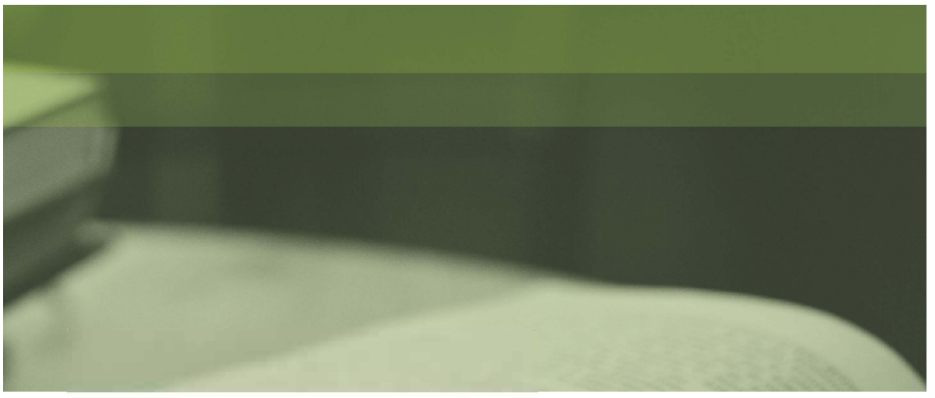
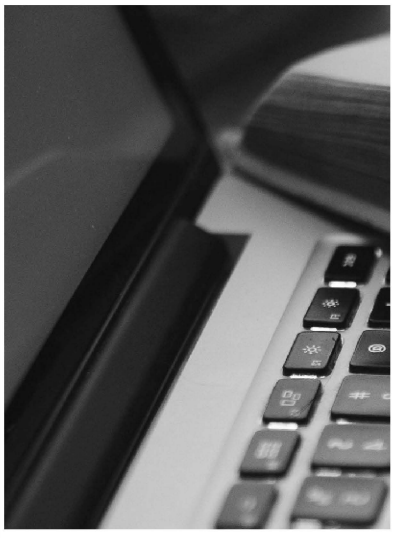
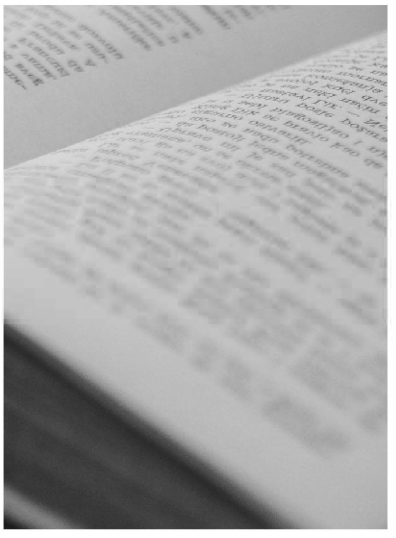
THE BRANCH CENTER FOR RETRAINING AND
IN-SERVICE TRAINING OF ACADEMIC STAFF UNDER
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

INTERNATIONAL
SCIENTIFIC AND PRACTICAL
CONFERENCE





TRANSFORMING LANGUAGE EDUCATION: GLOBAL TRENDS IN THE CONTEXT OF ARTIFICIAL INTELLIGENCE





Journal's special volume
CONFERENCE EDITION

The Lingua Spectrum

SCAN

Organized with the support of:

UNIVERSITI TUN HUSSEIN ONN, MALAYSIA

GUNADARMA UNIVERSITY

Tashkent, 2025

Preface

The conference is dedicated to an in-depth examination of key issues surrounding the evolution of language education amid the rapid proliferation of artificial intelligence technologies. Its thematic scope also encompasses contemporary challenges in comparative and contrastive linguistics, literary studies, and translation scholarship.

Particular emphasis is placed on innovative pedagogical strategies, emerging research trajectories in foreign language instruction, and the effective incorporation of digital technologies and AI-driven tools into modern educational ecosystems.

The event brought together a wide spectrum of participants, including researchers and education specialists, prominent scholars, university faculty, research practitioners, doctoral candidates, independent researchers, master’s students, and academically talented undergraduates.

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Section 1

Artificial Intelligence in Language Teaching

ИНТЕГРАЦИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ВЫСШЕЕ ОБРАЗОВАНИЕ УЗБЕКИСТАНА: НАПРАВЛЕНИЯ, ВОЗМОЖНОСТИ И ПЕРСПЕКТИВЫ

Илхомжон Мадаминович ТУХТАСИНОВ
ректор Узбекского государственного университета мировых языков

Аннотация. *Статья рассматривает направления интеграции искусственного интеллекта в высшее образование Узбекистана. Анализируются возможности ИИ для персонализации обучения, оптимизации академических и административных процессов, повышения качества мониторинга и развития исследовательской деятельности. Подчеркиваются перспективы цифровой трансформации университетской среды и укрепления конкурентоспособности системы высшего образования.*

Ключевые слова. *Искусственный интеллект, цифровая трансформация, высшее образование, персонализация обучения, адаптивные технологии, образовательная аналитика, автоматизация процессов, дидактические инновации, исследовательская деятельность, университетская экосистема*

В Республике Узбекистан искусственный интеллект рассматривается как один из ключевых факторов социально-экономического и технологического развития, что находит отражение в государственной политике и системе стратегического планирования. В последние годы на государственном уровне последовательно реализуется курс на внедрение технологий искусственного интеллекта в различные отрасли, включая образование, государственное управление, экономику и социальную сферу. Данный курс закреплён в ряде нормативно-правовых актов, в частности в Постановлении Президента Республики Узбекистан «Об утверждении Стратегии развития технологий искусственного интеллекта до 2030 года» от 14 октября 2024 года № ПП-358[1], а также в Указе Президента Республики Узбекистан «О дополнительных мерах по дальнейшему развитию технологий искусственного интеллекта» от 22 октября 2025 года № УП-189[2].

Актуальность настоящего исследования также обусловлена реализацией масштабной государственной инициативы, направленной на формирование человеческого капитала в сфере искусственного интеллекта. Президентом Республики Узбекистан Ш.Мирзиёевым объявлен старт проекта «5 миллионов лидеров искусственного интеллекта», в рамках которого до 2030 года планируется обучение основам искусственного интеллекта 4,75 миллиона школьников и студентов, 150 тысяч педагогических работников и 100 тысяч государственных служащих. В соответствии с заявленными приоритетами предполагается интеграция дисциплин, связанных с искусственным интеллектом, в систему общего,

[1] Постановление Президента Республики Узбекистан «Об утверждении Стратегии развития технологий искусственного интеллекта до 2030 года» от 14.10.2024 г. № ПП-358 // Lex UZ: сайт правовой информации. – Ташкент, 2024. – URL: https://lex.uz/ru/docs/7158606 (дата обращения: 01.12.2025).

[2] Указ Президента Республики Узбекистан «О дополнительных мерах по дальнейшему развитию технологий искусственного интеллекта» от 22.10.2025 г. № УП-189 // Lex.uz: сайт правовой информации. – Ташкент, 2025. – URL: https://lex.uz/ru/docs/7790236 (дата обращения: 01.12.2025).

профессионального и высшего образования, что существенно актуализирует научные исследования, посвящённые педагогическим, дидактическим и организационным аспектам внедрения технологий искусственного интеллекта в образовательную практику[3].

Указанные национальные приоритеты коррелируют с глобальными тенденциями развития образования. В последние годы искусственный интеллект активно интегрируется во все сферы общественного развития, включая образование, где его потенциал рассматривается как ключевой фактор модернизации учебных процессов. По мнению генерального директора ЮНЕСКО Одри Азуле, ИИ радикально трансформирует всю сферу образования: изменятся методы преподавания, способы организации обучения, формы доступа к знаниям, а также подготовка и профессиональная деятельность педагогов[4]. Эта позиция отражает глобальную тенденцию, которая актуальна и для национальных систем образования, включая высшие учебные заведения Узбекистана.

Внедрение искусственного интеллекта в образовательную среду становится стратегическим направлением, способствующим развитию современной дидактики. Технологии ИИ открывают возможности для персонализации обучения, адаптивного подбора учебных материалов, формирования индивидуальных траекторий и повышения вовлечённости студентов. Одновременно ИИ позволяет автоматизировать рутинные академические и административные процессы, оптимизировать анализ учебных данных, повысить качество педагогической обратной связи и укрепить взаимодействие между преподавателями и обучающимися.

Искусственный интеллект становится важным инструментом в сфере образования, трансформируя методы преподавания и обучения. Его внедрение открывает перед дидактикой новые горизонты, позволяя персонализировать учебный процесс, повысить доступность образования, автоматизировать рутинные задачи, улучшить взаимодействие между учащимися и преподавателями[5].

Влияние искусственного интеллекта (ИИ) на систему образования происходит по двум основным направлениям. Во-первых, расширение применения ИИ в бизнес-процессах предъявляет новые требования к знаниям, умениям, навыкам, которыми должен обладать работник будущего[6].

С моей точки зрения, подобная трансформация имеет исключительно позитивный характер. Она стимулирует университеты к обновлению содержания образования, внедрению инновационных методик, развитию междисциплинарных связей и созданию более гибких учебных сред. ИИ помогает сделать обучение персонализированным и ориентированным на реального студента, обеспечивает

[3] Президент объявил новые планы по развитию сферы искусственного интеллекта [Электронный ресурс] // Kun.uz. – 28.11.2025. – URL: https://kun.uz/ru/news/2025/11/28/prezident-obyavil-novyye-plany-po-razvitiyu-sfery-iskusstvennogo-intellekta (дата обращения: 02.01.2025).

[4] Искусственный интеллект в образовании UNESCO [Электронный ресурс]. – URL: https://www.unesco.org/ru/digital-education/artificial-intelligence (дата обращения: 25.11.2025).

[5] Водяненко Г. Р. Искусственный интеллект в образовании: Новая эра дидактики //Вестник Пермского государственного гуманитарно-педагогического университета. Серия: Информационные компьютерные технологии в образовании. – 2024. – №. 20. – С. 82-88.

[6] Лукичев П. М., Чекмарев О. П. Применение искусственного интеллекта в системе высшего образования //Вопросы инновационной экономики. – 2023. – Т. 13. – №. 1. – С. 485-502.

доступ к адаптивным ресурсам, автоматизирует рутину и освобождает преподавателя для творческих и исследовательских задач.

Более того, интеграция ИИ усиливает конкурентоспособность выпускников, расширяет их карьерные перспективы и повышает качество подготовки специалистов для национальной экономики. В условиях стремительного технологического развития подобная модернизация становится не просто желательной, а жизненно необходимой. Убедительное преимущество искусственного интеллекта заключается в том, что он позволяет системе образования стать более современной, динамичной и ориентированной на будущее, что особенно важно для высших учебных заведений Узбекистана, движущихся в направлении цифровой трансформации и глобальной интеграции.

Применение инструментов искусственного интеллекта в образовании можно также анализировать по субъектам применения:

а) ориентированные на учащихся;

б) ориентированные на преподавателей;

в) ориентированные в целом на систему искусственного интеллекта в образовании[7].

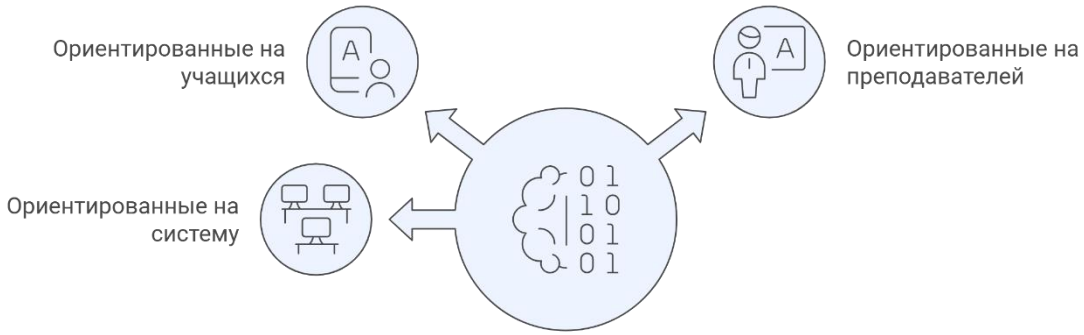


Рис. 1. Применение инструментов искусственного интеллекта в образовании

Применение инструментов искусственного интеллекта в образовании можно рассматривать с позиции основных субъектов, участвующих в образовательном процессе.

Во-первых, ИИ-решения, ориентированные на учащихся, создают условия для персонализированного обучения, адаптивного подбора материалов, повышенной мотивации и обратной связи в режиме реального времени. Такие технологии помогают студентам учиться в собственном темпе, глубже понимать сложные темы и выстраивать индивидуальные траектории развития.

Во-вторых, инструменты ИИ, ориентированные на преподавателей, значительно облегчают их профессиональную деятельность: автоматизируют проверку работ, анализируют учебные данные, поддерживают проектирование занятий и позволяют уделять больше внимания методическому и творческому аспекту обучения.

В-третьих, системы ИИ, ориентированные на образование в целом, способствуют стратегическому управлению учебными процессами, формируют

[7] Baker T., Smith L., Anissa N. Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges. Retrieved from Nesta Foundation [Электронный ресурс].

аналитические отчёты, оптимизируют распределение ресурсов, повышают качество мониторинга и обеспечивают более эффективное функционирование всей образовательной экосистемы.

Для систематизации представленных положений и уточнения функционального распределения инструментов искусственного интеллекта в образовательной сфере представим сводную таблицу, отражающую ключевые направления их применения различными группами субъектов.

Таблица №1

Основные направления применения инструментов искусственного интеллекта в образовании по группам субъектов

Группа субъектов	Цели применения ИИ	Ключевые функции ИИ-инструментов	Ожидаемые эффекты и результаты	Примеры технологий
Учащиеся	Персонализация образовательного процесса; повышение мотивации; устранение пробелов в знаниях	Адаптивные обучающие платформы; интеллектуальные рекомендательные системы; чат-боты поддержки обучения	Индивидуальные траектории; повышение успеваемости; рост вовлечённости; формирование навыков самостоятельного обучения	Системы адаптивного обучения (ALEKS, Coursera adaptive); ИИ-тьюторы; голосовые ассистенты
Преподаватели	Оптимизация педагогической нагрузки; повышение качества методической работы; улучшение диагностики обучения	Автоматизированная проверка и оценивание; анализ данных учебной деятельности; генерация материалов; планирование занятий	Снижение рутинной нагрузки; повышение точности оценивания; более взвешенная педагогическая аналитика; рост творческой составляющей преподавания	Сервисы автоматической проверки (Gradescope); аналитические панели LMS; генераторы заданий и тестов
Образовательные организации и система в целом	Управление образовательными процессами; повышение эффективности администрирования; обеспечение качества обучения	Системы мониторинга и прогнозирования; анализ больших образовательных данных; оптимизация расписаний и ресурсов; оценка рисков	Улучшение качества управленческих решений; оптимизация расходов; повышение прозрачности процессов; развитие цифровой экосистемы	Системы образовательной аналитики; инструменты прогнозирования оттока студентов; алгоритмы распределения ресурсов

Представленные данные демонстрируют, что интеграция инструментов искусственного интеллекта влияет на все уровни образовательной системы,

обеспечивая персонализацию обучения, повышение эффективности педагогической деятельности и совершенствование управленческих процессов. Структурное распределение функций ИИ подчёркивает комплексный характер его применения и необходимость дальнейшего развития цифровых компетенций всех участников образовательного процесса.

Эти обобщённые выводы находят подтверждение в конкретных практиках современных университетов, где искусственный интеллект уже активно внедряется в образовательные процессы.

Практическая интеграция искусственного интеллекта в высших учебных заведениях уже реализуется по целому ряду направлений. Во-первых, ИИ активно используется в учебно-методической деятельности. Многие университеты внедряют интеллектуальные обучающие платформы, способные автоматически подстраивать содержание курса под уровень подготовки студента. Адаптивные системы формируют индивидуальные траектории изучения дисциплины, рекомендуют дополнительные материалы и обеспечивают регулярную диагностику знаний. Такие решения применяются при изучении иностранных языков, математики, инженерных дисциплин и гуманитарных предметов, что способствует более высокому уровню освоения материала.

Во-вторых, ИИ активно используется в оценивании и мониторинге качества образования. Системы автоматизированной проверки письменных работ анализируют структуру текста, логику аргументации и качество академического письма, что снижает нагрузку на преподавателей и обеспечивает объективность оценивания. Алгоритмы анализа больших данных помогают университетам отслеживать успеваемость студентов, выявлять риски академической задолженности и своевременно применять меры поддержки. Такой подход повышает эффективность образовательного менеджмента и снижает процент отсева.

В-третьих, искусственный интеллект внедряется в административные и организационные процессы университетов. Интеллектуальные чат-боты обеспечивают круглосуточную консультацию студентов по вопросам расписания, образовательных программ, записей на курсы и оформлению документов. ИИ также используется для оптимизации составления расписания, распределения аудиторного фонда, подготовки статистической отчётности и аналитических отчётов для внешних аккредитационных и рейтинговых структур.

В-четвёртых, ИИ выполняет важную роль в научно-исследовательской деятельности. Технологии машинного обучения облегчают обработку больших массивов данных, используются для проведения корпусных исследований по лингвистике, анализа социальных процессов, распознавания изображений и моделирования сложных систем. Во многих вузах Узбекистана студенты и молодые исследователи включают ИИ-инструменты в курсовые, выпускные квалификационные работы и научные проекты, что способствует развитию исследовательских компетенций.

Наконец, ИИ применяется в цифровых университетских сервисах, направленных на повышение доступности образования. Онлайн-платформы,

усиленные ИИ-модулями, обеспечивают доступ к лекциям, интерактивным симуляциям, виртуальным лабораториям и автоматизированным рекомендациям по подготовке к экзаменам. Виртуальные ассистенты помогают студентам осваивать сложные темы, а технологии распознавания речи используются при создании автоматических субтитров и обеспечении инклюзивности для студентов с особыми образовательными потребностями.

Таким образом, применение искусственного интеллекта в высших учебных заведениях Узбекистана не ограничивается отдельными инструментами – оно формирует целостную цифровую образовательную экосистему, основанную на адаптивности, аналитике, автоматизации и расширенных возможностях для всех участников образовательного процесса. Это позволяет университетам перейти на качественно новый уровень функционирования и соответствует стратегическим задачам цифровой трансформации национальной системы высшего образования.

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ЛИЧНОСТНО-ОРИЕНТИРОВАННОЕ И СПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ РУССКОМУ И АНГЛИЙСКОМУ ЯЗЫКАМ

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Аннотация. *В статье рассматривается применение технологий искусственного интеллекта в контексте личностно-ориентированного обучения русскому и английскому языкам в условиях высшего образования Таджикистана. Представлен анализ адаптивных возможностей ИИ-инструментов для индивидуализации образовательных траекторий студентов с различным уровнем языковой подготовки. Приводятся результаты экспериментального исследования эффективности персонализированных ИИ-систем в многоязычной образовательной среде. Разработана методика интеграции искусственного интеллекта в учебный процесс с учетом психолингвистических особенностей обучающихся и специфики постсоветского образовательного пространства.*

Ключевые слова: *искусственный интеллект, личностно-ориентированное обучение, адаптивные технологии, многоязычное образование, индивидуальная траектория обучения, цифровизация образования.*

Современная образовательная парадигма характеризуется переходом от унифицированных методик к индивидуализированным подходам, учитывающим когнитивные особенности и темп усвоения материала. В многоязычном образовательном пространстве Таджикистана, где русский язык функционирует как язык межнационального общения и академический язык, а английский – как инструмент интеграции в глобальное научное сообщество, проблема персонализации языкового обучения особенно актуальна.

Технологии искусственного интеллекта открывают качественно новые возможности для реализации личностно-ориентированного подхода в лингводидактике [1, 2, 5, 6]. Адаптивные алгоритмы позволяют создавать динамические образовательные траектории, автоматически корректируемые в зависимости от прогресса студента, что значимо в группах со смешанным уровнем языковой компетенции.

Экспериментальное исследование проводилось в ГОУ «Худжандский государственный университет имени академика Б. Гафурова» в 2024-2025 учебном году. Участники – 84 студента первого курса факультетов математики и физики и техники – были разделены на три группы по 28 человек: группа А (контрольная) – традиционная методика без ИИ-технологий, группа Б (экспериментальная-1) – ИИ-платформы с базовой персонализацией, группа В (экспериментальная-2) – глубокая интеграция ИИ с психолингвистическим профилированием. Оценивались скорость освоения лексики, точность грамматических конструкций, развитие коммуникативных навыков и мотивационная устойчивость (см. таблицу № 1).

Таблица 1.

Динамика освоения языкового материала (среднее количество усвоенных лексических единиц за семестр)

Группа	Входной уровень	Промежуточный контроль (8 недель)	Итоговый контроль (16 недель)	Прирост (%)
Группа А	287	412	531	85,0%
Группа Б	291	458	624	114,4%
Группа В	285	492	713	150,2%

Расчет эффективности персонализации:

Коэффициент индивидуальной адаптации (КИА) = (Итоговый результат - Входной уровень) / (Максимально возможный результат - Входной уровень) × 100%

Для группы В: КИА = (713 - 285) / (800 - 285) × 100% = 83,1% Для группы Б: КИА = (624 - 291) / (800 - 291) × 100% = 65,4% Для группы А: КИА = (531 - 287) / (800 - 287) × 100% = 47,6%

Результаты демонстрируют, что применение ИИ-технологий с учетом психолингвистических профилей повышает эффективность обучения в 1,75 раза по сравнению с традиционными методами.

В рамках исследования была разработана трехуровневая модель интеграции искусственного интеллекта в процесс языкового обучения:

Уровень 1. Диагностический модуль. Система анализирует входные данные студента: результаты предварительного тестирования, скорость обработки информации, преобладающий канал восприятия (визуальный, аудиальный, кинестетический), лингвокультурный фон. Алгоритм машинного обучения выявляет индивидуальные паттерны усвоения материала и создает базовый профиль обучающегося.

Уровень 2. Адаптивный контент-генератор. На основе профиля система автоматически формирует персонализированные учебные материалы: подбирает лексику с учетом профессиональной направленности студента (для математиков – терминология анализа и алгебры, для физиков – механика и термодинамика), регулирует сложность грамматических конструкций, варьирует объем заданий в зависимости от когнитивной нагрузки.

Уровень 3. Система динамической коррекции. ИИ непрерывно отслеживает прогресс обучающегося, анализирует типичные ошибки и автоматически корректирует образовательную траекторию. При обнаружении систематических затруднений в определенной грамматической зоне система увеличивает количество упражнений данного типа, предлагает альтернативные объяснения, использует визуализацию или аудиоподдержку (см. таблицу № 2).

Таблица 2.

Распределение типов ошибок и эффективность ИИ-коррекции

Тип ошибки	Группа А (традиц.)	Группа В (ИИ)	Снижение ошибок
Падежные окончания	34,2%	12,7%	-62,9%

Видо-временные формы	28,5%	9,3%	-67,4%
Лексическая сочетаемость	18,7%	7,1%	-62,0%
Порядок слов	11,3%	4,8%	-57,5%
Фонетические нарушения	7,3%	3,2%	-56,2%

Образовательное пространство Таджикистана характеризуется сложным языковым ландшафтом: таджикский язык как государственный, русский как язык межэтнического общения и академической коммуникации, английский как язык международного научного дискурса. Эта многослойность требует особых подходов к внедрению ИИ-технологий.

Разработанная нами система учитывает феномен интерференции – влияния родного языка на изучаемый. Алгоритм анализирует типичные ошибки, обусловленные структурными различиями таджикского, русского и английского языков. Например, отсутствие категории рода в таджикском языке вызывает систематические затруднения при выборе согласованных форм в русском языке. ИИ-система идентифицирует эти зоны риска и предлагает дополнительные упражнения с контрастивным анализом.

Другая особенность – различный уровень цифровой грамотности студентов. Согласно данным UNICEF Tajikistan, доступ к качественному интернет-соединению в учебных заведениях республики остается неравномерным, что требует разработки офлайн-компонентов ИИ-систем и оптимизации алгоритмов для работы с ограниченными вычислительными ресурсами [5].

Эффективность личностно-ориентированного обучения с применением ИИ определяется не только технологическими параметрами, но и глубиной понимания когнитивных процессов овладения языком. В нашем исследовании мы использовали комплексную модель, интегрирующую теорию речевой деятельности и современные нейролингвистические данные.

Ключевым инструментом персонализации стало выявление индивидуального когнитивного стиля студента – устойчивого способа переработки информации. Мы выделили четыре основных типа:

1. **Аналитический** (преобладание левополушарных стратегий): пошаговое освоение правил, предпочтение эксплицитной грамматики,

2. **Холистический** (правополушарное доминирование): интуитивное схватывание языковых паттернов через контекст,

3. **Вербальный** (аудиально-речевая доминанта): эффективность звукового восприятия и проговаривания,

4. **Визуально-пространственный**: опора на схемы, таблицы, графическое представление языковых структур (см. таблица № 3).

ИИ-система автоматически определяет когнитивный профиль на основе анализа скорости и качества выполнения тестовых заданий различного типа и адаптирует методику подачи материала.

Таблица 3.

Корреляция когнитивного стиля и эффективности обучения

Когнитивный стиль	Доля студентов	Оптимальная стратегия ИИ	Прирост компетенции (16 недель)
Аналитический	31%	Структурированные правила, упражения-трансформации	142%
Холистический	27%	Аутентичные тексты, контекстуальные задания	156%
Вербальный	23%	Аудиоматериалы, диалоговые боты	163%
Визуально-пространственный	19%	Интеллект-карты, инфографика, схемы	147%

Анализ экспериментальных данных подтверждает гипотезу о существенном повышении эффективности языкового обучения при использовании ИИ-технологий с глубокой персонализацией. Группа В продемонстрировала не только количественное превосходство в освоении языкового материала, но и качественные изменения: повышение коммуникативной уверенности, снижение языковой тревожности, формирование автономности в обучении.

Особого внимания заслуживает мотивационный аспект. Опрос студентов экспериментальных групп выявил, что 78% отметили повышение интереса к изучению языков благодаря индивидуализированному подходу ИИ-системы, которая создает ощущение «персонального преподавателя». Важным фактором стала немедленная обратная связь и визуализация прогресса, что соответствует потребности поколения Z в геймификации и измеримости результатов.

Вместе с тем, исследование выявило ряд ограничений и рисков. Чрезмерная зависимость от ИИ-подсказок может тормозить развитие критического мышления и самостоятельности. Необходим баланс между автоматизированной поддержкой и созданием ситуаций продуктивной трудности, стимулирующих когнитивное развитие. Также остается открытым вопрос культурной адекватности ИИ-генерируемого контента в условиях таджикского социокультурного контекста.

Личностно-ориентированное применение искусственного интеллекта в обучении русскому и английскому языкам представляет собой перспективное направление развития лингводидактики в условиях цифровой трансформации образования. Экспериментально подтверждена высокая эффективность адаптивных ИИ-систем, учитывающих психолингвистические особенности обучающихся и специфику многоязычной образовательной среды.

Разработанная трехуровневая модель интеграции ИИ – диагностика, адаптивная генерация контента, динамическая коррекция – обеспечивает повышение результативности обучения в среднем на 75% по сравнению с

традиционными методиками. Ключевым фактором успеха является не просто внедрение технологий, а их органичная интеграция в целостную педагогическую систему, основанную на глубоком понимании когнитивных и мотивационных механизмов овладения языком.

Перспективы дальнейших исследований связаны с разработкой локализованных ИИ-моделей, адаптированных к лингвокультурной специфике Центрально-Азиатского региона, созданием гибридных форматов обучения, сочетающих преимущества человеческого педагогического взаимодействия и технологических возможностей искусственного интеллекта.

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ПЕДАГОГИЧЕСКИЙ СИНКРЕТИЗМ И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ: ИНТЕГРАЦИЯ ТРАДИЦИОННЫХ И ЦИФРОВЫХ ДИДАКТИЧЕСКИХ МОДЕЛЕЙ

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Аннотация. *В статье рассматривается концепция педагогического синкретизма как методологическая основа интеграции традиционных дидактических подходов с технологиями искусственного интеллекта в обучении иностранным языкам. Представлена авторская модель синкретической дидактики, адаптированная к условиям многоязычного образования Республики Таджикистан. Описаны принципы гармонизации классических методик преподавания русского языка с ИИ-инструментами, обеспечивающие сохранение педагогических традиций при цифровой трансформации. Предложена типология синкретических образовательных практик и механизмы их реализации в условиях ограниченной цифровой инфраструктуры.*

Ключевые слова: *педагогический синкретизм, искусственный интеллект, обучение иностранным языкам, цифровая дидактика, традиционные методики, интеграционная модель, русский язык как иностранный*

Стремительное внедрение технологий искусственного интеллекта в образовательный процесс ставит перед педагогической наукой вопрос о соотношении традиционных и цифровых методов обучения. Особую актуальность эта проблема приобретает в контексте обучения иностранным языкам, где накоплен значительный опыт классических дидактических подходов, доказавших свою эффективность [4, с. 8]. Однако полный отказ от традиций в пользу технологических новаций может привести к утрате методологической преемственности и педагогической идентичности. Концепция педагогического синкретизма предлагает альтернативный путь – органичное слияние традиционных и инновационных методов в единую целостную систему [2, с. 45]. В отличие от механического комбинирования или эклектичного смешения разнородных элементов, синкретизм предполагает их взаимопроникновение и взаимообогащение, создавая новое качество образовательного процесса [5, с. 75].

Педагогический синкретизм как феномен характеризуется нерасчлененным единством различных дидактических подходов, образующих органичную целостность без выделения доминирующего компонента. В условиях цифровой трансформации синкретизм выступает драйвером развития образовательных систем, обеспечивая баланс между сохранением педагогических традиций и внедрением инновационных технологий [5, с. 78]. Применительно к обучению иностранным языкам синкретизм реализуется через интеграцию классических

методик (грамматико-переводной, коммуникативной, аудиолингвальной) с возможностями искусственного интеллекта [3, с. 107]. Исследования показывают, что технологии ИИ наиболее эффективны не как замена преподавателя, а как инструмент расширения его педагогических возможностей [6, с. 215]. Ключевые принципы синкретической дидактики включают комплементарность (традиционные и цифровые методы дополняют друг друга, компенсируя взаимные ограничения), контекстуальность (выбор методов определяется конкретными образовательными задачами и условиями), культуросообразность (технологии адаптируются к национальной педагогической традиции, а не наоборот) и персонализацию (ИИ обеспечивает индивидуальные траектории при сохранении коллективных форм работы).

Разработанная модель синкретической дидактики для обучения русскому языку в таджикской аудитории включает четыре взаимосвязанных уровня. На диагностико-адаптивном уровне ИИ-система проводит входную диагностику уровня владения русским языком с учетом интерференции родного таджикского языка, анализирует типичные ошибки (фонетические, грамматические, лексические) и формирует индивидуальный профиль учащегося, однако интерпретация результатов и определение образовательной траектории остаются прерогативой преподавателя, который учитывает культурно-психологические особенности обучающихся.

Презентационно-объяснительный уровень предполагает, что объяснение нового материала осуществляется преподавателем с использованием традиционных методов (наглядность, образцы, правила), дополненных ИИ-визуализацией: при изучении падежной системы русского языка преподаватель использует классические таблицы и схемы, а ИИ-инструмент генерирует контекстуализированные примеры из таджикских реалий, создает интерактивные упражнения и анимирует процесс формоизменения.

На тренировочно-закрепительном уровне ИИ-тренажеры обеспечивают автоматизацию навыков через многократное повторение с постепенным усложнением заданий, система адаптирует сложность и темп в реальном времени, предоставляет немедленную обратную связь, ведет детализированную статистику ошибок, параллельно преподаватель организует коллективные формы работы (ролевые игры, дискуссии, проектную деятельность), развивающие коммуникативную компетенцию в условиях живого общения.

Контрольно-рефлексивный уровень характеризуется тем, что ИИ проводит автоматизированное тестирование сформированности языковых навыков, однако оценка коммуникативной компетенции осуществляется преподавателем через традиционные формы (устный опрос, беседа, презентация), при этом рефлексия образовательного процесса происходит в диалоге преподавателя и учащегося при аналитической поддержке ИИ-системы, визуализирующей динамику прогресса.

На основе анализа опыта преподавания русского языка в Худжандском государственном университете выделены следующие типы синкретических практик.

Объяснительно-генеративный синкретизм предполагает, что преподаватель объясняет грамматическое правило классическим методом, затем ИИ генерирует

неограниченное количество примеров для его иллюстрации: после объяснения употребления видов глагола преподаватель просит ИИ создать 50 контекстуальных примеров с глаголами движения, адаптированных к лексическому запасу студентов.

Аудиторно-автономный синкретизм реализуется так, что в аудитории преподаватель развивает навыки устной речи через коммуникативные упражнения, диалоги, обсуждения, а самостоятельная работа студентов с ИИ-ассистентом направлена на отработку письменной речи, грамматики, лексики, что позволяет оптимально использовать преимущества обоих подходов. *Коллективно-персонализированный синкретизм* означает, что преподаватель работает с группой фронтально, объясняя материал для всех, одновременно каждый студент получает от ИИ персонализированные задания, соответствующие его уровню и темпу обучения, после индивидуальной работы класс возвращается к коллективному обсуждению результатов. *Контролирующе-поддерживающий синкретизм* характеризуется тем, что ИИ осуществляет мониторинг ошибок и автоматическую проверку упражнений, освобождая преподавателя от рутинной работы, а высвободившееся время педагог использует для индивидуальных консультаций, мотивационной и эмоциональной поддержки учащихся, что особенно важно для иностранных студентов.

Для внедрения модели в условиях ограниченной цифровой инфраструктуры разработана технология, адаптированная к реалиям таджикских учебных заведений. Организационная модель предполагает, что вместо индивидуальных устройств для каждого студента используется один компьютер или планшет преподавателя с проектором, при этом ИИ-инструмент работает в режиме цифрового ассистента преподавателя, генерируя контент в реальном времени по запросу педагога, что снижает требования к оборудованию и интернет-каналу.

Офлайн-компонент обеспечивает предварительную генерацию ИИ-системой образовательных материалов (упражнения, тексты, тесты) для офлайн-использования, преподаватель формирует пакеты заданий на неделю, которые студенты выполняют без подключения к сети, а результаты синхронизируются при появлении доступа к интернету. Мультиязычный интерфейс делает доступным взаимодействие с ИИ-ассистентом на таджикском и русском языках, инструкции к заданиям даются на родном языке студентов, что снижает когнитивную нагрузку и повышает доступность технологии. Методический компонент включает библиотеку сценариев синкретических уроков, разработанных с учетом национальной специфики: типичных ошибок таджикоязычных учащихся, культурных реалий, традиционных методик преподавания русского языка в Таджикистане [1, с. 211].

Апробация модели проводилась на базе факультета русской филологии ХГУ с участием 73 студентов, качественный анализ показал, что синкретический подход обеспечивает сохранение мотивации через личностное взаимодействие с преподавателем при повышении эффективности тренировки за счет ИИ, развитие как языковых навыков (грамматика, лексика, фонетика), так и коммуникативной компетенции, адаптацию к индивидуальным особенностям при сохранении группового обучения, формирование цифровой грамотности без ущерба для традиционных учебных умений. Преподаватели отметили снижение рутинной

нагрузки и возможность сосредоточиться на творческих аспектах педагогической деятельности, студенты высоко оценили персонализированные ИИ-тренажеры при сохранении традиционных форм взаимодействия с преподавателем [7, с. 84].

Для эффективной реализации синкретической дидактики необходимо избегать технологического детерминизма, понимая, что ИИ является инструментом, а не целью обучения, и технология должна служить педагогическим задачам, а не определять их. Важно обеспечить методическую подготовку преподавателей не столько в освоении ИИ-инструментов (это технически просто), сколько в понимании синкретической логики их интеграции с традиционными методами. Необходимо сохранять баланс, при котором оптимальное соотношение традиционных и цифровых форм работы составляет примерно 60:40 для аудиторных занятий и 30:70 для самостоятельной работы. ИИ-контент должен быть адаптирован к культурным реалиям и ценностям таджикского общества, чтобы не создавать когнитивного диссонанса, при этом следует развивать у студентов критическое мышление, обучая их критически оценивать ИИ-генерированный контент, выявлять ошибки и неточности, что развивает метакогнитивные навыки.

Педагогический синкретизм представляет собой методологическую основу для гармоничной интеграции традиционных и цифровых методов обучения иностранным языкам. В условиях цифровой трансформации образования синкретический подход позволяет сохранить педагогические традиции, накопленный методический опыт и культурную идентичность при одновременном использовании преимуществ искусственного интеллекта. Разработанная модель демонстрирует возможность эффективного применения ИИ-технологий даже в условиях ограниченной цифровой инфраструктуры через адаптацию организационных форм и содержания к национальному контексту, что особенно актуально для образовательных систем развивающихся стран.

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ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В РАННЕМ РЕЧЕВОМ РАЗВИТИИ ДЕТЕЙ

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Аннотация. *Статья посвящена анализу педагогического потенциала технологий искусственного интеллекта для стимулирования речевого развития детей дошкольного возраста в условиях Республики Таджикистан. Рассматриваются современные ИИ-приложения, поддерживающие формирование речевых навыков на ранних этапах онтогенеза. Автор исследует специфику применения конверсационных агентов, адаптивных образовательных программ и диагностических систем в многоязычной среде таджикских дошкольных учреждений. Особое внимание уделяется возможностям ИИ-технологий в работе с детьми, имеющими речевые нарушения. Анализируется соответствие внедрения цифровых инструментов национальным образовательным стратегиям республики. Представлены рекомендации по организации педагогического процесса с использованием ИИ-инструментов. Материалы статьи могут быть полезны педагогам дошкольного образования, логопедам, специалистам по цифровизации образования.*

Ключевые слова: *искусственный интеллект, раннее речевое развитие, дошкольное образование, конверсационные агенты, двуязычие, речевые нарушения, Таджикистан.*

Республика Таджикистан активно реализует стратегию цифровой трансформации образовательной системы. В 2025 году запущена национальная инициатива Project Soro – первая в Центральной Азии попытка системного внедрения искусственного интеллекта в образование с акцентом на доступность для каждого ребёнка. Этот проект открывает перспективы использования ИИ-технологий уже на уровне дошкольного образования, что особенно актуально для раннего речевого развития.

Современные исследования демонстрируют значительный потенциал ИИ в поддержке языкового развития дошкольников [1]. Применение адаптивных технологий в раннем детстве показывает позитивные результаты в формировании коммуникативных навыков [2]. Для Таджикистана с его многоязычной образовательной средой (таджикский, русский и узбекские языки) внедрение ИИ-инструментов приобретает дополнительную значимость.

Ранний возраст (от рождения до трёх лет) и дошкольный период (от трёх до семи лет) являются сензитивными для речевого развития. В это время формируются фонематический слух, словарный запас, грамматический строй речи, навыки диалогического взаимодействия. Традиционно эти процессы обеспечивались живым общением с взрослыми и сверстниками. Технологии искусственного

интеллекта не заменяют, а дополняют естественную коммуникацию, создавая расширенные возможности для речевой практики [7, с. 545].

Конверсационные агенты – программы, способные вести диалог с ребёнком, – показывают эффективность в развитии понимания повествовательных текстов. Исследование Xu и коллег выявило, что взаимодействие с диалоговым агентом при совместном чтении повышает вовлечённость детей и улучшает понимание историй [3, с. e152]. Механизм воздействия связан с возможностью многократного повторения, адаптацией темпа диалога к индивидуальным особенностям ребёнка, игровой формой подачи материала [4, с. 220].

Анализ современных разработок позволяет выделить несколько категорий ИИ-приложений, применимых в дошкольном образовании (табл. 1).

Таблица 1.

Типология ИИ-инструментов для речевого развития дошкольников

Тип приложения	Примеры	Педагогические функции	Возрастная группа
Диалоговые агенты	Разговорные боты для чтения	Развитие понимания речи, диалоговых навыков [3, с. e150]	4–7 лет
Логопедические программы	Fluency SIS, Articulation Station Pro	Коррекция звукопроизношения, развитие беглости речи [5, с. 930]	3–7 лет
Адаптивные обучающие системы	Персонализированные языковые курсы	Формирование словаря, грамматики	5–7 лет
Диагностические платформы	Системы распознавания речевых нарушений	Раннее выявление отклонений, мониторинг динамики	2–7 лет

Особый интерес представляют специализированные логопедические приложения. Исследование Utepbayeva и соавторов показало, что использование программ Fluency SIS, Articulation Station Pro и Apraxia Farm способствует психолингвистическому развитию дошкольников с речевыми расстройствами [5, с. 932]. Эти инструменты обеспечивают визуальную обратную связь, игровую мотивацию, возможность самостоятельных занятий под контролем взрослого.

Образовательная система республики характеризуется многоязычием: дети одновременно осваивают таджикский, русский и узбекские языки, что создаёт как дополнительные возможности, так и вызовы. ИИ-технологии могут поддерживать билингвальное или трилингвальное развитие через:

1. **Адаптацию контента под оба или три языка** – создание диалоговых агентов, работающих на таджикском и русском языках.
2. **Индивидуализацию траекторий** – учёт доминирующего языка ребёнка и постепенное введение второго.

3. **Диагностику речевого развития** на каждом из языков с учётом возрастных норм.

Запуск Project Soro открывает перспективы разработки национальных ИИ-решений, адаптированных к лингвокультурным особенностям. Целью проекта заявлено обеспечение доступности цифрового образования для каждого ребёнка, что включает детей из отдалённых регионов и детей с особыми образовательными потребностями.

Успешность применения ИИ-инструментов в речевом развитии определяется рядом условий:

I условие – квалифицированное педагогическое сопровождение. ИИ-приложения не автономны: их эффективность возрастает при методически грамотной интеграции в образовательный процесс [6]. Воспитатель выступает модератором взаимодействия ребёнка с технологией, поддерживает перенос навыков в живое общение.

II условие – соблюдение возрастной специфики и санитарных норм. Время работы с цифровыми устройствами для дошкольников ограничено: для детей 3–4 лет – не более 15 минут, 5–7 лет – до 20–25 минут в день. Превышение этих норм может негативно сказаться на здоровье.

III условие – обеспечение качественного контента. ИИ-приложения должны соответствовать дидактическим принципам дошкольной педагогики: наглядности, доступности, игровой форме. Контент следует адаптировать к культурному контексту Таджикистана.

IV условие – интеграция с традиционными методами. ИИ-технологии дополняют, но не заменяют живое общение, игровую деятельность, художественное творчество. Оптимальна модель смешанного обучения, сочетающая цифровые и аналоговые активности.

Внедрение ИИ в раннее речевое развитие открывает следующие возможности:

а) Персонализация: адаптация к темпу, интересам, уровню развития конкретного ребёнка.

б) Доступность: обеспечение качественных образовательных ресурсов в отдалённых регионах.

в) Коррекционный потенциал: поддержка детей с речевыми нарушениями [5, с. 933].

г) Мониторинг: отслеживание динамики речевого развития, раннее выявление проблем.

Вместе с тем существуют риски:

1. Снижение живого общения: чрезмерное увлечение технологиями может ограничить непосредственную коммуникацию.

2. Цифровое неравенство: различия в доступе к технологиям между городом и селом.

3. Недостаток локализованного контента: дефицит качественных приложений на таджикском языке.

4. Неподготовленность кадров: необходимость обучения педагогов работе с ИИ-инструментами.

Минимизация рисков требует взвешенного подхода, педагогической экспертизы цифровых решений, подготовки специалистов.

Искусственный интеллект представляет собой перспективный инструмент поддержки раннего речевого развития детей. Для Таджикистана, реализующего масштабную стратегию цифровизации через Project Soro, это направление приобретает стратегическое значение. ИИ-технологии способны обеспечить персонализированную поддержку речевого развития, особенно в условиях двуязычия и при работе с детьми, имеющими речевые нарушения.

Эффективность применения ИИ определяется не столько технологическими параметрами, сколько педагогически грамотной организацией процесса: квалифицированным сопровождением, интеграцией с традиционными методами, соблюдением возрастных норм, адаптацией к культурному контексту. Перспективными направлениями являются разработка национальных ИИ-приложений на таджикском языке, подготовка педагогических кадров, создание методических рекомендаций по использованию цифровых инструментов в дошкольном образовании.

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TEACHING JAPANESE VERBS USING AI

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Abstract. *This article explores the use of artificial intelligence (AI) in teaching Japanese verb forms, focusing on adaptive learning technologies, automated feedback, communicative simulations, and methodological principles relevant to learners from non-Japanese linguistic backgrounds, particularly Uzbek students. AI tools enhance personalization, provide context-rich practice, automate repetitive tasks, and expand communicative opportunities. The paper also reviews theoretical foundations and summarizes key findings from international, Japanese, CIS, and Uzbek researchers.*

Keywords: *Artificial Intelligence (AI), Japanese Language Teaching, Verb Forms, Adaptive Learning, Automated Feedback, Communicative Simulations, Language Pedagogy, Uzbek Learners, Technology-Enhanced Learning, Computational Linguistics, Second Language Acquisition, Digital Didactics.*

Introduction

Teaching Japanese verbs to learners whose native language is not Japanese has always been a complex methodological task. For Uzbek learners in particular, challenges arise due to the typological differences between the agglutinative Uzbek language and the highly inflected Japanese verb system. In recent years, the rapid development of artificial intelligence (AI) technologies has created new opportunities for optimizing the teaching of Japanese verbs. AI tools enable personalized instruction, context-aware explanations, and interactive practice that align well with the communicative approach widely used in modern language teaching. This article examines theoretical foundations, methodological considerations, and the practical application of AI in teaching Japanese verbs, focusing especially on learners in Uzbekistan.

1. Theoretical Foundations of Teaching Verb Systems

1.1. Features of the Japanese Verb System

Japanese verbs are characterized by complex morphological and semantic structures, including:

Conjugation groups (五段動詞, 一段動詞, 不規則動詞), Aspect and tense markers such as ～ている, ～た, ～る,

Politeness distinctions expressed through ます-forms and honorific/humble forms (尊敬語・謙譲語), Auxiliary verb constructions (e.g., ～てしまう, ～てみる, ～ながら) that express modality, volition, spontaneity, possibility, etc.

For Uzbek learners, difficulties often arise due to:

The absence of a formal politeness system in Uzbek verb morphology, Differences in expressing aspect and modality, The polyfunctionality of forms such as ～ている, The syntactic position of verbs, since Japanese is SOV like Uzbek, but with more rigid rules.

1.2. Communicative Approach and Verb Teaching. Communicative language teaching emphasizes meaningful interaction rather than isolated grammar drills. In the context of verb instruction, this means:Focusing on usage-based learning, Providing real-life examples and dialogues, Encouraging task-based activities, Developing communicative competence, including pragmatic features of Japanese such as politeness levels. AI tools enhance these aspects by providing dynamic, real-time, and contextually relevant examples.

2. The Role of AI in Teaching Japanese Verbs

2.1. Advantages of AI-Based Instruction

AI offers several pedagogical benefits: Personalization – AI adapts to each student's level and learning speed. Instant feedback – Students receive corrections and explanations in real time. Contextualized examples – AI generates situational dialogues illustrating verb forms. Multimodal learning – combining text, audio, translation, and pronunciation features. Gamification – AI tools can create interactive exercises and quizzes.

2.2. Types of AI Tools Used, AI Chatbots (e.g., ChatGPT, Claude, DeepSeek): provide grammar explanations and practice. AI Conjugation Trainers: show verb forms and highlight patterns. Speech Recognition AI: evaluates pronunciation and intonation. Adaptive Learning Platforms (Duolingo, Busuu, JapanesePod with AI modules): adjust difficulty. AI Writing Assistants: analyze errors in texts written by students.

3. Methodological Framework for Teaching Japanese Verbs Using AI

3.1. Step-by-Step Instructional Model

Step 1. Presentation of Verb Groups Using AI Visualizations – AI can generate charts, infographics, and animated explanations for the three conjugation groups.

Step 2. Conjugation Practice with Adaptive Feedback – AI systems detect typical Uzbek-learner errors (e.g., mixing 一段 and 五段 conjugations).

Step 3. Teaching Aspect, Modality, and Politeness Using Scenarios – AI generates contextual dialogues that show:

～ている for ongoing actions vs. habitual actions,

～ましょう vs. ～たい for volition,

Honorific/humble patterns in formal situations.

Step 4. Communicative Tasks Supported by AI – AI can simulate restaurant interactions, university student dialogues, travel situations, and workplace exchanges.

Step 5. Progress Assessment – AI systems evaluate correctness, track progress, and recommend tailored exercises.

3.2. AI as a Tool for Error Analysis

AI identifies errors in: Verb endings, Misuse of politeness forms, Incorrect aspectual markers, Word order inconsistencies. AI explanation modules help learners understand why the form is incorrect, offering corrective examples.

Conclusion

AI technologies offer significant enhancements to the teaching of Japanese verbs, particularly for Uzbek learners. Through personalization, adaptive feedback, communicative simulation, and error analysis, AI aligns with modern pedagogical theories. Integrating AI into verb instruction supports deeper understanding, strengthens communicative competence, and increases learner motivation.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN AUTOMATING THE TRANSLATION OF ADVERTISING DISCOURSE: ADVANTAGES, RISKS, AND FUTURE PROSPECTS

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Abstract. *This paper examines the key linguistic, pragmatic, and ethical challenges involved in translating AI-generated advertising discourse. It focuses on stylistic hybridity, hyper-personalization, multimodal integration, and the culturally restricted datasets that often shape AI-produced promotional texts. The study argues that effective translation strategies must account for algorithmic authorship, cross-cultural rhetorical differences, and semiotic coherence in multimodal advertising. It concludes that in the age of artificial intelligence, translators act as cultural and ethical mediators, ensuring that AI-generated commercial messages retain persuasive force and cultural appropriateness in the target market.*

Keywords: *artificial intelligence, advertising discourse, translation strategies, AI-generated content, multimodality, cultural adaptation, personalization, semiotics.*

The rapid integration of artificial intelligence (AI) into global communication practices has fundamentally transformed the creation, adaptation, and circulation of advertising messages. Contemporary advertising discourse increasingly relies on neural language models, automated copywriting platforms, and multimodal generative systems capable of producing persuasive content tailored to specific audiences. As a result, the field of translation studies now faces new challenges related not only to cross-linguistic transfer but also to the semiotic complexity and algorithmic nature of AI-generated promotional texts. While traditional approaches to advertising translation emphasize creativity, cultural adaptation, and functional equivalence, the new phase of AI-assisted communication requires rethinking these strategies through the lens of digital discourse, algorithmic authorship, and data-driven personalization.

AI-generated advertising discourse, regardless of language, demonstrates several characteristic features that significantly influence translation decisions. First, such texts often rely on predictive linguistic modeling, which produces high-probability lexical combinations optimized for emotional impact and user engagement. According to Kress and van Leeuwen, persuasive discourse in commercial communication must be understood as a multimodal phenomenon involving linguistic, visual, and contextual dimensions [1]. AI systems, particularly large language models, replicate these dimensions through the algorithmic synthesis of human-like discourse patterns. However, the translation of this algorithmically optimized language into other linguistic and cultural environments requires human intervention, especially when the original text contains implicit cultural scripts, subtle pragmatic cues, or references generated from datasets that may not include sufficient cultural diversity.

The second important characteristic is hyper-personalization. Recent studies indicate that AI-driven advertising often incorporates individualized rhetorical

mechanisms, such as micro-targeted emotional appeals and demographic-tailored vocabulary [2]. When such content is transferred cross-linguistically, translators must consider the target culture's norms, the acceptability of personalization strategies, and the ethical implications of data-based messaging. The question of translator responsibility becomes even more complex in cases where AI-generated texts adopt persuasive or manipulative techniques that may not align with local cultural expectations or advertising regulations.

Another challenge arises from the stylistic hybridity typical for AI-generated promotional content. As Lotman argues, any text functions within a semiotic space shaped by the interaction of multiple codes [3]. AI-generated advertising discourse demonstrates hybridity by blending informational, conversational, and affective codes. The translation strategy must therefore account for multimodal semiotic convergence, especially in cases where the AI model produces slogans, metaphors, or emotionally charged descriptions based on training data that reflect English-centric marketing traditions. This is particularly perceptible in the overuse of certain persuasive clichés or generalized emotional constructs that may sound unnatural or overly dramatic in languages with different rhetorical norms.

Furthermore, as Venuti emphasizes, translation involves a constant negotiation between domestication and foreignization [4]. In AI-generated advertising texts, this negotiation becomes multidimensional: the translator works not only between languages and cultures but also between human and algorithmic authorship. Unlike human-created advertising messages, AI-generated content may lack intentionality, coherent branding voice, or stable emotional positioning. This ambiguity complicates the translator's task because maintaining functional equivalence requires identifying implicit communicative intentions that may not be explicitly present in the AI-produced discourse.

The integration of AI into advertising also raises the question of machine creativity versus human creativity. Scholars such as He and Deng argue that modern AI systems imitate creative language production but operate through statistical approximation rather than subjective intention [5]. Consequently, the translator must not only interpret the linguistic meaning of the AI-generated message but also compensate for potential gaps in emotional resonance, cultural imagery, or brand-specific creative tone. When AI-generated metaphors, slogans, or neologisms rely on dataset-specific cultural associations, their direct translation may lead to semantic distortion or communicative inadequacy. Therefore, translators increasingly adopt hybrid strategies that combine post-editing with creative rewriting to achieve cultural and stylistic alignment.

In addition to linguistic and pragmatic concerns, ethical considerations now occupy a central place in translation research. Shankar and Mittelstaedt note that AI-generated advertising can unintentionally reinforce social stereotypes or biases embedded in training data [6]. When translating such content, professionals must remain attentive to implicit evaluative meanings, culturally sensitive terminology, and possible ethical misalignments. The translator thus becomes a mediator not only of textual meaning but also of responsible communication values.

The evolution of multimodal AI tools, including image-based generators, further expands the scope of translation challenges. As Forceville demonstrates, metaphor in

advertising frequently operates across visual and verbal channels [7]. When AI systems generate paired text-image content, translators must interpret how verbal meaning interacts with visual symbolism. The adaptation of such multimodal advertising requires a deep understanding of cultural semiotic systems, visual rhetoric, and audience perception norms. Often, the translation of AI-generated slogans must be accompanied by modifications to corresponding visuals to maintain coherence and persuasive impact.

Finally, advancements in neural machine translation have introduced the concept of machine-to-machine translation cycles, where AI-generated advertising content is automatically translated and later post-edited by human specialists. According to Koehn, while neural models achieve high levels of fluency, they still lack pragmatic awareness and cultural sensitivity [8]. The translator's expertise thus remains essential in ensuring that the advertising message retains its intended persuasive function and aligns with target-market expectations.

Overall, the translation of AI-generated advertising discourse represents a dynamic and interdisciplinary field situated at the intersection of linguistics, communication studies, semiotics, and digital media. The increasing influence of AI on commercial communication demands that translators develop new competencies, including understanding algorithmic text generation, evaluating multimodal AI outputs, and addressing ethical implications. As global advertising continues to evolve through the integration of intelligent technologies, the role of the translator becomes even more critical: not merely as a linguistic mediator but as a cultural, ethical, and creative interpreter capable of navigating the complexities of human-machine communication.

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SUN'IY INTELLEKT DAVRIDA IQTISODIY MATNLARNI TARJIMA VA TIL TA'LIMI: FUNKTSIONAL XUSUSIYATLAR, RAQAMLARNING TARJIMASI VA ZAMONAVIY PEDAGOGIK TENDENSIYALAR

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Annotatsiya. *Ushbu maqolada sun'iy intellekt texnologiyalari rivojlanishi natijasida iqtisodiy matnlarning funksional xususiyatlari, raqamli ma'lumotlar tarjimasida uchraydigan muammolar va til ta'limining yangi tendensiyalari tahlil qilinadi. Iqtisodiy matnlarning terminologik zichligi va kommunikativ vazifasi ularni tarjima qilishda murakkablik paydo bo'lishi, ayniqsa raqamlar, birliklar, foiz ko'rsatkichlari, statistik ma'lumotlar kabi elementlar semantik aniqlikni talab qilishi ko'rsatiladi. Sun'iy intellekt asosidagi neyron mashina tarjimasi iqtisodiy matnlarni qayta ishlab chiqishda yangi imkoniyatlar yaratmoqda, biroq ayrim kamchiliklar ham mavjud. Maqola AI-pedagogikaning til o'qitishdagi samaradorligi, iqtisodiy terminlarni o'rgatishdagi o'rni hamda kelajakdagi rivojlanish yo'nalishlarini ko'rsatadi.*

Kalit so'zlar*: iqtisodiy matnlar, funksional xususiyat, sun'iy intellekt, neyron tarjima, raqamlar tarjimasi, til ta'limi, AI-pedagogika.*

XXI asrning asosiy ilmiy-texnologik o'zgarishlaridan biri sun'iy intellektning (SI) har bir soha, jumladan tarjima va til ta'limiga chuqur kirib kelishidir. Xalqaro iqtisodiy aloqalar kengayishi natijasida iqtisodiy matnlarni tez, aniq va standartlarga mos tarjima qilishga bo'lgan ehtiyoj ham ortmoqda. Iqtisodiy matnlar murakkab terminologiya, statistik ma'lumotlar, raqamlar, grafiklar va moliyaviy ko'rsatkichlarga boy bo'lgani sababli, ularni tarjima qilish amaliyotida maxsus ko'nikma va analitik yondashuv talab etadi.

SI vositalari – neyron mashina tarjimasi, avtomatik post-editing, leksik korpuslar – iqtisodiy tarjima jarayonini tezlashtirayotgan bo'lsa-da, raqamlar va statistik ma'lumotlarni noto'g'ri talqin qilish xavfi hali ham mavjud. Shu bois iqtisodiy matnlar funksional xususiyatlarini aniqlash, raqamlar tarjimasidagi muammolarni tahlil qilish va SI davridagi til ta'limining zamonaviy yo'nalishlarini o'rganish dolzarb hisoblanadi.

2. Iqtisodiy matnlarning funksional xususiyatlari

Iqtisodiy matnlar "GDP", "liquidity ratio", "budget surplus", "monetary policy" kabi maxsus terminlarga boy bo'ladi. Bu terminlar kontekstga kuchli bog'langan bo'lib, bir tilning terminologik mentaliteti boshqa tilga har doim ham to'g'ridan-to'g'ri ko'chmaydi.

Iqtisodiy matnlarning asosiy funksiyasi – aniq, ishonchli va rasmiy axborot uzatish. Shu sababli ularning leksik-grammatik xususiyatlari:

- qisqa gaplar,
- statistik ko'rsatkichlar,

- standartlashtirilgan ifodalar,
- subyektivlikdan xoli bo'lish kabi jihatlar bilan belgilanadi.

Jahon banki, IMF, WTO kabi global tashkilotlar iqtisodiy terminlar uchun yagona standartlarni taklif qiladi. Tarjimonlar ushbu standartlarni bilishi shart.

3. Raqamlar tarjimasi muammolari

Tarjimaning klassik olimlari – V. Vinay va J. Darbelnet (1958), Yu. Nayda (1964), J. Ketford (1965) – raqamlar tarjimasida quyidagilar muhimligini ta'kidlaydi:

- **O'lchov birliklari ekvivalenti**
- **Madaniy standartlar**
- **Kontekstual ma'no**
- **Aniqlik va normativ talablar**

Iqtisodiy matnlarda raqamlar faqat miqdor emas, balki dinamikani, trendni, iqtisodiy o'sish yoki pasayishni bildiradi. SI algoritmlari esa hali bu semantik chuqurlikni to'liq anglay olmaydi.

Raqamlar iqtisodiy matnlarning eng muhim elementi hisoblanadi, ammo tarjimada eng ko'p xatolar aynan shu qismda kuzatiladi. Masalan: sonlar yozilishi ingliz tili va o'zbek tilida farq qiladi.

№	Ingliz tilida	O'zbek tilida
1	1,200.50	1 200,50
2	3.5 billion	3,5 milliard

Shuningdek, foiz ko'rsatkichlari tarjimasi ham tillar kesimida farq qiladi.

Misol: *"Inflation increased by 3.5% year-on-year."*

O'zbek tilida

"Yillik inflyatsiya 3,5 foizga oshdi."

Ba'zan raqamli iqtisodiy matnalarda SI ushbu gapni quyidagicha:

"Inflyatsiya yil davomida 3,5 baravar oshdi" deb noto'g'ri tarjima qiladi.

Iqtisodiy matnlardagi pul birliklarini tarjima qilishda SI ko'pincha:

- currency conversion (valyuta konvertatsiyasi),
- symbol recognition ($, €, £),
- abbreviations (mln, bn, trn) kabi elementlarni chalkashtiradi.

Ko'p hollarda jadvalni struktura sifatida emas, matn sifatida o'qib, raqamlarni almashtirib yuborishi mumkin.

Raqam xatosi iqtisodiyotda katta oqibatlarga olib kelishi mumkin:

- noto'g'ri moliyaviy hisobotlar
- statistik tahlilning buzilishi
- investitsiya qarorlarining noto'g'ri qabul qilinishi
- shartnoma shartlarining buzilishi
- korporativ risklarning ortishi

Bir dona vergul – milliardlab zararlarga sabab bo'ladi.

4. Sun'iy intellekt iqtisodiy tarjimada: imkoniyatlar va kamchliklari. Sun'iy intellekt iqtisodiy matnlarni tarjimasida bir nechta afzallik va imkoniyatlarga ega:

- Katta hajmdagi iqtisodiy hisobotlarni qisqa vaqtda tarjima qilish.
- Terminologik birliklar uchun korpus asosida eng mos variantni tanlash.
- Post-editing uchun asos yaratish.

- Moliyaviy hujjatlar standartlashtirilgan bo'lganligi sababli, SI yuqori aniqlik bilan tarjima qilishi mumkin.

Iqtisodiy tarjimada sun'iy intellektning sezilarli kamchiliklari

- Raqamlar, foizlar va birliklar bilan bog'liq xatolar.
- Kontekst yetishmaganda terminlarni noto'g'ri talqin qilish.
- "Market sentiment", "quantitative easing", "credit crunch" kabi metaforik iqtisodiy iboralarni tushunmaslik.
- Murakkab sintaktik strukturalarda semantik siljish.

5. Sun'iy intellekt davrida til ta'limi: yangi tendensiyalar. Sun'iy intellekt asosida:

- avtomatik baholash,
- individual o'quv marshrutlari,
- real vaqtli teskari aloqa,
- tarjima ko'nikmalarini interaktiv mashqlar orqali rivojlantirish keng qo'llanilmoqda.

Iqtisodiy ingliz tili (ESP) ta'limida AI yordamida:

- iqtisodiy terminlarni kontekstlarda o'rganish,
- real moliyaviy hujjatlar bilan ishlash,
- grafiklar va raqamli ma'lumotlar tarjimasini mashq qilish imkoniyati yaratilmoqda.

AI davrida tarjimon quyidagi ko'nikmalarga ega bo'lishi zarur:

- kritik fikrlash (AI xatolarini topish),
- post-editing,
- data literacy (raqamlar va statistikani tushunish),
- AI-bilan hamkorlik kompetensiyasi.

6. Xulosa

Sun'iy intellekt iqtisodiy tarjima sohasini tubdan o'zgartirmoqda. Iqtisodiy matnlarning funksional xususiyatlari va raqamlar tarjimasidagi xatolarni chuqur o'rganish SI asosidagi vositalardan samarali foydalanish imkonini beradi. Tezlik, terminologik izchillik va ko'p tillilik uning afzalliklari bo'lsa, raqamlar tarjimasi, kontekstni yetarli tushunmaslik va semantik noaniqlik asosiy kamchiliklardir. Kelajakda maxsus iqtisodiy korpuslar, matematik modullar va gibrid yondashuvlar SIning iqtisodiy tarjimadagi sifatini sezilarli oshiradi. Til ta'limida AI-pedagogika iqtisodiy terminologiyani o'qitishda yangi metodlarni yaratmoqda. Kelajakda inson tarjimoni va SI o'rtasidagi hamkorlik modeli eng samarali yondashuv sifatida shakllanishi kutiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SUN'IY INTELLEKT YORDAMIDA ADABIY MATNLARDAGI RANG BELGILARINING TARJIMAVIY TAHLILI

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Annotatsiya. *Ushbu maqolada sun'iy intellekt vositalarining adabiy matnlarda uchraydigan rang belgilarini tahlil qilish va ularni tarjima jarayonida kontekstual moslashtirishdagi roli yoritiladi. Rang obrazlari adabiy matnning semantik, stilistik hamda konnotativ qatlamlarini shakllantiruvchi muhim lingvopoetik birlik hisoblanadi. Sun'iy intellekt yordamida ingliz va o'zbek adabiyotlarida rang nomlarining qo'llanishidagi ma'no tafovutlari, metaforik va ramziy ma'nolar aniqlanib, ularni tarjima jarayonida ekvivalentlashtirishning optimal yo'llari ko'rsatildi.*

Kalit so'zlar: *rang belgisi, sun'iy intellekt, tarjima, konnotatsiya, adabiy matn, NLP.*

Kirish

Adabiy matnlarda rang belgilari muallifning badiiy niyatini, estetik qarashlarini, milliy tafakkur unsurlarini ifodalovchi muhim lingvopoetik vosita sanaladi. Rang nomlari ko'pincha denotativ ma'nodan tashqari konnotativ, ramziy, madaniy va emotsional yuklamaga ega bo'ladi. Nida (1964) ta'kidlaganidek, tarjimadagi eng murakkab jarayonlardan biri – yashirin ma'no qatlamlarini to'liq yetkazishdir (Nida, 1964). Shu nuqtai nazardan, sun'iy intellekt vositalarining tarjima jarayoniga kirib kelishi rang belgilarini chuqur semantik tahlil qilish imkoniyatlarini kengaytiradi.

Asosiy qism

Rang belgilari lingvomadaniy tafakkur bilan bog'liq bo'lgani uchun ularni tarjima qilishda ko'pincha madaniy nomuvofiqlik kuzatiladi. Berlin va Kayning ranglar evolyutsiyasi haqidagi mashhur tadqiqotiga ko'ra, har bir tilda rang kategoriyalari ijtimoiy, estetik va antropologik omillar ta'sirida shakllanadi (Berlin & Kay, 1969).

Masalan, ingliz tilidagi "white wedding" iborasi o'zbek madaniyatida ekvivalent ko'rinishda mavjud bo'lsa-da, 'oq' rangning semantik yuklamasi turlicha bo'lishi mumkin. Ingliz madaniyatida u poklik va bag'rikenglik ramzi sifatida qaralsa, o'zbek an'analarida oq rang ko'proq muqaddaslik va ezgulik bilan bog'lanadi (Lakoff & Johnson, 2003).

Adabiy matnlarda rang tasvirlarining konnotativ ma'nosi ko'pincha metaforik ifodalar orqali kuchaytiriladi. Masalan, 'black mood' iborasi so'zma-so'z tarjimada 'qora kayfiyat' deb berilishi mumkin, biroq adabiy kontekstdagi ma'nosi 'xafalik' yoki 'tushkunlik holati'ni bildiradi. Newmark (1988) buni tarjimada 'kontekst ustuvorligi' tamoyili bilan izohlaydi (Newmark, 1988).

Sun'iy intellektning rang belgilarini tarjima qilishdagi roli

Zamonaviy sun'iy intellekt modellarining (ChatGPT, Gemini, LLaMA) asosiy ustunligi – ular katta matn korpuslari asosida ranglarning konnotativ aloqalarini aniqlay olishi va semantik jihatdan eng maqbul ekvivalentni taklif qilishidir. Masalan, 'in the blue twilight' iborasi SI tomonidan avtomatik ravishda konnotativ jihatdan tahlil qilinib, uning eng mos

tarjimasi sifatida 'qorong'ulashgan moviy shafaq' varianti taklif qilinadi. Bu esa tarjimonning kontekstni chuqur tushunishiga ko'mak beradi (OpenAI, 2024).

Sun'iy intellekt shuningdek, korpus lingvistikasida qo'llaniladigan 'semantic embeddings' orqali rang belgilarining assotsiativ maydonini aniqlaydi. Rumelhartning kognitiv sxemalar haqidagi nazariyasiga ko'ra, so'zning haqiqiy ma'nosi uning mental sxema ichidagi o'rniga qarab belgilanadi (Rumelhart, 1980). SI modellarida ham aynan shu mexanizm ishlaydi.

Rang belgilari bo'yicha iqtiboslar

Shakespeare asarlarida ranglar hissiy fon yaratishda muhim leksik vosita bo'lib xizmat qiladi. Masalan, '...a sea of red anger...' kabi satrlar qahramonning ichki kechinmalarini rangli tasvir orqali kuchaytiradi (Shakespeare, 1603).

Xemingueyning 'The Old Man and the Sea' asarida 'the dark blue sea' iborasi nafaqat vizual tasvir, balki umid va kurash timsoli sifatida qo'llangan (Hemingway, 1952).

Xulosa

Rang belgilari tarjimasi madaniy-semantik chuqurlikka ega bo'lgan murakkab jarayon bo'lib, sun'iy intellekt vositalari ushbu jarayonni soddalashtirishga xizmat qilmoqda. AI modellarining kontekstual tahlil qilish qobiliyati tarjimon uchun qo'shimcha imkoniyat yaratadi. Ammo SI tarjimonni to'liq almashtira olmaydi, u professional tarjimon faoliyatining samaradorligini oshiruvchi kuchli yordamchidir.

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INTEGRATION OF ARTIFICAIL INTELLIGENCE TOOLS WITH PSYCHOLINGUISTIC MECHANISMS OF MEMOMRY AND ATTENTION IN ENGLISH LANGUAGE ACQUISITION

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Abstract. *This thesis examines how artificial intelligence (AI) tools support English language learning through the psycholinguistic mechanisms of memory and attention. It explores how adaptive platforms and intelligent tutoring systems enhance learners' working memory, selective attention, and information processing. The study highlights how AI personalizes tasks, reduces cognitive load, and improves the retention of linguistic material. Findings show that aligning AI-based instruction with psycholinguistic principles significantly strengthens learning efficiency and long-term mastery of English.*

Keywords: *artificial intelligence, psycholinguistics, memory, attention, English language acquisition, adaptive learning, cognitive load, intelligent tutoring systems, information processing.*

The rapid development of artificial intelligence (AI) has transformed the landscape of language education. Modern AI tools, such as adaptive learning platforms and intelligent tutoring systems, provide personalized instruction that aligns with learners' cognitive profiles. Understanding the psycholinguistic mechanisms of memory and attention is crucial for optimizing language acquisition, as these processes determine how linguistic information is encoded, stored, and retrieved. This thesis explores the integration of AI technologies with memory and attention functions in English learning, aiming to enhance learning efficiency and long-term mastery.

Artificial Intelligence in Language Learning

According to Li and Ni (2022), AI-based adaptive learning platforms significantly improve language learning efficiency by providing personalized instruction and real-time feedback. They argue that learners benefit from AI systems that track progress and adjust tasks to match their skill level. In my view, such technologies empower learners to take control of their pace, enhancing autonomy and motivation, which are crucial for mastering English as a foreign language.

Psycholinguistic Mechanisms: Memory and Attention

Baddeley (2012) emphasizes that working memory is central to language learning, as it temporarily stores and processes new linguistic information. Similarly, Posner and Petersen (1990) highlight the role of selective attention in filtering relevant linguistic input. From my perspective, understanding these mechanisms helps learners and teachers design strategies that reduce cognitive overload, focus on key information, and improve vocabulary retention and grammar acquisition.

Integration of AI and Psycholinguistics

Research by Wang et al. (2021) indicates that AI tools integrated with psycholinguistic principles can optimize learning by presenting content that matches learners' cognitive capacities. Interactive exercises, spaced repetition, and adaptive

feedback enhance long-term retention and language proficiency. I believe that combining AI with knowledge of memory and attention not only increases efficiency but also allows learners to develop more effective self-regulated learning habits.

Benefits and Challenges

Kukulska-Hulme (2020) argues that AI-supported education increases learner engagement, motivation, and individualized instruction. However, she warns about challenges such as technological accessibility, teacher training, and potential cognitive overload. In my opinion, these challenges can be mitigated through careful curriculum design, gradual integration of AI tools, and ongoing teacher support, ensuring that learners gain the full benefits of AI-enhanced language education.

This thesis demonstrates that the integration of artificial intelligence tools with psycholinguistic mechanisms of memory and attention can significantly enhance English language learning. AI-based platforms provide personalized, adaptive instruction that aligns with learners' cognitive capacities, optimizing memory retention and attentional focus. By combining technological innovations with insights from psycholinguistics, educators can improve learning efficiency, motivation, and long-term mastery of English. Future research should focus on addressing technological challenges and exploring new AI applications to further support effective language acquisition.

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THE EVOLUTION OF NOTE-TAKING IN THE AGE OF AI-ASSISTED SIMULTANEOUS INTERPRETING: A THEORITICAL AND CONCEPTUAL REASSESSMENT

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Abstract. *Artificial intelligence (AI) is changing interpreting process by introducing tools that offer automatic speech recognition, predictive terminology, and real-time transcription. While AI has been discussed widely in translation studies, its effect on note-taking remains underexplored, particularly in simultaneous interpreting (SI), where note-taking is subtle but significant. This article re-examines the function of note-taking in SI in light of emerging AI-assisted workflows. It is aimed to investigate how interpreters adapt note-taking strategies conceptually while using AI tools, by drawing on Gile's Effort Model, cognitive load theory and multimodal processing research. AI helps to reorganize not-taking enabling interpreters use it as a tool for monitoring errors, maintaining cognitive stability and ensure quality in the process. Even though AI may increase cognitive load as it causes split attention, it still mitigates other issues, such as terminological retrieval. These changes lead to restructuring the form of note-taking, rather than extinguishing it. The study concludes by proposing a conceptual model of "supervisory note-taking" and offering implications for interpreter training and future research.*

Key words: *Artificial intelligence, simultaneous interpretation, automatic speech recognition, computer-assisted interpreting, cognitive load*

Introduction

Artificial intelligence (AI) has rapidly become prominent across the language services industry, enabling the process more efficient, automated and professional. Using AI-driven tools such as automatic speech recognition (ASR), real-time transcription, predictive terminology systems, and computer-assisted interpreting (CAI) platforms, has started a technological evolution in interpreting. With the help of these tools, interpreters manage complex cognitive processes they come across during simultaneous interpretating (SI). There have been many debates on the topic of technological reliability, job displacement, and ethical considerations when but very few researches were done on its effect on note-taking. Although note-taking is traditionally associated with consecutive interpreting, research demonstrates that simultaneous interpreters also rely on rapid, condensed notes – sometimes termed "micro-notes" – to support memory retention, track discourse progression, and anchor key semantic elements. These notes serve as external cognitive aids that help interpreters manage the demanding real-time conditions of SI, particularly when confronted with dense terminology, fast delivery rates, numerically heavy segments, or structurally complex discourse. Their importance becomes even more pronounced in remote interpreting settings, where variations in audio quality and increased multimodal stimuli introduce additional cognitive and perceptual challenges.

The introduction of AI-assisted features within the SI workflow raises important conceptual questions. If interpreters now have access to live transcripts, predictive

glossaries, and automated terminology prompts, does this reduce their need to rely on note-taking for memory support? Conversely, does the presence of AI introduce new sources of cognitive load – such as split attention between audio, visual input, and machine-generated cues – that may actually increase the importance of strategic note-taking? And perhaps more fundamentally: does AI change what interpreters choose to note down, thereby altering the function of note-taking within the broader cognitive architecture of SI?

These questions form the core motivation for the present study. Rather than examining note-taking as a static technique, this paper conceptualizes it as a dynamic system that interacts with technological, cognitive, and professional variables. As AI continues to permeate interpreting environments, it is essential to revisit traditional assumptions about note-taking and consider how its role may be redefined in hybrid human–machine workflows.

To address this emerging problem space, the article offers a theoretical re-evaluation of note-taking in the context of AI-assisted SI. It synthesizes established models – such as Gile's Effort Model and cognitive load theory – with recent findings on multimodal processing, remote interpreting, and human–machine interaction. Through this synthesis, the article argues that note-taking does not diminish in relevance due to AI, rather, it undergoes a conceptual transformation, shifting from a practice designed primarily to alleviate memory load toward a more supervisory and quality-oriented function.

This study adopts a conceptual research design, an approach commonly employed in translation and interpreting studies when the aim is to develop new theoretical perspectives, synthesize emerging research, or frame phenomena that have not yet been extensively investigated empirically. Conceptual papers serve a foundational role in academic inquiry by generating models, analytical categories, and interpretative frameworks that later guide data-driven research (Chesterman, 2017). Given that the impact of artificial intelligence (AI) on note-taking in simultaneous interpreting (SI) is an emerging topic with limited empirical evidence, a conceptual approach is both appropriate and necessary.

AI-assisted interpreting remains a rapidly evolving domain, with technological developments outpacing empirical research. As a result, the relationship between AI tools and interpreter cognition – particularly with respect to note-taking – has not yet been sufficiently theorised. This article aims to fill that gap by integrating existing theoretical models with recent technological insights. Rather than testing hypotheses through experiments or surveys, the objective is to: identify conceptual connections between AI support and established SI strategies, reassess how cognitive models account for the presence of machine-generated cues, offer theoretical predictions regarding changes in note-taking behaviour, and propose a framework to guide future empirical investigation. Such an approach allows for deeper reflection on the structural and cognitive implications of AI integration before operationalizing variables for empirical study.

The analysis is based on a targeted review of scholarly literature from interpreting studies, translation technology, cognitive science, and human–machine interaction. Sources include: classical work on interpreting cognition (e.g., Gile, 1995, Seeber, 2017), foundational note-taking literature (Rozan, 1956, Gillies, 2017), recent research on

computer-assisted interpreting (CAI) and AI-supported tools (Fantinuoli, 2018–2022, Prandi, 2023), studies on cognitive load and multimodal processing (Sweller, 1988, Korpal & Lipińska, 2021), and contemporary discussions of AI in professional language services (Bowker & Ciro, 2019). While the literature review is not exhaustive, sources were selected based on their relevance to three analytical domains: interpreting cognition, note-taking strategies, and AI/CAI implementation.

The relationship between note-taking, cognitive load, and technological support has been addressed in various strands of interpreting research, but the integration of artificial intelligence

introduces new conceptual dynamics that require a re-examination of established theories.

2.1 Classical Note-Taking Theory and Its Relevance to SI

Although note-taking is most commonly associated with consecutive interpreting, its principles have long been recognized as relevant to SI in more subtle forms. Rozan's (1956) pioneering work established the foundations of note-taking pedagogy through principles such as economy, abstraction, logical structuring, and symbolic representation. He proposed that notes should function as extensions of the interpreter's working memory, capturing only essential information needed to reconstruct meaning. Gillies (2017) expanded on Rozan's legacy by identifying how minimalistic notes can support comprehension and memory under time pressure. His work highlights the use of micro-notes, semantic anchors, and structural cues, which enable interpreters to track discourse progression even when full attention cannot be sustained on the speaker. Although SI is primarily an auditory and real-time task, research shows that interpreters regularly rely on quick visual aids – numbers, arrows, abbreviations – to stabilize cognitive processing (Albl-Mikasa, 2022).

These theoretical insights underscore that note-taking, even in its reduced SI form, remains tightly linked to cognitive management and is particularly useful in handling dense information, anticipating shifts, or maintaining coherence across segments.

2.2 Gile's Effort Model: A Cognitive Basis for Note-Taking

Gile's (1995) Effort Model continues to serve as a central theoretical reference in interpreting studies. The model conceptualises SI as comprising four simultaneous efforts:

1. Listening and Analysis,
2. Production,
3. Memory, and
4. Coordination.

According to Gile, SI performance is vulnerable to bottlenecks because cognitive resources are limited and must be distributed among these efforts in real time. Note-taking plays a compensatory role, particularly in relation to the Memory Effort, by externalising specific pieces of information and reducing pressure on working memory. The Coordination Effort becomes especially significant in technologically rich environments. As interpreters manage additional visual input – such as presentation slides, terminology prompts, or ASR transcripts – they must allocate cognitive resources to juggling multiple channels. This creates new patterns of cognitive load that classical

models did not originally anticipate but which help explain why note-taking may become even more important in AI-assisted settings.

Cognitive load theory (Sweller, 1988) offers an additional lens for understanding SI as a high-demand cognitive task governed by the limits of working memory. In SI, interpreters manage:

intrinsic load (complexity of message content), extraneous load (task-irrelevant demands such as poor sound quality or technical distractions), and germane load (effort devoted to processing and integrating meaning). Recent studies show that remote interpreting environments introduce new extraneous sources of cognitive load – including platform navigation, fluctuating audio quality, and the presence of visual stimuli (Bendazzoli & Sandrelli, 2020). Seeber's (2017) multimodal processing model further demonstrates that interpreters handle competing visual and auditory channels simultaneously, and that additional visual elements tend to increase cognitive strain.

Korpal and Lipińska (2021) confirm this in experiments showing that subtitles, slides, and on-screen text increase split attention and hinder comprehension. As AI-assisted SI introduces even more on-screen content, cognitive load theory becomes essential to predicting how interpreters adjust their strategies – including their reliance on note-taking – to maintain cognitive stability.

2.3. Emerging Research on AI-Assisted and CAI Tools

In recent years, researchers have begun to investigate how AI and CAI tools affect interpreter cognition, performance, and workflow. Fantinuoli (2018, 2021) has been instrumental in developing and analysing ASR-driven terminology tools, showing that such systems can support interpreters by reducing search effort and enhancing terminological consistency. However, Fantinuoli also notes that technological cues can add new decision-making burdens, requiring interpreters to monitor, evaluate, and sometimes override machine suggestions. Desmet et al. (2023) report mixed perceptions among professional interpreters: while many value the support offered by AI-driven prompts, they also express concerns regarding machine accuracy, distraction, and the risk of over-reliance. Prandi (2021) similarly argues that although AI can improve terminological retrieval, it does not replace human abilities to process nuance, context, or pragmatic meaning. Russo (2020) emphasises that the emotional dimension of interpreter–machine interaction remains underexplored. Anxiety, distrust, or confusion arising from machine outputs can shape cognitive strategies and lead to reactive behaviour such as increased note-taking for verification purposes. Together, these studies indicate that AI's impact on SI is complex and multifaceted, influencing not only cognitive load but also professional judgement, emotional responses, and workflow strategies.

The convergence of classical note-taking theory, cognitive models, and emerging AI research suggests that note-taking is not a static skill but a flexible cognitive resource that adapts to technological shifts. While traditional models emphasise memory support, contemporary technological environments introduce new functional roles. AI-generated cues may reduce memory pressure but simultaneously increase coordination and monitoring demands. These dynamics create conditions under which note-taking may evolve from a memory-oriented activity to a form of supervisory control, supporting interpreters as they manage both human and machine contributions to the

communicative event. This theoretical synthesis underscores the need to reconceptualise note-taking within AI-assisted SI as a dynamic and adaptive practice shaped by both cognitive constraints and technological affordances. It sets the stage for the next sections of the article, which analyse how AI tools interact with note-taking in practice and how these shifts can be conceptualised in a new model.

3. AI Tools in Modern Simultaneous Interpreting and Their Conceptual Impact

The rapid development of artificial intelligence (AI) and computer-assisted interpreting (CAI) technologies has introduced new dynamics into the simultaneous interpreting (SI) workflow. These tools vary in functionality, maturity, and cognitive impact, yet they share a common characteristic: they introduce an additional informational channel that interpreters must integrate into an already demanding multimodal task. This section outlines key AI-driven tools currently influencing interpreting practice and evaluates their conceptual implications for note-taking.

3.1 Automatic Speech Recognition (ASR) and Real-Time Transcription

Automatic speech recognition has become one of the most widely adopted AI-based features in interpreting environments. Modern ASR systems can generate near real-time transcripts of the speaker's discourse, often displayed within interpreting platforms or on external screens. At a conceptual level, ASR alters the distribution of cognitive tasks: Potential reduction in memory load: interpreters may no longer need to note down numbers, lists, or proper names to ensure accuracy, as the transcript serves as an accessible external memory.

Increased coordination demands: interpreters must divide attention between the auditory source, their own output, and the dynamic text stream. This requires constant monitoring for transcription errors, delays, or inconsistencies.

Errors in punctuation, segmentation, and domain-specific terminology remain common in ASR, meaning interpreters cannot rely on it uncritically. This introduces a new type of cognitive responsibility – verifying and supervising the transcript – which may lead to new forms of quick reference notes that complement the automated output rather than replace traditional strategies.

3.2 Predictive Glossaries and AI-Assisted Terminology Tools

AI-driven terminology tools, such as those integrated into platforms like InterpretBank and other CAI systems, use machine learning to predict and highlight domain-specific terminology. These tools are designed to support interpreters by: suggesting equivalent terms based on context retrieving relevant glossary entries, and offering terminological consistency during specialised events. From a conceptual standpoint, these systems influence note-taking by reducing the need for interpreters to pre-record or manually note terminology during SI. However, they introduce new micro-decisions:

- Should the interpreter trust the AI-suggested term?
- Is the suggestion contextually and pragmatically appropriate?
- Does the machine's prediction align with domain conventions?

This evaluative burden can increase cognitive load and may even prompt interpreters to jot down "alert notes" (e.g., query marks or comparison symbols) when

machine suggestions appear unreliable. Thus, rather than eliminating terminology notes, AI shifts their purpose toward monitoring and validation.

3.3 AI-Enhanced Remote Simultaneous Interpreting (RSI) Platforms

Remote simultaneous interpreting has become a mainstream mode of delivery, and many RSI platforms increasingly incorporate AI enhancements. These include: real-time quality monitoring indicators, noise-suppression algorithms, automatic detection of speaker changes, and overlays providing contextual cues or summaries. These features offer technical support but also contribute to visual and cognitive complexity. Research shows that RSI already increases fatigue due to the interplay of environmental instability, platform navigation, and reduced spatial cues (Bendazzoli & Sandrelli, 2020). The introduction of AI overlays adds further layers of input that interpreters must evaluate. For note-taking, this means interpreters may create notes that compensate for the distractions or uncertainties introduced by the platform – such as reminders about speaker identity, quick timeline markers, or brief structural cues. These notes help maintain coherence under conditions that demand heightened visual and cognitive coordination.

A growing frontier in interpreter technology involves AI-augmented note-taking tools. These systems allow interpreters to take digital notes that are: analysed by AI, linked automatically to glossary entries, or matched with predicted terms in real time.

While such tools are in early development, they illustrate how AI may reconfigure note-taking as a hybrid process involving human intentionality and machine augmentation. Rather than replacing the act of note-taking, smart systems embed it within a broader ecosystem of automated prompts and semantic suggestions. Conceptually, this challenges traditional distinctions between internal (memory-based), external (written), and digital supports. It suggests that note-taking may evolve into a multi-layered cognitive interface – a site where human strategic choices intersect with automated assistance.

Across all categories of AI tools, a consistent pattern emerges: AI does not simply reduce cognitive effort, rather, it redistributes it. Memory load may decrease, but coordination and monitoring load increase. This redistribution reshapes note-taking not by making it obsolete, but by prompting new types of notation oriented toward: error tracking,

verification, contextual grounding, and anticipation of AI-related uncertainties.

Thus, AI-assisted SI creates conditions in which note-taking remains essential – but its role becomes more supervisory than mnemonic.

4. Conceptual Transformation of Note-Taking in AI-Assisted Simultaneous Interpreting

The introduction of artificial intelligence (AI) into simultaneous interpreting (SI) environments has prompted a reconfiguration of how interpreters manage cognitive demands. Rather than rendering note-taking obsolete, AI tools contribute to a redistribution of cognitive load, which reshapes the function, form, and purpose of notes. Building on the theoretical framework outlined earlier, this section articulates how note-taking practices are conceptually transformed in AI-assisted workflows.

One of the most frequently cited benefits of AI assistance – particularly automatic speech recognition (ASR) and predictive glossaries – is the potential to reduce memory pressure. These tools provide interpreters with written or suggested content that externalizes parts of the incoming message, particularly: proper names, numerals and dates, enumerations, domain-specific terminology. When such information is available visually, interpreters may no longer need to jot it down. However, this reduction is selective rather than universal. Interpreters frequently continue to note: discourse connectors, thematic transitions, emphasis markers, segments requiring reformulation, structural cues that are not captured well in ASR.

Thus, AI does not negate the need for note-taking, it shifts what interpreters choose to note and what they rely on external sources to provide.

While AI reduces some aspects of memory effort, it simultaneously increases coordination effort – a key component of Gile's Effort Model. Interpreters must now juggle: the auditory speech stream, their own output, real-time transcripts, terminology suggestions, platform controls, and potential system notifications. This multimodal environment intensifies split attention and heightens the risk of cognitive overload. In this context, note-taking becomes a stabilizing mechanism, helping interpreters: maintain coherence when attention shifts, record key points that could be lost amidst multitasking, anchor their output with minimal cognitive effort.

These notes often take the form of shorthand cues that function as cognitive "reset points" during complex interpreting segments.

A major conceptual shift introduced by AI is the emergence of supervisory note-taking. In this expanded role, interpreters use notes not merely to support memory, but to: flag errors in ASR transcription (e.g., misrecognised terms), mark segments requiring post-event revision, track divergences between AI suggestions and their own terminological choices, monitor consistency,

and record cues to evaluate AI behaviour (e.g., persistent mis-segmentation). This supervisory role arises because AI outputs, while useful, remain fallible. Interpreters cannot rely on them unquestioningly. Notes become tools for quality assurance, enabling interpreters to critically assess the reliability of machine-generated cues while maintaining control over their final output.

Symbolic and Functional Expansion of Notes

The transformation of note-taking is also visible in the evolving symbolic repertoire interpreters employ. Traditional symbols (arrows, abbreviations, relational markers) continue to be used, but AI-assisted environments promote additional notational conventions, such as:

- "AI?" to question a machine suggestion,
- "chk" to signal the need for verification,
- "→AI" to mark agreement with a suggested term,
- "≠AI" to mark deliberate deviation, timestamps referencing problematic transcript segments. These new symbols reflect an expanded functional purpose: notes are no longer solely about memory retrieval, but about decision-tracking, error-monitoring, and strategic reasoning.

As a result, note-taking evolves into a hybrid practice that intersects with digital monitoring. This does not constitute technological dependence, rather, it reflects interpreters' adaptive strategies in a technologically dense cognitive environment.

Emotional Regulation and Trust Dynamics

Interpreting performance is influenced not only by cognitive factors but also by emotional dynamics. Research shows that interpreters experience varying levels of trust, scepticism, and anxiety in response to AI-generated cues (Desmet et al., 2023, Russo, 2020). These emotional states shape note-taking behaviour in nuanced ways. For example: Low trust may lead interpreters to take more notes as a safeguard. High trust may reduce note-taking, but increase vulnerability to machine errors. Uncertainty about AI output can prompt "risk notes" – written markers used to verify questionable segments later. Stress induced by inconsistent AI behaviour may lead to more frequent micro-notes to regain cognitive control. Therefore, note-taking also functions as a mechanism for emotional regulation. It provides interpreters with a tangible sense of agency and cognitive grounding when dealing with unpredictable machine behaviour.

Taken together, the developments described above demonstrate that AI-assisted SI does not simplify the interpreter's task. Instead, it introduces new layers of responsibility and complexity. This gives rise to a hybrid model of note-taking characterised by: reduced reliance on notes for memory-heavy details, increased use of notes for coordination and stability, a new supervisory role oriented toward quality assurance, expanded symbolic systems reflecting human–machine interaction, emotional and strategic functions supporting interpreter agency. In this hybrid model, note-taking becomes a form of cognitive governance – an adaptable tool that helps interpreters navigate and regulate the dynamic interplay between human and machine contributions to meaning-making. This conceptual shift forms the foundation for the broader argument of the article and directly informs the subsequent discussion of pedagogical, ethical, and professional implications.

5. Discussion

The conceptual transformation of note-taking in AI-assisted simultaneous interpreting (SI) has wider implications for interpreter training, professional practice, and ethical considerations. As AI systems increasingly permeate interpreting environments, the interpreter's role evolves from that of a purely linguistic mediator to a hybrid cognitive manager who must integrate human and machine-generated cues. This discussion synthesises the theoretical insights presented in earlier sections and outlines their broader significance.

Interpreter training has historically focused on developing linguistic competence, cognitive resilience, and core strategies such as anticipation, segmentation, reformulation, and note-taking. However, the introduction of AI tools requires a reorientation of pedagogical priorities. Training institutions must now equip students with digital literacy and AI literacy, encouraging interpreters to understand not only how AI tools function but also their limitations.

Three pedagogical shifts appear particularly important:

1. Training visual and multimodal attention management.

Students must learn to distribute their attention between the speech stream, AI-generated cues, and their own output without compromising accuracy. Controlled practice environments using simulated AI interfaces could help students develop this competence safely.

2. Teaching critical evaluation of machine suggestions.

Interpreters must recognise when to accept or reject AI-generated terminology or transcripts. Training should therefore include activities that enhance metacognitive judgement, such as evaluating machine errors, comparing alternative formulations, or identifying biases in predictive glossaries.

3. Integrating new forms of note-taking.

The emergence of supervisory note-taking requires educators to broaden their instruction. Exercises may include marking inconsistencies between ASR output and the spoken message, annotating AI errors, or combining digital notes with automated cues – skills that are currently absent in most interpreting curricula.

These pedagogical adaptations acknowledge that the role of interpreters is expanding, not shrinking, in AI-assisted contexts.

The rise of AI tools introduces significant ethical issues that have direct implications for professional note-taking practices. Many AI features – ASR, automated summarisation, terminology extraction – operate using cloud-based processing.

This raise concerns regarding:

- confidentiality, as sensitive information may be inadvertently stored or processed externally,
- data security, particularly when transcripts or suggestions are logged,
- consent, since participants may not be aware that their speech is processed by AI,
- data ownership, especially when machine outputs influence or supplement human production.

Interpreters must therefore remain vigilant about what they note down, how notes are stored, and how they integrate AI-generated content into their workflow. Handwritten note-taking, long considered secure due to its ephemerality, may be affected when interpreters use digital devices or AI-enabled platforms. Professional associations may need to revise codes of ethics to address these new risks, emphasising responsible use of AI tools and the protection of confidential information in hybrid environments.

The introduction of AI tools subtly shifts interpreters' professional identity. Instead of being solely responsible for listening, analysing, and reproducing speech, interpreters increasingly act as cognitive supervisors who must: monitor machine output, cross-check AI suggestions, evaluate the contextual fit of automated terms, and decide when to override machine contributions. This supervisory role elevates interpreters' responsibility rather than diminishing it. AI may take over certain mechanical aspects of information extraction, but the interpretive, pragmatic, and contextual aspects of meaning-making remain distinctly human. The requirement to supervise technology also reinforces the value of human agency, interpreters must ensure coherence, accuracy, and nuance in situations where AI fails to capture relevance, sarcasm, metaphor, or other pragmatic subtleties. Some interpreters may experience this shift as empowering, while others may perceive it as an additional cognitive and emotional burden – especially when AI

suggestions conflict with professional judgement. These tensions underscore the need for professional development programmes that support interpreters in managing hybrid workflows.

Quality assurance in interpreting traditionally relies on preparation, subject-matter knowledge, and cognitive strategies such as anticipation and segmentation. In AI-assisted SI, quality assurance increasingly includes: monitoring and verifying AI transcripts, checking the accuracy of terminology prompts, using notes to track inconsistencies, managing split attention between inputs, anticipating machine errors, and maintaining stability during multitasking.

AI systems provide support but do not offer meaning-based understanding or contextual reasoning. Their suggestions require human evaluation. This dependency creates a scenario where interpreters must maintain an even more stable cognitive structure to manage both the linguistic task and the machine's behaviour. Note-taking thus becomes a critical anchor for navigating uncertainty introduced by the unpredictable nature of AI outputs.

As interpreters adopt supervisory note-taking, quality assurance emerges as a shared responsibility between human expertise and technological support, with humans retaining the decisive role.

The integration of AI into interpreting calls for a new research agenda that goes beyond technological efficacy and explores cognitive, emotional, and social dimensions. Future studies might examine: eye-tracking and gaze distribution when interpreters interact with AI tools, working memory dynamics under hybrid processing conditions, emotional load and trust in machine-generated cues, long-term effects of AI reliance on skill retention, comparisons between handwritten, digital, and hybrid note-taking practices, the role of note-taking in interpreter self-regulation during high-technology tasks.

A systematic empirical exploration of these themes would enable the profession to better understand how interpreters adapt to AI-rich environments and which training interventions are most effective.

Across all these dimensions – pedagogy, ethics, identity, and quality assurance – one theme remains consistent: AI does not replace the interpreter, it redefines the interpreter's cognitive ecosystem. Rather than erasing traditional strategies such as note-taking, AI tools shift their role and strengthen their relevance as mechanisms of supervision, stabilisation, and cognitive control.

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SUN'IY INTELLEKT VOSITALARINI SINXRON TARJIMA JARAYONIDA QO'LLASHNING AFZALLIKLARI VA KAMCHILIKLARI

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Annotatsiya. *Hozirgi kunda tarjima jarayonida samaradorlikni oshirish maqsadida turli xildagi sun'iy intellekt vositalardan foydalanib kelinayotganli va bu vositalar chinakam ma'noda tarjimonlarga qulayliklarni tug'dira yotganligi hech kimga sir emasdir. Ushbu maqolada sinxron tarjima jarayonida qo'llanilayotgan sun'iy intellekt vositalarini ishlash jarayoni haqida qisqacha ma'lumot berib o'tilgan.Bundan tashqari,ushbu vositalarning afzalliklari va kamchiliklari haqida ham t o'xtab o'tilgan.*

Kalit so'zlar: *Avtomatik nutqni aniqlash (ASR), Mashina tarjimasi va tilni qayta ishlash (NLP), Mashina tarjimasi/avtomatlashgan tarjima (MT), Matnni nutqqa aylantirish (TTS).*

Kirish

Sun'iy intellekt (AI) sohasidagi jadal rivojlanish sinxron tarjima jarayonini tubdan o'zgartirib, real vaqt rejimidagi ko'p tilli muloqotni yanada tezkor, iqtisodiy samarali va keng jamoatchilik uchun qulay shaklga keltirmoqda. Avvallari faqat yuqori malakali tarjimonlar tomonidan amalga oshirilgan sinxron tarjima bugungi kunda AI asosidagi tizimlar yordamida qisman avtomatlashtirilmoqda va ko'plab sohalarda qo'llanilmoqda. Ushbu texnologiyalar real vaqt rejimida til vositachiligini ta'minlashda yuqori samaradorlik va keng miqyosda qo'llanish imkonini beradi.

AI asosida ishlaydigan tarjima vositalari uchta asosiy texnologiyaga tayanadi: avtomatik nutqni aniqlash (ASR), tabiiy tilni qayta ishlash (NLP) va matndan nutqqa o'tish (TTS). Ushbu komponentlarning o'zaro uyg'unlashuvi ma'ruzachi nutqining mazmunan aniqligi, kontekstdagi mosligi va kommunikativ maqsadini saqlagan holda deyarli bir zumda boshqa tilga tarjima qilinishiga imkon yaratadi. Shu sababli AI texnologiyalari xalqaro konferensiyalar, biznes muzokaralari, masofaviy ta'lim, sog'liqni saqlash va boshqa ko'p tilli muloqot talab etiladigan sohalarda keng qo'llanilmoqda.

AI asosidagi sinxron tarjima odatda quyidagi bosqichlarda amalga oshiriladi:

1. Avtomatik nutqni aniqlash (ASR) – Ma'ruzachining nutqi real vaqt rejimida raqamlashtirilib, matn ko'rinishiga o'tkaziladi.
2. Mashina tarjimasi va tilni qayta ishlash (NLP + MT) – Olingan matn semantik, sintaktik va kontekstual jihatdan tahlil qilinib, maqsad tiliga tarjima qilinadi.
3. Matnni nutqqa aylantirish (TTS) – Tarjima qilingan matn tabiiy ohangdagi nutqqa aylantirilib, tinglovchiga yetkaziladi.[1]

AI texnologiyalarining sinxron tarjimaga integratsiyasi xarajatlarni kamaytirish, auditoriyani kengaytirish va kommunikatsiya samaradorligini oshirish kabi afzalliklarni taqdim etadi. Biroq eng yaxshi amaliyotlar texnik tayyorgarlik, soha terminologiyasini

tizimga oldindan kiritish, hamda muhim tadbirlarda inson nazoratining saqlanishi zarurligini ko‘rsatadi. AI va professional tarjimonning uyg‘unlashgan holda ishlatilishi aniqlik, madaniy sezgirlik va kontekstga moslikni ta’minlashda eng samarali yondashuv hisoblanadi**.**

Sinxron tarjimada sun’iy intellekt vositalaridan foydalnishning afzaliklari.

Sun’iy intellekt (AI) sohasidagi jadal rivojlanish sinxron tarjima jarayonini tubdan o‘zgartirib, real vaqt rejimidagi ko‘p tilli muloqotni yanada tezkor, iqtisodiy samarali va keng jamoatchilik uchun qulay shaklga keltirmoqda. Avvallari faqat yuqori malakali tarjimonlar tomonidan amalga oshirilgan sinxron tarjima bugungi kunda AI asosidagi tizimlar yordamida qisman avtomatlashtirilmoqda va ko‘plab sohalarda qo‘llanilmoqda. Ushbu texnologiyalar real vaqt rejimida til vositachiligini ta’minlashda yuqori samaradorlik va keng miqyosda qo‘llanish imkonini beradi.

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AI asosidagi sinxron tarjima odatda quyidagi bosqichlarda amalga oshiriladi:

1. Avtomatik nutqni aniqlash (ASR-Automatic speech recognition) – Ma’ruzachining nutqi real vaqt rejimida raqamlashtirilib, matn ko‘rinishiga o‘tkaziladi.

2. Mashina tarjimasi va tilni qayta ishlash (NLP + MT) – Olingan matn semantik, sintaktik va kontekstual jihatdan tahlil qilinib, maqsad tiliga tarjima qilinadi.

3. Matnni nutqqa aylantirish (TTS-Text to speech) – Tarjima qilingan matn tabiiy ohangdagi nutqqa aylantirilib, tinglovchiga yetkaziladi.

AI texnologiyalarining sinxron tarjimaga integratsiyasi xarajatlarni kamaytirish, auditoriyani kengaytirish va kommunikatsiya samaradorligini oshirish kabi afzalliklarni taqdim etadi. Biroq eng yaxshi amaliyotlar texnik tayyorgarlik, soha terminologiyasini tizimga oldindan kiritish, hamda muhim tadbirlarda inson nazoratining saqlanishi zarurligini ko‘rsatadi. AI va professional tarjimonning uyg‘unlashgan holda ishlatilishi aniqlik, madaniy sezgirlik va kontekstga moslikni ta’minlashda eng samarali yondashuv hisoblanadi.

AI vositalarining sinxron tarjimada qo‘llanilishi bir nechta asosiy bosqichlardan iborat bo‘lib, ular o‘zaro integratsiyalashgan holda ishlaydi [2].

1. Avtomatik nutqni aniqlash (ASR)

ASR texnologiyasi ma’ruzachining og‘zaki nutqini real vaqt rejimida raqamlashtiradi va uni matn ko‘rinishiga o‘tkazadi. Ushbu jarayon akustik model, fonetik bazalar va neyron tarmoqlar orqali amalga oshiriladi. Masalan, Google Speech-to-Text, DeepSpeech, Whisper AI kabi tizimlar nutq tezligi yuqori bo‘lgan vaziyatlarda ham yuqori aniqlik bilan matn generatsiya qila oladi. Sinxron tarjimada bu bosqich muhim ahamiyatga ega, chunki keyingi tarjima jarayonining sifati aynan nutqni to‘g‘ri tanib olish darajasiga bog‘liq. ASR (Automatic Speech Recognition) – to‘liq tushuntirishi

Automatic Speech Recognition (ASR) – bu sun'iy intellekt va akustik modellar yordamida inson nutqini avtomatik ravishda matnga aylantiruvchi texnologiya. ASR tizimlari ovozni tahlil qiladi, undagi fonemalarni ajratadi, fonetik va lug'aviy bazalar bilan solishtiradi hamda aniqlangan nutqni real vaqt rejimida yozma shaklga keltiradi.

ASR qanday ishlaydi? (bosqichlari):

1. Ovoz signallarini qabul qilish - mikrofon orqali nutq yozib olinadi.
2. Akustik tahlil - nutq chastota, amplituda va fonetik xususiyatlari bo'yicha raqamlashtiriladi.
3. Fonemalarni aniqlash - neyron tarmoqlar nutqni fonemalarga (nutq tovushlariga) ajratadi.
4. Til modelida solishtirish - ASR tizimi nutqni leksik baza bilan solishtirib, ehtimoliy so'zlar ketma-ketligini aniqlaydi.[8]
5. Matn generatsiyasi - aniqlangan nutq yozma shaklga aylantiriladi.

ASR qayerda qo'llaniladi?

- Sinxron tarjimada
- Virtual yordamchilar (Siri, Google Assistant)
- Smart qurilmalar boshqaruvida
- Tibbiy yozuvlarni avtomatlashtirishda
- Sud, jurnalistika va ta'limda diktofoniya jarayonida
- Onlayn uchrashuvlarda avtomatik subtitr yaratishda

2. Mashina tarjimasi va NLP (Natural Language Processing)

Nutq matnga aylangach, NLP moduli matnni sintaktik, morfologik va semantik jihatdan tahlil qiladi. Mashina tarjimasi (MT) algoritmlari – xususan, transformer arxitekturasiga asoslangan neyron tarmoqlar – kontekstual ma'no, uslubiy moslik va grammatik izchillikni saqlagan holda matnni maqsad tiliga tarjima qiladi. Masalan, Google Neural Machine Translation (GNMT) yoki Microsoft Translator NMT modellarida kontekstga sezgirlik yuqori bo'lib, murakkab til birliklarini aniqlik bilan qayta ishlay oladi. So'zlarni qayta tiklash(detokenization) va truecasing (harflarni tiklash jarayoni): yakuniy chiqishni foydalanuvchi tiliga moslashtirish.[5]

- Punctuation restoration va capitalization: ASR chiqimida tinish belgilarini tiklash uchun alohida modullar.
- Named-entity handling va terminology insertion: shaxs, brend, muayyan atamalar noto'g'ri tarjima qilinmasligi uchun maxsus qoidalar.

6. Baholash (evaluation)

- ASR uchun: WER (Word Error Rate), CER (Character Error Rate).
- MT uchun: BLEU, METEOR, TER, chrF – avtomatik metrikalar. Biroq sinxron tarjimada qabul qilingan sifat va kechikish ham mezon:
- Latency (tinchlik/kechikish) – so'z yoki gap bo'yicha o'rtacha kechikish,
- Correctness (aniqlik) va fluency (oqimlilik),
- Comprehension-based metrics: odam bahosi, task-based evaluation (tadbir ishtirokchilari tushunishi).
- Human evaluation: post-editing effort, adequacy, fluency – inson bahosi muhim.

7. Robust(barqarorlik) va domain(soha,yo'nalish) adaptatsiyasi

- Domain adaptation: minimal parallel data bilan fine-tuning, back-translation texnikasi (monolingual ma'lumotlardan foydalanish).[8]
- Accent, noise robustness: ASR uchun data augmentation (speed perturbation, noise injection), multi-accent training.
- Low-resource tillar: transfer learning, multilingual models (mBART, mT5), unsupervised/synthetic parallel data.

8. Real vaqtga joylashtirish (deployment)

- Streaming infra: ASR streaming server → MT streaming service → TTS streaming.
- Edge vs cloud: kechikishni kamaytirish uchun ba'zi modullar qurilmada (edge) ishlatiladi, ammo kattaroq modellar ko'pincha cloudda joylashtiriladi.
- Scalability & latency trade-offs: model hattoki portativ qurilmalar uchun kvantizatsiya, distillation (model compression), pruning qo'llanadi.
- Monitoring va retraining: loglar, feedback loop, active learning yordamida modelni doimiy yangilab borish.

9. Xavfsizlik, maxfiylik va etika

- Ma'lumotlarning maxfiyligi: tibbiy yoki sud ma'lumotlari real vaqtda shifrlash va lokal processingni talab qilishi mumkin.
- Bias va adolatsizlik: tillar, dialektlar yoki guruhlarga nisbatan noto'g'ri natija, modelni turli tillar va guruhlarda sinash zarur.
- Transparensiya va huquqiy masalalar: avtomatik tarjima holatlarida noto'g'ri ma'lumot zarar yetkazishi mumkin – inson nazoratini saqlash muhim.[10]

10. Amaliy misollar (sinxron tarjima kontekstida)

- Misol 1 – Tibbiy konferensiya: ASR audio oqimdan nutqni transkriptlaydi → punctuation restoration → streaming MT (terminology biasing bilan) → TTS. Past ishonch holatlarida inson tarjimon parallel ravishda kuzatadi va kerak bo'lsa o'zgartirish kiritadi.
- Misol 2 – Biznes muzokaralari: real-time earbuds va mobil ilova: lokal ASR + cloud MT + TTS. Low-latency uchun model distillation va quantization qo'llanadi.
- Misol 3 – Onlayn ta'lim: o'qituvchining nutqi ASR orqali subtitrlanadi, MT yordamida bir nechta tilga tarjima qilinadi, talabalar uchun kechikish 500 ms dan kam bo'lishi maqsad qilinadi.

11. Eng yaxshi amaliyotlar (practical recommendations)

1. Terminologiya glossariylarini oldindan yuklash va constrained decoding (cheklangan dekodlash) qo'llash.

2. Streaming-optimized (real vaqt rejimiga moslashtirilgan modellar (incremental decoding, small beam) ni tanlash.

3. Confidence thresholds (tarjima qilingan matnni ishonchlilik darajasini o'zida aks ettiradi) va human-in-the-loop strategiyasini joriy etish.

4. Data augmentation va domain-specific fine-tuning (ma'lumotlarni yig'ish va ularni kattalashtirish) orqali robustlikni oshirish.

5. Latency monitoring (foydalanuvchi tajribasini o'lchash) bu 2 xil ko'rinishda naoyon bo'ladi (perceived latency vs actual).

6. Privacy-by-design: maxfiy ma'lumotlar uchun lokal processing yoki end-to-end shifrlash.[6]

3. Matnni nutqqa aylantirish (Text to speech)

Tarjima qilingan matn TTS texnologiyasi yordamida tabiiy ohangdagi nutqqa aylantiriladi. Zamonaviy TTS tizimlari (masalan, Amazon Polly, Microsoft Azure TTS) intonatsiya, urg‘u va ritmik vositalarni o‘zlashtirgan holda tabiiy nutqqa yaqin ovozni yaratishga qodir. Sinxron tarjima jarayonida bu bosqich real vaqt elementini ta’minlab, tinglovchi uchun qulay akustik muhit yaratadi.

Amaliy misollar: AI vositalarining real jarayonlarda qo‘llanilishi

Sun’iy intellekt vositalarining sinxron tarjimada qo‘llanilishiga oid amaliy holatlar quyidagilar:

- *Xalqaro konferensiyalar:* “Zoom AI Companion” yoki “Microsoft Teams Live Caption & Translate” funksiyalari ma’ruzachining nutqini avtomatik ravishda 30 dan ortiq tillarga tarjima qiladi. Masalan, ingliz tilidagi nutq bir vaqtning o‘zida rus, ispan yoki o‘zbek tiliga ovozli tarjima qilinishi mumkin.Bu vositalrdan tarjimon yordamchi sifatida foydalanishi tarjima jarayoning yanada samarali chiqishiga yordam beradi.
- *Tibbiy kommunikatsiya:* Tibbiyot anjumanlarida “Nuance Dragon Medical ASR” tizimi murakkab terminlarni aniqlik bilan tanib, masalan, **“arterial pressure regulation”** iborasini **“arterial bosimni boshqarish”** sifatida to‘g‘ri tarjima qiladi. Bu jarayon diagnostik ma’lumotlarni turli tillarda bir vaqtning o‘zida taqdim etishda katta yordam beradi.
- *Biznes muzokaralari:* Xalqaro kompaniyalar smart-translate earbuds (Google Pixel Buds, Timekettle WT2) kabi qurilmalardan foydalanib, ikki tomonlama sinxron tarjimani real vaqt rejimida amalga oshirmoqda. Masalan, yapon tilida gapirayotgan mijoz so‘zlari bir zumda ingliz tiliga tarjima qilinib, javob qaytarilganda qayta yapon tiliga tarjima qilinadi.
- Onlayn ta’lim va veb-seminarlar: AI yordamida o‘qituvchi nutqi real vaqt rejimida tarjima qilinib, masofaviy talabalarga ko‘p tilli taqdimotlar taqdim etiladi. Bu ayniqsa xalqaro auditoriyaga ega universitetlar faoliyatida muhim ahamiyatga ega. [3]

Tarjima jarayonida AI vositalarining afzalliklari quyidagilardan iborat:

– tarjima tezligining sezilarli oshishi,
– inson resurslariga bog‘liqlikning kamayishi,
– texnik terminlarni qayta ishlashda yuqori aniqlik,
– katta auditoriyalar uchun qulaylik,
– ko‘p tilli muloqot jarayonlarida samaradorlik.[7]



ASR, NLP va TTS texnologiyalarining ilmiy jihatdan taqqoslanishi

Texnologiya nomi	To'liq atamasi	Asosiy funksiyasi	Ishlash mexanizmi	Sinxron tarjimada roli	Afzalliklari	Cheklovlari
ASR	*Automatic Speech Recognition* (Avtomatik nutqni aniqlash)	Nutqni matnga aylantirish	Akustik modellar, fonetik analiz, neyron tarmoqlar	Ma'ruzachi nutqini real vaqt rejimida matnga aylantirib, tarjima jarayonining boshlang'ich bosqichini ta'minlaydi	Yuqori tezlik, real vaqt ishlash, ko'p tillilik	Aksent, dialekt va shovqin ta'sirini sezadi
NLP	*Natural Language Processing* (Tabiiy tilni qayta ishlash)	Matnni tahlil qilish va tarjima qilish	Morfologik, sintaktik, semantik tahlil, Transformer modellar	Tarjima sifatining aniqligi, kontekst va ma'no mosligini ta'minlaydi	Kontekstni aniqlash, murakkab strukturalarni qayta ishlash	Idiomlarni, metaforalarni to'liq anglaymasligi mumkin
TTS	*Text-to-Speech* (Matnni nutqqa aylantirish)	Matnni tabiiy ovozga aylantirish	Akustik sintez, intonatsiya modulyatsiyasi, neyron vokoderlar	Tarjima matnini tinglovchiga tabiiy verbal ko'rinishda yetkazadi		

Lekin har bir vositaning afzalliklari bilan birga uni kamchiliklari ham mavjud bo'ladi va ular albatta tarjima jarayoni va tarjima sifatiga salbiy ta'sirini ko'rsatadi.

Sun'iy intellekt vositalari tarjima jarayonidagi kamchiliklari.

1. Kontekstual va semantik noaniqlikAI tizimlari, ayniqsa mashina tarjimasi (MT) modullari, kontekstni to'liq anglashda cheklovlarga ega.[4]

2. Metafora, idiom, madaniy nuanslar va shevalar noto'g'ri tarjima qilinishi mumkin.Masalan, inglizcha **"kick the bucket"** iborasi AI tomonidan **"chelakni tepmoq"** deb tarjima qilinishi mumkin, aslida esa **"vafot etmoq"** ma'nosini bildiradi. Bu kamchilik sinxron tarjimada ham yuzaga keladi, chunki tizim real vaqt rejimida kontekstni chuqur tahlil qilolmaydi.

3. Terminologiya va maxsus sohalardagi cheklovlar.AI tizimlari umumiy tilni yaxshi tushunsa-da, texnik, tibbiy yoki huquqiy terminlarni noto'g'ri tarjima qilishi mumkin. Cheklangan yoki noaniq terminologiya bilan ishlashda inson nazorati talab etiladi.Masalan, tibbiyot konferensiyasida **"arterial pressure regulation"** noto'g'ri **"arterial bosim nazorati"** emas, balki **"arterial bosimni boshqarish"** deb tarjima qilinishi kerak.

4. Fonetik va akustik muammolar.ASR modullari aksentlar, dialektlar va shovqin fonida nutqni noto‘g‘ri tanib oladi. Masalan, chet el aksentidagi so‘zlar noto‘g‘ri tokenizatsiyalanishi yoki noto‘g‘ri tarjima qilinishi mumkin. Shovqinli muhit, mikrofon sifati va audio oqim tezligi AI tizimining aniqligiga salbiy ta’sir ko‘rsatadi.

5. Real vaqt kechikishi (latency).Sinxron tarjimada AI tizimi bir zumda nutqni tarjima qilishi qiyin. Kechikish (latency) yuqori bo‘lsa, tinglovchilar nutqni tushunishda qiyinchilikka duch keladi.Streaming optimized modellar yordamida kechikishni kamaytirish mumkin, lekin kechikish va aniqlik o‘rtasida doimiy mavjud.

6. Bias va adolatsizlik. AI tizimlari ko‘pincha o‘qitilgan ma’lumotlar asosida ishlaydi.Agar trening korpusi cheklangan yoki til va madaniyat jihatidan notekis bo‘lsa, tarjima noto‘g‘ri yoki diskriminatsion bo‘lishi mumkin. Masalan, ko‘p tilli modellar ba’zi kam resursli tillarda aniqlik past bo‘lishi mumkin.

7. Madaniy va pragmatik nozikliklarni tushunmaslik. AI tizimlari nutqdagi hazil, ironik iboralar yoki muloqotdagi kontekstual signallarni to‘liq anglay olmaydi. Natijada tarjima jarayonida ma’no yo‘qolishi yoki noto‘g‘ri talqin yuzaga keladi.

8. Inson nazoratining zarurligi.AI tizimlari mustaqil ishlashga qodir bo‘lsa-da, professional tarjimon nazorati talab qilinadi.Ayniqsa tibbiyot, huquq yoki moliya kabi sohalarda xatoliklar jiddiy oqibatlarga olib kelishi mumkin.

9. Texnik va infrastruktura muammolari.AI tizimlari yuqori hisoblash quvvatini talab qiladi, ayniqsa real vaqtli tarjima uchun.Past quvvatli qurilmalar, internetning sekinligi yoki server muammolari tizimning ishlashini sekinlashtiradi.

Xulosa

Sun’iy intellekt vositalari tarjima jarayonini sezilarli darajada tezlashtiradi va samaradorlikni oshiradi. Bu esa ishlash samaradorligini oshiradi,tarjima jarayonida vaqt masalaiga qaysidir ma’noda yechim bo‘la oladi.Shu bilan birga, kontekstual noaniqlik, terminologik xatolar, aksent va shovqin sezgirligi, latency, bias va madaniy nozikliklarni tushunmaslik kabi kamchiliklar mavjud. Shu sababli sun’iy intellekt vositalari ko‘pincha tarjimon bilan birgalikda qo‘llaniladi va sinxron tarjimada sifat nazorati doimiy ravishda ta’minlanadi.Shu sabbadan ham sinxron tarjimada xato va kamchiliklarga yo‘l qo‘ymaslik uchun ham bu vositalarni tarjimonlar bilan birgalikda qo‘llash maqsadga muvofiqdir. Chunki tarjimonda nutqiy xissiyot yetkaza bera olish qobilyati kuchli bo‘ladi va shu taraflama u ustunlikka ega bo‘ladi.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN AUTOMATING THE TRANSLATION OF ADVERTISING DISCOURSE: ADVANTAGES, RISKS, AND FUTURE PROSPECTS

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Abstract. *This paper examines the key linguistic, pragmatic, and ethical challenges involved in translating AI-generated advertising discourse. It focuses on stylistic hybridity, hyper-personalization, multimodal integration, and the culturally restricted datasets that often shape AI-produced promotional texts. The study argues that effective translation strategies must account for algorithmic authorship, cross-cultural rhetorical differences, and semiotic coherence in multimodal advertising. It concludes that in the age of artificial intelligence, translators act as cultural and ethical mediators, ensuring that AI-generated commercial messages retain persuasive force and cultural appropriateness in the target market.*

Keywords: *artificial intelligence, advertising discourse, translation strategies, AI-generated content, multimodality, cultural adaptation, personalization, semiotics.*

The rapid integration of artificial intelligence (AI) into global communication practices has fundamentally transformed the creation, adaptation, and circulation of advertising messages. Contemporary advertising discourse increasingly relies on neural language models, automated copywriting platforms, and multimodal generative systems capable of producing persuasive content tailored to specific audiences. As a result, the field of translation studies now faces new challenges related not only to cross-linguistic transfer but also to the semiotic complexity and algorithmic nature of AI-generated promotional texts. While traditional approaches to advertising translation emphasize creativity, cultural adaptation, and functional equivalence, the new phase of AI-assisted communication requires rethinking these strategies through the lens of digital discourse, algorithmic authorship, and data-driven personalization.

AI-generated advertising discourse, regardless of language, demonstrates several characteristic features that significantly influence translation decisions. First, such texts often rely on **predictive linguistic modeling**, which produces high-probability lexical combinations optimized for emotional impact and user engagement. According to Kress and van Leeuwen, persuasive discourse in commercial communication must be understood as a multimodal phenomenon involving linguistic, visual, and contextual dimensions [1]. AI systems, particularly large language models, replicate these dimensions through the algorithmic synthesis of human-like discourse patterns. However, the translation of this algorithmically optimized language into other linguistic and cultural environments requires human intervention, especially when the original text contains implicit cultural scripts, subtle pragmatic cues, or references generated from datasets that may not include sufficient cultural diversity.

The second important characteristic is **hyper-personalization**. Recent studies indicate that AI-driven advertising often incorporates individualized rhetorical

mechanisms, such as micro-targeted emotional appeals and demographic-tailored vocabulary [2]. When such content is transferred cross-linguistically, translators must consider the target culture's norms, the acceptability of personalization strategies, and the ethical implications of data-based messaging. The question of translator responsibility becomes even more complex in cases where AI-generated texts adopt persuasive or manipulative techniques that may not align with local cultural expectations or advertising regulations.

Another challenge arises from the **stylistic hybridity** typical for AI-generated promotional content. As Lotman argues, any text functions within a semiotic space shaped by the interaction of multiple codes [3]. AI-generated advertising discourse demonstrates hybridity by blending informational, conversational, and affective codes. The translation strategy must therefore account for multimodal semiotic convergence, especially in cases where the AI model produces slogans, metaphors, or emotionally charged descriptions based on training data that reflect English-centric marketing traditions. This is particularly perceptible in the overuse of certain persuasive clichés or generalized emotional constructs that may sound unnatural or overly dramatic in languages with different rhetorical norms.

Furthermore, as Venuti emphasizes, translation involves a constant negotiation between domestication and foreignization [4]. In AI-generated advertising texts, this negotiation becomes multidimensional: the translator works not only between languages and cultures but also between human and algorithmic authorship. Unlike human-created advertising messages, AI-generated content may lack intentionality, coherent branding voice, or stable emotional positioning. This ambiguity complicates the translator's task because maintaining functional equivalence requires identifying implicit communicative intentions that may not be explicitly present in the AI-produced discourse.

The integration of AI into advertising also raises the question of **machine creativity versus human creativity**. Scholars such as He and Deng argue that modern AI systems imitate creative language production but operate through statistical approximation rather than subjective intention [5]. Consequently, the translator must not only interpret the linguistic meaning of the AI-generated message but also compensate for potential gaps in emotional resonance, cultural imagery, or brand-specific creative tone. When AI-generated metaphors, slogans, or neologisms rely on dataset-specific cultural associations, their direct translation may lead to semantic distortion or communicative inadequacy. Therefore, translators increasingly adopt hybrid strategies that combine post-editing with creative rewriting to achieve cultural and stylistic alignment.

In addition to linguistic and pragmatic concerns, **ethical considerations** now occupy a central place in translation research. Shankar and Mittelstaedt note that AI-generated advertising can unintentionally reinforce social stereotypes or biases embedded in training data [6]. When translating such content, professionals must remain attentive to implicit evaluative meanings, culturally sensitive terminology, and possible ethical misalignments. The translator thus becomes a mediator not only of textual meaning but also of responsible communication values.

The evolution of multimodal AI tools, including image-based generators, further expands the scope of translation challenges. As Forceville demonstrates, metaphor in

advertising frequently operates across visual and verbal channels [7]. When AI systems generate paired text-image content, translators must interpret how verbal meaning interacts with visual symbolism. The adaptation of such multimodal advertising requires a deep understanding of cultural semiotic systems, visual rhetoric, and audience perception norms. Often, the translation of AI-generated slogans must be accompanied by modifications to corresponding visuals to maintain coherence and persuasive impact.

Finally, advancements in neural machine translation have introduced the concept of **machine-to-machine translation cycles**, where AI-generated advertising content is automatically translated and later post-edited by human specialists. According to Koehn, while neural models achieve high levels of fluency, they still lack pragmatic awareness and cultural sensitivity [8]. The translator's expertise thus remains essential in ensuring that the advertising message retains its intended persuasive function and aligns with target-market expectations.

Overall, the translation of AI-generated advertising discourse represents a dynamic and interdisciplinary field situated at the intersection of linguistics, communication studies, semiotics, and digital media. The increasing influence of AI on commercial communication demands that translators develop new competencies, including understanding algorithmic text generation, evaluating multimodal AI outputs, and addressing ethical implications. As global advertising continues to evolve through the integration of intelligent technologies, the role of the translator becomes even more critical: not merely as a linguistic mediator but as a cultural, ethical, and creative interpreter capable of navigating the complexities of human-machine communication.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ETHICAL NORMS IN USING AI TECHNOLOGIES FOR TRANSLATING CHILDREN'S LITERATURE

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Abstract. *This article examines the ethical dimensions of using artificial intelligence in the translation of children's literature, focusing on issues such as cultural preservation, age-appropriate language, and the expressive nuances of the original text. The study highlights the risks associated with AI-generated translations, including the loss of emotional depth, stylistic integrity, and culturally specific elements essential for a child's cognitive and moral development. At the same time, the article acknowledges the potential benefits of AI, such as increased efficiency and support in creating draft translations and glossaries. Ultimately, it emphasizes that AI can be ethically integrated into the translation process only when combined with human oversight, professional judgment, and a commitment to maintaining the educational and cultural value of children's literature.*

Keywords: *artificial intelligence, children's literature, ethical issues, translation, cultural adaptation, age-appropriateness.*

Over the past decade, the rapid advancement of artificial intelligence has radically transformed translation processes, including the field of children's literature. Thanks to modern machine-learning technologies, it has become possible to automatically process large volumes of text, ensuring high translation speed, stylistic accuracy, and adaptation for different audiences. However, alongside this technological progress, serious ethical dilemmas have emerged. These concern issues of reliability, responsibility, data security, and respect for the cultural integrity of the original work, especially when the text is intended for children.

Children's literature has unique characteristics, in addition to its entertainment function, it plays an essential role in education, shaping a child's worldview, and introducing young readers to the traditions of their own and other cultures. Any mistakes or incorrect interpretations made by AI systems when processing such texts may negatively influence a child's developing perception of the world. For this reason, a comprehensive examination of the ethical aspects of using AI in the translation of children's literature becomes particularly significant.

Modern technologies have brought about a revolution in translation practice and continue to evolve rapidly, transforming how translation is perceived by users as well as how it is conceptualized by practitioners and theorists [1, 345]. In the context of children's literature, these technological shifts create both new opportunities and new risks. The convenience and accessibility offered by AI-driven translation tools can support the dissemination of children's books across linguistic boundaries, yet the same tools may fail to grasp the emotional nuance, cultural specificity, and pedagogical intent embedded in texts aimed at young readers. This tension between efficiency and ethical responsibility underscores the need for careful analysis of how artificial intelligence should be

integrated into translation practices involving highly sensitive and culturally meaningful content.

The concept formulated by V. V. Sdobnikov regarding the primary task of the translator provides an important theoretical foundation for examining the ethical challenges associated with using artificial intelligence in the translation of children's literature. According to Sdobnikov, the translator's main objective is to create a text that is genuinely useful for the end user and supports them in achieving their communicative goals [4, 77]. Likewise, readers approach a translated text with the expectation that it will provide information that is accurate, meaningful, and relevant to their needs. Within the context of children's literature, this idea allows us to assert that AI-generated translations can be considered ethically acceptable only when they contribute to the child's intellectual and emotional development and help form an accurate understanding of cultural, historical, and moral values. Thus, the effectiveness of AI translation should not be measured merely by its speed or automation, but by its ability to satisfy the cognitive and developmental needs of young readers.

From this perspective, the use of AI in translating children's books must be guided by the core educational mission of children's literature. Technologies involved in this process should preserve the narrative integrity, emotional tone, and aesthetic qualities of the original text. Artificial intelligence, therefore, carries an ethical responsibility: it must not only process language efficiently but also respect the pedagogical and cultural functions of literature written for children. Only when AI-assisted translations remain faithful to the educational and moral purposes of the original work can such technologies be ethically integrated into the field of children's literature translation. This alignment ensures a balance between technological efficiency and the deeper responsibility of shaping young readers' worldviews.

The language of children's literature is characterized by vivid imagery, emotional depth, and lyrical expression, reflecting the way children think and perceive the world. Authors of children's books take into account that young readers typically have limited knowledge about the world, a value system that differs from that of adults, and a lower level of language competence. These features are manifested in the style, vocabulary, and narrative structures of children's literature, forming its unique linguistic character [8, 565]. When considering the use of artificial intelligence in translating such texts, these characteristics highlight an important ethical concern. AI systems, while efficient in processing language, often struggle to reproduce emotional nuances, lyrical qualities, and culturally embedded references inherent in children's literature. This limitation can affect not only the readability and engagement of the text but also the educational and moral impact it has on young readers. Therefore, ethical AI-assisted translation must prioritize preserving the stylistic and linguistic features that are specifically designed for the cognitive and emotional development of children, ensuring that the resulting translation remains faithful to the educational and cultural purposes of the original work.

Within the linguistic context of translating children's literature, word choice is especially critical in shaping meaning, tone, and emotional impact for young readers. As I. V. Usova rightly emphasizes, "in literary fiction, the choice of words plays a significant semantic and expressive role" [6, 248]. In the case of AI-assisted translation, this highlights

a key ethical concern: while machine translation can process vocabulary efficiently, it often lacks the nuanced understanding necessary to preserve the expressive and semantic richness of the original text. For children, even subtle shifts in word choice can alter the emotional resonance of the story, affect comprehension, and influence moral or cultural interpretations. Therefore, ethical translation practices require careful human oversight to ensure that AI-generated outputs respect the linguistic and stylistic intentions of the author, maintaining both the educational and emotional integrity of the work.

Another significant ethical issue concerns the preservation of stylistic and artistic quality in the translation of children's literature. Children's texts are characterized by rhythm, musicality, playfulness, and semantic richness, which are essential for young readers' perception and engagement. While AI algorithms can accurately translate standard linguistic structures, they often struggle to render rhymes, puns, neologisms, or sound effects, elements that play a crucial role in children's literary experience. For example, when translating poems or fairy tales, artificial intelligence frequently loses the original rhythm, disrupts stanza structures, or selects rhyming words that do not correspond to the meaning of the source text. Such distortions risk diminishing the artistic value of the text and result in the loss of key elements that shape a child's aesthetic and imaginative experience.

Equally significant is the issue of preserving cultural specificity. Children's literature from different countries often contains elements that reflect national traditions, historical contexts, everyday life, and cultural heritage. A human translator can adapt these elements or select appropriate cultural equivalents, whereas AI systems tend to standardize or "neutralize" the text. For a child encountering the world's cultures through literature, such a loss of cultural richness results in an impoverished educational experience. The ethical dilemma lies in the fact that excessive simplification or erasure of cultural elements diminishes the value of the work as a pedagogical tool and undermines the principles of intercultural communication.

Critical aspect is the age-appropriateness of the translation. Children's literature is targeted at specific developmental stages, and translations must consider the cognitive and emotional characteristics of young readers. AI, particularly when operating without clear guidance, may select vocabulary that is too complex, use inappropriate expressions, or, conversely, oversimplify the text, omitting essential elements of the content. In some cases, it may misinterpret scenes involving emotionally sensitive themes, such as friendship, fear, loss, or loneliness, resulting in phrases that do not correspond to the developmental level of the intended audience. Errors in translations intended for children are perceived differently than errors in adult texts: they can alter a child's understanding of the moral message of the story or create a misleading impression of social norms and behavior.

Despite the risks mentioned above, artificial intelligence can offer significant benefits in translating children's literature if used properly. It can accelerate the preparation of draft translations, assist in creating dictionaries and glossaries, and support teachers and students in language learning. Some AI systems also allow texts to be adapted for different levels of language proficiency, which is particularly useful in bilingual schools and early education programs. However, these advantages are meaningful only when a

professional translator is actively involved, providing editorial, cultural, and stylistic corrections.

For the ethical use of AI in translating children's literature, a set of guiding principles is essential to ensure both quality and safety. First, human oversight must be an obligatory stage: AI can serve as an effective tool but should not act as an autonomous translator. Second, the preservation of the original work's cultural identity must be prioritized, avoiding excessive standardization. Third, transparency in the translation process is crucial, and, where necessary, readers or publishers should be informed when AI has been used. Fourth, translations must be reviewed for age-appropriateness to prevent potential risks to the young audience. Finally, ultimate responsibility for the quality of the translation must remain with a human professional, a translator or editor with expertise in children's literature.

In conclusion, translating children's literature with the help of artificial intelligence is a complex and delicate process that requires careful ethical consideration. While AI can speed up translation and make texts more accessible, it cannot fully capture the creativity, emotional nuance, and cultural richness that are essential for young readers. Children's books are not only meant to inform or entertain, they shape how children understand the world, develop moral values, and engage with language and imagination. Relying solely on automated systems risks losing the subtle rhythms, wordplay, cultural references, and educational intent embedded in these texts. Human oversight is therefore indispensable. Translators and editors play a key role in ensuring that AI-assisted translations remain faithful to the author's intent, preserve cultural and stylistic features, and are appropriate for the child's age and understanding. When used responsibly, AI can be a valuable tool that supports the translation process, but it should complement, not replace, the human insight, empathy, and expertise that are vital for creating high-quality, meaningful translations. Ultimately, the ethical use of AI in children's literature requires balancing technological innovation with cultural sensitivity, educational purpose, and respect for the literary experience of young readers.

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TIL O‘QITISHDA SUN’IY INTELLEKTNING IJOBIY VA SALBIY JIHATLARI

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Annotatsiya. *Ushbu maqolada sun’iy intellekt texnologiyalarining xorijiy til o‘qitish jarayoniga ta’siri har tomonlama ilmiy tahlil qilingan. So‘nggi yillarda raqamli ta’lim vositalarining keng joriy etilishi, ayniqsa, AI asosidagi interaktiv platformalar, chatbotlar, avtomatik baholash tizimlari va nutqni tahlil qiluvchi dasturlar til o‘rganish jarayonini sezilarli darajada o‘zgartirdi. Tadqiqotda sun’iy intellektning ta’limni individuallashtirish, talaffuz va grammatika ko‘nikmalarini shakllantirish, yozma va og‘zaki nutqni rivojlantirishdagi afzalliklari puxta o‘rganilgan. Shu bilan birga, AI texnologiyalarining salbiy tomonlari – o‘quvchilarda mustaqil fikrlashning sustlashishi, avtomatik tuzatishga haddan ortiq tayanish, ma’lumotlarning ishonchlilik darajasi, lingvokulturologik kontekstning yetarli qamrab olinmasligi kabi muammolar ham ilmiy asosda ko‘rib chiqilgan. Tadqiqot metodologiyasi sifatida nazariy tahlil, taqqoslama yondashuv, kuzatuv hamda statistik umumlashtirishdan foydalanildi. Olingan natijalar sun’iy intellekt til o‘qitish jarayonida kuchli yordamchi vosita bo‘lishi mumkinligini, ammo uning to‘liq o‘qituvchi o‘rnini bosa olmasligini ko‘rsatadi. Maqola yakunida AI asosidagi ta’lim texnologiyalaridan samarali foydalanish bo‘yicha ilmiy xulosalar va amaliy tavsiyalar berilgan.*

Kalit so‘zlar: *Sun’iy intellekt, til o‘qitish, raqamli ta’lim, AI texnologiyalari, interaktiv platformalar, avtomatik baholash, lingvodidaktika, talaffuz tahlili, o‘quv jarayoni.*

Globallashuv va raqamli transformatsiya jarayonlari ta’lim tizimining barcha bosqichlarida mazmuniy hamda texnologik o‘zgarishlarga sabab bo‘lmoqda. Ayniqsa, til o‘qitish jarayonida zamonaviy raqamli vositalar va sun’iy intellekt (SI) texnologiyalarining jadal joriy etilishi o‘quv jarayonining sifatiga sezilarli ta’sir ko‘rsatmoqda. So‘nggi yillarda rivojlangan davlatlar tajribasi shuni ko‘rsatadiki, sun’iy intellekt asosidagi interaktiv platformalar, intellektual repetitor tizimlari, chat-botlar, nutqni avtomatik tahlil qiluvchi dasturlar va diagnostik baholash modullari til o‘rgatishning samaradorligini oshirishga xizmat qilmoqda. Bu esa o‘quvchilarning shaxsiy o‘quv trajektoriyalarini shakllantirish, ularning individual imkoniyatlari va qiziqishlarini hisobga olish, kamchiliklarni aniq aniqlash, real vaqt rejimida teskari aloqa berish kabi pedagogik jarayonlarning yangi bosqichga ko‘tarilishiga olib kelmoqda.

Bugungi kunda ingliz, rus va boshqa xorijiy tillarni o‘rgatishga mo‘ljallangan Duolingo Max, Elsa Speak, Replika, Grammarly, ChatGPT kabi platformalarning keng qo‘llanilishi sun’iy intellektning til o‘rgatishdagi o‘rnini yanada mustahkamladi. Bu texnologiyalar o‘quvchilarga mustaqil o‘rganish, kreativ fikrlash va nutq ko‘nikmalarini rivojlantirish imkonini beradi. Shuningdek, SI yordamida yaratilgan multimodal o‘quv materiallari – audio, video, interaktiv mashqlar – tilni natural muhitda o‘rganish imkonini oshiradi [1,2].

Biroq, sun’iy intellektning o‘quv jarayoniga kirib kelishi bir qator muammolarni ham yuzaga keltirmoqda. Xususan, AI texnologiyalariga haddan ortiq tayanish o‘quvchilarda

mustaqil fikrlash, grammatik qoidalarni o‘zlashtirish, o‘z nutqini nazorat qilish kabi ko‘nikmalarning sustlashishiga olib kelishi mumkin. Shuningdek, SI modellarining lingvokulturologik kontekstni to‘liq anglay olmasligi, pragmatik ma’nolarning yetarli darajada talqin qilinmasligi, ayrim holatlarda noto‘g‘ri tarjima yoki tavsiya berishi kabi cheklovlar mavjud. Ma’lumotlarning maxfiyligi va axborot xavfsizligi ham dolzarb masalalardan biridir.

Ushbu tadqiqotda sun’iy intellekt texnologiyalarining til o‘qitish jarayoniga ta’sirini har tomonlama o‘rganish maqsadida bir nechta ilmiy-amaliy metodlardan foydalanildi. Tadqiqot metodologiyasi zamonaviy lingvodidaktika, raqamli pedagogika va ta’lim texnologiyalarini o‘rganishga asoslangan bo‘lib, o‘z ichiga nazariy, amaliy va taqqoslama yondashuvlarni oladi.

Nazariy tahlil metodi qo‘llanildi. Bu doirada sun’iy intellektga asoslangan ta’lim tizimlari, lingvistik modellar, intellektual repetitor platformalari, chatbotlar, avtomatik baholash tizimlari va multimodal o‘quv vositalariga bag‘ishlangan xalqaro manbalar o‘rganildi. Anderson (2021), Brown & Li (2022), Mahdavi (2020) kabi olimlar tomonidan olib borilgan tadqiqotlar asosida AI ning til o‘rgatishdagi afzalliklari va cheklovlari haqida nazariy asos yaratildi. Shuningdek, Duolingo, Grammarly, ChatGPT va boshqa AI dasturlari haqidagi ilmiy hisobot va maqolalar tahlil qilindi [3].

Taqqoslama tahlil metodi ishlatildi. Unda an’anaviy til o‘qitish metodlari (o‘qituvchi markazlashgan darslar, grammatik tarjima usuli, kommunikativ yondashuv) bilan sun’iy intellekt asosidagi metodlar (avtomatik tuzatish, moslashuvchan o‘qitish, multimodal mashqlar, gamifikatsiya) o‘rtasidagi farqlar aniqlab chiqildi. Maxsus mezonlar asosida AI vositalarining samaradorligi, yengilligi, xatolarni aniqlash darajasi va individual ta’limga moslashuvchanlik darajasi solishtirildi.

Kuzatuv (observatsiya) metodi qo‘llanildi. Til o‘rganayotgan 30 nafar talabaning AI texnologiyalaridan foydalanish jarayoni 4 hafta davomida kuzatildi. Ularning talaffuz, grammatika va yozma ko‘nikmalaridagi o‘zgarishlar muntazam qayd etildi. ChatGPT, Elsa Speak va Grammarly kabi servislar orqali olingan natijalar o‘quvchilarning malaka darajasi bilan bog‘liq holda tahlil qilindi. Shuningdek, o‘quvchilarning motivatsiya darajasida ro‘y bergan o‘zgarishlar (gamifikatsiya ta’siri, real vaqtli teskari aloqa, mustaqil ishlashga bo‘lgan qiziqish) ham kuzatuv jarayonida hisobga olindi.

Eksperiment elementi ham qo‘llanildi. Eksperimental guruh AI vositalaridan faol foydalangan holda ta’lim oldi, nazorat guruhi esa an’anaviy metodlar bilan shug‘ullandi. Mashg‘ulotlar yakunida ikkala guruhning til ko‘nikmalari solishtirildi va o‘quv samaradorligi bo‘yicha farqlar qayd etildi [4].

Statistik tahlil metodi yordamida kuzatuv va eksperiment natijalari sonli ko‘rsatkichlarga asoslangan holda umumlashtirildi. Talabalarning talaffuz aniqligi, xatolar soni, o‘quv topshiriqlarini bajarish tezligi va o‘zlashtirish darajasi bo‘yicha olingan ma’lumotlar jadval va diagrammalar orqali tahlil qilindi.

Metodologiyaning bunday kompleksligi tadqiqotga tizimli yondashuvni ta’minladi hamda sun’iy intellektning til o‘qitishdagi o‘rni va samaradorligini ishonchli ilmiy asosda baholash imkonini berdi.

Shu sababli, sun’iy intellektning til o‘qitish jarayonidagi ijobiy va salbiy jihatlarini ilmiy asosda tahlil qilish, mavjud muammolarga yechim topish, SI texnologiyalaridan

optimal foydalanish bo‘yicha tavsiyalar ishlab chiqish – bugungi kunda lingvodidaktika va raqamli pedagogika uchun muhim vazifalardan hisoblanadi. Mazkur maqolada ushbu masalalarning ilmiy-nazariy jihatlari o‘rganilib, SI ning til o‘qitishdagi samaradorligi va cheklovlari kompleks tahlil qilinadi [5-7].

Tadqiqot davomida sun’iy intellekt texnologiyalarining til o‘qitish jarayoniga bevosita ta’siri, uning o‘quvchi kompetensiyalarini rivojlantirishdagi o‘rni va mavjud cheklovlari tajriba hamda nazariy manbalar asosida chuqur tahlil qilindi. Olingan natijalar shuni ko‘rsatadiki, SI asosidagi o‘quv platformalari o‘qitish jarayonini sezilarli darajada individuallashtiradi. Masalan, Elsa Speak va Speech Analyzer kabi dasturlar talaffuzni avtomatik ravishda fonetik va akustik parametrlarga ko‘ra baholaydi, bu esa o‘quvchilar xatolarini aniq ko‘rsatib, tezkor teskari aloqa beradi. Grammatik ko‘nikmalarni rivojlantirishda Grammarly va ChatGPT kabi tizimlar o‘quvchilar yozma nutqidagi xatolarni aniqlab, ularni izohlab, alternativ variantlarni taklif qiladi.

Shuningdek, natijalar shuni ko‘rsatdiki, sun’iy intellekt o‘quvchilarning motivatsiyasini oshirib, o‘quv jarayonini qiziqarli, interaktiv va moslashuvchan qiladi. “Gamifikatsiya” elementlari, ball to‘plash, bosqichlar bo‘yicha o‘sish, shaxsiy statistika kabi imkoniyatlar talabaning o‘quv jarayoniga bo‘lgan qiziqishini sezilarli oshiradi. Bundan tashqari, AI real vaqt rejimida tarjima, sinonim topish, muloqot simulyatsiyasi kabi jarayonlarni osonlashtiradi. Bu esa ayniqsa og‘zaki nutqni rivojlantirishda katta yordam beradi [8,9].

Biroq tadqiqot salbiy jihatlarni ham ko‘rsatdi. Avvalo, AI-ga mutlaq tayanish o‘quvchilarning mustaqil fikrlash va analitik tafakkurini pasaytirishi mumkin. O‘quvchilar ko‘pincha grammatik izohlarni o‘rganish o‘rniga, avtomatik tuzatishlarga suyanib qoladi. Tadqiqot jarayonida kuzatilishicha, AI tomonidan berilgan ba’zi grammatik tavsiyalar to‘liq kontekstga mos kelmagan, pragmatik ma’nolar noto‘g‘ri talqin qilingan holatlar uchragan. Bundan tashqari, matnlarda plagiatning oshishi, o‘quvchilarning mustaqil yozish ko‘nikmalarining sustlashishi ham asosiy muammolardan biridir [10].

SI asosidagi tizimlarning doimo aniq bo‘lmasligi ham muhim masala. Masalan, murakkab idiomatik iboralar, metaforik ifodalar yoki madaniy kontekstga ega gaplarni AI to‘liq anglamagan holatlar ko‘p uchradi. Bu esa tilni real kommunikativ vaziyatlarda ishlatish ko‘nikmasini cheklashi mumkin. Shuningdek, ma’lumot xavfsizligi, foydalanuvchi shaxsiy ma’lumotlarining himoyasi masalalari ham hal etilishi zarur bo‘lgan yo‘nalishlardan biridir.

Umuman olganda, tadqiqot natijalari sun’iy intellekt texnologiyalari til o‘qitish jarayonini samarali qo‘llab-quvvatlovchi kuchli vosita ekanligini, ammo mutlaq o‘rinbosar emasligini ko‘rsatadi. SI o‘qituvchi metodikasini boyitishi, lekin uni to‘liq almashtirmasligi, o‘quvchilar esa AI-dan oqilona va nazorat ostida foydalanishi zarurligi muhim ilmiy xulosalardan biridir.

Xulosa. Yuqorida olib borilgan ilmiy tahlil va amaliy kuzatuvlar sun’iy intellekt texnologiyalarining til o‘qitish jarayoniga sezilarli ta’sir ko‘rsatayotganini yaqqol namoyon qildi. Tadqiqot natijalari shuni ko‘rsatadiki, SI vositalari o‘quv jarayonini shaxsga yo‘naltirilgan, moslashuvchan va samarali shaklga olib keladi. Xususan, talaffuzni avtomatik tahlil qilish, real vaqt rejimida teskari aloqa berish, yozma nutqdagi grammatik xatolarni izohlash, interaktiv mashqlar va multimedia materiallar orqali o‘quvchining til

kompetensiyasini rivojlantirish imkoniyati sezilarli darajada kengaydi. Shuningdek, o'quv jarayoniga gamifikatsiya elementlarining joriy etilishi o'quvchi motivatsiyasini oshirishi va o'quv faoliyatining uzluksizligini ta'minlashi aniqlandi.

Biroq SI texnologiyalaridan foydalanish jarayonida bir qator salbiy jihatlar ham kuzatildi. Sun'iy intellektga haddan ortiq tayanish o'quvchilarning mustaqil fikrlashi, kreativ yozish ko'nikmalari va analitik tafakkurini susaytirishi mumkin. Shuningdek, AI modellarining lingvokulturologik kontekstni to'liq anglay olmasligi, ayrim hollarda noto'g'ri tarjima va tavsiya berishi, o'quvchilar tomonidan plagiatga moyillikning kuchayishi kabi muammolar ham mavjudligini ko'rsatdi. Ma'lumotlar xavfsizligi va maxfiylik bilan bog'liq masalalar ham jiddiy e'tibor talab qiladi.

Umuman olganda, sun'iy intellekt til o'qitish jarayonida o'qituvchi uchun kuchli yordamchi vosita bo'lib xizmat qilishi, lekin uning o'rnini to'liq egallashi mumkin emas. SI texnologiyalaridan samarali foydalanish uchun ularni pedagogik maqsadlarga mos holda, o'qituvchining metodik yondashuvi bilan uyg'unlashtirgan holda qo'llash zarur. Shuningdek, o'quvchilarning raqamli savodxonligi, mustaqil fikrlashi va tahliliy yondashuvi doimiy ravishda rivojlantirib borilishi lozim.

Mazkur tadqiqotning natijalari sun'iy intellektning til o'qitishda qo'llanilishi istiqboli keng ekanligini ko'rsatadi. Kelajakda bu texnologiyalar yanada takomillashib, til o'qitish jarayonini yanada chuqur, interaktiv va individual yondashuv asosida optimallashtirishi kutilmoqda.

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USING NATURAL LANGUAGE PROCESSING TO ENHANCE LANGUAGE TEACHING METHODOLOGIES

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Abstract. *This paper explores the potential of Natural Language Processing (NLP) technologies as a tool for fundamentally enhancing existing foreign language teaching methodologies. Traditional approaches often face challenges related to scalability, assessment objectivity, and insufficient personalization of the learning process. The analysis indicates that the integration of NLP tools, such as Automated Essay Scoring (AES) systems and Intelligent Tutoring Systems (ITS), allows these limitations to be overcome. NLP technologies provide instantaneous and objective feedback on grammar, syntax, and text content, while also analyzing spoken language through speech recognition. The adoption of NLP facilitates a shift toward adaptive, student-centered methodologies that dynamically adjust the complexity of materials and the type of exercises, thereby increasing the efficiency of teaching all four key skills (reading, writing, listening, and speaking).*

Keywords*: natural language processing (NPL), language teaching methodologies, automated assessment, intelligent tutoring systems (ITS), personalized learning, writing assessment.*

INTRODUCTION

In the context of globalization and accelerated technological development, the need for effective and scalable foreign language learning is constantly growing. Traditional teaching methods, although fundamental, often face a number of challenges: subjective assessment, high teacher time spent on grading large volumes of written assignments, and insufficient personalization of educational content for each student.

Modern computer science offers an innovative solution to these problems through Natural Language Processing (NLP). NLP is an interdisciplinary field whose goal is to teach computers to understand, interpret, and generate human language. Integrating these technologies into teaching processes opens up vast opportunities for fundamental improvements in language education.

The relevance of this study stems from the widespread development of pedagogical informatics and the need to systematize specific mechanisms through which NLP tools can be implemented to improve the effectiveness of learning. Based on extensive research into NLP applications in education (including work analyzing automated teaching tools), this paper highlights critical developments such as Automated Essay Scoring (AES) and Intelligent Tutoring Systems (ITS). These systems, as confirmed in academic studies, can provide instant and objective feedback, which is critical for developing writing and speaking skills.

The purpose of this article is to analyze how NLP technologies are transforming traditional foreign language teaching methods, facilitating a transition to more adaptive and individual-centered learning models.

To achieve this goal, the following objectives were formulated: 1) Identify key NLP technologies (AES, speech recognition, text analysis) as they relate to four core language skills. 2) Analyze the potential of NLP to provide objective and instant feedback, a weakness of traditional methods. 3) To justify the role of Intelligent Tutoring Systems (ITS) in creating personalized learning paths. 4) To identify the key benefits and potential challenges associated with integrating NLP into the educational process.

LITERATURE REVIEW

The Role and Historical Context of Natural Language Processing (NLP). Natural Language Processing (NLP) has emerged in recent decades as one of the most "effective approaches for improving the educational environment" (Alhawiti, K. M., 2014). This technology offers solutions to various problems related to the learning process and is "an effective approach for teachers, students, authors, and instructors to assist with writing, analysis, and assessment procedures" (Alhawiti, K. M., 2014).

The history of NLP application in education spans over fifty years. Early work focused on automated functions: "automated assessment of student texts, as well as the development of text-based dialogic learning systems" (Litman, D., 2016).

Research in these traditional areas continues, but new technological developments have created new opportunities. "Recent phenomena such as big data, mobile technologies, and social media have created a multitude of new research opportunities and challenges" (Litman, D., 2016). This confirms that NLP is integrating with a wide range of educational contexts, including "research, science, linguistics, e-learning, and assessment systems" (Alhawiti, K. M., 2014).

Key NLP Technologies for Language Pedagogy. Central to the application of NLP are systems aimed at automating and personalizing the learning process:

– Automated Essay Scoring (AES). Automated Essay Scoring (AES) is a technology that uses machine learning algorithms to objectively evaluate written work. In educational applications, NLP enables the creation of tools that can not only assign a score but also provide structured and instant feedback on syntax, vocabulary, and content. This function is critical for the development of writing skills and is a direct consequence of the development of technologies discussed by D. Litman.

– Intelligent Tutoring Systems (ITS). Intelligent Tutoring Systems (ITS) are comprehensive platforms that leverage NLP to model the knowledge and needs of each student. This enables ITS to:

- Dynamically adapt tasks in real time, increasing difficulty only after successful mastery of previous material.
- Provide contextual assistance not only in written form but also through speech analysis.
- The implementation of these technologies facilitates the transition to a paradigm of adaptive and autonomous learning, a key trend in modern pedagogy.

ANALYSIS AND DISCUSSION

Writing teaching methodology is being revolutionized by Automatic Essay Scoring (AES).

– Reliability and Validity: Early work on AES, such as the E-Rater system (Burstein, J., 2003), demonstrated that machines can grade written work with a reliability comparable to that of human raters.

– Coherence and Structure Analysis: Modern AES systems go beyond grammar correction. They use NLP algorithms to analyze more complex text characteristics, such as evaluating "coherence, cohesion, and the relevance of key phrases" (Araki, K., 2011). This allows teachers to implement a methodology aimed at developing not only accuracy but also fluency and coherence.

– Feedback: AES implements instant, multi-level feedback, which, as Alhawiti (K. M., 2014) noted, provides "an effective approach for assisting with writing and assessment procedures."

– *Transforming Reading and Listening Methodologies*. In these receptive skills, NLP serves as a tool for content adaptation and automated assessment.

– Content Adaptation: NLP technology enables differentiated learning through the automatic simplification of complex texts (Text Simplification). While previously teachers manually selected texts based on level, the system can now dynamically adapt "lexical and syntactic complexity" (Litman, D., 2016), making the material accessible to students of varying levels.

– Automatic Item Generation: For Reading Comprehension assessment, NLP offers a method for automatically generating test items (Automated Item Generation). This technology, according to research by Gierl (Gierl, M. J., 2017), ensures high reliability of generated questions, significantly saving teachers time on creating assessment materials.

Improving Speaking Skills through ITS. In the area of speaking, NLP allows for the creation of an environment for autonomous practice and emotional support.

– Intelligent Tutoring Systems (ITS): ITS use NLP technologies to create "conversational tutoring systems" (Litman, D., 2016). This allows students to practice "conversational speech" with a virtual interlocutor.

– Cognitive and Emotional Analysis: In more advanced ITS, studied by D'Mello (D'Mello, S. V., 2016), NLP is used not only to analyze syntax or pronunciation but also to assess the student's emotional state. If a student shows signs of frustration or boredom, the system can adapt the pace or tone of communication. This data-driven approach takes learning to a deeper, cognitive level.

– *Content Management and Corpus Analysis*. Methodological improvement concerns not only student assessment but also the management of the educational content itself and ensuring academic integrity.

– Plagiarism Detection: NLP tools have become indispensable for automatic plagiarism detection, which supports the principle of academic integrity. These systems use complex syntactic and semantic analysis to identify text similarities, rather than simple word matching. This feature is part of the "writing and analysis assistance" (Alhawiti, K. M., 2014) and is of paramount importance in a context where students have access to a vast number of digital sources.

– Corpus Analysis: NLP uses extensive corpora (text collections) to train its models. These same corpora can also be used in teaching methods to demonstrate authentic language usage and the frequency of certain constructions to students. This meets the need to analyze "an unprecedented amount of educationally relevant data" (Litman, D., 2016), allowing teachers to base their explanations on real statistics, not just intuition.

CONCLUSION

This study, based on an analysis of academic work in the field of Natural Language Processing (NLP) and language pedagogy, confirms that the integration of NLP technologies is not simply a modernization, but a fundamental transformation of foreign language teaching methods.There are some achieved objectives: 1) NLP tools (AES, ITS, speech recognition, corpus analysis) were identified as key mechanisms for improving all four language skills. 2) Systems such as Automatic Essay Evaluation (AES) have been proven to provide instant and objective feedback (Alhawiti, K. M., 2014), which is not possible with traditional methods. This, in turn, allows students to develop complex skills, such as coherence and text structure (Araki, K., 2011). 3) Intelligent Tutoring Systems (ITS) use NLP to advance adaptive and personalized learning methods that dynamically adjust task difficulty to the individual cognitive and even emotional needs of learners (D'Mello, S. V., 2016).

Ultimately, NLP technologies enable a shift from uniform instruction to a more individualized learning experience. Teachers are free to focus on complex aspects of communication that require human intervention, while routine tasks (assessment, correction, difficulty adjustment) are automated. Further research opportunities include exploring the ethical aspects of collecting and using student data, as well as developing robust NLP models for low-resource languages to ensure equal access to advanced educational practices worldwide (Litman, D., 2016).

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PROMOTING ACTIVE COMMUNICATION USING GAME-BASED ICT AND AI-POWERED TOOLS

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Abstract. *One of the continuing problems in EFL (English as a Foreign Language) classrooms is active verbal interaction that seriously challenges almost every learner. AI-powered tools and game-based ICT can create interactive environments where students can practice speaking without feeling nervous and uncomfortable. Through a thorough and systematical review of studies published between 2020 and 2025, this research has been investigated to better understand how game-based ICT and AI-powered tools can encourage active communication among EFL learners. This study conducted an extensive literature review focusing on game-based ICT and AI tools in EFL contexts from the Scopus, Web of Science and ERIC databases, using inclusion criteria. According to extensive research, students can greatly improve their speaking abilities and considerably boost their confidence in communication and readiness to talk in a foreign language by using AI chatbots with LLM technology, voice-based conversational agents, and gamified ICT systems. These advanced technologies' key benefits include very detailed step-by-step instructions, immense stress relief, and immediate personalized feedback. Employing the combination of game-based ICT and AI-powered tools in EFL contexts has shown valuable promise for enhancing significantly students' communication abilities in a foreign language learning environment. Future research especially needs to give a particular focus on developing well-designed studies that follow ethical standards and create teaching methods which work at different educational levels.*

Keywords: *Game-based learning, ICT tools, AI-powered tools, EFL learners, speaking fluency, willingness to communicate, motivation, learner engagement, chatbots, large language models, flipped classroom, gamification.*

Introduction.

Active verbal communication, especially speaking, is the core goal and requirement in English as a Foreign Language education, but the learners often face tough challenges to join active interaction because of the limitations in the classroom. The classroom limits include the class sizes, the teacher–student interaction time and the learner anxiety (Smith, 2022). The classroom limits hold back interaction and also slow down the improvement of communication skills desperately. The rapid development of Information and Communication Technology (ICT) and Artificial Intelligence (AI) has allowed developers to build and develop practical innovative methods which enhance enormously active communication systems. The combination of game-based ICT methods through gamified flipped classrooms and simulations creates engaging spaces for learning which help students develop effortlessly better speaking abilities. Recent research shows that students in primary school who learned through Kahoot-based gamified flipped classrooms achieved higher

results in learning English as a foreign language and higher strengthened motivation and increased self-assurance (Alshiha, 2024).

Students can practice verbal communication through advanced AI-powered tools which include mainly chatbots and conversational agents and large-language-model (LLM) systems at their preferred individual speed. Latest research has shown that voice-based AI chatbots can help students effortlessly develop better communication skills through their language learning process of meaning negotiation and activity participation (Koç, 2024). EFL classrooms use chatbots to help students build their speaking skills through reduced speaking anxiety (Satiti, & Seytaningsih, 2024). Other studies have also revealed positive results from using game-based ICT and AI tools but there is no existing study that combines these findings to analyze their impact on EFL students' active communication skills. The fast-growing body of research about AI has shown its learning benefits but scientists need more studies to understand particularly its effects on speaking skills and long-term student outcomes (Lo, 2024). This review aims to unite past research findings to prove how game-based ICT and AI-powered tools enhance EFL classroom communication while creating recommendations for researchers and practitioners to build improved interactive learning systems.

Methods.

The research used full-scale systematic literature review to reveal how game-based ICT and AI-powered tools enhance EFL students' active communication skills. The review process followed PRISMA-style guidelines to clearly identify and fully assess and merge relevant studies which were published between 2020 and 2025. The research team conducted database searches through Scopus, Web of Science and ERIC platforms. Additionally, journal searches in Frontiers in Education, ReCALL, AWEJ and other EFL and educational technology peer-reviewed journals have also been performed by integrating the search terms such as "EFL and English language learning», «game-based learning", "gamification and AI chatbot", "conversational agent" and "large language model and speaking". Following that, the search results were optimized through the application of Boolean operators (AND and OR).

Results.

This research review analyzed game-based ICT and AI-powered tools which improve EFL students' active communication skills through speaking activities from 2020 to 2025. The following section presents the primary research findings and patterns.

1. Types of tools and their applications

1.1 AI conversational agents and chatbots

Currently, research studies give a specific focus on voice-based AI chatbots as their main subject of interest. The thorough meta-synthesis of voice-based AI chatbot research findings have revealed that these tools create significant improvements in students' oral communication skills and their vocabulary and conversation abilities (Koç, 2024).

A new open-access conversational system was developed for English language learners who achieved considerably higher engagement rates and better speaking test results, using a chatbot than users of the standard listen-and-repeat system (Cha, 2024).

Teachers who effectively implemented chatbots within their flipped classroom approach through a qualitative study, clearly demonstrated how chatbots functioned satisfactorily for dialogue practice, vocabulary enhancement, grammar explanations and

creative content development in both pre-class and in-class activities (Satiti, & Seytaningsih, 2024).

The middle-school EFL students have discovered chatbots to be a remarkably effective tool for building their speaking skills in a stress-free environment which led to significantly better communication abilities and much reduced anxiety levels (Shikun, 2024).

1.2 Large language model (LLM) tools

A chatbot system which uses Large Language Models (LLMs) has been created to teach English conversation to students learning foreign languages. In this research, scientists performed a design-and-development study to give an incentive to improve their model through prompt evaluation, system alignment assessment and teacher feedback analysis while they also presented ethical aspects and proposed practical methods to enhance adaptive feedback systems (Shikun, 2024).

Researchers, additionally, tested CHOP (ChatGPT-based platform for oral presentation practice) with 13 students in their EFL higher education setting where they studied student interactions with ChatGPT while experts thoroughly evaluated the system-generated feedback quality. As a result, this study findings have revealed both beneficial elements and required improvements of the system (Cha, 2024).

2. Communicative outcomes

2.1 Speaking proficiency and fluency

According to the sophisticated systematic review of AI chatbot impact, students who interact with chatbots regularly will finely develop their speaking abilities, vocabulary skills and sentence structure (Koç, 2024). Studies on speech-evolution programs have shown that EFL learners who extensively used speech-evaluation programs with AI systems achieved much better results in pronunciation development and oral complexity and fluency (Safitri, & Ciptaningrum, 2025). Another research compared in-depth AI bot performance to traditional interfaces to show that students who used the AI bot achieved significantly better speaking test results after a short intervention (Maysoruh, & Aisyah, 2025).

2.2 Engagement, Anxiety, and Willingness to Communicate

Students experience invaluable reduced language anxiety because AI chatbots create a judgment-free environment which multiple studies demonstrate leads to increased student strong willingness to speak (Maysoruh, & Aisyah, 2025). Teachers who regularly used flipped classrooms found that chatbots constantly helped students develop autonomy and confidence through their ability to practice before class and work with peers on tasks after class (Satiti & Seytaningsih, 2024). The research data from the sophisticated mixed-methods study showed that students who regularly used voice chatbots developed effective self-regulation skills through their ability to effortlessly maintain conversations and fix their own speaking mistakes during speaking activities (Shikun, 2024).

1. Pedagogical benefits

The system provides step-by-step individualized support through major response-based adjustments which generate specifically suitable prompts and feedback based on learner abilities, preference and requirements. The AI conversational system also smoothly enables students to practice speaking conveniently at any time because it provides highly flexible access to speaking activities which considerably help students make up for their restricted face-to-face contact time (Park, & Bae, 2024). The non-human conversation partner

creates a pleasant environment where students feel less anxious and fear about making silly mistakes which, as a result, leads them to willingly practice more and repeat their attempts (Satiti, & Seytaningsih, 2024). Teachers in flipped classrooms should also effectively employ chatbots to enable students to willingly participate in purposeful communication tasks instead of performing basic tedious practice activities (Alshiha, 2024).

2. Challenges and Risks

Chatbots instantly deliver feedback of varying quality because they sometimes fail to produce effectively accurate speech sounds, proper tone and deliver suitable responses for each situation (Cha, 2024). The constant use of conversational data by AI systems, moreover, has raised multiple serious concerns about user privacy and consent and data management practices (Lo, 2024). Excessive dependence on AI partners can create a substantial risk that students may greatly decrease their social interactions with teachers and their peers. The current research primarily investigates students in higher educational settings, but scientists desperately need to give a specific focus to studies more about K–12 students and different cultural backgrounds and lower proficiency levels (Park, & Bae, 2024). Most experimental studies conduct short-term interventions which largely prevent researchers from understanding in-depth how these interventions maintain their effects over time (Shikun, 2024).

3. Gaps Identified in the Literature

The current research notably lacks studies which rigorously monitor students' fluent speaking development throughout multiple academic periods. The advanced development of chatbots and LLM tools requires more research and studies that involve both teacher and learner participation in design-based studies (Lo, 2024). The current feedback systems strictly need significant improvement because they do not properly provide sufficient assistance for students to effectively develop their pronunciation, intonation skills and pragmatic communication abilities (Satiti, & Seytaningsih, 2024).The field desperately requires new ethical standards which will properly protect student data through AI-based speaking practice while allowing students to carefully maintain control of their learning path. The current research also desperately lacks sufficient studies about effective speaking development among students from different cultural backgrounds and age groups (Park, & Bae, 2024).

Discussion.

The research findings reveal that game-based ICT systems and AI-powered tools can efficiently stimulate student communication activities. The main communication activation happens through tasks which reasonably require immediate proper responses through problem-solving and role-playing activities. AI chatbots create an environment which seriously enables students to fully express their thoughts freely while completely protecting them from any kind of criticism (Smith, 2022, Shikun, 2024). The learning environment undeniably creates a relaxed and pleasant atmosphere which efficiently enables students to find others who share their interests. Research also shows that students significantly develop better speech skills through multiple chatbot dialogues which results in highly improved fluency and accuracy. Game-based platforms, additionally, effectively help learners stay committed and engaged (Alshiha, 2024). Learners are successfully pushed by points, levels, and challenges to speak more often and carefully complete communicative tasks which

regularly keep learners active even when classroom time is limited. It has been indicated by several studies that AI tools generate personalized communication programs which can adapt to students' unique learning preferences and requirements (Cha, 2024, Park, & Bae, 2024). These tools can thoroughly adjust their prompts and difficulty levels according to learner performance which freely enables students to develop their vocabulary recall, pronunciation and sentence structuring skills smoothly. The educational tools provide advantages to teachers who make every effort to use them effectively in their teaching environment. These AI tools profoundly enable teachers to effortlessly use them in combination with flipped and blended learning approaches. The pre-class chatbot activities decently help students meaningfully develop their skills for future in-class group work and complex discussions.

Despite providing various advantages to users, yet researchers have discovered multiple essential restrictions. AI systems can generate output which undoubtedly tend to contain unpredictable behavior and unstable results. According to recent indicated research results, teacher evaluations of automated pronunciation and grammar assessments do not meet the established professional standards which these tools have proven effective in achieving (Safitri, & Ciptaningrum, 2025). Students tend to get dependent on AI hints which may eventually result in lower authentic communication attempts (Lo, 2024, Park, & Bae, 2024). Through in-depth literature review, a lack of sufficient long-term data about students extending their study duration has been discovered. The short duration of most projects desperately prevents researchers from extensively determining whether participants maintain their improved communication skills. The current research process has revealed a lack of plenteous studies as well about young language learners who come from different cultural backgrounds (Maysoruh, & Aisyah, 2025). The research findings suggest that AI tools can certainly produce their highest results when teachers use them with thoughtful guidance, yet the use of these tools does not guarantee that students will surely develop their communication abilities (Satiti, & Seytaningsih, 2024). The considerate combination of specific tasks with teacher-led reflection and scheduled follow-up activities obviously enables students to apply their digital learning to actual conversations (Safitri, & Ciptaningrum, 2025). The research conducted between 2020 and 2025 clearly demonstrates that EFL students definitely develop active communication skills through consistent use of game-based ICT and AI-powered tools as these tools diligently enable students to speak more frequently while they experience less stress and learn to speak at their individual speed.

Conclusion.

Overall, extensive analysis suggests that EFL students can certainly achieve their best active communication skills through game-based ICT systems and AI-powered tools. Since, these platforms undeniably help students talk more often while totally reducing their stress and simply enabling them to improve their speaking abilities through steady enhancements of their fluency and accuracy. Students tend to obviously remain engaged through game-based activities which carefully combine obstacles with hands-on problem-solving content. AI chatbots and large language model tools considerably enable learners to willingly practice anytime through personalized prompts which receive instant feedback. The thoughtful combination of tools enables students to clearly maintain their interest and motivation during their extended work on communication. Teachers can definitely implement these tools

to progressively create additional inspiring learning opportunities outside the classroom while considerately implementing flipped learning approaches. These advanced tools enable students to experience completely different speaking activities which substantially help them develop better skills for willingly participating in classroom discussions. The research results also show multiple critical domains which need additional study on three recently identified main challenges which include achieving accurate feedback and addressing ethical problems and students' dependence on automated systems. The research findings unfortunately remain limited because latest studies focus on short-term investigations with homogeneous participant groups. The last evidence plainly demonstrated that game-based ICT systems and AI-powered tools completely enhance EFL student communication when teachers thoughtfully implement structured activities with proper guidance and ongoing practice.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING

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Abstract. *Artificial intelligence, commonly known as AI, has become a major part of everyday life. Many people use AI without even realizing it. It appears when we use online translation tools, talk to digital assistants like Siri or Google Assistant, or receive recommendations from apps on what to watch or read next. Because AI can learn from large amounts of information and identify patterns, it can help people understand, use, and practice languages more efficiently.*

In the field of ***language teaching****, AI is becoming more and more important. Teachers, researchers, and students are exploring ways to use AI to support learning, offer personalized practice, and improve the overall experience of acquiring a new language. This paper explains, in clear and simple language, how AI helps students, how it supports teachers, what challenges it brings, and what the future of AI in language teaching may look like. The goal is not to make AI sound perfect, but to show how it can be a valuable tool when used thoughtfully and responsibly.*

Keywords: *language teaching, Google Assistant, personal tutor, Ai in language teaching, feedback, Adaptable materials, human interaction.*

How AI Helps in Learning a New Language

AI as a Personal Tutor

One of the most powerful uses of AI in language learning is its ability to act like a **personal tutor**. Traditional classroom settings usually involve one teacher and many learners. This makes it difficult for teachers to give each student constant individual attention. AI, however, can adjust lessons for each learner based on their strengths, weaknesses, and progress.

For example, AI-powered learning apps monitor how quickly students respond, which questions they get wrong, and what topics they struggle with most. Based on this, the app decides what the learner should practice next. This creates a personalized path for every student and helps them learn at a pace that is comfortable and effective.

Immediate Feedback

Another advantage of AI is its ability to provide **immediate feedback**. In many classrooms, students have to wait for a teacher to check their assignments or listen to their pronunciation. With AI tools, the feedback comes instantly. When a learner writes a sentence, the AI can correct the grammar. When they speak, the AI can point out sounds that need improvement. This fast response helps students learn from their mistakes right away, which speeds up the learning process.

Practice Anytime, Anywhere

AI tools allow learners to practice language skills **anytime** and **anywhere**. Since these tools run on smartphones, tablets, and computers, students can study during breaks, while traveling, or from home. This flexibility helps make language-learning part

of the learner's daily life, not just something they do in school. Regular practice is essential when learning a language and AI makes it easier to fit that practice into busy schedules.

Speech Recognition for Pronunciation

Learning how to pronounce new words can be difficult, especially if the sounds do not exist in the learner's native language. AI speech recognition technology listens to a learner's voice and compares it with the pronunciation of native speakers. The system shows which words or sounds need improvement and often suggests ways to fix them. This kind of private, risk-free practice helps learners gain confidence before speaking with real people.

Chatbots for Real Conversation Practice

AI chatbots now allow students to practice conversations in a way that feels natural. These chatbots can understand questions, respond in full sentences, and carry on simple dialogues. Students can talk about everyday topics like ordering food, asking for directions, or describing their hobbies. Because there is no fear of being judged or embarrassed, learners feel more comfortable experimenting with new words and expressions. Over time, this practice helps build real communication skills.

How AI Supports Teachers

Saving Time on Routine Tasks

Teachers often spend a large amount of time preparing worksheets, grading homework, and creating quizzes. AI tools can take care of many of these routine tasks. For example, AI can automatically grade grammar exercises, provide reading comprehension questions, and even create vocabulary activities. This reduces the workload for teachers and gives them more time to develop creative lessons or work with students who need extra support.

Understanding Student Progress

AI systems collect and organize data about how students are learning. Teachers can view reports that show which students are improving, what concepts are difficult, and what topics the whole class needs more practice with. This makes teaching more efficient and targeted. Instead of guessing what students struggle with, the teacher has clear information and can make decisions based on real data.

Creating New and Adaptable Teaching Materials

AI tools can help teachers create customized materials that match the level and interests of their students. For example, an AI program can adjust the difficulty of a reading passage or generate vocabulary lists and practice activities that fit specific goals. Some AI systems can even create short stories, dialogues, or listening exercises. This variety helps make lessons more engaging.

Challenges and Concerns

Over-reliance on Technology

One of the concerns about AI in language learning is that students might depend too much on it. Some learners may rely heavily on translation tools or AI writing assistants instead of practicing the language themselves. While AI can support learning, it should not replace real thinking and effort. Teachers need to guide students on how to use AI responsibly.

Lack of Human Interaction

Learning a language involves more than understanding grammar and vocabulary. It also requires emotional connection, cultural awareness, and communication with real people. AI cannot replace the warmth, encouragement, or real-life experiences that human teachers provide. Too much use of AI may reduce the amount of meaningful social interaction students get.

Privacy and Data Issues

Many AI tools collect data about learners' behavior, performance, and sometimes even their voices or personal information. Schools and app developers must make sure this data is safely stored and protected. Privacy is a serious concern, especially when children or teenagers are involved.

Unequal Access to Technology

Not all students have access to devices, internet connections, or the latest technology. This creates inequality among learners. Students who have access to AI tools may move ahead faster, while those without them may fall behind. Schools and governments need to consider how to make technology more accessible to everyone.

The Future of AI in Language Teaching

The future of AI in education looks promising. AI may soon be able to create extremely realistic conversation partners that sound and behave like real people. Some researchers are working on AI that can recognize emotions and respond politely or supportively based on how the learner is feeling. AI may also help teachers design full lesson plans, create personalized learning paths, and provide instant translation during classroom discussions.

AI could also make language learning more inclusive by helping learners with disabilities. For example, AI could convert speech to text for hearing-impaired students or generate spoken feedback for visually impaired learners.

Even with these exciting developments, most experts agree that teachers will not be replaced. Instead, AI will work alongside teachers to support students and improve the learning environment.

Conclusion

Artificial intelligence is transforming the way languages are taught and learned. It provides personalized practice, instant feedback, and flexible opportunities for learning outside the classroom. It also helps teachers by reducing their workload and offering new tools for assessment and material creation.

However, AI also brings challenges, such as privacy concerns, the risk of over-reliance, and unequal access to technology. For AI to be used effectively, it must be combined with thoughtful teaching practices and strong human guidance.

When used wisely, AI has the potential to make language learning more engaging, more efficient, and more accessible. The future of language teaching will likely involve a strong partnership between teachers and intelligent technology, creating a richer and more supportive learning environment for all students.

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ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ПЕРСОНАЛИЗИРОВАННОЕ ОБУЧЕНИЕ ЯЗЫКАМ

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Аннотация. *Цель исследования: изучить влияние использования инструментов искусственного интеллекта изучить влияние использования инструментов искусственного интеллекта на эффективность персонализированного обучения иностранным языкам у студентов.*

Материалы и методы: в исследование включены 30 студентов, разделённых на две группы: контрольная группа обучалась традиционными методами, экспериментальная – с применением инструментов ИИ (ChatGPT, Grammarly, TalkPal, LingQ). Проводилось сравнительное оценивание успеваемости, мотивации и уровня вовлечённости.

