммуникативного подхода к обучению языкам (Hymes, 1972), акцентирующего внимание на аутентичности речевого материала и создании условий, приближенных к естественной языковой среде. Аутентичные аудиозаписи предоставляют слушателям возможность знакомиться с особенностями интонации, темпом речи, эмоциональной окраской и вариативностью языка, что повышает мотивацию и способствует устойчивому усвоению материала.

С развитием технологий и интернет-пространства подкасты стали популярным образовательным инструментом. Особенно это заметно в Узбекистане, где подкасты активно интегрируются в образовательный процесс, в частности, в обучении русскому языку. Подкасты дают студентам уникальную возможность развивать языковые навыки в условиях, приближенных к реальной коммуникации, предоставляя доступ к живой речи, акцентам и диалектам. В данной статье рассматривается влияние подкастов на обучение русскому языку, их роль в развитии различных языковых навыков, а также анализируются преимущества и недостатки данного метода в учебном процессе.

Термин *подкаст* – это интернет-аналог теле- или радиопередачи: тематическая серия видео- или аудиозаписей, размещаемая в Интернете.

Слово *podcast* происходит от английского – производное от iPod + broadcast «передача (на радио, телевидении)».

Подкасты, представляя собой аудиофайлы, которые можно слушать на различных устройствах, становятся важным инструментом в обучении языкам, включая русский. В отличие от традиционных учебных материалов, таких как учебники или аудиокниги, подкасты предлагают доступ к живой разговорной речи. Это позволяет студентам не только учиться воспринимать язык на слух, но и

адаптироваться к разнообразию акцентов, диалектов и стилям речи, что особенно важно для изучающих иностранный язык.

Развитие навыков восприятия речи на слух

Один из основных плюсов использования подкастов заключается в их способности развивать навыки аудирования. Подкасты охватывают широкий спектр тем — от научных и образовательных до развлекательных и культурных, что позволяет студентам привлекать различные контексты для понимания речи. В отличие от аудиокниг и CD с обучающими программами, которые представляют ограниченный объём лексики, подкасты предлагают многообразие выражений и речевых конструкций. Для студентов, изучающих русский язык, это особенно важно, так как разнообразие акцентов, темпов речи и тем помогает адаптироваться к реальной ситуации общения.

Погружение в культурный контекст

Подкасты не только учат языку, но и открывают культурные и социальные особенности русскоязычных стран. Для студентов Узбекистана это предоставляет дополнительные возможности для углубления знаний о культуре и традициях стран, где русский язык является официальным. Понимание культурных особенностей является важным аспектом межкультурной коммуникации, особенно в условиях глобализации, где знания о других культурах играют ключевую роль в успешном общении.

Развитие лексических и грамматических навыков

Подкасты, как правило, содержат разнообразную лексику и грамматические конструкции, которые используются в реальной речи. Студенты, прослушивающие подкасты, не только учат новые слова и выражения, но и изучают их контекстное использование. Это помогает более глубоко усваивать грамматические правила и

структуры, а также использовать их в реальной коммуникации. Регулярное прослушивание подкастов способствует активному освоению новых лексических единиц, включая фразеологизмы, устойчивые выражения и специализированную лексику.

Улучшение произношения и интонации

Одной из важнейших целей обучения языку является совершенствование произношения и интонации. Подкасты с носителями языка предоставляют студентам возможность слышать правильное произношение слов и фраз, что способствует улучшению их собственных навыков в этой области. При прослушивании подкастов студенты могут обратить внимание на особенности интонации, ударения, темп речи и другие аспекты, которые важны для правильного и естественного общения на языке.

Использование подкастов в обучении русского языка обладает множеством преимуществ, которые делают этот метод особенно эффективным для студентов, изучающих язык как иностранный. Среди главных преимуществ можно выделить:

Доступность и гибкость

Подкасты можно слушать в любое время и в любом месте, что позволяет студентам интегрировать обучение в повседневную жизнь. Это особенно важно для студентов, которые могут заниматься языком в свободное время, без необходимости присутствовать на занятиях в учебном заведении. Мобильность подкастов способствует развитию автономии учащихся, их способности самостоятельно планировать процесс обучения.

Разнообразие тем и форматов

Подкасты охватывают огромное количество тем, что позволяет студентам изучать язык в различных контекстах: от научных до развлекательных. Это помогает расширить кругозор студентов и сделать

процесс обучения более увлекательным и мотивирующим.

Интерактивность

В отличие от традиционных методов обучения, подкасты предоставляют возможность для активного восприятия языка в реальных ситуациях. Студенты могут не только слушать, но и обсуждать содержание подкастов, выполнять задания, связанные с прослушиванием, что активизирует их участие в учебном процессе.

Несмотря на множество преимуществ, использование подкастов в обучении имеет и свои ограничения.

Во-первых, для начинающих студентов восприятие подкастов может быть сложным, так как они не всегда сопровождаются дополнительными пояснениями или транскрипциями. Это может затруднить понимание сложных текстов и фразеологических оборотов, особенно если студенты не имеют достаточного уровня языка.

Во-вторых, подкасты, как правило, ориентированы на улучшение навыков восприятия речи и разговорной речи, но не всегда способствуют развитию письменных навыков и точности грамматического построения. Для более комплексного освоения языка необходимо комбинировать подкасты с другими методами обучения, такими как письменные упражнения или грамматические тренажёры (Генжебаева, 2025).

Выбор подкастов должен соответствовать уровню владения языком студентов и целям обучения. Для начинающих рекомендуется использование адаптированных материалов с дополнительными пояснениями, а для продвинутых — аутентичных, более сложных записей.

Использование подкастов способствует не только развитию языковых навыков, но и формированию у студентов критического мышления. При

прослушивании материалов студенты учатся выделять основную информацию, анализировать аргументы, интерпретировать подтекст и формулировать собственное мнение. Это особенно важно в образовательном контексте, где умение критически осмысливать полученную информацию является неотъемлемой частью академической подготовки. Задания, основанные на подкастах, такие как анализ содержания, составление резюме, обсуждение спорных тем, способствуют развитию аналитического восприятия и умению аргументировано выражать свою точку зрения на иностранном языке.

Подкасты стали важным инструментом в обучении русскому языку в Узбекистане,

предоставляя студентам новые возможности для развития языковых навыков. Они помогают развивать навыки восприятия речи на слух, улучшать произношение и интонацию, а также расширять лексический запас и знакомиться с культурными особенностями русскоязычных стран. Однако для достижения комплексных результатов подкасты должны быть интегрированы в учебный процесс наряду с другими методами обучения. В будущем использование подкастов может стать неотъемлемой частью образовательного процесса, предоставляя студентам доступ к разнообразным языковым и культурным контекстам.

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Uzbek Teachers' Digital Competence in Remote English Language Teaching for Non-Linguistic Majors

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Annotation *This article examines how teachers' digital competence affects remote English language teaching for non-linguistic majors in higher education. We focus on the key dimensions of digital competence in this context – including the use of learning platforms, online assessment tools, and communication technologies – and how these influence teaching practices and student outcomes. Employing a mixed – methods approach, the study surveyed 100 teachers and conducted interviews with 30 participants. We also identify the challenges teachers face in developing and applying digital competence (e.g. lack of training, resistance to technology, maintaining student engagement, the digital divide especially in rural areas) and propose realistic, evidence-based solutions. The study also examines the relationship between teachers' digital competence, their academic qualifications, and teaching experience, noting higher competence among doctoral degree holders and mid – career teachers. By drawing on recent empirical studies and educational reports, our aim is to provide a comprehensive analysis that can inform professional development and policy efforts to enhance digital competence among language instructors in non-linguistic faculties.*

Keywords *Digital competence, remote teaching, student – centered approach, English language instruction, higher education, non-linguistic majors*

Цифровая компетентность узбекских преподавателей в дистанционном обучении английскому языку для неязыковых специальностей

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Аннотация *В данной статье рассматривается влияние цифровой компетентности преподавателей на дистанционное преподавание английского языка студентам неязыковых специальностей в высших учебных заведениях. Мы фокусируемся на ключевых аспектах цифровой компетентности в этом контексте, включая использование образовательных платформ, инструментов онлайн-оценки и коммуникационных технологий, а также на том, как они влияют на методы преподавания и результаты студентов. В исследовании, используя смешанный подход, были опрошены 100 преподавателей и проведены интервью с 30 участниками. Мы также выявляем трудности, с которыми сталкиваются преподаватели при развитии и применении цифровой компетентности (например, отсутствие подготовки, сопротивление технологиям, поддержание*

вовлеченности студентов, цифровой разрыв, особенно в сельской местности), и предлагаем реалистичные решения, основанные на фактических данных. В исследовании также рассматривается взаимосвязь между цифровой компетентностью преподавателей, их академической квалификацией и опытом преподавания, отмечая более высокую компетентность среди обладателей докторских степеней и преподавателей среднего звена. Опираясь на недавние эмпирические исследования и образовательные отчеты, наша цель — предоставить всесторонний анализ, который может быть использован для разработки программ профессионального развития и разработки политики по повышению цифровой компетентности преподавателей иностранных языков неязыковых факультетов.

Ключевые слова

Цифровая компетентность, дистанционное обучение, личностно-ориентированный подход, обучение английскому языку, высшее образование, неязыковые специальности

**O'zbekistonlik o'qituvchilarining
nofilologik yo'nalishlar uchun
ingliz tilini masofadan o'qitish
bo'yicha raqamli kompetensiyasi****Ro'zmetova Sohiba Tohir qizi**sohibatohirovna@mail.ru

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Annotatsiya

Ushbu maqolada o'qituvchilarning raqamli kompetensiyasi oliy ta'limning nofilologik mutaxassisliklari uchun masofaviy ingliz tilini o'qitishga qanday ta'sir qilishini ko'rib chiqadi. Biz ushbu kontekstda raqamli kompetentsiyaning asosiy o'lchovlariga, jumladan, o'quv platformalari, onlayn baholash vositalari va kommunikatsiya texnologiyalaridan foydalanishga va ularning o'qitish amaliyoti va talabalar natijalariga qanday ta'sir qilishiga e'tibor qaratamiz. Aralash usullardan foydalangan holda tadqiqot 100 nafar o'qituvchilardan so'rovnoma olingan va 30 nafar ishtirokchi bilan suhbatlar o'tkazgan. Shuningdek, biz o'qituvchilar raqamli kompetentsiyani rivojlantirish va qo'llashda duch keladigan muammolarni aniqladik (masalan, treningning yetishmasligi, texnologiyani joriy etishga nisbatan istaksizlik, talabalarning faolligini saqlab qolish, ayniqsa qishloq joylarida raqamli tafovut) va real, dalillarga asoslangan yechimlarni taklif qilamiz. Tadqiqot shuningdek, o'qituvchilarning raqamli kompetentsiyasi, ularning akademik malakasi va o'qitish tajribasi o'rtasidagi bog'liqlikni o'rganadi, doktorlik darajasiga ega bo'lganlar va o'rta martaba o'qituvchilari orasida yuqori kompetentsiyani qayd etadi. Bizning maqsadimiz so'nggi empirik tadqiqotlar va ta'lim hisobotlariga tayanib, nofilologik fakultetlardagi til o'qituvchilari o'rtasida raqamli kompetentsiyani oshirish bo'yicha kasbiy rivojlanish va siyosat harakatlari haqida ma'lumot beradigan keng qamrovli tahlilni taqdim etishdir.

Kalit so'zlar

Raqamli kompetentsiya, masofaviy o'qitish, talabalarga yo'naltirilgan yondashuv, ingliz tilini o'qitish, oliy ta'lim, nofilologik mutaxassisliklar

Introduction

In recent years, the landscape of education has undergone a significant transformation, driven primarily by advancements in digital technology and the increasing demand for flexible learning environments. The shift towards remote education, accelerated by global events such as the COVID-19 pandemic, has compelled educators to adapt their teaching methodologies to incorporate digital tools and resources. This transition has been particularly pronounced in the field of language education, where the ability to effectively teach English as a foreign language has become a critical competency for educators, especially in non-linguistic disciplines. In Uzbekistan, a country with a rich cultural heritage and a growing emphasis on English language proficiency, the role of teachers in facilitating remote English language learning for non-linguistic majors has become increasingly important. This study focuses on the digital competence of Uzbek teachers as they navigate the challenges and opportunities presented by remote English language teaching.

Digital competence encompasses a range of skills and knowledge that educators must possess to effectively integrate technology into their teaching practices. This includes not only technical skills related to the use of digital tools and platforms but also pedagogical knowledge that enables teachers to design and implement engaging and effective online learning experiences. The importance of digital competence has been underscored by various educational frameworks and policies that advocate for the integration of technology in teaching and learning. For example, the European Framework for the Digital Competence of Educators (DigCompEdu) outlines the key competencies that teachers should develop to enhance their teaching practices in a digital era. These competencies include the ability to

create and share digital content, facilitate online collaboration, and assess students' digital skills, among others.

In the context of Uzbekistan, the development of digital competence among teachers is particularly critical given the country's ongoing efforts to modernize its education system. The Uzbek government has recognized the importance of English language proficiency for the nation's socio-economic development and has implemented various reforms aimed at improving English language education. However, the successful implementation of these reforms hinges on the ability of teachers to effectively utilize digital tools in their teaching practices. As such, understanding the current state of Uzbek teachers' digital competence in remote English language teaching is essential for identifying areas for improvement and informing future professional development initiatives.

One of the primary challenges faced by educators in Uzbekistan is the disparity in access to digital resources and training opportunities. While urban areas may have better access to technology and internet connectivity, teachers in rural regions often encounter significant barriers that hinder their ability to engage in remote teaching effectively. This digital divide not only affects the quality of education but also exacerbates existing inequalities in educational outcomes. Therefore, it is crucial to investigate how these disparities impact teachers' digital competence and their ability to deliver effective English language instruction to non-linguistic majors.

Furthermore, the pedagogical approaches employed by teachers in remote English language teaching can significantly influence students' learning experiences and outcomes. Research has shown that effective online language instruction requires a shift from traditional teaching methods to more interactive and student-centered approaches. This necessitates a deep understanding of how

to leverage digital tools to foster communication, collaboration, and engagement among students. In this regard, teachers' digital competence plays a pivotal role in determining the effectiveness of remote language instruction. By exploring the specific competencies that Uzbek teachers possess, as well as the challenges they face in developing these skills, this study aims to provide valuable insights into the current state of remote English language teaching in Uzbekistan.

Literature Review

The emergence of digital technologies has transformed educational practices across the globe, necessitating a reevaluation of teachers' competencies, particularly in the context of remote language teaching. This literature review synthesizes existing research on digital competence among teachers, focusing specifically on Uzbek educators' experiences in remote English language teaching for non-linguistic majors. The review is organized into several key themes: digital competence frameworks, challenges faced by teachers, pedagogical implications, and the role of professional development. Digital competence is increasingly recognized as a critical component of effective teaching in the 21st century. Digital competence as the ability to use digital technologies to communicate, collaborate, and create content. This framework has been adapted and expanded in various contexts, including language education. In the context of Uzbekistan, where English is a foreign language, teachers' digital competence is particularly vital for effective remote teaching. (The European Commission, 2017)

Several studies have explored the concept of digital competence in education. For instance, a comprehensive framework that encompasses various dimensions of digital competence, including technological knowledge, pedagogical knowledge, and content knowledge. This framework emphasizes the necessity for educators to integrate technology into their teaching practices effectively (Voogt and Roblin, 2012).

Similarly, the UNESCO framework for teacher education emphasizes the importance of digital literacy as a foundational skill for educators, advocating for the incorporation of technology in curriculum design and delivery (UNESCO, 2011).

In Uzbekistan, the Ministry of Education has recognized the need for enhancing teachers' digital competencies, particularly in the wake of the COVID-19 pandemic, which necessitated a swift transition to online learning (Khamraev, 2020). Many Uzbek teachers possess basic digital skills, their ability to integrate these skills into language instruction remains limited. This gap highlights the need for targeted professional development programs that address the specific challenges faced by teachers in remote teaching contexts (Abdurakhmanova, 2021).

Despite the recognition of the importance of digital competence, many teachers encounter significant challenges in implementing remote English language teaching. A study by Khamidov identifies several barriers, including a lack of access to reliable internet, insufficient training in digital tools, and limited familiarity with online teaching methodologies. These challenges are exacerbated in rural areas of Uzbekistan, where infrastructure may be inadequate, leading to disparities in educational opportunities (Jumaniyazova, 2022).

Moreover, teachers often report feelings of isolation and lack of support when transitioning to remote teaching. The psychological impact of remote teaching on educators, noting that many experience anxiety and stress due to the demands of adapting to new technologies and pedagogical approaches. This emotional burden can hinder teachers' effectiveness and ultimately affect student learning outcomes (Bekmurodova, 2021).

The shift to remote teaching necessitates a rethinking of pedagogical approaches, particularly in language education. Effective remote teaching requires not only

technological skills but also an understanding of how to engage students in a virtual environment. The design of online courses should promote active learning and interaction among students. This is particularly crucial in language learning, where communication and collaboration are essential components (Anderson, (2008).

Research by Wang et al. emphasizes the importance of synchronous and asynchronous communication in online language courses. Synchronous sessions allow for real-time interaction, while asynchronous tools provide flexibility for students to engage with content at their own pace. In the context of Uzbekistan, teachers must be equipped with strategies to balance these modes of communication effectively, ensuring that students remain engaged and motivated (Wang et al., 2020).

Furthermore, the use of multimedia resources can enhance language learning in remote settings. Videos, podcasts, and interactive activities can improve learners' language skills and increase their motivation. However, teachers must be trained to select and utilize these resources effectively, aligning them with learning objectives and student needs (Chen and Chang, 2021).

Professional development is crucial for enhancing teachers' digital competence and supporting their transition to remote teaching. Research by Desimone outlines key features of effective professional development, including content focus, active learning, coherence, and sustained duration. In the context of Uzbekistan, professional development programs must be tailored to address the specific challenges faced by teachers in remote English language teaching. (Desimone, 2009)

Several initiatives have been implemented in Uzbekistan to support teachers' professional growth. For example, the British Council has launched training programs aimed at enhancing teachers' digital skills and pedagogical approaches in online teaching (British Council, 2020). However, the effectiveness of these programs depends on

their alignment with teachers' needs and the provision of ongoing support and resources.

Additionally, peer collaboration and networking can play a significant role in professional development. Research by Vescio et al. highlights the benefits of collaborative professional development, where teachers share experiences, resources, and strategies. In the context of remote teaching, online platforms can facilitate such collaboration, enabling teachers to connect with colleagues and experts from around the world (Vescio et al., 2008).

Results and Discussion

The research aimed to investigate the digital competence of Uzbek teachers engaged in remote English language teaching for non-linguistic majors. The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive data on teachers' digital skills, challenges, and strategies in the context of remote education. The results are organized into three main sections: (1) Quantitative Survey Findings, (2) Qualitative Interview Insights, and (3) Comparative Analysis of Digital Competence Levels.

The survey was administered to 100 English language teachers from various universities across Uzbekistan. The response rate was 90%, with 90 teachers completing the questionnaire. The survey assessed digital competence across several dimensions, including technical skills, pedagogical application, and attitudes towards technology use in teaching. The demographic data indicated that the majority of respondents were female (68%), with a mean age of 35 years. Most teachers (70%) took a master's degree, while 30% had a doctoral degree. The teaching experience varied, with 35% of the participants having 1-5 years of experience, 35% having 6-10 years, and 30% having over 10 years of experience.

The survey included items measuring teachers' self-reported technical skills in using digital tools and platforms. The results revealed

that 62% of the participants rated their technical skills as proficient, while 28% considered themselves as intermediate, and 10% as beginners. Specific skills assessed included:

- **Basic Computer Skills:** 85% of teachers reported being proficient in basic computer operations, including file management and software installation.
- **Use of Educational Software:** 70% of teachers indicated proficiency in using educational platforms such as Moodle and Google Classroom.
- **Video Conferencing Tools:** A significant 70% of respondents reported being comfortable using video conferencing tools like Zoom and Microsoft Teams for online classes.

When evaluating the pedagogical use of technology, the survey revealed that 66% of teachers frequently integrated digital tools into their lesson plans. The most commonly used tools included:

- **Interactive Presentation Software:** 75% of teachers utilized platforms like Prezi and PowerPoint to enhance student engagement.
- **Online Assessment Tools:** 60% reported using tools such as Kahoot and Quizlet for formative assessments.
- **Digital Communication Tools:** 80% of teachers employed messaging apps (e.g., WhatsApp, Telegram) to maintain communication with students outside of class hours.

Despite these positive findings, only 45% of respondents felt confident in their ability to design fully online courses.

To complement the quantitative data, semi-structured interviews were conducted with 30 teachers selected from the survey respondents. The interviews aimed to explore in-depth perspectives on the challenges and strategies related to remote English language teaching.

Several recurring themes emerged from the interviews regarding the challenges teachers encountered during remote teaching:

- **Technical Issues:** Many teachers reported experiencing connectivity issues and technical glitches during online classes, which disrupted the flow of teaching.
- **Student Engagement:** Teachers highlighted difficulties in maintaining student engagement in a remote setting. One teacher noted, "It's challenging to keep students motivated when they are behind a screen. I often feel like I'm talking to myself."
- **Assessment Difficulties:** Teachers expressed concerns about the validity of online assessments. One participant stated, "I worry about whether students are completing assessments honestly. It's hard to monitor them."

Despite the challenges, many teachers demonstrated resilience and adaptability. Key strategies identified included:

- **Interactive Activities:** Teachers employed interactive activities such as breakout rooms and polls to foster engagement. One teacher shared, "Using breakout rooms has helped students collaborate and communicate more effectively."
- **Continuous Professional Development:** Many participants sought out online training and webinars to enhance their digital skills. One teacher remarked, "I attended several online workshops, which helped me learn new tools and techniques for teaching."
- **Peer Support Networks:** Teachers formed peer support groups to share resources and strategies. One participant noted, "We created a WhatsApp group where we exchange ideas and materials. It has been a great source of support."

To analyze the differences in digital competence levels among teachers based on demographic factors, a comparative analysis was conducted. The analysis focused on

teaching experience and educational background. Interestingly, teachers with moderate experience (6-10 years) displayed higher digital competence than those with less (1-5 years) or more (over 10 years) experience. This trend may suggest that teachers with moderate experience have had the opportunity to adapt to technological changes while avoiding the potential complacency that can accompany long-term teaching. Teachers with doctoral degrees reported higher levels of digital competence, particularly in the pedagogical application of technology. This finding suggests that advanced education may correlate with a deeper understanding of integrating technology into teaching practices.

Conclusion

The results of this study provide valuable insights into the digital competence of Uzbek teachers in remote English language teaching for non-linguistic majors. While many teachers demonstrated proficiency in using digital tools, significant challenges remain, particularly concerning student engagement and equitable access to technology. The findings highlight the importance of ongoing professional development and collaborative support networks to enhance teachers' digital skills and pedagogical practices. As remote education continues to evolve, these insights can inform policy and practice aimed at improving the quality of English language instruction in Uzbekistan.

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**Bo'lajak boshlang'ich ta'lim
o'qituvchilarining metodik
kompetensiyalarini pedagogik
hamkorlik asosida rivojlantirish
texnologiyasi****Olimova Nodirabegim Ibroximjon qizi**nodirabegim3363@icloud.com

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Annotatsiya *Ushbu maqolada boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyalarini pedagogik hamkorlik asosida rivojlantirish texnologiyalari tadqiq qilinadi. O'zbekiston va xalqaro tajribalar tahlili asosida integratsiyalashgan yondashuvlar, innovatsion metodlar va davlat siyosatining ushbu sohadagi ahamiyati ko'rib chiqilgan. Tadqiqot natijalari pedagogik hamkorlikning metodik mahoratni shakllantirishdagi samaradorligini ilmiy asoslab beradi.*

Kalit so'zlar *Metodik kompetensiya, pedagogik hamkorlik, boshlang'ich ta'lim, innovatsion texnologiyalar, kasbiy rivojlanish.*

**Технология развития
методических компетенций
будущих учителей начальных
классов на основе
педагогического сотрудничества****Олимова Нодирабегим****Иброхимжон кизи**nodirabegim3363@icloud.com

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Аннотация *В статье исследуются технологии развития методической компетентности будущих учителей начального образования на основе педагогического сотрудничества. Анализируются интегративные подходы, инновационные методы и роль государственной политики в этой сфере на примере Узбекистана и международного опыта. Результаты исследования научно обосновывают эффективность педагогического сотрудничества в формировании методического мастерства.*

Ключевые слова *Методическая компетентность, педагогическое сотрудничество, начальное образование, инновационные технологии, профессиональное развитие*

**Technology for developing the
methodological competencies of
future primary school teachers
through pedagogical collaboration****Olimova Nodirabegim Ibrohimjon qizi**nodirabegim3363@icloud.com

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Annotation *This article examines technologies for developing methodological competencies of future primary school teachers through pedagogical collaboration. The study*

analyzes integrative approaches, innovative methods, and policy implications based on Uzbekistan's experience and international best practices. Research results scientifically validate the efficacy of collaborative models in shaping teaching methodologies.

Keywords *Methodological competence, pedagogical collaboration, primary education, innovative technologies, professional development*

Zamonaviy pedagogik amaliyotda ta'lim jarayonining samaradorligi, birinchi navbatda, o'qituvchining metodik kompetensiyasiga bevosita bog'liqdir. Xususan, boshlang'ich ta'lim bosqichida metodik kompetensiya nafaqat bilimlar majmui, balki kasbiy refleksiya, interaktiv metodlarni qo'llay olish, o'quvchilarning yosh xususiyatlariga mos didaktik yechimlarni tanlay olish kabi komponentlardan iborat murakkab integrativ tizim sifatida qaraladi. Bo'lajak boshlang'ich sinf o'qituvchilarida mazkur kompetensiyalarni shakllantirishda pedagogik hamkorlik (kooperativ ta'lim, mentorlik, kollaborativ tahlil, o'zaro treninglar) asosidagi texnologiyalar muhim omil sifatida maydonga chiqadi.

Ilmiy adabiyotlarda metodik kompetensiya tushunchasi ko'pincha kasbiy tayyorgarlik, metodik refleksiya, pedagogik innovatsiyalarni o'zlashtirish qobiliyati, shuningdek, dars jarayonini tahlil qilish va moslashtirish qobiliyatlari bilan izohlanadi. Pedagogik hamkorlik esa, o'z navbatida, o'qituvchi-shogird, o'qituvchi-o'qituvchi va o'qituvchi-rahbar kabi sathlardagi konstruktiv muloqotni o'z ichiga olgan o'zaro ta'sirlar tizimi sifatida qaraladi. Mazkur maqolada bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyalarini pedagogik hamkorlik asosida rivojlantirishga doir texnologik yondashuvlar, ularning amaliy samaradorligi va innovatsion imkoniyatlari nazariy va empirik jihatdan tahlil qilinadi. Shu orqali metodik kompetensiyani shakllantirish jarayonida kooperativ va refleksiv o'qitish texnologiyalarining o'rni ochib beriladi.

Jahonda oliy pedagogik ta'lim tizimida bo'lajak o'qituvchilarning nafaqat nazariy bilim va amaliy ko'nikmalarini shakllantirish, balki ularning salohiyati, ijodiy fikrlashi, ijtimoiy faolligi va kasbiy mas'uliyatini uyg'un holda rivojlantirish muhim metodologik yo'nalishlardan biri. Bu esa ta'lim mazmunini yangilash, innovatsion va integratsiyalashgan yondashuvlar asosida o'qitish jarayonini tashkil etish hamda o'quvchi, o'qituvchi va ota ona o'rtasida samarali pedagogik hamkorlikni yo'lga qo'yishni taqozo etmoqda.

Ayniqsa, bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyalarini rivojlantirishda pedagogik hamkorlik asosida tashkil etilgan ta'limiy faoliyat muhim o'rin egallaydi. Bu orqali talabalar faqat nazariy bilimlarni egallab qolmasdan, balki amaliyotchi pedagoglar bilan bevosita hamkorlikda dars loyihalash, baholash, fanlararo integratsiya, muammoli vaziyatlarni hal qilish, innovatsion metodlardan foydalanish kabi jarayonlar orqali o'z kasbiy tayyorgarligini mustahkamlash imkoniga ega bo'ladilar (Vygotsky, 1978). Pedagogik hamkorlik bu jarayonda ustoz-shogird an'alarini mustahkamlab, maktab va oliy ta'lim muassasalari o'rtasidagi integratsiyani ta'minlaydi, talabalarda esa mustaqil fikrlash, muammoni tahlil qilish, ijodiy yondashuv, hamkorlikda ishlash va reflektiv fikrlash kabi muhim kompetensiyalarni shakllantiradi. Shu sababli bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyasini rivojlantirishda pedagogik hamkorlikka asoslangan texnologiyalarni ishlab chiqish va ularni o'quv jarayoniga samarali

integratsiyalash ta'lim sifatini oshirish va zamonaviy talablarga javob beruvchi raqobatbardosh kadrlarni tayyorlashda muhim strategik yo'nalish hisoblanadi.