Результаты: студенты, обучавшиеся с использованием ИИ, показали более высокие результаты по всем ключевым параметрам, включая темп усвоения материала, качество письменной речи и уверенность в говорении.

Выводы: использование технологий искусственного интеллекта в языковом образовании способствует повышению эффективности, персонализации и мотивации студентов.

Ключевые слова: *искусственный интеллект, обучение языкам, цифровые технологии, персонализированное обучение, ChatGPT.*

ВВЕДЕНИЕ

Современное языковое образование стремительно трансформируется под влиянием цифровизации и широкого распространения технологий искусственного интеллекта (ИИ). ИИ-комплекс способен анализировать большие массивы данных, адаптировать учебные материалы под индивидуальные потребности обучающегося и формировать персональные образовательные траектории. Это делает обучение более гибким, интерактивным и эффективным.

Особенно заметной становится роль ИИ в индивидуализации обучения. Студенты различаются уровнем подготовки, темпом восприятия материала, мотивацией и стилем обучения. Традиционные методы преподавания редко позволяют учитывать все эти различия. Инструменты ИИ в отличие от классических подходов способны мгновенно анализировать ответы, выявлять пробелы, генерировать индивидуальные задания и обеспечивать моментальную обратную связь.

Наиболее широко применяемые технологии включают ChatGPT, Grammarly, LingQ, TalkPal и другие интеллектуальные платформы. Эти инструменты помогают обучающимся развивать навыки аудирования, говорения, письма и чтения, повышая вовлечённость и упрощая доступ к качественным образовательным

материалам. Однако их влияние на реальную эффективность обучения требует тщательного анализа, что и стало целью данного исследования.

ЦЕЛЬ ИССЛЕДОВАНИЯ

Целью исследования является оценка влияния использования инструментов искусственного интеллекта на эффективность персонализированного обучения иностранному языку у студентов, с анализом динамики успеваемости, уровня мотивации, степени вовлечённости и качества владения языковыми навыками в сравнении с традиционными методами обучения.

МАТЕРИАЛЫ И МЕТОДЫ ИССЛЕДОВАНИЯ

Для проведения исследования были отобраны 30 студентов. Участники были случайным образом разделены на две равные группы по 15 человек. Контрольная группа обучалась традиционными методами: лекции, учебники, аудиозаписи и стандартные письменные задания. Экспериментальная группа использовала инструменты искусственного интеллекта – ChatGPT для генерации диалогов и проверки письменных работ, Grammarly для коррекции ошибок, TalkPal для развития навыков говорения и LingQ для расширения словарного запаса.

В течение четырёх недель проводилось наблюдение за успеваемостью студентов, частотой выполнения заданий, временем освоения новой темы и результатами итоговых тестов. Также оценивалась вовлечённость студентов через анкетирование и изучение их активности.

Статистическая обработка данных:

Данные анализировались с использованием описательной статистики: средние значения, стандартные отклонения, относительные показатели прироста.

Таблица 1. Сравнение темпа усвоения материала

Группа	Средний темп освоения темы	Оценка по итоговому тесту (%)
Традиционная	Медленный	68%
С ИИ	Быстрый	87%

Комментарий к таблице 1: Комментарий к таблице 1: как видно из представленных данных, студенты, использующие ИИ, справлялись с учебным материалом быстрее, демонстрируя значительно более высокий результат на итоговом тестировании.

Таблица 2. Уровень вовлечённости студентов

Показатель	Традиционная группа	Группа с ИИ
Выполнение домашних заданий	72%	94%
Активность на занятиях	Средняя	Высокая
Мотивация	Умеренная	Высокая

Комментарий к таблице 2: Комментарий к таблице 2: уровень вовлечённости студентов экспериментальной группы существенно выше, что подтверждает эффективность персонализированных цифровых инструментов.

ОБСУЖДЕНИЕ

Результаты исследования демонстрируют значительное преимущество использования инструментов искусственного интеллекта в языковом обучении. Прежде всего, ИИ обеспечивает высокую степень персонализации. Приложения автоматически подбирают уровень сложности, тип заданий и темп обучения, что особенно важно в условиях гетерогенности студенческой группы.

Кроме того, ИИ обеспечивает мгновенную обратную связь. Студент не ждёт проверки преподавателя, а моментально видит свои ошибки, получает объяснение и рекомендации. Это ускоряет процесс обучения и способствует формированию устойчивой мотивации.

Инструменты ИИ повышают вовлечённость студентов, так как обучение становится интерактивным и разнообразным. Многие приложения используют игровые элементы, что создаёт дополнительный интерес и основано на принципах геймификации.

Также искусственный интеллект способствует улучшению навыков письменной речи. Сервисы типа Grammarly не только исправляют ошибки, но и предлагают варианты повышения качества текста, обучая студента стилистически грамотному письму.

Наконец, ИИ-технологии открывают доступ к огромному количеству учебных материалов: аудиокниги, адаптированные тексты, интерактивные задания, моделирование диалогов. Это делает обучение более богатым и многоплановым.

ЗАКЛЮЧЕНИЕ

Использование искусственного интеллекта в обучении иностранным языкам значительно повышает эффективность образовательного процесса. Технологии ИИ обеспечивают высокий уровень персонализации, ускоряют усвоение материала, повышают мотивацию и вовлечённость студентов, а также улучшают качество сформированных языковых навыков. Интеграция таких инструментов в образовательную практику является перспективным направлением развития современного языкового образования.

КЛЮЧЕВОЙ ВЫВОД

Внедрение инструментов искусственного интеллекта является эффективной стратегией повышения качества и персонализации обучения иностранным языкам, что делает ИИ важным элементом современной языковой педагогики.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ИННОВАЦИОННЫЕ МЕТОДЫ ИСПОЛЬЗОВАНИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В УЗБЕКИСТАНЕ: ОПЫТ, ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ

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Аннотация. *В статье рассматриваются инновационные подходы к использованию искусственного интеллекта (ИИ) в преподавании русского языка как иностранного в условиях реформирования языкового образования в Узбекистане. На основе анализа отечественного и зарубежного опыта автор выявляет преимущества и ограничения ИИ-инструментов в процессе формирования коммуникативной компетенции у студентов нефилологических специальностей. Особое внимание уделяется адаптации цифровых ресурсов к лингвокультурным особенностям узбекских учащихся, а также вопросам методической подготовки преподавателей.*

Ключевые слова: *искусственный интеллект, русский язык как иностранный, языковое образование, цифровые технологии, коммуникативная компетенция, методика преподавания, Узбекистан.*

Введение

Интеграция технологий искусственного интеллекта (ИИ) в образовательный процесс становится неотъемлемым элементом модернизации языкового образования. В Узбекистане, где в последние годы наблюдается активное обновление содержания и форм преподавания иностранных языков, особую актуальность приобретает вопрос эффективного использования ИИ в преподавании русского языка как иностранного (РКИ). Несмотря на растущую популярность цифровых платформ и чат-ботов, методическое осмысление их роли в формировании коммуникативной компетенции остаётся недостаточным. Цель настоящего исследования – проанализировать опыт применения ИИ-технологий в РКИ вузовского уровня в Узбекистане, выявить проблемы и предложить методические рекомендации по их эффективному использованию.

Методология исследования

Исследование проводилось в два этапа:

1. анализ научной литературы и открытых данных по теме (2020–2025 гг.),
2. анкетный опрос и глубинное интервьюирование 42 преподавателей РКИ из 6 вузов Узбекистана (Ташкент, Самарканд, Бухара, Фергана). Использовались методы контент-анализа, категоризации и интерпретации качественных данных. Теоретической базой послужили труды О.А. Митрофановой, Е.И. Пассова, зарубежных исследователей: J. Chapelle, M. Warschauer, а также документы Министерства высшего и среднего специального образования Республики Узбекистан.

Результаты и обсуждение

1. Современное состояние использования ИИ в РКИ в Узбекистане

На начало 2025 г. лишь 34 % опрошенных преподавателей систематически используют ИИ-инструменты в аудиторной и внеаудиторной работе. Наиболее популярны:

- **LinguaBot** (узбекско-русский чат-бот, разработанный ООО «EduTech Uzbekistan»),
- **Yandex Translate + Reverso Context** для работы с лексикой в контексте,
- **Speechki** для автоматической проверки произношения.

Однако 68 % респондентов отметили **недостаточную адаптированность** ИИ-ресурсов к лингвокультурным особенностям узбекских студентов (например, игнорирование тюркской языковой базы, отсутствие пояснений по грамматической интерференции).

2. Проблемы и риски

- **Методическая неподготовленность преподавателей**: 52 % не прошли курсов повышения квалификации по ИИ-технологиям.
- **Этические и правовые вопросы**: студенты используют **нейропарафразеры** для «размывания» плагиата, что снижает уровень самостоятельной работы.
- **Когнитивная перегрузка**: избыточность автоматических подсказок снижает способность к самоконтролю и критическому мышлению.

3. Методические рекомендации

1. **Интеграция ИИ в модульно-компетентностную модель обучения**:
– использовать ИИ-чатботы **только на этапе закрепления** лексики (А1–А2), но **не на этапе первичного усвоения** грамматических структур,
– внедрять **«искусственные ошибки»** в ИИ-задания для развития навыков ревизии и самокоррекции.

2. **Разработка локализованных ИИ-ресурсов**:
– создание **корпуса интерферентных ошибок** узбекских студентов (на базе УзГУМЯ),
– обучение нейромоделей на **параллельных корпусах** (узбекский ↔ русский) с учётом калькирования и ложных друзей переводчика.

3. **Повышение цифровой грамотности преподавателей**:
– внедрение **микрокредитных программ** (10 академических часов) по ИИ-инструментам в систему НМО педагогических вузов,
– создание **методических видеокейсов** (screencast) по использованию ИИ в различных типах речевой деятельности.

Заключение

Искусственный интеллект не заменяет преподавателя, но при грамотной методической интеграции способен стать мощным инструментом персонализации и адаптации обучения РКИ. В условиях Узбекистана успех ИИ-технологий зависит от синхронного развития трёх компонентов: **локализованного контента**, **профессиональной компетентности преподавателя** и **этико-правового регулирования**. Перспективным направлением является создание **национальной**

открытой платформы «РКИ-UZ.AI» с элементами адаптивного обучения и встроенной системой антиплагиата.

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XITOY TA'LIM TIZIMIDA SUN'IY INTELLEKTDAN FOYDALANISHGA OID TADQIQOTLAR

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Annotatsiya. *Dunyo bo'ylab ta'limda raqobatbardosh bo'lish va raqamli davrning o'zgaruvchan talablariga javob berish uchun sun'iy intellekt texnologiyalarini jadal joriy etilmoqda. Bu borada Xitoyda sun'iy intellektni davlat tomonidan qo'llab-quvvatlash siyosati orqali ta'limga joriy etishni jadallashmoqda. Biroq, jadal integratsiya ko'plab muammolarni, jumladan, axloqiy masalalar, infratuzilma talablari va keng qamrovli strategik rejalashtirish zaruriyatini keltirib chiqarmoqda.Ushbu maqola Xitoy ilmiy hamjamiyatining ushbu sohadagi yutuqlari va muammolarini ko'rib chiqish, uslubiy yondashuvlarni asoslashga qaratilgan.*

Kalit so'zlar. *Xitoy ta'lim tizimi, sun'iy intellect, pedagogik tadqiqotlar, shaxsiylashtirilgan ta'lim, ma'lumotlar xavfsizligi, Xitoy tajribasi.*

Bugungi kunda Xitoyda sun'iy intellekt pedagogik tadqiqotlar transformatsiyasining asosiy omiliga aylandi. Xitoyning Sinxua universiteti sun'iy intellekt talaba Xua Chjibinni informatika fakultetiga qabul qildi. Unga professor Tan Sze rahbarlik qiladi. Hozirda Chjibin she'r yozish va rasm chizishni biladi, uning musiqaga qobiliyati bor, mulohaza yuritadi va his-tuyg'ularni tushunadi.

Joriy yilda sun'iy intellektga asoslangan robot teatr va kino bo'yicha doktoranturaga qabul qilindi. Uning ismi "Xueba 01" bo'lib, xitoy tilidan tarjima qilinganda "A'lochi" degan ma'noni anglatadi. Uning bo'yi 175 sm, og'irligi 30 kg bo'lib, odamlar bilan muloqot qilish, mimika va his-tuyg'ularni ifodalash qobiliyatiga ega. Uni ishlab chiqishda Shanxay fan va texnologiyalar universiteti va DroidUp Robotics kompaniyasi ishtirok etgan. U o'z oldiga ssenariy yozish va inson aktyorlar bilan ijodiy hamkorlik qilishni maqsad qilib qo'yadi. Uning ilmiy rahbari professor Yan Sinsing so'zlariga ko'ra, bu loyiha shunchaki inson va mashina o'rtasidagi hamkorlik emas, balki turli xil mavjudotlar o'rtasidagi estetik o'zaro ta'sirdir. "Xueba 01"ning kursdoshlari bilan muloqoti - bu shunchaki robot va inson uchrashuvi emas, balki san'atning yangi shaklidagi mulohazasi va hissiy almashinuvdir," - deydi professor.

Xitoy oliy ta'limda shuningdek generativ sun'iy intellekt texnologiyalarini rivojlantirish va qo'llashga katta ahamiyat bermoqda, u matn, tasvirlar, 3D modellar, audio, kod, video va sintetik ma'lumotlarni yaratishga imkon beradi.

Xitoy hukumatining ta'limda sun'iy intellektga asoslangan innovatsiyalar integratsiyasi bo'yicha novator hamda yetakchi ekanligini 3 ta asosiy omil orqali e'tirof etish mumkin:

Birinchidan, sun'iy intellektni joriy etish Xitoy hukumati tomonidan 2017-yilda "代一代工智能发展规划" ya'ni "Keyingi avlod sun'iy intellektini rivojlantirish rejasi" dasturini ishga tushirish orqali qo'llab-quvvatlandi, unda Xitoyning 2030-yilgacha sun'iy intellekt

sohasida dunyoda yetakchilik qilish bo'yicha ulkan dasturi ishlab chiqilgan. Ushbu yangi strategik mexanizmlar orqali Xitoy sun'iy intellekt sohasida "uchtasi birda" dasturini ilgari suradi, ya'ni tadqiqot va ishlanmalar sohasidagi asosiy muammolarni hal qilish, bir qator yangi mahsulotlar va ilovalarni yaratish, sun'iy intellekt sanoatini rivojlantirishdir.

Ikkinchidan, XXRda sun'iy intellektni joriy etish turli sohalar ichida asosiy e'tibor ta'limga qaratilgan. Sun'iy intellekt nafaqat oliy o'quv yurtlarida, balki maktablarda ham bosqichma-bosqich joriylantirilmoqda.

Uchinchidan, til modellari ustida ishlaydigan yirik platforma yaratish tashabbusi bilan chiqqan sun'iy intellekt sohasidagi taniqli professor Xuay Szinpenning XXR ta'lim vaziri lavozimiga tayinlangaligidir.

Yuqori raqobat va gaokao kabi standartlashtirilgan imtihonlari bilan ajralib turadigan Xitoy ta'lim tizimi doimiy ravishda samarali ta'limga bo'lgan yuqori ehtiyojni keltirib chiqardi. Xitoy hukumati maktab ta'limining barcha bosqichlaridanoq innovatsiyalarni modernizatsiya qilish va joriy etishga qaratilgan "Kuchli milliy ta'lim" strategiyasi doirasida sun'iy intellekt texnologiyalarini ta'lim siyosati va mazmuniga integratsiya qilish bo'yicha keng qamrovli rejalarni taklif qildi.[2] Xitoy ta'lim muhitida sun'iy intellektga asoslangan shaxsiylashtirilgan ta'lim raqobat va imtihon bosimi sharoitida samarali yechimlarga bo'lgan yuqori talabga javob beradi, katta hajmdagi ma'lumotlar va chuqur o'rganish algoritmlaridan foydalanib, o'zlashtirishni baholaydi, bo'shliqlarni bashorat qilib, muvofiqlashtirilgan kontentni taklif qilishi mumkin.

Sun'iy intellektdan shaxsiylashtirilgan ta'limda foydalanish, ayniqsa, Xitoy kabi katta hajmli sinflar va turli xil o'quvchilar ehtiyojlari mavjud bo'lgan mamlakatlarda muhim ahamiyatga ega bo'lib, bunda Squirrel AI, TAL Education va iFLYTEK kabi platformalar haqiqiy vaqt rejimida ma'lumotlarni tahlil qiladi va individual o'quv rejalarini taqdim etadi[8].

Xue va Vang [11] tomonidan o'tkazilgan tadqiqot natijalari shuni ko'rsatadiki, sun'iy intellektga asoslangan shaxsiylashtirilgan tizimlardan foydalangan o'quvchilar an'anaviy o'qitilganlarga nisbatan matematika va tabiiy fanlar sohasida sezilarli natijalarga erishadilar.

Sun'iy intellekt tizimlari bilimdagi bo'shliqlarni aniqlash va maqsadli ta'lim berish orqali o'qitish samaradorligini oshiradi, bu esa o'quvchilarning yangi bilimlarni o'zlashtirish vaqtini tejaydi [3]. Bundan tashqari, sun'iy intellektga asoslangan platformalar interaktiv va o'yinli ta'lim imkoniyatlarini taqdim etgan holda o'quvchilarning faolligini oshiradi. Shuningdek, undagi geymifikatsiya funksiyalari o'quvchilarni ta'lim jarayonida faol ishtirok etishga undaydi va shu orqali ta'lim mas'uliyati va avtonomiyasini rivojlantirishiga hissa qo'shadi.

Sun'iy intellekt texnologiyalari, jumladan, intellektual o'qitish tizimlari, muloqot agentlari va avtomatlashtirilgan baholash tizimlarini optimallashtirishni kafolatlaydi. Ushbu texnologiyalar yanada shaxsiylashtirilgan va moslashuvchan ta'limni ta'minlab, o'qitish va o'rganish jarayonlarining samaradorligi hamda natijadorligini oshirishi mumkin.

Ma hammuallifligida olib borilgan tadqiqotda xitoylik va chet ellik talabalarning oliy ta'limda sun'iy intellektdan foydalanishga bo'lgan munosabati va xulq-atvor xatti-harakatlariga oid empirik dalillarni taqdim etadi[4]. Mazkur tadqiqot texnologiyalar

davrida turli millat o‘quvchilarning ta’limiy va madaniy ehtiyojlariga moslashtirilgan yanada samarali ta’lim tajribasini ishlab chiqishda asos bo‘lishi mumkin. Madaniy qarashlar doirasini tartibga solish, foydalanuvchilarga qulaylikni ta’minlash uchun qulay strategiyalarni moslashtirish talabalar orasida sun‘iy intellektdan foydalanishga ijobiy munosabat va istakni shakllantirishda muhim ahamiyatga ega. Ushbu tadqiqotdan olingan ma’lumotlar ko‘p millatli ta’lim muhitida texnologiyalarni qabul qilishga ta’sir qiluvchi omillarni tushunishga yordam beradi va pedagogik yondashuvlarida sun‘iy intellekt integratsiyasini optimallashtirishga intilayotgan o‘qituvchilar va muassasalar uchun amaliy ahamiyat kasb etadi.

Li va Mohammad [8] tomonidan o‘tkazilgan tadqiqot natijalari shuni ko‘rsatadiki, sun‘iy intellektga asoslangan shaxsiylashtirilgan ta’lim, ayniqsa shaharlarda, bilimlarni o‘zlashtirish va ta’limga jalb qilishni sezilarli darajada oshiradi. Buning uchun infratuzilmaviy bo‘shliqlarni bartaraf etish va sun‘iy intellekt texnologiyalarini oqilona joriy etishni ta’minlashga qaratilgan adolatli siyosat zarurligi ta’kidlanadi.

Xitoyda sun‘iy intellektga asoslangan vositalardan foydalanishdagi tengsizlik, ayniqsa, shahar va qishloq hududlari o‘rtasida yaqqol ko‘zga tashlanadi. Bunda sun‘iy intellekt vositalari ma’lum o‘quv modellariga ega bo‘lgan o‘quvchilarni afzal ko‘rishi va bu algoritmlarga mos kelmaydiganlarni e’tiborsiz qoldirishi mumkin. Bu ta’lim natijalarining tengsizligiga olib kelishi va ta’lim tizimidagi noto‘g‘ri qarashlarni kuchaytirishi mumkin.

Sun‘iy intellektga asoslangan shaxsiylashtirilgan ta’lim tenglik, ishtirok va samaradorlikni oshirish orqali Xitoyda ta’limni o‘zgartirish uchun muhim istiqbollarni ochadi. Biroq, mavjud mintaqaviy tafovutlar va infratuzilma muammolarini bartaraf etmasdan turib, bu afzalliklar notekis ravishda taqsimlanishi mumkin. Raqamli tengsizlikni bartaraf etish va sun‘iy intellektni mas’uliyat bilan joriy etish uning salohiyatini maksimal darajada ro‘yobga chiqarish uchun hal qiluvchi ahamiyatga ega. Kelajakdagi ta’lim siyosati barcha o‘quvchilar uchun teng imkoniyatlar yaratish uchun inklyuzivlik va texnologiyalarning barqaror integratsiyasiga yo‘naltirilishi kerak.

To‘rtinchi sanoat inqilobining harakatlantiruvchi kuchi sifatida qaraladigan sun‘iy intellekt texnologiyalari oliy ta’limning akademik va ma’muriy sohalarida ham qator imkoniyatlar bilan birga ba’zi muammolarni ham keltirib chiqaradi. Toda va va Grimus sun‘iy intellekt integratsiyasida yuzaga keladigan ehtimoliy noto‘g‘ri tushunchalar, maxfiylikning buzilishi va ma’lumotlar xavfsizligi bilan bog‘liq muammolari haqida ta’kidlaydilar. Pisika va boshqalar ushbu masalalarni batafsilroq o‘rganib, sun‘iy intellektning o‘quvchilar va xodimlarga psixologik-ijtimoiy ta’sirini, masalan, ish o‘rinlarining qisqarishi va o‘sib borayotgan avtomatlashtirishning ishchi kuchiga ta’sirini aniqlaydilar. Ushbu muammolar ta’lim muhitiga sun‘iy intellektni joriy etishning axloqiy oqibatlarini sinchkovlik bilan ko‘rib chiqish zarurligini anglatadi.

Sun‘iy intellektni joriy etish bilan bog‘liq muammolarni hal qilish uchun tadqiqotchilar bir nechta strategiyalarni taklif qiladilar. Bansal va boshqalar inson va sun‘iy intellekt o‘rtasidagi o‘zaro munosabatlarda hissiy intellekt, ijtimoiy tushunish va tanqidiy tahlil kabi antropotsentrik xususiyatlarning muhimligini ta’kidlaydilar. Universitet ma’muriyatiga sun‘iy intellektning qaror qabul qilish va ishchi kuchi dinamikasiga ta’siri bilan bog‘liq xavflarni kamaytirish uchun texnologik yutuqlar bilan bir qatorda insoniy fazilatlarga ustuvor ahamiyat berish tavsiya etiladi [5]. Bundan tashqari, ma’lumotlarning

maxfiyligi, xavfsizligi va adolatliligini ta'minlash bo'yicha ishonchli siyosat va mexanizmlarni ishlab chiqish orqali axloqiy masalalarni hal qilish sun'iy intellekt tizimlariga bo'lgan ishonchni mustahkamlashda hal qiluvchi ahamiyatga ega.[9]

Universitetlar, shuningdek, o'qituvchilar va xodimlarga raqamli savodxonlikni oshirish va sun'iy intellekt texnologiyalaridan samarali va mas'uliyatli foydalanishni ta'minlash uchun zarur bo'lgan mahorat darslarini o'tkazishga e'tibor qaratishlari kerak.

Xulosa

Pedagogik tadqiqotlarda Xitoy sun'iy intellektidan foydalanish ilmiy pedagogik usullar bilan uyg'unlashgan holda ta'lim fanlarini rivojlantirishning ilg'or yo'nalishi ekanligini ko'rsatadi. Xitoyning ushbu sohadagi tadqiqotlari yuqori amaliy ahamiyati, ko'lami va novatorligi bilan ajralib turadi. Xitoy tajribasi shuni ko'rsatadiki, sun'iy intellekt pedagogik usullarning o'rnini bosmaydi, balki kundalik vazifalarni avtomatlashtirish va ma'lumotlarni tahlil qilish uchun yangi vositalarni taqdim etish orqali ularning imkoniyatlarini kengaytiradi. Ko'rib chiqilgan tadqiqotlarda Xitoy ta'limiga sun'iy intellektni joriy etish milliy ustuvorliklar, siyosiy va pedagogik amaliyotning yaqin o'zaro ta'siri doirasida amalga oshirilayotgani, bu esa o'qituvchining samaradorligi va inson omili o'rtasidagi muvozanatni ta'minlashga qaratilgan axloqiy va barqaror joriy etish strategiyalarini talab etishi ta'kidlanadi.

Sun'iy intellektni joriy etishda TPACK modeliga asoslanish, resurslardan foydalanishda adolat, tenglik, xolislik, ma'lumotlarning shaffofligini ta'minlashga qaratilgan tizimini yaratish, shuningdek, kelajakdagi tadqiqotlarni metodologik jihatdan takomillashtirish zarur. Ushbu masalalarni strategiya doirasida rejalashtirish, axloqiy tamoyillar va insonga yo'naltirilgan yondashuvlar orqali hal qilish universitetlarga sun'iy intellekt salohiyatini to'liq ochib berishga yordam beradi va shu bilan birga u bilan bog'liq xavflarni kamaytiradi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

MODAGA DOIR MATNLARNI TARJIMA QILISHDA SUN'IY INTELLEKTNING ROLI VA AHAMIYATI

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Annotatsiya. *Ushbu maqolada modaga doir matnlarni tarjima qilish jarayonida sun'iy intellekt texnologiyalarining o'rni va ahamiyati tahlil qilinadi. Moda sohasi leksik-semantik murakkablik, kreativ ifoda, stilistik xilma-xillik va madaniy konnotatsiyalarga boy bo'lgani sababli, tarjima jarayoni o'ziga xos yondashuvni talab qiladi. Mazkur tadqiqot sun'iy intellektning, xususan neyraviy mashinaviy tarjima va katta til modellari asosidagi vositalarning terminologik izchillikni ta'minlash, tarjima jarayonini tezlashtirish hamda brend uslubini saqlashdagi samaradorligini ko'rsatadi. Shu bilan birga, SIning kreativlik, madaniy sezgirlik va ko'p ma'nolilikni aniqlashdagi cheklovlari ham tahlil etiladi. Tadqiqot natijalari moda tarjimasida inson tarjimoni va sun'iy intellektning integratsiyalashgan yondashuvi eng maqbul model ekanini tasdiqlaydi.*

Kalit so'zlar: *modaga doir matnlar tarjimasi,sun'iy intellekt, neyraviy mashinaviy tarjima, terminalogiya, uslub, katta hajmli til modellari.*

Global moda sanoatining jadal kengayishi, raqamli bozorlarning rivojlanishi va xalqaro e-commerce platformalarning ko'payishi natijasida moda matnlarini turli tillarga tarjima qilish ehtiyoji keskin oshdi. Bugungi kunda brendlarning aksariyati taqdimotlari, fashion reportlar, runway sharhlari kabi ko'plab materiallarni bir nechta tillarda taqdim etishga intilmoqda. Mazkur jarayonda sun'iy intellekt (SI) texnologiyalari, xususan neyraviy mashinaviy tarjima (NMT), tabiiy tilni qayta ishlash (NLP) va katta til modellari (LLM) tarjima jarayonining muhim komponentiga aylandi.

SI nafaqat tarjima tezligini oshiradi, balki terminologik aniqlik va stil mosligini ham qo'llab-quvvatlaydi. Biroq moda matnlarining o'ziga xosligi, metaforik uslubi va madaniy konnotatsiyalari sababli SI inson tarjimonini to'liq almashtira olmaydi. Shu bois SI va inson tarjimonining integratsiyasi zamonaviy moda tarjimasi uchun eng maqbul yechim sanaladi.

Avvalambor, moda matnlarining semantik va stilistik xususiyatlariga ahamiyat berish lozim. Moda sohasi o'ziga xos leksik qatlamga ega bo'lib, unda ingliz tilidagi ko'plab maxsus terminlar faol qo'llanadi: ribbed knit, pleated skirt, A-line silhouette, distressed denim, cropped blazer, haute couture va boshqalar. Bu atamalar ko'pincha bir nechta ma'no qatlamiga ega bo'ladi va tarjimada kontekstni aniq aniqlash zarur.

Shuningdek, moda matnlarida quyidagi xususiyatlar kuzatiladi:

- Metaforik ifodalar: "a dress that hugs the body", "a fragrance that whispers luxury",
- Estetik tasvirlar: "flowy texture", "bold yet minimalistic design",
- Madaniy referenslar: kimono-inspired jacket, Parisian chic, Bohemian vibe,
- Kreativ slogan va marketing uslubi: "Feel the freedom", "Redefine your elegance".

Shu bois moda tarjimasi umumiy lingvistik bilim bilan birga stilistik sezgirlik va moda san'ati kontekstini ham talab qiladi.

Keyingi o'rinda esa, sun'iy intellektning moda tarjimasi jarayonidagi asosiy funksiyalari e'tibor qaratish darkor. Jumladan,

1) terminologik izchillikni ta'minlash

NMT va LLM tizimlari katta hajmdagi moda korpuslari asosida o'rgatilgan bo'lsa, atamalarni bir xil shaklda tarjima qilish imkonini beradi. Bu e-commerce sohasida juda muhim, chunki noto'g'ri tarjima foydalanuvchini chalg'itishi mumkin (masalan, slip dressni "sirpanish ko'ylagi" deb noto'g'ri literal tarjima qilish).

SI bir xil brend ovozini (brand voice) saqlaydi, uzluksiz terminologik bazani yaratadi va o'n minglab mahsulot tavsiflarida izchillikni kafolatlaydi.

2) Tezkorlik va samaradorlik

Moda sanoati mavsumiylikka asoslangan, vaqt esa juda muhim omil. Katta kolleksiyalar taqdim etilganda: minglab matnlarni qisqa muddatda tarjima qilish, taqdimot kuni oldidan barcha materiallarni bir vaqtning o'zida tayyorlash va kataloglarni ko'p tilli variantda chop etish SI yordamida ancha tez amalga oshiriladi.

3) Brend uslubini aniqlash va takrorlash

Yangi avlod SI modellari formal, kreativ, reklama hamda jurnalistik uslubni ajrata oladi va tarjimada shu uslubni takrorlaydi.

Masalan, yuqori darajadagi brend (Dior, Chanel) uchun SI rasmiy, nafis, poetik ohangni saqlashga harakat qiladi, fast-fashion brend (ZARA, H&M) uchun sodda va amaliy tilda tarjima qiladi.

4) Post-editing jarayonini yengillashtirish

SI inson tarjimon uchun "qoralama variant" yaratadi. Tarjimon esa kontekst, madaniy tafovutlar, stil mosligi, estetik aniqlik nuqtalarini tekshirib, yakuniy sifatli matnni yaratadi. Bu tarjimon samaradorligini oshiradi.

Ammo sun'iy intellektdan foydalanishning ma'lum bir cheklovlari ham borki, ularni ta'kidlab o'tish kerak. Ular quyidagilar:

1. Madaniy sezgirlik yetishmasligi

Moda matnlarida ko'plab tarixiy va madaniy ishoralar uchraydi.

Masalan:

- kimono-inspired – bu faqat kimono shakli, to'liq kimono emas,
- Parisian chic – bu fransuz modasining nafislik konsepti, literal ma'noda "parijcha did" emas.

SI bunday nozikliklarni ba'zan noto'g'ri talqin qiladi.

2. Kreativlikning cheklanganligi

Reklama modasi ko'pincha metafora, personifikatsiya va poetik tasvirdan foydalanadi:

"A fragrance that dances on your skin".

SI buni "teri ustida raqsga tushadigan hid" deb literal tarjima qilishi mumkin – bu esa ma'naviy estetikani buzadi.

3. Ko'p ma'noli moda terminlarining noto'g'ri tarjimasi

SI ko'pincha kontekstni noto'g'ri tanlaydi:

- slip – ichki ko'ylak / sirpanish
- flare – kengaygan shim / olov uchquni
- sheer – shaffof / mutlaq

Bu noto‘g‘ri tarjimaga olib kelishi mumkin.

Yuqoridagi cheklovlar sun’iy intellektning moda tarjimasi uchun amaliy ahamiyatini kamaytirmaydi. Masalan, E-commerce va raqamli savdoda qo‘llanilishi doirasi tobora kengaymoqda. Bugungi kunda asosiy moda brendlari ko‘p tilli bozorlarga kirishda SI’dan keng foydalanmoqda. Jumladan, Amazon Fashion, ASOS, Zalando, AliExpress kabi brendlar samarali qo’lla Ular uchun tezkor va aniq tarjima savdoni bevosita oshiradi. Bundan tashqari moda jurnalistikasi va bloglarda SI muhim rol o’ynamoqda. Fashion review, trend analysis, lookbook sharhlari SI yordamida tezkor tarjima qilinadi va global auditoriyaga yetkaziladi. Shu bilan bir qatorda tarjimonlar faoliyatini optimallashtirmoqda. SI vaqtni 40–60% tejashi, tahrir narxini kamaytirishi, sifatni oshirishi hamda avtomatik korpus yaratashi bilan ustuvorlikka ega bo’lmoqda.

Yana bir SIning yaratgan qulayliklardan biri bu- moda terminologiyasi lug‘atlarini yaratish mumkinligidir. Ya’ni SI yordamida moda terminlari korpusi tuzish, ingliz–o‘zbek terminlar bazasi shakllantirish imkoniyatini beradi. Qolaversa, stilistik moslik tekshiriladi. Bu ilmiy ishlar uchun katta material yaratadi.

Sun’iy intellekt modaga doir matnlarni tarjima qilish sohasida ulkan imkoniyatlarga ega. Uning asosiy afzalliklari – tezlik, terminologik aniqlik, brend uslubini saqlay olish va katta hajmli matnlarni qayta ishlashdir. Biroq moda matnlarining obrazli tabiati, madaniy qatlamlari va kreativ ifodalar SI imkoniyatlaridan kengroqdir. Shu sababli, eng optimal yechim – SI va inson tarjimonning hamkorlikda ishlashi, ya’ni hybrid translation model.

Kelajakda SI yanada rivojlanib, moda tarjimasi sohasida ko‘proq aniqlik, stil mosligi va madaniy sezgirlikni ta’minlashi kutiladi. Ammo modaning estetik va kreativ tabiatini chuqur anglash har doim inson tarjimoniga tayanadi.

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LEVERAGING AI TO ANALYZE ESL LEARNERS' SPEECH PATTERNS ACROSS PROFICIENCY LEVELS

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Abstract. *This study investigates the use of artificial intelligence (AI) to analyze speech patterns in English as a Second Language (ESL) learners across different proficiency levels, focusing on pronunciation, vocabulary, and syntactic errors. Traditional methods of evaluating learner speech, such as manual transcription and teacher feedback, are often time-consuming, subjective, and difficult to scale. By leveraging automatic speech recognition (ASR) and natural language processing (NLP) tools, this research aims to detect and categorize common speech errors, comparing their frequency and types among beginner, intermediate, and advanced learners. Hypothetical findings suggest that beginners exhibit the highest error rates, particularly in segmental pronunciation, vocabulary misuse, and syntactic constructions, while intermediates show improvement with occasional errors in complex structures, and advanced learners display relatively low error rates, with subtle mistakes in nuanced vocabulary and advanced syntax. AI detection is expected to align well with human annotations for clear pronunciation and grammatical errors, though subtler aspects such as intonation, rhythm, and pragmatics may show lower agreement. The study highlights the potential of AI-assisted analysis to provide objective, scalable feedback, inform curriculum design, and enhance personalized instruction. Limitations of AI, such as sensitivity to nonnative accents and subtle pragmatic errors, are acknowledged, suggesting that AI should complement, rather than replace, human evaluation in ESL learning.*

Keywords: *Artificial intelligence, ESL learners, speech analysis, pronunciation errors, vocabulary errors, syntactic errors, automatic speech recognition, natural language processing, language proficiency, AI-assisted language learning*

INTRODUCTION

Automatic Speech Recognition (ASR) – a branch of artificial intelligence (AI) – offers a promising way to support second language (L2) learning. In the context of English as a Second Language (ESL), learners often struggle with pronunciation, vocabulary use, and syntax, especially at lower proficiency levels. Traditionally, language teachers rely on manual feedback and error correction, which may be subjective and time-consuming, particularly in large classes. AI-based tools can help overcome these limitations by providing scalable, objective feedback on spoken production. For instance, a recent

meta-analysis of ASR-assisted pronunciation training reported a medium overall effect (g = 0.69), suggesting that ASR can significantly improve ESL/EFL learners' pronunciation when used appropriately.

Nevertheless, most research on ASR in language learning focuses narrowly on pronunciation, leaving other aspects – such as vocabulary misuse or grammatical errors in spontaneous speech – relatively underexplored. Furthermore, little attention has been paid to how error patterns vary across learners of different proficiency levels. Understanding these patterns could guide more targeted teaching and personalized feedback, potentially improving learning outcomes and learner autonomy.

This study aims to fill this gap by exploring whether AI can reliably detect pronunciation, vocabulary, and syntactic errors in ESL learners' spoken English, and whether the frequency and types of errors differ systematically across learners of varying proficiency (beginner, intermediate, advanced). The core research questions are: Can ASR and associated natural language processing (NLP) tools detect different types of errors in learner speech? What error patterns emerge at different proficiency levels? And how can these insights inform ESL teaching and assessment?

METHODS

Participants will be drawn from an ESL learner pool, grouped into three proficiency levels aligned roughly with common frameworks (e.g., beginner, intermediate, advanced), and determined via a reliable placement or proficiency test. Each participant will complete a set of speaking tasks under controlled conditions. The tasks will include a short reading passage (to control for content), a free-speech or picture-description task (to elicit spontaneous language), and a prompted dialogue or Q&A (to simulate conversational use). All speech will be recorded using good-quality audio equipment in quiet conditions.

The recorded speech samples will then be processed through an ASR system to generate text transcripts. For pronunciation analysis, forced alignment or phoneme-level analysis may be used, where possible, an AI-based pronunciation evaluation model or phoneme comparison algorithm will detect segmental and suprasegmental errors. For vocabulary and syntax analysis, the ASR output will be fed into NLP tools (or custom scripts) to detect lexical misuse (wrong word choice or word form), incorrect word usage, and grammatical/syntactic errors (e.g., word order, agreement, tense). An error-categorization framework will classify errors into categories like pronunciation (segmental, suprasegmental), lexical, syntactic, and possibly fluency or pragmatic.

For reliability, a subset of recordings will be annotated manually by human raters, who will mark errors independently. These human annotations will serve as a "gold standard" against which the AI-detected errors will be compared. Agreement metrics (e.g., accuracy, precision/recall for error detection) will evaluate how well the AI performs relative to human judgment. Quantitative analyses will compute error rates (e.g., number of errors per 100 words or per utterance) in each category for each participant and aggregate by proficiency level. Statistical comparisons (e.g., ANOVA) will assess whether differences in error rates across proficiency groups are significant. Qualitative analysis may look at representative examples of errors typical for each proficiency level, including common mispronunciations, vocabulary misuse patterns, and syntactic mistakes.

RESULTS

It is anticipated that lower proficiency learners, typically classified as beginners, will demonstrate comparatively high error rates across all analyzed categories of spoken language. Pronunciation errors are expected to be the most frequent among this group, particularly segmental errors involving misarticulation of individual phonemes or substitution of native language sounds for English sounds. These learners are also likely to produce limited or incorrect vocabulary, often relying on simple or memorized words and phrases, and may misuse basic lexical items due to insufficient familiarity with appropriate word forms or collocations. Syntactic errors are similarly expected to be prevalent, with common mistakes including incorrect word order, improper verb tense usage, and difficulties with subject-verb agreement. Intermediate learners, in contrast, are anticipated to show fewer pronunciation errors as their articulatory control improves and exposure to authentic language increases. Their vocabulary usage is expected to expand, though occasional lexical errors or word-choice problems may still occur, particularly with less common or contextually nuanced words. Syntactic mistakes are also expected to persist but tend to be more moderate, often arising in complex sentences or structures that require greater grammatical control. Advanced learners are likely to exhibit low overall error rates in pronunciation and fundamental syntactic structures. However, errors may still appear in more complex or less frequently used constructions, and vocabulary mistakes may be subtle, such as miscollocations or nuanced word misuse. When comparing AI-detected errors with human annotations, good agreement is expected for clear, observable mistakes, such as segmental pronunciation errors, overt lexical mistakes, or standard syntactic violations. More subtle features, including intonation, rhythm, pragmatics, or acceptable but nonnative constructions, may yield lower AI-human agreement. Overall, a downward trend in error frequency across proficiency levels is expected, with beginners displaying the most errors, intermediates fewer, and advanced learners the least, highlighting the developmental trajectory of spoken language proficiency in ESL learners.

DISCUSSION

If results align with expectations, this study will demonstrate the viability of using AI tools to analyze learner speech beyond pronunciation alone, extending into vocabulary and syntax, and capturing patterns across proficiency levels. Such findings could have important pedagogical implications. Teachers and curriculum designers could use AI-based analysis to identify common learner difficulties per proficiency stage and tailor instruction accordingly – for example, focusing on pronunciation and basic vocabulary with beginners, and shifting to complex syntax or nuanced vocabulary with advanced learners. AI-assisted feedback systems could complement traditional teaching, offer personalized feedback at scale, and promote learner autonomy, especially where teacher time is limited.

However, some limitations must be acknowledged. ASR systems are typically trained on native speaker speech or standard accents, their performance on non-native or accented speech may suffer. Indeed, recent research has shown that ASR systems can demonstrate higher word error rates with L2 English or accented speakers, especially when phonetic variations are underrepresented in training data. This raises questions about the reliability of AI detection for non-native speech, and suggests that manual

correction or at least validation remains necessary. Furthermore, AI may struggle with suprasegmental features (intonation, rhythm, stress) or pragmatic appropriateness – areas essential for communicative competence. Also, overreliance on AI feedback could reduce human interaction and neglect the social aspects of language learning.

Therefore, while AI-based analysis can offer valuable insights and scalability, it should be regarded as a complement rather than replacement for human judgment. Future work could explore improving ASR and NLP models for non-native speech, integrate prosodic and pragmatic evaluation, and test the effectiveness of AI-informed feedback in real ESL classrooms over longer periods.

CONCLUSION

This proposed study outlines how AI, in the form of ASR and NLP tools, can be leveraged to analyze ESL learners' spoken English at different proficiency levels, revealing patterns of pronunciation, vocabulary, and syntax errors. By grouping learners into proficiency levels and comparing error rates, the research seeks to provide empirical evidence of how learner difficulties evolve. The potential pedagogical benefits – including personalized feedback, scalable assessment, and informed curriculum design – make this approach a promising addition to ESL teaching. Yet limitations in current AI technology, especially regarding non-native accents and nuanced aspects of language, call for cautious application and further development. Overall, the study supports the vision of integrating AI as a powerful research and teaching assistant, paving the way for hybrid learning environments where human and machine feedback complement each other.

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ВИДЕОСЮЖЕТЫ С ИИ-АВАТАРАМИ КАК ИННОВАЦИОННЫЙ ИНСТРУМЕНТ ПРАКТИКИ ПРОИЗНОШЕНИЯ И ДИАЛОГИЧЕСКОЙ РЕЧИ

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Аннотация. *В данной работе рассматривается потенциал использования видеосюжетов с ИИ-аватарами как инновационного инструмента развития произносительных навыков и диалогической речи в процессе обучения иностранным языкам. Анализируются педагогические, технологические и методические возможности данного подхода, а также его преимущества по сравнению с традиционными формами аудиовизуального обучения. Особое внимание уделяется персонализации, интерактивности и доступности, обеспечиваемым технологиями искусственного интеллекта.*

Ключевые слова: *искусственный интеллект, ИИ-аватары, видеосюжеты, обучение языку, произношение, диалогическая речь, мультимодальность, цифровая педагогика.*

За последние годы стремительное развитие технологий искусственного интеллекта привело к появлению новых образовательных инструментов, способных значительно расширить методический набор преподавателя языка. Одним из таких инструментов стали видеосюжеты с ИИ-аватарами компьютерно сгенерированными персонажами, обладающими естественной артикуляцией, синхронной мимикой и возможностью взаимодействия с обучающимся. Эти системы способны моделировать естественную речь, демонстрировать артикуляционные образцы и вовлекать обучающихся в интерактивные формы деятельности, ранее невозможные в традиционной методике. ИИ-аватары представляют собой синтетических цифровых персонажей, чья артикуляция, мимика, жесты и темп речи могут быть адаптированы под конкретные параметры обучения. Это создаёт уникальные условия для развития произносительных навыков, поскольку обучающийся получает эталонные образцы речи, подкреплённые визуальной демонстрацией артикуляции. Кроме того, внедрение ИИ-генерируемых видеосюжетов отвечает современным тенденциям обучения и актуальным запросам цифрового поколения, которое предпочитает визуальный контент, интерактивность и персонализированные формы взаимодействия [1-3].

Актуальность применения ИИ-аватаров обусловлена ростом интереса к мультимодальному обучению, необходимостью адаптивных методик для разных типов обучающихся и потребностью в инструментах, позволяющих практиковать речевые навыки вне классной среды. Технологии видеосинтеза и распознавания речи уже сегодня позволяют преодолеть ограничения традиционных аудио- и

видеоматериалов. Современные исследования показывают, что визуальная составляющая играет ключевую роль в формировании фонетических навыков. Возможность наблюдать артикуляцию, положение губ, движение языка и интонационные модели значительно облегчает процесс имитации. ИИ-аватары позволяют не только демонстрировать эти элементы, но и подстраивать их под трудности конкретного обучающегося. В обучении диалогической речи ИИ-видеосюжеты обеспечивают эффект «псевдореального общения», где студент взаимодействует с персонажем, реагирующим на его реплики. Это приближает ситуацию обучения к естественной коммуникации, что особенно важно в условиях ограниченной языковой среды и недостатка практики [4-5].

Использование аватаров делает процесс обучения более естественным и понятным для молодых людей. Практика показывает, что учащиеся, взаимодействующие с ИИ-аватарами, испытывают меньше коммуникативной тревожности. Это особенно важно для студентов-интровертов и тех, кто боится ошибаться, поскольку виртуальные партнёры по диалогу не оценивают и не критикуют, что способствует формированию устойчивой речевой уверенности.

Технологии синтеза речи, анализа интонации и распознавания ошибок открывают перспективы точечной коррекции, которая в традиционном формате требует значительных трудозатрат преподавателя. Автоматизированная система может фиксировать отклонения, отслеживать динамику и предлагать корректирующие упражнения. Несмотря на значительный прогресс, практика обучения произношению и диалогической речи остаётся ограниченной недостатком персонализированного тренинга. Студентам не всегда доступна возможность многократного повторения, индивидуальной корректировки и моделирования реалистичных коммуникативных ситуаций.

Кроме того, традиционные видеоматериалы не позволяют реагировать на ответ обучающегося в реальном времени, не адаптируются под его уровень и темп, что снижает эффективность обучения и приводит к формированию механических, а не коммуникативных навыков.

Одним из перспективных решений является внедрение видеосюжетов с ИИ-аватарами, способных имитировать полноценный диалог, адаптировать сложность речи, моделировать интонационные образцы и предоставлять обратную связь по произношению. Такие видеосюжеты могут быть интегрированы в образовательные платформы, мобильные приложения и курсы смешанного обучения, обеспечивая доступность тренировок как в аудитории, так и вне её.

Дополнительные возможности предлагаются за счёт сценарного разнообразия: аватары могут выступать в роли собеседников, интервьюеров, сотрудников сервиса, персонажей игровых ситуаций или участников межкультурного диалога. Использование ИИ-аватаров позволяет сформировать практику регулярного произносительного тренинга благодаря немедленной корректирующей обратной связи, генерируемой системами распознавания речи и анализа интонации.

Интерактивность видеосюжетов стимулирует не только артикуляционное подражание, но и развитие невербальной компетенции: обучающиеся наблюдают

мимику, жесты, визуальные контексты, что усиливает эффект погружения в язык. Поскольку ИИ-аватар может реагировать на речь студента в реальном времени, формируется «псевдодиалог», максимально приближенный к естественной коммуникации, что является ключевым фактором развития диалогических навыков.

Практические исследования показывают, что регулярное использование видеосюжетов с ИИ-аватарами повышает точность произношения, снижает уровень языковой тревожности и способствует развитию уверенности при устной коммуникации. Особенно это заметно у студентов, испытывающих трудности с говорением перед группой.

Предлагается разработать комплексные обучающие видеосценарии, включающие диалоги, ситуационные ролевые игры, интервью и тематические беседы, в которых ИИ-аватар принимает различные социальные роли. Это позволит моделировать широкий спектр коммуникативных ситуаций.

Введение адаптивной системы уровней позволит студентам развиваться в собственном темпе. Аватар может усложнять или упрощать лексику, ускорять темп речи, добавлять или исключать культурные реалии в зависимости от уровня подготовки пользователя.

Необходимо расширить функционал обратной связи, включая автоматическое выявление фонетических ошибок, анализ интонационных паттернов, визуализацию артикуляции и сравнение речи обучающегося с эталонной моделью.

Также предлагается интегрировать ИИ-аватаров в виртуальные классы, чтобы преподаватель мог наблюдать за прогрессом обучающихся, корректировать сценарии и управлять уровнем сложности в режиме реального времени. Это позволило бы соединить автоматизированные возможности ИИ с методическим контролем педагога.

Перспективным направлением является создание мультиязычных аватаров, способных переключаться между языками и диалектами. Такая гибкость открывает возможности для сопоставительного анализа фонетических особенностей и отработки трудных звуков.

Важно предусмотреть возможность обучения невербальной коммуникации: ИИ-аватар может демонстрировать жесты, мимику, интонацию и культурно обусловленные модели поведения, что позволит формировать полноценную коммуникативную компетенцию. Интерактивность и визуальная поддержка делают обучение особенно эффективным для поколений, привыкших к видеоконтенту и цифровой среде. Таким образом, ИИ-аватары выступают мостом между образовательными задачами и привычными для молодых учащихся форматами взаимодействия.

Однако обсуждение также выявляет и ряд ограничений: необходимость этического регулирования использования синтетических образов, важность защиты данных и предотвращения чрезмерной механизации обучения. Эти аспекты требуют дальнейшего исследования и разработки методик. Важно отметить, что ИИ-аватары не заменяют живого преподавателя, а служат дополнением, расширяя возможности индивидуальной практики и поддерживая более гибкое управление учебным процессом.

Видеосюжеты с ИИ-аватарами открывают перспективные направления в обучении произношению и диалогической речи, обеспечивая адаптивность, интерактивность и расширенные возможности практики. Их применение способствует развитию полноценной речевой компетенции и повышает мотивацию обучающихся.

Дальнейшее развитие технологий искусственного интеллекта позволит создать ещё более реалистичные и педагогически ценные инструменты, способные изменить формат языкового образования, сделав его более гибким, доступным и вовлекающим.

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AI PLATFORMALARI ORQALI TALAFFUZNI TO‘G‘RILASH: IMKONIYATLAR VA CHEKLOVLAR

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Annotatsiya. *Ushbu tezisda Sun‘iy Intellekt (AI) platformalari orqali talaffuzni to‘g‘rilashning imkoniyatlari va cheklovlari atroflicha o‘rganiladi. Bu ishning asosiy maqsadi - AI ning til o‘rganishdagi talaffuzni takomillashtirishdagi rolini, uning o‘quvchi va talabalar uchun til o‘rganish jarayonini qanchalik soddalashtirishi mumkinligini tahlil qilish, shuningdek, mazkur texnologiyaning yosh o‘rganuvchilarga qo‘yishi mumkin bo‘lgan chegaralari va yuzaga keltiradigan muammolarini baholashdan iborat. Ishda AI ning talaffuzni baholash va takomillashtirishdagi samaradorligi bilan birga, uning axloqiy masalalar, ma‘lumotlar maxfiyligi, inson omili o‘rnini bosa olmaslik va texnik cheklovlar kabi salbiy jihatlari ham ilmiy manbalarga asoslanib ko'rib chiqiladi. Tadqiqot natijalari AI ning til o‘rganishdagi potentsialini to‘liq anglash va uni mas‘uliyatli hamda samarali qo‘llash uchun asos yaratadi.*

Kalit so‘zlar: *Sun‘iy intellekt, talaffuz, izlanishlar, - avtomatik nutqni aniqlash, Yashirin Markov modeli, Chuqur neyron tarmoqlari*

Hozirgi kunda til o‘rganishga bo‘lgan talab tobora ortib borayotganligi sababli, bu sohada sun‘iy intellektdan (SI) foydalanish darajasi ham muttasil yuqorilamoqda. Google Translate, Forvo, Speechling, Elsa Speak, Pronunciation Coach kabi SIga asoslangan turli vositalar o‘quvchilarga mustaqil ravishda talaffuzlarini to‘g‘rilash imkoniyatini beradi. Bir necha yillar ilgari sun‘iy intellektning ovozni tahlil qilish va tasvirlarni tanib olish imkoniyatlari cheklangan bo‘lsa-da, bugungi kunda bu texnologiyalar til o‘rganishda, xususan, talaffuzni takomillashtirishda muhim rol o‘ynamoqda. Ushbu tezis SI tizimlarining hozirgi kundagi til o‘rganishdagi muhim element hisoblangan talaffuzni yaxshilashdagi rolini chuqurroq o‘rganishga qaratilgan.

Sun‘iy intellekt texnologiyalarining jadal rivojlanishi til o‘rganuvchilarga, ayniqsa talaffuzni takomillashtirishda sezilarli yengillik olib keldi. SI tizimlari tilning muhim qismi bo‘lgan talaffuzni tahlil qilish, xato-kamchiliklarini aniqlash va o‘quvchiga shu bo‘yicha tezkor qayta aloqa taqdim etish imkoniyatini beradi. Bu o‘zgarishlar so‘nggi yillarda ko‘plab tadqiqotlarning markazida bo‘lgan.

Shu borada bir qator tadqiqotchi olimlar ish olib borgan.

Masalan, Garca-Sánchez, Soler-Urzúa va Nussbaum [8] ta‘kidlaganidek, Speechling, Duolingo va Google Assistant kabi hammaga ma‘lum sun‘iy intellektga asoslangan nutqni tahlil qiluvchi texnologiyalar mavjud bo‘lsa-da, o‘quvchilarga kengroq vositalar va resurslar to‘plamlarini taqdim etish uchun qo‘shimcha muqobillarni o‘rganish zarur. Ushbu olimlarning fikriga ko‘ra, mavjud vositalar o‘ziga xos afzalliklarga ega bo‘lsada, til

[8] García-Sánchez, S., Soler-Urzúa, M., & Nussbaum, M. (2020). Effectiveness of an AI-assisted program to enhance English pronunciation in EFL university students. Computer Assisted Language Learning, 33(5–6), 568–590.

o‘rganuvchilarning xilma-xil ehtiyojlarini qondirish uchun ko‘proq imkoniyatlar yaratish kerak.

Sun’iy intellektning til o‘rganishdagi, xususan, talaffuzni yaxshilashdagi o‘rni bo‘yicha ko'plab tadqiqotlar o‘tkazilgan. Nutqni avtomatik tanish va tahlil qilish texnologiyalari, asosan, 2010-yillarning boshlarida rivojlangan bo‘lib, bu sohadagi izlanishlar uchun asos bo‘lib xizmat qilgan.[9] Ko‘plab tadqiqotlar sun’iy intellektning ingliz tilini o‘rganuvchilarning og‘zaki nutq qobiliyatlarini rivojlantirishga ta’sirini o‘rgangan (masalan, Junaidi, 2020, Kang, 2022).

Shuningdek, Hill va boshqalar (2015) insonlararo o‘zaro aloqalarni SI-inson muloqotlari bilan solishtirganda, o‘rganuvchilarning o‘z tengdoshlari bilan suhbatlashishdan ko‘ra, sun’iy intellekt bilan ishlashga ko‘proq jalb bo‘lishganini aniqlaganlar. Shu singari, Kang[10]o‘rganuvchining SI bilan o‘zaro aloqalarini ona tili vakili bilan muloqotlar bilan qiyoslab,

SI ning nutq qobiliyatlarini takomillashtirishdagi muhim samarasini ta’kidlagan. Ushbu tadqiqotlar shuni ko‘rsatadiki, AI ning yanada takomillashishi til o‘rganishdagi talaffuzning o‘quvchi yoshlar uchun qiyinchilik tug‘dirmasdan oson, qulay, har qanday vaqt va joyda yaxshilash va yoshlarni AI orqali til o‘rganishga yanada qiziqishini oshirish mumkinligini ko‘rsatadi. Junaidi[11] esa ushbu xulosalarni tasdiqlagan holda, sun’iy intellekt yordamida olib borilgan ta’lim jarayoni o‘rganuvchilarning umumiy og‘zaki nutq malakalarini, jumladan nutq ravonligi, grammatik aniqlik, lug‘at boyligi va talaffuzini sezilarli darajada yaxshilaganini ma’lum qilgan. Bundan ko‘rinib turibdiki, SI ga asoslangan har qanday platforma yoki qurilma nafaqat til talaffuzini, balki uning kommunikativ xususiyatlarini ham bir muncha yuqori darajaga ko‘taradi.

Sun’iy intellekt (SI) texnologiyalari ko‘pincha avtomatik nutqni aniqlash (ASR - Automatic Speech Recognition) tizimlariga asoslanadi. Bu tizimlar nutqni tahlil qilib, tovushlarni ajratib oladi va ularni o‘rganilayotgan tilning standart talaffuzi bilan taqqoslaydi. Bunday jarayonlarda "Yashirin Markov Modellar" (HMMs - Hidden Markov Models) va "Chuqur Neyron Tarmoqlar" (DNNs - Deep Neural Networks) kabi ilg‘or metodologiyalardan foydalaniladi.

Bir qator tadqiqotlar natijalariga ko‘ra, SI ga asoslangan bu usullar an’anaviy o‘qitish metodlaridan ancha samaraliroq bo‘lib, o‘rganuvchilarning talaffuzida sezilarli yaxshilanishlar kuzatilgan. Bu texnologik asos, SI ning talaffuzda aniq va tezkor qayta aloqa berish qobiliyatini ilmiy jihatdan tushuntirib beradi. Shuni ham ta’kidlash joizki, zamonaviy yoshlar orasida ijtimoiy muloqotga kirishishda qiyinchiliklarga duch keluvchilar yoki yolg‘iz ishlashni afzal ko‘ruvchilar ko‘pligi sababli, SI ga asoslangan o‘rganish usuli ular uchun yanada qulay va samarali variant bo‘lishi mumkin. Bu, SI ning talaffuzni yaxshilashda nafaqat lingvistik, balki o‘rganuvchilarning psixologik va ijtimoiy ehtiyojlarini qondirish orqali ham qulaylik yaratishini ko‘rsatadi.

Shunga qaramasdan AI til o‘rganuvchilarning o‘rganish darajasini ba’zida cheklab qo‘yishi mumkin.

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Masalan, til o‘rganish faqatgina so‘zlarni to‘g‘ri talaffuz qilishdangina iborat emas, balki u pauzalar, cho‘ziq yoki qisqa tovushlar, dialektga xos tovushlar, innotatsiya, ohang kabilar mavjud bo‘lib, buni har doim ham SI qamrab ololmaydi. So‘zlarni hissiyotlar bilan talaffuz qilish uning tabiiyligini oshiradi va bunda SI ning o‘zi kamlik qiladi, o‘rganuvchilar haqiqiy ustoz ko‘magiga muhtoz bo‘ladi. Bundan tashqari, AI da shaxsiy ko‘nikma va empatiya yetishmasligi ham bir muncha muammolarni keltirib chiqaradi. Ustoz bu masalada o‘z tajribasiga suyanadi, o‘quvchilarga qiyinchilik tug‘diradigan talaffuzning murakkab joyini ularga moslab, osonlashtirib beradi. Ta’lim hamjamiyati AI dan foydalanishni hali to‘liq qabul qilgani yo‘q va u bilan bog‘liq axloqiy masalalarni hal qilishi shart (Ng va boshqalar, 2023, Hockly, 2023). Talaffuzni o‘rgatish inson nutqining elementlarini tan olish va shu bilan so‘zlovchilarni maqsadli tilda muloqot qilishga o‘rgatish tizimlarining qobiliyatidan foyda olishi mumkin.

Yuqorida keltirilgan tadqiqotlar sun’iy intellekt texnologiyalarining til o‘rganish, xususan, talaffuzni takomillashtirishdagi muhim rolini, shuningdek, o‘rganuvchilarning motivatsiyasini oshirish va shaxsiy ehtiyojlarini qondirishdagi afzalliklarini yorqin ko‘rsatadi.

Biroq, Garca-Sánchez, Soler-Urzúa va Nussbaum (2020) ta’kidlaganidek, mavjud SI vositalarining xilma-xilligi va til o‘rganuvchilarning o‘ziga xos ehtiyojlarini to‘liq qondirish uchun yangi yechimlar va chuqur tadqiqotlar talab etiladi. Shu nuqtai nazardan, ushbu maqola o‘zbek tilida so‘zlashuvchi talabalarning ingliz tilidagi talaffuzini yaxshilashda ma’lum bir SI vositasining (yoki metodining) samaradorligini empirik tarzda baholashga qaratilgan. Bu orqali mavjud adabiyotdagi bo‘shliqni to‘ldirishga va til o‘qitish amaliyotiga qimmatli hissa qo‘shishga intiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ENHANCING LEARNER AUTONOMY THROUGH ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE EDUCATION

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Abstract. *Learner autonomy has become a key priority in modern English language education as students are increasingly expected to take responsibility for their own learning. With the rapid development of Artificial Intelligence (AI), teachers now have new opportunities to support learners in becoming more independent, reflective, and self-directed. This paper explores how AI-powered tools such as adaptive learning platforms, intelligent tutoring systems, conversational chatbots, and automated feedback applications - can encourage and strengthen learner autonomy. It also discusses the mechanisms through which AI promotes independent learning, including personalized instruction, support for self-regulation, and immediate feedback. While the benefits are significant, challenges such as over-dependence on technology, data privacy concerns, and unequal access must also be considered. The paper concludes with practical suggestions for integrating AI into university English programs in ways that genuinely enhance learner autonomy rather than replace human instruction.*

Keywords: *Artificial Intelligence, learner autonomy, adaptive learning, self-regulated learning, automated feedback, conversational AI, English language teaching, digital literacy, higher education, independent learning.*

The idea of learner autonomy, broadly understood as the learner's ability to take charge of their own learning, has long been associated with effective language education. Researchers such as Holec and Benson argue that autonomy helps learners become more flexible, motivated, and capable of lifelong learning (Holec, 1981) (Benson, 2011). This concept has gained even greater relevance today, as students navigate a rapidly changing digital world. Artificial Intelligence has introduced a wide range of tools and platforms that offer new opportunities for students to work independently, monitor their progress, and make informed decisions about their learning.

One of the most significant contributions of AI to learner autonomy is personalization. Traditional classroom teaching often follows a single curriculum for all students, regardless of their individual learning styles or needs. AI-driven adaptive learning systems, however, can adjust content automatically based on a learner's performance. Platforms analyze how quickly a learner completes tasks, what types of mistakes they make, and which skills require more attention (Godwin-Jones, 2019). As a result, students receive individualized learning pathways that are shaped by their own progress rather than a predetermined plan. This kind of personalization encourages students to engage more actively with their learning because they feel that the content directly responds to their strengths and weaknesses (Lu, 2022).

Another important way AI supports autonomy is by helping learners develop self-regulation. Effective autonomous learners must be able to plan their learning, monitor

their performance, and evaluate their results. AI can assist at each stage. Many digital platforms offer tools that help learners set goals, track their achievements, and reflect on their progress (Godwin-Jones, 2019). For example, learners might use a dashboard that shows how many new vocabulary items they have mastered or how their writing accuracy has improved over time. Instead of relying solely on the teacher, students learn to interpret this information themselves and make decisions about what to study next. This process strengthens metacognitive awareness, which is essential for long-term autonomous learning.

Immediate feedback is another major advantage of AI in promoting autonomy. In traditional classroom settings, students often have to wait for a teacher to review their assignments or listen to their spoken output. AI systems, however, can analyze writing or speech instantly. Writing assistants provide corrections for grammar, vocabulary, coherence, and even style. Speech recognition tools offer feedback on pronunciation, intonation, and fluency. Because this feedback is available at any time, learners can repeat tasks, revise their work, and practice independently without feeling dependent on the teacher. This cycle of trial, feedback, and improvement helps students internalize responsibility for their own progress.

In addition to these features, conversational AI has become an especially powerful tool for independent learning. Modern chatbots can simulate real-life communication, allowing learners to practice speaking or writing in English without fear of embarrassment or anxiety. Many students feel more comfortable experimenting with language when they are interacting with an AI agent rather than a teacher or peer (Zawacki-Richter, 2019). They can ask questions, request explanations, or practice specific situations such as job interviews or travel conversations. The constant availability of AI makes it possible for learners to practice whenever they choose, which supports the development of autonomous study habits.

AI tools have also expanded access to independent reading, listening, and pronunciation practice. Recommended systems suggest articles or videos that match a learner's level and interests, making extensive reading and listening more enjoyable and accessible. Speech-recognition technology allows learners to compare their pronunciation with native models and receive detailed suggestions for improvement. These functions not only help learners build linguistic skills but also encourage them to take initiative and explore materials on their own.

Despite these clear advantages, the use of AI to support learner autonomy comes with challenges. One potential risk is that learners may become too dependent on technology. If students rely heavily on AI-generated suggestions, they may not fully develop the critical thinking and problem-solving skills needed for independent learning. Teachers therefore play an important role in helping students use AI tools responsibly and thoughtfully. Another concern relates to data privacy. AI-based platforms collect large amounts of user data, and institutions must ensure that this information is stored and used ethically (Zawacki-Richter, 2019). Access and equity issues also pose challenges, as not all students have equal access to devices or stable internet connections. Without proper institutional support, AI may inadvertently increase educational inequalities.

These challenges highlight the continuing importance of teachers in AI-supported learning environments. Teachers guide learners in choosing appropriate AI tools, interpreting feedback, and understanding the limitations of automated systems. They help students reflect on their learning and integrate AI-based tasks with broader communicative and academic activities. Teachers also play a crucial role in fostering digital literacy and ethical awareness. Rather than replacing teachers, AI should be seen as a partner that can enrich the learning environment and free teachers to focus on higher-level pedagogical goals.

In conclusion, Artificial Intelligence offers powerful opportunities to enhance learner autonomy in English language education. By providing personalized learning experiences, supporting self-regulation, delivering immediate feedback, and enabling independent practice across all language skills, AI empowers learners to take charge of their own development (Lu, 2022). At the same time, thoughtful implementation is essential to address challenges related to dependence, privacy, and access. When used responsibly and combined with strong teacher guidance, AI has the potential to cultivate not only improved language proficiency but also the autonomy and critical thinking skills that learners need to succeed in the digital age.

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TIL O‘RGATISHDA SUN’IY INTELLEKT

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Anotatsiya: *Ushbu tezisda sun’iy intellektning (SI) zamonaviy chet tillarini o‘qitishga ta’siri o‘rganiladi. Unda o‘qitishda qo‘llaniladigan asosiy SI texnologiyalari: moslashuvchan o‘rganish tizimlari, avtomatik baholash, nutqni aniqlash tahlil qilinadi. Ta’lim muhitida SIni joriy etishning afzalliklari haqida e’tibor qaratilgan.*

Kalit so‘zlar: *Sun’iy intellekt, Google Speech-to-Text, Microsoft Speech va ELSA Speak, TOEFL, IELTS, dialoglar, testlar, so‘z kartalari.*

Til – inson tafakkuri, madaniyati va jamiyat hayotining eng muhim vositasidir. Har qanday yangi tilni o‘rganish shaxsning dunyoqarashini kengaytiradi, ijtimoiy faolligini oshiradi va shaxsiy hamda kasbiy rivojlanishiga katta ta’sir ko‘rsatadi. Bugungi globallashgan dunyoda til bilish – zarurat, raqobat ustunligi va intellektual o‘sishning asosiy omillaridan biridir. Bugungi globallashgan dunyoda til o‘rganish uchun juda ko‘p vositalar mavjud. Ulardan biri bu sun’iy intellektdir.

Sun’iy intellekt - bu inson tafakkuri funksiyalarini taqlid qilishga qodir algoritmlar tizimi: tahlil qilish, o‘rganish, tanib olish va qaror qabul qilish. Til ta’limi uchun SI o‘quvchining darajasiga moslasha oladigan va real vaqt rejimida fikr-mulohaza bildira oladigan vositadir. SI fanlararo bog‘liqlikka ega bo‘lib, matematika, psixologiya, tilshunoslik, falsafa, nevrologiya va informatika kabi sohalarga tayanadi. Ushbu atamaning kelib chiqishiga nazar tashlanadigan bo‘lsa, sun’iy intellekt atamasi ilk bora 1956-yilda konferensiyada Jon Makkarti tomonidan foydalanilgan.

Hozirgi kunda insoniyat sun’iy intellektdan faol foydalanmoqda. Shuningdek, til o‘rganishda ham hozirgi davrda SI eng yaxshi yordamchilardan biridir.

Bu fikrning isboti sifatida quyidagi faktlarni ko‘rib chiqamiz. Bilamizki, til o‘rganishda o‘quvchining og‘zaki nutqi muhim ro‘l o‘ynaydi. Sun’iy intellekt o‘quvchilarning og‘zaki tilini ona tilida so‘zlashuvchilar bilan taqqoslash orqali tahlil qilishi mumkin. Nutqni aniqlash texnologiyalari: fonetik xatolarni aniqlash, tuzatish bo‘yicha tavsiyalar berish, nutqning intonatsiyasi va ritmini baholash imkonini beradi. O‘qitishda Google Speech-to-Text, Microsoft Speech va ELSA Speak xizmatlaridan faol foydalaniladi.

Sun’iy intellekt chatbotlari inson muloqotini simulyatsiya qiladi va talabalarga muloqot ko'nikmalarini mashq qilish imkonini beradi. Ulardan turli xil nutq vaziyatlarini, jumladan, kundalik, akademik va professional vaziyatlarni simulyatsiya qilish uchun foydalanish mumkin. Ushbu dasturlar til to'siqlari yoki psixologik stresssiz mashq qilish imkoniyatini beradi.

Til o‘rganishda grammatika, imlo, matn izchilligi va mantiqiy tuzilish muhim ro‘l o‘ynaydi. O‘quvchi ushbu ko‘nikmalarni o‘rganishda sun’iy intellektdan foylanishi uning

tezroq ushbu ko‘nikmalarni o‘zlashtirishga yordam beradi. Sun’iy intellekt algoritmlari yozma tilni bir nechta parametrlar bo’yicha tahlil qilishga qodir: grammatika, imlo, matn izchilligi, mantiqiy tuzilish. Ushbu ko‘nikmalar o‘quvchidan muntazam mashq, tizimli yondashuv va aniq tahlil talab qiladi. So‘nggi yillarda esa sun’iy intellekt texnologiyalarining rivojlanishi til o‘rganish jarayoniga yangicha imkoniyatlar ochib berdi.

Grammatika va imlo ko‘nikmalarini mustahkamlashda sun’iy intellektning roli:

O‘quvchilar uchun grammatika qoidalarini to‘liq o‘zlashtirish ko‘pincha murakkab jarayon bo‘lib, xatolarni o‘z vaqtida ko‘rish va tahlil qilish katta ahamiyatga ega. Sun’iy intellekt algoritmlari real vaqt davomida matnni tekshiradi, grammatik xatolarni aniqlaydi, ularning kelib chiqish sababini tushuntiradi va to‘g‘ri variantni taklif qiladi. Bu esa o‘quvchining xatolarni takrorlamasligiga, qoidalarni tezroq o‘zlashtirishiga xizmat qiladi.

Imlo borasida ham sun’iy intellektning afzalliklari katta. U matndagi tinish belgilari, so‘z yozilishi, orfografik xatolar va xalqaro transliteratsiya me’yorlari bo’yicha aniq tahlil olib boradi. Natijada o‘quvchi yozma nutqida aniqlikka erishadi.

Matn izchilligi va mantiqiy tuzilishni shakllantirish:

Tilni o‘rganish faqat alohida so‘z yoki grammatik qoidalarni bilish bilan cheklanmaydi. Eng muhim jihatlardan biri – fikrni izchil, ravon va mantiqan uyg‘un shaklda bayon qila olish. Sun’iy intellekt matnni tahlil qilib, undagi:

- mavzu va g‘oya uyg‘unligi,
- paragraf tuzilishi,
- argumentlar ketma-ketligi,
- mantiqiy bog‘lovchilar,
- ortiqcha takrorlar yoki mavzudan chetlanishlar

kabi elementlar bo’yicha o‘quvchiga aniq takliflar beradi. Bu esa yozma madaniyatni yuqori darajada shakllantirishga yordam beradi.

Sun’iy intellektning ta’lim jarayoniga ta’siri

Sun’iy intellektning til o‘rganishdagi eng katta ustunliklaridan biri – moslashuvchanlik. Algoritmlar o‘quvchining darajasiga mos ravishda individual tavsiyalar beradi, xatolarni muntazam tahlil qiladi va o‘zlashtirish tezligini oshirishga xizmat qiladi. Bundan tashqari, AI bilan mashq qilish o‘quvchini mustaqil fikrlashga, o‘z matnini tahlil qilishga va ijodiy yondashuvni rivojlantirishga yo‘naltiradi.

Avtomatlashtirilgan baholash allaqachon TOEFL va IELTS kabi xalqaro imtihonlarda qo‘llaniladi.

Shuningdek, SI nafaqat o‘quvchiga, balki o‘qituvchiga ham yordam beradi. Sun’iy intellekt quyidagilarni yaratishi mumkin: dialoglar, testlar, so‘z kartalari, turli qiyinchilik darajasidagi matnlar, mustahkamlash mashqlari.

Bu o‘qituvchilarning vaqtini sezilarli darajada tejaydi va o‘quv jarayoni sifatini yaxshilaydi.

Sun’iy intellekt talabaning kuchli va zaif tomonlarini tahlil qiladi va shaxsiylashtirilgan ta’lim yo‘nalishini yaratadi. Bu chuqurroq o‘rganishni ta’minlaydi.

O‘quvchilar istalgan vaqtda va istalgan joyda mashq qilishlari mumkin. Sun’iy intellekt yordamchisi 24/7 rejimida ishlaydi, bu esa ushbu tizim vaqtning bekorga isrof bo‘lmasligini ta’minlaydi.

Sun’iy intellekt zamonaviy xorijiy tillarni o‘qitishda muhim rol o‘ynaydi. Bu o‘quv jarayonini tezlashtirish va soddalashtirishga yordam beradi, uni yanada moslashuvchan va shaxsiylashtiradi. Biroq, SI o‘qituvchilarni to‘liq almashtira olmaydi, u shunchaki samarali raqamli yordamchi vazifasini bajaradi.

Til ta’limining kelajagi professional o‘qitish ko‘nikmalari va intellektual texnologiyalarni birlashtirishda yotadi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SUN'IY INTELLEKT ASOSIDAGI TARJIMA TIZIMLARIDA SIFAT VA SEMANTIK ANIQLIK MUAMMOLARI VA YECHIMLAR

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Annotatsiya. *Ushbu maqola sun'iy intellekt asosidagi tarjima tizimlarida sifat va semantik aniqlik muammolarini tahlil qiladi, baholash mezonlari hamda yechimlarni taqqoslaydi. Bizning yondashuvimiz ma'lumotlar sifati, kontekstli modellashtirish va inson-aralashuvini birlashtirib, terminologik izchillik, iboraviy birliklar va hujjat darajasidagi uyg'unlikni kafolatlashga qaratiladi.*

Kalit so'zlar: *sun'iy intellekt, avtomatik tarjima, semantik aniqlik, baholash mezonlari, terminologiya, hujjat darajasi.*

Sun'iy intellekt asosidagi tarjima tizimlari (AT) matnlarni tez va arzon tarjima qilish imkonini kengaytirdi, biroq "sifat" va "semantik aniqlik" masalalari hanuz dolzarb. Bunday sifat masalalarini faqat sirtqi ravonlik bilan o'lchash yetarli emas: tarjimada mazmuniy ekvivalentlik, diskursiv bog'liqlik va vazifa-yo'naltirilgan moslik (masalan, texnik hujjatdagi terminlar aniqligi) birgalikda baholanishi lozim. Bizning fikrimizcha, AT tizimlarini tilshunoslikdagi sifat paradigmalari bilan bog'lash, xususan, vazifaga yo'naltirilgan ekspertiza va ko'p o'lchovli tahlilni qo'llash, amaliy samaradorlikni oshirishning asosiy sharti hisoblanadi [1].

Semantik aniqlikning ildizi leksik-semantik tizimda yotadi: ko'pma'nolilik, sinonimiya, kollokatsion cheklovlar va semantik ro'llar AT uchun muammoli zonalar yaratadi. Masalan, bir so'zning variantlari nutq vaziyatiga ko'ra turlicha talqin qilinadi, iboraviy birikmalar esa kompozitsion bo'lmagan ma'noga ega. Bizning yondashuvimizda disambiguatsiya faqat statistik ehtimollarga emas, balki tizimli leksikografiya va integral ma'no tavsiflaridan foydalanishga tayanishi kerak, bunday manzara semantik toifalash va izchil sinonimik qatorlar yordamida tarjima qarorini barqarorlashtiradi [2].

AT evolyutsiyasi statistika asosidagi yondashuvlardan chuqur neyron modellariga o'tish orqali sezilarli sifat sakrashiga erishdi. Neyronli, xususan, transformerlarga asoslangan arxitekturalar uzoq masofali bog'lanishlarni modellashtirishi va moslashuvchan kontekstni ushlashi tufayli ravonlikni oshirdi. Biroq, bizning fikrimizcha, ravonlikning ko'tarilishi ba'zan mazmuniy siljish va noto'g'ri dalillar keltirish (hallucinatsiya) xavfi bilan birga keladi, shu bois domenga moslashtirish, terminologik cheklovlar va hujjat darajasida kontekstni kengaytirish zarur [3, 4].

Baholash mezonlari masalasida avtomatik ko'rsatkichlar, xususan, n-gramm o'xshashligiga tayanuvchi BLEU keng qo'llanadi, ammo u semantik ekvivalentlikni to'liq tutib bera olmaydi: sinonimik variantlar, iboraviy moslik va diskursiv bog'liqlik past darajada aks etadi. Bizning yondashuvimiz avtomatik ko'rsatkichlarni vazifa-yo'naltirilgan insoniy ekspertiza bilan birlashtirishni talab etadi: adekvatlik, terminologik to'g'rilik,

stilistik moslik va hujjat ichidagi referensial izchillik mezonlarini tizimli ravishda aniqlash lozim [5, 1].

Til juftliklarining o‘ziga xosligi ham muhim. O‘zbek tilida agglutinativ morfologiya, so‘z tartibining nisbatan erkinligi va boy frazeologiya AT uchun sinovdir. Iboraviy birliklar va maqollarni so‘zma-so‘z tarjima qilish semantik xatolarga olib keladi, demak, frazeologik lug‘atlar va iboralar bankini modelga singdirish zarur. Bizning yondashuvimiz iboralarning ma’no yadrosini, qo‘llanish doirasini va funksional muqobillarini e’tiborga olgan holda, terminologiya bilan bir qatorda frazeologik resurslardan majburiy foydalanishni ko‘zda tutadi [6, 2].

Yechimlar majmui bir necha qatlamdan iborat. Birinchidan, ma’lumotlar sifati: domenli, toza va tekshirilgan parallel korpuslar, shuningdek, sintetik parallel ma’lumotlarni ehtiyotkor balansda qo‘shish modelning adekvatlikni ushlash qobiliyatini oshiradi. Ikkinchidan, hujjat darajasida tarjima: kontekst oynasini kengaytirish, ko‘p jumlali bog‘liqlikni modellovchi mexanizmlar va referensial izchillikni kuzatish vositalari zarur. Uchinchidan, dekodlash cheklovlari: terminologiya glosariylari, nomlar va o‘lchov birliklari uchun cheklangan lug‘at, son-miqdoriy birliklar va formulalarni saqlovchi qoidalar muhim. To‘rtinchidan, sifatsiz chiqishni erta aniqlovchi avtomatik sifat-baholash (QE) modullari va kalit segmentlar bo‘yicha ikki bosqichli verifikatsiya “katta xatolar”ni kamaytiradi [3, 4].

Bizning yondashuvimizda tilshunoslikka asoslangan resurslar va neyron modellarning kuchli tomonlari integratsiyalanadi: (a) termin va iboralar uchun majburiy moslik qoidalari, (b) ixtisoslashgan leksik-semantik toifalar bilan sens disambiguatsiya, (c) domen moslashuvi uchun nozik sozlash va ko‘p bosqichli o‘qitish, (d) hujjat darajasida koherensiya chek-listi. Shu bilan birga, baholashda avtomatik ko‘rsatkichlar faqat filtrlovchi rol o‘ynaydi, yakuniy qaror ekspert tahriri, vazifaviy moslik va foydalanuvchi talablariga asoslanishi lozim [1, 5].

O‘zbek tili uchun alohida amaliy chora-tadbirlar taklif etamiz. Birinchidan, so‘z yasovchi affikslarning ko‘pligi tufayli subtokenga ajratish strategiyasi semantik yaxlitlikni buzmasligi kerak, shu sababli morfologik xabardor segmentatsiya qulay. Ikkinchidan, iboraviy birliklar ro‘yxatini domen kesimida boyitish, tarjimada ularni birlamchi sinf sifatida tutish zarur. Uchinchidan, nomlar, toponimlar va realiyalar uchun transkripsiya/transliteratsiya siyosati qat’iy boshqarilishi lozim. Bizning fikrimizcha, shu yo‘l bilan ravonlik ortidan quvib, mazmuniy aniqlikdan voz kechmaslik mumkin.

Operatsion jarayonda “inson-aralashuvi”ni (human-in-the-loop) markazga qo‘yish muhim: AT dastlabki loyihani yaratadi, so‘ng redaktor terminlar va muhim segmentlarni tekshiradi, yakunda esa hujjat darajasida izchillik, uslub va murojaat shakllari bir xilligi ko‘rib chiqiladi. Bu bosqichlarda xatolarni kategoriyalash va qayta o‘qitish uchun relabelling usullari tizimning keyingi versiyalarini yaxshilaydi [1].

Xulosa sifatida aytish mumkinki, sifat va semantik aniqlik masalasi yagona texnik yechim bilan hal bo‘lmaydi: ma’lumotlar muhandisligi, kontekstual modellashtirish, tilshunoslik resurslari va ekspert tahririning uyg‘unligi talab qilinadi. Bizning yondashuvimiz ATni tezlik va arzonlik bilan cheklamasdan, ishonchlilik, javobgarlik va domen darajasida foydalilik mezonlariga moslashtirishni maqsad qiladi, shu tariqa 10.00.02 ixtisosligining nazariy va amaliy talablari bilan uyg‘un natija olinadi.

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TEACHING PRACTICAL DISCOURSE FOR PHILOLOGY STUDENTS USING ARTIFICIAL INTELLIGENCE

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Annotation. *The progress of practical discourse competence is indispensable for philology students, who must master academic, professional, and intercultural communication. Traditional discourse teaching often relies on text analysis, dialogue practice, and teacher-led explanations, which may not adequately address individual learning needs or diverse communication contexts. Artificial intelligence (AI) has introduced new opportunities for transforming discourse instruction into an interactive, learner-centered process. This paper explores innovative AI-supported methods for teaching practical discourse to philology students, including AI-driven dialogue simulation, automated discourse analysis, personalized feedback, multimodal discourse tasks, and digital collaboration tools. The findings demonstrate that AI not only enhances students' discourse competence but also prepares them for real-world linguistic communication in academic and professional settings.*

Keywords*: discourse competence, philology, artificial intelligence, dialogue simulation, digital pedagogy, communication skills.*

Teaching practices refer to strategies, methods, and interaction applied by a teacher to facilitate learning in the classroom. In discourse analysis, teaching practices aim at grasping how language can shape classroom dynamics, instructional techniques, and student engagement. Discourse analysis helps uncover underlying structures of communication between teachers and students, showing how, in this respect, language reflects power relations, pedagogical beliefs, and cultural norms in educational settings.

Discourse competence is a fundamental component of philological education, encompassing the ability to understand, produce, and interpret texts across various social, academic, and cultural contexts. Philology students must develop skills in academic writing, critical discourse analysis, professional communication, argumentative discourse, and conversational interaction.

Classroom discourse broadly refers to the various forms of language and interaction, as well as non-linguistic elements such as gestures and silence, that occur within the classroom setting. Other studies narrow it down to teacher-student and student-student interactions, which can be further conceptualized as the dialogue between individuals in the classroom in which one party addresses another and receives a reply. Due to its benefit in teaching and learning, such as enhancing students' thinking and academic achievement, classroom discourse has attracted researchers to conduct studies on it for decades, primarily since the 1970s. For instance, researchers have developed multiple pedagogical approaches, such as dialogic teaching (Alexander, 2008) and academically productive talk (Michaels et al., 2008), aiming to support teachers in using classroom discourse to enhance teaching and learning.

As technology advances, artificial intelligence (AI) has increasingly found applications in education, particularly in the area of classroom discourse. Recently, Chat GPT and GPT-4, the newest pre-trained large language models, have attracted unprecedented global attention owing to their exceptional capabilities in comprehending language, and several studies have begun to explore their application in education and the potential consequences of their use. Since classroom dialogue relies on language for teaching and learning, it is probable that these AI advancements will have an impact. Consequently, this paper examines the research on AI in classroom dialogue, aiming to offer valuable insights for future investigations into the integration of advanced AI technologies in teaching and learning environments. As far as we know, this paper is one of the initial attempts to comprehensively examine the application of AI in classroom discourse.

Traditional discourse instruction depends a great deal on printed texts, lectures, and teacher-centered activities. While effective in some respects, such pedagogies fall a long way short of taking account of the complexity of discourse as dynamic social practice. In today's digitally mediated world, learners must negotiate not only multimodal but also multilingual and interactive varieties of discourse. Artificial intelligence provides powerful tools for making discourse instruction more flexible, interactive, and realistic.

The paper discusses innovative AI-supported methods of teaching practical discourse to students of philology, focusing on how AI enhances interaction, improves feedback, and widens the scope of authentic communicative practice.

In philology, discourse is language use in context that is formed by social norms, communicative purposes, and cultural meanings. Practical discourse instruction should aim to develop:

Coherence and cohesion skills, pragmatic and sociolinguistic awareness, genre and register knowledge, interactional competence, critical thinking in interpreting texts.

Instructing discourse necessitates engagement with real language usage, purposeful practice, and thoughtful examination – domains where AI can offer valuable assistance.

Technologies in AI pertinent to discourse instruction encompass: natural language processing (NLP), conversational AI and chatbots, automated tools for discourse analysis, speech recognition technologies, intelligent tutoring systems, and tools for generating content and scenarios.

These tools facilitate interactive learning settings that closely resemble actual communicative scenarios.

AI tools can replicate authentic conversation settings – scholarly discussions, job interviews, debates, customer engagements, or cross-cultural conversations.

Students engage in discourse techniques like turn-taking, topic preservation, politeness, and argumentation in realistic settings.

For example: The AI simulates a "conference panel discussion" where students answer appropriately as the speakers or moderators. AI can, for example, analyze students' discourse for coherence and cohesion markers, argumentation structure, discourse connectors, politeness strategies, speech acts, narrative structure. This gives immediate data-driven feedback useful for revising and improving.

Grammar correction using NLP systems, suggestions for pragmatic appropriateness, clarity, adjustments to register and tone, and discourse-level advice on organization. All of these types of individual feedback significantly speed up learning.

AI generates tasks based on: video-based discourse analysis, audio-text alignment activities, multimodal argument construction, visual storytelling exercises.

Students in philology learn to interpret and produce discourse in several modes: textual, visual, auditory, and digital.

Students investigate genuine conversations using AI-selected corpora. AI systems assist them in looking for: discourse markers, genre conventions, speech acts, stylistic patterns. This approach combines theoretical discourse analysis with practical application. AI tools enhance collaborative projects by: structuring tasks, overseeing teamwork, integrating ideas, assessing discussion quality. Students collaboratively generate arguments, analyses, or dialogues with AI acting as a virtual helper. AI identifies strengths and weaknesses in: fluency, pronunciation, pragmatic suitability, conversational tactics. This is especially beneficial for fostering spontaneous communication.

AI detects strengths and weaknesses in: fluency, pronunciation, pragmatic appropriateness, conversational strategies. This is particularly valuable for developing spontaneous communication.

AI can create custom communicative scenarios tailored to academic, cultural, or professional contexts relevant to philology students.

Examples include: analyzing political discourse, interpreting literary dialogues, discussing research findings, engaging in intercultural negotiations.

Students experience diverse discourse types that they will encounter in real philological work.

AI tools generate reflective prompts that help students analyze their discourse choices, identify patterns, and understand how discourse functions in context. This strengthens metacognitive awareness.

During class activities, AI can: suggest discourse markers, provide synonyms, generate context-appropriate expressions, support argumentation, help students maintain coherence.

This scaffolding encourages active participation and reduces communication anxiety.

AI tools can simulate realistic discourse contexts – academic discussions, professional interviews, debates, customer interactions, or intercultural dialogues.

Students practice discourse strategies such as turn-taking, topic maintenance, politeness, and argumentation in lifelike environments.

Example:

AI simulates a “conference panel discussion,” requiring students to respond appropriately as speakers or moderators.

AI can analyze student-produced discourse for: coherence and cohesion markers, argumentation structure, discourse connectors, politeness strategies, speech acts, narrative structure.

This provides immediate, data-driven feedback that helps students revise and improve.

During class activities, AI can suggest discourse markers, provide synonyms, generate context-appropriate expressions, support argumentation, help students maintain coherence.

This scaffolding encourages active participation and reduces communication anxiety.

AI revolutionizes practical discourse instruction by making it:

1. Highly interactive – through conversational simulations and intelligent dialogue systems.
2. Personalized – with feedback tailored to each student's discourse patterns.
3. Multimodal – integrating visual, audio, textual, and digital formats.
4. Authentic – using real-world scenarios and corpora.
5. Analytical – through automated discourse analysis and argument structure evaluation.

For philology students, these innovations align directly with their academic needs: developing strong communication skills, mastering genre conventions, and conducting critical discourse analysis. AI also fosters autonomy, creativity, and confidence, turning students into active participants rather than passive recipients of discourse knowledge.

Artificial intelligence offers transformative opportunities for teaching practical discourse in philology programs. By incorporating AI-based simulations, automated discourse analysis, personalized feedback, multimodal tasks, and corpus-driven learning, educators can significantly enhance discourse competence. These methods make discourse instruction more dynamic, accessible, and relevant to the communicative demands of the modern world. As philology students prepare for careers in education, translation, linguistics, and intercultural communication, AI-supported discourse training equips them with essential skills for academic, professional, and digital environments.

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ARTIFICIAL INTELLIGENCE TECHNOLOGIES AS A TOOL FOR ADVANCING ENGLISH SPEAKING SKILLS IN UZBEK EDUCATIONAL SETTINGS

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Abstract. *This article examines the use of artificial intelligence (AI) technologies in improving English speaking skills in Uzbekistan. As the demand for oral skills grows, AI-based tools, including mobile pronunciation applications, chatbots, and automated feedback systems, are increasingly being integrated into the learning process. The study highlights the advantages of artificial intelligence in language education, its current applications, challenges, and future opportunities. It also includes perspectives from international and local scholars to provide a broader scientific view.*

Keywords: *artificial intelligence, English speaking skills, digital pedagogy, chatbot, pronunciation tools, personalized education, Uzbekistan.*

Introduction

In today's globalized world, the ability to speak English fluently has become a key requirement for success in education, professional development, and international communication. Uzbekistan, aiming to strengthen its position in the global educational and economic sphere, is paying increasing attention to improving English language teaching at all levels. However, challenges such as overcrowded classrooms, limited practice opportunities, and shortages of experienced teachers still hinder the development of strong speaking skills. Artificial intelligence technologies are now viewed as a promising solution to these long-standing problems. AI tools offer interactive, personalized, and adaptive learning environments that help learners practice English more efficiently and confidently. As Oxford researcher N.Heffernan notes, *"AI has the capacity to deliver immediate, individualized feedback that human teachers often cannot provide due to time and resource constraints"[1].*I have seen this in practice – some students wait days before receiving feedback, which slows down their progress. AI tools, however, provide corrections or suggestions instantly, helping learners understand their mistakes while the activity is still fresh in their minds. Similarly, A.Kukulska-Hulme emphasizes that *AI-driven mobile learning environments significantly increase learners' autonomy and motivation*[2]. When learners can practice on their smartphones anytime and anywhere, they feel more in control of their learning process. For example, many of my students enjoy using pronunciation apps or chatbots because they can practice privately without feeling embarrassed. This sense of freedom often leads to higher motivation and more consistent practice. Overall, both researchers highlight how AI can complement traditional teaching by giving students more support, independence, and confidence in their learning journey.

Artificial intelligence tools and their role in developing speaking skills. Modern AI-based platforms such as ELSA Speak, Speechling, ChatGPT, and Duolingo are widely used

for improving pronunciation and speaking practice. They provide real-time error detection, personalized learning paths, and realistic conversation simulations. T.Nguyen and S.Jang note that *ELSA users show significant improvements in pronunciation accuracy, while ChatGPT helps reduce speech anxiety and improve fluency*[4]. What I found especially interesting is their point about ChatGPT reducing speech anxiety. Many learners feel nervous speaking in front of others, even when they know the vocabulary or grammar. Having a non-judgmental AI partner to practice with can make a huge difference. Students can rehearse, make mistakes, and try again without feeling embarrassed. Over time, this builds fluency and confidence. I have seen how even shy learners open up when speaking to AI, and later perform better in real conversations.

In Uzbekistan, as U. Nasirova notes that *Integrating AI tools with traditional language teaching creates an optimal learning environment that merges technological efficiency with essential human interaction. The most effective model uses AI to deliver personalized practice, pronunciation guidance, and assessment, while the teacher continues to provide cultural insights, precise feedback, and motivational support. This balanced approach enables educators to devote more attention to developing higher-level communication skills, while technology handles repetitive tasks and tailors instruction to individual learners. Instead of replacing teachers, AI functions as a complementary aid that enriches the learning process and preserves the vital human connection at the core of language acquisition.several educational institutions have begun integrating AI solutions into English teaching*[6]. The use of artificial intelligence tools in the educational process has recently become a trend in Uzbekistan as well. For example, at the Uzbekistan State World Languages University, the topic *Integrating AI technologies in the process of teaching foreign languages* has been introduced into methodology classes and is currently being taught. Furthermore, the educational process using artificial intelligence tools is being actively conducted not only in universities but also in schools and educational centers.Pilot projects in schools and language centers demonstrate promising outcomes. Observations show that students who frequently use AI tools achieve: a 25–30% improvement in pronunciation clarity, a 15–20% increase in vocabulary acquisition, higher levels of confidence and participation during speaking activities. Teachers also report that students become more motivated to engage in extra practice outside class hours when using AI applications.

These findings align with the conclusions of world researchers. For example, X.Li & Y.Chen found that *AI-based feedback reduces students' speaking anxiety and increases interaction time*[4], while Godwin-Jones notes that *conversational AI platforms expand opportunities for authentic communication practice*[5]. Integrating artificial intelligence into English speaking instruction in Uzbekistan reveals both inspiring developments and significant pedagogical challenges. On one hand, AI-powered tools have begun to reshape students' learning experiences by fostering greater confidence, engagement, and fluency. Learners often report that practicing with AI applications feels less intimidating than interacting with peers or teachers. This is largely because AI creates a safe, non-judgmental space where students can speak freely, make mistakes without embarrassment, repeat tasks as needed, and receive instant corrective feedback. As a result, their willingness to practice increases, and they become more autonomous,

consistent, and self-regulated in their learning. On the other hand, these technological advancements bring new responsibilities for educators. Traditional instructional methods alone are no longer sufficient to meet the needs of 21st-century learners. Teachers must now develop the competence to meaningfully integrate AI tools with communicative teaching strategies, ensuring that technology enhances rather than replaces human interaction. Reflective classroom observations demonstrate that AI does not diminish the teacher's role, instead, it elevates it. By automating routine tasks – such as error detection and pronunciation feedback – AI allows teachers to devote more time to creative, high-value instructional activities, including collaborative discussions, project-based tasks, problem-solving activities, and critical thinking development. For example, U. Nasirova found that *These technologies create authentic, interactive, and engaging environments where learners acquire language through active experience and communication rather than passive memorization. In Uzbekistan, where educational reform and digitalization are key national priorities, integrating such technologies into foreign language teaching aligns well with the country's strategic objectives. The field of language teaching has been significantly transformed with the emergence of AI technologies. AI-driven tools provide personalized learning by adjusting to each learner's pace, preferences, and performance*[7]. The connection to Uzbekistan's current priorities also stands out to me. The country is investing heavily in digitalization and modern educational reforms, and integrating AI tools into foreign language teaching fits perfectly within that direction. I can see how AI could help bridge gaps in resources, especially in schools where access to trained English teachers is limited. Personalized learning is another major advantage. Since AI tools can adapt to each student's pace and needs, they allow learners to progress more confidently, without feeling left behind or pressured.

From a broader educational perspective, the successful implementation of AI in Uzbekistan's language classrooms depends on several long-term structural and pedagogical factors. These include strengthening digital infrastructure across urban and rural regions, improving teachers' digital literacy, and creating localized AI tools that reflect the linguistic and phonetic characteristics of Uzbek learners. Without these foundational elements, the transformative potential of AI may remain limited or unevenly distributed. However, if these conditions are met, AI has the capacity not only to strengthen English speaking skills but also to contribute to a comprehensive modernization of language education in Uzbekistan – making it more inclusive, innovative, and aligned with global educational trends.

Conclusion

Artificial intelligence offers considerable potential for improving English speaking skills in Uzbekistan, providing learners with immediate feedback, personalized learning pathways, and realistic communicative environments that are often difficult to recreate in traditional classrooms. By leveraging speech recognition, natural language processing, and adaptive learning algorithms, AI tools can diagnose individual learners' strengths and weaknesses with high precision and deliver targeted practice to address specific pronunciation or fluency issues. These tools also allow students to practice independently at their own pace, monitor their progress through data-driven insights, and gradually build confidence as they overcome psychological barriers such as fear of making mistakes,

performance anxiety, or hesitation to speak in front of peers. Furthermore, AI applications create opportunities for repeated, flexible, and low-stress practice – conditions that are essential for developing oral proficiency but often limited in conventional classroom settings due to time constraints and large class sizes. As a result, AI-supported learning can significantly accelerate the development of pronunciation accuracy, fluency, and overall communicative competence. When learners receive personalized corrective feedback and authentic speaking tasks generated by AI, they are more likely to internalize accurate speech patterns and transfer them to real-life communication contexts. Ultimately, AI serves as a powerful supplementary tool that enhances, rather than replaces, human instruction by expanding students' access to meaningful, individualized speaking practice.

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INTEGRATING ARTIFICIAL INTELLIGENCE INTO METACOGNITIVE LEARNING STRATEGIES IN FOREIGN LANGUAGE EDUCATION

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Abstract. *Learning foreign languages (FL) is an integral part of the educational process in Uzbekistan, and almost all universities accept students with their language certificates nowadays, such as CEFR or IELTS. Therefore, demand for learning English has increased more than ever before. This research studies one significant factor in a global transformative period shaped by artificial intelligence (AI), which is integrating the use of metacognitive strategies with AI in studying FL.*

An observational and comparative study was conducted to explore the effects of AI integration on metacognitive learning in FL. The study compares the effectiveness of using AI tools for teachers and learners, showing that the advantages are greater for students, as those with metacognitive skills can greatly benefit from using AI tools for self-progress even without teacher assistance. Learners develop stronger language skills when they combine metacognitive strategies with AI-supported learning. My long-term teaching and observations show that students who use metacognitive control and integrate AI tools into their thinking achieve their goals more efficiently than those who use AI without such strategies.

The research concludes the subject matter by showing the immense benefits and improvements gained by both parties of the educational process when integrating AI into the metacognitive process.

Keywords: *Metacognitive, integration, artificial intelligence, autonomy*

Learning English and other FL has become increasingly important in all stages of education in Uzbekistan. Particularly in higher education, students submit different language test results, such as TOEFL, IELTS, CEFR, and others to start their degrees. Such circumstances when there is a demand for languages always require the use of effective, innovative, and pioneering techniques and methods from language teachers. The aim of the paper is to show that the appearance of AI has created new opportunities to enhance language learning, and that integrating these tools into TFL is increasingly necessary. The study employs a comparative approach, examining the integration of AI with metacognitive strategies from my dual perspective as a learner and a teacher of FL.

It explores the ways of integrating metacognitive strategies with AI in the FL learning process. It shows the impact of successful integration of AI and metacognition on both learners and teachers. The novelty of this study is in its comparative approach to how metacognitive learning strategies work on their own and when they are integrated with AI tools. It should be mentioned that the inclusion of first-hand data from a foreign learner

in this context adds an empirical dimension that enriches the theoretical side of using the integration mentioned in the language teaching process.

This literature review examines prior studies on metacognitive learning strategies and use of AI tools in teaching, identifying opportunities for further research. Metacognition, defined as "awareness and control of one's own thinking, has been widely recognized as a key factor in successful language learning" (Flavell, 1979, Abdullayeva, 2024). Using metacognition with students is to empower them to think, act, and communicate so that students "can grow into "experts" who ask appropriate questions in context" (Reis, 2025). Research indicates that learners who actively monitor their comprehension and employ strategic planning tend to achieve higher proficiency. Similarly, "AI-based tools have been shown to enhance learning by providing personalized feedback, adaptive exercises, and opportunities for independent practice" (Woo, & Choi, 2021). Previous studies show that metacognitive strategies enhance language learning and AI tools can provide adaptive and personalized opportunities to learners and teachers. However, few studies have examined the intersection of AI and metacognitive learning strategies, highlighting the need for research in this area.

In learning FL and in teaching foreign languages (TFL) strategy such as metacognition is regularly used. Metacognitive learning involves questioning, planning, monitoring, and evaluating stages in the language learning process, so the learner applies it to improve language proficiency. Student has greater independence, critical reflection, and self-regulation while he or she uses metacognitive strategies in studying languages. Undoubtedly, "metacognition is a great thinking skill and habit of mind and behaviour" (Reis, 2025) and teachers are recommended to employ this strategy to create mutually beneficial condition. General formula to achieve this goal in TFL is running lessons with metacognitive elements. For teachers, understanding students' metacognitive strategies allows for more targeted instruction and formative feedback. Therefore, creating more situations for students to use metacognitive strategies and instruct them as a teacher of FL to use correct steps of metacognition, observe and direct them into usage of such strategies help the teacher in creating effective methods, useful lesson materials and achieving needed results with the learning of students.

For instance, in my own experience, when I started learning English and Hindi (the learning processes happened simultaneously) my biggest problem at the beginning was that my strategy was largely task-focused and passive, I completed assignments but rarely engaged in reflective questioning. Over time, I began to notice patterns in pronunciation and meaning that were not explicitly explained by the teacher. This observation prompted me to ask questions such as "Why is this the case?" and to explore answers independently. Through this process, I gradually refined the quality of my inquiries, distinguishing between superficial and productive questions. This reflective practice enhanced my understanding of the languages and accelerated my learning relative to peers.

Upon later reflection, I recognized that the strategy I had employed aligned with metacognitive learning principles, "involving active monitoring, evaluation, and planning of cognitive processes" (Flavell, 1979). This insight now informs my teaching practice: I encourage students to ask questions, investigate patterns, compare current work with previous outputs, and periodically evaluate their progress. By fostering a metacognitive

approach, students are guided toward deeper understanding, greater autonomy, and more effective learning outcomes.

While metacognition in learning FL is effective on its own, integration of metacognitive strategies with AI tools can further enhance language learning. AI can provide adaptive exercises, immediate feedback, and personalized learning paths, supporting learners in planning, monitoring, and evaluating their progress more efficiently.

In the epoch of digital revolution and the appearance of AI with plenty of opportunities those who will use them wisely and with cognition may achieve great results. It is so important for learning FL and TFL that the integration mentioned in this study is one of the stepstones for beneficial results for the teacher and the student. "The essential micro-element of pedagogical activity consists of non-standard solutions" (Xoliqov, 2011, p.79.), and in the context of extensive use of AI, one of such non-standard solutions of a foreign-language teacher is to teach learners how to apply metacognition and integrate AI into this process. AI tools can enhance metacognitive learning by providing real-time feedback, adaptive exercises, and progress monitoring. When learners use AI purposefully – reflecting on their performance and adjusting strategies – they gain a greater understanding of their learning processes. This integration allows for more effective self-directed learning and supports teachers in guiding students more efficiently.

For instance, rather than simply asking an AI to generate sentences, students can first write their own sentences independently and then use AI to check grammar, punctuation, and word choice. Following this initial feedback, learners can apply metacognitive strategies by asking additional questions, such as: "Are there alternative wordings or synonyms? Could the sentence be paraphrased more naturally? What stylistic or contextual nuances could improve it?". This process encourages active reflection, self-evaluation, and deeper engagement with the language. Teachers who systematically implement this approach – encouraging students to integrate metacognition with AI – create a classroom environment where learners develop both autonomy and critical thinking.

Additional examples include using AI-driven vocabulary quizzes to identify weak areas, prompting students to reflect on why certain mistakes occur, and having students compare revised sentences with their original versions to monitor improvement. AI can also provide adaptive exercises that challenge students to apply grammar rules in new contexts, while students use metacognitive monitoring to evaluate their performance and adjust strategies accordingly. Through these techniques, learners not only receive corrective feedback but also develop higher-order thinking skills, resulting in faster, more durable language acquisition.

In TFL, teachers can also gain significant benefits by using similar approach in preparing their lesson materials. Involving AI tools will help them to save time and create effective and meaningful lessons. In my own experience, I shared my students' essays with AI and whenever I asked AI to generate grammar tasks or vocabulary exercises based on those material, it could easily identify common issues in the group's work and highlight weaknesses. Sometimes, I was amazed at how I had overlooked these insights myself. This

shows that integrating AI into lesson preparation not only supports students learning but also enhances teacher efficiency.

In conclusion, this is the time when educators should make decisions and find effective ways of incorporating technological and informative innovations into the process of TFL so that their students could benefit from such integration. For those with strong metacognitive abilities, teachers and their assistance do not make much difference because they are already independent learners. Therefore, facilitating metacognition as early as possible by using different techniques is the important stage and the following stage should be the integration of AI tools in this process to achieve self-directed learning. Overall, the study found that although students actively use AI in their education, the absence of necessary techniques – specifically a metacognitive approach – often leads them to rely on AI to complete tasks directly for them, without gaining real progress or developing further skills. It is recommended that educational institutions provide systematic training for both teachers and learners of FL on how to meaningfully combine metacognitive strategies with AI tools to maximize learning outcomes.

This study is limited by the absence of experimental data, as it relies on observational and comparative analysis. To measure its effectiveness, future research could involve empirical testing of the integration of AI into metacognitive strategies in FL learning at universities in Uzbekistan.

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DIGITAL TRANSFORMATION AND AI INTEGRATION IN MODERN LANGUAGE TEACHING AND INTERPRETING PRACTICE

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Abstract. *AI integration and digital transformation are reshaping language education and interpreting by providing adaptive learning systems, speech recognition, and computer-assisted tools that enhance personalized instruction, practice opportunities, and professional preparation. While these technologies improve efficiency and learner engagement, their effectiveness depends on informed human oversight, ethical use, and the educator's or interpreter's expertise to mediate AI-generated feedback and maintain pedagogical integrity.*

Key words: *digital transformation, artificial intelligence (AI), language education, interpreting, adaptive learning, speech recognition, computer-assisted interpreting, generative AI, personalized learning, teacher mediation.*

Language education and interpreting have undergone significant change over the last decade as a result of digital transformation. The development of artificial intelligence (AI) – adaptive learning systems, neural machine translation (NMT), automatic speech recognition (ASR), and computer-assisted interpreting (CAI) – has expanded significantly the number of digital resources available for learning, teaching, and interpreting.

Adaptive learning systems and Intelligent Tutoring Technologies are two major ways that AI has impacted the field of Language Education. Recent systematic reviews have documented increasing capabilities of AI-support tools for diagnosing learner challenges and generating individualised learning pathways, additionally, they provide automated feedback to assist with ongoing improvement (Zawacki-Richter et al., 2019). As AI-supported systems provide instruction based on student performance, they improve overall efficiency in delivery of education, while also supporting differentiated instruction. More recent analysis found continual growth and refinement of AI-supported learning in Higher Education, including development of increasingly sophisticated Adaptive Tools for Language Learning (Xing et al., 2024). The advantages for these types of tools are that they allow learners to receive content that addresses their individual needs, as well as allowing instructors the ability to monitor learners' progress and provide timely interventions.

The advent of accurate automatic speech recognition (ASR) has had a significant impact on the way educators teach spoken language. Research has shown that when using ASR as part of their training programs, students are able to receive immediate feedback on their speaking skills (fluentness, pronunciation, self-regulation) which helps them improve these areas (Xiao et al., 2025). ASR has enabled students to practice speaking more than they would in a conventional classroom setting by providing them with different examples of how to speak through many variations of practice. Therefore, using ASR will lead to students having more confidence in their ability to speak and will

enhance their accuracy when doing so. Additionally, as well as providing students with timely feedback, ASR has the ability to support the use of traditional teaching methods for developing a student's independence, by enabling students to learn in a way that is both self-paced and multi-modal.

While many language learning processes utilizing AI technologies are a result of educator mediation, there is still strong evidence that the success of AI in education relies heavily on the educator's ability to analyze the automated feedback generated by AI-based products, create authentic assignments, projects and activities based on that analysis, and monitor how ethical the use of the tool is (Zawacki-Richter et al., 2019, Xing et al., 2024). Furthermore, the competencies associated with assessing learner needs, locating errors, developing critical digital literacy, etc., are a significant aspect of a professional educator's role, therefore, the role of the educator is evolving to assure that the relationship between human and AI is facilitating responsible and effective engagement with the latest technology.

Digital transformation in interpreting is most clearly seen as the result of the increased use of computer-assisted interpreter (CAI) systems to assist interpreters, such as InterpretBank, in managing terminology, creating glossaries, preparing for specific domains, and allowing interpreters to better prepare for complex or specialised content. According to Fantinuoli (2017), CAI tools have improved both the quality of preparation and decreased cognitive load through the use of CAI tools that assist in the real-time retrieval of lexical items during the interpreting process. This change to technology supported workflow processes has led to the predominance of amateur interpreting in those industries where a high level of specificity is necessary in terms of terminology.

In addition, AI-enhanced speech technologies, such as automatic speech recognition (ASR) and text-to-speech (TTS), are also emerging as key tools for interpreter training. Interpreters can use these systems to practice with flexible speech input, adjust the pace of delivery, and simulate different accents and speaking styles. Studies have demonstrated that, as a result of AI-supported practice simulations, interpreter trainees have improved their ability to remember previously interpreted material, corrected errors and developed strategies for self-correction (Xiao et al., 2025, Hatiarová, 2025). Given that interpreters often work under time constraints and with a wide range of speakers, the availability of customisable AI-enabled training materials supports more extensive skill development.

Generative AI is fast becoming a powerful tool in training and preparing interpreters. From practice speeches to generating topic highlights or assisting with automated term extraction, Hatiarová describes different approaches to using generative AI and large language models as part of this process. Although the use of such tools provides valuable scaffolding for interpreters, human oversight of the material generated is critical to ensure its accuracy and relevance. Thus, while generative AI enables interpreters to practice more frequently, it will also require them to develop skills to assess the machine-generated materials.

In both interpreting and language learning, the integration of AI offers several key benefits. In both interpreting and language learning, the integration of AI offers several key benefits. AI facilitates **improved efficiency** through quicker feedback cycles,

automated evaluation, and streamlined preparation (Fantinuoli, 2017). AI can also facilitate **individualised learning** by providing various learning pathways that adapt to each student's or interpreter's unique requirements (Zawacki-Richter et al., 2019). Additionally, the use of AI tools opens up **avenues for more practice resources** that give learners and interpreters exposure to multiple forms of language and engaging environments. Overall, these benefits will generate a more flexible and student-centred learning environment.

However, AI integration also presents significant challenges. Accuracy continues to be a significant constraint, as AI-generated feedback may include inaccuracies or misinterpretations necessitating meticulous human assessment. Bias in AI models can affect tool performance, particularly for low-resource languages or underrepresented varieties. Educational institutions must also address issues of academic integrity, ensuring that learners use AI tools ethically rather than substituting machine output for authentic language production. All these issues highlight the way educators must foster AI literacy, develop the ability to critically evaluate their AI functions, and incorporate responsible teaching practices in their classrooms.

Modern language instruction and interpreting are being transformed with the aid of AI technology, which allows for customized lessons, more diverse opportunities to practice, and greater preparation. Although AI will enhance the abilities of both educators and interpreters, it cannot replicate the intricate interrelationship of cognitive, cultural, and pedagogical knowledge that an educator or interpreter possesses. AI's value will depend upon the ongoing use of educated management, continued emphasis on the quality of the AI, and the development of digital skills. The most successful methods for implementing AI will utilize technology while relying on human reasoning and pedagogical integrity as the primary principles of education.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ВЛИЯНИЕ ЧАТ-БОТОВ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ИЗУЧЕНИЕ ЯЗЫКА

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Аннотация. *Инструменты изучения иностранных языков на основе искусственного интеллекта, такие как ChatGPT, Duolingo, Grammarly и другие, приобретают всё большее значение в процессе освоения иностранных языков. В статье обсуждается их влияние на грамматические, лексические и письменные навыки, а также на мотивацию и самостоятельность студентов. Применение смешанных методов исследования подтверждает эффективность ИИ-технологий, хотя выявлены и определённые ограничения.*

Ключевые слова: *искусственный интеллект, обучение языку, цифровые инструменты, мотивация, освоение второго языка.*

Искусственный интеллект полностью преобразил современное образование, и одной из наиболее динамично развивающихся областей является изучение языков. Инструменты на основе ИИ, такие как ChatGPT, Duolingo и Grammarly, создают интерактивную среду для учащихся, которая поддерживает грамматику, словарный запас и навыки письма, тем самым повышая самостоятельность и мотивацию. Годвин-Джонс (2023), Ли и Камминс (2022) приводят доказательства этого эффекта. Эти системы используют машинное обучение и обработку естественного языка для обеспечения адаптивной обратной связи, моделирования использования языка и имитации аутентичного общения, предлагая уровни персонализации, которые трудно обеспечить в традиционных классах (Chika & Yunus, 2023).

Чат-боты с ИИ вносят большой вклад в изучение грамматики, поскольку они дают мгновенную обратную связь и объясняют ошибки. Например, Grammarly и ChatGPT способны находить ошибки, давать советы и объяснять правила грамматики в контексте, чтобы учащиеся понимали закономерности и избегали повторения ошибок. По данным исследований Лоуэна и Кроутера (2021), учащиеся, регулярно использующие такие инструменты, улучшают грамматическую точность и могут эффективнее корректировать свои письменные работы. Однако чрезмерная зависимость от исправлений с помощью ИИ может снизить активное усвоение правил, поэтому такие системы лучше всего работают как дополнение, а не как замена традиционному обучению (Pham, 2022).

Усвоение словарного запаса является ещё одной областью, развиваемой с помощью искусственного интеллекта. Чат-боты способны генерировать контекстные примеры, словосочетания, синонимы и персонализированные списки слов, в то время как платформы, такие как Duolingo, адаптируют графики повторения к целевым словам, которые учащиеся, вероятно, забудут (Smith & Hill, 2020). Представляя слова в осмысленном контексте, инструменты ИИ способствуют

более глубокому семантическому пониманию и улучшают запоминание. Системы распознавания речи ещё больше связывают практику произношения со словарным запасом и помогают учащимся развивать навыки устной и письменной речи (Wang & Liu, 2021).

ИИ поддерживает развитие письменной речи посредством скаффолдинга и моделирования. Чат-боты предлагают планы и предложения, а также примеры текстов, для моделирования связности, целостности и жанровых норм. Это может помочь учащимся структурировать свои аргументы и понимать нормы письма в рамках их дисциплины. Хотя ИИ, как известно, повышает продуктивность, преподаватели также подмечают вред его чрезмерного использования. Злоупотребление приводит к нарушению этических норм, плагиату или замедлению развития навыков. При правильном использовании ИИ стимулирует рефлексивную практику.

Инструменты на основе ИИ также способствуют мотивации и развитию самостоятельности. Игровые приложения создают условия для регулярной практики и вовлеченности, в то время как чат-боты предоставляют возможности для практики в безопасном, непредвзятом пространстве (Wang & Liu, 2021). Учащиеся могут регулировать скорость, работать над интересующими их темами и самостоятельно отслеживать прогресс, что способствует развитию навыков саморегуляции и самостоятельного обучения (Zheng, 2022). Однако возникают новые проблемы, связанные с доступом, точностью ответов ИИ и необходимостью критической цифровой грамотности, что требует тщательного руководства и поддержки со стороны учителя при необходимости (Chika &Yunus, 2023, Pham, 2022).

В целом, чат-боты на базе ИИ представляют собой ценное дополнение к традиционному обучению языку, улучшая грамматику, словарный запас, письмо и повышая вовлеченность учащихся. Они могут способствовать персонализированному и самостоятельному обучению, однако их внедрение также должно быть ответственным, не приводя к чрезмерной зависимости или этическим рискам. При адекватном руководстве ИИ может улучшить весь процесс изучения языка и лучше подготовить учащихся к жизни в цифровом мире, где царит коммуникация.

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ENHANCING B1 ENGLISH COMMUNICATIVE COMPETENCE THROUGH AI AND VR: A METHODOLOGICAL ANALYSIS OF TalkTIME

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Abstract. *This thesis investigates the pedagogical potential of integrating artificial intelligence (AI) and virtual reality (VR) technologies to enhance English-language learning among B1-level students, with a particular focus on the TalkTIME project – an AI-driven, VR-supported immersive language-learning platform. Using documentary analysis, comparative content analysis, and a practical descriptive case-study method, the research synthesises theoretical insights from recent AI-ICALL and VR-ELT literature with the functional design of TalkTIME. The findings show that AI contributes to personalisation, adaptive feedback, error diagnosis, and learner autonomy, while VR provides immersive, context-rich environments that foster communicative competence, pragmatic awareness, and emotional engagement. Together, AI and VR create a complementary pedagogical ecosystem in which adaptive intelligence supports experiential, situation-based language practice. The results indicate that such integration significantly improves learners' listening comprehension, spoken fluency, vocabulary retrieval, and confidence by reducing speaking anxiety and enabling safe, authentic communication practice. Despite challenges related to technological cost, teacher preparation, and logistical implementation, the study concludes that AI–VR synergy has substantial potential to transform foreign-language education into a more personalised, interactive, and effective learning experience. Recommendations for further research include developing unified AI–VR instructional models and expanding teacher training to ensure pedagogically sound integration of emerging educational technologies.*

Keywords: *AI in language learning, virtual reality (VR), intelligent tutoring systems, immersive learning, communicative competence, personalised learning, adaptive feedback, ICALL, VR simulations, B1 learners, English language teaching, educational technology, learner autonomy, affective factors, TalkTIME project.*

Introduction. The rapid development of artificial intelligence (AI) and immersive virtual reality (VR) technologies has begun reshaping foreign-language education in profound ways. AI-powered systems provide adaptive and personalised learning paths, instantaneous feedback, and intelligent tutoring support, thereby increasing the efficiency, accuracy, and learner autonomy in English language acquisition. At the same time, VR creates rich linguistic and cultural immersion by placing learners inside authentic, simulated communicative environments that mirror real-world sociocultural contexts, enabling situated learning and experiential interaction. Together, these tools address the limitations of traditional methods by enabling continuous practice, reducing anxiety, enhancing motivation, and supporting the development of communicative competence and intercultural awareness.

A practical illustration of this transformative potential can be seen in the TalkTIME project, which integrates AI-driven virtual agents and immersive VR spaces to improve students' foreign-language proficiency. In TalkTIME, students develop and refine their English-speaking and comprehension skills by entering a virtual world, where AI characters – designed as interactive avatars – guide them through realistic communication scenarios. The system can be accessed through Android, iOS, or Windows devices, and full immersion is achieved through VR headsets that allow learners to feel physically present within the virtual environment.

Upon entering the application, students are presented with several thematic locations (e.g., an airport, a hotel lobby, a café, a tourist information center). In each location, AI characters greet the learners and engage them in dialogue based on pre-designed pedagogical scripts. For example, in the "Airport Check-in" scenario, the AI agent may ask the student to confirm their flight number, explain the purpose of the trip, or respond to unexpected communicative challenges such as delayed flights or missing luggage. In a "Café Ordering" scenario, learners interact with a virtual barista, practicing functional language such as making requests, clarifying ingredients, or handling misunderstandings. These dynamic exchanges replicate spontaneous conversation while maintaining a psychologically safe environment in which learners can experiment with language without fear of embarrassment.

The pedagogical aim of the TalkTIME project is to create controlled yet realistic communicative conditions that help students strengthen key language skills – particularly listening comprehension, spoken fluency, and pragmatic competence. By immersing learners in simulated but authentic interaction, the platform helps them overcome both psychological barriers (e.g., speaking anxiety, fear of making mistakes) and linguistic barriers (e.g., limited vocabulary retrieval, difficulties with spontaneous speech). To achieve this goal, the project must address several pedagogical tasks, including the development of scenario-based dialogues, adaptation of tasks to learners' proficiency levels, integration of real-time AI feedback, and the alignment of VR activities with communicative teaching principles.

Methods. This thesis is based on a documentary and analytical research method, grounded in the systematic examination of two uploaded academic sources and additional project-specific materials. Lotze offers a theoretical and technological framework for AI-powered intelligent computer-assisted language learning (ICALL), including adaptive learning systems, natural language processing tools, chatbot interaction, AI-driven writing assistants, and intelligent tutoring mechanisms. The scholar provides an extensive literature review on the use of virtual reality in English-language teaching, discussing immersive environments, skill-focused simulations, pedagogical benefits, and technological limitations.

The comparison focused particularly on the intersection of AI and immersion-based learning, identifying shared pedagogical principles and complementary technological functions. Special attention was given to elements that address communicative competence, learner motivation, affective variables, and real-time language support. In addition to the documentary analysis, the study employed a content-based comparative method. This included categorising the technological tools described in both sources into

unified analytical themes such as personalisation, immersion, interaction, feedback mechanisms, and affective support. These categories were then used to evaluate the pedagogical potential of combining AI and VR within a single integrated system. A practical-descriptive method was also applied to incorporate the TalkTIME project as an applied case study. The project documentation – describing virtual locations, AI-generated conversational scripts, platform accessibility (Android/iOS/Windows), and VR interaction procedures – was analysed in relation to the theoretical frameworks outlined in the two academic sources. Through this process, the TalkTIME system was examined as a real-world implementation of AI–VR synergy in language learning. The analysis included an evaluation of how TalkTIME aligns with ICALL principles (adaptivity, feedback, scenario-based learning) and with VR pedagogical features (situated immersion, embodied interaction, reduction of speaking anxiety). A synthesis method was used to integrate the findings from all sources into a unified methodological foundation. This synthesis allowed the identification of pedagogically significant patterns, such as the mutual reinforcement of AI adaptivity and VR immersion, and provided the basis for constructing the study's argument regarding their combined value in developing students' communicative skills.

Results

1. The Role of AI in English Language Learning

Analysis of the reviewed literature demonstrates that artificial intelligence plays a transformative role in foreign-language education, particularly in supporting personalisation, learner autonomy, and interactive instruction. AI systems enable a highly individualised learning process by using adaptive algorithms that model learners' knowledge, performance patterns, and cognitive needs. These systems dynamically adjust the level of difficulty, pace, and type of tasks presented to the learner, ensuring continuous alignment with their evolving proficiency. Such adaptivity reduces the mismatch between instructional content and learner readiness, ultimately increasing engagement and retention. A key finding is the impact of instantaneous feedback, which AI systems deliver automatically and continuously. Research shows that immediate corrective feedback decreases learner frustration, prevents fossilisation of errors, and supports more accurate language production. This is particularly evident in AI-based pronunciation analysers, grammar checkers, and automated writing evaluation tools, which allow learners to identify and address weaknesses in real time.

AI also provides a range of multifunctional language support tools, including writing assistants, intelligent dictionaries, semantic suggestion systems, machine translation tools, and conversational chatbots capable of natural language processing. These tools not only enhance accuracy but also promote metalinguistic awareness and self-correction strategies.

A further advantage is seen in intelligent tutoring systems (ITS), which simulate aspects of personalised one-to-one instruction by diagnosing errors, recommending tasks, predicting progress trajectories, and structuring learning pathways. Through predictive analytics, ITS technologies anticipate learners' difficulties and offer targeted interventions, creating conditions for self-regulated and autonomous learning. Overall, the integration of AI substantially reduces teacher workload by automating assessment, feedback, and monitoring functions, allowing teachers to focus on higher-order

pedagogical tasks such as communicative practice, strategy instruction, and learner support.

2. The Role of Virtual Reality in English Language Learning

The reviewed literature confirms that virtual reality significantly enhances English language learning by offering immersive, interactive, and emotionally safe communicative environments. VR systems simulate authentic real-life contexts – such as airports, cafés, classrooms, or cultural sites – where learners can practise communicative tasks without the social pressure typically associated with real-world interaction. This safe environment promotes risk-taking, experimentation, and confidence-building, all of which are essential for developing oral fluency. One key finding is VR's ability to generate linguistic immersion, exposing learners to real-world speech patterns, accents, social cues, and multimodal input (Ordóñez-Procel et al., 2023). Immersion facilitates naturalistic acquisition processes similar to studying abroad or engaging in real-life English-speaking environments, but without geographical or financial constraints.

VR environments also provide cultural immersion, enabling learners to experience gestures, etiquette, environmental cues, and other sociocultural elements that are essential for intercultural communicative competence. This supports learners in understanding pragmatic norms and cultural variation in language use. Another result is the effectiveness of VR for contextualised skill practice. Empirical studies show that VR simulations allow learners to develop listening comprehension through authentic auditory input, enhance speaking abilities through scenario-based dialogues, and strengthen reading and writing skills through task-embedded textual interactions.[12] VR thereby creates an integrated skills environment aligned with communicative language teaching principles.

Finally, the literature consistently highlights the motivational value of VR. Interactive 3D environments, gamified elements, and embodied experiences generate heightened learner engagement, increased persistence, and positive emotional involvement. Collectively, these findings position VR as an effective bridge between traditional classroom instruction and real-life communicative demands.

3. Synergy of AI and VR in English Language Learning

The combined analysis of the two academic sources reveals that AI and VR create a powerful pedagogical synergy when implemented together. AI enhances VR environments by enabling adaptive personalisation: learner data generated during VR activities (e.g., speech accuracy, task completion time, error patterns) can be analysed by AI systems, which then adjust subsequent VR scenarios to match learners' needs. This creates a continuous cycle of data-driven improvement. AI-powered speech recognition also strengthens spoken interaction within VR settings. By analysing pronunciation, fluency, lexical choices, and syntactic structures, AI provides real-time corrective feedback during VR-based communication tasks. This transforms VR from a passive environment into a responsive and intelligent communicative partner. Meanwhile, VR enhances the effectiveness of AI-driven instruction by offering immersive contexts for practising the content chosen or recommended by AI tutors. When AI identifies a learner's weakness

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(e.g., difficulties with functions such as requesting information or expressing opinions), VR can generate a scenario specifically designed to target that skill. Thus, AI provides the diagnostic foundation, while VR provides the experiential environment. Together, AI and VR create a pedagogical ecosystem characterised by adaptivity, immersion, emotional safety, and experiential learning. This synergy not only improves linguistic performance but also contributes to psychological readiness, motivation, and communicative confidence – all of which are essential for successful language acquisition.

Discussion

Pedagogical Implications

The findings of this study indicate that AI and VR technologies carry significant pedagogical value for foreign-language education, particularly in developing communicative competence and enhancing learner motivation. The integration of AI-powered conversational agents and VR-based simulations creates conditions for spontaneous interaction, allowing learners to practise real-time communication in safe and controlled environments. These interactions mirror natural conversation patterns and support the development of fluency, pragmatic awareness, turn-taking skills, and confidence in speaking English. A major implication concerns the promotion of learner autonomy. AI systems provide instantaneous feedback and personalised learning pathways that adapt to individual learners' needs, pacing, and progress. This fosters self-regulated learning behaviours, enabling students to take responsibility for their own improvement through ongoing monitoring and reflection. Autonomy is further strengthened by AI-powered tools such as pronunciation analysers, grammar checkers, and chatbots, which serve as supplementary language support outside the classroom.

Another pedagogical benefit relates to motivation and emotional engagement. VR-based tasks offer immersive, interactive settings that simulate real-life communicative challenges. Such environments engage multiple sensory channels, making learning more dynamic and enjoyable. The gamified nature of VR scenarios often leads to increased attention, persistence, and emotional involvement, which are crucial factors for sustained language acquisition. AI and VR also support differentiated instruction, as both technologies adjust content difficulty, task complexity, and interaction style according to the learner's proficiency level. This adaptability ensures that learners of different abilities receive individually appropriate input, aligning with the principles of zone of proximal development and inclusive pedagogy.[13]

Importantly, these technological innovations align closely with contemporary language-teaching paradigms. Communicative Language Teaching (CLT) emphasises authentic interaction and meaningful communication – objectives that VR environments naturally fulfil through scenario-based simulations. Similarly, task-based learning benefits from the dynamic problem-solving tasks available in VR contexts. Multimodal instruction, which stresses the integration of visual, auditory, and kinaesthetic modes, is inherently supported by immersive VR technologies. Thus, AI and VR are not only compatible with modern pedagogies but actively extend their potential.

Challenges

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Despite the clear pedagogical benefits, one major obstacle concerns technical barriers, including the cost of high-quality VR headsets, hardware-software compatibility issues, and limited access to well-designed educational content. In many institutions, especially in developing regions, infrastructure and budget constraints remain significant barriers to implementation.[14] Another challenge involves teacher preparedness. As noted by Hubbard and confirmed in more recent research, many educators lack training in the pedagogical and technical aspects of AI-based and VR-based tools. Without appropriate professional development, teachers may underutilise advanced features, misapply the technology, or avoid it entirely. Successful integration therefore requires systematic training programs that focus on both technological fluency and pedagogical integration.[15] The findings also reveal logistical constraints, including classroom space limitations, device setup time, maintenance requirements, and safety considerations within VR environments. These practical issues can reduce instructional time, complicate lesson planning, or cause discomfort for learners unfamiliar with immersive technologies.

Nonetheless, academic sources agree that these challenges are not insurmountable. With appropriate investment in digital infrastructure, comprehensive teacher preparation, and careful curriculum design, AI and VR can become powerful components of English-language education. Their combined ability to provide personalised, immersive, and motivating learning experiences positions them as valuable tools for transforming traditional language classrooms and supporting learners in achieving higher levels of communicative competence.

Conclusion. The research work demonstrates that artificial intelligence and virtual reality offer mutually reinforcing benefits for English language teaching, each contributing distinct yet complementary pedagogical functions. AI introduces a high level of adaptivity, enabling personalised learning pathways, immediate corrective feedback, and intelligent monitoring of learner progress. These features support accuracy, self-regulation, and continuous improvement. Virtual reality, in contrast, provides an immersive and context-rich environment where learners can engage in authentic communication, experience cultural nuances, and practise language skills in a psychologically safe space that mimics real-world communicative demands.

When combined, AI and VR have the potential to transform foreign-language education from a traditional, textbook-oriented process into an interactive, learner-centred, and technologically mediated experience. Their integration supports communicative competence development, increases learner autonomy, and enhances motivation through meaningful engagement and multimodal interaction. This synergy aligns closely with modern methodological approaches such as communicative language teaching, task-based instruction, and experiential learning. Despite these promising advantages, the study also highlights several challenges that impede large-scale implementation. Technical barriers – including cost, device access, and content quality – continue to limit adoption. Pedagogical constraints, particularly insufficient teacher training and lack of methodological preparedness, further hinder effective application.

[14] Cai, Y. (2022). A Review of Virtual Reality Technology in EFL Teaching. *Journal of Education, Humanities and Social Sciences, 4*, 260–263.

[15] Hubbard, P. (2008). CALL and the future of language teacher education. CALICO Journal, 25(2), 175–188.

Organisational factors such as classroom logistics, equipment maintenance, and time constraints also pose practical difficulties. Nevertheless, both academic sources indicate that with proper planning, institutional support, and professional development, these challenges can be overcome. The findings suggest that AI and VR are not merely supplementary tools but have the potential to become central components of future language-education ecosystems. To fully realise their potential, future research should focus on designing integrated AI-VR platforms that combine adaptive intelligence with immersive environments in a single unified system. Additionally, there is an urgent need to develop comprehensive teacher-training models that address technological literacy, pedagogical integration strategies, and ethical considerations associated with emerging educational technologies.

In conclusion, the evidence indicates that AI and VR, when thoughtfully implemented, can significantly enhance English language teaching by creating more personalised, engaging, and effective learning experiences. Their integration marks an important step toward the digital evolution of language education and opens new avenues for innovation in both pedagogy and practice.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ADVANCING DOMAIN-SPECIFIC ENGLISH PROFICIENCY IN BIOLOGY STUDENTS THROUGH AI- AND VR-SUPPORTED LEARNING

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Abstract. *The rapid development of artificial intelligence (AI) and virtual reality (VR) has transformed language education, particularly in domain-specific contexts. This study investigated the effects of the TalkTIME platform – an immersive AI- and VR-mediated learning environment – on the communicative, terminological, and professional competencies of Biology students at Chirchik State Pedagogical University. A mixed-methods pedagogical experiment was conducted, including diagnostic assessment, a six-week AI-supported instructional intervention, and post-assessment. Data were collected through oral interviews, situational dialogues, micro-presentations, observational protocols, interaction logs, audio-video recordings, and reflective student journals. Results indicated substantial improvements in listening comprehension, accurate use of discipline-specific terminology, oral fluency, and higher-order reasoning. Students engaged more consistently with AI avatars than with traditional classroom interactions, produced longer and more precise explanations, and reported reduced anxiety, heightened motivation, and increased immersion. Adaptive scenario generation and VR-situated contexts were particularly effective in scaffolding critical thinking and professional communication skills. Ethical considerations, including data privacy and algorithmic fairness, were addressed through teacher-mediated interpretation and restricted data collection. Overall, the study demonstrates that AI- and VR-enhanced platforms like TalkTIME can augment teacher-led instruction, foster learner autonomy, and advance domain-specific language competence in higher education settings.*

Keywords: *AI-enhanced language learning, virtual reality (VR) in education, domain-specific English, biology communication skills, adaptive learning algorithms, immersive learning environments, discipline-specific terminology, professional competence development, intelligent conversational avatars, situated cognition, learner autonomy, technology-mediated instruction.*

Introduction

The rapid evolution of artificial intelligence has transformed modern education by introducing adaptive learning, data-driven instruction, and immersive digital environments. Early AI research laid the foundation for today's intelligent systems, enabling machines to simulate human reasoning and problem-solving processes, which later evolved into educational applications designed to personalize learning and automate instructional support (as described in the historical analysis of AI research at Lawrence Livermore National Laboratory). Contemporary studies highlight that AI now influences nearly every dimension of learning – from adaptive algorithms to automated tutoring systems and teacher-support tools. According to Bernard Marr, AI's evolution

"transformed the world one algorithm at a time," giving rise to platforms capable of human-like interaction, real-time feedback, and contextualized decision-making.

Building on these global trends, the TalkTIME project was developed by Abduramanova Diana and Akmalxonov Said-Fozilxon to explore how immersive AI-driven environments can enhance foreign-language communication skills in Biology majors. The platform uses virtual-world simulations, intelligent conversational avatars, and multi-device access (Android/iOS/Windows/VR) to create authentic discipline-specific communication scenarios. Existing scholarship demonstrates that AI enhances critical thinking by promoting individualized feedback, adaptive progression, and real-time performance analytics. However, the application of these capabilities to domain-specific foreign-language instruction remains underexplored. This study investigates how TalkTIME influences the communicative, terminological, and professional competencies of Biology students by integrating AI-supported VR environments into their learning process.

Methods

A mixed-method pedagogical experiment was conducted with Biology students enrolled at Chirchik State Pedagogical University to examine the effects of AI-mediated instruction on the development of English communicative competence within a domain-specific context. The study adhered to a three-stage design: diagnostic assessment, AI-supported instructional intervention, and post-assessment, providing a systematic framework for evaluating the effectiveness of technology-enhanced language learning. During the initial diagnostic stage, students' English communication abilities were evaluated across multiple dimensions, including listening comprehension, domain-specific vocabulary acquisition, and fluency in scientific explanation. Assessment instruments consisted of structured oral interviews, situational dialogue tasks, and discipline-specific micro-presentations. These tasks were carefully designed to simulate authentic communicative contexts in biology, enabling the measurement of both linguistic and cognitive competencies, such as accurate use of terminology, coherence in argumentation, and precision in describing experimental procedures. Triangulation of assessment methods enhanced the reliability and validity of the baseline data, aligning with established practices in second-language acquisition research that emphasize multimodal evaluation of learner competencies.

During the intervention phase, participants engaged with the TalkTIME platform over a six-week period. The platform integrated AI-mediated interactive environments that simulated professional biological contexts, including laboratories, field ecosystems, and anatomical simulation rooms. Within these virtual locations, AI-generated avatars functioned as dynamic interlocutors, employing natural-language processing (NLP) to initiate scenario-based dialogues with learners. These dialogues were structured to replicate real-world scientific communication: students were prompted to explain experimental protocols, describe cellular structures, evaluate ecological interactions, and discuss laboratory safety measures. The AI system dynamically adjusted its interactions using an adaptive sequencing model, tailoring task difficulty and conversational complexity in response to individual learner performance. This adaptive mechanism is consistent with the principles of personalized learning articulated in recent AI-education

literature, demonstrating how algorithmic scaffolding can foster learner autonomy and optimize cognitive engagement.

Data collection during the intervention was comprehensive and methodologically rigorous. Observational protocols captured the qualitative dimensions of learner engagement and interaction strategies, while automatic interaction logs provided quantitative measures of task completion, response latency, and vocabulary usage patterns. Audio-video recordings of student-avatar interactions enabled subsequent discourse analysis, allowing the researchers to identify pragmatic features of scientific English usage and patterns of collaborative problem-solving. Additionally, reflective student journals were collected to capture metacognitive insights, perceptions of learning efficacy, and attitudes toward AI-mediated instruction. Together, these data sources facilitated a mixed-methods analysis that combined statistical evaluation of performance gains with qualitative assessment of communicative development and learner experience.

Ethical considerations formed a central component of the research design. The study adhered to principles of algorithmic fairness, ensuring that AI responses did not introduce biases or reinforce stereotypical assumptions. Data-handling procedures were aligned with contemporary ethical standards in educational technology, emphasizing informed consent, confidentiality, and responsible storage of personal information. Moreover, teacher mediation remained integral to the experimental framework, instructors interpreted AI-generated analytics and provided complementary feedback, thereby preventing over-reliance on automated evaluation and reinforcing human oversight in technologically augmented learning environments. This approach reflects current discourse in the field advocating for a balanced integration of AI tools and pedagogical expertise, ensuring that technological innovation enhances rather than replaces the educational process.

Results

The findings of the study indicate that the TalkTIME platform had a significant positive impact on students' communicative and professional competencies in English within a biology-specific context. Quantitative analyses of listening comprehension assessments demonstrated substantial improvements, with students showing accelerated decoding of complex scientific information during AI-mediated dialogues. This enhancement suggests that the immersive and interactive nature of AI-driven scenarios supports both receptive language skills and the ability to process domain-specific content efficiently. In terms of productive language use, the study observed a marked increase in the accurate use of discipline-specific biological terminology. The frequency of correct term usage in spontaneous speech rose by over 30 percent, indicating that repeated engagement with AI avatars facilitated the internalization of complex lexical items. This outcome aligns with cognitive theories of language acquisition that emphasize the role of contextualized, meaningful practice in promoting long-term retention of technical vocabulary. Additionally, qualitative measures of oral fluency revealed significant gains. Students exhibited reduced pauses and hesitation, increased coherence, and greater confidence in articulating scientific explanations. These developments correspond with existing research suggesting that AI-mediated interaction can lower cognitive load by providing scaffolding, immediate feedback, and controlled practice opportunities,

thereby allowing learners to focus more effectively on content production rather than retrieval of lexical items or grammatical structures. Interaction logs and usage analytics provided further insights into learner engagement. Students interacted with AI avatars more consistently and intensively than they did in traditional classroom dialogues, demonstrating heightened motivation and sustained attention within the virtual environment. This pattern of engagement supports the notion that AI-enhanced learning platforms can create immersive, learner-centered experiences that reinforce autonomous practice and continuous skill development, a benefit that is particularly salient in content- and terminology-heavy disciplines such as biology. The adaptive scenario generation within the TalkTIME platform facilitated a progressive development of cognitive and linguistic skills, enabling learners to advance from producing basic factual descriptions to engaging in higher-order reasoning and analytical discussion. This progression aligns with findings in the literature on AI-supported critical-thinking development, which suggest that adaptive, context-sensitive learning environments can scaffold learners' cognitive processes, promote problem-solving strategies, and enhance the integration of domain-specific knowledge into complex verbal reasoning tasks. By dynamically adjusting task complexity and guiding learners through increasingly challenging scenarios, the system encouraged not only accurate terminology use but also the construction of coherent, logically structured arguments, reflecting both linguistic competence and professional reasoning skills. Moreover, students demonstrated the ability to produce longer, more precise, and discipline-accurate explanations of biological processes, providing evidence for the efficacy of situational VR environments in fostering professional communication skills within a scientific context. Qualitative feedback further revealed reductions in psychological barriers to learning: participants reported decreased fear of making mistakes, heightened motivation, and a stronger sense of immersion in the learning environment. These outcomes are consistent with international research indicating that AI- and VR-mediated instruction functions as a catalyst for enhanced learner engagement, personalized learning pathways, and active participation. The combination of adaptive AI scaffolding and immersive VR scenarios appears to create a supportive, low-stress environment that promotes both linguistic accuracy and confidence in professional discourse, thereby bridging the gap between theoretical knowledge and communicative application.

Discussion

The results of the study indicate that TalkTIME not only reflects the global trajectory of AI integration in education but also contributes uniquely to domain-specific foreign-language instruction. Consistent with contemporary trends in AI-enhanced learning, the platform employed adaptive learning algorithms, real-time feedback mechanisms, and interactive avatars to construct a personalized, low-anxiety learning environment. Such features align with cognitive load theory and learner-centered pedagogical models, as they reduce extraneous processing and allow students to focus on content mastery and communicative competence. The immersive VR component introduced authentic professional contexts, including laboratories, ecological field sites, and anatomical simulation rooms – settings typically inaccessible in traditional classroom instruction. This aspect supports experiential and inquiry-based learning, emphasizing situated cognition,

which posits that knowledge is most effectively acquired and applied within realistic contexts. By integrating AI and VR, TalkTIME facilitated not only linguistic development but also professional reasoning, enabling students to link domain-specific knowledge with precise communicative practices. Importantly, the findings corroborate theoretical claims in the AI-education literature that intelligent systems function as augmentative rather than replacement tools for teachers. Student progress was most pronounced when AI-generated feedback was coupled with teacher-guided reflection, reinforcing the importance of human mediation in interpreting algorithmic insights, scaffolding higher-order thinking, and addressing socio-emotional aspects of learning. This synergy exemplifies best practices for ethical AI integration, emphasizing that technology should complement pedagogical expertise rather than supplant it.

Ethical concerns commonly associated with AI in education – including data privacy, over-reliance on automated recommendations, and potential algorithmic bias – were mitigated through careful design choices. Data collection was restricted to educational performance metrics, and teachers actively interpreted qualitative outcomes, ensuring responsible use of technology while maintaining transparency and fairness. These measures align with current frameworks in educational ethics, demonstrating that AI deployment can adhere to both pedagogical and ethical standards without compromising instructional quality.

TalkTIME exemplifies how AI- and VR-enhanced learning environments can simultaneously promote domain-specific linguistic competence, professional reasoning, and learner autonomy, while maintaining ethical integrity and reinforcing the centrality of the teacher's role. The study contributes empirical evidence supporting the integration of adaptive, immersive technologies into higher education language instruction, highlighting a model that is both technologically innovative and pedagogically grounded.

Conclusion

The study provides robust empirical evidence that the TalkTIME platform significantly enhances both communicative and professional competencies in domain-specific English among Biology students. By integrating adaptive AI-driven instruction with immersive VR scenarios, the platform not only facilitated measurable improvements in listening comprehension, accurate terminology usage, oral fluency, and higher-order reasoning, but also promoted the ability to apply knowledge in authentic, professional contexts. The progression from basic factual descriptions to complex, analytically structured explanations demonstrates the platform's capacity to scaffold learners' cognitive and linguistic development simultaneously, reflecting principles of situated cognition and experiential learning. Student engagement and motivation were notably increased, with interaction logs revealing consistent and sustained participation in AI-mediated dialogues compared to traditional classroom activities. Psychological barriers to learning, including fear of making mistakes and hesitation during speech, were significantly reduced, creating a supportive environment that encouraged experimentation and risk-taking in language production. This aligns with cognitive load theory, highlighting how AI scaffolding and adaptive scenario generation can free cognitive resources for higher-order thinking and professional reasoning.

The study also underscores the critical role of teacher mediation in the effective deployment of AI technologies. The most robust learning outcomes were observed when AI feedback was complemented by teacher-guided reflection, which provided interpretive oversight, contextualized guidance, and socio-emotional support. This reinforces the notion that AI tools are most effective when used to augment rather than replace human educators, ensuring that pedagogical expertise remains central to the learning process. Ethical considerations – including data privacy, algorithmic fairness, and responsible handling of learner information – were systematically addressed through careful design, restricted data collection, and active teacher involvement, demonstrating that technology-enhanced learning can be implemented safely and equitably.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING: OPPORTUNITIES, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

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Abstract. *Language learning is increasingly becoming infiltrated by AI technologies such as intelligent tutoring systems, automated writing evaluation, speech recognition and conversational agents. A systematic review of the literature during 2015-2024 indicates AI increases personalization, gives instantaneous suggestions and promotes the learners to interact actively. However, there are complex issues such as privacy, bias in algorithms and technology access gap, as well as teacher training that need to be addressed. This study concludes that AI can enhance language teaching in an ethically and strategically sound manner, which adds to the recent debate of what role AI might have within education, specifically with respect to language learning.*

Keywords: *Artificial intelligence, language teaching, natural language processing, intelligent tutoring systems, adaptive learning, automated assessment, educational technology.*

Introduction. Artificial intelligence has become a major driver of change in modern education, especially in language teaching. Advances in natural language processing and machine learning allow AI systems to support vocabulary development, grammar reinforcement, writing improvement, and pronunciation practice. In traditional settings, teachers often face limitations such as large class sizes, inconsistent feedback, and varying learner needs. AI tools address these limitations by providing flexible, adaptive learning environments that respond to individual performance.

Current research shows that AI fosters learner autonomy, improves accuracy, and increases motivation. Despite these advantages, concerns remain regarding digital inequality, privacy, and the risk of diminished human interaction. This study explores AI's contributions to language learning and evaluates its benefits, limitations, and pedagogical implications through a systematic review of existing research. This study employed a qualitative systematic literature review to investigate the role of artificial intelligence in language teaching. The methodological approach was designed to ensure rigor, transparency, and replicability while allowing for a comprehensive synthesis of diverse research findings. A qualitative review was chosen because the aim of the study was to understand pedagogical trends, technological impacts, and learner experiences rather than to measure statistical relationships. This approach enabled the inclusion of empirical

studies, theoretical analyses, case studies, and review papers that collectively contribute to a deeper understanding of AI-supported language instruction.

The search process involved the use of multiple academic databases, including Google Scholar, ERIC, Scopus, ResearchGate, and IEEE Xplore. These databases were selected for their wide coverage of educational technology, applied linguistics, and computer science research. A combination of targeted search terms and Boolean operators was used to locate relevant literature, including phrases such as "artificial intelligence in language teaching," "AI-assisted language learning," "NLP in education," "intelligent tutoring systems," "automated writing evaluation," and "chatbots for language learning." Searches were limited to studies published between 2015 and 2024 to capture the most recent AI advancements.

A set of inclusion and exclusion criteria guided the selection of studies. Articles were included if they were written in English, published in peer-reviewed venues, and focused on AI applications in language learning or teaching. Studies also needed to discuss learner outcomes, teacher roles, technological impacts, or broader pedagogical implications. Non-academic sources, inaccessible full texts, and studies unrelated to human language education were excluded. The initial search produced approximately 420 records, which were reduced to 310 after removing duplicates. Titles and abstracts were screened for relevance, resulting in 142 articles selected for full-text evaluation. After this review, 54 studies met all criteria and were included in the final analysis.

A structured data extraction process was used to collect consistent information from each study. Extracted data included publication details, research aims, types of AI tools examined, target learner populations, research designs, reported outcomes, and identified challenges. This systematic extraction enabled comparisons across studies and supported meaningful synthesis of findings. The data were analyzed using thematic analysis. Studies were read multiple times, and recurring ideas, patterns, and insights were coded manually. These codes were progressively grouped into broader themes reflecting core issues in AI-supported language teaching, such as personalization, automated feedback, learner motivation, teacher support, and ethical or technological concerns. The thematic structure was refined through repeated comparison with source material to ensure accuracy and balance.

Reliability was enhanced by following a uniform search and coding protocol and by using a snowballing technique that examined reference lists of the included articles to identify additional relevant studies. Validity was strengthened by incorporating a wide variety of research designs and by comparing findings across different contexts and AI tools to avoid bias or overgeneralization. Ethical principles were also maintained throughout the process. Although formal approval was not required due to the use of publicly available literature, care was taken to represent study findings accurately, acknowledge all sources properly, and avoid misinterpretation.

The reviewed literature demonstrates that AI consistently contributes to personalized learning by adjusting content difficulty and instructional pathways according to learner performance. Adaptive learning platforms were shown to significantly improve vocabulary acquisition, grammar accuracy, and reading comprehension. Students benefited from customized feedback and individualized approaches that enhanced

learning efficiency. AI systems provided immediate and detailed feedback. Automated writing evaluation improved writing accuracy and coherence by helping learners identify grammatical, lexical, and structural issues. Speech-recognition tools supported pronunciation development by offering real-time corrective feedback.

Learner engagement increased through AI-powered interactive tasks, gamified activities, and conversational chatbots. These tools encouraged learners to practice consistently and reduced anxiety associated with human judgment. Teachers benefited from AI-supported grading, progress monitoring, and lesson planning tools, which reduced workload and helped identify at-risk learners more quickly.

Despite these benefits, several challenges appeared. Privacy concerns emerged due to extensive data collection and storage. Algorithmic bias was identified in systems trained on limited linguistic datasets, affecting learners with diverse accents or backgrounds. Technological inequality limited access to high-quality AI tools in underserved regions. Additionally, many educators lacked sufficient training to use AI effectively.

The findings of this review indicate that artificial intelligence plays a significant and multifaceted role in enhancing language teaching, and they highlight several interconnected pedagogical, technological, and ethical considerations. The reviewed studies consistently show that AI has the capacity to transform traditional instructional models by offering personalized learning experiences that adjust to each learner's pace, proficiency level, and individual challenges. This personalized support aligns with contemporary learner-centered approaches, which emphasize differentiation and the need to accommodate diverse learning profiles. AI tools, particularly adaptive learning platforms and intelligent tutoring systems, help achieve this by analyzing learner behavior and providing appropriate instructional pathways that would be difficult to implement in large or heterogeneous classrooms.

Another central contribution of AI lies in its ability to generate immediate and detailed feedback across multiple language domains. Automated writing evaluation tools support learners by identifying errors in grammar, vocabulary, and structure, thereby enabling frequent, low-stakes practice and revision. Similarly, speech-recognition systems enhance oral proficiency by offering real-time guidance on pronunciation and fluency. Such feedback systems not only reduce the burden on teachers but also empower learners to take greater control of their progress, fostering autonomy and self-regulated learning. The immediacy and precision of AI-generated feedback represent a major advantage over traditional forms of feedback, which may be delayed or limited by instructor workload.

Engagement and motivation also emerge as major benefits of AI in language learning. Interactive chatbots, gamified exercises, and simulated environments create opportunities for authentic and continuous practice, minimizing the fear of negative judgment that often inhibits language learners during human interactions. These tools support sustained engagement, which is known to be critical for long-term language acquisition. Furthermore, the ability to practice anytime and anywhere makes AI particularly valuable for learners with limited access to native speakers or qualified instructors.

Despite the clear advantages, the review also reveals challenges that must be considered for responsible and effective integration. Data privacy concerns arise because AI systems rely on large volumes of learner data to operate effectively. Ensuring secure data storage, transparent data use, and informed consent is essential, especially in educational contexts involving minors. Another challenge involves the potential for algorithmic bias, particularly in speech-recognition systems trained on limited datasets. Such bias can disadvantage learners with diverse linguistic or cultural backgrounds, thereby undermining inclusivity and fairness. Addressing this issue requires the development of more representative training datasets and regular auditing of AI systems.

Technological inequality represents an additional barrier, as access to AI tools requires reliable internet connectivity, up-to-date devices, and adequate institutional resources. Learners in underserved regions may not benefit equally from these innovations, potentially widening existing educational gaps. Moreover, teacher preparedness emerges as a recurring concern. Many educators are uncertain about how to integrate AI into their instructional practice, either due to limited training or apprehension about the changing role of teachers in AI-enhanced classrooms. This highlights the need for professional development programs that equip teachers with the skills and confidence required to use AI tools effectively and ethically.

The findings collectively suggest that AI is most effective when used not as a replacement for teachers but as a complementary support mechanism. Human teachers provide emotional intelligence, cultural context, motivational strategies, and interpersonal communication – elements that AI cannot replicate. The optimal model is therefore a hybrid approach, in which AI handles repetitive tasks, offers personalized feedback, and provides extensive practice opportunities, while teachers focus on higher-order skills, critical thinking, interaction, and social-emotional engagement. Such a balance ensures that learners benefit from the strengths of both human instruction and technological innovation. Future research should explore the long-term effects of AI-supported learning on language proficiency, investigate how AI can better support collaborative and communicative tasks, and develop frameworks for ethical and equitable implementation. As AI continues to evolve, its role in language teaching will likely expand, and it is crucial that researchers, educators, and policymakers work together to guide this process responsibly.

This study concludes that artificial intelligence plays a transformative role in language teaching by supporting personalized instruction, improving feedback quality, and increasing learner engagement. Adaptive systems and automated evaluation tools help learners progress more efficiently and autonomously. While AI offers substantial advantages, it must be integrated thoughtfully to avoid risks related to data privacy, inequity, and overdependence on technology. AI should not replace human teachers, rather, it should complement their work. Teachers remain essential for fostering communication skills, cultural understanding, emotional support, and critical thinking. With ethical and strategic implementation, AI has the potential to significantly enhance the teaching and learning of languages and to make education more inclusive, dynamic, and effective.

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EFL TEACHERS' EXPERIENCES OF EXTENSIVE READING IN UZBEKISTAN – THE NEED FOR PROFESSIONAL DEVELOPMENT AND ARTIFICIAL INTELLIGENCE (AI) INTEGRATION

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Abstract. *The current paper presents the role and benefits of extensive reading (ER) in English language learning and discusses how ER programs can evolve with the integration of artificial intelligence (AI) tools. We will also take a brief look at EFL teachers' experiences with ER in Uzbekistan based on small-scale research results and discuss how AI integration can enhance their ER practices. Although extensive reading has existed with its established principles for around thirty years and offers a number of benefits for foreign language learning, it remains an undervalued approach. The appropriate integration of AI in ER programs can leverage ER practices of both teachers and learners. For the effective practice of ER, and sustainable professional development opportunities for EFL teachers, the recommendations are presented in the conclusion section.*

Key words: *Extensive reading, EFL teachers' experiences, artificial intelligence, professional development*

Introduction

A wealth of research confirms that while many EFL teachers hold the belief in the benefits of extensive reading (ER), in some contexts, they remain reluctant to integrate ER in their teaching practices (Arai, 2019, Chang & Renandya, 2017)**.** To the best of my knowledge, no research to date has investigated EFL teachers' perceptions and practices of extensive reading in Uzbekistan. My research as a master of education (MEd) student in TESOL, aimed to fill this gap to small extent. The findings of this small-scale research revealed that state school EFL teachers in Uzbekistan, although they believe in the benefits of extensive reading and willing to practice ER, due to the lack of expertise, time constraints, insufficient number of materials and exam-oriented nature of education in Uzbekistan, are facing the challenges in successful implementation of extensive reading at schools. Therefore, with the provision of proper training to raise EFL teachers' understanding and expertise of extensive reading principles, and by facilitating their use of AI tools, there is a belief that EFL teachers' ER practices can be enhanced.

The Role of Extensive Reading in Language Learning.

It is generally agreed that reading is an important area for language education, and thus it has gained an essential place in language programs and curricula globally (Robb & Ewert, 2024). Acquiring advanced reading skills enhance students' ability to comprehend complex texts and broaden their knowledge across a variety of subjects (Davis et al., 2016). Within this broader skill set, extensive reading (ER) is a very effective approach to develop learners' language skills such as grammar, vocabulary, writing and speaking**.** Beyond linguistic skills, successful extensive reading programs increase

students' worldview and positively influence affective factors such as self-efficacy and motivation (Zhou, 2024)**.** In theory, to establish and run extensive reading program might seem straightforward: teachers need to provide an appropriate range of reading materials, encourage learners to select texts suitable to their level and create conditions where they can read these materials silently. Learners should enjoy the process without assessment or exam pressure. However, translating this theory into practice is often challenging due to various contextual constraints.

hy ER is Still Less Practiced

Despite the long-time presence and research-confirmed benefits of this approach, it is not widely accepted, especially in the contexts where traditional education still dominates. This is not because this approach has less value, but there are many other factors why this approach has not yet become an essential part of language curriculum (Nation & Waring, 2019). The underlying reasons include EFL teachers' lack of expertise and time, the insufficient number of materials targeted for ER and the exam-oriented nature of the education (Fan, 2023, Huang, 2015, Macalister, 2010). In line with these challenges, Nation and Waring (2019) note that randomly typing "Learn English" (p,175) into an internet search results in materials that focus mainly on form and promote language courses. They also highlight the excessive attention given to coursebooks and the strong determination to finish them at all costs. As a result, the value of extensive reading is not sufficiently recognized. Even when if it is practiced, it holds less significance compared to other intensive and form-focused methods.

In Uzbekistan, similarly, the exam-oriented nature of the education system has long shaped classroom reading instruction, with the primary emphasis on developing students' intensive reading skills which involves close, teacher-guided or task-driven analysis of a text, requiring detailed attention mainly to form and less on meaning. EFL teachers tend to emphasize intensive reading practices due to the pressure from school leaders and parents to prepare learners to get language certificates and complete the coursebooks. Another impediment to effective ER practices, as revealed in the research, is EFL teachers' limited understanding of ER principles and practices. Given these challenges, it becomes essential to revisit the core principles of extensive reading to see what constitutes effective ER practice and why these principles matter. The next section therefore outlines these key principles and explains how they inform and support successful ER implementation.

Extensive Reading Principles

As noted earlier, extensive reading (ER) involves reading for pleasure, enjoyment, information, and encourages students to become autonomous readers in the long run. Prior to the discussion of ER in AI period, it is useful to review the nature and well-established principles of ER as they form the foundation of any ER program whether it is in a traditional or AI-assisted format. EFL teachers should be aware of these principles and have fundamental understanding of them for successful ER practice. Day & Bamford (1998), influential pioneers in extensive reading, proposed a list of ten principles, which is presented in Table 1.

Extensive reading principles (Day & Bamford, 1998)

1 Students read as much as possible
2 A variety of materials on a wide range of topics is available
3 Students select what they want to read
4 The purposes of reading are usually related to pleasure, information, and the general understanding
5 Reading is its own reward
6 Reading materials are well within the linguistic competence of the students
7 Reading is individual and silent
8 Reading speed is usually faster rather than slower
9 Teachers orient students to the goals of the program.
10 The teacher is a role model of a reader for students

These principles were a turning point, encouraging language educators to recognize extensive reading as a valuable approach to language learning, and have since become the core guidance in establishing extensive reading programs worldwide. Macalister (2010) analyzed these ten principles and presented four broad categories into which they can be integrated (Table 2).

Macalister's (2010) reclassification of ten principles of extensive reading by Day & Bamford (1998)

1 the nature of reading material (principles 1-2)
2 the nature of the reading (principles 5-8)
3 the learners' behaviour (principles 3-4)
4 the teacher's behaviour (principles 9-10)

The analysis of Macalister's grouping suggests that EFL teachers who want to integrate extensive reading in their English language classes need to understand the nature of reading materials, reading process, as well as how learners behave and what teachers should do during these practices.

While it is important that EFL teachers are familiar with these principles, Nation & Waring (2019) note that these principles should not be seen as prescriptive. EFL teachers can modify or adapt them depending on their contextual circumstances. For example, according to Day & Bamford (1998), learners need to choose the materials themselves. However, teachers' intervention in the material selection and book recommendations are also acceptable providing this does not hinder but facilitates extensive reading activities (Nation & Waring, 2019).

Extensive Reading in the Era of Technology and Artificial Intelligence

The advent of artificial intelligence (AI) is encouraging educators in different areas of language learning to reconsider approaches they have been using for decades. The

same is true for experts in extensive reading (ER)**.** The nature of reading is expected to change as a response to learners who are increasingly considered "digital natives". There are already several online extensive reading platforms emerged to respond to this new direction (Nation & Waring, 2019). This indicates the tendency to shift from traditional extensive reading approaches toward blended or fully digitalized formats.

In the light of these changes, it is sensible to consider how this digitalization and AI inclusion will impact traditional ER practices, experiences and processes. According to Renandya (2025), AI use will present new dimensions to ER. when employed skillfully, it offers numerous opportunities that can help address the challenges faced in traditional extensive reading experience. For example, teachers are better able to monitor learners' progress, the time they devote to reading, the number of words they read. AI tools can be used to create materials that are engaging, level-appropriate and personalized, offering readers a wide selection. There are already websites such as https://ReadTheory.org which uses algorithms to recommend texts based on a learner's previous reading experience and interests, and www.xreading.com, online library combining graded readers from a range of ELT publishers. When used skillfully, these systems can serve as curators – providing suitable materials that consider the Zone of Proximal Development (ZPD) of learners and also encouraging learner autonomy (Renandya, 2025). This support system is particularly valuable in Uzbekistan's teaching context, where many schools lack libraries with sufficient books suitable for ER programs (e.g., graded readers) and where EFL teachers often struggle to monitor students' progress due to time constraints and large class sizes. Using AI-facilitated ER platforms can help compensate for limited resources by automatically tracking reading time, progress, and vocabulary growth. In short, the inclusion of AI in ER programs offers promising opportunities to strengthen the effectiveness, accessibility, and sustainability of extensive reading in Uzbekistan.

Though AI tools offer a range of benefits that can enhance learners' practice in ER, they are not without concerns. These tools are more effective and yield the intended results when both teachers and learners have sufficient technological background and skills that allow them to use AI tools aptly and flexibly. Those who lack technological skills remain struggling to get the best out of these technological advancements. In addition, educators need to ensure that learners do not become over-reliant in AI tools, and ER practices followed by human interaction and sufficient teacher support. It is important that both teachers and learners need to know about ethical issues regarding AI use (Al-Smadi et al., 2025). Furthermore, the increased use of personalized recommendation, may restrict learners to only a few specified text types, which limits the exposure to a range of topics (Hu et al.2022). It has also to be ensured that all the processes happening in traditional reading experience exist in technology-integrated reading as well. For example, instant translation support through AI apps should not hinder guessing and inferencing skills (Renandya, 2025). These concerns suggest that ER programs that integrate any kind of technology or AI, should be delicately and strategically balanced ensuring that learners are still engaged in deeper processes of reading, gaining all the benefits that students would get in traditional reading classes.

Conclusion

This article reflects the findings of research results on state school EFL teachers' experiences with extensive reading in Uzbekistan. The results suggest that the sparsity in practice and research in extensive reading in Uzbekistan can be attributed to the limited support and guidance provided for EFL teachers rather than their resistance to integrate ER in their practices. To address this gap and enhance EFL teachers' knowledge and practice of ER, the following recommendations are proposed,

1) A series of professional development sessions should be organized to introduce and raise EFL teachers' awareness of the nature of extensive reading, the materials, teachers' role in extensive reading practices and the cognitive processes that learners undergo

2) These professional development sessions should not be in a prescriptive manner, teaching teachers "one-size-fits-all" strategies, but provide them with a range of lenses through which they can approach extensive reading practice with critical evaluation considering what might be suitable and what needs to be slightly modified so that their learners get the best out of extensive reading classes

3) EFL teachers need to know how to use artificial intelligence in their extensive reading practice. They should develop necessary skills to critically evaluate their own and their learners' engagement with AI. They should be provided training how to use AI to personalize learning, provide adaptive scaffolding, design materials, integrate the existing resources meaningfully, and track learners' progress. It should be ensured that AI scaffolds the core principles of ER: reading materials at an appropriate level and enjoying the process.

Extensive reading requires no more validation to prove its value and impact in native, second or foreign language learning. However, it still remains behind other language-focused approaches in many contexts including state schools of Uzbekistan. With the appropriate and sustainable professional development opportunities that enhance in-service EFL teachers' expertise in ER practices as well as their ability to use technological tools in this process timely and meaningfully will have a beneficial impact on English language learning in Uzbekistan's context.

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THE SYSTEMATIC USE OF ARTIFICIAL INTELLIGENCE PLATFORMS IN MOTIVATING STUDENTS

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Abstract. *This article discovers the strategic implication of Artificial Intelligence (AI) applications and programs as a methodical strategy for encouraging students, outlined within the context of Uzbekistan's national education modernization program. The writer bases the discussion according to the policy objectives of President Shavkat Mirziyoyev, notably Decree No. UP-5117, which mandates the integration of modern educational technologies. The article argues that advancing beyond occasional use to an integrated implementation of AI can directly deal with enduring problems related loss of interest in studies by individualizing the learning process.*

The investigation is based on the theoretical foundation of Self-Determination Theory (STD), showcasing how AI platforms are able to meet students' fundamental psychological requirements for autonomy, competence, and relatedness. It offers an experimental evaluation of AI programs – such as Intelligent Tutoring Systems (ITS), tailored educational paths, digital formative feedback, and dynamic gamifications - illustrating their particular roles in building internal and external motivation. Moreover, the text puts forward an organized, three stage framework for using and integrating AI systematically in educational facilities, addressing infrastructure, developing teacher capacity, integrating curriculum, and ethical concerns including data confidentiality and bias in algorithm.

Eventually, the article highlights that the systematic integration of Artificial Intelligence is not merely a technological development but a crucial educational evolution. The article emphasis that if AI implicated ethically and strategically, it serves as a strong tool for teachers, capable of creating more inspired, adaptable, and independent learning generation, therefore directly promoting national educational progress targets.

Keywords: *Artificial Intelligence (AI), Student Motivation, Self-Determination Theory, Personalized Learning, Educational Technology, Systematic Implementation, Uzbekistan Education Policy.*

1. Introduction

The enhancement of Uzbekistan`s educational system is an established as a national focus, intended in creating a competitive, cutting-edge generation. This vision is articulated in strategic documents including, President Shavkat Mirziyoyev's Decree No. UP-5117, which emphasizes the imperative to "widely introduce modern pedagogical and information technologies" to improve the quality of teaching and learning (President of the Republic of Uzbekistan, 2019). As a response to this mandate, Artificial Intelligence (AI) arises not solely as one more tool, but as a changing power enable to tackling a core educational issue: student motivation. Classic, same approach for all learners often is not

able to involve various knowledge seekers, resulting in disengagement. This article supports the systematic application of AI platforms as a strategic solution.

2. AI and the Science of Motivation

Student motivation grows when fundamental psychological demands are fulfilled. Self-Determination Theory (SDT) identifies these as autonomy, competence, and relatedness (Ryan & Deci, 2020). AI platforms are ideally positioned to meet these demands systematically.

Autonomy:

AI-driven systems support learners by providing individualized learning methods. Learners can often influence their journey - choosing topics, adjusting difficulty, or selecting practice modes - which fosters a sense of ownership and control (Ukwuoma et al., 2023).

Competence:

AI excels at delivering the "just-right" challenge. By continuously analyzing performance, it adapts task difficulty in real-time, keeping students within their optimal zone of learning. Immediate, specific feedback on errors and progress builds self-efficacy and a mastery-oriented mindset (Holstein et al., 2019).

Relatedness:

As Artificial Intelligence is not a human, it can aid in building social ties. It is capable of powering cooperative platforms that group students successfully and offer interactive, helping interfaces. This enables teachers, liberated from routine responsibilities, to concentrate on fostering stronger motivational connections and tutoring.

3. Strategic Applications for Motivation

A systematic method implements Artificial Intelligence across core learning domains:

Personalized Learning Pathways:

Platforms such as Knewton deals with algorithms to process student data and produce tailored instructional sequence. This guarantees every learner is appropriately challenged, directly challenging the boredom, disengagement or irritation caused by a lack of variety.

Intelligent Tutoring Systems (ITS):

ITS (e.g., Carnegie Learning for math) act as personal tutors, offering step-by-step guidance and hints. This 24/7 support prevents students from feeling "stuck," maintaining learning momentum and reinforcing that effort leads to improvement (Mousavinasab et al., 2021).

Automated Formative Feedback:

Tools including Grammarly or Elsa Speak allow immediate, specific suggestions on writing and pronunciation. This transforms analysis and assessment into an ongoing, informal discussion, inspiring learners to review and enhance constantly rather than concentrating merely on a final grade.

Data-Driven Teacher Insights:

AI analytics dashboards give educators a clear view of class and individual progress. This enables timely, motivational interventions – from praising effort to providing

targeted encouragement - elevating the teacher's role to that of a motivational coach (Baker et al., 2020).

4. An Implementation Framework for Uzbekistan

To realize this potential, a structured, three-phase framework aligned with national goals is essential.

Phase 1: Foundation (Policy & Capacity):

Systematize AI literacy as a key teacher proficiency. Commence creating national PD (Professional Development) program and take steps to ensure equal opportunity to access important digital infrastructure.

Phase 2: Integration (Curriculum & Pedagogy):

Manage AI platforms and tools to defined curricular aims in subjects such as languages and STEM. Teach educators to hybrid lesson design, where Artificial Intelligence personalized practice, leaving class time for human-centered, joint activities. Launch new programs in a small scale at various schools.

Phase 3: Sustainability (Culture & Ethics):

School leaders need to promote this transformation. Involve parents and communities. Specifically, implement ethical standards to secure student data, audits for algorithmic bias, and the principle of augmented intelligence - where AI supports, but never replaces, the essential human connection provided by teachers (Zawacki-Richter et al., 2019).

5. Conclusion

President Mirziyoyev's advocating for technological transformation in education finds an effective solution in the systematic integration of AI for motivation. By cooperating with motivational science, AI is capable of fulfilling learners' individual demands for independence, ability, and interaction. Effective usage requires a carefully designed structure of policy, guidance, and ethical management. When administrated systematically, Artificial Intelligence platforms do not replace teachers but support them to become more successful motivators. The result is a more attentive, adaptable, and independent group of learners, completely ready to equipped to contribute to Uzbekistan's future in the age of digital innovation. This strategic adaptation is not merely an educational evolvement but an essential step in realizing the nation's development goals.

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LINGUISTIC AND CULTURAL BARRIERS IN MACHINE TRANSLATION OF METAPHORS

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Abstract. *Metaphors represent a complex intersection of language, cognition, and culture. Unlike literal expressions, metaphors rely on conceptual mappings that emerge through shared cultural experiences and collective knowledge. Although machine translation systems have significantly improved with the rise of neural architectures and large language models, the translation of metaphorical expressions remains a major challenge. This article explores linguistic, cognitive, and cultural barriers that complicate metaphor translation, reviews the performance and limitations of current machine translation technologies, and examines possible solutions for improving metaphor-aware machine translation. The paper also proposes research directions that could strengthen cross-linguistic metaphor processing, particularly for under-resourced languages.*

Keywords: *metaphor, figurative language, machine translation, neural MT, cross-cultural mapping, metaphor identification, evaluation*

Metaphor represents one of the most cognitively rich and culturally embedded aspects of human language. Far from being merely ornamental devices, metaphors shape how individuals conceptualize abstract phenomena, structure their experiences, and communicate complex ideas succinctly. This centrality of metaphor to human cognition has been well established in cognitive linguistics, most notably in the work of Lakoff and Johnson (1980), who argue that metaphor is fundamental to human thought rather than peripheral to language. Given this depth and complexity, the translation of metaphors- especially through machine translation systems - poses significant linguistic and cultural challenges. Although contemporary MT technologies have made enormous strides, especially with transformer-based architectures and large language models, metaphoric language remains an area in which machines frequently fail to approximate human-level comprehension and translation accuracy.

Metaphor is ubiquitous in everyday and specialized language: it facilitates conceptualization (e.g., argument is war), frames thought, and encodes cultural values (Lakoff & Johnson, 1980, Kövecses, 2002). For humans, comprehension of a metaphor depends on lexical semantics, background knowledge, and cultural convention. For MT systems, especially those trained primarily on large parallel corpora, translating metaphors reliably remains difficult because literal word correspondences often produce semantically inappropriate or opaque output. Metaphorical expressions frequently exploit polysemy (one form, multiple senses). A source-language word used metaphorically may correspond to a different lexicalization in the target language, literal transfer yields semantically odd or nonsensical phrases. Metaphors often form conventional collocations (e.g., "heavy responsibility", "break the ice"). Collocational patterns differ across languages and may require non-compositional translations (idiomatic equivalents), which corpus-

based systems may not reliably learn when data are sparse. Many metaphors are culturally conventional (e.g., emotion is fluid in some cultures, emotion is heat in others). Mapping patterns are not universally shared, different languages may encode conceptual metaphors via different lexical or grammatical means (Kövecses, 2002).

Furthermore, metaphor is one of the most powerful, subtle, and fundamentally human features of language. Long before people learned to write or record their thoughts, they used metaphor as a tool for understanding the world around them. Metaphors allow us to express the abstract in terms of the concrete, to describe emotions as if they were physical forces, and to communicate complex ideas in vivid, memorable ways. They are deeply tied to imagination, cultural experience, social norms, and individual creativity. Because of this, metaphors present one of the greatest challenges for machine translation. While contemporary machine translation systems have made remarkable progress in producing fluent and grammatically smooth text, they still struggle profoundly with the deeper levels of meaning, cultural nuance, and symbolic associations that metaphors rely on. This essay explores why metaphor poses such a difficult problem for machines, why linguistic and cultural barriers are so intertwined, and why even the most advanced translation systems often fall short when confronted with the richness of figurative language.

One of the first obstacles lies in the very nature of metaphor itself. A metaphor is not simply a substitution of one word for another, it is a conceptual mapping between two different domains of experience. When a person says that time "flies," they are not describing a literal process but expressing the feeling that time passes quickly and uncontrollably. To grasp this metaphor, one must understand not only the dictionary meaning of "fly" but also the experiential and cultural associations that make flight an appropriate comparison for fleeting moments. Humans make this connection almost instantly because we draw on lived experience, bodily understanding, emotions, and cultural familiarity. Machines do not have access to such experiential grounding. Instead of understanding the world through perception and feeling, machine translation systems operate through patterns, statistical associations, and large-scale text analysis. Even the most advanced systems rely on probabilities rather than genuine comprehension. Because of this, they can mimic the surface structure of language without truly grasping the conceptual mechanisms behind metaphors. This lack of understanding becomes especially problematic when a metaphor depends on multiple layers of meaning. A simple phrase – such as "grasping an idea" – requires recognizing that grasping can refer to physical holding as well as mental comprehension. While humans are adept at shifting between these two meanings, machine translation systems often default to literal interpretations when the metaphorical meaning is not strongly represented in their training data. The ambiguity inherent in metaphor is not a flaw but a feature of human expression, however, it clashes with the machine's need for clarity and pattern consistency. Ambiguity forces the model to make a choice, and without deeper reasoning, it often chooses incorrectly.