Dunyoning yetakchi pedagogik markazlari va xalqaro tashkilotlari tomonidan boshlang'ich ta'lim sohasida o'qituvchilarni tayyorlash jarayonida metodik kompetensiyalarni shakllantirishga yo'naltirilgan integrativ yondashuvlar ishlab chiqilmoqda. Ayniqsa, pedagogik hamkorlik asosida o'quv jarayonini tashkil etish, dars mazmunini rejalashtirish, real vaziyatlarni tahlil qilish va ularga innovatsion yechimlar topishga qaratilgan metodik faoliyatlar dolzarb ahamiyat kasb etmoqda. Ta'limni amaliyot bilan uzviy bog'lash, talabalarda real pedagogik muhitga moslashish, darsni loyiha asosida tashkil etish, baholash mezonlarini ishlab chiqish va fanlararo integratsiyaga tayangan metodik ko'nikmalarni shakllantirish zaruriyati ortmoqda. Bu jarayon ularning mustaqil metodik qarorlar qabul qilish, darsni rejalashtirishda muammoli vaziyatlarni yechish va ijodiy yondashuv asosida o'qitish kompetensiyalarini rivojlantirishga xizmat qiladi. Bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyasini pedagogik hamkorlik orqali shakllantirish, bu yo'nalishda samarali ta'lim texnologiyalarini ishlab chiqish va ularni o'quv-amaliy faoliyatga integratsiyalash zamonaviy pedagogik tadqiqotlarning muhim yo'nalishiga aylanmoqda. Shu bois, bo'lajak o'qituvchilarda kasbiy, metodik va ijodiy kompetensiyalarni pedagogik hamkorlik sharoitida shakllantirishga qaratilgan ilmiy izlanishlar amaliy ahamiyatga ega bo'lib, sifatli pedagogik kadrlar tayyorlashning ustuvor vazifalaridan biri sifatida e'tirof etilmoqda (To'xtayeva, 2022).

Mamlakatimizda boshlang'ich ta'lim tizimi uchun yuqori malakali pedagog kadrlarni tayyorlashda bo'lajak o'qituvchilarning metodik kompetensiyalarini pedagogik hamkorlik asosida rivojlantirishga alohida e'tibor qaratilmoqda. Bu yo'nalishdagi faoliyatlar zamonaviy ta'lim jarayonining talablaridan

kelib chiqib, o'qituvchilik kasbining amaliy va innovatsion jihatlariga tayangan holda metodik tayyorgarlik mazmunini chuqurlashtirishni taqozo etadi. "Pedagog kadrlar tayyorlash tizimini yanada takomillashtirish chora-tadbirlari" pedagogik ta'lim sohasini rivojlantirishning ustuvor yo'nalishini o'zida aks ettiradi.

Pedagogik hamkorlik asosida tashkil etiladigan o'quv jarayoni bo'lajak o'qituvchilarni amaliyotga yaqinlashtirib, ularning metodik bilimlarini real vaziyatda qo'llash, tahlil qilish, darsni samarali loyihalash, baholash mezonlarini ishlab chiqish va ta'lim jarayonini fanlararo integratsiya asosida tashkil etish ko'nikmalarini shakllantirishga xizmat qiladi (Darling-Hammond, 2020). Shu nuqtayi nazardan, o'qituvchilik faoliyatiga tayyorgarlikda pedagogik hamkorlikni samarali tashkil etish, ta'lim subyektlari o'rtasidagi o'zaro aloqalarni mustahkamlash va bu jarayonga amaliyotchi pedagoglarni jalb qilish orqali ta'lim sifati va samaradorligini oshirish mumkin bo'ladi. Bu esa, metodik kompetensiyani tarkibiy jihatdan chuqur tahlil qilish, uning tarkibiy komponentlarini aniqlash, rivojlanish bosqichlarini belgilash va pedagogik hamkorlik asosida integratsiyalashgan ta'lim texnologiyalarini ishlab chiqishni talab etadi. Shunday qilib, bo'lajak boshlang'ich ta'lim o'qituvchilarining kasbiy shakllanishida metodik kompetensiyalarni pedagogik hamkorlik asosida rivojlantirish zamonaviy ta'lim siyosatining ustuvor yo'nalishlaridan biri.

O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktabrdagi PF-5847-sonli "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi farmoni, 2020-yil 29-oktabrdagi PF-6097-sonli "Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi farmoni, shuningdek, 2023-yil 11-sentabrdagi PF-158-sonli "O'zbekiston – 2030" strategiyasi ta'lim sohasini zamonaviy bosqichda kompleks rivojlantirish, unda innovatsion yondashuvlarni keng tatbiq etish, yoshlarning kreativ salohiyatini yuksaltirish,

ta'lim jarayonida davlat va jamiyat o'rtasidagi pedagogik hamkorlikni kuchaytirishni ustuvor yo'nalish sifatida belgilab bermoqda. Shu bilan birga, 2020-yil 23-sentabrdagi O'zbekiston Respublikasining O'RQ-637-sonli "Ta'lim to'g'risida"gi Qonunida ta'lim oluvchilarning kasbiy shakllanishida zamonaviy pedagogik texnologiyalar, metodik kompetensiyalarni rivojlantirish, hamkorlikka asoslangan ta'lim tashkil etish va ilmiy-metodik yondashuvlarning ahamiyati alohida ta'kidlangan. Bundan tashqari, 2018-yil 5-iyundagi PQ-3775-sonli "Oliy ta'lim muassasalarida ta'lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta'minlash bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi qaror hamda 2020-yil 27-fevraldagi PQ-4623-sonli "Pedagogik ta'lim sohasini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarorlarda oliy pedagogik ta'lim muassasalarining amaliy faoliyatga yo'naltirilganligini kuchaytirish, o'qituvchilarning kasbiy va metodik tayyorgarligini tizimli asosda rivojlantirish, pedagogik hamkorlik va innovatsion texnologiyalardan samarali foydalanish zarurligi asoslab berilgan. Mazkur strategik hujjatlar va me'yoriy-huquqiy asoslar asosida olib borilayotgan islohotlar zamirida bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyalarini pedagogik hamkorlik asosida rivojlantirishga qaratilgan tizimli tadqiqotlar muhim ilmiy-amaliy ahamiyat kasb etadi.

Bo'lajak boshlang'ich ta'lim o'qituvchilarining tafakkur salohiyatini rivojlantirish jarayonida metodik kompetensiyaning bosqichma-bosqich shakllanishi muhim ahamiyatga ega. Metodik kompetensiya esa pedagog shaxsida shakllanishi lozim bo'lgan ko'plab shaxsiy va kasbiy sifatlarning uyg'unlashgan tizimi sifatida talqin etiladi. Mazkur sifatlarning esa metodik kompetensiyaning samarali rivojlanishi uchun mustahkam zamin yaratadi. Bunday muhim sifatlarning qatoriga o'qituvchining insonparvarlik

yo'nalishidagi kasbiy faoliyati, uning didaktik-analitik tafakkur salohiyati, pedagogik qobiliyatlari va pedagogik texnikasi kiradi (Karimov, 2021).

Ushbu jihatlarni quyidagicha umumlashtirish mumkin:

Birinchidan, metodik kompetensiya – bu o'qituvchi shaxsining ichki psixologik holatiga asoslangan o'z-o'zini boshqaruvchi tizim bo'lib, unda insonparvarlik g'oyasi markaziy motivatsion omil sifatida namoyon bo'ladi.

Ikkinchidan, mahorat pedagogik faoliyatda ongli va mazmunli harakatlarning asosini tashkil etadi, bu esa o'z navbatida chuqur bilim bilan chambarchas bog'liqdir. Kasbiy yo'nalganlik va puxta egallangan bilim pedagogik faoliyatning asosiy strukturaviy tayanchi (ya'ni "skeleti") bo'lib xizmat qiladi.

Uchinchidan, pedagogik qobiliyatlar metodik kompetensiyaning shakllanishini faollashtiruvchi ichki harakatlantiruvchi omil sifatida namoyon bo'ladi.

To'rtinchidan, bilim va qobiliyatga tayanilgan pedagogik texnika barcha ta'sir vositalarini pedagogik maqsadlar bilan uyg'unlashtirib, pedagogik faoliyatning ichki tuzilmasini muvofiqlashtirishga xizmat qiladi.

Metodik kompetensiya o'zaro integratsiyalashgan to'rt tarkibiy komponent asosida shakllanadi: insonparvarlik, mahorat, pedagogik qobiliyatlar va pedagogik texnika. Bu komponentlarning rivojlanishi faqat tashqi omillar bilan emas, balki o'z-o'zini rivojlantirishga bo'lgan ichki ehtiyoj va intilishga ham bevosita bog'liq (UNESCO 2019). O'z-o'zini rivojlantirish esa maxsus bilim va amaliy ko'nikmalar asosida amalga oshadi. Pedagogik qobiliyatlar metodik kompetensiyaning shakllanishi va rivojlanishida hal qiluvchi rol o'ynaydi. Ular o'qituvchining nafaqat kasbiy mahoratini, balki o'quvchiga nisbatan individual, mas'uliyatli va innovatsion yondashuvini shakllantirishga xizmat qiladi. Natijada, pedagogik muvaffaqiyatga erishishning asosiy sharti – bu yuqori darajadagi qobiliyatlar, unga erishish vositasi esa – samarali pedagogik texnika hisoblanadi.

Pedagogik hamkorlik – bu ikki yoki undan ortiq ishtirokchi o'rtasida ta'lim jarayonini amalga oshirishda yuzaga keladigan o'zaro anglashuv va birgalikdagi faoliyatga asoslangan pedagogik munosabatlar tizimidir. Ushbu hamkorlik o'qituvchi va talabani ta'limiy faoliyat davomida bir-birini anglash, o'zaro yaqinlikni his qilish, faoliyat bosqichlarida erishilgan natijalarni birgalikda tahlil etish va baholash orqali o'z ifodasini topadi. Bu jarayon rivojlantiruvchi, ilg'or pedagogik g'oyalarni o'zida mujassam etganligi bilan alohida ilmiy-metodik ahamiyat kasb etadi.

Pedagogik hamkorlik ta'limi bir qator asosiy yo'nalishlar asosida tashkil etiladi. Ular jumlasiga quyidagilar kiradi:

- o'qituvchi tomonidan pedagogik majburiyat va avtoritar yondashuvdan voz kechgan holda, tenglik va hamkorlikka asoslangan ta'limiy munosabatlarni yo'lga qo'yish;
- talabaga insonparvarlik g'oyalari asosida shaxsiy (individual) yondashuvni ta'minlash;
- ta'lim jarayonida o'qituvchi va talaba o'rtasida ma'naviy birlikni shakllantirishga erishish (Shulman, 1978).

Mazkur yondashuvning markaziy g'oyasi – bu o'qituvchi va talabani o'zaro hamkorlikda ta'limiy topshiriqlarni bajarishlari va shu asosda bilim egallash jarayonini birgalikda tashkil etishdan iboratdir. Bunday hamkorlik muhitida nafaqat o'quv materiallari o'zlashtiriladi, balki pedagogik jarayon ishtirokchilarining shaxsiy va kasbiy rivojlanishi ham ta'minlanadi.

Pedagogik hamkorlikning samaradorligi ijtimoiy buyurtmani to'laqonli bajarish va belgilangan maqsadlarga erishish bilan chambarchas bog'liq. Buning uchun o'quv

jarayonini puxta loyihalash va unga zamonaviy pedagogik texnologiyalarni samarali joriy etish zarurdir. Bu jarayonda ta'lim maqsadlariga erishishni kafolatlaydigan o'quv-bilish faoliyati strukturasi aniq belgilanishi lozim. Shuning uchun ham pedagogik texnologiyalar, ayniqsa, hamkorlikka asoslangan yondashuvlar, o'quv jarayonini oldindan rejalashtirish, bosqichma-bosqich tashkil qilish hamda kutilgan natijaga yo'naltirilgan tizimni shakllantirish imkonini beradi (Johnson, 2018).

Bo'lajak boshlang'ich ta'lim o'qituvchilarining metodik kompetensiyalarini rivojlantirish jarayoni zamonaviy pedagogik texnologiyalarni, xususan, pedagogik hamkorlikka asoslangan yondashuvlarni tatbiq etishni talab etadi. Tadqiqot natijalari shuni ko'rsatadiki, kooperativ ta'lim, mentorlik asosidagi o'zaro o'rganish, amaliy mashg'ulotlar va refleksiv tahlilga yo'naltirilgan pedagogik hamkorlik shakllari o'qituvchilik kasbiga oid metodik bilim va ko'nikmalarning chuqurroq shakllanishiga xizmat qiladi.

Shuningdek, bu yondashuvlar o'quvchilarning individual ehtiyojlariga mos dars loyihalash, interfaol metodlardan samarali foydalanish, baholash mezonlarini to'g'ri qo'llash va ijodiy yondashuvni kuchaytirish imkonini beradi. Pedagogik hamkorlik o'qituvchining kasbiy refleksiyasi va o'z-o'zini baholash ko'nikmalarini rivojlantirish orqali uzluksiz o'rganish madaniyatini shakllantiradi.

Xulosa qilib aytganda, pedagogik hamkorlik asosida metodik kompetensiyalarni rivojlantirish texnologiyasi boshlang'ich ta'lim sifatini oshirishda muhim omil bo'lib, uni pedagogik ta'lim dasturlariga integratsiyalash kasbiy tayyorgarlik samaradorligini oshiradi va bo'lajak o'qituvchilarning kasbiy identifikatsiyasi va mustaqil faoliyatga tayyorgarligini ta'minlaydi.

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Characteristics of the professional profile of a modern pre-service English language teacher

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Annotation *This article analyzes the distinctive characteristics of the professional profile of a modern pre-service English language teacher. Based on current scientific sources and contemporary educational approaches, it is argued that 21st-century English language teachers must acquire competencies such as linguistic knowledge, research skills, intercultural awareness, and reflective practice. Furthermore, the professional profile of future teachers should encompass not only pedagogical knowledge but also personal qualities such as digital literacy, creativity, communication skills, and adaptability.*

Keywords *Pre-service English language teacher, English language teaching, professional competence, teacher training, pedagogical skills, digital literacy*

Особенности профессионального профиля современного будущего учителя английского языка

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Аннотация *В статье анализируются отличительные особенности профессионального профиля современного будущего учителя английского языка. Опираясь на актуальные научные источники и современные образовательные подходы, утверждается, что учителя английского языка XXI века должны обладать такими компетенциями, как лингвистические знания, исследовательские навыки, межкультурная осведомлённость и рефлексивная практика. Кроме того, профессиональный профиль будущих учителей должен включать не только педагогические знания, но и такие личные качества, как цифровая грамотность, креативность, коммуникативные навыки и адаптивность.*

Ключевые слова *Будущий учитель английского языка, преподавание английского языка, профессиональная компетентность, подготовка учителей, педагогические навыки, цифровая грамотность*

Zamonaviy bo'lajak ingliz tili o'qituvchisining profesiogrammasiga xos xususiyatlar

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Annotatsiya *Ushbu maqolada zamonaviy bo'lajak ingliz tili o'qituvchisi profesiogrammasiga xos xususiyatlar tahlil qilinadi. Amaldagi ilmiy manbalar va zamonaviy yondashuvlarga*

tayangan holda, 21-asr ingliz tili o'qituvchilari tilga oid bilimlar, tadqiqot olib borish ko'nikmalari, madaniyatlararo xabardorlik va reflektiv amaliyot kabi kompetensiyalarni egallashlari lozim. Shuningdek, bo'lajak o'qituvchilarning kasbiy profili nafaqat pedagogik bilimlar, balki raqamli savodxonlik, ijodkorlik, kommunikativ ko'nikmalar va moslashuvchanlik kabi shaxsiy fazilatlarini egallashlari lozim.