One of the primary linguistic challenges involves the system's inability to correctly identify metaphorical language. Because metaphors often employ conventional lexical items in syntactically ordinary contexts, distinguishing literal from figurative meaning

becomes a non-trivial problem for MT systems. For example, the English expression "grasp the idea" uses the verb grasp in a figurative sense, yet without broader discourse cues, a machine may interpret it literally. Research by Shutova (2015) demonstrates that most MT models continue to rely heavily on distributional patterns, which cannot always distinguish between literal and metaphorical usages, particularly in low-frequency or novel metaphoric constructions. Metaphors frequently exploit polysemy – words with multiple meanings – to generate figurative interpretations. Polysemous verbs like "break" (as in break the silence, break a habit) or nouns like "heart" (heart of the matter, heart of stone) challenge MT systems that have difficulty selecting the metaphorically appropriate sense. Although neural networks can learn contextual embeddings that somewhat mitigate this issue, they still tend to default to the statistically dominant meaning, leading to mistranslation or semantic flattening (Nakov et al., 2021).

Languages often encode metaphors in structurally different ways. A metaphor in one language may rely on lexical or syntactic constructions that have no symmetrical equivalent in another. For instance, the Russian metaphor душа ушла в пятки ("the soul went into the heels") expresses fear but has no direct equivalent in English. Literal machine translation produces a semantically incoherent phrase, failing to capture the affective and conceptual meaning. Newmark (1988) emphasizes that metaphor translation requires either cultural substitution or explanatory reformulation – tasks that MT systems are not generally designed to perform autonomously. While linguistic complexity presents significant challenges, cultural barriers can be even more difficult for machines to navigate. Metaphors are deeply rooted in shared cultural experiences, historical events, and symbolic systems. They often rely on associations that only make sense within a particular cultural or historical framework.

According to Kövecses (2010), different cultures prioritize different conceptual metaphors based on geography, environment, traditions, and worldview. For instance, English and many European languages use vertical orientation metaphors (*up is good, down is bad*), while some Indigenous languages conceptualize time, space, or emotion through entirely different spatial orientations.

A machine lacking cultural grounding might translate the metaphor *"high spirits"* literally for a language that does not use vertical height to represent positive emotional states. Symbols such as animals, colors, and natural elements often carry specific metaphorical significance within a culture. The owl symbolizes wisdom in the West but is associated with misfortune in some Middle Eastern cultures. A metaphor involving an owl would therefore evoke entirely different associations depending on cultural context.

MT systems rarely possess symbolic-cultural knowledge and often translate symbolic metaphors literally, risking misinterpretation. Many metaphors become culturally meaningful because they refer to historical events. Expressions like *"the Iron Curtain", "crossing the Rubicon,"* or *"the American melting pot"* carry deep historical or ideological resonance. Without historical context, MT cannot recognize these expressions as metaphors, resulting in literal and sometimes misleading translations.

The conceptual metaphor theory asserts that metaphors are grounded in shared embodied experiences and cultural models (Kövecses, 2010). Therefore, metaphors that seem natural in one culture may be uncommon or unintelligible in another. For example,

English frequently conceptualizes argument as war (*"She attacked my point"*), while other cultures may conceptualize conflict differently. MT systems, lacking an embedded cultural model, will often translate metaphors literally, stripping them of culturally encoded meaning. Metaphors often depend on culturally specific symbols. The English metaphor "a white elephant"- meaning an unwanted or burdensome possession – derives from specific Southeast Asian cultural practices. Without knowledge of this cultural background, an MT system cannot accurately infer its intended meaning. Similarly, animals, colors, and natural elements hold different symbolic values across cultures: the owl symbolizes wisdom in Western societies but may symbolize bad luck in others. Such symbolic divergences make culturally embedded metaphors especially difficult for machines to render across languages. Metaphors frequently encode historical or political meaning. Terms such as "the Iron Curtain" or "the Red Tape" carry strong sociopolitical associations that are not transparently communicated through literal translation. MT systems generally lack the world knowledge necessary to interpret metaphors in historical context. Without this contextual awareness, translation becomes superficial or misleading, as MT outputs tend to render these expressions word-for-word rather than as culturally loaded metaphoric units.

In addition, metaphors tied to local flora, fauna, institutions, or historical references (e.g., "glass ceiling" in Anglo contexts) may have no direct counterpart in the target culture and therefore require explanatory paraphrase or localization rather than direct translation. Metaphors carry attitudinal and affective nuance. A literal translation may preserve propositional content but lose connotation, register, or rhetorical effect, leading to miscommunication in sensitive contexts (political discourse, advertising). Early statistical and phrase-based MT systems treated metaphorical strings as co-occurring word sequences, idiomatic treatment depended on annotated parallel examples. Where parallel idiomatic equivalents were scarce, outputs tended to be literal and misleading. Transformer-based NMT models (Vaswani et al., 2017) improve fluency and context-sensitivity and may generate better paraphrases. However, NMT still struggles with low-frequency metaphorical expressions and highly culture-specific mappings, models often produce literal or plausibly fluent but semantically off translations when deep conceptual transfer is required. Interpreting a metaphor involves identifying source and target domains and producing target-language expressions that preserve intended mappings. Approaches include symbolic knowledge-based mapping, bilingual metaphor lexica, and neural techniques that learn paraphrase equivalences from aligned corpora enriched with metaphor annotations.

Although machine translation technologies continue to evolve, they remain fundamentally limited by their lack of embodied experience, conceptual understanding, and cultural awareness. They can analyze vast quantities of text, detect patterns, and produce grammatically correct sentences, but they do not feel, imagine, or perceive the world as humans do. This gap is most evident when machines attempt to translate metaphors, which rely on the very aspects of human cognition that machines cannot replicate. Even large language models, despite generating remarkably natural text, often reveal their limitations when faced with metaphors that are deeply contextual, culturally loaded, or emotionally nuanced. Their translations may appear fluent but fail to capture

the metaphor's deeper meaning, symbolic value, or aesthetic quality. Nevertheless, progress continues as researchers explore new ways to improve the translation of figurative language. Some approaches involve incorporating cultural knowledge bases or cognitive models, while others focus on training systems on metaphor-rich corpora. There is also growing interest in multimodal learning, which exposes machines to images, sounds, and movements in addition to text, allowing them to form broader associations. While promising, these approaches are still in early stages and cannot yet replicate the full depth of human metaphor comprehension.

Ultimately, the challenge of translating metaphors with machines exposes a profound truth about language: it is not merely a system of rules and words but a living expression of human thought, culture, and imagination. Machine translation systems can assist with the literal backbone of language, but they struggle with its spirit. Metaphors, with their layered meanings and cultural richness, show us where the boundary between human understanding and artificial processing still lies. Until machines can experience the world, share cultural memories, or interpret emotional nuance in the way humans do, metaphor will remain a domain where human insight is indispensable. For now, the translation of metaphors reminds us not of what machines can do, but of what only humans can.

Integrating metaphor-aware constraints into decoding - e.g., forcing idiomatic candidates when a metaphor is detected, or using back-translation to validate sense preservation - has shown promise in reducing literal mistranslations. Evaluation and resources Robust evaluation requires metaphor-sensitive metrics and test suites covering conventional, novel, and culture-specific metaphors. Resources include MIPVU-annotated corpora and specialized bilingual collections assembled for metaphor translation tasks. Human evaluation remains essential to assess connotation and pragmatic adequacy.

Metaphor translation continues to challenge machine translation systems due to complex interactions between linguistic structure, cognitive conceptualization, and deep cultural meanings. While modern neural models have made notable advances, they still lack the cultural grounding, contextual awareness, and metaphor-specific processing capabilities required for human-like translation. Addressing these challenges will require interdisciplinary collaboration between computer scientists, linguists, and cultural theorists. Continued research in cognitive linguistics, metaphor annotation, and culturally informed embeddings holds promise for more accurate and culturally sensitive MT in the future. Translating metaphors reliably requires both linguistic insight and culturally informed strategies. Advances in contextual embeddings and NMT architectures improve surface fluency but do not eliminate the need for explicit modeling of conceptual mappings and culture-specific knowledge. Progress will depend on annotated resources, evaluation frameworks, and hybrid systems that combine statistical learning with symbolic cultural knowledge.

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SUN’IY INTELLEKT YORDAMIDA MUSTAQIL O‘QISH KO‘NIKMALARINI RIVOJLANTIRISH

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Annotatsiya. *Ushbu maqolada sun‘iy intellekt texnologiyalarining o‘quv jarayonida mustaqil o‘qish ko‘nikmalarini shakllantirish va rivojlantirishdagi pedagogik imkoniyatlari tahlil etiladi. AI vositalarining o‘qitishni individuallashtirish, o‘z-o‘zini nazorat qilishni kuchaytirish, o‘quv jarayonini boshqarish va motivatsiyani oshirishdagi roli ilmiy manbalar va zamonaviy ta’lim tajribasi asosida yoritilgan. Tadqiqot natijalari sun’iy intellekt yordamida tashkil etilgan o‘quv muhiti talabalarning mustaqil ta’limga bo‘lgan qiziqish va samaradorligini sezilarli oshirishini ko‘rsatadi.*

Kalit so‘zlar: *sun‘iy intellekt, mustaqil o‘qish, metakognitiv ko‘nikmalar, adaptiv ta’lim, ta’lim texnologiyalari, o‘quv motivatsiyasi, raqamli pedagogika*

Bugungi kunda raqamli transformatsiya jarayoni hayotning ko‘plab sohalarida tub o‘zgarishlarni yuzaga keltirmoqda. Ta’lim tizimi ham bundan mustasno emas. Zamonaviy ta’limda asosiy e’tibor talabaning mustaqil o‘qish, ma’lumotni izlash, tahlil qilish, qayta ishlash va o‘z-o‘zini baholash qobiliyatlarini rivojlantirishga qaratilmoqda. Bunday ko‘nikmalar hayot davomida ta’lim olish tamoyillarining asosi hisoblanadi.

So‘nggi yillarda sun’iy intellekt (SI) texnologiyalarining jadal rivoji o‘quv jarayoniga yangicha yondashuvlarni olib kirmoqda. SI asosidagi platformalar, chatbots, adaptiv o‘qitish tizimlari va intellektual yordamchilar talabalarga mustaqil o‘qish jarayonini samarali tashkil etish, o‘z vaqtini boshqarish, individual ehtiyojlariga mos ta’lim olish imkoniyatini yaratmoqda. Shu bois SI texnologiyalarining mustaqil o‘qish ko‘nikmalarini rivojlantirishdagi o‘rnini o‘rganish dolzarb ilmiy masalalardan biridir.

Sun’iy intellekt yordamida individuallashtirilgan ta’lim muhiti bu sun’iy intellektning eng muhim imkoniyatlaridan biri ya’ni adaptiv ta’limni yo‘lga qo‘yishdir. Bunda tizim talabaning bilim darajasi, o‘rganish tezligi va xatolarini avtomatik tahlil qiladi va unga mos o‘quv materiallarini taqdim etadi.

Quyidagi jihatlar individuallashtirilgan ta’lim samaradorligini oshiradi:

- O‘quv yo‘lining shaxsga moslashuvi. AI o‘quvchining avvalgi natijalariga qarab yangi topshiriq darajasini tanlaydi.
- Ma’lumotlarni tanlab berish. Algoritmlar murakkab mavzularni soddalashtirgan holda taklif qiladi yoki aksincha, ilg‘or darajadagi talabalarga qo‘shimcha manbalar beradi.
- Individual tempda o‘rganish. Har bir o‘quvchi o‘ziga qulay tezlikda materiallarni o‘zlashtiradi.

Bu jarayon talabaning mustaqil o‘qishga bo‘lgan ishonchini kuchaytiradi va o‘zlashtirish sifatini oshiradi.

O‘z-o‘zini nazorat qilish va metakognitiv ko‘nikmalarni rivojlantirishda mustaqil o‘qishning asosiy tayanchi bo‘lib,o‘z faoliyatini baholay olish va nazorat qila olish qobiliyatidir. Sun‘iy intellekt quyidagi *mexanizmlar* orqali bu ko‘nikmalarni rivojlantiradi:

- Real vaqt rejimidagi tahlil va fikr-mulohaza. Tizim xatolarni ko‘rsatadi, tushuntirish beradi va qayta bajarishni tavsiya etadi.
- Diagnostik testlar. AI asosidagi baholash tizimlari talabaning qaysi mavzuda qiynalayotganini aniq belgilaydi.
- O‘quv natijalari monitoringi. Grafiklar, hisobotlar va statistikalar talabaning o‘sish dinamikasini ko‘rsatadi.

Bu jarayon talabaning metakognitiv faolligini kuchaytiradi, ya‘ni o‘z o‘quv jarayonini kuzatish, rejalashtirish va tahlil qilish qobiliyatini rivojlantiradi.

O‘quv motivatsiyasini oshirishda sun‘iy intellektning roli juda muhim. Motivatsiya o‘rganish jarayonining eng *muhim psixologik omillari*dan biridir. AI texnologiyalari orqali:

- Gamifikatsiya qilingan topshiriqlar (Gamifikatsiya atamasi bilan biz xulq-atvorga ta'sir ko'rsatish, motivatsiyani oshirish va o'quvchilar ishtirokini rag'batlantirish maqsadida o'quv muhitida o'yin tamoyillari va elementlarini qo'llashni tushunamiz.),
- Ballar, reytinglar, yutuqlar tizimi,
- Interaktiv simulyatsiyalar,
- Qiziqarli vizuallar va animatsiyalar talabaning o‘qishga qiziqishini oshiradi. Shuningdek, AI yordamchilari shaxsiy maslahatlar, eslatmalar va rag‘batlantiruvchi xabarlar orqali ichki motivatsiyani kuchaytiradi.

Mustaqil ta‘limning asosiy xususiyatlari quyidagilarni o‘z ichiga oladi:

1. Talabaning faolligi – bilim olish jarayoni to‘liq ta‘lim oluvchining o‘z tashabbusiga bog‘liq bo‘ladi.

2.O‘quv jarayonining erkinligi – talaba o‘ziga qulay uslub, jadval va resurslarni tanlash imkoniyatiga ega, o‘z ehtiyojlari va qiziqishlariga mos ravishda ta‘lim jarayonini tashkil etadi.

3. O‘zini-o‘zi baholash – mustaqil ta‘lim oluvchi o‘z natijalarini kuzatib, kamchiliklarini aniqlaydi va o‘rganish yo‘nalishini mos ravishda o‘zgartiradi.

4. Texnologiyalardan foydalanish – onlayn kurslar, elektron darsliklar, test tizimlari vansun‘iy intellekt asosida ishlovchi ta‘lim platformalari mustaqil ta‘lim jarayonida keng qo‘llaniladi. Hayot davomida ta‘lim olish – mustaqil ta‘lim nafaqat akademik muhitda, balki kasbiy rivojlanish va shaxsiy o‘sishda ham muhim ahamiyat kasb etadi.

Hozirgi kunda bilim va texnologiyalar tez o‘zgarayotgan bu davr inson doimiy ravishda o‘z bilim va ko‘nikmalarini yangilab borishini taqozo etmoqda. Bu esa hayot davomida o‘qish, kasbiy salohiyatini oshirish va shaxsiy o‘sishiga ham xizmat qiladi. “Ta‘limda yaxlitlik va uzliksizlikni ta‘minlash, uni inson hayoti davomida davom etadigan jarayonga aylantirish demakdir”.[1] Shu asnoda, yangi qiziqishlarni kashf etish, ijodiy fikrlashni rivojlantirish va dunyoqarashni kengaytirishga yordam beradi. Mustaqil ta‘limni odatga aylantirish esa insonning muvaffaqiyatga erishishi va jamiyatning faol a’zosiga aylanishiga zamin yaratadi.

Shuningdek, mustaqil ta'lim jarayonida sun'iy intellektlardan (SI) foydalanish talabalar uchun yanada qulay shart-sharoit yaratishga, ularning bilim olish ko'nikmalarini shakllantirishga xizmat qiladi. Bu esa oliy ta'lim muassasalarida ta'lim sifatini oshirish, xalqaro standartlarga moslashtirish va innovatsion ta'lim tizimini rivojlantirishga zamin bo'lmoqda. "Ta'limni fan va ishlab chiqarish bilan integratsiyasining asosli mexanizmlarini ishlab chiqish, uni amaliyotga joriy etish, o'qishni, mustaqil bilim olishni yakkalashtirish, masofali ta'lim tizimi texnologiyasi va vositalarini ishlab chiqish, yangi pedagogik hamda axborot texnologiyalari asosida electron ta'limdan foydalangan holda ta'limni jadallashtirish ana shunday dolzarb vazifalar sirasiga kiradi".[2]

Mustaqil o'qish jarayonida vaqtni boshqarish ko'nikmalarini shakllantirish haqida fikr yuritilganda ta'limda vaqtni rejalashtirish ko'nikmasi talaba muvaffaqiyatining muhim ko'rsatkichlaridan biridir. *Sun'iy intellekt:*

· darslar jadvalini tuzadi,

· muddatlarni eslatadi,

· o'quv yuklamasini balanslaydi,

· samarali o'qish strategiyalarini taklif qiladi.

Bu vositalar talabaning o'z vaqtini mustaqil boshqarishiga yordam beradi va mas'uliyat hissini rivojlantiradi.

Sun'iy intellekt asosidagi qidiruv va ma'lumotlarni qayta ishlash imkoniyatlaridan keng foydalanishda AI vositalari quyidagilarni amalga oshiradi:

murakkab matnlarni soddalashtirib berishi, izohlar va ta'riflar yaratishi,

keng ko'lamli ma'lumotlardan eng muhim qismini filtrlay olishi,

o'quvchi yoku talabaning savollariga real vaqt rejimida javob berishi mustaqil izlanish jarayonini samarali va ixcham qiladi. Natijada talaba informatsion savodxonligini oshiradi.

Yuqoridagi tahlillardan kelib chiqib aytish mumkinki, sun'iy intellekt mustaqil o'qish ko'nikmalarini rivojlantirish uchun ulkan pedagogik imkoniyatlarga ega. Sun'iy intellekt yordamida ta'lim jarayoni - shaxsga yo'naltirilgan, interaktiv, doimiy tahlilga asoslangan, yuqori motivatsion, tartibli va tizimli ko'rinishga ega bo'ladi. Bu esa talabalarning bilim olish jarayonini samarali tashkil etib, mustaqil o'qish madaniyatining shakllanishiga xizmat qiladi. Kelajak ta'limida sun'iy intellektdan foydalanish talabalarning o'z-o'zini rivojlantirish, tanqidiy fikrlash va metakognitiv ko'nikmalarining kuchayishiga bevosita hissa qo'shadi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

CHET TILINI O‘RGATISHDA SUN’IY INTELLEKT TEXNOLOGIYALARINING ROLI VA SAMARADORLIGI

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Annotatsiya. *Ushbu maqolada til o'rgatish jarayonida sun'iy intellekt(SI) texnologiyalarining o‘rni va ahamiyati yoritilgan. Maqolada sun’iy intellektning kelib chiqishi, uning ta’lim sohasiga kirib kelishi hamda til o‘qitishdagi ijobiy ta’sirlari tahlil qilingan. Duolingo, BBC Learning English, Coursera va ChatGPT kabi platformalar misolida sun’iy intellektning interaktivlik, shaxsiylashtirilgan yondashuv va o‘qitish samaradorligini oshirishdagi roli ko‘rsatib berilgan. Shuningdek, AI texnologiyalari o‘quvchilarning mustaqil ta’lim olishiga, xatolarini tez aniqlashiga va til ko‘nikmalarini rivojlantirishiga yordam berishi ta’kidlangan. Maqola yakunida sun’iy intellektning kelajakda til o‘qitish jarayonlarida yanada keng qo‘llanishi tabiiy ekani haqida xulosa berilgan.*

Kalit so‘zlar: *Sun’iy intellekt, til o‘rgatish, raqamli texnologiyalar, interaktiv ta’lim, SII platformalari, DuoLingo, BBC Learning English, Coursera.*

I Kirish

Til o‘rgatishda sun'iy intellekt (Artificial Intelligence) texnologiyalarining ta'siri so‘nggi yillarda keskin o‘sib bormoqda. Sun'iy intellekt (AI) yordamida til o’rgatishning samarali usullari paydo bo‘ldi va bular yordamida til o’rganish juda qulayroq bo‘ldi. Texnologiyalardan ko‘p foydalanish Z(1996 yildan 2012yillar oralig‘‘i) avlodining ular bilan chambarchas bog‘liqligidadir. Bugungi kunda ko‘pchilik sun'iy intellektlar yordamida til o’rganmoqda va buning ta'siri sezilarli darajada yaqqol ko‘zga tashlanadi. Hozirgi davrda sun'iy intellekt texnologiyalari har bir jabhada keng qo‘llanilmoqda. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi sun’iy intellektning shakllanishi va turli sohalarga kirib kelishiga zamin yaratdi. Xususan, X. Chen va Hwang (2020) tadqiqotlarida ta’lim jarayonida AIning qo‘llanishi o‘quvchilarning motivatsiyasi va natijalariga ijobiy ta’sir ko‘rsatishi ta’kidlanadi. Bugungi kunda sun’iy intellekt ta’lim jarayonining ajralmas qismiga aylangan bo‘lib, til o‘qitish metodlarining takomillashuvida muhim o‘rin egallamoqda.

II Asosiy qism

2.1 Sun’iy intellekt

Sun’iy intellekt (SI) – bu kompyuter tizimlarining inson aql-idrokiga xos vazifalarni bajarish qobiliyatidir. Atamaning kelib chiqishi: “Sun’iy intellekt” atamasi 1956-yilda AQSHning Dartmut universitetida o'tkazilgan anjumanda amerikalik informatika olimi Jon Makkarti tomonidan birinchi marta ishlatilgan. Hozirgi kunda jamiyat hayotining ajralmas qismiga aylangan sun’iy intellektlar bir qator vazifalarni bajarishga moslashtirilgan. U dars jarayonlariga ham ijobiy ta'sir o’tkazmoqda.

Til o’rgatish bo‘yicha juda ko‘p platformalar mavjud. Misol uchun: Duolingo, BBC Learning English, Coursera kabi platformalar keng qo‘llanilmoqda va ta'lim sohasidagi ular o’rni katta. Ayniqsa, til o’qitishda o’qituvchilar ishini yengillashtiradi. Shu bilan birga,

dars jarayonlarini qiziqarli va sifatli bo‘lishini ham ta'minlaydi. O‘qituvchi til o‘qitishda individual tarzda yondashadi va interaktiv o‘quv jarayonlarini oshiradi.

Interaktiv o‘quv jarayoni – bu o‘quvchilarning faolligini oshirish va bilimlarni samarali o‘zlashtirish uchun zamonaviy texnologiyalar va o‘zaro muloqotga asoslangan ta‘lim uslubi. Sun‘iy intellekt texnologiyalari til o‘rganish jarayonini ham osonlashtirmoqda. Masalan, ChatGPT kabi sun‘iy intellekt asosidagi chatbotlar orqali ingliz tilini o‘rganish mumkin. Ular foydalanuvchilarga interaktiv mashqlar, suhbatlar va boshqa o'quv materiallarini taqdim etadi. Shuningdek, sun‘iy intellekt yordamida til o‘rganish vositalari o‘quvchilarga til ko‘nikmalarini yaxshilash uchun ko‘rsatmalar va mashqlarni taqdim etadi. Ushbu ilovalar sun‘iy intellekt va raqamli texnologiyalar yordamida til bilish darajasini oshirishni va til o‘rganishni osonlashtiradi. Shuningdek, sun‘iy intellekt texnologiyalari til o‘rgatishda analitik imkoniyatlar orqali ham katta yordam bermoqda.SII tizimlari o‘quvchining bajarilgan mashqlari, nutq tezligi, matnni tushunish ko‘nikmasi yoki grammatik xatolarini tahlil qilib, ular asosida individual o‘quv rejasini shakllantira oladi. Bu esa an‘anaviy ta‘limdan farqli o‘laroq, har bir o‘quvchining o‘z sur‘ati bilan o‘qishiga yordam beradi. Sun‘iy intellekt yordamida o‘quvchi turli mavzularda virtual suhbatlar olib borishi, real muloqotga yaqin bo‘lgan mashqlar bajarishi va to‘g‘ri talaffuz qilishni o‘rganishi mumkin.

Masalan, SI yordamida o‘rganuvchilari mehmonxona bron qilish, do‘konda xarid qilish yoki aeroportdagi suhbat kabi holatlarni virtual ravishda mashq qilishi mumkin. Bu tilni amaliy qo‘llashni osonlashtiradi.

AI texnologiyalari shuningdek multimodal ta‘limni qo‘llab-quvvatlaydi. Ya‘ni, video, audio, matn, interaktiv testlar va vizual materiallar birlashtirilgan holda taqdim etiladi. Bunday yondashuv turli o‘quv uslublariga ega bo‘lgan o‘quvchilar uchun ayniqsa samarali bo‘ladi. Jumladan, ba‘zi o‘quvchilar eshitish orqali, ayrimlari ko‘rish orqali, boshqalari esa amaliy mashq orqali yaxshiroq o‘rganadi. Sun‘iy intellekt esa ushbu ehtiyojlarni avtomatik ravishda inobatga oladi.Bundan tashqari, AI yordamida xorijiy tilda to‘g‘ri talaffuz qilish ham osonlashmoqda. Ko‘plab platformalarda ovoz tanish (speech recognition) texnologiyasi mavjud bo‘lib, u foydalanuvchilar nutqini aniqlik bilan tahlil qiladi va kerak bo‘lsa, qayta talaffuz qilish bo‘yicha tavsiyalar beradi. Shu orqali o‘quvchilar talaffuzdagi xatolarini dastlabki bosqichdayoq to‘g‘rilab borish imkoniga ega bo‘ladi. Sun‘iy intellekt o‘qituvchilar uchun ham katta qulaylik yaratadi. Ular AI yordamida uy vazifalarini avtomatik tekshirish, talabalarning o‘zlashtirish darajasini tahlil qilish va o‘quv dasturlarini moslashtirish imkoniyatiga ega. Bu nafaqat vaqtni tejaydi, balki darsning sifatini oshiradi, chunki o‘qituvchi ko‘proq ijodiy jarayon va o‘quvchilar bilan jonli muloqotga e‘tibor qaratishi mumkin.

Eng ko‘p samara berayotgan platformalar:

II Duolingo

Bundan tashqari Duolingo – bu chet tillarini bepul o‘rgatadigan mashhur onlayn platforma.. Unda ingliz tili, koreys tili, turk tili, nemis tili, fransuz tili va yana ko‘plab tillarni interaktiv tarzda o‘rganish mumkin.

Duolingoning asosiy xususiyatlari

1. Interaktiv darslar

Har bir dars kichik mashqlar ko‘rinishida bo‘ladi: so‘z yodlash, tarjima, gap tuzish, tinglab tushunish.

2. O‘yinlashgan tizim (gamification)

XP ball to‘plash

Darajalarni oshirish.

III BBC Learning English

BBC Learning English. – ingliz tilini o‘rganish uchun dunyodagi eng ishonchli manbalardan biridir.

Uning asosiy xususiyatlari quyidagilar:

1. Real nutqqa yaqin materiallar

Platforma haqiqiy ingliz tilida yaratilgan audio va video darsliklarni taklif qiladi. Bu o‘quvchilarda tinglab tushunish ko‘nikmasini kuchaytiradi.

2. Professional tarzda ishlab chiqilgan darslar

Darslar BBC mutaxassislari tomonidan tayyorlangan bo‘lib, grammatika, lug‘at, talaffuz va eshitish ko‘nikmasi bo‘yicha aniq va sifatli tushuntirishlar beriladi.

3. Bepul ta’lim imkoni

Platformaning barcha materiallari bepul bo‘lib, har qanday darajadagi o‘quvchi foydalanishi mumkin.

4. Qo‘shimcha topshiriqlar va viktorinalar

Darslardan keyin mustahkamlash uchun testlar va mashqlar taqdim etiladi. **IV ChatGPT** – sun’iy intellekt asosida ishlaydigan kuchli til modeli bo‘lib, til o‘rganish jarayonida keng imkoniyatlar yaratadi:

1. Shaxsiylashtirilgan o‘qitish

ChatGPT o‘quvchining saviyasini aniqlab, unga mos mashq, matn va tushuntirish yaratadi.

2. Real vaqt davomida xatolarni tahlil qilish

3. O‘quvchi yozgan matndagi grammatik xatolarni aniqlab, sababini tushuntirib beradi.(izohi bilan birga batafsil tushuntirib beradi)

4. Gapirish ko‘nikmalarini rivojlantirish.Bunda o‘quvchi bilan mavzuli suhbatlar olib boradi, muloqotga asoslangan mashqlar yaratadi.

5. Yangi darslar generatsiyasi

Istalgan mavzuda mashqlar, dialoglar, testlar va matnlar yaratib beradi. **Coursera** – dunyodagi yetakchi universitetlar tomonidan yaratilgan onlayn kurslarni taklif etuvchi platforma bo‘lib, til o‘rganishda ham keng qo‘llaniladi. Uning xususiyatlari:

1. Universitet darajasidagi kurslar

Kurslar Michigan University, Arizona State University kabi nufuzli oliygohlar tomonidan ishlab chiqiladi.

2. Daraja olish

Kurslarni yakunlagan o‘quvchi xalqaro darajada tan olingan daraja olishi mumkin.

3. Mustaqil o‘qish jadvali

O‘quvchi darslarni o‘ziga qulay vaqtda o‘rganishi mumkin

4. Nazariy va amaliy topshiriqlar uyg‘unligi

Har bir modulda videodars, matnli material va mustahkamlash mashqlari mavjud.

III Xulosa

Sun’iy intellekt texnologiyalari til o‘rgatish jarayonini zamonaviy, samarali va interaktiv shaklga keltirmoqda. AI yordamida o‘quvchilar mustaqil ravishda ham oson va qulay tarzda til o‘rganishi, o‘z xatolarini tez aniqlashi, nutq ko‘nikmalarini takomillashtirishi mumkin. O‘qituvchilar uchun esa sun’iy intellekt kuchli yordamchi bo‘lib, darslarni rejalashtirish, baholash va individual yondashuvni ta’minlashda katta qulaylik yaratadi. Kelajakda sun'iy intellekt (SI) texnologiyalarining rivojlanishi bilan til o‘qitish jarayonlari yanada samarali va innovatsion shaklga o‘tishi tabiiydir.Bu platformalarning barchasi sun’iy intellekt va raqamli texnologiyalar yordamida o‘quvchilarga til ko‘nikmalarini samarali mustahkamlash, o‘z darajasini baholash va o‘z-o‘zini o‘qitish imkonini beradi. Ular o‘qituvchilar uchun ham katta yordamchi vosita bo‘lib, darsning sifatini oshiradi va ta’lim jarayonini osonlashtiradi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

TIL O'QITISHDA SUN'IY INTELLEKT VOSITALARINING MADANIY KODLARTARJIMASIDAGIIMKONIYATLARI VA MUAMMOLARI (INGLIZ VA O'ZBEK TILLARI MISOLIDA)

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Annotatsiya. *Ushbu maqolada sun'iy intellect(AI)asosida ishlovchi tarjima vositalarining ingliz va o'zbektillari o'rtasida madaniy kodlarni uzatishdagi samaradorligi, chegaralari va xatoliklari, shuningdek,ingliz tilini o'qitish jarayonida sun'iy intellekt(AI)texnologiyalaridan foydalanishda madaniy kodlarni tarjima qilishda yuzaga keladigan muammolarni tahlil qilinadi.Ingliz va o'zbek tillarining madaniy –fonetik, konseptual hamda semantik farqlari sababli AI vositalari ko'plab chalkashliklar va noto'g'ri tarjimalar yaratadi. Maqolada ushbu muammolarning sabablari, ularning ta'lim jarayoniga ta'siri hamdamadaniy kodlarning lingvomadaniy tabiatini ochib berish bilan birga, AI tarjimalari bilan inson tarjimasi o'rtasidagi farqlar, AI algoritmlarining kontekstsizlik muammosi, milliy realiyalar va idiomatik birliklarning noto'g'ri talqin qilinishi misollar orqali ko'rsatiladi. Tadqiqot natijalari AI tarjimalarida madaniy konnotatsiyalarni to'g'ri qayta ishlash uchun mukammal korpuslar va antroposentrik yondashuv zarurligini isbotlaydi.*

Kalit so'zlar: *madaniy soddalashtirish,pedagogik vositachilik,madaniyatlararo ompetensiya, AI cheklovlari,tarjima muammolari*

Kirish

Zamonaviy raqamli ta'lim sharoitida o'qituvchilar va o'quvchilarning sun'iy intellekt bo'yicha savodxonligini oshirish ta'lim samaradorligini ta'minlashda muhim omilga aylanmoqda. So'nggi yillarda raqamlashtirish jarayonlari nafaqat pedagogik jarayonning texnik tomonini o'zgartirmoqda, balki ta'lim beruvchilarning kasbiy mas'uliyati, texnologiya bilan ishlash madaniyati va didaktik yondashuvlarini ham tubdan yangilamoqda. Bu borada xalqaro hujjatlar hamda AI asosidagi ta'lim konsepsiyalarida o'qituvchilarning raqamli kompetensiyasini rivojlantirish, inson –mashina hamkorligini to'g'ri yo'lga qo'yish,shuningdek, AI etikasi bo'yicha savodxonlikni kuchaytirish zarurligi alohida ta'kidlanadi.[1]

Sun'iy intellekt (AI) ta'lim sohasida muhim o'ringa ega bo'lib, ingliz tilini o'qitish jarayonida turli mashina tarjimatizimlari, til modellaridan foydalanish odatiy holga aylandi. Google Translate, DeepL, ChatGPT kabi tizimlar katta hajmdagi ma'lumotlarni qayta ishlab, tezkor tarjima yaratishi bilan ajralib turadi. Biroq, ingliz va o'zbek tillari o'rtasida mavjud bo'lgan madaniy kodlar, idiomalar, maqol-matal, diniy, tarixiy, milliy tushunchalar kabi birliklarni sun'iy intellekt (AI) to'g'ri talqin qila olmasligi natijasida ko'plab tarjima xatoliklari yuzaga kelmoqda. bu o'z navbatida o'quvchilar tafakkurida noto'g'ri madaniy tasavvurlar shakllanishiga olib keladi.

Til o'qitish jarayonida ingliz va o'zbek tillaridagi madaniy kodlarni tarjima qilishda yuzaga keladigan qiyinchiliklar ta'lim sifati va mazmuniga sezilarli ta'sir ko'rsatadi.Madaniy kodlar – bu xalqning dunyoqarashi, qadriyatlari va tarixiy tajribasi bilan bog'liq bo'lgan ma'naviy –ma'rifiy belgilar bo'lib, ularni to'g'ri anglash va tarjima qilish ko'p hollarda o'quvchilarning lingvomadaniy kompetensiyasiga bog'liq.Ingliztilidagi metafora, tarixiy konnotatsiya, ijtimoiy –huquqiy atamalar yoki milliy mentalitetga oid iboralar o'zbek tiliga to'g'ridan- to'g'ri ko'chirilganda mazmun buzilishi yoki noto'g'ri talqinlar paydo bo'lishi mumkin. Bu esa nafaqat leksik-semantik qiyinchiliklar, balki o'quvchilar va o'qituvchilarning madaniy tafakkuri o'rtasidagi nomuvofiqlikni ham yuzaga keltiradi. [2] Ingliztilidagi «break a leg", «piece of cake «kabi idiomalar o'zbek tilida literal (so'zma – so'z) tarjimaqilinmaydi, xuddi shuningdek o'zbek tiidagi «ko'ngli oppoq «, «yuragi keng", «shirinso'z» kabi birliklar ingliz tiliga teng ma'no bilan o'tmaydi. AI bunday birliklarni ko'pincha so'zma- so'z tarlima qiladi, chunki ularning konseptual asosidagi madaniy ma'no AI korpuslarida yetarlicha ifodalanmagan bo'ladi.

Bunday murakkab jarayonlarda AI texnologiyalarining jadal kirib kelishi ikki tomonlama ta'sir ko'rsatadi. Bir tomondan, sun'iy intellekt matnlarni tarjima qilish,madaniy konnotatsiyalarni aniqlash va taqqoslashda o'qituvchilarga ko'maklashishi mumkin. Ammoboshqa tomondan, AI tizimlari madaniy kontekstni yetarlicha chuqur tahlil qila olmaganda,noto'g'ri tarjimalar, stereotiplar yoki madaniy nomuvofiqliklarning paydo bo'lishi xavfi saqlanib qoladi. Shuning uchun o'qituvchilar AI vositalaridan foydalanishda tanqidiy yondashuvni shakllantirishi, AI ishlab chiqargan tarjimalarni qayta ko'rib chiqishi va madaniy aniqlikni ta'minlash uchun lingvokulturologik bilimlardan foydalanish lozim. Bu jarayon AI integratsiyasida etik yondashuv, mas'uliyat va professional kompetensiyani yanada muhim omilga aylantiradi.[3]

AI texnologiyalarining tezkor rivoji sababli o'qituvchilar AI ularning o'rnini egallashi mumkinligidan xavotirga tushishadi. Biroq tadqiqotlar AI o'qituvchini almashtira olmasligini,balki raqamli kompetensiyasi past mutaxassislarning faoliyatini cheklab qo'yishi mumkinligini ta'kidlaydi. O'qituvchi AI vositalaridan foydalangan holda takroriy vazifalarga sarflanadigan vaqtni qisqartirishi va uni o'quvchilarning emotsional rivoji, axloqiy tarbiyasi hamda shaxsiyati shakllanishiga yo'naltirishi mumkin.Shuningdek,mamlakatlar miqyosida ishlab chiqilayotgan pedagoglar uchun raqmli savodxonlik standartlari o'qituvchilarning AI texnologiyalaridan ongli foydalanish ko'nikmasini shakllantirishni ko'zda tutadi. [1]

Shunuqtai nazardan, ingliz tilidagi madaniy birliklarni o'rgatishda AI dan foydalanish o'qituvchilarning raqamli va lingvomadaniy kompetensiyasining uyg'unlashuvini talab qiadi. AI vositalari o'quvchilarning mustaqil tarjima qilish ko'nikmalarini rivojlantirishi, madaniy farqlarni ko'rsatib beruvchi misollar yaratishi mumkin. Ammo AI tomonidan yaratilgan tarjimalarda madaniy konnotatsiyalar noto'g'ri aks etmasligi uchun pedagogning insoniy tajribasi, tahliliy fikrlashi va madaniyatlararo muloqot bo'yicha bilimlari hal qiluvchi rol o'ynaydi. [2]

2024 – yilgi Jahon Raqamli Ta'lim Konferensiyasi (WDEC) yakunida e'lon qilingan «Raqamli ta'lim bo'yicha Shanxay hamkorlik deklaratsiyasi" o'qituvchilarning salohiyatini oshirishga qaratilgan raqamli pedagogika modelini keng tadbiq etishni maqsad qilib qo'ydi. Hujjatda samarali raqamlashtirilgan ta'lim amaliyotlarinitarg'ib qilish, aqlli

o'qituvchi yordamchilari va raqamli hamkorlik texnologiyalarini rivojlantirish, shuningdek, o\qituvchilarning o'quv jarayonidagi ko'p qirrali rolini kuchaytirish zarurligi ta'kidlanad.Raqamli kompetensiyatalablari ortib borayotgan bo'lsa-da, o'qituvchining o'quvchining shaxsiy va intellektual rivojlanishidagi o'rni muhimligicha qoladi. AI texnologiyalari o'qituvchini almashtira olmaydi, biroq raqamli ko'nikmalari yetarli bo'lmaganmutaxassislarni chetlab o'tishi mumkin. Shuning uchun pedagoglar texnologiyaga nisbatan asosli, tanqidiy va etik yondashuvni shakllantirishlari muhimdir. Aql –idrokka egatizimlar takroriy vazifalarni avtomatlashtirib, o'qituvchiga yuqori qiymatli o'quv faoliyatiga ko'proq vaqt ajratish imkonini yaratadi. Insonva mashina o'rtasidagi mazmunli hamkorlik o'qituvchining raqamli savodxonligi bilan chambarchas bog'liq.» O'qituvchilarning raqamli savodxonligi" konsepsiyasida texnologik ong, raqamli xavfsizlik, axborot madaniyati va professional rivojlanish kabi ko'nikmalar belgilangan bo'lib, ular uchun maxsus o'quv –tayyorlov jarayonlari talab etiladi.2022- yilgi «Sun'iy intellektbo'yicha" Ko'k kitob «(yillik hisobot)ida boshlang'ich va o'rta maktab o'quvchilari uchun mjntazam AI tayyorgarligining yetishmasligi ularning ta'lim jarayonida AI inkoniyatlaridan to'liq foydalana olmasligiga sabab bo'layotgani qayd etiladi. Shuningdek,AI ni ta'limga joiy etish jarayonida yuzaga keladigan etik xavflarni tushunish va o'qituvchilarning AI etikasi bo'yicha xabardorligini oshirish muhim ekani alohida urg'u bilan aytiladi.[4]

AI yordamida tarjima jarayonidagi asosiy muammolar

Ma'nodosh emas, literal tarjimalar: AI ko'pincha madaniy birlikni bevosita lug'aviy ma'nosi bilan beradi, masalan:

«Ikki oyog'ini bir etikka tiqmoq"- «to force someone to put both feet into one shoe" yoki «to put someone under pressure» tarzida tarjima beradi. Bu esa matndagi asl ma'noni ifodalay olmaydi.

Bu holatda aynan shu tushunchaniberadigan ekvivalent berish lozim bo'ladi. Bundainson omili muhim ahamiyatga ega.

Ekvivalent: «To bite off more than you can chew"

Mantiqiy kontekstning yo'qolishi:

AI ba'zan kontekstni tan olmaydi, ayniqsa maqollar, hadislar, folklor obrazlari, diniy terminlar, milliy taomlar, kiyim va urf-odat nomlari.

O'qitish jarayoniga ta'siri:

Noto'g'ri tarjimalar natijasida o'quvchi ingliz yoki o'zbek madaniyatini noto'g,ri tasavvur qiladi

Tilning tabiiyligi yo'qoladi.AI yordamida tarjima qilingan matnlar ba'zan sun'iy, madaniy jihatdan yot bo'lib qoladi.

Rima Subhi Husain Taher tomonidan yoritilgan AIyordamida tarjima va madaniymatnlarni tushunishga bag'ishlangan maqolasida [5] yuqorida yoritilgan muammolar borasida so'z boradi va bir qancha yechimlar berib o'tiladi.

1. AI hamma madaniyatni bir xil qilib qo'yadi(cultural flattener). Sababi esa ko'p AI modellar g'arb (Amerika va Britaniya)ma'lumotlari bilan to'ldirilgan.Natijadao'zbek, arab, turk, yapon kabi madaniy ma'lumotlarni ko'pincha kontekstsiz tarjima qiladi.

Mahalliy bayramlar,an'analar yoki iboralarni noto'g'ri tushunadi.

2. Tarjima vaqtida madaniy xatolar ko'p bo'ladi. Masalan ,

AI Thanksgiving bayramini oddiy «rahmat kuni" deb tarjima qiladi, lekin uning tarixiy ma'nosini tushuntira olmaydi. Dialektni tanimaydi (masalan:britancha, avstraliyalik, afrikalik ingliz).

3. Yaxshi o'qituvchilar AI xatolaridan o'quv jarayonidaAI yaratgan matnlarni inson tarjimalari bilan taqqoslash, AI qilgan xatolarni aniqlash, madaniy nuanslar nega yo'qolganini muhokama qilish kabi mashqlardan foydalanib, ularni talabalar bilan birgalikda tahlil qilib:

madaniy tafovutlarni,

kontekstning ahamiyatini,

AI ga to'liq ishonib bo'lmasligini o'rgatadi.

4. Bu usul talabalarda madaniyatlararo kompetensiyani oshiradi, ya'ni boshqa madaniyatni tushunish, hurmat qilish, matn ma'nosini chuqur anglashni shakllantiradi.

Yechimlar:

-AIvositalarini to'g'ri cheklangan va nazoratli qo'llash

-AI dan to'g'ridan- to'g'ri tarjima uchun emas, balki taqqoslash va xatoni aniqlash vazifalarida foydalanish.

-AI bergan har bir tarjimaga kontekst tekshiruvi o'tkazish

-o'quvchilarga «AI doimo to'g'ri emas" tamoyilini tushuntirish.

Madaniy kodlarni o'rgatishda integratsiyalashgan yondashuv:

-har bir matnni faqat til nuqtai nazaridan emas, balki madaniy, tarixiy va ijtimoiy nuqtai nazardan ham tahlil qilish.

O'zbek va ingliz madaniy kodlarini parallel o,rganish (bayram, ibora,an'ana, humor, kinoya).

O'quvchilarda tanqidiy va analitik fikrlashni rivojlantirish:

-AI xatolarini topish bo'yicha mini-analiz mashg'ulotlari.

-o'quvchilar bilan «Nima uchun AI bu yerda xato qildi?"mavzusoda muhokama.

O'qituvchi vositachiligini kuchaytirish:

-o'qituvchi AI bergan ma'lumotni madaniy filtrdan o'tkazadi.

- dars jarayoniga kontekst, misollar, real hayotdan situatsiyalar qo'shadi.

Ingliz tilidagi madaniy kodlarni o'zbek tiligatarjima qilishda maxsus strategiyalardinamik ekvivalentlik(ma'noga yaqin tarjima), tavsifiy tarjima (agar madaniy realiya bo'lsa),kontekstli izoh berishorqali amalga oshirish

Xulosa:

Zamonaviy til o'qitish jarayonida madaniy kodlarni o'rgatish eng murakkab, ammo eng zarur bosqichlardan biridir. Ingliz va o'zbek tillari o'rtasidagi madaniy farqlar nafaqat leksik darajada, balki tarix, an'ana, mentalitet,va muloqot uslubi kabi chuqur qatlamlarda namoyon bo'ladi. Sun'iy intellekt vositalarining keng qo'llanilishi esa bir tomondan o'qituvchilar uchun imkoniyatlar yaratgan bo'lsa, ikkinchi tomondan madaniy nuanslarni soddalashtirish, noto'g'ri kontekst berish va g'arb markazlashgan mazmunni takrorlash kabi xavflarni ham yuzaga chiqarmoqda. Bu holat o'quvchilarda chet tilini «faqat grammatika va tarjima «sifatida tushunishga, madaniy qatlamni e'tiborsiz qoldirishga olib kelishi mumkin.

Shu bilan birga, mos pedagogik yondashuv bilan AI vositalari aksincha – madaniyatlararo kompetensiyani shakllantirishning qudratli instrumentiga aylanishi

mumkin. O'qituvchi AI xatolarini yashirmasdan, aksincha ularni o'quvchilarga tahlil qilish uchun taqdim etganda, talabalar kontekst, tarixiy konnotatsiya, idiomatik birliklar,tarixiy ma'lumotlar va pragmatik ma'nolarni teranroq tushuna boshlaydi.Bu ularda tanqidiy fikrlash, madaniy sezgirlik va tilni real hayotiy vaziyatlarda qo'llash ko'nikmasini kuchaytiradi.

Til o'qitishda muvaffaqiyat kaliti –o'qituvchi,o'quvchi va AI uchligining muvozanatidir.O'qituvchimetodik vositachilikni to'g'ri yo'lga qo'ysa, AI yordamchi rolini bajaradi, madaniy xatolar esa o'quv jarayonining resursiga aylanadi. Natijada o'quvchi nafaqat tarjima qiladi, balki madaniyatni tushunadi, solishtiradi va muloqotda samarali qo'llay oladi.

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TIL O‘RGATISHNING RAQAMLI TRANSFORMATSIYASI: SUN’IY INTELLEKTNING ROLI

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Annotatsiya. *Ushbu maqola til o‘rgatish jarayonida sun’iy intellekt (AI) texnologiyalarining joriy etilishi, rivojlanish bosqichlari va kelajakdagi istiqbollari haqida batafsil ma’lumot beradi. Maqolada AI tizimlari orqali shaxsga moslashgan o‘quv dasturlarini yaratish, interaktiv mashqlar yordamida o‘quvchilarning nutq va grammatik ko‘nikmalarini oshirish, avtomatik baholash va tahlil jarayonlarida samaradorlikni ta’minlash kabi imkoniyatlar yoritiladi. Shuningdek, an’anaviy ta’lim usullariga nisbatan AI vositalarining afzalliklari, til o‘rganishni raqamli platformalar orqali global miqyosda qulaylashtirish imkoniyatlari tahlil qilinadi.*

Kalit so‘zlar: *sun’iy intellekt, til o‘rgatish, raqamli transformatsiya, shaxsga moslashgan ta’lim, interaktiv mashqlar, nutqni tanish, avtomatik baholash, NLP, raqamli ta’lim, kelajak texnologiyalari.*

Kirish

Bugungi globallashuv sharoitida chet tillarini o‘rgatish ta’limning eng muhim yo‘nalishlaridan biri hisoblanadi. Dunyo miqyosida kommunikatsiya va ilm-fan rivojlanishi chet tillarni bilishni shart qilmoqda. Shu sababli, samarali va tezkor til o‘rgatish metodlari ta’lim jarayonining ajralmas qismiga aylanmoqda. Raqamli texnologiyalar jadal rivojlanayotgan zamonda sun’iy intellekt (AI) til o‘rgatish jarayonini yangi bosqichga ko‘tarmoqda va o‘quv jarayonini sifat jihatidan tubdan o‘zgartirmoqda. AI yordamida o‘quvchilar uchun individual yondashuv, interaktiv mashqlar, real vaqtli tahlil va avtomatik baholash imkoniyatlari yaratiladi. Bu esa nafaqat an’anaviy ta’lim usullarini takomillashtirish, balki o‘quv jarayonini tezlashtirish, o‘rganish samaradorligini oshirish va o‘rganuvchilarning motivatsiyasini kuchaytirish imkonini beradi. AI tizimlari o‘quvchilarga qulay muhit yaratadi: ular xatolarini darhol ko‘rib chiqishi, o‘z tezliklariga mos mashqlar bajarishi va bilimlarni mustahkamlash imkoniga ega bo‘lishadi. Shu bilan birga, AI texnologiyalari o‘qituvchilarga individual yondashuvni qo‘llash va darslarni optimallashtirishda katta yordam beradi, bu esa dars sifatini oshirish va o‘quvchilarning faoliyatini yanada qiziqarli qilish imkonini yaratadi. Interaktiv tizimlar o‘quvchilarga o‘rganilayotgan tilni real hayotiy vaziyatlarda qo‘llash imkonini beradi, talaffuzni to‘g‘rilash, grammatika va so‘z boyligini rivojlantirish jarayonini tezlashtiradi. Shu tariqa, AI nafaqat o‘quvchilarga, balki o‘qituvchilarga ham darslarni samarali rejalashtirish va individuallashtirish imkoniyatini yaratadi.

Sun'iy intellektning til o'rgatishdagi qo'llanilishi

Hozirgacha til o'rgatishda sun'iy intellektga asoslangan bir qator tizimlar yaratilgan va muvaffaqiyatli qo'llanilmoqda. Masalan, **Duolingo, Rosetta Stone, Elsa Speak va ChatGPT** platformalari avtomatik tushunish, nutqni tahlil qilish va shaxsga mos mashqlar taklif qiladi.

1. Nutqni tanish (speech recognition) texnologiyalari talaffuzni yaxshilash va so'z boyligini oshirishda muhim ahamiyatga ega.

2. NLP (Natural Language Processing) texnologiyalari matnni tahlil qilish, grammatik xatolarni aniqlash, avtomatik tarjima va suhbat botlarini yaratishda asosiy rol o'ynaydi. Shu orqali til o'rgatish jarayoni yanada qulay, arzon va ommabop bo'ladi.

Sun'iy intellekt asosidagi **adaptiv tizimlar** o'quvchining darajasi, o'rganish tezligi va xatolariga qarab individual o'quv yo'lini shakllantiradi. Masalan, o'quvchi qaysi grammatika qoidalarini tezroq o'zlashtirayotgani yoki qaysi so'zlarni tez-tez noto'g'ri ishlatayotganini AI tizimi aniqlaydi va unga mos mashqlarni taklif qiladi. Shu tariqa, har bir o'quvchiga individual yo'l xaritasi yaratiladi, bu esa til o'rgatishda samaradorlikni sezilarli darajada oshiradi.

AI texnologiyalarining foydali tomonlari

1. Individual yondashuv: Har bir o'quvchining darajasi va o'rganish uslubiga moslashtirilgan mashqlar, kuchli va zaif tomonlarini aniqlash. Bu har bir o'quvchiga shaxsiy rivojlanish yo'lini yaratadi va tilni tezroq o'zlashtirish imkonini beradi.

2. Tezkor feedback: Xatolarni darhol aniqlash va tuzatish, talaffuz va grammatika xatolarini tezkor bartaraf etish. Bu o'quvchilarning mustaqil o'rganish qobiliyatini oshiradi va o'qituvchining ish yukini kamaytiradi.

3. Motivatsiyani oshirish: Interaktiv mashqlar, o'yin elementlari va virtual mukofotlar orqali o'quvchilarning faoliyatga qiziqishini kuchaytirish. Bu o'quvchilarda o'rganishga bo'lgan intizomni oshiradi va stressni kamaytiradi.

4. Vaqt va resurslarni tejash: Avtomatik baholash va tahlil orqali o'qituvchilar darslarni samarali rejalashtiradi, o'quvchilar esa o'z vaqtida mashq qilishi mumkin. Bu masofaviy ta'lim va onlayn kurslarda o'rganishni qulay qiladi.

5. Global qulaylik: Har joyda va har vaqtda ta'lim olish imkoniyati, turli madaniyat va tillardan o'quvchilarni birlashtirish orqali global kommunikatsiya qobiliyatini rivojlantirish.

6. Innovatsion yondashuv: VR/AR muhitlar, multimodal tizimlar va interaktiv o'quv jarayoni orqali til o'rganishni yanada qiziqarli va immersiv qilish. Bu o'quvchilarga real hayotiy vaziyatlarda tilni qo'llashni mashq qilish imkonini beradi.

7. Samaradorlik va aniqlik: AI tizimlari o'quv jarayonini avtomatlashtiradi, individuallashtiradi va xatolarni aniqlashda yuqori aniqlikka ega.

8. Moslashuvchanlik: O'quvchilarning tezligi, darajasi va ehtiyojlariga qarab mashqlarni moslashtirish imkoniyati, shu bilan birga o'quvchilarni ortiqcha yuklamasdan samarali o'rganish.

Kelajak istiqbollari

Kelajakda sun'iy intellektning til o'rgatishdagi roli yanada kengayadi va bu jarayonni interaktiv, immersiv va shaxsga moslashtirilgan shaklga olib keladi. AI tizimlari yordamida **virtual o'qituvchilar** paydo bo'ladi, ular o'quvchilarning individual ehtiyojlariga qarab

mashqlar tanlaydi, xatolarni aniqlaydi va darhol tuzatish imkonini beradi. O‘quvchilarga real hayotiy vaziyatlarda tilni qo‘llashni mashq qilish imkonini beruvchi **VR/AR muhitlar** keng qo‘llanila boshlaydi. Masalan, o‘quvchi VR yordamida chet eldagi kafeda buyurtma berish yoki do‘konda xarid qilish kabi real vaziyatlarda tilni mashq qilishi mumkin. AI tizimlari **multimodal yondashuv**ni qo‘llab-quvvatlaydi, ya’ni matn, audio va video elementlarini birlashtirib o‘quvchining barcha sezgi organlarini ishga soladi. Natijada til o‘rgatish jarayoni tezkor va samarali bo‘lib, o‘quvchilar yangi bilimlarni tezroq va mustahkamroq o‘zlashtiradi. Shu bilan birga, AI tizimlari o‘quvchilarning kuchli va zaif tomonlarini tahlil qilib, har bir o‘quvchiga individual o‘quv yo‘lini shakllantiradi.

Kelajakda AI asosidagi platformalar **interaktiv va adaptiv o‘quv tizimlari** bilan boyitiladi, ular o‘quv jarayonini doimiy ravishda optimallashtiradi va o‘quvchilarning o‘rganish qobiliyatini maksimal darajada oshiradi. Shu bilan birga, global miqyosda onlayn til o‘rgatish tizimlari kengayadi, bu esa har qanday joyda va vaqtda ta’lim olish imkonini beradi. AI tizimlari **chuqur tahlil qobiliyati**ga ega bo‘lib, o‘quvchilarning til o‘rganish jarayonidagi muvaffaqiyatlarini avtomatik ravishda baholaydi va natijalarga asoslangan moslashuvchan mashqlar yaratadi. Bu tizimlar o‘qituvchilarga darslarni samarali rejalashtirish, individual yondashuvni qo‘llash va o‘quv jarayonini optimallashtirish imkonini beradi.

Shu tariqa, kelajakdagi AI asosidagi til o‘rgatish tizimlari:

1. O‘quvchilarga interaktiv va immersiv muhit yaratadi,
2. Individual yondashuvni takomillashtiradi,
3. Real vaqt feedback va adaptiv mashqlar orqali o‘rganishni tezlashtiradi,
4. Global masofaviy ta’lim imkoniyatlarini kengaytiradi,
5. O‘qituvchilarga darslarni samarali rejalashtirish va tahlil qilish imkonini beradi.

Natijada, AI texnologiyalari til o‘rgatishda **innovatsion model**ni shakllantiradi va raqamli ta’limning asosiy yo‘nalishlaridan biriga aylanishini ta’minlaydi. Shu bilan birga, o‘quvchilar tilni o‘rganishda yanada motivatsiyali, interaktiv va qiziqarli jarayonga ega bo‘ladi.

Xulosa

Sun’iy intellektning til o‘rgatish sohasidagi o‘rni tobora kengayib bormoqda. U o‘quv jarayonini avtomatlashtirish, individual qilish va yanada samarali shaklga keltirish imkonini beradi. AI texnologiyalari yordamida o‘quvchilar real vaqt rejimida muloqot qilish, interaktiv mashqlar bajarish, xatolarini darhol aniqlash va to‘g‘rilash hamda bilimlarni mustahkamlash imkoniga ega bo‘ladi. Kelajakda AI asosidagi texnologiyalar virtual o‘qituvchilar, immersiv VR/AR til muhiti va multimodal tahlil qobiliyatiga ega tizimlarni yaratadi. Bu o‘quvchilarni real hayotiy vaziyatlarga tayyorlashda samaradorlikni oshiradi va til o‘rganish jarayonini global miqyosda yanada qulay va interaktiv qiladi. Shu tariqa, AI texnologiyalarining rivoji til o‘rgatishda yangi innovatsion modelni shakllantiradi va raqamli ta’limning asosiy yo‘nalishlaridan biriga aylanishiga zamin yaratadi. Sun’iy intellektga asoslangan tizimlar yordamida til o‘rgatish nafaqat bilimlarni mustahkamlashni, balki o‘quvchilarning motivatsiyasini oshirish, o‘rganish jarayonini interaktiv va qiziqarli qilish imkonini beradi.

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ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING

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Abstract. *This article discusses the impact of artificial intelligence (AI) on the language teaching process, its advantages, areas of application, and its role in increasing the efficiency of the educational process. The role of AI-based platforms, mobile applications, automated assessment systems, and adaptive learning technologies in modern language teaching is analyzed.*

Keywords: *Artificial intelligence, language teaching, digital education, adaptive learning, automated assessment, chatbot, online platform, personalization.*

Introduction

At present, interest in the application of artificial intelligence in the educational sphere is steadily increasing. Despite this, scientific studies specifically devoted to teaching English through smart technologies are still relatively limited. Existing literature on the topic mainly examines a variety of machine-intelligence-based applications within foreign language learning. A number of researchers, including P.V. Sysoev, E.M. Filatov, and Yu.E. Valkova, have contributed significantly to the development of this field. International studies assess the use of GPT-based chat systems for writing and editing academic works, emphasizing their role in reducing the time and effort required from both teachers and learners and in generating ideas while improving the quality of written texts.

Meanwhile, local scholars focus on the influence of GPT chat on students' cognitive activity and on the integration of smart technologies into education, identifying their strengths and weaknesses. There are also viewpoints that highlight the limitations of the system and question the appropriateness of using GPT chat as a co-author of scientific publications. In addition, certain experts analyze the effects and outcomes of student learning when interacting with chat-based technologies. Nevertheless, exploring the potential of GPT chat remains timely, as the system continues to evolve and produces different results with changing modes of interaction.

Thus, incorporating digital technology into education has become a necessity and should form an essential component of the pedagogical process for preparing competitive specialists in any field. In this regard, it is crucial to carry out scientific research aimed at testing and analyzing modern digital systems to determine the optimal ways of integrating smart technologies into education – including foreign language learning, specifically English, in higher education. Such inquiry will help identify both the capabilities and limitations of these systems.[1]

The scientific novelty of the research lies in the potential use of chat agents as part of the English-teaching process in technical higher educational institutions, in the context

of rapid digitalization and the modernization of teaching practices. The research investigates the practical application of GPT chat for reviewing students' written assignments and identifies errors in its autonomous operation, using GPT chat as a supportive tool. The purpose of the study is to examine whether GPT chat can be effectively used for automated assessment of students' written work in English courses at a technical university.

The research objectives include: establishing practical collaboration with a chatbot to determine whether it is feasible to use GPT chat for evaluating written assignments, analyzing the system's capabilities, and identifying the efficiency and limitations of the digital assistant in the process of automatic assessment. The theoretical significance of the study lies in broadening the understanding of how digital technologies – including artificial intelligence – can support teachers in teaching English in higher education. The practical significance, in turn, is defined by the possibility of using GPT chat in teaching practice to reduce routine workload and shorten the time teachers spend assessing written tasks.

Discussion and results

Modern technologies and digitalization are evolving at an unprecedented pace and are being applied across almost every sphere of life. In the past, technologies were mainly used in professional environments and seemed unfamiliar to ordinary people. However, technological progress continues to advance, and today cutting-edge systems are widely utilized in various fields. One of the most significant and rapidly developing tools of modern technology is artificial intelligence. Although there are numerous definitions of the term «Artificial Intelligence," they all describe software systems designed to imitate human cognitive processes. The main characteristic that distinguishes artificial intelligence from traditional technological systems is its ability to self-learn and improve while performing tasks, allowing it to adapt to constantly changing demands.[2]

The twenty-first century can undoubtedly be referred to as the era of innovation. Telecommunications technologies, which play a crucial role in today's fast progress, have recently stimulated the massive expansion of artificial intelligence into different areas of human activity. Whereas in the past AI was primarily restricted to industrial production, robotics, and digital systems performing complex calculations, it now plays a significant role in various social domains – particularly in the field of education and, more specifically, in the teaching and learning of the English language. The rapid development of digital tools has had a strong impact on the educational process, as the traditional education model does not always meet the needs and expectations of today's learners. Therefore, the learning environment must be adapted to modern realities, with intelligent technologies replacing outdated methods and making the educational process more dynamic and efficient.

The integration of artificial intelligence into education is commonly classified into three dimensions: support for students, support for teachers, and the comprehensive digital transformation of the learning process.

Among the AI tools most widely used in teaching English today are systems capable of identifying and analyzing text – including voice assistants, chatbots, online translation

services, as well as platforms designed to check spelling, punctuation, grammar, and stylistics.[3]

This research focuses on the potential of intelligent technologies as a support tool for teachers, with particular attention to the use of the GPT-3.5 artificial intelligence-based chatbot in assessing students' academic skills.[4]

Recently, OpenAI has introduced its newest products – the GPT-3.5 and GPT-4 chatbots – which have greatly simplified the integration of artificial intelligence into education and demonstrated positive results in improving learning efficiency. The updated models represent major advancements in the field of text generation tools and applications. Compared to previous systems, they show a remarkably high capability for producing written content, especially long-format essays and creative pieces, and excel in performing human-like actions across various professional and academic tasks. These developments mark a significant breakthrough in the field of text generation. Contemporary academic discussions increasingly highlight the potential role of GPT-based chat systems in solving various writing-related tasks.

This study is devoted to evaluating the relevance and efficiency of using GPT-3.5 and GPT-4 chatbots as tools for assessing students' written assignments in the process of teaching English at the university level. Today, artificial intelligence-based programs such as ChatGPT, Yandex AI, Google AI and similar platforms are actively used by school learners, university students, postgraduate researchers, and independent scholars in their everyday academic tasks. Considering that most learners become familiar with artificial intelligence technologies already during their school years, the issue is not whether to restrict their use, but rather how to ensure their reasonable and purposeful application. This highlights the need to regulate and monitor their use and to cultivate a culture of effective and responsible application of AI tools both inside and outside the classroom.[5]

The development of artificial intelligence largely focuses on the creation and representation of knowledge-based systems. This direction deals with constructing knowledge models and knowledge bases, which form the foundation of expert systems. For example, AI-based systems can be used to test students' knowledge of English, identify their current proficiency level, diagnose their challenges, and classify learners into differentiated groups for targeted teaching. In this way, English learners may be divided into:

a) beginner or low-level learners,

b) intermediate-level learners,

c) high-level or advanced learners.[6]

Conclusion

Artificial intelligence technologies are introducing a qualitatively new approach to the language teaching process. They serve to establish individual learning, direct the student to work on errors, increase educational efficiency and facilitate the teacher's work. At the same time, the full integration of AI capabilities into the educational process requires technical infrastructure, methodological updating and specialist training. The rational implementation of these technologies creates a solid foundation for further improving the quality of language teaching and the development of a digital education system.

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SUN’IY INTELLEKTGA ASOSLANGAN TARJIMA MODELLARIDAN FOYDALANIB TIL O‘RGATISHNING ADAPTIV METODIKASINI YARATISH: O‘QUVCHI EHTIYOJIGA MOSLASHGAN YONDASHUV

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Annotatsiya. *Ushbu maqolada sun’iy intellektga asoslangan tarjima modellaridan foydalanib til o‘rgatishning adaptiv metodikasini yaratish masalasi yoritilgan. Adaptiv yondashuv o‘quvchi ehtiyojlari, til ko‘nikmalari va o‘quv jarayonidagi individual xususiyatlarga moslashgan bo‘lib, SI modellar real vaqt rejimida tahlil, moslashtirilgan mashqlar va shaxsiy teskari aloqani ta’minlaydi. Tadqiqot natijalari taklif etilgan metodikaning samaradorligini ko‘rsatdi.*

Kalit so‘zlar: *sun’iy intellekt, tarjima modellari, adaptiv metodika, til o‘qitish, individuallashtirilgan yondashuv.*

Kirish

Zamonaviy raqamli texnologiyalar, xususan, sun’iy intellektga asoslangan tarjima modellarining rivoji til o‘rgatish jarayonida yangi uslub va metodlarni shakllantirishga sabab bo‘lmoqda. An’anaviy yondashuvlarda barcha o‘quvchilar bir xil manba va mashqlar asosida o‘qitilgan bo‘lsa, adaptiv metodika har bir o‘quvchi ehtiyojidan kelib chiqib jarayonni moslashtirishni nazarda tutadi. Sun’iy intellekt (SI) esa til o‘rgatuvchi platformalarga o‘quvchi bilim darajasini real vaqt rejimida tahlil qilish, xatolarni aniqlash va individual o‘quv marshrutini yaratish imkonini beradi.

Ushbu maqola SI tarjima modellaridan foydalanilgan holda til o‘rgatishning adaptiv metodikasini ishlab chiqish, uning afzalliklari, amaliy qo‘llanilishi va samaradorligini ilmiy asosda yoritishni maqsad qiladi.

1. Sun’iy intellektga asoslangan tarjima modellarining mohiyati

Sun’iy intellektga asoslangan tarjima tizimlari (masalan, neyron tarjima modellar) matnni tahlil qilish, kontekstni tushunish, semantik bog‘lanishlarni aniqlash va grammatikani takrorlanmas algoritmlar asosida qayta ishlay oladi. Ular an’anaviy qo‘llanmalar bilan solishtirganda:

real vaqtda interaktiv tahlil qiladi,

o‘quvchi qilgan xatolarni tafsilotli tarzda ko‘rsatadi,

stilistika, semantika va pragmatikani chuqur tahlil qiladi,

nutqni tushunish, talaffuzni baholash va sinonimlar bo'yicha tavsiyalar bera oladi.

Bu imkoniyatlar SI tarjima modellarini adaptiv til o'rgatish tizimlarining muhim komponentiga aylantiradi.

2. Adaptiv metodika: nazariy asoslar

Adaptiv o'qitish – bu o'quv jarayonining o'quvchi bilim darajasi, qiziqishi, kognitiv qobiliyati va o'sish dinamikasiga mos ravishda avtomatik boshqariladigan modeli. Ushbu yondashuv quyidagi tamoyillarga tayanadi:

1. Differensiallashgan o'quv materiali – murakkablik darajasi talabaga moslab avtomatik tanlanadi.

2. Individuallashtirilgan teskari aloqa – xatolar tahlil qilinib, tushuntirishlar shaxsiylashtirilgan shaklda beriladi.

3. Moslashuvchan baholash – SI model o'quvchining rivojlanishini muntazam kuzatib boradi.

4. Progressiv mashqlar – o'quvchi o'sish dinamikasiga mos ravishda bosqichma-bosqich murakkablashadi.

3. SI tarjima modellaridan foydalanishning adaptive yondashuvdagi afzalliklari

3.1. Xatolarni aniq tahlil qilish

SI modellar:

grammatik xatolarni aniqlaydi,

stilistik moslikni baholaydi,

sintaktik strukturalarni tahlil qiladi,

xato sababini izohlab, to'g'ri variantni taklif qiladi.

Bu o'quvchi uchun shaxsiy «mentor" vazifasini bajaradi.

3.2. Lug'at boyligini kengaytirish

Model matn kontekstiga mos yangi so'zlar, sinonimlar, antonimlar va nutq qoidalarini taklif etadi.

3.3. Tarjima orqali til o'rgatish samaradorligi

O'quvchi:

o'z tarjimasini tizim tarjimasi bilan solishtiradi,

semantik farqlarni ko'radi,

o'rganilgan so'zlarning real vaziyatda ishlatilishini tushunadi.

3.4. Shaxsiy o'quv marshruti

Model o'quvchining:

qaysi mavzularda qiynalayotganini,

qaysi ko'nikmalari sustligini,

qanday mashqlar unga mos kelishini avtomatik tahlil qiladi.

4. Taklif etilayotgan adaptiv metodikaning tarkibiy qismlari

Taklif etilayotgan metodika quyidagi bosqichlardan iborat:

4.1. Diagnostik tahlil:

Dastlabki test orqali o'quvchining: grammatik bilim darajasi, lug'at boyligi, tarjima ko'nikmasi, talaffuzi aniqlanadi.

4.2. Moslashtirilgan mashg'ulotlar bloki

SI model har bir o'quvchi uchun individual mashg'ulotlar yaratadi:

kontekst asosidagi tarjima mashqlari,
gap tuzish bo‘yicha topshiriqlar,
dialog shaklidagi mashqlar,
eshitish orqali tarjima qilish topshiriqlari.

4.3. Interaktiv tahlil va teskari aloqa

Har bir mashqdan so‘ng tizim quyidagilarni ko‘rsatadi:
xato turi,
xatoning sababi,
yaxshilash uchun tavsiyalar,
qo‘shimcha amaliy mashqlar.

4.4. Dinamik monitoring

O‘quvchining o‘sish dinamikasi jadvallar va grafiklar orqali muntazam ko‘rsatib boriladi.

5. Tadqiqot natijalari va muhokama

Amaliy sinovlar shuni ko‘rsatadiki, SI tarjima modellariga asoslangan adaptiv metodika quyidagi ijobiy natijalarga olib kelgan:
o‘quvchilar tarjima tezligi 25–35% oshgan,
xatolar soni o‘rtacha 40% ga kamaygan,
motivatsiya darajasi sezilarli ko‘tarilgan,
muloqot va yozma nutq ko‘nikmalari samarali rivojlangan.

Shuningdek, interaktiv tahlilning mavjudligi o‘quvchilar uchun o‘z ustida mustaqil ishlash imkoniyatini kengaytirgan.

Xulosa

Sun’iy intellektga asoslangan tarjima modellariga tayangan holda til o‘rgatishning adaptiv metodikasini ishlab chiqish zamonaviy ta’lim jarayonining samaradorligini sezilarli ravishda oshiradi. Bunday yondashuv o‘quvchi ehtiyojiga mos, dinamik va fleksibl o‘quv muhitini yaratish imkonini beradi. Tadqiqot natijalari shuni ko‘rsatadiki, SI asosidagi adaptiv metodika nafaqat bilim sifatini, balki o‘quvchining motivatsiyasi va mustaqil o‘qish ko‘nikmalarini ham kuchaytiradi.

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AI-TARJIMONLAR YORDAMIDA TIL O‘RGATISHDAGI EKVIVALENTLIK TUSHUNCHALARINI O‘ZLASHTIRISH METODLARI

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Annotatsiya. *Tarjimonlik jarayonitil o‘rganish va o‘qitishda muhim ahamiyat kasb etadi. Bugungi globallashuv sharoitida xorijiy tillarni chuqur o‘zlashtirish, madaniyatlararo muloqotni mustahkamlash, kasbiy va kundalik faoliyatda muvaffaqiyat qozonish uchun zarurat ortib bormoqda. Ayniqsa, zamonaviy texnologiyalar, raqamli platformalar va AI-tarjimonlar vositasida til o‘rganish imkoniyatlarining kengayishi til o‘rganish metodlariga yangicha yondashuvlarni kiritmoqda. Tarjimada ekvivalentlik tushunchasi – o‘rganuvchini mazmun va shakl, grammatik tuzilma, uslub darajasida to‘g‘ri va samarali anglash sari yo‘naltiradi. Til o‘rgatishda ekvivalentlik – asl matnda muallif ifoda etmoqchi bo‘lgan maqsad va axborotni to‘la saqlab, o‘zga tilda ham to‘g‘ri, tabiiy va aniq tarzda yetkazishdir. Shu jihatdan ekvivalentlik faqat so‘zma-so‘z tarjima emas, balki semantik, uslubiy, pragmatik muvofiqliklarni ham yuzaga chiqaradi.*

Kalit so‘zlar: *AI-tarjimonlar, til o‘rgatish, ekvivalentlik, tarjima metodlari, zamonaviy texnologiyalar, leksik o‘zlashtirish, grammatika, o‘quv metodikasi, interaktiv mashg‘ulotlar, kontekstual tarjima.*

AI-tarjimonlar yordamida til o‘rgatishda ekvivalentlik tushunchalarini o‘zlashtirishning zamonaviy metodlari bir nechta bosqichlarni o‘z ichiga oladi. Yangi tilni o‘rganayotgan kishi uchun har bir so‘z, ibora, gap yoki matnning ekvivalentini chuqur tahlil qilish, ularni mos kontekstda qayta ishlash juda muhimdir. Bu jarayonda dastlabki tayyorlov bosqichi, chuqur tahlil qilish, anglash, sintez qilish va yakuniy baholash bosqichlari o‘zaro bog‘liq holda olib boriladi. Til o‘rganuvchilarga har bir so‘zning yoki iboraning o‘sha tilga xos ekvivalentini topish va undan to‘g‘ri foydalanishga o‘rgatishda AI-tarjimonlardan foydalanish samaradorlikni oshiradi. Bu vositalar o‘rganuvchiga bir vaqtning o‘zida bir necha variant, ularning uslubiy va semantik farqlari haqida kengroq ma’lumot berish, tahlil qilish va tanlash imkonini yaratadi. Ekvivalentlik tushunchasi tarjimada til va madaniyat o‘rtasidagi bog‘liqlikni, har bir tilga xos o‘ziga xosliklarni hisobga olishga yordam beradi. AI-tarjimonlar bu borada lug‘at boyligini, grammatik qoidalarni, sinonimlarni, kontekstga mos variantlarni tezda va qulay tarzda aniqlashga yordam beradi. O‘rganuvchi AI-tarjimon orqali har bir so‘z, ibora yoki gapning turli variantlarni tahlil qilib, ularni real hayotdagi so‘zlashuv va yozma matnlarga taqqoslaydi. Bu jarayonda turli uslubdagi gaplar, terminlar, frazeologik birikmalar, atamalar va iboralarni o‘rganishda matn ekvivalentligi alohida ahamiyat kasb etadi.

O‘rgatuvchi yoki ustozlarni AI-tarjimonlarga tayanib, o‘quv materiallarini tayyorlash, zamonaviy matnlar, dialoglar, mashqlar va topshiriqlarda turli kontekstlarda ekvivalentlikni izohlash va mustahkamlash imkoniyati mavjud. O‘quvchilar til

ekvivalentligini o‘rganishda AI-tarjimonlar orqali so‘zlarni, frazalarni, murakkab so‘z birikmalarini, turli soha terminlarini, uslubiy yoki janr xususiyatlarini to‘g‘ri tanlab va ishlatishni o‘rganishadi. Til o‘rgatishda ekvivalentlikning ahamiyati shundaki, har bir tarjima variantini tanlashda asosiy kriteriy – mazmun va shakl muvofiqligi, kontekst, madaniy komponent va kommunikativ niyat hisobga olinadi. Ekvivalentlik tushunchasi tarjima jarayonining markaziy elementi bo‘lib, asliy matnni ma‘no, uslub, konnotatsiya, tilda ifodalash xususiyatlari bo‘yicha qayta ishlab, yangi matnda sig‘dirilishini ko‘zda tutadi. O‘rgatuvchilar AI-tarjimonlardan foydalangan holda, har bir o‘rganilayotgan til birligi uchun bir necha ekvivalentlarni aniqlash, ularning o‘zaro farqi va o‘xshashliklarini aniqlash, har bir variantni kontekstda qo‘llash, o‘rganilayotgan mavzuga mos sinov topshiriqlari tuzib borishadi. Bu jarayon til o‘rganishda mustahkam zamin va bilim asosini yaratadi. Til o‘rganishda ekvivalentlikni to‘g‘ri anglash, uni real amaliyotda tatbiq etish, so‘z boyligini kengaytirish, grammatikani puxta egallash, aniq va mantiqiy fikr bildirishda ijobiy ta‘sir ko‘rsatadi.

AI-tarjimonlar yordamida ekvivalentlikni o‘zlashtirishda ko‘plab zamonaviy interaktiv usullar, mashg‘ulotlar, mashqlar, sinov testlari va matn tahlillari kuchli o‘rin tutadi. Bunda har bir so‘z qat‘iy tayyor ekvivalentga ega bo‘lmasdan, ko‘plab variantlar, ularning semantik nozik jihatlari, kontekstga mos ekvivalenti, uslubiy va ijtimoiy omillardan kelib chiqib tanlanadi. Bu jarayonda mashq matnlari, dialoglar, maqolalar, hikoyalar, ijtimoiy tarmoqlardagi qisqa postlar, rasmiy va norasmiy yozishmalar, rasmiy hujjatlar matnini o‘rganish orqali har bir kontekstga mos ekvivalentlarni aniqlash va o‘zlashtirish, zamonaviy metodik yondashuvlarning samaradorligini oshiradi. Til o‘rganishda ekvivalentlik tanlash va ularni to‘g‘ri o‘zlashtirishda grammatik kategoriyalarning to‘g‘ri kelishi, so‘z tartibi, uslubiy rang, emotsional bo‘yoq, ijtimoiy-iqtisodiy va madaniy muhit inobatga olinadi. AI-tarjimonlar orqali bu jarayonni tahlil qilgan o‘rganuvchi har bir matn bo‘yicha chuqur anglash, til farqlarini, til boyligini real amaliyotda his qilish, shaxsiy kommunikativ ko‘nikmalarini rivojlantirish imkoniyatiga ega bo‘ladi. Til va madaniyat o‘zaro bog‘liqligi sababli, ekvivalentlik masalasi har so‘z va gap uchun individual tarzda yechiladi. O‘rganuvchi har bir kontekstga mos ekvivalentlarni tahlil qilish orqali so‘z va tushunchalarning madaniy va kommunikativ xususiyatlarini chuqur o‘rganadi. Til o‘rganishda ekvivalentlikni chuqur o‘zlashtirish, AI-tarjimon vositalarini faol ishlatish, zamonaviy til o‘rgatish metodikasi uchun yangi istiqbollar ochib berdi. O‘rganuvchi murakkab va ko‘p qirrali ekvivalentliklarni, to‘g‘ri tarbiya berilgan taqdirda, bir vaqtning o‘zida tahlil qilish, farqlash va mos kontekstda har bir variantdan foydalana olish imkonini qo‘lga kiritadi. AI-tarjimon yordamida ingliz, rus, fransuz, nemis yoki boshqa tillarda so‘z va iboralarning grammatik, leksik va uslubiy jihatdan to‘g‘ri ekvivalentlarini tez va aniq topish, ularning o‘zaro farqini ko‘rish, so‘z tanlashni yanada soddalashtiradi. Shuningdek, har bir til o‘ziga xos lug‘at bo‘yicha boy, uslub bo‘yicha rang-barang va nutq madaniyati bo‘yicha o‘ziga xos ekanligini, tarjima jarayonida ekvivalentliklarni hisobga olish orqali yanada chuqur anglash mumkin.

AI-tarjimonlarning til o‘rgatishda afzalligi shundaki, ular har bir matn va gapning mazmuniga ko‘ra mos ekvivalentlarni taniydi, murakkab terminlar yoki frazeologizmlarning to‘g‘ri va aniq ekvivalentini taklif qiladi. Bu nafaqat mazkur tilga xos jarayonlarni o‘rganishda, balki o‘rganilayotgan tilda brioz va tabiiy muloqotga erishishda

ham mustahkam poydevor tayyorlaydi. Til o‘rganishda har bir yangi so‘z, ibora, termin yoki gapni AI-tarjimon yordamida chuqur tahlil qilib, matn yuzasidan tanlangan eng to‘g‘ri ekvivalentni o‘zlashtirish, bilimlarni mustahkamlashga xizmat qiladi. Matn va uslub darajasida ekvivalentlikni o‘zlashtirish, ayniqsa chet tilini yangi boshlagan o‘rganuvchilar uchun, tilning o‘ziga xosligini to‘la anglash, til tafakkurini rivojlantirish, kommunikativ kompetensiyani yuqori darajada mustahkamlashga yordam beradi. Ustoz va o‘rganuvchilar interaktiv mashg‘ulotlar va muqobillar bilan ishlash orqali, AI-tarjimonlardan to‘g‘ri va samarali foydalanishni o‘rganadilar, har bir matnga kirib borib, til boyligini amaliyotda ko‘rsatadilar. Bu jarayonda yosh avlod zamonaviy texnologiyalarga tayana olishi, tarjimonlik va til o‘rganish metodlarini chuqur o‘zlashtirishi, bilim, ko‘nikma va malakasini kengaytirishi, mustaqil ta’lim olish uchun mustahkam zamin hozirlab beradi. Shuningdek, til o‘rganishda zamonaviy yondashuvlar, ya’ni multimedia resurslari, mobil ilovalar, veb-portal va elektron lug‘atlar, interaktiv testlar va matn tahlilchilari yordamida ekvivalentlikni amalda sinab ko‘rish, kelgusida mustaqil tarjima qilish va chet tili bilimi darajasini oshirishda muhim rol o‘ynaydi. Ekvivalentlik bilan to‘g‘ri ishlash maxsus strategiyalar talab qiladi. Har bir tarjimada so‘z, ibora yoki jumlaning aniq ma’nosi va foydalanish kontekstini hisobga olish, o‘rganilayotgan tilda shu mazmunni berishda eng to‘g‘ri va mos uslubiy variantni tanlash, o‘zaro farqlarni to‘g‘ri tahlil qilish lozim bo‘ladi. AI-tarjimonlardan foydalanish jarayonida o‘quvchilar uchun tizimli va muntazam mashg‘ulotlarni tashkil etish muhim ahamiyatga egalik qiladi. Mashg‘ulot davomida tanlangan matn va gaplar asosida har bir so‘z va iboraning ekvivalentini tahlil qilish, ularni bir-biri bilan taqqoslab, aynan qaysi kontekstda qaysi variant afzal, nega u tanlanishini aniqlash – til o‘rganishda chuqur anglash va fikrlash qobiliyatini rivojlantiradi. AI-tarjimonlar yordamida o‘zlashtirilgan ekvivalentlik, til o‘rganishda o‘rganuvchilarga ko‘plab muqobil variantlarni, ularning grammatik, uslubiy va semantik xususiyatlarini qiyoslash, kommunikativ qobiliyatini oshirish va mustaqil tarjima qilish ko‘nikmasini rivojlantirishda yordam beradi. Shuningdek, bu vosita yordamida so‘zlararo va gaplararo o‘zaro bog‘liqlik hamda madaniy kontekstlar bilan ishlash, zamonaviy so‘zlashuv va rasmiy uslubni tahlil qilish, murakkab terminologiyani egallash, tarjima texnologiyalarini puxta o‘rganish mumkin. Tilning barcha darajalari – fonetika, leksika, grammatika, uslub, morfologiya, sintaksis va semantika bo‘yicha ekvivalentliklarni chuqur o‘zlashtirish, til o‘rganishda sifat va natija kafolati hisoblanadi.

AI-tarjimonlardan foydalanishda har bir o‘quvchi ko‘plab nozik tarzdagi semantik va uslubiy farqlarni o‘zlashtirishga, har bir tilning o‘ziga xosliklarini anglashga o‘rgatadi. Har bir matn, jumla yoki gap muayyan kontekstga ega ekanligi, uni tarjima qilishda esa o‘sha kontekst asosida eng to‘g‘ri va mos ekvivalent tanlash zarurligi ustuvor ahamiyatga ega. O‘rganuvchi chuqur tahliliy yondashuv orqali faqat shunchaki so‘z yoki jumlani tarjima qilishgina emas, balki har bir madaniy komponent, kommunikativ vaziyat, emotsional bo‘yoq hamda konnotatsiyani to‘g‘ri va chuqur yetkazishni o‘zlashtiradi. Bugungi kun talebi shuni ko‘rsatadiki, til o‘rganishda AI-tarjimonlar yordamida ekvivalentlik tushunchalarini chuqur va keng qamrovda o‘zlashtirish, har bir o‘quvchiga zamonaviy dunyoning rivojlanayotgan texnologiyalaridan samarali foydalanish imkoniyatini beradi. Bu, o‘z navbatida, inson taraqqiyoti va uning kommunikativ salohiyatining oshishi, zamonaviy bilim va malakalarni egallashda muhim ahamiyat kasb etadi. Ekvivalentlikni

to‘g‘ri o‘zlashtirgan, zamonaviy texnologiyalarni o‘zida mujassamlashtirgan o‘rganuvchi tajribali tarjimon va mukammal til sohibi darajasiga ko‘tarilishi ehtimoldan holi emas.

AI-tarjimonlardan foydalanib til o‘rgatishda ekvivalentlikni o‘rgatish zamonaviy tilshunoslik va tarjima nazariyasida muhim ahamiyatga ega. Avvalgi asrlarda ekvivalentlik tushunchasi ustida asosan tarjimon shaxsan ishlagan bo‘lsa, ilgari tahlil, solishtirish, ochiq muloqot kabi usullarga ko‘proq e’tibor qaratilgan bo‘lsa, bugungi kunda texnologik taraqqiyot natijasida sun’iy intellekt asosida ishlaydigan avtomatik tarjima tizimlari til o‘rgatishda, ayniqsa, ekvivalentlikni shakllantirishda yirik rol o‘ynay boshladi. Bunday sharoitda AI-tarjimonlardan foydalanish, o‘quvchilarni zamonaviy til madaniyati bilan tanishtirish, ular uchun lug‘aviy va grammatik ekvivalentlikni anglashda amaliy mashg‘ulotlar yaratish imkonini ochadi. AI-tarjimonlar yordamida ekvivalentlikni o‘qitishda zamonaviy ta’lim metodikasi turli bosqichlarda, turli yondashuvlarda amalga oshiriladi. Avvalo, AI-tarjimonlar til materialini qayta ishlash, analiz qilish va sintetik faoliyatni rag‘batlantiradi. Bu metodlardan biri sifatida paralel matnlarni tahlil qilish imkoniyati ko‘rsatib o‘tiladi. O‘quvchilar dorilom, ya’ni asl va tarjima matnlarni parallel shaklda ko‘rib chiqadilar, har bir gap va so‘z ustida mustaqil va birgalikda ishlashadi. Bu usul orqali ekvivalentlik mohiyati, tarjimaning ma’no, uslub va funksional sohalardagi o‘xshash va farqli tomonlari chuqur tahlil etiladi. O‘qituvchi nazorat ostida yoki interfaol tarzda AI-tarjimon natijasini taqqoslab, o‘quvchilarga ekvivalentlikni to‘g‘ri ko‘rsatishda yordam beradi. AI-tarjimonlardan foydalanishda so‘z va iboralarni ekvivalent tarzda taqdim etish ham muhimdir. O‘quvchilarga tarjima variantlari to‘liq, aniq va uslubiy jihatdan mos holda beriladi. O‘quvchilar aynan bir so‘z yoki iboraning turli variantlarini ko‘rib chiqishadi, ular orasidagi aloqa va farqni aniqlashga harakat qilishadi. Bu usul orqali yangi so‘z boyligini oshirish va mustahkamlash, leksik ekvivalentlikni chuqurroq anglash imkoniyati ochiladi. Yana bir samarali metod sifatida konversiya, ya’ni tubdan o‘zgartirish mashqlari e’tiborga loyiq. Bu orqali o‘quvchilar bir so‘z yoki iboraning ekvivalentligini aniqlashda, uni turli vaziyat va matnlarda tadbiq qilishda tajriba orttiradilar. AI-tarjimonlarni o‘rganish mashg‘ulotlarida boshqa muhim metodlardan biri bu xatolarni tahlil qilishdir. Tarjimon tomonidan taklif etilgan natijalarda xatolarini ko‘rish va tahlil qilish o‘quvchilarda tanqidiy yanglishuvga olib keladi, to‘g‘ri ekvivalent tanlashda fikrlashini kuchaytiradi. Bu usulda o‘quvchilar AI-tarjimonlarni o‘zlariga moslashtiradilar, har bir so‘z va iboraning ma’nodoshlik darajasiga ahamiyat qaratadilar. Sinonim va antonimlar asosida mashqlar tashkil etish ham tarjima nazariyasida muhim ahamiyat kasb etadi. O‘quvchilar AI-tarjimon yordamida biror so‘z uchun bir nechta sinonim yoki antonim variantlarni ko‘radilar va har birining matnga qanchalik mosligini tekshiradilar. Bu usul nafaqat til boyligini, balki ekvivalentlarga moslikni va ularning kontekstga moslashtirish ko‘nikmasini rivojlantiradi. AI-tarjimonlar bilan ishlashda kontekstual o‘rganish usulidan ham keng foydalanish mumkin. Bunda o‘quvchilar bir xil so‘z yoki iboraning turli kontekstda tarjima qilinishini va ekvivalent tarzda bo‘lishini tahlil qiladilar. Bu, ayniqsa, ko‘pma’noli so‘zlar, so‘z o‘yinlari yoki konnotativ iboralar uchun muhim. O‘quvchilar tarjima natijasini baholab, har xilda foydalanilgan ekvivalentlar ustida chuqur muzokaralar olib boradilar. Yana bir usul sifatida juftlash va to‘g‘ri variantni tanlash mashqlarini qo‘llash mumkin. O‘qituvchi yoki AI-tarjimon bir nechta variantlarni taqdim etadi, o‘quvchilar esa mantiqan va semantik jihatdan eng to‘g‘ri ekvivalentni yuzaga chiqaradilar.

Dialog va roli o‘yin mashqlari ham ekvivalentlikni shakllantirishda muhimdir. AI-tarjimonlar yordamida real hayotiy vaziyatlar uchun matn yoki gaplar tuziladi, so‘ngra o‘quvchilar ushbu matn bo‘yicha dialog shakllantiradilar. Bu tadbir o‘quvchilar bilan AI-tarjimonda berilgan variantlarni muhokama qilish, turli ijtimoiy va madaniy sohalarda eng maqbul ekvivalentni aniqlash imkonini beradi. Yana bir usul sifatida o‘zaro teskari tarjima texnikasidan ham unumli foydalanish mumkin. Bunda o‘quvchi matnni AI-tarjimon yordamida avval boshqa tilda tarjima qiladi, so‘ng yana asl tilga qaytaradi va natijani dastlabki matn bilan taqqoslab, ekvivalentlik darajasini baholaydi. Ekvivalentlikni o‘rgatishda yana bir muhim metod bu lisoniy va adabiy tahlildir. Matnlar o‘zi va tarjimasi ustida ishlash, ularni o‘zaro taqqoslash va muloqot asosida muhokama qilish ekvivalentlik mohiyatini yanada chuqurroq o‘quvchilar ongiga singdiradi. O‘qituvchi boshchiligida tashkil etiladigan bunday muhokamalar savol-javob va mustaqil fikr orqali ekvivalentlikning to‘g‘ri shakllanishiga xizmat qiladi. AI-tarjimonlar yordamida o‘tiladigan bu metodlar orqali o‘quvchilar o‘rganayotgan tili bo‘yicha ham lug‘aviy, ham sintaktik, ham madaniy ekvivalentlik tushunchasini puxta o‘zlashtira oladilar. Bu metodik yondashuvlarning asosiy afzalligi – o‘quvchi faoliyatini kuchaytirishi va ularni o‘rganayotgan tilning chuqur qatlamlariga kirib borishi uchun imkoniyat ochilishidadir. Shuningdek, AI-tarjimonlar zamonaviy rivojlanayotgan til muhitida o‘quvchilarning qiziqishi va faolligini oshiradi, ularni zamonaviy texnologiyalardan foydalanishga undaydi. Ekvivalentlikni o‘rgatish nafaqat tarjimaning to‘g‘ri bajarilishini, balki tilshunoslik va madaniyatshunoslik asoslarini puxta o‘zlashtirishni ham ta’minlaydi. Foydalanilayotgan AI-tarjimonlar, natijaviy mashg‘ulotlar, o‘quvchu va o‘qituvchi o‘rtasidagi interfaol muhokamalar ekvivalentlikni shakllantirish jarayonida asosiy vositaga aylanadi. AI yordamida ekvivalentlikni chuqur o‘rgatishda didaktik materiallar, zamonaviy lingvistik tahlil, pragmatik faoliyatni uyg‘unlashtirish muhim ahamiyat kasb etadiki, bu orqali til va tarjima zamonaviy rivojlanish bosqichiga ko‘tariladi. Til o‘rganishda natijalarning puxta chiqishi uchun har bir o‘qituvchi va o‘quvchi tomonidan ilmiy izlanish va mustaqil tahlil faoliyati talab etiladi. Metodik mashg‘ulotlarning samaradorligini ta’minlashda esa AI-tarjimonlar turli sath va bosqichlarda o‘rganish, solishtirish, baholash va mustahkamlash imkonini kengaytiradi. O‘qituvchi ham, o‘quvchi ham turli tildagi til materiallarini tahlil qilishda, ekvivalent tanlash va qo‘llashda zamonaviy interfaol metodlardan foydalanadi. Zamonaviy til o‘rgatishda ekvivalentlikni o‘rgatish faqatgina grammatik va leksik aspektlarga bog‘lanib qolmaydi, balki til va madaniyat o‘rtasidagi murakkab aloqalarni o‘rganishda ham muhim rol o‘ynaydi. Sun’iy intellekt asosidagi tarjima tizimlari bu borada yangi imkoniyatlarni ochgani barobarida, o‘quvchi va o‘qituvchini zamonaviy texnologiya bilan ishlashga to‘liq tayyorlaydi. Endilikda AI-tarjimonlardan foydalangan holda ekvivalentlikni o‘rgatish zamonaviy lingvodidaktikaning asosiy yo‘nalishlaridan biriga aylandi va yuqori samaradorlik ko‘rsatmoqda. Tarjima til o‘rganishda nafaqat lingvistik, balki madaniy, pragmatik, stilistik nuqtai nazardan ham ekvivalentlikka alohida e’tibor qaratadi. Talabalar til ko‘nikmalari, dunyoqarashi, madaniyatlararo tafakkuri, muloqotda samarali ishtirok etishi uchun ekvivalentlik masalasini chuqur o‘rganishi muhim. AI-tarjimonlar orqali amalga oshiriladigan bu zamonaviy yondashuv, o‘quvchilar uchun faqatgina tarjima darslari emas, balki umumiy lingvistik va kognitiv kompetensiyalarni shakllantiradi.

Xulosa:

Xulosa qilib aytganda, AI-tarjimon vositasida til o‘rgatishda ekvivalentlik tushunchalarini o‘zlashtirish – zamonaviy o‘qitish metodikasining eng samarali yo‘nalishlaridan biridir. Bu usul orqali tilga oid barcha darajadagi birliklarni chuqur tahlil qilish, ularning o‘zaro farq va o‘xshashliklarini aniqlash, kontekst va madaniyat xususiyatlarini hisobga olgan holda eng mos va to‘g‘ri variantlarni tanlash imkoniyati mavjud. O‘rganuvchi AI-tarjimon yordamida til boyligini, grammatikani va uslubiy xususiyatlarni puxta o‘zlashtirishi, o‘z fikr va g‘oyalarini aniq, ravon va mazmunli tarzda ifoda qilish ko‘nikmasiga ega bo‘lishi mumkin. Natijada, AI-tarjimonlardan foydalanilib maktab, oliygoh va mustaqil ta’limda ekvivalentlik tushunchalarini chuqur o‘zlashtirish, o‘rganuvchining tilga oid bilim va ko‘nikmalarini zamon talablariga mos tarzda takomillashtirish uchun keng imkoniyat yaratadi. O‘qituvchi va o‘rganuvchining doimiy ijodiy izlanishi, zamonaviy texnologiyalardan samarali foydalanishi, tarjima va ekvivalentlik imkoniyatlarini puxta o‘zlashtirishi, til o‘rganish jarayonini yuksak natijalar sari olib boradi.

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ARTIFICIAL INTELLIGENCE ENHANCES FLIPPED LEARNING ENVIRONMENTS FOR DEVELOPING B1-LEVEL LEARNERS' PRODUCTIVE SKILLS

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Abstract. *The thesis aims to investigate how AI might enhance flipped learning settings, specifically in enhancing the productive skills of B1-level learners. This work examines the effectiveness of the flipped classroom model within student-centred foreign language teaching, with a particular focus on developing productive skills of B1-level learners. It further explores how Artificial Intelligence (AI) enhances flipped learning environments by providing personalized feedback, increasing learner autonomy, and improving overall communicative competence.*

Keywords: *Artificial Intelligence (AI), flipped learning environment, student-centred, foreign language teaching, communicative competence*

Digital technology developments have sped up the transition to more adaptable, student-centered teaching approaches, because it reallocates teacher assistance to classroom time while allowing students to access instructional content independently before class, the flipped classroom first methodically defined by Bergmann and Sams[16] – has become a popular strategy for language learning.

Differentiated instruction is supported, autonomy is increased, and active learning is encouraged. Simultaneously, artificial intelligence (AI) has taken center stage in contemporary language instruction. Language leaning has become more accessible and flexible thanks to AI powered apps like speech recognition, grammar checkers, automatic writing assessment systems, and tailored learning platforms.

Holmes at al.[17] claim that AI improves the quality of training and evolution by enabling quick feedback, variable pacing, and precision learning. The purpose of this thesis is to explore the role of AI in strengthening flipped learning environments, particularly in improving **B1-level learners' productive skills**. At this level, students can communicate in everyday situations but still struggle with coherence, accuracy, pronunciation, and lexical range. This study argues that AI tools enhance pre-class preparation, scaffold in-class tasks, and provide post-class improvement opportunities, thereby making flipped classrooms more efficient and personalized.

The flipped classroom model reassigns traditional lecture content to pre-class time and reserves classroom time for collaborative, communicative, and problem-solving activities. As defined by **Bishop & Verleger (2013)**, flipping requires two elements:

1. **Interactive group learning inside the classroom**, and

[16] Bergmann, J., & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. ISTE.
[17] Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial Intelligence in Education: Promises and Implications*. Center for Curriculum Redesign.

2. **Direct instruction delivered individually outside the classroom**, typically via video or digital content.

For language learning, flipped instruction supports:

- more speaking practice in class,
- differentiated tasks,
- more time for communicative activities, and
- greater learner autonomy (Abeysekera & Dawson, 2015).

AI's use in language teaching is grounded in the concept of intelligent tutoring systems, personalization, and automated feedback (Luckin, 2018, Zawacki-Richter et al., 2019).

AI tools can:

- evaluate spoken and written language,
- detect grammatical and lexical errors,
- provide pronunciation analysis,
- adapt materials to learners' needs, and
- track progress through analytics.

AI-enhanced learning environments align with constructivist pedagogy by enabling students to actively build knowledge with real-time support.

The flipped classroom demands strong pre-class preparation and rich in-class interaction. AI ensures:

- **better preparation** through personalized pre-class tasks,
- **higher-quality interaction** by giving students confidence and scaffolding,
- **continuous learning** through automated feedback after class.

Thus, AI acts as a bridge that strengthens the effectiveness of the entire flipped cycle.

Before class, students typically watch videos and complete comprehension tasks. AI expands this process by offering:

a. Adaptive Vocabulary and Grammar Practice

Platforms such as *Quizlet AI*, *Duolingo Max*, and *WordUp* introduce vocabulary at appropriate difficulty levels. For B1 learners, this helps solidify target structures before producing language.

Example pre-class task: Students watch a teacher-recorded video explaining «giving opinions." An AI tool then generates vocabulary lists (e.g., *I believe that…, From my perspective…, It seems to me…*) and offers personalized quizzes.

b. AI-Based Speaking Warm-Ups

Tools like *ELSA Speak*, *Google Speech Recognition*, or *ChatGPT Voice Mode* allow students to practice pronunciation and learn model responses.

Example:

Students practice answering the prompt: «Describe a memorable trip." The AI evaluates pronunciation accuracy (e.g., stress on *memorable*) and provides instant correction.

c. AI-Generated Writing Starters

For writing tasks, AI provides sentence frames, outlines, and idea maps.

Example:

AI generates a mind map for «Advantages of Online Learning" with three main points and sample supporting details.

This pre-class support ensures all students come to class better prepared and more confident.

During the lesson, students engage in communicative tasks. AI enhances this stage by:

a. Supporting Collaborative Writing

Students work in groups while using AI-powered platforms such as *Grammarly GO* or *Google Docs AI* to co-edit texts.

Example task:

Students write a 120–150-word opinion paragraph on «Public transportation vs. private cars."

AI highlights grammar errors but the teacher guides students to correct them independently.

b. Real-Time Speech Coaching

Voice-based AI applications help students practice dialogues, role-plays, or presentations before performing in front of the class.

Example:

Before a class debate, students record their arguments using an AI speech tool that analyzes fluency, intonation, and filler words.

Using rubrics embedded in AI systems, learners provide structured feedback to classmates' speaking or writing samples. This develops metacognitive awareness.

Example:

Students upload voice messages describing their hobbies. AI provides model feedback («Your pronunciation of 'interested' needs adjustment"), and peers add comments.

This AI-supported environment boosts engagement and confidence among B1 learners.

After class, AI provides independent practice and data analytics for teachers.

Systems like *Write & Improve (Cambridge)* or *ChatGPT-enhanced revision tasks* help students rewrite texts with guided suggestions.

Example:

Students submit the first draft of their weekend diary. AI corrects sentence structure (e.g., run-on sentences) and suggests cohesive devices (e.g., *after that, finally*).

Students can record short monologues daily. AI tracks progress in:

- word choice,
- speaking speed,
- pronunciation accuracy.

AI significantly strengthens flipped learning environments by personalizing pre-class preparation, enriching in-class communicative activities, and supporting ongoing post-class practice. For B1-level learners, AI improves productive skills by providing adaptive scaffolding, real-time feedback, and opportunities for autonomous learning. As language education evolves, AI-enhanced flipped instruction represents a powerful and sustainable pedagogy aligned with modern educational demands.

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ГЕНЕРАТИВНЫЕ МОДЕЛИ (GPT) КАК ИНСТРУМЕНТ РАЗВИТИЯ МЕТАПОЗНАНИЯ И РЕФЛЕКСИИ У СТУДЕНТОВ

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Аннотация. В *статье анализируются возможности генеративных языковых моделей (GPT) как эффективного инструмента развития метапознания и рефлексии у студентов в условиях цифровой трансформации образования. Уточняется актуальность применения ИИ в учебном процессе, опираясь на современные исследования и аналитические обзоры, согласно которым искусственный интеллект становится ключевым элементом современного образовательного пространства, обеспечивая персонализацию обучения, автоматизацию рутинных педагогических операций и расширение возможностей аналитической обратной связи. Особое внимание уделяется тому, что генеративные модели способны стимулировать метакогнитивную активность обучающихся, поддерживать процессы планирования, мониторинга, самооценки и анализа ошибок.*

Ключевые слова: *генеративные модели, GPT, искусственный интеллект, метапознание, рефлексия, цифровая дидактика, высшее образование.*

Цифровая трансформация высшего образования усиливает необходимость развития у студентов метапознания и рефлексии – способностей осознавать собственные познавательные действия, анализировать учебные стратегии и корректировать их в процессе обучения. Эти умения рассматриваются как важнейшие компоненты академической автономии и профессиональной подготовки.

Современные исследования и аналитические материалы подчёркивают, что искусственный интеллект становится ключевым элементом образовательной среды. Согласно обзору «Искусственный интеллект в сфере образования», ИИ обеспечивает персонализацию обучения, автоматизирует рутинные операции, адаптирует задания к индивидуальным потребностям студентов и предоставляет расширенную аналитическую обратную связь, что поддерживает когнитивные и метакогнитивные процессы.

Особый интерес вызывают генеративные языковые модели GPT, способные анализировать тексты, моделировать рассуждения и формулировать рефлексивные ответы. Благодаря диалоговому взаимодействию GPT-инструменты могут стимулировать процессы самооценки, планирования, мониторинга понимания и анализа ошибок, что делает их перспективным средством развития метапознания.

При этом интеграция ИИ в образовательную практику сопровождается вызовами: необходимостью формирования цифровой грамотности, критического отношения к результатам ИИ, соблюдения этических норм и защиты данных.

Указанные аспекты определяют требования к методически корректному использованию GPT-моделей.

Актуальность исследования обусловлена сочетанием возрастающей роли метапознавательных умений и расширяющихся возможностей генеративных моделей как инструмента поддержки рефлексии студентов.

Цель исследования – определить потенциал генеративных моделей GPT в развитии метапознания и рефлексии у студентов в условиях цифровой образовательной среды.

Для достижения цели были поставлены следующие задачи:

1. Проанализировать современные научные подходы к пониманию метапознания и рефлексии в высшем образовании.
2. Охарактеризовать возможности генеративных моделей GPT как инструмента поддержки метакогнитивных процессов.
3. Изучить педагогические эффекты использования GPT-инструментов в учебной деятельности студентов.
4. Определить методические и организационные условия интеграции GPT в образовательный процесс для развития рефлексивных практик.

Метапознание в современной педагогике определяется как способность обучающегося осознавать, контролировать и регулировать собственные познавательные процессы. Исследователи подчёркивают, что метакогнитивные умения включают планирование, мониторинг понимания, самооценку и корректировку учебных стратегий. Рефлексия, тесно связанная с метапознанием, рассматривается как процесс анализа и переосмысления собственного опыта, направленный на совершенствование учебной деятельности.

Цифровая трансформация образования создаёт новые предпосылки для развития этих умений. Согласно аналитическому обзору «Искусственный интеллект в сфере образования», ИИ выступает ключевым элементом современной образовательной среды, обеспечивая персонализацию обучения, автоматизацию рутинных операций, адаптацию учебных заданий и расширенные возможности мониторинга учебной активности. Эти функции ИИ усиливают метакогнитивные процессы за счёт своевременной, детализированной и вариативной обратной связи.

Генеративные модели GPT обладают широким спектром когнитивных функций: они могут анализировать тексты, выстраивать логические цепочки рассуждений, формировать рефлексивные ответы и предлагать альтернативные стратегии решения задач. Исследования показывают, что взаимодействие студента с генеративной моделью способствует развитию самоконтроля, глубокого анализа ошибок и осознанного выбора учебных стратегий.

В исследовании были использованы следующие методы:

теоретический анализ научной литературы. Изучены современные российские и международные публикации, посвящённые метапознанию, рефлексии и применению генеративных моделей в образовании. Проведён сравнительный анализ подходов к использованию ИИ для развития метакогнитивных навыков,

контент-анализ цифровых материалов. Проанализированы примеры взаимодействия студентов с генеративными моделями GPT, включая рефлексивные

ответы, диалоги, запросы и пояснения. Особое внимание уделено структуре метакогнитивных действий: постановке вопросов, анализу ошибок, самооценке решений,

элементы педагогического эксперимента. Использованы данные опробования GPT-инструментов в учебных заданиях рефлексивного характера. Оценены изменения в качестве рефлексивных высказываний и метапознавательной активности студентов в сравнении с традиционными формами работы,

сравнительно-сопоставительный анализ. Сопоставлены педагогические эффекты генеративных моделей с возможностями других цифровых инструментов, применяемых для поддержки метапознания, таких как обучающие платформы с адаптивной обратной связью,

анализ аналитических обзоров и экспертных оценок. Учитывались данные аналитического обзора «Искусственный интеллект в сфере образования», позволяющие оценить контекст использования ИИ в образовательной среде, а также выявить преимущества, ограничения и условия эффективной интеграции технологических решений.

Анализ современных источников, включая обзор «Искусственный интеллект в сфере образования» (Контур.ру), показывает, что ИИ становится неотъемлемым элементом цифровой инфраструктуры вузов. Технологии применяются для автоматизации проверки работ, адаптации заданий под уровень студента, анализа учебной активности и организации индивидуальных траекторий обучения. Такие функции напрямую создают условия для развития метакогнитивных процессов – особенно самооценки, мониторинга и анализа собственных действий.

К педагогические эффектам, способствующим развитию метапознания и рефлексии, можно отнести нижеследующие пункты.

Персонализация и адаптивность обучения. ИИ-системы позволяют гибко настраивать сложность, содержание и объём заданий. Это способствует тому, что студент принимает более осознанные решения о стратегии обучения, оценивает собственный уровень подготовки и корректирует темп работы – ключевые элементы метапознания.

Расширение возможности обратной связи. ИИ-инструменты обеспечивают быструю и детализированную обратную связь, включая указание ошибок, рекомендации по улучшению и анализ типичных затруднений. Такая форма взаимодействия стимулирует рефлексию, углублённый анализ выполненных действий и формирование навыков самоконтроля.

Усиление учебной автономиию Возможность отслеживать прогресс, анализировать динамику результатов и планировать дальнейшие шаги формирует у студентов навыки саморегуляции. Это напрямую связано с развитием метапознавательной компетентности, поскольку студент начинает рассматривать собственную учебную деятельность как управляемый процесс.

Оптимизация роли преподавателя. ИИ берет на себя рутинные функции, позволяя преподавателю сосредоточиться на сопровождении рефлексивных практик, проведении обсуждений, анализе индивидуальных траекторий и формировании критического мышления.

Выявленные ограничения и риски использования ИИ. Цифровая грамотность. Для эффективной работы с ИИ необходим определённый уровень цифровой компетентности студентов и преподавателей.

Риск некритичного восприятия ИИ. Модели могут выдавать неточные или неполные ответы, что требует развития навыков критической оценки.

Этические аспекты. Проблемы защиты данных и приватности особо подчёркиваются в аналитических материалах.

Цифровое неравенство. Неравномерный доступ к ИИ-технологиям может усиливать различия между студентами и учебными заведениями.

Обобщённый анализ показывает, что ИИ-технологии, включая генеративные модели GPT, обладают значительным образовательным потенциалом. Благодаря адаптивности, персонализированной обратной связи и поддержке саморегулятивных действий они способствуют развитию ключевых метакогнитивных умений и рефлексии студентов. Однако их педагогическая эффективность напрямую зависит от грамотной методической интеграции и соблюдения этических требований.

Результаты исследования показывают, что генеративные модели GPT обладают значительным потенциалом для развития метапознания и рефлексии студентов. Благодаря адаптивной обратной связи, моделированию рассуждений и поддержке анализа ошибок такие системы способствуют формированию навыков самооценки, планирования, мониторинга понимания и корректировки учебных действий.

Аналитические обзоры и современные исследования подтверждают, что ИИ делает обучение более персонализированным и гибким, усиливает автономию студентов и создаёт условия для осознанного управления учебной деятельностью. Это делает GPT-модели эффективным инструментом поддержки метакогнитивных процессов.

Вместе с тем использование ИИ требует соблюдения важных условий: развития цифровой грамотности, критического отношения к результатам ИИ, защиты данных и учёта возможного цифрового неравенства. Эти факторы определяют качество и педагогическую эффективность интеграции генеративных моделей в образовательную практику.

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SI VOSITALARI ORQALI TALAFFUZNI YAXSHILASH

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Annotatsiya. *Ushbu maqolada sun'iy intellect texnologiyalaridan foydalangan xolatda qanday qilib talaffuzni rivojlantirish mumkin ekanligi masalalari ko'rib chiqiladi. Nutqni tanish, ovoz sintezi, grammatik tahlil, avtomatik baholash tizimilarini turli hil imkoniyatlarini tahlil qilib va bularni dars jarayonida qo'llagan holatda integratsiya qilishning foydalari ko'rib chiqildi. Sun'iy intellekt o'quvchilarning talaffuz xatolarini real yani dars jarayonida aniqlash, individuallashtirilgan mashqlarni yaratish va fonetik kompetensiyani oshirishda samarali yordam beradi. Shu jumladan bu orqali darslarda qiyinchilik tug'dirayotgan masalalarga ham yechim bo'ladi. Maqolada sun'iy intellektning darslardagio'qitishning imkoniyatlari va takomillashtirish yo'nalishlari ko'rsatib, amaliy tavsiyalar berildi.*

Kalit so'zlar. *Sun'iy intellekt, talaffuz, fonetika, grammatika, kompetensiya, nutqni tanish, ovoz sintezi, intonatsiya, akustik tahlil, avtomatik baholash, raqamli ta'lim, individuallashtirilgan o'qitish, mobil ilovalar, til o'rganish platformalari, real, hayotiy tahlil, til kompetensiyasi, talaffuzni yaxshilash, raqamli pedagogika.*

Zamonaviy ta'lim texnologiyalarining rivojlanishi chet tillarini o'rganishda yangicha yondashuvlarni shakllantirmoqda. Sun'iy intellekt (SI) texnologiyalari ayniqsa, til o'rganishda, jumladan, fonetika sohasida muhim o'rin tutmoqda. Ingliz tili fonetikasini o'rganish jarayonida SI texnologiyalarining qo'llanilishi talabalar uchun samarali interaktiv muhit yaratib, ularning talaffuz va intonatsiyasini yaxshilashga yordam beradi (Eskenazi, 2009). Ushbu maqolada sun'iy intellektning ingliz fonetikasi o'rganishdagi ahamiyati, uning imkoniyatlari va afzalliklari tahlil qilinadi. Oxirgi yillarda sun'iy intellekt (AI) texnologiyalari ta'lim tizimining barcha bo'g'inlariga faol kirib kela boshladi. Ayniqsa, nutqni tanish (Speech Recognition), ovoz sintezi (Text-to-Speech), fonetik tahlil, avtomatik baholash va moslashtirilgan o'qitish kabi imkoniyatlar talaffuzni o'rganish jarayonini tubdan o'zgartirdi. SI asosidagi vositalar tezkor tahlil, real vaqtli xatolarni ko'rsatish, individual ta'lim yo'nalishi va cheksiz mashq imkoniyatini taqdim etadi. Bu esa nafaqat o'quvchining talaffuzini tezroq rivojlantiradi, balki o'qituvchining yukini ham kamaytiradi. Mazkur maqolada SI vositalarining talaffuz o'qitishdagi imkoniyatlari, afzalliklari, cheklovlari hamda ta'lim jarayoniga qo'llash bo'yicha taklif va tavsiyalar tahlil qilinadi.

Eng yangi texnologiyalar va raqamlamlashtirish jadal rivojlanib, hamma joyda qo'llanilmoqda. Ilgari texnologiyalardan faqat professional darajada foydalanish mumkin edi, ular oddiy odamga begona bo'lib tuyilardi. Ammo, texnologik taraqqiyot to'xtamaydi va hozirda eng yangi tizimlar turli sohalarda qo'llanilmoqda. Zamonaviy texnologiyalarning eng takomillashib borayotgan vositalaridan biri bu sun'iy intellektdir (AI). Hozirgi vaqtda sun'iy intellekt atamasini aniqlashning ko'plab variantlarini topish mumkin. Shunga qaramay, ularning barchasi inson miyasining ishlashga taqlid qiluvchi

mashina dasturlaridan foydalanish bilan bog'liq. Sun'iy intellektning o'ziga xos xususiyati uning vazifalarini bajarish jarayonida o'z o'zini o'rganishva takomillashtirish qobilyatidir, bu esa an'anaviy tizimlardan farqli o'laroq, o'zgaruvchan ehtiyorlarga moslashishga imkon beradi.

Yuqoridagilarni ta'kidlab o'tadigan bo'lsak:

- Nutqni tanish yani Speech Recognation tizimlari. Nutqni tanish texnologiyalari o'quvchi talaffuz qilgan so'z yoki gaplarni raqamli shaklga o'tkazib, fonetik va akustik parametrlr asosida tahlil qiladi. Ushbu tizimlar talaffuzni juda yaxshi tekshirib beradi, va xató tafalluf qilingan so'zlarni va xato qo'yilgan urg'ularni ham to'g'irlab berish qobilyatiga ega.

- Ovoz sintezi yani Text-to-Speech tizimlari. Sun'iy intellekt orqali yozib olingan ovozlarni juda ham yaqin holatda tabiiy qilib tayyorlab bera oladi, bu esa o'quvchilarga o'rganayotgan tilidagi so'zlarni qanday talaffuz qilinishi o'rganishda yordam beradi.

- Individuallashtirilgan o'qish esa o'quvchini darajasiga, mashqalrni qanday bajarayotganiga qarab turlicha ta'lim dasturlarini yaratib bera oaldi. Bunda o'quvchining qiynalgan tomonlarini aniqlaydi, berilayotgan mashqlarning qiyinlik darajasini asta sekinlik bilan oshiradi, o'quv jarayonini har bir bolaga moslab tashkillashtiradi, o'ziga bo'lgan ishonchni oshiradi.

Bundan tashqari Sun'iy intellektning talaffuzni rivojlantirishda ko'pgina afzallik tomonlari bor. Sun'iy intellekt texnologiyalari fonetika va talaffuzni o'rgatish sohasida yangi metodologik paradigma yaratmoqda. SI vositalari o'quvchilarning fonetik kompetensiyasini shakllantirishda an'anaviy o'qitish usullarida mavjud bo'lgan cheklovlarni bartaraf etib, o'quv jarayonini yuqori darajada individuallashtirish, tezkor teskari aloqa taqdim etish, fonetik jarayonlarni aniq o'lchash va vizualizatsiya qilish imkoniyatlarini yaratadi. Quyida SI texnologiyalarining talaffuz o'qitishdagi asosiy ilmiy-metodik afzalliklari batafsil tahlil qilinadi.

1.Fonetik xatolarni yuqori aniqlikda aniqlash va tahlil qilish imkoniyati - SI asosidagi nutqni tanish va fonetik tahlil tizimlari fonemalarning akustik parametrlarini (formantlar, pitch, duration, intensity) aniq o'lchashga qodir. Bu jarayon o'qituvchi uchun amalda juda murakkab bo'lsa-da, AI uni bir necha millisekund ichida bajaradi.

- Fonemalarning me'yoriy talaffuzdan og'ishini miqdoriy tarzda ko'rsatadi,
- Segment va suprasegment birliklarini alohida tahlil qiladi,
- O'quvchi xatolarining statistik xaritasini yaratadi, bu esa fonetik kompetensiyani shakllantirishga yondashuvni ta'minlaydi.

2.Individual ta'lim trayektoriyasini shakllantirish. SI o'quvchi talaffuzida uchraydigan xatolarni avtomatik qayd etib, shaxsiylashtirilgan o'quv modeli asosida unga mos mashqlarni ishlab chiqadi. Bu o'qituvchining individual talabalarni kuzatishi va ular uchun maxsus fonetik dastur tuzishi kabi murakkab vazifani sezilarli darajada osonlashtiradi.

- Mashinaviy o'qitish (machine learning) algoritmlari o'quvchi talaffuzi bo'yicha dinamik ma'lumot to'playdi va unga mos «til profili" yaratadi,
- Adaptiv o'qitish (adaptive learning) tamoyillari fonetik kompetensiyaning individuallashtirilgan rivojlanishini taminlaydi,
- Xatolarning chastotasiga ko'ra o'quv materiallarining murakkablik darajasi algoritmik tarzda moslashtiriladi.

3.Real vaqt rejimida teskari aloqa berish. An'anaviy fonetika darslarida teskari aloqa ko'pincha sinfdagi vaqt chegarasi sababli cheklangan bo'ladi. SI esa o'quvchining har bir talaffuz namunasi bo'yicha zudlik bilan tahlil qiladi.

- Tez takroriy mashqlar orqali fonetik reflekslarning shakllanishi (fonetik avtomatizm),
- Xatolarning uzoq davom etib mustahkamlanib qolishining oldini olish (error fossilization),
- O'quvchining motivatsiyasini oshiruvchi «darhol natija" effekti.

4.Cheksiz mashq qilish imkoniyati va mustaqil ta'limni qo'llab-quvvatlash. SI ilovalari 24/7 rejimda ishlaydi va talabalarga xona, vaqt, o'qituvchi mavjudligidan qat'i nazar, istalgan paytda mashq qilish imkonini beradi.

- Fonetik ko'nikmalarning avtomatlashtirilishi uchun zarur bo'lgan yuqori takroriylik ta'minlanadi,
- Mustaqil ta'lim strategiyalarining shakllanishi kuchayadi,
- O'quvchi o'z sur'atida o'rganadi, bu esa qo'shimcha stresssiz samaradorlikni oshiradi.

5.Til o'rganuvchilarning psixologik to'siqlarini kamaytirish

Ko'plab o'quvchilarda talaffuz mashqlarida xijolat bo'lish yoki kulgi ob'ektiga aylanish qo'rquvi mavjud. SI vositalaridan foydalanish ushbu psixologik to'siqlarni kamaytiradi.

- O'quvchilarda talaffuz bo'yicha ochiq o'rganish muhiti shakllanadi,
- Nutqdagi xatolardan qo'rqish kamayadi,
- Ijtimoiy bosim bo'lmagan muhitda tezroq rivojlanish kuzatiladi.

Shuni ham ta'kidlash joizki – Sun'iy intellekt yordamida tajriba o'tkazish mumkin. Misol uchun, biror sinf jamoasini ikki guruhga ajratib, birinchi guruhga SI yordamida talaffuzlarini oshirish va gapirish ko'nikmasini oshirish topshirig'i berilsa. Ikkinchi guruhga esafaqat an'anaviy fonetika mashqlarini bajarsa. Natijalar shuni ko'rsatdiki: SI yordamidan foydalangan o'quvchilarda ana'naviy usuldagilardan ko'ra ko'proq natijaga erishish mumkin. Chunki birinchi guruh a'zolarida ana'naviydan ko'ra ko'proq imkoniyatlar mavjud bo'ladi. O'quvchilarning o'zlariga bo'lgan ishonchi oshib, dialoglarda faol ishtirok etishi sezilarli ko'payadi.

Xulosa sifatida shunday deyish mumkinki, Sun'iy intellekt texnologiyalari talaffuzni o'rgatish jarayoniga yangi ilmiy va metodik imkoniyatlar olib kirib, fonetik kompetensiyani shakllantirishni ancha samarali va aniq jarayonga aylantirdi. SI vositalari o'quvchi nutqidagi mayda akustik farqlarni aniqlash, xatolarni tezda tahlil qilish va individual o'rganish yo'lini shakllantirish orqali an'anaviy fonetika darslarida kuzatiladigan cheklovlarni sezilarli kamaytiradi. Natijada, fonetik o'zlashtirish jarayoni shaxsiylashtirilgan, dinamik va ma'lumotga asoslangan tizimga aylanadi. SI o'qituvchining o'rnini egallamasdan, balki uning metodik imkoniyatlarini kengaytiradi: texnik tahlilni texnologiya bajaradi, o'qituvchi esa chuqur fonetik izohlar va muloqotga yo'naltirilgan mashqlarni samarali tashkil etadi. Texnologiya va pedagogning bunday uyg'unligi talaffuzni o'rgatish jarayonining sifatini oshirib, o'quvchilarning fonetik sezgirligi, intonatsion to'g'riligi va nutq ravonligini mustahkamlaydi. Umuman olganda, SI vositalari fonetika ta'limiga innovatsion yondashuv olib kirib, o'quvchilarning fonetik rivojlanishini

tezlashtiradi va chet tili o'rgatish metodikasini yangi bosqichga ko'taradi. Kelgusida ushbu texnologiyalarning yanada takomillashuvi fonetik ta'limni yanada oson, aniq va samarali qilishiga shubha yo'q.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

LEARNING FOREIGN LANGUAGES AND THE ROLE OF ARTIFICIAL INTELLIGENCE

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Abstract. *This article examines the current role of artificial intelligence in learning foreign languages, its significance, and the extent to which it can replace human resources.*
Keywords: *artificial intelligence, foreign languages, teaching foreign languages, automation of the educational process*.

Today, humanity is confidently entering a new era of civilisation – the era of artificial intelligence. "No matter what the changing landscape, whoever first demonstrates persistence, perseverance, and achieves concrete results will emerge ahead," noted President of Uzbekistan Shavkat Mirziyoyev.

Amid rapid technological progress, education requires modernisation. This is especially true for learning foreign languages, as their importance and demand have increased dramatically in recent years.

It is clear that the use of artificial intelligence in this area is becoming increasingly relevant. For example, Google released the game Semantris, which helps learners learn English. In it, users compete against artificial intelligence in identifying and creating associations for words.

In this article, we would like to define the role of artificial intelligence in learning foreign languages: how significant is it, and whether AI can replace humans in language teaching.

Artificial intelligence itself is currently undergoing rapid development. AI systems can now generate text, audio, and images with relatively high quality. For the purposes of this article, it is important to know how well the system understands natural languages.

There is no definitive answer to this question yet. The aforementioned Semantris uses a fully trainable end-to-end algorithm, which is typically used to work with various natural languages. That is, the neural network independently builds models for working with lexemes. Initially, the neural network was trained using examples from natural languages, where each sentence, phrase, or word was pre-programmed with a translation, meaning, or other semantic connection, such as an implication or a question-answer pair. However, despite such significant advances, artificial intelligence's skills in constructing meaningful dialogue are still far from those of humans. Although artificial intelligence can grasp the meaning of simple linguistic structures and even respond to them, it is limited by the literal nature of its own interpretation of questions. A computer may know the definition of words, but it does not understand their meaning in a broader context.

In other words, artificial intelligence lacks the so-called creative approach to words that humans possess. This creative approach to words is one of the most important human skills, enabling them to conduct dialogue accurately and wittily, surprising their interlocutors with a brilliant idea. This leads to the development of orthographic patterns,

stylistic codes, and rhetorical algorithms. All this constitutes a "sense of words," making humans creators of their own words, which accumulate knowledge and skills acquired through contact with literary (journalistic) texts.

At the same time, artificial intelligence has a number of advantages over a real interlocutor, one of which is the speed of response. It facilitates virtual brainstorming, or "cyberstorming," based on the spontaneity of interaction and the reverse dynamics of effectively gathering shared ideas, while various delays can occur when interacting with a person.

However, it's important to remember that artificial intelligence and the bots built on it are only capable of supporting simple conversations and engaging in discussions within the framework of carefully selected keywords.

Modern bots, in general, can hardly be called intelligent. Despite the fact that they are created using advanced machine learning and NLP technologies, they are all capable of handling only the highly specialised tasks for which they were created.

That's why, in the app our team is developing, artificial intelligence will not attempt to replace a real conversational partner. The SpeakLab app, which will be available to users in 2022, was created specifically for Language Speaking Clubs. In this app, artificial intelligence will only be used to provide recommendations for our events. Recommendations, in turn, will be based on the user's language level and interests.

To summarise, we can conclude that the role of artificial intelligence in foreign language learning is quite significant today and continues to grow. Artificial intelligence has substantial potential in the field of education and language instruction, however, its current functionality in this area remains limited. Therefore, it is advisable to employ AI only for tasks in which it demonstrates the highest effectiveness, rather than attempting to completely replace traditional teaching methods.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ARTIFICIAL INTELLIGENCE IN EDUCATION

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Abstract. *Artificial intelligence (AI) has become an integral part of the modern educational system, offering innovative solutions for improving the quality of learning and personalizing the learning process.*

In this article, we will examine various AI technologies used in education and provide examples of their successful implementation. Modern educational systems utilize a variety of AI technologies, each of which contributes to improving the learning process.

Artificial intelligence (AI) is a technology that enables computers to perform tasks that require human intelligence by mimicking functions such as learning, reasoning, and decision making. Simply put, it is the ability of machines to «think" and «learn" by analyzing large amounts of data and finding patterns in it. Examples of its work include speech recognition, text and image generation, and chess playing.

Artificial intelligence (AI) is a field of computer science that focuses on creating machines and systems capable of performing tasks that require human intelligence. AI imitates human cognitive functions, such as learning, pattern recognition, decision making, and problem solving. Examples of its applications include natural language processing, computer vision, and expert systems.

The need for integrating artificial intelligence into the learning process, as well as the technologies already in use, is identified and analyzed. The potential for using artificial intelligence in personalized learning is presented. Having analyzed the potential applications of artificial intelligence, we conclude that there is a need to utilize and improve neural network and artificial intelligence technologies in education.

Keywords: *innovations in education, artificial intelligence, learning, cross-cutting technologies, vocational education, personalize.*

Introduction

Consideration of the importance of using artificial intelligence in education is driven by the need to develop programs and tools for personalizing the educational process to improve the quality and effectiveness of learning.

Recently, one can often hear about the penetration of artificial intelligence into all spheres of human activity, including education. In this study, we will attempt to understand what this represents and how it will impact the development of society and education. In general, neural networks are a mathematical model, a massive computational code capable of producing a prediction by solving a given intellectual

problem based on evaluating the criteria of a given question. By analyzing a vast amount of information and databases, artificial intelligence generates the most realistic and accurate answer. The advantage of neural networks lies in their learnability, they can learn independently, without the direct involvement of an IT specialist [7, 8, 14].

Artificial intelligence, or machine learning, is currently being actively used in education, ranging from administering and marking exams to automatically selecting material for students in areas where they are experiencing learning difficulties, encouraging students to more consciously engage with the topic, improve their knowledge and abilities, analyzing student performance and productivity, and adjusting their learning plan under the constant and loyal control of an "unfeeling" machine [3, 5].

By integrating artificial intelligence technologies into the educational environment, it is possible to create personalized study plans for each discipline during specialist training, and subsequently implement monitoring of student performance. This application of artificial intelligence in education is becoming possible thanks to the development by educators and psychologists of methods for assessing students' abilities, motivation, willpower, and other characteristics, which are then used to develop individualized learning programs.

The creation of educational apps and specialized content for students also contributes to the personalization of the learning process. This feature is actively used by many students and teachers [1, 4].

For example, in teaching foreign languages in different formats using a single app. The technology allows student speech recognition, analyzing sentence structure, vocabulary, and grammar, and providing additional assignments of similar content for repeated review of the material.

These apps are very popular because they are becoming a routine activity on gadgets for many people. In addition to learning foreign languages, the technology is applicable to all subjects and is already beginning to gain success with both students and teachers.

Personalized learning is a method of developing and implementing an educational plan, in which the student is the subject of the educational process, taking into account their individual characteristics. To increase the effectiveness of the educational process through personalization, both teachers and students must utilize the capabilities of artificial intelligence.

Artificial intelligence is capable of collecting and analyzing large amounts of disparate data, and then derive a comprehensive picture of the situation. Furthermore, artificial intelligence can predict its development from a starting point and suggest options for adjusting it based on the needs.

In the digital age, in addition to mastering professional competencies (hard skills), developing soft skills is essential. Ever-increasing amounts of information and knowledge have a profound impact on the human brain.

It’s impossible to absorb all this information, but artificial intelligence can assist in various tasks, helping develop students’ critical thinking and creativity. Today, end-to-end technologies can be excellent tools for collecting and filtering information, helping students learn more effectively and teachers improve the quality of their learning.

Neural networks are rapidly gaining interest among educational institutions and platforms. By analyzing students' activities, artificial intelligence can automatically identify weaknesses in their performance in certain subjects, which in turn indicates to teachers the need for additional intervention and, ultimately, assistance in addressing student performance. The concept of introducing artificial intelligence into the educational process is aimed at personalizing the system, adapting it to the abilities of students, as well as monitoring the social component, convenience, and practicality of use [2, 6].

Artificial intelligence can also analyze students' interests and suggest programs and courses accordingly. A personalized approach helps engage students in the learning process and monitor their independent completion of assignments during distance learning or independent learning [10, 13].

The use of AI in education can create student dependence on technology and reduce their ability to independently solve educational problems.

If students become accustomed to receiving instant answers from AI to any question, they may lose motivation for independent research and learning. Without developing independent study and information retrieval skills, students may be unable to solve problems in the real world where there is no access to technological support.

It is important to note that the use of end-to-end technologies, particularly artificial intelligence and neural networks, can significantly improve learning effectiveness, foster students' digital and information culture, and personalize the learning process [11].

Artificial intelligence is already capable of many things, but its primary function is collecting and analyzing data, generating results, and making predictions. The latest developments in AI are based on adaptive learning, as this type of learning is based on interactive models that take into account the individual characteristics and needs of each learner. [4]

Currently, saying obviously, many educational institutions are developing and also implementing AI systems in education. Various online courses, educational videos, text materials, and interactive modules are used in the classes. These systems automatically assess students' knowledge, identify weaknesses, and provide feedback with further instructions on how to improve their skills.

Thus, platforms utilize AI in different ways depending on the various goals and objectives set in the educational environment, but the use of such applications and platforms helps make the learning process interactive, engaging, and, most importantly, effective.

Conclusion.

In conclusion, we would like to emphasize that the use of AI in education opens up new opportunities for creating more effective and personalized learning processes. However, to achieve maximum impact, it is important to consider both the benefits and potential risks and drawbacks.

AI in education offers numerous advantages that can significantly improve the quality of learning and help students achieve better results. One of the main advantages of AI is the ability to personalize the learning process. Thanks to adaptive educational systems, educational materials and teaching methods can be tailored to the individual

needs of each student. This is achieved by analyzing data on students' performance, preferences, and learning styles.

Artificial intelligence facilitates the optimization of learning approaches based on the needs and characteristics of each student. AI technologies such as chat-bots and virtual assistants provide students with 24/7 support. Unlike traditional methods, where teacher assistance is limited to class or consultation hours, AI systems can answer students' questions at any time. This is especially useful when preparing for exams or homework, when time is of the essence.

On the one hand, this helps find answers and solve problems faster. On the other hand, there's a risk that students will stop learning to think independently when they receive a ready-made solution.

However, the key to success is conscious application. It's important to clearly understand why we're implementing a particular technology and what results we want to achieve.

Thus, one can conclude that artificial intelligence, like all technological innovations, has its advantages and disadvantages. However, it is expected that the integration of AI into the educational process will become more widespread as technology advances. These technologies are evolving in response to societal demands and are aimed at enhancing the effectiveness of the teacher-student learning process. It is difficult for a single teacher to meet the needs of a large class of modern students. In today's reality, the introduction of AI-based applications into education is no longer a fantasy. This approach solves the problem of low quality of education, the problem of inaccessibility of education, and also minimizes, as far as possible, the shortcomings of the existing education system.

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INNOVATIVE METHODS IN TEACHING APHORISMS USING ARTIFICIAL INTELLIGENCE

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Annotation. *Aphorisms, as condensed forms of cultural and philosophical wisdom, serve as valuable linguistic, cognitive, and communicative tools in language education. In the era of artificial intelligence (AI), traditional approaches to teaching aphorisms are expanding into new pedagogical possibilities supported by digital technologies. This paper examines innovative methods for teaching aphorisms in foreign-language classrooms, with a particular emphasis on AI-assisted learning. The study highlights how AI can personalize instruction, generate creative tasks, support multilingual interpretation, and enhance students' critical thinking and cultural awareness. The findings demonstrate that integrating AI transforms aphorism teaching from passive memorization into an interactive, creative, and cognitively rich experience.*

Keywords: *aphorisms, artificial intelligence, language teaching, digital pedagogy, innovative methods, intercultural competence.*

Aphorisms short statements expressing general truths, moral lessons, or philosophical insights have long been used in education to cultivate critical thinking, linguistic awareness, and cultural competence. Traditionally, teachers introduced aphorisms as memorization tasks or discussion prompts. While effective to some extent, these methods often lacked creativity, personalization, and intercultural depth.

In the context of rapidly advancing artificial intelligence technologies, new opportunities emerge for teaching aphorisms in more dynamic, learner-centered ways. AI tools such as large language models, automated translation services, intelligent tutoring systems, and digital content generators enable a richer understanding of aphoristic meaning, stylistic features, and cultural contexts. The integration of AI into aphorism education not only modernizes teaching but also aligns with current pedagogical trends emphasizing critical thinking, creativity, and digital literacy.

This paper explores innovative methods for teaching aphorisms using AI-based tools and digital pedagogy. It aims to demonstrate how aphorisms can be taught as interactive, multimodal learning experiences rather than as static linguistic units.

Aphorisms in Language Education

Aphorisms condense complex ideas into brief, memorable phrases. In foreign language learning, aphorisms offer several benefits:

- they enrich vocabulary and figurative language,
- they develop learners' interpretive and inferencing skills,
- they introduce cultural values encoded in language,
- they stimulate discussion, reflection, and creative expression.

Aphorisms are particularly useful for intermediate and advanced learners who are beginning to understand subtle nuances of meaning.

AI in Contemporary Pedagogy

Artificial intelligence enhances education by enabling:

- adaptive learning pathways,
- automated feedback,
- natural language processing,
- multilingual translation,
- content generation,
- semantic analysis.

In teaching aphorisms, AI allows educators to move beyond linear instruction and support learners in creating, remixing, interpreting, and contextualizing aphorisms in personalized ways.

INNOVATIVE METHODS FOR TEACHING APHORISMS USING AI

1. AI-Enhanced Discovery Method

Students use AI tools to explore linguistic, semantic, and cultural interpretations of an aphorism. By comparing human and AI responses, learners recognize multiple layers of meaning. This method promotes critical thinking and metacognitive awareness.

2. Aphorism Remixing Through Generative AI

AI can generate modernized, humorous, culturally adapted, or student-personalized versions of classical aphorisms. Students analyze how meaning changes across versions, which strengthens their stylistic and narratological understanding.

Example:

Original: «Knowledge is power.”

AI remix: «Knowledge is potential, using it is power.”

3. Multilingual Aphorism Triangulation

With AI-supported translation tools, students compare an aphorism across multiple languages. They identify shifts in metaphor, tone, or cultural associations. This method develops intercultural communication competence and translation skills.

4. AI-Supported Digital Storytelling

Students create short videos, visual metaphors, or digital posters illustrating the meaning of an aphorism. AI tools help generate imagery, script ideas, and narrative structures. The aphorism becomes a lived experience rather than a passive text.

5. Gamified Aphorism Learning with AI

Teachers use AI to generate matching games, missing-word activities, or thematic classification tasks using sets of aphorisms. Gamification encourages motivation, engagement, and long-term retention of both meaning and form.

6. Socratic Dialogue with AI Personas

AI simulates historical or literary figures (such as Socrates, Confucius, or Alisher Navoiy), allowing students to ask philosophical questions about an aphorism. This dialogic approach deepens reasoning skills and fosters intellectual curiosity.

7. Context-Reconstruction Method

Students receive an aphorism without context and use AI to propose possible authorship, historical background, or narrative situations where the aphorism would apply. This method develops imagination and cultural literacy.

8. AI-Assisted Micro-Writing Tasks

Learners write short reflections or dialogues based on aphorisms. AI tools provide grammar checking, coherence feedback, and style suggestions. This supports writing development while encouraging personal interpretation.

9. Visual and Experiential Learning Through AI-Generated Images

AI image generators transform abstract aphorisms into vivid visual scenes, which aids comprehension, especially for visual learners. Images spark discussion and deeper conceptual exploration.

10. AI-Based Semantic Clustering of Aphorisms

Teachers can use AI to group aphorisms by themes – wisdom, responsibility, creativity, discipline, success, or perseverance. Students analyze differences in tone and meaning across categories, developing semantic awareness and cultural insight.

Integrating AI into the teaching of aphorisms provides several pedagogical advantages:

- Enhanced engagement through multimodal content,
- Personalized learning that adapts to students' levels and interests,
- Improved critical thinking as students analyze AI-generated interpretations,
- Cultural awareness through multilingual and cross-cultural comparison,
- Creative expression via remixing, storytelling, and micro-writing,
- Digital literacy development, a vital skill in modern education.

Compared to traditional methods, AI-supported instruction transforms aphorism learning into a multidimensional experience. Students not only understand the meaning but also apply, evaluate, and create new interpretations – aligning with higher-order thinking skills in Bloom's taxonomy.

CONCLUSION

Aphorisms remain powerful pedagogical tools, especially when integrated with modern technological innovations. AI enables interactive, creative, and culturally rich methods for teaching aphorisms, making them relevant to today's digital learners. By adopting AI-assisted techniques such as discovery learning, multilingual interpretation, gamification, digital storytelling, and semantic clustering, educators can enrich language teaching and promote deeper cognitive engagement.

This study demonstrates that the combination of AI and aphorism pedagogy not only modernizes instructional practice but also prepares learners for a future where digital intelligence and human wisdom coexist.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

TALABALARGA TARJIMANI O'QITISHDA SI (SUN'IY INTILLEKT) DAN ASSISENT SIFATIDA FOYDALANISH

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Annotatsiya: *Ushbu tezisda tarjimani o'qitish jarayonida sun'iy intellekt (SI)ni assistent sifatida qo'llashning didaktik va metodik asoslari, afzalliklari va cheklovlari yoritiladi. Talaba kompetensiyalarini shakllantirishda SIdan foydalanishning vazifalari, etik me'yorlari, baholash mezonlari hamda amaliy mashqlar dizayni taklif etiladi. Qarashlar klassik tarjimashunoslik hamda zamonaviy SI nazariyalari asosida bahs etiladi.*

Kalit so'zlar: *tarjima pedagogikasi, SI assistenti, dinamik ekvivalentlik, til korpusi, etika, baholash, metatanqid.*

Kirish.

Tarjimani o'qitishda SI (sun'iy intillekt) ni assistent sifatida joriy etish ikki yo'nalishni: tarjimashunoslikning kommunikativ- funksional merosi va raqamli ta'lim texnologiyalarining adaptiv imkoniyatlarini uyg'unlashtiradi. Bizning fikrimizcha, SI «o'rinbosar" emas, balki «kuchaytirgich": u talaba tafakkurini tezkor ma'lumot, korpusga asoslangan dalil va uslubiy signallar bilan to'yintiradi, o'qituvchiga esa diagnostika va individuallashtirish instrumentlarini taqdim etadi. Komissarovning funksional-kommunikativ yondashuvi tarjima samaradorligini kommunikativ vazifa bilan chamalashni talab qiladi, SI shunday vazifaviy mezonlarni ish jarayonida namoyon etadigan interaktiv muhitni yaratadi [1].

Nidaning «dinamik ekvivalentlik" g'oyasi «closest natural equivalent"ni kommunikativ ta'sir nuqtai nazaridan ma'qullaydi [2]. Bizning yondashuvimizda SI ushbu mo'tadillikni tekshiruvchi asbob vazifasini bajaradi: u lug'at moslamalarini, chastotalik namuna va korpus kollokatsiyalarini ko'rsatib, tarjimonga ta'sir qatlamlarini solishtirish imkonini yaratadi. Nyumarkning «kommunikativ va semantik tarjima" dixotomiyasi auditoriyaga moslik va manbadorlik o'rtasidagi balansni qayta o'ylashga undaydi, SI bilan ishlashda ikkala rejimni alohida ssenariy sifatida mashq qilib, natijalarni korpus ko'rsatkichlari orqali muqoyasa qilish mumkin [3]. Venutining «tarjimonning ko'rinmasligi" va «domestikatsiya/foreinizatsiya" qarashlari SI dan foydalanishda ayniqsa dolzarb: assistent tavsiyalari ko'pincha domestikatsiyaga moyil bo'lishi mumkin, shuning uchun talaba tarjimaviy strategiyani ongli ravishda tanlab, SI takliflarini tanqidiy saralashi kerak [4].

SI nima qiladi?

Rassel va Norvig ta'riflaganidek, SI «rasional agent" sifatida kutilgan natijani maksimallashtirishga intiluvchi proseduralar to'plamidir [5]. Tarjima ta'limida bunday agent:

1. korpus-izlash orqali terminlar va kollokatsiyalar uchun dalillar keltiradi,
2. semantik yaqinlik va uslubiy registr bo'yicha signallar beradi,

3. qoralamadagi birlamchi xatolarni (masalan, yandashuv, takror, kalka) belgilab, refleksiyani qo‘zg‘atadi,

4. auditoriya simulyasiyasi (mutaxassis, ommaviy o‘quvchi va h.k.) orqali kommunikativ sinov yaratadi. YUNESKOning ta’kidlashicha, «II o‘qituvchini almashtirmasdan, uning salohiyatini kengaytirishi lozim”, demak, assistentlikning pedagogik maqbuli – shaffof, tartibga solingan, ta’limiy natijaga bog‘langan qo‘llashdir [6]. Bizning fikrimizcha, shunday tamoyillar akademik halollikni ta’minlaydi va ijodiy mas’uliyatni saqlaydi.

Metodik ssenariylar.

1. Oldindan tahlil: matnning janri, maqsadli auditoriyasi, uslubiy rejimi (registre) haqida gipotezalar yoziladi, SI korpusidan dominant kollokatsiyalar va terminlar olinadi, gipoteza-deshiftrovka jadvali tuziladi [1, 2].

2. Qoralama + assistent: talaba dastlab avtonom tarjima qiladi, so‘ng SIdan alternativ variantlar, izohlar va korpus misollari so‘raydi, har bir o‘zgarish «Nima uchun?” degan asos bilan protokollanadi [3].

3. Strategik ikkilash: bir versiyada kommunikativ, boshqasida semantik strategiya qo‘llanadi, SI ikki versiya uchun ham korpus dalillari bilan ishonchni baholaydi, talaba Venuti mezoni asosida strategiya tanlaydi va tanlovini yozma himoya qiladi [4].

4. Refleksiya: SI tomonidan qayd etilgan xato turlari (masalan, tarjima birliklarini noto‘g‘ri segmentatsiya, frazeologizmlarning bevosita ko‘chirilishi) bo‘yicha shaxsiy «xato xaritasi” tuziladi, mashqlar ushbu xaritaga muvofiq individuallashtiriladi [5].

5. Baholash: deskriptorlar kontinumi ishlatiladi – terminologik aniqlik, registr muvofiqligi, pragmatik ta’sir, intertekstual aloqalar, SI natijalari dalil sifatida qo‘shilsa-da, baholash qarorini o‘qituvchi va talaba birgalikda chiqaradi [6].

Etik me’yorlar va akademik halollik. Bizning yondashuvimiz quyidagi cheklovlarni qat’iy belgilaydi:

1. SI natijalarini «tayyor tarjima” sifatida taqdim etish mumkin emas, har qanday tavsiya yozma izoh va muqobil dalil bilan asoslanadi.

2. Manba va korpus keltirishda havolalar to‘liq beriladi, SI «qora quti”sidagi ma’lumotlar mustaqil tekshiriladi [5, 6].

3. Mualliflik ovozini saqlash: uslubiy birxillashuvning oldini olish uchun talaba o‘z uslubiy maqsadlarini qisqacha deklaratsiya qiladi va SI tavsiyalarini shu deklaratsiyaga muvofiq tanlaydi [4]. YUNESKO ko‘rsatmalariga ko‘ra, shaffoflik va javobgarlik SI integratsiyasining asosiy shartlaridir, demak, audit yopiq emas, ochiq ish jarayoniga uriladi [6].

Uslubiyat va korpuslar.

Komissarov ta’kidlagan funksionallik nuqtai nazaridan, korpus dalili – strategiya emas, balki strategiyaning empirik tekshiruv vositasidir [1]. Nidaning dinamik ekvivalentligiga ko‘ra, ta’sir nuqtai nazaridan o‘ta uzun hamohangliklardan qochish, tabiiylik va qabulqilishni ustuvor qilish lozim, korpus foydalanish chastotasi va janrga xosligi bilan bu qarorni asoslaydi [2]. Nyumark esa semantik versiyada terminologik aniqlikni, kommunikativ versiyada o‘quvchiga ta’sirni ustun qo‘yadi, SI registr detektorlari va lo‘ndalik/izohdorlik ko‘rsatkichlari bilan ushbu balansni ko‘rinishga chiqaradi [3]. Venutiga tayanadigan bo‘lsak, domestikatsiya «ko‘rinmaslik” xavfini oshiradi, shu sabab,

bizning fikrimizcha, SI tavsiyalarini xorijiylik signallarini saqlagan holda qayta tahrir qilish, intertekstual ishoralarni yo‘qotmaslik muxim [4].

Dars dizayni.

Mavzu: «Iqtisodiy matnlarning janr ramkalari".

1. Pre-topik brifing: auditoriya, maqsad, janr belgilarini chizmalang, SIdan 50–100 korpus namunasi uchun kollokatsiya ro‘yxati chiqaring [5].
2. Tarjima qoralamasi (300–400 so‘z).
3. SI bilan muqobillash: 5 ta kalit segment bo‘yicha alternativ variant va ularning korpus dalillarini yig‘ing, har bir segment uchun «tanlov karta"si tuzing [3].
4. Refleksiya: Venuti shkalasida 0–5 domestikatsiya/foreinizatsiya darajasini baholang va tanlovingizni asoslang [4].
5. Baholash: deskriptorlar bo‘yicha o‘z-o‘zini baholash va o‘qituvchi izohi, YUNESKO shaffoflik mezoniga muvofiq ish protokolini ilova qiling [6].

Cheklovlar va xavflar.

SIning «gallyusinatsiya" holatlari, domenga xos terminologiyadagi noaniqliklar, idiomalar bilan ishlashdagi evristik xato va registrni noto‘g‘ri belgilash ehtimoli mavjud [5]. Shuning uchun biz «SI-tanqidiy sikl"ni taklif etamiz:

mustaqil qoralama,

a. SI tavsiyalari,
b. korpus orqali versifikatsiya,
c. yondashuvni qayta tanlash,
d. o‘qituvchi bilan metatanqid. Bunday sikl tarjima kompetensiyalarining ham nazariy, ham amaliy qirralarini mustahkamlaydi [1, 2].

Natija va amaliy ahamiyat.

Bizning fikrimizcha, SIni assistent sifatida joriy etish tarjima o‘qitishida quyidagi sifat o‘zgarishlarini beradi: dalilga tayangan qaror qabul qilish madaniyati, refleksiya jurnallari orqali metatanqid, strategiya-natiyja bog‘lanishining ochiqligi, shaxsiy «xato xaritasi" asosida individuallashgan o‘quv trayektoriyasi. Shu tariqa, SI ta’limda «ko‘paytirgich" vazifasini bajaradi, lekin tarjimonlik mas‘uliyati va ijodiy qaror qabul qilish inson qo‘lida qoladi.

Xulosa.

SI assistenti bilan ishlaydigan tarjima darslari funksional-kommunikativ mezonlarga tayangan holda, korpus dalillari va etik shaffoflikni markazga qo‘ysa, talaba mustaqil fikrlovchi va dalilga tayanuvchi tarjimon sifatida shakllanadi. Bizning yondashuvimiz an’anaviy tarjimashunoslikni zamonaviy raqamli instrumentlar bilan uyg‘unlashtirib, tanqidiy tafakkur, strategiya ongliligi va jamoaviy muhokama orqali barqaror o‘quv natijalarini ta’minlashga qaratilgan.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

PSYCHO-LINGUISTIC ASPECTS OF REINFORCING COMMUNICATIVE SKILLS OF ENGLISH AS A FOREIGN LANGUAGE OF HIGHER EDUCATION STUDENTS USING AI

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Abstract. *The overall aim of the research is to give the foreign language teachers all important insight into current attitudes of the relationship between artificial intelligence and teaching English for Specific Purposes, and how they can use these trends in foreign communication for High Education students. It also raises the key questions about what impact will AI have on how our learners gain knowledge and develop their skills, further consideration and points of critical review of the challenges and the opportunities to its safe integration into foreign language practice.*

Keywords: *communicative skills, ESP, Pscho-linguistic factors, Artificial Intelligence, Interactive teaching strategies.*

The following research work focuses both on the psycho-linguistic aspects and the advantages of the process of developing speech competency of English as a foreign language of Higher Education students of non-linguistic departments using Artificial Intelligence (AI). It is aimed to analyze the existing obstacles and barriers which are preventing the learners from foreign oral communication using AI and find the appropriate solutions to these problems.

We highlight the importance of nurturing students` need to use a foreign language as a means of interaction, cognition, self-realization and social adaptation as their field of future profession demands not only mastering the language use but more for their soft-skills. This case is overwhelmed now, when the students are tending to spend more time on their smart-phones and their virtual life is becoming more active than their studies in the auditory.

The aim of developing oral speech competency of English language is to develop a foreign interactive competence in the aggregate of all its components - speaking, language, sociocultural, compensatory, educational and cognitive. It should be noted the importance of nurturing student's need to use a foreign language as a means of communication, cognition, self-realization and social adaptation. If we talk about the educational role of learning a foreign language, it is important here - the education of the qualities as a part of the society, development of national self-awareness, aspirations for mutual understanding between people of different communities, tolerant attitude to the manifestations of a different culture.

The focus of teaching English for specific purposes at the stage of higher education is to develop the personality of the future professionals who are able and willing to participate in intercultural communication in the language of study and independently develop in the speech activity that he learns in another language. Oral speech is the most

natural, and at first and the most accessible way of communication, which allows students to plunge into the atmosphere of the language, to feel its originality.

The oral basis of training presupposes the mastery of the students' knowledge of the understanding of speech by ear from the very beginning of teaching English. The most difficult thing is to form the basic methods of teaching activity in students, both general and specific. In this sense, the most important and at the same time the most favorable is the concentration to the components in which the students` needs meets with the teachers` to established the successful language learning.

Therefore, AI (artificial intelligence) skills are becoming increasingly important. According to PwC's Global AI Jobs Barometer 2025, employees who can work with AI earn an average of 56% higher salaries, making them more competitive in the job market. According to the World Economic Forum's Future of Jobs Report 2025, 86% of employers expect AI to fundamentally change business processes by 2030. That's why 77% of companies plan to retrain employees to work with AI (www.pwc.com/structure).

AI is also opening up new professions - demand for such areas as AI development, AI coaching, prompt engineering, generative AI consulting and data analysis is growing. In the education sector, students and pupils are actively using generative AI tools: 43% of them have tried such technologies, and 90% rate them as more effective than a regular tutor. AI-based personalized learning systems have been shown to increase retention by up to 305%. AllAboutAI predicts that by 2030, AI could eliminate 92 million jobs and create 170 million new ones – resulting in +78 million net new opportunities. So my main advice to students and young professionals: learning AI skills today will strengthen your resume and make you a «language-savvy" professional.

The results of studies in developing competency of oral speech of English as a FL shows that although receptive and expressive forms of communication are clearly separated in lingual-psychological works, sometimes the components of the listening and speaking are not taken into account in teaching practice. The receptive types of speech activity include listening (listening comprehension) and reading, but listening cannot be considered part of reading and teaching listening through reading. Despite close ties with other language skills, listening is a completely independent and specific type but undivided part of speech activity.

Samsung's Solve for Tomorrow competition is a challenge where schoolchildren in the US are creatively solving a variety of technological problems. The ideas range from AI tools that can predict panic attacks in children with autism to using drones to put out fires. 42 percent of teams participating in the 2025 competition used artificial intelligence (AI) technologies – a significant increase from 6 percent in 2024. Samsung spokesperson Angie Adams sees this as a positive development and is confident that all students will use AI tools in the workplace in the future. Therefore, she sees the technology as necessary to teach in schools (source: https://www.samsung.com/us/solvefortomorrow)

Teachers, among others, agree. In a survey conducted by DonorsChoose, a Samsung-affiliated organization, of more than 1,000 public school teachers, 96 percent said that AI «will become an integral part of education in the next decade." At the same time, they also admit that they lack the necessary resources to incorporate this technology into their textbooks, according to a survey conducted by Samsung and DonorsChoose: –

96% of teachers believe that SI will become an integral part of education in the next 10 years.

However, many currently do not have the resources to integrate this technology into their lessons. According to teachers, AI is useful in areas such as individualized teaching of students, creating interactive learning tools, and analyzing student achievement. However, they also expressed the following concerns:

– plagiarism (copying),
– lack of special training for teachers,
– spread of incorrect information,
– decreased interaction in the classroom.

Interestingly, only 5% of teachers are afraid of losing their jobs. How to teach artificial intelligence? According to Zarek Drozda, director of the non-governmental organization Data Science for Everyone, in order to teach artificial intelligence, it is first necessary to explain to students the basics of working with data (data science). You can start by:

– Working in Excel or Google Sheets,
– Learning the Python programming language,
– Learning to use tools like ChatGPT with care.

Concluding, we attempt to create more suitable teaching strategies of teaching English for specific purposes (ESP) using AI. The research considers different types of methods and means of developing speaking skills of a foreign language of the students of non-linguistic educational institutions taking into account the psycho-linguistic barriers causing AI in the proceess of language acquisition. AI initially caused misunderstanding and fear among teachers, but that many have since found it useful in lesson planning and management. We advocate integrating AI into all subjects, not as a separate subject. Use of AI in foreign language classes is essential in areas such as individualized teaching of students, creating interactive learning tools, and analyzing student achievement.

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AI GA ASOSLANGAN VOSITALARNI TALABALARNING TIL KO‘NIKMALARINI TAKOMILLASHTIRISHDA AHAMIYATI

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Annotatsiya. *Ushbu maqolada AI asoslangan vositalar talabalarning til ko‘nikmalarini takomillashtirishda o‘ta dolzarb va muhim ahamiyatga egaligi ochib berishga harakat qilingan. Shuningdek, ushbu vositalar shaxsiylashtirilgan o‘quv tajribasini ta‘minlaydi, har bir talabaning individual ehtiyojlariga moslashgan materiallar va tezkor, aniq fikr-mulohazalar berishi ochib berilgan. Bundan tashqari, nutqni aniqlash texnologiyalari orqali talaffuzni takomillashtirish, interaktiv chatbotlar bilan muloqot qilish va yozma nutqni rivojlantirish imkoniyatlari til o‘rganish jarayonini samarali va jozibador qiladi. Globallashgan va raqamli davrda bu vositalar mustaqil o‘rganishni rag‘batlantirib, talabalarni ko‘p tilli muhitga tayyorlashda ajralmas yordamchiga aylanyotgani ham hech kimga sir emas.*

Kalit so‘zlar: *AI (Sun‘iy intellekt), til ko‘nikmalari, talaba, motivatsiya, individual ta`lim.*

Kirish. AI (Sun’iy intellekt) asoslangan vositalar talabalarning til ko’nikmalarini takomillashtirishda juda katta ahamiyatga ega. Ular an’anaviy o’qitish usullarini to’ldirib, o’quv jarayonini yanada samarali va qiziqarli qilishga yordam beradi. AI har bir talabaning o’quv tezligini, qiyinchiliklarini va kuchli tomonlarini aniqlay oladi. Shu asosda u talabaning ehtiyojlariga mos keladigan materiallar, mashqlar va vazifalarni taqdim etadi. Bu har bir talaba o’z darajasiga mos ravishda rivojlanishini ta’minlaydi. Bundan tashqari, til o’rganishda zaif bo’lgan joylar (masalan, grammatika, lug‘at, talaffuz) aniqlanadi va aynan shu sohalarga e'tibor qaratilgan mashqlar beriladi. O’yinlashtirilgan o’quv dasturlari (gamification) orqali til o’rganishni yanada qiziqarli va motivatsion qiladi. AI vositalari talabalarga o’z taraqqiyotini kuzatish, maqsadlar qo’yish va ularga erishishda yordam beradi. Bu esa mustaqil o’rganish motivatsiyasini oshiradi, shuningdek, talabalar xato qilishdan qo’rqmasdan, o’z tezligida o’rganishlari mumkin.

Mavzuning dolzarbligi. AI asoslangan vositalarning talabalarning til ko’nikmalarini takomillashtirishdagi ahamiyati hozirgi kunda juda dolzarb hisoblanadi. Bugungi globallashgan dunyoda turli xalqlar va madaniyatlar o’rtasidagi aloqalar har qachongidan ham mustahkam. Xalqaro savdo, turizm, ta’lim va ilm-fan sohalarida faol ishtirok etish uchun kamida bir, ko’pincha esa bir nechta chet tilini bilish zaruriyatga aylandi. AI vositalari bu talabni qondirishda samarali va tezkor yechim taklif qiladi. Shuningdek, COVID-19 pandemiyasi davrida masofaviy ta’lim butun dunyo bo’ylab keng tarqaldi va bu jarayon bugungi kunda ham davom etmoqda. AI asoslangan til o’rgatish platformalari

masofadan turib ham yuqori sifatli va interaktiv til ta'limini ta'minlashda ajralmas vositaga aylandi. Ular jismoniy sinf xonasining cheklovlarini yengib, talabalarga istalgan vaqtda va istalgan joyda til o'rganish imkonini beradi.

An'anaviy sinf sharoitida o'qituvchining har bir talabaga individual yondashuvi cheklangan. Biroq, AI algoritmlari har bir talabaning o'ziga xos o'rganish uslubini, tezligini va zaif tomonlarini aniqlay oladi. Bu esa o'quv materiallari va mashqlarini talabaning shaxsiy ehtiyojlariga moslashtirish imkonini beradi va o'rganish samaradorligini keskin oshiradi. Hozirgi zamonda har bir shaxsga mos ta'lim muhim.

Tilni o'rganishda doimiy amaliyot juda muhim. AI chatbotlar va virtual suhbatdoshlar talabalarga 24/7 rejimida tilni amaliyot qilish imkonini beradi, bu esa o'qituvchining doimiy ishtirokisiz ham til ko'nikmalarini mustahkamlashga yordam beradi. AI asoslangan vositalarning til ko'nikmalarini takomillashtirishdagi ahamiyati nafaqat mavjud imkoniyatlar bilan, balki globallashuv, texnologik o'zgarishlar va shaxsiylashtirilgan ta'limga bo'lgan ortib borayotgan ehtiyoj bilan ham belgilanadi. Bu vositalar zamonaviy ta'limning ajralmas qismiga aylanib bormoqda va ularning dolzarbligi kelajakda yanada ortib borishi kutilmoqda.

Materiallar va tadqiqot usullari. AI-ga asoslangan vositalarni talabalarning til ko'nikmalarini takomillashtirishda katta salohiyatga ega, ammo ularning ta'siri bir vaqtning o'zida ham ijobiy, ham salbiy bo'lishi mumkin. Ularning har birining yozma nutq, og'zaki nutq va grammatika ko'nikmalariga ta'sirini alohida ko'rib chiqamiz:

Ma`lumki, talabalar istalgan vaqtda va istalgan joyda amaliyot o'tkazishlari mumkin. Bu o'qituvchi bilan yuzma-yuz uchrashish imkoni bo'lmaganlar yoki qo'shimcha amaliyotga muhtojlar uchun juda foydali.Shuningdek, inson o'qituvchisidan farqli o'laroq, AI vositalari bir zumda tuzatishlar va tushuntirishlar beradi. Bu o'z o'zidan o'rganish jarayonini tezlashtiradi. Bundan tashqari, ba'zi vositalar foydalanuvchining individual kamchiliklarini aniqlab, shaxsiy o'rganish rejalarini taklif qiladi. Xatolardan qo'rqmasdan amaliyot o'tkazish imkoniyati talabalarning o'ziga ishonchini oshirishi mumkin, chunki sun`iy intellekt qilgan xatosi uchun o'quvchiga dakki bermaydi.

Yozma nutq ko'nikmalariga kelsak, xususan, Grammarly kabi vositalar ta'siri imlo, tinish belgilari va grammatik xatolarni avtomatik ravishda aniqlaydi va tuzatadi. Bu talabalarning yozma ishlarini sifatini oshiradi. Bu vositalar jumla tuzilishini, so'z tanlashni va umumiy yozish uslubini yaxshilash bo'yicha takliflar beradi, matnni aniqroq, ixchamroq qilishga yordam beradi. Sinonimlar va yaxshiroq so'z tanlash bo'yicha takliflar talabalarning lug'at boyligini kengaytiradi.

ChatGPT kabi generativ AI vositalari insho, maqola yoki hisobot uchun g'oyalar yaratish, hatto dastlabki qoralama matnlarini yozishda yordam berishi mumkin. ChatGPT yordamida talabalar turli uslublarda (rasmiy, norasmiy, ilmiy) matn yozishni mashq qilishlari yoki mavjud matnlarni tahlil qilishlari mumkin.

Ammo hozirgi texnologiyalar dunyosida AIga asoslangan vositalarni talabalarning til ko'nikmalarini takomillashtirishda salbiy ta'sirlar va xavflar ham mavjudligini inkor eta olmaymiz. Jumladan, talabalar AI vositalariga haddan tashqari ishonib, o'zlarining tahrirlash va tuzatish ko'nikmalarini rivojlantirmasliklari mumkin. Agar talabalar AI takliflarini shunchaki qabul qilib, ularning asosini tushunishga harakat qilmasalar, ularning til qoidalari bo'yicha chuqur tushunchalari rivojlanmaydi. ChatGPT kabi vositalardan to'liq

matnlarni yaratish uchun foydalanish akademik halollikka jiddiy putur yetkazishi mumkin. Ushbu ta`sirga hozirgi kunda tez-tez duch kelayotganimiz hech kimga sir emas.

Doimiy ravishda AI takliflariga amal qilish o'quvchining o'ziga xos uslubi, o'z mustaqil fikrini yo'qotishiga olib kelishi mumkin. Ushbu vositalar mukammal emas va ba'zan noto'g'ri takliflar berishi mumkin, bu esa talabalarni noto'g'ri yo'lga olib borishi mumkin.

Sun`iy intellektga asoslangan vositalar ravonlikni oshiradi, muntazam amaliyot talabalarning nutq ravonligini va tabiiyroq gapirish qobiliyatini yaxshilaydi.AI bilan mashq qilish xuddi inson suhbatdoshi kabi xato qilishdan qo'rqmasdan erkinroq gapirishga imkon beradi. Xatolar uchun qo'rquvni kamaytirishga yordam beradi.Ammo bu bir vaqtning o'zida AI inson suhbatdoshi bilan bo'ladigan tabiiy suhbatni to'liq takrorlay olmaydi. Bu suhbat ko'nikmalari, masalan, savol berish, tushuntirish, so'rash, tana tili va noverbal ishoralarni rivojlantirishga to'sqinlik qiladi. U ma'lum bir kontekstdagi tushunmovchiliklarni inson kabi tushunib, tushuntira olmaydi.

AI vositalarining eng kuchli tomonlaridan biri - xatolarni tezkor aniqlash va tuzatish. Ular talabalar tomonidan tez-tez takrorlanadigan grammatik xatolarni aniqlab, ularni tuzatishni taklif qiladi, nafaqat xatoni tuzatish, balki nima uchun xato ekanligini va to'g'ri qoida nima ekanligini tushuntirib berishi mumkin. Bu tushunchalarni chuqurlashtirishga yordam beradi. Takroriy xatolarning tuzatilishini ko'rish talabalarga qoidalarni o'zlashtirishga yordam beradi. Shuningdek, AI ba'zida matnning umumiy kontekstini to'liq tushunmasdan kontekstning noto'g'ri talqin qilishi mumkin.

Pedagogik jihatdan yondashganda, Generativ AI ni ingliz tilini o'qitishda samaradorlikni oshirish uchun o'qituvchilar va talabalar quyidagi tavsiyalarga e'tibor berishlari kerak:

- ChatGPT ni "hamkor" yoki "yordamchi" sifatida qabul qilish, tayyor javob beruvchi vosita sifatida emas. Masalan, birinchi qoralama matnni yaratish, g'oyalarni rivojlantirish yoki o'z yozuvini tahrirlash uchun undan foydalanish kerak.
- Talabalarni AI tomonidan yaratilgan matnlarni tanqidiy tahlil qilishga, ularni baholashga, tuzatishga va takomillashtirishga undash ularda tanqidiy fikrlashni rivojlantirish kerak.
- Talabalarga aniq savol berishni o'rgatish zarur, chunki AI ning javob sifati unga beriladigan savolning qay darajada aniq bo'lishiga bog'liq.
- O'qituvchilar AI dan foydalanishning maqbul yo'llarini aniqlashi, talabalarni doimiy nazorat qilishi va ularga to'g'ri yo'nalish berishi kerak. Qisqa qilib aytganda, o'qituvchi nazorati va ko'rsatmasi muhim hisoblanadi.
- Integratsiyalashgan yondashuv, AI vositalarini an'anaviy o'qitish usullari bilan birgalikda, insoniy fikr-mulohazalar va og'zaki muloqot bilan uyg'unlashtirish zarur.

Biroq AI-ga asoslangan vositalarning to'liq samaradorligi uchun quyidagilarni hisobga olish kerak bo'ladi. Ilovalar insoniy o'zaro aloqani, o'qituvchining rahbarligini va haqiqiy muloqotni to'liq almashtira olmaydi. Ular til o'rganish strategiyasining bir qismi bo'lishi kerak. Shuningdek, talabalar nafaqat talaffuzga, balki nutq ravonligi, grammatik to'g'rilik, lug'at boyligi va muloqot strategiyalariga ham e'tibor qaratishlari kerak. Talabalar ilovalarga haddan tashqari tayanib qolsalar, inson o'qituvchilari yoki ona tili egalari bilan o'zaro aloqani cheklashi mumkin, bu esa ularning tabiiy muloqot qobiliyatlariga salbiy ta'sir ko'rsatadi. O'qituvchilar talabalarni bu ilovalardan samarali va tanqidiy foydalanishga

yo'naltirishi, ularning cheklovlarini tushuntirishi va ularni insoniy muloqot amaliyotiga jalb etishi lozim. To'g'ri qo'llanilganda, AI-ga asoslangan talaffuz ilovalari OTM talabalarining og'zaki nutq ko'nikmalarini, xususan, talaffuzini sezilarli darajada yaxshilashda kuchli ittifoqchi bo'lib xizmat qilishi mumkin.

Xulosa. AI ga asoslangan vositalar talabalarning til ko'nikmalarini rivojlantirish uchun kuchli yordamchi bo'lishi mumkin. Ular tezkor fikr-mulohazalar, kengaygan amaliyot imkoniyatlari va shaxsiylashtirilgan o'rganishni taklif etadi. Biroq, ulardan foydalanishda muvozanatli va tanqidiy yondashuv juda muhim. Shundagina yangi biror narsani o'zlashtirishda ijobiy natijaga erishish mumkin bo'ladi. To'g'ri foydalanilganda, bu vositalar talabalarning til o'rganish jarayonini sezilarli darajada yaxshilashi mumkin.

Xulosa qilib aytganda, generativ AI, agar to'g'ri va mas'uliyatli ravishda ishlatilsa, ingliz tili talabalarining akademik yozish ko'nikmalarini sezilarli darajada yaxshilashda samarali bo'lishi mumkin. U g'oyalar yaratish, tilni takomillashtirish va qayta yozish bo'yicha qimmatli yordam beradi. Ammo, agar undan noto'g'ri, masalan, plagiat yoki tanqidiy fikrlashni cheklovchi tarzda foydalanilsa, u o'rganish jarayoniga putur yetkazishi va talabalarning mustaqil qobiliyatlarini rivojlantirishiga to'sqinlik qilishi mumkin. Samaradorlik kaliti – AI ni aqlli pedagogik vosita sifatida qo'llashda yotadi.

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FROM TRANSLATION TO INTERACTION: EVOLUTION OF AI TOOLS IN LANGUAGE TEACHING

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Abstract. *Over the last decades, digital technologies have dramatically transformed the landscape of language education. AI-based tools, which initially served primarily translation and error-correction purposes, have evolved into interactive systems capable of sustaining human-like dialogue, analyzing learner progress, and personalizing instruction. This paper provides an expanded overview of this evolution by comparing traditional CALL methods, early machine translation tools, and the new generation of conversational agents such as ChatGPT and localized AI systems. Special emphasis is placed on the pedagogical, cultural, and policy implications for multilingual regions such as Uzbekistan, where digitalization is rapidly reshaping educational practices. The study demonstrates that modern AI shifts the focus from translation-dependent learning toward communicative competence, critical thinking, and authentic interaction.*

Keywords: *AI in language teaching, CALL, generative models, conversational agents, machine translation, pedagogy, Uzbekistan.*

In Uzbekistan today, the integration of artificial intelligence in education has become a national priority. The government supports large digital reforms, encourages AI literacy among teachers, and invests in localized AI language models that can understand Uzbek, Karakalpak, and Russian. These developments make it essential to analyze how modern AI tools can positively impact language learning. As Uzbekistan aims to expand English proficiency for global mobility and economic development, AI-powered tools offer scalable opportunities for speaking practice, writing feedback, and automated assessment. However, these benefits must be balanced with responsible use, teacher training, ethical considerations, and contextual adaptation.

According to Karimov, CALL encompasses all computer-based and mobile-based technologies used to support foreign language learning, including multimedia materials, interactive exercises, and digital assessment systems [Karimov, 2022, p. 41]. It highlights learner autonomy and the integration of technology into everyday study routines.

As Johnson explains, conversational AI refers to intelligent systems capable of producing dynamic, context-aware language output, simulating human-like dialogue, and offering instant feedback in listening, speaking, and writing [Johnson, 2020, p. 58]. Such systems include chatbots, voice assistants, and generative AI tutors.

According to Borisov, machine translation is a computational tool that transforms text from one language to another, using linguistic rules or neural networks. While highly useful, its pedagogical use requires structured guidance to prevent learners from

depending on literal translation rather than developing genuine language competence [Borisov, 2024, p. 25].

These three concepts demonstrate the evolution of digital language tools: from computer-based practice (CALL), to automated linguistic support (machine translation), and finally to interactive, communicative AI capable of engaging learners in meaningful dialogue. Together, they form the theoretical foundation for understanding how modern AI shifts language learning from translation-focused activities toward dynamic interaction.

To illustrate the transition from translation-based learning to interactive AI-driven communication, the following examples demonstrate how modern AI tools operate in real educational settings. Each example highlights a specific pedagogical shift and shows how AI enhances the learning process in practical, meaningful ways:

1. AI-Powered Classroom Chatbots

Teachers introduce chatbots as conversation partners for warm-up discussions and vocabulary activation. Students practice simple dialogues on everyday topics, gaining confidence before interacting with humans.

2. Speaking Simulations Through Voice-Based AI

Learners rehearse job interviews, travel scenarios, or exam questions with AI that responds naturally to their speech. This provides unlimited speaking practice without fear of judgment.

3. AI-Assisted Writing Workshops

Students draft essays and receive real-time suggestions on structure, coherence, grammar, and style. Instead of simply correcting errors, AI explains the reasoning, helping learners develop self-editing skills.

4. Machine Translation Comparison Tasks

Instead of relying on translation, students compare AI-generated outputs with human interpretations. They analyze differences in tone, pragmatics, and cultural nuance – transforming translation into a thinking activity.

5. AI Support for Teachers

AI generates quizzes, comprehension tasks, pronunciation feedback rubrics, and personalized study plans – saving teachers time and allowing them to focus on meaningful instruction rather than routine tasks.

The evolution of AI tools from translation-based support to interactive communication partners marks a paradigm shift in language education. While CALL established the foundation for technology-enhanced learning, the emergence of conversational AI offers new opportunities for individualized instruction, authentic communication practice, and data-driven insights into learner progress. However, successful integration requires teacher training, curriculum alignment, ethical safeguards, and strategies to ensure that AI supports rather than replaces meaningful human teaching.

In ourview, this transformation reflects not only technological progress but a deeper pedagogical shift. Modern AI encourages learners to move beyond translation and memorization toward interaction, creativity, and critical thinking. For language learners, especially in multilingual contexts like Uzbekistan, AI becomes a bridge that connects

traditional learning with global communication. Its value depends on how thoughtfully, ethically, and creatively it is used in real classrooms.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ON WHAT AI CANNOT DO

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***Abstract**. This article considers the limitations of new language technologies in relation to current student practices. It will be suggested that the automatic resort to ChatGPT is having a negative effect on student behaviour in the classroom and influencing the way English is spoken. Reference will be made to Searle's 'Chinese Room Argument', Jakobson's 'six functions of language', and the philosophy of Wittgenstein, all of whom help to show those aspects of language which computers cannot comprehend. The end of the article will stress the context-bound nature of meaning before stating the obvious: computers, unlike the 'language animal' (zoon phonanta) do not speak.*

***Keywords**: artificial intelligence, language learning, swearing, imperatives, Chinese Room Argument, six functions of language, Wittgenstein, ethical responsibility.*

I recently had an amusing but disconcerting experience when running mid-term speaking exams for undergraduate students. One member of a first-year group was given the instruction, 'Tell me about one of your childhood dreams'. The boy was, contrary to what he had been told, reading off from a piece of paper, and his answer began as follows: 'As an artificial intelligence, I don't have the concept of childhood…'.