Kalit so'zlar *Bo'lajak ingliz tili o'qituvchisi, ingliz tilini o'qitish, kasbiy kompetensiya, o'qituvchilarni tayyorlash, pedagogik ko'nikmalar, raqamli savodxonlik*

Introduction

The profile of a modern English language teacher is no longer confined to linguistic expertise alone. Globalization, rapid technological advancement, and the dynamic needs of 21st-century learners have reshaped the expectations placed on educators, particularly those entering the profession. Today's English language teachers must operate within increasingly diverse classrooms, navigate intercultural communication challenges, and leverage digital tools to enhance language acquisition. As such, the role of the pre-service English teacher has evolved into that of a reflective practitioner, digital navigator, cultural mediator, and lifelong learner (Richards, 2011; Dudeney, Hockly & Pegrum, 2014).

In this evolving educational landscape, teacher education programs must prioritize the development of broad and interconnected competencies. These include not only strong subject knowledge and methodological expertise but also skills in educational research, adaptability, emotional intelligence, and intercultural sensitivity (European Commission, 2013; Freeman, 2016). Pre-service teachers are expected to respond to individual learner differences, foster inclusive learning environments, and critically engage with their own teaching practices through reflective inquiry.

Moreover, educational reforms and global standards increasingly emphasize

competencies such as digital literacy, collaboration, problem-solving, and creativity skills that are vital for teachers to thrive in contemporary classrooms. The integration of these competencies into teacher education curricula helps ensure that future educators are not only capable of teaching effectively but also of shaping education in response to changing societal and technological trends. This article explores the core characteristics that constitute the profile of a modern pre-service English language teacher, emphasizing the interplay between academic knowledge, pedagogical competence, personal traits, and broader social and digital literacies.

Core Characteristics of the Professional Profile of pre-service English Teacher

A pre-service teacher is an individual who is in the process of acquiring the foundational competencies required for a successful and sustainable teaching career. This stage involves more than just completing academic coursework – it is a formative period during which future educators are expected to actively and continuously develop their professional knowledge, practical skills, and reflective abilities. Through participation in university-based instruction, teaching practicums, and ongoing self-assessment, pre-service teachers begin to shape their professional identity and prepare for the realities of classroom life.

According to Kh. Al-Seghayer (2017), to be effective in the contemporary context of

English language teaching, a teacher must demonstrate a set of interrelated professional qualities. First, cognitive knowledge is essential, encompassing an understanding of how students learn languages, how to apply learning theories, and how to plan and implement instruction strategically. Second, content knowledge – deep familiarity with the structure, usage, and cultural nuances of the English language – is necessary for designing meaningful learning experiences and responding accurately to students' questions and errors. Third, high levels of English language proficiency allow teachers to serve as accurate and fluent models of communication, which is vital for building learner confidence and immersion. In addition to these academic and linguistic skills, a teacher's personal characteristics play a critical role; traits such as empathy, patience, creativity, and adaptability help foster a positive learning atmosphere and promote student engagement. Lastly, social and pedagogical competencies such as classroom management, teamwork, communication with stakeholders, and cultural awareness equip teachers to navigate the complex social dynamics of schools and to create inclusive, equitable learning environments. Together, these components form the cornerstone of a well-rounded professional profile, enabling pre-service teachers to transition effectively into their roles as capable, reflective, and responsive educators.

One of the most critical elements of a pre-service English teacher's professional profile is linguistic competence, which serves as the foundation for effective classroom communication and language instruction. Linguistic competence includes not only grammatical accuracy but also pragmatic awareness, discourse strategies, and phonological control. According to Richards and Farrell (2005), pre-service teachers must achieve a high level of proficiency in the target language to act as models for their students and to facilitate authentic communication in

the classroom. This competence must also be adaptable to the diverse linguistic levels of learners, requiring teachers to scaffold input appropriately and respond flexibly to student needs. Moreover, the growing emphasis on communicative language teaching and task-based learning makes it imperative for pre-service teachers to internalize the use of English as a real-life tool for interaction rather than as a system of rules. Consequently, their professional training must integrate ample opportunities for authentic language use, including speaking, writing, and listening in academic and practical contexts.

In addition to linguistic expertise, pedagogical competence forms a vital component of the pre-service teacher's professional profile. Pedagogical competence refers to the ability to design, implement, and evaluate instructional practices that promote meaningful and effective language learning. As Shulman (1987) emphasizes through the concept of pedagogical content knowledge, effective teachers must not only know the subject matter but also understand how to represent it in ways that are comprehensible and engaging for learners. This includes selecting appropriate materials, differentiating instruction based on student needs, and applying a range of teaching methods such as inductive grammar instruction, communicative activities, and formative assessment. Pre-service teachers are expected to learn how to establish clear learning objectives, sequence content logically, and assess learning outcomes critically. Furthermore, as education systems increasingly prioritize learner-centered approaches, teachers must also develop the capacity to foster student autonomy, inquiry, and collaboration within the classroom environment.

Equally important to pedagogical knowledge is the cultivation of reflective practice, which allows pre-service teachers to critically evaluate their own teaching and adapt accordingly. Reflective practitioners are those who continuously analyze their classroom

decisions, question their assumptions, and seek evidence-based improvements in their practice. Dewey (1933) argued that reflection is a hallmark of professional maturity, and this perspective has been echoed in the teacher education literature by scholars such as Schön (1983), who introduced the concept of the “reflective practitioner.” For pre-service English teachers, engaging in reflective writing, peer feedback, lesson observations, and teaching journals are all key tools for developing this competence. Reflection is not only a method of improving practice but also a way of building resilience, professional confidence, and ethical awareness. It helps teachers align their instructional choices with their values and goals, ensuring that their work remains responsive to each learner needs and evolving educational demands.

Another defining characteristic of a modern pre-service English teacher is intercultural competence, especially in light of the global nature of the English language. As English serves as a lingua franca across diverse sociolinguistic settings, pre-service teachers must be prepared to navigate and teach in multicultural and multilingual classrooms. Byram (1997) highlights that intercultural communicative competence involves more than knowledge of other cultures – it requires attitudes of openness, critical cultural awareness, and skills of interpreting and relating across cultural boundaries. For English teachers, this means embedding cultural content into language instruction, avoiding stereotypes, and facilitating respectful intercultural dialogue among students. Teacher education programs, therefore, must expose pre-service teachers to a wide range of global English, critical pedagogy, and cultural case studies, thereby preparing them to educate learners who may come from different linguistic, religious, ethnic, or national backgrounds.

In the context of digital transformation, digital literacy has emerged as a core element of the professional profile of a pre-service

English teacher. The integration of digital tools into language education is no longer optional; it is a necessity for effective teaching and learning in the 21st century. Digital literacy includes not only the ability to use educational technologies (e.g., learning management systems, digital storytelling tools, AI-assisted platforms) but also an understanding of how to select, adapt, and evaluate these tools to enhance learner engagement and outcomes (Blake, 2013). Moreover, as pre-service teachers begin their careers in a world shaped by blended, online, and hybrid learning environments, they must develop competencies in digital pedagogy, data-informed instruction, and cybersecurity awareness. Teacher training institutions should prioritize training in instructional design using technology, fostering not only technical skills but also ethical and critical perspectives on technology use in education.

Finally, the professional profile of a pre-service English teacher would be incomplete without acknowledging the significance of soft skills and personal attributes. These include communication skills, emotional intelligence, adaptability, time management, and the ability to collaborate with colleagues and parents. As Day (2004) notes, teaching is inherently relational and emotional work that requires strong interpersonal and intrapersonal awareness. Effective communication with diverse stakeholders, from learners and colleagues to administrators and families, is crucial for building trust and creating a positive school climate. Likewise, adaptability the capacity to respond constructively to unexpected classroom challenges, curriculum changes, or student needs is increasingly valued in teacher performance assessments. Soft skills are often developed through extracurricular activities, group projects, and mentoring relationships during teacher education, highlighting the importance of a holistic and experiential approach to teacher preparation.

Hence, these core characteristics such as linguistic proficiency, pedagogical knowledge, reflective practice, intercultural awareness, digital literacy, and soft skills form the backbone of a robust professional profile for the modern pre-service English teacher. Each of these areas reinforces and complements the others: pedagogical knowledge is enriched by reflective practice; digital literacy enhances language instruction; intercultural competence deepens learner engagement; and soft skills sustain all areas of professional interaction. As education continues to evolve in response to global, technological, and social changes, the demands on future English teachers will grow accordingly. Thus, it is imperative that teacher education programs take a comprehensive and forward-looking approach to developing these competencies, ensuring that pre-service teachers are not only well-prepared for their first classroom but are also positioned for long-term growth and leadership in the profession.

Beyond technical and pedagogical expertise, personal attributes are pivotal in shaping effective teachers. These qualities directly influence classroom dynamics, student motivation, and overall learning outcomes (Day, 2004). Several studies have highlighted the key traits future English language teachers should develop. According to J. Rice (2003), and further supported by the research of A. Wayne and P. Youngs, essential factors that define teacher quality include teaching experience, academic degrees, type of certification, coursework completed during teacher preparation programs, and standardized language proficiency test scores. These elements are foundational to ensuring both content mastery and teaching effectiveness. In addition, a comprehensive study conducted by scholars from the University of Memphis such as S. Thompson, J. Greer, and B. Greer identified twelve personal characteristics crucial for pre-service teachers:

1. **Fairness** – maintaining equal treatment of all students and ensuring transparency in assessment.

2. **Positive Attitude** – demonstrating belief in every student's potential and encouraging them with confidence.
3. **Preparedness** – thoroughly planning lessons and maintaining organization and structure.
4. **Personal Touch** – building meaningful relationships with students, calling them by name, and showing empathy.
5. **Sense of Humor** – fostering a friendly and enjoyable classroom atmosphere.
6. **Creativity** – designing innovative and memorable learning experiences.
7. **Willingness to Admit Mistakes** – modeling sincerity and humility by acknowledging one's own errors.
8. **Forgiveness** – allowing students to recover from mistakes and providing fresh starts.
9. **Respect** – honoring students' dignity and being attentive to their perspectives.
10. **High Expectations** – motivating students to reach their highest potential.
11. **Compassion** – showing kindness and responding sensitively to students' emotional needs.
12. **Sense of Belonging** – creating a classroom climate where students feel safe, valued, and included.

These characteristics form the core of a teacher's daily interactions and are foundational for creating an inclusive and supportive learning environment. The development of these qualities during pre-service training is vital, not only for student achievement but also for sustaining teacher well-being and resilience in diverse educational contexts.

Ultimately, the goal of cultivating professional and pedagogical qualities in pre-service teachers revolves around several key areas. Teacher education programs must prioritize holistic preparation that considers the subject matter, the nature of pedagogical activities, learners' developmental stages, and individual capabilities. Furthermore, it is essential that pre-service

teachers develop an awareness of the complexities, challenges, and responsibilities of the teaching profession. This includes fostering self-initiative and personal engagement in solving educational problems and adapting to dynamic classroom realities.

Conclusion

The professional profile of a modern pre-service English language teacher is complex, dynamic, and multidimensional. In addition to mastering linguistic and pedagogical knowledge, future teachers must develop

research capabilities, intercultural sensitivity, technological fluency, and personal resilience. These competencies are not isolated; rather, they interact and reinforce one another to form a coherent, responsive, and future-ready teacher identity. As the demands of English language teaching continue to evolve, teacher education programs must respond with innovative curricula that cultivate these essential attributes, ensuring that new teachers are well-prepared to educate, inspire, and lead in diverse educational settings.

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New reality: The use of artificial intelligence capabilities in foreign language education

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Annotation *This article explores comprehensive approaches to integrating artificial intelligence (AI) technologies into foreign language education. Particular attention is paid to natural language processing (NLP), machine learning systems, and AI-based educational platforms. The study not only highlights current implementations but also expands on pedagogical implications, socio-emotional aspects, and ethical considerations. It offers a broader analysis of AI's role in transforming language pedagogy, including the design of immersive environments, autonomous learning, and collaborative interactions. Finally, it proposes a multidimensional framework for responsibly and effectively incorporating AI into foreign language curricula.*

Keywords *Artificial intelligence, foreign language learning, NLP, personalized learning, educational technology, speech recognition, digital pedagogy*

Новая реальность: Использование возможностей искусственного интеллекта в обучении иностранным языкам

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Аннотация *В данной статье рассматриваются комплексные подходы к интеграции технологий искусственного интеллекта (ИИ) в процесс обучения иностранным языкам. Особое внимание уделяется обработке естественного языка (NLP), системам машинного обучения и образовательным платформам на основе ИИ. Исследование охватывает не только текущие практики использования, но и педагогические последствия, социально-эмоциональные аспекты и этические вопросы. В статье представлен широкий анализ роли ИИ в трансформации языковой педагогики, включая создание иммерсивных сред, автономное обучение и совместное взаимодействие. В завершение предлагается многомерная модель для ответственного и эффективного внедрения ИИ в учебные программы по иностранным языкам.*

Ключевые слова *Искусственный интеллект, изучение иностранных языков, NLP, персонализированное обучение, образовательные технологии, распознавание речи, цифровая педагогика*

Yangi haqiqat: Chet tillarini o'qitishda sun'iy intellekt imkoniyatlaridan foydalanish

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Dotsent,

"Toshkent irrigatsiya va qishloq xo'jaligini mexanizatsiyalash muhandislari instituti"

Milliy tadqiqot universiteti

Annotatsiya Ushbu maqolada sun'iy intellekt (SI) texnologiyalarini chet tillarini o'qitish jarayoniga integratsiya qilish bo'yicha kompleks yondashuvlar o'rganiladi. Ayniqsa, tabiiy tilni qayta ishlash (NLP), mashinali o'qitish tizimlari va sun'iy intellektga asoslangan ta'limiy platformalarga alohida e'tibor qaratilgan. Tadqiqotda mavjud amaliyotlar bilan bir qatorda, pedagogik oqibatlar, ijtimoiy-emotsional jihatlar va axloqiy mulohazalar ham yoritiladi. Maqolada sun'iy intellektning til pedagogikasini o'zgartirishdagi roli – immersiv muhit yaratish, mustaqil o'rganish va hamkorlikka asoslangan o'zaro ta'sir kabi jihatlar keng tahlil qilinadi. Yakunda SI texnologiyalarini chet tili o'quv dasturlariga mas'uliyatli va samarali tarzda integratsiya qilish uchun ko'p qirrali model taklif etiladi.