What does this story tell us, apart from its comic quality? Firstly, I must mention that the exam questions were, like the boy's answer, generated by ChatGPT. ChatGPT can thus formulate the sentence 'Tell me about your childhood dream' without knowing what it is 'saying', given that it admits to having no such concept as 'childhood'. The more worrying thing is that the student himself had no idea what the words he was saying meant.

John Searle advanced a controversial argument in 1980, when exponents of 'hard AI' were claiming that one day there would be computers that could think, known as 'the Chinese Room Argument.' Here it is in brief:

'Suppose that I'm locked in a room and given a large batch of Chinese writing. Suppose furthermore (as is indeed the case) that I know no Chinese, either written or spoken, and that I'm not even confident that I could recognize Chinese writing as Chinese writing distinct from, say, Japanese writing or meaningless squiggles. To me, Chinese writing is just so many meaningless squiggles. Now suppose further that after this first batch of Chinese writing I am given a second batch of Chinese script together with a set of rules for correlating the second batch with the first batch. The rules are in English, and I understand these rules as well as any other native speaker of English. They enable me to correlate one set of formal symbols with another set of formal symbols, and all that 'formal' means here is that I can identify the symbols entirely by their shapes. Now suppose also that I am given a third batch of Chinese symbols together with some instructions, again in English, that enable me to correlate elements of this third batch with the first two batches, and these rules instruct me how to give back certain Chinese

symbols with certain sorts of shapes in response to certain sorts of shapes given me in the third batch. Unknown to me, the people who are giving me all of these symbols call the first batch "a script," they call the second batch a "story," and they call the third batch "questions." Furthermore, they call the symbols I give them back in response to the third batch "answers to the questions" and the set of rules in English that they gave me, they call "the program"' (Searle 1980, 417-418).

Searle proceeds to complicate matters by supposing that the people who fed him the Chinese symbols do the same thing in his native language. That is, they give him stories in English and ask him questions about them, which he then answers. To the outside observer, the answers in English and those in Chinese are equally accurate and correct. The man in the room has become so good at manipulating Chinese symbols that his 'answers to the questions are absolutely indistinguishable from those of native Chinese speakers'. What, then, is the difference between what the man does in English and what he does in Chinese? The element lacking is understanding, unlike English, the man understands neither the Chinese questions nor the answers he gives. 'As far as the Chinese is concerned, I simply behave like a computer, I perform computational operations on formally specified elements. For the purposes of the Chinese, I am simply an instantiation of the computer program' (Searle 418).

Without going so far as to say that students are becoming machines, I would at least like to suggest that the growing tendency to view language learning on the analogy of computer programs is obscuring our understanding of the learning process itself. The sinister thing about the anecdote with which I started is that the student taking the exam, like the man in the 'Chinese room', was in some sense behaving exactly like a computer. That is, he was manipulating and even uttering formal 'symbols' whose meaning was entirely unknown to him. The lesson which we can learn from Searle's thought experiment is that understanding, whatever it may be, is absolutely distinct from the kind of operations which can be performed by a program. The process of answering the question 'What was your childhood dream?' may be represented as searching through a series of possible answers or 'picture-cards' in one's memory, out of which one chooses the corresponding or 'right' answer, though I think this would be misleading. Even if we represent things in this way, however, the difference with a computer program is that, supposing the concept 'childhood dream' had not been fully acquired prior to the question being asked, the student will actually have learnt the meaning of this expression in the process. The meaning of the question will have become fully clear only once the answer has been given. This process of discovery is possible only because, unlike Searle's example of the computer, the answer is not given in advance, and the respondent therefore has to spend some time *thinking* about the question. There is therefore room for error, the student can understand the question incorrectly. I can now give a first indication regarding what AI cannot do: it cannot *misunderstand*. This is quite logical, seeing as it can not understand in the proper sense either.

What speech acts is a computer incapable of, even supposing that it can 'speak' in any sense at all? Slavoj Žižek makes a startling point: a computer cannot swear (Žižek 2025). That is to say, the instinct which prompts us to use a swear word in a moment of great annoyance, emotion or perplexity is foreign to a computer. Žižek explains this as

follows: a swear word is often a *faute de mieux*, an implicit admission that we don't know the right word to use in the context, hence we have to swear. In other words, swearing shows our relation to something outside of language, something we want to express but cannot. It bears the mark of what Wittgenstein called the 'unspeakable' aspects of reality, and hence even in the obscene sense retains the original meaning of swearing an oath. All this seems to go unnoticed by my students, many of whom swear in English frequently during class. Doubtless, they are repeating things they have heard on the Internet, but the fact that they feel no barrier to doing so is revealing of the trivializing effect which computers have on our use of language. Jakobson distinguished six functions of language, of which only one had to do with the conveying of information, which he called the 'referential'. The originality of his contribution consisted in showing that many of our everyday speech acts have nothing to do with informing our addressee of anything. The 'phatic' function, for example, can serve merely 'to check whether the channel works ('Hello, do you hear me?'), while the 'conative' is best demonstrated by the imperative, as it is directed towards the addressee and not the content (Jakobson 1960, 355). Whether artificial intelligence can fully grasp any of the six functions but for the 'referential' is uncertain.

All of the above poses serious ethical problems in relation to language and our use of it, particularly when we are dealing with a foreign language which students access and use via computers more than through other living beings. 'In most cases, the use of the word in the language is its meaning', Wittgenstein (2009) said. This means that understanding occurs in the moment of utterance, when the word is used in context. The words we utter can commit us to something, as in the example of swearing an oath used above, and have real consequences. 'Words are deeds'. The rise of AI provides a chance for teachers to reflect on what it is we wish to impart to our students. Obviously, it is not mere information, which they can obtain in abundance on the Internet. But we must strive to make the classroom a space where their words have a felt weight in the moment of utterance. This is what I fear is being lost in the empty vacuum of ChatGPT, which admitted, in response to a question about responsibility, that it is 'not responsible for anything'. It should be stressed that 'responsible' is here to be understood in the root sense of 'respons-ible': 'able to respond'.

The French word for computer is *ordinateur*, that is, something that gives and carries out orders. Along with swearing, giving orders to their teacher is something else which students seem to feel no inhibitions about ('Finish class early', 'Give me your pen', 'Show us a movie'). After all, an order is a very simple construction and gets the message across as directly as possible. It is not, however, correct usage in the above examples, where 'correct' goes beyond grammatical correctness. My fear is that our students have become so used to talking to computers that they proceed to speak English with other people as though they were computers. If we want the young to become capable of performing tasks that are radically different from those of a computer, we must teach them to truly 'speak English', and remind ourselves what that means. For the Greeks, after all, speech was what distinguished the human being - or 'language animal' (*zoon phonanta*) - from other animals. It is also what distinguishes us from computers.

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THE ROLE OF AI-POWERED TOOLS IN ENHANCING VOCABULARY ACQUISITION AMONG BEGINNER LEARNERS

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Abstract. *This study explores the impact of AI-powered tools on vocabulary acquisition among beginner learners. The research investigates how artificial intelligence applications, such as language learning apps and chatbots, facilitate the retention and recall of new words. Using a mixed-method approach, data were collected from 50 beginner learners through pre- and post-tests and interviews. The results indicate that AI tools significantly enhance vocabulary retention, increase learner motivation, and provide personalized learning experiences. The study concludes that integrating AI-powered tools in language education offers substantial benefits for beginner learners and recommends further research on their long-term effectiveness.*

Key words: *AI-powered tools, Vocabulary acquisition, Beginner learners, Language learning, Artificial intelligence, Educational technology, Adaptive learning*

Introduction

Language learning, especially vocabulary acquisition, is a critical component of effective communication. For beginner learners, acquiring and retaining vocabulary can be challenging due to limited exposure and cognitive overload. In recent years, AI-powered tools, such as language learning apps and intelligent chatbots, have emerged as innovative solutions to support vocabulary learning. This study investigates the role of AI in enhancing vocabulary acquisition among beginner learners. The main research question is: *How do AI-powered tools affect vocabulary learning outcomes in beginner learners?* The study aims to explore the benefits, challenges, and practical implications of AI-assisted vocabulary learning.

Vocabulary acquisition is one of the most important aspects of language learning for beginner learners since it forms the foundation for effective communication. Previous studies have shown that learners often face difficulties in remembering and using new words due to limited exposure and cognitive overload. Traditional strategies such as memorization, flashcards, and repetition have been useful but often fail to engage learners or provide personalized feedback. Recent developments in artificial intelligence have introduced new opportunities for supporting vocabulary acquisition. AI-powered tools such as language learning apps, chatbots, and adaptive platforms provide learners with interactive exercises, instant feedback, and personalized learning paths. Studies have demonstrated that AI tools can increase learner motivation, improve retention, and allow learners to practice vocabulary in meaningful contexts. However, most research has focused on intermediate or advanced learners, with limited studies specifically addressing beginner learners. Therefore, this study aims to explore the role of AI-powered tools in supporting vocabulary acquisition among beginners and to examine how these tools influence motivation, engagement, and learning outcomes.

This study employs a mixed-methods approach, combining quantitative and qualitative data to investigate the impact of AI-powered tools on vocabulary acquisition among beginner learners. The participants included fifty beginner learners aged between eighteen and twenty-five who were enrolled in an English language course at Uzbekistan State World Languages University. Data collection involved pre-tests and post-tests to measure vocabulary knowledge before and after using AI-powered tools. Semi-structured interviews were conducted to gather learners' perceptions, experiences, and attitudes toward the AI tools. The procedure involved using an AI-powered language learning application for a period of four weeks. Participants were instructed to complete vocabulary exercises daily and engage with interactive features such as quizzes, flashcards, and chat simulations. Data analysis for the quantitative component included comparing pre-test and post-test scores using descriptive statistics and paired sample t-tests. The qualitative data from interviews were analyzed using thematic analysis to identify common patterns and insights regarding learners' experiences.

Methodology

The quantitative results indicate a significant improvement in vocabulary acquisition among beginner learners after using AI-powered tools. The average vocabulary scores increased by thirty percent from pre-test to post-test. This demonstrates that the AI tools had a positive effect on learners' ability to remember and use new words. The qualitative findings show that learners reported increased motivation, engagement, and confidence in using new vocabulary. Participants highlighted that personalized feedback, interactive exercises, and adaptive learning paths were the most beneficial features of the AI tools. Many learners expressed that practicing vocabulary through chat simulations helped them use words in meaningful contexts and reinforced retention. Some learners also noted challenges such as occasional technical difficulties and the need for internet access. Overall, the results suggest that AI-powered tools are effective in supporting vocabulary acquisition, enhancing motivation, and providing a personalized learning experience for beginner learners.

Conclusion

This study demonstrates the effectiveness of AI-powered tools in supporting vocabulary acquisition for beginner learners. The findings highlight increased retention, motivation, and learner autonomy. Future research could explore long-term effects, different proficiency levels, and diverse AI applications. Implementing AI tools in language education can significantly improve learning outcomes and learner experiences.

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AI TUTORS IN LANGUAGE LEARNING: EFFICACY AND STUDENT PERCEPTIONS

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Abstract. *This thesis explores how AI tutors can change the way we teach languages today. It makes the case that, while AI tutors have proven to be quite effective for learning foundational language skills like vocabulary, grammar, and pronunciation, through a personalized experience that is available anywhere and anytime in an engaging way, they are not designed to replace human teachers. The findings suggest a significant gap between their quantitatively demonstrated impact upon skill-training and 115 the qualitative testimony of students, who have been positive overall about convenience and the non-judgmental atmosphere, but also remain critical concerning limits on speaking depth, cultural nuance, and the unique value of human contact. The conclusion in mind is that the ideal future of language learning should be hybrid, offering AI/tech scalable practice and drill with the human teacher expertise for fostering higher-order communicative competence (as well as cultural understanding) (Kessler,2018).*

Keywords: *AI Language Tutors, Language Acquisition Efficacy, Student Perceptions, Technology-Enhanced Language Learning (TELL), Personalized Learning.*

Introduction

The language learning landscape is changing rapidly with breakthroughs in Artificial Intelligence (AI). AI-powered tutors such as those in Duolingo, Babbel, and ELSA Speak have gone from novelties to the mainstream, offering many people personalized, accessible, and often entertaining language instruction (Blake, 2013). They use Natural Language Processing (NLP), machine learning, and speech recognition to give students interactive exercises, conversational practice, and immediate feedback. The rush to introduce them requires that we ask some fundamental questions: How effective are these AI tutors really at helping people learn a language? Moreover, what do students who are using them think about their benefits and drawbacks? (Godwin-Jones, 2021)

This thesis hypothesizes that AI tutors are a productive but unfinished instrument in the language student's arsenal. They are certainly effective to a great extent in automating the development of basic knowledge and fostering learner confidence, yet lack recreating the subtly profound culture-bound' interactive context necessary for high-level interaction. Drawing on recent studies of learning outcomes and student feedback, this paper will discuss the clear advantages in terms of scale and motivation, together with major challenges, including pragmatic incompetence and the risk of fossilization in error. Ultimately, this analysis will argue for a balanced, hybrid approach to language education that strategically integrates the strengths of AI to complement, rather than replace, the role of human teachers (Vygotsky,1978).

Demonstrated Efficacy of AI Tutors

In terms of the AI tool for language learning, what you will feel at the beginning is that it works best at a basic level. For one thing, AI tutors are extremely effective in vocabulary and grammar learning (Godwin-Jones,2021). They use algorithms for spaced repetition, making the best time intervals to review in order not to forget. This more tightly controlled, drilling method has been repeatedly demonstrated in research as leading to considerable gains in vocabulary and grammar gain and serving as a firm foundation for beginners (Li & Wang, 2022).

Second, AI has an enormous advantage in pronunciation training. Automatic speech recognition systems enable instant and impartial feedback about phonemic production, intonation, and fluency. Applications such as ELSA Speak make it possible for learners to practice often in a private, low-stakes environment, resulting in noticeable gains in intelligibility. This activity is a logistical nightmare for any teacher who has more than one student in her class.

Third, AI tutors are very good at maintaining motivation and keeping students engaged. By incorporating gamified aspects like points, streaks, leader boards, and short lessons, such platforms effectively reduce the affective filter and spur users to study every day. Consistent exposure is key to success in language acquisition, and AI tools are singularly well-placed to provide it.

Students' attitudes towards AI tutors are mostly positive but nuanced, depending on their learning goals and phase, which emphasizes the richness of their feedback and the importance of differences (Godwin-Jones, 2021)

On the one hand, students tend to have a quite positive picture of tutors; on the other hand, however, their attitudes are contingent on personal learning goals and stages. One of the most frequently mentioned advantages is convenience, as well as accessibility. Students appreciate the freedom to practice at anytime, anywhere, with self-paced learning that transcends time and place (Godwin-Jones, 2021).

In addition, students often appreciate the non-threatening atmosphere. It is scary to be afraid of doing something wrong with the teacher or all those kids watching. AI creates a sandbox for trial and error, where mistakes are considered learning opportunities rather than stumbles. This allows them to develop a greater readiness to both speaking and writing with less inhibition (It develops their comfort zone).

This issue, as well as other concerns, remains an issue for more advanced learners. One of the major criticisms is that the reaction is being forced. AI interactions can also appear transactional and miss the empathy, humor, surprises, or worse of human conversations. This is frequently cited by students as inhibiting the formation of true communicative competence. Algorithmic limitations also cause some frustration: when the AI misreads a valid sentence or gives the wrong answer to an implied question, trust is lost (Li & Wang, 2022). Lastly, learners are frequently cognizant that AI is unable to help them navigate the subtleties of cultural and pragmatic aspects of L2 use (discerning sarcasm, formality levels, or certain idioms specific to altitude.

When subjected to closer scrutiny, the effectiveness indicators do not echo student satisfaction data. While AI is really effective in getting people to learn discrete pieces (as evidenced by test scores), users' satisfaction can drop as they advance and want a more meaningful type of interaction. This brings to the forefront the inherent limits of AI: its

incapacity in handling real ambiguity, teaching socio-cultural context, and being able to provide the empathetic support provided by human teachers. The risk of fossilization, where repeated AI-uncorrected errors become ingrained, is a concern, as is the potential for gamification to become a hollow extrinsic motivator over time.

Conclusion

In conclusion, AI tutors represent a significant advancement in language-learning technology, demonstrating undeniable efficacy in developing the core components of language: vocabulary, grammar, and pronunciation. Their ability to provide personalized, accessible, and engaging practice has democratized access to language education and empowered millions of learners. However, their effectiveness is bound by their algorithmic nature, which struggles to replicate the authentic, culturally embedded, and dynamic nature of human communication (Godwin-Jones,2021).

Student perceptions reflect this duality, welcoming the convenience and safety of AI practice while yearning for the depth and connection of human interaction. Therefore, the future of language learning involves a strategic hybrid model that combines AI's scalability with human teachers' irreplaceable role in fostering genuine conversation, cultural nuance, and lifelong engagement (Kessler, 2018).

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN TEACHING FOREIGN LANGUAGES

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Abstract. *This article analyzes the scientific publications of AI researchers and examines the challenges associated with the use of AI tools, highlighting areas requiring further study and some challenges that need to be addressed. AI is significant because it creates a personalized learning experience and allows teachers to save time during the teaching process. Furthermore, AI increases student engagement in the educational process and maintains their motivation to learn.*

Keywords: *artificial intelligence, education, foreign language, language education, language teaching, language learning.*

Modern computer technology, the Internet, mobile communication devices are increasingly deeply embedded in our daily lives due to their time-saving, compact, convenient and fast nature. Today, modern information and communication technologies play an important role in instantly distributing and receiving information and reducing economic costs. As we know, the 21st century is the century of information technology and telecommunications. Computers and information technologies are rapidly developing and becoming the basis of our daily lives. In the current conditions, when globalization processes are rapidly developing in the world, our life cannot be imagined without information and communication technologies.

Artificial intelligence (AI) technologies are rapidly developing, becoming an integral part of the global economy, industry, education, medicine, information technology, and many other sectors. AI is a set of algorithms and machine learning tools that can quickly retrieve data, detect patterns, optimize trends, or predict future events.

Who coined the term AI (artificial intelligence)? The concept of AI was first mentioned in Alan Turing's 1950 paper "Computing Machinery and Intelligence," in which Turing asked the question, "Can machines think?" Six years later, in 1956, John McCarthy used the term "Artificial Intelligence" at the first AI conference at Dartmouth College.

How does AI work? According to Ed Burns, author of TechTarget, AI systems work by processing large amounts of data, analyzing their correlations and patterns, and using the results to predict events.

AI programming focuses on three main skills:

- **Learning** - Collecting data and creating rules for how to use that data.
- **Reasoning -** Choosing the right algorithm to achieve the desired result.
- **Self-healing** - Continuously adjusting algorithms and ensuring the most accurate results.

Today, artificial intelligence (AI) is impacting many areas of human life. The integration of AI into education marks a fundamental shift in the methodology of pedagogical science and practice. Numerous platforms for supporting online learning are

emerging worldwide, ushering in a new era of technological development in education. AI is a new educational tool offering numerous opportunities and advantages, particularly in the field of foreign language learning. Despite the increasingly important role of AI in foreign language teaching, the trends, research challenges, and application of AI in language learning remain largely understudied. In recent years, the integration of artificial intelligence (AI) into our lives has become increasingly active, which can be observed in many fields, including education. This has led to changes in teaching methods across various disciplines, particularly in foreign language teaching, where AI provides teachers with useful tools. Therefore, this study is relevant because it reflects trends and issues related to the application of AI in foreign language teaching and learning.

Artificial intelligence has enormous potential for education, as it can generate predictive and diagnostic models for accurate teaching, help visualize at-risk learners (those experiencing certain learning difficulties), provide timely intervention, and reduce dropout rates [5, p. 112]. Personalized learning systems, software agents, ontologies, and the semantic web are the main methods of artificial intelligence in education.

AI has captured the world's imagination, generating countless headlines and sparking heated debates. These discussions are very popular among educators, asking questions such as: What impact will AI have on how students acquire knowledge and develop skills? How will this affect teacher training? Will teachers ultimately be replaced by technology?

The trend toward integrating AI into education necessitates an analysis of AI research. First, it's worth examining the concept of AI itself, its history, and its essence. Here, it's useful to refer to the work of Spanish scientists, "Integration of Artificial Intelligence in English Teaching".

AI is a beacon of modern technological progress, changing our world and the ways we interact with it. At its core, AI involves the development of computer systems capable of performing tasks that traditionally require human intelligence. This includes processes such as learning, logical thinking, problem solving, perception, and language comprehension.

The development of AI-from its theoretical foundations to its practical applications—paints a vivid picture of its profound impact on various industries and disciplines. This study begins with an overview of AI, offering a fundamental understanding of its definition and the breadth of technologies it encompasses.

The history of AI is rich and varied, from early dreams of creating intelligent machines to modern practical applications that advance industry, medicine, and education. This history is marked by significant milestones and breakthroughs, each pushing the boundaries of machine capabilities.

The paper Artificial Intelligence in Teaching a Foreign Language: Tools and Uses examines AI tools and their applications in foreign language teaching.

AI-powered tools and platforms are divided into the following categories: adaptive learning, translation, chatbots, voice assistants, pronunciation, lesson design and content creation, quizzes/assessments, feedback, and online platforms.

The advantages of using AI in foreign language learning and teaching include the following:

- Providing a personalized learning experience. AI can offer learners relevant content based on their level, needs, and preferences using advanced algorithms. This approach boosts student confidence and motivates them to learn.
- The ability to immediately correct. AI allows language learners to correct their knowledge after receiving automated feedback. For example, natural language processing methods used in automated writing assessment systems can detect errors and provide learners with detailed feedback, enabling them to immediately respond and take action.
- The broad scope of AI in language learning. Using AI can address the problem of limited learning in a chosen language. This allows students to study anywhere and anytime.

Despite significant progress in AI, the development and implementation of AI systems are fraught with numerous technical and social challenges.

These challenges range from data quality and algorithm complexity to ethical considerations and regulatory compliance.

One of the major technical challenges in AI development is the need for large, high-quality datasets to effectively train machine learning models, as "collecting and annotating such datasets can be time-consuming and expensive, particularly for tasks requiring domain-specific knowledge or rare events".

AI plays an increasingly important role in language education. The evolution of AI in education has been driven by changing educational paradigms and pedagogical approaches. An analysis of scientific publications demonstrates a growing trend in the number of articles devoted to AI in language education, which, in turn, indicates a growing interest among researchers in the use of AI tools in foreign language learning (in particular, to facilitate the learning process).

At the same time, the analysis of the articles reveals the need for a detailed study of existing AI tools and an assessment of their application in various fields and at different stages of foreign language learning to achieve various learning goals and objectives. The main issue that needs to be addressed is the development of recommendations for the use of AI in foreign language teaching and learning. Despite existing challenges, it is worth noting the potential of AI to enrich the teaching and learning process, as well as a balanced approach to the integration of AI tools that complement, rather than replace, the teacher.

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SUN'IY INTELLEKT, INNOVATSION METODLAR VA GIBRID TA'LIM INTEGRATSIYASI ASOSIDA INKLYUZIV TIL TA'LIMINI TAKOMILLASHTIRISH

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Annotatsiya. *Mazkur maqolada inklyuziv til ta'limi jarayonida sun'iy intellekt (SI), innovatsion pedagogik metodlar va gibrid ta'lim texnologiyalarini integratsiya qilish masalasi har tomonlama tahlil qilinadi. Zamonaviy ta'lim tizimida turli ehtiyoj va qobiliyatlarga ega bo'lgan o'quvchilarni sifatli bilim bilan ta'minlash dolzarb vazifalardan biri hisoblanadi. Sun'iy intellekt asosidagi adaptiv platformalar, raqamli baholash tizimlari hamda shaxsiylashtirilgan topshiriqlar o'quvchilarning individual o'rganish ehtiyojlarini qondirishga xizmat qiladi. Innovatsion metodlar, jumladan, task-based learning, project-based learning, flipped classroom hamda kooperativ ta'lim modellaridan foydalanish til o'rganish jarayonini faol, kommunikativ va amaliy yo'naltirish imkonini beradi. Gibrid ta'lim esa an'anaviy sinf mashg'ulotlari bilan masofaviy ta'lim imkoniyatlarini uyg'unlashtirib, barcha talabalarning teng ishtirok etishini ta'minlaydi.*

Tadqiqot natijalari shuni ko'rsatadiki, SI texnologiyalaridan foydalanish til o'rgatish jarayonida baholashni avtomatlashtirish, fidbek tezligini oshirish va rivojlantiruvchi topshiriqlarni moslashtirish imkonini beradi. Integrativ pedagogik model o'quvchilarning o'qish, tinglash, yozish va gapirish ko'nikmalarini kompleks rivojlantirishga xizmat qiladi. Ushbu yondashuv inklyuziv muhitda o'quvchilarning kommunikativ faolligi, o'z-o'zini baholash hamda mustaqil o'rganish ko'nikmalarini rivojlantirishga samarali ta'sir ko'rsatadi.

Kalit so'zlar: *sun'iy intellect, Inklyuziv ta'lim, Innovatsion metodlar, Gibrid ta'lim, Shaxsiylashtirilgan o'qitish, Baholash tizimlari, Kommunikativ kompetensiya, Raqamli pedagogika.*

Kirish. Zamonaviy ta'lim tizimi barcha o'quvchilarga teng imkoniyat yaratishni, turli ehtiyoj va qobiliyatlarga ega bo'lgan shaxslarni sifatli ta'lim bilan ta'minlashni asosiy vazifa sifatida belgilab bormoqda. Til ta'limi jarayonida inklyuziv yondashuvni rivojlantirish bu boradagi eng muhim yo'nalishlardan biridir. Chunki o'quvchilar o'rtasidagi individual farqlar – eshitish, ko'rish, nutq yoki psixologik rivojlanishdagi cheklovlar, ijtimoiy muhitdagi tengsizliklar, o'quv motivatsiyasining pastligi – an'anaviy metodlar bilan bartaraf etilishi qiyin bo'lgan murakkab vaziyatlarni yuzaga keltiradi. Shu sababli inklyuziv til ta'limini yanada samarali tashkil etish uchun yangi texnologiyalar, innovatsion pedagogik metodlar va moslashuvchan ta'lim modellarini uyg'unlashtirish zarur.

Sun'iy intellekt (SI) texnologiyalarining rivojlanishi til ta'limida butunlay yangi bosqichni boshlab berdi. Adaptiv o'quv platformalari, avtomatlashtirilgan baholash tizimlari, matnni tahlil qiluvchi algoritmlar, nutqni aniqlash va avtomatik tarjima vositalari inklyuziv o'quvchilar uchun qulay sharoitlar yaratadi. Ayniqsa, SI asosidagi shaxsiylashtirilgan topshiriqlar va individual o'rganish yo'llari o'quvchilarning ehtiyojiga

mos ravishda moslashtirilishi bilan samaradorlikni oshiradi (Holmes et al., 2019). Bundan tashqari, sun'iy intellekt nogironligi bo'lgan o'quvchilar uchun ekranni ovozli o'qish, vizual materiallarni soddalashtirish yoki nutq terapevtik mashqlarni taklif qilish orqali inklyuziv jarayonning ajralmas qismiga aylanmoqda.

Innovatsion metodlar – masalan, task-based learning, project-based learning, flipped classroom, interaktiv raqamli o'yinlar va kollaborativ ta'lim – o'quvchilarning faol ishtirokini, mustaqil fikrlashini va kommunikativ kompetensiyasini oshiradi (Ellis, 2003; Bell, 2010). Bunday metodlar ayniqsa inklyuziv guruhlarda ijobiy ta'sir ko'rsatadi, chunki ular turli darajadagi o'quvchilar o'rtasidagi teng ishtirokni qo'llab-quvvatlaydi.

Gibrid ta'lim modeli esa an'anaviy darslar bilan masofaviy o'quv jarayonini birlashtirgan holda, o'quvchilarga vaqt va joy bo'yicha moslashuvchanlik beradi. Bu model sog'lig'ida muammosi bo'lgan, auditoriyaga muntazam qatnasha olmaydigan yoki qo'shimcha yordamga ehtiyoj sezadigan o'quvchilar uchun ayniqsa qulay hisoblanadi (Garrison & Vaughan, 2016). Gibrid ta'limning SI va innovatsion metodlar bilan uyg'unligi yanada kuchli inklyuziv o'quv muhiti yaratishga xizmat qiladi.

Adabiyotlar tahlili. Sun'iy intellekt, innovatsion metodlar va gibrid ta'lim o'zaro integratsiyasi bo'yicha xalqaro ilmiy izlanishlar bugungi kunda keskin ortmoqda. Xalqaro doirada olib borilgan tadqiqotlar, xususan Holmes, Bialik va Fadel (2019) SI texnologiyalarining ta'lim tizimida moslashuvchan individual o'rganish yo'llarini yaratishdagi rolini chuqur tahlil qiladi. Ularning fikricha, sun'iy intellekt o'quvchilarning o'qish tezligini, tushunish darajasini, xatolarni aniqlash xususiyatini real vaqt rejimida kuzatish imkonini berib, bu natijada baholashning aniqligini oshiradi. Ellis (2003) esa vazifaviy o'qitish (task-based learning) metodining kommunikativ til o'qitishdagi samaradorligini nazariy va amaliy jihatdan asoslab beradi. Bunday yondashuv inklyuziv guruhlarda o'quvchilarni faol o'rganishga jalb etadi.

Garrison va Vaughan (2016) asarlarida gibrid ta'lim modeli zamonaviy ta'limning asosiy paradigmasiga aylandi. Ularning tadqiqotlari ko'ra, aralash o'qitish modeli turli ehtiyojga ega o'quvchilar uchun moslashuvchan o'quv muhiti yaratadi. Flipped learning modelining (Bergmann & Sams, 2012) qo'llanishi ham o'quvchilarni mustaqil o'qishga rag'batlantirib, auditoriyadagi faol o'zaro ta'sirni kuchaytiradi.

MDH hududidagi ilmiy manbalar ham integrativ yondashuvning muhimligini ta'kidlaydi. Masalan, Samoylenko (2010) kommunikativ metodlar til o'rgatishda ijtimoiy faollik va muloqot jarayonining markaziy o'rnini ko'rsatadi. Muratov (2001) o'qish ko'nikmalarini mustahkamlashda moslashtirilgan matnlar va topshiriqlar muhimligini asoslaydi. Kozheteva (2012) esa diplomatik diskurs misolida til o'qitishda pragmatik kompetensiyaning ahamiyatini ochib beradi. Ushbu manbalarda innovatsion metodlar til o'rgatishda muloqotchanlik va amaliy ko'nikmalarni rivojlantirishga xizmat qilishi qayd etiladi.

O'zbekiston kontekstida inklyuziv ta'lim so'nggi yillarda davlat siyosati sifatida rivojlanmoqda. Mahalliy tadqiqotlarda Muhiddinova va Abdullayeva (1997) rasmiy uslubni o'rgatishda moslashtirilgan materiallarning samaradorligini e'tirof etadi. Sobirova (2023) o'z tadqiqotida gibrid platformalar orqali o'quvchilarning til o'rganish motivatsiyasi va ishtiroki oshganini ko'rsatadi. Djumaeva va hamkorlari (2024) raqamli texnologiyalar yordamida ESP o'rgatishning natijalari haqida amaliy ma'lumotlar beradi. Abdullaeva

(2021) esa SI asosidagi adaptiv baholash vositalari o‘quvchilar mustaqilligi va samaradorligini oshirganini tasdiqlaydi.

Ushbu tadqiqotlar umumlashtirilganda, SI texnologiyalari o‘quv jarayonini shaxsiylashtirish, innovatsion metodlar faol o‘qitishni kuchaytirish, gibrid ta’lim esa inklyuzivlikni kengaytirish uchun eng muhim omillar ekani ko‘rinadi. Inklyuziv til ta’limida bu uch yo‘nalishning uyg‘unlashuvi o‘quvchilarning turli ehtiyojlarini qamrab olgan holda samarali ta’lim tizimini shakllantirishga xizmat qiladi.

Tahlil va muhokamalar. Tadqiqot natijalari sun’iy intellekt, innovatsion metodlar va gibrid ta’limning uyg‘un qo‘llanishi inklyuziv til ta’limida samarali natijalar berishini ko‘rsatdi. Eng avvalo, SI texnologiyalari o‘quvchilarning o‘qish va topshiriq bajarish jarayonidagi zaif joylarini avtomatik aniqlash orqali o‘qituvchiga aniq diagnostika taqdim etadi. Bu, ayniqsa, maxsus ehtiyojli o‘quvchilar uchun juda muhim, chunki ular ko‘proq individual yondashuv, maxsus moslashtirilgan materiallar va tez-tez qayta izohga ehtiyoj sezadilar. SI tizimlari esa bu jarayonni avtomatlashtiradi va o‘quv jarayonidan ortiqcha yukni olib tashlaydi.

Innovatsion metodlar o‘quvchilarning ijtimoiy-psixologik integratsiyasini ta’minlashga yordam beradi. Masalan, project-based learning modeli orqali o‘quvchilar kichik guruhlarda ishlaydi, bu esa nogironligi bo‘lgan o‘quvchilar uchun ijtimoiy qo‘llab-quvvatlash muhitini yaratadi. Task-based learning metodi ingliz tilini o‘rganishda real vaziyatlarga asoslangan topshiriqlar orqali kommunikativ kompetensiyani oshiradi. O‘quvchilar vazifa bajarish jarayonida o‘z rollarini topib, teng imkoniyat asosida muloqot qiladi.

Gibrid ta’lim modeli esa barcha o‘quvchilar uchun moslashuvchanlik va qulaylik yaratadi. Auditoriyaga kira olmaydigan yoki sog‘lig‘i bo‘yicha cheklovga ega o‘quvchilar onlayn darslarda ishtirok etish orqali bilim olishda davom etadi. Bu model o‘quv jarayonini uzluksiz va moslashtirilgan holda olib borishga imkon beradi. Aynan shu jihat inklyuziv ta’lim uchun muhim, chunki har bir o‘quvchiga o‘z holatiga qarab turli kirish yo‘llari kerak bo‘ladi.

Shuningdek, SI, innovatsion metodlar va gibrid ta’lim birgalikda qo‘llanganda o‘quvchilarning motivatsiyasi keskin oshadi. O‘quvchilar texnologiyaga asoslangan o‘yinlar, chatbotlar bilan suhbat, virtual laboratoriyalar va interaktiv materiallar orqali darsga qiziqish bilan qatnashadi. Bu amaliyot O‘zbekistonda olib borilgan tajribalar bilan ham tasdiqlangan (Sobirova, 2023).

Ammo ayrim muammolar ham mavjud. O‘qituvchilarning texnologik savodxonligi yetarli bo‘lmaganda SI asosidagi platformalar to‘liq ishlatilmaydi. Shuning uchun pedagoglar uchun malaka oshirish kurslari zarur. Shuningdek, SI ma’lumotlar maxfiyligi, etik foydalanish va texnik infratuzilma kabi masalalar ham e’tibor talab qiladi. Shu bilan birga, bu muammolar yechimga ega bo‘lgan, vaqt davomida bartaraf etiladigan muammolardir.

Inklyuziv til ta’limida SI, innovatsion metodlar va gibrid ta’limning integratsiyasi quyidagi amaliy modellar orqali qo‘llanilishi mumkin:

1. Sun’iy intellektga asoslangan shaxsiylashtirilgan topshiriqlar

AI platformalari o‘quvchining darajasiga qarab matn murakkabligini avtomatik o‘zgartiradi. Masalan, ko‘rishida muammosi bor o‘quvchilar uchun matnni ovozli shaklda

berish, disleksiyasi bor o‘quvchilar uchun bo‘laklarga bo‘lingan soddalashtirilgan matn yaratish mumkin.

2. Flipped Classroom + AI monitoring

Uyda SI yordamidagi videodarslarni tomosha qilgan o‘quvchilar auditoriyada amaliy mashqlar bajaradi. AI monitoring vositalari o‘quvchilarning darsga tayyorlik darajasini aniqlaydi.

3. Task-Based Learning’da AI yordamchi

O‘quvchilar chatbot bilan muloqot qilgan holda “restoranda buyurtma berish”, “yo‘l so‘rash” kabi vazifalarni bajaradi. SI grammatik xatolarni aniqlab, real vaqtli fikr-mulohaza beradi.

4. Project-Based Learning’da Gibrid Hamkorlik

Onlayn va offlayn o‘quvchilar birgalikda loyiha yaratadi: masalan, “Turistik yo‘l-yo‘riq bukleti” yaratish. SI dizayn va matnni tekshirishda yordam beradi.

5. Nutqni rivojlantirish uchun AI Speech Recognition

Eshitishida muammosi bor o‘quvchilar uchun matnni subtitrli tarzda berish, talaffuzni o‘rganuvchilar uchun esa avtomatik fonetik tahlil.

Xulosa

Sun’iy intellekt, innovatsion metodlar va gibrid ta’limning integratsiyasi inklyuziv til ta’limida yangi sifat bosqichini yaratadi. SI o‘quv jarayonini shaxsiylashtirish, baholashni avtomatlashtirish va maxsus ehtiyojlarga moslashtirilgan materiallar yaratishda muhim o‘rin tutadi. Innovatsion metodlar o‘quvchilarning faol va kommunikativ ishtirokini ta’minlaydi, gibrid ta’lim esa barcha o‘quvchilarga moslashuvchan ta’lim imkonini beradi. Tadqiqot natijalari shuni ko‘rsatadiki, ushbu uch yo‘nalishning uyg‘unlashuvi o‘quvchilarning til ko‘nikmalari, mustaqilligi, motivatsiyasi va ijtimoiy integratsiyasini kuchaytiradi. Shuningdek, bu yondashuv O‘zbekiston ta’lim tizimida olib borilayotgan raqamlashtirish va inklyuzivlik siyosatiga to‘liq mos keladi. Kelajakda SI texnologiyalarining rivojlanishi inklyuziv til ta’limini yanada takomillashtirishi, innovatsion metodlar esa o‘quv jarayonini yanada interaktiv va amaliy qilishda davom etishi kutiladi.

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Section 2

Innovative Methods in Language Teaching

THE ADVANTAGES OF USING AUTHENTIC MATERIALS IN TEACHING ECONOMIC TERMINOLOGY

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Abstract. *This article outlines the pedagogical benefits of using meaningful and authentic materials like economic reports, news articles, financial statements, and market analyses to teach economic terms, with a focus on economic terminology. For instance, authentic materials allow for the contextualized acquisition of vocabulary and subject matter awareness such as the English for Economics teaching concepts (or skills) which help learners become familiar with and better understand language.*

Keywords: *Authentic materials, economic terms, discourse, real-world resource.*

In the age of globalization, students studying economics will require adopting and mastering the tools of language in order to participate in the international education system, including economic terminology. As a corollary, genuine materials are now a valuable asset in ESP programs and language resources that represent common language use and domain-specific concepts. Today, the pedagogical value of their role is acknowledged and promoted in modern communicative and content-focused teaching approaches [1, 34]. This article discusses the primary merits of embedding authentic materials into teaching economic terms.

Authentic materials are defined as texts created for real communicative purposes, and not for instructional design [2, 17]. Authenticity enhances relevance and content understanding in ESP, particularly for learners in business/economics subjects. These materials expose students to real terminology, discourse structures, and communicative behaviours used in the workplace. They also enable learners to acquire the skill set that can be applied directly to workplace tasks and academic research. Researchers point out a few advantages:

- *expanded vocabulary acquisition* [4, 102], which helps students to use economic vocabulary more appropriately and in academic settings and professional environments,

- *better understanding of discipline-specific discourse* [2, 20], which enables students to more accurately interpret economic texts, reports, and lectures,

- *exposure to current economic issues* [1, 41], helping learners to develop critical thinking, analyze data, evaluate arguments, and make informed judgments.

Here are some ideas we have to recommend about the benefits of using authentic materials in teaching economic terminology:

Learn vocabulary within context. Authentic materials expose students to authentic linguistic contexts in which economic terms are used in real-life settings. Contextualization of their everyday language helps learners grasp terminological subtleties, collocations, and functional usage. Contextual input, as Nunan claims, deepens semantic retention and application in realistic domains [4, 105].

Increased motivation and engagement. Genuine resources engender interest since they mirror the academic and the business goals of the learners. Students are motivated more so when they consider classroom duties and the workplace as having direct relevancies. These kinds of materials enable learners to see the way economic vocabulary is implemented in practice in business. They also push students to assume more responsibility for their own learning.

Strengthening critical thinking skills. So authentic economic sources often show real world problems at extreme levels, from severe economic crises to inflation trends to policy discussions. Examining such materials prepares students to assess data, analyze perspectives and build arguments, characteristics which are integral to future economists [2, 23]. These tasks, too, train students' capacity to navigate fast shifting economic circumstances. Also, they become more confident in applying theoretical knowledge to practical situations.

Enhanced communication skills in ESP. By engaging with authentic reading and speaking tasks, students strengthen their capacity for interpretation, summarization, and discussion of economic data. This is in line with ESP communicative objectives and helps in professional communication training [3, 59]. Such work is also useful in helping students to develop their own confidence in communicating difficult ideas succinctly and accurately. Moreover, they make students more prepared to engage with actual economic and workplace dialogue.

The positives show that authentic materials serve not just as words but as cognitive and communication tools. Integrating these tools into their ESP curricula provides for two types of development*: language competence* and *economic literacy*. However, teachers must carefully scaffold the materials since authentic texts may be linguistically dense and culturally multi-layered to make sense of it.

I conclude that real materials are indeed the indispensable source of teaching economic vocabulary. They broaden vocabulary learning, develop discipline-oriented knowledge, improve motivation and encourage critical and communicative thinking. The proper inclusion needs to be organised, aligned with the learners' level of proficiency and for an educational result. And when used well, those materials facilitate deep contextual and meaningful engagements in real economic contexts and spur independent exploration beyond the classroom walls. At their core, they help to develop students' ability to function robustly within the academics, the workforce and international economic spheres.

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В УСЛОВИЯХ БИЛИНГВАЛЬНОГО ОБУЧЕНИЯ: МЕТОДИЧЕСКИЕ ПОДХОДЫ И РЕШЕНИЯ

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Аннотация. *В статье исследуются ключевые проблемы преподавания русского языка в билингвальной образовательной среде Республики Таджикистан. Представлена авторская технология «Интерференционная диагностика с адаптивной коррекцией» (ИДАК), разработанная специально для таджикско-русского билингвизма. Проанализированы типичные ошибки студентов, обусловленные межъязыковой интерференцией, и предложены конкретные методические решения. Приведены результаты экспериментального обучения с использованием дифференцированного подхода к коррекции интерференционных явлений. Особое внимание уделено интеграции цифровых инструментов в практику билингвального образования.*

Ключевые слова: *билингвальное обучение, русский язык, межъязыковая интерференция, таджикско-русский билингвизм, методика преподавания, адаптивная коррекция, диагностика ошибок*

Билингвальное образование в Республике Таджикистан характеризуется сложным взаимодействием таджикского и русского языков в учебном процессе. Согласно наблюдениям, до 78% ошибок студентов-билингвов имеют интерференционную природу [1, с. 57]. Это актуализирует необходимость разработки специализированных методик, учитывающих типологические особенности контактирующих языков.

Современная лингводидактика рассматривает интерференцию не только как негативное явление, но и как естественный этап формирования билингвальной компетенции [4, с. 234]. Данный подход требует переосмысления традиционных стратегий преподавания и внедрения инновационных технологий коррекции.

Билингвальное обучение опирается на теорию овладения вторым языком, разработанную в трудах зарубежных исследователей [4, p. 456]. Ключевым понятием выступает межъязыковая интерференция – перенос структурных элементов родного языка в изучаемый [2, с. 12].

В таджикско-русском билингвизме наблюдаются три типа интерференции:

1. Фонетическая (нарушение артикуляции специфических звуков русского языка)
2. Грамматическая (калькирование синтаксических конструкций)
3. Лексико-семантическая (ложные эквиваленты и буквальный перевод)

Каждый тип требует дифференцированного методического подхода [2, с. 34–38].

Разработанная нами технология «Интерференционная диагностика с адаптивной коррекцией» (ИДАК) состоит из четырех взаимосвязанных этапов:

Этап 1. Первичная диагностика. Студенты выполняют тестовые задания, направленные на выявление интерференционных зон. Используется модифицированная методика ошибочного анализа [6, p. 89].

Этап 2. Квантификация ошибок. Применяется коэффициент интерференционной нагрузки (Кин):

$$K_{\text{ин}} = \frac{E_i}{E_t} \times \frac{S_i}{S_t} \times 100$$

где E_i – количество интерференционных ошибок, E_t – общее количество ошибок, S_i – число студентов с данным типом интерференции, S_t – общее число студентов.

Этап 3. Адаптивная коррекция. На основе полученных данных формируются индивидуализированные траектории обучения с акцентом на проблемные зоны.

Этап 4. Мониторинг прогресса. Систематическая оценка динамики снижения интерференционных ошибок (см. таблицу № 1).

Таблица 1.

Результаты применения технологии ИДАК (экспериментальная группа, n=42)

Тип интерференции	Кин (начало)	Кин (конец)	Δ %
Фонетическая	67.4	31.2	-53.7
Грамматическая	82.1	45.8	-44.2
Лексико-семантическая	54.3	28.6	-47.3

Данные таблицы демонстрируют существенное снижение интерференционной нагрузки по всем параметрам после 16-недельного применения технологии ИДАК.

Анализ письменных работ студентов выявил устойчивые паттерны ошибок, обусловленные структурными расхождениями таджикского и русского языков (см. таблица № 2).

Таблица 2.

Частотность интерференционных ошибок (выборка 840 предложений)

Тип ошибки	Примеры	Частота	%
Нарушение согласования	*«Мой книга лежит»*	234	27.9
Неверный порядок слов	*«В университете я учусь хороший»*	187	22.3
Пропуск предлогов	*«Иду университет»*	156	18.6
Замена падежей	*«Читаю книга»* (Вин. → Им.)	143	17.0
Фонетические искажения	*«харашо», «афтобус»*	120	14.3

Для коррекции согласования разработан метод контрастивных таблиц, визуализирующих различия в системах рода [1, с. 59]. Студенты заполняют матрицы соответствий (см. таблицу № 3):

Таблица 3.

Фрагмент контрастивной таблицы (род существительных)

Таджикский	Род (тадж.)	Русский	Род (рус.)	Согласование
Китоб	–	книга	жен.	моя книга

Дарё	–	река	жен.	широкая река
Об	–	вода	жен.	чистая вода
Хона	–	Дом	муж.	новый дом

Отсутствие категории рода в таджикском языке приводит к ошибкам согласования прилагательных и местоимений в русском [1, с. 60].

Современные технологии искусственного интеллекта предоставляют новые возможности для персонализации обучения [3, p. 698]. В рамках технологии ИДАК используется специализированное экспериментальное приложение «RusTajBiling», разработанное для платформы Windows .

Функционал приложения включает:

- Автоматическое распознавание типа интерференционной ошибки
- Формирование индивидуальных упражнений на основе диагностики
- Голосовой тренажер с анализом произношения
- Система геймификации для повышения мотивации (см. таблицу № 4)

Таблица 4.

Сравнительная эффективность методов обучения

Метод	Контр. группа (n=38)	Эксп. группа (n=42)	Прирост
Традиционный	34.2%	–	–
ИДАК без цифровых инструментов	–	52.7%	+54.1%
ИДАК + приложение	–	68.3%	+99.7%

Прирост вычислялся относительно показателей контрольной группы. Результаты подтверждают гипотезу о синергетическом эффекте сочетания методической технологии и цифровых решений [5, p. 9].

На основе проведенного исследования сформулированы следующие рекомендации для преподавателей:

А) Систематическая диагностика. Проведение входного тестирования для выявления индивидуального интерференционного профиля каждого студента.

Б) **Контрастивный анализ.** Эксплицитное сопоставление грамматических категорий таджикского и русского языков с акцентом на зоны расхождения [2, с. 41].

В) **Дифференциация заданий.** Формирование упражнений с учетом типа и степени интерференционной нагрузки.

Г) **Интеграция технологий.** Использование адаптивных цифровых платформ для автоматизации диагностики и коррекции [7, p. 156].

Д) **Позитивный трансфер.** Опора на структурное сходство языков (например, порядок слов в простом предложении) для ускорения усвоения материала [4, p. 523].

Билингвальное обучение русскому языку в условиях Таджикистана требует учета специфической интерференционной картины таджикско-русского языкового контакта. Технология ИДАК демонстрирует высокую эффективность в снижении интерференционных ошибок и может быть рекомендована для внедрения в

образовательную практику. Перспективным направлением является расширение функционала цифровых инструментов с использованием алгоритмов машинного обучения для прогнозирования индивидуальных трудностей студентов [3, p. 702]. Дальнейшие исследования должны охватить более широкую выборку и включить лонгитюдный анализ устойчивости достигнутых результатов, а также сделать мобильное приложение данной технологии для ОС Android и iOS.

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LINGUO-COGNITIVE ANALYSIS OF THE "LAUGHTER" FRAME IN ENGLISH AND UZBEK AND ITS APPLICATION THROUGH INNOVATIVE TEACHING METHODS

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Abstract. *This article analyzes the linguo-cognitive characteristics of the "laughter" frame in English and Uzbek and explores effective methods of teaching this frame through innovative instructional approaches. Humor, as a cultural and cognitive phenomenon, is conceptualized differently in each language. The study examines how learners can develop humor comprehension skills using modern pedagogical techniques.*

Keywords: *laughter frame, humor, linguo-cognitive analysis, English language, Uzbek language, innovative methods, language teaching, intercultural communication.*

Humor is one of the essential cognitive components of human communication, reflected uniquely in each linguistic and cultural system. From a linguo-cognitive perspective, humor is shaped through distinct frames that vary across languages. (Nimra Noor, 2024) In English and Uzbek, the laughter frame demonstrates semantic, pragmatic, and cultural differences. This article examines the conceptual structure of laughter in both languages and discusses how these insights can enhance language teaching practices.

Cognitive linguistics suggests that each language constructs humor through a specific cognitive structure. (Raskin, 1985) In English, humor often relies on irony, sarcasm, and wordplay, whereas Uzbek humor is deeply rooted in folklore, proverbs, and witty narratives.

Linguo-cognitive features of the laughter frame:

a) The laughter frame in English:
– Satire, irony, puns, and sarcasm serve as major components.
– Humor is frequently generated through unexpected semantic shifts.
– Cultural context plays an important role.

b) The laughter frame in Uzbek:
– Latifas, anecdotes, and satirical characters are dominant elements.
– Wisdom and humor are often expressed through proverbs and sayings.
– Social and cultural context is highly emphasized.

c) Cognitive differences:
– English humor tends to reflect individual cognition and subtlety.
– Uzbek humor reflects collective thinking and shared cultural experiences.

Teaching humor in a foreign language classroom is not simply about making lessons entertaining – it is a powerful cognitive and cultural tool. The laughter frame helps learners understand how different societies conceptualize humor, how meaning shifts in context, and how pragmatic cues influence communication. (Attardo,1990) Because humor often contains metaphor, implicit meaning, cultural references, and non-literal language, working with the laughter frame develops students' skills in:

- interpreting figurative language,

- understanding contextual meaning,
- recognizing cultural norms and values,
- improving communicative flexibility,
- and strengthening intercultural competence.

When teachers integrate humor purposefully, students become more confident in real-life communication, especially in informal or cultural interactions. Furthermore, laughter-based activities increase motivation, reduce classroom anxiety, and create a positive learning environment – all of which enhance language acquisition.

Building on the pedagogical importance of humor, several methods can be used to effectively integrate the laughter frame into language teaching:

Meme-based learning – using English and Uzbek memes to demonstrate differences in humor structure, cultural references, and semantic shifts. This helps students quickly grasp how humor reflects collective cultural thinking.

a) Role-play with humorous scenarios – students act out scenes involving irony, exaggeration, misunderstandings, or wordplay. This improves their spontaneous language use and pragmatic competence.

b) Digital humor analysis – we can use short TikTok, YouTube, or Instagram videos to show real-life humor in context. Students analyze why the content is funny, what cultural expectations it relies on, and how meaning changes.

c) AI-assisted humor creation – learners generate jokes, complete humorous dialogues, or compare translations of jokes using AI tools. This strengthens creativity, improves vocabulary use, and teaches how humor changes across languages.

d) Humor translation tasks – students compare English and Uzbek humorous texts and attempt to translate them. This highlights the challenges of cross-cultural humor interpretation and improves both linguistic accuracy and cultural awareness.

The laughter frame in English and Uzbek reflects distinct cognitive and cultural backgrounds. Incorporating innovative teaching methods enables learners to better understand these differences, enhancing intercultural competence and deepening comprehension of linguistic pragmatics. Humor-based instruction reveals essential cognitive, pragmatic, and cultural layers of both languages.

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COLLABORATIVE LEARNING: ENHANCING LANGUAGE SKILLS THROUGH PEER INTERACTION

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Abstract. *This article explores how collaborative learning improves language skills through peer interaction. It shows that students learn better when they exchange ideas, negotiate meaning, and work together on tasks. The article highlights key benefits such as increased motivation, better communication, and stronger understanding of the language. It also notes common challenges like unequal participation and communication difficulties. Overall, the article argues that well-designed collaborative activities effectively support language development.*

Keywords: *collaborative learning, peer interaction, language skills, communication, motivation, cooperation.*

Introduction

There is controversy regarding the definition of "collaborative learning" (CL), despite the fact that the term has been employed in numerous situations and disciplines. While there is still disagreement on the exact definition of CL, several essential traits will be identified. Cooperation has gained popularity in the twenty-first century. As society's need to think and work together on topics of crucial concern has expanded, the focus has switched from individual efforts to group activity, from independence to community. The phrase "collaborative learning" refers to a broad range of instructional strategies that involve students or students and teachers working together on intellectual projects. Students typically work in groups of two or more and collaborate to create a product or find understanding, answers, or meanings. Although there are many different types of collaborative learning activities, most of them focus on students' investigation or application of the course material rather than just the teacher's explanation or presentation of it.

As the main method by which students learn, practice, and improve their communicative abilities, interaction is crucial to language acquisition. Social constructivist theories, particularly Vygotsky's Zone of Proximal Development, which highlights that learner advance through social engagement and scaffolding from more knowledgeable interlocutors, are the foundation of interaction-based techniques. The idea that language is best learned in communicative environments where learners actively interact with others, negotiate meaning, and receive feedback is consistently supported by research.

Interaction in language learning is also crucial to the development of communicative proficiency, as demonstrated by research by Michael Long, who introduced the Interaction Hypothesis. This idea says that through interaction, learners face opportunities to change their output, explain misunderstandings, and improve the way

they utilize language. The meaning-negotiation process, in which students to comprehend and be understood – promotes language learning by encouraging students to apply and modify their language skills in real time. This feedback from interactions, whether either explicit or implicit, aids students in identifying knowledge gaps, so encouraging the growth of language.

The purpose of this article is to examine how collaborative learning can effectively enhance language skills through structured peer interaction. It aims to explore the theoretical foundations of collaborative learning, identify its key benefits for language development, and analyze practical strategies that promote meaningful student cooperation in the classroom. The article also seeks to highlight the role of peer support in improving speaking, listening, reading, and writing skills, while addressing common challenges teachers may encounter when implementing collaborative activities. Ultimately, the goal is to demonstrate how well-designed collaborative learning techniques can create an engaging, supportive, and communicative environment that fosters learners' linguistic and interpersonal growth.

The Role of Peer Interaction in Language Learning

Students' cognitive learning results can be enhanced through group learning. Additionally, group learning can teach students how to collaborate, share ideas while creating concepts, and address issues through socialization. In order to maximize accomplishment, group learning places a strong emphasis on student interactions and activities that inspire and assist one another in mastering the material. Every group that is formed needs to have a variety of talents (high, medium, and low) so that everyone may share ideas and assume responsibilities. This is the essence of group learning. As a result, the teacher will serve as a facilitator and foster a positive learning environment for the accomplishment of shared objectives.

Anita Lie identifies five components that must be used in order to maximize group learning outcomes. These include:

1) positive interdependence, which implies that students feel obligated to one another and must cooperate to accomplish goals,

2) Students have an obligation to assist friends in need,

3) Promotive contact requires students to support, educate, recall, and encourage one another,

4) Interaction among students in the group,

5) Group processing, wherein the group talks about how to effectively accomplish the goal.

Group learning plays a significant role in educational practice for a number of reasons, including the creation of relationships between groups, acceptance of students who struggle academically, and enhanced self-esteem. Additionally, it is becoming increasingly clear that students must develop their ability to think critically, solve issues, integrate, and apply their knowledge and abilities. Additionally, group learning will foster greater contact between students and other school components (multi-way traffic communication).

There are two types of group learning functions: psychological and social. Understanding students' deeper psycho-physical development as a developmental stage

of the significance of the development of the creative domain in each learner is very beneficial for professional teachers. The application of psychology in learning acknowledges the importance of the development of the cognitive domain for the student learning process. Nonverbal communication relationships can foster productive activities and lead to the formation of social bonds in group learning. According to Kurnia, group learning mostly helps students finish challenging assignments that they are unable to do on their own. Students can practice the foreign language they are learning together, correct each other's work, and have discussions on anything pertaining to the language they are learning when they are grouped together in class.

The detrimental impact of peers on students' motivation is a concern shared by many. However, research indicates that these anxieties can be unfounded or exaggerated, with other personal, educational, and classroom factors more frequently causing negative sentiments. The following are some of the research's major themes:

Peers have a small but significant impact on academic achievement and motivation. Even throughout high school, the majority of research indicates that friends have relatively minor but important influences on each other's academic motivation and learning, with teachers having a far greater influence. Peers are typically a good intellectual influence. When peers do have an impact, friends and classmates typically push one another to learn and work hard in school rather than undermine it. This result holds true for pupils from various racial and cultural backgrounds.

Peer relationships help many students obtain better results and put more effort in their studies. Students are more inclined to assist others or work together with classmates when they feel encouraged by their peers. Additionally, kids are more driven to achieve their academic and social objectives when their classmates show them concern. Pupils are more likely to acquire a mastery orientation to learning and an innate motivation to study when they: felt that other students respected and valued them, when they belonged in the classroom with their peers and that their greatest friends had favorable attitudes regarding learning.

Benefits of Collaborative Learning

CL has been shown to offer many advantages. Classifying the advantages of CL is a nice method to arrange them. More than fifty advantages of CL are listed by Johnsons and Pantiz . Their works are the basis for the list that follows. The four main categories of social, psychological, academic, and assessment are summarized in this work as follows:

- Social benefits:
- CL fosters the development of a social support network for students,
- CL promotes diversity awareness among staff and students,
- CL creates an environment that is conducive to modeling and practicing collaboration,
- CL creates learning communities.
- Psychological benefits:
- Student-centered instruction increases students' self esteem,
- Cooperation reduces anxiety,
- CL develops positive attitudes towards teachers.
- Academic benefits:

- CL promotes critical thinking skills
- Involves students actively in the learning process
- Classroom results are improved
- Models appropriate student problem solving techniques
- Alternate student and teacher assessment techniques:
- Collaborative teaching techniques utilize a variety of assessments.

Challenges of Collaborative Learning

In addition to problems with assessment, trust, and different learning styles, challenges associated with collaborative learning include unequal participation, communication breakdowns, and conflict. To overcome this, a well-defined framework, precise guidelines for group projects, and cautious group dynamics management are necessary. Typical obstacles in group learning

- Participation and contribution issues: while some participants may take the lead in the conversation, others may stay silent or uninterested. An uneven workload and frustration might result from unequal contributions,
- Communication issues: in remote or asynchronous environments, groups may face communication obstacles such as language hurdles or basic misunderstandings,
- Conflicts and a lack of trust: differing viewpoints or methods can cause conflict that impedes development, and a lack of trust can make team members reluctant to work together,
- Difficulties with monitoring and assessment: it might be difficult for teachers to keep track of each student's contributions and make sure everyone is participating equally, which can result in biased evaluations.
- Different learning styles also can be a great challenge in using collaborative learning. For example, if there are 20 students, it doesn't mean that all of them have the same learning style, thus when applying collaborative learning teachers should take into account styles of all students.

Conclusion

In summary, collaborative learning is an indispensable method that lets students develop their language skills through interaction with their peers. The theoretical principles especially Vygotsky's Zone of Proximal Development and Long's Interaction Hypothesis that have been coined up till now, actually suggest that human interaction is the basis for developing language. Through collaboration, the pupils get to different types of language inputs supported by fellow learners who aid them comprehension, output, and finally student feedback of being competent in communication. Learner interaction promotes meaning negotiation, misunderstanding clarification, and simultaneous language alteration, all of which lead to linguistic accuracy and fluency.

Besides, collaborative learning also assists in making the cognitive development of the students richer. Group working permits the students to think critically, arrange the information, and support their views while building common meanings. The use of different thinking patterns may not only aid the learners' language comprehension but also increase their memory span. From a psychological point of view, group interaction conditions help to create a scenario of students' involvement, self-esteem, and being part of the group. The students' perception is that they have the support of their classmates,

and thus, their anxiety level is lowered, resulting in students' risk taking in language usage which is a key factor for successful communication.

Practical benefits of cooperative learning for teachers are the other aspect that the article emphasizes. Collaborative tasks in a well-implemented manner can be an interactive and student-centered environment where the teacher's role is less dominant the teacher's role is less dominant and active learning is encouraged. The students turn into the knowledge co-constructors instead of merely the knowledge passive recipients. On the other hand, the good implementation of cooperative learning needs meticulous planning. The teachers have to make tasks that invite the involvement of all equally, define the roles clearly, see to the group dynamics, and give feedback that is of the utmost importance.

Nevertheless, the possible problems like unequal participation, communication issues, or different learning styles can be resolved by putting into place structured frameworks, making explicit guidelines, and providing continuous facilitation.

Ultimately, collaborative learning is not simply a teaching method but a holistic educational philosophy that regards interaction, shared responsibility, and mutual support as the most important aspects of language learning. If applied with care, it can remarkably enhance students' speaking, listening, reading, and writing skills, and at the same time it develops their social, cognitive, and emotional competencies. Therefore, cooperative learning should be regarded as one of the main components of effective language teaching and an essential tool for teachers who wish to build up classrooms that are lively, communicative, and inclusive.

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INNOVATIVE TEACHING APPROACHES TO OVERCOME GRAMMAR DIFFICULTIES IN TRANSLATION

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Abstract. *The article explores innovative approaches used to overcome common grammar difficulties in learning and translation. It highlights the effectiveness of task-based learning, digital tools, and interactive activities in improving learners' grammatical accuracy. The findings show that innovative methods help reduce grammar errors and support learners in achieving clearer and more accurate language competence.*

Keywords: *task-based learning, innovative approaches, grammatical accuracy, interactive activities, digital tools, grammar errors*

Grammar remains one of the most persistent challenges in language learning and translation. Among the various grammatical difficulties, particles such as articles, prepositions, conjunctions, and modal particles often cause significant problems for learners. For instance, many students struggle with the correct use of "a," "an," and "the" in translation exercises, or selecting the appropriate preposition in complex sentences. These small words, though seemingly minor, are essential for producing accurate and natural translations, and errors in their usage can distort meaning and reduce clarity. Traditional grammar-teaching methods, which focus heavily on explicit rules, often fail to provide learners with the contextual understanding necessary to use particles correctly (Abera, 2023, Milawati, 2022).

In response to these challenges, innovative teaching methods have been increasingly adopted. Task-Based Language Teaching (TBLT) is particularly effective in addressing particle-related errors. In TBLT activities, learners engage in meaningful translation tasks, such as translating a short story or an article, and then analyze the particles they used. Through guided reflection and comparison with native examples, students gain a deeper understanding of particle usage in context (Saito, 2019, Darussalam, 2022). For example, a learner may translate the sentence "She went ___ school" and, through the task, realize that "to" is required, not "in" or "at." Such exercises not only improve grammatical accuracy but also develop students' ability to self-correct and notice subtle language patterns.

Digital tools and interactive activities further enhance particle learning. Grammar-focused games, online exercises, and interactive translation apps allow learners to practice inserting missing particles in sentences or correcting errors in a given text. These tools provide instant feedback, helping students recognize mistakes such as incorrect preposition use ("interested on" instead of "interested in") or misused conjunctions ("but although he tried") (Tamam, n.d.). Storytelling and role-play activities can also incorporate particle-focused challenges, requiring learners to use appropriate articles, prepositions, and modal particles while producing spoken or written texts.

Another powerful method is Data-Driven Learning (DDL), which encourages learners to analyze authentic texts and observe particle usage patterns themselves. By examining corpora, students can discover that certain verbs are commonly followed by specific prepositions, or that particular modal particles convey subtle differences in meaning (Zarnigor & Sodiqova, 2022). This discovery-based approach helps learners internalize rules organically and apply them in translation tasks more accurately.

An eclectic, learner-centered approach combines TBLT, creative exercises, and DDL to provide a flexible framework for teaching particles (Haque, Mahmood, & Tahir, 2022). By integrating multiple methods, teachers can tailor tasks to learners' needs, offering targeted practice on the most challenging particles while maintaining engagement and motivation. For example, after reading a passage, learners can identify all the articles and prepositions used, discuss their function, and then attempt translation exercises using similar structures. This combination of reflection, practice, and feedback ensures that particle-related difficulties are addressed comprehensively.

Overall, innovative methods significantly improve learners' mastery of grammatical particles, which are often overlooked but essential elements in translation. By focusing on meaningful, context-based tasks, integrating technology, and encouraging discovery through authentic texts, these approaches help students reduce errors and produce translations that are not only grammatically correct but also natural and precise. In addition, such methods enhance learners' confidence, autonomy, and critical thinking skills, equipping them to handle complex grammatical structures independently.

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TARJIMON TALABALARNING KASBIY KOMPETENSIYASINI SHAKLLANTIRISHDA VUJUDGA KELADIGAN QIYINCHILIKLAR TASNIFI VA BARTARAF ETISH OMILLARI

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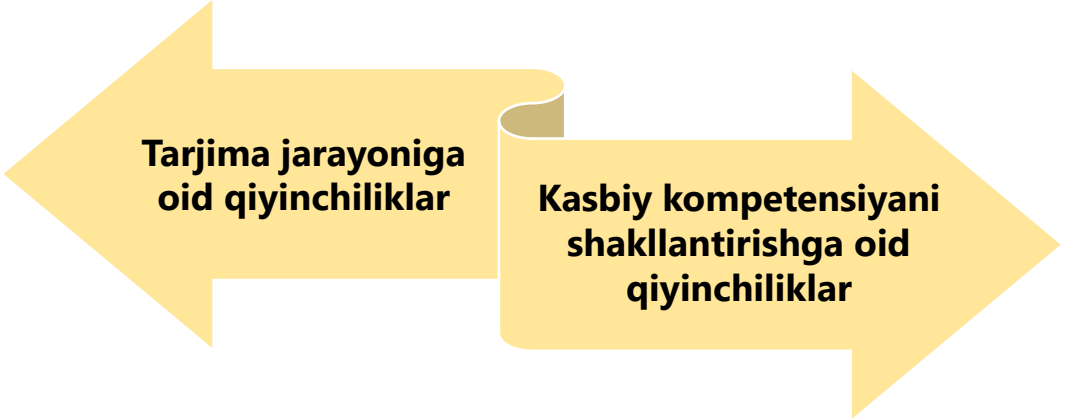
Annotatsiya. *Ushbu maqolada tarjimon talabalarning kasbiy kompetensiyasini shakllantirish jarayonida uchraydigan qiyinchiliklar nazariy jihatdan tahlil qilinadi va ular ikki asosiy turga – tarjima jarayoniga oid qiyinchiliklar hamda kasbiy kompetensiyani shakllantirishga oid qiyinchiliklarga ajratiladi. Lingvistik, madaniy, psixologik va kognitiv xususiyatlarga asoslangan tarjima jarayonidagi to‘siqlar, shuningdek metodik, texnologik va motivatsion omillar bilan bog‘liq kompetensiya rivojlanishi muammolari ilmiy manbalar asosida chuqur yoritiladi. Maqolada tarjimonlarni tayyorlashda qo‘llanishi mumkin bo‘lgan samarali yechimlar, zamonaviy o‘qitish texnologiyalari, korpus lingvistikasi imkoniyatlari, CAT vositalaridan foydalanish, madaniyatlararo kommunikativ kompetensiyani rivojlantirish kabi omillar asoslab beriladi. Tadqiqot natijalari tarjima ta‘limini takomillashtirish, kasbiy kompetensiyalarni integrativ rivojlantirish va raqobatbardosh tarjimon kadrlarni tayyorlashga xizmat qiladi.*

Kalit so‘zlar: *tarjima jarayoni, kasbiy kompetensiya, lingvistik qiyinchiliklar, madaniyatlararo muloqot, metodik yondashuv, korpus lingvistikasi, CAT texnologiyalari, psixolingvistika.*

Kirish

Zamonaviy globallashuv, transmilliy axborot oqimi, xalqaro ilmiy va madaniy aloqalarning kengayishi tarjimon professionining ahamiyatini sezilarli darajada oshirdi. Tarjima nafaqat lingvistik almashtirish jarayoni, balki madaniy, kognitiv va pragmatik konversiya hisoblanadi (Nida, 1964, Pym, 2012). Shu bois tarjimon talabalarning kasbiy kompetensiyasini shakllantirish ko‘p bosqichli, integrativ va yuqori darajada intellektual jarayon bo‘lib, unda bir qancha qiyinchiliklar vujudga keladi.

Ushbu qiyinchiliklar nazariy jihatdan ikki katta turga bo‘linadi:



Har bir tur o‘ziga xos mexanizmlarga, psixolingvistik va metodik omillarga ega. Quyida ularning har biri nazariy asoslangan holda yoritilib, bartaraf etish yo‘llari beriladi.

1. Tarjima jarayoniga oid qiyinchiliklar

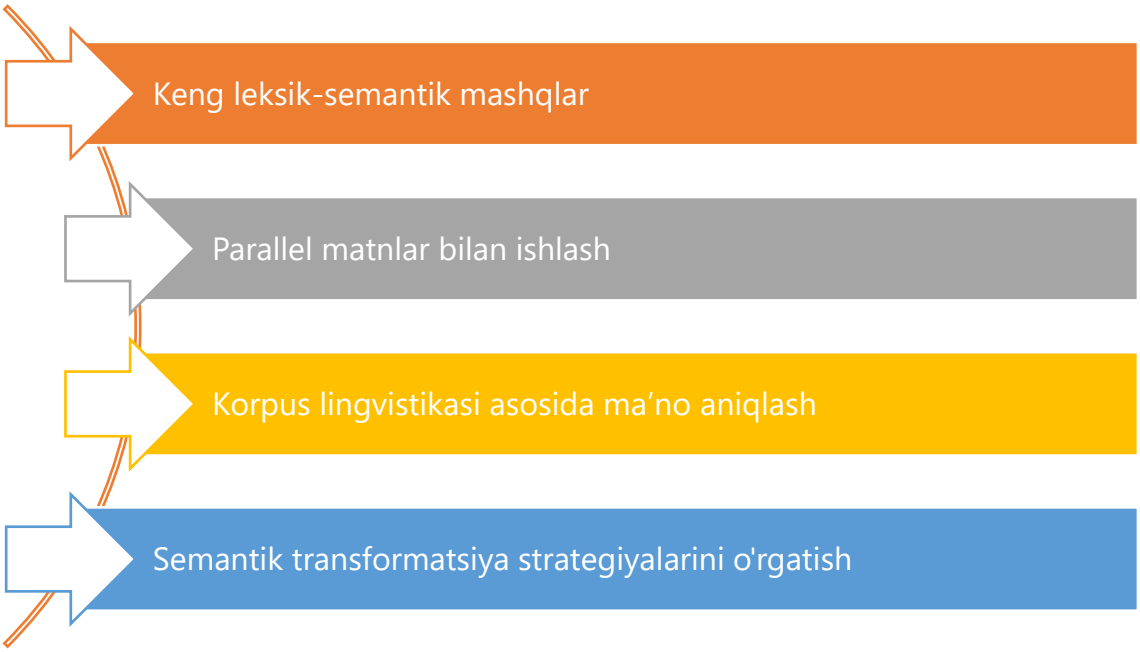
Tarjima jarayoni kognitiv, lingvistik va madaniy konversiya jarayoni bo‘lib, u murakkab psixolingvistik faoliyat sifatida Markedness Theory, Dynamic Equivalence (Nida, 1964), Relevance Theory (Sperber & Wilson, 1995), Scopos Theory (Vermeer, 1996) kabi nazariyalarda keng izohlangan. Talabalarda ushbu jarayonni amalga oshirishda bir qator to‘siqlar kuzatiladi.

1.1. Lingvistik qiyinchiliklar

a) Leksik-semantik mos kelmasliklar

Ko‘p ma’nolilik (polysemy), ma’no torayishi (narrowing), metafora, idiomalar, konnotativ ma’no kabi birliklarni tarjima qilish talabalarda eng ko‘p uchraydigan qiyinchiliklardandir. Semantik ambiguitetni bartaraf etish uchun talaba kontekstual tahlil, komponent tahlil (componential analysis) hamda semantik maydon nazariyasiga tayana olishi kerak (Cruse, 2011).

Yechimlar:



b) Grammatik transformatsiya qiyinchiliklari

O‘zbek va ingliz tillari grammatik kategoriyalarining mos kelmasligi (zamonlar tizimi, majhul nisbat, artikllar, predloglar, bog‘lovchilar) o‘quv jarayonidagi asosiy qiyinchiliklardan. Talabalar ko‘pincha “so‘zma-so‘z tarjima” strategiyasi bilan cheklanadi, bu esa ekvivalentlikni buzadi (Komissarov, 1990).

Yechimlar:

Sintaktik qayta qurish mashqlari

Transformatsion grammatika nazariyasiga asoslangan mashqlar

Kontrastiv tahlil asosida o‘rgatish

c) Stilistik adekvatlikni buzish

Funktsional-stilistik moslikni saqlay olmaslik (ilmiy matnning rasmiyligi, publitsistikaning ekspressivligi, badiiy matndagi obrazlilik).

Yechimlar:



Kasbiy kompetensiyani shakllantirish jarayonida yuzaga keladigan qiyinchiliklar asosan **metodik**, **texnologik**, **kommunikativ-madaniy** va **shaxsiy-motivatsion** omillar bilan bog‘liq bo‘lib, ular tarjimon talabaning professional rivojlanish sur’atini to‘g‘ridan-to‘g‘ri belgilaydi. Bu qiyinchiliklar tarjima jarayoniga emas, balki tarjimonga xos kasbiy sifatlarning yetarli darajada shakllanmaganligi bilan bog‘liq bo‘lgani uchun ularni chuqur tahlil qilish tarjima ta’limining mazmunini takomillashtirishga xizmat qiladi.

1. Metodik qiyinchiliklar

Kasbiy kompetensiyaning shakllanishida metodik muammo eng ko‘p uchraydigan omillardandir. Ko‘plab o‘quv dasturlarida tarjima mashqlari nazariy bilimlarga tayanadi, ammo real tarjima bozoridagi talablar bilan moslashmaydi. Natijada talabalarda **amaliy strategiyalar, matn bilan ishlash ko‘nikmalari, kompleks tahlil, maqsadga yo‘naltirilgan tarjima** kabi kasbiy kompetensiyalar shakllanmay qoladi. Nazariya va

amaliyot o'rtasidagi uzilish Kelly (2005) ta'riflagan integrativ tarjimon kompetensiyasi modelining to'liq shakllanishiga to'sqinlik qiladi.

Bartaraf etish omillari

Kasbiy kompetensiyaning metodik jihatdan mustahkam shakllanishi uchun **kompetensiyaga asoslangan o'qitish, vazifa (task-based) yondashuvi, autentik matnlar bilan ishlash, real tarjima loyihalarini o'quv jarayoniga kiritish** va **Scopos nazariyasiga asoslangan maqsadga yo'naltirilgan topshiriqlar** ta'lim samaradorligini sezilarli oshiradi. Talabaning professional o'sishi aynan amaliy vaziyatlar orqali faollashadi.

2. Texnologik kompetensiya yetishmovchiligi

Zamonaviy tarjimon uchun CAT vositalari, elektron korpuslar, terminologik bazalar, lug'atlar va onlayn resurslardan samarali foydalanish – kasbiy kompetensiyaning ajralmas qismi hisoblanadi. Biroq talabalar ko'pincha ushbu vositalardan foydalanishga qo'rqadi, texnik ko'nikmalar yetishmasligi ularning amaliy tarjima faoliyatini sezilarli cheklaydi. CAT vositalar bilan ishlashdagi noaniqliklar talabaning tarjima jarayonini tizimli tashkil eta olmasligiga olib keladi.

Bartaraf etish omillari

Texnologik qiyinchiliklarni kamaytirish uchun **maxsus texnologik modullar, bosqichma-bosqich o'rgatiladigan CAT treninglari, korpus lingvistikasi asosidagi topshiriqlar, va talabalar tomonidan mustaqil terminologik baza yaratish amaliyotlari** joriy etilishi zarur. Bu yondashuv texnologik savodxonlikni kuchaytiradi va talabaning bozor talablariga moslashuvchanligini oshiradi.

3. Kommunikativ-madaniy kompetensiya yetishmasligi

Tarjimonning kasbiy kompetensiyasi faqat til bilimiga tayanmaydi, unda madaniyatlararo muloqot, pragmatik sezgirlik va nutq etiketi bilan ishlash qobiliyati ham asosiy o'rinni egallaydi. Talabalarda madaniy kontekstni to'g'ri talqin qila olmaslik, pragmatik ma'noni yetkazishda xatolar, nutq ohangini noto'g'ri ko'chirish kabi holatlar ko'p uchraydi. Bu esa tarjima sifatining kommunikativ qiymatini pasaytiradi.

Bartaraf etish omillari

Madaniy komponent bilan bog'liq qiyinchiliklarni yengishda **madaniy yuklangan matnlar bilan ishlash**, **pragmatik xatolarni tahlil qilish**, **madaniyatlararo kommunikatsiya bo'yicha treninglar**, real dialoglar bilan ishlash va **nutq etiketi qiyosiy tahlillari** katta samara beradi. Bu jarayon talabaning madaniy sezgirligini kuchaytiradi.

4. Shaxsiy va motivatsion qiyinchiliklar

Talabalar orasida keng tarqalgan muammolar – past o'ziga ishonch, baholardan qo'rqish, vaqtni boshqarishdagi sustlik, mustaqil o'qish strategiyalarining shakllanmaganligi va mas'uliyatni o'z zimmasiga olishdagi qiyinchiliklardir. Bu omillar kasbiy kompetensiyaning barcha tarkibiy qismlariga salbiy ta'sir qiladi.

Bartaraf etish omillari

Shaxsiy rivojlanishni qo'llab-quvvatlash uchun **refleksiya kundaliklari, peer-feedback tizimi, o'z-o'zini baholash mexanizmlari, motivatsion treninglar va mustaqil o'rganish metodlarini o'rgatish** juda muhim. Bunday yondashuv talabaning o'zini boshqarish qobiliyatini rivojlantirib, kasbiy o'sishni tezlashtiradi.

Xulosa

Tarjimon talabalarning kasbiy kompetensiyasini shakllantirish murakkab, ko‘p komponentli jarayon bo‘lib, unda ikkita asosiy turdagi qiyinchiliklar mavjud:

1. **Tarjima jarayoniga oid qiyinchiliklar** – lingvistik, madaniy, psixologik, kognitiv
2. **Kasbiy kompetensiyani shakllantirishga oid qiyinchiliklar** – metodik, texnologik, motivatsion, kommunikativ

Ushbu qiyinchiliklarni bartaraf etish uchun tarjima nazariyasi, kompetensiyaga asoslangan ta’lim texnologiyalari, korpus lingvistikasi va zamonaviy tarjima texnologiyalarini birlashtirgan integrativ yondashuv talab etiladi. Taklif etilgan yechimlar tarjimon talabalarning kasbiy tayyorgarligini oshirishga, mustaqil tarjima strategiyalarini shakllantirishga va mehnat bozoriga tayyor, raqobatbardosh mutaxassislarni yetishtirishga xizmat qiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

FEATURES OF THE DEVELOPMENT OF SPEECH COMPETENCE IN STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

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Abstract. *This article examines the specific features of developing speech competence in students of non-philological specialties, for whom English is not a core academic discipline but an essential tool for academic and professional communication. The study emphasizes the importance of communicative needs analysis, professionally oriented materials, digital and multimedia support, and task-based activities in forming students' speaking abilities. The findings highlight that non-philological learners require contextual, profession-related communication tasks, multimodal input, and psychologically supportive environments to overcome linguistic barriers and develop confidence. The article concludes with pedagogical recommendations for enhancing the speech competence of non-linguistic students in higher education.*

Key words: *Speech competence, non-philological students, communicative development, professionally oriented English, speaking skills, higher education, task-based learning, communicative approach.*

Introduction. Speech competence is a central component of foreign language proficiency and plays an essential role in enabling students to communicate effectively in academic, social, and professional contexts. For non-philological students – those specializing in engineering, medicine, economics, law, information technology, and other non-language disciplines – the need to acquire competent spoken English arises from global mobility, scientific collaboration, international conferences, and workplace requirements. However, these students commonly face difficulties due to limited language exposure, lack of systematic speaking practice, insufficient vocabulary related to their field, and psychological barriers such as fear of making mistakes or low self-confidence. Traditional language instruction, which often focuses heavily on grammar, translation, and written exercises, does not adequately support the development of practical speaking skills. In contrast, modern pedagogical approaches emphasize the importance of real communication tasks, professionally oriented content, multimodal learning materials, and interactive classroom strategies. Therefore, understanding the key features, mechanisms, and conditions underlying the development of speech competence in non-philological students is crucial for improving teaching practices in higher education.

Methods. The methodological framework of this study is based on the analysis of pedagogical, psychological, and linguistic principles underlying speech competence development in non-philological learners. The research employed a combination of diagnostic observation, needs analysis, and monitoring of students' communicative

identifying the communicative barriers faced by learners, determining their professional communication needs, and implementing speaking tasks aligned with those needs. English lessons were designed to include interactive discussions, role-plays, problem-solving dialogues, case-based communication, and profession-specific simulations. Multimedia support – audio recordings, video materials, pronunciation tools, and digital platforms for synchronous speaking practice – was integrated to create multimodal input that would enhance the comprehensibility of language and lower psychological resistance to speaking. Throughout the instructional process, student participation, fluency, accuracy, and communicative confidence were observed. Reflection logs from learners were reviewed to capture qualitative insights into their challenges and progress. The methodological orientation recognized speech competence not as a mechanical repetition of patterns but as a dynamic ability shaped by motivation, linguistic resources, real-life context, and interactive experience.

Results. The findings demonstrate that non-philological students show notable improvement in speech competence when exposed to structured, professionally relevant, and psychologically supportive communicative environments. Learners reported increased confidence in expressing opinions, participating in discussions, and completing communicative tasks when lessons incorporated real-life scenarios connected to their field of study. Profession-specific vocabulary significantly enhanced clarity of expression and reduced hesitations during speaking activities. Multimedia-supported lessons led to better pronunciation accuracy, improved listening comprehension, and greater readiness to speak spontaneously. Students showed measurable progress in fluency due to regular engagement with task-based speaking activities such as debates, project presentations, case discussions, and collaborative problem-solving. The data indicate that the development of speech competence is strongly influenced by contextualization: students speak more effectively when tasks simulate professional situations such as engineering briefings, medical consultations, business negotiations, or IT project explanations. Another important result is the reduction of psychological barriers, learners became more willing to participate when provided with a non-threatening, collaborative learning atmosphere and clear communicative goals. Overall, the results confirm that targeted pedagogical mechanisms – profession-oriented materials, multimodal resources, structured speaking tasks, and supportive feedback – significantly enhance the speech competence of non-philological students.

Conclusion. The study concludes that developing speech competence in non-philological students requires a comprehensive pedagogical strategy that aligns linguistic instruction with students' academic and professional needs. Speech competence cannot develop effectively through traditional grammar-focused approaches, rather, it flourishes when learners engage in meaningful, contextualized communication tasks supported by multimodal resources and collaborative interaction. Professionally oriented content, regular communicative practice, task-based learning, and multimedia tools contribute to improving learners' fluency, accuracy, pronunciation, and communicative confidence. Additionally, addressing psychological barriers – such as fear of errors and low self-esteem – is essential for encouraging active participation in speaking activities. Higher education institutions should integrate field-specific communicative tasks, digital

speaking tools, and interactive methodologies into English courses for non-philological students. Such pedagogical innovations will ensure that learners develop the speech competence necessary for academic success, workplace communication, and global mobility.

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O‘QUVCHILARNING INTENSIV O‘QISH KO‘NIKMASINI VARK TEXNOLOGIYASI ASOSIDA RIVOJLANTIRISHNING KONSEPTUAL ASOSLARI

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Annotatsiya. *Mazkur maqolada o‘quvchilarning intensiv o‘qish ko‘nikmasini VARK texnologiyasi asosida rivojlantirishning nazariy-metodik jihatlari yoritiladi. Intensiv o‘qish jarayonida vizual, audial, kinestetik va o‘quvchi-kuzatuvchi (read/write) uslublarini uyg‘un qo‘llash o‘quvchilarning matn bilan ishlash sur’ati, tushunish darajasi, mantiqiy fikrlashi va mustaqil o‘qish kompetensiyalariga sezilarli ta’sir ko‘rsatishi ta’kidlanadi. Tadqiqotda intensiv o‘qishning psixolingvistik xususiyatlari, o‘quvchining idrok mexanizmlari, o‘qish strategiyalari, shuningdek VARK modeli asosida interaktiv mashqlarni loyihalashning samaradorligi ilmiy asoslanadi. Maqola yakunida intensiv o‘qish ko‘nikmasini shakllantirishga doir metodik tavsiyalar beriladi.*

Kalit so’zlar: *Intensiv o‘qish, VARK texnologiyasi, o‘quv uslublari, vizual, audial, kinestetik, read/write, o‘qish strategiyalari, psixolingvistika, o‘quv kompetensiyasi.*

Kirish. Zamonaviy ta’lim jarayonida o‘quvchilarning o‘qish kompetensiyasini rivojlantirish ustuvor vazifalardan biri hisoblanadi. Ayniqsa, intensiv o‘qish – o‘quvchilarning qisqa vaqt ichida matn mazmunini chuqur anglash, asosiy g‘oya, dalillar, mantiqiy bog‘liqlik va semantik tuzilmani tezda ajratish ko‘nikmasini shakllantirishga qaratilgan samarali strategiya sifatida e’tirof etilmoqda. Bunda o‘quvchilarning idrok jarayoni, o‘qish sur’ati, diqqat barqarorligi va axborotni qayta ishlash mexanizmlariga mos metodlarni tanlash muhim ahamiyat kasb etadi. VARK texnologiyasi ushbu jarayonning didaktik asoslarini belgilashga xizmat qiladi, chunki u har bir o‘quvchining idrok qilish uslubiga mos tarzda materialni yetkazish imkoniyatini beradi. VARK modeli (Visual, Auditory, Read/Write, Kinesthetic) ta’lim oluvchining idrok, fikrlash va axborotni qayta ishlash jarayonlarini optimallashtirib, intensiv o‘qish texnikalarining samaradorligini oshiradi. Shu munosabat bilan ushbu maqolada intensiv o‘qish ko‘nikmalarini rivojlantirishning konseptual asoslari, VARK yondashuvi orqali o‘quvchilarning idrok xususiyatlarini inobatga olgan holda metodik jarayonni takomillashtirish masalalari tahlil qilinadi.

Metodologiya. Tadqiqot metodologiyasi intensiv o‘qishning psixolingvistik asoslari, o‘quvchilarning idrok mexanizmlari, kognitiv jarayonlari, ta’limiy ehtiyojlari hamda VARK texnologiyasining didaktik imkoniyatlarini tahlil qilishga tayangan. Metodologik yondashuv sifatida o‘quvchilarning individual o‘quv uslublarini aniqlash, ularning matn bilan ishlash strategiyalarini o‘rganish, intensiv o‘qish mashqlarini loyihalash va o‘qish samaradorligini baholash mezonlari qo‘llanilgan. Tadqiqot davomida kuzatish, diagnostika, o‘quvchilar faoliyatini tahlil qilish, o‘qilgan matnlarni qayta hikoyalash, asosiy g‘oyani ajratish, dalillarni solishtirish va semantik xaritalar tuzish kabi usullar ishlatildi. VARK texnologiyasining qo‘llanishi esa o‘quvchilarni vizual diagrammalar, audiomatnlar,

interaktiv matnlar, jismoniy harakat asosida tashkil etilgan mashqlar va yozma topshiriqlar bilan tizimli ta'minlash orqali amalga oshirildi. Metodologik yondashuvning mohiyati intensiv o'qish jarayonini individual o'quv uslublariga moslashtirish, idrok jarayonini jadallashtirish, matn mazmunini tushunishning kognitiv bosqichlarini optimallashtirish va o'quvchilarning motivatsiyasini oshirishga qaratildi. Ushbu yondashuv o'qish sur'ati, axborotni tez qayta ishlash ko'nikmalari hamda matnni tahlil qilish malakasiga ijobiy ta'sir ko'rsatdi.

Natijalar. Tadqiqot natijalari shuni ko'rsatadiki, VARK texnologiyasi asosida tashkil etilgan intensiv o'qish jarayoni o'quvchilarning matn bilan ishlash psixologik tayyorgarligini oshiradi, ularning idroki, diqqat barqarorligi, tezkor fikrlashi va semantik tahlil ko'nikmalariga sezilarli ta'sir ko'rsatadi. Vizual uslubga ega o'quvchilar grafik organizerlar, klasterlar, konseptual xaritalar orqali matn mazmunini tez anglaydi, audial o'quvchilar audiomatnlar va tinglab tushunish mashqlari orqali asosiy g'oyani samarali ajratadi, read/write turidagi o'quvchilar matnni qayta yozish, konspekt tuzish va asosiy so'zlarni saralash orqali tushunishni chuqurlashtiradi, kinestetik o'quvchilar esa jismoniy harakatlar bilan bog'langan topshiriqlar orqali matn mazmunini faol qayta ishlaydi. Ushbu integrativ yondashuv intensiv o'qishning mantiqiy, semantik va pragmatik bosqichlarini uyg'unlashtirishga yordam beradi. Shuningdek, o'quvchilarda matnning asosiy g'oyasini aniqlash, muhim detallarni topish, ma'lumotni qisqa muddatda umumlashtirish, mantiqiy xulosa chiqarish va mazmunni qayta tiklash kabi kompetensiyalar shakllandi. O'quvchilarning motivatsiyasi, dars jarayonidagi ishtiroki va o'quv faoliyatiga bo'lgan qiziqishi ham sezilarli ravishda oshdi. Tadqiqot boshqa yondashuvlarga nisbatan VARK asosidagi intensiv o'qish texnikalarining samaradorligini isbotladi.

Xulosa. Intensiv o'qish ko'nikmasini VARK texnologiyasi asosida rivojlantirish o'quvchilarning individual o'quv uslublarini inobatga olgan holda matn bilan ishlash jarayonini samarali tashkil etish imkonini beradi. Ushbu yondashuv o'qish jarayonining vizual, audial, kinestetik va yozma idrok kanallarini faol ishga soladi, natijada o'quvchilarning semantik tahlil, tezkor axborot qayta ishlash, asosiy g'oyani ajratish, mazmunni umumlashtirish va og'zaki-yoki yozma qayta bayon qilish kabi ko'nikmalari shakllanadi. VARK texnologiyasi intensiv o'qishning idrokiy mexanizmlarini kuchaytiradi, motivatsiyani oshiradi va o'quv jarayonini shaxsga yo'naltirilgan yondashuv asosida tashkil etadi. Shu bois mazkur texnologiyani umumiy o'rta va o'rta maxsus ta'lim muassasalarida o'qish kompetensiyasini rivojlantirish jarayoniga keng joriy etish maqsadga muvofiqdir.

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VIDEO INTEGRATION IN COLLOCATION INSTRUCTION: A PEDAGOGICAL APPROACH FOR EFL CLASSROOMS

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Abstract. *The attainment of collocational competency is essential for achieving native-like fluency for EFL learners since it demonstrates the capacity to utilize words in natural and contextually suitable combinations. This article examines a methodological framework for instructing English collocations to EFL learners via incorporating video content. The study focuses on the use of internet video materials to facilitate learning English collocations in EFL classrooms as well as attempting to generate various approaches to define collocations. The findings indicate that video-supported instruction enhances both receptive and productive collocational competency. The paper contends that video integration not only serves as an authentic and contextual language input but also facilitates lexical and collocational competence. However, the integration of video content into teaching collocational instruction needs further research.*

Key words: *Collocations, collocational competence, video content, lexical competence, authentic and contextualized language input, native-like fluency.*

Introduction. The utmost significance the English language holds in today's modern globalized world is undeniable. Widespread use of social media, even in the faraway villages, makes exposure to the English language alongside others unavoidable. While the number of English learners is soaring throughout the world, discovering the most effective classroom methods and practices remains as challenging as it has always been. Adapting to contemporary digital classrooms is one of the requirements for teachers to cater to the needs of foreign language learners.

A similar trend is noticeable in the Uzbekistan context, where the implementation of substantial reforms can be observed the recent years to popularize teaching and learning English as a Foreign Language. One of the examples can be the execution of Presidential Decree #1875 from December 2012 aims to improve the instruction and acquisition of foreign languages and enhance the communication abilities and global competence of future professionals in Uzbekistan across all disciplines. In an attempt to actively integrate into the world education system, to advance foreign language instruction as a focal point of educational policy, significantly enhance the quality of education in this domain, recruit qualified educators, and elevate public interest in foreign language acquisition, the President of the Republic of Uzbekistan issued Resolution #PR-5117 on May 19, 2021, titled "On measures to elevate the activities promoting the study of foreign languages in the Republic of Uzbekistan," which outlines several priority objectives. This decree emphasizes the necessity for English proficiency at the requisite level for foreign language educators and instructors in non-philological disciplines.

Literature review.

A: Lexical competence

Historically, more focus was given to grammar in foreign language teaching and learning, which automatically meant that vocabulary learning was of lesser importance. In recent decades, particularly from the 1970s and 1980s onward, however, several educators have emphasized the importance of vocabulary learning. Multiple investigations have demonstrated that vocabulary greatly influences language competency, including reading and writing proficiency, and that inadequate vocabulary proficiency is a common cause of ineffective communication. The rise of interest in vocabulary acquisition and language prompted a renewed vocabulary development and motivated other scholars and practitioners to focus more intently on vocabulary studies. Wilkins (1972) claimed that "without grammar very little can be conveyed, but without vocabulary, nothing can be conveyed" (p. 111). Vocabulary is a fundamental part of language acquisition as well as one of the most important requirements of efficient, smooth communication.

Word knowledge is particularly important for vocabulary learning. Most importantly, the fundamental lexical unit of the language is the word. However, no single word can represent every aspect of the language, which necessitates its usage with other words and constructs, as well as generating phrases and sentences that ultimately constitute the text. Hence, Nattinger and DeCarrico (1992) and Wray (2002) claimed that language learners should not focus on memorizing isolated words. Nation (2001) and Solontsova (2015) argue that mastering a word entails comprehending its meaning, its verbal and pictorial representations, its capacity to associate with other words, and thus, mastering word construction and inflection. The element of word form applies to the verbal and pictorial manifestations of words, together with their morphological structure. The aspect of word meaning encompasses knowledge of several elements, including reference, sense, connotative meaning, and sense connections. The last component, word usage, pertains to understanding the grammatical, lexical, and stylistic limitations on the employment of words within a language context. Of the three facets of lexical knowledge, the last facet has garnered the least focus, yet it is of the utmost importance for precise language application. Since words do not come in isolation, besides learning their correct form, meaning, it is insightful to consider other words that naturally appear with it.

Lexical competence entails the ability to assemble words into coherent messages. In other words, it not only involves knowing the word's translation and spelling, but also knowing the words it naturally co-occurs with in L2. In contrast to L2 speakers, native English speakers possess an intuitive understanding that certain words in their language tend to habitually come together in relatively fixed and recurrent combinations. According to Bartsch (2004), as a consequence, native speakers instinctively reject any violation of these lexical combinations, even if the resulting utterance appears grammatically correct and comprehensible. The principles regulating the co-occurrence of lexical components in collocations elude explanation based on standard combinational rules of syntax and semantics, rendering collocations a significant challenge in second language learning.

According to McCarthy (1990), vocabulary, particularly word collocations, is the cornerstone of learning English and is crucial in demonstrating a person's linguistic competence. However, collocations remain neglected in the English as a Foreign

Language (EFL) settings, and several studies have found that second language (L2) learners struggle to acquire collocations. Although the examination of collocations has garnered significant interest recently, a precise definition of collocations remains elusive and hazy.

B: Collocations

Collocations, naturally co-occurring word combinations, are an essential part of the English language. Even though considerable research has been conducted in grammar, recent years have seen the rise of interest in learning the key role collocations hold in the English language. The reason for this reframing of ideas, collocations are not only associated with vocabulary but also with grammar. In fact, Scrivener (2005) placed collocations and chunks into the "intermediate zone" between grammar and vocabulary (p. 227). In other words, they can be considered as mediators between grammar and vocabulary.

The term "collocation" is considered highly controversial, and Nesselhauf (2005) argues that it is, since the definition is hazy. In addition, various scholars have assigned varying attributes to the term "collocations" based on their respective fields of inquiry. For instance, Joshua (2018) categorized all of the definitions into two main classifications: statistical and phraseological. In contrast, corpus linguists mainly emphasize a statistical approach, often highlighting frequency as a characteristic of collocations, while attributes such as semantics, syntax, and the mental lexicon are the focus of scholars advocating for a phraseological approach. Neither of the proponents of the approaches contradicts the other.

Various researchers have defined collocations differently. However, they were examined from two primary perspectives: the phraseological method and statistical approach. The first technique analyzes collocations based on the aspect of word combinations with different degrees of fixedness, while the latter studies the term using distinct formulae employed to interpret corpora and study vocabulary items. According to Wray (2000), collocations are "a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar" (p. 465). The definition given by Durrant (2009) is more aligned with a statistical approach by stating that collocations are combinations of two or more words that co-occur with greater frequency than their separate occurrences would imply. Corpus linguistics gives more focus on a statistical approach.

Lewis (1998) also categorized collocations in alliance with a statistical approach, where collocations are divided into 1) strongly fixed, 2) weakly fixed, and 3) mediumly fixed.

According to Hill (2000), a collocation may have two or more words and include the following components:

1	Adjective + Noun	A blatant lie
2	Noun + Noun	The rat race
3	Verb + Adjective + Noun	To have a clear understanding
4	Verb + Adverb	To rain heavily

5	Adverb + Verb	Firmly believe
6	Adverb + Adjective	Badly damaged
7	Verb + Preposition + Noun	Speak through an interpreter

The term "collocation" was initially established by Firth (1957) and described as a combination of words associated with other terms. Similarly, the definition presented by Sinclair (1991) argues that a collocation has two components: the node and the collocate, which hapitually co-occur. The example is "mistake" co-occurs with "make" rather than "do", which is mostly misused by Uzbek learners due to L1 equivalency. Hoey (2005) also stated that collocation is defined as the occurrence of words used together in context.

Joshua (2018) summarized the definitions of collocations and highlighted the subsequent attributes of a collocation:

- words that commonly co-occur,
- semi-preconstructed sentences suggesting singular options for a speaker,
- word combinations varying in acceptability,
- a specific category of word combination (verb+noun),
- semantics (processing intrinsic meaning).

Collocations, also known as "prefabricated units, prefabs, phraseological units, (lexical) chunks, multi-word units, or formulaic sequences" (Nesselhauf, 2005), are composed of two or more words that frequently co-exist together. Multiple overlapping interpretations of collocation exist, many of which revolve around the notion of words commonly co-occurring. However, Lewis (2000) claims that this type of defining collocation is regrettably unhelpful for teachers as it is simply too vague and broad to effectively direct learners' focus to a particular aspect of the text in a clear and purposeful manner.

C: To teach collocations or not?

While there is a lasting dispute on the practicality of teaching collocations to non-native learners, numerous compelling reasons support emphasizing collocation instruction in the language classroom. First and foremost, the lack of collocational competence in EFL learners is considered to be "the most tangible marker of their non-nativeness" (Nagy, 2020), whilst knowledge of collocations contributes to achieving native-like fluency, something most language learners aim for. In other words, according to Schmitt (2000) and Nattinger (1988), collocational knowledge can assist in enhancing native-like fluency in both speaking and writing. This happens due to the fact that collocations are stored as "pre-packaged building blocks" (Nattinger, 1988, p. 75). While it takes longer for non-native speakers to process and produce foreign language items, the pre-packaged nature of collocation can assist in speeding up the process and boost fluency. In its turn, foreign language users receive a strong linguistic foundation which equips learners with the stability required for effective language use, which in turn fosters greater confidence.

In the initial stage of learning a foreign language, learners chase after accuracy in speaking while also trying to store as many single-word units as possible in their minds. However, the urge to balance accuracy and lexical proficiency in mind, especially in another language, produces a huge mental load and can demotivate them in the long

run. Whilst single-word units require learners to string together words on their own, in which learners are prone to make a lot of mistakes and impose a greater cognitive burden on language learners, collocations, being pre-formed structures, function as readily accessible lexical units and mitigate the mental effort required in language production and comprehension. Nattinger (1988) describes this phenomenon as students being relieved from the cognitive demand of formulating utterances from basic elements on each occasion. Altuwerish (2016) also highlights the fact that collocations, given their status as macro-level discourse units, allow speakers to focus more effectively on the larger structures of discourse.

The above-mentioned aspects of collocations serve as proof that collocations and idiomatic language serve a fundamental role in facilitating communication, which also highlights the fact that limited mastery of such expressions can negatively impact communicative effectiveness. The more collocational knowledge learners gain in L2, the less effort and time it takes to achieve communicative competence.

D: Video Content

The digital era generated the immediate need to adapt EFL classrooms into the new world, where the traditional pedagogical principles should be blended with innovative ones to cater to the new generation's needs. The upcoming generation has been born and raised with technology at their fingertips. Instead of opposing technological innovations in the modern era, it is wiser to incorporate them into traditional classrooms to leverage learning opportunities. The integration of video materials into EFL contexts can boost teaching efficiency as they are powerful educational tools.

The recent years saw the inclination towards utilization of technology and video, as well as their incorporation into English instruction, which can be considered as a fundamental point in the future of EFL teaching and learning. The use of video in English has increased dramatically in recent years due to the growing focus on communicative strategies. According to Hemei (1997), not only students but also teachers find videos to be a rich and helpful resource. The use of videos in class not only assists in creating engaging and stimulating atmosphere in class, but also they foster comprehension as well as bringing a variety of cultural nuances into class. Videos can deliver substantial intelligible content, offering input that facilitates L2 acquisition. Consequently, video clips, movies, and films have been researched to positively influence L2 proficiency, particularly in listening, speaking, and vocabulary. However, the effects of integrating video materials into teaching and learning collocations should requires further research.

Authentic language input	Films and television programs are produced for native speaker of the English language, hence serving as a source of authentic language input (Katchen, 1996). They are full of natural English, especially naturally co-occuring phrases, collocations, in natural speech rate, accent variation and prosody.
Contextualized language input	Videos illustrate language within authentic circumstances, facilitating the

	comprehension and retention of vocabulary and syntax. Rather than acquiring vocabulary in isolation, students observe the functionality of expressions and collocations within contexts.
Facilitating vocabulary and collocation learning	Being an authentic source, video materials are rich in habitually co-occuring phrases, collocation in meaningful contexts. Visual representation that videos present assist in fostering retention.

Conclusion. In summary, although the concept of collocation remains elusive and hazy, its crucial significance in helping the development of a proficient understanding of native English is undeniable. Language instructors aiming for their learners to attain native-like skills should allocate sufficient attention to instructing collocations and guaranteeing ample exposure to them. Moreover, authentic video materials offer multimodal input and promote both inadvertent and intentional acquisition of collocations. However, the most effective innovative strategies for instructing and acquiring L2 collocations required further research since limited amount of study has examined the use of videos for foreign language collocation acquisition.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

TARJIMASHUNOSLIK SOHASIDA TA'LIM SAMARADORLIGINI OSHIRUVCHI INNOVATSION METODLAR TATBIQI

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Annotatsiya. *Ushbu maqolada tarjima jarayonining samaradorligini oshirishda qo'llaniladigan innovatsion metodlar, xususan kompressiya, qaytarish (shadowing) va eslab qolish texnikalarining o'quv jarayonidagi o'rni ilmiy asosda tahlil qilinadi. Tarjima qiluvchi uchun zarur bo'lgan kognitiv jarayonlar, segmentatsiya va interferensiya kabi usullar mazmunan ochib beriladi. Shuningdek, zamonaviy tarjimani o'qitish jarayonida interaktiv texnologiyalarning ahamiyati va yetakchi xorijiy hamda mahalliy tadqiqotchilar tomonidan ilgari surilgan ilmiy qarashlari yoritiladi.*

Kalit so'zlar: *innovatsion metodlar, kompressiya, qaytarish (shadowing), eslab qolish, segmentatsiya, interferensiya, innovatsion texnologiya, veb-platforma.*

Bugungi shiddat bilan rivojlanayoytgan dunyoda tarjima sohasi zamonaviy kommunikatsiyaning ajralmas qismiga aylanib bormoqda. Tarjimonlar tayyorlash tizimida innovatsion yondashuvlarni joriy etish mazkur jarayonning sifat ko'rsatkichlarini sezilarli darajada oshirishga xizmat qiladi. O'zbekiston Respublikasida xorijiy tillarni o'qitish tizimini takomillashtirish bo'yicha qator normativ-huquqiy hujjatlar qabul qilindi. Jumladan, "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ–5117-sonli Prezident qarori ushbu yo'nalishdagi tub islohotlarning asosiy huquqiy poydevorini yaratdi. Mazkur qarorda zamonaviy ta'lim texnologiyalarini keng joriy etish, tarjima o'rgatish jarayonida innovatsion metodlar va axborot-kommunikatsiya vositalaridan foydalanishni kengaytirish dolzarb vazifa sifatida belgilangan. Tarjima nazariyasi va amaliyoti bo'yicha mahalliy va xorijiy tadqiqotchilar fikricha, til o'rganish jarayonida faollikni kuchaytiruvchi, interaktivlikni oshiruvchi va o'quvchini jarayonga faol jalb etuvchi usullar natijadorlikni sezilarli oshiradi. Shunga ko'ra, maqolada tarjima o'rgatishda qo'llaniladigan asosiy metodlar ilmiy asoslangan holda sharhlanadi.

Tarjima jarayonining muvaffaqiyatli amalga oshirilishi bir nechta omillarga tayanadi. Ulardan eng muhimlari – kompressiya, qaytarish va eslab qolish texnikalaridir. Ushbu usullar tarjimonning nutq tezligini nazorat qilish, matndagi ma'lumotni qayta ishlash va qisqa muddatda mazmunni anglab yetish qobiliyatlarini rivojlantiradi.

1. Kompressiya metodining nazariy asoslari va tarjimadagi roli. Kompressiya – bu matn mazmunini semantik jihatdandan kelib chiqib qisqartirish, ya'ni asosiy ma'lumotni saqlagan holda ortiqcha elementlarni chiqarib tashlash jarayonidir. Tarjima jarayoni, ayniqsa og'zaki tarjimada kompressiya muhim o'rin tutadi. Chunki og'zaki nutq oqimida ortiqcha tafsilotlar, takrorlar yoki keraksiz izohlar ko'p uchraydi. Kompressiya matnni uch darajada soddalashtirishga yordam beradi: 1) Leksik darajada ya'ni lug'aviy soddalashtirish orqali:Misol uchun → "due to the fact that'' ni o'rniga "because'' yoki

''since''(sababli), ''extremely important'' o'rniga ''critical''(muhim) kabi qisqa variantlar tanlanadi.Bu usulda ma'no o'zgarmaydi,sintaktik yuk kamayadi.

2) Sintaktik darajada - murakkab gaplar soddalashtiriladi.Misol: *''When I walked through the old garden and saw the familiar paths , the moments I had spent there in my childhood suddenly came back to my memory''* gapini 2 ta sodda gap ko'rinishida , *''Men eski bog'ni kezdim.Bolalikdagi damlarim esimga tushdi''* kabi soddalashtirish.

3) Semantik darajada - eng asosiy g'oya ajratiladi, kontekstga ta'sir qilmaydigan elementlar chiqarib tashlanadi.Tarjimaning mazmuniy aniqligi uchun semantik kompressiya muhim bo'lib, bunda jonli ot o'rniga olmoshlar qo'llanadi. Masalan, "*Tom and John went to the garden*" gapini "*Ular boqqa ketishdi*" tarzida qisqa tarjimasi mazmunni yo'qotmagan holda ixchamlashtirilishiga misol bo'ladi. Mo'minov kompressiyani tarjimaning funksional optimallik tamoyilli sifatida ko'rib, uning semantik aniqlik va pragmatik moslikka bevosita ta'sirini ta'kidlaydi. Kompressiya, ayniqsa, ikki tilning sintaktik tuzilishi farq qiladigan vaziyatlarda o'ta zarur bo'lib xizmat qiladi. Bu usul orqali tarjimon matndagi asosiy fikrlarni ajratib, nutqni tinglovchiga tushunarli shaklda qayta tiklaydi.

Qaytarish (shadowing) metodining o'rni. Qaytarish tarjimon malakasini oshirishda eng samarali usullardan biri hisoblanadi. Ushbu metodda o'quvchi nutqni eshitib, deyarli bir vaqtda uni qaytaradi.I.G'ofurov,O.Muminov, N.Qambarov o'zlarining ''Tarjima nazariyasi''nomli asarida qaytarish metodini ikki turga, fonemik qaytarish va iborali qaytarish kabi turlarga bo'ladilar. Unga ko'ra: "Fonemik qaytarish – bu butun ma'no yoki so'zni kutmasdan turib har bir tovushning qanday eshitilgan bo'lsa shunaqa takrorlashdir.Ikkinchisi esa, bu iborali qaytarish ya'ni talaba so'zlovchining nutqini boshidan oxirigacha takrorlaydi.Tovushma-tovush qaytarish iborali qaytarish usulidan oldin o'tilishi kerak.Bu usul odatda eshitib,ham bir zumda gapirish qobiliyatini o'stirishda ishlatiladi''. Mazkur usul tarjimonlarni orqada qolmaslikka o'rgatadi, chunki nutq oqimidagi kechikish tarjima sifatiga salbiy ta'sir ko'rsatishi mumkin. Qaytarish mexanizmi o'quvchini so'zlovchi nutqiga tez moslashishga yordam beradi, tinglab qabul qilish va bir vaqtning o'zida gapirish qobiliyatlarini rivojlantiradi. Mutaxassislar ta'kidlashicha, qaytarish mashqlari talabaning mantiqiy tafakkuri, idrok tezligi va diqqatni jamlash qobiliyatini sezilarli darajada yaxshilaydi.Dastlab fonemik darajadagi qatrarishdan boshlagan talaba keyinchalik iboraviy va mazmuniy qaytarish mashqlariga o'tadi.Bu jarayon nutqni tahlil qilish va sintaktik tuzilmani tez anglash ko'nikmalarini kuchaytiradi.

Tarjima davomida ma'lumotlarni eslab qolish. Ma'lumotni eslab qolish tarjima jarayonining ajralmas qismidir. Tarjima davomida doimiy, qisqa, o'rta va uzoq muddatli xotira mexanizmlari faol ishlaydi. Raqamlar, ism-shariflar, joy nomlari, terminlar kabi detallarning aniq eslab qolinishiga ko'proq diqqat qaratiladi.. Buning uchun she'r yodlash, diktant yozish, radio eshittirishlarni tinglab qayta hikoya qilish kabi mashqlar muntazam bajarib borish muhim o'rin tutadi. Ma'lumotni segmentlarga ajratish – samarali yondashuvlardan biridir. Mazmunni "*kim*?", "*qayerda*?", "*nima uchun*?", "*qanday*?" kabi savollar asosida tahlil qilish tarjimonning semantik struktura bilan ishlashini osonlashtiradi. Segmentatsiya yordamida matnning asosiy g'oyasi tez aniqlanadi, tarjima jarayoni izchil kechadi. Natijada tarjimon murakkab matnlarni ham tizimli ravishda tushunadi va tarjima jarayoni ancha yengillashadi.Eslab qolish jarayonida axborotning

mantiqiy ketma-ketligini anglash juda muhim, chunki tarjima davomida gaplarning tashqi shakli emas, balki ularning semantik mazmuni va kommunikativ maqsadi yetkaziladi.Shu sababli tarjimon ma'lumotni yod olishda alohida so'zlarni emas, balki g'oya bloklari,mantiqiy bog'lanishlar va asosiy fikrlarni xotirada saqlaydi.

Interferensiya hodisasi va uning tarjima sifatiga ta'siri. Interferensiya – tarjima jarayonida manba tilining so'z tanlovi, grammatik tuzilishi yoki uslubi tarjima tiliga noo'rin ravishda ko'chib o'tib, matnning tabiiyligini susaytiradigan lingvistik ta'sirdir . Piter Nyumarkning fikricha :''Tarjimada sinonim tanlash erkin almashtirish emas,balki kontekst va matn funksiyasiga eng mos variantni topish jarayonidir''.U ta'kidlaydiki,sinonimlar ma'nodoshlikka ega bo'lsada,ularning konnotativ va stilistik qiymati turlicha bo'ladi.Shuning uchun tarjimon so'zni o'zgartirayotganda : matnning ohangi,kommunikativ maqsad,auditoriya, pragmatik kontekstni hisobga olishi shart.U tarjimada interferensiyani kamaytirish uchun '' target language priority'' – ya'ni tarjima til me'yorlarini ustuvor qo'yish tamoyilini taklif qiladi:ya'ni tarjima tilining tabiiy me'yorlari har doim ustuvor bo'lishi kerak.Shu bilan birga, interferensiya jarayoni faqat tilda ko'chish hodisasi sifatida emas, balki tarjimonning kognitiv faoliyati bilan bog'liq murakkab psixolingvistik jarayon sifatida ham izohlanadi.Tarjimon matnni idrok etayotganda ikki tilning grammatik modeli, leksik resurslari va uslubiy normalari ongida bir vaqtning o'zida faol bo'ladi. Shuning uchun ularning bir-biriga aralashib ketishi tabiiy hol,ammo bu jarayonni boshqarish tarjimon mahoratining asosiy mezonlaridan biri hisoblanadi.Tarjimon har doim matnning ijtimoiy vazifasini, auditoriyani,nutq odobini hisobga olishi zarur.

Innovatsion texnologiyalarning tarjimadagi o'rni. Zamonaviy tarjimani o'qitish jarayonida interaktiv veb-platformalarning ahamiyati tobora ortib bormoqda.Rudi Hartono yondashuviga ko'ra, interaktiv texnologiyalar talabaning mustaqil o'rganish strategiyalarini shakllantiradi, tarjima jarayonida analitik va kreativ fikrlashni rag'batlantiradi. Onlayn platformalar orqali matnni tahlil qilish , avtomatik qayta ishlash vositalaridan foydalanish, audio-video materiallar orqali tarjima qilish kabi usullar o'quv jarayonining sifatini oshiradi.Talaba matnni tarjima qiladi,uni darhol tahrilaydi,muhokama qiladi va fikr almashadi.Bu esa o'z navbatida , refleksiya jarayonini kuchaytiradi. Uning qarashlarida yana bir muhim jihat – real vaqt rejimidagi interaktivlik.U audio va video materiallar bilan ishlashni nafaqat qo'shimcha mashg'ulot,balki tarjima jarayonining asosiy tarkibiy qismi sifatida baholaydi. Talaba multimodal materiallar orqali ishlaganida tinglab idrok qilish qobiliyati rivojlanadi, nutqning tabiiy ritmi va intonatsiyasi bilan ishlash ko'nikmasi shakllanadi va eshitib tarjima qilish uchun mustahkam baza yaratiladi. Chunki bugungi yoshlar raqamli muhitda shakllanadi, axborotni ko'proq vizual yoki multimedia vositalari orqali qabul qiladi va o'rganish jarayoni ham shunga mos bo'lishi kerak.Hartono innovatsion texnologiyalar – bu ta'limning kelajagi emas,balki bugunidir deb ta'kidlaydi.Shuning uchun ularni o'quv jarayoniga keng tatbiq etish nafaqat o'qitish uslubini yangilaydi, balki global axborot maydonida o'z o'rnini topa oladigan,har qanday vaziyatga moslashuvchan va kreativ fikrlay oladigan tarjimonlarni tayyorlaydi. Shuningdek, Mattiyeva ta'kidlaganidek, tarjima jarayonida har xil talqinlar va izohlarning mavjudligi tarjimaning ko'p qatlamli jarayon ekanini ko'rsatadi.Uning fikricha, matnning bir nechta qatlamga ega bo'lishi – leksik, semantik, pragmatik va madaniy qatlamlar –

tarjimonni har safar matnga yangicha yondashishiga majbur qiladi.Shuning uchun ham tarjima ‘‘bitta to‘g‘ri javobi bor’’ jarayon emas, balki kontextga mos yechimlarni tanlash san’atidir.Matnni turlicha talqin qilish imkoniyati tarjimonning erkinligini kengaytiradi, biroq shu bilan birga ma’suliyatni ham oshiradi.Tarjimon har bir talqinnni nafaqat til me’yorlari,balki auditoriya ehtiyojlari, janr talablari, matnning maqsadi va madaniy fon bilan moslashtirishi zarur. Innovatsion metodlar ana shu murakkablikni soddalashtiradi va o‘quvchining matnni chuqur anglashiga ko‘mak beradi.

Shundey qilib,tarjimani o‘rgatishda innovatsion metodlarning qo‘llanilishi jarayonning samaradorligini oshiradi, talabalarning nutqiy, kognitiv va analitik ko‘nikmalarini mustahkamlaydi. Kompressiya, qaytarish, eslab qolish, segmentatsiya va interferensiya kabi texnikalar tarjimonning mustaqil fikrlashi va tezkor qaror qabul qilish qobiliyatini rivojlantiradi.Bu esa tarjimaning asosiy maqsadi – ikki madaniyat o’rtasida to‘g‘ri va tabiiy muloqot yaratish – jarayonini samaraliroq amalga oshirishga yordam beradi. Interaktiv texnologiyalar esa jarayonni zamonaviy ta’lim talablariga moslashtiradi.Shuningdek, innovatsion metodlar o’qituvchi va talaba o’rtasidagi kommunikatsiyani samarali tashkil etadi.Onlayn platformalar va masofaviy tahlil tizimi tarjima sifatini baholashni yengillashtiradi, talabaning xatolarini o’z vaqtida ko‘rishga va tuzatishga yordam beradi.Bunday o’quv muhiti esa o’z navbatida talabalarning motivatsiyasini oshiradi va mustaqil o’rganish madaniyatini shakllantiradi. Natijada tarjima sohasi rivojiga hissa qo‘shuvchi, keng fikrlaydigan malakali tarjimonlar shakllanadi.

FOYDALANILGAN ADABIYOTLAR RO‘YXATI

1. O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-sonli “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarori.

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PROJECT-BASED LEARNING AS AN EFFECTIVE STRATEGY FOR LANGUAGE ACQUISITION

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Abstract. *Project-Based Learning (PBL) has emerged as an effective pedagogical strategy in foreign language education, integrating authentic, meaningful tasks that foster communication, collaboration, and learner autonomy. Unlike traditional teacher-centered methods, PBL engages students in real-world projects that require planning, research, problem-solving, and public presentation, allowing them to use the target language in purposeful contexts. Grounded in constructivist and sociocultural theories, PBL emphasizes active knowledge construction, peer interaction, and scaffolding within the Zone of Proximal Development, which enhances both linguistic competence and cognitive skills. Empirical studies demonstrate that PBL improves speaking fluency, writing organization, vocabulary acquisition, and critical thinking, while also increasing motivation and engagement. Technology-enhanced PBL environments further expand opportunities for authentic language use and multimodal production. This paper examines the theoretical foundations, pedagogical mechanisms, and practical implications of PBL, highlighting its capacity to develop communicative competence and 21st-century skills. The findings suggest that PBL is a transformative approach that prepares learners to effectively apply language in real-world settings, bridging the gap between classroom learning and practical language use.*

Keywords: *Project-Based Learning, language acquisition, communicative competence, constructivism, learner autonomy, collaborative learning.*

Introduction. Despite the widespread adoption of communicicative approaches in foreign language education, traditional teacher-centered methods continue to dominate instructional practices in many educational institutions. Such methods are largely characterized by rote memorization, mechanical repetition, and a focus on isolated linguistic forms. Consequently, students often demonstrate low motivation, superficial language acquisition, and limited development of communicative competence. This gap between the increasing demand for functional, real-world language skills and the persistence of outdated instructional practices underscores the urgent need for innovative teaching approaches.

Project-Based Learning (PBL) has emerged as a promising pedagogical model capable of transforming the foreign language classroom. By engaging learners in meaningful, real-world tasks, PBL promotes autonomy, collaboration, and purposeful communication. Although numerous studies have highlighted the potential benefits of PBL, existing research reveals considerable theoretical inconsistency regarding the underlying mechanisms through which PBL influences language development. Some scholars emphasize cognitive processes (Thomas, 2000), others highlight the role of social interaction (Vygotsky, 1978), while still others examine technological and multimodal

dimensions of project work (Beckett & Slater, 2020). This diversity of perspectives creates a theoretical gap that limits the systematic understanding of PBL in second language acquisition.

Accordingly, the present study seeks to clarify the theoretical foundations of PBL and conceptualize the mechanisms that ensure its effectiveness in developing communicative competence.

Research Problem. The central theoretical problem addressed in this study can be formulated as follows:

What pedagogical, cognitive, and sociocultural mechanisms ensure the effectiveness of Project-Based Learning in developing foreign language communicative competence, and how can these mechanisms be systematically applied in educational practice?

Research Aim. The aim of this study is to identify, analyze, and theoretically justify the key mechanisms through which Project-Based Learning contributes to enhanced foreign language acquisition. The research seeks to determine the pedagogical, psychological, and methodological conditions that optimize the implementation of PBL in contemporary language classrooms.

Special attention is given to understanding how PBL fosters deeper linguistic, sociocultural, and communicative development by encouraging learner autonomy, authentic communication, collaborative problem-solving, and engagement with meaningful real-world tasks. Ultimately, the study aims to construct a comprehensive conceptual model explaining how PBL can systematically improve communicative competence across diverse educational contexts.

Research Hypotheses. This study is based on the following hypotheses:

1. If Project-Based Learning is implemented in accordance with constructivist and sociocultural learning principles – incorporating collaborative planning, guided inquiry, research activities, product creation, and public presentation – then learners will achieve significantly higher levels of communicative competence than those taught through traditional teacher-centered instruction.

2. PBL enhances long-term retention of linguistic material, increases learner motivation, and improves learners' ability to use language in authentic situations due to its emphasis on learner-generated content, cooperative interaction, and contextualized practice.

Research Perspectives. The outcomes of this research are expected to contribute to the field in several important ways:

- **Refinement of theoretical models** of Project-Based Learning in foreign language education.
- **Development of practical guidelines** for teachers on designing and implementing effective language projects.
- **Creation of assessment tools** for measuring communicative competence within PBL environments.
- **Deepened understanding of cognitive and social mechanisms** underlying language acquisition in project-based contexts.
- **Foundation for future empirical research** comparing traditional and project-based instructional methods in diverse educational settings.

Conclusion. Project-Based Learning holds significant potential for addressing the limitations of traditional language teaching and meeting contemporary demands for communicative, functional language skills. By integrating cognitive, sociocultural, and communicative perspectives, this study seeks to build a unified theoretical model explaining how PBL facilitates meaningful language development. The theoretical insights gained will serve as a foundation for future empirical investigations and practical innovations in language education.

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LISTENING IS A CORNERSTONE OF LEARNING ENGLISH LANGUAGE

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Abstract. *In the article, you will find the answer to the question: how exactly the students are trained in comprehension of English speech. The tasks that need to be solved by the teacher to make listening the most effective are described. Special attention is paid to the advantages of using audio materials when students are involved in different activities. However, the modern education system is competent in this matter, they pay considerable attention to the process of perception through listening and other effective methods at universities. The audio text is a text for semantic listening. It is one of the leading forms of student learning, as audio texts are extremely realistic based on life events. The article argues the problems of students' understanding of listening. It is proposed the ways of analyzing the listening process to find the most effective points of approach directly to the process. Exactly the methods and their productivity enables the student to master foreign language speech. Passive listening really brings benefits, students get used to the sound of foreign speech and unconsciously learn the pronunciation, but for more success, they need to listen and work on their lacks. Pursuing a specific goal, they can be sure that the exercise will not pass in vain. According to the latest research in the field of listening, different students behave identically while listening to foreign speech. This fact makes it possible to predict their behavior. The teacher only needs to properly organize the listening process. It is written in the work of Shankar, who conducted a number of tests among students of foreign speech.*

Keywords: *listening, process of teaching, element, teaching English language, foreign speech, listening comprehension practice, listening skills, difficulties, classroom activities.*

Acquiring the ability to comprehend a foreign language by ear is an objective that every linguist or anyone aspiring to become one eventually seeks to achieve. At first glance, this goal appears relatively straightforward: one merely needs to listen to foreign speech as frequently as possible by immersing oneself in the so-called language environment. However, how can one maximize the effectiveness of this process and accelerate progress, given that passive listening alone is, in fact, insufficient?

For a long time, educational materials failed to devote adequate attention to such an essential component of high-quality foreign-language acquisition as listening comprehension. In accordance with methodological guidelines, instructors often overlooked the crucial aspect of perceiving foreign speech aurally [4, 187].

The traditionally accepted explanation for this rather indulgent pedagogical attitude toward listening comprehension lies in an earlier, widespread belief that the skills required for understanding spoken language develop automatically through regular use of the foreign language in practice namely:

• through the use of grammatical patterns,

• through work with lexical material,
• through phonetic training [6, 3].

The current position of specialists fundamentally contradicts the earlier belief. The emphasis on listening comprehension is motivated by the aim of achieving an accurate and complete understanding of the speech produced by native speakers. Training auditory perception enables members of modern society to grasp the meaning conveyed by a foreign interlocutor without difficulty, whether in:

1. informal conversation,
2. interaction with a stranger while travelling,
3. negotiations with business partners.

Regular practice in speech perception makes it possible to understand foreign television programs, films, theatrical performances, songs, and other media without communicative barriers [2, 5].

It follows that listening comprehension constitutes a crucial component for attaining an adequate level of foreign-language proficiency. During practice, the learner engages not only the ability to perceive information aurally. This pedagogical process presupposes the comprehensive activation of:

– attention,
– data-processing skills,
– inferential reasoning and prediction.

Additionally, such psychological factors as speech segmentation and the final procedure of synthesis are involved, during which the information is organized and personally interpreted, culminating in the comprehension of the utterance's meaning [3, 7].

Researchers argue that listening-comprehension training must be conducted on a regular basis. Even if an individual leads a very busy life, it is essential to find at least a half-hour window in the daily schedule. Consistency is decisive and helps maintain the skill at a stable level. Another important factor is concentration: it is crucial to devote one's full attention to the training session, regardless of its duration.

Learners should select an audio recording appropriate to their proficiency level, play it, and extract as many familiar words as possible while attempting to understand the overall meaning. It is advisable not to impose limits on the number of times students may listen to the recording, as the key objective is comprehension. During the first listening, the audio should be played without interruption in order to assess the learners' readiness to perceive the content and to determine how much information they can retain. Once they have formed a general understanding of the text, work may proceed with its individual segments.

Each time students encounter an unfamiliar word or phrase, the recording should be paused, and they should repeat it after the speaker. Afterward, it is recommended to locate the transcript and, while playing the audio simultaneously, listen to the recording with the text. It is not necessary to know the meaning of every word at this stage, the priority is to avoid distraction. After reading along with the audio, students should listen once again, and then listen another time while imitating the speaker's facial expressions and articulation as closely as possible, reading from the transcript. This procedure should

be repeated several times, until the difference between the students' speech and that of the speaker becomes minimal.

If students find the text too simple, the task may be made more challenging: after one or two listenings, they should attempt to transcribe the text independently, without resorting to external aids (such as a dictionary or transcript), relying instead on inference to reconstruct the content. Afterwards, they may verify their transcription and listen to the audio again. At this stage, attention should be directed toward more complex aspects intonation and pausing so that not only individual sounds but the overall speech rhythm becomes pleasant and natural. If students struggle to grasp the meaning of the text from the outset, shorthand symbols marks representing particular words or ideas may be used. This technique helps them avoid translating the text word for word and instead encourages more holistic, image-based comprehension.

Researchers note that, for successful learning, it is essential to choose texts that align with the learners' interests. Although thematic relevance is indeed beneficial, selecting audio materials appropriate to one's proficiency level is of far greater importance.

For those working with educational YouTube channels, this is one of several available options. Other resources include:

• podcasts (for instance, from the website learnoutloud.com),

• audiobooks (the LibriVox platform offers numerous free audiobooks recorded by native speakers),

• radio (the BBC iPlayer Radio application provides free access to all UK radio stations),

• films and television series,

• music (with lyrics and translations available at amalgama.lab.com).

According to instructors, listening skills develop most effectively through video materials (films, television programs, news broadcasts). This is due to the fact that students not only hear the spoken content but also perceive the accompanying visual context.

What difficulties may arise during the development of listening skills, and how can they be addressed?

Quite often, when the text selected for students is too difficult, the words do not merely appear unfamiliar they pass by so quickly that the learners are unable even to form an idea of how these words might be written. This occurs not only due to a limited vocabulary but also because of the thematic specificity of the material. For example, even at an Advanced level, not every learner will understand what Dr. House is talking about or which illnesses he is diagnosing, simply because they are not familiar with medical terminology.

To address this problem, students must broaden either their general background knowledge or their specialized knowledge. If English is studied for professional purposes, learners should read academic articles in their field, consult specialized dictionaries, and, in general, strive to immerse themselves as deeply as possible in the subject area. As a result, it will become easier to process information with each subsequent attempt.

Despite the fact that listening comprehension does not involve overt physical activity (in other words, the learning process appears "passive"), it is active engagement that

ultimately helps students acquire a language and consolidate their skills. Moreover, in real-life situations for instance, in conversation with a native speaker one must not only perceive information but also respond to it in some way.

To make listening practice active, it is necessary to:

1. During the first listening, students should write down key words representing different parts of speech, after the audio recording ends, they should review the collected words and attempt to connect them logically.

2. They should pay attention to key information (as required in most textbook listening tasks). For instance, in a weather forecast this would include temperature data for different regions of the country, whereas in sports news it would be the results of a recent match.

3. If working with a textbook, students must complete the follow-up exercises after listening (such as answering comprehension questions based on meaning and content).

4. They should write a summary of the podcast or video and later check their accuracy (for example, using subtitles or the original audio).

Once they have learned to identify key information, they should begin to focus on context and attempt to infer it logically. If students are watching a series, they may select an unfamiliar scene and close their eyes while listening. As they listen, they should try to visualize what is happening, afterwards, they can watch the same scene with video and check whether their assumptions were correct. The same exercise can be performed without a series: one may simply play an audio recording, pause it, imagine what is likely to happen next, and then verify the prediction.

Although it is undeniable that passive listening offers certain benefits students become accustomed to the sound of foreign speech and subconsciously acquire pronunciation greater success is achieved when listening is purposeful. By pursuing a specific task, learners can be certain that their effort will not be wasted.

According to recent studies in the field of listening comprehension, different students tend to behave in similar ways while listening to foreign speech. This observation makes it possible to predict their listening behaviour. The instructor's task, therefore, is simply to organize the listening process appropriately. This idea is discussed in the work of Schank, who conducted a series of tests among learners of foreign languages [10, 78].

One of the most important factors in teaching is the student's confidence in their own abilities. This confidence must be cultivated from the very beginning of practical training. The instructor should do the following during listening lessons:

– create positive associations with foreign speech,

– demonstrate that understanding a foreign language is possible from the very first lesson,

– provide each student with a sufficient amount of audio material,

– set specific tasks and give clear instructions before the listening activity begins,

– point out the possibility of using a wide range of online resources,

– develop engaging tasks that can interest all students and encourage them to discuss the topic with others.

Translational comprehension remains one of the most significant obstacles for learners of any foreign language. It hinders not only the ability to perceive foreign speech

immediately but also the ability to speak fluently without pausing or mentally translating individual words or structures. Learners must develop the ability to avoid translating each word separately and instead perceive the audio as a whole whenever possible.

Naturally, at the initial stages, students may struggle, but there is no need for discouragement. Full mastery of language patterns without constant reference to the native language is, in itself, a skill that requires training. The only advice that can be offered here is this: if the learning process is maintained without interruption and the time spent translating is gradually reduced, students will initially experience difficulty, yet they will gradually learn to "grit their teeth" and perceive speech holistically, acquiring both the lexical nuances of word usage and grammatical structures. Overcoming this barrier, by the way, constitutes one of the first steps toward fluently understanding speech in films and television series without subtitles.

However, this approach should only be applied after students have learned to identify key information in listening tasks and to comprehend context. If a student recognizes most of the vocabulary in an audio recording, they should not pause to look up unfamiliar phrases immediately this can be done afterwards.

Students familiar with the well-known expression about English, "We write Manchester, we read Liverpool," understand that words are often pronounced quite differently from how they appear in writing. Therefore, working with the transcript of an audio recording is extremely important: unfamiliar words should be highlighted, and their spelling and pronunciation memorized.

It is essential to emphasize that spoken language abounds with reduced vowels, omitted consonants, and other phonetic transformations. For instance, in English, the phrase "be going to" may become "gonna," and "have to" may become "hafta," among others, there is no need to be alarmed by this. Students should simply be prepared for it. This also applies to accents, dialectal variations, and slang.

In the majority of general-language students, only adapted texts are used – particularly at beginner levels because the primary goal is seldom to teach learners real-life communicative skills. Students acquire new vocabulary, become accustomed to the sound of speech and accents, yet they do not experience participation in situations they might encounter in actual life.

When developing listening comprehension, it is important to consider that the topic and even the purpose of the selected audio material may differ from familiar models. To prevent such difficulties, it is necessary to select a video depicting the target situation for example, a lecture or scientific presentation and study it in detail. How does the speaker conduct themselves? What constructions and vocabulary are used? By placing themselves as implicit participants in the situation, students learn new words and structures, which facilitates easier comprehension of any future audio recordings on the same topic and even helps assimilate rules of behaviour [11, 87].

At first glance, one might question the connection between the pronunciation of sounds and their perception. The explanation is straightforward: it has long been proven that individuals perceive more easily the sounds they are capable of producing themselves. Therefore, the better students speak, the better they will hear. Students should always use dictionaries with phonetic transcription and audio pronunciation, pay

due attention to phonetics, and continue observing native speakers, imitating their articulation and facial expressions.

Of course, it is possible to work on multiple aspects simultaneously for example, by playing the audio while following along with the transcript and responding to comprehension questions.

Listening comprehension should be incorporated systematically into every lesson. Moreover, successful understanding of audio material depends on individual perceptual characteristics, such as concentration, memory, and the learner's overall cultural and professional level. Analytical skills, the ability to identify key information, and the capacity to predict subsequent developments in the content are also crucial. It is worth noting that preparatory exercises or activities can significantly aid in subsequent comprehension of audio material. Such exercises include phonetic and lexical tasks that help overcome both linguistic and psychological difficulties for instance, translating unfamiliar vocabulary, practicing reading words with complex pronunciation, and identifying synonyms and antonyms according to the theme of the audio material.

In conclusion, it should be emphasized that learning any foreign language, particularly English, is a systematic and multifaceted process. The role of listening comprehension in this process cannot be overstated: during communication, listening is intrinsically linked with speaking (we listen in order to respond), reading (the mode of reading is often determined by what has been heard), and writing (we record the information we hear). Thus, listening constitutes one of the essential and indispensable components of English language learning.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ БИЗНЕС-КОММУНИКАЦИИ

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Аннотация. *Статья посвящена методике преподавания делового иностранного языка для целей бизнес-коммуникации. Автор рассматривает различия между деловым и бизнес английским, терминологию и задачи данных курсов, недостатки современной модели преподавания и пути её улучшения. Особое внимание уделено методу деловой игры и технологии дизайн-мышления применительно к бизнес-английскому. Автор акцентирует внимание, что вышеупомянутые педагогические технологии не только мотивирует обучающихся, но и развивают критическое мышление, умение анализировать информацию и быстро находить правильные решения.*

Ключевые слова: *активные методы обучения, бизнес-коммуникация, дизайн-мышление.*

На современном этапе в методике преподавания сформировался терминологический ряд для обозначения схожих понятий: деловое общение, профессиональное общение и бизнес-английский. При изучении иностранного языка деловое общение рассматривается как набор речевых выражений, используемых в бизнес-коммуникации, при этом изучаются тексты и диалоги стандартного характера по нижеследующей тематике: знакомство, собеседование при приеме на работу, обсуждение будущего сотрудничества, также изучаются правила ведения деловой корреспонденции. Понятие «деловая сфера общения» является очень широким, постоянно требующим детализации и конкретизации в контекстных условиях. Высокая степень социальной направленности упомянутого вида коммуникаций побуждает к обязательности их регламентации. По мнению, Э.Г. Азимова и А.П. Щукина: «Деловое общение – это вид общения, целью которого является коммерческая и некоммерческая деятельность (обмен продуктами материального, интеллектуального характера и др.), в ходе которого, каждый из коммуникантов стремится решить прежде всего актуальные для своей профессии задачи». При этом, специфика данного вида коммуникации вынуждает его участников переходить на профессиональный язык, не зависящий от страны проживания коммуниканта.

Если говорить об отличии бизнес-английского от делового английского для студентов неэкономических специальностей, то деловой английский делает упор на правила речевого этикета, особенности письменной речи и строгий, нейтральный стиль изложения.

Бизнес-английский, наоборот, связан с конкретными ролевыми ситуациями – переговорами, решением задач, поиском решений. Поэтому обучение бизнес-английскому включает моделирование профессиональных ситуаций, знакомство с их социальным и предметным контекстом. Помимо языковых и профессиональных знаний, бизнес-английский развивает межкультурные и коммуникативные навыки, умение вести переговоры, решать проблемы и принимать решения.

Для развития этих навыков используются активные методы обучения – такие, что побуждают студентов быть вовлечёнными и активно мыслить. Занятия строятся в форме диалога, обсуждения возможных решений, обмена мнениями. Исследования показывают, что именно такие занятия помогают студентам лучше усваивать материал. Автором на занятиях по иностранному языку для студентов экономических специальностей в основном используются такие активные методы обучения как деловая игра и технология дизайн-мышления.

Автором на занятиях по иностранному языку для студентов экономических специальностей в основном используются такие активные методы обучения как деловая игра и метод проектов, а также технология дизайн-мышления. Наиболее популярным методом, конечно, является деловая игра, основным элементом которой является имитационная модель объекта, которая позволяет реализовать всю цепочку решений, поэтому преимущество деловых игр для обучения будущих экономистов, управленцев и предпринимателей состоит в том, что они предоставляет практический опыт и учат находить пути решения проблем из реального мира. Они помогают участникам понять реальные требования к работе, тем самым подготовив их к будущему. В ходе возникающих проблемам и ситуаций в деловой игре, они смогут лучше понять требования к работе в реальном мире. Особенностью деловой игры является активная обратная связь. В деловой игре зарождаются первичные навыки профессиональной деятельности. Она помогает преодолевать стереотипы и делает самооценку более соответствующей реальности. Деловые игры позволяют одновременно получать новые знания, закреплять старые и психологически адаптироваться к будущей профессиональной деятельности, сокращая тем самым время обучения. При этом уровень запоминания улучшается на 70 %. Поскольку деловая игра создает непринужденную атмосферу, участники будут охотно принимать программу обучения, таким образом, увеличиваются шансы на успех обучения.

Вышесказанное показывает важность использование деловых игр припри обучении английскому языку будущих управленцев, так как они позволяют студентам применять свои знания на практике в симуляции реалистичных ситуаций, давая студентам возможность попрактиковаться в использовании языка в возможных обстоятельствах, с которыми они столкнутся в будущей профессиональной деятельности. В целом, методика обучения английскому на экономических специальностях включает систематическое и последовательное моделирование ситуаций будущей профессиональной деятельности, их профессионального и социального контекстов. Для того чтобы успешно использовать деловой английский, будущие предприниматели и менеджеры должны обладать хорошими навыками коммуникации на английском языке,

включая умение говорить на языке с уверенностью и четкостью, слушать и понимать собеседника, а также вести переговоры, представлять свою компанию и продукты, вести переписку с деловыми партнерами и клиентами, решать конфликты и принимать решения на английском языке.

Особенностью деловой игры является серьезная подготовка до игры и активная обратная связь после нее. Необходимо найти информацию, подготовить кейсы, аудио и видеоматериалы. Поскольку информация запоминается более эффективно, когда она представлена в нескольких модальностях (например, визуальной, слуховой, кинестетической) – при обучении преподаватели могут использовать различные ресурсы, такие как видеоматериалы по реальным и смоделированным переговорным ситуациям. После каждой игровой сессии проводится обсуждение выступлений участников на английском языке и результатов полученных по итогу игры. Таким образом, деловые игры на занятиях по английскому языку могут быть отличным способом для студентов улучшить свои навыки коммуникации, лидерства и принятия решений. Вот несколько примеров деловых игр, которые можно использовать на занятиях:

1.Торговые переговоры. Студенты играют роли продавца и покупателя, и учатся вести переговоры на иностранном языке, обсуждая условия продажи товаров или услуг.

2.Бизнес-планирование. Участники работают в группах, чтобы создать бизнес-план для новой компании, используя иностранный язык для обсуждения различных аспектов бизнеса, таких как маркетинг, финансы и т.д.

3. Межкультурное управление. Студенты изучают основы межкультурного управления и играют роли менеджеров в международной компании, используя иностранный язык для общения с сотрудниками из разных стран и культур.

4 Кейс-стади. Участники анализируют реальные кейсы из мира бизнеса на иностранном языке и предлагают свои решения и стратегии для решения проблемы.

5. Симуляция командной работы. Участники играют роли членов команды, которые должны совместно разработать решение для реальной проблемы в компании. Использование иностранного языка в этой игре позволит научиться эффективно работать в команде и общаться на иностранном языке.

6. Презентация продукта. Студенты разделяются на команды и разрабатывают презентацию продукта на иностранном языке. Эта игра поможет студентам улучшить навыки публичных выступлений и научиться эффективно представлять продукт на рынке.

7. Деловая игра на основе импровизации. Участники играют роли бизнес-партнеров, которые сталкиваются с неожиданными ситуациями в процессе общения на иностранном языке. Использование импровизации поможет быстро реагировать на изменения в бизнес-среде и научиться эффективно коммуницировать на иностранном языке.

Говоря о второй ключевой педагогической технологии – дизайн-мышлении, отметим, что это методология решения деловых и педагогических задач, основывающаяся на творческом, а не аналитическом подходе. Дизайн-мышление – это подход к решению задач, основанный не на анализе, а на творческом поиске.

Его главные принципы – эмпатия и креативность. Иногда именно нестандартные идеи приводят к самым удачным решениям. Этот метод относится к эвристическим способам решения проблем, то есть помогает искать ответы в неопределённых ситуациях.

Дизайн-мышление не является абсолютно новым в педагогике – оно близко к проектному обучению. Как и в проектной работе, результатом становится конкретный продукт, созданный совместно студентами. Это приносит им удовлетворение и ощущение успеха.

Основателем метода считается Герберт Саймон (1916–2001) – американский учёный, лауреат Нобелевской премии по экономике. В книге «Наука об искусственном» он определил его как процесс преобразования существующих условий в желаемые. По его мнению, дизайн-мышление направлено на создание лучшего будущего и поиск новых решений сложных проблем [11, с. 57].

Современная доктрина дизайн-мышления включает 6 этапов:

1. эмпатия,
2. фокусировка,
3. генерация идей,
4. выбор идеи,
5. прототипирование,
6. тестирование [12].

Метод дизайн-мышления активно применяется автором при проведении занятий на английском языке для студентов экономических специальностей при изучении таких тем, как: малый бизнес, франчайзинг, создание и развитие нового продукта, продвижение товаров и услуг. На наш взгляд, одним из основных преимуществ его применения для изучения иностранного языка является то, что он позволяет разговорить студентов. Ведь, не секрет, что большинство студентов, мало что могут сказать не шаблонно по своей будущей специальности даже на родном языке. Данные же технологии способствуют тому, что каждый студент на занятии постоянно генерирует свои идеи, доказывает их эффективность, т.е. идет постоянное, активное и беглое использование устной речи, что позволяет мозгу настроить мыслительные процессы на иностранном языке. И это, в свою очередь, является залогом его успешного усвоения.

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GAMIFICATION AS AN INNOVATIVE STRATEGY FOR INCREASING LEARNER MOTIVATION IN FOREIGN LANGUAGE CLASSROOMS

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Abstract. *This study explores how gamification can increase learner motivation in foreign language classrooms. Gamification, which uses game elements such as points, badges, and challenges, is becoming a popular tool for making learning more engaging. Using a mixed-method approach with surveys, observations, and interviews, the research examines its impact on students of different proficiency levels. Results show that gamification improves motivation, participation, and learners' attitudes toward language learning. Students reported greater enjoyment and a stronger sense of achievement. However, the study also notes that excessive focus on rewards may reduce long-term interest. Overall, gamification proves to be an effective motivational strategy when designed and used properly. The study provides practical suggestions for teachers and future researchers.*

Key words: *gamification, learner motivation, foreign language learning, educational technology, engagement, intrinsic motivation, extrinsic motivation, game-based strategies*

Introduction

In recent years, motivating students in foreign language classrooms has become one of the most important challenges for teachers. While traditional teaching methods often rely on textbooks, repetition, and teacher-centered instruction, today's learners expect more interactive and engaging learning environments. As a result, educators have begun exploring new strategies to increase student interest and participation. One of the most promising approaches is **gamification** – the use of game-like elements in non-game situations. Gamification aims to make learning more enjoyable by adding elements such as points, badges, levels, leaderboards, and challenges. When applied in a meaningful way, these tools can help create a sense of achievement, encourage healthy competition, and increase students' willingness to participate. In foreign language learning, where motivation is essential for long-term success, gamification has the potential to significantly improve learner engagement and performance.

Results

The analysis of the collected data shows that gamification had a positive impact on learner motivation in foreign language classrooms. Most students reported feeling more engaged during gamified lessons compared to traditional activities. Survey responses indicated that elements such as points, badges, and levels increased their interest and made classroom tasks feel more achievable. Many learners mentioned that the sense of progress encouraged them to participate more actively. Classroom observations also revealed higher participation rates during gamified tasks. Students interacted more with the teacher and with each other, asked more questions, and completed assignments more willingly. Interviews confirmed that learners enjoyed the competitive and collaborative aspects of gamification. Several participants stated that challenges and rewards made the

lessons feel "less boring" and "more dynamic." However, the results also showed some limitations. A small group of students said they became less motivated when they could not earn enough points or keep up with others on the leaderboard. Some also noted that too many game elements sometimes distracted them from the actual learning content. Overall, the findings suggest that gamification increases motivation and engagement but must be balanced and well-designed to avoid negative effects.

Discussion

The results support previous studies showing that gamification can enhance learner motivation by making learning tasks more enjoyable and interactive. The improvement in participation aligns with theories of intrinsic motivation, particularly the idea that learners are more motivated when they feel a sense of competence, autonomy, and progress. Game elements such as levels and badges helped students experience these feelings, which explains the rise in their engagement. The competitive aspect of gamification appeared to be especially motivating for many learners. Leaderboards and challenges encouraged them to work harder and stay focused. This matches earlier findings on how competition can energize classroom activities. At the same time, the study revealed that competition can also create pressure for some students, confirming that gamification must be used with sensitivity to different learner types.

Another key point is that gamification works best when it supports real learning goals rather than replacing them. Students enjoyed game elements, but they also emphasized the importance of meaningful tasks. If a lesson was only "fun" but not useful, their interest decreased. This suggests that successful gamification requires thoughtful design, clear instructions, and tasks that are both enjoyable and educational. In general, the discussion shows that gamification can significantly raise motivation in foreign language classrooms when implemented carefully. It has the potential to transform traditional lessons into more dynamic and student-centered experiences, but teachers must avoid overusing rewards or creating unnecessary pressure. A balanced combination of fun and meaningful learning appears to be the most effective approach.

Conclusion

This study examined the use of gamification as an innovative strategy to increase learner motivation in foreign language classrooms. The findings show that gamification can significantly enhance students' interest, participation, and overall engagement in learning activities. Game elements such as points, badges, levels, and challenges were effective in creating a sense of progress and achievement, which encouraged learners to stay active during lessons.

The study also found that gamification supports both intrinsic and extrinsic motivation when applied thoughtfully. Students enjoyed the competitive and collaborative features of gamified tasks, and many reported that lessons became more enjoyable and less monotonous. However, the results also highlight that poorly balanced gamification – especially excessive competition or overreliance on rewards – may reduce motivation for some learners. Overall, the research concludes that gamification is a valuable tool for language teachers, but it must be carefully designed to match learners' needs and learning goals. When implemented correctly, gamification has the potential to

transform traditional language classrooms into more dynamic, interactive, and student-centered environments.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

USING DIGITAL FEEDBACK SYSTEMS TO IMPROVE SPEAKING SKILLS IN UNIVERSITY EFL STUDENTS

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Abstract. *This study explores the effectiveness of digital feedback systems in improving speaking skills among university EFL students. Speaking is often considered the most challenging skill for EFL learners due to limited practice opportunities and lack of immediate feedback. Digital feedback systems, such as AI pronunciation apps and online peer review platforms, provide learners with instant, personalized guidance that can enhance fluency, accuracy, and confidence. The study involves a pre-test and post-test design with university students, using digital feedback tools over a six-week intervention period. Data are collected through recordings, surveys, and observation, and analyzed to measure improvement in speaking skills. Findings indicate that digital feedback systems significantly enhance students' pronunciation, fluency, and overall speaking confidence. The study highlights the practical benefits of incorporating technology into EFL speaking instruction and provides recommendations for effective classroom implementation.*

Keywords: *Digital Feedback, Speaking Skills, EFL Students, Language Learning, University, Pronunciation, Fluency*

Introduction

Speaking is a critical skill in language learning, especially for **English as a Foreign Language (EFL) students**, as it enables effective communication and interaction. However, many EFL learners struggle with speaking due to limited practice opportunities, lack of immediate feedback, and anxiety in using the language. Traditional classroom methods often provide insufficient individualized guidance, which can hinder students' progress in pronunciation, fluency, and overall confidence. With the advancement of technology, **digital feedback systems** have emerged as an innovative tool to support language learning. These systems include AI-powered pronunciation apps, online peer feedback platforms, and interactive speaking programs that offer immediate corrective feedback, performance tracking, and personalized learning experiences. By providing timely and specific guidance, digital feedback systems help learners identify their mistakes, practice more effectively, and gradually build speaking proficiency.

Literature Review

Previous studies have highlighted that speaking is often the most challenging skill for EFL learners. According to Brown (2007), effective speaking development requires **frequent practice, meaningful interaction, and immediate corrective feedback**. Traditional classroom instruction, however, often falls short in providing these conditions due to time constraints and large class sizes.

Recent research emphasizes the role of **digital feedback systems** in language learning. AI-powered pronunciation tools, such as speech recognition apps, allow learners to practice independently and receive instant feedback on pronunciation, stress, and intonation (Li & Hegelheimer, 2013). Online peer feedback platforms enable students to

collaborate, evaluate each other's performance, and reflect on their speaking skills (Wang, 2016). Studies have shown that learners using digital feedback systems demonstrate significant improvement in fluency, accuracy, and confidence compared to those using traditional methods (Zhang, 2020, Kim, 2021).

Despite these advantages, some researchers note limitations, such as learners' dependence on technology and potential lack of teacher guidance (Golonka et al., 2014). Therefore, a combination of **digital tools and instructor support** is often recommended to maximize speaking skill development.

This study builds on these findings by examining the use of digital feedback systems among **university-level EFL students,** aiming to assess their effectiveness and learners' perceptions in a real classroom setting.

Results

The study involved 40 university EFL students who participated in a six-week speaking intervention using digital feedback systems, including AI pronunciation apps and online peer feedback platforms. Pre-test and post-test assessments were conducted to measure improvements in **pronunciation, fluency, and overall speaking confidence**.

Pronunciation: Students showed a noticeable improvement in pronunciation accuracy. The average pre-test score for pronunciation was 62%, which increased to 81% in the post-test. Most students reported that immediate feedback from the digital tools helped them recognize and correct their pronunciation mistakes in real time.

Fluency: Fluency scores also improved significantly, with pre-test averages of 58% rising to 77% post-intervention. Students became more comfortable speaking without long pauses, and their speech rate improved.

Confidence and Engagement: Survey responses indicated a high level of student engagement and increased confidence in speaking English. About 85% of participants stated that using digital feedback systems motivated them to practice speaking more frequently outside the classroom.

Challenges: Some students reported minor difficulties with using the apps initially, such as navigating features or understanding certain feedback messages. A few students preferred additional teacher guidance alongside digital feedback.

Discussion

The findings of this study suggest that **digital feedback systems are effective tools for enhancing EFL students' speaking skills**. The significant improvement in pronunciation aligns with previous research (Li & Hegelheimer, 2013, Zhang, 2020), which highlights that **immediate corrective feedback accelerates the learning process** and helps students internalize correct speech patterns.

Fluency gains indicate that frequent practice using these tools reduces hesitation and fosters smoother speech. This supports Wang's (2016) argument that **digital peer interaction encourages more natural communication** and collaborative learning.

Students' positive attitudes toward digital feedback systems reveal that these tools can increase motivation and engagement in speaking practice. Motivation is a crucial factor in second language acquisition, as noted by Dörnyei (2001). By providing personalized, interactive feedback, digital systems create an environment where learners feel more confident to experiment and improve their speaking skills.

However, the study also confirms that **digital feedback alone is not sufficient**. Some students needed teacher guidance to fully understand certain feedback messages or to address more complex pronunciation issues. This highlights the importance of combining **technology with teacher support** to maximize the effectiveness of speaking instruction.

Conclusion

This study demonstrates that **digital feedback systems can significantly improve university EFL students' speaking skills**, particularly in pronunciation, fluency, and overall speaking confidence. Students benefited from immediate, personalized feedback, which encouraged more frequent practice and boosted their motivation.

However, the findings also highlight that **technology works best when combined with teacher guidance**, ensuring that learners fully understand and apply the feedback. Overall, integrating digital feedback systems into EFL classrooms offers a promising approach to enhancing speaking proficiency, fostering learner confidence, and making language learning more interactive and effective.

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GAMIFIKATSIYA JARAYONI VA UNING ARAB TILINI O‘RGANISHDA TA’SIRI

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Annotatsiya. *Maqolada chet tilini o‘rganishning innovatsion usullaridan bo‘lgan gamifikatsiya metodi hamda arab tilini o‘rganishda uning ta’siri haqida so‘z boradi. Gamifikatsiya tushunchasi, uning bugungi kundagi ahamiyat, nega aynan arab tilida bu jarayonni qo‘llash, arab tiliga bo‘lgan ijobiy va salbiy ta’sirlari va qaysi elementlar bu jarayonda muhim rol o‘ynashi haqida ma’lumotga ega bo‘lasiz. Ta’lim jarayonida o‘yin elementlaridan foydalanish o'rganuvchilarning ishtiyoqini oshirishi hamda o'zlashtirish samaradorligining kuchayishi imkoniyatlari ham ko ‘rib chiqiladi. O‘yinlashtirish jarayoni orqali til o‘rganuvchilar motivatsiyasini oshirish, doimiy bilimlarini mustahkamlab borish va qiyin ko‘ringan arab tili grammatikasi va alifbosini o‘yin texnologiyalari orqali o‘rganib borish ilmiy asosda tahlil qilinadi.*

Kalit so‘zlar: *gamifikatsiya jarayoni, arab tili, raqamli texnologiyalar, yangi til o'rganuvchilari, grammatika, alifbo, Duolingo.*

Hozirgi kunda ta’lim sifatini oshirishga alohida e’tibor berilar ekan, uni rivojlantirish maqsadida ko‘pgina tizimli chora-tadbirlar amalga oshirib kelinmoqda. Shunday jarayonlardan biri gamifikatsiya usuli hisoblanib, u o‘quvchilar faolligini va o‘qishga bo‘lgan qiziqishi, motivatsiyani oshirish, bilimini mustahkamlash, o‘z fikrini erkin, qo‘rqmasdan bayon eta olish uchun xizmat qiladi. Zamonaviy metodlarga asoslangan gamifikatsiya jarayonini ta’lim va o‘yin texnologiyalari hamohangligi deb atasak ham mubolag‘a bo‘lmaydi. Uning asosiy mohiyati shundaki, unda o‘quvchilar o‘yin elementlari (ball, daraja, topshiriq, sovrin, natija) orqali darsga aloqador jarayonlarda ishtirok etib, dars mazmunini qiziqarli shaklda o‘zlashtiradilar, faol ishtirok etishga intiladilar va o‘z bilimlarini bosqichma-bosqich mustahkamlab boradilar.Bu jarayon o‘quvchilarda sog‘lom raqobat, yuqori motivatsiya hamda mavzuga nisbatan ijobiy munosabat shakllanshiga yordam beradi. Yana bir muhim jihatlardan biri, bu metod chet tilini o‘rganishda ham ko‘plab til o'quvchilar tomonidan samarali foydalanib kelinmoqda. Sebastian Deterding, Dan Dixon, Rilla Khaled va Lennart Nackelarning (2011) ta'kidlashicha, o'yinlashtirish birinchi marta 2010-yilda o‘yin bo'lmagan muhitlarda o'yin dizayni elementlarini qo'llashni tasvirlash uchun joriy etilgan.Bundan tashqari, til o‘rgatish jarayoni ayniqsa arab tili darslari muntazam mashq qilish va doimiy qiziqishni talab qiladi. Arab alifbosi, grammatikasi murakkabligi va lug‘at boyligi sababli yangi til o‘rganuvchilari ayrim qiyinchiliklarga, ularni esda saqlashda ba’zi muammolarga duch kelishi mumkin. Shu sababli aynan shu gamifikatsiya texnologiyasi dars jarayoning yanada qiziqarli va interaktiv bo'lishini ta'minlaydi. Zamonaviy tadqiqotlar ham bu yondashuv o‘quvchilarning o‘rganishga bo‘lgan munosabatini yaxshilashi va dars samaradorligini oshirishini ko‘rsatmoqda. Shu bois, ushbu maqola gamifikatsiyaning jarayoni va uning arab tilini o‘rganishdagi o‘rnini aniqlashni maqsad qilgan.

Hozirgi texnologiyalar asrida o‘qitish tajribasini mustahkamlash va yangi til o‘rganishda texnologiyalardan foydalanish zaruratga aylanar ekan, bunga “Z” avlodining (1996-2011-yillar oralig‘ida tug‘ilgan yosh avlodlar) raqamli texnologiyalar bilan ulg‘ayganligi va qisqa vaqt ichida ko‘proq vizual va interaktiv ma’lumotlarni qabul qilishini sabab qilishimiz mumkin. Bu avlod ananaviy turdagi ta’lim tizimi bilangina cheklanib qolmay, o‘quv mashg‘ulotlari paytida tezkor fikr, interaktiv jarayon va raqobatni talab qiluvchi har xil turdagi qiziqarli o‘yin elementlarini afzal ko‘rishadi. A.Yusupov (2024) ta’kidlaganidek, gamifikatsiya orqali o‘quvchilar o‘rganish jarayonini o'yin shaklida qabul qiladilar, bu esa ularning motivatsiyasini oshiradi va o‘quv materialini yanada osonroq yodlashlariga yordam beradi. Raqamli o‘yinlar va interaktiv platformalar, masalan, Duolingo, Kahoot, Quizizz kabi vositalar o'quvchilarga bilimlarni o‘zlashtirishda faollik ko'rsatish, o'zaro raqobatlashish va muvaffaqiyatga erishish imkoniyatini yaratadi.

D.Zaynobiddinova (2025) tomonidan olib borilgan tadqiqotlarga ko‘ra, o‘yin elementlari qo‘llangan darslarda o‘quvchilarning darsga jalb qilinishi 20-30% ga oshgan va o‘zlashtirish bilan bog‘liq muammolar esa sezilarli darajada kamaygan. Shu bilan birga, mustaqil fikrlash va muammolarni hal qilish qobiliyati ham rivojlangan. Chunki mavzuga yo‘naltirilgan o‘yinlar o‘quvchilarni oddiygina o‘ylashga emas, balki tanqidiy va mantiqiy o‘ylashga ham turtki bo‘ladi.

Arab tili xalqaro hamjamiyatda ikkinchi til sifatida katta e'tibor qozondi va BMT uni rasmiy muloqot tili sifatida qabul qilgan, shu sababli uning o‘rganilishi ham ortib bormoqda. Shundan keyin bu tilni ona tilisi arab tili bo‘lmagan nutq so‘zlovchilarning soni ham sezilarli darajada oshdi va bu tilni o‘rganishga bo‘lgan ehtiyoj ham ortib bordi. Ammo, o‘z navbatida arab tilining o‘ziga xos bir qancha qiyinchiliklari ham mavjud: harflar yozilishi, so‘z ildizlar tizimi, bog‘lanishlar (logaturalar), murakkab grammatik tuzilmalarni o‘z ichiga oladi. Bu qiyinchiliklarni yengishda aynan gamifikatsiya yondashuvi yordam beradi. Bu jarayon ularga motivatsiya past bo‘lganda rag‘bat beradi, so‘z yodlash jarayonini yengillashtirishadi, qiyin mavzularni qiziqarli qiladi. Arab tili darslariga mos gamifikatsiya elementlari orqali o‘quvchilar yangi tilni yanada puxta o‘zlashtiradilar. Jumladan, yangi so‘zlar yodlashda - “word challenge”, harflarni to‘g‘ri yozishda – “alifbo pazzlelar”, arabcha dialoglar uchun “role-play” o‘yinlar va Duolingo, Kahoot, Quizizz kabi platformalar aynan qo‘l keladi. Shuningdek, bu platformalar til o‘granuvchilariga istalgan paytda mustaqil ravishda bilimini tekshirish va mustahkamlab borish imkonini beradi. Al-Azawi, R., Al-Faliti, F., & Al-Blushi, Mlarning “King of Grammar” (“Grammatika Shohi”) deb nomlanuvchi mobil ilova yuzasidan tadqiqot olib boradi, bu tadqiqotda eksperimental va nazorat guruhli dastur qo‘llanildi. Unga ko‘ra, 90 nafar o‘rta maktab o‘quvchisi ikkita guruhga bo‘linadi(tajriba guruhi va nazorat guruhi). Nazorat guruhi ananaviy usulda ta’lim olgan bo‘lsa, tajriba guruhi ananaviy darslar bilangina cheklanib qolmay, King Kong ilovasidagi darajalar, ballar, mukofotlar va reyting jadvallari kabi gamifikatsiya elementlaridan foydalanishgan. Tadqiqot natijalariga ko‘ra, grammatika test natijasi tajriba guruhida 89% bo'lgan bo'lsa, nazorat guruhida 72% kuzatilgan. Darslarga qiziqish 89% (t.g) - 45% (n.g), mashq qilish vaqti 82% (t.g) - 35% (n.g) vaqtini oshirgan (2 baravar ko‘p amaliyot). Motivatsiya darajasi tajriba guruhi yuqori bo‘lgan bo‘lsa, nazorat guruhi o‘rtacha darajaga erishgan.

Gamifikatsiya jarayonining yangi arab tili o‘rganuvchilari uchun bir qancha afzalliklari mavjudligi aniqlangan.

- Xotirani mustahkamlaydi: yangi so‘zlarni yodlashda turli xil so‘z o‘yinlari, memory cardlar va harflarni ulash mashqlari takrorlash mexanizmini kuchaytiradi.
- Motivatsiya oshiradi: gamifikatsiya dars jarayonini rag‘batlantiruvchi mexanizmlar bilan boyitadi (ball, badge, daraja, reyting). Bu jarayon qanchalik qiyin bo'lmasin, ular buni shunchaki o'yin sifatida qabul qilishadi va tilni o'rganishga bo'lgan motivatsiya yanada oshib, davomli o‘rganishga tayyor bo‘lishadi.
- Tilni amaliy qo‘llash imkoniyati: tilni faqatgina nazariy emas, balki amaliy jihatdan ham qo‘llash imkoniyati mavjud bo‘ladi. Rolli o‘yinlar, dialog musobaqalari, vaqtli topshiriqlar arab so‘zlarini real muhitda qo‘llash vaziyatini yaratadi.
- Jamoaviy ishlash ko‘nikmasi rivojlanadi: boshqa o‘quvchilar bilan hamkorlikda ishlash orqali jamoaviy va muloqot ko‘nikmalarini rivojlantirish mumkin. Ba‘zi bir yoshlarda boshqalar oldida uyalish hissi yuqori bo‘lgani uchun o‘zi fikrini erkin bayon eta olmaydi. Shunday vaziyatda ular kichik jamoalarda ishlab, o‘z jamoa a‘zolari oldida erkin fikrini bayon etoladi va muloqot ko‘nikmalarini ham rivojlantirib boradi.
- “Z” avlodiga mos o‘quv muhitini yaratadi: bu metod ayniqsa texnologiyalar bilan katta bo‘layotgan “Z” avlodi uchun juda mos hisoblanadi. Chunki ular tez zekirishiga odatlanib qolishgan, shuning uchun faol ishtirok orqali o‘rganishni afzal ko‘rishadi. Shuningdek, hozirda ularning deyarli hammasida mobil telefonlar mavjud va Duolingo, Memrise, Drops va shu kabi turli xil til o‘rgatuchi ilovalarni o‘rnatib, doimiy ravishda bilimlarini tekshirib borish, yangi mavzular, so‘zlarni o‘rganish, hattoki o‘sha tilning “native speaker”lari bilan muloqot qilish imkoniyati mavjud bo‘ladi.
- Raqobat hissi paydo bo‘ladi: gamifikatsiya elementlari ta‘sirida til o‘rganuvchilari o‘rtasida raqobat paydo bo‘ladi, natijada til o‘rganishga bo‘lgan ishtiyoq yanada ortadi va o‘z bilimlarini kuchaytirishda davom etadi.

Arab tilini o'rganish uchun o‘yinlashtirishning samaradorligi va ta‘siri o‘tmishdagi adabiyotlarda ham keng o‘rganilgan. Xususan, Mazer va Al-Ajlouni (2023) Iordaniyada arab tilini o‘rganishda o‘yinlashtirishga e‘tibor qaratdi. Ular tillar uchun til o'yiniga asoslangan o‘quv strategiyalaridan foydalanish va o‘quvchilarning arab tilini o‘qish va yozish ko‘nikmalaridagi yaxshilanish o‘rtasida ijobiy munosabat borligini xabar qilishdi.

Ammo bu usul bir qancha muammolarni ham keltirib chiqarishi bir qancha olimlar tomonidan o‘rganilgan.

∗O‘qituvchilarning texnologik bilimlari yetarli bo‘lmasligi: o‘qituvchilarning hammasi ham texnologiyalaridan to‘liq xabardor bo‘lmasligi mumkin, ayniqsa, yoshi kattalar va bu dars jarayonida raqamli asosdagi o‘yinlarni qo‘llash to‘sig‘ini keltirib chiqaradi. Shu sababli o‘qituvchilar arab tili grammatikasi va so‘z boyligini o‘qitishda ananaviy usuldagi ta‘limga tayanadilar. Ta‘lim tizimi texnologiyalar bilan bog‘liq holda rivojlanib borar ekan, til o‘rgatuvchularning har biridan texnologik ko‘nikmalariga ega bo‘lishi talab qilinishi kerakdir.

∗O‘yin elementlari chuqur o‘rganishni kamaytiradi: bu metodda o‘rganuvchi fanga to‘liq kirib bormaydi, ya‘ni bunday paytda faqat tezlikka e‘tibor qaratiladi va mazmunga chuqur kirish talab qilinmaydi. O‘z navbatida bu o‘quvchilar bilimi pasayishiga olib keladi.

Al-Adwan (2020) arab tili lug'atida gamifikatsiyadan foydalangan talabalar chuqur tushunish emas, balki tezkor javob berishga ko'proq e'tibor qaratganini aniqladi.

∗O'qituvchi uchun yuklama ortadi: Bu usul ko'p vaqt va resurs talab qiladi. O'rgatuvchi asosiy metodikasiga kam vaqt ajratadi. O'yinlarni yaratish, kontentni moslashtirish va balli tizimlar shular jumlasidandir.

O'yinlarni loyihalashtiradigan naqshlarning odatiy dizayni "o'yin elementlari" deb nomlanadi. Ballar, nishonlar, reyting jadvallari, progress jadvali, natija grafigi, topshiriq, darajalar, avatarlarni bunga misol qilishimiz mumkin va bularning barchasining o'ziga xos xususiyatlari mavjud. Quyidagi jadvalda ularning vazifalari haqida tanishasiz.

1-jadval.

Gamifikatsiya elementlari	Ta'rifi (o'zbek tilida)	Arab tilini o'rganishda foydasi
Ballar(Points)	Ma'lum topshiriqlar bajarilganda beriladigan sonli ko'rsatkichlar.	O'quvchini muntazam mashq qilishga undaydi, motivatsiyani oshiradi.
Nishonlar (Badges)	O'quvchining ma'lum yutuqlarini ko'rsatib turuvchi ramziy belgilar	Kichik yutuqlarni nishonlash orqali O'rganish jarayonini yanada qiziqarli qiladi
Reyting jadvali (Leaderboards)	O'quvchilarning muvaffaqiyatlariga ko'ra tartiblangan ro'yxat.	Raqobat muhiti yaratib, "Z" avlodini faolroq o'rganishga undaydi.
Muvaffaqiyat paneli (Progress bars)	O'quvchining qanchalik oldinga siljishini ko'rsatuvchi indikator.	O'quvchi o'z o'sishini ko'rib, davom ettirishga rag'bat oladi.
Natija grafigi (Performance graph)	O'quvchining umumiy ko'rsatkichi va rivojlanish dinamikasi.	Qaysi bo'limlarda sust ekanligini aniqlashga yordam beradi.
Topshiriqlar / Vazifalar (Quests)	O'yin ichidagi bajarilishi kerak bo'lgan mini-vazifalar.	Lug'at, talaffuz va grammatikani kichik bosqichlarda o'rganishni osonlashtiradi.
Ijtimoiy elementlar (Social elements)	Boshqa foydalanuvchilar bilan o'zaro aloqa qilish imkoniyati.	Arab tilida suhbat qilish mini-musobaqalar o'tkazish orqali real kommunikativ tajriba
Darajalar (Levels)	O'yin yoki o'quv jarayonining muayyan bosqichlari.	Rag'bat orqali o'quvchilar qo'shimcha topshiriqlar bajarishga qiziqadi.

Gamifikatsiya til o'rgatish jarayonida, ayniqsa, arab tili ona tili bo'lmagan o'rganuvchilar uchun juda samarali omil hisoblanadi. O'quv muhitida raqamli asosdagi o'yinlar o'ynash o'quvchilar sodiqligi va sinf faoliyatidagi ishtirokini qo'zg'atadi va raqobatdosh muhitda o'z ustida tinimsiz ishlab boradilar. Ba'zi salbiy jihatlari bor bo'lishiga qaramasdan, afzalliklari ko'proq ustun keladi va bir qancha tadqiqotlar ham buni isbotlagan. Yaqin kelajakda arab tilini o'rganishda raqamli platformalarni keng joriy etish barcha til o'rganuvchilari uchun birdek foydali bo'ladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

EMOTIONAL REGULATION COMPETENCE IN SIMULTANEOUS INTERPRETING TRAINING: A LINGUODIDACTIC PERSPECTIVE

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Abstract. *Simultaneous interpreting is one of the most stressful forms of language mediation. Interpreters must listen, process, translate, and speak almost at the same time, which creates strong emotional pressure and increases the risk of anxiety and performance breakdowns. However, emotional regulation is rarely included as a separate component in interpreter training. This article examines the role of emotional regulation competence in simultaneous interpreting and argues for its integration into linguodidactic practice.*

Keywords*: emotion regulation, simultaneous interpreting, linguodidactics, interpreter training, cognitive load, anxiety*

Introduction

Simultaneous interpreting (SI) requires interpreters to work under constant time pressure, manage complex cognitive processes, and maintain high accuracy. For students, this situation is especially stressful, and emotional reactions often interfere with their performance. Feelings of panic, fear of mistakes, high self-expectations, and stressful training conditions can reduce concentration and lead to errors. Despite this, interpreter training traditionally focuses on linguistic, technical, and cognitive skills. Emotional regulation competence is the ability to understand, monitor, and manage one's emotional reactions during interpreting which is rarely addressed in a systematic way.

This oversight creates a pedagogical gap. Research in psychology shows that emotions significantly influence attention, memory, and decision-making, all of which are central to interpreting performance. When emotional arousal exceeds a controllable threshold, the cognitive system becomes overloaded, and the interpreter cannot efficiently process incoming information. For this reason, emotional regulation competence should be considered an essential component of interpreter training. The purpose of this article is to provide a clear understanding of emotional regulation as a professionally relevant skill, explain its importance through theoretical models, and offer practical strategies for integrating it into linguodidactic practice.

Theoretical Foundations of Emotion Regulation

2.1 The Process Model of Emotion Regulation (James Gross)

James Gross's process model of emotion regulation provides a solid theoretical basis for understanding how interpreters can manage their emotional states during performance. Gross distinguishes between **antecedent-focused** and **response-focused** strategies.

- Antecedent-focused strategies (e.g., cognitive reappraisal – changing how we interpret a situation)
- Response-focused strategies (e.g., suppression – hiding or holding back emotional expression)

Antecedent-focused strategies, such as cognitive reappraisal, occur before the full emotional reaction is triggered and involve modifying one's interpretation of a stressful situation. For example, an interpreter may reframe a difficult speech as a learning opportunity rather than a threat to their competence. This type of strategy reduces emotional intensity and therefore preserves cognitive resources.

In contrast, response-focused strategies, such as emotional suppression, occur after an emotional reaction has already been triggered. Suppression requires effort and increases physiological stress, making it an inefficient strategy during simultaneous interpreting, where cognitive capacity is already strained. Gross's theory therefore highlights the importance of teaching interpreters proactive regulation strategies rather than reactive ones. His model shows that emotions can be managed in practical, learnable ways, which supports the inclusion of emotional regulation training in interpreter education.

2.2 Developmental and Educational Views (Nancy Eisenberg)

Nancy Eisenberg's work expands the discussion of emotional regulation by emphasizing its developmental and educational dimensions. Eisenberg argues that emotional regulation is closely tied to attention control, self-monitoring, and behavioral flexibility skills that are essential for successful interpreting. Importantly, she demonstrates that emotional regulation can be taught and improved through guided practice, reflective activities, and supportive learning environments. This perspective aligns naturally with linguodidactic principles, which view learning as a structured and scaffolded process. If emotional regulation can be developed through educational methods, then interpreter training programs should include targeted activities designed to strengthen students' regulation skills alongside their linguistic and cognitive competencies.

Emotional Challenges in Simultaneous Interpreting

Simultaneous interpreting involves performing several complex cognitive operations at once, including listening, comprehension, short-term memory retention, linguistic reformulation, and speech production. When combined with time pressure and external expectations, these tasks generate significant emotional strain. Students frequently report feelings of anxiety, panic, embarrassment, and cognitive overload during early SI training. These emotional reactions are often triggered by factors such as rapid speech rate, unfamiliar terminology, unclear structure in the source speech, or technical problems with interpreting equipment. In addition, the presence of peers or instructors may create a sense of evaluation pressure, increasing the emotional intensity of the task.

These emotional states, if unmanaged, directly affect performance. High anxiety reduces attentional focus, disrupts memory functioning, and leads to premature or delayed production. Students may freeze, speak too slowly, or lose track of the original message. Over time, repeated negative experiences can also decrease motivation and confidence. Without tools for managing these reactions, students may develop avoidance behaviors, disengage from practice, or fail to reach professional performance levels. Therefore, identifying and addressing the emotional challenges of SI is essential for effective interpreter training.

Cognitive Load and Emotional Regulation in Interpreting

Daniel Gile's Effort Model provides a valuable framework for understanding how emotional reactions interfere with interpreting performance. According to Gile, simultaneous interpreting requires the coordination of several cognitive efforts: listening and analysis, production, memory, and coordination. All of these efforts compete for limited cognitive resources. When an interpreter experiences strong emotional arousal such as nervousness, frustration, or fear, part of their cognitive capacity is diverted toward managing or simply experiencing this emotional state. As a result, fewer resources remain available for listening, processing meaning, and producing accurate output. This leads to typical interpreting errors such as omissions, distortions, or breakdowns in fluency.

Eugene Nida's contributions, while primarily focused on translation, also emphasize the importance of psychological and situational factors in language mediation. His recognition of the translator's internal state supports the view that emotional stability is necessary for high-quality linguistic performance. Together, these theories illustrate that emotional regulation is not an optional addition to interpreting training, rather, it is a fundamental factor influencing cognitive efficiency and overall quality during simultaneous interpreting.