Kalit so'zlar Sun'iy intellekt, chet tilini o'rganish, NLP, shaxsiylashtirilgan ta'lim, ta'lim texnologiyalari, nutqni aniqlash, raqamli pedagogika

The rapid advancement of artificial intelligence (AI) has significantly impacted various sectors, including education. In the realm of foreign language instruction, AI technologies are reshaping traditional pedagogical models by offering innovative, adaptive, and student-centered approaches. Tools such as natural language processing (NLP), machine learning algorithms, and AI-powered language applications provide learners with personalized learning experiences, real-time feedback, and interactive content that aligns with their individual linguistic needs and proficiency levels. These advancements not only improve the efficiency of language acquisition but also contribute to greater learner autonomy and motivation. At the same time, the integration of AI raises important questions regarding pedagogical integrity, ethical standards, and the evolving role of educators. This paper explores the multifaceted impact of AI on foreign language education, examining both its

practical applications and its implications for future teaching and learning strategies.

In the contemporary digital landscape, education systems are adapting to a rapidly evolving technological environment. The integration of artificial intelligence (AI) is no longer a futuristic concept but an essential element of educational reform. Language education, with its dynamic interplay of cognition, communication, and culture, benefits significantly from AI's adaptive, responsive, and scalable capabilities. This paper investigates the multifaceted application of AI in language learning and teaching, and addresses its transformative impact on pedagogical models.

This study is grounded in a mixed-methods approach, drawing from theoretical frameworks, empirical data, and comparative analyses. Sources include peer-reviewed articles, case studies, and educational policy reports. The methodology incorporates insights from constructivist and connectivist

theories, emphasizing learner autonomy and technological mediation in language acquisition.

Artificial Intelligence comprises a set of technologies such as machine learning, deep learning, neural networks, and natural language processing (NLP). In the context of foreign language education, AI facilitates automated assessment, intelligent tutoring, voice recognition, speech synthesis, and adaptive feedback (Siemens, 2005). These tools contribute to personalized learning experiences and foster engagement through real-time interaction.

Modern digital platforms such as Duolingo, Babbel, Memrise, and Rosetta Stone demonstrate the transformative influence of artificial intelligence (AI) in the field of language education. These tools utilize advanced AI functionalities to enrich the learning process, providing users with greater accessibility, customization, and engagement. By employing data analytics and algorithmic tracking, they monitor user interactions, identify learning gaps, and dynamically adjust lesson pathways to match the learner's current proficiency. This ensures that content remains appropriately challenging, fostering continuous cognitive engagement (Shawar & Atwell, 2007).

One of the key elements contributing to learner motivation is gamification, widely integrated into these applications. By incorporating game-based features – such as point systems, badges, progress charts, and competitive leaderboards – learners are incentivized to remain consistent and set measurable learning targets. These motivational mechanisms, grounded in behavioral psychology, support long-term retention and user involvement.

Furthermore, AI-powered voice assistants like Google Assistant and Apple's Siri expand the possibilities for oral language practice. These systems allow users to participate in spoken dialogues, refine pronunciation, and improve fluency. The inclusion of natural language processing (NLP) technologies

enables detection of errors in speech, provides corrective feedback, and reinforces accurate language use within real-life contexts (López-Nores M., García-Duque J., Blanco-Fernández Y., 2018).

AI capabilities are also embedded into learning management systems (LMS), allowing educational institutions to benefit from advanced data analytics. Teachers and academic staff gain access to comprehensive dashboards that compile learner performance statistics, track progress over time, and identify specific areas in need of improvement. This supports more effective lesson planning, adaptive instruction, and timely pedagogical interventions.

Among the various instructional benefits offered by AI, instant feedback and automatic correction stand out. Unlike traditional teaching settings where feedback may be delayed, AI provides immediate responses that guide students toward proper use of linguistic structures. This real-time correction not only enhances accuracy but also promotes learner independence and confidence.

Tailored learning trajectories represent another significant advantage of AI integration. By continuously evaluating user input, AI adjusts lesson content to suit the learner's pace, goals, and preferred learning style. This individualized approach increases engagement, helps learners overcome specific difficulties, and deepens understanding of the target language.

In terms of access, AI has substantially expanded opportunities for learning beyond traditional classroom settings. Mobile apps and cloud-based solutions allow users to engage with language content at any time and from any location (Zeng & Zhao, 2021). This is especially beneficial for learners in geographically isolated areas or those managing busy schedules. Moreover, asynchronous learning supported by AI offers flexibility and self-directed progression.

AI technologies also contribute meaningfully to inclusive education. Tools such

as speech-to-text, text-to-speech, and simplified language interfaces cater to individuals with diverse needs, including visual, motor, or cognitive impairments (Heffernan & Heffernan, 2014). These innovations help dismantle barriers and promote equitable access to high-quality language instruction.

Another key factor is motivation, which is maintained through rich, interactive learning experiences. AI systems incorporate engaging features like storytelling modules, multimedia integration, and adaptive challenges, which keep learners immersed and focused. These systems can detect declining engagement and dynamically adjust the learning material to recapture interest – providing lighter or more creative content when needed.

AI also plays a critical role in improving assessment. Unlike conventional tests, which are often static and limited in scope, AI-driven assessments adjust in difficulty based on learner responses (Dahl, 2012). This adaptive evaluation offers a more nuanced and accurate measure of proficiency, while reducing anxiety and increasing reliability.

The multilingual functionalities of AI-based platforms further enhance the learning process. Built-in dictionaries, translation tools, and automatic subtitles allow learners to access explanations in their native languages, thus supporting comprehension and easing the transition into the target language – particularly during the initial stages of learning.

Collaboration and communication are also strengthened through AI-enhanced tools. Features such as AI chatbots, peer forums, and global exchange platforms allow learners to engage in meaningful conversations with others around the world. These interactions encourage cultural exchange and the development of intercultural communication skills – an increasingly important competence in today's globalized world (Squire, 2005).

Despite these advancements, it is important to recognize the current limitations of AI in capturing cultural nuance, idiomatic language, and context-specific meanings.

These aspects remain essential for true communicative competence and still require guidance from experienced language educators. Therefore, AI should be seen as a powerful aid that complements, rather than replaces, the human elements of teaching.

In summary, the application of AI in foreign language education is reshaping how languages are taught and learned. Through enhanced personalization, continuous feedback, increased accessibility, inclusive features, and engaging design, AI opens up new possibilities for effective language acquisition. Nevertheless, educators play a crucial role in shaping these tools to ensure that they are applied ethically and pedagogically (Alper & Gorski, 2019). Striking a balance between technological innovation and human-centered learning is key to achieving optimal results in modern language education.

While AI offers efficiency and scale, its lack of emotional intelligence remains a concern. Language is deeply tied to human emotion and culture. AI cannot fully replicate empathetic responses, cultural nuance, or the subtleties of non-verbal communication. As such, it is essential to maintain human-in-the-loop designs and supplement AI tools with interpersonal learning experiences.

With increased reliance on AI comes the responsibility to ensure data protection and ethical integrity. Institutions must address issues of data ownership, informed consent, algorithmic bias, and digital equity. Transparency in how learner data is collected, stored, and used is fundamental to building trust in AI-driven educational environments (Crawford & Paglen, 2019).

The future of AI in language education lies in hybrid learning models that combine AI-driven technologies with traditional pedagogy. Virtual and augmented reality (VR/AR) environments will further enhance immersion, allowing learners to practice language skills in simulated real-world settings. Collaborative AI tools will enable peer interaction and co-

learning opportunities across global classrooms.

AI has the potential to revolutionize foreign language education by providing personalized, accessible, and data-informed learning. However, its effective implementation requires a holistic approach that balances technology with human values. Educators must remain actively engaged in shaping the design and application of AI tools to ensure they serve inclusive and meaningful educational outcomes.

In conclusion, the integration of artificial intelligence (AI) into foreign language education represents a transformative shift in pedagogical paradigms. AI-driven tools – such as natural language processing (NLP), intelligent tutoring systems, and adaptive

learning platforms – enhance linguistic competence through personalized and data-informed instruction. Moreover, AI fosters autonomous learning environments and facilitates real-time feedback, thereby increasing learner engagement and motivation. However, the ethical dimensions, including data privacy, algorithmic bias, and the risk of over-reliance on technology, necessitate critical oversight and responsible implementation. As educational institutions navigate the digital transformation, a balanced, interdisciplinary approach is essential to harness the full potential of AI while preserving the humanistic values of language education. Developing AI literacy among educators and learners will be key to ensuring sustainable and inclusive adoption in future-oriented curricula.

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RANSLATION



The Lingua Spectrum

Cogito, ergo sum

TARJIMASHUNOSLIK

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ПЕРЕВОДОВЕДЕНИЕ

213

Tarjimashunoslik ta'limida preskriptiv va deskriptiv yondashuvlar

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Annotatsiya

Mazkur maqola tarjimoshunoslikdagi preskriptiv va deskriptiv yondashuvlarning mohiyati va ular o'rtasidagi farqlarga bag'ishlangan. Unda an'anaviy preskriptiv qarashlar, ya'ni tarjimaga qo'yiladigan qat'iy qoidalar va me'yorlarni belgilashga asoslangan yondashuvning cheklangan jihatlari tahlil qilinadi. Shu bilan birga, keyingi o'n yilliklarda tarjimashunoslikda shakllanib kelayotgan deskriptiv yo'nalishning paydo bo'lish sabablari, uning nazariy asoslari va ilmiy tadqiqotdagi ahamiyati keng yoritilgan. Deskriptiv yondashuvning asosiy tamoyillari sifatida tarjimoni til va madaniyatlararo aloqaning tabiiy mahsuli sifatida o'rganish, tarjimon faoliyatini empirik faktlar asosida tahlil qilish, hamda tarjima amaliyotidagi real holatlarni qamrab olish masalalari ko'rsatib o'tiladi. Maqolada ushbu ikki yondashuvning o'zaro ta'siri, ularning bugungi tarjimashunoslik metodologiyasidagi o'rni va ilmiy tadqiqotlarga ta'siri bo'yicha xulosalar berilgan. Yondashuvlar qiyosida preskriptiv modelning tarixiy ustunligi va an'anaviy didaktikaga ta'siri ham tahlil qilinadi. Deskriptiv yo'nalishning rivojlanishi tarjimashunoslik fanida empirik tadqiqot metodlarining kuchayishiga olib kelgani alohida ta'kidlanadi. Tadqiqot davomida tarjima jarayonini o'rganishda kuzatuv, matn korpusi va tajribaviy metodlarning ahamiyati misollar bilan yoritilgan. Maqolada shuningdek, yangi ilmiy paradigma sifatida deskriptiv yondashuvning tarjima jarayonidagi ijodkorlik va tarjimada moslashuvchanlikni ochib berishdagi o'rni ko'rsatiladi. Zamonaviy tarjima nazariyasi va amaliyotida ushbu ikki yondashuvning uyg'unlashuvi kelgusidagi tadqiqotlar uchun istiqbolli yo'nalish sifatida baholanadi. Ushbu ish natijalari tarjimoshunoslikka oid o'quv dasturlari va ilmiy tadqiqot metodologiyasini takomillashtirishda amaliy ahamiyat kasb etadi.

Kalit so'zlar

Preskriptiv va deskriptiv yondashuv, rekodlash va dekodlash, funksional-semantik transfer, dinamik ekvivalentlik

Прескриптивный и deskriptivный подходы в обучении переводоведению

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Аннотация

Данная статья посвящена сущности прескриптивного и deskriptivного подходов в переводоведении и различиям между ними. В ней анализируются традиционные прескриптивные взгляды, основанные на строгих правилах и нормах перевода, а также ограниченные возможности такого подхода. Одновременно подробно рассматриваются причины возникновения deskriptivного направления в последние десятилетия, его теоретические основы и значение в научных исследованиях. Основными принципами deskriptivного подхода названы изучение перевода как естественного продукта языкового и межкультурного взаимодействия, анализ

переводческой деятельности на основе эмпирических данных и учет реальных условий переводческой практики. В статье сделаны выводы о взаимном влиянии этих двух подходов, их месте в современной методологии переводоведения и влиянии на научные исследования. Кроме того, проводится анализ исторического доминирования прескриптивной модели и ее влияния на традиционную дидактику. Подчеркивается, что развитие дескриптивного направления способствовало усилению роли эмпирических методов исследования в науке о переводе. В ходе исследования показано значение наблюдения, корпусного анализа и экспериментальных методов в изучении перевода. Отмечается, что дескриптивный подход как новая научная парадигма раскрывает творческую и адаптивную природу переводческого процесса. В статье подчеркивается, что интеграция этих подходов является перспективным направлением для будущих исследований, а полученные результаты могут быть применены при совершенствовании учебных программ и методологии научных исследований в области переводоведения.

**Ключевые
слова**

Прескриптивно-дескриптивный подход, перекодирование и декодирование, функционально-семантический перенос, динамическая эквивалентность

Prescriptive and Descriptive Approaches in Translation Studies Education

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Annotation

This article focuses on the essence of prescriptive and descriptive approaches in translation studies and the differences between them. It analyzes the traditional prescriptive views based on strict translation rules and norms, as well as the limitations of this approach. At the same time, the article explores the reasons for the emergence of the descriptive trend in recent decades, its theoretical foundations, and its significance for scholarly research. The main principles of the descriptive approach are defined as studying translation as a natural outcome of linguistic and intercultural interaction, analyzing translation practices on the basis of empirical evidence, and considering real conditions of translation activity. The paper draws conclusions about the interaction of these two approaches, their role in modern translation studies methodology, and their influence on academic research. It also examines the historical dominance of the prescriptive model and its impact on traditional didactics. The study emphasizes that the growth of the descriptive approach has contributed to the strengthening of empirical research methods in translation studies. The importance of observation, corpus analysis, and experimental methods in studying translation is highlighted. Furthermore, the descriptive approach is presented as a new scientific paradigm that reveals the creative and adaptive nature of the translation process. The article concludes that the integration of these approaches offers promising directions for future research, and its findings can be applied to the improvement of translation studies curricula and research methodology.