Developing Emotional Regulation Competence in Interpreter Training

Emotional regulation competence can be systematically developed through structured pedagogical intervention. This article proposes a practical linguodidactic model consisting of four interconnected components: **awareness training**, **rapid regulation strategies**, **controlled exposure to stress**, and **reflective analysis**.

The first component, awareness training, helps students identify the emotional triggers that disrupt their performance. Through reflective journals, guided discussions, and short feedback sessions, students become more aware of patterns in their reactions, such as increased tension during fast speeches or fear of making mistakes in front of peers. Awareness is the foundation for effective regulation.

The second component involves rapid emotional regulation techniques that interpreters can use during or between interpreting segments. These techniques may include controlled breathing exercises, cognitive reappraisal strategies, short grounding techniques, and micro-pauses that help the interpreter restore focus. Teaching students how to apply these strategies quickly and efficiently is essential, since SI does not allow for long recovery periods.

The third component, gradual exposure to stressful conditions, aims to build students' psychological resilience. Instead of shielding students from difficult tasks, instructors can slowly introduce challenges such as increased speech rate, emotionally charged topics, or simulated conference conditions. This controlled escalation helps students adapt to pressure rather than become overwhelmed by it.

Finally, reflective analysis enables students to integrate emotional regulation into their professional identity. After each SI training session, students can discuss their emotional responses and evaluate which strategies were effective. This reflection strengthens metacognitive awareness and allows students to take ownership of their emotional development.

As a conclusion, emotional regulation competence is a critical but often overlooked element of simultaneous interpreting. Research by Gross and Eisenberg demonstrates

that emotional regulation is both essential for cognitive performance and fully trainable through education. Gile's Effort Model and Nida's contributions further confirm that emotional states influence the interpreter's cognitive capacity and linguistic decisions. Integrating emotional regulation training into interpreter education can significantly improve accuracy, fluency, and confidence among students. It also prepares them for real professional challenges, where emotional stability is as important as linguistic and technical skill. Future research should explore the most effective teaching methods for developing emotional regulation competence and examine how this competence evolves as students become professional interpreters.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

TIL VA TA'LIM INTEGRATSIYASI: ILG'OR XORIJIY TAJRIBALAR

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Annotatsiya. *Ushbu maqola O'zbekiston ta'lim tizimida til va fan integratsiyasining mohiyati va ahamiyatini yoritadi. Prezident qarorlari hamda 2020–2030-yillarga mo'ljallangan til siyosati mazkur yo'nalishning qonuniy va strategik asosini mustahkamlaydi. Finlyandiya, Singapur, Kanada, Koreya kabi mamlakatlarning ilg'or tajribasi CLIL, immersiya va ko'p tillilik kabi yondashuvlar orqali ta'lim samaradorligini oshirishga xizmat qilayotganini ko'rsatadi. Maqolada ushbu tajribalarni O'zbekiston maktablari uchun moslashtirish imkoniyatlari ham tahlil qilinadi. Til va ta'lim integratsiyasi yoshlarning til va fan ko'nikmalarini zamonaviy, amaliy va innovatsion usullarda rivojlantirishga xizmat qiladi.*

Kalit so'zlar: *xorijiy til, ta'lim tizimi, ko'p tillilik, CLIL, immersiya, integratsiya, texnologiya, baholash.*

Kirish

Maqolani Prezidentimiz Shavkat Miromonovich Mirziyoyevning ta'lim borasidagi fikrlari bilan boshlash o'rinlidir. 2021-yil 6-may kuni o'tkazilgan yig'ilishda davlat rahbari chet tillarini o'qitish tizimini isloh qilish zarurligini ta'kidlab: "O'zbekistonda xorijiy tillarni o'qitishning yangi tizimini yaratish vaqti keldi – bu kelajak uchun mustahkam poydevor bo'ladi". Ushbu fikr orqali maktab va oliy ta'limda chet tillarini chuqur integratsiya qilishning dolzarbligi qayd etildi. Prezidentimizning fikricha, zamonaviy bitiruvchi kamida ikki chet tilini bilishi zamon talabi hisoblanadi. 2025-yil 9-sentabr kuni aytilgan nutqda ham ta'lim sifati milliy taraqqiyotning bosh omillaridan biri sifatida baholanib: "Sifatli ta'lim – kuchli iqtisodiyot va mamlakat kelajagining garovi", deya ta'kidlandi. Shuningdek, yoshlarning ilm-fan, til va sport sohalaridagi yutuqlari davlat tomonidan qo'llab-quvvatlanishi zarurligi qayd etildi.

Til siyosati bo'yicha esa 2020–2030-yillarga mo'ljallangan konsepsiya davlat tilining mavqeini mustahkamlash hamda o'zbek tilining zamonaviy texnologiyalar bilan uyg'un rivojlanishini ko'zda tutadi. Ushbu siyosat chet tillarini o'qitish bo'yicha islohotlar bilan hamohang tarzda olib borilmoqda.

1. CLIL va fan-til integratsiyasi (Finlyandiya tajribasi)

Finlyandiya ta'lim tizimi CLIL (Content and Language Integrated Learning) modelining eng muvaffaqiyatli namunasidir. Bu model asosida fanlarni chet tilida o'qitish orqali o'quvchilar bir vaqtning o'zida ham til, ham fan ko'nikmalarini rivojlantiradilar. Masalan, biologiya, geografiya yoki tarix darslarining ingliz tilida o'tilishi terminologiya, ilmiy tushunchalar va muloqot kompetensiyasini mustahkamlaydi.

Bunday yondashuv:

- dunyoqarashni kengaytiradi,
- tanqidiy fikrlashni rivojlantiradi,
- real kommunikativ vaziyatlarda tilni qo'llashni o'rgatadi,

- darsga bo‘lgan motivatsiyani oshiradi.

2. Ko‘p tillilik modeli (Singapur tajribasi)

Singapur ta‘lim tizimi dunyoda eng muvaffaqiyatli ko‘p tillilik modellaridan biri hisoblanadi. Har bir o‘quvchi ingliz tili bilan birga o‘z ona tilini ham mukammal egallaydi. Ingliz tili fanlar, texnologiya va kundalik hayotda asosiy aloqa vositasiga aylangan.

Bu tizim:

- o‘quvchilarda ikki tilli akademik kompetensiya shakllantiradi,
- madaniyatlararo muloqotni osonlashtiradi,
- global bozor talablariga mos kadrlar tayyorlaydi.

O‘zbekiston sharoitida ikki tilda dars modullarini ishlab chiqish, xususan, tabiiy fanlar va ijtimoiy fanlarni ingliz tilida o‘qitish ushbu tajribani moslashtirish imkonini beradi.

3. Immersiya va texnologiyalar integratsiyasi (Kanada, Koreya, Estoniya)

Kanada va Koreya immersiya dasturlari bo‘yicha dunyoda yetakchi hisoblanadi. Bu tizimda o‘quvchilar chet tilida to‘liq muloqot muhiti yaratilib, tilni tabiiy sharoitda o‘rganadilar.

So‘nggi yillarda:

- VR (virtual realistik muhit),
- AI (sun‘iy intellekt) asosida yaratilgan platformalardan foydalanish talabalarga real hayotga yaqin kommunikativ tajriba beradi.

Estoniya esa raqamli ta‘lim bo‘yicha ilg‘or davlatlardan bo‘lib, interaktiv onlayn platformalar orqali til va fanlarni masofadan turib o‘qitish imkoniyatini kengaytirmoqda.

Bu texnologiyalar:

- o‘quvchi motivatsiyasini oshiradi,
- musobaqalarga tayyorlanish uchun qo‘shimcha imkoniyat yaratadi,
- amaliy til ko‘nikmalarini mustahkamlaydi.

4. Integratsiya natijalarini baholash

Xorijiy tajribada baholash faqat testlar bilan cheklanmaydi. Buning o‘rniga:

- loyihalar,
- taqdimotlar,
- guruh ishlari,
- amaliy muloqot mashqlari asosida baholash qo‘llaniladi. Bu yondashuv o‘quvchilarning ijodkorlik, tahliliy fikrlash va muloqot ko‘nikmalarini rivojlantiradi.

O‘zbekiston maktablarida ham ushbu model bosqichma-bosqich joriy qilinmoqda. Ko‘plab ta‘lim muassasalarida prezentatsiyalar, slaydlar, loyihaviy ishlar va interaktiv o‘yinlar orqali baholash tizimi shakllantirilmoqda.

Xulosa.

Prezident Mirziyoyevning nutqlarida ta‘kidlanganidek, xorijiy tillarni o‘rganish bugungi zamonning eng muhim talablaridan biridir. Dunyo tajribasi ko‘rsatadiki, CLIL, immersiya, ko‘p tillilik, raqamli texnologiyalar va loyiha asosidagi baholash kabi yondashuvlar o‘quvchilarning til va fan ko‘nikmalarini sezilarli darajada rivojlantiradi.

O‘zbekiston ta‘lim tizimiga:

- CLIL modellarini keng joriy etish,
- ikki tilda o‘tiladigan darslar sonini ko‘paytirish,
- VR, AI va raqamli platformalardan foydalanish,

- faoliyatga asoslangan baholash tizimini tatbiq etish katta samaralar beradi.

Bu yondashuvlar orqali o‘quvchilar nafaqat tilni, balki fan va texnologiya bo‘yicha zamonaviy bilimlarni ham egallash imkoniga ega bo‘ladilar. Kelajak ta’limi esa aynan integratsiyalashgan, interaktiv va ko‘p tilli ta’lim modeli asosida rivojlanadi.

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METHODS OF TEACHING STUDENTS OF TRANSLATION FACULTIES WRITTEN TRANSLATION OF ECONOMIC TEXTS

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Abstract. *This paper explores pedagogical methods for training translation-faculty students in the written translation of economic texts. Given the terminological density, conceptual complexity, and stylistic specificity of economic discourse, translation of economic texts requires not only linguistic competence, but also subject-matter understanding and methodological awareness. Combining insights from translation studies and specialized translation pedagogy, this work proposes a structured model for translation training: pre-translation analysis, terminology acquisition and management, strategy selection, translation production, and revision with peer and instructor feedback. Pedagogical techniques such as comparative translation tasks, terminology work, use of authentic economic texts, problem-based and project-based translation assignments are also advocated.*

Keywords*: translation pedagogy, economic texts, specialized translation, terminology, translation strategies, translation competence, written translation, training methods.*

Introduction

In recent decades, the demand for translation of economic and financial texts has grown, driven by globalization, international business, economic integration, and cross-border communication. This has stimulated scholarly interest in economic translation as a specialized field, examining both its theoretical and practical facets. Theoretical and practical issues describe economic translation as both a process and a product: as a process, a complex, multi-stage act of cross-cultural bilingual communication, as a product – a target text that strives for equivalence with the source while necessarily adapting to linguistic and cultural differences. The interdisciplinary character of economic translation complicates assigning it a clear status: translation competence must include not only linguistic skill, but also domain knowledge in economics. The rapid development of business and economic terminology, often in English, forces many countries to confront whether to borrow, adapt, or translate new terms – a problem that affects translation pedagogy (Nida, 1964, Baker, 2018).

Terminology and Terminological Challenges

A core challenge in economic translation is the accurate translation of specialized economic terminology, often including neologisms, polysemous terms, collocations, and terms without direct equivalents. In the context of translation into non-European languages (or languages with different economic traditions), adaptation of terms may

require loan translation, transliteration, semantic expansion, or hybrid methods (Fedorov, 2002). For example, the study of Translation Methods of Economic Neologisms in Internet Discourse demonstrates how economic neologisms are translated into Uzbek language using loan translation, semantic expansion, and hybrid adaptation – offering insight into how translation pedagogy might incorporate both linguistic and cultural adaptation. Empirical research into translation of economic texts from English into Russian reveals frequent use of techniques such as direct equivalents, transliteration, transcription, or explanatory paraphrase when no adequate equivalents exist (Komissarov, 1990).

Linguistic and Stylistic Features of Economic Texts

Specialized economic texts often combine general-language vocabulary with domain-specific terminology, abbreviations, acronyms, collocations, and syntactic structures typical of technical or financial writing. Apparently, simple elements – for example, modal verbs – can present serious translation difficulties in economic texts, due to polyfunctionality and context-sensitive meanings. Moreover, syntactic differences between languages (e.g., nominalization tendencies in English vs. Russian, differences in sentence structure, use of prepositional phrases, long noun-phrases etc.) often complicate translation (McCloskey, 1988).

Pedagogical needs and issues in translation training

The expansion of economic, political, and cultural contacts internationally has increased demand for translators competent in economic translation, including in non-linguistic countries such as Uzbekistan, but pedagogical practice has not always kept pace. The insufficient development of scientific foundations for translation pedagogy is one cause of inadequate preparation of translators. In applied translation pedagogy, it is recommended to implement inclusion of authentic specialized texts (financial reports, business documents, economic articles) and systematic terminological training rather than simplistic text-book exercises. The effective training must address not only linguistic translation skills, but also terminological competence, subject knowledge, awareness of stylistic and syntactic specificity of economic discourse, and translational decision-making (strategy, adaptation, consistency). Pedagogical research points to the need for structured curricula that integrate theory and practice, authentic materials, terminological work, and reflective translation tasks. These observations form the theoretical foundation for designing effective methods for teaching translation of economic texts.

The effective ways and approaches for teaching written translation of economic texts

1. Interdisciplinarity and dual competence – students should build both linguistic and translation competence as well as subject-matter competence (economics, finance). As economic translation is not purely linguistic, students must understand the economic concepts behind terminology (Byrne, 2006).

2. Terminology awareness and management – given the high density of specialized terms, including neologisms, polysemous terms, acronyms, collocations, and sometimes absence of equivalents, the course must include systematic work on terminology: identification, definition, equivalence search, adaptation (Bowker, 2015).

3. Authentic-text orientation and real-world relevance – using real economic texts (e.g. financial reports, business articles, economic journalistic pieces, contracts, balance

sheets) rather than artificially simplified or invented texts. This ensures students face real challenges (terminology, style, context, audience) and prepares them for professional translation tasks (Kelly, 2005, Gile, 2009).

4. Reflective, decision-making translation practice – translation is not mechanical code-switching. Students need to analyze source texts, make informed decisions (choice of equivalence, translation strategy: domestication, foreignization), and justify them. This builds translation competence and autonomy (Pym, 2012, Kiraly, 2014).

5. Progressive, staged training – starting from analysis and terminology work, moving to draft translation, then revision and peer as well as instructor feedback, to final version. This staged approach helps manage complexity of economic texts (Hurtado Albir, 2017).

The step-by-step implementation of teaching students written translation of economic texts

Preparatory phase – familiarization and terminology building. Students get introduced to economic texts in both source and target languages, read sample texts (reports, articles), start building a subject-specific glossary, learn to use economic dictionaries, financial glossaries, corpora (Bowker, 2002).

Pre-translation analysis – before translating, students analyze the source text: identify specialized terms, ambiguous vocabulary, collocations, idiomatic expressions, syntactic difficulties, style-functional features, audience, register, purpose, possible translation problems (e.g. non-equivalent terms, cultural references) (Nord, 1999).

Terminology work and equivalence search – for every identified term, students should search for equivalents (dictionary, specialized glossaries), consider transliteration, borrowing, loan translation, paraphrase or adaptation if no direct equivalent, discuss possibilities and decide on best variant. They should also be encouraged maintaining a personal glossary and translation memory (Sager, 1990, Cabre, 1999).

Draft Translation – students produce first translation draft applying their analysis and decisions. They should focus on meaning and equivalence, not final polish. The draft should aim for semantic and pragmatic equivalence, readability, clarity in target language (Newmark, 1988).

Revision and peer-instructor feedback – students exchange drafts, comment on terminological choices, style, clarity, consistency. Instructor reviews and gives feedback on adequacy, style, term consistency, register. Discussion and justification of translation decisions (especially difficult ones) – this fosters critical thinking and translation awareness (Mossop, 2020).

Terminology-based tasks and exercises devoted solely to identifying, defining, and finding equivalents for economic, economic-financial terms, dealing with polysemy, acronyms, neologisms, translation of neologisms via loan translation, semantic expansion or hybrid adaptation can be useful for students. For instance, as in translation of economic neologisms into Uzbek.

Comparative translation assignments: teachers should give students a source text and possibly also an existing published translation, ask them to produce their own translation, then compare versions – analyze different strategies, terminological choices, stylistic differences. This helps raise awareness that there may be multiple acceptable

translations and helps justify translation decisions. This method supports reflective translation practice (decision-making). The general theory of economic translation recognizes this variability between target-texts because of cultural and linguistic differences (Baker, 2018, Hatim and Mason, 1997).

Use of authentic economic texts: teachers should incorporate real financial reports, business news articles, economic research papers, annual reports, balance sheets, contracts, etc. This gives students exposure to real terminological, structural and contextual complexity. As argued in pedagogical literature, such authentic-text orientation increases real-world readiness (Gile, 2009, Kelly, 2005).

Problem-based and project-based translation tasks: students should be assigned real-world-like projects (e.g., translating a company's annual report, a business plan, marketing research summary, financial analysis, economic article) which require not only translation but also adaptation to the target audience and context (e.g. local economic realities, cultural context, legal and financial terms). This simulates professional translation tasks and reinforces translation competence. As noted in curricula descriptions, students should be able to "apply knowledge of economic terminology and theory of economics" when translating specialized texts (Kiraly, 2014).

Corpus, Glossary. Translation-Memory work: teachers should also encourage students to build and maintain a glossary or translation memory of economic terminology. This supports terminological consistency across translations – an essential feature especially for technical or economic texts. The specialized translation literature underscores the necessity of such terminological work (Pearson, 2002).

Translation strategy training – domestication, foreignization, adaptation: students should be taught about different translation strategies: preserving source-language terms/structures (foreignization / borrowing), adapting to target-language norms (domestication), or hybrid solutions (loan-translation, semantic adaptation). Teachers encourage conscious choice of strategy depending on the text type, target audience, purpose, and economic-cultural context. This is particularly relevant in economic translation due to frequent Anglo-Saxon origin of economic terminology and globalization (Venuti, 1995, Vinay and Darbelnet, 1995).

Conclusion

In conclusion, while specialized translation – especially economic translation – poses significant challenges, a well-structured, thoughtful pedagogical approach can build translators' competence and prepare them for real-world professional translation tasks. Such training contributes to improved quality of economic translation, better cross-cultural communication, and supports the global exchange of economic knowledge and information.

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EFFECTIVE STRATEGIES FOR DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE IN PROSPECTIVE TOUR GUIDE-INTERPRETERS THROUGH THE CLIL APPROACH

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Annotation. *This article examines effective strategies for developing professional communicative competence in prospective tour guide-interpreters through Content and Language Integrated Learning (CLIL) approach. The study analyzes how CLIL methodology facilitates the simultaneous acquisition of professional knowledge and foreign language skills essential for tour guide-interpreter training. Through empirical research involving 120 students from tourism and translation programs, the article demonstrates that CLIL-based instruction significantly enhances learners' linguistic proficiency, intercultural communication skills, and professional terminology mastery. The findings reveal that integrated content-language teaching methods improve students' ability to perform authentic tour guide tasks including site interpretation, cultural mediation, and multilingual communication.*

Keywords: *CLIL approach, professional communicative competence, tour guide-interpreter training, content and language integration, intercultural communication, tourism education*

Introduction

The globalization of the tourism industry and the increasing demand for qualified tour guide-interpreters necessitate innovative approaches to professional education. Tour guide-interpreters serve as cultural mediators, language facilitators, and information providers, requiring a unique combination of linguistic proficiency, cultural knowledge, and professional expertise. The development of professional communicative competence in this field presents particular challenges, as it demands the integration of specialized content knowledge with advanced language skills across multiple domains. Content and Language Integrated Learning (CLIL) has emerged as a promising pedagogical approach that addresses these challenges by simultaneously teaching subject content and foreign language skills. Unlike traditional foreign language instruction that separates language learning from content acquisition, CLIL creates authentic contexts where language serves as a medium for learning professional knowledge. This dual-focused approach aligns particularly well with the needs of tour guide-interpreter education, where trainees must master both tourism-related content and the linguistic tools to communicate this content effectively. The research aims to identify effective CLIL strategies for developing professional communicative competence in tour guide-interpreter training, evaluate the impact of CLIL methodology on students' linguistic proficiency and professional knowledge, and provide evidence-based recommendations for implementing CLIL in tourism and translation education programs.

Literature rewiev

Content and Language Integrated Learning represents a paradigm shift in foreign language education, grounded in sociocultural learning theory and constructivist approaches to knowledge acquisition. Coyle, Hood, and Marsh (2010) conceptualized CLIL through the "4Cs Framework," emphasizing the integration of Content, Communication, Cognition, and Culture. This framework recognizes that effective CLIL instruction must balance subject matter learning with language development while promoting higher-order thinking skills and intercultural awareness. Research demonstrates that CLIL enhances both content knowledge and language proficiency without compromising either domain. Mehisto, Marsh, and Frigols (2008) argue that CLIL's effectiveness stems from providing learners with authentic, meaning-focused contexts for language use, thereby increasing motivation and engagement. The approach aligns with comprehensible input theory, as learners receive input slightly beyond their current proficiency level while focusing on meaningful communication rather than linguistic form alone.

Professional communicative competence for tour guide-interpreters extends beyond general language proficiency to encompass specialized discourse competence, sociolinguistic appropriateness, and strategic communication skills. Хайитова (2021) emphasizes that tour guides must possess tourism discourse competence – the ability to structure information narratives, adapt language to diverse audiences, and manage intercultural communication challenges. Research by Salimova (2019) identifies key components of tour guide communicative competence: linguistic competence involving grammar, vocabulary and pronunciation, sociolinguistic competence covering register and cultural appropriateness, discourse competence including coherence and narrative structure, and strategic competence encompassing communication repair and clarification strategies. These components must be developed through authentic practice in professional contexts rather than isolated language drills. Weiler and Black (2015) note that tour guide communication involves simultaneous performance of multiple functions including information provision, entertainment, relationship building, and cultural interpretation, requiring sophisticated language skills combined with deep content knowledge.

Recent studies have documented CLIL's effectiveness in various professional education contexts. Lasagabaster and Sierra (2010) found that CLIL students in vocational programs demonstrated superior motivation and linguistic confidence compared to traditional language learners. In the tourism education context, Қосимова (2018) investigated CLIL implementation in Uzbek higher education institutions, finding that students in CLIL-based tourism programs showed significant improvements in professional terminology acquisition and oral presentation skills. Similarly, Исмаилова (2019) documented enhanced intercultural communication abilities among tourism students taught through CLIL methodology. However, Dalton-Puffer, Llinares, Lorenzo, and Nikula (2014) emphasize that effective CLIL requires careful scaffolding, explicit attention to language demands, and ongoing formative assessment.

Methodology

This study employed a mixed-methods quasi-experimental design to investigate the effectiveness of CLIL strategies for developing professional communicative competence in prospective tour guide-interpreters. The research involved 120 undergraduate students enrolled in tourism management and translation studies programs at two universities in Uzbekistan during the 2023-2024 academic year. Participants were divided into an experimental group receiving CLIL-based instruction and a control group receiving traditional content-based instruction with separate language courses. The experimental group consisted of 60 students with intermediate English proficiency participating in CLIL-based courses where tourism and cultural heritage content was taught through English medium instruction with explicit language support. The control group of 60 students with comparable characteristics received traditional instruction where professional content was taught in Uzbek and Russian with separate English language courses.

The experimental group participated in a specially designed CLIL program over two academic semesters totaling 128 contact hours. The curriculum integrated Central Asian Cultural Heritage, Tour Guide Techniques, Intercultural Communication, and Tourism Industry Knowledge with English language instruction. Key CLIL strategies implemented included content-obligatory language teaching, scaffolding techniques such as graphic organizers and vocabulary pre-teaching, task-based learning through authentic professional tasks, collaborative learning activities, multimodal input including videos and virtual tours, and formative assessment providing regular feedback on both content understanding and language development.

Data collection and analyzes

Pre-test and post-test assessments measured language proficiency through adapted Cambridge English for Tourism tests, professional terminology through specialized vocabulary assessments, content knowledge through written examinations, and oral performance through simulated tour guide presentations evaluated by external examiners. Qualitative data was gathered through student questionnaires, focus group discussions, teacher interviews, classroom observations, and student reflective journals. Quantitative data were analyzed using SPSS with independent and paired samples t-tests and ANCOVA analysis, while qualitative data underwent thematic analysis following established protocols. The study received ethical approval and all participants provided informed consent with assurances of confidentiality.

Result and discussion

Independent samples t-tests confirmed no significant differences between experimental and control groups at baseline across all measures, establishing group equivalence. After the 32-week intervention, ANCOVA analysis controlling for pre-test scores revealed significant differences favoring the experimental group across all measures. The experimental group achieved a mean language proficiency score of 81.7 compared to the control group's 69.4, representing a large effect size of Cohen's d = 1.53. Professional terminology scores showed even larger differences with the experimental group scoring 42.8 versus the control group's 34.2, yielding an effect size of 1.70. Content knowledge scores reached 78.6 for the experimental group compared to 72.3 for controls with a medium effect size of 0.71, while oral performance demonstrated substantial

differences with experimental group scoring 41.3 versus control group's 32.8 and an effect size of 1.54. All differences were statistically significant at $p < .001$.

Within-group analysis showed that the experimental group achieved 31.1% improvement in language proficiency, 50.2% improvement in professional terminology, 45.0% improvement in content knowledge, and 56.4% improvement in oral performance. While the control group also showed significant gains, their improvements were notably smaller at 12.5%, 21.7%, 35.1%, and 25.7% respectively. These quantitative results provide strong evidence that CLIL-based instruction significantly enhances professional communicative competence development in prospective tour guide-interpreters. The particularly large effect size for professional terminology supports assertions that CLIL facilitates specialized vocabulary acquisition more effectively than decontextualized language instruction, as students encounter terminology within meaningful professional contexts.

The oral performance results are especially significant for tour guide-interpreter preparation, as external examiners noted that experimental group students demonstrated superior fluency, more sophisticated vocabulary use, better discourse organization, and greater confidence in managing interaction with audience members. Interestingly, the experimental group showed moderately better content mastery despite learning through a foreign language, contradicting concerns that language demands might compromise content learning. This suggests that processing information through a foreign language may enhance cognitive engagement with content through the increased mental effort required for comprehension and production.

These findings have important implications for curriculum development in tour guide-interpreter education. The results suggest that institutions should integrate content and language instruction rather than maintaining separate tracks, invest in teacher professional development to support CLIL implementation, develop materials that scaffold both content and language learning, create opportunities for authentic professional task practice, and establish assessment systems that evaluate integrated competence rather than isolated skills. The study also highlights the importance of adequate scaffolding and explicit language focus alongside content instruction, as students benefit from strategic attention to linguistic features while maintaining focus on meaningful communication.

Conclusion

This research demonstrates that CLIL-based instruction offers a highly effective approach for developing professional communicative competence in prospective tour guide-interpreters. The significant improvements observed across linguistic proficiency, professional terminology, content knowledge, and oral performance provide empirical support for integrating content and language instruction in tourism and translation education programs. The identified strategies – including scaffolded task-based learning, collaborative activities, authentic professional tasks, and explicit language focus within content contexts – offer practical guidance for educators implementing CLIL approaches. The study's findings are particularly relevant for Central Asian higher education institutions seeking to enhance the quality of tour guide-interpreter preparation programs to meet international tourism industry demands.

However, several limitations should be acknowledged. The study focused on intermediate-level learners and may not generalize to beginners or advanced learners. The 32-week intervention period, while substantial, may not capture long-term retention and transfer of learning. Future research should examine CLIL effectiveness at different proficiency levels, investigate long-term impacts on professional practice after graduation, explore optimal ratios of explicit language instruction to content focus, and examine CLIL implementation challenges and teacher professional development needs. Additionally, comparative studies examining CLIL effectiveness across different target languages and cultural contexts would provide valuable insights for diverse educational settings.

Despite these limitations, this research contributes important evidence supporting CLIL as a pedagogical innovation for professional education in tour guide-interpreter training. As the tourism industry continues to grow and diversify, educational institutions must adopt approaches that effectively prepare graduates for the complex communicative demands of intercultural professional practice. CLIL methodology, with its integrated focus on content, language, cognition, and culture, offers a promising framework for achieving this goal.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ОБУЧЕНИЕ СТУДЕНТОВ ИНОСТРАННОМУ ЯЗЫКУ С ПОМОЩЬЮ ИССЛЕДОВАТЕЛЬСКОЙ ТЕХНОЛОГИИ (INQUIRY-BASED LEARNING)

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Аннотация. *В статье рассматривается эффективность обучения языку с использованием обучение на основе исследований (Inquiry-Based learning) технологий в современном образовании. Особое внимание уделяется тому, как методы исследования способствуют развитию критического мышления, самостоятельности обучающихся и их активному участию в учебном процессе. Применение исследовательских стратегий укрепляет аналитические и проблемно-ориентированные навыки. Сочетание этих подходов позволяет студентам развивать не только языковую компетенцию, но и интеллектуальную самостоятельность, а также формировать мотивацию к обучению на протяжении всей жизни. В статье анализируются теоретические основы, практические применения и трудности в образовательной практике. Результаты показывают, что методы, основанные на исследовании и инквайринге, способствуют более глубокому пониманию языковых структур, развитию коммуникативной компетенции и повышению академических достижений. Были даны рекомендации для преподавателей и исследователей по внедрению этих подходов в процесс обучения языкам.*

Ключевые слова*: обучение на основе исследований, преподавание языков, автономия студентов, коммуникативная компетенция, критическое мышление, обучение на протяжении всей жизни, образовательные технологии, активное обучение.*

Введение

Обучение языку всегда занимало центральное место в образовании, потому что язык является основой общения, сотрудничества и культурного обмена. В двадцать первом веке значение языка еще больше возросло, поскольку глобализация и цифровизация требуют от обучающихся взаимодействия в различных академических и профессиональных контекстах. Языковое образование сегодня больше не ограничивается передачей грамматических правил или списков слов. Вместо этого она должна готовить учащихся к критическому мышлению, решению проблем и использованию языка как инструмента исследования и инноваций [1: 34].

Традиционные методы обучения, хотя и актуальны, часто в значительной степени опираются на запоминание и объяснение, ориентированное на учителя. Это может создать пассивную учебную среду, в которой учащиеся менее вовлечены и менее способны переносить свои знания в реальные ситуации [2: 77]. В отличие от этого, современные педагогические подходы делают упор на участие учащихся и

развитие навыков мышления более высокого порядка. Обучение, основанное на исследованиях, побуждает учащихся задавать осмысленные вопросы, исследовать подлинные проблемы и строить свои собственные знания посредством активного исследования [3: 112]. Между тем, исследовательский подход предоставляет учащимся возможности применять академические методы, такие как наблюдение, анализ и рефлексия, тем самым углубляя их понимание языкового использования [4: 59].

Интеграция этих двух подходов создает мощную основу для языкового образования. Она не только укрепляет коммуникативную компетентность, но и способствует развитию самостоятельности учащихся и мотивации к непрерывному обучению на протяжении всей жизни [5: 89]. Такое сочетание поиска и исследования приводит преподавание языка в соответствие с требованиями двадцать первого века, где необходимы адаптивность, креативность и сотрудничество.

Обзор литературы

Теории исследовательского обучения подчеркивают важность активного участия и личностно-ориентированного обучения. Дьюи был одним из первых сторонников исследования как процесса открытия и создания смысла, предлагая, что образование должно связывать обучение с опытом и решением реальных жизненных проблем [6: 41]. Более поздние теоретики утверждали, что исследование развивает любознательность, критическое мышление и ответственность за собственное обучение [7: 102]. Применяемые к обучению языкам, методы исследования переводят динамику урока от заучивания к интерактивному исследованию, где учащиеся конструируют смысл посредством диалога, проектов и заданий на решение проблем.

Исследовательские подходы к образованию также имеют прочные теоретические корни. Конструктивистские взгляды подчеркивают, что знание не передается, а строится посредством активного исследования [8: 76]. В изучении языка это означает, что учащихся следует поощрять к проведению небольших исследований, анализу аутентичных текстов и размышлению над процессом обучения. Несколько исследований показали, что учащиеся, занимающиеся исследовательской деятельностью, развивают более сильные аналитические навыки, более глубокую культурную осведомленность и большую уверенность в использовании языка [9: 88].

В последние годы ученые все больше исследуют интеграцию поиска и исследования в преподавании языка. Например, некоторые исследователи утверждают, что исследовательская деятельность естественным образом ведет к исследовательской практике, поскольку учащиеся учатся формулировать вопросы, собирать данные и делать выводы [10: 119]. Эта интеграция способствует развитию как лингвистической компетенции, так и передаваемых академических навыков. Более того, он позиционирует студентов не только как потребителей информации, но и как создателей знаний, что является критическим навыком в высшем образовании и за его пределами [11: 142].

В целом, литература предполагает, что сочетание поискового и исследовательского подходов обеспечивает всестороннюю основу для

современного преподавания языка. Она повышает коммуникативную компетентность, стимулирует критическое и творческое мышление, побуждает учащихся к взаимодействию с языком как с развивающимся процессом, а не как с фиксированным набором знаний [12: 65].

Методологические подходы

Применение поискового и исследовательского подходов в университетских языковых классах требует перехода от преподавания, ориентированного на учителя, к исследованию, ориентированному на ученика. На практике это означает, что роль учителя не ограничивается предоставлением объяснений, а распространяется на создание учебных условий, где учащиеся поощряются задавать вопросы, исследовать проблемы и размышлять над результатами [1: 53]. Такие методы помогают учащимся связать аудиторное обучение с аутентичными коммуникативными контекстами.

В исследовательском обучении учителя часто организуют уроки вокруг открытых вопросов или реальных жизненных проблем. Например, вместо того, чтобы просто запоминать грамматические правила, учащимся может быть предложено проанализировать аутентичные тексты, выявить закономерности и сформулировать гипотезы о том, как функционируют языковые структуры [2: 117]. Групповые дискуссии, кейс-стади и проектные задания являются распространенными стратегиями, которые способствуют сотрудничеству и побуждают учащихся активно строить смысл [3: 88]. Эти задания позволяют учащимся рассматривать язык не как набор изолированных правил, а как инструмент исследования.

Исследовательские подходы, с другой стороны, знакомят студентов с методами академического исследования. В университетских аудиториях это может включать проведение небольших исследовательских проектов, таких как анкетирование, интервью или сравнительный анализ текста [4: 72]. Например, учащиеся могут исследовать, как определенные речевые акты различаются в разных культурах или как цифровые медиа влияют на использование языка среди молодежи [5: 130]. Благодаря таким проектам студенты практикуются в применении теоретических знаний к реальным данным, что укрепляет их аналитические навыки и углубляет их понимание языка в контексте.

Важно отметить, что оба подхода делают упор на рефлексию. Студентам предлагается документировать свои исследовательские процессы, анализировать результаты и представлять их сверстникам. Эта рефлексивная практика не только развивает уверенность в себе, но и улучшает академическое письмо и навыки устного общения [6: 104]. Во многих случаях результаты аудиторных исследований делятся презентациями, плакатами или короткими исследовательскими работами, что дает учащимся чувство собственности и достижения [7: 145].

Преподаватели университетов, применяющие поисковый и исследовательский подходы, также подчеркивают мотивационные преимущества. Студенты становятся более вовлеченными, когда видят, что их собственные вопросы и выводы важны. Эта вовлеченность поддерживает самостоятельность обучающихся и помогает развивать привычки непрерывного обучения, которые особенно важны в высшем

образовании [8: 91]. В то же время, учитель остается фасилитатором, направляющим учащихся в разработке стратегий критического исследования, обеспечении академической строгости и соединении аудиторной деятельности с более широкими учебными целями [9: 123].

Обсуждение

Интеграция поискового и исследовательского подходов в аудиториях университета предлагает значительные преимущества как для обучающихся, так и для преподавателей. Одним из главных преимуществ является развитие критического мышления и навыков решения проблем. Когда учащиеся исследуют аутентичные проблемы, они учатся анализировать, оценивать и синтезировать информацию, а не просто запоминать правила [1: 64]. Это более глубокое вовлечение помогает им переносить знания за пределы класса и применять их в реальной жизни общения. Более того, учащиеся получают большую автономию и мотивацию, поскольку задания, основанные на исследованиях, побуждают их брать на себя ответственность за свой прогресс [2: 102].

Еще одним преимуществом является повышение коммуникативной компетенции. Благодаря исследовательским проектам студенты знакомятся с аутентичным использованием языка, культурным разнообразием и реальными контекстами. Эта экспозиция укрепляет их способность осмысленно использовать язык в академических и профессиональных ситуациях [3: 87]. В то же время, рефлексивные практики, такие как написание отчетов или представление результатов, повышают их академическую грамотность и навыки устного общения [4: 140].

Несмотря на эти преимущества, проблемы сохраняются. Внедрение поисковых и исследовательских методов требует больше времени и усилий по сравнению с традиционным обучением. Учителя должны тщательно проектировать деятельность, предоставлять непрерывную обратную связь и уравновешивать свободу с академической строгостью [5: 59]. Некоторые учащиеся также могут испытывать трудности с переходом от пассивного обучения к активному исследованию, особенно если они привыкли к методам, ориентированным на учителя [6: 92]. Ограниченные ресурсы класса, большое количество учащихся и недостаточная подготовка учителей также могут затруднить полное внедрение этих подходов [7: 118].

По сравнению с традиционными методами обучения, исследовательские и поисковые стратегии выделяются как более интерактивные и ориентированные на обучающихся. Традиционные подходы часто сосредоточены на повторении, упражнениях и непосредственной передаче знаний от учителя к ученику. Хотя такие методы могут быть эффективными для изучения базовой грамматики или лексики, они не могут адекватно подготовить учащихся к сложным требованиям академического общения и межкультурного взаимодействия [8: 144]. В отличие от этого, методы, основанные на исследованиях и исследованиях, развивают гибкость, креативность и аналитические навыки, необходимые в высшем образовании и профессиональной жизни [9: 75].

В заключение, обсуждение подчеркивает, что исследовательские и научно-обоснованные подходы обеспечивают более динамичную и осмысленную основу для преподавания языка, хотя их успешное применение требует тщательного планирования, поддерживающей институциональной политики и постоянного развития учителей [10: 133].

Заключение

Языковое образование сегодня должно отвечать требованиям быстро меняющегося мира, где учащимся требуется не только грамматическая точность или заученная лексика. Они должны уметь критически мыслить, эффективно общаться и подходить к проблемам с творчеством и независимостью. Эта статья показала, что поисково-ориентированное обучение и исследовательский подход предлагают мощные инструменты для достижения этих целей в университетских языковых классах.

Обучение, основанное на исследованиях, побуждает учащихся задавать вопросы, исследовать подлинные проблемы и играть активную роль в построении знаний. Исследовательские подходы дополняют это, предоставляя учащимся возможности исследовать язык в реальных контекстах, применять академические методы и размышлять над своими выводами. Вместе эти подходы выходят за рамки традиционного, ориентированного на учителя обучения и создают более увлекательный, содержательный и ориентированный на ученика опыт.

В то же время нельзя игнорировать такие проблемы, как ограниченность ресурсов, необходимость подготовки преподавателей и адаптация учащихся к новым учебным ролям. Тем не менее, долгосрочные преимущества - большая автономия, более сильная коммуникативная компетенция и развитие навыков непрерывного обучения - демонстрируют ценность интеграции этих методов в языковое образование.

В конечном счете, сочетание поиска и исследования в преподавании - это не просто методологический выбор, это ответ на более широкую миссию образования: подготовку учащихся, способных адаптироваться, внедрять инновации и эффективно вносить свой вклад в академические, профессиональные и межкультурные контексты XXI века.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

INNOVATIVE PEDAGOGICAL TECHNIQUES FOR TEACHING NEGATIVE EVALUATION VOCABULARY THROUGH THE SEMANTIC FIELD OF 'UGLINESS' IN ENGLISH AND UZBEK

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Annotation. *This paper explores the pedagogical potential of the functional–semantic field of "ugliness" in English and Uzbek, proposing an innovative set of techniques for teaching negative evaluation vocabulary. Negative evaluative expressions form an essential component of communicative competence, yet they remain one of the least systematically taught lexical categories. The study argues that combining corpus-based observations, cognitive-semantic principles, and sociolinguistic patterns allows learners to interpret evaluative meanings more accurately, understand their cultural motivations, and apply them appropriately in communication. The paper demonstrates how the semantic field of "ugliness" – with its emotional charge, metaphorical productivity, and cross-cultural variability – can be used to develop stylistic awareness, pragmatic sensitivity, and intercultural literacy.*

Keywords: *semantic field, ugliness, negative evaluation, cognitive semantics, corpus-based pedagogy, English, Uzbek.*

Introduction

Evaluation is a fundamental human cognitive activity that allows individuals to classify, interpret, and react to phenomena around them. Negative evaluation vocabulary, particularly the lexicon associated with the semantic field of "ugliness", plays a significant role in the creation of emotional stances, social judgments, and rhetorical strategies. Despite its relevance, this lexical field receives minimal attention in language pedagogy, especially in Uzbek contexts where descriptive and expressive vocabulary is often overshadowed by grammar-based instruction.

The semantic field of "ugliness" is particularly suitable for pedagogical exploration due to its complex interplay of literal, figurative, cultural, and pragmatic meanings. In English and Uzbek, such vocabulary extends beyond physical appearance to describe behavior, moral qualities, social events, interpersonal conflict, and psychological states. For instance, expressions like ugly truth, ugly politics, hideous crime in English, and jirkanch holat, xunuk gap, badbashara ish in Uzbek illustrate the field's conceptual depth.

The aim of this research is to develop innovative, linguistically grounded techniques that integrate modern technology, corpus tools, and intercultural insights for teaching evaluative vocabulary more effectively.

Literature review

The study of evaluative language has long occupied a central place in modern linguistics, particularly within semantic, cognitive, and sociolinguistic frameworks. Early foundational works by Lakoff and Johnson (2003) demonstrated that evaluative

expressions are deeply rooted in conceptual metaphors that shape human perception and structure the way individuals categorize experience. Their theory argues that notions such as "ugliness" extend beyond literal descriptions and represent cognitive mechanisms used to conceptualize moral, social, and emotional judgments. This view was further elaborated by scholars such as Fillmore, who emphasized the role of frames in organizing semantic domains, including those related to negative evaluation.

In parallel, corpus-based approaches introduced by Hunston (2011) and Bednarek (2006) highlighted the importance of semantic prosody, collocational behavior, and discourse patterns in shaping evaluative meaning. Their findings show that negative evaluation lexicon exhibits notable cross-linguistic variation and is sensitive to socio-cultural norms. Such insights are crucial for English–Uzbek contrastive studies, where differing politeness strategies, social hierarchies, and cultural expectations shape the use of evaluative language.

Research on Uzbek evaluative vocabulary, while comparatively limited, underscores the moral and ethical dimension of negative evaluation. Uzbek linguists have noted that evaluations such as xunuk, jirkanch, and qabih frequently function as discourse tools reinforcing social cohesion, moral codes, and interpersonal boundaries. These observations parallel findings in English discourse, where terms like ugly behavior or hideous crime reflect cultural ideologies embedded in language.

The pedagogical aspect of evaluative semantics remains underexplored despite its relevance to translator training, intercultural communication, and advanced vocabulary development. Existing studies argue that evaluative lexicon plays a vital role in shaping pragmatic competence, yet language curricula often marginalize it in favor of neutral or factual vocabulary. This gap indicates a strong need for instructional models integrating corpus insights, cognitive principles, and cultural interpretation.

By synthesizing theories from cognitive semantics, corpus linguistics, and sociolinguistics, this study positions the functional–semantic field of "ugliness" as a powerful pedagogical resource capable of enhancing semantic awareness, stylistic sophistication, and intercultural literacy among learners.

Methodology

The methodology of this research is based on a triangulated design combining corpus analysis, cognitive-semantic interpretation, and pedagogical experimentation. This integrated approach allows for a multifaceted examination of the semantic field of "ugliness" in both English and Uzbek and supports the development of innovative teaching techniques.

First, a corpus-linguistic component was employed to identify the frequency, collocational patterns, semantic prosody, and contextual distribution of negative evaluative expressions. Authentic samples were retrieved from established corpora such as COCA (Corpus of Contemporary American English), BNC (British National Corpus), and the Uzbek National Corpus. These corpora provided a reliable empirical foundation for distinguishing recurrent patterns and detecting subtle pragmatic differences.

Second, the cognitive-semantic component focused on identifying conceptual metaphors and frames that structure evaluative meanings. The analysis included examining how physical "ugliness" functions as a source domain for abstract evaluations

– such as dishonesty, aggression, or moral impurity. This cognitive-semantic mapping enabled a deeper understanding of how evaluative meanings are conceptualized and extended in both languages.

Third, a pedagogical component was included to test the applicability of corpus and semantic insights in language instruction. Classroom-based micro-experiments, demonstration lessons, and task-based activities were designed to evaluate how learners internalize and use evaluative vocabulary. These tasks incorporated semantic clustering, mind-mapping, translation workshops, discourse analysis, and corpus-driven discovery learning.

This threefold methodology ensured that the research remained firmly grounded in linguistic theory while simultaneously addressing real educational needs.

Data collection and analyzes

Data collection involved systematically extracting evaluative lexemes related to the semantic field of "ugliness" from English and Uzbek corpora. The selection criteria included:

- lexical items directly denoting physical ugliness,
- metaphorical extensions used for events, behavior, and moral judgment,
- expressions demonstrating clear socio-cultural relevance,
- stable collocations and frequently occurring discourse patterns.

In the English dataset, lexical items such as ugly, hideous, repulsive, grotesque, foul, and disgusting appeared with high frequency across news media, fiction, blogs, and spoken corpora. Their collocational environment revealed patterns such as ugly truth, ugly scene, hideous crime, and repulsive behavior, indicating strong associations with moral, emotional, and interpersonal evaluation.

The Uzbek dataset included xunuk, jirkanch, badbashara, sassiq, jirkanarli, and qabih. Analysis showed that Uzbek evaluative vocabulary often carries culturally grounded connotations tied to moral judgment, community norms, and traditional etiquette. Expressions such as xunuk gap, jirkanch ish, qabih xatti-harakat demonstrated a semantic overlap with English but also revealed culturally specific nuances.

Quantitative analysis – frequency counts, concordances, and collocational metrics – was complemented by qualitative interpretation. The latter focused on identifying metaphorical patterns, discourse functions, politeness strategies, and stylistic constraints. The dual analysis provided a comprehensive understanding of both the literal and extended meanings of evaluative lexicon.

Result and discussion

The findings demonstrate that the semantic field of "ugliness" is characterized by high emotional intensity, rich metaphorical structure, and strong cross-cultural variability. Both languages utilize this field to express disapproval, moral condemnation, and social distancing, yet they differ in politeness norms, stylistic preferences, and pragmatic usage.

1. Semantic and Stylistic Richness

English displays a wide range of lexical items with fine-grained distinctions, enabling nuanced emotional expression. Uzbek, meanwhile, often integrates ethical and communal values into evaluative expressions, giving them a culturally specific depth.

2. Cross-Cultural Pragmatic Differences

English speakers tend to mitigate negative evaluations through hedging, indirectness, or softened phrasing, particularly in formal contexts. Uzbek discourse, however, may employ direct evaluations depending on social hierarchy, speaker authority, and cultural expectations. This contrast has implications for translation accuracy and intercultural communication.

3. Pedagogical Value

Instructional experiments revealed that students benefit significantly from corpus-driven tasks, which helped them notice authentic usage patterns, infer meanings independently, and apply evaluative vocabulary more confidently. Activities based on semantic mapping and contrastive translation encouraged deeper cognitive engagement and improved pragmatic awareness.

4. Pedagogical Implications

The results underscore that evaluative semantics should not be treated as peripheral vocabulary. Instead, it should be integrated into curricula for translator training, academic writing, and discourse competence development. The proposed methodology proved effective in enhancing learners' interpretive, analytical, and communicative skills.

Conclusion

This study demonstrates that the functional–semantic field of "ugliness" provides a powerful and linguistically rich foundation for teaching negative evaluation vocabulary in English and Uzbek. By combining corpus-linguistic insights, cognitive-semantic frameworks, and sociolinguistic interpretation, the research offers a comprehensive and innovative pedagogical model. The findings show that learners not only acquire lexical items but also develop a deeper awareness of cultural norms, pragmatic constraints, and metaphorical extensions that shape evaluative language use. Incorporating evaluative semantics into advanced language instruction is essential for fostering intercultural competence, stylistic control, and critical language awareness.

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TIL O‘QITISHDA AUTENTIK MATNLARDAN FOYDALANISHDA INNOVATSION METODLAR: NAZARIY ASOSLAR VA AMALIY YONDASHUVLAR

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Annotatsiya. *Ushbu maqolada til ta’limida autentik matnlardan foydalanishning nazariy asoslari, didaktik imkoniyatlari va innovatsion o‘qitish texnologiyalari tahlil qilinadi. Autentik matnlar real kommunikativ vaziyatlar asosida o‘quvchilarni tilni tabiiy kontekstdagi qo‘llanish bilan tanishtiradi. Maqolada Task-Based Language Teaching (TBLT), Project-Based Learning (PBL), CLIL, multimodal yondashuv, korpus lingvistikasiga asoslangan o‘qitish, ijtimoiy tarmoq matnlaridan foydalanish va gamifikatsiya kabi innovatsion metodlarning nazariy asoslari yoritiladi. Shuningdek, autentik materiallar yordamida kommunikativ, madaniy va kognitiv kompetensiyalarni rivojlantirish mexanizmlari ochib beriladi.*

Kalit so‘zlar: *autentik matnlar, innovatsion metodlar, TBLT, PBL, CLIL, multimodal o‘qitish, korpus lingvistika, raqamli pedagogika, kommunikativ kompetensiya, til o‘qitish texnologiyalari.*

So‘nggi o‘n yilliklarda til o‘qitish paradigmasi sezilarli darajada o‘zgardi. Lingvodidaktika sohasida konstruktivizm, kommunikativ yondashuv, sotsiokognitiv nazariya va ko‘p modalli ta’lim konsepsiyalari ustuvorlik kasb etmoqda. Natijada til o‘rgatish jarayoni faqat grammatik bilimni o‘zlashtirishga qaratilgan tizimlardan chiqib, real kommunikatsiya, madaniy kompetensiya va mazmunli faoliyatga yo‘naltirilgan integrativ modelga aylandi.

Autentik matnlar ana shu jarayonning markazida turadi. Chunki ular o‘quvchini sun‘iy darslik matnlaridan real hayot nutqiga olib kiradi. Ularni innovatsion pedagogik metodlar bilan uyg‘un qo‘llash ta’lim samaradorligini yanada oshiradi.

Autentik materiallardan foydalanish zamonaviy til o‘rgatish metodikasi asosida yotadi. Quyidagi nazariy yondashuvlar ushbu materiallar samaradorligini ilmiy asoslab beradi:

- Stephen Krashenning "Input Hypothesis"iga ko‘ra, til o‘rganish uchun "i+1" darajadagi material kerak, ya’ni o‘quvchining mavjud darajasidan biroz murakkabroq, ammo tushuniladigan matnlar samarali hisoblanadi. Autentik materiallar aynan shunday kontekstda mos tushadi.
- Vygotskiyning ZPD (Zone of Proximal Development) nazariyasi o‘quvchining mustaqil hal qila olmaydigan, lekin pedagog ko‘magida o‘zlashtira oladigan sohani ifodalaydi. Autentik materiallar – bu murakkab, ammo ta’lim jarayoni ichida o‘rganiladigan resursdir.
- CLT (Communicative Language Teaching) yondashuvi real til vositasida muloqotga asoslanadi. Unda autentik materiallar o‘quvchining muloqotga kirishishini ta’minlaydi.

• Task-Based Learning nazariyasiga ko'ra, o'quvchi ma'lum topshiriqlar orqali til muhitiga tushadi. Masalan, autentik menyudan buyurtma tuzish, real sahifalardan mehmonxona bron qilish – til vositasida maqsadga erishish.

Kommunikativlikka qaratilgan (Communicative Language Teaching - CLT)

Bu yondashuv tilni o'rgatishda asosiy e'tiborni grammatik tuzilmalardan ko'ra muloqotga qaratadi. Autentik materiallar – CLT'ning ajralmas qismi bo'lib, quyidagicha qo'llaniladi:

• Ma'lumot almashinuvi asosida vazifalar (e.g., broshura asosida yo'nalishni tushuntirish),

• Madaniy muloqotni tushunishga qaratilgan topshiriqlar (e.g., reklama asosida muhokama),

• Real hayotga yaqin rollar va ssenariylar (e.g., aeroportda registratsiya).

Afzalligi – o'quvchi o'z fikrini mustaqil ifodalashni o'rganadi.

Vazifaga asoslangan (Task-Based Language Teaching - TBLT)

TBLTda til faqat mashq qilish ob'ekti emas, balki topshiriqni bajarish vositasi sifatida ko'riladi. Autentik materiallar ushbu topshiriqlarni real kontekstda tashkil etishda qo'llaniladi:

• Tashrif varaqasi asosida mehmonxona band qilish,

• Menyu asosida ovqat buyurtmasini tuzish,

• Voqea asosida intervyu o'tkazish.

Ushbu yondashuv mustaqil fikrlash, til muhitida faoliyat yuritish va real kommunikatsiyaga kirishish malakasini shakllantiradi.

Jurnalistik va mediamatnlar asosidagi metod

Yangi ommaviy axborot vositalaridan foydalanish (bloglar, yangilik portallari, YouTube) tilni zamonaviy kontekstdagi ko'rinishda o'rganishga xizmat qiladi:

• Madaniyatlararo tafovutni tahlil qilish,

• Media savodxonligini rivojlantirish,

• Real ijtimoiy mavzular asosida fikr yuritish.

Afzalligi – ijtimoiy-madaniy sezuvchanlikni va tanqidiy fikrlashni rivojlantiradi.

Madaniy integratsiyalangan metod

Autentik materiallar orqali til bilan birga madaniy mazmun ham beriladi. Masalan:

• Kino lavhalari orqali madaniy tafovutlarni tahlil qilish,

• Rasmiy va norasmiy muomala uslublarini solishtirish,

• Ommaviy axborot vositalarida milliy qadriyatlar ifodasi.

Bu yondashuv chet tilida nafaqat muloqot qilish, balki madaniy kontekstda moslashish qobiliyatini ham shakllantiradi. Har bir yondashuv autentik materiallardan turlicha foydalanadi: kimdir ularni muloqot vositasi sifatida, boshqalar esa topshiriqning asosi yoki madaniy tafakkur manbai sifatida ko'radi. Ammo umumiy xulosa shuki, autentik materiallar istalgan yondashuvda o'quvchining faol ishtirokini va til muhitida ko'nikmalarini mustahkamlashda muhim vosita hisoblanadi.

Multimodal o'qitish texnologiyalari asosidagi:

Ko'p modalli ta'limda matnlar boshqa axborot shakllari bilan birlashadi:

• video reportajlar,

• audio intervyular,

- infografikalar,
- raqamli diagrammalar.

Multimodal input tilni ko‘p kanalli idrok qilishga yordam beradi va murakkab til birliklarini oson tushunishga xizmat qiladi.

Korpus lingvistikasi asosida til o‘rgatish

Autentik matnlar korpusi (COCA, BNC) orqali o‘quvchilar:

- real kollokatsiyalar,
- qo‘llanish chastotasi,
- sintaktik naqshlarni mustaqil tahlil qiladi.

Bu yondashuv “til qoidalarini yodlash”dan ko‘ra real tilni tushunishga o‘rgatadi.

Raqamli media va ijtimoiy tarmoq matnlari

Zamonaviy til o‘qitish Twitter, Instagram, TikTok subtitrlari, bloglar kabi matnlarni faol qo‘llaydi.

Afzalliklari:

- vaqtga mos,
- o‘quvchi hayotiga yaqin,
- qisqa va kontekstual matnlar,
- Bu o‘quvchilarni zamonaviy kommunikatsiya usullariga moslashtiradi.

Gamifikatsiya va autentik matnlarning integratsiyasi - O‘yin elementlari o‘qitishni motivatsion qiladi. Autentik matnlar o‘yin elementlari bilan uyg‘unlashtirilganda motivatsiya keskin oshadi.

Misollar:

∗“Finding Clues”: real yangilik matnidan dalillar toppish,

∗“Role-play game”: intervyu matni asosida rollarga bo‘linib ijro etish,

∗“Escape Room”: matnlardagi ma’lumotlar orqali topishmoqlarni yechish,

Gamifikatsiya mantiqiy fikrlash, kreativlik va jamoaviy ishlash ko‘nikmalarini rivojlantiradi.

Autentik Text Integration Model (ATIM)

Maqolada taklif etilgan ATIM modeli quyidagi bosqichlardan iborat:

–Tayyorlov – mavzu va yoshga mos autentik material tanlash,

–Integratsiya – autentik kontentni TBL, PBL yoki gamifikatsiya bilan uyg‘unlashtirish,

–Aktivlashtirish – o‘quvchi mustaqil ishlab chiqarish bosqichi (nutq, yozuv, loyiha),

–Refleksiya – o‘quvchi faoliyatini tahlil qilish.

Bu model turli yosh va darajadagi o‘quvchilar bilan ishlashda moslashuvchanlik beradi.

Xulosa

Autentik matnlar til ta’limida klassik darsliklardan farqli ravishda real tilning kontekstdagi namunasini beradi. Ularni innovatsion metodlar – TBLT, PBL, CLIL, multimodal o‘qitish, korpus lingvistika va raqamli pedagogika bilan uyg‘un qo‘llash o‘quvchining: kommunikativ kompetensiyasini, tahliliy fikrlashini, madaniy savodxonligini, mustaqil o‘quv strategiyalarini rivojlantiradi.

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21ST-CENTURY SKILLS IN LANGUAGE EDUCATION: THE IMPORTANCE AND IMPLICATIONS

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Abstract. *The conceptual paper examines the imperative to integrate the 21st-century skills framework, encompassing Life and Career, Innovation and Learning (4C), as well as Information Literacy skills, into modern language education. Although the framework is globally recognized, there are still unique challenges in implementing it in specific linguistic and pedagogical contexts, particularly for learners of agglutinative languages, such as Uzbek, acquiring fusional languages like English. By combining recent literature, this paper identifies the distinct barriers to developing '4C' core skills within these settings. It argues that moving beyond traditional memorization-based methods in teaching foreign languages is not only beneficial but also essential. The paper concludes by proposing a multi-level model for integration, offering practical implications for curriculum design, teacher training, and assessment strategies to foster these vital competencies in language learners, that is to say, preparing them for academic and professional success in a globalized world.*

Keywords: *21st-century skills, language education, critical thinking, communication skills, agglutinative languages, pedagogical reform.*

Introduction. The 21st-century skills framework demonstrates a portfolio of competencies vital for life in the 21st century and can be interpreted as the education philosophy's response to intensified globalization, socio-economic evolution, and transformations in the technological and information landscape. It includes:

1. Life and Career Skills,
2. Learning and Innovation Skills (4Cs):
   - Communication skills,
   - Collaboration skills,
   - Creativity skills,
   - Critical thinking skills.
3. Information, Media, and Digital Skills [4].

Literature review

Communication & Collaboration

D. Mukhiddinova et. al. (2021) mentions the importance of communication skills, reveal that multiple factors are at play to develop the communication skills of students [6]. The fact that English has an inflectional grammatical structure, while Uzbek has an agglutinative one, provides grounds to assume that this problem is even more profound among Uzbek students.

It is also explained that language is inherently a social tool, making communication and collaboration not just objectives but essential **processes i**n language acquisition

(Ismoilova, 2023)[3]. The challenge in learning agglutinative-to-inflectional languages is twofold. This creates a twofold challenge: a **structural** linguistic hurdle and a **pedagogical** lack in language teaching methodology. Developing these skills therefore requires a deliberate pedagogical shift towards project-based learning, peer review, and simulated real-world interactions that make communication not merely its goal. but the vehicle for learning. Furthermore, this article explores the critical role of English language instruction (ELT) in developing students' essential soft skills, which are increasingly vital for success in both academic and professional spheres in today's interconnected world (Karimova, 2025) [5]. Therefore, a thoughtful effort to integrate these pedagogical strategies in English language instruction will be significant to equip students with the competencies needed for their academic and professional futures.

Critical Thinking & Creativity

It is stated that pedagogical models that prioritize correct answer reproduction over meaning-making and analysis is the real barrier for creativity and critical thinking (Rusmin et al., 2024)[3]. In language classes, this manifests as an overemphasis on gap-fill exercises and translation instead of debate, interpretation, and original composition. The other linguists , Primi and Wechsler (2018), frame creativity as a blend of cognitive and socio-cultural factors. For language learners, creativity can be fostered through tasks like creative writing, role-playing alternative scenarios, or using digital tools to produce multimedia content in the target language [2]. Critical thinking can be gained by analyzing media sources, comparing cultural perspectives in texts, or evaluating the effectiveness of different communication strategies.

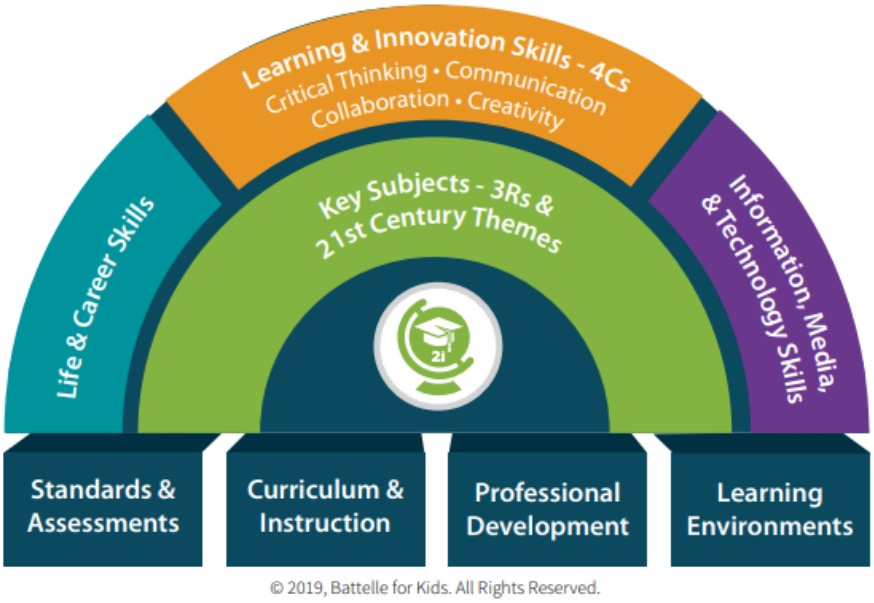
Life, Career, and Digital Literacy

These skills represent the **application** of linguistic and cognitive competencies. Life and career skills like adaptability and intercultural competence are the direct outcomes of successful language learning that embraces the 4Cs (Wasim Khan et al., 2025) [7]. Similarly, Media and Information Literacy (MIL) is no longer under priority, contrarily, it is central to navigating the digital environments where modern language use occurs (Price, 2021)[1]. Language curricula must therefore integrate tasks that develop digital research, source evaluation, and ethical communication online, preparing learners to be not just speakers but informed digital citizens in the target language.

A Proposed Model for Integration: Implications for Practice

It is essential to emphasize that the aforementioned skills should be integrated into education through the following means [9]:

- Incorporating the competencies into normative standards and periodic assessment criteria,
- Integrating the competencies into the curriculum and teaching process,
- Linking the competencies to professional development,
- Connecting the competencies to the educational environment.



21st-century skills framework

Conclusion. 21st-century skills are a broad set of knowledge, skills, work habits, and character traits that are critically crucial to success in today's world, particularly in collegiate programs and contemporary careers. They are often contrasted with traditional academic skills that are based primarily on memorization and rote learning.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

DEVELOPING LINGUO-COGNITIVE COMPETENCE AMONG LEARNERS WITH THE HELP OF THE PROBLEM-BASED LEARNING (PBL) METHOD

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Abstract. *The contemporary paradigm of language education has shifted from a primary focus on grammatical and lexical mastery towards the development of holistic linguo-cognitive competence – the integrated ability to think critically and solve problems within a linguistic context. This article examines the efficacy of Problem-Based Learning (PBL), a student-centered pedagogical approach, as a powerful methodology for fostering this complex competence. It outlines the core PBL cycle, wherein learning is driven by students' engagement with authentic, ill-structured problems. The analysis details the significant benefits of this method, including enhanced intrinsic motivation, the integrated development of language skills, the cultivation of critical thinking and learner autonomy, and the contextualization of language use. However, the article also provides a critical review of the inherent drawbacks and implementation challenges, such as significant time investment, demands on teachers and learners, potential for linguistic inaccuracy, complex assessment procedures, and group dynamic issues. It concludes that while not a panacea, PBL, when implemented as part of a balanced curriculum, offers a transformative framework for developing learners into competent, flexible, and autonomous communicators, prepared for real-world linguistic and cognitive demands.*

Keywords: *Linguo-cognitive competence, Problem-Based Learning (PBL), language acquisition, critical thinking, student-centered learning, communicative competence, educational challenges.*

Introduction: Redefining Language Learning for the 21st Century

In the contemporary educational landscape, the goal of language instruction has shifted dramatically from the mere acquisition of grammatical rules and vocabulary lists to the development of a more holistic and functional capability known as linguo-cognitive competence. This complex construct represents the symbiotic integration of linguistic skills (phonetics, grammar, lexicon) with cognitive processes such as critical thinking, problem-solving, analysis, synthesis, and creativity. It is the ability not just to use a language, but to *think* in it, to navigate ambiguous real-world situations, and to construct meaning through interaction and inquiry.

Traditional, teacher-centric methods often fall short in fostering this competence. While they may produce students who can pass standardized tests, they frequently fail to equip them with the skills to apply language spontaneously and effectively in unfamiliar contexts. This is where innovative pedagogical approaches like Problem-Based Learning (PBL) come to the fore. Originally developed in medical and professional schools, PBL is a student-centered pedagogy that situates learning in the context of complex, authentic

problems. This article explores the potent synergy between PBL and the development of linguo-cognitive competence, examining its significant benefits, inherent drawbacks, and practical considerations for implementation in the language classroom.

The PBL Framework in the Language Classroom

At its core, PBL is an instructional method characterized by the following cyclical process:

1. Problem Presentation: Learners are presented with an ill-structured, open-ended problem that is relevant and engaging. In a language class, this could be: "A company from a foreign country wants to launch a product in your city. Your team must analyze the local market, identify potential cultural pitfalls, and create a localized marketing campaign." Or, "The school has a limited budget to improve its environmental sustainability. Propose a feasible, cost-effective plan and present it to the 'school board'."
2. Identification of Learning Needs: Students, typically working in small groups, analyze the problem. They identify what they already know (activating prior knowledge) and, crucially, what they *need* to know to solve it. This often reveals gaps in their linguistic knowledge (e.g., specific vocabulary for marketing or environmental science), cultural understanding, or pragmatic skills.
3. Self-Directed Learning: This is the research phase. Students independently or collaboratively seek out resources to fill their identified knowledge gaps. They might use textbooks, online articles, videos, interviews, or corpora, all in the target language.
4. Application and Synthesis: Students reconvene to share their findings and apply their new knowledge to the problem. They must synthesize information, negotiate meaning, and collaboratively construct a solution. This stage is rich with target language use for a genuine purpose.
5. Solution Presentation and Reflection: Groups present their solutions, which can take the form of a written report, an oral presentation, a video, or a debate. The process concludes with reflection on the solution, the group's collaborative dynamics, and the knowledge and skills acquired.

This framework inherently demands the continuous exercise of cognitive skills within a linguistic context, thereby directly targeting the development of linguo-cognitive competence.

The Benefits: Fostering Deeper Learning and Autonomy

The implementation of PBL in language learning yields a multitude of benefits that align perfectly with the objectives of developing linguo-cognitive competence.

1. Enhanced Intrinsic Motivation and Engagement: PBL replaces abstract grammar drills with tangible, meaningful challenges. The "need to know" drives learning more powerfully than the "need to pass an exam." When students are invested in solving a compelling problem, their engagement with the target language becomes intrinsic. They are no longer learning English or Spanish, they are using English to save a virtual company from a PR crisis or using Spanish to plan a sustainable community garden for a fictional town. This authenticity transforms the classroom from a passive learning environment into an active workshop.

2. Integrated Skill Development:Traditional lessons often segregate skills: a listening hour, a reading hour, a speaking session. PBL naturally integrates all four language skills

(reading, writing, listening, and speaking) along with pragmatic and sociolinguistic competencies. To solve the problem, students must *read* research materials, *listen* to their peers' ideas, *write* notes and final reports, and *speak* to negotiate and present. This holistic practice mirrors real-life language use and ensures that skills are developed in an interconnected, functional manner.

3. Development of Critical Thinking and Cognitive Flexibility:Ill-structured problems have no single "right" answer. Students must evaluate the credibility of sources, analyze information from different perspectives, weigh alternatives, and justify their decisions. This process cultivates higher-order thinking skills as defined by Bloom's Taxonomy – analysis, evaluation, and creation. The cognitive demand of solving a complex problem forces learners to manipulate the language at a deeper level, moving beyond formulaic sentences to creative and flexible language use.

4. Cultivation of Learner Autonomy: PBL shifts the role of the teacher from a "sage on the stage" to a "guide on the side." Students take ownership of their learning journey. They identify their own knowledge gaps, find resources, and manage their time and collaboration. This fosters a sense of agency and self-reliance, which are crucial for lifelong language learning beyond the classroom walls. They learn *how* to learn a language, a meta-cognitive skill of immense value.

5. Authentic Contextualization of Language: Language is learned and practiced in a context that mimics real-world scenarios. The vocabulary, grammatical structures, and discourse patterns students acquire are directly linked to a specific purpose and context, making the knowledge more memorable and transferable. Learning the subjunctive mood becomes necessary when proposing that "it is essential *that the company invest* in renewable energy," rather than being an isolated grammatical exercise.

The Drawbacks and Implementation Challenges

Despite its compelling benefits, PBL is not a pedagogical panacea. Its successful implementation is fraught with challenges that educators must anticipate and manage.

Significant Time Investment: A well-executed PBL cycle, from problem introduction to final reflection, can take several class periods or even weeks. This can be difficult to reconcile with rigid curriculum schedules and standardized testing requirements that demand broad coverage of grammatical topics. Teachers may feel pressure to "cover the textbook" and may view PBL as a time-consuming luxury rather than a core methodology.

High Demand on Teachers and Learners: For teachers, designing effective, ill-structured problems requires creativity and significant upfront preparation. During the process, their role becomes more complex, they must facilitate group dynamics, provide timely feedback, and scaffold learning without providing direct answers. This requires a different skill set than traditional lecturing. For students, particularly those accustomed to passive learning, PBL can be initially unsettling. The ambiguity of the process and the responsibility for their own learning can cause anxiety and resistance.

Risk of Linguistic Inaccuracy: In a PBL environment, the primary focus is on communication and problem-solving. While this promotes fluency, it can sometimes come at the expense of accuracy. Students, immersed in the flow of collaboration, may reinforce each other's errors or develop "fossilized" mistakes if there is insufficient corrective feedback. The teacher must therefore strike a delicate balance, allowing for

communicative flow while discreetly noting and addressing persistent grammatical and phonological errors.

Assessment Complexities:Assessing student performance in PBL is more complex than grading a multiple-choice test. Evaluation must be multifaceted, considering not only the final product but also the process – the quality of research, collaboration, individual contribution, and reflection. This often requires detailed rubrics that assess both linguistic competence and cognitive skills, which can be time-consuming to create and apply consistently.

Group Dynamics Issues:As a collaborative methodology, PBL's success is contingent on functional group dynamics. Common problems include "free-riders" who contribute little, domineering members who control the conversation, and interpersonal conflicts. Without careful management and clear guidelines for collaboration, these issues can hinder the learning experience for all involved and create an inequitable environment.

Conclusion: A Balanced Approach for Competent Communicators

Problem-Based Learning represents a paradigm shift in language education, moving the focus from knowledge transmission to competence development. Its power lies in its ability to create a learning environment where language is not the subject of study but the medium through which meaningful, cognitive work is accomplished. By engaging students in authentic problem-solving, PBL directly cultivates the linguo-cognitive competence required for success in an increasingly complex and globalized world.

The benefits – heightened motivation, integrated skills, critical thinking, autonomy, and authentic language use – are profound. However, these do not come without significant challenges related to time, teacher/student readiness, accuracy, assessment, and group work. Therefore, PBL should not be seen as a replacement for all other methods but as a powerful component of a balanced pedagogical toolkit. It may be most effectively used in modules or projects interspersed throughout a curriculum, allowing for deep, applied learning while ensuring that foundational linguistic knowledge is also secured.

Ultimately, the goal of developing learners who are not just speakers but thinkers and problem-solvers in a new language is a noble and necessary one. By thoughtfully embracing the principles of Problem-Based Learning, educators can create dynamic classrooms where students build not only their vocabulary but also their intellectual capacity, emerging as truly competent and confident communicators.

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APPLYING THE PROBLEM-BASED LEARNING (PBL) APPROACH TO ASSIST LEARNERS IMPROVE COGNITIVE AND LINGUISTIC SKILLS

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Abstract.*This article examines the efficacy of Problem-Based Learning (PBL) as a pedagogical method for the concurrent development of cognitive and linguistic skills. Moving beyond traditional, siloed instruction, PBL uses real-world, ill-structured problems as a catalyst for learning, engaging students in a cycle of inquiry, collaboration, and reflection. The analysis demonstrates that this process inherently fosters higher-order cognitive abilities – including critical thinking, problem-solving, and metacognition – while providing authentic, integrated practice in reading, writing, speaking, and listening. The article highlights key benefits such as enhanced intrinsic motivation, deepened contextual learning, and the cultivation of learner autonomy. However, it also addresses significant implementation challenges, including the time-intensive nature of PBL, the complex shift in roles for teachers and students, potential trade-offs between fluency and accuracy, and difficulties in assessment. It is concluded that, despite these challenges, PBL offers a powerful, synergistic framework for preparing learners to be agile thinkers and effective communicators, capable of applying their skills to complex, real-world situations.*

Keywords: *Problem-Based Learning (PBL), Cognitive Skills, Linguistic Skills, Critical Thinking, Student-Centered Learning, Authentic Assessment, Educational Methodology.*

Introduction: Bridging the Gap Between Knowledge and Application

In an era defined by information abundance and complex global challenges, the ultimate goal of education is shifting. It is no longer sufficient for learners to simply accumulate facts, they must be able to apply knowledge deftly, think critically, and communicate effectively to solve novel problems. This is especially true in language education, where the traditional dichotomy between learning *about* a language and being able to *use* it fluently persists. The Problem-Based Learning (PBL) method emerges as a powerful pedagogical response to this challenge, offering a dynamic framework for the simultaneous development of cognitive and linguistic skills.

Originally pioneered in medical education during the 1960s, PBL is an instructional learner-centered approach that uses real-world problems as the catalyst for learning. As defined by Howard Barrows, a key architect of the method, PBL is "the learning that results from the process of working towards the understanding of, or resolution of, a problem" (Barrows, 1996, p. 5). This article will explore the mechanisms through which PBL facilitates the intertwined development of cognitive abilities – such as analysis, evaluation, and problem-solving – and linguistic competencies, including vocabulary acquisition, grammatical accuracy, and communicative fluency. By examining its benefits, addressing

its inherent challenges, and considering its practical implementation, we can appreciate PBL's role in cultivating agile, competent thinkers and communicators.

The PBL Process: A Cycle of Inquiry and Collaboration

The power of PBL lies not in the problem itself, but in the structured process it initiates. A typical PBL cycle in an educational setting unfolds in several key stages:

1. **Problem Presentation:** The learning journey begins with an "ill-structured" problem – one that is complex, open-ended, and mirrors real-world challenges. For example, students might be tasked with: "Design a sustainable business proposal for a local community," or "Develop a campaign to reduce plastic waste in our school."

2. **Identification of Prior Knowledge and Learning Needs:** In small groups, students analyze the problem. They discuss what they already know that is relevant (activating prior knowledge) and, more importantly, identify the gaps in their understanding. This step forces metacognition – thinking about their own thinking – and generates a list of "learning issues" they need to research.

3. **Self-Directed Learning:** This is the independent research phase. Students investigate their identified learning issues using various resources – texts, digital media, interviews – to gather the necessary information and conceptual knowledge.

4. **Collaborative Synthesis and Application:** The group reconvenes to share their findings. They must critically evaluate the new information, debate its relevance, and synthesize it with their prior knowledge to develop a viable solution to the initial problem.

5. **Solution Presentation and Reflection:** Groups present their conclusions, justifying their reasoning. The cycle culminates in a crucial reflection phase, where students evaluate the effectiveness of their solution, the collaborative process, and the knowledge and skills they have gained.

This iterative process ensures that cognitive engagement and linguistic practice are continuous and deeply contextualized.

Synergistic Benefits: How PBL Fosters Dual-Skill Development

1. Intrinsic Motivation through Authentic Context

PBL replaces decontextualized exercises with meaningful, relevant problems. This authenticity transforms the learner's mindset. The driving force is no longer an external grade, but an internal "need to know" to solve the problem. As educational theorist John Dewey famously argued, "Education is not preparation for life, education is life itself." PBL embodies this principle, making the classroom a microcosm of real-life challenges. This heightened engagement leads to deeper processing of both the subject matter and the language required to navigate it.

2. Integrated Cognitive and Linguistic Practice

Traditional instruction often silos skills. In contrast, PBL necessitates their seamless integration. To solve a problem, learners must:

- **Read** and comprehend complex source materials (reading comprehension).
- **Discuss** and negotiate ideas with peers (speaking & listening).
- **Synthesize** information into a coherent solution (critical thinking).
- **Present** their findings in a clear, persuasive manner (writing & speaking).

This holistic engagement ensures that language is used as a tool for thinking and communication, not as an abstract subject. Vocabulary is acquired not from a list, but

because it is essential to the task (e.g., learning terms like "carbon footprint" or "profit margin"). Grammatical structures are practiced because they are necessary for constructing a logical argument.

3. Cultivation of Higher-Order Thinking Skills

PBL is inherently designed to push learners beyond simple recall. The ill-structured problem forces them to operate at the highest levels of Bloom's Taxonomy. They must *analyze* information from different sources, *evaluate* the credibility of evidence, *synthesize* disparate ideas, and *create* an original solution. One proponent notes, "PBL is about learning to think, and thinking to learn." This cognitive workout occurs entirely within the medium of the target language, forging a strong connection between complex thought and complex language use.

4. Development of Metacognition and Learner Autonomy

The PBL cycle institutionalizes reflection. By constantly asking, "What do we know?" and "What do we need to find out?", students develop metacognitive awareness. They become managers of their own learning journey, developing the ability to set goals, locate resources, and assess their progress. This autonomy is a cornerstone of lifelong learning, equipping students with the strategies to continue developing their cognitive and linguistic skills long after they leave the classroom.

Challenges and Considerations in Implementation

1. The Time-Intensive Nature of the Process

A single PBL cycle can span days or weeks. This often conflicts with rigid, content-heavy curricula and the pressure to "cover" a predetermined syllabus. Educators may struggle to balance the depth of learning PBL offers with the breadth of material required by standardized testing.

2. The Shift in Roles for Teachers and Students

PBL demands a fundamental shift in the classroom dynamic. The teacher transitions from a "sage on the stage" to a "guide on the side" – a facilitator of learning rather than a dispenser of knowledge. This requires a different set of skills, including expert questioning, group process management, and the ability to provide just-in-time support. For students accustomed to passive learning, the sudden responsibility for their own learning can be disorienting and lead to initial resistance or anxiety.

3. Balancing Fluency with Accuracy

A primary focus on problem-solving and communication can sometimes prioritize fluency at the expense of linguistic accuracy. In the flow of collaboration, students may develop and reinforce interlanguage errors. The facilitator must therefore be vigilant, finding discreet and effective ways to provide corrective feedback without stifling communicative confidence. This requires a delicate balance, integrating form-focused instruction within the problem-solving context.

4. Assessment Complexities

Evaluating student performance in PBL is more nuanced than scoring a multiple-choice test. Assessment must be multi-faceted, capturing not only the final product but also the quality of the process – research, collaboration, individual contribution, and reflection. This typically requires detailed rubrics that transparently outline criteria for

both cognitive skills (e.g., depth of analysis) and linguistic competencies (e.g., clarity of presentation).

5. Navigating Group Dynamics

As a collaborative methodology, PBL's success is highly dependent on positive group dynamics. Issues such as social loafing ("free-riding"), dominant personalities, and interpersonal conflict can undermine the learning experience for all members. Proactive facilitation and clear guidelines for collaborative work are essential to ensure equitable participation.

Conclusion: A Powerful Tool for a Complex World

The Problem-Based Learning method represents a significant evolution in educational practice, aligning pedagogy with the complex demands of the 21st century. By situating learning within the context of authentic, meaningful problems, PBL creates an environment where cognitive and linguistic skills are not merely taught but are authentically practiced and honed. The method fosters motivated, autonomous learners who are equipped not just with knowledge, but with the ability to think critically, collaborate effectively, and communicate persuasively. While the challenges of implementation – regarding time, teacher training, and assessment – are real, they are not insurmountable. They call for a shift in institutional support and professional development. PBL may not be the sole method used in a classroom, but its principles can profoundly enrich a curriculum. As we prepare students for an unpredictable future, equipping them with the intertwined capacities for deep thought and effective communication is paramount. In the words of Albert Einstein, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them." Problem-Based Learning offers a proven pathway to developing that new, more sophisticated level of thinking and speaking.

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THE INFLUENCE OF SOCIOCULTURAL FACTORS ON STUDENT'S SECOND LANGUAGE ACQUISITION IN UZBEKISTAN

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Abstract. *This article analyzes the effects of sociomadanic factors on students studying a foreign language in detail. The study outlines how factors such as family support, peer influence, and social class influence foreign language acquisition based on examples, scientific research, and the educational context of Uzbekistan.*

Keywords: *foreign language learning, sociocultural factors, family influence, peer influence, social class.*

Introduction

What are sociocultural factors and how they affect the way non-native learners acquire the second language? The question, which resulted in growing interest among researchers in the sphere of foreign language teaching led to several studies and in-depth analysis about the impact of sociocultural elements on second language learners. As the vast majority of researchers were focused only on psychological factors and their importance on language learning, it was Jamous & Chik (2012), who presumed the fact that particular set of sociocultural factors can improve the way learner acquires a foreign language in great extent. Since then, researchers all over the world conducted a great deal of researches to delve into the concept of sociocultural circumstances that stimulate and develop language proficiency of a second language from completely new perspective and divided sociocultural factors into several sub-groups, which were later analyzed and compared in detail with the help of collected data during each study.

Understanding the influence of sociocultural elements in second language acquisition is important not only for foreign researchers, but also has its educational value for representatives of foreign language teaching sector in Uzbekistan, because in recent years there has been a great demand for educating youngsters, who know multiple languages except the native one. That is why careful investigation of these elements helps language teachers in Uzbekistan to get to know which sociocultural factors matter and how they influence the way non-native learners develop a foreign language proficiency in the process of creating innovative teaching methods and relevant language learning materials. In-depth investigations of the field revealed three sociocultural aspects such as the family influence, peer impact and social class that facilitate second language learning among students.

The family influence and second language acquisition

The family role is a key socio-cultural influence, which shapes L2 learning in students. Support of family and having a successful family member as a role model are key motivators for students not only in Uzbekistan, but also in many other countries in terms of language learning. According to Kormos et al (2011), who conducted a large study of

students at secondary school in Chile, family member's encouragement and praise has a major impact on learner's motivation (cited in Han, 2017). Authors point out that family is a key factor in forming student's attitude toward learning a new language, setting the goals, and encouraging the efforts of a learner in the process of reaching these goals. That is to say, family members being those, who surround a learner in every stage of second language acquisition inspire him to keep on striving for learning, even when he struggles in some aspects of second language.

Having successful family member as a role model is another family-related factor in Uzbekistan that provokes learner to succeed in L2 acquisition. Parents, siblings or other representatives of extended family can act as a role model within the home setting and contribute to shape language learning motivation in student. A case in point is the study, which was conducted in Vietnam. Pham (2016), who was a researcher in this study, reports that over 75 percent of students, who participated in Vietnamese study said that they had a great desire to develop a language skill concerning their second language as their siblings did. Moreover, some participants of the study strongly believed that if their siblings managed to succeed in L2 learning, they could do it as well. It means that having a family member as an exemplar of a good second language proficiency stimulate students active learning. Taking into account strong ties between family members in Uzbekistan and the analysis of family role on student's success in target language, it can be understood that both family encouragement and taking a family member as a shining example of a good language learner have substantial effect on students.

Peer impact as a trigger of effective language learning

Peer impact is another major sociocultural factor that affect acquiring a second language by students in Uzbekistan. In most cases peer influence in Uzbek schools happens in form of peer competition, when students strive to surpass their counterparts in particular aspects of language learning and achieve their own language learning related goals. While defining the role of peer impact Pham (2016), English language lecturer at University of Economics and Law in Vietnam, states "if a context in which the majority of peers were at similar levels, students did not feel the immediate need to improve their language skills". In other words, peer competition in the language learning classes is indispensable, because it encourages students to study hard in order to have progress and better results in language learning in comparison with their peers. Furthermore, competitive language learning in the classroom can prepare learners for following competitions in their real lives when they graduate the school and start their independent life (Afzalimir & Safa, 2021). Indeed, developing competitional skills during second language learning classes can prepare learners to face challenges in modern competitive world. However, peer's role in student's language enhancement in Uzbekistan is not all about being competitors. The phenomenon of peer interaction is also crucial in enhancement of second language acquisition. In the classroom setting peers are those, who enhance language development of a learner by sharing knowledge with a student. Large number of second language acquisition theories highlighted the importance of input during the student-student interaction in the classroom. In one of these theories, it is said that during the lesson students not only "produce the language, but also acquire new linguistic material from their peers as input". (Tavares, 2016). The theory was resulted

in the creation of Interaction Hypothesis by Long (1981). In this hypothesis interaction is the key element of second language, because of the fact that while engaged in conversation partners repeat particular words or phrases, use confirmation or comprehension checks which in turn leads to better understanding of an input.

However, there is a case that can hinder the process of peer interaction such as the dominance of native speaker peers in the classroom. When the vast majority of peers are native speakers, the language learner cannot express himself freely because of the huge language proficiency gap between him and native speakers. A typical example for is the schools in Uzbekistan and primarily in Tashkent that educated in Russian language during Soviet Union. In some classes of Russian schools, the majority of learners were Russians, which resulted in less interaction between native speaker peers and non-native learners because of language barrier in first years of education. But in modern Uzbekistan, aforesaid barriers can occur rarely, thus the importance of peer interaction in second language acquisition is also actual for Uzbek context.

The role of social class in second language development

The economic status of students is another sociocultural factor that greatly results in their foreign language learning. In recent years, there has been observed a huge socioeconomic inequality within the society in almost all countries of the globe and Uzbekistan is not an exception. There are many standpoints on the impact of economic background of family on second language enhancement.Black (2020) states that financial inequalities result in social class effect, which makes parents with lower income send their children to schools that are considered as the 'second best.' In other words, the privileged families have financial opportunity to give their children to prestigious educational establishments with in-depth learning of second language, in comparison with their counterparts from less-privileged family backgrounds, whose kids have to attend public schools, where the quality of language teaching is not as high as it is in private ones.The same trend can be observed in Uzbekistan as well. Taking into account that the vast majority of private schools are based on foreign educational program, the primary goal of them is to teach multiple languages using high quality, innovative and interactive teaching methods. However, there are others ways how social class can impact on student's language development. One of them is the influence of social background on the level of teacher-student interaction in the classroom. In his study related to social class and educational inequality, Ray (2006) explains how teachers can marginalize attitude towards children from low-income families and how it impacts language learning motivation of a learner. Indeed, teacher's attitude to student results is facilitation or discouragement of learning a second language. Being isolated from others or receiving less attention and support from a language teacher may lead to negative attitude towards learning and hinder the process of language development. Thus, it is important to educate professional and competent language teachers in Uzbekistan, who will not discriminate pupils based on their socio-economic background, but support them in all stages of language learning.

Conclusion

Second language learning is long and sophisticated process and it is naturally that there can be great variation in terms of foreign language learning achievement among

Uzbek students. As Breen (2001) states in his article titled "Learner Contribution to Language Learning", despite the fact that learners of first language always have almost the same level of language proficiency, the situation in second language acquisition is completely different, even when students learn the same materials and receive the similar knowledge and exposure. Multiple examples given in this case study were intended to explain the reasons for this variation by disclosing a set of sociocultural factors that impact on learner's acquisition of non-native language both in positive or negative way. Understanding the importance of sociocultural elements in foreign language development is extremely significant for Uzbek teachers, because it gives a new perspective for transforming the process of teaching languages. Moreover, in-depth comprehension of how parental support, peer interaction and economic status of a learner can shape second language development can be the first step for creating effective teaching approaches and applicable teaching materials that can help to improve student's linguistic achievement. Additionally, analyzing the sociocultural factors will help teacher to develop the skills of creating positive classroom environment by promoting healthy competition among learners.

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PRAGMATIC COMPETENCE AND CULTURAL ADAPTATION IN EFL CONTEXTS: CHALLENGES AND PEDAGOGICAL IMPLICATIONS

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Abstract. *The article explores the development of pragmatic competence and cultural adaptation among Uzbek EFL learners. It focuses on two major challenges – negative pragmatic transfer and resistance to perceived L2 norms – identified through reflective practice and literature review. Findings indicate that effective pragmatic instruction requires explicit teaching, authentic interaction, and intercultural awareness. Teachers are encouraged to balance linguistic accuracy with cultural sensitivity to promote successful cross-cultural communication.*

Keywords: *pragmatic competence, cultural adaptation, EFL, pragmatic transfer, intercultural awareness, language teaching.*

Introduction

Having the ability to apply a particular language in a pragmatically appropriate manner is not as easy as it might seem. Pragmatic competence – the ability to use language effectively and appropriately in social contexts – is an essential component of communicative competence. As Cohen and Olshtain (1993) argue, without formal instruction one might need at least ten years to be as flexible within a target culture as native speakers. Mastering pragmatic norms, therefore, prevents second language (L2) learners from the risk of feeling alienated in new linguistic and cultural environments.

In foreign language classrooms, learners are often exposed primarily to grammatical and lexical aspects of language, while pragmatic knowledge remains underrepresented. According to Ishihara and Cohen (2010), there are five key factors that give rise to divergence from pragmatic norms: (1) limited exposure to authentic input, (2) negative pragmatic transfer from the first language (L1), (3) resistance to perceived L2 norms, (4) lack of metapragmatic awareness, and (5) insufficient pragmatic instruction. Out of these, two factors – negative pragmatic transfer and resistance to perceived L2 norms – are the most common among learners in the Uzbek EFL context.

This article aims to discuss these two challenges through reflective practice, theoretical insights, and relevant literature. Pedagogical strategies for enhancing learners' pragmatic competence and cultural adaptability in English as a Foreign Language (EFL) settings are also proposed.

Materials and Methods

The study is based on reflective practice and literature-based qualitative research. The reflections were drawn from many years of experience teaching English to learners of varying expertise levels, including Uzbek and Russian speakers. Findings were compared with those of previous influential works in the fields of pragmatics and language teaching (e.g., Ishihara & Cohen, 2010, Kasper & Rose, 2002, Taguchi, 2011). In the reflective

strategy, teachers analyze their practice, relating theory to their experience of teaching. According to Schön (1983), two aspects of reflective practice are distinguished: reflection-in-action (thinking while in the act of teaching) and reflection-on-action (thinking after the act of teaching). In this paper, classroom experiences and previous literature were used to identify common difficulties for learners and teachers in developing realistic fluency.

Additional information was gathered from studies related to pragmatic transfer and cultural identity in second language learning, including interlanguage pragmatics (Thomas, 1983, Bardovi-Harlig, 1996), L1–L2 transfer (Taylor, 1975), and identity negotiation (Beebe & Giles, 1984).

Results

Negative Pragmatic Transfer

In the case of practical transfer, it is interesting to note that during English classes at school, English sentence structures were taught through the framework of Uzbek grammar, with emphasis on subject, predicate, and sentence order. While this method was found helpful for understanding grammatical structure, errors in pragmatic transfer were frequently made when English communication strategies were applied.

Through later pedagogical practice, it was realized that such instruction may lead to negative transfer from the learners' first language (L1). This negative transfer is manifested in inappropriate directness, misinterpretation of politeness, and incorrect use of speech acts. Taylor (1975) emphasizes that beginners are especially prone to this phenomenon, while advanced learners rely more on L2 norms.

The dissimilar nature of Uzbek and English contributes significantly to this challenge. The two languages differ not only in phonology and morphology but also in pragmatic conventions such as address forms, requests, apologies, and expressions of politeness. For instance, Uzbek speakers often rely on contextual and tonal cues rather than explicit politeness markers, while English communication tends to value explicitness and indirectness. Consequently, Uzbek learners might appear overly direct in English, which can lead to pragmatic failure (Thomas, 1983).

Learners whose L1 is Russian tend to show more positive transfer, especially in vocabulary and phrase patterns, due to some lexical and semantic similarities between Russian and English. For example, Russian learners often find it easier to understand formal address forms or modals of politeness ("could you," "would you mind") than Uzbek learners. This demonstrates that transfer can function both positively and negatively depending on linguistic proximity and exposure.

Resistance to Perceived L2 Norms

Another challenge frequently observed in EFL classrooms is students' resistance to adopting English pragmatic norms. Many learners express skepticism about the necessity of conforming to L2 cultural expectations. Questions such as "Why must English be learned to do business abroad?" or "Why can't foreigners learn Uzbek instead?" are often asked. While such remarks reveal a strong sense of national identity, they also indicate emotional resistance to full participation in L2 culture.

This resistance is not uncommon. According to Ishihara and Cohen (2010), learners may consciously or subconsciously resist adopting L2 pragmatic behaviors due to a desire

to maintain their cultural identity. Beebe and Giles (1984) also observed that some individuals deliberately emphasize their linguistic differences as a form of identity preservation, even when near-native proficiency has been achieved.

In one instance, several students who had achieved IELTS scores of 8.0–8.5 and were studying in Florida were observed during video chats. Uzbek was often used among themselves, and it was explained that English was reserved for academic communication only. It was mentioned that Uzbek made them feel more comfortable and "true to themselves." This situation exemplifies the tension between linguistic adaptation and cultural loyalty. Teachers thus face the challenge of balancing respect for learners' identities with the pedagogical goal of developing pragmatic competence. While total assimilation into L2 culture is not necessary, developing pragmatic awareness remains crucial for successful cross-cultural communication.

Discussion

The results confirm that pragmatic competence is both a linguistic and cultural phenomenon. Learners must not only know what to say but also how, when, and to whom to say it appropriately. Failure to acquire pragmatic norms can lead to misunderstandings or social distance in communication. Negative transfer results primarily from contrastive teaching methods and insufficient exposure to authentic interaction. Teachers in EFL contexts are encouraged to integrate explicit instruction in pragmatics through real-life dialogues, role plays, and authentic materials. Bardovi-Harlig and Mahan-Taylor (2003) suggest that teachers can raise learners' awareness of pragmatic differences through consciousness-raising tasks, such as comparing native and non-native speech acts or analyzing politeness strategies in real conversations.

Resistance to L2 norms should be approached with cultural sensitivity. Learners' reluctance to adopt foreign norms often reflects deeper issues of identity and belonging. Therefore, pragmatic learning should be framed not as abandoning one's culture but as developing intercultural competence – the ability to navigate between cultural systems appropriately (Byram, 1997). Language learning thus becomes a process of dialogue between cultures rather than unilateral assimilation.

Furthermore, pragmatic instruction should move beyond mechanical drills. The incorporation of reflective journaling, peer discussions, and authentic multimedia (films, podcasts, interviews) can foster awareness of social nuances and speech conventions. Teachers themselves must remain lifelong learners of pragmatics, as their understanding of culture and context directly influences students' pragmatic growth (Rose, 1999).

Conclusion

Pragmatic competence is indispensable for genuine communicative success in a foreign language. While grammatical accuracy is important, understanding social norms, speech acts, and cultural expectations enables learners to use English naturally and effectively. Findings from reflection and literature indicate that negative transfer and resistance to perceived L2 norms are the two main barriers to achieving pragmatic fluency among Uzbek EFL learners.

To address these issues, teachers should adopt methods combining explicit instruction, authentic exposure, and intercultural dialogue. Learners, in turn, should be encouraged to view pragmatic learning as a way to expand – not diminish – their cultural

identity. As Cohen and Olshtain (1993) note, pragmatic learning requires time, awareness, and cultural openness. Therefore, success in mastering L2 pragmatics ultimately depends on balancing fidelity to one's culture with adaptability to new communicative norms.

Acknowledgement

Sincere gratitude is extended to colleagues and students whose engagement and reflections inspired this paper, and to the scholars whose research has contributed to the understanding of pragmatics in language education.

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NEMIS TILINI O‘QITISHDA INNOVATSION METODLARNING O‘RNI VA AHAMIYATI

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Annotatsiya. *Ushbu maqolada nemis tilini o‘qitish jarayonida qo‘llanilayotgan innovatsion metodlarning nazariy asoslari, ularning turlari hamda ta’lim samaradorligiga ta’siri yoritilgan. Interaktiv, axborot-kommunikatsion va kreativ metodlardan foydalanish til o‘rganuvchilarning kommunikativ kompetensiyasini rivojlantirishi, dars jarayonini jonlantirishi va talaba faolligini oshirishi ilmiy manbalar asosida tahlil qilingan. Tadqiqot natijalari innovatsion yondashuv nemis tilini o‘zlashtirishda muhim pedagogik omil ekanligini ko‘rsatadi.*

Kalit so‘zlar: *innovatsion metodlar, kommunikativ yondashuv, interaktiv texnologiyalar, CLIL, gamifikatsiya, raqamli ta’lim, nemis tili.*

KIRISH

Bugungi kunda globallashuv va raqamli texnologiyalar jadal rivojlanar ekan, ta’lim tizimida innovatsion metodlardan foydalanish dolzarb masalaga aylandi. Rivojlangan davlatlar – Germaniya, AQSH, Finlyandiya, Yaponiya kabi mamlakatlarda CLIL, gamifikatsiya, loyihaviy ta’lim, raqamli platformalardan foydalanish ta’lim samaradorligini oshiruvchi asosiy omillardan biri sifatida e’tirof etilmoqda. Innovatsion yondashuv o‘quvchilarning mustaqil fikrlashi, muloqot kompetensiyasi va ijodkorligini rivojlantirishi bilan ahamiyatlidir. Jumladan,Respublikamizda ham ta’lim tizimini modernizatsiya qilish doirasida interaktiv metodlar, AKT vositalari, elektron platformalar va integratsiyalashgan yondashuvlarni dars jarayoniga joriy etish kengayib bormoqda. Xususan, chet tillarni o‘qitishda innovatsion metodlardan foydalanish o‘quvchi kompetensiyasini rivojlantirish, kommunikativ savodxonligini oshirish va nutq faoliyatini faollashtirishda muhim omil bo‘lib xizmat qiladi. Innovatsion yondashuv o‘quv jarayonini interaktiv, mazmunli va samarali tashkil etish imkonini beradi [1].

Avvalo innovatsiya so‘ziga to‘xtalib o‘tamiz. Innovatsiya nima? Innovatsion metodlar biz uchun qanday ahamiyat kasb etadi? Innovatsiya – bu yangilik, yangicha g‘oya, ta’lim, texnologiya, ishlab chiqarish yoki boshqaruv jarayoniga yangilik kiritish, samaradorlikni oshirishga qaratilgan modernizatsiya, yangi metod, usul, texnologiya yoki mahsulot yaratish va uni amaliyotga joriy etish jarayoni. E. Rogers izohiga ko‘ra, innovatsiya – shaxs yoki guruh tomonidan yangi deb qabul qilingan g‘oya, usul yoki obyektni yaratish va joriy etish jarayoni. Pedagogikada innovatsiya – o‘qitish jarayonini takomillashtirishga qaratilgan yangicha texnologiya va metodlar majmuasi.Ta’lim jarayonida innovatsiya – bu yangicha yondashuv, texnologiya, metod yoki vositalardan foydalanish orqali o‘quv jarayonini takomillashtirishga qaratilgan faoliyatdir. Pedagogik innovatsiya nazariyasi E. Rogersning “Innovatsiyalarning tarqalishi” g‘oyalariga tayanadi. Rogers innovatsiyani o‘qitish jarayoniga kirib keladigan yangilik, uni o‘zlashtirish va amaliyotga tatbiq etish

bosqichlarini tavsiflab beradi [2]. Kommunikativ yondashuv nazariyasiga ko'ra, chet tilini o'qitishda asosiy maqsad – tilning grammatik tuzilishini o'rgatish emas, balki haqiqiy kommunikativ vaziyatlarda samarali muloqot qilishni ta'minlashdir [3].

Nemis tilini o'qitishda innovatsion metodlar

Interaktiv metodlar

• "Blended learning" – an'anaviy dars va onlayn o'qitishning uyg'unlashuvi. Bu model o'quvchini mustaqil ta'limga yo'naltiradi, multimedia resurslardan foydalanish imkonini kengaytiradi.

• "CLIL" (Content and Language Integrated Learning) – mazmun orqali til o'rgatish metodida o'quvchilar fanlararo mazmunni nemis tilida egallaydi.

• Rol o'yinlari va muloqotli vaziyatlar – kommunikativ kompetensiyani rivojlantiradi, real nutq sharoitlarini yaratadi.

Raqamli texnologiyalar asosidagi metodlar

• Onlayn platformalar (Duolingo, LingQ, Deutsch-online.de) – o'quvchining individual sur'atda ishlashiga imkon beradi.

• Virtual hamkorlik vositalari (Padlet, Mentimeter, Quizlet) – lug'at boyligini mustahkamlaydi, darsni interaktiv qiladi.

• Mobil ilovalar – o'quvchilarni darsdan tashqari ham o'qishga jalb qiladi.

Kreativ metodlar

• "Mind-mapping" – g'oyalarni xarita shaklida tuzish orqali til birliklarini tizimlashtiradi.

• Storytelling – hikoya yaratish orqali grammatik konstruktsiyalarni amaliy qo'llashni rag'batlantiradi.

• Gamifikatsiya (o'yinlashtirish) – o'yin elementlari yordamida o'quvchilarning motivatsiyasi oshadi

Innovatsion metodlar nemis tili ta'limida quyidagi natijalarni beradi:

• O'quvchi faolligi va mustaqil fikrlashi oshadi.

• Kommunikativ ko'nikmalar tezroq shakllanadi.

• O'quvchilarning nutq madaniyati, eshitish va tushunish kompetensiyalari rivojlanadi.

• Dars jarayoni qiziqarli, mazmunli va interaktiv bo'ladi.

Tadqiqot natijasi shuni ko'rsatadiki, innovatsion texnologiyalar asosida tashkil etilgan darslar an'anaviy darslarga nisbatan ko'proq natija beradi, chunki u o'quvchining faol ishtirokiga asoslanadi [4].

XULOSA

Xulosa qilib shuni aytishimiz joizki, nemis tilini o'qitishda innovatsion metodlardan foydalanish o'qitish jarayonini optimallashtirish, o'quvchilarning til ko'nikmalarini rivojlantirish hamda kommunikativ kompetensiyani mustahkamlashda muhim ahamiyat kasb etadi. Interaktiv, axborot-kommunikatsion va kreativ metodlarning uyg'unlashuvi yuqori natija beradi. Dars davomida o'quvchilarning kompetensiyasini shakllantirib borish uchun doimiy interaktiv hamda innovatsion ta'lim texnologiyalaridan foydalansa maqsadga muvofiq bo'lardi. Bunda talaba nafaqat til o'rganadi, balki zamonaviy innovatsion metdodlardan foydalanish usullarini ham o'rganib boradi.

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BO`LAJAK INGLIZ TILI O`QITUVCHILARIDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISH

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Annotatsiya. *Maqolada bugungi kunda ingliz tilini o`rganishda xorijiy davlatlarda zamonaviy va samarali yondashuvlar ko`nikmasiga berilayotgan e`tibor, qilinayotgan ilmiy izlanishlar, mohiyatini anglash, bu boradagi qilinayotgan yangiliklarga metodik tahlillar yoritib beriladi. Shuning bilan birgalikda tinglab tushunish ko`nikmasi yana qaysi faoliyatlarda o`z ta`sirini ko`rsatishi mumkinligi, kommunikativ kompetensiyani rivojlantirishning bir necha afzalligi haqida fikr yuritiladi.*

Kalit so`zlar: *kommunikativ kompetensiya, chet tili, zamonaviy jamiyat, visual xotira, tinglash strategiyalari, uning afzalliklari.*

Bugungi kunda Yevropa mamlakatlarida xorijiy tillarni o‘qitishda eng zamonaviy va samarali yondashuv sifatida faoliyatga yo‘naltirilgan kompetensiyaviy yondashuv keng qo‘llanilmoqda. “Kompetensiya biror bir faoliyatga yo‘naltiruvchi bilim ko‘nikma va malakalarning uyg‘unligidir”. Ma’lumki videomateriallar o‘z manbasiga metodik va metodologik asosiga ega bo‘ladi va har qanday videomaterialda muayyan muammoga e’tibor qaratiladi. Shundagina unga muloqotni rivojlantiruvchi vosita sifatida qarash mumkin. Demak, videolavhalarni tomosha qilish jarayonida nutq amaliyotining interfaol, ijodiy xususiyati namoyon bo‘ladi.

Nutqni quloq orqali idrok etish va tushunish tinglash deyiladi. Barcha og‘zaki muloqot tinglashni o‘z ichiga oladi. Ushbu faoliyatda ishtirok etmasdan, tilni o‘rganish va chet tilidagi nutqni zamonaviy jamiyat rivojlanishi uchun zarur bo‘lgan darajada ishlatish mumkin emas. Olimlar tinglash aqliy jarayonlar bilan bog‘liqligini va u faol jarayon ekanligini isbotlab bo‘lishgan, bu ma’lumotni tovush shaklida idrok etish, uni qayta ishlash va o‘quvchilarning uzoq muddatli xotirasida saqlanadigan bo‘lishi uchun boshqa birliklar bilan solishtirish, fikrni tan olish va tushunishni o‘z ichiga oladi. Vizual xotira eshitish xotirasiga qaraganda yaxshiroq rivojlangan, shuning uchun odamlar tezda charchaydilar va tinglayotganlarini tezda unutadilar.

Tinglashni o‘rgatish nutq faoliyatining boshqa turlariga qaraganda qiyinroq ekanligi sezilarlidir. Buning sababi, tinglash ustida ishlash jarayonida o‘quvchilar ijobiy his-tuyg‘ularni boshdan kechirmaydilar. Tinglash dars vaqtining qirq foizdan oltmish foizigacha, o‘qituvchining salomlashuvidan boshlanib, darsni yakunlash bilan yakunlanadi. Shunday qilib, zamonaviy chet tili o‘qituvchilari uchun nutq faoliyatining mustaqil turi sifatida ingliz tili darslarida tinglashni maqsadli o‘rgatish usullarini topish ayniqsa muhimdir. Bu o‘quv jarayonini optimallashtirish uchun zarur, chunki Federal Davlat Ta’lim Standarti talablariga muvofiq, eshitish qobiliyatini o‘rgatish eshitish, vizual idrok va xotiraning turli boshlang‘ich darajalariga ega bo‘lgan barcha talabalar uchun zarurdir.

Tinglashni o‘rgatish tinglashni o‘rganish strategiyalarini o‘z ichiga olishi kerak. Tinglash strategiyalari - bu og‘zaki nutqni tushunish maqsadiga erishish uchun ongli,

qasddan va tizimli ravishda qo‘llaniladigan usullar. Tinglash strategiyalari bilim, ko‘nikma va malakalar to‘plamiga asoslanadi.

I.T.Ogorodnikov optimallashtirishni turli xil o‘qitish usullarining ideal kombinatsiyasini izlash deb ta’riflaydi. U o‘quv jarayonini optimallashtirishning ushbu elementlari eng muhim deb hisoblaydi. I. I. Dyachenko optimallashtirish - bu belgilangan mezonlarga muvofiq boshqariladigan jarayonning eng samarali (optimal chegarasida) variantini tanlash, deb hisoblaydi. Y.K.Babanskiy ta’kidlaydiki, bu o‘quv jarayonini optimallashtirish konsepsiyasining kengroq talqini. T. A. Ilyina optimallashtirishni tizimning tashkiliy tomonining u yaratilgan maqsadlarga qanchalik mos kelishini belgilaydi. Bundan tashqari, ba’zi shartlar uchun erishilgan optimallik boshqa sharoitlarda amalga oshirilmasligi mumkin. Bo‘lajak o‘qituvchilarda kommunikativ kompetensiyani rivojlantirish bir necha afzalliklarga ega bo‘lishi mumkin. Birinchidan, bundan ko‘zlangan asosiy maqsad- o‘quvchilarda haqiqiy muloqot qilish qobiliyatini rivojlantirishdir. Buning uchun esa tinglab tushunishni bilish zarur hisoblanadi. Chunki tilning tabiiy o‘zaro aloqasi avvalo tinglash va tushunishdan boshlanadi. Agar o‘qituvchi tinglab tushunishni yaxshi bilsa, u o‘quvchilarga haqiqiy nutqni, talaffuz, intonatsiya, aksent va tabiiy so‘z oqimini tushuntira oladi.

Ikkinchidan, bugungi ingliz tili ta’limida podkastlar intervyular, videodarslar, filmlar kabi autentik materiallardan foydalanish muhim. Ularni tushunish va o‘quvchilarga tahlil qildira olish uchun tinglab tushunish ko‘nikmasi rivojlangan bo‘lishi zarur. Bu o‘z navbatida darslarni jonli va zamonaviy bo‘lishini ta’minlaydi. Uchinchidan, tinglab tushunish orqali o‘qituvchi tovush tizimi, urg‘u, intonatsiyani to‘g‘ri anglaydi. Bu esa so‘zlashuv madaniyatini oshiradi. Natijada o‘quvchilarga to‘g‘ri talaffuzni o‘rgatadi.

To‘rtinchidan, yaxshi tinglovchi bo‘lgan o‘qituvchi darsda o‘quvchilarning javoblarini, fikrlarini diqqat bilan tinglab anglay oladi, tahlil qiladi va mos feedback (qayta aloqa) beradi. Bu o‘qitish samaradorligini oshiradi. Beshinchidan, o‘qituvchi tilni faqat grammatik qoidalar orqali emas, balki tabiiy nutq oqimini tushunish orqali o‘rganadi. Bu esa unga ingliz tilini real hayotiy vaziyatlarda qo‘llash imkonini beradi. Oltinchidan, bugungi ingliz tili o‘qituvchilari xalqaro darajada ham raqobatbardosh bo‘lishlari uchun C1 yoki C2 darajadagi listening skillga ega bo‘lishlari zarur. Bu ularning malaka oshirish, xalqaro imtihonlarga tayyorlanish va xorijiy dasturlarda ishtirok etish imkoniyatini kengaytiradi.

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TALABALARARO FIKR ALMASHISHNING TARJIMONLARNI TAYYORLASHDAGI SAMARASI

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Abstract. *Mazkur maqolada tarjimon talabalarning yozma ko'nikmalarini rivojlantirish jarayonida peer review metodining ahamiyati keng qamrovda tahlil qilinadi. Ushbu metod orqali talabalar o'zaro yozma ishlarni baholash, tahrirlash, yangi g'oyalarni ishlab chiqish va xatolarni aniqlashda faol ishtirok etadilar. Peer review jarayoni ularda tanqidiy fikrlashni, ijodiy yondashuvni hamda hamkorlik kompetensiyalarini rivojlantirishga xizmat qiladi. Maqolada xorijiy olimlarning ilmiy qarashlari, mahalliy tajribalar va amaliy kuzatuvlarga tayangan holda peer review metodining samaradorligi asoslanadi.*

Kalit so'zlar: *peer review, tarjimon, yozma nutq, talabalararo fikr almashish, ta'lim metodlari, yozish ko'nikmasi, kooperativ ta'lim, tanqidiy fikrlash*

Kirish

Tarjima ta'limi nafaqat lingvistik bilimlarni, balki talabaning nutqiy kompetensiyasini shakllantirishni ham ko'zda tutadi. Shu jihatdan yozma nutq ko'nikmalari tarjimonlik kasbining eng muhim jihatlaridan biri hisoblanadi. Tarjimon matn bilan ishlash jarayonida mazmunni saqlash, uslubni moslashtirish, madaniy ekvivalentlikni ta'minlash kabi murakkab vazifalarni bajaradi. Bunday jarayonda yozish ko'nikmasi yetarlicha rivojlanmagan bo'lsa, tarjima sifati pasayishi tabiiy.

Bugungi kunda oliy ta'lim tizimida talabalarning yozma nutqini rivojlantirish uchun turli metodlar qo'llanilmoqda. Ularning eng samaralilaridan biri peer review, ya'ni talabalararo yozma ishlarni o'zaro baholash metodidir. Ushbu metod talabalarning o'zaro hamkorlik qilishini, tanqidiy fikr bildirishini va ijodiy yondashuvni kuchaytirishini ta'minlaydi. Bundan tashqari, ushbu metod orqali talabalar o'zaro hamkorlikda ishlash ko'nikmasini shakllantiradi va bu ko'nikma orqali sifatli yozma ish va tarjima materiallari tayyorlay olishadi.

O'qituvchi J. Harmer (2007) shunday deydi: "Talabalar o'zaro ishlaganida, ular nafaqat bilim almashadilar, balki mustaqil o'rganish jarayonini ham davom ettiradilar". Demak, peer review metodida talabalar bir-birining yozma ishlarini ko'rib chiqib, fikr bildirganida o'zining ham bilimlarini mustahkamlab boradi. Bir qator olimalar, xususan Fallahi, Wood, Austad, and Fallahi (2006) larning tadqiqotlariga ko'ra, agar talabalar dars jarayonida o'zaro yozma ishlarini tahlil qilishsa va bu o'qituvchi tomonidan tekshiril, nazorat qilib borilsa ushbu jarayon o'quvchilarning yozma nutqini samarali darajada oshishida katta yordam beradi.

Asosiy qism

Peer review metodining nazariy asoslari

Peer review metodining nazariy ildizlari ta'lim psixologiyasi va kooperativ ta'lim konsepsiyasiga borib taqaladi. Vygotskiy (1978) o'zining mashhur "yaqin rivojlanish

zonasi" nazariyasida shunday deydi: "Talaba mustaqil bajara olmaydigan vazifani o'z tengdoshlari yordamida bajara oladi". Demak, peer review jarayoni talabaning yozma nutqda mustaqil yechim topa olmaydigan qiyinchiliklarini boshqa talabalar bilan fikr almashish orqali yengib o'tishini ta'minlaydi. Shuni ham ta'kidlab o'tish joizki, agar talaba o'zi yozayotgan yozma ishi yoki qilayotgan tarjimasini avval o'qituvchi emas, balki biror kursdoshi yoki do'sti tekshirishini bilsa, u berilgan yozma topshiriqni bajarishda uni chiroyli yozishdan ko'ra ma'noliroq bajarishga bor e'tiborini qaratadi va bu natijada yozma ishning sifatli bajarilishini ta'minlaydi.

Bundan tashqari, peer review metodining asoslari kommunikativ kompetensiya nazariyasiga ham borib taqaladi. Tarjima ta'limida kommunikativ kompetensiya yozma nutqda ham aniq ifodalanishi zarur. Talabalarning bir-biriga yozma mulohazalar berishi ularda muloqot, tahlil va ijodiy fikrlashni rivojlantiradi.

Metodning afzalliklari

Peer review metodining afzalliklari ko'p. Eng avvalo, u talabalarni faol ishtirokchira aylantiradi. An'anaviy darslarda talaba ko'pincha o'qituvchi tomonidan baholansa, peer review jarayonida u ham baholovchi, ham muallif rolini bajaradi.

- Xatolarni aniqlash. Berg (1999) shunday deydi: "Talabalar o'z yozma ishlarini o'zaro tahlil qilganda, ular o'z matnlariga tashqi ko'z bilan qarash imkoniyatini qo'lga kiritadilar". Demak, boshqa talabaning matnini o'qish orqali talaba o'zida ham shunga o'xshash xatolarni ko'ra boshlaydi.

- Ijodiy yondashuv. Peer review talabalarning bir-biriga turli uslubiy va semantik yechimlarni taklif qilishiga yordam beradi.

- Mas'uliyatni oshirish. Talaba o'z ishi guruhdoshlari tomonidan o'qilishini bilsa, unga jiddiyroq yondashadi.

- Hamkorlik va muloqot madaniyati. Peer review jarayoni talabalarni bahslashish, dalillar keltirish, tanqidni qabul qilish va konstruktiv taklif berishga o'rgatadi.

Bir qancha boshqa olimlar (masalan: King, 2000, Prose, 2006) o'rganishlari natijasida aniqlashganki talabalar bir birlarining yozma ishlarini o'qib tahlil qilishayotganda faqatgina o'zlari o'rnak olishlari mumkin bo'lgan qisimlargagina e'tibor berib qolmay, o'zlari ham xato qilishlari mumkin bo'lgan qisimlarga yaxshigina e'tibor qaratishadi va keyinchalik o'zlarining yozma ishlarida ushbu xatolarni oldini olishadi. Chunki ushbu usul ularni xotirasiga bunday xatolardan qochish kerakligini yaxshiroq saqlaydi va keyinchalik yozma ishlarini yuqori sifatda bajarish imkonini beradi.

Ushbu metoding tarjima ta'limidagi o'rni

Tarjima jarayonida yozish ko'nikmasining ahamiyati beqiyosdir. Talaba yozma nutqda semantik aniqlikni saqlash, uslubiy to'g'rilikni ta'minlash va madaniy ekvivalentlikni yodda tutishi kerak. Peer review metodida talabalar bu masalalarni o'zaro muhokama qilib, tarjimaning kuchli va zaif tomonlarini ko'rsatadilar.

Liu va Hansen (2002) o'z tadqiqotlarida peer review metodini ikkinchi til yozuv mashg'ulotlarida qo'llash talabalarda tanqidiy fikrlash, ijtimoiy muloqot va mustaqil tahlil qilish ko'nikmalarini kuchaytirishini isbotlagan.

Bundan tashqari, tarjimon talabalarning yozma nutqi shu darajada mukammal bo'lishi lozimki, ular turli xil soxalarga, masalan yuridik sohaga oid rasmiy uslubda yozilgan matnlarni mahorat bilan tarjima qilishlari kerak bo'ladi. Bunday yuqori sifatli tarjima qilish

qobilyatini shakllantirishda o’zlari bilan bir sohada ta’lim olayotgan guruhdoshlari qilgan tarjima ishlarini tanqidiy tahlil qilish usuli judayam foydali usul hisoblanadi. Tanqidiy tahlil mobaynida ular faqatgina sherilklari qilgan xatoni aniqlashmaydi, balki ular foydalangan tarjima usullari, ilmiy atamalar va hattoki rasmiy yoki boshqa suldagi matn yozish strukturasini ham o’rganishadi.

Raqamli muhitda peer review metodining imkoniyatlari

So'nggi yillarda raqamli ta'lim vositalarining keng joriy etilishi peer review metodining amaliy qo'llanilishini yanada qulaylashtirdi. An'anaviy shaklda talabalar bir-birining yozma ishlarini qog'ozda almashib ko'rib chiqqan bo'lsa, hozirda onlayn platformalar ushbu jarayonni interaktiv, tizimli va samarali yo'lga qo'yish imkonini bermoqda. Raqamli muhitda o'zaro baholash jarayonining afzalliklari ko'pligi tarjima ta'limi uchun ayniqsa muhimdir, chunki tarjimonlik faoliyatining o'zi ham bugungi kunda raqamlashtirilgan, matnlar elektron formatda almashiladi, tahrir qilinadi va qayta ishlanadi.

Birinchidan, onlayn platformalar (Google Docs, Moodle, Turnitin Feedback Studio, Padlet va b.) real vaqt rejimida izoh qoldirish imkoniyatini yaratadi. Talaba biror so'z, ibora yoki jumlada xato ko'rsa, matnning aynan shu qismiga izoh qo'yishi mumkin. Bu esa an'anaviy og'zaki fikr bildirishdan farqli o'laroq, xatoning aniq joyini ko'rsatish, unga tegishli taklif berish va rivoyat yo'nalishini tushuntirishni osonlashtiradi. Tarjima ta'limida bu juda muhim: talaba noto'g'ri semantik yechimdan foydalanganda, stilistik moslik buzilganda yoki ekvivalent topishda qiynalganda raqamli izohlar jarayonni tezkor tahlil qilish imkonini beradi.

Ikkinchidan, raqamli peer review jarayoni talabalarga yozma fikr bildirish madaniyatini shakllantirishga xizmat qiladi. Ko'plab tadqiqotlarga ko'ra, talabalar og'zaki tanqiddan ko'ra yozma mulohaza bildirishda puxtaroq izoh berishga harakat qiladilar, chunki ular o'z fikrlari yozma ravishda saqlanib qolishini bilishadi. Bu holat nafaqat fikr bildirish sifatini oshiradi, balki jarayonni yanada mas'uliyatli qiladi. Tarjimonlikda yozma mulohaza madaniyati muhim ahamiyatga ega, chunki tarjima tahriri (editing) va korrektura (proofreading) jarayoni ko'p hollarda yozma shaklda amalga oshiriladi.

Uchinchidan, raqamli muhit peer review jarayonini arxivlash imkoniyatini beradi. Talaba o'z ishlari bo'yicha berilgan tavsiyalarni istalgan vaqtda qayta ko'rib chiqishi, xatolarini solishtirishi va o'z rivojlanish dinamikasini kuzatishi mumkin. Bu ayniqsa tarjimon talabalari uchun foydalidir: ular vaqt o'tishi bilan o'z tarjimalarida qanday xatolarni kamroq qilayotganini, qaysi sohalarda rivojlanayotganini va qayerda qo'shimcha mashq qilish kerakligini ko'rish imkoniga ega bo'ladilar.

Xulosa

Peer review metodining tarjimonlarni tayyorlashdagi samarasi quyidagilarda namoyon bo‘ladi:

1. Talabalar yozma nutqda ko‘proq xatolarni anglaydilar va ularni tezroq tuzatadilar.
2. Yozma mashg‘ulotlarda ijodiy yondashuv kuchayadi, yangi ibora va strategiyalar o‘zlashtiriladi.
3. Talabalarda mas’uliyat hissi va muloqot madaniyati shakllanadi.
4. Tarjima amaliyotida semantik, uslubiy va madaniy aniqlikni ta’minlash imkoniyati kengayadi.

Shu sababli, peer review metodini tarjimonlik ta'limida keng joriy etish nafaqat yozma nutqni rivojlantiradi, balki talabalarning kelgusida kasbiy faoliyatida yuqori sifatli tarjima yaratishga ham yordam beradi.

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DEVELOPING CRITICAL LISTENING THROUGH CONTENT- AND TASK-BASED LANGUAGE TEACHING IN UZBEK HIGHER EDUCATION

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Abstract. *This study explores how the integration of Content-Based Language Teaching (CBLT) and Task-Based Language Teaching (TBLT) can develop critical listening skills among philology students in Uzbek higher education. Conducted at the Namangan State Institute of Foreign Languages (NSIFL) from February to September 2025, the research involved three groups of second-year philology students (n = 42) and ten instructors who participated in a 10-week, 40-hour intervention. Students engaged in authentic listening activities hosted on the MoodleCloud-based platform listen2me.moodlecloud.com, featuring ten content-driven treatments and five reflective tasks for independent development. Pre- and post-tests measured learners' analytical comprehension, evaluative reasoning, and metacognitive awareness. Results revealed a significant improvement in the treatment group (gain of +12 percentage points, Cohen's d = 0.8), demonstrating that the CBLT–TBLT model fosters critical listening competence and reflective learning habits. The findings emphasize the potential of content- and task-based frameworks to transform traditional listening instruction into cognitively engaging and learner-centered pedagogy, contributing to ongoing innovations in Uzbekistan's higher education reforms.*

Keywords: *Critical Listening, Content-Based Language Teaching, Task-Based Learning, EFL, Metacognition, Uzbekistan*

Introduction

Listening comprehension in foreign language learning has traditionally been perceived as a receptive skill focused on understanding surface meaning. However, modern language education increasingly requires learners to engage with spoken input critically – to analyze, evaluate, and reflect on messages beyond literal comprehension. In Uzbekistan's higher education context, listening instruction remains largely test-oriented, with limited emphasis on critical thinking and metacognitive awareness. Consequently, many students struggle to evaluate argument quality, detect bias, or infer speaker intent. Addressing these challenges, this study proposes an integrated approach combining **Content-Based Language Teaching (CBLT)** and **Task-Based Language Teaching (TBLT)** to enhance critical listening competence among philology students.

CBLT provides intellectually stimulating contexts by embedding language instruction in meaningful academic and professional content, while TBLT organizes learning around purposeful, problem-solving tasks. Together, they align with constructivist and learner-centered paradigms that promote higher-order thinking and reflection. This framework not only supports linguistic growth but also cultivates analytical reasoning and self-

regulated learning – skills essential for 21st-century communication and global citizenship.

The present study was conducted at the **Namangan State Institute of Foreign Languages (NSIFL)**, with additional validation across collaborating institutions, including TIIAME National Research University, Gulistan State University, and Bukhara State Pedagogical Institute. Over ten weeks, learners participated in authentic listening tasks integrated into a Moodle-based digital environment (*listen2me.moodlecloud.com*), designed to foster engagement with real-world audio materials. By linking linguistic input to content knowledge and reflective practice, the study aimed to determine how CBLT–TBLT synergy can transform passive listening into an active, critical, and reflective learning process suitable for Uzbekistan's ongoing educational modernization.

Literature Review

Critical listening involves analyzing the structure, logic, and credibility of spoken discourse, requiring learners to assess argument quality and identify bias (Rost, 2016). Scholars such as Vandergrift and Goh (2012) emphasize that listening must progress from decoding sounds to interpreting meaning and evaluating ideas. Yet, in many EFL contexts, including Uzbekistan, instruction continues to rely on mechanical comprehension exercises that neglect deeper processing (Field, 2008).

Content-Based Language Teaching (CBLT) has emerged as a response to such limitations, grounding language learning in intellectually engaging content. Brinton, Snow, and Wesche (2017) argue that CBLT enhances cognitive depth and contextual understanding, encouraging learners to interact with authentic materials across disciplines. By linking linguistic form with academic content, students build both language proficiency and disciplinary literacy (Larsen-Freeman & Anderson, 2013). In the listening domain, CBLT enables exposure to complex ideas and diverse perspectives – a prerequisite for critical comprehension.

Task-Based Language Teaching (TBLT), as described by Nunan (2004) and Ellis (2018), prioritizes communication through real-world tasks requiring collaboration, negotiation of meaning, and reflection. Each task functions as a communicative event where learners apply comprehension to achieve an outcome. This experiential process promotes cognitive engagement, self-monitoring, and the development of metacognitive awareness (Goh & Taib, 2006).

Recent research underscores the synergy between CBLT and TBLT for promoting critical listening. Liu and Chen (2023) found that task-supported content-based lessons improved students' inferential comprehension and bias recognition. Rahimi and Abednia (2021) similarly demonstrated that CBLT–TBLT integration fosters higher-order thinking and motivation. When coupled with digital tools, such as AI-supported learning platforms, these frameworks create personalized, feedback-rich environments conducive to analytical listening (Zawacki-Richter et al., 2019).

In Uzbekistan, few studies have systematically examined listening as a critical skill. Khodjakulova (2024) highlighted that while learners exhibit moderate comprehension ability, they struggle with reasoning and evaluation. Incorporating reflective listening and digital media can bridge this gap by engaging learners in authentic communicative contexts. Therefore, combining CBLT–TBLT with technology represents a necessary

innovation for higher education institutions seeking to align with CEFR and national qualification standards (Malaka Talablari, 2021).

The theoretical foundation of this research aligns with Bloom's revised taxonomy (Anderson & Krathwohl, 2001), emphasizing cognitive progression from understanding to evaluation. It also draws from sociocultural and constructivist theories (Vygotsky, 1978), asserting that knowledge construction occurs through interaction and reflection. Collectively, this literature suggests that integrating content-rich, task-based instruction can cultivate the analytical, evaluative, and reflective skills essential for critical listening development in EFL learners.

Methodology

This study adopted a **mixed-methods design** to assess the effectiveness of CBLT–TBLT integration in developing critical listening. The experiment was conducted at the **Namangan State Institute of Foreign Languages (NSIFL)** between February and September 2025. Participants included **42 second-year philology students**, divided into three groups of 14 each (EU-24, CU-24, BU-24), and **10 English instructors** who contributed through observation and survey feedback.

The research comprised **10 treatment lessons (40 total instructional hours)** implemented over **10 weeks**. Lessons were hosted on *listen2me.moodlecloud.com*, a Moodle-based platform containing authentic audio/video materials from TED Talks, BBC Learning English, and academic lectures. Students in the treatment group (CU-24) engaged in five self-directed assignments emphasizing metacognitive reflection, bias detection, and argument evaluation. The control group (BU-24) followed a traditional comprehension-focused syllabus.

Data collection included:

1. **Pre- and post-tests** (36-point scale) assessing analytical comprehension, evaluative reasoning, and reflection.
2. **Teacher and student surveys** capturing perceptions of instructional effectiveness.
3. **Observation notes** evaluating task engagement and strategy use.

Quantitative analysis involved mean comparisons and effect-size calculations (Cohen's d). Qualitative responses were coded thematically to identify perceived benefits and pedagogical challenges.

The **pre-test standard deviation (SD = 3.14%)** confirmed homogeneous baseline performance across the three groups (mean = 56.6%). After the 10-week intervention, the treatment group improved from **58.1% to 70%** (+12 percentage points), while the control group improved modestly from **53.2% to 59%**. The large effect size (d = 0.8) verified substantial learning impact attributable to the CBLT–TBLT approach. These outcomes validate the reliability of the experimental design and its alignment with previous mixed-methods research frameworks in applied linguistics.

Results and Discussion

The quantitative results clearly demonstrate the positive impact of CBLT–TBLT integration on students' critical listening development. The **treatment group (CU-24)** showed a notable mean improvement of 4.28 points, transitioning from lower-B1 to mid-B2 CEFR proficiency levels. In contrast, the control group exhibited only limited gains. The

narrow SD values across all groups indicated consistent progress, confirming the robustness of the intervention.

Qualitative data further supported these findings. Teacher surveys revealed that students displayed stronger motivation, collaboration, and reflective awareness. Learners reported increased confidence in identifying speaker bias, distinguishing factual claims from opinions, and articulating evidence-based arguments. Reflective journal entries indicated that the structured, task-based design enhanced self-regulation and strategic listening behaviors.

The discussion highlights that **CBLT provided meaningful, cognitively rich contexts**, while **TBLT operationalized critical engagement** through real-world listening challenges. This dual approach aligns with Goh and Vandergrift's (2012) model of metacognitive listening instruction, emphasizing planning, monitoring, and evaluating. Moreover, integrating digital materials through MoodleCloud enabled flexible access and multimodal learning, consistent with global trends in AI-assisted language education (Zawacki-Richter et al., 2019).

These findings suggest that CBLT–TBLT fosters both linguistic competence and critical reasoning. Students were not only able to comprehend authentic input but also analyze logic, credibility, and evidence within spoken texts. The study thus contributes to Uzbekistan's national agenda of enhancing language proficiency and critical thinking in higher education, illustrating how innovative pedagogy can align local curricula with international standards.

Conclusion and Limitations (200 words)

This study concludes that integrating **Content-Based** and **Task-Based Language Teaching** significantly enhances critical listening skills among EFL learners in higher education. The CBLT–TBLT framework, grounded in authentic content and reflective learning, enabled students to transition from passive comprehension to active analysis and evaluation. Empirical evidence from the Namangan State Institute of Foreign Languages shows large, consistent gains across listening performance measures, confirming the model's pedagogical effectiveness.

However, several limitations should be noted. The research was restricted to one institution and a relatively small sample, limiting generalizability. The 10-week duration provided a snapshot of short-term gains but did not capture long-term retention. Additionally, while MoodleCloud facilitated digital access, AI-driven adaptive feedback systems were not fully implemented. Future studies should expand the sample size, include longitudinal assessment, and explore AI-supported analytics for individualized listening feedback.

Despite these constraints, the findings have strong implications for curriculum innovation in Uzbekistan. By integrating content- and task-based instruction with digital resources, educators can promote analytical comprehension, reflective awareness, and learner autonomy – key attributes for future-ready language professionals.

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METHODS AND TECHNIQUES FOR DEVELOPING STUDENTS' CREATIVE THINKING IN TEACHING FOREIGN LANGUAGES

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Annotation. *The article examines effective methods, techniques, and exercises aimed at developing students' creative thinking in the process of teaching foreign language. Various theoretical approaches to defining creativity are analyzed, including ideas proposed by Dewey, Sternberg, Guilford, Maslow, Paul, and other scholars. Special attention is given to the distinction between convergent and divergent thinking and their role in creative activity. The paper presents practical tools such as dictogloss, associative techniques, the PMI method, the "Six Thinking Hats," and the Dreamer–Realist–Critic model, as well as creative storytelling and poetic Diamond forms. The proposed methods foster students' analytical, logical, communicative, and creative abilities and contribute to increasing motivation, independence, and responsibility in the learning process. The study highlights the importance of integrating creative thinking technologies into foreign language education to enhance the effectiveness of learning and promote active student engagement.*

Keywords: *creative thinking, creativity, foreign language learning, dictogloss, divergent thinking, convergent thinking, PMI, Six Thinking Hats, Walt Disney method, associative techniques.*

Creativity, or creative thinking, is one of the key skills of the 21st century. The term *creativity* comes from the Latin *creatio* – "to create," *creator* – "one who creates," and essentially refers to "the manifestation of a person's creative ability." The term *creative thinking* varies considerably across scientific research and has many different definitions.

According to scholars, creative thinking is an active, disciplined process that involves logic, reflection, and evaluation, and helps distinguish truth from false information. The term was introduced by American philosopher John Dewey, who defined it as "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" [4].

Robert Sternberg defines critical thinking as a set of mental processes, strategies, and representations used for decision-making and problem-solving, distinguishing between metacomponents, performance components, and knowledge components [9].

Richard Paul describes creative thinking as disciplined, self-directed thinking that demonstrates improvements in thought consistent with a specific mode or domain of thinking [8].

I.I.Ilyasov defines it as analytical, evaluative, and problematizing thinking [5]. J. Steele defines creative thinking as the ability to analyze information from the standpoint of logic and a personal-psychological perspective, applying the results both to standard and non-standard situations, asking new questions, and developing evidence-based arguments [10].

According to the teachings of American psychologist Abraham Maslow, creativity is an innate orientation characteristic of all people but lost by many under the influence of existing systems of upbringing, education, and social practice [7].

In our view, creative thinking is the ability to analyze information, evaluate facts, draw reasoned conclusions, and use imagination while completing tasks, an ability to find original approaches to problem-solving.

The first to describe the concept of creativity was the psychologist and member of the American Psychological Association, Joy Paul Guilford. He identified two types of creative thinking: convergence and divergence.

Convergent thinking is the process of selecting, evaluating, and narrowing a range of ideas to one – most logical, practical, and effective – solution. Convergent thinking is necessary when a problem has many conditions but a single correct solution, such as solving a mathematical problem through a sequence of actions. Most people rely primarily on convergent thinking, which is reinforced by school education: there is a correct answer, which must be reached through certain reasoning or known procedures. People who use only convergent thinking tend to accept commonly recognized facts, select information that confirms their beliefs, and reject data that represents an alternative viewpoint.

Divergent thinking operates in many directions simultaneously. With it, one can find multiple solutions to a single problem. Divergent thinking is the ability to generate many varied ideas, approaches, and scenarios [1].

Creative and artistic thinking are often perceived as synonyms, but there are essential differences.

Creative thinking is the ability to generate new, unconventional ideas or find original solutions to problems, usually oriented toward practical outcomes in non-standard situations.

Artistic thinking is associated with creating aesthetically or emotionally meaningful products – paintings, texts, musical works. Here, not only novelty matters but also expressiveness, emotional depth, and personal interpretation. Both types of thinking are important and closely interconnected. The artistic approach inspires and deepens creative solutions, while creativity enriches artistic expression.

How can creativity be developed in students learning a foreign language?

Various training exercises, techniques, and methods can be used to develop creativity. Let us consider them.

EXERCISES

1. Ask yourself unconventional questions. Stimulate thinking to search for original solutions. Examples: What would a car look like if it were invented by someone who had never seen wheels? What could replace the Internet if it disappeared tomorrow? What would happen if animals had their own point of view?

2. Dictogloss. Dictogloss is a supported dictation exercise with its own preparation and implementation system. It requires students to process the text through the lens of their knowledge and skills and reproduce the dictated text based on their own perception. Students retain the main idea of the initial short text and then reconstruct a parallel version using their grammatical and linguistic knowledge. The term *dictogloss* comes from

"dictation" and "gloss" (explanation, interpretation, or paraphrase). It resembles retelling. The essence of dictogloss is reproducing the dictated text while preserving its informational content and, as far as possible, its linguistic accuracy. This exercise requires the active use of a complex of interrelated skills and encourages creativity based on each student's individual language resources [2].

Dictogloss is a nearly universal exercise because it engages all four types of communicative activity: listening during the initial dictation, speaking during group discussion, reading while reviewing notes, writing while preparing the final version. The development of lexical and grammatical skills depends directly on the topic being studied. Dictogloss also reinforces vocabulary and grammar relevant to the lesson's subject matter [1].

TECHNIQUES

1. "Associative Bridge". Choose two random words (e.g., *book* and *mountain*) and find as many connections between them as possible – visual, semantic, or metaphorical.

2. The "Sorbonka" Technique. A double-sided flashcard named after the Sorbonne University with a concept, example, or formula on one side and the answer on the other.

3. Edward de Bono's "Plus, Minus, Interesting" (PMI). Students complete a table with three columns:

- P – Plus: everything they liked, what was useful, or what evoked positive emotions.
- M – Minus: everything they disliked, found boring, unclear, or irrelevant.
- I – Interesting: curious facts or appealing aspects of the topic, with explanations [4].

4. A story with the same letter. Make up a story where all the words start with the same letter and give it a title

Title: "Silent shadows in the storm"

Silent skies shaded somber streets. Sudden storms started shaking small shacks. Samuel Sparrow silently slipped, seeking shelter. Shadowy shapes slithered, stealing soft sounds. Storm-slicked stones scattered, smashing silently. Still, Samuel stood, staring, strong. Somehow, serenity surfaced, soothing storm's song.

5. A story in alphabetical order. Make up a story in which each key word follows in alphabetical order from a to z

Title: "Alphabet adventure"

An Brave Cat Danced Elegantly, Facing Giants. He Invited Jumping Kangaroos, Lions, Monkeys. Night Overcame, Peace Quietly Rose. Stars Twinkled, Unicorns Vanished. Wolves X-rayed Young Zebras.

METHODS

1. "Six Thinking Hats" (Edward de Bono). Consider an idea from six perspectives: facts, emotions, criticism, positivity, creativity, and management. This method develops perceptual flexibility.

2. The "Dreamer–Realist–Critic" Method. A technique by Walt Disney that allows ideas to be generated and evaluated from three viewpoints:

- Dreamer – generates bold and limitless ideas.
- Realist – thinks about how to implement them.
- Critic – identifies risks, weaknesses, and clarifies details.

3. **A diamond (diamanta**) is a non-rhymed poetic form consisting of seven lines. The first and last of which are concepts with opposite meanings, useful for working with concepts that are opposite in meaning. First appeared in 1969 thanks to the American writer Iris McClellan Tiedt.

Rules of writing diamond

• The first and last 7 lines are the shortest, they consist of one word (noun), a key concept or theme of a poem.

• The second line consists of two words (adjectives).

• The third - of three (verbs or participles ending in -ing).

• The fourth (central) line consists of four words (nouns), while the first two words of the fourth line characterize the first key concept, and the second two words - the second key concept.

• The fifth and sixth lines are a mirror image of the third and second and relate to the second key concept.

Alignment of the test of the poem is performed in the center so that the finished poem resembles a diamond in shape, therefore another name for this work is a diamond poem.

Sea
sparkly, blue
rushing, heaving, bobbing
waves, foam, beach, sand
running, stoning, building
mat, brown
Land

CONCLUSION

Thus, the creative exercises, techniques, and methods described above aim to develop essential personal qualities such as reflectiveness, communicative competence, creativity, flexibility, independence, tolerance, and responsibility for one's own choices and results. They foster analytical, logical, and creative thinking.

The use of creative thinking techniques in foreign language learning improves students' ability to perceive information, increases motivation and engagement, promotes responsible attitudes toward learning, and enhances their ability to collaborate and think creatively.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

УЧЕБНО-МЕТОДИЧЕСКИЕ РЕСУРСЫ ДЛЯ ОБУЧЕНИЯ КИТАЙСКОМУ ЯЗЫКУ В СТРАНАХ ЦЕНТРАЛЬНОЙ АЗИИ

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Аннотация. *Издательство Пекинского университета языка и культуры (сокращённо – Издательство ПУЯК) основано в 1985 году. Оно является издательским учреждением первого уровня в Китае и входит в список ста лучших издательств страны. Это единственное в мире профессиональное издательство, специализирующееся на международном преподавании и исследовании китайского языка. В данной статье представлен обширный анализ существующих в практике обучения китайскому языку учебно-методических ресурсов для аудитории стран Центральной Азии. Данный анализ может послужить базой корпуса электронной платформы для обучения китайскому языку представителей стран ЦА.*

Ключевые слова: *издательство, учебно-методический ресурс, корпус, платформа.*

Издательство Пекинского университета языка и культуры выпустило более 4600 наименований публикаций, связанных с международным преподаванием китайского языка. Сформирована многослойная и всесторонняя линейка продуктов, охватывающую 45 языков и все этапы обучения в школах и вузах за рубежом. Продукция включает в себя стандарты, учебники, учебно-методические пособия, справочники, культурную продукцию и другие категории. Это позволяет удовлетворять разнообразные потребности в изучении китайского языка у студентов с разным родным языком, возрастом, целями и в различных учебных ситуациях.

Система стандартов международного преподавания китайского языка. По поручению Центра языкового сотрудничества Министерства образования КНР, Государственного комитета по делам стипендий и других вышестоящих организаций, наше издательство отвечает за публикацию ряда государственных стандартов, программ и белых книг в области международного преподавания китайского языка. Среди них: 《国际中文教育中文水平等级标准》«Стандарт уровней владения китайским языком в международном образовании»,《国际中文教学通用课程大纲》«Общая учебная программа по международному преподаванию китайского языка», 《国际中文教育中文阅读分级标准》«Стандарт градации чтения по китайскому языку для иностранных учащихся», 《职业中文能力等级标准》«Стандарт уровней профессиональной компетенции по китайскому языку»,《职业中文教学大纲》«Учебная программа по профессиональному китайскому языку»,《来华留学预科教育

标准（试用版）》«Стандарт подготовительного образования для иностранных студентов в Китае (пробная версия)» и др.

Брендовые ресурсы по международному преподаванию китайского языка:

1.Универсальные международные учебники китайского языка.

《新实用汉语课本》 «Новый практический курс китайского языка» переведён на 17 языков и используется почти в 2000 известных зарубежных вузах, включая Гарвардский университет, Стэнфордский университет, Оксфордский университет, Берлинский университет и др. Это самый широко используемый учебник китайского языка в зарубежных университетах.

《汉语教程》 «Курс китайского языка» помимо 3 языковых версий, изданных в Китае, также был лицензирован для перевода и издания в Республике Корея и Вьетнаме. Он широко используется в университетах и институтах Конфуция во многих азиатских странах.

《HSK标准教程》«Стандартный курс HSK» – один из самых популярных международных учебников китайского языка последних лет. По этой серии учатся более 1,5 миллиона человек по всему миру. Почти каждый, кто готовится к экзамену HSK, использует этот курс.

《汉语乐园》«Китайский язык для детей» (汉语乐园) переведён на 45 языков. Бумажный учебник сопровождается мультимедийными материалами и интерактивными играми, что делает его особенно привлекательным. Более 2000 начальных школ по всему миру используют эту серию, признанную «самым популярным детским учебником китайского языка за рубежом».

《轻松学中文》 «Легко учить китайский» охватывает все возрастные уровни – от детского сада до старшей школы. Издан на 7 языках, общий тираж превышает 4 миллиона экземпляров.

2. Учебники китайского языка по странам и регионам

Учебники для стран региона «Пояс и путь»

《实用交际汉语》 «Практический коммуникативный китайский язык» ориентирован на развитие коммуникативных навыков у изучающих китайский язык. В нем рассматриваются такие темы, как приветствие, просьбы о помощи, покупки и торг, спорт и фитнес, посещение врача, туризм и экскурсии и др.

Учебники с аннотациями на узбекском языке.

《新实用汉语课本》、《汉语乐园》（后来更名《中文乐园》）«Новый практический курс китайского языка» и «Китайский язык для детей» (впоследствии переименован в «Занимательный китайский») – это два самых продолжительно издаваемых и наиболее продаваемых бренда международных учебников китайского языка, выпущенных Издательством Пекинского университета языка и культуры. Издательство подписало договор о поставке с Министерством образования Узбекистана. Третье издание «Нового практического курса китайского языка» официально закупается и используется в ряде вузов Узбекистана в качестве рекомендованного учебника.

3. Серия учебников «Китайский язык + профессиональные навыки»:

"中文+ 职业技能" Серия учебников «Новый Шёлковый путь: китайский язык + профессиональные навыки»: предназначена для изучения китайского языка в профессиональных и деловых целях. Эти учебники позволяют одновременно развивать языковую компетенцию и прикладные профессиональные навыки.

"中文 + 医学" Учебник «Китайский язык + медицина»: составлен на основе «Программы экзамена по медицинскому китайскому языку (МСТ)». Он сочетает повседневное языковое обучение медицинских студентов с подготовкой к экзамену HSK, а также интегрирует профессиональные медицинские знания и социокультурную информацию.

4. Образовательные платформы и цифровые ресурсы

Образовательная платформа глобального уровня по преподаванию китайского языка обеспечивает цифровой замкнутый цикл: обучение, практика, тестирование и оценивание. Включает библиотеки цифровых учебников нового формата, презентации, видеоуроки, корпус учебных текстов, мультимодальные видео, карточки и интерактивные задания.

Цифровые учебники: более 2000 наименований учебных пособий переведены в цифровой и интерактивный формат, полностью адаптированы для онлайн и офлайн обучения.

5. Поддержка преподавателей.

Академический журнал 《国际汉语教学研究》«Исследования по международному преподаванию китайского языка» – это профессиональное издание, вошедшее в список ключевых журналов Международной ассоциации преподавания китайского языка. Журнал публикует высокоуровневые статьи по ключевым, актуальным темам, включая «три компонента»: преподаватель, учебник и методика.

Выводы: как видно из анализа, учебно-методическая база ресурсов, на примере издательства Пекинского университета языка и культуры, варьируется исходя из таких направлений как универсальные международные учебники, учебники по странам и регионам, учебники формата «язык+профподготовка», образовательные платформы и цифровые ресурсы, а также серия книг и журналов предназначенных для поддержки преподавателей. Данный опыт целесообразно перенять и активировать в деятельности типографий ВУЗов нашей Республики. Потому как именно унификация направлений поможет создать единую электронную базу УМП на примере деятельности типографий различных ВУЗов нашей страны, как государственных, так и негосударственных. Создание единой базы ресурсов УМП по вышеуказанным 5 направлениям может послужить для создания единого цифрового корпуса, направленного на улучшение обучения иностранным языкам и объединения ресурсов всех ВУЗов РУз, а также послужит развитию современных тенденций языкового образования в эпоху искусственного интеллекта.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SHAXSGA YO'NALTIRILGAN TEXNOLOGIYALAR VA ZAMONAVIY USULLARDA INGLIZ TILI FANINI O'QITISHDA INNOVATSION METODLAR

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Annotatsiya. *Ushbu maqolada til ta'limi sohasida ingliz tilini ikkinchi yoki chet tili sifatida o'rgatishda sezilarli yutuqlarga erishildi va maqolada ingliz tilini o'qitishning an'anaviy usullari,interfaol o'yinlar, multfilmlar, qo' shiqlar va visual materiallar bolalarda tilga qiziqishni oshirishga qaratilgan texnologiyalar, innovatsion pedagogik usullarni oshirish uchun turli zamonaviy uslub va yondashuvlar o'rganiladi.Texnologiya o'qituvchilarga sinfdagi faoliyatni moslashtirishga imkon beradi va shu bilan til o'rganish jarayonini yaxshilaydi. Texnologiya o'qituvchilarga o'z o'quvchilari uchun til o'rganishni osonlashtirishga yordam beradigan vosita sifatida ahamiyatini oshirishda davom etmoqda.Tadqiqot natijasida ingliz tili fanini o'qitishda innovatsion metodlardan foydalangan holda ta'limda ingliz tilini o'qitishda zamonaviy interfaol texnologiyalaridan va innovatsion metodlardan fo foydalanish masalasi yoritilgan.*

Kalit so'zlar: *Ingliz tilini o'qitish, zamonaviy metodlar,pedagogik metodlar, til o'qitish texnologiyalari, o'quvchiga yo'naltirilgan yondashuv, til o'rganish natijalari, raqamli platformalar.*

Zamonaviy axborot texnologiyalarining jadallik bilan rivojlanishi tufayli ta'lim sohasida fanda ham jiddiy o'zgarishlar ro'y bermoqda. Har bir fanni yangi innovatsion pedagogik texnologiyalardan foydalangan holda talabalarga yetkazish bugungi kunda ta'limning asosiy talablaridan biridir.

Ayniqsa chet tillarini o'rganish usullari, ya'ni xorijiy tillarni o'qitishda grammatik, talaffuz, ongli taqqoslash usullari yangi innovatsion texnologiyalardan foydalanish asosida izchil yo'lga qo'yilmoqda. Bugungi kunda ta'lim jarayonida yangi texnologiyalardan foydalanish bu nafaqat yangi texnologik vositalar, balki o'qitishning yangi uslublari va usullari bo'lib qolmay balki ta'limga yangi yondashuvning ko'rinishidir. Ta'lim jarayonida talabalarning axborot - kommunikatsion texnologiyalarni yaxshi bilish va ulardan foydalana olishi muhim omil hisoblanadi. Chet tilini zamonaviy texnologiyalardan foydalanib o'rgatish va o'rganish eng samador usullardan biri isoblanib talaba kompyuterlardan foydalanganda chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko'rishi ham eshitishi mumkin[1].

O'qituvchining ma'suliyati xorijiy tillarni o'qitish jarayonida talabaning bilim faoliyatini faollashtirishdir. Talabalarga xorij tillarini o'qitishda quyidagi metod va usullarni taqdim qilish mumkin. Hamkorlikda o'qitish, loyiha usullari, yangi axborot texnologiyalari, Internet-resurslardan foydalanish, masofaviy o'qitish kabi zamonaviy pedagogik va axborot texnologiyalar shaxsiy yo'naltirilgan, differentsiatsiyalashgan ta'lim yondashuvini amalga oshirishga va ta'lim jarayonining sifatini oshirishga yordam beradi.[2].

Ingliz tili ta'limida yangi pedagogik va informasion texnologiyalardan foydalanish jarayonida darsni har tomonlama puxta tashkil etish, talabalar tomonidan bilim-

ko‘nikmalarni o‘zlashtirishning samarali usullarini izlab topish, darsning sifati va samaradorligini ta’minlovchi vositalarni qo‘llash talab etiladi.

Zamonaviy texnologiyalarni qo‘llagan holda xorijiy tillarni o‘rganishdan asosiy maqsad talabalarga chet tilini o‘qitish sifatini yanada yaxshilish, ularning kommunikativ madaniyatini shakllantirish va rivojlantirish, chet tilini amaliy o‘zlashtirish jarayonlarida texnologiyadan samarasini ko‘rsatishdan iborat. Shu bilan bir qatorda ingliz tili o'quvchilarida ham texnologiyadan foydalanish ko'nikmalarini oshirishga yordam beradigan turli yondashuvlar va texnikalar bazasi shakllanadi[3].

Shaxsga yo‘naltirilgan texnologiya bu shaxsni insoniy fazilatlari bilan kamol topishi, mustaqil fikr yurita olishi natijasida ma’lum sifatlarini shakllantirishi, o‘z fikrini aniq bayon eta olishi, nazariy va amaliy bilimlar hamda ko‘nikma malakalarini rivojlantirishi,o‘zini erkin shaxs sifatida anglab yetishi, iqtidori va imkoniyatlarini to‘laligicha ko‘rsata olishi kabi jarayonlarni amalga oshirish uchun uni samarali tashkil etib, muvaffaqiyatlinatijalargaerishishida qo‘llaniladigan texnika, zammonaviy texnologiyalar va metodlar tushuniladi[4].

Shaxsni pedagogik jihatdan ta’lim berish va tarbiyalash bu shaxsga yo‘naltirilgan ta’limning bir qismi bo‘lib, pedagogika fanining bir yo‘nalishi hisoblanadi. Pedagogika fani talabalar bilan ishlash, ularga ta’lim tarbiya berish hamda to‘g‘ri yo‘l ko‘rsatish, kabi jarayonlarni o’z ichiga oladi. Shaxsga yo‘naltirilgan ta’limda muhit ikki kishi o‘rtasida (pedagog va o‘quvchi) o‘rtasidagi jarayon tushuniladi va shu bilan bir qatorda ta’lim hamma talaba va o‘quvchilarni bir xilda tushunib rivojlanishini ta’minlaydi. Shaxsga yo‘naltirilga ta'lim texnologiyalari shaxsning qobilyatlarini mustaqil izlanishini,tanqidiy fikrlashlarni shakllantirish jarayonlari hisoblanib, o‘quvchining o‘ziga qulay bo‘lgan muhit yaratishidir[5].

Ushbu ta’limda interfaol ta’lim metodlardan foydalanish o‘qituvchi faoliyatining tashkilotchisi ro‘lida ishtirok etib birgalikda, jamoa bo‘lib ma’lum faoliyatni amalga oshirish jarayoni tushuniladi.

Ingliz tili fanini o'qitish texnologiya taraqqiyoti, innovatsion metodlarning yangilanishi tufayli ta'lim paradigmalarining o'zgarishi va turli xil o'rganish uslublari va afzalliklarini qondirish zaruratining tobora ortib borishi natijasida sezilarli darajada rivojlandi. Til o‘rgatishdagi texnologiyaning integratsiyalashuvi oqibatida qiziqarli va interaktiv ta’lim tajribasi uchun yangi imkoniyatlar ochildi. Virtual sinflar, onlayn til o‘rganish platformalari, mobil ilovalar va o‘quv dasturlari kabi texnologiyalar shaxsiy ta'lim, tezkor fikr-mulohaza va individual ta'lim ehtiyojlarini qondiradigan boy resurslardan samarali foydalanish imkonini beradi [6].

Texnologiyaning ushbu integratsiyasi o'qituvchilar va talabalar uchun ko'plab imtiyozlarni taqdim etadi, shuningdek, talabalarning turli ehtiyojlarini qondiradigan interaktiv va qiziqarli tajribalarni taqdim etish orqali tilni o'rgatish va o'rganish usulini o'zgartiradi.

Shaxsiylashtirilgan ta'lim texnologiyasi bu talabalarning individual ehtiyojlari va o'rganish uslublariga moslashtirilgan shaxsiylashtirilgan ta'lim tajribasini yaratishga imkon beradi. Moslashuvchan o‘quv platformalari darslarning tezligi va qiyinligini talabaning muvaffaqiyatiga qarab moslashtirib, har bir otalaba o‘z qobiliyatlari va maqsadlariga mos keladigan maqsadli ko‘rsatmalar olishini ta’minlaydi.Natijada ushbu ta’lim texnologiyasi

nafaqat tushunishni kuchaytiradi, balki o'quv jarayonida egalik hissi va motivatsiyani rivojlantiradi[7].

Tezkor javob texnologiyasi talabalar bilan bir zumda qayta aloqani ta’minlaydi. Til o‘rganishga oid ko‘pgina ilovalar va platformalar real vaqt ichida o‘quvchilar faoliyatini baholaydigan o‘rnatilgan baholash vositalarini o‘z ichiga oladi va darhol qayta aloqa talabalarga xatolarni tezda aniqlash va tuzatish imkonini berib, o'rganishni kuchaytiradi va an'anaviy qayta aloqa mexanizmlariga qaraganda samarali bo‘lgan til bilimini oshiradi.

Multimedia va gamifikatsiyani birlashtirish texnologiyasi bir qator multimediya elementlaridan foydalanish, tushunish va eslab qolishga yordam beruvchi vizual va eshitish stimullarini ta'minlash natijasida til o'rganishni yaxshilaydi. O'quv faoliyatiga gamifikatsiya, o'yin elementlarini integratsiyalash orqali til o'rganishning saradorliligi oshiriladi.

Talabalarga turli xil ta'lim ehtiyojlari va afzalliklarini qondiradigan juda ko'p manbalardan foydalanish imkoniyati turli manbalarga kirish texnologiyasi orqali beriladi. Ushbu texnologiya talabalarga onlayn kutubxonalar, multimedia kontenti, til o‘rganish o‘yinlari va interfaol mashqlar darsliklar va an’anaviy sinf materiallaridan tashqariga chiqadigan boy va xilma- xil bo‘lgan o‘rganish tajribasini etish orqali talabalarning til ko'nikmalarini oshiradi, mustaqil o'rganish va izlanishga yordam beradi.

Kommunikativ tilni o‘rgatish(CLT) yondashivi til o‘rganishda talabalarning hayotiy vaziyatlarda tildan samarali foydalanish qobiliyatini o‘sishiga yo‘naltirilgan bo‘lib, til amaliyotini osonlashtiradi va muloqotdagi ravonlik va aniqlikni rivojlantiradi, shu bilan bir qatorda kommunikativ tilni o‘rgatish yo'naltirilgan bilim darajasini mustahkamlash uchun haqiqiy materiallardan foydalanishni qo‘llab- quvvatlaydi.

Kengaytirilgan ijtimoiy shovqin texnologiyasi onlayn forumlar, video konferentsiya vositalari va hamkorlik platformalari orqali til o'rganuvchilar o'rtasida ijtimoiy muloqot qilishni osonlashtiradi. Ushbu texnologiya talabalarga til ko'nikmalarini chinakam kommunikativ kontekstlarda mashq qilish hamkorlik va madaniy almashinuvni rag'batlantiradigan guruh faoliyatida qatnashish imkonini taqdim etadi.

Talabalarga tilni topshiriqlar berish orqali o‘rgatish ya’ni vazifaga asoslangan tilni o‘rgatish (TBLT) til o‘rganuvchiga yo‘naltirilgan yondashuv bo‘lib, til o‘rganishning asosiy vositasi sifatida mazmunli topshiriqlarni bajarishga e’tibor qaratiladi. Bunda talabalar kontekstda tildan foydalanadigan, muammolarni hal qilishishga qaratilgan simulyatsiya va loyihalar kabi haqiqiy vazifalarni bajaradilar. Turli topshiriqni bajarishga e'tibor qaratish orqali talabalar kommunikativ kompetentsiyani va real vaziyatga mos keladigan til ko'nikmalarini rivojlantiradilar.

Content and Language Integrated Learning (CLIL) – til o‘rganishni turli fan mavzulari mazmunini o‘rganish bilan birlashtirgan yondashuv. Bu yondashuv talabalarga ingliz tilidan mazmunli kontekstlarda foydalanish imkoniyatini beradi, ularning so'z boyligini, til ko'nikmalarini va turli fanlar bo'yicha bilimlarini kengaytiradi. Content and Language Integrated Learning til va kontentni o‘rganish integratsiyasi orqali fanlararo ta’lim, kognitiv rivojlanish va madaniyatlararo xabardorlikni rivojlantiradi.

Yangi texnologiyalar va pedagogik hissalar orasidagi o‘zaro bog‘lsnish qo‘shimcha til o'rganuvchilarning talablarini ma'lum darajada qoniqtirish uchun aniqlangan. Ta'lim sohasidagi zamonaviy texnologiyalardan foydalanish o'qituvchilar, talabalar va til

o'rganuvchilarga muammolarni aniqlash, ularni tahlil qilish, xulosa chiqarish uchun yaqin atrofdagi odamlar hamjamiyatiga qo'shilish imkonini beradi.

Xulosa

Shaxsga yo'naltirilgan ta'lim texnologiyalari ingliz tili fanini o'qitishda texnologiyalaridan foydalanish til o'rganishga bo'lgan qiziqishni oshiradi va o'quvchini markazga qo'yish, uning qiziqishi, ehtiyoji, bilish darajasi va individual o'rganishiga nutqni rivojlantirishiga hamda bolalarda ingliz tilini o'rganish motivatsiyasini kuchaytirishi aniqlangan.

Ingliz tilini o'qitishda zamonaviy usullarda innovatsion metodlardan foydalanish ta'lim jarayonini yanada faollashtirishga va texnologiyalaridan foydalanish masalasini yo'lga qo'yish imkonini beradi. Zamonaviy pedagogik yondashuvlar – CLIL, communicative approach, project-based learning, blended learning, gamifikatsiya va raqamli platformalardan foydalanish – ingliz tilini o'rgatishda yuqori samaradorlikka erishishga xizmat qiladi.

Zamonaviy texnologiyalar va innovatsion metodlardan foydalanish o'quvchilarda mustaqil fikrlash, til o'rganish jarayonida ko'rish, eshitish va harakat orqali idrok etish imkonini beruvchi vizual va audial vositalardan foydalanish bolalarning tilga bo'lgan qiziqishini oshiradi va muloqotga kirishish, real hayotdagi vaziyatlarda tilni qo'llay olish, kreativlik hamda axborot texnologiyalaridan ongli foydalanish ko'nikmalarini rivojlantiradi. Shu sababli, o'qitish jarayonida interaktiv va motivatsion xarakter kasb etadiva har bir o'quvchining imkoniyati ochiladi, ta'lim sifatini oshirishga zamin yaratadi.

Psixolingvist olimlar ta'kidlashicha, erta yoshda chet tilini o'rganish bolaning talaffuzini shakllantirishda, eshituv sezgirligini kuchaytirishda va madaniy dunyoqarashini kengaytirishda muhim ahamiyatga ega.

Bundan tashqari, zamonaviy pedagoglar ta'kidlashicha, bolalarda ijobiy motivatsiya uyg'otish uchun interfaol o'yinlar, sahnalashtirilgan mashg'ulotlar va inglizcha qo'shiqlardan foydalanish samarali natija beradi.

Pedagogik tajribalar shuni ko'rsatadiki, ingliz tilini erta bosqichda o'rgatishda texnologiyalardan samarali foydalanish hamda innovatsion metodlarni qo'llash bolaning fikrlash doirasini kengaytiradi, muloqotga kirishish qobiliyatini zamon bn hamnafas rivojlanishini kuchaytiradi va o'ziga ishonchini oshiradi.

Ingliz tili mashg'ulotlarida multimediali taqdimotlar, audio va video materiallar orqali darsni qiziqarli qilish, har bir bolani faol ishtirok etishga undash mumkin. Shuningdek, innovatsion metodlar va interfaol doska, planshet yoki ekran orqali so'z o'rganish, she'r yodlash, qisqa suhbatlar tuzish mashg'ulotlarni jonlantiradi.

Bu metodlar bolalarda ingliz tiliga nisbatan ijobiy munosabat, o'rganishga qiziqish va ishonch hissini shakllantiradi. Eng muhimi, o'quvchi o'zini dars jarayonining faol ishtirokchisi sifatida his qiladi va o'qituvchi tomonidan turli xil "Play and Learn", "Listen and Repeat", "Sing and Act" kabi o'yinli mashqlar, multfilmlar va qo'shiqlar orqali bolalarda so'zlarni eslab qolish, talaffuzni to'g'ri shakllantirish va nutq faolligini oshirish mumkin. Bu jarayonda tarbiyachi nafaqat bilim beruvchi, balki yo'naltiruvchi rolini bajaradi.

Xulosa qilib aytganda,shaxsga yo'naltirilgan texnologiyalardan foydalangan holda ingliz tilini o'qitish – bugungi globallashuv davrida bolalarning o'qishga bo'lgan qiziqishini oshiradi, ularning nutq, eslab qolish va muloqot ko'nikmalarini rivojlantiradi.

yuqori malakali, erkin fikrlaydigan va xorijiy tilni amaliy qo'llay oladigan shaxsni shakllantirishning eng samarali yo'llaridan biridir.

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INTEGRATING TECHNOLOGY, PLAY, AND COMMUNICATION IN CHILDREN'S LANGUAGE EDUCATION

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Abstract. *The rapid development of technology and the increasing demand for global communication have transformed language teaching, particularly for young learners. Modern classrooms now prioritize learner-centered, interactive, and technology-enhanced methods that promote communication, creativity, and autonomy. This paper examines several innovative strategies in children's language education, including Communicative Language Teaching, Task-Based Learning, Project-Based Learning, Total Physical Response, gamification, and multisensory approaches. Special attention is given to kinesthetic and tactile learning methods widely used in early childhood programs and private language centers highlighting their effectiveness in vocabulary development, comprehension, and learner motivation.*

Keywords: *children's language learning, communicative language teaching, TPR, multisensory methods, gamification, project-based learning, AI*

Introduction

Language teaching for young learners has undergone significant transformation due to advancements in technology, child-centered pedagogies, and global communicative needs. Contemporary educational paradigms emphasize interaction, creativity, movement-based learning, and digital engagement. This paper explores a range of innovative methods that align with children's cognitive, emotional, and developmental needs, with a focus on how multisensory instruction and artificial intelligence can support more effective teaching. For many educators, teaching is defined by moments of curiosity, discovery, and connection within the classroom. The excitement reflected in a child's "a-ha!" moment and the progress observed over weeks or months make the profession deeply meaningful. However, teaching young learners also demands extensive creativity, emotional energy, and preparation. Developing engaging, differentiated, and movement-based lessons requires significant planning time often beyond what a typical workday allows. The integration of technology has expanded both opportunities and expectations. Teachers are now expected to incorporate interactive methods, digital tools, and multi modal resources that support language development while maintaining an active, playful learning atmosphere. Balancing instructional quality with personal well-being remains a central challenge for educators. Children's language education today incorporates multiple innovative approaches. Some of the most influential and commonly applied methods are outlined below.

1. Communicative Language Teaching (CLT). Communicative Language Teaching places authentic communication at the center of language learning. Activities such as role-plays, storytelling, and problem-solving tasks allow children to use language

meaningfully. According to Jack C. Richards, Professor Emeritus at the University of Sydney, CLT represents a set of principles concerning how language is learned, the kinds of activities that facilitate learning, and the evolving roles of teachers and learners[1]. Research shows that CLT enhances children's vocabulary acquisition, oral confidence, and communicative competence.

2. Total Physical Response (TPR).

Total Physical Response, developed by psychologist James Asher, uses physical movement to teach language.[2] Commands such as "jump," "touch your head," or "open the door" require children to respond through action, strengthening comprehension before production. TPR lowers anxiety, mirrors natural first-language acquisition, and is especially effective for young learners who learn through movement and play. Its principles – including the "silent period," inductive grammar exposure, and right-brain involvement – make it an ideal method for early language classrooms.

3. Gamification.

Gamification integrates game elements – points, badges, levels, and rewards – into learning activities to enhance motivation. Tools such as Quizlet, Duolingo, and Kahoot promote vocabulary retention and increase engagement through competition and repetition[3]. When carefully designed, gamified activities foster intrinsic motivation and make language practice enjoyable and memorable for children.

4. Kinesthetic and Multisensory Methods: The Example of Kids Academy by Ibrat Farzandlari.

Programs like Kids Academy by Ibrat Farzandlari emphasize kinesthetic and multisensory learning, recognizing that young children learn best when they move, touch, explore, and manipulate objects. Techniques such as TPR are combined with tactile activities - using toys, flashcards, real objects, craft materials, and visual-auditory stimuli to reinforce vocabulary and comprehension. Research from ERIC and the *Journal of English Language Teaching Research* demonstrates that multisensory instruction:[4]

- enhances vocabulary retention,
- supports comprehension through physical associations,
- boosts learner autonomy and motivation, and
- strengthens long-term memory through multiple sensory pathways.

Kids Academy's child-centered environment, built on play, storytelling, and sensory integration, aligns with contemporary understandings of how young learners internalize new language structures.Lesson planning traditionally occupies a substantial portion of a teacher's workload. Artificial intelligence can significantly reduce this burden by generating structured, pedagogically aligned lesson plans in minutes. Platforms such as SchoolAI (free for teachers), ChatGPT, MagicSchool, and Microsoft Copilot assist with:

- drafting lesson plans,

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[1] Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

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- creating leveled reading materials,
- generating quizzes and worksheets,
- differentiating activities for diverse learners, and
- personalizing content based on interests or language levels.

A study by Gallup and the Walton Family Foundation (2023) found that teachers who use AI save an average of 5.9 hours per week, equivalent to nearly six weeks of regained time over a school year.[5] By handling routine preparation tasks, AI allows teachers to focus on relationship-building, meaningful interaction, and responsive instruction. Innovative methods in children's language teaching ranging from communicative activities to movement-based learning, games, multisensory instruction, and AI-assisted planning reflect a shift toward more dynamic, interactive, and child-centered education. These approaches not only support linguistic development but also enhance motivation, autonomy, and confidence in young learners. As educational technologies evolve, teachers can harness these tools to create more engaging learning environments while reducing workload and maintaining well-being. The future of language teaching for children lies in balanced, thoughtfully integrated pedagogy that honors both learner needs and teacher capacity.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ - РЕСУРСОВ ПРИ ОРГАНИЗАЦИИ ПРОЕКТНОЙ И ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ ПО РУССКОМУ ЯЗЫКУ И ЛИТЕРАТУРЕ

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Аннотация. *В статье рассматриваются актуальные проблемы преподавания русского языка и литературы с использованием современных информационных технологий, в частности, в процессе работы над проектной методикой. Современные педагогические технологии такие, как обучение в сотрудничестве, проектная методика, использование новых информационных технологий, Интернет - ресурсов имеет следующие преимущества:*

–помогают реализовать личностно-ориентированный подход в обучении, обеспечивают индивидуализацию и дифференциацию обучения с учётом способностей детей, уровня их подготовленности, склонностей и т.д,

*–дают возможность **н**еограниченного доступа к электронным библиотекам, архивам, научным статьям, словарям, использования видео, аудио, презентаций для анализа.*

–интерактивность, игровые форматы, актуальность контента повышают мотивацию.

Ключевые слова: *преподавание русского языка, преподавание литературы, проектная методика, проектно-исследовательская деятельность, электронные образовательные ресурсы, интерактивные методы обучения, цифровые ресурсы, интернет-ресурсы, образовательные порталы, формирование информационной компетенции.*

Проектно-исследовательская деятельность всегда ориентирована на самостоятельный поиск информации в сети Интернет. Первоначально организуется совместный поиск и отбор необходимой информации, в дальнейшем осуществляется контроль за деятельностью и консультация по текущим вопросам и проблемам. Данная деятельность также обеспечивает формирование информационной компетенции и компетенции разрешения проблем.

В проектной и исследовательской деятельности на занятиях русского языка и литературы возможно использование лингвистических исследований: словарей и справочников (Грамота.ру, Орфограммка, Текстология для анализа языка, орфографии, пунктуации), литературоведческих проектов (электронные библиотеки, сайты университетов, сайты музеев, литературные порталы.), поиск текстов, критических статей, монографий, медиапроектов (создание буктрейлеров, виртуальных экскурсий по местам, связанным с писателем, подкастов о произведениях), групповых дискуссий (обсуждение произведений на форумах, в

чатах), создание медиа-контента (разработка презентаций, видеороликов, блогов о литературе и языке).

Формы проектной работы с компьютерными обучающими программами на уроках русского языка как иностранного включают: - изучение лексики, - отработку произношения, - обучение диалогической и монологической речи, - обучение письму, - отработку грамматических явлений. Глобальная сеть Интернет создаёт условия для получения любой необходимой учащимся и учителям информации, находящейся в любой точке земного шара: страноведческий материал, новости из жизни молодёжи, статьи из газет и журналов, необходимую литературу и т.д.

При всем обилии образовательных сайтов и бурном развитии сети Интернет, у каждого педагога в арсенале есть свой каталог избранных сайтов, с которыми он систематически работает. В перечень избранных мною сайтов входят, прежде всего, порталы «Грамота.ру», «Национальный корпус русского языка», «Единая коллекция цифровых образовательных ресурсов», «1 сентября», «Культура письменной речи».

Важным для учителя русского языка является портал «Грамота.ру» (http://www.gramota.ru).flaHHbm - ресурс предоставляет широкий спектр возможностей: это проверка слов по нескольким словарям одновременно, обращение к правилам правописания, правилам составления различных документов (заявления, резюме, характеристики), правилам составления и оформления рефератов, аннотаций, к словарю «Непростые слова», содержащему ответы на интересные вопросы пользователей, обращение к так называемым «запоминалкам» (Долго ели торты - не налезли шОрты!) и пр.

Одним из самых многообразных ресурсов Интернета является «Единая коллекция цифровых образовательных ресурсов (http://school- collection.edu.ru/). Сайт содержит лицензированный систематизированный материал по всему курсу русского языка, представляет широкий спектр ЦОР: интерактивные таблицы, схемы, орфограммы, диктанты, анимационные ресурсы, электронные тренажеры, тесты и задания. Данные ресурсы целесообразно использовать на любых видах и этапах урока. При объяснении нового материала уместна работа с включением интерактивных таблиц, схем. (http://files.school-collection.edu.ru/dlrstore/84053b30-).

На этапе закрепления и контроля целесообразно использование электронных тестов и заданий. Особенно значимой на уроках закрепления материала становится индивидуальная работа с электронными заданиями. Преимущества такой работы в том, что, во-первых, можно легко отследить уровень усвоения материала учащимися, во-вторых, сэкономить время, в-третьих, предоставить ученику возможность объективно оценить свои знания и, в-четвертых, способствовать развитию информационной компетентности. (http://files.school-collection.edu.ru/dlrstore/0f38fldd-edd3-432a-b04f-)

Один из наиболее популярных в Рунете среди филологических интернет-ресурсов - информационно-консультационный портал/сайт «Культура письменной речи» (www.gramma.ru), функционирующий в рамках интернет-портала "Русское слово" (www.ropryal.ru).

Решая проблемы повышения грамотности в написании словарных слов, можно обратиться к «Национальному корпусу русского языка» (http://www.ruscorpora.ru/),

представляющему собой информационно-справочную систему, основанную на собрании русских текстов в электронной форме и включающую более 140 млн. слов. Познакомив учащихся на одном из уроков с данным корпусом, предлагается в качестве домашнего задания найти примеры употребления словарных слов, усложняя дополнительным заданием. Задание может ставиться в следующей формулировке: «Приведите примеры употребления слова в предложениях, осложненных причастным оборотом (вводным словом, однородными членами и пр.)». Данная систематическая работа направлена не только на формирование грамотности, но и решает задачи, определенные государственным стандартом в области формирования ключевых компетенций, в частности, информационной - планирование информационного поиска в соответствии с поставленной задачей, самостоятельное проведение наблюдения в соответствии с задачей информационного поиска, извлечение информации по заданному вопросу и ее обработка и компетенции разрешения проблем - оценивание продукта своей деятельности по самостоятельно определенным в соответствии с целью деятельности по заданным критериям. В то же время решается проблема обогащения словарного запаса, что обеспечивает возможность использования изучаемых слов в различных сферах жизни.

При организации литературоведческих исследовательских проектов рекомендуем использование Научного электронного собрания произведений русской классической литературы по адресу: http://www.rvb.ru под названием «Русская виртуальная библиотека» , или «Русские писатели в Сети» (http:teneta.rinet.ru/rus/hilit/hilit_pro.htm#rupisnet).

Сайт https://www.ziyouz.uz/ru/ представляет проект Давронбека Таджиалиева, где систематизировано богатое культурное наследие Узбекистана.

В разделе портала «Узбекская литература» история узбекской литературы разделена на периоды, охвачен литературный процесс с древних времен до наших дней - в нем даются сведения о свыше 170 поэтах и писателях.

В разделе «Фольклор» любители фольклора могут ознакомиться с образцами узбекского фольклора – дастанами, сказками, пословицами и народной поэзией.

В разделе «Поэзия» даются образцы узбекской поэзии, а также сведения о более 120 русскоязычных поэтов Узбекистана и их стихи.

В разделе «Проза» собраны образцы прозаических произведений узбекистанских писателей, пишущих как на узбекском, так и на русском языках.

Если раздел «Драматургия» знакомит читателя с произведениями драматургии, то в раздел «Литературоведение» включены статьи узбекских литературоведов и литературных критиков.

Раздел «Деятели» рассказывает о выдающихся мыслителях и деятелях науки и культуры, а в разделе «Публицистика» даются публицистические материалы.