Keywords *Prescriptive and descriptive approach, recoding and decoding, functional-semantic transfer, dynamic equivalence*

Kirish

Tarjima nazariyasi va amaliyotida ikki katta yondashuv bo'lib, zamonaviy tarjimon bu ikki yondashuvni bir-biridan farqli va o'xshash jihatlarini, ulardan tarjima jarayoni, tarjima tadqiqotlarida foydalanishni bilishi lozim. Ular preskriptiv va deskriptiv tarjima yondashuvlaridir. Quyida ular haqida kengroq to'xtalib o'tamiz.

Preskriptiv yondashuvni *grammatika, leksika* va *sintaksis* darajasida "to'g'ri" va "noto'g'ri" tarjimalarni ajratib beruvchi yondashuv deb ham ta'riflash mumkin. Tarjimaga baho berishda u statistik mezonlarga tayangan holda harakat qiladi. Bu yondashuv, ayniqsa, darsliklar, qonunchilik hujjatlari va rasmiy matnlar tarjimasida muhim ahamiyat kasb etadi.

Deskriptiv yondashuv esa tarjima nazariyasida "**tarjima amalda qanday amalga oshirilmoqda?**" degan savolni

o'rganadi. Bu yondashuv tarjima jarayonini *real voqelik sifatida kuzatadi, tavsiflaydi va tahlil qiladi*. Deskriptiv yondashuvda hech qanday qat'iy me'yorlar yo'q – uning asosiy vazifasi tarjimonlar qanday qarorlar qabul qilayotganini, qanday strategiya va texnikalarni qo'llayotganini aniqlashdir. Ushbu yondashuv korpus lingvistikasiga, tarixiy tarjima amaliyotiga, sotsiomadaniy kontekstga asoslanadi va tarjimalarni statistikasi asosda o'rganadi. Ya'ni u tarjimani qanday bo'lishi kerakligidan emas, balki qanday bo'layotganidan kelib chiqadi. Tarjimaning ko'p variantli va kontekstual xususiyatlarini hisobga oladi, shuningdek, maqsad tilidagi madaniy va stilistik moslikni chuqur o'rganadi.

Ushbu jadvalda tarjima nazariyasidagi ikki asosiy yondashuv – preskriptiv va deskriptiv tarjima o'rtasidagi ilmiy farqlar mezonlar asosida taqqoslab ko'rsatilgan.

№	Asosiy mezonlar	Preskriptiv tarjima	Deskriptiv tarjima
1.	Yondashuvning tabiati	Normativ, me'yoriy	Empirik, tasviriy
2.	Asosiy maqsadi	Tarjimaning qanday bo'lishi kerakligini ma'lum qoidalar asosida belgilaydi.	Tarjimaning real holatdagi amaliyotini o'rganadi.
3.	Tilga yondashuvi	Original matn tiliga sodiqlikni saqlaydi.	Tarjima tilidagi real qo'llanilishni hisobga oladi.
4.	Baholash mezonlari	Tarjimaga to'g'ri yoki noto'g'ri degan baho beriladi.	Tarjima qanday amalga oshirilgani tahlil qilinadi.
5.	Ilmiy nazariya asoschilari	E. Nida, P. Newmark, J. Vinay va J. Darbelnet	G. Toury, M. Baker, A. Lefevere, I. Even-Zohar
6.	Tarjima jarayoniga bo'lgan metodologik yondashuvi	Tarjimaga me'yoriy baho berish mezonlarini shakllantiradi.	Korpuslar asosida tarjimalar orasidagi moslik va o'zgarishlarni tavsiflovchi yondashuvni qo'llaydi.

7.	Qo'llanish sohasi	Rasmiy hujjatlar, darsliklar, qonunchilik matnlari	Tarjima korpuslari, tarjima tarixiy tahlillari.
8.	Metodologik yondashuv	Nazariy mezonlarga tayanadi.	Amaliy, kuzatuvga asoslangan.
9.	Manba va maqsad tiliga munosabat	Formal va statistik adekvatlikni saqlagan holda tarjima qilish ustuvor deb hisoblanadi.	Korpus asosida tarjima tilida ishlatiladigan tarjima modellari amaliy kontekstdagi ko'rinishlari aniqlanadi.
10.	Misol orqali izoh	Ingliz tilidagi "I'm hungry" iborasini o'zbek tiliga "Men ochman" deb tarjima qilish talab etiladi, chunki bu adekvat va grammatika qoidalariga to'g'ri keladi.	"I'm hungry" iborasi tarjima matnlarida turlicha: "Och qoldim", "Ochligimni sezdim", "Qornim och" tarzida ishlatilgan. Bu real tarjima variantlarini tahlil qilish deskriptiv yondashuvga xos.

1.3. 2-jadval. Preskriptiv va deskriptiv yondashuv farqlari

Preskriptiv yondashuvga E. Nayda (Nayda, 1964) asos slogan tarjima jarayonini lingvistik uzatish (linguistic transfer) deb emas, balki mazmun va tushunchalarni bir til tizimidan ikkinchisiga o'tkazish jarayoni deb tushuntiradi. Bu jarayon ikki asosiy bosqichga ajratiladi: dekodlash (Decoding) va rekodlash (Re-encoding).

Dekodlash bosqichida original matn tili 210tatisti jihatdan tahlil qilinadi, ya'ni asl matnning yuzaki til shakllari orqasidagi chuqur mazmun ajratib olinadi. Bu bosqichda:

- leksik va grammatik tahlil;
- statistik strukturalarni aniqlash;
- statistik kontekstni tushunish;
- madaniy-referensial ma'lumotlarni ajratish kabi amallar qilinadi.

Masalan, "break the ice" iborasining tarjimasini tahlil qilamiz. Bu ibora "muzni sindirmoq" deb dekodlanadi. Semantik dekodlash – ijtimoiy suhbatda sukunatni buzish, muhitni erkinlashtirish, odamlarni

erkinroq muloqotga undash ma'nolarini bildiradi.

Rekodlash (re-encoding) – bu bosqichda dekodlangan statistik ma'lumotlar tarjima tilida tabiiy va kontekstga mos shaklda qayta ifodalanadi. Uni amalga oshirish bosqichlari quyidagilar:

- maqsad tilining leksik va sintaktik vositalaridan foydalanish;
- ma'lumotni maqsad auditoriyasining madaniy kontekstiga moslashtirish;
- stilistik va funksional moslikni ta'minlash.

O'zbek tilidagi rekodlangan tarjima variantlari: "suhbatni jonlantirdi", "sukutni buzdi", "yuzlarni kuldirdi", "gapni boshladi" kabi ma'nolarda keladi. Masalan,

"She told a funny story to break the ice."

Gapini rekodlangan o'zbekcha tarjima quyidagicha:

"U suhbatni ochish uchun *kulgili voqea aytib berdi/ hazil qildi.*"

Agar bu ibora so'zma-so'z tarjima qilinsa – "U muz sindirdi" – bu kontekstual

jihatdan noto'g'ri yoki noaniq bo'ladi. Shuning uchun dekodlash bosqichida asl ma'no ajratib olinadi va rekodlash bosqichida u o'zbek tilidagi ijtimoiy muloqotga mos variant bilan almashtiriladi. Bunda – **dinamik ekvivalentlik tamoyiliga mos, statisti yadro saqlanadi, lekin leksik shakl o'zgaradi.**

Bu holatda rekodlash bosqichi asl ifodaning mazmuniy ekvivalentini tarjima tilida yaratadi, lekin grammatik yoki stilistik jihatdan aynan mos kelmasa ham, va kommunikativ jihatdan adekvat hisoblanadi. E. Nayda bu modelni **psixolingvistik jarayon** sifatida ko'radi. Tarjimon faqat so'zlarni emas, balki fikrlar, tushunchalar va madaniy konnotatsiyalarni anglab, ularni qayta ifodalashi kerak.

Dekoder sifatida: til birliklarini statistik birliklarga aylantiradi.

Rekoder sifatida: statistik birliklarni yangi til kodida qayta shakllantiradi.

E. Nayda uchun tarjima faqat tildan tilga o'tkazish emas, madaniy kontekstlararo kommunikatsiyani ta'minlash vositasidir. Dekodlash–rekodlash modeli faqat lug'aviy darajada emas, balki madaniy tafakkur darajasida ishlaydi. Masalan, Bibliya tarjimalarida:

"Lamb of God" iborasi ba'zi tillarda "xudo yuborgan begunoh qurbon" deb rekodlanadi, chunki har doim jonivor metaforasini berish to'g'ri anglanmasligi mumkin.

Dekodlash–rekodlash modeli tarjima nazariyasida **funksional-semantik transfer** yondashuvining asosini tashkil qiladi. E. Nayda bu model orqali tarjimonni ikkita madaniyat o'rtasida ko'prik bo'lib xizmat qiladigan til vositachisi sifatida tasvirlaydi. Bu model preskriptiv nazariyaning eng mantiqiy va amaliy

jihatdan asoslangan shakli sifatida e'tirof etilgan.

Deskriptiv yondashuvni asos solgan olimlardan biri Gideon Toury (Toury, 1980) bo'lib, u 1995-yilda e'lon qilgan "Descriptive Translation Studies and Beyond" nomli fundamental asarida bu yondashuvning metodologik, amaliy va nazariy asoslarini ishlab chiqqan.

Deskriptiv yondashuvning asosiy xususiyatlari quyidagilar:

- 1) Tarjimaga amaliy yondoshiladi. Tarjima qilingan real matnlar kuzatiladi va tahlil qilinadi.
- 2) "Tarjima qanday bo'lishi kerak?" degan savol emas, balki "Qanday tarjima qilinmoqda?" degan savol asosida ishlaydi.
- 3) Tarjima madaniy, ijtimoiy va tarixiy kontekstda o'rganiladi.
- 4) Sifat baholash bilan emas, kuzatish bilan shug'ullanadi.

Gideon Touryning konsepsiyasiga ko'ra, har bir tarjima matni "ikkilamchi" matndir va u ma'lum madaniy normativlar asosida yaratiladi. Toury quyidagi tushunchalarni ilgari suradi:

Initial norm (Boshlang'ich me'yor): tarjimon aslga sodiq qoladimi yoki tarjima tili me'yorlariga moslashadimi?

Preliminary norms: tarjima qilishdan oldingi tanlovlar (masalan, qanday matnlar tarjima qilinadi).

Operational norms: tarjima davomida amal qilinadigan stilistik va grammatik me'yorlar.

Masalan, 1. **Stilistik me'yorni o'zgartirish**

ST (Inglizcha): "I gotta go now." (So'zlashuv uslubi)

TT (O'zbekcha tarjima): "Men endi ketishim kerak." (Adabiy uslub)

Bu holatda tarjimon rasmiylashtirish (**normalization**) amaliyotini qo'llagan. Deskriptiv yondashuvda bu real tanlov sifatida qabul qilinadi, **baholanmaydi, lekin sabablari tahlil qilinadi**: madaniyatga moslashish, tildagi o'quvchi uchun qulaylik.

1. **Ekspressivlikni kamaytirish**

ST: "That man was a complete fool!"
(Emotsional, salbiy)

TT: "U odam unchalik aqlli emas edi."
(Neutrallashtirilgan)

Tarjimon ekspressiyani yumshatgan. Deskriptiv yondashuv bunga baho bermaydi, faqat shunday stilistik o'zgarishlar tarjimada ko'p uchrashini qayd etadi va bu universallardan biri – **simplification** sifatida tavsiflanadi.

Xulosa

Bugungi kunda korpus lingvistikasi deskriptiv yondashuvni yanada kuchaytirmoqda. Korpuslar orqali minglab tarjimalar tahlil qilinadi. Mona Baker (M.Baker, 1993) **Translational English Corpus (TEC)** asosida tarjima matnlarida leksik xilma-xillik kamayishi, stilistik neytrallik kuchayishi kabi tendensiyalarni aniqlagan.

Sara Laviosa (S.Laviosa, 2002) tarjimalarda stilistik soddalashtirish va

normallashtirish hodisalarini TEC yordamida tahlil qilgan.

Bu tadqiqotlar shuni ko'rsatadiki, tarjimalarda ba'zi uslubiy o'zgarishlar muntazam ravishda yuz beradi. Deskriptiv yondashuv aynan mana shu doimiy kuzatiladigan hodisalarni ilmiy tushuntiradi.

Deskriptiv yondashuv orqali tarjima darslari olib borilsa quyidagi natijalarga erishishga olib keladi:

1. Talabalar shablon, "ideal tarjima" degan tasavvurlardan voz kechib, real tarjima variantlarini tushunishni o'rganadilar.
2. Tarjimonlik kompetensiyasida reflektiv fikrlash shakllanadi: "Nega men bu so'zni tanladim? Qanday uslubda tarjima qilayapman?"
3. Dars jarayonida parallel korpuslar yordamida stilistik o'zgarishlar tahlil qilinadi.

Deskriptiv yondashuv tarjimashunoslikda real holatni kuzatish, stilistik, leksik va grammatik tendensiyalarni tahlil qilishga asoslanadi. Bu yondashuv nafaqat ilmiy tadqiqotlar uchun, balki tarjima ta'limi, tarjimon tayyorlash va tarjima sifatini tizimli o'rganish uchun ham katta imkoniyatlar yaratadi.