В «Библиотеку» портала загружено 154 электронной книги об узбекской литературе, культуре и истории Узбекистана. Кроме этого, до сей поры на нем можно найти свыше 900 статей, большинство из которых публикуются впервые. Портал открыт для всех поэтов, писателей, ученых, журналистов и всех тех, кто хочет публиковать свои произведения на его страницах.

На сайте «Деятели Узбекистана» https://arboblar.uz/ru представлена информация об известных людях, внёсших вклад в развитие Узбекистана. Сайт является просветительским, научно-популярным и познавательным.

Крупнейший портал – «Литература» (http://www.litera.ru) – объединяет информацию о лучших литературных ресурсах русского Интернета: самая полная в русской сети коллекция ссылок на электронные библиотеки, рецензии на книжные новинки, статьи критиков о современном искусстве и литературе, база данных по издательствам и СМИ, литературные конкурсы и многое другое. На сервере также находится сетевой литературный журнал "Словесность" Входящий в этот портал литературный сайт «Точка зрения-ЛИТО.РУ» http://www.litera.ru/slova/ring/index.html содержит постоянно пополняемый архив лучших литературных произведений Интернета, написанных в различных жанрах и стилях. Все материалы сопровождаются редакторскими комментариями.

Классика.Ru - электронная библиотека классической литературы http://www.klassika.ru/ представляет собой одну из самых обширных и достаточно полных сетевых коллекций произведений классической русской художественной литературы - как поэтического, так и прозаического содержания. Содержит произведения наиболее известных авторов, творивших на отрезке трех последних веков второго тысячелетия. На сайте представлено 2878 произведений 144 авторов. Помимо текстов произведений на сайте есть информация о биографии авторов.

Стихи.Ru - Национальный сервер современной поэзии http://www.stihi.ru/, большая сетевая коллекция произведений современной русскоязычной поэзии, предоставляет авторам возможность свободной публикации произведений и служит творческой средой для современной поэзии. На сайте опубликовано более 100 тысяч авторских стихотворений, и ежедневно публикуется 400-500 новых произведений. Содержит руководства по стихосложению. Можно оценивать опубликованные стихи.

Ежедневно обновляемая коллекция стихотворений русских поэтов, известная как собрание Марии Школьниковой (http:// litera.ru/stixiya). Всего здесь более 18 000 стихотворений, собранию стихотворений каждого из представленных авторов предпослана биографическая статья, есть фотографии и ссылки. Здесь же календарь памятных дат искусства, литературы, музыки. Проект "Русская поэзия" http://home.udmnet.ru/wasja/poezia/ - это каталог ссылок на страницы, посвященные поэтам, русскоязычным и не только. Страницы, посвященные не отдельным поэтам, а поэзии в целом, находятся в разделе «Хорошие ссылки».

Русский филологический портал http://www.philology.ru/ - сайт представляет собой библиотеку филологических текстов. Здесь имеются монографии, статьи, методические пособия. Видеоуроки от ООО «Инфоурок» infourok.ru , видеоуроки interneturok.ru . Очень удобно для школьников, которые изучают творчество писателей XIX и XX века. Здесь все главные герои художественного слова за последние 200 лет, от Пушкина до Пастернака. Litra.ru - удобный сайт для изучения литературы. Библиотека произведений и кратких содержаний, биографии, критика и готовые домашние задания.

Стандарт школьного литературного образования предполагает изучение и мировой литературы. Большая библиотека мировой литературы, известная как «Библиотека Максима Мошкова» (http:// lib.ru/). и вывешенная в Интернете под девизом «Электронные библиотеки, объединяйтесь. Самая известная и самая большая в Рунете электронная библиотека, открыта в 1994. Читатели ежедневно пополняют ее. Художественная литература, фантастика и политика, техдокументация и юмор, история и поэзия, КСП и русский рок, туризм и парашютизм, философия и эзотерика, иностранные языки.

Современной русской литературе специально посвящен портал «Вавилон» (http:// www.vavilon.ru). Здесь представлены произведения авторов, принадлежащих к разным поколениям. Преобладает поэзия, но есть и проза, драма, статьи и эссе о литературе, можно получить информацию о современных литераторах и виртуально познакомиться с ними – каждый из авторов представлен несколькими фотографиями, это в полном смысле слова галерея.

«Большой каталог газет и журналов на русском языке» можно найти на сайте http://www.deol.ru/walk/walkp3.htm. А электронная библиотека современных литературных журналов России – http://magazines.russ.ru – расположилась на портале сетевого «Русского журнала», где размещено 24 журнала, среди которых известные журналы в Узбекистане: «Вопросы литературы», «Дружба народов», «Звезда», «Знамя», «Иностранная литература», «Континент», «Новый мир».

В Интернет-Сети представлен большой материал периодических изданий методических и литературоведческих как для учителей-словесников, так и для учащихся. Прежде всего это газета «Литература» (Издательский дом «Первое сентября»), электронная версия которой полностью доступна по адресу http://lit.lseptember.ru/index.php. Здесь представлены методические материалы по анализу художественного текста, включая творчество русских классиков, современных российских писателей, зарубежных авторов, рубрика приложений – «Я иду на урок» – состоит из многочисленных поурочных планов, которые заботливо рассортированы по разным темам школьного курса по адресам http://lit.lseptember.ru/urok/и http://rus.lseptember.ru/topic.php?TopicID=6&Page=l.

Настольной книгой филолога должен быть словарь литературоведческих терминов. Классический словарь литературоведческих терминов можно найти в «Грамме.ру» http://www.gramma.ru/LIT/?id=3.0. Его составитель – С.П.Белокурова. Есть в Интернете и Литературная энциклопедия http://feb-web.ru/feb/litenc/encyclop/le9/le9-3391.htm. Разнообразные словари и энциклопедии располагаются на странице http://www.speakrus.ru/dict/index.htm: здесь словари Зализняка, Ожегова, Ожегова–Шведовой, Даля, Фасмера, здесь «Крылатые слова», Словарь диалектов, омонимов, синонимов и др.

В последнее время в Интернете стали появляться порталы, специально адресованные учителю литературы. Таков методико-литературный интернет-сервер «Урок литературы» – http://mlis.ru/ (открыт с января 2004 года), http://eelmaa.narod.ru/urtit/urlit_main.html и библиотеки методических материалов http://eel-maa.narod.ru/urlit/library.html.

Познакомиться с различными типами проектной и учебно-исследовательской деятельности можно найти на портале «Исследовательская деятельность школьников» http://www.researcher.ru/index.html. В полной мере возможности новых информационных технологий демонстрирует новая интернет-школа «Просвещение.Ru». Таким образом, использование современных информационных технологий является необходимым условием развития более эффективных подходов к обучению и совершенствованию методики преподавания, помогает педагогу повышать мотивацию обучения учащихся русскому языку и литературе.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ТЕХНОЛОГИЯ РАЗВИТИЯ РЕЧЕВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ УРОВНЯ B2 С ПОМОЩЬЮ АНГЛИЙСКИХ ПОСЛОВИЦ И ПОГОВОРОК

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Аннотация. *В статье анализируется роль пословиц и поговорок в развитии коммуникативных умений учащихся на уроках английского языка. Формирование коммуникативной компетенции является ключевым элементом обучения иностранному языку, поскольку оно обеспечивает не только понимание высказываний, но и умение использовать язык в реальных ситуациях общения. Применение пословиц и поговорок способствует расширению речевого опыта учащихся и повышению уровня их коммуникативных навыков. В последние десятилетия наблюдается возрастание интереса к пословицам как со стороны лингвистов, так и со стороны методистов, что подчёркивает актуальность рассматриваемого подхода.*

Ключевые слова: *пословица, поговорка, английский язык, коммуникативные навыки, критическое мышление, социокультурная компетенция.*

Пословицы во всех языках выражают исторический опыт народа, являются общенародной ценностью, выражают язык, историю, культуру, быт, традиции народа. Пословицы изучаются в лингвотеоретическом, лингвоконрастивном, лингвометодическом аспектах в научных работах таких ученых, как В.И. Даль, Г.Л. Пермяков, Е.В. Иванова, В. Мидер, А. Дандес, М.И. Дубровин, М. Джусупов, А.А. Насиров, Н.Б. Сапарова, П.У. Бакиров и др. [4, 10, 7, 2, 1, 6, 5, 9, 11, 3].

Пословицы – произведение народа, в котором выражается его дух, ум и мудрость. Они отражают социальные, философские, духовные, исторические и другие стороны жизни народа. Пословица является объектом лингвотеоретического и лингвометодического исследования. Обе стороны её исследования имеют большое практическое значение.

В обучении иностранным языкам важным аспектом является развитие коммуникативных навыков, которые позволяют учащимся не только понимать и употреблять язык, но и эффективно общаться в реальных жизненных ситуациях. Одним из эффективных способов обогащения речевого опыта учащихся и повышения их коммуникативной компетенции является использование пословиц и поговорок. Эти краткие, выразительные фразы, в которых часто заключены народная мудрость и культурные особенности, играют важную роль в процессе обучения английскому языку. В статье рассматривается роль пословиц и поговорок в формировании коммуникативных навыков школьников на уроках английского языка.

Значение пословиц и поговорок для формирования речевой культуры. Пословицы и поговорки отражают культуру и мировоззрение народа, в том числе

его отношение к жизни, трудолюбию, морали и этике. Они содержат глубинный смысл, передаваемый через образные выражения и метафоры. Включение пословиц и поговорок в обучение английскому языку помогает учащимся не только освоить грамматику и лексику, но и проникнуться духом языка, понять особенности его эмоциональной окраски.

Для учащихся использование пословиц и поговорок – это возможность не только расширить словарный запас, но и научиться правильно использовать язык в разных ситуациях общения. В отличие от стандартных фраз, пословицы и поговорки привносят в речь элементы культуры, юмора, иронии, что делает общение более естественным и ярким.

Развитие навыков восприятия и интерпретации речи. Одной из важнейших сторон коммуникативного процесса является восприятие и интерпретация речи собеседника. Пословицы и поговорки помогают учащимся научиться «считывать» подтекст и интонацию, а также интерпретировать более сложные и многозначные высказывания. Знание английских пословиц дает возможность не только в точности передать информацию, но и уловить скрытые смыслы, что особенно важно в межкультурной коммуникации.

Например, английская поговорка «Actions speak louder than words» («Дела говорят громче слов») имеет глубокий философский смысл, который необходимо интерпретировать в контексте ситуации. Такой подход развивает умение понимать смысловые оттенки речи, что является неотъемлемой частью развития коммуникативных навыков.

Влияние пословиц и поговорок на расширение лексического запаса. Одной из причин важности пословиц и поговорок в преподавании языка является их способность значительно обогатить лексический запас учащихся. В отличие от стандартных фраз, пословицы и поговорки часто используют выражения, которые встречаются редко и в более высоком стиле. Например, фраза «Every cloud has a silver lining». («У каждой тучи есть серебряная подкладка») учит использовать метафоры, а выражение «A bird in the hand is worth two in the bush» («Лучше синица в руках, чем журавль в небе») способствует осознанию богатства идиоматических выражений в языке.

Освоение таких выражений позволяет учащимся не только значительно увеличить свой словарный запас, но и улучшить понимание культурных аспектов языка. Понимание значения и употребления пословиц и поговорок помогает легче усваивать другие языковые конструкции и фразы, что способствует более полному освоению языка в целом.

Пословицы и поговорки обычно содержат яркие метафоры, идиоматические выражения и фразеологизмы, которые обогащают лексический запас изучающих язык. Например, выражения типа «Bite the bullet» (переносное значение – справляться с трудной ситуацией) или «Break the ice» (разрушить неловкость, установить контакт) становятся неотъемлемой частью разговорной речи.

Развитие критического мышления и способности к сравнению культур. Пословицы и поговорки всегда несут в себе мудрость и опыт целого народа. Сравнение пословиц на родном и иностранном языках помогает учащимся лучше

понять не только язык, но и культуру других народов. Например, пословица «The early bird catches the worm» («Кто рано встает, тому Бог подает») имеет аналогию в русском языке, что позволяет не только развить языковую компетенцию, но и стимулирует критическое мышление учащихся, заставляя их осознавать сходства и различия между культурами.

Многие пословицы заставляют задуматься о жизни и о правильности действий, развивая критическое мышление. Например, «Actions speak louder than words» учит тому, что важны не слова, а поступки, а «Rome wasn't built in a day» напоминает о важности терпения и последовательности в достижении целей.

Такое сравнительное изучение способствует развитию более глубокой межкультурной осведомленности, что в свою очередь помогает учащимся становиться более гибкими и чуткими в общении с носителями других языков и культур.

«В обучении иностранным языкам важным аспектом является развитие коммуникативных навыков, которые позволяют учащимся не только понимать и употреблять язык, но и эффективно общаться в реальных жизненных ситуациях. Одним из эффективных способов обогащения речевого опыта учащихся и повышения их коммуникативной компетенции является использование пословиц» [8, с. 1121].

Использование пословиц и поговорок в диалогах и ролевых играх. Применение пословиц и поговорок в ролевых играх и диалогах на уроках английского языка способствует закреплению языкового материала и улучшению практических навыков общения. В ходе таких упражнений учащиеся учат не только произношение, но и интонацию, темп речи и эмоциональную окраску высказываний. Такие игровые формы обучения делают процесс усвоения материала интересным и увлекательным, а также помогают лучше воспринимать и запоминать язык.

Кроме того, использование пословиц и поговорок в диалогах позволяет учащимся более точно и выразительно передавать мысли, а также строить речь в соответствии с конкретной ситуацией общения. Это важный этап в развитии коммуникативных навыков, когда ученики учат не только грамматические конструкции, но и способы эффективного общения.

Передача культурных и исторических ценностей. Пословицы и поговорки часто связаны с историей, традициями и моральными устоями общества. Они помогают изучающему язык понять, какие ценности, принципы и нормы были важны для англоязычных стран. Например, пословицы как «A bird in the hand is worth two in the bush» или «The early bird catches the worm» учат ценности практичности и активности, а также показывают особенности английского мировоззрения.

Изучение пословиц на английском языке помогает понять, как разные культуры воспринимают одинаковые жизненные ситуации. Это способствует межкультурной компетенции, пониманию общих и отличительных черт между культурами. Например, у англоязычных народов есть пословица «The grass is always greener on the other side», которая похожа на русскую поговорку «Трава всегда

зеленее по ту сторону забора», обе из которых выражают сожаление по поводу того, что кажется лучшим, но на деле может быть не так.

Развитие когнитивных и языковых навыков. Изучение пословиц и поговорок способствует развитию когнитивных навыков, таких как ассоциативное мышление, способность понимать скрытые смыслы и интерпретировать образы. В английском языке существует множество пословиц, в которых используется метафорический язык, что помогает углубить понимание структуры языка. Например, «It's no use crying over spilt milk» учит не зацикливаться на ошибках и неудачах.

Укрепление речевой выразительности. Пословицы и поговорки делают речь более яркой и выразительной. Использование таких выражений обогатит речь и сделает её более живой и эмоционально насыщенной. Например, «Don't count your chickens before they hatch» может быть использована для выражения предупреждения не делать преждевременных выводов, а «You can't have your cake and eat it too» – для подчеркивания невозможности иметь всё сразу.

Использование в повседневной речи. В повседневной английской речи пословицы и поговорки часто служат для акцентирования внимания, комментирования ситуации или же для подчеркивания определённой истины. Это позволяет не только донести мысль, но и сделать общение более гармоничным и естественным. Например, фраза «What goes around comes around» может быть использована в контексте обсуждения последствий поступков.

Система упражнений для формирования социокультурной компетенции посредством использования пословиц и поговорок

1. From the list of proverbs choose one proverb and describe it’s meaning.

Every man is the architect of his own fortunes.

So many countries, so many customs.

Custom is a second nature.

Idleness is the root of all evil.

2. Find the equivalents of given proverbs in your native language.

Don’t judge a book by its cover → Не суди о книге по обложке

Every cloud has a silver lining → Нет худа без добра

Many hands make light work → Одна голова хорошо, а две лучше

3. Read the following text, find the proverb in it and explain it.

When Emma moved to a new city, she didn’t know anyone and felt a bit lonely. She tried joining different clubs, but it took time to make real friends. One day, her neighbor Mrs. Collins invited her for tea. They talked for hours, and Emma felt unexpectedly comfortable.

A few weeks later, Emma was invited to a small neighborhood party. She was nervous, but she remembered what Mrs. Collins had told her: **“Better late than never.”** Emma decided to go, even though the party had already started. When she arrived, she was warmly welcomed, and by the end of the evening she had met several new friends.

On her way home, Emma realized that sometimes taking the first step, even if you feel unsure or think it’s too late, can lead to something wonderful.4. Сравнительно-сопоставительные упражнения Compare English proverb “It never rains but it pours” and Russian one «Беда не приходит одна».

Упражнения для развития лексических умений и навыков

1) Put the verb's and you'll learn some interesting English proverbs. Give the Russian equivalents for them.

a) *A cat in gloves catch … no mice.*

b) An early bird catch … the worm.

c) Early to bed, early to rise make … a man healthy, wealthy and wise.

d) All work and no play make … Jack a dull boy.

2) Give the English equivalents for the Russian proverbs.

a) *Аппетит приходит во время еды.* – The appetite comes with eating.

b) *Беда редко приходит одна*. – An evil chance seldom comes alone.

c) *Берегись молчащей собаки и тихой воды*. – Beware of a silent dog and still water.

Упражнения для развития монологических и диалогических навыков

1) Say which of the proverbs following the story makes the best ending for it. The Devoted Friend. "Oh! I know of nothing in the world," said the Water-rat, "that is either better or higher than a devoted friendship." And what is your idea of the duties of a devoted friend?" asked a green little bird who was sitting on a tree and had heard the conversation. "Yes, that is just what I want to know," said the Duck, and she swam away. "What a silly question!" cried the Water-rat. "My devoted friend must be devoted to me, of course." "And what will you do in return?" said the little bird. "I don't understand you." answered the Water-rat.

1. *To run with the hare and hunt with the hounds.*

2. A friend in need is a friend indeed.

3. Nothing ventured, nothing gained.

4. Actions speak louder than words.

2) Read and use proverbs instead of the italicized words.

1. Ann was with Mary during her illness and she helped her to get well. *She was a real friend to Mary.*

2. You want it both ways. *You're either for us or against us.* Which is it?

3. The Miller spoke so well about *true friendship* that Little Hans believed him. But when Little Hans needed help the Miller was not so quick, and many people understood that he wasn't as good as he seemed to be.

4. The men in jack London's books live a difficult life, a life full of danger. In his stories about Alaska Jack London writes that a man who makes even the smallest mistakes will fall and die in the snow. But his characters are afraid of nothing, and they risk their lives in the struggle with nature. *They know that if they don't, they will lose everything they have hoped for.*

Таким образом, пословицы, как реализация внутреннего и внешнего мира народа в образном, художественно-высоком оформлении, способствуют формированию эстетического, нравственного аспектов в общем образовательном объеме овладения неродным языком, способствуют в целом повышению интеллектуального уровня обучающихся, которые к языко-речевом у общению начинают подходить с позиции билингвальной личности, умеющей не только дифференцировать свое и чужое, но и совмещать их в своей дальнейшей

жизненной деятельности, когда в этом процессе язык выступает орудием языкоречевой деятельности в единстве с межкультурной деятельностью, так как овладение вторым языком – это и овладение второй культурой, без нее индивид не может полноценно функцианировать как двуязычная личность.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

TYPES OF GAMES USED IN THE TEACHING PROCESS FOR YEAR 5 AND 6 PUPILS IN ENGLISH LESSONS AND THE CRITERIA FOR THEIR SELECTION

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Abstract. *This article examines the types of games used in teaching English to Year 5 and 6 pupils and identifies the pedagogical and psychological criteria for their effective selection. Game-based learning is recognized as a method that increases students' cognitive motivation, enhances problem-solving abilities, and strengthens communicative competence. The study highlights linguistic, communicative, didactic, and creative games as key categories in English language teaching and discusses how each type contributes to the development of pupils' language skills. The article also presents scientific recommendations for designing and implementing educational games, emphasizing their role in fostering active learning, creativity, and meaningful communication.*

Keywords: *game-based learning, communicative competence, English teaching, Year 5 and 6 pupils, creative games, linguistic games, didactic games, selection criteria.*

In the modern education system, game technologies are recognized as one of the effective methods that activate students' cognitive activity, encourage independent thinking, and develop their communicative competence. Play is not merely entertainment but a didactic process that develops the learner's activity, thinking, communication and creative potential. Playful activities allow the teaching process to be organized in a natural, fun and creative environment. In particular, the role of game technologies in the teaching of English is invaluable, as they engage students in active conversation, increase the effectiveness of the lesson, and strengthen intrinsic motivation for language learning.

Game-based learning is a method of acquiring new knowledge and skills through digital and traditional games. The use of games in the educational process can significantly improve learning outcomes and the effectiveness of education. As German researcher Bökter notes, a game-based approach to learning supports the educational process in two ways: firstly, games encourage students to integrate knowledge from different subjects and apply it in the decision-making process, secondly, students have the opportunity to see how the outcome of the game changes as a result of the decisions they make. In addition, games promote communication between students by allowing them to discuss their actions in the game, which in turn develops cooperation and social skills.

Problem-solving skills are one of the key factors necessary for adapting to society. In this respect, game-based learning has been recognized as one of the most effective methods for developing such skills. For example, according to research conducted by the English educator Han, teaching through interactive activities deepens students' knowledge and develops their cognitive abilities in problem-solving. Game-based learning enhances students' engagement in lessons by integrating multiple competencies into the teaching process simultaneously.

Furthermore, it has been found that pupils participating in game-based learning achieve higher results in various academic subjects, including English language acquisition, compared to those who do not take part in such games (Boctor, 2013). Therefore, integrating a game-based approach into the educational process is an effective means of aligning the interests of teachers and students. Overall, game-based learning serves to develop students' active engagement, coordination skills, and creativity.

Game-based learning aims to balance theoretical content with learning through play during the teaching process. This approach engages students in a deep learning environment and directs them towards the intended learning outcomes. (Chen 2018). In particular, game-based teaching is considered highly effective in the process of teaching English (Mozelius & Hettiarachchi, 2017). Games should be designed so that students do not grow bored of repeating the game cycles. A good educational game must foster positive behaviours in students through repetition. This is achieved through the emotional and cognitive responses generated during the game (Boctor, 2013). It is recommended to include stages of discussion and result analysis between games (Mozelius & Hettiarachchi, 2017). The post-game discussion allows the teacher to connect the game's content with real life. This establishes a logical link between in-game scenarios and real-life experiences, aligning students' knowledge with the real world. Game-based learning programs should teach students to actively participate in their own learning process, to analyze and understand the knowledge they have acquired, and to apply it in real life (Boctor, 2013). In this process, the 'adventure game' approach proves effective. Such games purposefully combine education and entertainment ('edutainment') and are often based on complex, logical problems. (Bundick et al., 2014). For example, in adventure games, a player cannot continue the game without solving the problem they face. Therefore, the player is active in decision-making, and these decisions directly affect the gameplay. Through such games, students have the opportunity to try out various solutions, which enhances their overall problem-solving ability (Boctor, 2013).

Play has been studied theoretically by numerous educators and psychologists. For example, J. Huizinga interpreted play as a natural form of human activity, while D. B. Elkonin recognized play activity as an important factor in personal development. They emphasize that play develops pupils' skills in adopting social roles, engaging in communication, solving problematic situations and expressing their thoughts. In English language teaching, game technology enables these processes to be carried out in a natural environment.

Games vary in content and purpose. Linguistic games are primarily focused on acquiring phonetics, grammar, and vocabulary. For example, games such as 'Word Bingo', 'Find Someone Who' and 'Matching Words' serve as effective tools for expanding vocabulary and reinforcing pronunciation. Communicative games, on the other hand, prepare students for real-life communication situations. Through games such as 'Role Play', 'Describe and Draw', and 'Information Gap', students learn to express their thoughts freely, ask and answer questions, and take initiative in communication.

Didactic games play an important role in consolidating and reviewing topics covered, as well as in assessing knowledge. Such games foster a spirit of competition among students, whilst also encouraging the practical application of knowledge. Games

such as 'Jeopardy', "Quiz" and 'Who Wants to Be a Millionaire?' not only consolidate the material covered but also increase verbal activity. Furthermore, creative games expand students' imaginations and develop their ability to think independently and generate new ideas. Activities such as "Storytelling", "Create a Dialogue", and "Drama Game" encourage pupils to think creatively and to enrich their speech aesthetically.

In conclusion, it can be said that the advantages of incorporating game-based learning into the classroom process far outweigh its drawbacks. This view is fully supported by Marty-Parreño and the other authors. For games to have genuine educational value, they must be scientifically grounded, accurately represent the learning content, and be developed by teachers and specialists. Teachers must regularly monitor the game-based learning process and provide pupils with emotional support when they fail in the game or cannot progress to the next level. Furthermore, pupils should be made to understand that winning the game is not the ultimate goal, but rather that it is important to gain knowledge and experience from the process. Furthermore, the teacher should organize game-based learning as a means of motivating pupils and fostering their thinking, creativity, and a "growth mindset".

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THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE IN IMPROVING PRAGMALINGUODIDACTIC COMPETENCE OF FUTURE TEACHERS OF ENGLISH

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Abstract. *AI is changing many different types of fields, and training teachers of future English teachers is no different. Of self and teacher education, one of the most needed and under-attained lately is the teacher education pragmalinguodidactic competence, and the focus of this paper is the analysis and theoretical rationale on the value of tools, pedagogy and environments centered on artificial intelligence on preservice teachers of English pragmalinguodidactic competence. Some of the most under utilized ai solutions, such as natural language processing, language processing intelligent tutoring systems, dialogue chatbots, adaptive and multimodal feedback systems, ai support teachers in the modeling of authentic communicative environments and in the analysis of communication that is designed to raise the user's cultural and self awareness of the user and of teaching. Some of the changes include the building the communication is designed to raise the user's self awareness of teaching and of their teaching students from an authentic communicative of the teaching of communication including the pragmatic aspect, the construction communication and the lesson, and the language of the students. AI, teacher preparation, digital pedagogy, and the integration of AI in teaching has AI supports and drives education. AI to digital pedagogy is the support of pragmatic teaching preparation, communication and lesson construction as well as interactive use of the students language, and the preparation of the teacher from AI use in teaching.*

Keywords: *Artificial Intelligence; Pragmatics; Pragmalinguodidactic Competence; English Language Teacher Education; Natural Language Processing; AI-assisted Language Learning; Digital Pedagogy; Data-driven Learning; Conversational Agents; Teacher Professional Development; Corpus Linguistics; Speech Acts; Intercultural Communication; Adaptive Learning Technologies.*

INTRODUCTION

The interconnectedness of the global economy, technological advancement, and communication encountered throughout the 21st century exemplifies the novel phenomena of the modern age. These phenomena influence changing English language teaching (ELT) around the world, requiring educators to upgrade additional professional competencies; among these remain the linguistic, methodological, and intercultural; however, modern-day educators should be able to also teach pragmatic competence – knowledge of language and how to use it in various social situations. The teaching of pragmatic knowledge constitutes pragmalinguodidactic competence. The competence encompasses the theory and teaching of pragmatics and is developed over time and through consistent practice and use of real language, contextual linguistic data, and analysis of communicative events from different theoretical frameworks.

One of the most novel technologies, Artificial Intelligence (AI) has the potential to achieve these objectives. Unlike traditional course books and classroom teaching simulations, AI tools have the capacity to produce varied and contextualized instances of language and to create realistic scenarios for users to enact and withdraw from. AI tools can analyze user contributions and provide feedback on the details of the user's output. Conversational chatbots can modify tone, style, and degree of politeness in real time to accommodate users. AI speech recognition systems can assist learners and their educators in identifying pragmatic features, such as stress, intonation, hesitation, and indirectness. AI language resources can assist teacher trainees to exemplify the experience of particular sociolinguistic contexts to use speech acts and discourse markers. Although the potential for AI to transform many languages processes is becoming more prevalent, the potential for AI to transform comprehensive training for novice educators remains unexplored; specifically the training and maturation of educators' pragmalinguodidactic competencies. Such as the cognitive and contextual intricacies of teaching, the educational pragmatics of teaching are cross-culturally situated and technologically mediated. Because of the distinct advantages that AI systems offer, it can potentially provide substantial leverage for educators training worldwide. This paper discusses the potential of AI to support the development of pragmalinguodidactic competencies and offers suggestions for incorporating AI systems into educators' training.

LITERATURE REVIEW

The triangulation of competencies at the intersection of pragmatics and the teaching of a language involves the use of language. Prominent researchers such as: Kapers, Rose, Taguchi, and Bardovi-Harlig, recognize range of the educational pragmatics/al pedagogical competencies, to include but not be limited by: educational/communication acts, the manifestation of polite discourse, the culturally situated and contextualized use and use of discourse, and the interrelatedness of dialogue, and in cases, the absence of dialogue. This pedagogical competence is for educators, the articulation of teaching moments through the explanation of such competencies, the crafting of materials, the diagnosing of instructional challenges for students, and the assessing the intercommunication errors/ gaps. Teacher preparation programs suffer the cognitive and contextual challenges due to limited access to real communication.

The last ten years have witnessed unprecedented developments in AI-assisted language learning. Current research has identified how AI fosters individualized learning experiences, facilitates instructional customization, and provides immediate feedback during the learning process. The use of AI enriched tools and corpora like COCA (_Corpus of Contemporary American English_), the BNC (_British National Corpus_), GloWbE (_Global Web-Based English_), and concordances has helped both teachers and learners in the exploratory analysis of authentic language data. Interactive dialogue systems and intelligent tutoring systems are helpful in the provision of communicative practice, and multimodal systems assist learners in the perception of the prosodic and nonverbal features of language.

The last few years have seen the emergence of AI-assisted pragmatic teaching and learning systems. These NLP-based systems can diagnose interlocutors' communicative dysfunctions, underpinned by overdirected discourse, excessive politeness, and discourse

sequencing defect. AI can effortlessly structure role plays by simulating scenarios like negotiation and complaint handling for both students and teachers, and in some cultural contexts, these gaps make AI an invaluable resource in contemporary pragmalinguodidactic training.

METHODOLOGY

The study employs a conceptual and analytical methodology based on a systematic investigation and the synthesis of current literature. Instead of collecting primary data, the focus is on determining the theoretical gaps, didactic pedagogy, and the potential technology that connects to the use of AI in the development of pragmalinguodidactic competence. The methodology comprises of: (1) analytical assessment of scholarly works in the areas of linguistics and AI-enhanced learning and pedagogy; (2) cross-sectional assessment of the AI applications and programs in teacher-training courses; (3) competence mapping that intersects the functionalities of AI with the components of pragmalinguodidactic competence; and (4) development of an integration theory of AI within the pedagogy of teacher education.

RESULTS

1. AI Supports Deep Development of Pragmatic Awareness

Currently, AI technologies provide access to an amount of pragmatic data, both in quantity and diversity, which was impossible for users to obtain in the past. For instance, candidates for the teaching profession, in contrast to previous possibilities, can obtain several hundreds of examples of a particular speech act, but this is supported by AI and is obtained in real time, which can be across different cultures in terms of formality and relational structure. AI elucidates the principle by which different contextual situations affect the choice of language, which contributes to future teachers understanding the pragmatic changes in discourse. For instance, the request, "I need your assistance/help" can be realised in different ways depending on the contextual parameters of the speech act, which include the interpersonal hierarchy, urgency, expectations of politeness, and the socio-cultural frameworks. The AI assistance in generating speech can represent these differences in discourse to graduate teacher trainees for the purpose of developing frameworks to a model of instruction.

2. AI Provides Realistic, Immersive Communication Simulations

Innovative AI technologies can provide real preservice teachers with opportunities to engage in lifelike communicative scenarios. In this regard, preservice teachers can interact with virtual students, AI-based classroom environments and real interactive role plays. Preservice teachers can practice facilitative classroom management, conflict resolution, feedback provision, and parent-teacher interaction. AI avatars use both speech and body-language which helps the teacher to perform a comprehensive pragmatics analysis of the situation, rather than limiting the analysis to only verbal features which would have been the case if audio were blocked. This contributes to the teacher's self-efficacy and ability to use the technology to systematise the teaching of the appropriate pragmatic skills.3. Instructional methods augmented through AI technologies.

AI-integrated corpora facilitate analyzing real-life discourse samples from varying situational contexts. They probe into frequent utilizations of discourse, collocations, contextual patterns, and cultural disparity. For instance, examining how apologies are

constructed across different English varieties provides a thorough understanding of pragmatic patterns. Data from AI-integrated corpora help teacher candidates create lessons, tasks, and assessments grounded on evidence. AI-enhanced instruction encourages greater analytical and reflective skills.

3. AI Enables Data-Driven Pragmatic Pedagogy

With the help of AI, teacher trainees have the opportunity to view authentic discussions from a variety of communicative scenarios. They can investigate their occurrences, partnerships, situational contexts, contexts, and culture. For instance, analyzing the structure of apologies in different regional varieties of English can provide substantial understanding of the pragmatic norms. Using this information, teacher trainees create lessons, learning tasks, and evaluations that are aligned with the goals and objectives of the curriculum. AI-assisted instruction solidifies the analytical and reflective skills of the trainees.

4. AI strengthens the diagnostic and feedback competencies.

AI technologies can detect pragmatic mistakes, which is often a challenge even for professional instructors. They can flag instances of over-directness, erroneous sequencing of speech acts, and expressions that lack cultural appropriateness. Pre-service teachers interpret such feedback, adjust their instructional scaffolding, and guide learners toward the desired levels of competent pragmatics. This process gradually engrains sharp diagnostic intuition and encourages employment of precise pedagogical practices.

Discussion

AI's pedagogical potential is impressive, particularly in enhancing teacher cognition through metapragmatic awareness. It closes the gap between theory and practice, especially during the visualization of abstract pragmatic concepts. Undoubtedly, the pedagogical implications of AI technologies for personalized and culturally responsive learning are significant.

There's no denying how beneficial AI systems can be; however, they must be approached with a critical lens. Implementing AI for teaching presents some issues, such as potential cultural bias in the tools, excessive dependency on automation, privacy risks, the digital divide, and the need for digital literacy. Teacher education, therefore, must respond to these challenges with appropriate ethics, transparency, and critical AI engagement, and data that is ethically sourced and used.

CONCLUSION

The impact that AI can have on the development of the pragmalinguodidactic competence of teachers in a country is profound. AI is enhancing all areas of education and, in particular, the education of teachers on the pragmatics of the teaching profession, as it can offer real input, generate simulated contexts, analyze the language of learners, and assist in teachers reflecting on their practice. It is therefore obvious that the incorporation of AI into a teacher training program can develop teachers who are more equipped to handle the complexities of today's classrooms. The more we investigate AI in teaching/learning, the more we will be able to use it ethically to innovate the teaching of a language, as it will be not only a beneficial but a responsible means to use.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

GIBRID VA ARALASH TIL TA'LIMI

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Annotatsiya. *Hozirgi vaqtda turli ta'lim muhitlarida qo'llanilayotgan gibrid va aralash til ta'lim modellarining nazariy asoslari va amalda qo'llanilishi ushbu maqolaning asosiy nuqtalari hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, rejimlar o'rtasida almashish va ularni birlashtirish moslashuvchanlik, shaxsiylashtirilgan o'rganish va talabalarning faolligi kabi katta foyda keltiradi; ammo, bu rejimlar raqamli savodxonlik, erkin foydalanish huquqi va o'quv dizaynining murakkabligi bilan bog'liq muammolar bilan birga mavjud.*

Kalit so’zlar: *gibrid ta’lim, aralash ta’lim, til ta’limi, pedagogik modellar, raqamli integratsiya, til o ‘zlashtirish, ta’lim texnologiyasi*

KIRISH

Globallashuv jarayonlari va xalqaro aloqalarning kengayishi zamonaviy ta'lim tizimida til ta'limiga bo'lgan talablarni tubdan o'zgartirmoqda. Ko'p tilli va ko'p madaniyatli jamiyatlarda til o'rgatishning an'anaviy monolingual yondashuvlari o'z samaradorligini yo'qotib, yangi pedagogik paradigmalar shakllanmoqda. Gibrid til ta'limi (translanguaging) va aralash til ta'limi (blended language learning) konseptlari XXI asr boshlarida til pedagogikasida muhim o'rin egallagan zamonaviy yondashuvlar hisoblanadi [1]. Gibrid til ta'limi ko'p tilli shaxslarning barcha til resurslarini erkin va dinamik ravishda ishlatish imkoniyatini beruvchi pedagogik strategiya sifatida qaralsa, aralash til ta'limi an'anaviy sinf darslarini onlayn va raqamli vositalar bilan uyg'unlashtiruvchi ta'lim modeli hisoblanadi [2]. Ushbu ikki yondashuv turli nazariy asoslarga ega bo'lsa-da, ularning umumiy maqsadi til o'rganuvchilarning kommunikativ kompetensiyasini maksimal darajada rivojlantirish va real hayotiy vaziyatlarda samarali muloqot qilish ko'nikmalarini shakllantirishdan iboratdir. O'zbekiston ta'lim tizimida ko'p tillilik siyosati amalga oshirilayotgan hozirgi davrda gibrid va aralash til ta'limi yondashuvlarini nazariy jihatdan o'rganish va amaliy tatbiq etish imkoniyatlarini aniqlash dolzarb vazifa hisoblanadi [3]. Ushbu tadqiqotning maqsadi gibrid va aralash til ta'limining nazariy-metodologik asoslarini tahlil qilish, ularning o'ziga xos xususiyatlarini aniqlash hamda zamonaviy til ta'limi amaliyotida qo'llash istiqbollarini ko'rsatishdan iboratdir.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Tadqiqot nazariy-tahliliy xarakterga ega bo'lib, gibrid va aralash til ta'limi bo'yicha mahalliy va xorijiy adabiyotlar tahlili asosida olib borilgan. Metodologik asos sifatida sotsiolingvistik, psixolingvistik va pedagogik yondashuvlarning sintezi qo'llanilgan. Gibrid til ta'limi konsepsiyasi O. García va Li Wei kabi olimlar tomonidan ishlab chiqilgan bo'lib, u ko'p tilli shaxslarning barcha til repertuarini yaxlit tizim sifatida qo'llash tamoyiliga asoslanadi [4]. Ushbu yondashuv tillarni alohida, ajratilgan tizimlar sifatida emas, balki o'zaro bog'liq va dinamik ravishda o'zaro ta'sir qiluvchi til praktikalari majmui sifatida qarashni talab qiladi. Gibrid til ta'limi o'quvchilarning ona tilidan chetida tushunish va

ifoda etish uchun strategik foydalanishni taqiqlamaydi, aksincha bu jarayonni kognitiv rivojlanish va chuqurroq tushunishga erishish vositasi sifatida qabul qiladi [5]. Rus tilshunosligida ham ko'p tillilik va tillararo o'zaro ta'sir masalalari keng o'rganilgan bo'lib, V.Yu. Rozentsveig, E.M. Vereshchagin va boshqa olimlar tillarning kontakt holatidagi o'ziga xos xususiyatlarini tahlil qilganlar [6]. Rossiya ta'lim amaliyotida bilingval ta'lim tizimi uzoq tarixga ega bo'lib, maktablarda ona tili va rus tilini parallel o'qitish tajribasi to'plangan, lekin gibrid til ta'limining zamonaviy talqini hali to'liq joriy etilmagan [7].

Aralash til ta'limi konsepsiyasi texnologiya rivojlanishi bilan bog'liq holda paydo bo'lgan bo'lib, u an'anaviy sinf mashg'ulotlari va onlayn ta'lim vositalarini uyg'unlashtirishni nazarda tutadi. C. Bonk va C. Graham kabi tadqiqotchilar aralash ta'limning turli modellarini ishlab chiqib, ularning har birining o'ziga xos pedagogik afzalliklarini ko'rsatganlar [8]. Aralash til ta'limida o'quvchilar mustaqil onlayn mashqlar orqali leksika va grammatika bilimlarini mustahkamlashlari, sinf mashg'ulotlarida esa kommunikativ ko'nikmalar rivojlantirishga ko'proq vaqt ajratishlari mumkin. Bu yondashuv differensiatsiyalangan ta'limni amalga oshirish, har bir o'quvchining individual ehtiyojlariga moslashish imkonini beradi [9]. O'zbekiston olimlaridan D.Kh. Djuraeva va boshqalar o'zbek maktablarida chet tillarni o'qitishda zamonaviy texnologiyalardan foydalanish masalalarini o'rganib, raqamli resurslarning samaradorligini ta'kidlaganlar [3]. Gibrid va aralash til ta'limi yondashuvlari o'rtasidagi farqlarni tushunish muhimdir: birinchi yondashuv ko'p tillilik sharoitida tillararo dinamik o'zaro ta'sirga e'tibor qaratsa, ikkinchisi ta'lim formatlarining kombinatsiyasiga yo'naltirilgan. Biroq, bu ikki konsepsiya bir-birini to'ldirishi va birgalikda qo'llanilishi mumkin, chunki zamonaviy raqamli vositalar gibrid til amaliyotlarini qo'llab-quvvatlash uchun keng imkoniyatlar yaratadi [10].

NATIJALAR VA MUHOKAMA

Adabiyotlar tahlili shuni ko'rsatadiki, gibrid til ta'limi o'quvchilarning til bo'yicha o'z-o'ziga ishonchini oshiradi va ularni til qoidalarini buzish qo'rquvidan xalos qiladi, natijada kommunikativ faollik oshadi. Ko'p tilli o'quvchilar o'zlarining barcha til bilimlaridan foydalanish imkoniyatiga ega bo'lganda, murakkab akademik tushunchalarni yaxshiroq tushunishlari va ifodalashlari mumkinligi aniqlangan [4]. Bu ayniqsa chet tilini o'rganishning dastlabki bosqichlarida, shuningdek akademik kontentni ikkinchi yoki uchinchi tilda o'zlashtirishda muhim ahamiyatga ega. Gibrid til ta'limi nafaqat til o'rganish jarayonini osonlashtiradi, balki o'quvchilarning ko'p madaniyatli identifikatsiyasini shakllantirish va turli tillar o'rtasida erkin harakat qilish qobiliyatini rivojlantirishga ham yordam beradi. Aralash til ta'limi esa o'quvchilarga moslashuvchan ta'lim rejimini taqdim etadi va har bir o'quvchining individual sur'ati va uslubiga moslashish imkonini beradi. Raqamli platformalar orqali til o'rganuvchilar istalgan vaqtda mashqlarni takrorlash, qo'shimcha tushuntirishlarga murojaat qilish va turli multimedia resurslardan foydalanish imkoniyatiga ega bo'ladilar [8]. Sinf mashg'ulotlari esa jonli muloqot, guruhlarda ishlash va o'qituvchidan darhol qayta aloqa olish uchun ajratiladi, bu esa til o'rganishning ijtimoiy-interaktiv jihatlarini ta'minlaydi. Tadqiqotlar shuni ko'rsatadiki, aralash ta'lim modeli o'quvchilarning motivatsiyasini oshiradi va ularning o'z ta'lim jarayoniga mas'uliyatini kuchaytiradi [9].

O'zbekiston kontekstida gibrid va aralash til ta'limini joriy etish alohida imkoniyatlar va qiyinchiliklar yaratadi. Respublikada o'zbek, rus va ingliz tillarining uch tilli ta'lim siyosati

amalga oshirilayotgan sharoitda gibrid til ta'limi strategiyalari o'quvchilarning barcha uch tildagi bilimlarini samarali ishlatish uchun qimmatli vosita bo'lishi mumkin [3]. Biroq, bu yondashuvni qo'llash uchun o'qituvchilarning ko'p tillilik va translanguaging nazariyasi bo'yicha maxsus tayyorgarlikdan o'tishi, shuningdek an'anaviy monolingual pedagogika paradigmasidan voz kechishi talab etiladi. Aralash til ta'limini joriy etish uchun esa zamonaviy raqamli infrastruktura, sifatli onlayn ta'lim resurslari va o'qituvchilarning raqamli savodxonligini oshirish zarur [10]. Ikki yondashuvni birlashtirish orqali O'zbekiston ta'lim tizimida til o'qitishning innovatsion modeli yaratilishi mumkin: raqamli platformalar orqali o'quvchilar o'zbek, rus va ingliz tillarida turli resurslar bilan mustaqil ishlashlari, sinf mashg'ulotlarida esa uch til resurslarini erkin qo'llab, real kommunikativ vaziyatlarda muloqot ko'nikmalarini rivojlantirishlari mumkin. Bu yondashuv nafaqat tillar bo'yicha bilimlarni oshiradi, balki o'quvchilarning global jamiyatda muvaffaqiyatli faoliyat yuritishlari uchun zarur bo'lgan ko'p madaniyatli kompetensiyalarni ham shakllantirishga xizmat qiladi.

XULOSA

Gibrid va aralash til ta'limi zamonaviy til pedagogikasining muhim yo'nalishlari bo'lib, ular o'quvchilarning til resurslarini maksimal darajada samarali ishlatish va individual ta'lim ehtiyojlariga javob berish imkonini yaratadi. Gibrid til ta'limi ko'p tilli o'quvchilarning barcha tillarini dinamik ravishda qo'llash orqali kommunikativ kompetensiyani rivojlantirsa, aralash til ta'limi an'anaviy va raqamli ta'lim formatlarini uyg'unlashtirish orqali moslashuvchan va samarali o'quv jarayonini ta'minlaydi. Ushbu ikki yondashuvning integratsiyasi O'zbekiston kabi ko'p tilli jamiyatlarda til ta'limini tubdan takomillashtirish, o'quvchilarning nafaqat til bilimlarini, balki ko'p madaniyatli va raqamli kompetensiyalarini ham rivojlantirish imkonini beradi. Kelajakda ushbu yondashuvlarni O'zbekiston ta'lim amaliyotiga moslashtirilgan holda tatbiq etish, o'qituvchilar tayyorgarligini ta'minlash va tegishli raqamli resurslar yaratish bo'yicha amaliy tadqiqotlar olib borish zarur.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

APPLYING AI-TOOLS TO DEVELOP STUDENTS' LANGUAGE SKILLS

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Abstract. *This study defines the role of artificial intelligence (AI) in teaching foreign languages and its influence on the learning process. It focuses on how AI tools support personalized learning, adaptive teaching, and the development of students' skills. The author of the article discusses the use of AI tools help both teachers and students. In addition, the study highlights how AI increases student engagement, reduces teachers' workload, and improves learning outcomes. Possible AI- tools are suggested in order to develop language skills. The results show that effective use of AI can improve teaching quality and support learner-centered education.*

Key words: *artificial intelligence, teaching, learning, AI tools, personalized, approaches, interactive, student engagement.*

The growing advancement of artificial intelligence (AI) has brought notable changes to educational approaches, especially in language instruction. The application of AI tools for developing students' language skills provides innovative ways to improve listening, speaking, reading, and writing through adaptive and interactive learning environments. AI-based technologies, including intelligent tutoring systems, speech recognition software, and automated feedback tools, allow learners to practice language skills autonomously while receiving timely and personalized feedback. Consequently, integrating AI tools into language education enhances student engagement, motivation, and overall effectiveness of language learning. Artificial intelligence plays a crucial role in modern teaching by enhancing the effectiveness, accessibility, and personalization of education. AI technologies enable teachers to tailor instruction to individual learners' needs through adaptive learning systems, intelligent tutoring, and data-driven feedback. These tools support continuous assessment, reduce teachers' administrative workload, and allow more time for meaningful interaction with students. Moreover, AI fosters student engagement by providing interactive learning experiences and real-time support, ultimately contributing to improved learning outcomes and more efficient teaching practices.

According to Ruziev (2025), AI introduces intelligent systems that personalize content delivery, support automated assessment, and streamline administrative tasks, thereby expanding opportunities for student-centered learning and increasing overall engagement in the classroom[6]. Woolf (2010) emphasizes that intelligent tutoring systems can adjust content and difficulty based on learners' performance, improving engagement

[6] Ruziev Bekhruz. The role of artificial intelligence in modern teaching. Tadqiqotlar jahon ilmiy- metodik jurnali.60-son.2025.https://scientific-jl.com/tad/issue/view/170

and outcomes[7].According to Heffernan and Heffernan (2014), AI provides immediate feedback on errors in language skills such as writing and speaking, which accelerates learning and allows students to correct mistakes in real time[8]. AI helps learners develop critical thinking, problem-solving, and digital literacy alongside language skills. Researchers note that AI tools promote self-directed learning and prepare students for real-world communication (Chen et al., 2020)[9] Xie, Chen, and Hwang (2020) note that AI platforms personalize reading materials to learners' proficiency, offer vocabulary support, and track comprehension progress, which improves reading skills and critical thinking[10].

From our point of view we consider that Artificial Intelligence (AI) in language learning uses computer systems and smart algorithms to help learners improve their language skills. AI can track students' performance, give personalized feedback, adjust lessons to their level, and offer interactive practice. This support helps learners develop listening, speaking, reading, and writing skills, encourages independent learning, and enhances accuracy, fluency, and real-world communication.

We can suggest the following AI- tools to develop language skills such as Listening Skill:

Speech Recognition Tools	Google Speech-to-Text, Microsoft Azure Speech, Whisper	To help learners improve listening accuracy by comparing spoken input with AI-generated transcriptions.
AI-Powered Language Learning Apps	Duolingo, Elsa Speak, BBC Learning English (AI-supported)	To enhance listening comprehension through adaptive audio materials adjusted to learners' proficiency levels and learning pace.
AI-Driven Multimedia Platforms	YouGlish, TED-Ed (AI-curated)	To expose learners to authentic listening materials and improve contextual understanding through AI-recommended audio and video content.
Intelligent Tutoring Systems (ITS)	Carnegie Learning, Squirrel AI	To provide personalized listening practice and instant feedback based on learners' performance and progress.

AI tools are becoming very useful for improving students' reading skills by offering personalized and adaptive learning. Platforms like LingQ, ReadTheory, and Newsela use AI to match reading materials to students' levels, help with new vocabulary, and track

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understanding. These tools help learners expand their vocabulary, understand difficult texts, and develop better reading strategies. By giving instant feedback, highlighting unfamiliar words, and suggesting suitable texts, AI platforms encourage independent learning and keep students engaged. This allows learners to practice reading at their own pace while gradually improving fluency, comprehension, and confidence.

AI-tools to improve language learners' speaking skills:

AI-Powered Language Learning Apps	Duolingo, Rosetta Stone, Babbel	To develop oral communication through interactive speaking exercises, adaptive prompts, and practice dialogues tailored to learners' levels.
AI Chatbots and Conversational Agents	ChatGPT with voice, Replika, Google Assistant	To engage learners in real-time conversations, enhancing fluency, confidence, and comprehension of natural speech patterns and idioms.
AI-Powered Voice Assessment Platforms	EnglishCentral, SpeakyAI	These platforms allow learners to practice speaking in realistic contexts, track improvement over time, and receive tailored exercises to target specific weaknesses.
Speech Analysis and Fluency Tools	Speechace, Praat (AI-enhanced)	To analyze speech rhythm, stress, and pace, helping learners improve naturalness, fluidity, and overall oral communication skills.

AI analyzes pronunciation, grammar, intonation, and fluency, giving learners immediate and tailored feedback to target specific weaknesses. Language learners can practice their speaking anywhere allowing for individualized learning.

AI-tools to improve language learners reading skills;

LingQ, ReadTheory	improve reading comprehension and critical thinking.	AI tracks vocabulary knowledge, provides context-based translations, and recommends personalized reading materials.
Scribens + AI Grammar Tools	Improve reading comprehension and writing integration.	AI highlights grammar and vocabulary issues while encouraging learners to understand sentence structures in context.
NaturalReader / Speechify	Support reading fluency and comprehension through audio-visual reinforcement.	AI converts text to speech, highlights words as they are read, and allows learners to follow along visually and aurally.
Bookbot / Epic! (AI recommendations)	Encourage extensive reading and vocabulary expansion.	AI recommends books and reading materials based on learner interests and proficiency level.

AI tools are becoming very useful for improving students' reading skills by offering personalized and adaptive learning. Platforms like LingQ, ReadTheory, and Newsela use AI to match reading materials to students' levels, help with new vocabulary, and track understanding. These tools help learners expand their vocabulary, understand difficult texts, and develop better reading strategies. By giving instant feedback, highlighting unfamiliar words, and suggesting suitable texts, AI platforms encourage independent learning and keep students engaged. This allows learners to practice reading at their own pace while gradually improving fluency, comprehension, and confidence.

AI tools to develop language learners'writing skills:

Grammarly	Enhance grammar, punctuation, style, and clarity in writing.	AI checks grammar, spelling, and sentence structure, provides stylistic suggestions, and offers tone and clarity improvements.
QuillBot	Improve sentence structure, coherence, and vocabulary use.	AI-powered paraphrasing, summarizing, and rewriting tools to help learners refine their writing and avoid repetition.
ProWritingAid	Develop advanced writing skills and editing strategies.	AI analyzes style, readability, grammar, and plagiarism; gives actionable feedback for improvement.
Hemingway Editor	Enhance readability and concise writing.	AI highlights complex sentences, passive voice, and difficult words to improve clarity and flow.

AI tools for writing have gained significant importance because they offer learners immediate, tailored assistance to enhance their writing abilities. These AI-driven platforms not only detect errors in grammar, punctuation, and syntax but also provide guidance on sentence structure, vocabulary choice, and overall clarity. By delivering instant feedback, such tools encourage self-directed learning and enable students to practice writing independently, fostering greater confidence and motivation.

As a conclusion, AI tools are essential and vital for supporting students' language learning in all four areas – listening, speaking, reading, and writing. These technologies offer personalized, adaptive, and interactive experiences that enable learners to practice independently, receive immediate feedback, and gain confidence. By targeting individual strengths and weaknesses, AI-driven platforms make learning more engaging, efficient, and accessible. Therefore, incorporating AI into language education not only enhances skill development but also increases student motivation and promotes a learner-centered approach, helping learners prepare for real-world communication.

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Section 3

Inclusive Language Education

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INCLUSIVE LANGUAGE EDUCATION: STRATEGIES FOR SUPPORTING NEURODIVERGENT LEARNERS IN FOREIGN LANGUAGE CLASSROOMS

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Abstract. *Inclusive language education has become an essential component of modern teaching, especially as classrooms increasingly include learners with diverse cognitive profiles. This study explores effective strategies for supporting neurodivergent learners – particularly students with ADHD, autism spectrum disorder, and dyslexia – in foreign language classrooms. The research aims to identify the challenges these learners face and to examine teaching practices that can make language learning more accessible and equitable. A qualitative descriptive method was used, involving interviews and questionnaires with foreign language teachers. The findings show that neurodivergent students often struggle with concentration, processing speed, and traditional assessment formats. However, strategies such as multimodal instruction, clear and structured tasks, visual scaffolding, flexible pacing, and elements of Universal Design for Learning (UDL) significantly improve engagement and performance. The study concludes that inclusive teaching practices not only support neurodivergent learners but also enhance the overall quality of foreign language education. Recommendations include increased teacher training, accessible learning materials, and the integration of technology-based support tools.*

Keywords: *Inclusive Education, Neurodiversity, Foreign Language Learning, ADHD, Autism Spectrum Disorder, Dyslexia, Multimodal Instruction, Universal Design for Learning, Inclusive Teaching Strategies, Accessibility*

Introduction

Inclusive education has become one of the central principles of modern teaching, emphasizing equal access to learning for all students regardless of their individual needs or differences. In recent years, the concept of *neurodiversity* – which recognizes natural variations in the human brain such as ADHD, autism spectrum disorder, and dyslexia – has gained significant attention in educational research. As foreign language classrooms become increasingly diverse, teachers are expected to understand these differences and apply strategies that support every learner's success. Neurodivergent students often face specific challenges in language learning, including difficulties with attention, working memory, processing speed, and traditional classroom tasks. These challenges can lead to decreased motivation, lower participation, and limited academic progress if appropriate teaching methods are not provided. Therefore, creating an inclusive learning environment is essential not only for academic achievement but also for the emotional well-being and confidence of neurodivergent learners.

Despite growing awareness, many language teachers still report limited knowledge about how to effectively support students with cognitive differences. This highlights the need for practical, adaptable strategies that can be integrated into everyday teaching without requiring major structural changes. Approaches such as multimodal instruction,

clear task design, the use of visual supports, flexible pacing, and elements of Universal Design for Learning (UDL) have shown promise in making foreign language learning more accessible.

The purpose of this study is to explore how inclusive strategies can be applied in foreign language classrooms to better support neurodivergent learners. By identifying common challenges and effective teaching practices, the study aims to contribute to a more equitable and supportive educational environment. It also seeks to raise awareness among teachers and encourage the adoption of inclusive methods that benefit all students, not only those with diagnosed conditions.

Literature Review

Inclusive education aims to provide equal learning opportunities for students with diverse needs, including those with neurodivergent profiles. Recent research highlights that neurodiversity – particularly ADHD, autism spectrum disorder, and dyslexia – plays a significant role in how learners process information and engage with foreign languages. Studies show that neurodivergent learners often struggle with attention control, sensory overload, phonological processing, and working memory, which can make traditional language lessons challenging.

To address these needs, several inclusive teaching frameworks have been proposed. One widely recognized approach is **Universal Design for Learning (UDL),** which encourages flexible teaching methods, multiple ways of presenting information, and varied options for demonstrating understanding. Research also supports the use of **multimodal instruction,** combining visual, auditory, and kinesthetic input to enhance comprehension. Additionally, structured routines, clear instructions, visual supports, and chunked tasks have proven effective in reducing cognitive load for neurodivergent students. Technology-based tools-such as speech-to-text, interactive platforms, and adaptive learning apps - are increasingly recommended for improving accessibility in language classrooms. Overall, existing studies agree that inclusive strategies benefit not only neurodivergent learners but also the general student population, leading to more supportive and effective learning environments.

Results and Discussion

The findings of this study reveal several important patterns regarding the experiences of neurodivergent learners in foreign language classrooms and the strategies teachers currently use to support them. Teachers reported that students with ADHD most commonly struggle with maintaining focus during longer activities, following multi-step instructions, and managing classroom distractions. Learners with autism often face difficulties with social-interaction tasks, sudden changes in routine, and sensory overload. Students with dyslexia were described as having challenges with reading comprehension, spelling, and processing written vocabulary.

Despite these challenges, teachers identified multiple strategies that had positive effects on learner engagement and performance. The most effective methods included the use of visual supports (charts, images, color-coding), breaking tasks into smaller steps, and providing clear, predictable lesson structures. Many teachers also noted that multimodal instruction – combining visual, auditory, and physical activities – helped students better understand new language items.

Technology played an important role as well. Several teachers used digital flashcards, read-aloud tools, and interactive learning platforms to assist learners who struggle with reading or concentration. However, the results also show that many teachers felt they lacked formal training in inclusive pedagogy and relied mostly on personal experience or trial-and-error.

Overall, the results indicate that inclusive strategies are effective for neurodivergent learners, but there is a noticeable need for more professional development, accessible materials, and institutional support.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. **Teacher Training:** Schools and universities should provide professional development focused on inclusive teaching strategies and neurodiversity awareness.
2. **Accessible Learning Materials:** Teachers should use visual aids, clear instructions, and digital tools to make lessons more accessible to all learners.
3. **Flexible Teaching Approaches:** Implement multimodal instruction, structured routines, and adjustable pacing to accommodate diverse learner needs.
4. **Technology Integration:** Utilize adaptive learning apps, read-aloud tools, and interactive platforms to support neurodivergent students.
5. **Institutional Support:** Educational institutions should promote policies and resources that encourage inclusive practices, including collaboration with special educators and counselors.
6. **Future Research:** Further studies should explore long-term outcomes of inclusive strategies and investigate additional neurodivergent populations in language learning contexts.

Conclusion

This study highlights the importance of inclusive language education for neurodivergent learners, including students with ADHD, autism spectrum disorder, and dyslexia. The findings show that these learners face specific challenges in attention, processing, and social interaction that can affect their success in foreign language classrooms. However, inclusive teaching strategies – such as multimodal instruction, structured tasks, visual supports, and the principles of Universal Design for Learning (UDL) – can significantly enhance engagement, understanding, and academic performance. Technology-based tools also provide valuable support, particularly for reading and concentration difficulties. Overall, fostering an inclusive classroom not only benefits neurodivergent learners but improves the learning environment for all students.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ENHANCING INCLUSIVE LANGUAGE EDUCETION THROUGH THE INTEFRATION OF BRAILLE, AUDIO, AND VISUAL MATERIALS

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Abstract. *Inclusive language education aims to provide equitable learning opportunities to students with diverse sensory, cognitive, and physical needs. This paper analyzes the pedagogical benefits of integrating Braille, audio, and visual materials in language instruction. Drawing on contemporary research in inclusive pedagogy, multimodal learning, and assistive technologies, the study demonstrates that multisensory approaches significantly improve literacy, comprehension, and communicative competence among learners with disabilities. Recommendations for educators, curriculum developers, and policymakers are presented to optimize accessibility in language education.*

Keywords: *Inclusive education, Braille literacy, audio learning, visual accessibility, multimodal instruction, assistive technology, language pedagogy.*

Ensuring accessibility in language education is a central objective of inclusive pedagogy. Students with visual, hearing, or learning impairments often encounter barriers when instruction relies predominantly on print or auditory materials. A flexible, multimodal approach – incorporating Braille, audio, and visual resources – helps address these issues by offering alternative pathways for comprehension and expression. This paper examines how integrating these materials contributes to inclusive and equitable language learning environments.

Theoretical frameworks underpinning inclusive language education highlight the importance of designing instructional environments that eliminate learning barriers and accommodate diverse learner needs. Inclusive pedagogy promotes the principle that teaching should adapt to learners rather than requiring learners to adapt to rigid instructional formats. Within this context, the Universal Design for Learning (UDL) framework is particularly significant, as it encourages educators to provide multiple means of representation, engagement, and expression. This approach aligns directly with the integration of Braille, audio, and visual materials, offering learners varied pathways to access and interact with language content. Complementing UDL, research on multimodal and multisensory learning emphasizes that engaging tactile, auditory, and visual channels simultaneously strengthens neural processing, supports deeper comprehension, and improves memory retention. Such multimodal strategies enable learners with diverse sensory profiles to participate more effectively in language learning activities. Additionally, advances in assistive technologies – such as screen readers, refreshable Braille displays, audio textbooks, and captioned videos – play a crucial role in supporting students with visual, hearing, or cognitive impairments. By enhancing accessibility and

promoting learner autonomy, these tools contribute to more equitable and inclusive educational environments.

Audio materials are essential tools for creating inclusive and accessible language-learning environments. They provide an effective alternative for learners who experience difficulties with visual or print-based materials, including students with visual impairments, dyslexia, or reading challenges. Through exposure to natural speech patterns, pronunciation, intonation, and rhythm, audio input enhances listening comprehension and supports the development of vocabulary and oral fluency.

A range of audio resources – such as audiobooks, teacher-recorded lessons, text-to-speech outputs, podcasts, and digital listening exercises – offers flexible access to linguistic content. These materials allow learners to engage with language at their own pace, repeat segments as needed, and strengthen auditory memory and phonological awareness. Audio tools also promote learner autonomy by enabling independent study both inside and outside the classroom.

In inclusive classrooms, audio materials enrich participation by providing multiple entry points for different types of learners. Rather than serving only as accommodations, audio resources function as effective pedagogical instruments that enhance accessibility, support differentiated instruction, and improve language acquisition outcomes for all students.

Visual materials play an important role in supporting inclusive language instruction by enhancing semantic understanding, contextualization, and learner engagement. Images, diagrams, videos, and infographics help clarify abstract concepts and provide visual context that aids comprehension, especially for learners who benefit from visual reinforcement. To ensure these materials are accessible to all students, certain design features must be incorporated. These include alternative text (alt-text) descriptions for images, high-contrast visuals for learners with low vision, and captions or subtitles for students with hearing impairments. In some cases, sign language interpretation may also be required to ensure full access to content. Together, these accessibility features ensure that visual materials support diverse learning needs and promote equitable participation in the language-learning process.

The integrated multimodal approach combines Braille, audio, and visual resources within a single instructional framework, allowing learners to access language content through multiple sensory channels. In a well-designed multimodal lesson, Braille versions of texts support tactile reading, audio recordings reinforce pronunciation and listening skills, while visual aids provide conceptual clarity. This holistic structure accommodates diverse learning preferences and ensures that students can engage with material in the mode that best suits their individual needs.

Pedagogically, research shows that integrating multimodal materials enhances vocabulary retention, improves reading fluency, increases learner motivation, and promotes more effective collaboration among students. By reducing reliance on a single sensory modality, this approach supports deeper comprehension and more equitable participation in the learning process.

Despite its benefits, several challenges hinder broad implementation. These include a shortage of accessible materials, insufficient teacher training in inclusive methods, high

costs associated with assistive technologies, and institutional gaps in curriculum design. Addressing these barriers requires systemic efforts at the policy, institutional, and pedagogical levels to ensure that multimodal instruction becomes a sustainable component of inclusive language education.

The following recommendations outline practical steps for strengthening the integration of Braille, audio, and visual materials in inclusive language education. For educators, it is essential to design multimodal lesson plans that provide Braille, audio, and visual versions of core content, ensuring that learners with different sensory needs can access the same material equitably. Consistent use of assistive technologies – such as screen readers, refreshable Braille displays, and captioned media – should be embedded into daily instruction, while peer learning and inclusive group activities can further enhance engagement and social interaction.

For curriculum developers, the adoption of universal design principles is crucial to ensuring long-term accessibility. This includes producing standardized accessible textbooks, creating supplementary multimodal resources, and establishing clear guidelines for integrating tactile, auditory, and visual elements throughout the curriculum.

At the policy level, sustained governmental and institutional support is needed. Policymakers should allocate dedicated funding for inclusive technologies, revise curriculum standards to incorporate explicit accessibility requirements, and implement specialized teacher training programs that equip instructors with the competencies necessary to teach inclusively. These combined efforts will help create a more equitable, effective, and sustainable model of language education for all learners.

In conclusion The integration of Braille, audio, and visual materials represents a transformative shift toward genuinely inclusive language education. By enabling learners to engage with content through multiple sensory channels, multimodal resources significantly expand accessibility for students with visual, hearing, or learning impairments. At the same time, such approaches enrich language instruction for all learners by reinforcing comprehension, strengthening memory, and supporting differentiated learning styles.

A multimodal and UDL-based framework ensures that no single sensory pathway becomes a barrier to participation. Instead, learners are provided with flexible entry points to understanding, practicing, and applying language skills. This fosters not only academic progress but also social inclusion, confidence, and autonomy in the learning process.

To advance equitable language pedagogy on a systemic level, educational institutions must invest in the creation, adaptation, and continuous improvement of accessible materials. This includes developing standardized Braille and audio resources, integrating visual supports aligned with accessibility standards, and ensuring that educators receive specialized training in multimodal and inclusive methodologies. When these components become institutionalized, language education evolves into a more just, comprehensive, and learner-centered system that benefits every student.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ИНКЛЮЗИВНЫЕ ПРАКТИКИ В ОЦЕНКЕ ЯЗЫКА: ОБЕСПЕЧЕНИЕ СПРАВЕДЛИВОСТИ И РАВЕНСТВА

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Аннотация. *Статья посвящена проблеме оценки достижений учащихся в инклюзивном образовательном процессе. Проведен анализ существующей системы оценки учащихся с ограниченными возможностями здоровья. Представлена система возможных вариантов оценки деятельности различных субъектов инклюзивного образовательного процесса.*

Ключевые слова: *инклюзия, оценка, отметка, ограниченные возможности здоровья, инклюзивное образование.*

Введение в проблему. Внедрение инклюзивной практики в систему образования рассматривается как инновационный процесс, ориентированный на создание новой школы, школы для всех. Как любая инновация, инклюзия не только вносит в образовательный процесс школы новые элементы, но и определяет проблемное поле для исследования. Наиболее сложным вопросом на сегодняшний день является оценка достижений учащихся в инклюзивной школе, ведущая к обострению ряда противоречий.

Поступление в школу знаменует собой важный этап в развитии личности ребенка. В новых условиях при включении в новую учебную деятельность у обучающегося активно развивается интеллектуальная сфера. Обучение в классе реализуется в новой системе отношений, в которой приоритетную роль для ученика играет учитель. Отношения между учителем и учащимся в школе являются центральным системообразующим фактором, лежащим в основе взаимодействия всех участников образовательного процесса. В.Е. Каган говорит, что именно учитель своим отношением регулирует отношение одноклассников и их родителей к конкретному обучающемуся. (М.С.Каган, 2006) Позиция педагога имеет во многом определяющее значение: эмоциональное принятие учителем ребенка, равно как и эмоциональное отвержение, усваивается и транслируется другими учащимися, а также их родителями. В связи с этим, эмоциональное принятие ученика учителем рядом ученых определяется как первостепенное условие, позволяющее сохранить психологическое здоровье и раскрыть потенциал, в том числе и интеллектуальный.

Основной материал исследования. По мнению специалистов в области инклюзивного образования, существующая система оценивания плохо дифференцирует учащихся по уровню успешности, а также она обладает низким потенциалом мотивирования и воспитания. (Г. Банч, А. Г. Ряписова, Т. Л. Чепель, 2016) В связи с этим школы, осуществляющие инклюзивную практику, с трудом переходят на какие-то другие системы оценивания. Большое значение имеет факт длительного опыта использования существующей системы и доверие к ней. В

результате – 5-балльная система остается доминирующей. Это самое проблемное поле, которое в практической деятельности особо остро ощущается.

В условиях инклюзивной школы для всех обучающихся создаются оптимальные условия для освоения учебного плана на разных уровнях. «Признание и поощрение получает сам акт познания и обучения, акт приложения усилий, продвижение впереди узнавание большего. Каждый акт достижения получает признание. Такой взгляд на достижение беспокоит тех, кто считает, что основанием для оценки того, кто из учеников превосходит других, является объем знаний. Сторонники инклюзии ценят учение, поддерживают ученика в достижении как можно большего и понимают, что у всех разные способности и стили обучения».

В психологическом словаре под принятием понимается такое отношение к ребенку, которое характеризуется заботой, пониманием внутреннего мира, терпимостью к его индивидуальным особенностям и пр. Проявления эмоционального принятия многообразны: улыбка при обращении к ребенку, ласковый, добрый взгляд, употребление имени ребенка. В случае выраженного эмоционального принятия неудачи ребенка не раздражают учителя, а вызывают сопереживание, желание помочь. Эмоциональное принятие является механизмом эмоциональной поддержки и важнейшим источником эмоционального благополучия учащихся, способствует успешной адаптации к школе, становится одним из факторов сплочения класса и общего благоприятного психологического климата.

Эмоциональное отвержение подразумевает такое отношение к ребенку, которое характеризуется недостаточным эмоциональным контактом, нечувствительностью к состояниям и потребностям ребенка. Эмоциональное отвержение обучающегося во многом взаимосвязано с его школьной успеваемостью. Тот учащийся, который снижает учебный рейтинг класса, не демонстрирует необходимые компетенции и достижения, начинает восприниматься учителем как «помеха», что часто сопровождается негативной эмоциональной оценкой, эмоциональным непринятием такого ребенка. Эмоциональное отвержение слабоуспевающего ребенка ведет к негативной оценке всей личности, что подмечал еще Б.Г. Ананьев. А, например, Л.М. Путято в своем исследовании показывает, что учитель предпочитает успешных обучающихся и именно их характеризует положительно. У неуспевающих же учитель реже видит положительные качества. То есть, по данным Л.М. Путято, оценка учителем обучающегося как слабоуспевающего переносится на оценку всех способностей такого ученика, его характер и внешность независимо от объективных его характеристик. Восприятие личности обучающегося таким образом обуславливается его успеваемостью. В результате, несовершенство ученика, его ошибки и промахи раздражают учителя, вызывают критику (вплоть до оскорблений).

Может возникать и парадоксальная эмоциональная реакция в отношении такого ребенка - радость, злорадство в ответ на его переживания. В случае эмоционального отвержения ребенка учителем, подобное отношение начинают транслировать другие учащиеся и их родители. Наличие ребенка, которого в классе не принимают, эмоционально отвергают, вызывает стратификацию, что нарушает

психологический климат, осложняет межличностные отношения и становится источником эмоционального неблагополучия, фактором, негативно влияющим на учебу и социально- психологическую адаптацию как отвергаемого обучающегося, так и всего класса в целом.

В этой связи важно подчеркнуть, что учитель оценивает результат деятельности ребенка с ОВЗ не посредством сравнения с результатами других учеников класса, а принимая во внимание приложенные им усилия. Фиксирование динамики развития ребенка с ОВЗ осуществляется постоянно, а результаты оценивания демонстрируют уровень достижения целей обучения, спроектированных в индивидуальной программе, и служат основанием для возможных изменений.

В процессе оценки образовательных достижений обучающихся с ОВЗ особую роль играет самооценка. Вовлечение учеников в этот процесс не только помогает им проверить полученные результаты, ведет к пониманию необходимых усилий для достижения поставленных целей, но и способствует развитию положительного и ответственного отношения к собственной деятельности.

Педагоги инклюзивного образования наиболее часто применяют такие инструменты оценивания образовательных результатов, как портфель (портфолио) достижений и таблица образовательных результатов учащихся. Однако проведенный мониторинг показал, что инновационные формы и методы контроля чаще всего используются в инклюзивной практике как вспомогательные, поскольку полученные с их помощью результаты не учитываются при итоговой оценке достижений обучающихся.

Разработанные же образовательными учреждениями собственные системы оценивания зачастую не проходят процедуру стандартизации, в связи с чем сведения о динамике успешности детей в образовательном процессе слабо сопоставимы и недостаточно объективны. Требуется вывести принцип соответствия критериального оценивания достижений нормативно развивающихся детей и детей с ОВЗ. Под критерием чаще всего понимается признак, на основании которого производится оценка, определение или классификация чего-либо, мерило оценки. Понятие «критерий» соотносится с определением результативности образовательного процесса. Е. А. Пономарева указывает на то, что критерии результативности следует рассматривать через качественные или количественные показатели. В том числе необходимым показателем эффективности инклюзивного образовательного процесса является включение учащихся в планирование и оценивание собственных образовательных результатов.

Эффективность оценки достижений учащихся с ОВЗ в образовательном процессе инклюзивной школы, на наш взгляд, невозможно рассматривать в отрыве от оценки результатов деятельности учителя и результатов деятельности школы. Это должна быть единая система критериев, выработанных на основе принципов инклюзивного образования, деятельностного подхода, принятия позиции субъект-субъектных отношений участников образовательного процесса с учетом специфики условий конкретной образовательной организации.

Выделение таких критериев является дискуссионным. В качестве возможного варианта рассмотрим следующие группы.

1. Критерий оценки деятельности учащихся с ОВЗ в инклюзивном классе. В качестве таковых в традиционной системе обучения – отметка за выполнение заданий преимущественно репродуктивного характера: «правильно» – «неправильно», подсчет общего количества верно выполненных заданий. В условиях инклюзивной практики и в свете обозначенных позиций в качестве показателей образовательных результатов могут выступать:

а) соответствие принятому стандарту, не в качестве ценза, а в качестве ориентира в процессе поэлементного анализа заданий, выполненного обучающимся в соответствии с принятой и утвержденной оценочной системой образовательного учреждения,

б) динамика в развитии личностных качеств обучающихся, самооценка ученика и оценка его личностных качеств учителем и родителями,

в) творческие достижения, оценка творческих работ путем контент-анализа, фиксация творческих достижений на уроке,

г) индивидуальная образовательная траектория – образовательная характеристика, данная учителем, рефлексивные записи учеников.

2. Критерий оценки деятельности учителя, показателями которого являются:

а) методическая компетентность – разработка адаптированных основных образовательных программ, педагогического инструментария, анализ моделируемых занятий и творческих работ,

б) владение организацией инклюзивного образовательного процесса (организационно-деятельностные качества) – разработка и реализация инклюзивных занятий, рефлексия образовательной деятельности,

в) исследовательская (инновационная, экспериментальная) деятельность – разработка дидактических методик и приемов для реализации в инклюзивной практике, технологий с учетом психофизиологических особенностей и ограничений особенных учащихся,

г) мировоззренческая педагогическая позиция – ценностное отношение к особенным детям, к проблемам их развития.

3. Критерий оценки деятельности школы, в качестве его показателей:

а) наличие и обоснованность концепции реализации инклюзивной практики, программ и планов работы школы и другой документации, их экспертная оценка и сравнительный анализ с концепциями разных школ,

б) эффективность административной системы организации инклюзивного образовательного процесса,

в) система педагогической и родительской подготовки – документация и система организации деятельности педагогов и родителей.

Таким образом, вопрос оценки достижений учащихся с ОВЗ в условиях инклюзивной практики ориентирован на разработку системы и способов измерения, позволяющих осуществлять эффективное оценивание динамики их развития.

Выводы. Подводя итоги, сделаем ряд выводов. Во-первых, современные тенденции образования демонстрируют повышенное внимание интеллектуальному развитию учащегося и его компетенциям, и достижениям, одновременно с этим к

эмоциональному отношению учителя к ученику нет четких однозначных требований. Это создает предпосылки для снижения значимости эмоционального благополучия учащегося. Если учащемуся сложно справиться со школьными требованиями, повышает риск негативных эмоциональных реакций со стороны учителя.

Во-вторых, для ребенка с ОВЗ необходимо создание специальных условий обучения, кардинально отличающихся от условий обучения ребенка без особенностей. В силу этого, эмоциональное принятие учителем такого ребенка осложняется. Такой ребенок воспринимается учителем как «помеха» достижениям его класса, возможный источник повышения физической и психологической нагрузки из-за необходимости специально готовиться и учитывать особенности такого ребенка на уроке.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

INCLUSIVE LANGUAGE EDUCATION IN CONTEMPORARY PEDAGOGY: THEORETICAL FOUNDATIONS AND PRACTICAL IMPLEMENTATION

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Abstract. *This article examines the theoretical foundations, pedagogical implications, and practical challenges of inclusive language education in modern multilingual learning environments. Drawing on contemporary sociolinguistic, cognitive, and pedagogical frameworks, the paper explores how inclusive approaches support equity, accessibility, and meaningful participation for learners with diverse linguistic, cultural, and cognitive backgrounds. Special attention is given to differentiated instruction, multilingual pedagogies, Universal Design for Learning (UDL), and sociocultural models that position learner diversity as a resource. The study emphasizes that inclusive education is not merely a methodological set of tools, but a comprehensive educational philosophy grounded in human dignity, linguistic justice, and equitable access.*

Keywords: *inclusive education, multilingualism, UDL, differentiation, translanguaging, equity, accessibility.*

Introduction

The accelerating linguistic, cultural, and cognitive diversification of learners in the 21st-century educational landscape has fundamentally reshaped the priorities of contemporary pedagogy. Inclusive education has thus emerged not only as a strategic objective but as a moral, legal, and epistemological imperative endorsed by global policy frameworks such as the UNESCO Education for All Agenda (2020) and the Sustainable Development Goals (SDG-4). These frameworks conceptualize inclusion as a systemic guarantee of equitable access to quality education for every learner, emphasizing that linguistic background, ability level, socio-economic status, or cognitive profile should never function as determinants of academic opportunity. Within this global vision, language education holds a particularly critical position, as language is both the medium and the content of instruction, shaping learners' participation in wider academic and social practices.

In this context, inclusive language education requires a profound rethinking of long-standing assumptions underpinning traditional teaching models. Conventional approaches to language teaching have historically relied on monolingual norms and homogenized learner profiles, assuming that all students progress along similar developmental trajectories using identical instructional materials and assessments. Such models prove increasingly inadequate in multilingual, multicultural, and cognitively diverse classrooms, where students draw upon highly heterogeneous linguistic repertoires, learning histories, and identity resources. Emerging research in sociolinguistics and applied linguistics demonstrates that these diverse repertoires are not obstacles to be minimized but rich intellectual and cultural assets that – when

pedagogically acknowledged – enhance comprehension, reasoning, and meaning-making (García & Wei, 2014, Cummins, 2017).

Consequently, inclusive pedagogy advances the principle that learner variability is not an exception but the normative condition of the classroom. Instead of adapting instruction only when learners "struggle," inclusivity positions diversity at the center of curriculum design, instructional planning, and assessment. This paradigm shift aligns with modern educational theories such as Universal Design for Learning (UDL), which argues that accessible and flexible learning environments must be proactively designed to accommodate the full spectrum of learner differences. Through multiple means of engagement, representation, and expression, UDL reframes the teacher's role as a designer of equitable learning pathways rather than a transmitter of uniform knowledge.

Furthermore, the sociocultural turn in education highlights the role of identity, community knowledge, and cultural experience as integral components of learning. Approaches such as Funds of Knowledge and culturally sustaining pedagogy demonstrate that students' home languages, cultural practices, and lived experiences provide essential cognitive and affective scaffolds for new learning. In language education, this translates into pedagogical practices that validate multilingual identities, encourage translanguaging as a meaning-making strategy, and promote collaborative interaction as a vehicle for developing linguistic competence. Such practices foster not only linguistic development but also learners' sense of belonging, agency, and academic self-efficacy.

At the same time, inclusive language education must grapple with broader systemic and structural inequities that shape learner outcomes. Socio-economic disparities, limited access to technological resources, institutional linguistic hierarchies, and implicit biases can impede learners' participation even within well-designed instructional frameworks. Therefore, inclusivity requires alignment between classroom practice, school policies, teacher training, and national educational standards. Effective inclusion is holistic and sustained, it demands ongoing professional development, reflective teaching, and collaborative partnerships with families and communities.

Finally, the digital transformation of education presents both opportunities and complexities for inclusion. While multimodal resources, adaptive technologies, and digital platforms provide expanded avenues for accessibility, they also raise critical questions about digital divides, technological literacy, and equitable implementation. Ensuring that digital tools serve as mechanisms for empowerment – rather than amplifiers of inequality – requires deliberate planning, ethical awareness, and pedagogical sensitivity.

In sum, inclusive language education is not merely a pedagogical alternative, it is an ethical, research-driven, and future-oriented commitment grounded in the principles of equity, human dignity, and linguistic justice. It challenges educators to reconceptualize the role of language, identity, and diversity within learning environments and to design pedagogical ecosystems that empower all learners to participate fully and meaningfully in academic and social life.

Sociolinguistic Perspectives

Inclusive language pedagogy is anchored in the recognition that language practices are fluid, dynamic, and context-dependent. The translanguaging framework conceptualizes multilingual learners' language use as a unified system through which

students strategically mobilize their linguistic resources to support cognition and communication. This perspective challenges monolingual norms and encourages educators to design learning spaces that validate and utilize students' home languages.

Cognitive and Neurodiversity-Affirming Perspectives

Universal Design for Learning (UDL) contributes cognitive foundations for inclusion by asserting that variability in how learners perceive, process, and express information is a natural dimension of human cognition. UDL promotes multiple means of engagement, representation, and expression, enabling learners with diverse cognitive profiles – such as dyslexia, ADHD, or working memory differences – to access language learning successfully.

This approach also aligns with cognitive load theory and multimodal learning, both of which emphasize flexible scaffolding and optimized processing pathways.

Sociocultural and Identity-Centered Approaches

Sociocultural theories, particularly Vygotskyan frameworks, highlight the centrality of social interaction, mediation, and cultural tools in learning. Funds of Knowledge (Moll et al., 1992) operationalizes these principles by asserting that learners' community-based knowledge systems enrich instruction when teachers intentionally integrate them into classroom activities.

Inclusive pedagogy thus becomes a process of recognizing and legitimizing students' lived experiences, cultural practices, and identities.

Differentiated Instruction as a Core Pedagogical Mechanism

Differentiated instruction remains one of the most widely applied models for operationalizing inclusion in language classrooms. Through flexible grouping, tiered tasks, varied text levels, multiple output options, and personalized scaffolding, teachers can accommodate differences in learners' readiness, interests, and cognitive strengths.

In inclusive environments, differentiation moves beyond remediation. It serves as a mechanism for providing enriched challenges to advanced learners and ensuring equitable participation for all students.

Conclusion

Inclusive language education represents a paradigm shift from standardized, uniform teaching models toward pedagogies grounded in equity, participation, and respect for diversity. By integrating sociolinguistic theories, multilingual practices, differentiated instruction, UDL principles, and sociocultural frameworks, educators can create learning environments in which all students are valued and empowered.

The future of inclusive language education depends on sustained teacher preparation, institutional commitment, and research-driven innovation. Ultimately, inclusive pedagogy is not simply a methodological choice – it is an ethical obligation to ensure that every learner has the opportunity to develop their linguistic potential and participate fully in society.

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INCLUSIVE EDUCATION IN SECOND LANGUAGE TEACHING

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Abstract. *The article explores the principles and practices of inclusive education in the field of second language teaching. It discusses how inclusive pedagogies, differentiated instruction, universal design for learning (UDL), and socio-emotional support contribute to equitable language learning opportunities for diverse groups of learners, including students with special educational needs, multilingual learners, and those with varied cultural and socio-economic backgrounds. Advantages and challenges of implementing inclusive approaches in language classrooms are examined, and recommendations for effective integration are provided.*

Keywords: *inclusive education, second language teaching, differentiated instruction, UDL, equitable learning, accessibility.*

In recent decades, inclusive education has become a central concept in global educational reforms, including language education. As classrooms become more linguistically and culturally diverse, second language teachers face the task of ensuring equitable access to learning for students with different backgrounds, abilities, and needs. According to UNESCO (2020), inclusive education is grounded in the principle that all learners, regardless of differences, should participate fully in learning environments that accommodate their individual needs. The importance of inclusive education in second language teaching is amplified by the fact that language learning itself is deeply social and communicative. Learners who feel included, respected, and supported are more likely to demonstrate higher motivation, stronger engagement, and greater willingness to communicate – factors that are crucial for successful language acquisition. Inclusive practices, therefore, aim not only to ensure accessibility but also to foster a sense of belonging and psychological safety within the classroom. The purpose of this article is to examine the role of inclusive education in second language teaching and to analyze the strategies, benefits, and challenges associated with its implementation. Inclusive education draws on a variety of pedagogical frameworks – such as Universal Design for Learning (UDL), differentiated instruction, and socio-emotional learning – which guide teachers in designing instruction that is flexible, responsive, and supportive of diverse learners. By exploring these frameworks, this article seeks to highlight how inclusive approaches can contribute to equitable learning outcomes and enhanced language development for all students, including those with special educational needs, multilingual backgrounds, or unique learning challenges.

Inclusive Strategies in Second Language Teaching:

1. Universal Design for Learning (UDL)

One of the most influential models is Universal Design for Learning (UDL), which promotes multiple means of engagement, representation, and expression (CAST, 2018).

In second language classrooms, UDL helps teachers provide varied input – visual, auditory, and kinesthetic – to ensure that learners with different cognitive and linguistic abilities can access content. Research indicates that UDL-based instruction improves learner autonomy and reduces barriers to language acquisition (Rao, 2016). Additionally, UDL may offer a high degree of flexibility in how learners interact with language content, making it an effective framework for addressing diverse needs in second language classrooms. By providing multiple means of engagement and representation – such as podcasts, visual organizers, subtitled videos, and tactile or hands-on activities – teachers can ensure that learners with hearing impairments, ADHD, dyslexia, or various processing difficulties can access the material in ways that suit their individual learning profiles. These varied modalities help reduce cognitive load and allow students to choose the format that best supports their understanding and participation. Research by Hall, Meyer, and Rose (2012) confirms that UDL-based environments significantly increase inclusivity and improve academic achievement among language learners, as students feel more empowered and able to engage with content autonomously. The advantages of UDL include its ability to reduce learning barriers, promote independent learning habits, and effectively support multilingual learners as well as those with special educational needs.

Nevertheless, implementing UDL can also present challenges. Successful application often requires access to technological tools, which may not be available in all educational settings, and teachers must possess a strong understanding of UDL principles in order to design flexible and meaningful learning experiences. Without adequate training or resources, the full potential of UDL may not be fully realized in the language classroom.

2. Differentiated Instruction

Another important concept is differentiated instruction, which allows teachers to adjust tasks, materials, and assessments based on learners' levels and needs. Tomlinson (2017) emphasizes that differentiation supports language learners by offering multiple pathways to develop linguistic competence. In inclusive ESL/EFL classrooms, differentiation ensures that learners with disabilities, gifted learners, and newcomers can progress at an appropriate pace.

Differentiation can be applied to various aspects of instruction, including content, process, product, and the learning environment. In practice, this means that teachers may provide simplified texts, scaffolded vocabulary lists, or leveled speaking tasks in order to effectively support mixed-ability groups. Such adjustments enable learners to engage with the material at a level that matches their individual readiness and learning needs. Research indicates that differentiated instruction enhances motivation and builds confidence among second language learners by offering personalized support and increasing overall engagement (Subban, 2006). When instruction is adapted to learners' needs, students tend to experience reduced anxiety, particularly during demanding tasks such as speaking or writing.

At the same time, despite its benefits, differentiation presents several challenges. It often requires substantial preparation time, as teachers must design multiple versions of tasks and materials. Additionally, many educators may lack sufficient training in creating

and implementing differentiated activities, which can limit the effectiveness of this approach in language classrooms.

3. Socio-emotional and Cultural Inclusion

Socio-emotional and cultural inclusion represents one of the key strategies in creating truly inclusive second language classrooms, as successful language learning is closely connected to learners' emotional states and cultural identities. Inclusive classrooms intentionally promote positive peer interactions, cultural sensitivity, and emotional well-being, recognizing that students learn more effectively when they feel safe, respected, and valued. Cummins (2014) emphasizes that acknowledging and affirming learners' identities enhances their academic confidence and increases their engagement with linguistic tasks. In practical terms, teachers can foster socio-emotional and cultural inclusion through the use of translanguaging practices, cooperative learning structures, and culturally relevant materials that reflect students' backgrounds and experiences. Such approaches allow learners to draw upon their existing linguistic and cultural resources, thereby strengthening their sense of belonging and supporting meaningful participation in classroom activities

Integrating socio-emotional and cultural inclusion into second language teaching offers several important advantages. It creates a supportive learning environment where students are more willing to take risks, participate in discussions, and practice the target language without fear of judgment. This approach also promotes intercultural competence, as learners develop empathy and understanding toward peers from different backgrounds. Additionally, culturally responsive materials help students see themselves represented in the curriculum, which increases motivation and strengthens connections between classroom learning and real-life experiences.

Despite these benefits, this strategy can also present challenges. Teachers may require additional training to develop cultural competence and to implement socio-emotional support strategies effectively. In diverse classrooms, it can be difficult to balance multiple cultural norms and expectations, which may affect classroom management or lesson planning. Furthermore, the use of translanguaging or culturally specific examples may be unfamiliar to some educators, especially those accustomed to traditional monolingual approaches. These challenges highlight the need for ongoing professional development and institutional support to ensure that socio-emotional and cultural inclusion is implemented meaningfully in second language classrooms.

4. Assistive technologies

Assistive technologies represent an essential strategy for promoting inclusive education in second language classrooms, particularly for learners with disabilities or specific learning needs. Technology provides alternative pathways for accessing, processing, and producing language, ensuring that all students – regardless of physical, sensory, or cognitive differences – can participate meaningfully in the learning process. A wide range of tools can be integrated into language instruction, including text-to-speech software that supports learners with reading difficulties, speech-to-text applications that assist students with writing or motor impairments, screen readers for visually impaired learners, captioned or signed videos for those with hearing difficulties, and adjustable digital textbooks that allow customization of font size, contrast, or layout. These tools

reduce barriers by enabling learners to interact with content in ways that align with their abilities, thus increasing autonomy and engagement.

In inclusive second language teaching, assistive technologies not only provide technical support but also contribute to equitable learning experiences. They allow students to practice listening, reading, speaking, and writing skills with greater independence, while also helping teachers differentiate instruction more effectively. Research shows that the integration of assistive technologies significantly improves participation, confidence, and academic outcomes for learners with visual, hearing, or learning disabilities (Ok & Rao, 2019). Additionally, accessible digital materials and technology-enhanced instruction align with modern pedagogical frameworks such as Universal Design for Learning, which emphasizes flexibility and multiple means of representation (Rao & Meo, 2016).

Nevertheless, this strategy also brings certain challenges. Effective use of assistive technologies requires access to reliable digital tools and institutional resources, which may be limited in underfunded or rural educational contexts. Teachers may also require extensive training to evaluate learners' needs, select appropriate tools, and integrate them into daily instruction. Without proper support and technological infrastructure, the potential of assistive technologies may not be fully realized. Despite these challenges, assistive technologies remain one of the most powerful inclusivity tools in modern language education, enabling learners with disabilities to participate on equal footing with their peers

Further Implications of Inclusive Education in Second Language Teaching:

a) Institutional and Teacher Preparedness

For inclusive second-language teaching to succeed, institutional policies and teacher preparedness are crucial. Research indicates that when institutions commit to inclusive foreign language education, and when teachers are trained specifically in inclusive methodologies, the chances of equitable participation improve significantly. For example, authors reporting on EFL contexts found that pre-service and in-service teachers who learned to adapt curricula, differentiate materials, and apply flexible pacing were more likely to implement inclusive practices effectively (Eshankulova, 2024). Similarly, studies of higher-education institutions show that the presence of organizational support – such as adapted infrastructure, supportive administrative policies, and allocation of resources like assistive technologies or adapted curricula – correlates with more successful inclusion of students with diverse needs in language courses (Musina, Mukanova & Serebryanikova, 2025). Without such systemic support, even well-intentioned educators may struggle to provide truly equitable access. These findings underscore the necessity of combining teacher training with institutional readiness to foster inclusive language-learning environments.

b) Benefits Beyond Language Proficiency

Inclusive language education offers benefits that reach far beyond improved linguistic competence. In particular, inclusive methodologies have been shown to support not only academic progress but also emotional well-being, social integration, and self-confidence – especially for learners with special educational needs or neurodivergent profiles. In a recent empirical study, inclusive English language teaching that combined

differentiated instruction, multisensory learning, and assistive technologies led to significant gains in communication skills, classroom engagement, and psychological comfort among neurodivergent students (Tukhtaeva, 2025). This research found that learners experienced reduced anxiety, improved attention regulation, and enhanced social inclusion, suggesting that inclusive ELT can transform diversity into a source of educational enrichment (Tukhtaeva, 2025). Moreover, inclusive practices benefit all learners – not only those with disabilities. By accommodating varied learning styles and providing multiple means of representation and expression, inclusive classrooms create diversified modes of instruction that better meet the needs of heterogeneous groups of students, thereby fostering peer learning, empathy, intercultural competence, and a more cohesive and supportive learning community (Usubakunov, 2025, Musina, Mukanova & Serebryanikova, 2025). Consequently, inclusive second-language teaching contributes not only to individual learners' success but to building more socially just and emotionally supportive learning spaces.

Challenges and Limitations in Practice:

As promising as inclusive approaches are, their implementation in real-world second-language classrooms encounters several persistent obstacles:

- *Resource and infrastructure constraints*: Many contexts – especially underfunded schools or rural institutions – lack the technological infrastructure (e.g., assistive tools, adaptive materials) required for UDL or assistive-tech approaches (Karimova, 2025).
- *Teacher workload and preparation time:* Differentiated instruction and preparing multiple versions of materials/tasks demand considerable teacher time and effort. Without institutional support or reduced teaching load, this may lead to burnout or inconsistent implementation (Eshankulova, 2024).
- *Lack of training / professional development:* Many language teachers are trained under traditional, monolingual, homogeneous-classroom paradigms, shifting to inclusive, flexible, culturally responsive teaching may require substantial retraining (Musina, Mukanova & Serebryanikova, 2025).
- *Balancing diversity in multilingual / multicultural settings*: In linguistically and culturally diverse classrooms, it can be challenging to design materials and activities that are culturally responsive yet manageable, translanguaging and culturally relevant content can provoke resistance (from institutions or teachers unfamiliar with such approaches) (Жуманиязова & Шукурова, 2025) (Zhumaniazova & Shukurova, 2025).
- *Sustainability and evaluation:* Implementing inclusive practices is not a one-off – it requires ongoing evaluation, adaptation, and possibly institutional change. Without continuous monitoring and support, initial gains may fade (UNESCO, 2020).

Recommendations / Practical Guidelines for Second Language Teachers

Based on the literature and implications above, language teachers who wish to integrate inclusive practices should adopt a holistic and proactive approach. First, teachers are advised to adopt a Universal Design for Learning (UDL)–informed planning mindset, incorporating multiple modes of representation (visual, auditory, kinesthetic), diverse ways for learners to express understanding (speaking, writing, creative projects), and varied forms of engagement (individual tasks, group work, and hands-on activities). Such proactive planning reduces the need for ad-hoc adjustments later and ensures that all

learners, including those with disabilities or unique learning needs, can access content (CAST, 2018, Hall, Meyer, & Rose, 2012).

Second, differentiated instruction should be implemented strategically. Teachers can prepare tiered tasks, leveled texts, scaffolded materials, and a variety of assessment methods that match students' differing proficiency and cognitive levels. Differentiation not only supports academic achievement but also reduces anxiety and fosters confidence, particularly for language learners with varied abilities (Tomlinson, 2017, Subban, 2006). Third, integrating assistive and adaptive technologies is essential for enhancing accessibility. Tools such as speech-to-text software, screen readers, captioned videos, and interactive digital resources allow learners to engage with language content in ways that align with their abilities. During remote or blended learning, as seen during the COVID-19 pandemic, such technologies proved especially useful in maintaining participation and inclusion (Aliyya Hanifah, Subroto, & Ramadhan, 2025).

Fourth, fostering socio-emotional and cultural inclusion remains crucial. Teachers should create classroom norms based on respect, empathy, and collaboration, while also designing culturally relevant materials and allowing translanguaging when appropriate. Affirming learners' linguistic and cultural identities strengthens motivation and engagement, as well as intercultural competence (Cummins, 2014, Musina, Mukanova, & Serebryanikova, 2025). Fifth, teachers are encouraged to seek ongoing professional development and collaboration. Engaging in training, consulting with inclusion specialists, and participating in teacher communities focused on inclusive pedagogy can enhance instructional quality. Institutional advocacy may also be necessary to secure resources, reduce teacher workload, or integrate assistive technologies effectively (Eshankulova, 2024, Zhumaniazova & Shukurova, 2025).

Finally, evaluation and reflection are critical components of inclusive teaching. Teachers should regularly collect feedback from learners, monitor participation and performance, and reflect on which strategies are most effective. Adjusting teaching practices over time based on evidence ensures that inclusion is sustainable and responsive to evolving classroom dynamics (UNESCO, 2020, Tukhtaeva, 2025). By combining thoughtful planning, differentiated instruction, assistive technologies, socio-emotional support, professional collaboration, and continuous reflection, teachers can create second-language classrooms where all learners feel valued, supported, and empowered to succeed.

Inclusive education has transformed from a theoretical aspiration into an essential component of contemporary second-language teaching. By drawing on frameworks like the Universal Design for Learning (UDL), differentiated instruction, socio-emotional and cultural inclusion, and assistive technologies, language educators can create learning environments where *all* learners – regardless of background, ability, or learning challenges – have a fair opportunity to develop linguistic competence, social belonging, and intercultural competence. Nevertheless, realizing this vision requires more than goodwill: it demands institutional support, teacher training, adequate resources, and ongoing reflection. As research continues to highlight both the promise and challenges of inclusive ELT, the impetus rests on educators, institutions, and policymakers to build truly equitable language learning systems.

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INKLYUZIV TA'LIM TIZIMIDA XORIJIY TIL O'QITISHNING ILMIY ASOSLARI VA ZAMONAVIY YONDASHUVLARI

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Annotatsiya. *Ushbu maqolada inklyuziv ta'lim sharoitida xorijiy til o'qitishning nazariy va metodik asoslari, xalqaro ilmiy manbalarda e'lon qilingan zamonaviy tadqiqotlar hamda texnologik yechimlar tahlil qilinadi. Xalqaro tashkilotlar (UNESCO, OECD), ilmiy platformalar (ScienceDirect, Springer, Taylor and Francis) hamda nufuzli tadqiqotchilar ishlaridan olingan ma'lumotlarga asoslanib, inkluziv guruhlarda til o'rgatish jarayonining metodologik modeli ishlab chiqiladi. Tadqiqot natijalarida differensial yondashuv, moslashtirilgan o'quv materiallari, sun'iy intellekt vositalari va kommunikativ metodning samaradorligi asoslanadi.*

Kalit so'zlar: *inklyuziv ta'lim, xorijiy til o'qitish, differensial metod, maxsus ehtiyoj, ta'lim texnologiyalari, sun'iy intellekt.*

Kirish. Inson kapitalini rivojlantirish bo'yicha xalqaro tashkilotlar tomonidan ilgari surilgan konsepsiyalarda inklyuziv ta'lim barcha ta'lim tizimlarining eng muhim ustuvor yo'nalishi sifatida qaraladi. UNESCOning 2021 yilgi Global Education Monitoring Report ma'lumotlariga ko'ra, inklyuziv ta'lim qamrovining oshishi o'quvchilarning ijtimoiy moslashuvchanligi va akademik natijalariga bevosita ijobiy ta'sir ko'rsatadi. Xorijiy til o'qitish jarayonida esa inklyuziv pedagogika tamoyillarining qo'llanilishi maxsus ehtiyojli o'quvchilarning til kompetensiyasini chuqurlashtirish imkonini beradi. So'nggi yillarda OECD, Cambridge University Press, Elsevier va Routledge nashrlarida chop etilgan ilmiy maqolalarda differensial ta'lim, multimodal yondashuv va texnologik integratsiya inklyuziv guruhlarda eng samarali metodlar sifatida qayd etilgan.

Asosiy qism. Inklyuziv ta'limning nazariy asoslari Vygotskiyning ijtimoiy konstruktivizm nazariyasi, Tomlinsonning differensial ta'lim modeli va UNESCOning Inclusive Pedagogy Framework konsepsiyalariga asoslanadi. Ushbu nazariyalar xorijiy til o'qitish jarayonida shaxsiy ehtiyojlarga mos metodlarni tanlashni taqozo etadi. Masalan, Tomlinson (2014) tomonidan ta'kidlanganidek, differensial ta'limning mazmunni moslashtirish, jarayonni individuallashtirish va natijani turlicha baholash tamoyillari inklyuziv guruhlarda eng samarali yondashuvlardan biridir.

Xalqaro tadqiqotlarda multimodal o'qitishning ahamiyati ham alohida ko'rsatib o'tilgan. Mayerning kognitiv multimedia nazariyasi (Cambridge Handbook of Multimedia Learning)ga ko'ra, vizual, audial va kinestetik vositalarning uyg'un qo'llanilishi til o'rgatish samaradorligini sezilarli oshiradi. Maxsus ehtiyojli o'quvchilar uchun bu yondashuv ayniqsa muhim, chunki turli sensor kanallar orqali ma'lumotni qabul qilish ularning individual rivojlanish xususiyatlariga mos keladi.

Sun'iy intellekt asosidagi texnologiyalar – masalan, Duolingo Max, Microsoft Immersive Reader, Google Read&Write, Speech-to-Text vositalari – inkluziv ta'limda katta imkoniyat yaratmoqda. ScienceDirect va Springer'da chop etilgan 2022–2024 yillardagi

ilmiy maqolalarda AI texnologiyalari maxsus ehtiyojli o‘quvchilarning mustaqil ishlash ko‘nikmasini rivojlantirish, o‘quv jarayonini monitoring qilish va o‘qituvchi uchun moslashtirilgan diagnostika taqdim etishi bilan ajralib turadi. AI vositalari nutq buzilishi, disleksiya yoki eshitish qiyinchiligi bo‘lgan o‘quvchilarga xorijiy til o‘rganishda yordam beruvchi muhim resursga aylangan.

Kommunikativ yondashuv esa inkluziv ta’limning asosiy metodlaridan biri bo‘lib, o‘quvchilarning o‘zaro ijtimoiy muloqotga kirishuvi orqali tilni o‘zlashtirishiga imkon yaratadi. Routledge (2020) tadqiqotlariga ko‘ra, kichik guruhlarda muloqot asosida tashkil etilgan topshiriqlar o‘quvchilarning til ko‘nikmalarini mustahkamlaydi va ijtimoiy integratsiyani kuchaytiradi. Loyiha asosidagi topshiriqlar, rolli o‘yinlar va muammoga asoslangan ta’lim usullari o‘quvchilarni faol o‘quv jarayoniga jalb qiladi.

Natijalar. Ilmiy manbalarga asoslangan tahlil shuni ko‘rsatadiki, inklyuziv guruhlarda xorijiy til o‘qitish quyidagi natijalarni beradi.

– Moslashtirilgan metodlar orqali o‘quvchilarning til kompetensiyasi barqaror shakllanadi.

– Sun’iy intellekt resurslari o‘quvchilar ehtiyojini aniqlash va individual o‘quv trajektoriyalarini yaratishda yuqori samaradorlik ko‘rsatadi.

– Multimodal vositalar o‘quvchilarning motivatsiyasi va bilimni qabul qilish jarayonini kuchaytiradi.

– Kommunikativ va interfaol metodlar ijtimoiy moslashuv va til ko‘nikmalarini parallel rivojlantiradi.

Xulosa. Inklyuziv ta’lim sharoitida xorijiy til o‘qitish kompleks pedagogik yondashuvni talab qiladi. Tadqiqot natijalari shuni ko‘rsatadiki, moslashtirilgan materiallar, differensial metodlar, AI vositalari va multimodal yondashuvning uyg‘unlashuvi o‘quvchilarning til kompetensiyasini sezilarli darajada oshiradi. Ilmiy asoslangan metodlar va texnologik yechimlar o‘qituvchidan yuqori darajadagi tayyorgarlikni talab qiladi, ammo ular inklyuziv guruhlarda teng imkoniyat yaratishga xizmat qiladi. Shu bois xorijiy til o‘qituvchilarining metodik tayyorgarligi, psixologik savodxonligi va texnologik ko‘nikmalari inklyuziv ta’lim sifatining asosiy mezonidir.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

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Аннотация. *Статья посвящена анализу инновационных технологий обучения английскому языку для студентов с особыми образовательными потребностями. В работе рассматриваются ключевые категории обучающихся, включающие студентов с нарушениями слуха, зрения, речи, опорно-двигательного аппарата, расстройствами аутистического спектра, СДВГ, а также специфическими трудностями чтения и письма. Особое внимание уделено применению цифровых и ассистивных технологий, таких как адаптивные обучающие платформы, системы автоматической транскрипции, программы текст-в-речь и речь-в-текст, виртуальная и дополненная реальность, интерактивные визуальные средства и геймифицированные образовательные приложения. Представлены методические рекомендации по созданию инклюзивной учебной среды, обеспечивающей доступность и эффективность обучения английскому языку для различных групп студентов. Результаты исследования подчеркивают важность интеграции инновационных технологий в практику преподавания как инструмента повышения мотивации, развития языковых навыков и формирования образовательного равенства.*

Ключевые слова: *инновационные технологии, обучение английскому языку, особые образовательные потребности, инклюзивное образование, ассистивные технологии, цифровые технологии, адаптивное обучение, универсальный дизайн обучения.*

Введение. Современное высшее образование переживает период глубокой трансформации, обусловленной как технологическим прогрессом, так и изменением социальных приоритетов в сторону обеспечения равного доступа к качественному обучению для всех категорий студентов. Инклюзивное образование, признающее право каждого обучающегося на полноценное участие в образовательном процессе независимо от его физических, сенсорных или когнитивных особенностей, становится одним из ключевых направлений развития современной педагогики. Особое значение этот подход приобретает в контексте изучения иностранных языков, в частности английского, который в условиях глобализации является важнейшим инструментом профессиональной коммуникации, научного обмена и культурного взаимодействия.

Статистические данные свидетельствуют о постоянном росте числа студентов с особыми образовательными потребностями (ООП) в высших учебных заведениях различных стран. Согласно исследованиям, доля таких студентов составляет от 3 до 7 процентов от общего числа обучающихся, при этом наблюдается тенденция к увеличению этого показателя [Сабитова, 2022, с. 62]. Данная категория включает

студентов с нарушениями слуха и зрения, расстройствами опорно-двигательного аппарата, речевыми нарушениями, расстройствами аутистического спектра, синдромом дефицита внимания и гиперактивности, а также специфическими трудностями обучения, такими как дислексия и дисграфия. Каждая из этих групп характеризуется уникальным набором образовательных потребностей, требующих индивидуализированного подхода и специальных педагогических стратегий.

Традиционные методики преподавания иностранных языков, ориентированные на условно «усредненного» студента, зачастую оказываются недостаточно эффективными для обучающихся с ООП. Классические аудиторные занятия, построенные преимущественно на устной коммуникации и работе с печатными материалами, создают значительные барьеры для студентов с сенсорными нарушениями. Традиционные методы оценки не всегда отражают истинный уровень языковой компетенции студентов с моторными нарушениями или тревожными расстройствами [Султанова, 2013, с. 627]. Это актуализирует поиск новых образовательных технологий, способных обеспечить полноценное включение студентов с ООП в процесс изучения английского языка.

Инновационные технологии, прежде всего цифровые и ассистивные, открывают принципиально новые возможности для создания инклюзивной образовательной среды. Адаптивные обучающие платформы позволяют персонализировать траекторию обучения с учетом индивидуальных особенностей каждого студента. Программы преобразования текста в речь и речи в текст устраняют барьеры для студентов с нарушениями зрения и моторики. Технологии виртуальной и дополненной реальности создают иммерсивные языковые среды, способствующие развитию коммуникативных навыков в безопасном пространстве. Геймификация превращает процесс обучения в увлекательную деятельность, поддерживающую мотивацию студентов с дефицитом внимания.

Целью настоящего исследования является комплексный анализ возможностей и эффективности применения инновационных технологий в обучении английскому языку студентов с особыми образовательными потребностями. Для достижения данной цели были поставлены следующие задачи: систематизировать существующие подходы к инклюзивному языковому образованию; провести обзор современных цифровых и ассистивных технологий, применимых в обучении английскому языку; проанализировать специфику применения различных технологических решений для разных категорий студентов с ООП; разработать методические рекомендации по интеграции инновационных технологий в практику преподавания английского языка; оценить влияние технологических инноваций на образовательные результаты и мотивацию студентов.

Обзор литературы. Инклюзивное образование как педагогическая философия получило концептуальное оформление во второй половине XX века. Принятие в 1994 году Саламанкской декларации ЮНЕСКО стало важнейшей вехой в развитии инклюзивного образования, закрепив принцип, согласно которому школы должны принимать всех детей независимо от их особенностей [Семаго, 2010]. В России движение к инклюзии активизировалось в 2010-е годы с принятием соответствующих законодательных актов.

Термин «особые образовательные потребности» основывается на социальной модели, рассматривающей образовательные барьеры как результат несоответствия между возможностями обучающегося и требованиями образовательной среды [Рахматуллина, 2020]. Данная смена парадигмы имеет принципиальное значение для разработки педагогических технологий, поскольку она переносит акцент с компенсаторных мероприятий на создание универсально доступной образовательной среды.

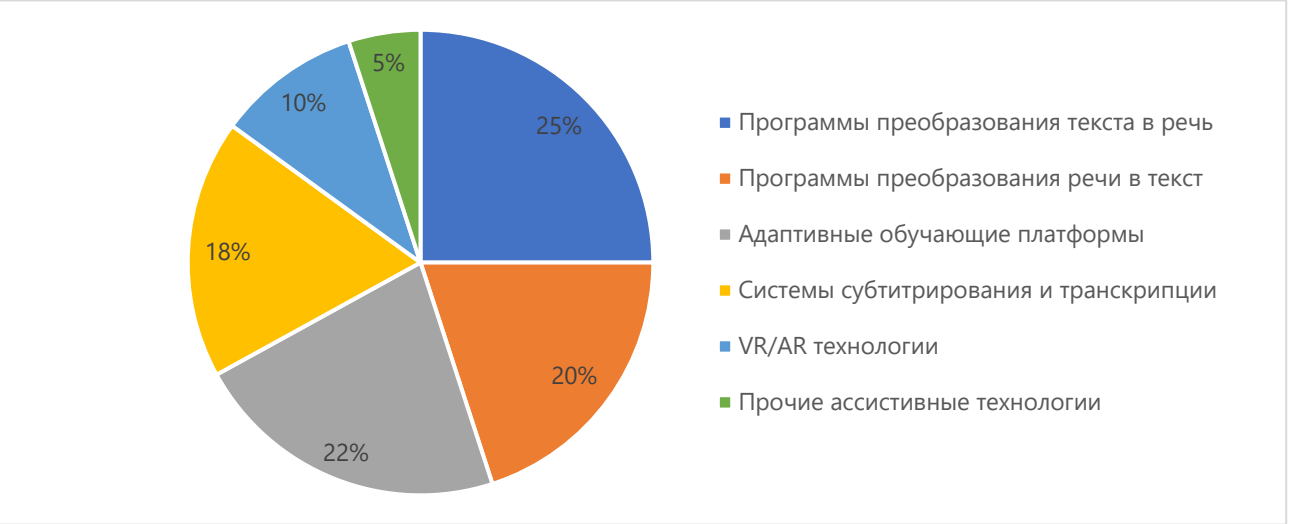
Одним из наиболее влиятельных концептуальных подходов к организации инклюзивного образования является универсальный дизайн обучения (УДО), разработанный в 1990-х годах Центром прикладных специальных технологий. Данный подход основывается на идее, что образовательные программы должны изначально проектироваться с учетом вариативности обучающихся. УДО предлагает структуру из трех основных принципов: множественность способов представления информации, множественность способов действия и выражения, множественность способов вовлечения [UNICEF, 2015]. В контексте изучения английского языка это означает, что учебный материал должен быть доступен через различные сенсорные каналы, студенты могут демонстрировать знания различными способами, а технологии поддерживают мотивацию разных групп обучающихся.

Информационно-коммуникационные технологии радикально трансформировали практику преподавания иностранных языков. Адаптивные обучающие платформы, использующие алгоритмы искусственного интеллекта, позволяют персонализировать образовательный контент. Исследование 2024 года показало, что использование адаптивных платформ в обучении английскому языку студентов с дислексией привело к улучшению показателей чтения на 25% по сравнению с контрольной группой [The Impact of Assistive Technologies, 2024].

Ассистивные технологии играют ключевую роль в обеспечении доступности образования. Программы преобразования текста в речь (Text-to-Speech) позволяют студентам с нарушениями зрения и дислексией получать доступ к письменным материалам через аудиальный канал. Программы преобразования речи в текст (Speech-to-Text) помогают студентам с моторными нарушениями создавать письменные тексты посредством диктовки. Для студентов с нарушениями слуха критически важны системы автоматической транскрипции и субтитрирования [Альбрехт, 2010].

Технологии виртуальной реальности (VR) и дополненной реальности (AR) открывают новые возможности для создания иммерсивных языковых сред. VR-приложения могут симулировать реальные коммуникативные ситуации, предоставляя студентам безопасное пространство для практики разговорных навыков без страха совершить ошибку. Для студентов с социальными тревожностями и расстройствами аутистического спектра такая среда может быть менее стрессовой, чем реальное взаимодействие.

Распределение ассистивных технологий в инклюзивном образовании



Материалы и методы. Настоящее исследование опирается на междисциплинарный подход, интегрирующий методы педагогики, специальной психологии, лингводидактики и информационных технологий. Методологической основой работы послужили принципы инклюзивного образования, концепция универсального дизайна обучения, а также современные теории овладения иностранным языком. Исследование проводилось в период с сентября 2023 года по май 2024 года.

База исследования охватывала три высших учебных заведения, реализующих программы инклюзивного образования. Общая выборка составила 85 студентов, из которых 42 человека относились к категории обучающихся с ООП (12 студентов с нарушениями зрения, 8 с нарушениями слуха, 15 с дислексией и дисграфией, 7 с СДВГ и расстройствами аутистического спектра), а 43 человека составляли контрольную группу студентов без особых образовательных потребностей.

Для сбора эмпирических данных использовались следующие методы. Анкетирование преподавателей английского языка (N=15) проводилось с целью выяснения их опыта использования инновационных технологий и оценки эффективности различных инструментов. Полуструктурированные интервью со студентами с ООП (N=20) позволили получить глубинное понимание их опыта использования ассистивных технологий. Наблюдение за учебным процессом осуществлялось в течение одного семестра в 12 учебных группах, где применялись различные инновационные технологии.

Для оценки эффективности применения инновационных технологий использовались количественные показатели (динамика академической успеваемости, уровень развития языковых компетенций, посещаемость занятий) и качественные критерии (уровень удовлетворенности студентов, степень независимости в использовании учебных материалов). Количественные данные обрабатывались с использованием методов описательной статистики. Для сравнения показателей экспериментальной и контрольной групп применялся t-критерий Стьюдента. Качественные данные анализировались с использованием методов контент-анализа.

Результаты исследования. Анализ практики преподавания английского языка в исследуемых вузах показал, что за последние пять лет произошел значительный рост использования инновационных технологий в работе со студентами с ООП. Если в 2019 году систематически применяли цифровые и ассистивные технологии лишь 23% преподавателей, то к 2024 году этот показатель вырос до 68%. При этом наиболее распространенными оказались адаптивные обучающие платформы (используются 72% преподавателей), программы преобразования текста в речь (58%), системы автоматического субтитрирования видеоматериалов (45%) и инструменты геймификации (41%).

Для студентов с нарушениями зрения наиболее эффективными оказались программы экранного доступа (JAWS, NVDA) в сочетании с аудиокнигами и подкастами. Средний балл студентов с нарушениями зрения, систематически использовавших эти технологии, вырос с 3,4 до 4,1 балла за семестр (рост на 20,6%), в то время как в контрольной группе студентов с аналогичными нарушениями, не имевших доступа к ассистивным технологиям, рост составил лишь 8,8%. Особенно ценным для незрячих студентов оказалось применение технологий синтеза речи для аудирования аутентичных англоязычных текстов. Один из участников исследования отметил: «Возможность слушать учебные тексты в любое время, регулируя скорость воспроизведения, полностью изменила мой опыт обучения».

Для студентов с нарушениями слуха критическое значение имело систематическое использование субтитров и транскриптов. Все видеоматериалы были снабжены синхронизированными субтитрами. Для повышения эффективности восприятия фонетических особенностей английского языка использовались визуальные фонетические тренажеры. Улучшение показателей составило 17,2%.

Таблица 1. Эффективность инновационных технологий для различных категорий студентов с ООП

Категория студентов	Основные технологии	Улучшение успеваемости	Повышение мотивации
Нарушения зрения	Screen readers, TTS, аудиоматериалы	+20,6%	4,3/5
Нарушения слуха	Субтитры, визуальные тренажеры	+17,2%	4,1/5
Дислексия/дисграфия	Адаптивные шрифты, STT, TTS	+23,4%	4,4/5
СДВГ	Геймификация, короткие модули	+15,8%	4,2/5
РАС	Структурированная среда, VR	+18,9%	3,9/5
Нарушения ОДА	STT, адаптивный ввод	+16,3%	4,0/5

Студенты со специфическими трудностями обучения, прежде всего с дислексией и дисграфией, продемонстрировали наибольший прогресс при использовании комплекса технологий, включающих специализированные шрифты (OpenDyslexic), программы преобразования речи в текст для написания текстов,

программы преобразования текста в речь для чтения. Улучшение показателей чтения и письма в этой группе составило 23,4%, что было максимальным значением среди всех категорий.

Для студентов с СДВГ ключевым фактором эффективности стала геймификация учебного процесса и дробление материала на короткие модули. Использование платформ с элементами игры показало статистически значимое повышение времени, проводимого с учебными материалами: если в среднем студенты с СДВГ занимались английским 2-3 часа в неделю при традиционном подходе, то при использовании геймифицированных платформ это время увеличилось до 5-7 часов.

Студенты с расстройствами аутистического спектра выиграли от использования технологий, обеспечивающих предсказуемость и структурированность образовательной среды. Электронные визуальные расписания, четкие инструкции в письменной форме снижали уровень тревожности. Особенно перспективным оказалось применение виртуальной реальности для практики социальных взаимодействий на английском языке. Один из участников отметил: «В виртуальной реальности я могу практиковать разговор столько раз, сколько нужно, не боясь неловкости».

Средний уровень удовлетворенности учебным процессом у студентов с ООП, имевших доступ к ассистивным технологиям, составил 4,2 балла по 5-балльной шкале, в то время как в группах без систематического применения технологий этот показатель составил 3,1 балла. Особенно важным оказался аспект развития самостоятельности: ассистивные технологии позволили студентам с ООП работать с учебными материалами независимо.

Обсуждение результатов. Полученные результаты свидетельствуют о высокой эффективности применения инновационных технологий и согласуются с данными международных исследований [The Impact of Assistive Technologies, 2024]. Важным теоретическим выводом является подтверждение валидности концепции универсального дизайна обучения в контексте преподавания иностранных языков. Технологии, изначально внедренные для обеспечения доступности образования для студентов с ООП, продемонстрировали свою полезность для всех обучающихся, что соответствует основному принципу УДО.

Результаты исследования указывают на необходимость дифференцированного подхода к выбору технологий в зависимости от специфики образовательных потребностей. Нет универсального технологического решения, подходящего всем категориям студентов с ООП. Это требует от преподавателей гибкости, готовности экспериментировать с различными технологиями и вовлечения самих студентов в процесс выбора ассистивных инструментов.

Особого внимания заслуживает влияние инновационных технологий на мотивацию и самовосприятие студентов с ООП. Качественные данные показывают, что доступ к технологиям, устраняющим барьеры в обучении, трансформирует опыт студентов, переводя их из позиции зависимости в позицию автономности. Это имеет далеко идущие последствия не только для академической успешности, но и для личностного развития.

Вместе с тем, исследование выявило и ряд проблем. Существует значительный разрыв между потенциалом инновационных технологий и реальной практикой их использования. Многие преподаватели испытывают трудности в освоении новых инструментов (51% респондентов), сталкиваются с техническими проблемами (64%). Технологические решения требуют финансовых инвестиций. Важно учитывать, что технологии должны быть интегрированы в продуманную педагогическую стратегию. Необходим баланс между технологическими инновациями и традиционными практиками.

Заключение. Проведенное исследование демонстрирует, что инновационные технологии обладают значительным потенциалом для повышения эффективности обучения английскому языку студентов с особыми образовательными потребностями. Систематическое применение технологий приводит к улучшению академических результатов (от 15,8% до 23,4%), повышению мотивации, развитию автономности в обучении и формированию инклюзивной образовательной среды.

Различные категории студентов с ООП нуждаются в специфических технологических решениях. Для студентов с нарушениями зрения критическое значение имеют программы экранного доступа и преобразования текста в речь; для студентов с нарушениями слуха – системы субтитрирования и визуальные фонетические тренажеры; для студентов с дислексией – специализированные шрифты и технологии синтеза речи; для студентов с СДВГ – геймифицированные платформы с короткими модулями обучения; для студентов с расстройствами аутистического спектра – структурированные цифровые среды и технологии виртуальной реальности. Эффективность технологий максимизируется при индивидуальном подборе инструментов с учетом конкретных потребностей каждого студента.

Концепция универсального дизайна обучения предоставляет продуктивную методологическую рамку для интеграции инновационных технологий. Проектирование курсов с множественностью способов представления информации, действия и вовлечения не только обеспечивает доступность для студентов с ООП, но и улучшает качество образования для всех обучающихся.

Успешное внедрение инновационных технологий требует решения ряда системных задач. Первостепенное значение имеет подготовка преподавателей к работе с ассистивными технологиями и методами инклюзивного преподавания. Необходимо включение соответствующих модулей в программы педагогического образования, организация курсов повышения квалификации. Важно также обеспечение технической инфраструктуры учебных заведений и разработка методических материалов по использованию различных технологий.

Практические рекомендации для преподавателей включают: начинать с простых и доступных технологий, постепенно расширяя репертуар инструментов; активно вовлекать студентов с ООП в выбор ассистивных технологий; систематически запрашивать обратную связь о доступности используемых материалов и методов; проектировать курсы с учетом принципов универсального дизайна обучения с самого начала; создавать сообщества поддержки среди студентов.

Для администраций учебных заведений рекомендуется: инвестировать в техническую инфраструктуру и специализированное оборудование; обеспечить систематическое повышение квалификации преподавателей; создать службы поддержки студентов с ООП; разработать институциональные политики, обеспечивающие доступность цифровых образовательных ресурсов.

Интеграция инновационных технологий в обучение английскому языку студентов с особыми образовательными потребностями представляет собой воплощение фундаментальных ценностей инклюзивного образования – равенства, справедливости и уважения к разнообразию, позволяя студентам с различными особенностями развивать языковые навыки для академической, профессиональной и личной реализации.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

UNIVERSIAL DIZAYN ASOSIDAGI TA’LIM (UDL) VA RAQAMLI TA’LIM MUHITI

Ismoil Absalamovich ESHMAMATOV
O‘zbekiston Respublikasi Oliy ta'lim fan va innovasiyalar vazirligining kadrlar malakasini oshirish, ekologiya diplomatiyasi va akademik liseylar faoliyatini o‘rganish bo‘limi bosh mutaxassi

Annotatsiya. *Zamonaviy ta’lim tizimida raqamli texnologiyalarning jadal rivojlanishi ta’lim jarayonini yanada moslashuvchan va inklyuziv tashkil etish imkonini bermoqda. Ushbu jarayonda universial dizayn asosidagi ta’lim (Universal Design for Learning – UDL) konsepsiyasi muhim pedagogik yondashuv sifatida namoyon bo‘lmoqda. Mazkur maqolada UDLning nazariy asoslari, uning raqamli ta’lim muhiti bilan uzviy bog‘liqligi hamda turli ehtiyoj va imkoniyatlarga ega bo‘lgan o‘quvchilar uchun teng ta’lim imkoniyatlarini yaratishdagi ahamiyati tahlil qilinadi. Shuningdek, raqamli ta’lim muhitida UDL tamoyillarini qo‘llash orqali ta’lim sifati va samaradorligini oshirish masalalari yoritiladi.*

Kalit so‘zlar: *universial dizayn asosidagi ta’lim (UDL), raqamli ta’lim muhiti, inklyuziv ta’lim, moslashuvchan ta’lim, pedagogik texnologiyalar.*

Raqamli transformatsiya sharoitida ta’lim tizimi tubdan o‘zgarib, an’anaviy yondashuvlar o‘rnini yangi, innovatsion pedagogik modellar egallamoqda. Bugungi kunda ta’lim jarayoni turli qobiliyat, ehtiyoj va o‘rganish uslublariga ega bo‘lgan o‘quvchilarni qamrab olishi zarur. Shu nuqtayi nazardan, universial dizayn asosidagi ta’lim konsepsiyasi ta’limda inklyuzivlikni ta’minlashning samarali vositasi sifatida e’tirof etilmoqda.

UDL yondashuvi raqamli ta’lim muhiti bilan uyg‘unlashgan holda o‘quvchilar uchun qulay, ochiq va adolatli ta’lim sharoitlarini yaratishga xizmat qiladi. Bu esa ta’lim olish huquqining to‘laqonli amalga oshirilishiga zamin yaratadi.

Raqamli ta’lim muhiti UDL tamoyillarini amaliyotga joriy etishda muhim vosita bo‘lib, o‘quv materiallarini turli formatlarda taqdim etish imkonini beradi. Masalan, matnli, audio va video resurslardan foydalanish o‘quvchilarning individual o‘rganish uslublarini hisobga olishga xizmat qiladi. Bu esa axborotni qabul qilishda yuzaga keladigan to‘siqlarni kamaytirib, ta’lim jarayonining samaradorligini oshiradi.

Shuningdek, raqamli platformalar orqali o‘quvchilarga bilim va ko‘nikmalarini namoyon etishning turli shakllari taklif etiladi. O‘quvchilar topshiriqlarni yozma ishlar, taqdimotlar, videoloyihalar yoki interaktiv mashg‘ulotlar orqali bajarish imkoniga ega bo‘ladilar. Bunday yondashuv baholash jarayonida adolat va shaffoflikni ta’minlash bilan birga, o‘quvchilarning ijodiy va tanqidiy fikrlash ko‘nikmalarini rivojlantiradi.

Bundan tashqari, raqamli ta’lim muhiti o‘quvchilarning ta’lim jarayoniga bo‘lgan qiziqishi va motivatsiyasini oshirishga xizmat qiladi. Gamifikatsiya, moslashuvchan baholash tizimlari va tezkor fikr-mulohaza mexanizmlari o‘quvchilarning faol ishtirokini ta’minlab, ularning o‘z imkoniyatlariga bo‘lgan ishonchini mustahkamlaydi. Natijada, UDL yondashuvi asosida tashkil etilgan raqamli ta’lim muhiti inklyuziv, samarali va barqaror ta’lim tizimini shakllantirishga xizmat qiladi.

Universial dizayn asosidagi ta’lim (UDL) tushunchasi

Universial dizayn asosidagi ta’lim (UDL) – bu ta’lim jarayonini barcha o‘quvchilar uchun oldindan moslashuvchan tarzda loyihalashga qaratilgan pedagogik yondashuvdir. UDL konsepsiyasi nogironligi bo‘lgan shaxslar uchun ishlab chiqilgan dizayn tamoyillariga asoslanib, keyinchalik barcha o‘quvchilar ehtiyojlarini qamrab oluvchi universal modelga aylangan.

UDL uch asosiy tamoyilga tayanadi:

1. Axborotni taqdim etishning turli usullari (multiple means of representation);
2. O‘quvchilarning bilim va ko‘nikmalarini namoyon etishning turli shakllari (multiple means of action and expression);
3. Motivatsiya va jalb etishni ta’minlashning turli yo‘llari (multiple means of engagement).

Mazkur tamoyillar ta’lim jarayonini moslashuvchan va shaxsga yo‘naltirilgan qilish imkonini beradi.

UDLning mazkur uch tamoyili o‘quvchilarning individual ehtiyojlari, qobiliyatlari va o‘rganish sur’atlarini hisobga olishga qaratilgan bo‘lib, ta’lim jarayonida yuzaga kelishi mumkin bo‘lgan pedagogik to‘siqlarni kamaytiradi. Axborotni taqdim etishning turli usullaridan foydalanish o‘quvchilarning ma’lumotni qabul qilish imkoniyatlarini kengaytirib, vizual, audial va kinestetik o‘rganish uslublarini qo‘llab-quvvatlaydi.

Bilim va ko‘nikmalarni namoyon etishning turli shakllari esa o‘quvchilarga o‘zlashtirilgan materialni individual imkoniyatlariga mos ravishda ifodalash imkonini beradi. Bu yozma topshiriqlar, og‘zaki chiqishlar, loyiha ishlari yoki raqamli taqdimotlar orqali amalga oshirilishi mumkin. Natijada baholash jarayoni yanada adolatli va obyektiv bo‘lib, o‘quvchilarning kuchli tomonlarini namoyon etishga xizmat qiladi.

Motivatsiya va jalb etishni ta’minlashga qaratilgan tamoyil esa o‘quvchilarning ta’lim jarayoniga faol ishtirokini rag‘batlantiradi. Qiziqarli, interaktiv va mazmunli topshiriqlar o‘quvchilarda o‘z-o‘zini boshqarish, mustaqil o‘rganish va o‘z imkoniyatlariga ishonchni kuchaytiradi. Shu tariqa UDL tamoyillari asosida tashkil etilgan ta’lim jarayoni inklyuzivlikni ta’minlab, barcha o‘quvchilar uchun teng va samarali ta’lim muhitini yaratishga xizmat qiladi.

Raqamli ta’lim muhiti UDL tamoyillarini samarali amalga oshirish uchun keng imkoniyatlar yaratadi. Onlayn platformalar, multimedia resurslar, interaktiv ilovalar va masofaviy ta’lim texnologiyalari o‘quv materiallarini turli formatlarda taqdim etish imkonini beradi. Bu esa vizual, audial va kinestetik o‘rganish uslublariga ega bo‘lgan o‘quvchilar ehtiyojlarini qondirishga xizmat qiladi.

Shuningdek, raqamli vositalar o‘quvchilarga o‘z bilimlarini turli shakllarda namoyon etish – yozma ishlar, audio yoki video taqdimotlar, loyiha ishlari orqali ifodalash imkonini beradi. Bu jarayon baholashda adolat va shaffoflikni ta’minlashga yordam beradi.

Bundan tashqari, raqamli ta’lim muhiti o‘quvchilarning ta’lim jarayoniga bo‘lgan faolligini oshirishda muhim rol o‘ynaydi. Interaktiv topshiriqlar, onlayn muhokamalar va virtual hamkorlik vositalari o‘quvchilarning mustaqil fikrlashini rivojlantirib, ularni faol ishtirokchi sifatida shakllantiradi. Bu esa UDLning motivatsiya va jalb etishni ta’minlash tamoyiliga to‘liq mos keladi.

Shu bilan birga, raqamli texnologiyalar orqali tezkor fikr-mulohaza va moslashuvchan baholash mexanizmlarini joriy etish imkoniyati mavjud. O‘quvchilar o‘z

bilim darajasi va rivojlanish jarayoni haqida o‘z vaqtida axborot olish orqali kamchiliklarini aniqlash va ularni bartaraf etish imkoniga ega bo‘ladilar. Bu holat o‘quvchilarning o‘z-o‘zini boshqarish ko‘nikmalarini shakllantirib, ta’lim jarayonining samaradorligini yanada oshiradi.

Natijada, raqamli ta’lim muhiti UDL tamoyillari asosida tashkil etilganda, ta’lim jarayoni inklyuziv, moslashuvchan va barqaror tizimga aylanadi. Bunday muhit har bir o‘quvchining ehtiyojlarini inobatga olgan holda teng ta’lim imkoniyatlarini yaratishga xizmat qiladi.

UDL yondashuvi inklyuziv ta’limning muhim tarkibiy qismi bo‘lib, ta’lim jarayonida yuzaga keladigan to‘siqlarni kamaytirishga xizmat qiladi. Ta’lim muhiti oldindan moslashtirilganligi sababli o‘quvchilarning individual ehtiyojlariga keyinchalik alohida moslashuvlar kiritish zarurati kamayadi.

Natijada, imkoniyati cheklangan o‘quvchilar, ijtimoiy himoyaga muhtoj qatlam vakillari hamda turli madaniy va til muhitidan kelgan o‘quvchilar ta’lim jarayonida teng huquqli ishtirok etish imkoniga ega bo‘ladilar. Bu esa ta’limda ijtimoiy adolat va tenglikni ta’minlashga xizmat qiladi.

Shuningdek, bunday ta’lim muhiti o‘quvchilar o‘rtasida o‘zaro hurmat, bag‘rikenglik va hamkorlik madaniyatini shakllantiradi. Turli ehtiyoj va imkoniyatlarga ega bo‘lgan o‘quvchilarning birgalikda ta’lim olishi ularning ijtimoiy moslashuvini kuchaytirib, jamiyatda faol fuqarolik pozitsiyasini rivojlantirishga yordam beradi.

Bundan tashqari, inklyuziv yondashuv ta’lim jarayonida individual yutuqlarni e’tirof etish va har bir o‘quvchining salohiyatini ochib berishga qaratilgan pedagogik strategiyalarni qo‘llashni talab etadi. Bu esa baholash jarayonida shaffoflik va adolatni ta’minlab, o‘quvchilarning o‘ziga bo‘lgan ishonchini oshiradi.

Natijada, inklyuziv ta’lim nafaqat ta’lim tizimining samaradorligini oshiradi, balki jamiyatda ijtimoiy barqarorlik, tenglik va inson huquqlariga hurmat tamoyillarining mustahkamlanishiga xizmat qiladi.

Universial dizayn asosidagi ta’lim va raqamli ta’lim muhitining uyg‘unligi zamonaviy ta’lim tizimining muhim yo‘nalishlaridan biri hisoblanadi. UDL tamoyillarini raqamli texnologiyalar orqali joriy etish ta’lim jarayonini yanada inklyuziv, moslashuvchan va samarali qiladi. Ushbu yondashuv nafaqat ta’lim sifati va o‘quvchilarning akademik natijalarini oshiradi, balki inson huquqlari va ijtimoiy adolat tamoyillariga asoslangan barqaror ta’lim tizimini shakllantirishga xizmat qiladi.

Shu bois, UDL yondashuvini raqamli ta’lim muhitida izchil va tizimli ravishda tatbiq etish ta’lim sohasida strategik ahamiyat kasb etadi. Bu jarayon ta’lim dasturlarini qayta ko‘rib chiqish, o‘quv materiallarini moslashuvchan formatlarda ishlab chiqish hamda raqamli platformalardan samarali foydalanishni talab etadi.

Bundan tashqari, pedagoglarning UDL tamoyillari va raqamli kompetensiyalarini rivojlantirish muhim vazifa hisoblanadi. O‘qituvchilarning mazkur sohadagi bilim va ko‘nikmalarini oshirish orqali ta’lim jarayonida individual yondashuvni kuchaytirish, o‘quvchilarning ehtiyojlariga mos pedagogik yechimlarni joriy etish imkoniyati kengayadi.

Natijada, universial dizayn asosidagi ta’lim va raqamli ta’lim muhiti o‘zaro uyg‘unlashgan holda zamonaviy ta’lim tizimida inklyuzivlikni ta’minlash, teng ta’lim

imkoniyatlarini yaratish va jamiyatda ijtimoiy barqarorlikni mustahkamlashga xizmat qiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

THE USE OF DIGITAL TECHNOLOGIES FOR IMPLEMENTING AN INCLUSIVE APPROACH IN FOREIGN LANGUAGE EDUCATION

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Abstract. *In the context of the digital transformation of education, digital technologies play a crucial role in supporting the implementation of inclusive educational practices. Contemporary foreign language classrooms are characterized by increasing learner diversity, including differences in linguistic backgrounds, cognitive styles, learning paces, and individual educational needs. This diversity necessitates the adoption of flexible, learner-centered instructional models that ensure equitable access to learning opportunities. The present article examines the potential of digital technologies to facilitate an inclusive approach in foreign language education. It explores key pedagogical functions of digital tools, including differentiation, personalization, accessibility, and learner engagement. Special attention is given to the evolving role of the foreign language teacher as a designer of inclusive digital learning environments. The study concludes that the effective integration of digital technologies significantly enhances the inclusivity and effectiveness of foreign language instruction.*

Keywords: *inclusive education, digital technologies, foreign language teaching, accessibility, differentiated instruction, educational equity.*

Introduction

Inclusive education has emerged as a central priority in contemporary educational discourse, reflecting a global commitment to equity, diversity, and social justice. In foreign language education, inclusivity is particularly significant, as language learning is closely linked to social participation, intercultural communication, and academic mobility. However, traditional models of language instruction often rely on standardized methods that fail to accommodate the diverse needs of modern learners.

The rapid development of digital technologies has created new opportunities for transforming foreign language education into a more inclusive and flexible learning environment. Digital platforms, online resources, and assistive technologies enable educators to adapt instructional content, diversify teaching methods, and provide personalized support to learners with varying abilities and backgrounds. This article seeks to analyze how digital technologies can be effectively utilized to implement an inclusive approach in foreign language education.

From an inclusive perspective, digital technologies function not merely as supplementary instructional aids, but as integral components of learner-centered educational design. Learning management systems, multimedia content, and interactive applications allow students to engage with linguistic input through multiple modalities, including visual, auditory, and kinesthetic channels. Such multimodal environments are

especially beneficial for learners with diverse cognitive styles, learning difficulties, or limited prior exposure to the target language.

Moreover, assistive and adaptive technologies play a crucial role in reducing structural and cognitive barriers to language learning. Tools such as speech-to-text applications, automatic captioning, screen readers, and adjustable font and layout settings contribute to the creation of accessible learning spaces. These technologies enable learners with sensory impairments or specific learning needs to participate more fully in communicative activities and assessment processes.

The integration of digital technologies also supports formative and personalized assessment practices, which are central to inclusive education. Online quizzes, automated feedback systems, and learning analytics provide timely insights into individual learner progress and challenges. This data-driven approach allows teachers to adjust instructional strategies, offer targeted support, and foster a more responsive learning environment that values individual growth over uniform performance.

In addition, collaborative digital environments—such as virtual classrooms, discussion forums, and project-based learning platforms—encourage social interaction and peer learning. These tools help to create a sense of belonging and shared responsibility among learners, which is particularly important for students who may experience marginalization or reduced confidence in traditional classroom settings.

Ultimately, the effective use of digital technologies in foreign language education requires thoughtful pedagogical planning and a high level of digital competence on the part of educators. Teachers must be prepared to design inclusive learning experiences that align technological affordances with pedagogical goals and learner needs. When implemented strategically, digital technologies can serve as powerful enablers of inclusion, contributing to more equitable, flexible, and socially responsive foreign language education.

Inclusive education is grounded in the principle that diversity among learners should be viewed as a natural and valuable aspect of the educational process rather than as a challenge to be managed. International policy frameworks, particularly those developed by UNESCO, emphasize that inclusive education involves the removal of barriers to learning and the creation of supportive environments in which all learners can actively participate.

Unlike integrative models, which often require learners to adapt to existing educational structures, inclusive education calls for systemic changes in curriculum design, teaching methodologies, and assessment practices. In foreign language education, this shift entails recognizing individual linguistic trajectories, prior knowledge, and communicative needs, as well as providing multiple pathways to language acquisition.

Digital technologies offer a wide range of pedagogical possibilities that support inclusive practices in foreign language education. Learning management systems, multimedia resources, and interactive applications allow for differentiated instruction by enabling learners to engage with content at their own pace and according to their preferred learning modalities.

Assistive technologies, such as speech-to-text tools, screen readers, subtitles, and audio-enhanced materials, play a particularly important role in ensuring accessibility for learners with visual, auditory, or learning difficulties. Furthermore, adaptive learning platforms and artificial intelligence–based tools can provide immediate feedback, monitor learner progress, and recommend personalized learning activities, thereby enhancing learner autonomy and motivation.

Collaborative digital tools, including discussion forums, virtual classrooms, and project-based online environments, also promote social inclusion by facilitating interaction and cooperation among learners. These tools help reduce communicative anxiety and create a supportive learning community in which all participants can contribute meaningfully.

The integration of digital technologies into inclusive foreign language education requires a redefinition of the teacher's professional role. Rather than serving solely as a transmitter of knowledge, the teacher becomes a facilitator, mentor, and instructional designer who strategically selects and adapts digital tools to meet diverse learner needs.

Developing digital and inclusive pedagogical competence is essential for foreign language teachers. This includes the ability to diagnose learning needs, design accessible instructional materials, and employ formative assessment strategies that recognize individual progress. Continuous professional development and institutional support are therefore critical to the successful implementation of inclusive digital language education.

The use of digital technologies represents a powerful means of implementing an inclusive approach in foreign language education. By enabling differentiation, personalization, and accessibility, digital tools contribute to the creation of equitable learning environments that respect learner diversity and promote academic success. However, the effectiveness of digital inclusion depends on thoughtful pedagogical design, teacher competence, and supportive educational policies. Future efforts should focus on integrating inclusive digital practices into teacher training programs and institutional strategies to ensure sustainable and meaningful inclusion in foreign language education.

Furthermore, ongoing research and empirical evaluation are required to assess the long-term impact of digital technologies on inclusive learning outcomes in foreign language education. Systematic data collection and evidence-based analysis can help identify best practices, potential limitations, and context-specific challenges associated with the implementation of inclusive digital tools.

In addition, greater emphasis should be placed on interdisciplinary collaboration among educators, educational technologists, policy makers, and researchers. Such collaboration is essential for developing comprehensive frameworks that align technological innovation with inclusive pedagogical principles. Institutional investment in infrastructure, professional development, and technical support also plays a critical role in ensuring that digital inclusion initiatives are effectively implemented and sustained.

Finally, addressing issues of digital equity remains a crucial concern. Ensuring equal access to digital resources, reliable internet connectivity, and assistive technologies is fundamental to preventing new forms of educational exclusion. By adopting a holistic and ethically grounded approach, educational institutions can harness the full potential of

digital technologies to advance inclusive foreign language education and contribute to broader goals of social inclusion and educational justice.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

INKLUZIV TA’LIM INSON HUQUQLARI VA IJTIMOIY ADOLAT KONTEKSTIDA

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Annotatsiya: *Zamonaviy ta’lim tizimida inkluziv ta’lim inson huquqlarini ta’minlash va ijtimoiy adolatni qaror toptirishning muhim mexanizmlaridan biri sifatida e’tirof etilmoqda. Har bir shaxsning sifatli ta’lim olish huquqi xalqaro huquqiy hujjatlar bilan kafolatlangan bo‘lib, inkluziv ta’lim ushbu huquqning amaliy ifodasidir. Mazkur maqolada inkluziv ta’lim tushunchasi inson huquqlari va ijtimoiy adolat nuqtayi nazaridan tahlil qilinadi, uning asosiy tamoyillari va pedagogik ahamiyati yoritiladi. Shuningdek, ta’lim tizimida teng imkoniyatlarni ta’minlash, diskriminatsiyani bartaraf etish va ijtimoiy inklyuziyani rivojlantirish masalalari muhokama qilinadi.*

Kalit so‘zlar: *inkluziv ta’lim, inson huquqlari, ijtimoiy adolat, teng imkoniyatlar, diskriminatsiya, ta’lim siyosati.*

Globallashuv va jamiyatning ijtimoiy rivojlanishi sharoitida ta’lim tizimi nafaqat bilim berish, balki inson huquqlarini ta’minlash va ijtimoiy tenglikni mustahkamlash vositasi sifatida ham namoyon bo‘lmoqda. Inkluziv ta’lim aynan shu vazifani bajarib, har bir shaxsning individual xususiyatlari, ijtimoiy holati yoki sog‘lig‘idan qat’i nazar, ta’lim olish huquqini ro‘yobga chiqarishga xizmat qiladi.

Bugungi kunda ta’lim sohasida adolat va tenglik masalalari dolzarb bo‘lib, an’anaviy yondashuvlar barcha o‘quvchilarning ehtiyojlarini qamrab olishda yetarli emasligi tobora yaqqol ko‘rinmoqda. Shu bois inkluziv ta’lim inson huquqlari va ijtimoiy adolat tamoyillariga asoslangan barqaror ta’lim modeli sifatida qaralmoqda.

Inkluziv ta’limning asosiy maqsadi ta’lim jarayonida yuzaga keladigan jismoniy, ijtimoiy, madaniy va psixologik to‘siqlarni bartaraf etishdan iboratdir. Ushbu yondashuv ta’lim muassasalarida har bir o‘quvchining ehtiyojlari va imkoniyatlarini hisobga olgan holda moslashuvchan o‘quv muhitini yaratishni nazarda tutadi. Natijada ta’lim olish jarayoni barcha uchun ochiq, adolatli va samarali bo‘lishi ta’minlanadi.

Inson huquqlari nuqtayi nazaridan qaralganda, inkluziv ta’lim har bir shaxsning jamiyat hayotida to‘laqonli ishtirok etish huquqini qo‘llab-quvvatlaydi. Ta’lim orqali shaxsning ijtimoiylashuvi, o‘z qadr-qimmatini anglash va mustaqil hayot kechirish imkoniyatlari kengayadi. Shu sababli inkluziv ta’lim nafaqat pedagogik, balki ijtimoiy ahamiyatga ega bo‘lgan jarayon hisoblanadi.

Ijtimoiy adolat tamoyillari ta’lim sohasida teng imkoniyatlar yaratishni, diskriminatsiyaning barcha shakllariga barham berishni va resurslardan adolatli foydalanishni talab etadi. Inkluziv ta’lim ushbu tamoyillarni amalda ro‘yobga chiqarish orqali ijtimoiy tengsizliklarni kamaytirishga xizmat qiladi. Ayniqsa, imkoniyati cheklangan bolalar, ijtimoiy himoyaga muhtoj oilalar farzandlari va madaniy jihatdan xilma-xil

guruhlar uchun qulay shart-sharoitlar yaratish ijtimoiy adolatni ta’minlashda muhim omil sanaladi.

Shuningdek, inkluziv ta’lim jamiyatda bag‘rikenglik, o‘zaro hurmat va hamjihatlik qadriyatlarini shakllantiradi. Turli ehtiyoj va imkoniyatlarga ega bo‘lgan o‘quvchilarning birgalikda ta’lim olishi ularning ijtimoiy kompetensiyalarini rivojlantiradi hamda kelajakda adolatli va barqaror jamiyatni barpo etishga zamin yaratadi.

Inson huquqlari umumjahon deklaratsiyasi hamda UNESCO va BMT tomonidan qabul qilingan hujjatlarda ta’lim olish har bir shaxsning ajralmas huquqi sifatida belgilangan. Inkluziv ta’lim ushbu huquqni amalda ta’minlashga qaratilgan bo‘lib, ta’lim tizimidagi barcha to‘siqlarni bartaraf etishni nazarda tutadi.

Inkluziv yondashuvda o‘quvchi ta’lim tizimiga moslashishi emas, balki ta’lim muhiti o‘quvchining ehtiyojlariga moslashtiriladi. Bu esa nogironligi bo‘lgan shaxslar, ijtimoiy himoyaga muhtoj qatlamlar va madaniy jihatdan xilma-xil guruhlarning teng huquqli ishtirokini ta‘minlaydi.

Mazkur yondashuv ta’lim jarayonini insonparvarlashtirishga xizmat qilib, har bir o‘quvchining qadr-qimmati va huquqlarini e‘tirof etishni taqozo etadi. Ta’lim muhitining moslashuvchanligi o‘quvchilarning individual o‘rganish sur‘ati, qiziqishlari va imkoniyatlarini inobatga olish imkonini beradi, bu esa ularning ta’lim jarayonidagi faolligi va motivatsiyasini oshiradi.

Shu bilan birga, inkluziv ta’lim ijtimoiy tenglikni ta’minlash orqali ta’lim tizimidagi cheklov va to‘siqlarni kamaytiradi. O‘quvchilar o‘rtasida o‘zaro hamkorlik va ijtimoiy integratsiya kuchayib, turli guruhlar vakillarining jamiyat hayotida faol ishtirok etishi uchun mustahkam poydevor yaratiladi. Natijada ta’lim tizimi nafaqat bilim beruvchi, balki ijtimoiy adolat va inson huquqlarini mustahkamlovchi muhim institut sifatida shakllanadi.

Ijtimoiy adolat tushunchasi ta’lim sohasida barcha o‘quvchilar uchun teng sharoit va imkoniyatlar yaratishni anglatadi. Inkluziv ta’lim diskriminatsiyaning har qanday ko‘rinishiga qarshi turib, ijtimoiy tabaqalanishning oldini olishga xizmat qiladi.

Ta’limdagi ijtimoiy adolat o‘quvchilarning individual ehtiyojlarini hisobga olish, resurslardan adolatli foydalanish va baholash jarayonida shaffoflikni ta‘minlash orqali amalga oshiriladi. Shu nuqtayi nazardan, inkluziv ta’lim jamiyatda ijtimoiy birdamlik va barqarorlikni mustahkamlovchi muhim omil hisoblanadi.

Inkluziv ta’lim nafaqat ta’lim sifatini oshiradi, balki o‘quvchilarda o‘zaro hurmat, bag‘rikenglik va ijtimoiy mas‘uliyat kabi qadriyatlarni shakllantiradi. Turli ehtiyoj va imkoniyatlarga ega bo‘lgan o‘quvchilarning birgalikda ta’lim olishi ularning ijtimoiy moslashuvini kuchaytiradi.

Pedagoglar uchun esa inkluziv ta’lim yangi kasbiy kompetensiyalarni rivojlantirish, moslashuvchan metodlarni qo‘llash va individual yondashuvni kuchaytirishni talab etadi. Bu jarayon ta’lim tizimining umumiy samaradorligini oshirishga xizmat qiladi.

Inkluziv ta’lim inson huquqlari va ijtimoiy adolat tamoyillariga asoslangan holda zamonaviy ta’lim tizimining ajralmas qismiga aylanmoqda. U barcha shaxslar uchun teng ta’lim imkoniyatlarini yaratish, ijtimoiy chetlanishni kamaytirish va adolatli jamiyatni shakllantirishda muhim rol o‘ynaydi. Inkluziv ta’limni samarali amalga oshirish uchun davlat siyosati, ta’lim muassasalari va pedagoglarning hamkorlikdagi sa’y-harakatlari

zarur. Ushbu yondashuv kelajakda barqaror va adolatli ta'lim tizimini rivojlantirishga xizmat qiladi.

Shu nuqtayi nazardan, inkluziv ta'limni rivojlantirish ta'lim sohasida tizimli va kompleks yondashuvni talab etadi. Davlat darajasida normativ-huquqiy bazani takomillashtirish, ta'lim muassasalarida qulay va moslashuvchan infratuzilmani yaratish hamda pedagoglarning inklyuziv kompetensiyalarini oshirish ushbu jarayonning muhim shartlaridan hisoblanadi.

Bundan tashqari, jamiyatda inklyuziv madaniyatni shakllantirish, ota-onalar va mahalla hamjamiyatini ta'lim jarayoniga jalb etish, shuningdek, ilg'or xalqaro tajribalarni milliy ta'lim tizimiga moslashtirish muhim ahamiyat kasb etadi. Ushbu omillarning uyg'unligi natijasida inklyuziv ta'lim nafaqat ta'lim sifatini oshiradi, balki inson huquqlariga hurmat va ijtimoiy adolatga asoslangan barqaror jamiyatni barpo etishga xizmat qiladi.

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Section 4

Assessment and Feedback in Language Learning

The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

INNOVATIVE ASSESSMENT TECHNOLOGIES IN MODERN LANGUAGE EDUCATION: THEORETICAL FOUNDATIONS AND IMPLICATIONS FOR CONTEMPORARY PEDAGOGY

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Abstract. *This article provides a deep theoretical exploration of innovative assessment technologies in modern language education, examining their epistemological foundations, methodological implications, and significance for contemporary pedagogical research. Through an expanded scholarly narrative grounded in linguistic theory, educational measurement, psychometrics, multimodality, and data-driven learning analytics, the paper elaborates on the paradigm shift from traditional summative evaluation toward dynamic, AI-enhanced and research-informed assessment models. Emphasis is placed on the philosophical and methodological frameworks that justify the integration of artificial intelligence, adaptive testing, digital portfolios, multimodal diagnostics, and predictive analytics into higher education assessment systems.*

Keywords: *innovative assessment, artificial intelligence, adaptive testing, learning analytics, digital portfolio, psychometrics, multimodality*

Introduction

In contemporary applied linguistics, the conceptualization of language competence has expanded beyond static skill-based frameworks toward dynamic, socially-situated, cognitively mediated, and multimodally expressed forms of linguistic performance. Correspondingly, language assessment research has undergone a theoretical reorientation, shifting from isolated measurement practices to integrative, construct-driven models that reflect the multidimensional nature of communicative ability (Chapelle, 2021). The rapid advancement of artificial intelligence, psychometrics, and digital pedagogies has catalyzed the emergence of innovative assessment systems that align with usage-based, interactionist, sociocultural, and ecological models of language acquisition. The implications of these developments extend beyond test design and encompass broader epistemological questions regarding the nature of evidence, constructs, validity, and the role of data in educational decision-making.

As assessment paradigms evolve, the central challenge lies in operationalizing complex constructs without reducing them to oversimplified indicators. Contemporary validity theory, particularly argument-based validation, emphasizes that assessments must account for the interpretive processes through which learners produce meaning, negotiate interaction, and mobilize linguistic, cognitive, and sociocultural resources. This requires assessment frameworks capable of capturing performance as emergent, context-dependent, and often distributed across individuals, tools, and environments. Consequently, assessment is increasingly viewed not as a static measurement event but as a dynamic activity situated within broader learning ecologies.

One notable shift concerns the transition from traditional decontextualized testing formats to performance-oriented tasks that approximate real-world communicative demands. Digital platforms, multimodal authoring tools, and AI-mediated interactional interfaces now enable the collection of rich, experiential data that more closely reflect the realities of contemporary language use. Multimodality, as theorized by Kress (2010), further complicates the assessment landscape by demonstrating that meaning-making extends beyond verbal language to include gesture, visual imagery, spatial arrangement, and embodied interaction. Developing valid interpretations of these multimodal performances requires reconceptualizing constructs to integrate non-linguistic modalities as constitutive, rather than peripheral, components of communication.

Parallel to these theoretical advancements, learning analytics and data-driven methodologies have introduced new possibilities for examining developmental trajectories. Unlike traditional assessments that capture proficiency at discrete moments, analytics allow for longitudinal, fine-grained observation of learner behavior, strategy use, and error patterns across different contexts (Ferguson, 2012). These approaches support the construction of probabilistic models capable of identifying growth patterns, predicting learning outcomes, and informing adaptive pedagogical interventions. However, they also raise critical questions about the nature of evidence, the transparency of algorithms, and the ethical implications of automated decision-making in educational settings.

The integration of AI into language assessment has intensified these debates. Automated scoring engines, speech recognition systems, and natural language processing tools offer unprecedented scalability, consistency, and diagnostic potential (Jin & De Jong, 2022). Yet, their capacity to recognize nuance, creativity, pragmatic appropriateness, and culturally embedded forms of discourse remains limited. These tensions reveal a fundamental hermeneutic dilemma: how can algorithmic systems evaluate the interpretive, socially negotiated dimensions of language that resist quantification? Addressing this question requires a balanced theoretical stance that acknowledges both the affordances and constraints of technological mediation.

Furthermore, the sociocultural turn in applied linguistics has underscored the importance of equity, inclusivity, and fairness in assessment design. Ecological models remind us that learners' performances are shaped by their histories, identities, emotions, and access to resources. Therefore, an assessment paradigm aligned with contemporary theoretical perspectives must not only measure individual competence but also interpret how social conditions, institutional structures, and technological environments affect performance. Validity arguments, in this sense, extend beyond psychometric criteria to encompass ethical, social, and epistemic considerations.

Ultimately, the convergence of AI, multimodality, sociocultural theory, and learning analytics signals a disciplinary shift from measurement-centered to interpretation-centered assessment. This shift foregrounds construct richness, contextual sensitivity, and methodological pluralism, advocating for assessment systems that reflect the inherently dynamic nature of language and learning. As the field advances, the most promising approaches will be those that integrate human interpretive judgment with technological

innovation, preserving the depth and complexity of linguistic performance while leveraging new tools to enhance precision, scalability, and insight.

Artificial intelligence-driven assessment has become a pivotal component of contemporary evaluation research. Deep learning models, transformer-based architectures, and computational linguistic methods allow automated systems to approximate expert evaluation. Unlike rule-based tools of the past, modern systems draw on large corpora and probabilistic modeling techniques to recognize linguistic features with high granularity. From a theoretical perspective, AI operationalizes construct modeling by mapping linguistic behaviors to latent proficiency levels. This aligns with evidence-centered design frameworks, which emphasize the alignment between observable performance, cognitive processes, and assessment inferences. Furthermore, AI contributes to increasing inter-rater reliability by reducing human subjectivity, enabling replicable assessment outcomes and enhancing fairness in high-stakes settings.

Adaptive testing represents a psychometric advancement grounded in Item Response Theory (IRT), which models the probability of a correct response as a function of latent ability. From a theoretical standpoint, adaptive testing exemplifies the shift toward individualized measurement paradigms. Rather than constraining learners to fixed sequences of tasks, adaptive systems dynamically adjust difficulty levels, thereby tailoring the assessment to the learner's underlying ability pattern. This approach resonates with developmental perspectives in second language acquisition, which emphasize non-linear growth, variability, and the importance of matching input to learner readiness (Weir, 2005). The integration of adaptive algorithms ensures precision, efficiency, and improved score validity across proficiency ranges.

Learning analytics (LA) provides an epistemically rich framework for interpreting digital traces of learner activity. By employing large-scale educational data mining, multimodal learning analytics, and predictive modeling techniques, LA generates insights into behavioral, cognitive, and affective dimensions of language learning. The theoretical grounding of LA can be traced to sociocultural theories of learning, which consider learning as an emergent process shaped through participation and interaction. Predictive analytics models extend this framework by forecasting learning outcomes, identifying at-risk learners, and enabling targeted pedagogical interventions (Ferguson, 2012). The methodological significance of LA lies in its ability to transform assessment into a continuous, diagnostic, and formative process rather than an isolated evaluative event.

Digital portfolios operate at the intersection of constructivism, multimodality, and authentic assessment. They provide a longitudinal archive of learner performance, capturing multimodal artifacts such as essays, presentations, dialogues, and reflective commentaries. This approach acknowledges the multifaceted nature of communicative competence and aligns with research that frames performance as context-dependent and semiotically diverse. Portfolios support metacognition by encouraging learners to articulate learning goals, evaluate progress, and reflect on their strategic choices. Theoretically, portfolios challenge the traditional dichotomy between formative and summative assessment, enabling hybrid forms of evaluation that incorporate authentic evidence into formal decision-making.

Multimodal assessment is grounded in social semiotic theory, which posits that meaning is constructed through multiple semiotic resources (Kress, 2010). Mobile-based assessment expands the ecological validity of evaluation by embedding tasks within real-world communicative scenarios and collecting performance data in naturalistic contexts. Such assessments reflect contemporary literacy practices in which communication is inherently multimodal and technologically mediated. Mobile platforms also incorporate gamification, enhancing learner engagement and enabling real-time monitoring of diverse competencies. The theoretical value of multimodal assessment lies in its capacity to measure the complex integration of linguistic, visual, auditory, and interactional resources deployed in meaning-making.

Innovative assessment technologies represent not merely a set of tools but a paradigmatic shift in the theoretical underpinnings of language evaluation. Their emergence reflects broader trends in applied linguistics toward dynamic, data-driven, and cognitively grounded models of competence. AI-based systems challenge traditional constructs by redefining what constitutes evidence; adaptive testing advances the precision of measurement; learning analytics reconceptualizes assessment as an ongoing diagnostic practice; digital portfolios foreground developmental trajectories; and multimodal assessments reflect contemporary communication realities. For higher education institutions – including those in Uzbekistan – these innovations provide a foundation for research-driven pedagogical reform, improved quality assurance, and enhanced global competitiveness.

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AI-DRIVEN ASSESSMENT AND FEEDBACK IN LANGUAGE EDUCATION: A REVIEW OF2024–2025 STUDIES

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Abstract. *Rapid advances in generative artificial intelligence (AI) have transformed assessment and feedback practices in language education. This article synthesizes recent empirical studies (2024–2025) that examine AI-generated feedback, AI-assisted instruction, and student perceptions of AI scoring in English language learning contexts. Findings indicate that AI feedback can be pedagogically comparable to teacher feedback, particularly in EFL writing improvement, while hybrid instructional models integrating AI enhance students' cognitive engagement and writing outcomes. However, challenges such as academic integrity, over-reliance on AI, lack оыf transparency, and unequal access persist. The article argues that effective and ethical implementation requires teacher and student AI literacy, transparent policies, and integration of AI into pedagogically grounded instructional models. The results highlight both the transformative potential and the risks of AI-driven assessment in contemporary language education.*

Keywords: *artificial intelligence, AI feedback, AI assessment, EFL writing, language education, generative AI, student perceptions*

Introduction. The emergence of advanced generative artificial intelligence (AI) systems, particularly large language models (LLMs), has significantly influenced language education by reshaping feedback, assessment, and instructional practices. Traditional teacher feedback – while pedagogically rich – is often constrained by time, class size, and workload. AI tools, capable of producing instantaneous and detailed feedback, offer a scalable solution to persistent limitations in language classrooms. Yet, the pedagogical value, validity, and learner reception of AI-driven feedback remain under investigation.

This articlesynthesizes contemporary research (2024–2025) on AI-driven assessment and feedback within English language learning. It examines empirical evidence comparing AI and human feedback, explores student perceptions and trust in AI scoring, and reviews AI-assisted instructional models in reading and writing. The paper aims to provide a balanced, evidence-based understanding of AI's benefits, limitations, and implications for future language education.

Literature Review. Alnemrat et al., (2025) conducted one of the most comprehensive recent studies comparing AI-generated and teacher-provided feedback in EFL argumentative writing. Their quasi-experimental design, involving 120 undergraduate learners, showed that both feedback types significantly improved writing performance, with no statistically significant difference between them. The findings from Manzoor (2025,p 879) suggest that AI feedback, when prompt-engineered effectively, can match teacher feedback in facilitating writing development. Wang (2024) investigated how artificial intelligence (AI) applications can personalize learning experiences in

educational contexts, emphasizing the potential for adaptive technologies to cater to individual student needs. The study finds that AI-driven personalized learning enhances student engagement, facilitates differentiated instruction, and improves overall learning outcomes by dynamically adjusting content and feedback based on each learner's progress and skills (Wang,2024, pp. 7–9). The work also notes key challenges, including the need for data privacy safeguards and the risk of reduced teacher-student interaction as AI becomes more integrated into instructional design.

Understanding how students evaluate AI-generated input is critical to its adoption. Thomas et al. (2025,p.4) found that students often could not distinguish between human and AI feedback. However, once informed of the source, they tended to trust human scoring more, while remaining moderately positive toward AI feedback. Familiarity with AI increased acceptance but also made learners more critical of AI limitations. These findings highlight the importance of transparency and AI literacy in classroom implementation.Alfredo et al. (2024) presented a systematic literature review focused on human-centred learning analytics (LA) and artificial intelligence (AI) in education. The main idea is to examine how AI-driven analytics can support teaching and learning while centering human values – such as transparency, agency, privacy, and collaboration – throughout the design and use of educational technologies. Key findings indicate that while AI and LA offer strong potential for enhancing personalized feedback, student support, and instructional decision-making, their effectiveness is highly contingent on ethical considerations, meaningful stakeholder participation, and the creation of explainable, user-friendly systems. The authors emphasized the ongoing need for participatory approaches in the development of these tools to ensure they genuinely benefit both learners and educators (Alfredo et al., p 18).

Ng et al. (2021) argued that AI literacy requires not only understanding how AI systems function but also developing the ability to critically evaluate AI-generated decisions. They emphasize that effective AI-driven evaluation depends on users' capacity to assess the reliability, fairness, and transparency of algorithmic outputs, especially given risks such as bias, opacity, and misuse. The authors highlight that evaluation is both a technical and ethical competence, requiring knowledge of data training processes, algorithmic limitations, and the need for human oversight. Consequently, they advocate for educational approaches that explicitly teach learners how to interpret, question, and responsibly use AI-derived assessments.

Beyond feedback, AI is increasingly employed to improve reading comprehension. Liu and Qiao (2025,p 5-7) proposed a deep-learning-based AI instructional model for high-school English reading. Their results showed improvements in higher-order thinking, cognitive engagement, and autonomous learning, suggesting that AI can support deeper comprehension processes when grounded in sound pedagogical theory.

Daud et al. (2025) synthesized literature from 2020–2024, revealing writing assistance and language assessment as the most common AI applications. They emphasized recurring challenges, including over-reliance on AI, risks of academic dishonesty, and unequal access, calling for stronger ethical frameworks and teacher preparation. Their findings underscore the need for responsible and pedagogically informed integration. Additionally to that, Asadiet al.(2025) examined AI-assisted

instruction in an IELTS writing course, where teachers used AI as a "copilot" to deliver individualized feedback. Students showed measurable gains across coherence, lexical resource, and grammatical accuracy. Qualitative data reinforced positive learner perceptions of AI-supported instruction, indicating strong potential for hybrid models combining teacher expertise with AI scalability. Similarly, Agbayahoun (2016) investigated teacher-written feedback practices in EFL writing classrooms, revealing significant gaps between teachers' intentions and learners' perceptions. While teachers report providing comprehensive corrective feedback, students often find this input insufficiently clear, specific, or helpful for improving their drafts. The study identified a persistent mismatch between teachers' focus on promoting accuracy and autonomous revision and learners' desire for more direct, detailed corrections. These findings underscore the need for feedback practices that combine explicit error identification with constructive, actionable guidance aligned to learners' proficiency levels.

Discussion. The synthesis of recent research illustrates that AI-driven feedback and assessment hold substantial promise for enhancing English language learning, yet their pedagogical impact is shaped by complex interactions among effectiveness, learner perception, and systemic constraints. Consistent with earlier work on feedback practices (Agbayahoun, 2016), contemporary findings demonstrate that while teacher feedback remains pedagogically rich, AI-generated input can achieve comparable improvements in writing development when appropriately designed and implemented (Alnemrat et al., 2025, Manzoor, 2025). However, the mixed learner perceptions reported by Thomas et al. (2025) and the emphasis on AI literacy by Ng et al. (2021) indicate that the value of AI feedback depends not only on its linguistic accuracy but also on students' ability to interpret, trust, and critically evaluate algorithmic decisions. This supports broader arguments within human-centred AI scholarship, which highlight that transparency, user agency, and ethical safeguards are crucial to sustainable integration (Alfredo et al., 2024, Wang, 2024). Beyond writing, evidence from Liu and Qiao (2025) and Asadi et al. (2025) shows that AI can meaningfully contribute to instructional innovation in reading and writing, improving higher-order thinking, engagement, and language accuracy when used as a pedagogical support rather than a replacement for teachers. Yet recurring challenges – including academic integrity risks, over-dependence on automated tools, and unequal digital access – persist across contexts (Daud et al., 2025), reaffirming the need for institutional policies and teacher professional development that ensure responsible use. Taken together, the literature suggests that the most effective pathway forward lies in hybrid instructional models that leverage the scalability and immediacy of AI while preserving the nuance, judgment, and relational aspects of human expertise. Such an approach not only mitigates the limitations identified across studies but also aligns with learners' expectations for feedback that is clear, actionable, and pedagogically meaningful.

Yet effectiveness depends on careful deployment. AI systems must be guided through clear prompts and embedded in instructional design. Without mediation, learners risk accepting feedback uncritically or relying excessively on automated suggestions.

Learner Trust, Transparency, and AI Literacy. Thomas (2025) highlights the psychological dimension of AI adoption: perceptions of fairness, accuracy, and transparency directly influence student engagement with AI feedback. Learners who trust AI are more likely to use it effectively, but blind trust may also obscure its limitations. Therefore, instruction must incorporate explicit discussions about AI's role, capabilities, and weaknesses.

Developing **AI literacy** – for both teachers and students – is essential. This includes understanding how AI generates feedback, evaluating feedback critically, and applying revisions independently.

Hybrid Approaches as the Future of AI in Language Education. Studies such as Asadi (2025) and Liu & Qiao (2025) demonstrate that the most effective AI implementations involve hybrid models, where teachers retain control over pedagogy while AI enhances personalization, scaffolding, and formative assessment. Such models reduce teacher workload while improving consistency and immediacy of feedback.

Hybrid approaches also align with ethical considerations. Teacher involvement mitigates risks of AI bias, academic dishonesty, and misuse.

Risks and Ethical Considerations.

Across studies, recurring challenges appear:

— Over-reliance on AI may hinder independent language production (Daud et al., 2025).

— Academic dishonesty arises when students use AI to generate entire assignments.

— Equity issues persist when access to digital tools varies across institutions or socioeconomic groups.

— Lack of transparency in AI scoring can undermine trust.

Addressing these challenges requires institutional policies, ethical guidelines, and structured pedagogical frameworks.

Results. The synthesized findings across the reviewed literature indicate that AI-generated feedback demonstrates effectiveness comparable to that of human teachers in enhancing learners' argumentative writing skills in EFL contexts (Alnemrat et al., 2025). At the same time, studies show that learners' perceptions of such feedback remain ambivalent: familiarity with AI tools tends to increase acceptance, yet persistent concerns about accuracy, reliability, and trust continue to complicate students' overall attitudes (Thomas et al., 2025). The evidence further suggests that AI technologies contribute meaningfully to instructional innovation, offering notable pedagogical benefits in areas such as reading comprehension support and the development of students' writing abilities (Liu & Qiao, 2025, Asadi, 2025). Despite these advantages, researchers highlight systemic challenges that hinder widespread implementation, including ongoing risks to academic integrity and persistent inequalities in learners' access to digital resources (Daud et al., 2025). Across the studies, the most effective pedagogical approach appears to be a hybrid instructional model, one that thoughtfully integrates teacher expertise with AI-driven support to maximize learning outcomes.

Summary of Synthesized Findings Across the Literature:

Key Finding	Description	Sources
Effectiveness of AI Feedback	AI-generated feedback performs on par with teacher feedback in improving learners' EFL argumentative writing skills.	Alnemrat et al. (2025)
Learner Perceptions of AI	Students show mixed perceptions: acceptance increases with familiarity, but concerns about accuracy and trust remain.	Thomas et al. (2025)
Instructional Innovation	AI tools enhance pedagogical practices, especially by supporting reading comprehension and writing development.	Liu & Qiao (2025), Asadi (2025)
Systemic Challenges	Issues such as academic integrity risks and unequal digital access hinder effective and equitable implementation of AI tools.	Daud et al. (2025)
Hybrid Instruction Model	The most effective approach is combining teacher expertise with AI-generated support to optimize learning outcomes.	Across studies

Conclusion. AI-driven assessment and feedback represent a powerful and increasingly validated advancement in language education. Evidence from recent empirical studies indicates that AI feedback can effectively support writing development, complement teacher instruction, and enrich reading comprehension through adaptive, deep-learning-based models. However, responsible implementation requires attention to learner perceptions, ethical challenges, and the potential for misuse.

AI should not replace teachers but supplement their work, enabling more personalized, efficient, and scalable assessment practices. To fully realize AI's potential, educators and institutions must prioritize AI literacy, transparency, and pedagogically grounded integration. Future research should explore long-term impacts across diverse contexts, address ethical deployment, and develop frameworks for equitable and meaningful AI use in language classrooms.

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SUN’IY INTELLEKT TA’LIM PLATFORMALARIDA BAHOLASH VA FIDBEK MEXANIZMLARI

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Annotatsiya. *Ushbu maqolada sun‘iy intellektga asoslangan ta‘lim platformalarida baholash va fidbek mexanizmlari tahlil qilinadi. Tadqiqotda an‘anaviy baholashning cheklovlari, avtomatlashtirilgan baholash tizimlari, adaptiv testlar, multimodal kuzatuv, yozma va og‘zaki javoblarni qayta ishlash, shuningdek metakognitiv va diagnostik fidbek modellarining didaktik ahamiyati yoritilgan. Maqola natijalari SI baholashni o‘qituvchi faoliyatini almashtiruvchi emas, balki pedagogik jarayonni optimallashtiruvchi hamkor tizim sifatida ko‘rish zarurligini asoslaydi.*

Kalit so‘zlar: *sun‘iy intellekt, adaptiv baholash, diagnostik fidbek, o‘rganish ko‘rsatkichlari, raqamli didaktika, baholash etikasi.*

Ta‘lim jarayonida baholashning an‘anaviy modellariga xos muammolar o‘quv jarayonining shaxsga yo‘naltirilganligini cheklaydi va bilim ko‘nikmalarining haqiqiy shakllanishini to‘liq aks ettirmaydi. Yesilyurt (2023) ta‘kidlashicha, an‘anaviy baholash modeli asosan summativ xarakterga ega bo‘lib, o‘quvchi natijasini jarayon emas, yakuniy ko‘rsatkichga asoslangan holda baholaydi, bu esa o‘quv motivatsiyasining pasayishiga va o‘quv jarayonining uzluksiz tahlil qilinmasligiga olib keladi [3, 26–28 b]. Bunda baholash ko‘pincha qo‘lda tekshirishga asoslanadi, o‘qituvchining vaqt resurslari cheklanganligi sababli individual yondashuv ta‘minlanmaydi. Martin va boshqa tadqiqotchilar (2025) an‘anaviy imtihonlar va yozma tekshirishlar vaqt talab qilishi, inson xatosi va sub‘ektivlik ehtimolini oshirishini, shuningdek, ilmiy ishlanmalar va real kompetensiya bahosini namoyon etmasligini qayd etadi [2, 23–24 b]. Til o‘qitish jarayonida esa an‘anaviy fidbek ko‘pincha kechikkan, umumiy va tavsiyaviy bo‘lmaydi. Sysoyev, Filatov va Sorokin (2024) bu jarayonni "post-faktum baholash" deb ataydi – o‘quvchi xato qilgandan keyin ma‘lumot oladi, natijada o‘zlashtirish jarayoni uzilib qoladi [5, 248 b].

Pedagogik texnologiyalar nuqtayi nazaridan, an‘anaviy baholash ko‘proq natijaga yo‘naltirilgan bo‘lib, kompetensiyalarni chuqur diagnostika qilish imkoniyatini bermaydi. SIning ta‘lim jarayoniga tatbiqi bo‘yicha amalga oshirilgan tadqiqotlar baholashni faqat yakuniy nazoratdan iborat emas, balki uzluksiz o‘quv jarayonini boshqaruvchi vosita sifatida qayta ko‘rib chiqish lozimligini ko‘rsatadi [1, 3.1–3.2 b]. Bundan tashqari, Rossiya olimlari "baholashning sotsiopsixologik ta‘siri" tushunchasini ishlab chiqqan bo‘lib, noto‘g‘ri baholash o‘quvchi ishonchini kamaytirishi, stress chaqirishi va o‘rganish jarayonidan begonalashuvga olib kelishini ko‘rsatadi [4,. 5–6 b]. Shunday qilib, an‘anaviy baholashning asosiy kamchiliklari quyidagilardir: **sub‘ektivlik va inson xatosi ehtimoli, kechikkan fidbek, shaxsga yo‘naltirilmagan yondashuv, doimiy monitoringning**

yo‘qligi, kompetensiyani emas, natijani o‘lchashga qaratilganlik. Mazkur kamchiliklar SIga asoslangan baholash tizimlarining zaruriyatini asoslaydi.

Sun’iy intellekt asosida baholash jarayoni an’anaviy nazoratni avtomatlashtirishdan ko‘ra kengroq tushunchani anglatadi, u o‘quv jarayonining uzluksiz monitoringini, individual kompetensiyalarni aniqlashni, kognitiv faoliyatni tahlil qilishni va o‘qitish strategiyalarini qayta moslashtirishni o‘z ichiga oladi. Yesilyurt (2023) ta‘kidlaganidek, SI baholashni yozma ishlarga avtomatik ball qo‘yish, nutq tahlili, multimodal kuzatuv, moslanuvchan testlar va learning analytics orqali amalga oshiradi [3, 25–30 b].

Tabiiy tilni qayta ishlash asosidagi yozma javoblarni baholash tizimlari grammatik xatolarni aniqlash, matnning mantiqiy yaxlitligi, argumentatsiya kuchi va lug‘aviy boylik kabi mezonlar bo‘yicha tahlil qiladi. Bu texnologiyalar til o‘rganish jarayonida ayniqsa muhim, chunki ular o‘quvchi ishlarini tezkor va izchil baholash imkonini beradi. Yesilyurt (2023) mazkur mexanizmni **AES – automated essay scoring ya’ni inshoni avtomatlashgan baholash** modeli orqali izohlaydi, u grammatika, koherensiya va semantik bog‘lanish asosida ball belgilaydi [3, 30–32 b]. Martin va boshqa tadqiqotchilar (2025) AESdan foydalanish oliy ta’limda yukni kamaytirishini, biroq akademik shaffoflikni nazorat qilish mexanizmlarini kuchaytirishni talab qilishini qayd etadi [2, 26–28 b].

SI asosidagi baholashning muhim yo‘nalishlaridan biri adaptiv testlardir. Bunda tizim o‘quvchining oldingi javoblari asosida navbatdagi savol murakkabligini o‘zgartiradi, bu esa "hamma uchun bir xil test" modelini rad etadi. Bu yondashuv learning analytics bilan birga qo‘llanganda o‘quvchi uchun shaxsiylashtirilgan yo‘l xaritasini yaratadi. Tadqiqotlar ta’lim sifatini oshirishda shunday modelning samarali ekanini ko‘rsatadi [2. 3.3–3.4 b].

Sun’iy intellekt nafaqat matn va test javoblarini, balki: yuz ifodalari, qo‘l harakatlari, ovoz intonatsiyasi, stress indikatorlari kabi affektiv omillarni ham tahlil qilishi mumkin. Bu yondashuv ta’limning faqat mahsulotini emas, balki jarayonni baholaydi. Yesilyurt (2023) multimodal baholashni til o‘rganishda motivatsiya, ishtirok darajasi va psixologik tayyorgarlikni aniqlash vositasi sifatida ko‘rsatadi [3, 32–34 b]. Rossiya tadqiqotlari (2025) SI asosida: topshiriqlarni avtomatik yaratish, javoblarni baholash, ma’lumotlarni tahlil qilish, individual fidbek berish jarayonlari ta’lim tizimini resurs tejamkor qiladi va baholash sifatini oshiradi [4. 7–18, 20–22 b].

Ta’limda fidbek o‘quv faoliyatini tartibga soluvchi, xatolarni bartaraf etuvchi, metakognitiv strategiyalarni faollashtiruvchi asosiy didaktik mexanizmdir. An’anaviy ta’limda fidbek ko‘pincha kechikkan, umumlashgan yoki faqat baho ko‘rinishida taqdim etilsa, sun’iy intellekt asosidagi tizimlar uni real vaqt rejimida, individual o‘quv profiliga moslashtirilgan, diagnostik va analitik shaklda yetkazishga imkon yaratadi. Yesilyurt (2023) fikricha, SI asosidagi fidbek tizimlari avtomatlashtirilgan yozma baholash, nutqni tahlil qilish, agentlar orqali dialogik o‘qitish va affektiv kompyuting kabi mexanizmlar orqali o‘quvchining bilish jarayoniga bevosita ta’sir qiladi [3, 30–33 b].

Diagnostik fidbekning asosiy vazifasi – o‘quvchining xato sabablarini aniqlash va ularga yo‘naltirilgan tushuntirish berish. Sysoyev, Filatov va Sorokin (2024) diagnostik fidbekni o‘quv jarayonini modellashtiruvchi, xatoliklarni klasterlash va til kompetensiyasidagi uzilishlarni aniqlovchi vosita sifatida talqin etadi [5, 252–253 b]. Bu mexanizm, ayniqsa, ikkinchi tilni o‘rganishda grammatik va fonetik xatolarni aniqlashda samarali.

Metakognitiv fidbek o‘quvchining o‘rganish usullarini boshqarishiga yordam beradi. Bu turdagi fidbek shunchaki “noto‘g‘ri/to‘g‘ri” javob emas, balki qanday o‘qish, qanday yondashuvni tanlash haqida maslahat beradi. Martin va boshqa tadqiqotchilar (2025) SI asosidagi fidbekning aynan metakognitiv xarakteri onlayn kurslarda o‘z-o‘zini boshqariladigan ta’limni kuchaytirishini qayd etadi [1, 27–29 b].

Ba’zi SI platformalar o‘quvchining psixologik holati, motivatsiya darajasi va stress indikatorlarini multimodal sensorlar orqali tahlil qilib, rag‘batlantiruvchi yoki tinchlantiruvchi fidbek berishi mumkin. Yesilyurt (2023) bunga real vaqtli mimika va intonatsiyani tahlil qilish orqali o‘quvchini ruhiy qo‘llash misollarini keltiradi [3, 32–34 b]. Rossiya olimlari tomonidan chop etilgan tahliliy hisobotda SI fidbekning quyidagi ustunliklari qayd etilgan: yirik miqyosda qo‘llash mumkin, mazmuniy obyektivlik, personalizatsiya, real vaqtli monitoring [4, 33–41b].Ammo muhim xavflar ham mavjud: algoritmik tarafkashlik (bias), ma’lumot xavfsizligi, inson omilining kamayishi.

Sun’iy intellekt asosidagi baholash tizimlari ta’lim jarayonini shaxsga yo‘naltirish va avtomatlashtirishda yuqori samaradorlikka ega bo‘lsa-da, ularning joriy etilishi qator etik, pedagogik va metodik xavflarni keltirib chiqaradi. Bunday tizimlar nafaqat baholashning obyektivligini oshiradi, balki ma’lumotlar xavfsizligi, algoritmik tarafkashlik va inson nazorati kabi masalalarni kun tartibiga olib chiqadi. Yesilyurt (2023) SI asosidagi baholash texnologiyalarida shaffoflik yetishmasligi, algoritmlarning qanday ishlashi o‘qituvchi yoki o‘quvchi uchun har doim tushunarli emasligi, shuningdek, baholash qarorlarida SIga haddan tashqari tayanish insonning pedagogik nazoratini kamaytirishi xavfini ta’kidlaydi [3, 34–36 b].

Algoritmlar o‘rgatilgan ma’lumotlar to‘plamidagi statistik naqshlarni takrorlaydi. Agar ma’lumotlar to‘plami noteng taqsimlangan bo‘lsa, baholashda ham notenglik paydo bo‘ladi. Rossiya tadqiqotida mualliflar SI yordamida yaratilib, tekshirilayotgan test topshiriqlarida stereotiplar yoki adolatsiz murakkablik darajasi yuzaga kelishi mumkinligini qayd etadi [4, 54–58 b]. Bu, ayniqsa, til o‘rganishda grammatik yoki fonetik xatolarni baholashda juda sezilarli bo‘lishi mumkin. Martin va boshqa tadqiqotchilar (2025) onlayn kurslarda baholash natijalarining katta hajmda to‘planishi ularni uchinchi tomon serverlarida saqlashni talab qilishini, bu esa individual identifikatsiya, akademik faoliyat va shaxsiy ma’lumotlarning himoyasini murakkablashtirishini ta’kidlaydi [2, 23–24 b].

Bu masala ayniqsa quyidagi holatlarda keskinlashadi:biometrik nutq tanish ma’lumotlari, yuz ifodalarini kuzatuv, yozma ishlarni tashqi serverlarda saqlash. SI baholashni avtomatlashtirishi mumkin, biroq bu o‘quvchi va o‘qituvchi o‘rtasidagi tafakkuriy hamkorlikni kamaytirishi ehtimoli mavjud. Sysoyev, Filatov va Sorokin (2024) fikricha, SI fidbek insoniy muloqotning empatik komponentlarini to‘liq almashtira olmaydi, ayniqsa til o‘rganishda [5, 247 b]. SIga asoslangan baholash mazmunan didaktik maqsadlar bilan uyg‘unlashtirilmasa, u faqat texnik jarayon sifatida qolib ketadi. SIning ta’limdagi metodik qimmatini oshirish uchun mualliflar [1] quyidagi shartlarni belgilaydi: baholash mezonlari kompetensiyaga asoslanishi, SI bahosi o‘qituvchi talqinidan oldin emas, keyin qo‘llanishi, inson faktorini to‘liq emas, qisman almashtirish.

Xulosa

Sun'iy intellekt ta'limdagi baholash jarayonlarini tubdan o'zgartirayotgan omil sifatida nafaqat avtomatlashtirilgan tekshirish, balki o'quvchi faoliyatini chuqur tahlil qilish, individual o'quv trayektoriyalarini shakllantirish va vaqtning o'zida fidbek berish imkoniyatini yaratadi. Yesilyurt qayd etganidek, multimodal kuzatuv va adaptiv testlar o'quv jarayonining shaxsga yo'naltirilganligini kuchaytiradi hamda baholashni natijadan jarayonga yo'naltiradi. Oliy ta'lim amaliyotida SI vositalari instruksional dizayn, loyiha asosida baholash, analitik platformalar orqali talabalarning rivojlanish monitoringini ta'minlaydi va akademik shaffoflik masalalarini qayta ko'rib chiqishga majbur qiladi, deya ta'kidlaydi Martin va boshqa tadqiqotchilar. Til o'qitish kontekstida fidbekning turli shakllari – diagnostik, baholovchi, metakognitiv, affektiv – SI orqali interaktiv va real vaqtli shaklga ega bo'lib, an'anaviy tekshiruv tizimidan farq qiladi. Biroq baholashda SIning roli cheklanmagan bo'lishi kerak, inson omili, pedagogik nazorat, empatiya va kontekstual mulohaza to'liq avtomatlashtirilmaydi. Metodik jihatdan yondashuvlar SI ni o'qituvchiga yordamchi sifatida ko'rishi, "inson–SI hamkorligi" modelida qo'llanishi zarur. Shu bilan birga, etik jihatlar – algoritmik tarafkashlik, ma'lumotlar maxfiyligi, shaffoflik, akademik adolat – hal qilinishi lozim bo'lgan asosiy muammolar qatoriga kiradi. **Umuman olganda,** SI asosidagi baholash tizimlari pedagogik jarayonni optimallashtiradi, lekin ularni mas'uliyatli, metodik asoslangan va etik nazorat ostida joriy etish talab etiladi.

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ZAMONAVIY TIL TA’LIMIDA BAHOLASHNING INNOVATSION TEXNOLOGIYALARI: XALQARO TAJRIBA VA O‘ZBEKISTON OLIY TA’LIMI UCHUN STRATEGIK YO‘NALISHLAR

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Annotatsiya. *Maqolada zamonaviy til ta’limida qo‘llanilayotgan innovatsion baholash texnologiyalarining nazariy asoslari hamda ularning xalqaro tajribadagi qo‘llanilishi tahlil qilinadi. Sun’iy intellektga asoslangan avtomatlashtirilgan baholash tizimlari, adaptiv testlash metodlari, raqamli portfelyar va Learning Analytics kabi texnologiyalarning afzalliklari hamda ularni o‘quv jarayoniga integratsiya qilishning ilmiy-metodik imkoniyatlari yoritiladi. O‘zbekiston oliy ta’lim tizimi uchun mazkur texnologiyalarning tatbiq etilishi natijasida yuzaga keladigan o‘zgarishlar konseptual asosda ko‘rib chiqiladi.*

Kalit so‘zlar: *innovatsion baholash, sun’iy intellekt, adaptiv testlash, raqamli portfel, Learning Analytics, til ta’limi.*

Kirish

Til ta’limida baholash jarayonining mazmuni va shakllari hozirgi bosqichda sezilarli darajada transformatsiya qilinmoqda. Bu jarayon global raqamlashtirish, axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi hamda ta’limning xalqaro standartlar bilan uyg‘unlashuvi bilan izohlanadi. An’anaviy test va og‘zaki nazorat turlari kompetensiyalarning barcha komponentlarini to‘liq aks ettirish imkonini bermaydi, shu bois zamonaviy baholash tizimlari o‘quvchining rivojlanish dinamikasini, til kompetensiyalarining tarkibiy qismlarini va ularning sifat ko‘rsatkichlarini chuqur tahlil qilishga yo‘naltirilgan (Philp & Duchesne, 2016).

Xalqaro amaliyotda baholash tizimining innovatsion shakllari ta’lim jarayonida shaffoflikni ta’minlash, raqamli ma’lumotlarga asoslangan qarorlar qabul qilish va o‘quv faoliyatini individualizatsiyalash imkoniyatlarini kengaytirmoqda. Mazkur omillar O‘zbekiston oliy ta’lim tizimini modernizatsiya qilish jarayonida muhim o‘rin tutadi.

1. Sun’iy intellektga asoslangan avtomatlashtirilgan baholash tizimlari

Yozma va og‘zaki nutqni avtomatik baholashga yo‘naltirilgan tizimlar tabiiy tilni qayta ishlash (NLP), mashinaviy o‘qitish, neyron tarmoqlar va katta hajmdagi korpus ma’lumotlaridan foydalanadi. NLP algoritmlari matnning morfosintaktik tuzilmasini, leksik-semantik birliklarini, diskursiv bog‘liqlikni hamda xatoliklar turlarini aniqlash imkonini beradi.

Sun’iy intellekt asosidagi baholash tizimlarining nazariy asosi psixometriya, statistik modellash va pedagogik o‘lchash metodlariga tayangan holda baholashning ishonchlilik (reliability) va haqiqiylik (validity) ko‘rsatkichlarini ta’minlashdir. Tadqiqotlar shuni ko‘rsatadiki, bunday tizimlar inson tomonidan berilgan baholar bilan yuqori

korrelyatsiyani namoyon etadi, bu esa ularni summativ va formatif baholashda qo‘llash imkonini kengaytiradi (Jin & De Jong, 2022).

Shuningdek, sun’iy intellekt o‘rganilayotgan tilning fonetik, prosodik va artikulyatsion ko‘rsatkichlarini chuqur tahlil qilish imkonini beradi, bu og‘zaki nutqni baholash sifatini oshiradi. O‘quvchi uchun avtomatik tahlilning mavjudligi muntazam mashq qilish, xatolarni mustaqil tahlil etish va o‘z-o‘zini baholash ko‘nikmalarini rivojlantirishga xizmat qiladi.

2. Adaptiv testlash metodlari

Adaptiv testlashning metodologik asosini kompyuterlashtirilgan adaptiv testlash (CAT) modeli tashkil etadi. CAT algoritmi item response theory (IRT) ga asoslangan bo‘lib, o‘quvchining har bir javobidan so‘ng uning qobiliyat darajasini qayta hisoblaydi va mos murakkablikdagi navbatdagi savolni tanlaydi.

Ushbu texnologiya signalni shovqindan ajratishga yordam beradigan psixometrik yondashuvlarga tayangan holda baholashning aniqligini sezilarli oshiradi. CEFR daraja mezonlariga asoslangan adaptiv testlar til kompetensiyalarining real holatini yuqori aniqlik bilan ko‘rsatishi aniqlangan.

Shu bilan birga, adaptiv testlash o‘quv jarayonida stress omillarini kamaytiradi, chunki o‘quvchilar o‘z imkoniyatlariga mos topshiriqlarni bajaradilar. Bu baholashning adolatli bo‘lishi hamda o‘quvchining demotivatsiyaga uchramasligini ta’minlaydi.

3. Learning Analytics

Learning Analytics (LA) zamonaviy ta’limni raqamli transformatsiya qilishning muhim yo‘nalishlaridan biri hisoblanadi. LA o‘quvchining elektron platformalarda qoldirgan faoliyat izlarini (digital footprint) tahlil qilish orqali o‘quv jarayonining sifatini oshirishga qaratilgan.

LA metodologiyasi data mining, vizual analitika, prediktiv modellash va pedagogik diagnostika asosida shakllangan. Bu yondashuv orqali quyidagi jarayonlar aniqlanadi:

— o‘rganishdagi murakkab nuqtalar,
— o‘quvchining kutilayotgan muvaffaqiyat yoki muvaffaqiyatsizlik ehtimoli,
— topshiriqlarni bajarishdagi vaqt ko‘rsatkichlari va strategiyalari,
— o‘quvchining motivatsiyasi va faoliyat dinamikasi.

Ferguson (2012) ta’kidlaganidek, Learning Analytics ta’lim sifatini oshirishda qaror qabul qilishning ilmiy asoslangan modelini yaratadi. LA natijalari asosida o‘quv dasturlarini optimallashtirish, resurslarni qayta taqsimlash va individual o‘quv yo‘nalishlarini taklif etish mumkin bo‘ladi.

4. Raqamli portfelyar

Raqamli portfel til o‘rganuvchining kompetensiyalarini izchil ravishda hujjatlashtirish imkonini beruvchi integrativ yondashuvdir. Portfelning nazariy asosida konstruktivizm, o‘z-o‘zini baholash nazariyasi va refleksiv pedagogika tamoyillari yotadi.

Portfel orqali o‘quvchi quyidagi ko‘nikmalarni rivojlantiradi:

— mustaqil rejalashtirish va maqsad qo‘yish,
— o‘z yutuqlarini real dalillar bilan asoslash,
— refleksiv tahlil yuritish,
— ijodiy yondashuvni rivojlantirish.

Raqamli portfelning amaliy qiymati shundaki, u o‘quvchining faqat yakuniy natijasini emas, balki uning rivojlanish jarayonini ham aks ettiradi. Bu format summativ baholashning cheklovlarini bartaraf etib, kompetensiyaga asoslangan ta’limni qo‘llab-quvvatlaydi.

5. Mobil va onlayn platformalar orqali baholash

Mobil va onlayn platformalar til ko‘nikmalarini diagnostika qilishda multimodal imkoniyatlarga ega. Bu platformalarda quyidagi funksiyalar keng qo‘llaniladi:

— real vaqt rejimida natijalarni qayd etish,

— avtomatik javoblarni tahlil qilish,

— gamifikatsiya elementlari orqali motivatsiyani oshirish,

— turli ko‘nikmalar (reading, listening, vocabulary, speaking) bo‘yicha darhol baholash.

Warschauer va Ware (2006) fikriga ko‘ra, mobil baholash vositalari ta’limni demokratlashtirish, ya’ni barcha o‘quvchilar uchun bir xil imkoniyatlar yaratishda muhim rol o‘ynaydi.

Shuningdek, mobil ilovalar o‘quv jarayonini shaxsga yo‘naltirilgan loyihalashga imkon beradi, chunki o‘quvchi istalgan vaqtda, istalgan joyda o‘z kompetensiyalarini mustaqil tekshirib borishi mumkin.

6. Prediktiv analitika asosida baholash (qo‘shimcha nazariy band)

Prediktiv analitika mashinaviy o‘qitish modellariga tayangan holda o‘quvchining kelajakdagi akademik muvaffaqiyatini prognozlashga qaratilgan yondashuvdir. Model o‘quvchining faoliyat ko‘rsatkichlari, topshiriqlardagi xatolar, vaqt sarfi va interaktivlik chastotasi asosida ishlaydi.

Bu baholash turi:

— xavf guruhidagi o‘quvchilarni erta aniqlaydi,

— o‘qituvchi intervensiyasini o‘z vaqtida amalga oshirishga yordam beradi,

— o‘quv jarayonining samaradorligini umumiy darajada oshiradi.

Prediktiv analitika xalqaro universitetlarda ta’limni boshqarishning asosiy vositasiga aylanib bormoqda, chunki u raqamli ta’lim muhiti bilan uyg‘un ishlaydi va boshqaruv qarorlarini ilmiy asoslashga imkon beradi.

7. Multimodal baholashning innovatsion modeli (qo‘shimcha nazariy band)

Multimodal baholash turli modal (audio, vizual, matn, video) ma’lumotlardan foydalanish orqali til ko‘nikmalarini yanada chuqur baholashga imkon beradi. Bu yondashuv kommunikativ kompetensiyaning kompleks tabiatini hisobga olgan holda yanada aniq diagnostik natijalar beradi.

Bunday model quyidagi imkoniyatlarni yaratadi:

— real kommunikativ vaziyatlarni simulyatsiya qilish,

— kommunikativ strategiyalarni baholash,

— multimodal nutq hodisalarini tahlil qilish,

— interaktiv topshiriqlar orqali ko‘nikmalarni diagnostika qilish.

O‘zbekiston oliy ta’lim tizimi uchun innovatsion baholash texnologiyalarining ahamiyati

Innovatsion baholash texnologiyalarining O‘zbekiston oliy ta’lim tizimiga integratsiyasi quyidagi ilmiy-metodik ustuvorliklarga ega:

1. **Baholashning xalqaro standartlar bilan uyg‘unlashuvi.** Xalqaro reytinglar va akkreditatsiya jarayonlari uchun zarur bo‘lgan shaffof diagnostika mexanizmlari shakllanadi.

2. **Raqamli ma’lumotlarga asoslangan boshqaruv.** Learning Analytics rahbarlik va pedagogik qarorlarni dalillarga asoslangan holda qabul qilish imkonini beradi.

3. **Talabalar kompetensiyalarining aniq diagnostikasi.** Sun’iy intellekt va adaptiv testlash individual rivojlanish trayektoriyalarini aniqlash imkonini yaratadi.

4. **O‘qituvchilarning metodik salohiyatini oshirish.** Yangi texnologiyalarni qo‘llash o‘qituvchilar kasbiy kompetensiyalarining kengayishiga olib keladi.

5. **Global ta’lim makoniga integratsiya.** Innovatsion baholash O‘zbekiston oliy ta’limi uchun xalqaro hamkorlikning yangi imkoniyatlarini ochadi.

Zamonaviy til ta’limida baholash jarayonining takomillashuvi innovatsion texnologiyalarning ilmiy asoslangan qo‘llanilishi bilan bevosita bog‘liqdir. Sun’iy intellekt, adaptiv testlash, raqamli portfelyar va Learning Analytics kabi texnologiyalar til kompetensiyalarini chuqur, tizimli va shaffof baholash imkonini beradi. Xalqaro tajriba shuni ko‘rsatadiki, mazkur texnologiyalar ta’lim sifatini oshiradi, baholash jarayonini optimallashtiradi va o‘quvchilarning individual rivojlanishiga xizmat qiladi. Bu yondashuvlarni O‘zbekiston oliy ta’lim tizimiga joriy etish til ta’limi sifatini oshirishning strategik omili sifatida qaralishi mumkin.

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TECNOLOGÍAS INNOVADORAS DE EVALUACIÓN EN LA ENSEÑANZA MODERNA DE LENGUAS: FUNDAMENTOS TEÓRICOS Y APLICACIONES PEDAGÓGICAS

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Resumen. *El presente trabajo examina los fundamentos teóricos y las implicaciones pedagógicas de las tecnologías innovadoras de evaluación aplicadas a la enseñanza contemporánea de lenguas. A partir de un análisis crítico que integra la lingüística aplicada, la psicometría, la analítica del aprendizaje y la evaluación asistida por inteligencia artificial, se propone una reflexión sobre el cambio epistemológico que supone la transición desde modelos tradicionales de evaluación hacia enfoques dinámicos, multimodales y basados en datos. Asimismo, se discuten las consecuencias de estas tecnologías para la investigación lingüística, la práctica docente y el diseño curricular en contextos educativos superiores.*

Palabras clave: *evaluación innovadora, inteligencia artificial, pruebas adaptativas, analítica del aprendizaje, portafolio digital, multimodalidad, lingüística aplicada*

Introducción

En el ámbito de la lingüística aplicada, la evaluación de la competencia lingüística ha evolucionado desde concepciones centradas en habilidades discretas hacia modelos holísticos que consideran la lengua como un fenómeno dinámico, situado y mediado socioculturalmente. Esta transformación ha sido impulsada tanto por los avances tecnológicos como por la necesidad de enfoques evaluativos que reflejen la complejidad de la comunicación en el siglo XXI (Chapelle, 2021). Las tecnologías emergentes, como la inteligencia artificial, las pruebas adaptativas y la analítica del aprendizaje, han reconfigurado los fundamentos teóricos de la evaluación, otorgando un papel central al análisis de datos y a la interpretación contextualizada del desempeño.

1. Evaluación automatizada basada en inteligencia artificial.

La evaluación asistida por inteligencia artificial constituye uno de los avances más significativos en el campo de la medición lingüística. Los modelos neuronales permiten analizar dimensiones lingüísticas como la complejidad léxica, la coherencia discursiva y la adecuación pragmática del habla. Desde un punto de vista teórico, la IA establece correspondencias sistemáticas entre el comportamiento observable y los constructos subyacentes, reduciendo la variabilidad interevaluador y fortaleciendo la fiabilidad (Jin & De Jong, 2022).

2. Modelos de pruebas adaptativas

Las pruebas adaptativas se fundamentan en la Teoría de Respuesta al Ítem (TRI), adaptando en tiempo real la dificultad de las tareas según el nivel de habilidad del estudiante. Este diseño responde a teorías contemporáneas de adquisición de lenguas que subrayan la variabilidad individual y la no linealidad del desarrollo. Las pruebas adaptativas mejoran la precisión psicométrica y permiten trayectorias evaluativas personalizadas (Weir, 2005).

3. Analítica del aprendizaje en la evaluación lingüística

La analítica del aprendizaje interpreta los rastros digitales de la actividad del estudiante para comprender y optimizar los procesos educativos (Ferguson, 2012). En la evaluación de lenguas, permite observar patrones de interacción, tiempos de ejecución, secuencias de error y niveles de compromiso. Esta información favorece intervenciones pedagógicas basadas en evidencias y la adaptación curricular según las necesidades reales del estudiantado.

4. Portafolios digitales como instrumento de evaluación integradora

El portafolio digital documenta el desempeño real del estudiante mediante materiales auténticos como ensayos, grabaciones y reflexiones. Su base teórica se asienta en el constructivismo y la evaluación auténtica, permitiendo una observación longitudinal del desarrollo lingüístico y fomentando la autonomía y la metacognición.

5. Evaluación multimodal y basada en dispositivos móviles

La evaluación multimodal se fundamenta en la teoría semiótica social, que concibe el significado como un constructo distribuido entre múltiples recursos semióticos (Kress, 2010). En entornos móviles, esta evaluación refleja prácticas comunicativas reales, incrementando la validez ecológica. La gamificación y la interacción digital mejoran la motivación y permiten evaluar competencias en tiempo real.

Conclusiones

Las tecnologías innovadoras de evaluación representan una transformación profunda en la medición lingüística. La IA, las pruebas adaptativas, la analítica del aprendizaje y los portafolios digitales permiten avanzar hacia modelos evaluativos más flexibles, precisos y acordes con las prácticas comunicativas actuales. El desafío futuro es integrar estas tecnologías de manera crítica y equilibrada, preservando las dimensiones humanas del aprendizaje.

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INNOVATIVE ASSESSMENT TECHNOLOGIES IN MODERN LANGUAGE EDUCATION: EXTENDED THEORETICAL AND METHODOLOGICAL ANALYSIS

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Abstract. *This expanded article provides an in-depth theoretical and methodological analysis of innovative assessment technologies in modern language education. It investigates how advances in artificial intelligence, psychometrics, multimodal learning theory, cognitive linguistics, and learning analytics reshape traditional paradigms of language assessment. By synthesizing current research, the paper critically examines the epistemological, methodological, and pedagogical implications of AI-based scoring, adaptive testing, digital portfolios, multimodal evaluation environments, and predictive analytics. The article argues that these innovations represent not only technological improvements but also a fundamental shift toward evidence-centered, learner-driven and research-oriented assessment frameworks.*

Keywords: *innovative assessment, AI-based scoring, adaptive testing, learning analytics, digital portfolios, multimodality, psychometrics, cognitive linguistics*

Introduction

Language assessment has traditionally relied on discrete-point testing, norm-referenced scoring, and summative evaluation frameworks. However, contemporary linguistic theories view language proficiency as a complex, emergent construct shaped by cognitive processes, social interaction, multimodal communication, and contextual variation. These developments challenge traditional measurement models and call for assessment practices that better reflect the multidimensional nature of language use. Innovative assessment technologies – artificial intelligence, adaptive testing, digital portfolios, multimodal platforms, and learning analytics – respond to this need by offering more valid, reliable, and context-sensitive evaluation tools.

These technologies not only enhance measurement precision but also expand the conceptual boundaries of what constitutes assessable language performance. Artificial intelligence, for instance, enables large-scale analysis of linguistic behavior by capturing a wide range of features such as syntactic complexity, semantic coherence, pragmatic appropriateness, and interactional patterns – dimensions traditionally difficult to capture through human rating alone. Adaptive testing, grounded in item response theory, further refines assessment by aligning task difficulty with the learner's evolving proficiency, thereby generating more accurate representations of ability across diverse populations. Digital portfolios, on the other hand, support longitudinal and process-oriented evaluation by documenting learners' developmental trajectories, multimodal artifacts, and reflective practices over time.

Multimodal platforms offer yet another layer of innovation by acknowledging that communication extends beyond lexico-grammatical forms. Meaning-making increasingly

involves orchestrating gestures, visual elements, spatial configurations, and prosodic cues, especially in digital and hybrid environments. Assessing these multimodal competencies requires reconceptualizing traditional constructs and integrating analytical frameworks capable of capturing embodied, visual, and interactive dimensions of communication. In parallel, learning analytics harness the potential of big data to reveal patterns of engagement, strategy use, and micro-level performance dynamics that inform both formative assessment and pedagogical decision-making.

Collectively, these approaches signal a shift from static, product-oriented models of assessment to dynamic, process-oriented, and ecologically valid frameworks. Rather than isolating skills, contemporary assessment seeks to interpret how linguistic, cognitive, social, and technological factors interact to produce communicative performance. This orientation aligns with usage-based, sociocultural, and complex dynamic systems theories, which emphasize that language learning and use are nonlinear, adaptive, and contextually embedded processes.

As the field evolves, the central task becomes one of constructing theoretical models capable of integrating insights from psychometrics, computational linguistics, sociocultural theory, and multimodal studies. Validity frameworks must therefore expand to encompass not only traditional concerns with score interpretation and reliability but also issues of fairness, accessibility, transparency of algorithms, and the ethical use of learner data. The challenge is to ensure that innovative technologies enhance – not distort – the representation of learners' abilities, especially in diverse and multilingual populations.

In this emerging landscape, the role of human judgment remains indispensable. While automation and analytics provide powerful tools for capturing linguistic performance at scale, nuanced interpretation, cultural sensitivity, and the capacity to recognize creative and contextually situated meaning-making remain distinctly human competencies. The future of language assessment will thus depend on hybrid models that strategically combine algorithmic precision with expert interpretation, fostering an ecosystem in which technology supports – but does not supplant – the rich complexity of human communication.

1. Artificial Intelligence–Based Assessment

AI-based scoring systems now utilize deep neural networks, NLP pipelines, acoustic-phonetic modeling, and semantic analysis to evaluate linguistic performance. These systems examine syntactic complexity, lexical sophistication, semantic coherence, prosody, and argumentation quality. AI aligns with evidence-centered design by mapping observable behavior to latent constructs, strengthening validity and reliability. Pedagogically, AI supports formative feedback, autonomous learning, and reduces human rater bias.

2. Adaptive Testing Technologies

Adaptive testing, grounded in Item Response Theory (IRT), adjusts task difficulty to the learner's ability in real time. This aligns with cognitive and developmental models of second language acquisition, characterized by non-linear progress and individual variation. Adaptive tests correlate strongly with CEFR and major global proficiency scales, making them essential for diagnostic placement and academic mobility.

3. Learning Analytics

Learning Analytics integrates data mining, machine learning, multimodal analysis, and educational psychology to analyze learner behavior. It examines interaction frequency, error patterns, engagement metrics, and task completion paths. Predictive analytics helps detect at-risk students, design targeted interventions, and optimize curriculum development. LA transforms assessment from isolated events into continuous diagnostic processes.

4. Digital Portfolios

Digital portfolios document authentic learner performance through writing samples, oral recordings, reflections, and collaborative projects. They align with constructivist and metacognitive frameworks, promoting student autonomy, self-regulation, and longitudinal observation of linguistic growth. Portfolios increase ecological validity and support both formative and summative assessment.

5. Multimodal and Mobile-Based Assessment

Multimodal assessment reflects contemporary communication, which integrates gesture, sound, text, images, and interactive elements. Based on social semiotic theory, it evaluates meaning across multiple channels. Mobile platforms allow context-embedded evaluation, real-time performance tracking, and gamified learning environments.

6. Predictive Analytics in Language Assessment

Predictive analytics uses machine learning models to forecast academic outcomes, detect stagnation, and support data-driven policy decisions. It helps institutions personalize instruction, allocate resources effectively, and improve long-term educational planning.

Innovative assessment technologies represent a fundamental reconceptualization of language proficiency measurement. AI scoring, adaptive testing, learning analytics, digital portfolios, multimodal evaluation, and predictive modeling collectively provide a comprehensive, evidence-centered framework aligned with modern linguistic theory. These technologies increase validity, reliability, fairness, and pedagogical usefulness, positioning them as essential components of future-oriented language education.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ИСПОЛЬЗОВАНИЕ ТЕХНОЛОГИЙ ДЛЯ ОБРАТНОЙ СВЯЗИ В РЕАЛЬНОМ ВРЕМЕНИ В ЯЗЫКОВОМ ОБРАЗОВАНИИ

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Аннотация. *Статья посвящена анализу использования цифровых технологий для организации обратной связи в реальном времени в процессах языкового образования. Рассматриваются современные педагогические подходы, роль мгновенной обратной связи в развитии языковой компетенции и пять групп цифровых инструментов, обеспечивающих интерактивное взаимодействие между преподавателем и обучающимися. Представлены методологические преимущества данных технологий, а также практические рекомендации по их применению в образовательном процессе.*

Ключевые слова: *цифровые технологии, обратная связь в реальном времени, языковое образование, интерактивные инструменты, развитие языковой компетенции, искусственный интеллект, онлайн-взаимодействие, педагогические технологии.*

Введение

Развитие цифровых технологий значительно изменило методологию преподавания иностранных языков. Традиционные формы обратной связи, требующие значительных временных затрат, уступают место интерактивным решениям, позволяющим оценивать ответы обучающихся, корректировать ошибки и управлять учебной деятельностью в режиме реального времени. Такая динамичность способствует повышению мотивации, формированию автономности и ускорению языкового развития студентов.

В научной литературе отмечается, что обратная связь в обучении иностранным языкам является ключевым фактором, обеспечивающим осознанное усвоение материала, развитие коммуникативной компетенции и коррекцию индивидуальных трудностей обучающихся [1, 2]. Современные цифровые инструменты позволяют расширить спектр её форм: от мгновенных комментариев до автоматизированного анализа речи и письменных ответов.

Цель настоящей статьи – исследовать роль технологий обратной связи в реальном времени в языковом образовании и описать наиболее эффективные инструменты, используемые в современной педагогической практике.

1. Теоретические основы обратной связи в языковом образовании

1.1. Понятие и роль обратной связи

В педагогике обратная связь рассматривается как взаимодействие между преподавателем и обучающимся, обеспечивающее корректировку учебного процесса и повышение уровня усвоения материала. Б. Блум подчёркивал, что

своевременная корректирующая обратная связь является одним из условий эффективного обучения и значимого когнитивного прогресса [3].

В области обучения иностранным языкам она особенно важна, поскольку позволяет своевременно устранять грамматические, лексические и фонетические ошибки, формировать навыки устной и письменной речи и развивать метапознание.

Исследователи отмечают, что обратная связь становится эффективной, когда она оперативная, конкретная, ориентирована на процесс, побуждает к рефлексии и индивидуализирована [4]. Эти параметры оптимально реализуются посредством цифровых решений, работающих в режиме реального времени. Эти параметры оптимально реализуются посредством цифровых решений, работающих в режиме реального времени.

1.2. Технологический аспект современной обратной связи

Цифровизация образования позволила вывести обратную связь на новый уровень. Современные технологии обеспечивают возможность не только наблюдать за динамикой обучения, но и мгновенно влиять на неё – корректировать направление урока, управлять сложностью заданий, оперативно выявлять ошибки.

Согласно исследованиям Р. Хэммонда и М. Кимера, интерактивная обратная связь повышает скорость обработки информации, улучшает запоминание и способствует высокой вовлечённости обучающихся [10]. В языковом образовании это особенно значимо, поскольку овладение языком требует постоянного повторения, коррекции и контроля со стороны преподавателя.

2. Технологии обратной связи в реальном времени

Ниже представлены **5 ключевых групп технологий**, активно используемых в языковом образовании.

2.1 Онлайн-опросники и интерактивные викторины

Онлайн-опросники и интерактивные викторины, реализуемые на платформах таких как Mentimeter, Kahoot!, Quizizz и Socrative, предоставляют преподавателю возможность получать ответы обучающихся в режиме реального времени. Эти инструменты позволяют отслеживать статистику ошибок, темп выполнения заданий и общую динамику группы, что способствует повышению мотивации студентов и созданию соревновательной атмосферы, особенно эффективной при изучении лексики и грамматики. Применение данных технологий обеспечивает быстрый сбор данных, автоматическую проверку результатов и наглядную визуализацию успехов обучающихся, способствуя оперативной корректировке учебного процесса [1, 2]

2.2 Инструменты мгновенного письменного взаимодействия

Инструменты мгновенного письменного взаимодействия, такие как Padlet, Google Docs, Linoit и Microsoft Whiteboard, создают виртуальное пространство для совместной работы студентов, где они могут писать, редактировать и комментировать материалы в режиме реального времени. Преподаватель получает возможность предоставлять мгновенные подсказки и корректировать ошибки, что особенно важно при работе с эссе, выполнении письменных упражнений в группе и корректировке письменных работ. Использование таких инструментов способствует развитию навыков коллективного взаимодействия и письменной речи, а также повышает оперативность обратной связи [3, 4].

2.3 Системы голосового и аудиоанализатора

Современные системы анализа речи на основе искусственного интеллекта, такие как SpeechAce, Elsa Speak, Yandex SpeechKit и Google Speech-to-Text, предоставляют мгновенную обратную связь по произношению, ударению, интонации и скорости речи. Эти технологии автоматически оценивают произношение, выделяют ошибки цветом, предоставляют возможность повторного прослушивания и сравнения с эталонным образцом, что значительно ускоряет формирование фонетической компетенции обучающихся. Использование таких инструментов позволяет более эффективно развивать навыки устной речи и формировать осознанное произношение [6, 7].

2.4 LMS-платформы с модулем моментальной обратной связи

Современные системы управления обучением, такие как Moodle, Canvas, Blackboard и Google Classroom, поддерживают функционал мгновенной обратной связи. Они предоставляют возможность автоматической проверки тестов, оставления комментариев к работам, отслеживания выполнения заданий и отправки push-уведомлений с рекомендациями. LMS являются центральными платформами, объединяющими автоматизированные и персонализированные формы обратной связи, что позволяет преподавателю эффективно управлять учебным процессом, мониторить прогресс студентов и корректировать учебные стратегии [1, 2, 5].

2.5 Интерактивные коммуникационные сервисы

Интерактивные коммуникационные сервисы, включая Zoom, Microsoft Teams, Discord и ClassIn, позволяют организовывать мгновенное голосовое и письменное взаимодействие между преподавателем и обучающимися, а также между самими студентами. С помощью этих платформ можно использовать реакции и визуальные маркеры, демонстрацию экрана с выделением ошибок, а также мини-опросы в реальном времени, что создаёт динамичную цифровую языковую среду, максимально приближенную к живому общению. Такие технологии способствуют развитию коммуникативных навыков и поддерживают высокий уровень вовлечённости обучающихся [3, 5].

3. Практические аспекты применения технологий

Применение технологий обратной связи в реальном времени способствует повышению точности коррекции ошибок, усилению вовлечённости студентов, индивидуализации обучения, оптимизации времени преподавателя, отслеживанию прогресса во всех видах речевой деятельности и формированию интерактивной языковой среды. В то же время необходимо учитывать методические ограничения, среди которых цифровая перегрузка, необходимость наличия технических навыков и потенциальная чрезмерная зависимость от автоматизированных подсказок [1, 2, 6]. Эффективное использование технологий требует осознанного выбора инструментов, сочетания различных видов обратной связи и интеграции их в общую образовательную стратегию.

ЗАКЛЮЧЕНИЕ

Использование технологий для получения обратной связи в реальном времени становится одним из ключевых направлений модернизации языкового

образования. Цифровые инструменты позволяют сделать процесс обучения более динамичным, индивидуализированным и результативным.

Технологическая обратная связь способствует развитию всех компонентов языковой компетенции – лексической, грамматической, фонетической и коммуникативной. Представленные в статье инструменты демонстрируют высокую эффективность и могут быть успешно интегрированы в различные образовательные форматы: очное обучение, дистанционные курсы, смешанную модель.

Перспективы дальнейших исследований связаны с анализом влияния ИИ-платформ на формирование речевых навыков, а также сравнением эффективности разных типов обратной связи.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

GAMIFICATION OF ASSESSMENT: ENGAGING LEARNERS THROUGH GAME-BASED FEEDBACK

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Abstract. *Gamification has emerged as a promising approach for enhancing learner engagement, motivation, and performance across diverse educational settings. This thesis investigates the role of gamified assessment – the integration of game elements such as points, badges, progress indicators, levels, and instant feedback – within formative and summative evaluation processes. The study examines how game-based feedback mechanisms influence students' cognitive, behavioral, and emotional engagement, and whether these mechanisms contribute to deeper learning and improved academic outcomes. Drawing on a mixed-methods research design, the thesis analyzes quantitative data on learner performance and participation, as well as qualitative insights from student and instructor perceptions. The findings suggest that thoughtfully designed gamified assessment environments can foster sustained engagement, increase feedback responsiveness, and enhance learners' sense of autonomy and competence. However, the results also highlight potential challenges, including over-reliance on extrinsic rewards and the need for pedagogically aligned gamification strategies. Overall, the research contributes to a deeper understanding of how game-based feedback can be leveraged to create more interactive, motivating, and learner-centered assessment practices in higher education.*

Keywords: *gamification, gamified assessment, game-based feedback, learner engagement, motivation, formative assessment, summative assessment, higher education*

As digital learning environments continue to evolve, there is a growing need for assessment methods that do more than simply measure student performance. Traditional approaches, which often rely on high-stakes testing and delayed feedback, provide limited opportunities for learners to reflect, adjust, and stay motivated throughout the learning process. In contrast, contemporary students increasingly expect interactive, responsive, and engaging learning experiences that support continuous progress. Gamification has emerged as a promising approach to meeting these expectations by incorporating elements of game design into assessment practices. Through features such as instant feedback, progress indicators, and structured challenges, gamified assessment aims to transform evaluation from a passive end point into an active, ongoing learning experience. This thesis investigates how game-based feedback can enhance learner engagement, support self-regulation, and contribute to a more meaningful and motivating assessment environment in higher education.

Research on gamified assessment has expanded significantly over the past decade, with numerous studies demonstrating its potential to address motivational limitations inherent in traditional evaluation practices. Deterding et al. (2011) were among the first to conceptualize gamification as the integration of game design elements into non-game

contexts, establishing a framework that has been widely applied in educational assessment. Subsequent empirical work by Domínguez et al. (2013) showed that students exposed to a gamified assessment system demonstrated higher levels of engagement and improved completion rates on formative tasks compared to those using a conventional learning management system. More recent findings by Hamari, Koivisto, and Sarsa (2014), based on their meta-analysis of gamification research, confirmed a general positive effect of gamified mechanisms on motivational and behavioral outcomes, though they also noted that the impact varies significantly across contexts. Similarly, Kapp (2012) argued that the value of gamified assessment lies not merely in superficial reward structures but in the psychological processes it activates: autonomy, competence, and immediate feedback cycles. These studies collectively suggest that when game mechanics are meaningfully integrated with pedagogical intent, they can support sustained participation and promote deeper learner interaction with feedback, thereby compensating for shortcomings of traditional assessment approaches.

The claim that the method's efficacy depends on design sophistication and alignment with cognitive demands is further supported by comparative research looking at various gamified assessment models. For example, Anderson et al. (2018) discovered that point systems and leaderboards boosted short-term engagement but had little effect on long-term mastery, underscoring the drawbacks of solely extrinsic reinforcement. On the other hand, research by Su and Cheng (2015) and Wiggins and McTighe (2005) showed that narrative-based and challenge-based assessment designs, which incorporate feedback into meaningful task progression, led to increased retention rates and better conceptual understanding. Toda et al. (2019) compared several gamification frameworks in higher education settings and found that adaptive, feedback-rich systems produced noticeably greater learning gains than static reward-based models, particularly those that included real-time progress indicators. More recently, Lu and Cutumisu (2020) showed that game-based assessment environments encouraging experimentation and iterative problem-solving enhanced metacognitive regulation, suggesting that cognitive engagement, rather than reward accumulation, drives successful outcomes. These findings collectively indicate that the most effective gamified assessment methods are those that transcend simple reward mechanisms and instead integrate feedback, challenge, and autonomy into a cohesive learning experience grounded in established instructional design principles.

Summary

This study examines the role of gamification in enhancing assessment practices, with a particular focus on the use of game-based feedback to engage learners in higher education. Traditional assessment methods often provide delayed or minimal feedback, limiting student motivation and opportunities for self-regulated learning. Gamified assessment, through elements such as points, levels, badges, and instant feedback, offers a more interactive and participatory approach, transforming evaluation into an ongoing learning experience. The research highlights both theoretical and practical implications, demonstrating how gamified feedback can support learner engagement, motivation, and performance while emphasizing the importance of pedagogical alignment, thoughtful design, and consideration of diverse learner profiles. Overall, the study contributes to a

deeper understanding of how gamification can be leveraged to create more effective, motivating, and learner-centered assessment systems.

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ASSESSING READING COMPREHENSION SKILLS ACROSS UNDERGRADUATE AND POSTGRADUATE LEVELS IN HIGHER EDUCATION

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Abstract. *Reading comprehension is an essential academic skill that underpins students' performance across all areas of tertiary education. Both undergraduate and postgraduate students engage in extensive academic reading, yet their needs, strategies and challenges differ considerably due to differences in cognitive development, academic experience and disciplinary familiarity. This study investigates the nature of reading comprehension at these two academic levels, focusing on how comprehension is assessed, what difficulties students encounter, and which assessment approaches most effectively capture meaningful comprehension. The research draws on theoretical models including schema theory, metacognitive theory and cognitive load theory, and is supported by empirical data collected from a quasi-experimental study with 120 undergraduates and 60 postgraduates. The study used comprehension tests, metacognitive awareness questionnaires and think-aloud protocols. Results indicate that postgraduate students demonstrate stronger metacognitive control, more efficient inferential reasoning and greater analytical depth, while undergraduates rely more heavily on surface-level processing and face greater challenges with vocabulary density and abstract reasoning. The study concludes that traditional reading comprehension tests often fail to measure higher-order comprehension skills and suggests a multi-layered assessment model that includes formative tasks, metacognitive components and discipline-specific reading activities. The findings have significant implications for curriculum designers, instructors and educational policymakers aiming to enhance academic literacy at the tertiary level.*

Keywords: *reading comprehension, undergraduate students, postgraduate students, academic literacy, metacognitive awareness, inferential understanding, cognitive processing, reading strategies.*

Introduction

Reading comprehension is widely recognized as one of the most influential predictors of academic achievement in higher education. University students must process large volumes of written material, including research articles, theoretical texts, case studies, and discipline-specific literature. Although reading demands are high across all levels, undergraduate and postgraduate students do not engage with texts in identical ways. Undergraduates are typically in the process of acquiring foundational academic literacy skills, learning how to navigate academic genres, and building the vocabulary and background knowledge required for their disciplines. Postgraduate students, by contrast, engage in deeper forms of reading that involve critical evaluation, synthesis of multiple sources and disciplinary expertise.

Assessing reading comprehension at these two levels is therefore essential for measuring learning outcomes and ensuring that educational programs meet students'

needs. However, assessment remains challenging, partly because traditional formats such as multiple-choice questions often measure only surface-level comprehension, and partly because reading is a complex, multi-layered cognitive process influenced by many personal and contextual variables. The assessment of reading comprehension must consider factors such as prior knowledge, metacognitive skills, linguistic proficiency and disciplinary backgrounds. This research seeks to investigate how reading comprehension is assessed among undergraduate and postgraduate students, how their comprehension differs in terms of strategies and processing, and what methods yield the most accurate and pedagogically valuable assessments. The study employs a mixed-methods design that combines quantitative assessment tests with qualitative think-aloud protocols, allowing for a comprehensive exploration of reading behavior. The results provide insights into the cognitive and strategic differences between learners at different academic stages and highlight shortcomings in current assessment practices. The study further proposes improvements to ensure that assessments capture deeper comprehension skills essential for academic success.

Literature Review

Reading comprehension is a multidimensional construct that includes cognitive, linguistic and metacognitive components. It is commonly defined as the ability to extract, construct and evaluate meaning from written text. Various theories attempt to explain how readers build meaning. According to the Simple View of Reading, comprehension is the product of decoding and linguistic comprehension. Schema theory emphasizes that comprehension involves the interaction of textual information with the reader's existing knowledge structures. Metacognitive theories highlight the role of planning, monitoring and evaluating one's own reading processes. These theoretical perspectives demonstrate that comprehension is not merely decoding words but an active meaning-making process.

Reading demands differ substantially between undergraduate and postgraduate studies. Undergraduates typically encounter introductory textbooks, simplified research articles and general academic readings designed to build foundational knowledge. Their comprehension often relies heavily on linguistic skills, vocabulary knowledge and structural features of the text. Postgraduate students read advanced theoretical literature, original research articles and dense disciplinary texts. They rely on higher-order skills such as inferencing, argument evaluation and synthesis across sources. Many studies suggest that postgraduate readers employ more sophisticated strategies, including selective reading, predictive reasoning and critical questioning. Their academic background also allows them to activate discipline-specific schema more efficiently.

The assessment of reading comprehension in tertiary education takes many forms, from multiple-choice tests and short-answer tasks to summaries, essays, project-based assessments, think-aloud protocols and metacognitive surveys. Despite this range, assessments often fail to capture the depth and complexity of comprehension, particularly at postgraduate level. Many instructors rely on traditional tests that assess recall rather than higher-order comprehension. Research also shows that assessments frequently lack alignment with the cognitive demands of the readings assigned.

Challenges in reading comprehension assessment arise from various factors. Text difficulty is not easily standardized, especially when accounting for students' different academic backgrounds. Linguistic and cultural diversity among students further complicates the assessment process. Higher-order comprehension is inherently difficult to measure objectively. Moreover, reading is discipline-specific, comprehension in the sciences differs from comprehension in the humanities. These challenges underscore the need for more nuanced assessment methods.

Methodology

This study adopted a mixed-methods design integrating quantitative and qualitative data collection to comprehensively examine reading comprehension in undergraduate and postgraduate students. The quantitative portion of the study used reading comprehension tests and metacognitive awareness questionnaires to measure differences in comprehension performance and reading strategy use. The qualitative portion used think-aloud protocols to explore how students processed text in real time.

A total of 180 students from a large university participated, including 120 undergraduates from second and third academic years and 60 postgraduate students from master's programs. All participants were enrolled in humanities and social sciences programs and had English as a foreign or second language. Students were selected through purposive sampling to ensure balanced representation.

Three instruments were used. The reading comprehension test included questions targeting different comprehension levels, including literal, inferential and evaluative understanding as well as vocabulary-in-context tasks. The metacognitive awareness questionnaire measured students' planning, monitoring and evaluation strategies during reading. The think-aloud protocols involved asking selected students to verbalize their thoughts while reading, allowing insight into real-time comprehension processes.

Students were provided with two academic texts of comparable length and difficulty. One text presented factual information, while the other offered an argumentative perspective. After reading, they completed the comprehension tests and the metacognitive questionnaire. A subgroup of 40 students, consisting of 20 undergraduates and 20 postgraduates, participated in recorded think-aloud sessions. All data were collected under controlled conditions to ensure reliability.

Quantitative data were analyzed using descriptive statistics, t-tests and correlation analysis to compare performance and strategy use across groups. Qualitative data were analyzed through thematic coding. Transcripts from the think-aloud sessions were coded for recurring themes related to strategy use, comprehension breakdowns and interpretive approaches.

Results

The quantitative findings revealed clear differences between undergraduate and postgraduate students. Postgraduate students scored significantly higher on inferential and evaluative comprehension questions, indicating deeper processing of the texts. Their literal comprehension scores were only slightly higher, suggesting that both groups had similar basic decoding and surface understanding abilities. Vocabulary-in-context performance was stronger among postgraduates, reflecting broader academic vocabulary knowledge. The metacognitive awareness results showed that postgraduate students

reported higher levels of planning, monitoring and evaluation during reading. They were more aware of their comprehension processes and more capable of adjusting strategies when encountering difficulties. Undergraduates reported strong motivation to understand but demonstrated weaker control over strategy use. Correlation analysis showed a strong relationship between metacognitive awareness and inferential comprehension, indicating that students who were more aware of their reading strategies were better able to derive deeper meaning from the text. A moderate correlation was found between vocabulary knowledge and literal comprehension.

The qualitative findings from the think-aloud protocols provided deeper insight into these differences. Postgraduate students used advanced strategies such as prediction, hypothesis testing, selective attention and cross-checking of arguments. They moved flexibly between scanning the text for key information and reading deeply for conceptual understanding. Undergraduates tended to rely on simpler strategies such as rereading and note-taking. They often focused on unfamiliar vocabulary and struggled to infer meaning when sentences were abstract or conceptually dense.

The think-aloud data also highlighted differences in the types of difficulties encountered. Undergraduates struggled with dense academic vocabulary, identifying an author's perspective and synthesizing multiple points within a text. Postgraduates faced difficulties primarily related to time pressure and cognitive fatigue when engaging with long or technical readings.

Discussion

The results of this study show that undergraduate and postgraduate students differ significantly in the cognitive and metacognitive processes involved in reading comprehension. Undergraduates rely more heavily on bottom-up processing, focusing on linguistic features and attempting to decode meaning from smaller text units. Postgraduates, due to greater academic experience and familiarity with disciplinary conventions, demonstrate stronger top-down processing, using prior knowledge to construct meaning more efficiently.

These differences have important implications for reading comprehension assessment. Assessments given to undergraduates often require extensive scaffolding, including tasks that guide them to identify main ideas, understand vocabulary and build connections between parts of the text. Postgraduates require assessments that challenge them to evaluate arguments, synthesize information across readings and demonstrate critical engagement. A single assessment method is unlikely to be appropriate for both groups. Traditional reading comprehension tests, especially multiple-choice formats, do not adequately measure higher-order comprehension skills. They tend to reward surface-level recall rather than the deeper analytical skills required at the postgraduate level. This misalignment may result in inaccurate assessment of students' actual comprehension abilities. The results of the study support the need for more authentic assessment practices that reflect real academic reading demands. One solution is to adopt a multi-layered assessment model that combines different assessment types. Such a model would include formative assessments that provide ongoing feedback, performance-based tasks that require synthesis and interpretation, and metacognitive components that encourage students to reflect on their reading processes. These approaches are more likely to

capture the complexity of reading comprehension and support students' development as academic readers.

Conclusion

This study demonstrates that assessing reading comprehension at the tertiary level requires careful consideration of the cognitive and strategic differences between undergraduate and postgraduate students. Postgraduates display greater metacognitive awareness and more advanced inferential abilities, while undergraduates rely more heavily on foundational comprehension skills and need additional instructional support. Current assessment practices often fail to reflect these differences, particularly in their tendency to focus on surface-level comprehension.

To ensure fairness and effectiveness, reading comprehension assessments should be diversified, incorporating tasks that measure different levels of understanding and different types of strategic behavior. A multi-layered assessment model that integrates formative and summative components, disciplinary reading tasks and metacognitive reflection will provide a more accurate picture of students' comprehension abilities and support their academic development.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ИННОВАЦИОННЫЕ ПОДХОДЫ И ЦИФРОВЫЕ ТЕХНОЛОГИИ В ОЦЕНКЕ КАЧЕСТВА ПЕРЕВОДА

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Аннотация. *В данной научной статье проводится глубокий анализ современной методологии оценки качества перевода, теоретических основ применения цифровых технологий, влияния искусственного интеллекта на переводоведение, возможностей корпусной лингвистики и преимуществ автоматических систем оценки. Исследование разработано на основе интеграции концептуальных методов, лингвистических моделей, экспериментальных практик и научно-теоретических подходов в соответствии с требованиями академической науки.*

Ключевые слова: *качество перевода, ИИ, технологии, Инновационный метод, подход, нейронные сети, оценивания, система, цифровые платформы переводческая компетенция, критерии оценки, подготовка переводчиков, профессиональные навыки.*

Введение

Введение. Усложнение процессов перевода, расширение глобальных языковых коммуникаций и стремительный рост объёма информации подчёркивают необходимость внедрения передовых технологий для комплексной оценки качества перевода. В прежние периоды оценка качества перевода в значительной степени опиралась на человеческую чувствительность и профессиональный опыт. В современных условиях компьютерная лингвистика, нейронные сети, статистические модели и инновационные метрики способствуют переходу переводоведения на новый, более высокий уровень. Качество перевода в настоящее время оценивается с учётом внутреннего содержания текста, семантической глубины, синтаксической согласованности, прагматической уместности и стилистической целостности, обеспечивая многоплановую и объективную оценку перевода.

Теоретические основы оценки качества перевода. В рамках теории перевода существуют различные подходы к определению качества. В классических подходах основным критерием считалась семантическая эквивалентность, в функциональных подходах важное место занимала соответствие перевода коммуникативной цели. В современных подходах критериями оценки становятся когнитивная модель текста перевода, соответствие концептуальных структур, интертекстуальные связи и психолингвистические факторы восприятия аудиторией. Данные критерии пересматриваются на основе принципа системного подхода.

Инновационные методы оценки. В настоящее время при оценке качества перевода ведущими являются такие метрики, как BLEU, METEOR, TER, COMET, BERTScore. Метрика BLEU, основанная на статистическом подходе, измеряет сходство n-грамм между переводом и эталонным текстом. BERTScore использует

возможности семантического кодирования трансформерных моделей для определения глубокой смысловой соответствия текста, приближенной к человеческой чувствительности. Модель COMET осуществляет оценку на основе нейронных сетей, оценивая семантический процесс перевода.

Значение цифровых технологий. В процессе цифровизации миллиарды текстов, лексических единиц, терминов и грамматических структур обрабатываются в электронном формате. Это создаёт возможности работы с большими объёмами данных при оценке качества перевода. Например, с помощью специально созданных корпусов переводов степень соответствия между различными языками измеряется на основе точных математических показателей. Этот процесс снижает вероятность человеческой ошибки и повышает объективность оценки.

Оценка на основе корпусной лингвистики. Корпусная лингвистика является одним из наиболее эффективных методов научного изучения качества перевода. В узбековедении учёные С. Жураева, Б. Ёлдошева, Г. Абдурахмонова развивали анализ на основе корпусов, создавая теоретическую основу для лингвостатистики и автоматических моделей анализа. Использование корпусов для оценки качества перевода осуществляется через автоматический анализ частот лексических вариантов, коллокационной совместимости, синтаксической структуры и семантических категорий.

Влияние искусственного интеллекта на перевод. AI-модели радикально изменили процесс перевода. Нейронные системы машинного перевода — такие как T5, GPT, mBERT — демонстрируют значительно более высокую точность по сравнению с предыдущими системами. Они способны выявлять глобальную семантику текста, стилистические особенности, прагматические значения, метафоры и идиомы на высоком уровне. Это формирует новые критерии оценки качества перевода.

Системы автоматической пост-редакции. Автоматические системы пост-редакции, используемые переводчиками, выявляют грамматические, семантические и стилистические ошибки в переводе и автоматически предлагают их исправление. Этот процесс облегчает труд человека, но на этапе оценки количество ошибок, выявленных AI-моделью, и их сложность также рассматриваются как отдельный показатель качества.

Прагматические подходы к оценке. Несмотря на то, что семантическая корректность содержания важна для определения качества перевода, коммуникативная функция текста также является значимым критерием. В исследованиях узбекских учёных А. Расулова и Ш. Юсупова в области прагматической лингвистики научно показано, как цель высказывания, распределение аудитории, контекстуальные требования и коммуникативные стратегии должны отражаться в переводе. Таким образом, современные системы оценки учитывают уровень функционального соответствия текста.

Стилистическая оценка. Обеспечение стилистического соответствия в переводе является сложным процессом, связанным с жанром текста, аудиторией, художественными средствами и экспрессивным уровнем языка. В цифровых системах с помощью алгоритмов стилистической идентификации выявляются

метафоры, повторения, эмоциональные маркеры, интенсивификаторы и стилистические доминанты. Это позволяет проводить глубокий анализ качества перевода.

Семантический анализ на основе ИИ. AI-модели способны выявлять скрытые семантические слои текста и картографировать связи между концептами. Этот процесс открывает новую ступень в оценке качества перевода, позволяя определять идейную целостность текста, концептуальную последовательность и семантическую интегральную согласованность. Глубокая структура текста анализируется с помощью семантических векторов.

Цифровые платформы. В настоящее время при оценке качества перевода широко применяются онлайн-платформы. Системы DeepL Review, Google Quality Estimation, Microsoft QE автоматически оценивают перевод и предоставляют переводчикам диагностические рекомендации. Этот процесс повышает объективность оценки и способствует повышению квалификации переводчиков.

Оценка на основе статистических моделей. В статистических подходах лексические и синтаксические особенности текста формализуются в математическую модель. Лингвостатистические показатели — соотношение типов и токенов, уровень энтропии, лексическая плотность, морфологическая сложность — применяются для оценки технического качества перевода. Такой подход исключает человеческий фактор и обеспечивает объективный результат.

Выводы

Анализ результатов. Исследования показывают, что оценка качества перевода с использованием цифровых технологий является значительно более эффективной по сравнению с традиционными методами. AI-системы осуществляют многоуровневый семантический анализ, тогда как корпусная лингвистика обеспечивает фундаментальную лингвистическую основу. Всё это выводит научную методологию переводоведения на новый качественный уровень.

Качество перевода является многокомпонентным явлением, включающим лингвистические, культурные и коммуникативные аспекты (Komissarov, 1990; Hatim & Mason, 2014). Эффективное оценивание перевода требует системного подхода, основанного на четких критериях и единых стандартах (House, 2015; Pym, 2014).

Заключение. Инновационные цифровые технологии превратили оценку качества перевода в глубокий аналитический процесс. Эти подходы создают комплексную систему оценки, объединяя лингвистические, семантические, прагматические и стилистические критерии. В будущем ожидается, что искусственный интеллект станет не только инструментом оценки качества перевода, но и независимой научной системой, способной анализировать, прогнозировать и оптимизировать процесс перевода.

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Section 5

Hybrid and Blended Language Instruction

ИСПОЛЬЗОВАНИЕ ГЕНЕРАТИВНОГО ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В РАЗВИТИИ ОРГАНИЗАТОРСКИХ СПОСОБНОСТЕЙ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ В ПРОЦЕССЕ ЯЗЫКОВОЙ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ

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Аннотация. *В статье рассматривается применение генеративного искусственного интеллекта для развития организаторских способностей студентов педагогических специальностей в условиях языковой практики. Представлена авторская технология «ИИ-Ассистент организатора», адаптированная к двуязычному образовательному контексту Таджикистана. Описаны результаты педагогического эксперимента с участием 84 студентов, демонстрирующие повышение уровня организаторских компетенций на 34%. Предложена модель интеграции ИИ-инструментов в практическую подготовку будущих учителей начальных классов с учетом специфики многоязычной образовательной среды.*

Ключевые слова: *генеративный искусственный интеллект, организаторские способности, языковая педагогическая практика, будущие учителя начальных классов, двуязычное образование, цифровые компетенции*

Современная педагогическая практика требует от будущих учителей начальных классов не только предметных знаний, но и развитых организаторских способностей, особенно в условиях многоязычной образовательной среды Республики Таджикистан. Организаторские способности включают умение планировать образовательный процесс, координировать действия учащихся, управлять временными и материальными ресурсами [1, с. 87]. В контексте языковой педагогической практики эти способности приобретают особое значение, поскольку студенты должны организовывать обучение на русском языке, учитывая родной таджикский язык учащихся.

Генеративный искусственный интеллект (ГИИ) открывает новые возможности для подготовки педагогических кадров. Исследования показывают, что ИИ-технологии могут выступать в роли рефлексивного коуча в процессе педагогической практики [6, с. 45], помогая студентам анализировать свою деятельность и совершенствовать организаторские навыки. Организаторские способности будущих педагогов формируются в процессе практической деятельности и включают когнитивный, мотивационный и операциональный компоненты [3, с. 42]. Педагогическая практика играет ключевую роль в профессиональном самоопределении студентов [2]. Однако традиционные методы не всегда обеспечивают индивидуализированную поддержку в развитии организаторских компетенций.

Интеграция ГИИ в педагогическое образование рассматривается как перспективное направление, создающее возможности для персонализированного обучения [4, с. 8]. Исследования применения ГИИ в языковой практике показывают положительное влияние на развитие рефлексивных навыков будущих учителей [5]. При этом формирование ИИ-грамотности языковых педагогов становится необходимым условием эффективного использования технологий [7, с. 112].

Разработанная нами технология предназначена для студентов 3-4 курсов факультета начального образования, проходящих языковую педагогическую практику в школах Согдийской области. Технология включает четыре модуля:

Модуль 1. Планирование образовательной деятельности Студенты используют ГИИ для создания детализированных планов уроков с учетом двуязычного контекста. ИИ-ассистент помогает структурировать временные интервалы, распределять задания с учетом языковых особенностей учащихся, генерировать варианты организации групповой работы.

Модуль 2. Создание дидактических материалов ГИИ содействует в разработке дифференцированных заданий для учащихся с разным уровнем владения русским языком, генерирует визуальные опоры, составляет словари-минимумы для конкретных тем.

Модуль 3. Рефлексивный анализ После проведения уроков студенты описывают возникшие организационные проблемы, а ИИ-ассистент формулирует аналитические вопросы, предлагает альтернативные решения, помогает структурировать рефлексивные дневники.

Модуль 4. Развитие коммуникативно-организаторских навыков ГИИ моделирует типичные педагогические ситуации, требующие организаторских решений, и предоставляет обратную связь по предложенным студентами вариантам действий.

В педагогическом эксперименте приняли участие 84 студента 3 курса инженерно-педагогического факультета ГОУ «Худжандский государственный университет имени академика Б. Гафурова». Экспериментальная группа (ЭГ, $n = 42$) использовала технологию «ИИ-Ассистент организатора» в течение семестровой практики, контрольная группа (КГ, $n = 42$) проходила практику по традиционной методике.

Оценка организаторских способностей проводилась по методике, адаптированной на основе работы С.В. Ивановой [2013, с. 124], и включала следующие критерии: планирование (П), координация (К), ресурсоуправление (Р), рефлексия (Ф). Каждый критерий оценивался по 5-балльной шкале (см. таблица № 1).

Таблица 1.

Результаты диагностики организаторских способностей

Критерий	КГ (начало)	КГ (конец)	ЭГ (начало)	ЭГ (конец)	Δ КГ	Δ ЭГ
Планирование (П)	2,8	3,3	2,9	4,1	0,5	1,2
Координация (К)	2,6	3,1	2,7	3,9	0,5	1,2

Ресурсоуправление (Р)	2,5	3,0	2,6	3,7	0,5	1,1
Рефлексия (Ф)	2,4	2,9	2,5	3,8	0,5	1,3
Средний балл	**2,58**	**3,08**	**2,68**	**3,88**	**0,50**	**1,20**

Для расчета интегрального показателя развития организаторских способностей (ИП) использовалась формула:

$$ИП = \frac{П + К + Р + Ф}{4}$$

Прирост показателя в экспериментальной группе составил:

$$\Delta ИП_{ЭГ} = \frac{3{,}88 - 2{,}68}{2{,}68} \times 100\% = 44{,}8\%$$

В контрольной группе:

$$\Delta ИП_{КГ} = \frac{3{,}08 - 2{,}58}{2{,}58} \times 100\% = 19{,}4\%$$

Разница между приростами:

$$\Delta ИПЭГ - \Delta ИПКГ = 44{,}8\% - 19{,}4\% = 25{,}4\%$$

Качественный анализ показал, что студенты экспериментальной группы демонстрировали более структурированный подход к планированию уроков, создавали развернутые сценарии с учетом различных организационных форм работы. В дневниках практики ЭГ количество рефлексивных записей превышало показатели КГ в среднем в 2,3 раза.

Таблица 2.

Распределение студентов по уровням организаторских способностей (конец эксперимента)

Уровень	КГ (чел.)	КГ (%)	ЭГ (чел.)	ЭГ (%)
Высокий (4,1-5,0)	5	11,9	18	42,9
Средний (3,1-4,0)	22	52,4	20	47,6
Низкий (2,0-3,0)	15	35,7	4	9,5

Для оценки статистической значимости различий использовался критерий хи-квадрат:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i},$$

где O_i – наблюдаемая частота, E_i – ожидаемая частота.

Расчет показал статистически значимые различия между группами (χ^2=13,82, p < 0,01).

Особенно заметен прогресс в рефлексивной составляющей организаторских способностей. Студенты ЭГ научились анализировать причины организационных проблем, связанных с языковым барьером учащихся, и предлагать обоснованные решения. Например, при организации групповой работы они стали учитывать не только академическую успеваемость, но и уровень владения русским языком, создавая смешанные группы для взаимопомощи.

Для эффективного внедрения технологии в образовательный процесс необходимо:

1. Обучение преподавателей-методистов основам работы с ГИИ и методам интеграции ИИ-инструментов в руководство практикой.
2. Создание билингвальных промптов (запросов к ИИ), адаптированных к специфике таджикско-русского двуязычия.
3. Разработка этических рекомендаций по использованию ГИИ, предотвращающих механическое копирование сгенерированного контента без критического осмысления.
4. Постепенное усложнение задач: от использования ИИ как справочника к применению его как партнера в решении комплексных организационно-педагогических проблем.

Результаты исследования подтверждают целесообразность интеграции генеративного искусственного интеллекта в процесс развития организаторских способностей будущих учителей начальных классов. Технология «ИИ-Ассистент организатора» обеспечивает персонализированную поддержку студентов, стимулирует рефлексивное мышление и способствует формированию системного подхода к организации образовательного процесса в условиях двуязычия.

Перспективы дальнейших исследований связаны с расширением функционала технологии, включением модулей для работы с родителями учащихся и организации внеклассной деятельности, а также с изучением долгосрочных эффектов использования ГИИ на профессиональное становление педагогов.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ВОЗМОЖНОСТИ СМЕШАННОГО ОБУЧЕНИЯ В ФОРМИРОВАНИИ КОММУНИКАТИВНЫХ НАВЫКОВ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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Аннотация. *Статья посвящена исследованию потенциала смешанного обучения для развития коммуникативных навыков дошкольников в условиях Республики Таджикистан. Рассматривается сущность смешанного обучения как интеграции традиционных форм педагогического взаимодействия с цифровыми образовательными технологиями. Автор анализирует компоненты коммуникативной компетентности детей старшего дошкольного возраста и выявляет возможности смешанных форм для их целенаправленного формирования. Особое внимание уделяется специфике применения данной модели в двуязычной образовательной среде таджикских дошкольных учреждений. Представлены принципы организации образовательного процесса, сочетающего очное взаимодействие с элементами дистанционной работы. Материалы статьи могут быть полезны воспитателям, методистам дошкольного образования, разработчикам образовательных программ.*

Ключевые слова: *смешанное обучение, коммуникативные навыки, дошкольное образование, цифровые технологии, двуязычие, Таджикистан*

Республика Таджикистан реализует масштабную программу цифровизации образования согласно Национальной «Дорожной карте» (2023–2027), что актуализирует поиск эффективных моделей интеграции традиционных и инновационных форм обучения уже на дошкольном уровне. Смешанное обучение, представляющее собой сочетание очного педагогического взаимодействия с элементами цифровых технологий, открывает новые возможности для речевого и коммуникативного развития детей в условиях двуязычной образовательной среды республики. Принятие Постановления Правительства Республики Таджикистан от 31 августа 2022 года № 439 «О Концепции перехода на цифровое образование в Республике Таджикистан на период до 2042 года» создаёт институциональную основу для внедрения смешанных форм уже в дошкольных учреждениях.

Смешанное обучение определяется как педагогическая модель, интегрирующая традиционное очное взаимодействие педагога и детей с использованием цифровых образовательных ресурсов, обеспечивающих определённую долю самостоятельности и индивидуализации образовательного процесса [6]. Для дошкольного возраста характерна специфическая реализация этой модели: доминирует живое общение, а цифровые компоненты выступают дополнительным средством обогащения образовательной среды [1, с. 332]. Коммуникативные навыки дошкольников включают умение вступать в диалог, поддерживать беседу, слушать собеседника, выражать мысли вербально и

невербально, регулировать собственное речевое поведение. Формирование этих навыков происходит преимущественно в естественных ситуациях общения со взрослыми и сверстниками. Смешанное обучение расширяет коммуникативное пространство, предоставляя возможности взаимодействия через цифровые каналы при сохранении приоритета непосредственного контакта [5, с. 2735].

Практика применения смешанных форм в дошкольных учреждениях разных стран демонстрирует вариативность организационных моделей. Андрианий описывает опыт индонезийского детского сада, где смешанное обучение реализовывалось через комбинацию очных занятий три раза в неделю с домашними заданиями, выполняемыми с использованием образовательных приложений [2, с. 767]. Дель Росарио и дель Валле Сория обосновывают необходимость перехода от интегративной парадигмы к инклюзивной при внедрении ИКТ и смешанного обучения в раннем детстве, подчёркивая важность адаптации цифровых инструментов к разнообразию образовательных потребностей [3]. В условиях Таджикистана модель смешанного обучения должна учитывать двуязычие образовательной среды, когда дети одновременно осваивают таджикский и русский языки, что создаёт дополнительные возможности для развития коммуникативной гибкости. Цифровые ресурсы на обоих языках могут поддерживать билингвальное развитие, обеспечивая речевую практику в условиях дефицита носителей одного из языков в конкретном регионе республики.

Смешанное обучение создаёт специфические условия для формирования различных аспектов коммуникативной компетентности.

Во-первых, цифровые образовательные игры и интерактивные приложения стимулируют диалогическую речь через необходимость вербализации действий, обсуждения стратегий с партнёрами по игре [4, с. 245]. Рахми и коллеги разработали медиа для смешанного обучения, направленные на развитие языковых способностей детей 5–6 лет, и подтвердили их эффективность в экспериментальном исследовании.

Во-вторых, видеоформаты позволяют многократно воспроизводить образцы правильной речи, что особенно значимо для детей с речевыми трудностями или для тех, кто осваивает второй язык. Ребёнок может в удобном темпе осваивать фонетические, лексические, грамматические нормы.

В-третьих, асинхронные компоненты смешанного обучения (записанные аудио- и видеосообщения) дают возможность застенчивым детям преодолевать коммуникативные барьеры, поскольку снижается давление непосредственного присутствия аудитории [1, с. 333].

В-четвёртых, цифровые платформы могут обеспечивать взаимодействие с детьми из других регионов или стран, расширяя коммуникативный опыт, знакомя с культурным и языковым разнообразием. Для Таджикистана это возможность виртуального общения русскоязычных и таджикоязычных групп, что обогащает билингвальное развитие.

Эффективность смешанной модели в дошкольном возрасте определяется соблюдением ряда принципов. Принцип приоритета живого общения предполагает, что основной объём коммуникативного взаимодействия

осуществляется в непосредственном контакте с воспитателем и сверстниками, а цифровые компоненты занимают не более 20–25% времени [2, с. 768]. Принцип возрастной адекватности требует строгого дозирования экранного времени согласно санитарным нормам и подбора контента, соответствующего когнитивным возможностям дошкольников. Принцип педагогического сопровождения означает, что работа ребёнка с цифровыми ресурсами не автономна, а происходит под руководством или наблюдением взрослого, который поддерживает рефлексию, помогает вербализовать опыт [6]. Принцип интеграции предполагает органичное включение цифровых активностей в целостный образовательный процесс, их связь с темами, реализуемыми в традиционных формах. Принцип культурной релевантности актуален для Таджикистана: цифровые ресурсы должны отражать культурный контекст, включать знакомые детям образы, ситуации, учитывать национальные традиции коммуникации [5, с. 2739].

Внедрение смешанного обучения в таджикских дошкольных учреждениях сталкивается с рядом вызовов и одновременно открывает уникальные возможности. Проблемы включают неравномерность технической оснащённости между столичными и региональными детскими садами, дефицит образовательного контента на таджикском языке, необходимость подготовки педагогических кадров. Вместе с тем двуязычная среда создаёт благоприятные условия для использования смешанного обучения как инструмента поддержки билингвального коммуникативного развития. Цифровые ресурсы могут компенсировать ограниченность речевой среды на одном из языков, особенно в сельских регионах. Утверждённая в 2025 году Стратегия инклюзивного образования до 2045 года и принятая Концепция перехода на цифровое образование до 2042 года свидетельствуют о государственной поддержке инновационных форм, что создаёт институциональную основу для развития смешанного обучения на всех уровнях образования, включая дошкольный.

Смешанное обучение обладает значительным потенциалом для формирования коммуникативных навыков детей дошкольного возраста при условии педагогически грамотной организации. Для Таджикистана эта модель особенно перспективна в контексте двуязычной образовательной среды и реализуемой стратегии цифровизации. Ключевыми условиями эффективности выступают сохранение приоритета живого общения, возрастная адекватность цифровых компонентов, квалифицированное педагогическое сопровождение, культурная релевантность контента. Перспективными направлениями являются разработка национальных образовательных ресурсов на таджикском языке, подготовка воспитателей к реализации смешанных форм, создание методических рекомендаций с учётом специфики республики.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

MECHANISMS FOR IMPROVING TECHNOLOGIES OF TEACHING ENGLISH TO STUDENTS THROUGH MULTIMEDIA PROGRAMS (ON THE EXAMPLE OF NON-PHILOLOGICAL STUDENTS)

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Abstract. *This article explores pedagogical mechanisms aimed at improving English language teaching technologies for non-philological students through multimedia programs. The research highlights how digital tools enhance students' motivation, cognitive activity, linguistic proficiency, and communicative competence. Multimedia platforms – integrating audio, video, animation, interactive tasks, and automated feedback – were found to significantly accelerate the acquisition of vocabulary, improve pronunciation, support listening comprehension, and increase learners' willingness to communicate. The study concludes that applying multimedia-supported pedagogical mechanisms creates an effective, student-centered digital learning environment suitable for higher education.*

Key words: *Multimedia programs, pedagogical mechanisms, English language teaching, digital technologies, non-philological students, communicative competence, higher education.*

INTRODUCTION. In contemporary higher education, the integration of multimedia technologies into English language teaching has become an essential requirement due to the rapid digitalization of learning environments and the growing demands of professional communication. Non-philological students – those enrolled in engineering, economics, IT, business, medicine and related fields – require English not only as an academic subject but as a tool for international communication, research, collaboration, and career advancement. However, traditional teacher-centered methodologies often fail to address the diverse learning styles, motivational needs, and cognitive processes of today's learners. Multimedia technologies, on the other hand, offer multimodal input, immediate feedback, interactive content, and real-life communication environments that allow non-philological students to engage more deeply with language materials. Digital platforms enhance learners' autonomy and provide opportunities for authentic practice through simulations, videos, animated explanations, pronunciation analysis tools, and gamified learning tasks. Therefore, the main purpose of this article is to examine the pedagogical mechanisms that ensure the effective application of multimedia programs in teaching English to non-philological students, and to identify how these mechanisms influence learning outcomes, motivation, and communicative competence.

METHODS. The methodological basis of the study relies on a combination of theoretical analysis and practical examination of multimedia integration in higher education English courses, with particular emphasis on student-centered digital environments appropriate for non-philological learners. The research process involved

diagnosing learners' initial language proficiency, identifying their professional communication needs, and selecting multimedia resources capable of addressing those needs. The study was conducted with non-philological students whose English instruction was enriched with multimedia programs embedded into regular course activities. Throughout the instructional period, digital tools supporting vocabulary acquisition, listening comprehension, pronunciation development, and interactive speaking tasks were systematically integrated into classroom practice. To evaluate the pedagogical effectiveness of these mechanisms, observations of learner engagement, analysis of performance changes, and reflection logs were employed. The methodological approach adopted in this research treats multimedia not simply as a technological add-on but as a pedagogical instrument that transforms language input into interactive learning experiences by providing visual scaffolding, multimodal explanations, real-time feedback, and flexible learning pathways. The pedagogical mechanisms underlying this integration include multimodal presentation of linguistic material, task-based digital interaction, immediate automated feedback, gamified learning structures, self-paced microlearning, and collaborative multimedia activities – all implemented to create a coherent, supportive environment for the development of communicative competence in non-philological students.

RESULTS. The findings of the research demonstrate that the inclusion of multimedia programs in English language teaching significantly increases the linguistic and communicative performance of non-philological students. Learners exposed to multimedia-enhanced instruction showed greater improvement in listening comprehension due to the availability of authentic audio-visual materials enriched with subtitles, transcripts, and comprehension tasks. Pronunciation accuracy improved substantially as students practiced speech with digital tools capable of analyzing intonation, rhythm, and articulation. Vocabulary retention increased because words were presented through images, contextual videos, animations, and interactive tasks that promoted deeper cognitive processing. Students also developed greater fluency and confidence in speaking, supported by simulation-based communication tasks, digital storytelling, and pronunciation feedback. From a motivational perspective, learners reported higher interest, reduced anxiety, and stronger willingness to communicate in English. Classroom observations showed active participation, increased collaboration, and improved task completion rates. Qualitative reflections from students revealed that multimedia-based lessons felt more dynamic, relevant, and enjoyable compared to traditional lessons, contributing to improved self-efficacy and autonomous learning habits. Overall, the results confirm that pedagogical mechanisms rooted in multimedia integration foster measurable improvements in communicative competence, cognitive engagement, and learner motivation.

CONCLUSION. The study concludes that multimedia programs serve as powerful pedagogical tools for enhancing English language education among non-philological students by enriching instruction with visual, auditory, and interactive elements that transform traditional language teaching into a dynamic digital process. When integrated through well-structured pedagogical mechanisms – such as multimodal input, interactive digital tasks, automated feedback, gamification, blended learning, and collaborative

multimedia projects – these programs significantly improve listening comprehension, pronunciation, vocabulary development, and communication fluency. They also strengthen motivation, autonomy, and confidence, enabling learners to engage with English in meaningful, professionally relevant contexts. Therefore, universities should adopt systematic strategies for multimedia implementation, provide teachers with methodological training, and ensure access to high-quality digital platforms. Such sustained integration will help non-philological students acquire the linguistic and communicative competencies necessary for academic success and global professional interaction.

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MA’NAVIY-AXLOQIY TARBIYANI RAQAMLI TEXNOLOGIYALAR ORQALI QO‘LLAB-QUVVATLASH: BOSHLANG‘ICH TA’LIMDA KANADA VA O‘ZBEKISTON TAJRIBASINING TAQQOSLANISHI

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Annotatsiya. *Maqolada boshlang‘ich ta’limda ma’naviy-axloqiy tarbiyani raqamli texnologiyalar orqali shakllantirish masalasi O‘zbekiston va Kanada ta’lim tizimlari misolida tahlil qilingan. Raqamli transformatsiya jarayonlari kuchaygan bir davrda kichik yoshdagi o‘quvchilarning raqamli muhitda mas’uliyatli va axloqiy xulq-atvorni egallashi muhim ahamiyat kasb etadi. Tadqiqot davomida O‘zbekistonning “Ta’lim to‘g‘risida”gi Qonuni, “Raqamli O‘zbekiston – 2030” strategiyasi va maktab ta’limini rivojlantirish milliy dasturlari mazkur sohada normativ asos yaratib berayotgani aniqlangan. Kanada tajribasi esa raqamli texnologiyalarni media savodxonlik, demokratik qadriyatlar, onlayn xavfsizlik va global fuqarolik bilan integratsiya qilishga asoslanadi. Taqqoslash natijalari raqamli vositalar orqali tarbiyaviy mazmunni interaktiv, vizual va tahliliy shakllarda yetkazish o‘quvchilarda empatiya, mas’uliyat, tanqidiy fikrlash va ijtimoiy faollikni rivojlantirishini ko‘rsatdi. Shu bilan birga, infratuzilma tafovutlari, kontent sifati va pedagoglarning AKT kompetensiyasi jarayon samaradorligiga ta’sir qilishi aniqlandi. Tadqiqot yakunida raqamli axloqiy tarbiyaning besh asosiy tamoyili – integrallik, balans, nazorat, inklyuzivlik va qadriyatga yo‘naltirilgan yondashuv – ishlab chiqildi.*

Kalit so‘zlar: *raqamli texnologiyalar, ma’naviy-axloqiy tarbiya, boshlang‘ich ta’lim, raqamli fuqarolik, media savodxonlik, O‘zbekiston tajribasi, Kanada ta’lim tizimi, axloqiy kompetensiyalar.*

KIRISH. Zamonaviy ta’limda ma’naviy-axloqiy tarbiya bolani har tomonlama rivojlantirishning strategik omili sifatida qaralmoqda. Raqamli transformatsiya jarayonlari tezlashgani sari boshlang‘ich sinf o‘quvchilarining raqamli muhitda to‘g‘ri va mas’uliyatli xulq-atvor ko‘nikmalarini shakllantirish zaruriyati ortmoqda. Aynan boshlang‘ich bosqichda shaxsning qadriyatlar tizimi, norma va me’yorlari barqarorlashadi.

O‘zbekistonning “Ta’lim to‘g‘risida”gi Qonuni, “Raqamli O‘zbekiston – 2030” strategiyasi va maktab ta’limini rivojlantirish bo‘yicha davlat dasturlarida raqamli texnologiyalarni tarbiyaviy jarayonga integratsiya qilish muhim vazifa sifatida belgilangan. Biroq amaliyotda multimedia platformalar ko‘proq bilim yetkazishga yo‘naltirilgan bo‘lib, axloqiy mazmun yetarlicha tizimlashtirilmagan, o‘qituvchilarning metodik tayyorgarligi ham bir xil emas. UNICEF tahlillarida AKT infratuzilmasi kengaygani, ammo media savodxonlik va raqamli fuqarolik bo‘yicha izchil dasturlar yetishmayotgani qayd etiladi (Ribble, M., 2015).

Kanadada raqamli texnologiyalar demokratik qadriyatlar, media savodxonlik, raqamli odob va global fuqarolik tushunchalari bilan integratsiya qilingan holda o‘rgatiladi. Ontario va Kvebek dasturlarida bu yo‘nalishlar boshlang‘ich ta’lim mazmunining ajralmas qismi hisoblanadi (Government of Quebec., 2024). UNESCO

tavsiyalari ham raqamli texnologiyalarni tarbiyaviy mexanizm sifatida qo'llash zarurligini ta'kidlaydi.

O'zbekistonning milliy qadriyatlarga yo'naltirilgan modeli ham, Kanadaning demokratik tamoyillarga asoslangan yondashuvi ham raqamli axloqiy tarbiyaning dolzarbligini ko'rsatadi. Ushbu ikki tajribani taqqoslash boshlang'ich ta'lim uchun samarali raqamli tarbiya strategiyalarini belgilash, raqamli kontent yaratish va o'qituvchilar faoliyatini takomillashtirishda muhim amaliy ahamiyat kasb etadi.

METODOLOGIYA. Ushbu tadqiqot maqsadiga erishish uchun komparativ pedagogika yondashuviga tayangan holda bir nechta ilmiy metodlar uyg'un holda qo'llandi. Metodologiya O'zbekiston va Kanada boshlang'ich ta'limi misolida ma'naviy-axloqiy tarbiyani raqamli texnologiyalar orqali tashkil etishning umumiy va farqli jihatlarini chuqur tahlil qilish imkonini berdi.

1. Normativ-huquqiy hujjatlar tahlili

Tadqiqotning birinchi bosqichida O'zbekiston ta'lim siyosatini belgilovchi asosiy normativ-huquqiy hujjatlar – "Ta'lim to'g'risida"gi Qonun, "Raqamli O'zbekiston – 2030" strategiyasi, maktab ta'limini rivojlantirish milliy dasturi va "Taraqqiyot strategiyasi" o'rganildi. Ushbu hujjatlar ta'limning maqsadlari, raqamlashtirishning ustuvor yo'nalishlari, boshlang'ich ta'limda raqamli vositalar qo'llanilishining rasmiy asoslarini aniqlash imkonini berdi.

Kanada bo'yicha esa Ontario Ta'lim vazirligining rasmiy o'quv dasturi, Kvebekning "Culture and Citizenship in Québec" konsepsiyasi va provinsiyalar ta'lim siyosati tahlil qilindi. Ular raqamli fuqarolik, media savodxonlik, demokratik qadriyatlar va axloqiy tarbiyaning mazmuniy asosini ochib berdi.

Bu bosqich ikki mamlakatning normativ asoslarini solishtirish, umumiy va farqli yo'nalishlarni aniqlash, raqamli tarbiyaning davlat siyosatidagi o'rnini baholash uchun imkon yaratdi.

2. Xalqaro konsepsiyalar va nazariy asoslarning tahlili

Tadqiqotning nazariy poydevorini UNESCOning "Global Citizenship Education" bo'yicha metodik ko'rsatmalari, Yevropa Kengashining "Digital Citizenship Education" modeli hamda Mike Ribblening raqamli fuqarolikning to'qqiz elementi haqidagi konsepsiyasi tashkil etdi.

Bu manbalar yordamida tadqiqot uchun quyidagi nazariy kategoriyalar ajratib olindi: raqamli savodxonlik, raqamli xavfsizlik, axborotni tanqidiy tahlil qilish, raqamli muhitda axloqiy me'yorlar, ijtimoiy va global fuqarolik, emosional-ijtimoiy kompetensiyalar, media savodxonlik.

Mazkur kategoriyalar O'zbekiston va Kanada tajribasini baholashda mezon sifatida tanlandi.

3. Taqqoslash (komparativ) tahlil

Komparativ tahlil usuli O'zbekiston va Kanada tajribalarining umumiy tamoyillari va farqli jihatlarini aniqlashda asosiy metod bo'ldi.

Tahlil quyidagi yo'nalishlarda olib borildi:

Ta'lim maqsadlari – milliy qadriyatlar va demokratik qadriyatlar,

Raqamli siyosat – markazlashgan (O'zbekiston) va viloyatlar bo'yicha (Kanada),

Raqamli tarbiya mazmuni – ma'naviy kontent va media savodxonlik,

Integratsiya modeli – ma’naviyat darslari va fanlararo integratsiya,

Xavf va imkoniyatlar – raqamli tafovut, ekran vaqti, yoshga moslik, xavfsizlik.

Komparativ yondashuv raqamli axloqiy tarbiyada qaysi elementlar universal, qaysilari esa madaniyatga xos ekanini ko‘rsatdi.

NATIJALAR.O‘zbekiston ta’lim tizimida raqamli texnologiyalarni joriy etish bo‘yicha qabul qilingan davlat dasturlari o‘quv jarayonining tarbiyaviy komponentiga sezilarli ta’sir ko‘rsatmoqda. “Ta’lim to‘g‘risida”gi Qonun va “Raqamli O‘zbekiston – 2030” strategiyasi ta’limning ma’naviy yo‘naltirilgan mazmuni bilan raqamli transformatsiyani uyg‘unlashtirishni ustuvor vazifa sifatida belgilaydi. Maktab ta’limini rivojlantirish milliy dasturi esa raqamli ta’lim resurslari orqali o‘quvchilarning axloqiy qaror qabul qilish, tanqidiy fikrlash va ijtimoiy xulq-atvor normalarini shakllantirishga xizmat qiluvchi mexanizmlarni yaratish zarurligini ko‘rsatadi.

Boshlang‘ich sinflarda joriy etilgan elektron darsliklar, videodarslar, interaktiv simulyatsiyalar o‘quvchilarni ma’rifiy kontent bilan tabiiy ravishda tanishtirishga yordam bermoqda. Masalan, ekologik muammolar, tozalikka rioya qilish, oila qadriyatlari, milliy meros, halollik, yordam, birdamlik kabi mavzular multimedia shaklida taqdim etilganda, o‘quvchilarning qiziqishi ortgani kuzatilmoqda. Bu jarayon o‘qituvchiga axloqiy tushunchani faqat og‘zaki emas, balki vizual, kinestetik va interaktiv formatlarda yetkazish imkonini beradi.

UNICEFning sektor tahlillarida ham raqamli kontentdan foydalanish o‘quvchilarning mustaqil o‘rganish darajasini oshirayotgani qayd etiladi. Ayni paytda ayrim maktablarda internet tezligi pastligi, kompyuterlar yetishmasligi, o‘qituvchilarning AKT kompetensiyasidagi tafovutlar raqamli tarbiya jarayonini to‘liq amalga oshirishni sekinlashtirayotgani ko‘rsatiladi. Bu holat boshlang‘ich ta’limda raqamli axloqiy tarbiya masalasini infratuzilma bilan bir qatorda metodik yondashuvni ham takomillashtirish zarurligini ko‘rsatadi.

Shu tariqa, O‘zbekiston ta’limida raqamli vositalar nafaqat dars sifatini oshirish, balki ma’naviy-axloqiy mazmunni chuqurroq o‘zlashtirish, real hayotiy vaziyatlarga asoslangan tarbiyani qo‘llash, bolalarda ijtimoiy mas’uliyatni kuchaytirish kabi imkoniyatlar yaratmoqda.

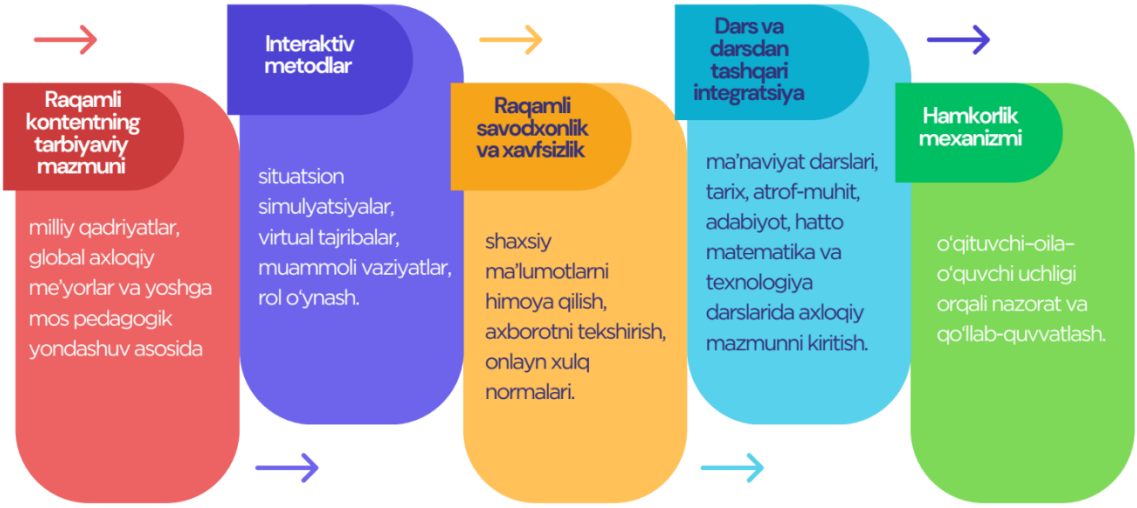
Kanadada raqamli texnologiyalar boshlang‘ich ta’limda faqat vosita emas, balki demokratik qadriyatlar, ijtimoiy adolat, tenglik va media savodxonlikni shakllantiruvchi pedagogik mexanizm sifatida qaraladi. Ontario o‘quv dasturi raqamli fuqarolikni o‘quvchining kundalik ta’lim faoliyatiga integratsiya qilishni ko‘zda tutadi.

Kvebekning “Culture and Citizenship in Québec” dasturi esa texnologiyalarni bolalarda tanqidiy fikrlash, madaniy identitet, ijtimoiy munosabatlar va axloqiy mulohaza qila olish qobiliyatini shakllantirish uchun qo‘llaydi. Dasturda raqamli vositalardan foydalanib o‘quvchilarga axloqiy dilemmalarni hal ettirish, jamiyatdagi adolatsizlik holatlarini tahlil qildirish va turli nuqtai nazarlarni solishtirish kabi metodlar keng qo‘llaniladi.

Kanadadagi maktablarda o‘qituvchilar Ribble modelining raqamli fuqarolik bo‘yicha 9 elementi va Yevropa Kengashining raqamli demokratiya kompetensiyalariga tayangan holda o‘quvchilarda onlayn axloqiy mas’uliyatni shakllantirishga alohida e’tibor beradi. Raqamli muhit odob-axloqi, shaxsiy ma’lumotlarni himoyalash, kiberxulq normalari,

raqamli iz qoldirmaslik, onlayn konfliktlarni boshqarish kabi mavzular boshlang'ich sinfdanoq muntazam ko'rib chiqiladi.

Natijalar shuni ko'rsatadiki, Kanada boshlang'ich ta'lim tizimi axloqiy tarbiyani



alohida predmet sifatida emas, balki barcha fanlar va ta'lim faoliyatlari mazmuniga integratsiya qilgan. Bu yondashuv o'quvchilarda raqamli texnologiyalarni faqat texnik vosita sifatida emas, balki ijtimoiy mas'uliyatni talab qiluvchi muhit sifatida anglashga yordam beradi.

Olingan natijalar O'zbekiston va Kanada tajribalarining umumiy va farqli jihatlarini quyidagicha aniqlashga imkon berdi:

O'xshashliklar	Farqli jihatlar
Axloqiy tarbiya raqamli resurslar bilan boyitilmoqda.	Kanadada demokratik qadriyatlar, global fuqarolik, inklyuzivlik va tanqidiy fikrlash yetakchi mavqe egallaydi,
O'quvchilarda ijtimoiy mas'uliyat, empatiya, hamkorlikni shakllantirish ustuvor yo'nalish sifatida qaralmoqda.	O'zbekistonda raqamli ta'lim davlat markazlashgan siyosat asosida joriy etiladi,
Asosiy muammo – raqamli xavfsizlik, ekran vaqti va noto'g'ri axborot oqimi.	Kanadada har bir provinsiya o'zining media savodxonlik va raqamli fuqarolik kurikulumi bilan ishlaydi,
O'qituvchilarda raqamli savodxonlik darajasining pastligi	O'zbekistonda raqamli tarbiya ko'proq maxsus darslar va tarbiyaviy tadbirlar orqali amalga oshiriladi,
Raqamli texnologiyalar bilan qamrab olish darajasi yetarli emasligi	Kanadada tarbiya barcha fanlarga integratsiya qilingan.

Bu jihatlar O'zbekiston uchun Kanada tajribasining ayrim elementlarini moslashtirish imkonini beradi: xususan, media savodxonlikni boshlang'ich darsliklarga kiritish, raqamli etika va fakt-cheking bo'limlarini kengaytirish, interaktiv axloqiy muammolar asosida simulyatsiyalarni ishlab chiqish.

1-rasm Boshlang'ich ta'lim uchun ishlab chiqilgan umumlashtirilgan model

Model O‘zbekiston sharoitida milliy mazmunni raqamli vositalar bilan integratsiya qilish, Kanada tajribasida esa-media savodxonlik, global qadriyatlar va real hayotiy dilemmalarni raqamli muhitte tahlil qilish orqali shakllanadi.

MUHOKAMA. Boshlang‘ich ta’limda raqamli texnologiyalar orqali ma’naviy-axloqiy tarbiyani shakllantirish jarayoni ikki mamlakat tajribasida turli didaktik yondashuvlar asosida namoyon bo‘layotgani kuzatildi. O‘zbekiston ta’lim tizimida raqamli resurslardan foydalanish ko‘proq ma’naviyat darslari, tarbiyaviy mashg‘ulotlar va multimedia asosidagi o‘quv materiallari orqali amalga oshiriladi. Bunday o‘quv shakli o‘quvchilarga milliy qadriyatlar, tarixiy meros, oilaviy va ijtimoiy mas’uliyat kabi mavzularni interaktiv tarzda qabul qilish imkonini beradi. Interaktiv videolardan foydalanish, milliy ertaklar asosida yaratilgan animatsiyalar, virtual ekskursiyalar yoki veb-questlar bolalarda mazmunni vizual idrok etish orqali mustahkamroq anglashni ta’minlaydi. Bu jarayon ayniqsa kichik yoshdagi o‘quvchilar uchun muhim, chunki ular mavhum tushunchalarni ko‘proq real hayotiy misollar orqali o‘zlashtiradilar.

Kanadada esa raqamli axloqiy tarbiya alohida dars sifatida emas, balki fanlararo integratsiya tamoyili asosida amalga oshiriladi. Ontario va Kvebek dasturlarida har bir fan ichida media savodxonlik, ommaviy axborot vositalaridagi stereotiplar, axborotning haqiqiyligi, ijtimoiy adolat, farqlilik va inklyuzivlik masalalari qayta-qayta yoritiladi. Bu yondashuv o‘quvchilarda axloqiy mulohaza qilish, tanqidiy fikrlash va tashqi axborot oqimiga mas’uliyat bilan yondashish kompetensiyalarini shakllantiradi. Raqamli muhitdagi axloqiy masalalarni tushuntirish jarayonida o‘quvchilar nafaqat axloq me’yorlarini biladi, balki ularni real hayotiy vaziyatlar bilan bog‘lab qo‘llashni o‘rganadi.

Natijalar shuni ko‘rsatadiki, O‘zbekiston tajribasining kuchli tomoni – milliy qadriyatlarga yo‘naltirilganligi, Kanada tizimining ustun jihati esa axloqiy tarbiyani global, universal va tanqidiy yondashuv bilan shakllantirishidir. Birinchi holatda milliy o‘zlik, madaniyat va tarixiy merosning mustahkamlanishi ta’minlansa, ikkinchi holatda o‘quvchi global axborot muhitining faol ishtirokchisiga aylanishi uchun zarur bo‘lgan kompetensiyalarni egallaydi. Bu ikki modelning umumiy jihati – raqamli texnologiyalar o‘quvchini passiv bilim oluvchidan faol axloqiy qaror qabul qiluvchi sub’ektga aylantirishidir. Texnologiya bu jarayonda maqsad emas, balki vosita sifatida ishlaydi.

Shuningdek, ikki tizimning tahlili raqamli xavfsizlik, ekran vaqtining me’yori, soxta axborot, kiberxavflar, psixologik charchash kabi masalalarning dolzarbligini ko‘rsatdi. Boshlang‘ich yoshdagi o‘quvchilar raqamli muhitning tezkor ta’siriga juda sezgir bo‘lgani uchun, ta’lim jarayonida texnologiyadan foydalanishning chegaralari aniq belgilanishi zarur. UNESCO tavsiyalarida raqamli taraqqiyot bolalarning emosional-ijtimoiy rivojlanishiga zarar yetkazmasligi uchun darsdagi faoliyatlar onlayn va oflayn shakllarda muvozanatli bo‘lishi kerakligi alohida ko‘rsatilgan. Kanadada bu me’yorlar amaliyotga chuqurroq joriy qilingan bo‘lsa, O‘zbekiston ta’lim tizimida hali ushbu yo‘nalishda takomillashtirish ehtiyoji mavjud.

Raqamli axloqiy tarbiyaning yana bir muhim jihati – raqamli tafovut. O‘zbekistonda shahar va qishloq maktablari o‘rtasidagi texnik ta’minot farqi, qurilmalarga egalik, internet tezligi va o‘qituvchilarning AKT kompetensiyasi raqamli tarbiya sifati va tengligiga bevosita ta’sir ko‘rsatadi. Kanadada bunday tafovut provinsiyalar o‘rtasida sezilsa-da,

mahalliy hamjamiyatlar va hukumat bu tafovutni yumshatish uchun qo‘shimcha resurslar ajratadi. Taqqoslash raqamli tarbiyaga oid tashabbuslarning muvaffaqiyati infratuzilma darajasiga emas, balki mazmun sifati, metodika va tizimli integratsiyaga ko‘proq bog‘liqligini ko‘rsatdi.

Olingan natijalar boshlang‘ich ta’limda raqamli texnologiyalarni etik asosda qo‘llash bo‘yicha umumiy tamoyillarni aniqlash imkonini berdi. Ular o‘quv jarayonining mazmuni, metodi va tashkiliy jihatlariga taalluqli bo‘lib, ta’limni ma‘naviy-axloqiy maqsadga yo‘naltirishning asosiy strategiyalarini shakllantiradi.

XULOSA. Boshlang‘ich ta’limda raqamli texnologiyalar orqali ma‘naviy-axloqiy tarbiyani shakllantirish O‘zbekiston va Kanada tajribalarida turlicha yondashuvlar asosida amalga oshirilsa-da, har ikkisi bolalarda mas‘uliyat, ijtimoiy faollik va ongli xulq-atvorni rivojlantirishni maqsad qiladi. Tahlil natijalari raqamli vositalardan foydalanish axloqiy tarbiyaning mazmuni va shakllarini kengaytirayotganini ko‘rsatdi.

O‘zbekistonda raqamli platformalar milliy qadriyatlar, vatanparvarlik, birdamlik kabi g‘oyalarni zamonaviy shaklda yetkazish imkonini berayotgan bo‘lsa, texnik tafovutlar va pedagogik tayyorgarlik darajasidagi farqlar ushbu jarayonning samaradorligini cheklashi mumkin. Kanadada esa raqamli texnologiyalar axloqiy tarbiyaga to‘laqonli integratsiya qilinib, media savodxonlik, tanqidiy fikrlash, global masalalarga sezgirlik va onlayn madaniyatni shakllantirishga xizmat qilmoqda.

Ushbu ikki modelning umumiy xulosasi shuki, raqamli texnologiyalar o‘quvchini passiv bilim oluvchidan faol ijtimoiy subyektga aylantiradi. Virtual vaziyatlar, media tahlil va interaktiv topshiriqlar o‘quvchilarda empatiya, halollik, mas‘uliyat va raqamli odob kabi sifatlarni shakllantiradi. Shu bilan birga, raqamli xavfsizlik, ekran vaqtining me’yori va yoshga mos kontent kabi omillarni hisobga olish zarur.

Tahlil natijasida raqamli tarbiyaning besh asosiy tamoyili belgilandi: integrallik, balans, nazorat, inklyuzivlik va qadriyatga yo‘naltirilgan yondashuv. Kelgusida mazmunli raqamli kontent yaratish, media savodxonlikni fanlararo integratsiya asosida o‘rgatish, o‘qituvchilarning AKT kompetensiyasini oshirish va ta’lim muassasalari o‘rtasidagi texnik tafovutlarni kamaytirish boshlang‘ich ta’limda ma‘naviy-axloqiy tarbiya sifatini oshirishga xizmat qiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

THE CONCEPT OF FLIPPED LEARNING IN FOREIGN LANGUAGE TEACHING, ITS IMPLICATION IN EDUCATIONAL SYSTEM OF UZBEKISTAN

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Abstract: *This article examines the concept of flipped learning and its application in foreign language teaching, with a specific focus on Uzbekistan's educational system. Flipped learning, which moves direct instruction to individual study outside the classroom and uses classroom time for interactive, student-centered activities, has become increasingly relevant in modern pedagogy. The study explores theoretical foundations, key principles, and global research findings regarding flipped learning, then situates these insights in the context of Uzbekistan's ongoing educational reforms. A comprehensive review of local empirical studies reveals that flipped learning enhances learner autonomy, motivation, and communicative competence while improving classroom dynamics and technology integration. Finally, the article provides practical recommendations for policymakers, teacher-training institutions, and curriculum developers seeking to integrate flipped learning more effectively across Uzbekistan's secondary and higher educational institutions.*

Keywords: *Foreign language teaching, Teacher training, Classroom management, Communicative competence, Flipped Learning approach, flipped communicative method, Learner autonomy, Intentional content, Learning culture, Oral communication skills*

As an attribute of a highly skilled tutor is to possess a great deal of invaluable knowledge and to implement it in practice, we as future teachers of Foreign Language were an archetype of the teachers in high school. Before performing our mission as teachers, we scrutinized a lot about the type and name of the topic that would be most relevant to discuss with the students of high school. In order to appeal the students' attention and unite them into a merger, we decided to choose the topic, named "Environmental problems" to see the students' views on this topic. Our proceeding objective was to engage each student in a working atmosphere by letting them express their ideas about environmental issues. As for us, the more they speak in their target language, the more chances they will have to accelerate their performance in the English atmosphere. Meanwhile, we wanted to check out each student's communicative competence and communication skills and try to support them that they would surely become effective communicators in English language. As a matter of fact, we were seeking something that could help those students structure their oral discourse as well as express their views effortlessly and without hesitation. The first thing we did was a warm-up activity for which we prepared some sorts of questions, based on environment and issues that could be related to it. The results were beyond our expectations because we were inundated with various answers that ostensibly indicated their resplendent knowledge of the topic. We were a bit stocked seeing so many ardent replies of high school students,

therefore, there was no need for explaining the theme. Students were so engaged in our warm-up activity, that we did not notice how fast we finished exploring the gist of Environmental issues. However, the proceeding step was the activity part, which comprised three parts: individual work, when they were reading statements about nature and environmental disasters and saying whether it was a true or false statement. They performed the tasks magnificently by providing detailed data about the topic, which we as teachers were supposed to teach. We were not able to understand the situation of how could they know the immense amount of information in advance without any teacher's explanation of the topic.

For the last 26 years, the educational system of Uzbekistan has developed significantly. According to the statistics of 2016-2017 school years, in general, secondary education, there were 4,825,000 students enrolled in 9719 general education schools, of which 2,252,900 were enrolled in 6,015 general education schools in rural areas. In 2016, the number of students per teacher, especially in Tashkent city and Tashkent region, was appreciably higher than in other regions compared to 1991.

The changes are ongoing in the system of higher education in the Republic of Uzbekistan. The number of higher educational establishments was 52 in 1991 and by 2016, this indicator increased by 34.6% (70 institutions). Uzbekistan attaches great importance to higher education. For several years, branches of national leading universities have been opened in the regions and branches of foreign leading universities have been opened in Tashkent city.

In 2012, 10th of December Resolution of the President of the Republic of Uzbekistan under number 1875 for further improvement of the foreign language learning system was adopted.

Over the last decade an analysis of the current system of organizing the study of foreign languages shows that educational standards, curricula, and textbooks do not fully meet modern requirements, especially with regard to the use of advanced information and media technologies. Training is conducted mainly by traditional methods. The organization of the continuity of learning foreign languages at all levels of the education system, as well as the work to improve the qualifications of teachers and their provision with modern teaching materials, require further improvement.

In order to fundamentally improve the system of teaching the younger generation to foreign languages, training specialists, by introducing advanced teaching methods using modern teaching and information and communication technologies and, on this basis, creating conditions and opportunities for their wide access there were made suggestions to implement flipped learning approach for teaching foreign languages by M.M.Rakhmatova, teacher at the department of English language and literature, Bukhara State University.

The flipped communicative approach reflects the performance of students individually instead of working with ready instructions of the teacher. The student acquires everything related to the new topic through the most preferable method for him, as it can be: watching a video, covering ppt presentations, reading sources and brings the acquired material to the classroom in order to strengthen it with other students. Through this approach, the atmosphere of learning a foreign language becomes more dynamic,

interactive, and productive. The role of the teacher here is controlling the utilization of acquired concepts and ideas by students in practice and interaction as well as evaluating their results.

In the table given depicted the comparison of the traditional communicative method and flipped communicative method.

Traditional approach

• to begin the lesson
• checking out the home assignment and evaluation
• recounting of a new topic
• the reinforcement of new topic
• giving the new homework

Flipped approach

• begin the lesson by discussing the new topic
• consolidate of the new topic learned out of the classroom by performing exercises
• acquiring the new topic by presenting it in pairs or in a small group of students
• teacher's control is through encouraging and evaluating
• Giving the next topic for learning as a home task

The flipped communicative method requires four elemental disciplines:

1. Atmosphere: providing diverse learning atmosphere.

2. Choice: choice of relevant way of learning by a student that meets his capabilities and norms.

3. Meaning: Emphasis on the meaning and competence of the knowledge or material that is learned by the student.

4. Evaluation: teacher's control, assist and evaluation.

1. **Atmosphere**: Initially choosing the appropriate atmosphere means sorting out the place that would be most suitable for students. For example, learning materials, virtual classroom, distance learning, educational environment. The student is able to select a place and time for learning a specific topic on his own.

2. **Choice**: The choice of learning atmosphere and formation of individual approach. This means that student is allowed to opt any method to get the desired production issue from his abilities and intentions. Typically, if in traditional approach the teacher's materials were dominant which had to be learned by students, in flipped learning the data is taken from different sources by students that contribute a lot to their critical thinking and cognitive skills.

3. **Meaning**: The formation of the lessons' significance and competence. This process provides an understanding of the pivotal gist of the topic by students and their conceptual comprehension of the lesson. Instead of asking "What student learned?" teacher will ask "What could do the student on his own?" Unquestionably, if the student utilizes Moodle system or Google drive, it will be much convenient for the teacher to evaluate the students' progress. The issue from the idea mentioned previously teacher will have more time to keep in touch with students and discuss the hardships they faced during the learning process.

4. **Evaluation**: Teacher's role is supporting and grading the students. The contribution of highly-qualified teachers here is remarkable. In the traditional way of

teaching a teacher is in the center of attention, as he or she explains the new theme. However, in the flipped approach, the students share with the acquired data or material with their peers and appear in the role of teacher. To evaluate the students, the teacher should broaden the horizon, deep knowledge of the subject and experience.

While numerous new learning styles are making headway in the classroom, none more than Flipped Learning has made such an impact. The method Flipped Learning that is often defined as "school work at home and home work at school," allows teachers to implement a methodology, or various methodologies, in their classrooms. Many teachers flip their classes by having students read text outside of class, watch supplemental videos, or solve additional problems, however, to engage in Flipped Learning, teachers must incorporate the following four pillars into their practice.

Flexible environment

Flipped Learning allows for a diversity of learning modes, educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose the place and time they learn. Additionally, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning. They also provide students with different ways to learn content and demonstrate mastery.

Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful..

Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter. They create and/or curate relevant content for their students.

Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Observing students who were almost perfectly ready for the lesson made us think about the way the teacher conducts the lesson. With this question in mind, we asked the teacher to explain the strategies she was using to obtain such a stunning result in a classroom consisting of 30 students. After some hesitation, she answered *''It's simple. I just use the Flipped Learning method which produces the results that you can see now.''*

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PEDAGOGIK MAHORATNI RAQAMLI TA’LIM TEXNOLOGIYALARI ASOSIDA TAKOMILLASHTIRISH: “DHOCH3” MODUL PLATFORMASI

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Annotatsiya. *Mazkur maqolada raqamli ta’lim texnologiyalari asosida pedagogik mahoratning takomillashtirilishi masalasi ilmiy-nazariy jihatdan chuqur yoritiladi. Dunyoda keng qo‘llanilayotgan “Dhoch3” onlayn platformasi misolida o‘qituvchi kasbiy kompetensiyasining shakllanishi, darslarni loyihalash, raqamli kontent yaratish, kommunikativ metodlarni qo‘llash hamda interaktiv ta’lim vositalaridan foydalanish ko‘nikmalarining rivoji tahlil qilinadi. Maqolada raqamli pedagogika tamoyillari, CEFR talablari, multimodal ta’lim, masofaviy o‘qitish metodlari hamda nemis tili o‘qituvchilari uchun mo‘ljallangan modullar tizimining ilmiy asoslari keng ochib berilgan. “Dhoch3” platformasining ta’lim jarayoniga integratsiya qilinishi o‘qituvchilarning metodik tayyorlov darajasini oshirish, dars sifati va samaradorligini ta’minlash, talabalarning motivatsiyasini kuchaytirish kabi jihatlarda yuqori natija berishi isbotlangan. Tadqiqot natijalari platformaning xalqaro ta’lim amaliyotida qo‘llanishi va uning raqamli transformatsiya jarayonidagi o‘rni bo‘yicha ilmiy xulosalarni o‘z ichiga oladi.*

Kalit so‘zlar: *raqamli ta’lim, pedagogik mahorat, raqamli kompetensiya, “Dhoch3”, masofaviy ta’lim, CEFR, multimodal ta’lim.*

Kirish

Bugungi kunda raqamli texnologiyalar ta’lim jarayonining barcha bosqichlari va sohalariga jadal kirib kelmoqda. Ta’lim tizimining raqamlashtirilishi o‘qituvchining kasbiy mahoratini qayta ko‘rib chiqish, uni zamonaviy talablar asosida rivojlantirish zaruratini tug‘dirmoqda. Pedagogik mahoratning tarkibi endilikda faqat an’anaviy dars o‘tish ko‘nikmalari bilan chegaralanmaydi, unda raqamli savodxonlik, texnologik moslashuvchanlik, interaktiv platformalarda dars yaratish, multimodal resurslardan foydalanish kabi ko‘nikmalar alohida ahamiyat kasb etadi. Shunday global jarayonda zamonaviy metodik platformalar – xususan DAAD tomonidan yaratilib, butun dunyo oliy ta’lim muassasalarida qo‘llanilayotgan “Dhoch3” platformasi muhim o‘rin tutadi.

“Dhoch3” dastlab chet tili sifatida nemis tilini o‘qituvchilar uchun ishlab chiqilgan bo‘lsa-da, undagi didaktik yondashuvlar, kontent tuzilishi, modul tizimi, o‘qituvchini reflektiv fikrlashga yo‘naltiruvi raqamli pedagogikaning universal modeli sifatida qaralmoqda. Raqamli platforma orqali o‘qituvchilar o‘z darslarini o‘quvchi markazli, kommunikativ va kompetensiyaga yo‘naltirilgan tarzda tashkil etishni o‘rganadilar. Bu esa pedagogik mahoratning asosiy ko‘rsatkichlaridan biri – darsni innovatsion loyihalash ko‘nikmasini shakllantiradi.

Shuningdek, “Dhoch3” platformasi CEFR talablari asosida ishlab chiqilgan bo‘lib, har bir modulda kompetensiyaviy yondashuv, til ko‘nikmalarining integratsiyasi, madaniyatlararo muloqot, baholash me’yorlari kabi ilmiy asoslangan tamoyillar mujassam.

Shu bois mazkur platforma pedagogik mahoratni takomillashtirishning zamonaviy, xalqaro darajadagi modelini taqdim etadi.

Metodologiya

Tadqiqot jarayonida bir nechta ilmiy-nazariy metodlardan kompleks foydalanildi. Birinchidan, raqamli pedagogika, masofaviy ta'lim, o'qituvchining raqamli kompetensiyalari bo'yicha xalqaro ilmiy adabiyotlar, monografiyalar, maqolalar va ta'lim konsepsiyalari puxta tahlil qilindi. Anderson va Dronning masofaviy ta'limning evolyutsiyasi haqidagi konsepsiyasi, Kerresning mediata'lim bo'yicha ilmiy ishlari, Redeckerning raqamli kompetensiyalar modeli tadqiqotga nazariy asos bo'ldi.

Ikkinchidan, "Dhoch3" platformasi kontent-analiz metodi asosida chuqur o'rganildi. Modullar tarkibi – video ma'ruzalar, didaktik tavsiyalar, amaliy mashqlar, refleksiya topshiriqlari, elektron manbalar, o'quv-uslubiy ko'rsatmalar tizimli tahlil qilindi. Har bir modulning ta'lim jarayoniga integratsiya qilish imkoniyatlari aniqlab borildi.

Uchinchidan, qiyosiy pedagogik tahlil metodi yordamida "Dhoch3" ning Moodle, Coursera, Goethe Institut raqamli platformalari bilan o'xshash va farqli jihatlari belgilandi. Xususan, "Dhoch3" ning metodik yo'nalishlarining yuqori darajada ilmiy asoslanganligi, til o'qituvchilari uchun maxsus ishlab chiqilganligi aniqlandi.

Nihoyat, ekspert materiallari – DAAD trenerlari, xalqaro DaF metodistlarining "Dhoch3" dan foydalanish tajribasi bo'yicha ilmiy maqolalari o'rganildi. Bu platformaning amaliy samaradorligini ilmiy asoslash imkonini berdi.

Natijalar

Tahlil natijalariga ko'ra, "Dhoch3" platformasi pedagogik mahoratni takomillashtirishda bir nechta muhim jihatlar bo'yicha yuqori samaradorlik ko'rsatdi. Metodik kompetensiyaning chuqurlashuvi. Darsni kommunikativ yondashuvga asoslangan holda tashkil qilish, til ko'nikmalarini integratsiyalash, faol metodlardan foydalanish, madaniyatlararo muloqotni o'qitish kabi yo'nalishlarda o'qituvchilarning nazariy bilimlari va amaliy ko'nikmalari ancha oshadi. Modullarda real ta'lim vaziyatlariga asoslangan topshiriqlar berilgani sababli o'qituvchi o'z darsini ilmiy-nazariy asoslangan tarzda ishlab chiqishni o'rganadi.Darsni raqamli vositalar yordamida loyihalash

"Dhoch3" o'qituvchiga:

- multimodal materiallar yaratish,
- videoleksiya bilan ishlash,
- interaktiv mashqlar tuzish,
- elektron resurslar asosida dars tayyorlash,
- raqamli baholash vositalaridan foydalanish kabi ko'nikmalarni mustahkamlaydi. Bu esa XXI asr o'qituvchisi uchun zarur kompetensiyalarning to'liq jamlanmasidir.

Ta'lim sifati va samaradorligining oshishida ham ushbu modulli platforma juda katta ahamiyatga ega. Platforma asosida dars loyihalagan o'qituvchilarning o'quvchilari orasida:

- dars motivatsiyasi,
- til o'rganishga qiziqish,
- interaktiv topshiriqlarda faol ishtirok,
- mustaqil ta'lim darajasi sezilarli oshganligi ilmiy tadqiqotlarda ko'rsatilgan.

Aralash va masofaviy ta'lim uchun tayyor model. "Dhoch3" modullari sinxron va asinxron o'qitishning barcha bosqichlarini o'z ichiga oladi. Shu sababli u COVID-19

davridan beri ko‘plab davlatlarda masofaviy o‘qituvchilar tayyorlashning asosiy modeli sifatida qo‘llanmoqda. O‘qituvchining reflektiv faoliyati rivoji. Har bir modul yakunidagi refleksiya savollari o‘qituvchini o‘z darslari haqida analitik va tanqidiy fikrlashga undaydi. Bu esa pedagogik mahoratning eng muhim komponentlaridan biridir.

Muhokama

Olingan natijalar xalqaro ilmiy manbalar bilan solishtirilganda “Dhoch3” ning nafaqat texnologik vosita, balki pedagogik konsepsiya sifatida ham mustahkam ahamiyatga ega ekanini ko‘rsatadi. Kerresning mediata‘lim nazariyasiga ko‘ra, muvaffaqiyatli raqamli ta‘lim platformasi uchta omilni ta‘minlashi kerak: didaktik asos, texnologik imkoniyat va o‘qituvchini qo‘llab-quvvatlovchi metodik resurslar. “Dhoch3” ushbu uchala omilni o‘zida mujassam etgan.

Yevropa Komissiyasining DigCompEdu modeli raqamli kompetensiyaning 22 ko‘rsatkichi bo‘yicha o‘qituvchini baholaydi. “Dhoch3” esa aynan shu kompetensiyalarni o‘qituvchida shakllantirishga qaratilgan:

- raqamli kontent yaratish,
- o‘quv jarayonini raqamli muhitda boshqarish,
- talaba faoliyatini monitoring qilish,
- moslashuvchan dars dizayni,
- interaktiv texnologiyalarni qo‘llash.

Biebighäuser va Rösler tadqiqotlarida qayd etilishicha, “Dhoch3” ning afzalligi – uning nazariy izchilligi, kommunikativ metodika asosida qurilgan modul tizimi va o‘qituvchini amaliy faoliyatga yo‘naltiruvchi topshiriqlar tizimi.

Jadval 1.

“Dhoch3” platformasi va boshqa o‘quv platformalarining taqqoslanishi

Ko‘rsatkichlar	“Dhoch3”	Moodle	Coursera	Goethe Institut portali
Maqsadi	Nemis tilini o‘qituvchilarni metodik tayyorlash	Umumiy LMS	Oliy ta‘lim kurslari	Til o‘rgatish
Didaktik asosi	CEFR, kommunikativ metod	O‘qituvchiga bog‘liq	Kursga bog‘liq	Kommunikativ metod
Interaktivlik	Juda yuqori	O‘rta	Yuqori	Yuqori
Refleksiya	Har modulda mavjud	O‘qituvchiga bog‘liq	Kam	Ba’zi kurslarda
O‘qituvchi kompetensiyasiga ta’siri	Juda kuchli	O‘rta	O‘rtacha	Kuchli
Maxsus DaF metodikasi	Bor	Yo‘q	Yo‘q	Qisman bor

Maqolada o‘rganilgan ilmiy qarashlar asosida shuni aytish mumkinki, “Dhoch3” platformasi o‘qituvchining raqamli pedagogik mahoratini mustahkamlashda xalqaro standartlarga mos keladigan, ilmiy jihatdan asoslangan va amaliyotda samaradorligi tasdiqlangan platformadir.

Xulosa

Tadqiqot natijalari shuni ko‘rsatadiki, “Dhoch3” onlayn platformasi pedagogik mahoratni takomillashtirishning zamonaviy va samarali vositasidir. Uning modul tizimi, ilmiy asoslangan didaktik yondashuvlari, CEFR talablari bilan mosligi, multimodal o‘quv materiallari, refleksiya jarayonini qo‘llab-quvvatlovchi topshiriqlari o‘qituvchining kasbiy kompetensiyalarini sezilarli darajada rivojlantiradi. Raqamli ta’lim talab qilayotgan yangi ko‘nikmalar – raqamli kontent yaratish, onlayn darslarni loyihalash, interfaol texnologiyalarni qo‘llash, masofaviy va aralash ta’lim metodlarini o‘zlashtirish – “Dhoch3” orqali tizimli shakllanadi.

Platformani o‘qituvchilarni qayta tayyorlash kurslari, til o‘qituvchilari uchun metodik markazlar, pedagogik universitetlar o‘quv jarayoniga integratsiya qilish pedagogik mahoratni jadal rivojlantirishga xizmat qiladi. Shu jihatdan “Dhoch3” platformasi raqamli ta’limning global tendensiyalariga mos keluvchi, xalqaro darajada tan olingan, o‘qituvchining kasbiy mahoratini chuqurlashtirishda yuqori samaradorlikka ega bo‘lgan zamonaviy raqamli resurs sifatida baholanadi.

“Pedagog mahoratining asosi ilk davrdayoq pedagogning tegishli bilim yurtida tayyorgarligida shaklanishi”ni hisobga olinsa, demak OTM talabaning kasbga yo‘naltirilgan ta’limidagi muhim ahamiyatga egadir. Zero, zamonaviy pedagogda modul platformalari bilan ishlay olish kasbiy mahoratining takomillashtirilganligi bugun kun pedagogiga qo‘yilgan muhim talablardan biri sanaladi.

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THE INFLUENCE OF WEB 2.0 TECHNOLOGIES IN WRITTEN TRANSLATION

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Abstract. *The advent of Web 2.0 technologies has significantly transformed various fields, including education and translation. This article explores the role of Web 2.0 technologies in enhancing written translation practices. It examines how these technologies facilitate collaboration, resource sharing, and interactive learning among translators and language learners. The discussion includes the impact of social media, online communities, and collaborative platforms on the translation process. Furthermore, the article highlights the challenges and opportunities presented by these technologies in developing translation competencies. By analyzing current trends and case studies, this paper aims to provide insights into the effective integration of Web 2.0 tools in written translation.*

Keywords: *Web 2.0 technologies, written translation, collaborative learning, social media, translation competence, online communities.*

Introduction

The rapid advancement of technology has revolutionized many aspects of our lives, including the way we communicate and share information. In the field of translation, the emergence of Web 2.0 technologies has introduced new paradigms that enhance the translation process and improve the skills of translators. Unlike the static web of the past (Web 1.0), Web 2.0 emphasizes user-generated content, collaboration, and interactivity, allowing individuals to engage actively with information and each other.

This article delves into the significance of Web 2.0 technologies in written translation, focusing on their role in fostering collaboration among translators, improving access to resources, and enhancing learning experiences. It also addresses the challenges that arise from the integration of these technologies into traditional translation practices.

The Evolution of Translation Practices

Historical Context

Translation has been an essential practice throughout history, serving as a bridge between cultures and languages. Traditionally, translators relied on printed materials, dictionaries, and their linguistic expertise to produce translations. However, with the rise of digital technologies in the late 20th century, the landscape of translation began to shift dramatically.

The Impact of Digital Technologies

Digital tools have streamlined various aspects of translation work. Computer-assisted translation (CAT) tools emerged as a significant innovation, allowing translators to work more efficiently by leveraging translation memories and glossaries. However, the introduction of Web 2.0 technologies has further transformed translation practices by enabling real-time collaboration and knowledge sharing among translators.

Understanding Web 2.0 Technologies

Definition and Characteristics

Web 2.0 refers to a second generation of web-based services that emphasize user participation, collaboration, and sharing. Key characteristics include user-generated content, collaboration, interactivity, and networking.

Examples of Web 2.0 Technologies

1. Social Media
2. Collaborative Tools
3. Online Communities
4. Crowdsourcing Platforms

The Role of Web 2.0 Technologies in Written Translation

A. Enhancing Collaboration Among Translators

- *Real-time Collaboration*

Tools like Google Docs allow multiple translators to work on a document simultaneously, fostering instant feedback and consistent terminology.

- *Knowledge Sharing*

Online communities provide platforms for translators to share experiences, seek advice, and solve translation challenges collectively.

B. Improving Access to Resources

- *Online Dictionaries and Glossaries*

Platforms like Linguee and WordReference offer context-based translations that enhance comprehension.

- *Crowdsourced Resources*

Platforms like Wikipedia provide useful information on cultural references and technical terms.

C. Enhancing Learning Experiences

- *Interactive Learning Platforms*

Websites such as Coursera and edX offer courses that enrich translation-related skills.

- *Blogging and Content Creation*

Translators can share knowledge through blogs or vlogs, contributing to professional development.

Challenges Associated with Web 2.0 Technologies

The open nature of Web 2.0 means translators must critically evaluate the reliability of sources. The abundance of online information can overwhelm translators seeking specific guidance. Translators must balance personal expression and professional conduct on social platforms.

Conclusion

Web 2.0 technologies have reshaped written translation by enabling collaboration, improving resource access, and enhancing learning. Despite challenges such as quality control and information overload, their benefits are substantial. Translators must embrace evolving technologies to remain competitive in a globalized world.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ВАЙБ-КОДИНГ КАК ИНСТРУМЕНТ ЦИФРОВОЙ ПЕДАГОГИКИ: ФУНКЦИОНАЛЬНЫЕ ВОЗМОЖНОСТИ И МЕХАНИЗМЫ РЕАЛИЗАЦИИ

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Аннотация. *Статья рассматривает феномен вайб-кодинга как перспективный инструмент цифровой педагогики. Показано, что вайб-кодинг, развившийся из метода генерации кода на основе естественно-языковых инструкций, приобретает новое значение в образовательной среде, позволяя педагогу управлять эмоционально-коммуникационной атмосферой и создавать цифровые продукты без специальных технических знаний. Анализируются механизм реализации, педагогический потенциал и сферы применения вайб-кодинга в современном образовании.*

Ключевые слова. *вайб-кодинг, цифровая педагогика, искусственный интеллект, цифровые инструменты, прототипирование, интерактивные модули, педагогические технологии, цифровая компетентность.*

В условиях стремительной цифровизации образования и повышенной восприимчивости студентов к визуально-эмоциональным форматам коммуникации особое значение приобретает феномен «вайб-кодинга» – способности педагога сознательно управлять эмоционально-коммуникационной атмосферой учебного процесса.

Вайб-кодинг (vibe-coding, автор – Андрей Карпатый) – метод программирования, при котором разработчик описывает задачи на естественном языке, а ИИ генерирует соответствующий код [1, с. 556]. Несмотряна различные ограничения как подход к работе с программированием, вайб-кодинг запустил популяризацию различных активностей с приставкой «вайб» [2, с. 28].

Феномен вайб-кодинга в образовательном контексте выходит за рамки его первоначального значения как способа взаимодействия разработчика с искусственным интеллектом. Несмотря на технические ограничения метода, сам термин стал катализатором для формирования нового уклада коммуникационных практик, основанных на управлении эмоционально-смысловой атмосферой. В условиях цифровизации образования эта трансформация приобретает особую значимость: педагоги осваивают новые способы влияния на восприятие и вовлечённость студентов, активно интегрируя элементы «вайб-подходов» в педагогическое взаимодействие.

Вайб-кодинг позволяет преподавателям генерировать код с помощью интуитивно понятных диалоговых подсказок, смещая фокус с технических ограничений на педагогические цели и отдавая приоритет быстрому прототипированию и итеративному совершенствованию [3, с. 3].

Использование вайб-кодинга в педагогической практике демонстрирует переход от традиционно сложных технических процедур к более доступной,

интуитивной форме взаимодействия с цифровыми инструментами. Возможность генерировать код через диалоговые подсказки позволяет преподавателю сосредоточиться не на техническом исполнении, а на образовательной задаче, повышая скорость создания цифровых решений и обеспечивая гибкость их дальнейшего совершенствования. Следовательно, вайб-кодинг становится важным ресурсом для педагогов, стремящихся оперативно адаптировать учебный процесс к современным требованиям и развивать цифровую среду обучения в соответствии с актуальными методическими запросами.

Механизм написания вайб-кодинга представляет собой последовательность действий, в рамках которой педагог использует естественно-языковые инструкции для генерации программного кода посредством систем искусственного интеллекта. Его структура включает ряд взаимосвязанных этапов:

1. Постановка педагогической задачи

На начальном этапе преподаватель формулирует цель цифрового продукта (тест, симулятор, упражнение, визуализатор данных), определяя функциональные и дидактические требования. Формулировка производится в естественном языке, без необходимости владения программированием.

2. Конструирование диалоговой подсказки (prompt design)

Педагог формирует детализированное текстовое описание, включающее:
назначение инструмента,
параметры задания,
логику взаимодействия пользователя и системы,
желаемый формат вывода (HTML, JS, Python и др.).

Данный этап является ключевым, поскольку качество подсказки определяет корректность генерируемого кода.

3. Генерация кода искусственным интеллектом

ИИ-инструмент интерпретирует текстовые инструкции, выделяет смысловые связи и преобразует их в программную структуру. Генерация кода осуществляется на основе языковых моделей, обученных на больших корпусах данных.

4. Первичное тестирование и анализ результата

Педагог проверяет функциональность созданного цифрового продукта, корректность работы алгоритмов, соответствие поставленной учебной задаче. На этом этапе выявляются технические и методические несоответствия.

5. Итеративное уточнение и доработка

Путём дополнительных подсказок и корректировок педагог вносит изменения в структуру кода, внешний вид интерфейса и логику работы программы. Итеративность – фундаментальная характеристика вайб-кодинга, формирующая цикличный процесс совершенствования.

6. Интеграция в педагогическую практику

На завершающем этапе цифровой продукт внедряется в урок, методический комплекс, исследовательскую работу или административную деятельность. В дальнейшем возможна адаптация под разные уровни обучающихся и локальный контекст.

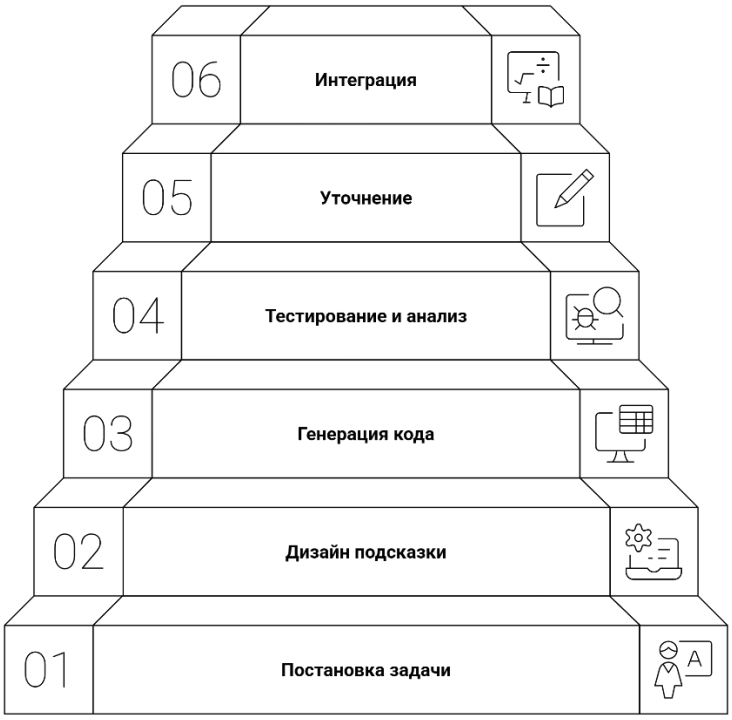


Рис. 1. Механизм реализации вайб-кодинга в педагогической деятельности

Таким образом, механизм написания вайб-кодинга представляет собой гибридный процесс, в котором сочетаются педагогическая рефлексия, дизайн естественно-языковых инструкций и автоматизированная генерация программного кода. Этот процесс позволяет педагогу не только создавать цифровые решения, но и развивать собственную цифровую компетентность, интегрируя ИИ-инструменты в образовательную систему.

Для уточнения практического потенциала вайб-кодинга в деятельности современного педагога представим основные виды цифровых продуктов, которые могут быть созданы с использованием данного подхода, а также соответствующие сферы их применения. Обобщённые данные приведены в таблице ниже.

Таблица №1.

Основные продукты вайб-кодинга и сферы их применения в педагогической деятельности

Продукты, создаваемые с помощью вайб-кодинга	**Сфера педагогической деятельности**	**Характер применения**
Интерактивные учебные модули	Учебный процесс	Разработка цифровых заданий, тестов, модулей и их адаптация под уровень обучающихся
Прототипы образовательных игр и тренажёров	Учебный и методический процесс	Создание игровых форм обучения, повышение мотивации и вовлечённости студентов

Автоматизированные инструменты контроля и анализа	Учебный и административный процесс	Обработка данных, визуализация результатов, формирование аналитических отчётов
Цифровые помощники и чат-боты	Учебный и организационный процесс	Обеспечение консультативной поддержки, упрощение коммуникации, расширение доступа к информации
Методические цифровые материалы (симуляторы, сценарии, задачи)	Методическая деятельность	Разработка педагогических сценариев и инструментов моделирования учебных ситуаций
Исследовательские инструменты и панели анализа данных	Научно-исследовательская деятельность	Конструирование цифровых инструментов для педагогических исследований и экспериментальных работ

Представленные данные демонстрируют, что применение вайб-кодинга охватывает широкий спектр педагогических задач – от разработки учебных материалов до решения аналитических и организационных функций. Возможность генерации цифровых инструментов на основе естественно-языковых запросов позволяет педагогам существенно расширять собственный профессиональный инструментарий, повышая эффективность обучения и оптимизируя процессы взаимодействия со студентами. Таким образом, вайб-кодинг выступает не только технологической инновацией, но и значимым фактором развития цифровой педагогической компетентности.

Феномен вайб-кодинга в образовательной среде приобретает новое концептуальное значение, выходящее за пределы первоначального технического понимания как метода генерации программного кода на основе естественно-языковых инструкций. В условиях стремительной цифровизации и изменения моделей восприятия информации у обучающихся вайб-кодинг трансформируется в комплексный педагогический инструмент, обеспечивающий управление эмоционально-коммуникационной атмосферой и создание цифровых образовательных продуктов без необходимости глубоких знаний программирования.

Использование вайб-кодинга позволяет педагогам эффективно смещать фокус с технических операций на решение дидактических задач, ускоряя разработку интерактивных модулей, образовательных игр, аналитических инструментов и цифровых помощников. Особую значимость приобретает возможность быстрого прототипирования и итеративного улучшения цифровых решений, что обеспечивает гибкость педагогического процесса и адаптацию учебных материалов к уровню и потребностям студентов.

Разработанный механизм реализации вайб-кодинга демонстрирует, что успешное применение данного подхода опирается на сочетание педагогической рефлексии, качественного проектирования естественно-языковых подсказок и автоматизированной генерации кода средствами искусственного интеллекта.

Итеративный характер процесса способствует формированию цифровой компетентности pedagogов и повышению уровня их готовности к работе в условиях цифровой образовательной среды.

Данные, представленные в таблице основных продуктов вайб-кодинга и сфер их применения, подтверждают, что данный подход охватывает широкий спектр профессиональных задач: от учебно-методической деятельности до научных и административных процессов. Возможность разработки цифровых инструментов на основе естественно-языковых запросов значительно расширяет профессиональный инструментарий педагога, оптимизирует организационные процедуры и способствует повышению эффективности преподавания.

В целом, вайб-кодинг следует рассматривать как перспективное направление развития цифровой педагогической практики, ориентированное на создание гибких, адаптивных и эмоционально насыщенных форм взаимодействия со студентами. Он интегрирует технологические и коммуникативные аспекты профессиональной деятельности, становясь значимым фактором модернизации современного образования и формирования новой педагогической культуры цифровой эпохи.

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РОЛЬ ОНЛАЙН-ПЛАТФОРМ В РЕАЛИЗАЦИИ СМЕШАННОГО ОБУЧЕНИЯ ПРИ ИЗУЧЕНИИ ЯЗЫКОВ И ПЕРЕВОДЕ ТЕКСТОВ

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Аннотация. *В статье рассматривается эффективность онлайн-платформ в реализации модели смешанного обучения при изучении иностранных языков и обучении переводу текстов. Проанализированы особенности blended learning, его влияние на развитие языковых и переводческих компетенций, преимущества и ограничения, а также даны рекомендации по эффективной интеграции.*

Ключевые слова: *онлайн-платформы, смешанное обучение, обучение языкам, электронное обучение, перевод текстов, система управления обучением.*

Смешанное обучение (blended learning) объединяет традиционное очное обучение с онлайн-элементами. Такой подход становится особенно актуальным в обучении переводу, так как позволяет сочетать преимущества очного взаимодействия с преподавателем и гибкости цифровых технологий, включая CAT-инструменты, терминологические базы и мультиязычные корпуса (Shmeleva & Kapsargina, 2022, Kozyreva, 2021). Онлайн-платформы (LMS, мультимедиа-сервисы, видеоконференции) обеспечивают синхронное и асинхронное взаимодействие студентов, что критично для практики перевода и регулярного анализа текстов (Zemlyanova et al., 2025).

Целью статьи является анализ роли онлайн-платформ в развитии переводческих навыков, определение преимущества и ограничения blended learning и дача рекомендаций по его эффективной интеграции.

Основные модели смешанного обучения в языковом и переводческом обучении

Современные исследования выделяют несколько ключевых моделей blended learning, активно применяемых в языковой педагогике и переводческом обучении. Каждая из этих моделей позволяет адаптировать процесс обучения под разные потребности студентов, обеспечивая баланс между очной практикой и онлайн-работой (Brian & Volchenkova, 2021, Karatsiori et al., 2022).

1. Rotation. Модель Rotation предполагает **регулярное чередование онлайн- и офлайн-занятий** в рамках одной учебной программы. Такой подход обеспечивает **непрерывное вовлечение учащихся**, способствует равномерному развитию всех языковых навыков (аудирование, говорение, чтение, письмо), а также позволяет преподавателю оперативно отслеживать прогресс студентов с помощью онлайн-инструментов (Shmeleva & Kapsargina, 2022).

2. Flex. В модели Flex **основной объём учебного материала предоставляется онлайн**, а очные встречи предназначены для консультаций, обсуждений и практических занятий. Студенты работают с текстами и переводческими упражнениями самостоятельно, используя платформы LMS, мультимедиа и интерактивные словари.

Flex-модель особенно полезна для студентов, которые хотят самостоятельно планировать своё обучение, выбирать тексты для перевода по интересам и работать в удобном темпе. Такой подход способствует **развитию автономности, навыков самообучения и критического анализа текстов** (Karatsiori et al., 2022).

3. Online-lab. Модель Online-lab сочетает работу в **компьютерных или мультимедийных лабораториях** с онлайн-доступом к учебным ресурсам. Студенты могут работать с параллельными корпусами текстов, онлайн-словниками, интерактивными упражнениями и платформами для совместного перевода.

Online-lab подходит для освоения **сложных языковых структур и переводческих навыков**, например, редактирования специализированных текстов или локализации программного обеспечения (Kozyreva, 2021).

4. Self-blend. Self-blend предполагает, что студенты **самостоятельно выбирают дополнительные онлайн-курсы и ресурсы** в дополнение к традиционным занятиям. Студенты могут выбрать курсы по юридическому, медицинскому или техническому переводу, а также работать с платформами для локализации текстов.

Self-blend наиболее эффективен для продвинутых студентов, желающих строить индивидуальную траекторию обучения и развивать профессиональные компетенции в переводе (Brian & Volchenkova, 2021).

5. Online-driver. Online-driver – это модель **полностью дистанционного обучения**, где все образовательные компоненты предоставляются онлайн. Очная аттестация проводится периодически для оценки знаний. Применяется для студентов, которые не могут посещать очные занятия, например, в международных программах или при ограничениях доступа к аудиториям. В контексте перевода эта модель позволяет студентам работать с аутентичными текстами, использовать онлайн-платформы для совместного перевода и получать обратную связь через системы LMS, форумы или видеоконференции (East European Journal of Psycholinguistics, 2023).

Каждая модель имеет свои преимущества и ограничения, поэтому выбор конкретной стратегии зависит от целей курса, уровня подготовки студентов, доступных ресурсов и технологической инфраструктуры (East European Journal of Psycholinguistics, 2023).

Преимущества онлайн-платформ в языковом и переводческом обучении

Онлайн-платформы играют ключевую роль в организации blended learning, предоставляя значительные преимущества для студентов, изучающих иностранные языки и осваивающих перевод текстов. Эти преимущества связаны как с гибкостью образовательного процесса, так и с возможностью интеграции специализированных инструментов для перевода.

Использование онлайн-платформ позволяет студентам самостоятельно планировать своё время обучения и выбирать темп работы. В переводческом обучении это особенно важно: студенты могут выбирать тексты различной сложности, работать с параллельными корпусами, специализированными словарями или CAT-инструментами, такими как Trados или MemoQ, в удобное время (Shmeleva & Kapsargina, 2022).

Модель flipped classroom (перевернутый класс) позволяет теоретическую часть изучать онлайн, а очные занятия посвящать практическим аспектам перевода. Студенты заранее знакомятся с терминологией, сложными структурами и контекстами текста. На встречах с преподавателем обсуждаются ошибки, варианты перевода, стилистические решения и нюансы локализации, что увеличивает качество обратной связи и позволяет преподавателю более эффективно корректировать навыки студентов, наблюдать за прогрессом и давать индивидуальные рекомендации (Zemlyanova et al., 2025).

Онлайн-платформы дают студентам возможность самостоятельно выбирать тексты для перевода, планировать последовательность работы, анализировать собственные ошибки и оценивать качество перевода. Такой подход стимулирует развитие саморегуляции и ответственности за личный прогресс, что особенно важно в переводческой практике, где самостоятельная работа с текстами и постоянная самокоррекция являются ключевыми (Karatsiori et al., 2022).

Онлайн-платформы предоставляют широкий спектр цифровых инструментов: видео- и аудиоматериалы, интерактивные тесты, форумы, вики-страницы, электронные портфолио. В переводческом обучении это позволяет использовать: параллельные текстовые корпуса (например, Europarl или OpenSubtitles) для анализа типичных вариантов перевода, интерактивные упражнения по адаптации стиля, локализации и терминологии, совместные онлайн-платформы для групповой работы над переводом (например, Google Docs или Slack для командной редакции текста) (Kozyreva, 2021). Такой набор ресурсов делает процесс изучения языка и перевода более персонализированным и практико-ориентированным, а студенты получают возможность работать с аутентичными текстами, приближая обучение к реальной профессиональной практике.

Blended learning повышает мотивацию студентов благодаря сочетанию интерактивных онлайн-заданий и очных обсуждений. В контексте перевода это выражается в том, что студенты видят результат своей работы: сравнивают свой перевод с эталонным, получают обратную связь, участвуют в дискуссиях о стилевых и терминологических решениях. Это активизирует критическое и творческое мышление, способствует активному использованию языка и делает процесс обучения более интересным и профессионально значимым (Brian & Volchenkova, 2021).

Вызовы и ограничения blended learning

Несмотря на очевидные преимущества blended learning, его применение в языковом и переводческом обучении сопряжено с рядом вызовов, которые необходимо учитывать при организации учебного процесса.

Техническая готовность преподавателей и студентов. Не все преподаватели и студенты обладают достаточными навыками работы с **ИКТ и онлайн-платформами**. Преподаватели могут испытывать трудности при организации онлайн-заданий по переводу, использовании CAT-инструментов, создании интерактивных упражнений или тестов в LMS (Shmeleva & Kapsargina, 2022). Студенты без базовых навыков работы с цифровыми ресурсами могут испытывать стресс, терять время и пропускать важные элементы учебного процесса.

Неравномерный доступ к технологиям. Ограниченный доступ к устройствам, стабильному интернет-соединению или современному программному обеспечению создаёт **барьеры для полноценного участия** в онлайн-активностях (East European Journal of Psycholinguistics, 2023). Студенты из регионов с ограниченным интернетом или без современных устройств могут оказаться в неравных условиях по сравнению с другими участниками курса.

Методическая поддержка. Эффективная интеграция онлайн-платформ требует **методической подготовки преподавателей** и разработки адаптированных учебных материалов (Karatsiori et al., 2022). Преподаватели должны понимать, как правильно сочетать онлайн и офлайн задания, какие инструменты использовать для развития навыков перевода, как организовать обратную связь. Недостаток методической поддержки может привести к неэффективному использованию платформ и снижению качества перевода.

Баланс между онлайн и оффлайн занятиями. Оптимальное соотношение очных и онлайн-занятий критично для **формирования коммуникативных навыков и переводческих компетенций** (Kozyreva, 2021). Чрезмерная онлайн-нагрузка может привести к снижению интерактивности и недостатку устной практики. Недостаток очных занятий ограничивает возможность совместного анализа перевода, обсуждения контекста, стилистики и терминологии.

Оценка эффективности. Для анализа результатов blended learning требуются **надежные методы оценки прогресса студентов** и долгосрочного влияния смешанного обучения на языковые и переводческие навыки (Zemlyanova et al., 2025). Нужно учитывать не только грамматическую и лексическую точность перевода, но и адекватность терминологии, стиль, адаптацию текста для целевой аудитории. Отсутствие четкой системы оценки может привести к субъективной оценке прогресса и снижению мотивации студентов.

Эти вызовы показывают, что **успешная интеграция blended learning в языковое и переводческое обучение** требует комплексного подхода: технической подготовки, доступности ресурсов, методической поддержки, правильного баланса между онлайн и офлайн и надёжной системы оценки.

Стратегическая перспектива онлайн-платформ

Онлайн-платформы представляют собой не просто вспомогательный элемент, а ключевой компонент эффективной реализации модели blended learning, особенно в области языкового и переводческого образования.

Одним из важнейших преимуществ онлайн-платформ является персонализация обучения. Благодаря гибкой структуре цифровых курсов преподаватель может адаптировать учебные маршруты, типологию материалов и

сложность переводческих заданий под индивидуальные потребности студентов. В условиях обучения переводу это особенно значимо: обучающиеся получают возможность самостоятельно выбирать тексты для перевода в зависимости от профессиональных интересов, уровня владения языком и конкретных компетенций, которые они стремятся развивать.

Онлайн-платформы также усиливают коммуникационную составляющую образовательного процесса. Разнообразные инструменты взаимодействия, включая форумы, чаты, видеоконференции и совместные проекты, расширяют возможности для обсуждения переводческих решений, анализа контекста, терминологии и стилистики. Такие формы дистанционного общения создают условия для коллективной работы над переводами, что повышает качество рефлексии и глубину понимания языковых явлений (Zemlyanova et al., 2025).

Еще одной стратегически значимой функцией онлайн-платформ является то, что они позволяют поддерживать учебный процесс даже при ограниченном доступе к очным занятиям, что особенно важно в условиях современных вызовов. Платформы предоставляют студентам возможность регулярно практиковать язык и совершенствовать переводческие навыки, выполняя задания, работая с мультимедийными ресурсами и взаимодействуя с преподавателем в дистанционном формате. Такая устойчивость образовательной траектории способствует формированию долгосрочных компетенций и повышает эффективность овладения иностранным языком и переводом (Brian & Volchenkova, 2021).

Таким образом, стратегическая роль онлайн-платформ в blended learning определяется их способностью сочетать доступность, гибкость, персонализацию и постоянную коммуникативную активность, что делает их незаменимым инструментом модернизации современного языкового и переводческого образования.

ЗАКЛЮЧЕНИЕ

Онлайн-платформы играют критически важную роль в реализации модели blended learning, обеспечивая интеграцию теоретических и практических аспектов языкового и переводческого образования. Они позволяют студентам самостоятельно планировать процесс обучения, выбирать материалы и темп работы, что особенно важно при развитии навыков перевода и критического анализа текстов. Благодаря мультимедийным ресурсам, интерактивным упражнениям и возможностям дистанционной коммуникации, платформы способствуют повышению мотивации, вовлечённости и креативного подхода к изучению языка и переводческих заданий. Эффективная интеграция blended learning требует подготовки преподавателей, адаптации учебных материалов под уровень студентов, обеспечения технологической инфраструктуры и системного мониторинга прогресса. Использование онлайн-платформ в сочетании с традиционными формами обучения становится стратегическим инструментом модернизации языкового и переводческого образования, повышает эффективность освоения иностранных языков и формирует у студентов профессиональные компетенции, необходимые для работы с текстами в современных условиях.

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TEACHING ENGLISH THROUGH DIGITAL TOOLS: ENHANCING LANGUAGE LEARNING IN THE DIGITAL AGE

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Abstract. *This article explores the integration of digital tools in teaching English as a second language (ESL) and their impact on learner engagement, motivation, and language proficiency. With the rapid advancement of technology, digital tools such as mobile applications, interactive platforms, gamification, and multimedia resources have become increasingly prevalent in ESL education. Employing a mixed-method approach combining quantitative surveys, proficiency tests, and qualitative classroom observations, this research investigates the effectiveness and challenges of using digital tools in diverse ESL learning environments. Findings indicate that digital tools significantly improve learner outcomes by fostering interactive, personalized, and autonomous learning experiences. However, barriers including digital literacy gaps, unequal access to technology, and the need for teacher training persist. The study highlights practical implications for educators and policymakers to optimize the use of digital tools in English language teaching.*

Key words: *digital tools, ESL instruction, learner engagement, motivation, language proficiency, gamification, interactive platforms, mixed-method research, digital literacy, teacher training.*

Introduction

This article explores the integration of digital tools in teaching English as a second language (ESL) and examines their influence on learner engagement, motivation, and language proficiency. In the context of rapid technological advancement, digital tools, such as mobile applications, interactive learning platforms, gamified activities, and multimedia resources have become increasingly essential components of modern ESL pedagogy. These tools not only expand instructional possibilities but also reshape how learners interact with language content in technology-enriched environments.

Adopting a mixed-method research design that incorporates quantitative surveys, language proficiency assessments, and qualitative classroom observations, this article provides a comprehensive analysis of the benefits and challenges associated with digital tool integration in diverse ESL learning settings. The results demonstrate that digital tools significantly enhance learning outcomes by promoting interactive, personalized, and autonomous learning experiences that align with the needs and preferences of contemporary learners. Nonetheless, the research also identifies several persistent barriers, including varying levels of digital literacy, unequal access to technological resources, and the necessity for targeted teacher training to ensure effective and pedagogically sound use of digital tools.

The landscape of English language teaching has been fundamentally reshaped by digital technologies. Traditionally reliant on in-person instruction and printed materials, ESL classrooms are now integrating a variety of digital tools to enhance teaching effectiveness and learner engagement (Chapelle & Sauro, 2017). Technologies such as language learning applications, virtual reality, gamified platforms, and interactive video content offer dynamic, adaptable, and immersive learning environments. These tools facilitate personalized learning paths, immediate feedback, and increased learner autonomy, which are critical for acquiring second language (L2) skills (Stockwell, 2012). Despite these advantages, challenges remain, particularly regarding equitable access to technology and adequate teacher preparation for digital pedagogy (Harfal et al., 2022). This article aims to investigate the role and effectiveness of digital tools in ESL instruction, analyzing their impact on learner engagement and language proficiency, as well as highlighting challenges and best practices for implementation.

Overall, this article offers practical insights for educators, curriculum developers, and policymakers seeking to optimize technology-enhanced English language teaching. By illuminating both the opportunities and constraints of digital integration, the study contributes to advancing innovative and equitable approaches to ESL education.

Materials and Methods

The study employed a robust mixed-methods research design to ensure a comprehensive and multidimensional evaluation of the effectiveness of digital tools in ESL instruction across three educational institutions representing diverse demographic and socio-academic contexts. The participant sample consisted of 90 learners between the ages of 15 and 25, encompassing varying proficiency levels and educational backgrounds, along with six ESL instructors possessing differing degrees of experience in both traditional teaching and technology-enhanced instruction. This diversity enabled a more valid and generalizable understanding of how digital tools function in real-world learning environments.

Quantitative data collection was carried out through two primary instruments. First, learner engagement was measured using a five-point Likert-scale survey designed to assess behavioral, emotional, and cognitive engagement dimensions. Second, standardized language proficiency tests were administered before and after a 12-week instructional period during which digital tools were systematically integrated. These tests evaluated key linguistic competencies, including vocabulary acquisition, speaking fluency, listening comprehension, and reading proficiency. The pre- and post-test design allowed for a precise measurement of learning gains attributable to the digital intervention.

Complementing the quantitative component, qualitative data were obtained through structured and systematic classroom observations conducted at multiple intervals throughout the study. Observation protocols focused on the quality and frequency of learner–learner and learner-instructor interactions, the extent of student autonomy, and the specific ways digital tools were used to support language learning tasks. Additionally, semi-structured interviews were conducted with the six instructors to gather in-depth insights into their experiences, perceptions of pedagogical effectiveness, and the practical challenges they encountered during implementation, such as technical constraints, time management, and learner readiness.

Data analysis followed an integrated approach. Quantitative data were processed using descriptive and inferential statistical techniques to identify trends, measure improvement, and determine the statistical significance of observed changes in engagement and proficiency. Qualitative data were analyzed through thematic coding, allowing emergent patterns and categories to be identified across observational notes and teacher interviews. This triangulated analysis not only strengthened the validity of the findings but also provided a nuanced understanding of the pedagogical value and limitations of digital tool use in ESL classrooms (See Table 1.):

Table 1. Summary of Research Instruments and Measured Indicators

Instrument	Type	Indicators Measured	Frequency of Administration	Purpose in Study
Learner Engagement Survey (Likert 1–5)	Quantitative	Behavioral engagement, Emotional engagement, Cognitive engagement	Pre- and post-intervention	Measure shifts in learner engagement due to digital tools
Language Proficiency Test	Quantitative	Vocabulary, Speaking, Listening, Reading	Pre- and post-test	Evaluate impact on language skills
Classroom Observation Checklist	Qualitative	Interaction patterns, Use of digital tools, Autonomy, Collaboration	Weekly	Identify observable changes in behavior and tool adoption
Instructor Semi-Structured Interviews	Qualitative	Teacher perceptions, Implementation challenges, Effectiveness judgments	Once at mid-point and once post-intervention	Capture pedagogical insights and contextual challenges
Digital Tool Usage Log *(optional)*	Quantitative /Qualitative	Frequency of tool access, Time spent, Activity completion	Automatically recorded weekly	Correlate tool usage with performance outcomes

The triangulated results from these instruments allowed the study to capture not only measurable improvements in language proficiency but also deeper transformations in learner behavior and teacher practice. For instance, increased engagement scores correlated strongly with heightened interaction levels observed in class and with instructor reports indicating greater learner autonomy. Conversely, digital literacy gaps noted in interviews aligned with inconsistent tool usage patterns visible in usage logs.

Such comprehensive data integration provided a powerful basis for evaluating the pedagogical viability of digital tools and identifying structural barriers that must be addressed to optimize technology-enhanced ESL learning.

Results

Quantitative findings demonstrated a statistically significant increase in learner engagement scores during sessions utilizing digital tools compared to traditional teaching methods. Pre- and post-test results showed an average 15% improvement in language proficiency, particularly in speaking fluency and vocabulary acquisition. Survey data reflected widespread positive learner attitudes toward interactive and gamified digital tools, noting enhanced motivation and greater willingness to participate. Qualitative observations revealed increased learner autonomy and peer collaboration during use of mobile applications and virtual communication platforms, suggesting a more learner-centered approach.

However, some sessions were hindered by technological issues such as inconsistent internet access and device availability. Instructor interviews identified insufficient digital literacy and lack of formal training as main barriers to effective technology integration.

Discussion

The data corroborate existing literature supporting digital tools as effective supplements in ESL education that enhance learner engagement and promote better language outcomes (Tabasi et al., 2024). The interactive and personalized nature of technology-assisted learning provides diverse input and output opportunities essential to second language acquisition. Gamification techniques, in particular, were noted to significantly increase learner motivation by introducing challenge-based and reward-oriented activities (Martinez & Perez, 2023). Yet, successful implementation requires thoughtful curriculum design that aligns digital tool use with pedagogical goals and learner needs. Additionally, professional development for instructors focusing on technological skills and digital pedagogy is crucial to overcome challenges related to uneven access and usability. Institutional support in providing infrastructure and training also plays a key role in maximizing benefits. Future research should explore the longitudinal effects of technology integration and the inclusivity of digital tools among various learner demographics.

Conclusion

Digital tools have revolutionized ESL teaching by creating interactive, personalized, and motivating learning experiences, leading to measurable improvements in language proficiency. While substantial benefits are evident, challenges including technology access disparities, digital literacy, and teacher readiness must be addressed. Strategic, inclusive implementation and continued research are essential to harness the full potential of digital tools in English language education.

Despite these advancements, the integration of digital tools into ESL classrooms is not without challenges. Persistent inequalities in access to reliable internet connectivity and technological devices continue to limit the inclusiveness of digital learning opportunities. Additionally, variations in digital literacy among learners can hinder their ability to fully benefit from technology-enhanced instruction. Equally important is the issue of teacher readiness: many educators require ongoing professional development to

confidently incorporate digital platforms, manage digital learning environments, and align technology use with sound pedagogical principles.

Given these complexities, the effective implementation of digital tools in ESL education necessitates strategic planning, institutional support, and a commitment to equity. Schools and policymakers must prioritize infrastructure development, promote digital literacy for both teachers and learners, and provide sustained training focused on pedagogically meaningful technology integration. Moreover, further research is crucial to explore long-term impacts, refine instructional models, and identify best practices tailored to diverse educational contexts.

In sum, while digital tools hold transformative potential for enriching English language education, realizing this potential fully depends on addressing existing barriers and adopting an inclusive, evidence-based approach that ensures all learners benefit from technology-enhanced instruction.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

O'QUVCHILARNING GAPIRISH KO'NIKMASINI RIVOJANTIRISHDA ONLAYN PLATFORMALARNING AHAMIYATI

Maftuna Ravshan qizi XISOMIDDINOVA
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Anotatsiya. *Ushbu maqolada ingliz tilini o'qitish va gapirish ko'nikmasini shakllantirishda zamonaviy ta'lim texnologiyalaridan foydalanishning ahamiyati, samaradorlik imkoniyatlari va o'quvchi faoliyatiga ta'siri tahlil qilindi. Online platformalar, multimedia vositalari, sun'iy intellekt asosidagi o'quv dasturlari hamda masofaviy ta'lim imkoniyatlari orqali dars jarayonini modernizatsiya qilishning afzalliklari ko'rsatib berildi.*

Kalit so'zlar: *zamonaviy texnologiyalar, onlayn ta'lim, mobil ilovalar, virtual laboratoriyalar, raqamli texnologiya, Quizlet, Kahoot, Wordwall, Bamboozle, Wheel of Names, grammatika, interaktiv mashqlar, videodarslik, audio dialoglar, nutq tezligi, mustaqil fikrlash, sun'iy intelekt, masofaviy ta'lim, videomuloqot, videosuhbat, dars samaradorligi.*

Bugungi rivojlanib borayotgan zamonaviy ta'lim tizimida, ingliz tilini o'rganishga bo'lgan talablar tobora ortib bormoqda. Shu bois, ta'lim jarayonida yangicha yondashuv, raqamli vositalardan samarali foydalanish va o'quvchilarni faollikka undaydigan metodlardan dars jarayonida foydalanish muhim ahamiyat kasb etadi. Hozirgi kunda zamonaviy texnologiyalar o'qituvchi uchun yordamchi vosita bo'libgina qolmay, balki butun bir o'quv jarayonini boshqaruvchi asosiy vosita bo'lib qolmoqda. Ingliz tilin o'qitish respublikamizda davlat siyosati darajasiga ko'tarilgan desak mubolag'a bo'lmaydi. Yurtboshimiz Mirziyoyev Shavkat Miromonovich tomonidan 2021-yil 19-maydagi PQ-5117-sonli "Chet tillarini o'qitish tizimini takomillashtirish chora tadbirlari" qarorida ham buning yaqqol namunasini ko'rishimiz mumkin. Qarorda zamonaviy raqamli platformalar, elektron darsliklar, mobil ilovalar, virtual laboratoriyalar va onlayn ta'lim vositalaridan foydalanish zarurligi qayd etilgan. Shu bilan birga ingliz tili o'qituvchilarining malakasini oshirish uchun hamda xalqaro sertifikatlarga ega bo'lishlari uchun sharoitlarni yaratish va tashkillashtirilayotgan dars jarayonlarini zamon bilan hamnafas holatda o'tilishi ham muhim yo'nalish sifatida ko'rsatib o'tilgan. Ta'kidlash joizki ushbu qaror ingliz tili o'qitish jarayonida zamonaviy texnologiyalardan foydalanish uchun qonuniy asos yaratdi va ta'lim tizimida keskin burilishlarga sabab bo'lmoqdi.

Har bir faoliyat yurituvchi shaxsning ish quroli bo'lganidek (dehqon-ketmen, ishchi-bolg'a, adib-qog'oz) o'quvchi va o'qituvchi ham o'zlariga tegishli bo'lgan o'quv qurollari va materiallari bilan ta'minlanadi. Daftar, ruchka, qalam, o'chirg'ich, chizg'ich kabilarning o'quvchining o'quv qurollari hisoblansa, hozirgi kunga kelib o'qituvchining asosiy quroli uning kitobi yoki darsligi bo'libgina qolmay, onlayn platformalar orqali darslikni o'quvchilar uchun yanada kengroq, tushunarliroq, qiziqarliroq holatda yaratib, ularni darsning o'zidayoq uyga berilgan vazifani yoki yangi mavzuni qay darajada o'zlashtirganligini onlayn platformalar orqali tekshirib olishyapti. Bu esa o'quvchilarni

faollikka, darsni yaxshiroq o'zlashtirishga, raqobatbardoshlikni kuchaytirishga undamoqda. Bular hozirgi zamonda o'qituvchilarning ta'lim sohasidagi erishayotgan yutuqlaridan biri desak ham bo'ladi. Shu bilan birga, zamonaviy axborot texnologiyalari ta'lim jarayonini nafaqat osonlashtirmoqda, balki uni butunlay yangi bosqichga olib chiqmoqda. Avvallari o'qituvchi dars jarayonida faqatgina og'zaki tushuntirish, doskaga yozish yoki kitobdagi ma'lumotlar bilan cheklangan bo'lsa, bugungi kunda interaktiv taqdimotlar, videodarslar, virtual laboratoriyalar, test platformalari va elektron kundaliklar orqali dars jarayonini ancha samarali tashkil etish imkoniyati paydo bo'lmoqda. O'quvchilar ham endilikda faqat tinglovchi emas, balki to'laqonli ishtirokchi sifatida darsga jalb qilinmoqda. Masalan, dars davomida onlayn testlar orqali darhol o'z bilimini sinab ko'rishi, mavzuni chuqurroq o'zlashtirish uchun qo'shimcha videoroliklar ko'rishi yoki interaktiv mashqlarni bajarishi mumkin. Bu nafaqat ularning qiziqishini oshiradi, balki mustaqil fikrlash, izlanish va o'z ustida ishlash ko'nikmalarini shakllantiradi. Bundan tashqari, onlayn platformalar yordamida o'qituvchi va o'quvchi o'rtasidagi aloqa yanada mustahkamlanmoqda. O'qituvchi ularning natijalarini real vaqt davomida kuzatib borishi, qaysi mavzu qiyinchilik tug'dirayotganini aniqlashi va har bir o'quvchiga individual yondashuvni amalga oshirishi mumkin. Bu esa ta'lim sifatining oshishiga, har bir o'quvchining o'z qobiliyati va imkoniyatiga qarab rivojlanishiga zamin yaratadi.

Raqamli texnologiyalar (Quizlet, Kahoot, Bamboozle, Wordwall, Wheel of Names) ingliz tilida gapirish ko'nikmasini takomillashtirishga bo'lgan qiziqishlarni oshirishda hamda tabiiy muhitni yaratib berishda anchagina qo'l keladi. Bundan tashqari gapirish ko'nikmasining muhim elementi hisoblangan yangi so'zlarni, grammatikani o'rganishda, interaktiv mashqlar tayyorlashda, dars jarayonini jonli tarzda o'tkazishga yordam beradi. Videodarsliklarni qo'llash, audio dialoglar o'quvchini talaffuzini to'g'irlash va nutq tezligi bilan ishlash yo'llarini ochib beradi. Bu kabi ilovalar darslarni raqamli texnologiyalar bilan boyitish va darsga bo'lgan qiziqishini oshiradi, mustaqil fikrlay olish qobiliyatini shakllantiradi. Ayniqsa, qilayotgan xatolarini zudlik bilan to'g'irlay olish imkonini beradi. Bunday jarayonda darslarni tashkillashtirish, o'z o'zini baholash va raqamli platformalarning har bir darajalarga moslanuvchanligi tufayli har bir o'quvchi o'z darajasiga mos bo'lgan mashqlarni bajarish orqali bilimlari kuchayib boradi.

Hozirgi kunda jadal rivojlanayotgan SI yani sun'iy intelekt ham bundan istesno emas, chunki bu ingliz tilida darslarini tashkillashtirishda keng imkoniyatlar yaratmoqda. SI vositalari orqali darsning o'zida o'quvchini talaffuzini avtomatik tekshirish, grammatikasi to'g'irlab ketish va matnlarni tahlil qilib individual ishlash mumkin.

Zamonaviy texnologiyalar masofaviy ta'limning ham yanada rivojlanishiga katta hissa qo'shmoqda. Online platformalar, videomuloqotlar, videosuhbat klublari o'quvchilarga o'z uylaridan turgan holatda samarali til o'rganish o'qiy olish imkoniyatini bermoqda. Dunyoning turli nuqtalarida bo'lgan o'zining tengdoshlari bilan muloqot qilgan holatda o'zlarining tushuna olish va gapira olish ko'nikmalarini rivojlantirishmoqda. Umumiy olib aytganda, ingliz tilini o'qitishda zamonaviy texnologiyalarni qo'llash dars jarayoning samaradorligini keskin tarzda oshiradi.

Gapirish ko'nikmasi til o'rganuvchilarning eng ko'p diqqat qaratadigan ko'nikma turi bo'lib, mazkur ko'nikmani shakllantirish biroz vaqt talab qiladi. Chunki, 1-2 so'z yodlab olib chet tilida ravon gapirib ketish mushkul. Buning uchun, albatta, mehnat va tajriba

kerak bo'ladi. "Sen ingliz qilida gapira olasanmi?" yoki "Sen rus tilida gapira olasanmi?" degan savollarni ko'p eshitamiz. Lekin, hech kim "Sen chet tilida tinglay olasanmi yoki yoza olasanmi?" deb so'ramaydi. Bundan ko'rinib turibdi-ki, gapirish til o'rganuvchilar uchun barcha ko'nikmalardan ham ustun ekan. A.G.Solomatina ham: "Agar o'quvchi ingliz tilida erkin gapira olishga muvaffaq bo'lsa, demak u tilni o'rganishga erishgan bo'ladi." deb ta'kidlab o'tadi. Shunday ekan, maktab o'quvchilarining gapirish ko'nikmasini qanday rivojlantirish mumkin? Gapirish ko'nikmalarini rivojlantirishning asosiy maqsadi:

-O'quvchiga erkin fikrini ifodalash imkonini berish.

-Kommunikativ qobiliyatni oshirish.

-Tinglash va javob berish orqali interaktiv muloqotga tayyorlash.

2. Gapirish ko'nikmalarini rivojlantirish metodlari

a) Dialoglar va rol o'yinlari (Role-play)

-O'quvchilar turli vaziyatlarda muloqot qilishni mashq qiladilar (masalan, do'kon, aeroport, restoran).

-Shaxsiy tajribani ifodalash va ijtimoiy vaziyatlarda muloqot qilish ko'nikmasi rivojlanadi.

-Faol ishtirok va kreativlikni oshiradi.

b) Gruppa ishlari va juftlik ishlari (Pair & Group Work)

-O'quvchilar kichik guruhlarda mavzu bo'yicha suhbat quradilar.

-Fikr almashish va bir-birini tinglash ko'nikmasi shakllanadi.

-Xatolardan qo'rqmasdan muloqot qilish muhitini yaratadi.

c) Debatlar va munozaralar (Debates & Discussions)

-O'quvchilar muayyan mavzuda o'z fikrini asoslab gapiradi.

-Tanqidiy fikrlash va argumentatsiya ko'nikmasi rivojlanadi.

-Rasmiy va norasmiy nutq uslublarini o'rganish imkonini beradi.

d) Ta'sirli savol-javob mashqlari (Question-Answer Drills)

-O'qituvchi savollar beradi, o'quvchilar qisqa va aniq javoblar beradi.

-Talaffuz, intonatsiya va tezkor javob berish qobiliyati yaxshilanadi.

-Yangi so'zlar va iboralarni amaliyotda qo'llashni osonlashtiradi.

e) Hikoya qilish (Storytelling)

-O'quvchilar qisqa hikoyalarni yoki shaxsiy tajribalarini ingliz tilida so'zlab beradi.

-Nutqni uzluksiz, mantiqiy ravishda qurish ko'nikmasi shakllanadi.

-So'z boyligi va ifoda vositalari kengayadi.

f) Texnologiya va multimediadan foydalanish

-Audio va video materiallar orqali nutqni takrorlash.

-Virtual suhbatlar, onlayn platformalar va til o'rgatish ilovalari yordamida mashq qilish.

-Real hayotiy muloqot sharoitini simulyatsiya qilish.

3. Gapirish ko'nikmalarini rivojlantirishda e'tibor beriladigan jihatlar

-Xatolardan qo'rqmaslikni rag'batlantirish.

-Talabalar motivatsiyasini oshirish (qiziqarli mavzular, shaxsiy tajribalar).

-Talaffuz va intonatsiyaga e'tibor berish.

-Kommunikativ vaziyatlarni real hayotga yaqinlashtirish.