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HISTORY



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XVIII-XIX asrlardagi Qoraqalpoqlar tarixiga oid manbalar va ularning tahlili

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Annotatsiya *Maqolada XVIII-XIX asrlardagi Qoraqalpoqlarning tarixiga oid yurtimiz va rus tarixchilarinig bir qancha tadqiqotlari keltiriladi. Ularda qoraqalpoqlarning avvalgi tarixi bo'yicha manbalar juda kamligi, ayrim manbalarda noaniqlar ko'pligi ta'kidlanadi. Shuningdek, qoraqalpoqlarning ijtimoiy-iqtisodiy hayoti, haddan ziyod soliq yig'imlaridagi murakkab turmish tarzi va qo'zg'alonlar aks yettirladi. Mazkur tadqiqotlar ushbu davr bo'yicha izlanish olib boruvchi har bir tadqiqotchilar uchun zarur manba bo'lib xizmat qiladi.*

Kalit so'zlar *Qoraqalpoqlar, arxiv, qavm, hujjat, qo'lyozma, soliq, zakot, vaqf, biy, yer mulk, sayohatchi*

Источники, относящиеся к истории каракалпаков XVIII–XIX веков и их анализ

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Аннотация *В статье приводятся некоторые исследования отечественных и русских историков, посвященные истории каракалпаков в XVIII-XIX веках. Отмечается, что источников по ранней истории каракалпаков очень мало, а в некоторых источниках много неточностей. Также отражены социально-экономическая жизнь каракалпаков, сложный образ жизни из-за чрезмерных налоговых сборов и восстания. Данные исследования служат необходимым источником для каждого исследователя, проводящего изыскания по этому периоду.*

Ключевые слова *Каракалпаки, архив, племя, документ, рукопись, налог, закят, вакф, бий, земельная собственность, путешественник*

Sources and their analysis related to the history of the Karakalpaks in the 18th–19th centuries

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Annotation *The article presents a number of studies by our country and Russian historians on the history of the Karakalpaks in the 18th-19th centuries. They emphasize that there are very few sources on the early history of the Karakalpaks, and some sources contain many inaccuracies. It also reflects the socio-economic life of the Karakalpaks, their difficult lifestyle under excessive taxation and uprisings. These studies serve as an indispensable source for any researcher conducting research on this period.*

Keywords *Karakalpaks, archive, people, document, manuscript, tax, zakat, endowment, head (chief), property, traveller*

XVIII-XIX asrlardagi Qoraqalpoqlar tarixiga oid manbalarni o'rganar yekanmiz, bu davr tarixini yoritishda yurtimiz va rus tarixchilarinig asarlari alohida ahamiyatga yega. Ulardagi ma'lumotlar siyosiy, iqtisodiy va ijtimoiy jarayonlarga tegishli. Shulardan Munis va Ogahiy asarlarini bu bo'yicha yeh, qadimgilari dep ko'rsatishimiz mumkin. Undan tashqari qoraqalpolarga oid bu davr tarixini sayohatchilarning asarlari, xonliklarning Rus va boshqa davlatlar bilan yelchilik munosabatlari xususidagi manbalar va arxiv hujjatlari asosida o'rgangan yurtimiz va rus tarixchilarining asarlari qisman bo'lsa da ochib berishga xizmat qildi. Ayniqsa, O'zbekiston Respublikasi Milliy Arxividagi Xiva xonlari arxivi I 125-fondida saqlanayotgan hujjatlar XIX asir 30-yillardan – XX asr 20 yillari bo'yicha izlanish olib borayotgan tarixchilar uchun asosiy qo'llanma bo'lib kelmoqda. Biz quyida shu davrga oid tarixchilarning bir qancha asarlarini bir qanchasini qisqacha tahlil qildik.

Biz yo'qorida ta'kidlaganimizdek, bu davr tarixi bo'yicha xiva muarrixlarining asarlarini keltirmastan iloj yo'q. Akademik Husniddin Hamidov: «Munis va Ogahiyning asarlari Turkiston xaliqlarining, jumladan, Xorazm va qoraqalpoq xaliqlarining tarixi bo'yicha tengsiz asardir» (Ogahiy, 2019), degan yedi. Shu bois biz quyida *Muhammad Rizo Ogahiyning «Gulshani Davlat» asarini ko'rib chiqsak.*

Muhammad Rizo Ogahiy XIX asrning birinchi yarimidan boshlab vafotiga qadar (1874yilgacha) beshta tarixiy asar yaratdi. Shunlardan «Gulshani davlat» asarida qoraqalpoqlar tarixiga oid 1827-1828 yildagi Aydosbiy boshchiligidagi qo'zg'olon haqida yozadi (Ogahiy, 1978). Bu qo'zg'olonning asosiy sababi xaliqdan yig'ilgan soliqning og'irligi deb ko'rsatadi. So'ngra 1855-1856 yillardagi Qoraqalpoq biylari o'zlariga xon qilib

saylagan Zarliqni Xivaga olib kelingani va qilmishlari uchun jazolangani haqida yozadi.

Shuningdek asarda Mahmudniyoz yasavulboshi boshchiligidagi qo'ldovli urug'idan bo'lgan Yernazar biyga qarshi o'tlanishi, uning qo'rg'onin bosib olishi, kallasin tanasidan judo qilishi va xonga olib kelinishi kabilarni yozadi. Undan tashqari Qo'ng'irotdagi Muhammad Fano qo'zg'oloni haqida ham xabar beradi. Umuman olganda bu tarixiy asarda XIX asr boshi va o'rtalaridagi qoraqalpolarning siyosiy va ijtimoiy hayotiga doir birmunsha tarixiy ma'lumotlarni ko'rishimiz mumkin.

Jumladan, V. V. Bartold «Munis va Ogahiyning asarlarini adabiy va tarixiy asar sifatida qanday nuqsonlar bo'lsa-da, bu asar bayonotining mukammalligi va haqiqiy materiallarning miqdori jihatidan Buxoro va Qo'qon xonliklarining tarixiga doir bizning davrimizgacha saqlanib kelgan hamma asarlardap ustun turadi...» (Бартольд, 1963) deb yozadi. Albatta, Munis va Ogahiyning asari qoraqalpoqlar tarixini o'ganishda yeng muhim manba bo'lib xizmat qiladyl.

Bu davr tarixi bo'yicha rus tarixchilarining asarlari alohida o'ringa yega. Chunki qoraqalpoqlar tarixi bo'yicha tarixiy manbalar va arxiv hujjatlari asosida izlanishlarni boshlab berganlar aynan rus tarixchilari hisoblanadi. Shulardan P. P. Ivanovning «*Материалы по истории Каракалпакое*» asari alohida qiziqish uyg'otadi.

P. P. Ivanovning bu kitobi birinchilardan bo'lib qoraqalpoq xalq tarixi haqida yozilgan asar hisoblanadi. Shu vaqtgacha qoraqalpoq va boshqa xalqlar olimlari tomonidan qoraqalpoqlar tarixi bo'yicha bir qancha tadqiqot ishlari olib borilgan bo'lsa, P.P. Ivanovning bu ishi o'sha tadqiqotlarga asos bo'lgan desak yanglishmagan bo'lamiz.

P.P. Ivanov o'z asarida qoraqalpoqlarning XVIII-XIX asrdagi tarixini ochib berishga harakat qilgan. Muallif o'z so'zida shunday deydi: "Hozirgi vaqtda qo'limizda mavjud manbalar orqali faqat XVIII-XIX asrlardagi qoraqalpoqlarning tarixini ochib berish uchun ozmi-ko'pmi darajada yetarli deb hisoblash mumkin, biroq bu materiallarda ham asosan xalqning tashqi siyosiy hayoti yoritilgan, ammo uning o'tmishdagi ijtimoiy-iqtisodiy hayotining eng muhim masalalari hali yetarli darajada yoritilmagan." (Иванов, 1935)

Shuningdek, muallif qoraqalpoqlarning o'tmishdagi tarixi haqidagi ma'lumotlar juda kam ekanligini, mavjud bo'lsa ham ularning ilmiy haqiqatga asoslanmaganligini aytadi.

Muallif kitobining I qismida XVI asr oxirida "черные шапки" ya'ni "qora qalpoqlilar" nomi bilan va XII asrda "черные клобуки" ya'ni "qora do'ppililar" nomlari bilan uchrashganligini keltiradi. Undan tashqari qoraqalpoqlarning pecheneglar va no'g'aylar bilan yaqinligi haqidagi ma'lumotlarni keltirib o'tadi (Иванов, 1935). Umuman olganda bu ma'lumotlarga tayanib qoraqalpoqlarni qaysi bir qavm bilan qarindosh deb aniq aytishdan yiroq bo'lish kerakligi, chunki manbalarining hammasi taxminlardan iborat ekanini tushuntiradi.

Muallif kitobining II bo'limida XVIII - XIX asrdagi qoraqalpoqlar haqida so'z yuritishga harakat qiladi. Bu davrga oid tarixni xronologik jihatdan o'rganish ancha mashaqqatli ekanini aytadi. Bu bosqichda muallif qoraqalpoqlarning bir qancha qavmlarning hujumlariga uchraganini va ayrim qismlari boshqa joylarga ko'chib o'tganini tasvirlaydi. Albatta, bu bo'yicha yetib kelgan ma'lumotlar qoraqalpoqlarning faqat tashqi tarixini yoritishga xizmat qiladi. Ammo, ichki hayotini tasvirlashga dalillar yetarli emasligini aytadi.

Kitobning III bo'limi Qoraqalpoq - Xiva munosabatlari deb nomlangan bo'lib, bu bo'limda qoraqalpoqlarning Xiva bilan yaqin aloqalari haqida so'z yuritiladi. XVIII - XIX asrlardagi Xiva xonligidagi siyosiy hayotning ta'siri qoraqalpoqlarda ham sezildi. Chunki,

Xiva xonining yurishlarini ko'karlar bilan ta'minlash qoraqalpoqlarning ham bo'yniga yuklatilgan edi. So'nggida Xiva xonligi saroyi tarixchilari Munis va Ogahiyning kitoblaridan shu davrga oid parchalar keltiriladi. Unda Aydosbiy, Ernazarbiy va Qo'ng'iroqli Muhammad Fano qo'zg'olonlari keltirilgan.

Shuningdek, muallif o'z asarida qoraqalpoqlar tarixiga oid Xiva xonlari arxiv hujjatlari va Rus olimlarining asarlaridan keng foydalangan.

Muallif shuningdek, "Qoraqalpoq tarixi ocherklari" mavzuli ishini keltirgan. Unda birinchi bo'lib qoraqalpoqlarning kelib chiqishi, etnografiyasi, Xorazm hududiga joylashuvi, ularning XVII - XIX asrlardagi ijtimoiy iqtisodiyoti, Qoraqalpoq - Xiva munosabatlari haqida ma'lumotlar berilgan. O'sha to'plamda Said Muhammad Rahimxon podsholigi tarixi (1856 - 1865) mavzusi bilan Muhammad Rizo Munrob Ogahiyning "Gulshani davlat" nomli kitobida qoraqalpoqlarga oid materiallar tarjimai berilgan (Иванов, 1935).

To'plamdagi Xiva - Qoraqalpoq munosabatlariga oid Xiva solnomachilari bergan ma'lumotlarning A. N. Samoylovich tomonidan qilingan tarjimai N. N. Palmov va A. I. Panomarevlarining qoraqalpoqlarga oid rus tilidagi bibliografik materiallari qoraqalpoq tarixi bilan shug'ullanuvchi tadqiqotlar uchun ahamiyatlidir.

P. P. Ivanov "XIX asr Xiva xonlari arxivi" asari orqali qoraqalpoqlarga oid arxiv hujjatlarini birinchi bo'lib ilmiy tavsiflab, qoraqalpoq tarixini arxiv hujjatlari asosida o'rganishni boshlab berdi.

Arxeologik va qo'lyozma topilmalarga tayangan holda yaratilgan asarlardan yana biri **T. A. Jdankoning «Ocherki istoricheskoy etnografii karakalpakov»**. Muallif o'z asarida manbalarga asoslangan holda madaniy hodisalarning (uy-joy, kiyim-kechak, xalq amaliy san'at kabilarning) qadimgi davrlardan boshlab rivojlanishini haqida so'z yuritadi.

Kitobda shuningdek, XIX-XX asr boshlarida va o'rta asrlardagi Amudaryo bo'ylarida yashovchi xalqlarning ijtimoiy

munosabatlari, oilaviy turmush tarzi va e'tiqodlarini qadimgi an'analarga asoslanganligi ta'kidlanadi.

Sovet hokimiyati sharoitida Xorazm oazisida yashovchi xalqlarning nokapitalistik rivojlanish jarayonini o'rganish maqsadi bilan tashkil etilgan etnografik ekspeditsiyalarning ishlari, shu jumladan, 1945-1948 yillarda muallif rahbarligida olib borilgan qoraqalpoqlarning XIX-XX asr boshlarida ijtimoiy tuzumini o'rganish haqida hikoya qilinadi (Жданко, 1950).

Shuningdek, qisqacha O'zbekistonning qadimiy xalqi – qoraqalpoqlarning tarixi va etnografiyasi bo'yicha adabiyotlar va manbalarni tahlil qiladi. Muallif ta'kidlashicha, qoraqalpoqlar haqidagi ma'lumotlar to'liq o'rganilmagan va ilmiy muomalaga qisman kiritilgan. Revolyusiyadan avvalgi O'rta Osiyo xalqlari etnografiyasiga bag'ishlangan bibliografik asarlarda qoraqalpoqlarga deyarli e'tibor berilmagan. Sovet davrida esa bu borada birinchi ishlar boshlangan. 1927 yilda SSSR Fanlar akademiyasi tomonidan E.A. Voznesenskaya va A.B. Pyotrovskilar tuzgan "Qozog'iston va O'rta Osiyo respublikalari antropologiyasi va etnografiyasi bo'yicha bibliografiya materiallari" nashr etilgan bo'lib, unda qoraqalpoqlarga bag'ishlangan bo'lim mavjud edi.

Muallif o'z maqsadi sifatida qoraqalpoqlarga oid barcha manbalarni tahlil qilishni emas, balki asosan ularning qabilaviy tarkibi va Amudaryo bo'ylariga joylashishi tarixini yorituvchi manbalarni ko'rib chiqishni qo'yadi. Matnning oxirgi qismi XVIII-asrning 40 yillarida qoraqalpoqlarning qabilaviy tarkibi haqida dastlabki ma'lumotlarning paydo bo'lishi va ularning joylashuvi to'g'risidagi ishonchli ma'lumotlar haqida hikoya qiladi, ammo bu qism to'liq emas.

Qoraqalpoqlar ijtimoiy va iqtisodiy tarixini arxiv hujjatlari asosida o'rgangan Yu. E. Bregilning «Документы архива хивинских хановых по истории и этнографии каракалпаков» asarini keltirib o'tish o'rinli.

Qoraqalpoqlarga oid barcha hujjatlarni birdan chop etish ularning katta hajmi tufayli imkonsiz. Shuning uchun ushbu nashr uchun qoraqalpoqlarning ijtimoiy-iqtisodiy munosabatlari va Xiva xonligidagi (1873 yilgacha bo'lgan) ahvolni aks ettiruvchi hujjatlar tanlab olindi. Ular orasida qoraqalpoqlarning yer egaligi, soliqlar (solg'ut va zakot) yig'ilishi, kanal tozalash va ta'mirlash ishlari uchun bajarilgan majburiyatlar, biylarning tayinlanishi kabi masalalar yoritilgan (Брегля, 1967).

Bu hujjatlar mazmuni faqat shu mavzular bilan cheklanib qolmaydi. Ulardan, xususan, ayrim urug' va qabilalarning joylashuvi va soni, qoraqalpoq hududlarining ma'muriy tuzilishi, qoraqalpoqlarning mulkiy tabaqalanishi va xo'jalik yuritishiga oid qimmatli ma'lumotlarni ham olish mumkin.

Nashrga 39 ta hujjat kiritilgan bo'lib, ulardan 38 tasi O'zbekiston Markaziy Davlat Arxivida (O'zMDA), 1 tasi esa Leningrad filialida saqlanadi. Faqat 14 ta hujjat aniq sana bilan belgilangan. Qolgan 25 ta hujjat turli bilvosita ma'lumotlar, asosan hujjatlarning bir-biriga mos kelishi asosida sanalgan. To'rtta hujjatda kun, oy ko'rsatilgan, lekin yil yo'q, ular ham xuddi shunday usulda sanalgan (Брегля, 1967).

Demak, kitob Xiva xonligi arxividagi, qoraqalpoqlarga oid 39 ta hujjatlar to'plamini tahlil qilishga bag'ishlangan. Bu ma'lumotlar Xiva xonlari arxivining boshqa hujjatlarida, masalan, kirim-chiqim daftarchalarida ham uchraydi. 1873 yildan keyingi davrga oid qoraqalpoqlarning ahvoli haqida juda qiziqarli hujjatlar ham borligi aytiladi.

Keyingi qismlarda Salgut yig'ish bilan bog'liq 13 tagacha hujjat, u yer egaligi bilan bog'liq 2 ta hujjat keltirgan (Брегля, 1967). Yer egaligi haqida so'z borar ekan, qoraqalpoqlarning yer egaligi haqida yozma manbalar juda kamligini ta'kidlaydi. Yer egaligi bo'yicha № 1 va № 2 hujjatlardan birini P.P. Ivanov tomonidan noto'g'ri o'rganilganligini aytib, P.P. Ivanov hujjatdagi qoraqalpoqlar haqidagi ma'lumotni sezmagan va uni o'zbek urug'lari tomonidan umumiy yerlarni egallash usullari sifatida noto'g'ri talqin qilgan, deydi.

Salgut soliq yig'imi to'g'risida 13 ta hujjatni tahlil qiladi (Брегля, 1967). Ushbu hujjatlar, asosan, soliq yig'ishning tartib-qoidalari va miqdorlari haqida ma'lumot beradi.

XIX asr o'rtalariga oid bu hujjatlar xonlikning ijtimoiy-iqtisodiy hayotida yer munosabatlari va soliqlarning muhim o'rin tutganini ko'rsatadi. Yer egaligi bo'yicha qabilalar o'rtasida ziddiyatlar bo'lgan va bu ziddiyatlarni hal etish murakkab bo'lgan. Xonning shaxsiy yerlarining mavjudligi va ularning ijaraga berilishi esa yer munosabatlarining yanada murakkabligini ko'rsatadi. Hujjatlar tahlili, o'sha davr tarixidagi yer mulkchiligi bo'yicha qo'shimcha ma'lumotlar olish uchun xizmat qiladi.

Keyingi qismda Xiva xonligi davrida qoraqalpoqlar tomonidan to'langan zakot soliqlarining yig'ilishi haqida boradi.

Zakotning chorva mollaridan olinadigan qismi Xiva xoni daromadlarining muhim qismini tashkil etgan (Брегля, 1967). 1872 yilda qoraqalpoqlar to'lagan zakot umumiy zakot miqdorining deyarli yarmiga teng bo'lgan (10444 mayda tilla). Boshqa manbalarga ko'ra, bu miqdor 7500 tilla ham bo'lgan (Кун).

Umuman olganda, bu qism Xiva xonligida soliq turining ko'pligi va uning mahalliy aholiga, shu jumladan qoraqalpoqlarga bo'lgan ta'sirini aks ettiradi.

Biylarni tayinlash deb nomlangan bo'limda Xiva xonligidagi qoraqalpoq jamiyatini boshqargan biylar haqidagi hujjatlar o'rganiladi. Biylarning kelib chiqishi va maiqei badiy adabiyotlarda ko'p tasvirlangan bo'lsa-da, ushbu hujjatlar qo'shimcha aniq tafsilotlarni taqdim etadi.

Umuman olganda, bu qo'llanma qoraqalpoqlarning ijtimoiy-iqtisodiy, yer egaligi, soliq va biylar boshqaruvidagi muhim rolini ko'rsatadi. Ayni paytda, hujjatlardagi ma'lumotlarning to'liqligi va sanasi haqida shubhalar ham mavjud, chunki ba'zi ma'lumotlar noaniq yoki to'liq o'rganilmagan.

Bu davrga oid yurtimiz tarixchilari tarafidan ham bir qancha ishlar qilindi.

Shulardan **S. K. Kamalovning «КАРАКАЛПАКИ v XVIII-XX веков»** asari alohida o'ringa ega.

Kitobda 1700-1860 yillar oralig'ida qoraqalpoqlar va Rossiya o'rtasidagi munosabatlar tarixini, XIX asr o'rtalarida Rossiya podsholigiga qo'shilish uchun bo'lgan harakatlari va xonlik tarkibidagi ijtimoiy-siyosiy tarixi yoritilgan.

So'z boshida qoraqalpoq xalqining XVIII-XIX asrlardagi siyosiy tarixini o'rganishdagi qiyinchiliklar va bu sohadagi tadqiqotlar haqida hikoya qiladi. Muallif qoraqalpoq xalqining siyosiy tarixini to'liq va haqqoniy aks ettirish uchun etarli darajada manba va materiallar yetishmasligiga e'tibor qaratadi (Камалов, 1968).

Tadqiqotning metodologik asosi sifatida marksizm-leninizm klassiklari – K.Marks, F.Engels va V.I.Leninning asarlari, shuningdek, sovet davridagi partiya va hukumatning tegishli qarorlaridan foydalanilgan.

Tadqiqotda Rossiya Tashqi siyosat arxivi (Moskva), SSSR Markaziy davlat qadimgi aktlar arxivi (Moskva) va V.I.Lenin nomidagi Ittifoq davlat kutubxonasining qo'lyozmalar bo'limida saqlanayotgan arxiv hujjatlaridan foydalanilgan. Tadqiqotda Rossiya Tashqi siyosat arxivi (Moskva), SSSR Markaziy davlat qadimgi aktlar arxivi (Moskva) va V.I.Lenin nomidagi Ittifoq davlat kutubxonasining qo'lyozmalar bo'limida saqlanayotgan arxiv hujjatlaridan ham foydalanilgan (Камалов, 1968). Xususan, muallif Rossiya Tashqi siyosat arxividagi "Qoraqalpoq ishlari" va "Qirg'iz-qaysaq ishlari" fondlari XVIII asrning 20-40 yillaridagi qoraqalpoq-rus munosabatlariga oid muhim ma'lumotlarni o'z ichiga olganligin alohida ta'kidlaydi.

Muallif qator arxiv fondlarini sanab o'tib, ularning tarkibidan qisqacha ma'lumotlar berib o'tadi va qoraqalpoq tarixini chuqur o'rganish uchun keng ko'lamlı arxiv tadqiqotlarining zarurligini ta'kidlaydi.

Kitobning birinchi bobda XVIII-asrning 20-40 yillaridagi va XIX -asr boshlarigacha bo'lgan davrda qoraqalpoqlarning Rossiya,

qozoq va Markaziy Osiyo xonliklari bilan bo'lgan siyosiy aloqalariga bag'ishlangan (Kamalov, 1968). Umuman olganda, 18-asr boshlarida qoraqalpoqlarning geografik joylashuvi, iqtisodiy faoliyati va Kichik juz qozoqlariga bo'lgan bog'liqligi haqida muhim ma'lumotlar beradi. Rossiya bilan aloqalarga to'xtalib o'tilsa-da, bu aloqalar batafsil bayon etilmagan.

Muallif keyingi qismlarda Xiva xonligining siyosiy strategiyasini ochib beradi (Kamalov, 1968). Uning ta'kidlashicha, xonlar qoraqalpoq xalqining ichki birligini zaiflashtirish orqali o'z hukmronligini mustahkamlashga harakat qilgan. Diniy ulamolar esa bu siyosatda muhim vosita bo'lib xizmat qilganlar, degan fikrni ilgari suradi.

So'ngi qismlarda XVIII asrning birinchi choragigacha qoraqalpoqlar (Kamalov, 1968) Sirdaryoning o'rta va quyi oqimlarida, shuningdek, Quvandaryo va Qorao'zak daryolari bo'ylarida yashagan va XVIII-XIX asrlardagi mustaqillik uchun kurashini va qo'shni davlatlar va xonliklar bilan murakkab munosabatlarini aks ettiradi.

Shuningdek Qoraqalpoqlar tarixi bo'yicha alohida qiziqish uyg'otadigan asarlardan yana biri *O. Jalilovning «XIX-XX Asr boshlaridagi Qoraqalpoq tarixidan»*.

Muallif o'z tadqiqotida Uzbekiston Markaziy Davlat arxivi (O'zMDA), SSSR Fanlar akademiyasi Sharqshunoslik instituti va uning Leningrad bo'limi fondlarida saqlanayotgan Xiva arxivi hujjatlaridan keng foydalanganini ta'kidlaydi (Jalilov, 1986).

U Xiva Davlat arxividagi Qoraqalpoq tarixiga oid hujjatlar kolleksiyasi 1300 betga yaqin ekanini aniqlagan va ularning ko'pchiligi daftar, xat, maktub va ariza shaklida ekanini qayd etadi.

Biz ularni tadqiq etayotgan hujjatlarimizdagi ma'lumotlar bilan qiyosiy o'rganib, umumiy xulosalar chiqardik. Ulug' Oktyabr revolyusiyasiga qadar qoraqalpoq xalqi tarixiga bag'ishlangan birorta asar yo'q edi. Qoraqalpoq xalqining tarixini marksistik

nuqtai nazardan har tomonlama urganish faqat sovet davridan boshlanadi (Jalilov, 1986).

Demak, muallif sovet davridan avvalgi Qoraqalpoq xalqi tarixiga bag'ishlangan asarlarning yo'qligini ta'kidlaydi. Shu bilan birga o'rganilayotgan davr tarixi marksistik g'oyalar nuqtai nazaridan kelib chiqib yozilganligini bilishimiz mumkin.

Shuningdek, muallif Munis va Ogahiyning ma'lumotlariga ko'ra 1755-1790 yillarda qoraqalpoqlar Muhammad Amin Inoq davrida Xiva atrofiga joylashuvidan boshlab xabar bergan.

Undan keyin Muhammad Rahimxon har safar qoraqalpoqlarni bo'ysundirganda Amudaryoning bo'yiga joylashtira boshlagani haqida aytadi. Shunday qilib, Muhammad Amin inoq davrida qoraqalpoqlarga Ko'ko'zak kirg'oqlaridan tortib Orol dengizigacha bo'lgan yerlarda o'rnashish uchun rasmiy ruxsat berilgan bo'lsa Muhammad Rahimxon I davrida ularning bir qismi Orolning shnoli-g'arbiy rayonlariga ko'chirilgan (Jalilov, 1986). Bu ma'lumotlar bilan Qoraqalpoqlarning Xiva xonligi bilan bo'lgan siyosiy va hududiy aloqalarini ko'rsatadi.

Shuningdek, muallif kitobning birinchi bo'limida qoraqalpoqlarning yer egaligi, chorvachilik, baliqchilik va savdo munosabatlari haqida so'z yuritib (Jalilov, 1986), unda qoraqalpoqlarning yer egaligi Xiva xonligida XIX asr va XX asr boshlarida hukmron bo'lgan yer egaligi va agrar munosabatlari bilan chambarchas bog'liqligini yozadi.

Umuman olganda bu bobta xonlikdagi amaldorlar, xonning qavmi-qorindoshlari, ruhoniylar va biylarga yorliq asosida bergan yerlar, undan tashqari oddiy xalqqa ijara asosida beriladigan yerlar to'g'risida keltiradi. Shu jumladan qoraqalpoqlarning biy, nukerlerge beriladigan yorliqli yerlar va ruhoniylarga vaqf yorlig'i haqida keltiradi.

Muallif Xiva Xonlari arxiviga tegishli bo'lgan O'zMDA FI 125 2 daftardagi bir qansha yer yegaligi to'g'risidagi hujjatlarni keltirgan. Ular orasida har bir qavmga tegishli yerlarning mig'dori va ro'yxatlari joy olgan.

Xonlikning qoraqalpoqlar ustida yorgizgan soliq siyosati haqida so'z borar yekan, avtor so'z boshida boshqa davlatlar singari Xiva xonligida ham yer solig'i qadimiy va keng tarqalgan bo'lib u yirik yer egalarning manfaatlarini ko'zlab, kambag'al dehqonlar yelkasiga og'ir yuk bo'lib tushgan edi (Жалилов, 1986), degan marksistik nuqtai nazardan kelib chiqqan fikrlarini keltiradi.

Muallif arxiv hujjatlariga asoslangan holda Xiva xondigidagi og'ir soliq siyosati dehqonlar ommasi zimmasiga qanday og'ir yuk bo'lib tushgailigini shu bilan birga soliq Xiva xonligi daromadining asosiy manbai yekanin tushuntiradi.

Shuningdek yarim o'troqlashgan orol o'zbeklari turkman, qozoq va qoraqalpolardan olinadigan soliq miqdori belgilangan bo'lib, bu haqida Muhammad Rahimxonning qoraqalpoqlarlar to'laydigan soliqni shartnomasini keltirgan:

1. Qoraqalpoqlar qancha yer nshlatishlariga qaramasdan, har yili xonga 20 ming kichik tilla to'lab turadilar;

2. Ular xonga 2 ming askar yuboradilar.

3. Umumiy ishlarga har yili 6 ming odam beradilar» (Кун, 1873).

Shuningdek, bu bobda qazuv hujjatlari ham o'rganilgan bo'lib, ularda ham UzMDA «Xiva xonlari arxivi» FI-125, op. 2. 46, 450, 109 kabi bir qancha hujjatlar jalb qilingan. Ularda aytilishicha har yili qoraqalpoqlar 1200 ta qazuvchi berish majburiyati yuklatilgan (УзМДА).

Umuman olganda muallif o'z ishida arxiv hujjatlari va sovet davri tarixchilarining asarlari va risolalaridan unumli foydalangan holda XIX-XX asr boshlaridagi Qoraqalpoqlar tarixini ochib berishga harakat qilgan.

Xulosa

XVIII-XIX asrlardagi Qoraqalpoqlar tarixi haqida yozilgan bu manbalar Qoraqalpoqlar hayotining siyosiy, ijtimoiy va iqtisodiy jihatlarini ma'lum darajada ochib beradi. Shunday bo'lsada mazkur manbalardagi ayrim tarixiy hujjatlarning noaniqligi va undan tashqari hali ilmiy ishga jalb qilinmagan boshqa arxiv hujjatlarini hisobga olganda bu davr bo'yicha qilinadigan tadqiqotlar hali to'lig'i bilan tugallanmaganligini xulosa qilishimiz mumkin.

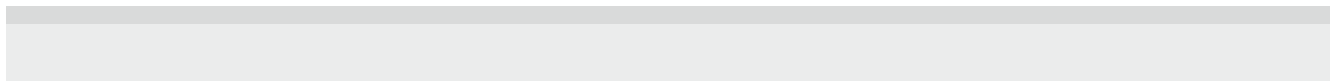
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