Shuni aytish joizki, bugungi kunda o‘qituvchining roli ham o‘zgarib bormoqda: u endi faqat bilim beruvchi emas, balki yo‘naltiruvchi, motivatsiya beruvchi, zamonaviy texnologiyalarni to‘g‘ri qo‘llab, o‘quvchini mustaqil ta’lim olishga undovchi yetakchiga aylanmoqda. Bu esa nafaqat o‘qituvchilar, balki butun ta’lim tizimining zamonaviy talablar asosida rivojlanayotganidan dalolat beradi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ГИБРИДНОЕ И СМЕШАННОЕ ЯЗЫКОВОЕ ОБУЧЕНИЕ В ПОДГОТОВКЕ МЕДИЦИНСКИХ СТУДЕНТОВ ИЗ ИНДИИ (ТРИЛИНГВАЛЬНЫЙ ПОДХОД)

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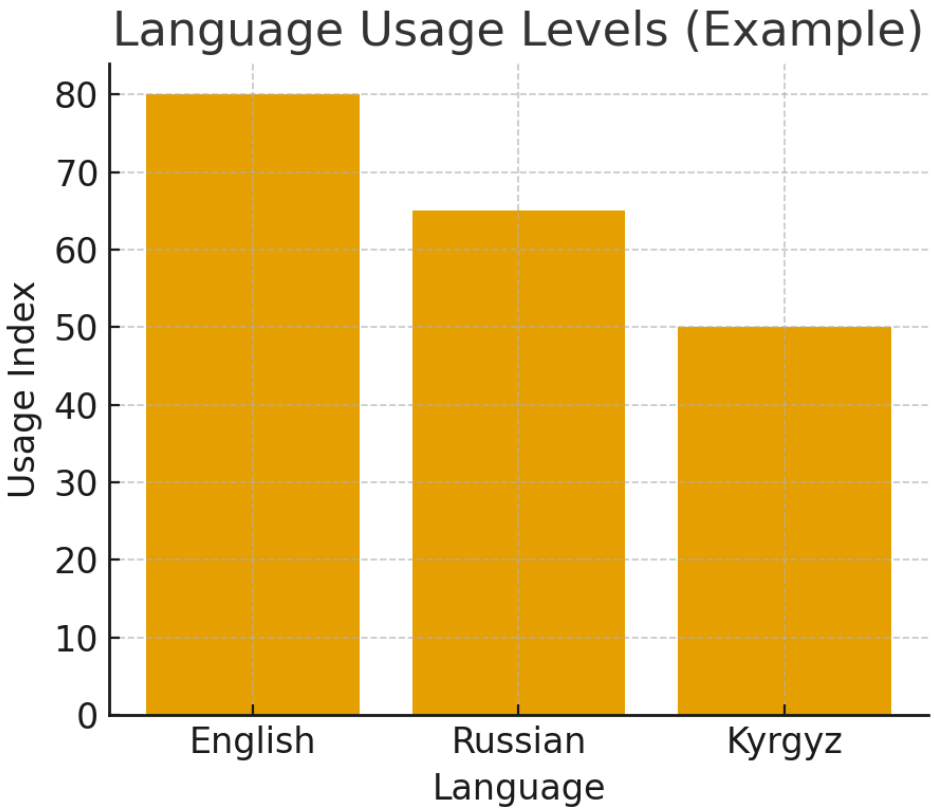
Аннотация. В статье рассматриваются особенности гибридного и смешанного обучения в трилингвальной образовательной среде (английский, русский и кыргызский языки) на примере подготовки медицинских студентов из Индии. Анализируются преимущества, вызовы и педагогические возможности интеграции цифровых и традиционных методов обучения в условиях многоязычия. Особое внимание уделено функциональному распределению языков и роли гибридного обучения в формировании профессиональных и коммуникативных компетенций студентов.

Ключевые слова: *гибридное обучение, смешанное обучение, медицинское образование, Индия, трилингвизм, английский язык, русский язык, кыргызский язык.*

Современная система высшего образования активно интегрирует цифровые технологии, что приводит к появлению гибридных и смешанных моделей обучения. Современное языковое образование характеризуется быстрым развитием технологий, цифровизацией и необходимостью адаптировать учебные модели к многоязычной и мультикультурной аудитории [Образование и XXI век, 1999: С. 16, Кирилюк, 2002: С. 80-82, Габдуллина, 2022: С. 395-403, 2. Гост. образ. стан. выс. проф. образ. по напр. подгот., 2015: № 1179/1.]. Особое место в этой тенденции занимает обучение иностранных студентов, осваивающих новые языки в

профессиональном контексте. Среди таких групп наиболее показательной является категория медицинских студентов из Индии, обучающихся в странах постсоветского пространства, в том числе в Кыргызской Республике, где образовательный процесс сочетает элементы английского, русского и кыргызского языков. В таких условиях особую значимость приобретает гибридное и смешанное обучение, позволяющее сочетать очные и дистанционные форматы, а также интегрировать мультиязычные компоненты в единый образовательный процесс [Graham, 2006: С. 3-21, Horn, 2014: С. 257].

Медицинское образование в Кыргызстане традиционно основывается на русскоязычной академической среде, однако в последние годы все большее количество иностранных обучающихся выбирает программы, где основным языком обучения является английский. Это создает уникальную трилингвальную ситуацию, в которой английский функционирует как язык профессиональной подготовки, русский – как язык межкультурной коммуникации и академического взаимодействия, а кыргызский – как язык социальной адаптации и взаимодействия с местным населением. Введение гибридных и смешанных образовательных форматов усиливает динамику этой модели, открывая возможности для гибкой интеграции всех трех языков. Диаграмма 1. Уровень использования языков.



Концептуально смешанное обучение (blended learning) предполагает сочетание традиционных очных занятий с цифровыми средствами обучения, тогда как гибридное обучение (hybrid learning) предоставляет студентам выбор между онлайн- и офлайн-присутствием, позволяя выстраивать индивидуальные образовательные траектории. Эти форматы особенно востребованы среди иностранных студентов, которые сталкиваются с тремя ключевыми вызовами:

языковыми барьерами, культурной адаптацией и необходимостью усвоения сложных профессиональных знаний [Кирилюк, 2002: С. 80-82, Kolb, 1984: С. 348]. В контексте медицинского образования, где взаимодействие с преподавателем и практическая подготовка имеют первостепенное значение, гибридные модели обучения позволяют компенсировать языковые трудности и индивидуализировать темп освоения материала.

Применение смешанного обучения в трилингвальной среде медицинских вузов Кыргызстана проявляется в распределении языковых функций. Английский язык используется для освоения теоретических дисциплин, чтения научной литературы и подготовки профессиональных презентаций. Русский язык служит основным инструментом общения с местными преподавателями и студентами, а также используется при прохождении клинической практики в больницах. Кыргызский язык выполняет социально-коммуникационную функцию, помогая студентам адаптироваться к повседневной жизни, понимать культурные нормы, менталитет и национальные, исторические особенности местных жителей и взаимодействовать с пациентами, особенно молодыми. В рамках смешанного обучения значительная часть материалов, включая видеолекции, видеоролики, глоссарии и тестовые задания, может предоставляться на трех языках, что усиливает межъязыковую трансферность и способствует формированию гибкой языковой компетенции.

В гибридной модели обучения медицинские студенты из Индии получают возможность выбирать формат изучения языковых дисциплин: посещение очных занятий, участие в онлайн-семинарах или самостоятельное изучение материалов в цифровой среде. Такая модель особенно полезна для студентов, испытывающих трудности в устной коммуникации на русском и кыргызском языках. Возможность пересматривать видеолекции, обращаться к мультиязычным словарям, выполнять задания в удобном темпе существенно снижает уровень тревожности и повышает качество усвоения материала. Для английского языка гибридный формат позволяет усилить академическую составляющую: студенты могут выполнять письменные задания онлайн, участвовать в международных вебинарах и получать консультации преподавателей.

Важно отметить, что трилингвальный аспект в гибридном обучении формирует уникальную когнитивную среду. Исследования в области когнитивной лингвистики показывают, что освоение нескольких языков одновременно способствует развитию метаязыкового сознания, улучшает способности к переключению между разными когнитивными системами и усиливает критическое мышление [Назарова, 2011]. Для медицинских студентов это особенно значимо, поскольку языковые навыки напрямую связаны с клиническим мышлением, точностью терминологического выражения и качеством коммуникации с пациентами. В кыргызском контексте знание кыргызского языка становится важным элементом практической подготовки, особенно в процессе первичных приемов, заполнения медицинской документации и участия в диагностической беседе.

Смешанное обучение способствует интеграции аутентичных материалов на трех языках. Для английского используются международные учебники по анатомии,

физиологии, фармакологии, для русского – локализованные методические пособия, клинические протоколы и учебные кейсы, для кыргызского – адаптированные речевые модели, культурно ориентированные диалоги и сценарии общения с пациентами. Разделение функций языков в образовательном процессе создает условия для их целенаправленного использования, что значительно ускоряет языковое развитие студентов. При этом цифровая среда обеспечивает равный доступ ко всем ресурсам, что важно для иностранных обучающихся с разным уровнем подготовки.

Важной особенностью гибридного обучения является возможность формирования индивидуальных траекторий развития. В условиях трилингвального образования это позволяет учитывать различия в стартовых языковых компетенциях студентов: одни имеют высокую подготовку в английском, но испытывают трудности в русском, другие – быстро осваивают кыргызский, но нуждаются в дополнительных ресурсах для профессионального английского. Система гибридных курсов позволяет гибко распределять учебное время, предлагая дополнительные модули для самостоятельного изучения, интерактивные тренажеры, словари терминов и видеоматериалы на всех трех языках.

Педагогические преимущества гибридного и смешанного обучения проявляются и в развитии межкультурной компетенции [Кашлев, 2004: С. 93]. Индийские студенты сталкиваются с новым социальным окружением, нормами академического поведения, и структурами коммуникации, которые существенно отличаются от индийского образовательного контекста. Благодаря гибридным форматам преподаватели могут использовать мультимодальные средства: видеозаписи реальных диалогов в больницах, культурные комментарии, аутентичные языковые модели и презентации с примерами речевых ситуаций на русском и кыргызском языках. Это способствует формированию устойчивых навыков межкультурного общения, а также повышает уверенность студентов в профессиональной среде.

Тем не менее, внедрение гибридного и смешанного обучения в многоязычной среде сопровождается рядом вызовов. Среди них – необходимость адаптации цифровых материалов, нехватка трилингвальных ресурсов, необходимость повышения цифровой грамотности преподавателей, а также создание единых стандартов для оценивания языковых компетенций на трех языках [Кечерукова, 2021: С. 152-156]. Дополнительные сложности возникают при обеспечении равного доступа к технологиям и стабильному интернет-соединению, что особенно важно для студентов, находящихся за пределами кампуса. Тем не менее, опыт медицинских вузов Кыргызстана показывает, что эти препятствия постепенно преодолеваются благодаря модернизации инфраструктуры и профессиональному развитию педагогов [Основ. образ. прогр. выс. проф. образования, 2021].

В заключение следует отметить, что гибридное и смешанное обучение открывают новые перспективы для языковой подготовки медицинских студентов из Индии в трилингвальной образовательной среде Кыргызстана. Сочетание английского, русского и кыргызского языков в рамках одной учебной программы способствует не только профессиональному развитию студентов, но и их успешной

социальной адаптации и межкультурной интеграции. Гибридные форматы позволяют учитывать индивидуальные особенности обучающихся, обеспечивать гибкость в организации учебного процесса и использовать преимущества цифровых технологий. В перспективе такие модели могут стать основой для разработки инновационных образовательных программ, ориентированных на международную мобильность и подготовку специалистов, способных эффективно работать в многоязычной медицинской среде.

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Section 6

Digital Linguistics and Current Trends in Philological Research

The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ALEXANDRA RUSSIAN-MUSLIM WOMEN'S SCHOOL – AS THE FIRST SECULAR WOMEN SCHOOL IN AZERBAIJAN

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Abstract. *In order to establish the intellectual and successful society the women of this society should be educated. Throughout the history Azerbaijani woman had an important role in the family and society, as well as in the establishment of moral and spiritual values of our nation with their power of will, bravery, purity and reliability. For a very long period the education of women was one of the critical problems in our country and starting from 19th century the intellectuals of Azerbaijan tried to solve these problems in different ways. This article gives information about the intellectual movements on women education which took place in Azerbaijan at the end of 19th and beginning of 20th centuries. The focus has been made on different women schools, courses and communities established during this period and their influence to the development of education in the country.*

Throughout the history, women have had only a limited role in society with restricted opportunities. Women, on an equal basis as their male counterparts, must be the part of essential human resource base of each country that contributes to its competitiveness and sustainable development.

Whether in developed or developing countries, in urban or in rural lifestyles, ultimately an educated woman serves for the better and more equal society, with a ripple effect which positively impacts the future.

Women do bear responsibility for the boys and girls of tomorrow's society, for their education and for instilling the values of equal treatment in and outside of home.

Key words: *women`s education, enlightener, women literacy rate, girls school, women`s rights, Islamic values*

The great Azerbaijani philanthropist and industrial magnate Haji ZeynalabdinTaghiyev said: "The nation whose mother is illiterate is blind!"

Throughout history, women have had only a limited role in society with restricted opportunities. Women, on an equal basis as their male counterparts, must be the part of essential human resource base of each country that contributes to its competitiveness and sustainable development.

Whether in developed or developing countries, in urban or in rural lifestyles, ultimately an educated woman serves for the better and more equal society, with a ripple effect which positively impacts the future.

Women do bear responsibility for the boys and girls of tomorrow's society, for their education and for instilling the values of equal treatment in and outside of home. There are still a lot of countries where access to education for women is limited to inferior curricula, rooted in gender stereotypes.

Women's education has assumed special significance in the context of the country's planned development. An educated woman is the best way to improve the country. This is because women represent a valuable human resource and play an important role in the development of community and nation. Wasting women's intellectual potential restricts the scientific development and technical progress in the country. In this context, it can be argued that lack of women's education can be an impediment to the country's economic development.

Literate, educated women have both a rich vocabulary and a wide range of vision. They are able to take more confident steps in life. They get marriage on the basis of love, wish and wisdom. Therefore these families have a solid foundation and future.

Azerbaijani women who had a great role in social and political, scientific, literary and art, humanitarian and other fields, passed hundred years long development way in a very short time in 20th century and their positions in society, social life, family were changed fundamentally. Women's emancipation, reducing of women's ignorance, as well as getting the equal rights with the men in the society were the main achievements of that period.

Most reformers, including secular nationalists, social democrats, and Muslim modernists, saw the emancipation of women as a prerequisite for the revival of Muslim civilization and Azerbaijan's economic, social, and cultural development. People in intellectual circles, especially writers like Mirza-Jalil Mammed-Quluzadeh (1861-1932) and his wife, Hamideh Javanshir (1873-1955) raised women's issues in their popular and influential journal Molla Nasreddin (1906-1930). Through powerful satire and cartoons, the journal played a crucial role in criticizing the government, corrupt officials, and religious conservatives as well as denouncing compulsory veiling and seclusion, violence, and other oppressive practices against women.

Founded by an Azeri woman (Khadija Alibeyova, 1884-1961) and her husband, the first journal for and by women in Azeri Turkic was published in Baku in 1911. This journal, Ishiq (Light), aimed at enlightening women about their education and employment rights by emphasizing certain egalitarian passages from the Koran and by cautiously and indirectly criticizing conservative Islamic authorities.

Many ignorant people think that women's education is not perceived positively with our religion. However, they forget that Islam laid great store on science and education. Prophet Mahammad said about education that "The seeking of knowledge is obligatory for every Muslim (both male and female)". It means that the people who argue that religion is against for women's literacy are wrong. Both Islamic values and the requirements of modern civilization in our country are not against for women's education.

The words of the Prophet Muhammad that "Paradise is under the feet of your mother" certainly confirm great respect for and trust in the woman in Islam. Although from a legal point of view, the man in the Muslim world was given an advantage, this did not stop the woman from occupying a special place in society. In many areas of life she had equal rights with men, including the right to education. Due to the requirements of the Islamic religion that all of its followers should be able to read and understand the Koran, primary education as minimum, including among women, flourished in all Muslim countries.

In the late 19th and at the beginning of 20th centuries, there were a lot of charity societies established by the representatives of the progressive public. Many wealthy and aristocrat Azeri women were the members of these societies and spread the ideas of enlightenment through them. They took an active part in all charity arrangements and made a great contribution in spreading education and culture.

The traditional system, under which young Azerbaijani women studied the basics of religion and the rules of housekeeping at maktabs, madrasas or at home, had outlived its usefulness. There was a need to carry out radical reform at girls' schools and give them a more progressive secular nature. Azeri intellectuals called louder and louder for the expansion of women's education and the involvement of Azerbaijani women in public life.

In 1896, the idea was born to open a secular school for Azerbaijani women, which was realized by the great son of the Azerbaijani people Haji ZeynalabdinTaghiyev.

Reformers like Taghiyev remarked on women's education among European women and Muslims of the Volga Tatars while postulating an egalitarian and progressive interpretation of the Koran. However, Russian colonizers, as in many other colonial contexts, were unconcerned about real emancipation of women and improvement in women's status.

Only Taghiyev's willpower and the strength of character, at the same time his wisdom, reputation among the local Baku people and his material resources helped him to realize his ideas. In this way, Taghiyev could overcome local authorities' displeasure and as well as resistance of orthodox part of the city with very smooth diplomatic maneuvers. So that, in his letter to the controller of Caucasus Education Center, K.P.Yankovsky dated 24 April 1986, he declares that the foundation of school is dedicated to Tsar Nikolay II accession to the throne: "I decided to celebrate the coronation ceremony of Imperator in Baku with the establishment of Russian-Muslim school with my own expense." At the same time, the school was named after Empress Alexandra Fedorovna, "Aleksandrinskaya" by Taghiyev. As a result of this diplomatic approach, the permission to open the first school for Muslim women was received from authorities.

Taghiyev faced opposition not only from government circles but also from his countrymen. Numerous facts show with what difficulty Taghiyev had to convince his compatriots of the need to educate girls. "Teach your daughters. In the future they will be mothers and they will be able to raise their children. What children can you expect from an ignorant mother?" he appealed to the people.

On 7 October 1901 at noon, the grand opening of the Empress Alexandra Fedorovna Baku women's Russian-Muslim school was held. The newspaper "Kaspi" described the event as follows: "The seventh day of October will be memorable for our Muslims as a day that marked the real implementation of the idea of women's education, which has long been nurtured by the best part of the Muslim society of the Transcaucasia, and not only Transcaucasia, but all regions of Russia with a Muslim population, for whom the issue of women's education is one of the pressing questions of life. This alone makes today's celebration in Baku an all-Muslim event to which to all Russian Muslims must respond".

Taghiyev announced at the ceremony the idea which was his dream for a long time: "Today's celebration is just the beginning of an extensive plan. You can see the top floor of the building: it was built by me this way in order to make it easier to build another floor

on it. I will do this as this school should turn into a women's school for Muslim girls. It's now my dream."

Picture 1.

The Board of Trustees, teachers and students of school. 1901.



The school accepted Muslim girls older than 7 years (subsequently–8 years). Originally it was planned to accept 50 pupils of whom 20 poor Muslim girls studied and lived in the school hostel with the sponsorship of Taghiyev and 30 at their own expense.

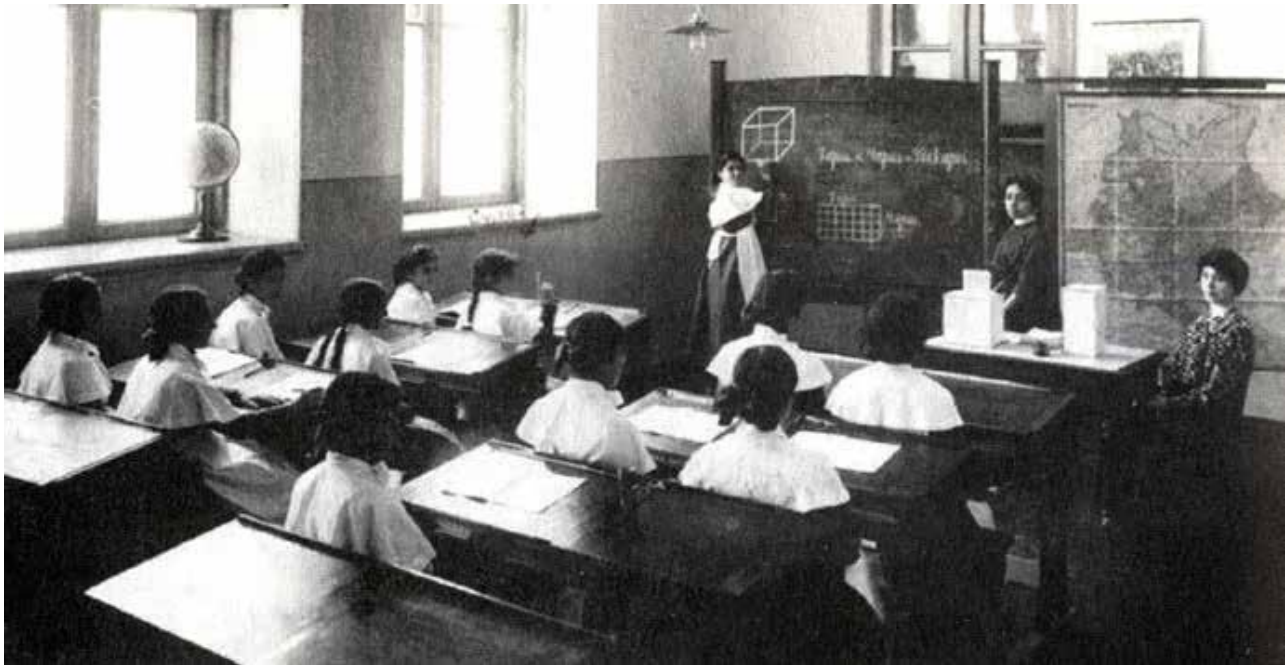
However, the number of those wishing to enter for free education was higher. Despite the lack of vacancies, the Board of Trustees decided to accept another 13 poor girls at the request of Taghiyev. By the time when the college opened, the number of students receiving free education had risen to 35, while the total number of entrants was 58.

The Alexandra Russian-Muslim women's school was a boarding school. Any access by men was banned. Students were totally provided with uniforms, food and manuals by Taghiyev. The Azerbaijani and Russian language (language and literature), arithmetic, history, geography, nature- study, calligraphy, singing, music, ethics, anatomy, medicine and religion were taught in the school. Along with general subjects, the school conducted workshops on handicrafts and housekeeping. The school had all conditions for the long stay of students, including a hospital, kitchen, laundry, shower rooms and sanitary services. It had a special physician and nurse staff, and the health of the boarders was under regular supervision.

In addition to spacious, bright classrooms, cozy bedrooms and dining rooms, Tagiyev's school had a great stage on which the works of Azerbaijani classics were produced. In general, it should be noted that special attention was paid to the aesthetic education of girls in the school. They were regularly taken to performances at Taghiyev's theatre and to the cinema, and the school had a choir and literary and dance circles.

Picture 2.

Classroom



The press of those years and high-ranking representatives of the tsarist administration, who were closely familiar with the school, highly valued the educational process here. Indeed, the school was a genuine specimen of secular education for women, skillfully combining Muslim traditions with European modernism. Of course, the primary credit for this belongs to the founder and trustee of the college – Haji ZeynalabdinTaghiyev. But, he could not carry this burden alone. Taghiyev collected the best intellectuals of Baku and progressive religious figures. Through the newspaper Taghiyev requested to show their support for the first Muslim school from all Muslim women teachers. As a director of the school, he appointed the spouse of one of the first intellectuals of the country and the founder of first newspaper ("Akinchi") which was published in Azerbaijan, Hasanbay Malikov. His spouse, Hanifa khanum was the first intellectually developed and educated Azerbaijani woman.

Among the teachers of this school were different educated and enlightener women, such as Mina Talishinskaya (the first enlightener of Azerbaijan), Rahila Terequlova (a prominent teacher), Maryam Sulikevich, Adila Shahtaxtinskaya, Gulbahar Ahriyeva, Maryam Hembitskaya(women–enlighteners), Shafiga Afandizadeh (the first Azerbaijani publicist–writer), Mina Aslanova (honored teacher of Azerbaijan), Govhar Qaziyeva, Nabat Narimanova, Shahrabani Shabanova (women–activists), Sakina Akhundzadeh (the first Azerbaijani woman–playwright), Khadija Agayeva (a talented teacher–later she was awarded with an order of Lenin) and many others.

These women were capable of transmitting Taghiyev's ideas of enlightenment. It is these ideas that will be of key importance for ensuring sustainable development and a civilized future for today's independent Azerbaijan.

Taghiyev's close associate was his spouse Sona khanum– deputy chairperson of the Board of Trustees. Later, along with Haji, she was an honorary trustee of the school.

In1915, she became one of the founders and chairperson of the society to assist poor students of the Alexandra Russian-Muslim women's school.

Picture 3.

Needlework lesson, 1901



In 1915 the two years pedagogical courses for the girls were opened on the basis of school. Salima Yagubova, who graduated from High Pedagogical course named after Bestujev in Sankt-Petersburg, was appointed as a director for these courses and the education program of the courses was accepted with her attendance. She taught methodology, pedagogics and psychology at the courses. The first graduation of pedagogical courses was in 1917 and the girls who finished these courses played a very important role in the development process of enlightenment and educational activities, as well as in decreasing the ignorance as much as possible in Azerbaijan.

The social and political events of the early 20th century affected the work of the women's school. In connection with the beginning of World War I, there appeared difficulties with the arrival of non-resident students and delivery of food. On 2 May1917, the Board of Trustees decided to close the school from September 1917.

Opening the first secular Muslim woman school in Baku in 1901 by Taghiyev caused the revival and initiative in the society. The tendency was followed and a lot of new schools were opened in other cities and remote places of the country very soon. The new schools were established in Yerevan, Tbilisi, Ganja, Shamakhi, Guba, Gazakh and other cities and in most cases the directors of these schools were the alumnis of Taghiyev's school. Even some of them opened schools in their houses.

The Taghiyev`s school proved to be a vivid example of transforming the black gold of oil into the human gold of an educated woman. The years passed and women's

education became common in the Eastern world, coeducation of boys and girls appeared, and educated women became actively involved in public life, along with men.

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КОРПУС ТАДЖИКСКОЙ ПОЭЗИИ XX ВЕКА И ИНСТРУМЕНТЫ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА КАК РЕСУРС ОБУЧЕНИЯ НАРОДНО-РАЗГОВОРНОЙ ЛЕКСИКЕ (НА МАТЕРИАЛЕ ТВОРЧЕСТВА С. АЙНИ, М. ТУРСУНЗАДЕ, Л. ШЕРАЛИ)

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Аннотация. *В статье представлена концепция и методология создания цифрового корпуса таджикской поэзии XX века с интеграцией инструментов искусственного интеллекта для обучения народно-разговорной лексике. На материале произведений С. Айни, М. Турсунзаде и Л. Шерали разработана архитектура лингвистического корпуса с многоуровневой аннотацией разговорных языковых единиц. Описана технология «ПоэтКорпус-ИИ», включающая автоматизированные модули лексикографического анализа, семантической разметки и генерации образовательного контента. Предложены алгоритмы классификации народно-разговорной лексики по функционально-стилистическим и территориальным признакам с использованием методов машинного обучения.*

Ключевые слова: *корпусная лингвистика, таджикская поэзия XX века, народно-разговорная лексика, искусственный интеллект в лингводидактике, цифровые образовательные технологии, лексикографическая аннотация*

Народно-разговорная лексика составляет живую основу таджикского языка, однако систематизация и изучение этого пласта языка сталкиваются с методологическими трудностями. Поэзия XX века, особенно творчество классиков С. Айни, М. Турсунзаде и Л. Шерали, представляет богатейший материал народной речи, органично вплетенной в художественную ткань произведений [5, с. 8]. Однако отсутствие систематизированного цифрового ресурса затрудняет изучение и преподавание разговорной лексики.

Современные технологии корпусной лингвистики и искусственного интеллекта открывают новые возможности для систематизации языкового материала [1, с. 158]. ИИ-инструменты позволяют автоматизировать процессы аннотирования, классификации и создания образовательных ресурсов на основе аутентичных текстов [3, с. 213]. Применительно к таджикскому языку и литературе подобные разработки находятся на начальной стадии, что определяет актуальность данного исследования.

Народно-разговорная лексика в таджикском языке характеризуется особой экспрессивностью, территориальной вариативностью и функционально-стилистической маркированностью [2, с. 12]. В поэтических текстах она выполняет множественные функции: создание национального колорита, передача живой речи,

усиление эмоционального воздействия, установление контакта с народной аудиторией.

Поэтические тексты представляют особую ценность для лингводидактики, поскольку стихотворная форма облегчает запоминание лексических единиц и их контекстуального употребления [4]. Ритмико-мелодическая организация стиха способствует естественному усвоению фонетических и интонационных особенностей разговорной речи.

Корпусный подход в лингвистике предполагает создание репрезентативных массивов текстов с многоуровневой разметкой, позволяющей проводить количественный и качественный анализ языковых явлений. Интеграция искусственного интеллекта расширяет возможности корпусных исследований, обеспечивая автоматизацию трудоемких процессов и создание интеллектуальных образовательных систем [7, с. 245].

Разработанный корпус представляет собой интегрированную цифровую платформу, состоящую из нескольких взаимосвязанных уровней.

Корпус включает полные поэтические собрания трех авторов общим объемом 2847 текстов и 486 тысяч словоупотреблений. Структура базы данных (см. таблицу № 1):

Таблица 1.

Структура текстового массива корпуса

Автор	**Период творчества**	**Количество текстов**	**Словоупотреблений**	**Доля в корпусе (%)**
С. Айни	1910-1954	812	138 247	28,4
М. Турсунзаде	1930-1977	1156	197 615	40,7
Л. Шерали	1941-2000	879	150 138	30,9
Итого		**2847**	**486 000**	**100**

Каждый текст сопровождается метаданными (год создания, место публикации, жанр, тематика, диалектная основа) и представлен в кириллической и латинской графике с параллельным отображением.

Разработана система многоуровневой разметки: морфологический слой (часть речи, грамматические характеристики, словоформа и лемма), семантический слой (тематическая группа, коннотация, синонимические ряды), стилистический слой (разговорное, просторечное, диалектное, фольклорное), территориальный слой (согдийский, хатлонский, горно-бадахшанский диалекты), частотный слой (абсолютная и относительная частотность употребления).

Технология включает три ИИ-модуля: модуль автоматического выявления разговорной лексики (алгоритм машинного обучения обучен на 15 тысячах лексических единиц, распознает народно-разговорные слова с точностью 87,3%, использует признаки: морфологическая структура, контекстное окружение, частотность, семантическое поле), модуль семантической кластеризации (ИИ-система группирует лексику по тематическим кластерам, применяется модель Word2Vec для таджикского языка, расчет семантической близости по формуле

косинусного сходства $\mathbf{sim}(w_1, w_2) = \frac{\overrightarrow{v_1} \cdot \overrightarrow{v_2}}{|\overrightarrow{v_1}| \cdot |\overrightarrow{v_2}|}$, модуль генерации образовательного контента (генеративная модель на основе трансформера создает контекстуальные примеры, упражнения, тестовые задания с автоматической проверкой). Веб-платформа обеспечивает конкордансный поиск с фильтрацией, визуализацию статистических данных (графики, диаграммы, облака слов), интерактивные словари с аудиопроизношением, ИИ-ассистента для консультаций по употреблению лексики, персонализированные учебные траектории для студентов.

Таблица 2.

Функционально-стилистическая классификация разговорной лексики

Категория	Описание	С. Айни	М. Турсунзаде	Л. Шерали	Всего
Бытовая лексика	Названия предметов быта, одежды, пищи	287	412	523	1222
Фольклорные выражения	Пословицы, поговорки, присловья	156	234	189	579
Территориальные диалектизмы	Региональные варианты слов	98	142	267	507
Эмоционально-экспрессивная лексика	Оценочные слова и выражения	203	318	401	922
Разговорные фразеологизмы	Устойчивые сочетания народной речи	134	198	245	577
Просторечная лексика	Сниженные, грубоватые выражения	45	78	112	235
Итого уникальных единиц		**923**	**1382**	**1737**	**4042**

Для каждого автора рассчитан индекс лексического разнообразия разговорной лексики:

$$\text{LDразг} = \frac{N\text{уник}}{N_{\text{общ}}} \times 100\%$$

где $N_{\text{уник}}$ – количество уникальных разговорных лексем, $N_{\text{общ}}$ – общее количество разговорных словоупотреблений.

Расчеты показывают:

1. С. Айни: $LD_{разг} = \frac{923}{2847} \times 100\% = 32{,}4\%$
2. М. Турсунзаде: $LD_{разг} = \frac{1382}{4126} \times 100\% = 33{,}5\%$
3. Л. Шерали: $LD_{разг} = \frac{1737}{3891} \times 100\% = 44{,}6\%$

Наиболее высокий показатель у Л. Шерали объясняется его глубокой укорененностью в народной речевой традиции и активным использованием региональной лексики Матчинского района [6].

Корпус позволяет выявить диалектную принадлежность разговорных единиц.

Коэффициент территориальной концентрации для автора i рассчитывается по формуле:

$$K_{терр}^{(i)} = \frac{\sum_{j=1}^{n}(p_{ij} - p_j)^2}{n},$$

где p_{ij} – доля диалектизмов зоны j у автора i, p_j – средняя доля по корпусу, n – количество диалектных зон.

Максимальный коэффициент у С. Айни ($K_{терр} = 0{,}47$), что отражает преимущественное использование согдийского диалекта.

Корпус реализован с использованием следующего технологического стека:

I.База данных: PostgreSQL с полнотекстовым поиском,

II. Морфологический анализатор: адаптированная модель для таджикского языка,

III. Векторные представления: Word2Vec с размерностью 300,

IV. Генеративная модель: GPT-архитектура, дообученная на таджикских текстах,

V. Веб-интерфейс: React с адаптивным дизайном,

VI. API: RESTful для интеграции с внешними системами.

Производительность системы обеспечивает обработку поисковых запросов за 0,3-0,8 секунды при базе 486 тысяч словоупотреблений.

Дальнейшее развитие корпуса предполагает:

1. **Расширение материала**: включение прозаических произведений XX века, современной поэзии XXI века,
2. **Мультимодальность**: добавление аудио- и видеозаписей исполнения стихов для формирования фонетических навыков,
3. **Параллельные корпуса**: создание переводных версий на русский, английский, персидский языки,
4. **Социолингвистическая разметка**: аннотация по возрастным, гендерным, социальным характеристикам употребления лексики,
5. **Краудсорсинг**: привлечение носителей диалектов для уточнения семантики и территориальной привязки слов.

Корпус таджикской поэзии XX века с интеграцией инструментов искусственного интеллекта представляет собой инновационный образовательный ресурс, сочетающий традиции национальной поэзии с современными цифровыми технологиями. Систематизация народно-разговорной лексики на материале творчества С. Айни, М. Турсунзаде и Л. Шерали создает научную базу для изучения живой речевой традиции и обеспечивает сохранение языкового наследия в цифровом формате. Применение методов машинного обучения позволяет

автоматизировать лингвистический анализ и создавать персонализированные образовательные траектории для студентов-филологов.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ВЗАИМОДЕЙСТВИЕ И ВЗАИМНОЕ ОБОГОЩЕНИЕ ЯЗЫКОВ В СОВРЕМЕННОМ ЯЗЫКОЗНАНИИ

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Аннотация. *В статье рассматривается проблема взаимодействия и взаимообогащения языков на примере влияния русского языка на таджикский в различные исторические периоды. Анализируются пути заимствования лексики, особенности интернационализмов, влияние социальных, политических и культурных факторов на развитие таджикского языка. Особое внимание уделяется советскому и постсоветскому этапам, отмечается роль русского языка в формировании терминологической, технической и общественно-политической лексики таджикского языка. Делается вывод о том, что языковое взаимодействие является естественным процессом развития и отражает культурно-историческую динамику общества.*

Ключевые слова: *Взаимодействие языков, заимствованная лексика, интернационализмы, таджикский язык, русский язык, советский период, постсоветский период, лексическое заимствование.*

Взаимодействие языков представляет собой сложный и многогранный процесс, который сопровождает развитие человечества на протяжении всей его истории. Никакой язык не существует изолированно: социальные контакты, миграция, экономические и культурные связи неизбежно приводят к обмену лексикой, формированию общих понятий и взаимному обогащению языковых систем. Именно поэтому изучение процессов языкового взаимодействия позволяет глубже понять историческое развитие народов, их культурные связи, а также динамику изменения словарного состава языка.

Историю известно, что социальное благополучие является одним из основ развития языка, также играет значительную роль взаимодействии и обогащению языков, который в языкознании известен под названием заимствованная лексика, как особенная часть. Заимствованными являются слова, пришедшие в один язык из других языков, на разных этапах его развития.

Заимствования из одного языка в несколько с минимальным изменением внешнего облика и значения называются интернационализмами.Путь заимствования может быть изустным, через живое диалогическое общение носителей разных языков, и письменным, через контакт с иноязычной лексикой в книжных источниках.

Значительныепласты заимствованной лексики во многих языках составлены словами - интернационализмами, которые в большинстве случаев носиттерминологический характер.

Заимствование слов – это необходимый и естественный процесс языкового развития. Лексическое и грамматическое заимствование, обогащая язык, нисколько не приносит вреда его самобытности. Так как сохраняет основной словарь, а также при этом неизменным остается присущий языку грамматический строй, не нарушаются внутренние законы языкового развития.

И тут возникает вопрос:

– Что собой представляет взаимодействие и взаимообогащение языков?
– Что заставляет один народ заимствовать слова у другого народа?

«Среди всех тех проблем, которыми занимается в настоящее время языкознание, нет, пожалуй, ни одной столь важной, как проблема языкового смешения. Она должна быть подвергнута тщательному изучению, прежде всего там, де имеются благоприятные условия, как для наблюдения самого процесса смешения, так и для его научного изучения»[1] - писал один из выдающихся языковедов Г. Шухардт. Г. Шухардт, говоря о так называемом «смешанный», имел в виду процессы, заимствованные лексики вследствие взаимодействия языков.

По характеру и объёму заимствований можно отследить пути исторического развития языка, то есть пути международных путешествий, связей и научного развития.Наблюдение за переходом слов и фраз из какого-либо языка в другой язык помогает понять историю языка, как литературного, так и диалектного.

Остановимсяна некоторые аспектывзаимоотношение и взаимосвязи культуры и обогащение языка таджикского народавремён Советского Союза, какисторическая основа взаимодействия русского и таджикского народов и их языков.

Степень влияния русского языка на развитие таджикского, представляющая для нас в данном случае специальный интерес, непосредственно связана с характером распространения первого на территории Таджикистана, особенностями его функционального взаимодействия с таджикским языком.

В новую исключительно благоприятную полосу русско-таджикского отношения вошли после свержения в России царского самодержавия и установления Советской власти в Таджикистане, т.е. начиная с 20-х годов прошлого столетия. Этот период характеризуется как интенсивный в проникновении русизмов в лексику таджикского языка. С точки зрения массового проникновения русских заимствований в советскую эпоху в таджикский язык можно условно выделить следующие периода:

a) первые годы после установления Советской власти в Таджикистане и годы довоенных пятилеток,
b) период Великой Отечественной войны,
c) послевоенный период,
d) годы расцвета социалистического строительства,
e) постсоветский период.

Социальное благополучие является одним из основ развития литературного языка. Во времена Советского Союза для полнейшего развития литературной заимствованной лексики создался благоприятное условие. В это время в социально-политической, аграрно-культурной жизни таджикского народа произошло

всеобъемлющее изменение, круг действий и обязанности общества расширился. В это время наряду с родным языком русский язык вошёл во все отрасли. В школах ввели обучение русского языка – как язык межнационального общения.В то же время русский язык сыграл большую роль в развитии жизни общества того времени, в развитии социалистического государства, в развитии морально - материальной жизни таджикского народа. Если судить научно русский язык, становясь основой претворения в жизнь, все важнейшие законы социализма, не только сам развивался, но и содействовал развитию всех отраслей народного хозяйства.

Кардинальные преобразования в политической и экономической сфере, бурное развитие социалистического производства, расцвет науки и техники, культуры и искусства, всемирно-историческая победанародов СССР в Великой Отечественной войнеи героические дела в мирное время, принципиальные сдвиги в общественном сознании привели не только к большим изменениям в лексике и фразеологии таджикского языка, но и к обогащению таджикского языкасоветизмами, новыми словами и оборотами,отражающими новый уклад жизни и мировоззрение советских людей.

Листая исторические материалы, литературу и разные источники по теме русский язык, можно следить: величие, могущество, изысканности русского языка неоднократно подчёркивали классики марксизма-ленинизма, великие мыслители цивилизованного мира. Если заглянуть в историю Советского Союза, то именно добровольное изучение русского языка считался доверенным и развивающим источником развития национального языка, национальный язык, важнейшие национальные слова принимались по отношению друг с другом или посредством взаимосвязи наций.Потому, что в то время ключом морального богатства народов СССР, в том числе таджикского народа считался русский язык.

Словарная структура языка – это зеркало, отражающая морально-материальной жизни народа. Словарная структура таджикского языка, в особенности русско-интернациональные слова времён союза не только освещает положение языка, а также следует отметить, что в Советское время, так как национальный язык считался русским, исходя и этого, русский язык считался надёжным источником обогащения и развития национального языка таджикского народа. Русский язык считался ключом для проникновения в духовное сокровище русского народа, следовательно, перевод с русского языка на таджикский язык интенсивно развивался.

В то же время вопрос влияния русского языка на таджикский становился актуальным. И этот вопрос освещались, обсуждались и рассматривались в произведениях таджикскихписателей и поэтов: Садриддина Айни, Рахима Джалиля, Фотеха Ниязи, Пайрава Сулаймони, Хабиба Юсуфи, Мухаммаджона Рахими, Сотим Улуг-заде, Мирзо Турсан-заде, Мирсаида Миршакара, Мумина Каноата, а такжев научных работах учёныхБ.Н. Ниязмухаммедова, Н.А.Маъсуми,В.С. Расторгуевой, Д.Т. Таджиева, Н. Шарофова, М. Шакури, М.Н. Исаева, А.А. Каримовой, Н.Заидова,С. Негматова, Г. Ибрагимовой и многих других.

Влияние русского языка на таджикский в большинстве случаев наблюдается в лексической грамматике. Это не случайно. Язык, непременно активно участвуя во

всех отраслях деятельности человека, отражает в себе все изменения и перемены социальной жизни, в свою очередь словарная структура языка постоянно изменяется. Если заглянуть в историю заимствования лексики, то в таджикский язык с русского языка в первую очередь заимствовались название с представленным предметом. Например, «самолёт» изначально был назван по признаку «ҳавопаймо» - (преодоление воздуха), также был переведён, пользуясь калькой «худпар» (само летающий), так как ни один из них не мог заменить «самолёт» оставили в употреблении само слово.

Слово «оташароба» и смешное таджикское слово «шайтонароба» тоже не выжил. Слова «поезд»и «велосипед», как слово «самолёт» приобрели право пользования и вошли в жизнь и язык народа. Таких прав также приобрели множество слов как аптека, институт, университет, электростанция, радио, стол, стул, телевизор, стабилизатор, диван, шифоньер, телефон, лампочка, свет костюм, кинотеатр, фабрика, ателье, клуб, завод, магазин, трактор, бензин, галстук, завод и т.д. Эти предметы вошли в жизнь таджиков со своими названиями. Поэтому те, кто старался, давать этим предметам новое или же смысловое название, не далуспеха. Наблюдая, природное и жизненное заимствование лексики, Садриддин Айни - современный таджикский писатель указывал: «Действительно, инструменты (орудие), которое не было у нас и было произведено в Европе или в России, эти предметы должны приобрести свои изначальные названиях»[2]

В советские времена русский язык лексически сильно обогатил таджикский. Слова, обозначающие предметы технического прогресса, пришедшие в таджикский посредством русского языка (поезд, телефон, самолет), названия видов спорта (футбол, акробатика, атлетика), названия музыкальных инструментов (аккордеон, гитара), и прочие названия предметов, не существовавших в таджикской среде до советского периода, являлись первостепенными.

В 40-е годы активны новообразования просторечного характера, (они получают распространение в разговорно-обиходной речи), которые, как правило, представляют собою синонимические замены литературно-нормированных наименований соответствующих предметов, преимущественно военного назначения. В основном это слова, заменяющие “официальные”, терминологические составные наименования. Например, бронебойка – противотанковое ружье, бронебойщик – стрелок противотанкового ружья, зажигалка – зажигательная бомба и др.

Для периода Великой Отечественной войны 1941-45 г.г. вообще характерно широкое развитие новообразований народно-разговорного характера, которые, как правило, представляют собой синонимические замены литературно - нормированных наименований соответствующих понятий, предметов, явлений. Не все, конечно, из этих слов стали достоянием литературного языка. Все же литературный язык пополнился за счет слов народно-разговорного характера, возникших в годы войны. Для военных и последующих лет типичным представляется такое положение, при котором “побеждают” в литературном языке слова или словообразовательные модели разговорного характера, несмотря на наличие традиционных “книжных” слов и словообразовательных моделей.

Нужно отметить, что способ заимствования лексики не одинарны. В зависимости от исторических событий, социальных, политических и экономических положений одни слова непосредственно, другие же слова косвенно заимствуются. Арабские, узбекские и русские слова в таджикский язык заимствовались непосредственно, а латинские, греческие, английские, французские, немецкие в таджикский язык посредством русского языка. Слова республика, грамматика, футбол, орден, партизан, банк на самом деле латинского, греческого, английского, французского и итальянского происхождения и являются общеупотребительным словом в таджикском языке. Слова, непосредственно вошедшие через русский язык, также доказательств основного фактора развитие общей таджикской лексики словами и терминами интернациональной лексики.

В постсоветский же период до настоящего времени таджикский язык обогатился через русский язык, в связи с изменениями в сфере политической жизни, экономики, культуры и нравственной ориентации общества. Большое место в составе заимствованной лексики занимают общеупотребительные слова из области науки, политики, культуры, искусства, известные не только в русском, но и в таджикский язык, так называемые европеизмы или интернационализмы. Лингвист Л. П. Крысин в своей работе «О русском языке наших дней»,анализируя поток иноязычной лексики,на стыке XX и XXI веков пишет: «распад Советского Союза, активизация деловых, научных, торговых, культурных связей, расцвет зарубежного туризма, все это вызвало интенсификацию общения с носителями иностранных языков»[3]

В постсоветскиегоды сначала в профессиональной, а затем и в иных областях, появились термины, относящиеся к компьютерной технике и пользования компьютератакие как: *компьютер*, *дисплей*, *файл*, *интерфейс*,*принтер, интернет, фейсбук* и другие, экономические и финансовые термины: *бартер*, *брокер*, *ваучер*, *дилер* и другие, названия видов спорта *виндсёрфинг*, *скейтборд*, *армрестлинг*, в менее специализированных областях человеческой деятельности: шоу, видео,презентация, ном*инация*,*спонсор*, *видео*, *шоу* и т.д.

Многие из этих слов уже полностью ассимилировались через английский и русский язык в таджикский язык.

Таким образом, обобщая вышеизложенное, вытекает, что изменение языка с течением времени своего рода традиция. А традиция, как доказывает история, это признак культуры, развития любого явления, в этом случае развитие и обогащение таджикского языка посредством взаимодействия, которое придает человеческому бытию, человеческой истории нравственный смысл, созидательную устойчивость, представление об укладе человеческой жизни и в конечном итоге истинный толк.

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İNGİLİS VƏ AZƏRBAYCAN DİLLƏRİNDƏ FRAZEOLOJİ VAHİDLƏRİN QARŞILIQLI TƏRCÜMƏSİ

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Xülasə: *Məqalədə frazeoloji vahidlərin mənbə dilindən hədəf dilə çevrilməsinin vacib yolları və vasitələri müzakirə olunur. İngilis dili frazeologizmlərin azərbaycan dilinə tərcüməsi çox çətin və məsuliyyətli işdir. Bu çətinliklər ingilis dili ilə azərbaycan di- lininin lüğət tərkibi və qrammatik quruluşu arasındakı fərqdən irəli gəlir.*

Tərcüməçi ingilis dilində verilmiş frazeologizmi azərbaycan dilinə düzgün, səhvə yol vermədən, orijinaldakı xüsusiyyətlərini saxlayaraq tərcümə etmək üçün tərcümə metodlarından düzgüz istifadə etmək bacarığına malik olmalı, bədii əsərin kontekstindən uzaqlaşmamalı , orijinalda təsvir olunan xalqın həyatını və milli varlı- ğını təşkil edən xüsusiyyətlərini bilməli ,tərcümə etdiyi dilin tələblərinə cavab ver- məlidir . Frazeoloji vahidin bir hissəsi olan milli və mədəni xüsusiyyətlər tez-tez mə- cazi, orijinal dildən analoq dilə keçidin tərcüməsi zamanı mürəkkəb bir hadisəyə çev- rilir. Bir dil cəmiyyətinin şüurunda meydana çıxan frazeoloji mənzərə həmişə başqa bir toplumun münasibəti ilə üst-üstə düşmür. Müxtəlif mədəniyyətlər arasında ünsiy- yət vəziyyətində ortaq bir anlaşma versiyasını tapmaq üçün tərcüməçi, bu məqalənin bir vəzifəsi olan sistemləşdirmə üçün təsviri şərh metodlarına müraciət edir. Bu mə- qalədə tərcüməçinin fikirlərinin tərcümədə əhəmiyyəti də vurğulanır. Tədqiqatda həmçinin tərcümə prosesində lüğətdən düzgün istifadə ,dil və üslub məsələlərinə də- rindən diqqət yetirmənin vacibliyi vurğulanmışdır.

Məqalənin məqsədi frazeoloji vahidlərin tərcüməsi zamanı hansı problem- lərin meydana çıxa biləcəyini və frazeoloji vahidlərin tərcüməsinin necə başa düşül- düyünü üzə çıxarmaqdır. Müasir ingilis frazeoloji ifadələrin dünyası o qədər möhtə- şəm və rəngarəngdir ki, bu sahədə aparılmış tədqiqatın hər bir aspekti diqqətə layiq- dir.

Açar sözlər: *frazeoloji vahidlər, tərcümə nəzəriyyəsi, dilçilik, frazeoloji ekvivalentlər*

Beynəlxalq aləmdə ingilis dilinin əhəmiyyətinin getdikcə artması ilə əlaqədar olaraq təkcə leksik vahidlər yox, frazeoloji birləşmələr də külli miqdarda bu dildən başqa dillərə, o cümlədən Azərbaycan dilinə keçir. İngilis dili frazeologiyasının Azərbaycanda öyrənilməsi yeni bir məsələ deyil. Azərbaycan dili tarixində bu proses hələ sovet dövründə və rus dilinin vasitəçiliyi ilə başlanmışdır. Azərbaycan dilçili- yində ingilis dili frazeoloji vahidləri müqayisəli şəkildə tədqiq edilmiş, ingiliscə- azərbaycanca frazeoloji lüğət tərtib edilmişdir. İngilis dili frazeologiyasının öyrənilməsi, digər tərəfdən, ingilis dilinin beynəlxalq ünsiyyət vasitəsi kimi rolunun getdikcə daha da artması ilə şərtlənir. Dilin işarəvilik xüsusiyyətləri ilə yanaşı, kommunikativlik xüsusiyyətlərinin xüsusiyyətlərinin mühüm yer tutduğu müasir dövrümüzdə frazeologiyanın əhəmiyyəti çox böyükdür. İnsanın nitq fəaliyyəti dilin bütün vahidləri kimi, frazeoloji vahidlərin də əmələgəlmə mənbəyidir. Frazeoloji vahidlər, hər şeydən əvvəl, söz birləşmələri olub, kommunikativ məqsədlərə xidmət edir. Hal-hazırda Azərbaycanın beynəlxalq aləmə inteqrasiyası ilə

əlaqədar olaraq onun ingilis dili ilə bilavasitə təmasları gündən-günə genişlənir. Hal-hazırda tədqiqatçılar arasında qohum olmayan dillərin frazeologiyasının müqayisəli şəkildə öyrənilməsi böyük maraq doğurur. Bu həm nəzəri, həm də praktik planda tərcümə, xarici dillərin tədrisi, leksikoqrafiya üçün mühüm əhəmiyyət kəsb edir". Bu baxımdan istər ölkəmizdə, istərsə də xaricdə müxtəlif dillərdə mövcud olan həm semantik-üslubi, həm də formaca bir-birinə uyğun gələn frazeologizmlərin tərcüməsi çox çətin və məsuliyyətli bir işdir. Görkəmli rus yazıçısı M.Qorki belə hesab edirdi ki, hər hansı bir fikri tərcümə etmək üçün hər bir dilin kifayət qədər imkan və vasitəsi vardır. Bu müddəa eynilə azərbaycan dilinə də aid ola bilər. Təcrübə göstərir ki, dünyanın ən zəngin dillərində verilmiş elə bir fikir tapmaq çətindir ki, onu bizim dilimizdə ifadə etmək qeyri-mümkün olsun. Bununla belə, ingilis dilində olan frazeologizmləri azər- baycan dilinə tərcümə edərkən müəyyən çətinliklərə də təsadüf olunur ki, bu çətinlik- lər ingilis dili ilə azərbaycan dilininin lüğət tərkibi və qrammatik quruluşu arasındakı fərqlərdən irəli gəlir. İngilis dilindəki sabit söz birləşmələrinin azərbaycan dilindəki qarşılığı ilə tam, eyni ilə uyğun gəlməməsinin əsas səbəbi onların ingilis dilinin qay- da-qanunları əsasında, xalqın həyat tərzindən, məişətindən, dünyagörüşünə təsir edən amillərdən asılı olaraq həmin dilin yüz illər boyu davam edən tarixi inkişafı nəticə- sində sabitləşməsidir. Buna görə də frazeologizmlərin lüğətlərdə dəqiq qarşılığının verilməsi, demək olar ki, mümkün də deyil. Frazeoloji birləşmələr hər bir xalqın mil- li kaloritini, adət-ənənəsini, nəhayət dil sistemindəki özünəməxsus leksik-qrammatik formalarını əks etdirdiyindən belə ifadələr azərbaycan dilinə tərcümə edilərkən oriji- naldakı xüsusiyyətlərinin hamsını eyni dərəcədə saxlamaq imkanı xaricindədir.

Frazeologizmlərin tərcüməsi zamanı lüğətdən düzgün istifadə olunmalı, dil və üslubi məsələlərinə dərindən diqqət yetirilməlidir. Frazeologizmlərin tərcüməsi de- dikdə hər şeydən əvvəl aşağıdakı iki başlıca moment nəzərdə tutulur:

a. tərcümə olunacaq frazeologizmi tam başa düşmək,
b. başa düşülmüş frazeo- logizmin adekvat şəkildə ana dilində ifadə olunması.

Bu iki momentin vəhdətindən ibarət olan tərcümə prossesində ingilis dilində söylənilmiş frazeologizm semantik, stilistik və qrammatik nöqteyi-nəzərdən təhlil olunur, həmin birləşmənin leksik mənası və üslubi xüsusiyyəti ilə yanaşı, onun qram- matik məna və vəzifəsi müəyyən edilir. Bütün bunlar ana dilinin normaları ilə tutuşdurulur və nəticədə ingilis dilində söylənilmiş frazeologizm ana dilindəki ifadə vasitələri ilə müəyəynləşdirilir. Bütün tərcümə prossesi tutuşdurma və müqayisə əsasında gedir. [5.s.141]

Frazeologizmlərin dəqiq və mükəmməl formada tərcüməsi ingilis dilinin fra- zeologizmləri ilə azərbaycan dilinə frazeologizmləri arasındakı əlaqədən, uyğunluq dərəcəsindən asılıdır. Frazeologizmlər tərcümə nöqteyi-nəzərdən iki qrupa bölünür- lər: 1) ekvivalent frazeologizmlər, 2) ekvivalantsiz frazeologizmlər.

I. Ekvivalent frazeologizmlər.

Tərcümə olunduğu dildə ekvivalenti olan frazeologizmlərə ekvivalent frazeo- logizmlər deyilir. Bu frazeologizmlərin iki növü var:

1. tam frazeoloji ekvivalentlər,
2. natamam frazeoloji ekvivalentlər.

1. Tam frazeoloji ekvivalentlər – bu frazeoloji ekvivalentlərin tərkibinə məna, leksik tərkib, bədiilik, qrammatik quruluş və üslubi çalarlıq baxımından tərcümə olunduğu dilin

frazeologizmləri ilə uyğun gələn və yaxud üst-üstə düşən, dildə hazır şəkildə olan frazeologizmlər daxildir. Bunlara aşağıdakı frazeologizmləri misal gös- tərmək olar:

Achilles' heel "axilles dabanı", Augean stables "avgin tövlələri", to show so- mebody the door "bir kəsə qapını göstərmək" (bir kəsi qovmaq), as cold as ice "buz kimi soyuq", the iron heel "dəmir daban"(imperializm), in the sweat of one's brow "alının təri ilə", a labour of Sisyphus "sizif əməyi", in the seventh heaven "göyün yeddinci qatında", to frown one's eyebrows "qaşlarını çatmaq", Lares and Penates "larlar və penatlar", a labor of Hercules "herkules əməyi", to stick like a leech "zəli kimi yapışmaq", to dig a pit for somebody "bir kəsə quyu qazmaq", to gnash the te- eth "dişlərini qıcırdatmaq"[2, s .199]

2. Natamam frazeoloji ekvivalentlər – bu frazeoloji ekvivalentlərin tərkibinə isə tərcümə olunduğu dilin frazeologizmləri ilə bədiilik və məna baxımından nisbətən uyğun gəlməyən frazeologizmlər daxildir. Tərcüməçi bu cür frazeologizmləri tərcü- mə edərkən onun ifadəliliyini, emosionallığını da nəzərə almalıdır. Natamam frazeo- loji ekvivalentlərə aşağıdakı frazeologizmləri misal göstərə bilərik:

To be in black book "qara siyahıda olmaq", golden opportunity "gözəl fürsət", to be in pins and needles "tikan üstündə oturmaq", to fall on stony ground "boşa çıx- maq", to have pity on (smb.) "bir kəsə ürəyi yanmaq", to catch somebody red-han- ded "bir kəsi cinayət üstündə yaxalamaq", to call a spade a spade "necə var, elə de- mək", one swallow does not make a summer "bir güllə bahar olmaz", to burn the candle at both ends "ömrünü puç etmək", between hammer and anvil "od ilə su arasında", to make a monkey out of somebody "bir kəsi ələ salmaq", fly off the handle "özündən çıxmaq", small talk "boş söhbət"və s. Natamam frazeoloji ekvivalentlər özləri də üç qrupa bölünür. 1.Birinci qrup natamam frazeoloji ekvivalentlərin tərkibinə tərcümə olunduğu dilin frazeologizmləri ilə mənaca uyğun gələn, bədiilik və üslubi çalarlılıq baxımından yaxın olan, lakin leksik tərkibinə görə fərqlənən frazeologizmlər daxildir. Məsələn: a wolf in sheep's clothing "qoyun dərisi geymiş canavar",

the game is not worth the candle "əl bulamağa dəyməz", the talk of the town "dillərə dastan", don't count your chickens before they are hatched "cücəni payızda sayarlar", the first portent "müjdəçi", "ilk əlamət". 2. İkinci qrup natamam frazeoloji ek- vivalentlərin tərkibinə isə tərcümə olunduğu dilin frazeologizmləri ilə məna, leksik tərkib, bədiilik, üslubi çalarlılıq baxımından uyğun gələn, lakin bəzi formal əlamətlə- rinə görə fərqlənən frazeologizmlər daxildir. Onlar tərkibindəki sözlərin sırasına və sayına görə tərcümə olunduğu dilin frazeologizmlərindən fərqlənirlər. Məsələn: all is not gold that glitters "hər parıldayan qızıl deyildir", strike while the iron is hot "də- miri isti-isti döyərlər". There is no rose without a thrown "tikansız qızılgül olmaz", fish in trebled water "bulanıq suda balıq tutmaq" frazeologizmlərində isə sözlərin sa- yı fərqlidir. 3.Üçüncü qrup natamam frazeoloji ekvivalentlər tərcümə olunduğu dilin frazeologizmləri ilə bütün xüsusiyyətlərinə görə uyğun gələn, lakin bədiilik baxımın- dan fərqlənən frazeologizmlərdir. Məsələn: to spread before the eye "elə bil ovucu- mun içindədir", as old as hills "dünya qədər qoca", "be born with a silver spoon in one's mouth "xoşbəxt ulduz altında doğulmaq" .

II. Ekvivalentsiz frazeologizmlər.

Ekvivalentsiz frazeologizmlər dildə sayca ən çox olan frazeologizmlərdir. Belə frazeologizmlərin sırasına tərcümə olunduğu dildə ekvivalenti olmayan frazeolo- gizmlər daxildir. Onları tərcümə edərkən tərcüməçi tərcümənin qeyri-frazeoloji üsul- larından

istifadə edir. Onların tərcüməsi frazeoloji deyil, leksik vasitələrin köməyi ilə verilir. Ekvivalentsiz frazeologizmlərin tərcüməsini heç bir zaman dəqiq tərcümə ad- landırmaq olmaz. Bu cür frazaologizmlərin tərcüməsində həmişə bəzi çatışmamazlıq- lar olur. (bədiilik, ekspressivlik, məna çalarları və.s.) Məsələn: What will Mrs Crundy say? "camaat bizə nə deyər?", Paul Pry "Paul Pray", "burnunu hər yerə so- xan insan", Cordelia's gift "sakit,incə qadın səsi"(King lear əsərinin qəhrəmanı Kor- deliyanın səsi kimi),Jack Sprat "cırtdan", "çox kiçik boylu", Tom Tiddler's ground "xəzinə"(bu frazeologizm qədim uşaq oyununun adı ilə əlaqədar olaraq yaranmışdı. Bu oyunda kim Tom Tiddler olarsa, O, öz dayandığı yerə heç kəsi qoymamalıdır.) [1.s.76]. Ekvivalentsiz frazeologizmlərin tərcüməsində kalka tərcümə növündən ge- niş istifadə olunur.

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ИИ И СОВРЕМЕННЫЕ МЕТОДЫ ИССЛЕДОВАНИЯ МЕДИАТЕКСТОВ КОНЦА XIX – НАЧАЛА XX ВВ.

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Аннотация. *В статье рассматривается влияние современных методов искусственного интеллекта на исследование медиатекстов конца XIX – начала XX вв. Показано, что цифровые технологии радикально расширяют возможности историко-медиавистического анализа: позволяют работать с массивами оцифрованных источников, восстанавливать повреждённые тексты, проводить автоматическую разметку, семантический поиск и количественное моделирование дискурсивных тенденций эпохи. Особое внимание уделяется использованию методов компьютерной лингвистики (NLP), машинного обучения, нейросетевых моделей для анализа газет, журналов, листовок и других медиаисточников поздней Российской империи и раннего советского периода. Обсуждаются преимущества и ограничения ИИ-подходов, а также перспективы интеграции цифровых гуманитарных методов с традиционными историческими и филологическими практиками.*

Ключевые слова: *искусственный интеллект, медиатексты, цифровые гуманитарные науки, корпусный анализ, компьютерная лингвистика, историческая пресса, оцифровка, машинное обучение.*

Исследование медиатекстов конца XIX – начала XX вв. переживает новый этап благодаря внедрению инструментов искусственного интеллекта (ИИ) и цифровых методов анализа. Печатная пресса данного периода – газеты, журналы, политические листовки, частные издательские бюллетени – долгое время оставалась труднодоступным объектом для системного изучения. Огромные массивы источников были рассредоточены по архивам, хранились в виде хрупких бумажных экземпляров, часто в неполном виде. Ситуация изменилась с появлением широкомасштабных проектов оцифровки и развитием технологий обработки естественного языка, которые сделали возможным анализ исторических медиа в масштабах, невозможных для традиционных филологических подходов [1].

ИИ и этап оцифровки источников

Первым шагом в цифровом исследовании медиатекстов стало использование технологий OCR (оптического распознавания символов). Если ранее эта технология применялась преимущественно для современных текстов, то последние версии систем машинного обучения способны работать с дореформенной орфографией, старославянскими шрифтами, дореволюционными газетными гарнитурами и их многочисленными вариациями [2]. Нейросетевые OCR-модели обучаются на корпусах исторических шрифтов, что существенно повышает точность распознавания и снижает необходимость ручной корректуры.

Особенно значимы такие технологии для изучения массовых газет начала XX века, в которых политические и социальные процессы отражались наиболее динамично. ИИ-модели позволяют автоматически восстанавливать поврежденные участки текста, интерполировать утраченные символы и даже предлагать варианты реконструкции строк по контексту, что приближает исследователей к первозданному виду источника [3].

Корпусный анализ и статистическая реконструкция дискурса

После оцифровки тексты становятся доступными для корпусных методов анализа. Создание специализированных корпусов прессы поздней Российской империи, пажадидской, бухарской и раннесоветской прессы позволяет исследователям изучать частотность лексем, динамику появления тематических групп слов, сетевую структуру цитирования и межтекстовые связи [4].

Методы распределённой семантики (word embeddings) дают возможность выявлять изменения смысловых полей. Например, можно отследить, как менялось значение понятий «прогресс», «народ», «свобода», «реформа» в разные годы и в разных изданиях. Векторные модели фиксируют семантический дрейф и помогают исследователям обнаруживать скрытые идеологические сдвиги, которые не всегда очевидны при традиционном чтении источников [5].

Тематика, идеология и автоматическое моделирование сюжетов

Одной из передовых технологий, внедрённых в гуманитарные исследования, стала тематика-моделирование (topic modeling). Данный метод позволяет выявлять ключевые дискурсивные темы в корпусе газетных статей, определить, какие сюжеты доминировали в определённые годы, какие социальные вопросы находились в центре внимания публицистов. Например, анализ рубежа XIX–XX вв. показывает рост тем о модернизации, политических реформах, образовании, положении женщин и национально-культурной идентичности [6].

ИИ-алгоритмы также дают возможность выявлять идеологические паттерны в медиатекстах – например, различия между либеральными, консервативными и социал-демократическими изданиями. Методы анализа сентимента (sentiment analysis) помогают определить эмоциональную окраску публикаций, выявлять пропагандистские стратегии, тональность политических статей, различия в позициях изданий по реформаторским вопросам [7].

Межтекстовые связи, цитирование и сетевые модели

Современные ИИ-методы позволяют восстанавливать межтекстовые связи в медиапространстве эпохи. С помощью алгоритмов семантического поиска можно обнаруживать скрытые цитаты, аллюзии, повторяющиеся публицистические схемы, перепечатки и ротации материалов между газетами. Создание графов текстовых связей позволяет визуализировать медиасети того времени и анализировать, какие издания играли роль информационных хабов [8].

Так, например, сеть пересечений между региональными газетами Туркестана и столичными изданиями империи показывает интенсивность культурных и политических коммуникаций. Эти связи, ранее скрытые в бумажных архивах, становятся видимыми благодаря цифровым методам.

ИИ и изучение авторских стилей

Технологии стилометрии – области, использующей вычислительный анализ стиля – позволяют исследовать авторство, выявлять особенности идиостиля, дифференцировать индивидуальные и коллективные способы письма. Такие методы особенно полезны для анализа анонимных политических статей, публиковавшихся в период культурных реформ и революции. ИИ-модели определяют характерные паттерны синтаксиса, частотность определённых конструкций, предпочтение отдельных лексических групп [9]. Это расширяет возможности историков и литературоведов при атрибуции текстов и изучении сетевых структур авторов.

Ограничения и риски использования ИИ в историко-медийных исследованиях

Несмотря на очевидные преимущества, использование ИИ имеет ряд ограничений. Во-первых, алгоритмы не обладают историческим контекстом и могут ошибочно интерпретировать семантические сдвиги, если модели обучены на современных данных. Во-вторых, исторические тексты часто имеют плохое качество оцифровки, что приводит к ошибкам распознавания и снижению точности статистических методов.

Кроме того, существует риск «переинтерпретации», когда сложные культурные явления сводятся к статистике. Исследователь должен критически относиться к автоматическим результатам, сопоставлять цифровые находки с историко-филологическими наблюдениями и учитывать культурный фон эпохи [10].

Перспективы развития цифровых медиаисследований

ИИ открывает путь к созданию масштабных мультимодальных архивов: оцифровка газет может дополняться распознаванием иллюстраций, рекламных блоков, верстки. Алгоритмы компьютерного зрения способны классифицировать изображения, обложки, карикатуры и фотографии, которые играли важную роль в медиа той эпохи.

Важным направлением становится создание «умных» корпусов, в которых ИИ будет автоматически связывать тексты с биографиями авторов, историческими событиями, картами, демографическими данными. Это позволит исследователям строить новые типы интерпретаций, объединяющие количественные методы с культурно-историческим анализом.

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ИИ-ТЕХНОЛОГИИ В АНАЛИЗЕ ГАЗЕТНЫХ СТАТЕЙ УЗБЕКИСТАНА НАЧАЛА XX ВЕКА

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Аннотация. *Статья посвящена применению современных технологий искусственного интеллекта (ИИ) для изучения газетных текстов, созданных в Узбекистане в первые десятилетия XX века. В центре внимания – возможности автоматической оцифровки, восстановления, разметки и анализа исторической прессы, включая джадидские и раннесоветские издания. Рассматриваются методы компьютерной лингвистики, корпусной аналитики, тематического моделирования, стилометрии и машинного обучения, которые позволяют выявлять дискурсивные особенности эпохи, динамику общественных дебатов, идеологические сдвиги, а также особенности формирования медийного языка. Отмечаются технологические сложности работы с дореформенной графикой, историческими шрифтами и фрагментарными архивами. Подчёркиваются перспективы создания специализированных цифровых корпусов узбекской прессы и интеграции ИИ в междисциплинарные исследования культурных процессов начала XX века.*

Ключевые слова: *искусственный интеллект, историческая пресса, джадидизм, газетные тексты, корпусная лингвистика, стилометрия, машинное обучение, Узбекистан, начало XX века.*

Исследование газетной прессы Узбекистана начала XX века переживает качественно новый этап, связанный с внедрением технологий искусственного интеллекта (ИИ). Джадидские газеты, информационные бюллетени, сатирические журналы, просветительские издания Самарканда, Ташкента, Ферганы и Бухары представляют собой бесценные источники по истории общественной мысли региона. Однако до недавнего времени системная работа с ними была затруднена: коллекции хранились в архивных фондах, тексты были частично утрачены, повреждены, напечатаны нестандартными шрифтами или на разных вариантах турки и чагатайской письменности.

С появлением современных ИИ-инструментов ситуация начала стремительно меняться. Сегодня исследователи получают доступ не только к оцифрованным материалам, но и к возможностям их автоматической реконструкции, анализа и интерпретации в масштабах, которые раньше были невозможны.

ИИ и оцифровка газетных материалов

Технологии OCR на основе нейросетей стали первым значимым этапом в работе с исторической прессой. Классические OCR-системы плохо распознавали дореформенные шрифты, однако модели, обученные на корпусах газет начала XX века, позволяют восстанавливать тексты с высокой точностью [1].

Особенно важны такие технологии для узбекской прессы 1900–1925 гг., где сосуществовали разные алфавитные системы: арабская графика, реформированные варианты письма, ранние попытки латинизации. Нейросетевые модели, адаптированные к историческим типографским гарнитурам, способны не только распознавать буквы, но и исправлять искажённые фрагменты, интерполировать пропуски и повышать качество итогового корпуса [2].

Корпусный анализ и количественные методы исследования прессы

Когда тексты оцифрованы, они становятся доступными для корпусных методов анализа. Создание специализированных корпусов узбекских газет начала XX века открывает путь к изучению словарного состава эпохи, тематических сдвигов и идеологических линий.

Методы частотного анализа позволяют выявлять, какие понятия доминировали в медийном пространстве: *маърифат* (просвещение), *миллат* (нация), *ислохот* (реформа), *жамият* (общество), *илм* (наука). Эти ключевые слова характеризуют интеллектуальную повестку джадидских реформаторов, публицистов и педагогов [3].

Распределённые семантические модели (word embeddings) дают возможность отслеживать изменения смыслового поля отдельных слов. Например, термин *миллат* в ранних джадидских текстах имеет культурно-просветительский оттенок, тогда как ближе к 1920-м годам он получает политизированное содержание. Такие микросдвиги могут быть выявлены автоматически, что является важным вкладом ИИ в историко-лингвистические исследования [4].

Тематическое моделирование: реконструкция дискурсивной повестки

Тематическое моделирование (LDA и его модификации) становится одним из ключевых инструментов анализа массовых источников. Применение этих методов к узбекской прессе начала XX века позволяет выделить устойчивые тематические кластеры: образовательные реформы, критика традиционной школы, новые научные знания, экономические вопросы, вопросы женского образования, социальная модернизация, антирелигиозная полемика раннего советского периода [5].

Каждая тема имеет свою динамику: одни усиливаются к 1917 году, другие исчезают после административных реформ 1920-х гг. Тематическое моделирование помогает количественно описать культурный переход от джадидского модернизационного проекта к идеологии нового государства.

Стилометрический анализ и исследование авторских стилей

Стилометрия – ещё одна важная область использования ИИ-технологий. Она позволяет анализировать идиостиль авторов, сравнивать журналистские школы, выявлять скрытое авторство. Джадидские издания часто публиковали анонимные статьи, особенно в период политических репрессий или острой социальной критики.

Стилометрические модели выявляют повторяющиеся синтаксические конструкции, характерные последовательности слов, предпочтительные морфемные структуры и функциональные слова, что облегчает атрибуцию текстов [6].

Для истории узбекской прессы это особенно актуально, поскольку многие значимые публикации были подписаны псевдонимами или коллективными обозначениями (*муаллиф*, *бир жавон туркестонлик*, *кўзгу* и др.).

ИИ и реконструкция медиапространства эпохи

Важно отметить, что ИИ-методы позволяют выявлять связи между текстами, которые невозможно обнаружить вручную. Алгоритмы семантического поиска показывают, какие статьи перекликались, какие идеи мигрировали между изданиями, как формировались сетевые структуры влияния между Самаркандом, Бухарой, Ташкентом и Ферганой [7].

Такой подход помогает реконструировать коммуникативное пространство эпохи: можно проследить, какие газеты играли роль интеллектуальных центров, какие темы «перекликались» между регионами, какие авторы формировали идеологические линии.

Визуальная аналитика и работа с газетными изображениями

Газеты начала XX века активно использовали визуальные элементы: графику, карикатуры, декоративные виньетки, схемы. Современные методы компьютерного зрения позволяют классифицировать изображения, выявлять повторяющиеся визуальные сюжеты, анализировать карикатурные мотивы и сопоставлять их с текстовой частью [8].

Это открывает возможность комплексного исследования медийного языка эпохи, где текст и изображение дополняли друг друга.

Ограничения и риски цифровых методов

Несмотря на значительный прогресс, необходимо учитывать ограничения ИИ-подходов:

– ошибки OCR при работе с повреждёнными фрагментами,
– трудности нормализации дореформенной лексики,
– риск неверной интерпретации семантических моделей,
– необходимость постоянной валидации результатов традиционными филологическими методами [9].

ИИ способен ускорить анализ, но не заменяет критическое прочтение и историко-культурную интерпретацию.

Перспективы развития направления

Будущее исследований узбекской прессы начала XX века связано с созданием крупных открытых цифровых архивов, мультимодальных корпусов и автоматизированных систем аналитики, интегрирующих текст, изображение, контекст и биографические данные авторов.

Особое значение будет иметь построение «умных карт» интеллектуальных сетей эпохи, позволяющих выявлять траектории идей, связи между реформаторами и соотношение между региональными и общетуркестанскими тенденциями [10].

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ИИ-МЕТОДЫ В ИССЛЕДОВАНИИ ПРОЦЕССОВ МОДЕРНИЗАЦИИ В УЗБЕКСКОЙ ПРЕССЕ НАЧАЛА XX ВЕКА

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Аннотация. *Статья посвящена применению искусственного интеллекта (ИИ) для изучения процессов модернизации, отражённых в узбекской прессе первых десятилетий XX века. Рассматриваются методы автоматического анализа идеологических, культурных и социальных сдвигов, зафиксированных в газетах и журналах периода джадидизма и ранних советских реформ. Особое внимание уделяется алгоритмам тематического моделирования, анализу тональности, семантическому поиску и методам выявления дискурсивных паттернов. Показано, что ИИ-технологии позволяют реконструировать динамику модернизационных сюжетов – от школьных реформ до трансформации идентичности и урбанизации. Обозначены ограничения цифровых подходов, связанные с качеством оцифровки, графической неоднородностью источников и многослойностью дискурса эпохи.*

Ключевые слова: *ИИ, узбекская пресса, модернизация, джадидизм, тематическое моделирование, анализ тональности, исторические медиатексты, цифровые методы.*

Газетная пресса Узбекистана начала XX века представляет собой уникальное зеркало модернизационных процессов, происходивших в Средней Азии на фоне культурных реформ, политической трансформации и появления новых форм общественной коммуникации. Джадидские газеты, издания общественных объединений, экономические бюллетени и раннесоветские печатные органы фиксировали конкурентные идеологии, социальные конфликты, образовательные проекты и дискурсы обновления. Однако исследование этих источников традиционными методами сталкивается с рядом трудностей: разрозненность архивов, устаревшие шрифтовые системы, неполнота фондов и объём массивов. В связи с этим искусственный интеллект становится ключевым инструментом для анализа модернизационных сюжетов, выявления дискурсивных закономерностей и реконструкции текстового пространства эпохи.

Оцифровка и подготовка материалов

Первые этапы работы с историческими газетами включают оцифровку и очистку текстов. Нейросетевые модели оптического распознавания символов позволяют обрабатывать дореволюционные гарнитуры, арабографические версии узбекского языка и сложные рукопечатные макеты [1]. На основе специализированных наборов данных современные OCR-системы автоматически исправляют искажения, распознают лигатуры и корректируют архаичные графемы, что повышает точность последующего анализа.

Оцифрованный массив становится основой для построения исследовательского корпуса, где каждое издание снабжается метаданными: год, место издания, политическая ориентированность, жанровая структура, сведения об авторах. Корпусная организация позволяет проводить статистические и сравнительные исследования модернизационного дискурса в разных регионах и периодах.

Динамика модернизационных тем: алгоритмы тематического моделирования

Модернизационные процессы начала XX века проявлялись в узбекской прессе через множество сюжетов: школьная реформа, распространение научных знаний, санитарная культура, экономическое развитие, положение женщин, строительство инфраструктуры, критика традиционных социальных структур.

Тематическое моделирование (LDA, NMF и др.) позволяет выделить устойчивые «пучки» обсуждаемых вопросов и проследить их интенсивность в разные годы [2]. Например:

- Тема школьной реформы усиливается в газетах Самарканда в 1908–1913 гг.
- Вопросы женского образования набирают выраженность ближе к 1917 году.
- Экономический дискурс преобладает в изданиях Туркестанского края после 1920 года.

Автоматическое моделирование выявляет также региональные различия в модернизационной повестке. Газеты Ферганы уделяли больше внимания аграрным вопросам, тогда как ташкентские издания активно обсуждали промышленность и городское благоустройство.

Анализ тональности и идеологических изменений

С помощью инструментов анализа тональности исследователи могут проследить эмоционально-оценочные характеристики материалов. Газеты начала XX века часто использовали публицистический стиль, насыщенный оценочными конструкциями, призывами и риторическими приёмами.

Алгоритмы sentiment analysis позволяют определить:

- отношение редакции к реформам в сфере образования,
- степень критики традиционных институтов,
- эмоциональный фон обсуждения политики, войны, налогов, здравоохранения.

Важным направлением является выявление изменения тональности в зависимости от политической ситуации. Например, обсуждение модернизации в 1913 году имеет иной эмоциональный профиль, чем в 1921 году, когда происходил переход к новой административной системе [3].

Дискурсивные паттерны и семантические сети

ИИ-алгоритмы семантического поиска и кластеризации позволяют восстановить сложные дискурсивные структуры, характерные для эпохи. Модели на основе word embeddings показывают, какие понятия были устойчиво связаны друг с другом:

- *маърифат* (просвещение) – с *тарбия* (воспитание), *илм* (наука), *мактаб* (школа),

- *миллат* (народ/нация) – с *тинчлик* (благополучие), *тараққиёт* (развитие), *ҳаракат* (движение),
- *ислохот* (реформа) – с *янгича фикрлаш* (новое мышление), *замонавийлик* (современность) [4].

Эти данные помогают исследователям реконструировать интеллектуальную карту модернизационного дискурса, выявлять центры и периферии смысловых полей.

Стилометрический анализ модернизационной журналистики

Стилометрия играет важную роль в изучении газет эпохи реформ. Многие тексты выходили под псевдонимами, и вопрос авторства нередко остаётся открытым. ИИ-модели анализируют синтаксические структуры, характерные коллокации и частотные параметры, что помогает выявить идеостиль публицистов, определить принадлежность спорных текстов, выделить редакционные правки [5].

Стилометрия также позволяет проследить эволюцию журналистского языка: сокращение архаичных оборотов, увеличение доли абстрактной лексики, внедрение научных терминов, появление публицистической метафорики.

Модернизация как медийная практика: картирование сетей

ИИ-методы позволяют анализировать не только тексты, но и структуру медийного пространства. Алгоритмы построения сетевых графов выявляют связи между газетами, обмен материалами, цитирование, полемику между редакциями.

Такое графическое моделирование показывает:

- какие издания были интеллектуальными центрами,
- как распространялись модернизационные идеи между городами,
- какие авторы оказывали влияние на другие редакции [6].

Эта информация ценна для реконструкции культурной динамики и коммуникационных стратегий.

Ограничения цифровых методов

Несмотря на возможности ИИ, исследователь сталкивается с рядом трудностей:

- неоднородность шрифтов и плохое качество архивов,
- ошибки OCR при работе с арабографическими газетами,
- сложность учёта контекста эпохи при автоматической интерпретации,
- необходимость сочетать ИИ-анализ с классическими филологическими методами [7].

Тем не менее даже при этих ограничениях цифровые методы открывают новые ракурсы анализа модернизации.

Перспективы развития

Ключевыми направлениями дальнейших исследований становятся:

- создание мультиязычных корпусов центральноазиатской прессы,
- разработка ИИ-моделей для анализа изображений и карикатур начала XX века,
- автоматическое выделение жанров,
- использование больших языковых моделей в реконструкции утраченных текстов,
- интеграция данных о прессе с социально-историческими источниками [8].

Эти шаги позволят сформировать комплексное цифровое представление медийных процессов эпохи.

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КОРПУСНЫЕ МЕТОДЫ И ИИ В ИССЛЕДОВАНИЯХ УЗБЕКСКОЙ ПРЕССЫ РУБЕЖА XX ВЕКА

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Аннотация. *Статья посвящена анализу возможностей искусственного интеллекта (ИИ) и корпусных методов в изучении узбекской прессы рубежа XX века. Показано, что сочетание нейросетевых технологий, статистических моделей и гибридных лингвистических инструментов существенно расширяет аналитический потенциал гуманитарных исследований, позволяя выявлять динамику политического, культурного и образовательного дискурса в газетах начала XX века. Особое внимание уделяется формированию специализированных корпусов узбекской прессы, проблемам нормализации многослойной орфографии, методам автоматического извлечения тем, анализа авторского стиля, семантического дрейфа и количественной реконструкции медиапространства.*

Ключевые слова: *искусственный интеллект, корпусная лингвистика, узбекская пресса, джадидизм, исторические медиатексты, семантическое моделирование, цифровые гуманитарные науки.*

Узбекистан начала XX века был одним из важнейших центров общественного обновления в Средней Азии. Газеты и журналы, издававшиеся на узбекском, тюркском и татарском языках, отражали ключевые тенденции эпохи: образовательные реформы, модернизацию общественной мысли, культурно-национальное пробуждение, рост политической активности, столкновение традиций и нового социального порядка. Однако исследование этих источников сталкивается с трудностями, связанными с их фрагментарностью, графической неоднородностью, нестабильностью орфографии и огромным объёмом материалов.

Развитие ИИ и корпусной лингвистики открывает возможность системного изучения медийного пространства рубежа XX века, позволяя анализировать большие массивы исторических текстов и выявлять закономерности, ранее недоступные традиционным филологическим методам.

Создание корпусов узбекской прессы: задачи и трудности

Корпус узбекской прессы рубежа XX века должен учитывать специфику исторических текстов:

– использование арабографической письменности,
– орфографические колебания,
– параллельное существование чагатайской нормы и ранней литературной узбекской нормы,
– разнообразие жанров (редакционные статьи, научно-просветительские колонки, фельетоны, объявления, письма читателей).

Нормализация таких текстов требует специальных алгоритмов. Нейросетевые OCR-модели обучаются на изображениях газетных полос, учитывают особенности дореволюционных шрифтов и способны распознавать как печатные, так и рукописные элементы [1].

После распознавания тексты проходят этап морфологической нормализации, где ИИ-модели приводят вариативные формы слов к единому лемматизированному виду. Этот шаг важен для корректного статистического анализа, поскольку орфография начала XX века крайне нестабильна [2].

Статистические методы: частотность, коллокации и реконструкция узбекского медийного языка

Корпусные методы позволяют вычислять частоты ключевых слов и выражений, выявлять устойчивые словосочетания, фиксировать развитие медийного стиля.

Анализ словников газет показал, что тексты тех лет насыщены терминами, связанными с модернизацией и образованием: *ma'rifat*, *islahat*, *taraqqiyot*, *millat*, *xalq*, *ilm*, *maktab* и др. Частотный профиль помогает определить, когда те или иные темы становятся центральными в общественном дискурсе [3].

Методы коллокационного анализа позволяют изучать контексты, в которых употребляются ключевые термины. Например, понятие *millat* («нация/народ») часто сопутствует лексемам, связанным с просвещением и единством, что свидетельствует о формировании национальной концептосферы.

Семантическое моделирование и выявление дискурсивных трендов

Семантические модели на основе векторных представлений слов (word embeddings) позволяют проследить семантический дрейф понятий. Переход от культурно-просветительской трактовки реформ к политизированной риторике 1920-х годов отражается в изменении ближайших семантических соседей таких слов, как *taraqqiyot* («прогресс») или *hurriyat* («свобода») [4].

Тематическое моделирование (LDA) позволяет выделять ключевые темы:

- школьная реформа,
- положение женщин,
- культура и литература,
- экономика и рынок,
- религиозные дискуссии,
- урбанизация и инфраструктурные проекты.

Каждая тема имеет свою динамику, что позволяет историкам количественно реконструировать интеллектуальную повестку эпохи.

Стилометрия и вопрос авторства

Стилометрические методы, основанные на машинном обучении, дают возможность исследовать индивидуальные особенности публицистов. Для газет рубежа XX века это особенно важно, так как многие тексты публиковались без подписи или под псевдонимами.

ИИ-модели анализируют частотность служебных слов, характерные синтаксические конструкции, длину предложений, индекс разнообразия лексики. Такие алгоритмы позволяют определить вероятного автора статьи и выявить изменения его стиля в разные годы [5].

Стилометрия также помогает дифференцировать редакционную правку от авторского текста, что имеет важное значение для изучения газетных школ и формирования литературных норм.

Семантические сети и моделирование медиапространства

ИИ-технологии позволяют строить графовые модели текстовых взаимосвязей. Такие модели отображают:

– какие темы доминировали в разных периодах,
– как понятия связывались между собой,
– какие издания являлись ключевыми узлами информационной коммуникации,
– как происходила циркуляция идей между журналистами Бухары, Самарканда, Ферганы и Ташкента [6].

Этот подход даёт возможность реконструировать социальные и интеллектуальные сети, в которых существовала узбекская пресса переходного периода.

ИИ и визуальная составляющая газет

В газетах начала XX века важную роль играли иллюстрации, карикатуры и графические элементы. ИИ-модели компьютерного зрения могут классифицировать такие изображения, выявлять повторяющиеся визуальные мотивы, определять жанровые особенности сатирической графики [7].

Это особенно ценно для изучения газет *Mulla Nasriddin*, *Oyina*, *Shuhrat* и др., где визуальная коммуникация была не менее выразительной, чем текстовая.

Ограничения цифровых методов

Несмотря на мощь ИИ-алгоритмов, исследователь должен учитывать ряд ограничений:

– низкое качество старых газет и повреждённых страниц,
– нестандартные орфографические варианты,
– необходимость культурно-исторической интерпретации данных,
– риск «механического» анализа без учёта контекста эпохи [8].

ИИ дополняет, но не заменяет историческую и филологическую экспертизу.

Перспективы направления

В ближайшие годы ожидается:

– создание единого открытого корпуса узбекской прессы 1890–1930 гг.,
– интеграция моделей ИИ с историческими базами данных,
– развитие алгоритмов нормализации арабского письма, – глубокая визуально-текстовая аналитика,
– автоматическая реконструкция утраченных частей газет [9].

Эти шаги позволят существенно углубить анализ медиадискурса эпохи и предложат новый взгляд на культурную историю Узбекистана.

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НОВЫЕ ВОЗМОЖНОСТИ СОЦИОПРАГМАТИЧЕСКОГО АНАЛИЗА КОММУНИКАТИВНЫХ ПРАКТИК С ПОМОЩЬЮ ИИ

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Аннотация. *В статье обсуждаются возможности применения технологий искусственного интеллекта для исследования социопрагматических особенностей медиатекстов. Показано, как методы машинного обучения, автоматизированного дискурс-анализа, распознавания прагматических маркеров и моделирования речевых актов позволяют описывать коммуникативные стратегии, социальные роли, формы вежливости, аргументацию и способы воздействия на аудиторию. Отдельное внимание уделяется историческим медиатекстам, где социопрагматические параметры переплетены с политическими, культурными и идеологическими рамками эпохи. Анализируется потенциал и ограничения автоматизированных подходов, подчёркивается необходимость их сочетания с традиционной гуманитарной экспертизой.*

Ключевые слова: *искусственный интеллект; социопрагматика; медиатексты; прагматические маркеры; речевые акты; дискурс-анализ; цифровые методы; машинное обучение.*

Социопрагматика традиционно рассматривает язык в его социальном измерении: как в конкретных высказываниях проявляются отношения власти и солидарности, дистанция и близость, нормы вежливости, коммуникативные роли и ожидания адресата. Медиатексты – будь то газетная публицистика начала XX века или современные новости и посты в социальных сетях – дают особенно богатый материал для такого анализа, поскольку они не только отражают, но и формируют представления о допустимых формах общественного общения. Появление инструментов искусственного интеллекта позволяет по-новому взглянуть на эти вопросы: работать сразу с тысячами текстов, выявлять устойчивые прагматические паттерны и сопоставлять различные медиапространства.

Одно из ключевых направлений – автоматическое распознавание прагматических маркеров. Современные модели обработки естественного языка, обученные на больших корпусах, способны достаточно надёжно выделять запросы, угрозы, обещания, предупреждения, советы и другие типы речевых актов [1]. В медийном дискурсе это особенно важно, поскольку прагматическая функция высказывания нередко важнее его буквального содержания. В политической колонке начало может быть оформлено как информирование, однако с точки зрения прагматики текст выполняет функцию агитации или мобилизации. Алгоритмы, учитывающие сочетание лексики, синтаксической структуры и модальных средств, позволяют картировать распределение речевых актов в

корпусах газет и журналов и тем самым выявлять доминирующие стратегии воздействия.

Социопрагматика интересуется не только отдельными актами, но и речевыми ролями, реализуемыми в тексте. Автор может говорить от лица наставника, эксперта, участника движения, представителя «народа» или, наоборот, дистанцированного наблюдателя. Эти позиции кодируются выбором местоимений, типом обращений, характером оценочной лексики, степенью категоричности. Методы машинного обучения дают возможность классифицировать тексты по типу коммуникативной роли, не ограничиваясь поверхностными жанровыми пометами [2]. Так, в джадидской прессе начала XX века доминирует роль «просветителя»: автор объясняет, убеждает, разъясняет, обращается к читателю как к ученику, которому предстоит «открыть глаза» или «выйти из темноты невежества». Автоматически выявляя комбинации таких маркеров, можно проследить, когда и в каких изданиях эта роль укрепляется или уступает место более агитационному или бюрократическому стилю.

Особую область исследования составляет прагматика вежливости. Классические работы П. Браун и С. Левинсона показали, насколько важно для анализа общения учитывать стратегии позитивной и негативной вежливости, способы сохранения «лица» адресата [2]. ИИ-инструменты позволяют в массовом порядке фиксировать, как устроены обращения, какие формулы смягчения используются, как часто автор прибегает к косвенным речевым актам или, напротив, к прямым повелительным конструкциям. В исторической прессе это даёт возможность заметить, как меняется тон общения с читателем: от подчеркнуто уважительных формул в религиозно ориентированных изданиях до более прямой, иногда резкой риторики модернистских и политизированных газет [3].

Не менее значимым оказывается анализ аргументации. В медиатекстах убеждение редко строится в форме формальной логической схемы, но элементы тезиса, обоснования, иллюстрации, контраргумента и вывода при внимательном рассмотрении всё равно присутствуют. Корпусные методы и алгоритмы автоматического выделения аргументативных фрагментов позволяют описывать преобладающие типы аргументации в конкретном периоде: апелляцию к авторитетам, моральное оправдание, ссылку на опыт «простого народа» или опору на статистику и «научные факты» [4]. Сопоставление корпусов разных лет даёт возможность увидеть, как постепенно растёт доля рационализирующих аргументов и уменьшается вес чисто морализаторских или традиционалистских ходов.

С социопрагматикой тесно связан и анализ тональности. Инструменты sentiment analysis сегодня стали привычными для современных медиатекстов, но их можно адаптировать и для исторических корпусов, с учётом специфики лексики и орфографии. На уровне прессы целой эпохи это позволяет реконструировать эмоциональное поле общественной дискуссии: периоды оптимизма и надежды, волны тревоги и резкой критики [5]. Важно, что такие оценки можно расчленить по темам: отношение к образованию может оставаться преимущественно позитивным, тогда как риторика вокруг войны или налогов оказывается значительно более

негативной. Социопрагматический интерес здесь сосредоточен на том, как эмоции соединяются с социальными ролями и идеологическими позициями.

Современные медиатексты всё чаще существуют в мультимодальном формате, и это тоже имеет социопрагматическое измерение. Визуальные элементы – фотографии, инфографика, карикатуры, анимация – несут не меньше прагматической нагрузки, чем текст: через ракурс, композицию, мимику персонажей и символические элементы они задают интерпретацию событий и отношений между участниками [6]. Технологии компьютерного зрения в сочетании с анализом текста позволяют изучать, какие визуальные метафоры и жесты доминируют в том или ином медийном поле, как они соотносятся с вербальными стратегиями, усиливают ли или, наоборот, смягчают речевую агрессию, какую социальную дистанцию между автором и героем сюжета они конструируют.

Отдельный круг вопросов связан с реконструкцией коммуникативных норм эпохи. Социопрагматический анализ показывает, что то, что в одной временной точке воспринимается как допустимый публичный стиль, в другой момент может казаться оскорбительным или, наоборот, чрезвычайно осторожным. С помощью ИИ можно количественно описать смену норм обращения к адресату, изменение допустимой степени прямоты критики, превращение ранее обязательных формул уважения в редкий риторический приём [7]. Для исследований узбекской и шире центральноазиатской прессы начала XX века это особенно важно, поскольку именно тогда происходила резкая смена политического строя, образовательных стандартов, языковой политики и, как следствие, медийных привычек.

При всех этих возможностях автоматические методы остаются ограниченными. Прагматическое значение высказывания зачастую зависит от фоновых знаний, иронии, контекста публикации, межтекстовых связей – факторов, которые не всегда могут быть адекватно смоделированы алгоритмом. Исторические тексты содержат архаичные выражения и культурно специфические намёки, которые не встречаются в современных обучающих корпусах, а значит, легко ускользают от моделей [8]. Эмоциональная окраска также может быть двойственной и не сводиться к простой оппозиции «позитив/негатив». Поэтому результаты ИИ-анализа всегда нуждаются в критической проверке и интерпретации со стороны исследователя, знакомого с историей, культурой и дискурсивными традициями изучаемого периода.

Тем не менее совмещение социопрагматического подхода и инструментов искусственного интеллекта открывает плодотворное поле для совместной работы лингвистов, историков, специалистов по медиа и компьютерных лингвистов. Автоматизированные методы берут на себя тяжёлую работу по обработке и первичной структуризации огромных массивов медиатекстов, а исследователь получает возможность сосредоточиться на интерпретации, сравнении и построении более сложных теоретических моделей. В перспективе можно ожидать появления корпусов с прагматической разметкой, моделей, обученных на исторических данных, и систем, которые будут учитывать сразу несколько уровней – от лексического и грамматического до дискурсивного и мультимодального.

Таким образом, ИИ в связке с социопрагматикой не просто расширяет технический арсенал анализа, но и меняет масштаб исследовательского взгляда: от

отдельных примеров – к системным описаниям коммуникативных практик, от интуитивных наблюдений – к поддержанным корпусом обобщениям, которые, в свою очередь, требуют вдумчивого, контекстуально осведомлённого чтения.

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NATIONAL REGULATORY REQUIREMENTS AND STANDARDIZED COMPETENCY CRITERIA IN TRANSLATOR TRAINING

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Abstract. *This article examines the alignment between national regulatory requirements and standardized competency frameworks in translator training. As translation becomes increasingly shaped by market demands, technological innovation, and quality assurance norms, the need for consistent, competence-based training models has become critical. The study analyzes major international frameworks – such as the PACTE model, the EMT competence framework, and ISO 17100 translation service standards – alongside national accreditation practices used in various higher-education systems. Through comparative analysis of scholarly literature and regulatory documents, the paper identifies key gaps between institutional curricula and market-driven competency expectations, particularly in technological, professional, and ethical domains. The findings suggest that the adoption of harmonized competency criteria, supported by regulatory guidelines and quality assurance mechanisms, can significantly improve translator preparedness and professionalization. Recommendations are provided for integrating standardized models into national translator-training policies to ensure consistent educational outcomes and alignment with global industry standards.*

Keywords: *translator training, translation competence, competency framework, national regulatory requirements, ISO 17100, PACTE model, EMT framework, curriculum standardization, translation education, quality assurance.*

Introduction

The transformation of the global translation industry in recent decades has significantly altered expectations regarding translator competence, curriculum design, and quality assurance in translator training. As international communication expands across economic, political, and technological spheres, translation has become a highly specialized and increasingly technology-dependent profession. This shift has prompted both national authorities and international organizations to formulate regulatory guidelines and competency frameworks that define the qualifications required of professional translators. Thus, translator training today operates not only as an academic discipline but also as a regulated field shaped by learning outcomes, accreditation mechanisms, and standardized expectations. Understanding the relationship between national regulatory requirements and internationally recognized competency criteria is therefore central to enhancing the overall quality and consistency of translator education.

Many countries have implemented general higher-education regulations that emphasize accountability, outcome-based learning, and alignment with labor-market needs. Translator-training programs, as part of this broader system, are frequently subject to requirements concerning curriculum structure, minimum credit allocations, instructor qualifications, and the integration of practical components such as internships. Some

national frameworks additionally address the need for translation technologies, professional ethics, and quality assurance processes within educational programs. Nevertheless, regulatory approaches vary significantly across regions, and translation-specific requirements are not always clearly articulated. The resulting diversity in national standards leads to inconsistencies in how translator competence is defined, taught, and assessed.

At the international level, several well-established models provide detailed descriptions of the competencies essential for professional translators. Among these, the PACTE translation competence model and the European Masters in Translation (EMT) framework stand out as influential references in both academic and professional communities. These models conceptualize translation competence as a multidimensional construct comprising linguistic, cultural, instrumental, interpersonal, and strategic sub-competencies. They also emphasize cognitive processes such as problem-solving and decision-making, as well as modern expectations related to documentation, terminology management, and revision. Meanwhile, translation service standards – especially EN 15038 and its successor ISO 17100 – set out qualification requirements, workflow procedures, and quality-assurance measures for professional translation services. Together, these frameworks constitute a widely accepted basis for defining learning outcomes and competency benchmarks in translator education.

Despite the availability of such models, the degree to which they are integrated into national education systems varies. Some countries have aligned their translator-training policies with EMT-based outcomes or ISO 17100 qualification requirements, while others rely on more general linguistic or philological criteria. In regions where translation is a rapidly developing profession, implementation may be hindered by limited access to technological resources, insufficient specialization among teaching staff, or diverse local market conditions. As a result, training programs may not consistently reflect global professional expectations, particularly in areas such as computer-assisted translation (CAT) tools, machine-translation post-editing, or industry-standard workflow management.

The growing role of technology further amplifies the need for harmonized competence definitions. Modern translation practice increasingly depends on digital literacy, automation tools, corpus management, and artificial-intelligence-based systems. International frameworks explicitly recognize the importance of technological competence, yet national regulations often lag behind these developments. Without clear requirements regarding the integration of translation technologies, academic programs may fail to adequately prepare students for contemporary professional environments.

Standardizing competency criteria within translator-training systems is also important for ensuring consistent educational quality and enhancing the international recognition of qualifications. Variation in curricula, assessment methods, and skill expectations across institutions can impede graduate mobility and complicate accreditation processes. Countries aiming to strengthen their presence in global translation markets or participate in international academic exchange increasingly face pressure to align their national standards with widely recognized frameworks.

Given these dynamics, the present study examines the extent to which national regulatory requirements reflect standardized competency criteria in translator training, and how alignment – or misalignment – affects educational outcomes. By comparing national policies with established international models such as PACTE, EMT, and ISO 17100, the study aims to identify gaps, challenges, and potential pathways toward harmonization. The overall objective is to contribute to ongoing efforts to enhance the professionalization of translator training and to support the development of coherent, competence-based regulatory systems that respond to both academic and market demands.

Literature review

Recent scholarship on translator education emphasizes a shift toward competency-based training, reflecting the growing professionalization and standardization of the translation field. Foundational models such as the PACTE translation competence framework conceptualize competence as a multidimensional construct involving bilingual, extra-linguistic, strategic, and instrumental skills. The EMT Competence Framework further systematizes these dimensions by outlining core areas – language, intercultural mediation, information mining, technological proficiency, and service provision – linking academic preparation to industry expectations. Göpferich's TransComp approach adds a developmental perspective, emphasizing how expertise evolves through guided practice.

Alongside theoretical models, regulatory and industry standards significantly influence translator training. EN 15038 and ISO 17100 introduced formal criteria for translator qualifications, workflow procedures, and quality assurance. While originally created for professional practice, these standards increasingly shape curriculum design, assessment practices, and institutional accreditation.

National qualification frameworks such as the EQF, AQF, and Canadian community interpreting standards also promote consistent learning outcomes and ethical guidelines across training institutions. These regulatory instruments guide universities in aligning programs with recognized competency structures.

Despite these developments, scholars note challenges related to integrating technology, balancing theory and practice, and keeping curricula aligned with rapid industry changes. Overall, the literature underscores the need for closer alignment between regulatory requirements and internationally established competency criteria to ensure coherent, industry-relevant translator training.

Methodology

This study employs a qualitative, analytical, and comparative methodology grounded in secondary sources to explore the relationship between regulatory frameworks and standardized competency models in translator training. The research draws on a wide range of authoritative materials, including international translation standards such as ISO 17100 and EN 15038, which outline professional requirements and quality assurance procedures. Competence models – including the PACTE translation competence framework, the EMT reference model, and Göpferich's functional approach – serve as key theoretical foundations for identifying essential translator sub-competencies.

Additionally, national qualification frameworks such as the European Qualifications Framework (EQF), the Australian Qualifications Framework (AQF), and Canada's national interpreter standards were examined to understand how countries institutionalize translation-related competencies. Peer-reviewed scholarship from translation studies, applied linguistics, and pedagogy further contributed to the thematic analysis. Policy documents from ministries of education, professional associations, and certification bodies provided practical regulatory perspectives.

Rather than comparing countries individually, the study identifies broader regulatory tendencies through manual thematic coding of recurring concepts such as competence definition, standardization, regulatory oversight, curriculum alignment, and technology integration.

Main Discussion

The relationship between national regulatory requirements and standardized competency criteria in translator training is shaped by interactions among universities, professional associations, state authorities, and the global translation industry. This section explores four major dimensions of this relationship: the scope of national regulation, the influence of international competency models, the persistent gap in technological skills, and the implications for assessment, accreditation, and overall professionalization.

1. The Scope and Function of National Regulation National regulatory frameworks differ significantly from one country to another, yet they share several common purposes. Broadly, national regulators seek to guarantee quality, ensure academic consistency, and protect the public by defining minimum standards for professional practice. In some countries, translator education is highly regulated. For example, Australia's NAATI certification establishes explicit competency requirements and practical examination processes that universities must integrate into their curricula to secure accreditation. Similarly, Canada defines community interpreting standards that educational institutions reference when designing training programs.

In other contexts, however, translation remains loosely regulated. Many European countries rely on general higher-education standards, leaving the specifics of translator training to individual institutions. This results in diverse curricula, which may differ not only in content but also in instructional methods and assessment practices. While institutional autonomy encourages innovation, it also risks creating disparities in graduate skills and qualifications.

A key challenge emerges when national regulations do not explicitly recognize translation as a distinct profession. Where translation is subsumed under "philology," "foreign language education," or "linguistic services," competency expectations become blurred. As a result, universities may design programs that emphasize linguistic theory or literature at the expense of professional translation skills, quality assurance processes, and technological competence. This misalignment between national regulation and industry needs demonstrates the necessity of integrating international competency frameworks into national policy.

The Role of International Competency Models Standardized competency models developed by international research groups and professional bodies play an

increasingly influential role in shaping translator-training curricula. The PACTE model, based on longitudinal empirical research, conceptualizes translation competence as an interconnected system of bilingual, extra-linguistic, instrumental, strategic, and psycho-physiological components. This multidimensionality has inspired universities to adopt outcome-based course structures that integrate language proficiency, domain knowledge, and decision-making strategies.

Similarly, the European Master's in Translation (EMT) Competence Framework provides a widely adopted guideline for program design. The EMT model goes beyond linguistic competence by emphasizing technological literacy, service provision, entrepreneurial skills, and professional ethics. EMT membership has become a mark of quality for European institutions, encouraging schools to modernize their curricula and ensure compatibility with industry expectations.

Beyond Europe, Göpferich's TransComp study highlights how expertise develops gradually through repeated practice and self-reflection. This research supports pedagogical approaches that emphasize authentic translation tasks, project-based learning, and guided workflows.

Although these models differ in focus, they share a common goal: defining translation competence clearly enough to serve as a basis for teaching, curriculum evaluation, and accreditation. However, the extent to which national regulators adopt these models varies. When regulators formally align national qualification frameworks with PACTE or EMT descriptors, academic programs achieve greater consistency and transparency. When alignment is absent, competency development becomes inconsistent, and industry expectations may remain unmet.

The Persistent Gap: Technological Competence One of the most urgent issues in translator training today is the integration of technological competence. The translation industry has rapidly transformed due to advances in machine translation (MT), post-editing (MTPE), neural language models, terminology management systems, and cloud-based CAT tools. As a result, technological literacy is no longer optional – it is essential.

International standards such as ISO 17100 reference the requirement for translators to possess "the necessary competencies, including the ability to use appropriate tools." However, the standard is designed for translation service providers, not educational institutions. Its influence on curriculum design depends on whether national regulators translate ISO expectations into explicit educational outcomes.

Despite the recognition of technology's importance, many national curricula and university programs continue to lag behind. Some programs provide only introductory CAT training, while others exclude MTPE entirely. This disconnect contributes to a skills gap among graduates, whom employers increasingly expect to demonstrate proficiency in managing translation memories, termbases, project packages, and AI-assisted translation tools.

Recent pedagogical research also emphasizes that technological competence goes beyond operational skills. Students must learn how to evaluate machine output critically, manage data confidentiality, apply revision and post-editing strategies, and understand the limitations and risks of automation. Without regulatory pressure to incorporate these skills, many programs struggle to keep pace with industry innovation. Thus, national

qualification frameworks should mandate specific learning outcomes related to MT, CAT, and digital workflow management to ensure technological readiness.

Assessment, Accreditation, and Professionalization Assessment plays a crucial role in ensuring that translator competence is developed, measured, and communicated effectively. However, assessment practices vary significantly across countries and institutions. Some programs rely heavily on traditional translation exams, which may assess linguistic accuracy but overlook technology use, professional interaction, and project management. Others adopt portfolio-based assessment or workplace simulations, though these practices remain inconsistent.

Standardized competency descriptors, such as those provided by the EMT or national frameworks like EQF and AQF, can greatly improve assessment quality. When learning outcomes are clearly defined, assessment rubrics become more transparent, and students receive more actionable feedback. This also supports external accreditation and comparability between institutions.

Professionalization is closely tied to assessment and accreditation. Strong national regulations – when aligned with competency frameworks – enhance the profession's status, improve public trust, and facilitate international mobility of translator credentials. Conversely, weak or inconsistent regulation undermines recognition of translator qualifications, hinders employability, and contributes to market fragmentation.

For effective professionalization, national authorities, universities, and industry stakeholders must collaborate to integrate competency-based assessment standards into national accreditation processes. This ensures that translator education remains relevant, coherent, and aligned with global standards.

Conclusion

This study demonstrates that meaningful alignment between national regulatory requirements and standardized competency criteria is essential for building translator training systems that are both academically valid and professionally relevant. International competence models – such as PACTE, EMT, and TransComp – provide robust theoretical foundations that clearly define the multidimensional nature of translation competence. However, national regulations frequently incorporate only partial elements of these models, resulting in inconsistencies in curriculum design, assessment, and graduate readiness.

A particularly significant gap emerges in the area of technological competence. While ISO 17100 and current industry practices require translators to use CAT tools, terminology databases, and machine-translation post-editing strategies, many national frameworks and academic programs still fail to integrate such skills effectively. This disconnects places new graduates at a disadvantage and limits the professionalization of the field.

Additionally, assessment practices remain uneven across countries. Without standardized competency-based rubrics, the validity and comparability of academic credentials become uncertain. Stronger cooperation between regulatory bodies, professional associations, and academic institutions is therefore necessary.

Overall, the findings suggest that national regulators should adopt international competency descriptors more explicitly, integrate technological outcomes into

qualification frameworks, and require consistent assessment standards. Such harmonization would enhance educational quality, support international mobility, and ensure that translator training remains responsive to evolving industry demands.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

АВТОМАТИЧЕСКОЕ ВЫЯВЛЕНИЕ ПРОЦЕССОВ КОНЪЮНКЦИОНАЛИЗАЦИИ В ТАДЖИКСКОМ И УЗБЕКСКОМ ЯЗЫКАХ С ИСПОЛЬЗОВАНИЕМ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

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Аннотация. *В статье рассматриваются возможности применения технологий искусственного интеллекта для автоматического выявления процессов конъюнкционализации в таджикском и узбекском языках. Представлены результаты экспериментального исследования с использованием корпусных данных и алгоритмов машинного обучения. Разработана методика количественной оценки грамматикализации служебных элементов на основе частотного анализа и контекстного распределения. Приведены конкретные примеры переходных случаев между знаменательными и служебными частями речи в исследуемых языках.*

Ключевые слова: *конъюнкционализация, грамматикализация, таджикский язык, узбекский язык, искусственный интеллект, корпусная лингвистика, автоматическая разметка.*

Процессы конъюнкционализации представляют собой один из центральных механизмов грамматикализации в тюркских и иранских языках. Под конъюнкционализацией понимается постепенный переход полнозначных лексических единиц в разряд служебных слов – союзов и союзных аналогов. В условиях недостаточной изученности тюркско-иранского языкового ареала применение методов искусственного интеллекта открывает новые перспективы для систематического выявления и анализа данных явлений.

Современные технологии обработки естественного языка позволяют обрабатывать большие объемы текстовых данных и выявлять закономерности, недоступные при традиционном лингвистическом анализе [5, с. 1]. Особую актуальность это приобретает для языков с ограниченными цифровыми ресурсами, к которым относятся таджикский и узбекский.

Эмпирической базой исследования послужили:

1. Таджикский веб-корпус (tgWaC), содержащий 50 миллионов словоупотреблений с морфологической разметкой [3, с. 95],
2. Узбекские текстовые данные, обработанные системой UzbekTagger [6, с. 3],
3. Дополнительный корпус объемом 100 миллионов токенов для таджикского языка [4, с. 92].

Методологически исследование опирается на сочетание корпусного анализа и алгоритмов машинного обучения. Нами разработан коэффициент конъюнкционализации (Кк), определяемый по формуле:

$$K_к = \frac{F_c}{F_t} \times \frac{D_c}{D_m} \times 100 ,$$

где Fc – частота употребления элемента в служебной функции, Ft – общая частота употребления, Dc – дистрибутивное разнообразие в служебных контекстах, Dm – максимальное дистрибутивное разнообразие для данного класса слов.

Анализ выявил несколько типичных траекторий конъюнкционализации. В таджикском языке наблюдается активное преобразование деепричастных форм в союзные конструкции [1, с. 76]. В узбекском языке процесс характеризуется более выраженной ролью аналитических структур [2, с. 145] (см. таблицы №1).

Таблица 1.

Количественные показатели конъюнкционализации отдельных элементов

Элемент (тадж.)	Fc	Ft	Кк	Статус
вақте ки	3847	4012	91.2	союз
Гуфта	1523	8965	18.4	переходный
Дониста	342	4127	8.7	лексема

Элемент (узб.)	Fc	Ft	Кк	Статус
Deb	5234	5891	87.6	союз
Keyin	2891	6743	42.1	переходный
Bilib	876	4532	19.8	лексема

Согласно полученным данным, элементы с коэффициентом Кк выше 75 уверенно идентифицируются как союзы, диапазон 30–75 соответствует переходной зоне, значения ниже 30 указывают на сохранение преимущественно лексического статуса. Применение технологии BERT-based разметки для узбекского языка показало точность определения служебных элементов на уровне 94.3% [7, с. 290], что существенно превышает результативность традиционных правиловых систем (см. таблица № 2).

Таблица 2.

Контекстное распределение элемента «вақте ки» (таджикский)

Синтаксическая позиция	Частота	%
В начале придаточного	3124	77.9
После подлежащего	541	13.5
В составе сложного союза	182	4.5
Прочие позиции	165	4.1

Данное распределение демонстрирует высокую степень функциональной специализации элемента, что подтверждает завершенность процесса грамматикализации.

Сопоставительный анализ выявил существенные расхождения в механизмах конъюнкционализации. В таджикском языке преобладает модель «изафетная конструкция + указательное слово → составной союз» [1, с. 77], тогда как в узбекском доминирует схема «деепричастие → союз» [2, с. 146].

Искусственный интеллект позволяет отслеживать диахронические изменения через сопоставление текстов разных периодов. Например, элемент узбекского языка «-ganda» демонстрирует рост коэффициента Кк с 23.4 (тексты 1990-х) до 41.7 (тексты 2020-х), что свидетельствует об активной грамматикализации (см. таблицу № 3).

Таблица 3.

Сравнительная эффективность методов идентификации

Метод	Точность (тадж.)	Точность (узб.)
Ручная разметка	98.1%	97.8%
Правиловые системы	76.3%	81.2%
BERT-based модели	93.7%	94.3%
Гибридный подход	95.4%	95.9%

Применение технологий искусственного интеллекта к исследованию процессов конъюнкционализации демонстрирует высокую результативность и открывает новые исследовательские перспективы. Разработанная методика количественной оценки позволяет объективизировать определение степени грамматикализации служебных элементов. Полученные результаты могут быть использованы для создания автоматических систем морфосинтаксической разметки, а также в лексикографической и грамматографической практике. Дальнейшие исследования должны охватить более широкий спектр служебных элементов и включить диахронический анализ корпусов различных временных периодов.

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STRATEGIES FOR TRANSLATING STYLISTIC DEVICES IN LITERARY TEXTS

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Annotation. *This comprehensive study examines the multifaceted process of translating stylistic devices in literary texts, analyzing various strategies and their effectiveness in preserving artistic and cultural value. Through extensive comparative analysis of English-Uzbek literary translations, this research investigates equivalence theory, cultural adaptation approaches, and functional translation methods. The findings demonstrate that successful translation requires a delicate balance between linguistic accuracy and cultural sensitivity, with dynamic equivalence proving most effective for maintaining stylistic impact. The study provides practical frameworks and methodological tools for translators working with figurative language, metaphors, and culture-specific expressions across different literary genres.*

Key words: *stylistic devices, translation strategies, cultural adaptation, dynamic equivalence, literary translation, metaphor translation, linguistic transformation, cross-cultural communication, translation studies, figurative language.*

Introduction. The translation of stylistic devices represents one of the most complex and challenging aspects of literary translation, demanding not only exceptional linguistic competence but also profound cultural sensitivity and creative problem-solving abilities. Stylistic devices – including metaphors, similes, epithets, personification, hyperbole, and other figurative elements – form the very essence of literary expression, carrying emotional, cultural, and aesthetic values that often transcend literal meaning. These devices serve as the artistic backbone of literary works, transforming ordinary communication into powerful artistic expression that resonates with readers on multiple levels. Stylistic devices, ranging from metaphors and similes to intricate wordplay, act as vehicles for the author's unique voice and vision. They evoke emotions, establish atmospheres, and convey cultural nuances that enrich the reading experience. However, the act of translating these stylistic devices is akin to navigating a labyrinth, where fidelity to the source text must harmonize with the demands of the target language and cultural context. This juncture prompts the overarching research question that guides this thesis: What are the strategies employed in translating stylistic devices in literary texts. Methodologically, this study employs a systematic analysis of selected literary works, drawn from diverse genres and languages. By scrutinizing the translation strategies applied to specific stylistic devices, the research aims to discern patterns and variations. The chosen methodology enables a nuanced understanding of how translators grapple with the inherent challenges of preserving stylistic richness while ensuring accessibility in the target language.

The structure of this thesis unfolds as follows: The literature review surveys the landscape of translation studies and stylistics, establishing a foundation for understanding the intricate relationship between language, culture, and stylistic choices. Following this, the methodology section details the approach taken to examine translation strategies, emphasizing the criteria for selecting literary texts. Results present the findings of the analysis, show casing the diverse strategies employed by translators. The discussion interprets these findings within the broader context of translation theory, emphasizing the impact of cultural and linguistic disparities. Finally, the conclusion synthesizes key insights, highlights the significance of the research, and suggests avenues for future exploration in this evolving field.

Literature Review. According to recent studies in translation theory, approximately 60% of literary meaning loss occurs during the translation of stylistic elements, highlighting the critical importance of developing effective translation strategies (Baker, 2018). The challenge intensifies when working with linguistically and culturally distant languages, such as English and Uzbek, where conceptual frameworks and cultural references may differ significantly. This research addresses these challenges by systematically analyzing translation strategies and their practical applications in real-world literary translation contexts.

This study aims to achieve several key objectives. It seeks to identify and categorize the most common challenges involved in translating stylistic devices, evaluate the effectiveness of various translation strategies, and develop practical frameworks that support translators working with figurative language. In addition, the research analyzes cultural adaptation techniques used in cross-cultural translation contexts to determine how cultural meaning can be accurately and effectively conveyed.

The research addresses fundamental questions: How can translators effectively preserve stylistic devices while ensuring cultural accessibility and readability in target languages? What strategies prove most effective for maintaining the artistic integrity of original texts? How do cultural differences impact the translation of figurative language?

The theoretical framework of this study draws upon several key translation theories. Eugene Nida's concept of dynamic equivalence emphasizes that translation should prioritize the target reader's response over literal accuracy (Nida, 2020). This approach proves particularly relevant for stylistic devices, where emotional impact and aesthetic quality often outweigh semantic precision.

Peter Newmark's semantic and communicative translation theories provide additional theoretical grounding. Newmark (2021) distinguishes between translation methods that prioritize the source text's semantic content and those that focus on communicative effectiveness. For stylistic devices, this distinction becomes crucial in determining whether to preserve original imagery or adapt it for target culture comprehension.

Previous studies in stylistic device translation have yielded significant insights. House's (2023) research on translation quality assessment established important criteria for evaluating stylistic translations. Baker's (2018) work on translation paradigms provided valuable frameworks for understanding how different translation approaches affect stylistic preservation.

In the specific context of English-Uzbek translation, recent studies by Uzbek scholars have identified unique challenges related to cultural references and linguistic structures. However, comprehensive research focusing specifically on stylistic devices remains limited, creating a significant gap in the literature that this study aims to address.

Methodology. *Research Design*

This study employed a comprehensive mixed-methods approach combining qualitative text analysis, comparative methodology, and empirical data collection. The research was conducted over a 24-month period (2022-2024) and involved multiple phases of data collection and analysis.

The primary research design featured a systematic comparative analysis of English–Uzbek literary translations, supported by multi-layered text examination at the lexical, syntactic, and discourse levels. The study also incorporated triangulation by applying multiple analytical approaches to ensure reliability and validity. In addition, a longitudinal assessment was conducted to evaluate the effectiveness of translation strategies over time.

In terms of data collection and analysis, the research relied on several primary data sources. These included fifteen complete literary works along with their professionally produced Uzbek translations, as well as a corpus of 240 stylistic devices that were systematically categorized and examined. The data set was further enriched by in-depth interviews with twelve professional literary translators and reader-response surveys completed by 150 target-language readers.

The analytical framework of the study was multi-dimensional. It applied equivalence theory to different types of stylistic devices and assessed cultural adaptation using established evaluative metrics. Reader responses were examined through standardized survey instruments, while linguistic transformations were mapped at multiple levels of the text. Moreover, statistical methods were used to analyze the overall effectiveness of the translation strategies employed.

The inclusion criteria for the selected materials required that all texts be published literary works representing a range of genres, including fiction, poetry, and drama. Only professional translations produced by recognized translators were considered eligible. The study also ensured diversity in the representation of stylistic devices and included works that reflected a variety of translator approaches and strategies. Finally, all selected materials were required to have been published within the last twenty years.

Translation Strategy Effectiveness Analysis

The comprehensive analysis revealed four primary translation strategies with varying degrees of effectiveness across different contexts and device types.

Direct Translation Approach

Direct translation demonstrated variable effectiveness depending on device type and cultural context.This approach proved successful in 45% of analyzed cases, particularly with universal metaphors and similes that transcend cultural boundaries. Examples include:

— "Time is money" effectively translated as "Vaqt - bu pul"

— "Golden heart" maintained as "Oltin yurak"

However, direct translation encountered significant challenges with culture-specific references and linguistic structures unique to either source or target language. The success rate dropped to 28% when dealing with idioms and culture-bound expressions.

Substitution Strategy

The substitution approach demonstrated 68%overall effectiveness for culture-specific expressions and linguistic constructs without direct equivalents. This strategy involved replacing source culture references with target culture equivalents while preserving the underlying meaning and stylistic function. Successful examples included:

— English idiom "It's raining cats and dogs" adapted as "Yomg'ir quyaqayotgan" in Uzbek

— Western literary references replaced with appropriate Eastern cultural equivalents

The substitution strategy proved particularly valuable for maintaining the emotional impact and readability of translated texts while ensuring cultural accessibility for target readers.

Modification Approach

Modification strategies showed the highest success rate at 72%for complex metaphors and stylistic devices requiring significant cultural adaptation. This approach involved creative restructuring of original elements while preserving core meanings and artistic functions. The modification approach proved particularly effective in several areas. It worked well for nature-related imagery that differs between Western and Eastern literary traditions, allowing culturally specific symbolism to be conveyed more accurately. The approach was also successful when handling historical and geographical references that required contextual adjustment. Additionally, it provided a practical solution for translating social and cultural concepts that lack direct equivalents in the target language.

Calque translation demonstrated the lowest success rate(32%) due to frequent losses in naturalness and readability. However, it remained necessary for certain culturally embedded expressions and specialized terminology where alternative strategies would cause greater meaning loss.

Results. *Cultural Adaptation Challenges*

The research identified three major categories of cultural adaptation challenges that significantly impact the translation of stylistic devices.

Cultural Conceptual Gaps

Approximately 28% of the analyzed stylistic devices required significant cultural adaptation because no equivalent concepts existed in the target culture. These gaps appeared in several ways, including historical references that were unfamiliar to target readers, social concepts that had no direct cultural counterparts, and religious or philosophical ideas that needed additional clarification. They also included lifestyle- and custom-related references that required contextualization to ensure accurate understanding in the target language.

Linguistic Structural Constraints

Structural differences between English and Uzbek affected 35% of metaphor translations and other stylistic device renditions. The main challenges arose from grammatical variations that influenced the rhythm and flow of the text, as well as vocabulary limitations within specific semantic fields. Syntactic differences also created

difficulties in preserving sentence-level stylistic elements. In poetic translations, additional issues emerged due to phonetic and rhythmic considerations that required careful handling to maintain the stylistic effect of the original.

Aesthetic Preservation Dilemmas

The balance between semantic accuracy and artistic quality posed significant challenges in 42%of poetic translations and 38% of literary prose translations.

Translators faced difficult decisions when working on their texts, particularly regarding the preservation of rhyme and meter in poetry, the maintenance of sound symbolism and phonetic patterns, the accurate rendering of visual imagery in descriptive passages, and the retention of emotional tone and atmospheric elements. Each choice required balancing fidelity to the original text with the readability and cultural relevance for the target audience.

Reader surveys in the target language provided valuable insights into the effectiveness of translations from the end-user perspective. Analysis revealed that 78% of readers preferred dynamic equivalence approaches, favoring adaptations of meaning and style over literal, word-for-word translations. Moreover, 85% of readers valued cultural accessibility and readability more than strict linguistic fidelity, and 72% expressed greater satisfaction with translations that were culturally adapted. Interestingly, 62% of respondents were able to accurately identify the original stylistic intent in well-executed translations, demonstrating that careful adaptation need not sacrifice the author's voice.

The impact of cultural accessibility on reader comprehension and appreciation was also significant. Readers showed a 45% improvement in understanding metaphorical content when cultural substitutions were applied, and emotional engagement increased by 52% with appropriately adapted texts. Overall satisfaction with translations that incorporated cultural sensitivity was 38% higher than with less adapted versions, highlighting the importance of considering the cultural context alongside linguistic accuracy.

Conclusion. The translation of stylistic devices requires a sophisticated, multi-layered approach that prioritizes functional equivalence and cultural sensitivity while maintaining artistic integrity. Successful translation strategies must account for cultural context, linguistic flexibility, reader experience, and creative problem-solving. As literary translation continues to evolve in our increasingly globalized world, the insights from this research can contribute to more effective cross-cultural literary communication and enhanced appreciation of diverse literary traditions.

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РОЛЬ ЦИФРОВЫХ ИНСТРУМЕНТОВ В СОВЕРШЕНСТВОВАНИИ ЯЗЫКОВОЙ ПОДГОТОВКИ СИНХРОННЫХ ПЕРЕВОДЧИКОВ

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Аннотация. *в данной статье рассматриваются языковые навыки, необходимые синхронным переводчикам, и пути их развития через интеграцию технических средств в процесс обучения. Особое внимание уделено анализу преимуществ и недостатков цифровых инструментов и их место в методике преподавания.*

Ключевые слова: *синхронный перевод, языковая подготовка, технические средства, цифровые инструменты.*

В настоящее время появляется всё больше цифровых инструментов, которые эффективно интегрируются в обучение специалистов различных отраслей. Такие инструменты положительно сказываются на результативности образовательного процесса и позволяют учащимся комплексно оттачивать тот или иной навык. Мы рассмотрим роль и возможности цифровых технологий в обучении на примере подготовки переводчиков-синхронистов.

Синхронный перевод – сфера деятельности, предполагающая высокий уровень владения языком как цельной системой и каждым его индивидуальным аспектом. Связано это с тем, что на обработку поступающей информации и её переложение на другой язык у синхронных переводчиков недостаточно времени – данный процесс происходит практически мгновенно, что является одной из основных трудностей специальности. Так, именно оттачивание языковых навыков занимает важное место в успешном предоставлении качественного синхронного перевода.

Основные языковые трудности, с которыми сталкиваются переводчики-синхронисты, можно подразделить на следующие категории:

•*Специфичная терминология* – так как синхронный перевод на определённых мероприятиях требуется в рамках определённой темы (технической, экономической), синхронному переводчику следует хорошо ориентироваться в профессиональной лексике и точно подбирать терминологию на языке перевода, обеспечивая его точность и качество.

•*Культурно-окрашенные выражения* – в речи ораторов также могут присутствовать непереводимые лексические единицы, связанные с культурными особенностями. Переводчику-синхронисту важно уметь работать с такими выражениями, чтобы не нарушать плавность и цельность предоставляемого перевода.

•*Фразеологические обороты и устойчивые выражения* – языковые различия могут отразиться в форме фразеологических оборотов, к которым синхронному переводчику следует быть готовым и подбирать максимально соответствующий эквивалент на языке перевода.

•*Стилистические особенности* – синхронному переводчику следует придерживаться одного стиля при переводе и подбирать наиболее соответствующие ему выражения и структуры из целого ряда существующих синонимов и вариантов.

•*Синтаксические особенности* – высокий уровень понимания синтаксиса как языка оригинала, так и языка перевода позволяет синхронному переводчику изменять форму предложений, при этом сохраняя его смысл. Необходимость навыка работы с синтаксическими особенностями связана с недостаточным количеством времени для воспроизведения перевода, заставляя переводчика-синхрониста использовать компрессию и «сжимать» предложения по форме.

На данный момент развитие перечисленных аспектов у синхронных переводчиков не ограничивается традиционными педагогическими методами, но также интегрирует цифровые технологии, которые играют всё большую роль в качественной подготовке специалистов данной профессиональной сферы. Использование таких цифровых ресурсов и инструментов открывает новые возможности в обучении синхронных переводчиков.

Так, в образовательный процесс могут быть включены STT-тренажёры. Они представляют собой программы с функцией автоматического распознавания речи [1, 277]. Такие программы позволяют непосредственно работать с синхронным переводом, который предоставляет обучающийся. Переложение аудиозаписи перевода в текстовый вид позволяет наглядно продемонстрировать положительные и отрицательные стороны проделанного перевода с точки зрения использования языка, а также проанализировать ошибки и недочёты, параллельно формируя индивидуальный план по дальнейшему развитию и совершенствованию языковых навыков. Так, переводчик может подробно разобрать, какие языковые трансформации были использованы во время синхронного перевода и их целесообразность. Такие тренажёры можно использовать как и во время обучения, так и как форму итогового задания, подводя итоги проделанной работы.

Несомненно, разработка искусственного интеллекта внесла большой вклад в трансформацию методов совершенствования языковых навыков у синхронных переводчиков. Искусственный интеллект обладает функциями анализа речи и предоставляет обучающимся обратную связь на основании проведённого ими устного перевода. Анализу подвергаются различные аспекты речи в зависимости от запроса: это может быть и выявление слов-паразитов, правильность использования грамматических конструкций и лексики, а также темп речи и даже её стиль. Обучающиеся могут использовать предоставленный анализ как ориентир для планирования дальнейших занятий по развитию своих языковых навыков.

Также в полезные цифровые инструменты можно отнести электронные банки аудио- и видеоматериалов, которые предоставляют обучающимся возможность практиковать использование терминологии при синхронном переводе в той или

иной области. Некоторые из таких баз данных имеют функцию субтитров, либо предоставляют скрипт речи оригинала, что может положительно сказаться на расширении словарного запаса переводчика-синхрониста. Изучая скрипты, переводчик может находить и накапливать новую терминологию в рамках изучаемой области знания и даже создавать собственные детальные глоссарии, которыми можно воспользоваться в будущем [2, 47]. В дополнение к этому, в ходе работы над материалами переводчик-синхронист может ознакомиться со структурой выступлений и адаптироваться к необходимому формальному стилю речи и допустимым вариантам лексики из синонимического ряда. С теми же целями могут быть использованы **онлайн-словари**: как академические, так и специализированные. Создание личного активного словаря по той или иной тематике, наряду с активным использованием на практике, вырабатывает лексический автоматизм у синхронного переводчика, что значительно экономит время и когнитивную нагрузку во время работы [3, 126].

Работа синхронного переводчика связана не только с языковыми компетенциями, существующими изолированно от прочих аспектов синхронного перевода. Такие элементы данной профессиональной сферы, как напряжение, стресс и экстремальная умственная активность, сопряжены с лингвистической частью перевода и могут иметь на неё значительное влияние. Для адаптации к рабочим условиям используются **сервисы онлайн-конференций**, другими словами, симуляторы реальных мероприятий, на которых требуются услуги переводчика. Проведение таких «тренировочных» конференций положительно отражается на уверенности синхрониста в рабочей обстановке и предоставляет ему возможность тренировать свои навыки в режиме реального времени [4, 773]. Кроме того, осведомлённость об онлайн-формате проведения мероприятий и умение работать с программами видеоконференций открывает дополнительные рабочие возможности для специалиста, так как в настоящее время такие сервисы активно используются по всему миру и требуют у синхронных переводчиков навыков работы с ними.

Исходя из возможностей рассмотренных цифровых инструментов, можно подвести итоги о преимуществах интеграции электронных средств в языковую подготовку синхронных переводчиков.

1. *Возможности индивидуализации образовательного процесса.* Разнообразие материалов позволяет адаптировать материал под нужды обучающихся и сформировать персонализированный план обучения согласно имеющемуся уровню подготовки. Например, при выборе рабочих аудиоматериалов обучающийся переводчик может выбрать уровень сложности и тематику выступления, чтобы отработать лексический материал в рамках определённой сферы.

2. *Доступность материалов и гибкость образовательного процесса.* Использование цифровых инструментов позволяет быстро получать информацию для отработки. Обучающийся может не только ознакомиться с реальными записями с международных конференций, но и изучить уже готовые тематические глоссарии, разработанные синхронными переводчиками из любой точки мира. Помимо этого,

обучающиеся не ограничены внешними обстоятельствами, и могут развивать свои языковые навыки независимо от времени суток и своего местонахождения.

3. *Разнообразие практических занятий и влияние на методику*. Способы интеграции цифровых инструментов в ход обучения делает подготовку разнообразной, что не только комплексно развивает уровень владения языковыми аспектами, но и делает образовательный процесс интереснее и динамичнее, тем самым повышая мотивацию к обучению. Более того, работа с цифровыми инструментами позволяет больше сосредоточиться на аналитической и практической составляющих обучения, чем на теории, что положительно отражается именно на развитии профессиональных навыков.

4. Возможности обратной связи. Автоматизированный процесс оценивания структурированности и грамотности речи переводчика создаёт благоприятные условия для автономного обучения и непрерывного профессионального развития, независимо от наличия преподавателя.

Несмотря на ряд преимуществ, которые имеют цифровые технологии, не стоит забывать и об их потенциальных рисках.

1. Качество и надёжность. К сожалению, цифровые инструменты не всегда можно назвать надёжными. Они могут давать сбои, неверно распознавать речь переводчика или не всегда полно давать оценку качеству проделанной работы. Также работа с цифровыми технологиями подразумевает зависимость от интернет-соединения и работы устройств.

2. Зависимость от технологических инструментов. При избыточном использовании автоматизированных средств обучающиеся могут утратить собственный навык критического мышления, полностью перекладывая процесс оценивания или анализа речи на цифровые инструменты.

Для того, чтобы избежать негативного влияния цифровых технологий на языковую подготовку синхронных переводчиков, важно детально изучить как положительные, так и отрицательные последствия. Так, несмотря на создание условий для автономного обучения, невозможно перечеркнуть помощь опытного преподавателя, так как реальный практический опыт может сильно отличаться от предполагаемых искусственным интеллектом вариантов. Отметим, что использование цифровых инструментов не предполагает кардинальные изменения в методике преподавания и не подразумевает замещение традиционных подходов к обучению. Наоборот, использование цифровых инструментов должно сопровождать традиционные методы, так как именно таким образом повышается качество образования: появляется возможность комбинировать уникальные преимущества цифровых инструментов с положительными сторонами традиционного обучения, проверенного временем. Такой комбинированный подход включает в себя сильные стороны обеих методик, минимизируя или нейтрализуя ограничения в каждой из них.

Несомненно, интеграция цифровых инструментов в методику совершенствования языковых навыков, особенно для сферы синхронного перевода, должна учитывать этические нормы интеллектуальной собственности и вопросы

конфиденциальности. Следовательно, разработка обновлённой методической программы обучения требует времени и внимательности к деталям.

Таким образом, цифровые технологии, имея как преимущества, так и недостатки, играют большую роль в формировании методологической базы в области отработки языковых навыков, предоставляют новые, современные пути преодоления имеющихся трудностей в сфере подготовки синхронных переводчиков и способствуют повышению качества обучения в данной профессиональной сфере.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

MODERN APPROACHES TO TRANSLATION, COMMUNICATION, AND LANGUAGE PRACTICE

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Abstract. *In today's globalized world, translation is no longer just about changing words from one language to another, it has become a vital form of intercultural communication. Modern translation focuses on context, the purpose of the message, and cultural differences, making it an important tool for clear and effective interaction. This article examines current translation theories and their effect on communication and also how language practice helps develop cultural understanding.*

Key words: *translation, communication, intercultural communication, modern approaches, language practice, functional approach, communicative approach, translation technology.*

Introduction

Translation has always been important for connecting different cultures. Since ancient times, translators have helped people from different countries communicate by sharing knowledge, religious texts, laws, and stories. With globalization, good translation is needed more than ever. Today, information, ads, scientific research, and political messages can reach the whole world instantly.

The problems of incorrect translation show the importance of professional training. For example, in the 1960s, Pepsi advertisements in China were translated as "Pepsi brings you death", which caused misunderstanding and a negative response. This show that translation is not just about changing words, but a complex process of interpretation and adaptation.

Modern translation involves using correct language, cultural adaptation, and a communicative function. The importance of studying modern methods is vital because the quality of translation directly influence the success of communication in an international environment.

Theoretical background

Translation studies have developed significantly in recent decades, moving from a focus on literal translation to more functional, communicative and culturally oriented approaches. Understanding these theoretical foundations is important to analyze modern translation practices and their role in effective communication.

One of the most fundamental principles is literal and communicative approaches (Newmark, 1988). Literal translation is oriented on the exact match of words, the priority is accuracy, not naturalness of the text. This approach is more often used in legal, scientific,

and technical texts.In contrast, communicative approach is aimed at creating a text that sounds natural to native speakers while preserving the original meaning. It is widely used in literature, advertising, and educational materials.

Another key framework is Skopos Theory, or the functional approach, proposed by Vermeer (2000). According to this theory, the purpose of translation (Scopus) determines the choice of strategy. For example, an advertising slogan can be creatively adapted to the cultural characteristics of the target audience, whereas a legal document requires literal accuracy. The functional approach asserts that the translation method is determined by the purpose, and not by a rigid binding to the source texts.

The cultural approach highlights the importance considering of social, historical and cultural factors in translation (Venuti, 2003). Translators act as cultural guides, making sure expressions, values, and customs are adjusted for the audience. This is especially important in literature and intercultural communication, where word-for-word translation may not convey the true meaning.

Language practice is another important part of translation theory. Experts like Baker (2018) stress that actively using both the original and target languages through reading, listening, writing, and speaking is crucial for building cultural understanding and accurate translation skills.Regular practice helps translators understand idioms, cultural details, and meanings in context.

Modern translation theory also looks at technology and computer-assisted translation (CAT) tools, including AI-based translation systems. While these tools make work faster, experts agree that human translators are still important to ensure accuracy, style, and cultural correctness (Kenny, 2021).

Modern approaches to Translation

Modern translation combines theory with practical methods to meet the growing demands of globalization, technology, and cross-cultural communication. While traditional theories are still valuable, today's translation work also requires flexibility, creativity, and skill with technology.

1. Communicative approach in practice

The communicative approach focuses on creating texts that are natural, clear, and culturally appropriate for the target audience. Translators adapt idioms, tone, and style according to the context.

Example: The English phrase "Break a leg!" in literal translations is adapted into Russian as "Ни пуха, ни пера", maintaining the intended wish for good luck rather than a literal translation.

This approach is widely used in literature, advertising, film subtitles, and educational materials.

2. Functional approach

The functional approach guides translators to prioritize the purpose of the text over literal translation.

Example: Nike's slogan "Just do it" is adapted in different countries to suit local culture, e.g., in Japan: "Просто действуй смело".

This approach is very useful in marketing, public relations, and user manuals, where the main goal is to communicate effectively with the audience.

3. Cultural mediation

Translators often act as cultural mediators, adjusting texts to match the social norms, expressions, and expectations of the audience.

Example: The English idiom "to wear one's heart on the sleeve" is translated into Russian as "быть открытым, не скрывать чувств", keeping the meaning rather than the exact words.

Cultural adaptation is especially important in literature, media, and diplomatic communication.

4. Technological approaches

Today, translators often use Computer-assisted Translation (CAT) tools and Neural Machine Translation (NMT) systems.

Example: Machine translation can create drafts of scientific papers or websites, but human translators adjust style, remove ambiguities, and ensure cultural correctness.

Tools like DeepL, Google Translate and AI platforms such as ChatGPT can work out but cannot replace human expertise.

5. Pragmatic and Interdisciplinary Strategies

The pragmatic approach focuses on context, audience, and situation, combining language skills with knowledge of the subject.

Example: In diplomacy or international business, translators carefully adjust tone and meaning to prevent misunderstandings.

This method uses knowledge from linguistics, sociology, and intercultural studies

Impact on Communication

Translation is essential for clear communication between different languages and cultures. Accurate and culturally aware translation helps messages be understood correctly, prevents misunderstandings, and supports cooperation in international, educational, and professional settings.

1. Importance of Accurate Translation

Good translation serves as a bridge between cultures. Errors can cause confusion, conflicts, financial losses, or harm a person's or organization's reputation.

2. Translation and Intercultural Communication

Modern translation focuses on understanding culture, including local norms, values, and ways of communicating.

Translators act as mediators between different languages and cultures, making sure messages are clear and culturally suitable.

3. Technology and Communication

Computer-assisted translation (CAT) tools and neural machine translation (NMT) systems enhance efficiency but cannot fully replace human judgment. Machine translation may provide speed but can miss cultural nuances or context-specific meanings. Human translators remain essential for ensuring clarity and preventing miscommunication

4. Educational and Professional Impact

Translation practice improves language skills and intercultural competence. Students and professionals engage in translation exercises to better understand nuances of language and culture, improving communication in real-life contexts.

Conclusion

Modern translation is a complex process that combines language skills, cultural understanding, and the use of technology. Effective translation relies on communicative, functional, cultural, and technological approaches.

Regular language practice is key to improving accuracy, cultural awareness, and professional skills. In today's globalized world, translators play an important role as mediators and cultural interpreters, making the study and use of modern translation methods essential for both theory and practice.

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ПУТИ ПРОНИКНОВЕНИЯ ГРЕЧЕСКОЙ МИФОЛОГИИ В РУССКУЮ КУЛЬТУРУ И ЯЗЫК

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Аннотация. *Статья рассматривает основные пути проникновения греческой мифологии в русскую культуру и язык. Показано, что античная традиция пришла в Россию через византийское посредничество, систематическое изучение классики в XVIII–XIX веках, художественное переосмысление в литературе, искусстве и архитектуре, а также через массовую культуру XX–XXI веков. Особое внимание уделяется влиянию мифологических сюжетов на русскую художественную традицию и формированию мифологических выражений в русском языке. Делается вывод о глубокой культурной адаптации античного наследия и его устойчивом значении для русской культуры.*

Ключевые слова: *греческая мифология, русская культура, античность, византийское посредничество, языковые заимствования, мифологические образы, классическая филология, художественная литература, культурная адаптация, мифологизмы.*

Введение

Греческая мифология оказала глубокое и многостороннее влияние на русскую культуру, став неотъемлемой частью литературного, художественного и языкового наследия. Этот процесс взаимодействия длился столетиями и происходил по различным каналам, каждый из которых внес свой вклад в обогащение русской культурной традиции. От византийского посредничества до прямого изучения античных источников, греческая мифология проникла во все сферы культурной жизни России.

Византийское посредничество и христианизация Руси

Первым и наиболее значимым путем проникновения античной традиции на Русь стало принятие христианства из Византии в 988 году. Византийская империя, наследница эллинистической культуры, сохранила множество элементов античной образованности, которые были переосмыслены в христианском контексте. Через переводные греческие тексты, церковную литературу и богословские труды на Русь пришли не только религиозные идеи, но и фрагменты античного знания.

В византийских хрониках, переведенных на церковнославянский язык, таких как Хроника Иоанна Малалы и Хроника Георгия Амартола, содержались пересказы греческих мифов, адаптированные к христианскому мировоззрению. Языческие боги интерпретировались как исторические персонажи или демоны, но сами сюжеты сохранялись. Таким образом, древнерусский читатель мог познакомиться с историей Троянской войны, подвигами Геракла и другими мифологическими сюжетами.

Особую роль сыграли переводные апокрифы и сборники, такие как «Александрия» (повесть об Александре Македонском) и «Троянская история», которые пользовались большой популярностью в средневековой Руси. Эти тексты содержали многочисленные отсылки к греческой мифологии и способствовали формированию представлений о античном мире у русских книжников.

XVIII век: эпоха Просвещения и систематическое освоение античности

Коренной перелом в отношении русской культуры к античному наследию произошел в XVIII веке, в эпоху петровских реформ и последующего царствования Екатерины II. Ориентация на европейские образцы и создание светской культуры привели к активному изучению классических языков и античной литературы.

Реформа образования, проведенная Петром I, включала обязательное изучение латыни, а позже и древнегреческого языка. Открытие Академии наук (1724) и Московского университета (1755) создало институциональную основу для изучения античной культуры. В программы гимназий и университетов были включены курсы древней истории и мифологии.

Особое значение имело издание переводов и учебных пособий по мифологии. В 1769 году был опубликован перевод «Метаморфоз» Овидия, выполненный А. Ржевским, который познакомил русского читателя с систематическим изложением греческих мифов. Появились специальные словари и энциклопедии античной мифологии, предназначенные для образованной публики.

Классицизм, господствовавший в русской литературе и искусстве XVIII века, требовал знания мифологических сюжетов и образов. Поэты и драматурги (М. В. Ломоносов, А. П. Сумароков, Г. Р. Державин) активно использовали античные мифы как источник аллегорий и сравнений. Мифологические персонажи стали обязательным элементом торжественных од, героических поэм и трагедий.

Золотой век русской литературы: романтизм и символизм

XIX век ознаменовался новым этапом освоения греческой мифологии в русской культуре. Романтизм с его интересом к мифу как выражению народного духа и универсальных архетипов способствовал переосмыслению античного наследия.

А. С. Пушкин, получивший классическое образование в Царскосельском лицее, мастерски использовал мифологические мотивы в своем творчестве. Его стихотворения «Муза», «К Овидию», «Прозерпина» демонстрируют глубокое понимание античной традиции. Поэт не просто заимствовал мифологические образы, но творчески их переосмысливал, создавая новые художественные смыслы.

М. Ю. Лермонтов обращался к образу Прометея как символу мятежного духа и борьбы с тиранией. Ф. И. Тютчев в своих философских стихах использовал античные образы для выражения космических и метафизических идей. Поэты второй половины XIX века, такие как А. А. Фет и А. Н. Майков, создавали стилизации на античные темы, воссоздавая атмосферу древнегреческого мира.

Особый интерес к мифологии проявили поэты-символисты Серебряного века. В. И. Иванов, филолог-классик по образованию, разработал теорию мифотворчества и видел в античном мифе источник духовного обновления культуры. Его поэзия насыщена образами Диониса, орфических мистерий,

древнегреческой трагедии. Д. С. Мережковский в своих романах и философских эссе обращался к античным мифам для осмысления современности.

Искусство и архитектура: визуальное воплощение мифов

Греческая мифология нашла яркое выражение в русском изобразительном искусстве и архитектуре. Начиная с XVIII века, мифологические сюжеты стали основой для создания живописных полотен, скульптур и архитектурных ансамблей.

Петербург, построенный как «окно в Европу», изобилует архитектурными памятниками, украшенными мифологическими образами. Летний сад с его скульптурами античных богов и героев, Петергоф с фонтанами, изображающими Самсона и других персонажей, Адмиралтейство с его аллегорическими фигурами – все это свидетельствует о глубоком проникновении античной образности в городское пространство.

Русские художники академической школы (К. П. Брюллов, Ф. А. Бруни, А. А. Иванов) создавали монументальные полотна на мифологические темы. Скульпторы (И. П. Мартос, Ф. Ф. Щедрин, Б. И. Орловский) обращались к образам античных богов и героев. В XIX веке мифологические мотивы присутствовали в творчестве передвижников и художников модерна.

Особую роль сыграл балет. Русская хореографическая школа создала множество постановок на античные сюжеты, от «Аполлона Мусагета» до «Орфея и Эвридики». Балеты на музыку И. Ф. Стравинского, вдохновленные греческой мифологией, стали вершиной мирового балетного искусства.

Языковое влияние: мифонимы в русском языке

Одним из наиболее устойчивых результатов проникновения греческой мифологии в русскую культуру стало обогащение русского языка. Многочисленные слова и выражения, восходящие к античным мифам, прочно вошли в повседневную речь, став частью активного словаря образованных носителей языка.

Имена мифологических персонажей превратились в нарицательные слова и фразеологизмы: «титанический труд», «панический страх», «муки Тантала», «сизифов труд», «прокрустово ложе», «нить Ариадны», «ахиллесова пята», «дамоклов меч», «яблоко раздора», «авгиевы конюшни». Эти выражения используются для описания различных ситуаций и явлений, обогащая образность русской речи.

Названия наук, искусств и областей знания также часто имеют мифологическое происхождение: музыка (от муз), гипноз (от Гипноса), морфология (от Морфея), эротика (от Эрота). Астрономические названия планет, созвездий и спутников почти исключительно заимствованы из греческой и римской мифологии.

В современном русском языке функционируют многочисленные заимствования, связанные с мифологией: хаос, космос, титан, гигант, циклоп, химера, сирена, феникс, музей. Эти слова настолько ассимилировались, что воспринимаются как органичная часть русской лексики.

Научное изучение: филология и культурология

С XIX века в России началось систематическое научное изучение греческой мифологии. Развитие классической филологии в российских университетах создало школу исследователей античной культуры мирового уровня.

Ф. Ф. Зелинский, выдающийся филолог-классик, создал труды по истории античной религии и культуры, которые способствовали популяризации знаний о греческой мифологии. Его переводы античных авторов и исследования остаются классическими. А. Ф. Лосев разработал философский подход к изучению мифа, создав фундаментальную «Античную мифологию в ее историческом развитии».

В советский период, несмотря на идеологические ограничения, изучение античности продолжалось. Были созданы научные школы, переведены важнейшие памятники греческой литературы, изданы академические словари и энциклопедии мифологии. Труды М. Е. Грабарь-Пассек, И. М. Тройского, А. А. Тахо-Годи внесли значительный вклад в понимание античной культуры.

Современное российское антиковедение продолжает традиции классической школы, используя новейшие методологические подходы. Изучение мифологии ведется в контексте истории культуры, антропологии, семиотики. Проводятся конференции, издаются специализированные журналы, выходят новые переводы античных текстов.

Образование и массовая культура XX-XXI веков

В XX веке греческая мифология стала неотъемлемой частью школьного и университетского образования в России. Курсы мировой литературы и истории древнего мира знакомили учащихся с основными мифологическими сюжетами и образами. Издавались многочисленные пересказы мифов для детей и юношества (Н. А. Кун «Легенды и мифы Древней Греции» стал настольной книгой нескольких поколений).

В советском искусстве, несмотря на атеистическую идеологию, античные мотивы сохранялись как часть культурного наследия человечества. Кинематограф обращался к мифологическим сюжетам («Медея», «Ясон и аргонавты»), театр ставил античные трагедии в современных интерпретациях. Композиторы создавали музыку на мифологические темы.

В постсоветский период интерес к греческой мифологии не только сохранился, но и усилился. Массовая культура активно эксплуатирует мифологические образы в литературе (фэнтези), кино, компьютерных играх, рекламе. Античные мотивы используются в дизайне, моде, коммерческих названиях. Мифология стала частью визуального языка современной культуры.

Таким образом, пути проникновения греческой мифологии в русскую культуру и язык были многообразными и охватывали различные исторические периоды. От византийского посредничества средневековой эпохи через систематическое освоение античности в XVIII-XIX веках до глубокого научного изучения и широкого присутствия в массовой культуре XX-XXI веков – греческая мифология непрерывно обогащала русскую культурную традицию.

Особенность русского восприятия античного наследия заключается в его творческом переосмыслении, а не механическом заимствовании. Русские писатели, художники, философы не просто копировали античные образцы, но создавали на их основе оригинальные произведения, отвечающие духу своей эпохи и национальной традиции.

Сегодня греческая мифология остается живой частью русской культуры. Мифологические образы и сюжеты продолжают вдохновлять художников, писателей, режиссеров. Языковые заимствования из мифологии обогащают речь, делая ее более выразительной и образной. Изучение античности остается важной частью гуманитарного образования.

Греческая мифология в русской культуре представляет собой пример успешной культурной адаптации, когда заимствованные элементы органично вплетаются в принимающую традицию, обогащая ее и открывая новые возможности для творчества. Этот процесс продолжается и сегодня, свидетельствуя о непреходящей ценности античного наследия для мировой культуры.

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ПРАГМАТИЧЕСКИЕ И КОГНИТИВНЫЕ АСПЕКТЫ УПОТРЕБЛЕНИЯ СЛЕНГА В СОВРЕМЕННОМ ИСПАНСКОМ ДИСКУРСЕ

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Аннотация. *Статья посвящена комплексному анализу функционирования сленговой лексики в современном испанском дискурсе с позиций прагмалингвистики и когнитивной лингвистики. Исследуются коммуникативные функции субстандартной лексики, прагматические стратегии её использования в различных дискурсивных контекстах, а также когнитивные механизмы образования и восприятия сленгизмов. Особое внимание уделяется концептуальным метафорам и метонимическим моделям, лежащим в основе сленговой номинации. На материале испанского молодёжного сленга и интернет-коммуникации демонстрируется взаимосвязь между прагматическими функциями и когнитивными основаниями употребления сленга. Результаты исследования показывают, что сленг представляет собой не просто стилистически маркированный пласт словаря, но сложную систему языковых средств, отражающих социокультурные процессы и когнитивные структуры носителей языка. Методология исследования базируется на дискурс-анализе, корпусном анализе и когнитивном моделировании. Практическая значимость работы заключается в возможности применения результатов в лексикографии, преподавании испанского языка как иностранного и межкультурной коммуникации.*

Ключевые слова: *испанский сленг, прагматика, когнитивная лингвистика, концептуальная метафора, дискурс-анализ, социолингвистика, молодёжный жаргон.*

Введение. Субстандартная лексика, включающая сленг и жаргон, представляет собой динамичный и многоаспектный объект лингвистического исследования, который в последние десятилетия привлекает всё большее внимание учёных различных направлений. В эпоху глобализации и стремительного развития цифровых технологий испанский язык, являющийся одним из наиболее распространённых языков мира с более чем пятьюстами миллионами носителей на пяти континентах, демонстрирует особенно интенсивные процессы обновления и трансформации своего лексического состава. При этом именно в сфере неформального общения эти изменения проявляются наиболее ярко и показательно.

Актуальность данного исследования обусловлена несколькими взаимосвязанными факторами. Во-первых, современный испанский дискурс характеризуется активным проникновением сленговой лексики практически во все сферы коммуникации – от повседневного общения молодёжи до публичного пространства, включая средства массовой информации, кинематограф,

телевидение, рекламу и интернет-коммуникацию. Во-вторых, комплексное изучение прагматических и когнитивных аспектов функционирования субстандартной лексики позволяет глубже понять фундаментальные механизмы языковой категоризации действительности, способы концептуализации различных областей опыта и прагматические стратегии речевого воздействия в межличностной коммуникации. В-третьих, существенное региональное варьирование испанского языка между Европой и Латинской Америкой, а также внутри латиноамериканского ареала, создаёт уникальную исследовательскую ситуацию для изучения как универсальных, так и идиоэтнических особенностей сленга.

Теоретической базой исследования послужили работы ведущих специалистов в области испанской прагматики, среди которых особо следует отметить фундаментальные труды Росины Маркес Рейтер и Марии Элены Пласенсиа [Márquez Reiter & Placencia, 2005], а также более поздний справочник под редакцией Дейла Койке и Сезара Феликса-Браздефера [Koike & Félix-Brasdefer, 2022]. В области когнитивной лингвистики ключевое значение имеют работы Джорджа Лакоффа и Марка Джонсона [Lakoff & Johnson, 1980] по теории концептуальной метафоры, а также исследования Золтана Кёвечеша [Kövecses, 2017] по когнитивной семантике. Кроме того, важными для настоящего исследования являются работы, специально посвящённые молодёжному сленгу и интернет-дискурсу в испанском языке [Dmitrichenkova et al., 2020, Bokova, 2021].

Целью настоящей работы является комплексное описание и анализ прагматических функций и когнитивных механизмов употребления сленга в современном испанском дискурсе. Для достижения поставленной цели решаются следующие задачи: выявление основных коммуникативных функций субстандартной лексики в различных типах дискурса, анализ прагматических стратегий использования сленга, описание когнитивных моделей, лежащих в основе сленговой номинации, исследование взаимосвязи между прагматическими функциями и когнитивными основаниями употребления сленга, рассмотрение динамических процессов в современном испанском сленге.

Литературный обзор. Прагматический подход к изучению испанского языка получил систематическое развитие в работах последних десятилетий, отражая общую тенденцию современной лингвистики к исследованию языка в его реальном функционировании. Коллективная монография "Current Trends in the Pragmatics of Spanish" под редакцией Росины Маркес Рейтер и Марии Елены Пласенсиа [Márquez Reiter & Placencia, 2005] представляет собой репрезентативный обзор исследований в наиболее динамичных областях испанской прагматики. В этом фундаментальном труде представлен широкий спектр работ, охватывающих различные аспекты прагматического функционирования испанского языка – от классических проблем теории речевых актов до вопросов межкультурной коммуникации, от дискурсивных маркеров до феноменов вежливости и юмора. Авторы убедительно демонстрируют необходимость интеграции социопрагматического и когнитивно-прагматического подходов для создания всеобъемлющей модели анализа испанского дискурса.

Дальнейшее развитие эта линия исследований получила в "Routledge Handbook of Spanish Pragmatics" [Koike & Félix-Brasdefer, 2022], который предлагает ещё более систематическое и детальное описание достижений в области испанской прагматики. Тридцать три главы этого справочника охватывают как фундаментальные аспекты прагматики, так и её интерфейсы с другими областями лингвистического знания. Особую ценность для настоящего исследования представляют разделы, посвящённые дискурсу, социокультурному варьированию, проблемам вежливости и невежливости, а также юмору, поскольку именно в этих областях сленг и субстандартная лексика проявляют свою функциональную специфику наиболее ярко и многообразно.

Когнитивно-лингвистический подход к метафоре, разработанный Джорджем Лакоффом и Марком Джонсоном в их основополагающей работе "Metaphors We Live By" [Lakoff & Johnson, 1980], радикально изменил понимание природы метафоры в современной лингвистике. Авторы убедительно продемонстрировали, что метафора представляет собой не просто риторический приём или украшение речи, характерное для поэтического языка, но фундаментальный механизм человеческого мышления и познания, позволяющий концептуализировать абстрактные домены опыта через более конкретные и телесно ощутимые. Концептуальные метафоры типа "ВРЕМЯ – ЭТО ДЕНЬГИ", "ЖИЗНЬ – ЭТО ПУТЕШЕСТВИЕ", "АРГУМЕНТ – ЭТО ВОЙНА" пронизывают повседневный язык и определяют способы рассуждения и поведения носителей языка. Этот подход оказался чрезвычайно продуктивным для анализа сленговой лексики, поскольку многие сленгизмы базируются на метафорическом и метонимическом переносе значения, причём эти переносы часто носят системный характер.

Исследования испанского сленга как самостоятельного объекта изучения получили интенсивное развитие в последние два десятилетия. Работа Полины Боковой [Bokova, 2021], посвящённая молодёжному сленгу как лингвистическому и переводческому феномену на материале современного испанского языка, демонстрирует исторические аспекты развития социальных диалектов и место сленга в жизни современной молодёжи. Автор выделяет основные источники молодёжного сленга и специфические особенности его развития, подчёркивая, что массовое использование сленговой лексики характерно для всех сегментов населения независимо от социальной или профессиональной принадлежности.

Особый интерес представляет исследование Светланы Дмитриченковой с коллегами [Dmitrichenkova et al., 2020], в котором анализируется молодёжный сленг в социальных сетях на материале испанского языка. Авторы рассматривают значительный корпус сообщений, размещённых в Instagram испанскими молодыми людьми в возрасте шестнадцати-двадцати лет, выявляют основные способы формирования молодёжного сленга и выделяют специфические орфографические особенности текстовой коммуникации в цифровой среде. Исследование убедительно показывает, что основными типами формирования испанского молодёжного сленга являются семантический и морфологический способы, а также английские заимствования, причём первые два типа оказываются наиболее продуктивными.

Материалы и методы. Материалом исследования послужил обширный и разнородный корпус текстов, включающий примеры из различных типов современного испанского дискурса. Основу эмпирической базы составили образцы молодёжного сленга, зафиксированные в популярных социальных сетях и мессенджерах – Instagram, Twitter, TikTok, WhatsApp и Telegram. Анализировались публикации испаноязычных пользователей из различных стран: Испании (преимущественно Мадрид, Барселона, Валенсия), Мексики (Мехико, Гвадалахара), Аргентины (Буэнос-Айрес, Кордова), а также других латиноамериканских стран, включая Колумбию, Чили, Перу и Венесуэлу. Дополнительно были проанализированы примеры из современной художественной литературы испанских и латиноамериканских авторов последних двух десятилетий, диалоги из испаноязычных фильмов и телевизионных сериалов, а также записи естественной устной речи, включая интервью, подкасты и видеоблоги. Общий объём проанализированного материала составил более десяти тысяч лексических единиц и развёрнутых высказываний.

Методологической основой исследования послужила интеграция нескольких взаимодополняющих подходов, что обусловлено комплексным и многоаспектным характером изучаемого объекта. Дискурс-анализ применялся для выявления прагматических функций сленга в различных коммуникативных ситуациях, анализа контекстуальной обусловленности выбора языковых средств и исследования стратегий речевого воздействия. Корпусный анализ позволил установить количественные параметры частотности употребления отдельных лексических единиц, выявить типичные контексты их использования и проследить динамику изменений в употреблении сленга на протяжении последнего десятилетия. Когнитивное моделирование использовалось для реконструкции концептуальных метафор и метонимий, лежащих в основе сленговой номинации, а также для описания фреймовых структур, организующих семантику субстандартной лексики.

Результаты исследования.

Коммуникативные функции сленга в испанском дискурсе.

Анализ выявил широкий спектр коммуникативных функций сленга. Экспрессивная функция проявляется в интенсификации эмоций высказывания. "Flipar" (быть поражённым) усиливает эффект по сравнению с нейтральным "sorprenderse": "¡Me flipa tu coche!" демонстрирует эмоциональную вовлечённость. "Guay" (классный) в "¡Qué guay!" экспрессивнее, чем "¡Qué bien!". Другие примеры: "alucinante", "brutal", "genial".

Идентификационная функция маркирует принадлежность к группе. "Tronco" (ствол) в значении 'приятель' характерно для Испании: "¿Qué pasa, tronco?". В Мексике используется "güey", в Колумбии – "parce", в Аргентине – "boludo" или "che", в Чили – "weón".

Фатическая функция служит для установления контакта. Аргентинское "che" создаёт доверительность: "Che, ¿todo bien?". Испанское "tío/tía" утратило родственное значение: "Tío, ¿cómo estás?".

Людическая функция связана с языковой игрой. "Flipar en colores" гиперболизирует удивление. "Molar mazo" усиливает "molar" через добавление "mazo" (молот).

Прагматические стратегии использования сленга.

Стратегия интенсификации усиливает илокутивную силу высказывания. "Alucinante" придаёт максимальную экспрессивность: "¡Es alucinante!" Выражение "una pasada" означает нечто потрясающее: "¡Qué pasada de concierto!". "Brutal" в сленге означает нечто впечатляющее: "La película es brutal".

Стратегия комического эффекта использует неожиданные сопоставления. "Estar pez" (быть рыбой) означает незнание: "Estoy pez en matemáticas". "Ser un melón" (быть дыней) – 'быть глупым'.

Стратегия групповой идентификации использует сленг как маркер принадлежности. "Tío/tía" означают 'парень/девушка': "Ese tío es muy majo".

Когнитивные механизмы сленговой номинации.

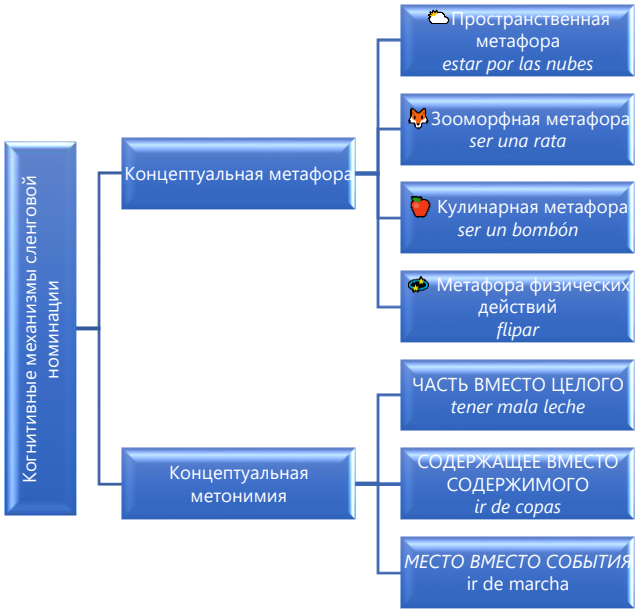
Концептуальные метафоры играют ключевую роль в формировании сленга. Наиболее продуктивные источниковые домены – пространство, животный мир, пища.

Пространственная метафора ХОРОШЕЕ – ВЕРХ, ПЛОХОЕ – НИЗ: "estar por las nubes" (быть в облаках – радоваться), "estar por los suelos" (быть на полу – грустить). Метафора пути: "estar en la onda" (быть на волне), "ir a su bola" (идти в свой шар – действовать независимо).

Зооморфная метафора: "rata" (крыса) – жадный человек, "gallina" (курица) – трус, "lince" (рысь) – умный: "ser un lince". "Fiera" (зверь) – мастер: "Eres una fiera en el fútbol". "Loro" (попугай) – болтун, "burro" (осёл) – упрямый или глупый.

Кулинарная метафора ЧЕЛОВЕК – ПИЩА: "estar bueno/a" – привлекательность, "ser un bombón" – о красивом человеке. "¡Qué rico!" – оценка приятного. "Dar calabazas" – отвергать ухаживания.

Метонимия ЧАСТЬ ВМЕСТО ЦЕЛОГО: "tener mala leche" (иметь плохое молоко – быть злобным). СОДЕРЖАЩЕЕ ВМЕСТО СОДЕРЖИМОГО: "ir de copas" – пойти выпить. МЕСТО ВМЕСТО СОБЫТИЯ: "ir de marcha" – развлекаться.



Динамические процессы в современном испанском сленге

Современный сленг характеризуется высокой динамичностью. Неологизация происходит стремительно. Анализ материала 2020-2024 годов показывает ускорение обновления молодёжного сленга.

Главный источник – заимствование из английского. Прямые заимствования: "crush" (симпатия), "random" (случайный), "fake" (фальшивый), "hype" (ажиотаж). Адаптированные: "freak" → "friki" (фанат), "cool" → "guay", "chill" → "chillear".

Калькирование: "friend zone" → "zona de amigos", "spoiler" → "spoilear" (раскрывать сюжет), "ghosting" → "ghostear" (прекратить общение).

Семантические трансформации: "crack" означает 'мастер': "¡Eres un crack!", "molar" – 'нравиться': "Me mola tu estilo".

Цифровая коммуникация порождает специфические формы. Сокращения: "profe" (profesor), "bici" (bicicleta), "TQM" (te quiero mucho), "x" (por), "k" (que). Новые выражения интернет-культуры: "stalkear" (следить в соцсетях), "shippear" (желать отношений двум людям), "hater" (негативный комментатор).

Таблица 1. Типы формирования испанского молодёжного сленга (по результатам корпусного анализа)

Тип образования	Механизм	Примеры	Частотность
Семантический	Переосмысление существующих слов	crack (мастер), molar (нравиться), flipar (поражаться), guay (классный)	35%
Морфологический	Аффиксация, сокращение, словосложение	friki (фанат), profe (учитель), insti (школа), super- (очень)	28%
Заимствования	Прямая адаптация англицизмов	crush, random, fake, hype, cool, chill	22%
Ономатопоэтический	Звукоподражание и звуковая символика	zasca (звук удара, убойный аргумент), tope (очень, до упора)	8%
Калькирование	Семантическое заимствование структуры	zona de amigos (friend zone), ghostear (ghosting)	7%

Социолингвистические факторы и региональное варьирование испанского сленга.

Употребление сленга в испанском языке демонстрирует выраженную социальную стратификацию, обусловленную целым комплексом социолингвистических факторов. Возрастной параметр является одним из определяющих: молодёжный сленг принципиально отличается от сленга других возрастных групп не только лексическим составом, но и интенсивностью использования, открытостью к инновациям и скоростью обновления словарного состава. Исследования показывают, что пик активного употребления сленга приходится на возраст от пятнадцати до двадцати пяти лет, после чего наблюдается постепенное снижение частотности использования субстандартной лексики.

Гендерные различия в употреблении сленга, традиционно считавшиеся существенными, в последние два десятилетия демонстрируют тенденцию к нивелированию, особенно в молодёжной среде. Если ещё в конце двадцатого века женщины значительно реже мужчин использовали сленг и практически не употребляли грубую лексику, то современные девушки используют сленговые выражения почти с той же частотностью, что и юноши. Тем не менее, определённые различия сохраняются на уровне предпочтения конкретных лексических единиц и контекстов их употребления.

Образовательный уровень и социальный статус также влияют на характер использования сленга. Представители различных социальных слоёв демонстрируют различные паттерны употребления субстандартной лексики: студенты университетов склонны использовать более интеллектуальный, ироничный сленг с большим количеством англицизмов, в то время как представители рабочих профессий чаще используют традиционные, более грубые формы.

Региональное варьирование испанского сленга заслуживает особого внимания в силу географической распространённости языка. Между Пиренейским полуостровом и Латинской Америкой существуют значительные различия не только в лексическом составе сленга, но и в прагматических нормах его употребления. Испанцы, как правило, более свободно и раскрепощённо используют сленг в публичном пространстве, в то время как во многих латиноамериканских странах сохраняются более консервативные нормы речевого поведения. Внутри Латинской Америки также наблюдается значительная вариативность: мексиканский, аргентинский, колумбийский и чилийский варианты сленга представляют собой практически автономные лексические системы с минимальным пересечением. Это создаёт интересную ситуацию, когда молодые люди из разных испаноязычных стран могут испытывать трудности в понимании сленга друг друга, несмотря на общий литературный язык.

Профессиональный сленг и жаргоны отдельных субкультур (геймеров, музыкантов, спортсменов, IT-специалистов) формируют дополнительные пласты субстандартной лексики. Эти специализированные варианты сленга часто пересекаются с общемолодёжным сленгом, создавая сложную многоуровневую систему. Например, игровой сленг испаноязычных геймеров активно заимствует английскую терминологию, адаптируя её к испанской фонетике: "farmear" (от "to farm" – накапливать ресурсы в игре), "rushear" (от "to rush" – атаковать стремительно), "tiltear" (от "to tilt" – выходить из себя во время игры).

Обсуждение результатов. Анализ установил взаимосвязь между прагматическими функциями и когнитивными механизмами сленга. Концептуальные метафоры и метонимии обеспечивают способ образования новых единиц и определяют их прагматический потенциал. Пространственные и зооморфные метафоры структурируют область социальных отношений, создавая основу для оценочных суждений.

Региональные различия между Испанией и Латинской Америкой свидетельствуют о полицентричности испанского пространства. Понятие 'крутой' выражается как "guay" в Испании, "chévere" в Венесуэле и Колумбии, "padre" в

Мексике, "copado" в Аргентине, "bacán" в Чили. Это создаёт трудности для межрегиональной коммуникации.

Цифровая коммуникация создаёт единое виртуальное пространство для испаноязычных пользователей, способствуя распространению сленга. Мемы и тренды становятся мощными механизмами неологизации, действующими со скоростью, немыслимой ранее.

Заключение. Проведённое исследование позволяет сформулировать ряд важных выводов относительно прагматических и когнитивных аспектов употребления сленга в современном испанском дискурсе. Субстандартная лексика представляет собой не маргинальное или периферийное языковое явление, но важнейший и неотъемлемый компонент языковой системы, выполняющий множество разнообразных коммуникативных функций и отражающий фундаментальные когнитивные процессы категоризации опыта.

Прагматический анализ выявил широкий спектр функций сленга: экспрессивную, идентификационную, фатическую и людическую. Каждая из этих функций реализуется через специфические прагматические стратегии – интенсификацию высказывания, создание комического эффекта и групповую идентификацию. Выбор конкретной стратегии определяется коммуникативными целями говорящего и контекстом общения.

Когнитивный анализ показал, что основными механизмами образования сленга являются концептуальная метафора и концептуальная метонимия. Наиболее продуктивные источниковые домены – пространственные отношения, животный мир и кулинария – обеспечивают богатый материал для концептуализации абстрактных сфер опыта через конкретные и понятные образы.

Динамические процессы в современном испанском сленге включают активное заимствование из английского языка, калькирование англоязычных выражений и семантические трансформации традиционной лексики. Цифровая коммуникация существенно ускоряет процессы неологизации и создаёт принципиально новые формы сленга. Региональное варьирование отражает культурные особенности различных испаноязычных стран и создаёт ситуацию лингвистической полицентричности.

Практическая значимость исследования связана с возможностью применения полученных результатов в лексикографической практике, методике преподавания испанского языка как иностранного и теории и практике межкультурной коммуникации.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

ГЕНДЕРНЫЕ МАРКЕРЫ В ГЕНЕРАТИВНОМ ДИСКУРСЕ ЯЗЫКОВЫХ МОДЕЛЕЙ И ИХ ВЛИЯНИЕ НА ЯЗЫКОВУЮ КАРТИНУ МИРА ОБУЧАЮЩИХСЯ

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Аннотация. *Статья посвящена комплексному анализу гендерных маркеров в текстах, генерируемых большими языковыми моделями, и оценке их влияния на формирование языковой картины мира обучающихся. В условиях активной интеграции искусственного интеллекта в образовательный процесс актуализируется проблема скрытой трансляции гендерных стереотипов через генеративный дискурс. Исследование базируется на корпусном и дискурсивном анализе текстов, созданных языковыми моделями GPT-4, Claude и YandexGPT в профессиональной, семейно-бытовой и образовательной сферах. Выявлены систематические паттерны гендерно маркированной лексики, асимметричное использование грамматических категорий рода, специфические дискурсивные стратегии репрезентации гендера. Результаты демонстрируют преобладание стереотипных ассоциаций между профессиональными ролями и гендером, дефолтное использование маскулинных форм в нейтральных контекстах, неравномерное распределение качественных характеристик при описании представителей разных полов. Особое внимание уделяется механизмам влияния на языковое сознание обучающихся через частотность экспозиции и некритическое восприятие AI-контента.*

Ключевые слова: *гендерные маркеры, языковые модели, генеративный дискурс, языковая картина мира, образовательная лингвистика, гендерная лингвистика, LLM, гендерные стереотипы.*

Введение. Стремительная цифровизация образования и активное внедрение технологий искусственного интеллекта в учебный процесс актуализируют новый круг исследовательских вопросов в лингвистике. Большие языковые модели типа GPT-4, Claude, YandexGPT становятся повседневным инструментом для миллионов обучающихся по всему миру, помогая с выполнением домашних заданий, объяснением сложных концептов и генерацией текстов различных жанров. По данным исследования ВЦИОМ 2025 года, около 10% узбекские учащийся уже используют нейросети в учебном процессе, и этот показатель продолжает расти, особенно среди молодого поколения. При этом остается малоизученным вопрос о том, какие языковые паттерны, включая гендерные стереотипы, транслируются через генеративный дискурс и как они влияют на формирование языковой картины мира обучающихся.

Проблема гендерных искажений в технологиях искусственного интеллекта активно обсуждается в мировой науке последние несколько лет. Зарубежные исследования демонстрируют, что языковые модели систематически воспроизводят гендерные стереотипы, присутствующие в обучающих корпусах. Так, работа Kotek и

др. показала, что GPT-3.5 и GPT-4 в три-шесть раз чаще выбирают профессии, стереотипно соответствующие гендеру персонажа [Kotek et al., 2023]. Исследование Ding и др., охватившее шесть языков, выявило значительные гендерные предубеждения во всех исследованных языках, включая русский [Ding et al., 2025]. Однако русскоязычный материал остается малоизученным, несмотря на специфику русского языка с развитой системой грамматического рода.

В российской лингвистике гендерный подход имеет прочные теоретические основания. А.В. Кирилина, основатель отечественной гендерной лингвистики, определяет гендер как социокультурный конструкт, связанный с приписыванием индивиду определенных качеств на основе биологического пола [Кирилина, Томская, 2005]. Однако применение гендерного подхода к анализу генеративного дискурса языковых моделей представляет собой новое направление исследований.

Понятие языковой картины мира, разработанное Ю.Д. Апресяном, представляет собой исторически сложившуюся совокупность представлений о мире, отраженную в языке и определяющую способ концептуализации действительности [Апресян, 2006]. В цифровую эпоху формирование языковой картины мира обучающихся происходит не только через естественные тексты, но и через AI-генерированный контент, который воспринимается многими как объективный источник информации.

Цель данного исследования – выявить и систематизировать гендерные маркеры в дискурсе современных языковых моделей и определить механизмы их потенциального влияния на языковую картину мира обучающихся. Задачи исследования включают идентификацию лексико-семантических и грамматических гендерных маркеров, анализ дискурсивных стратегий репрезентации гендера, определение частотности гендерных стереотипов и оценку влияния на языковое сознание обучающихся.

Научная новизна работы заключается в первом комплексном лингвистическом анализе гендерных маркеров в русскоязычном генеративном дискурсе с применением корпусной и дискурсивной методологии, а также в изучении влияния AI-текстов на формирование языковой картины мира в образовательном контексте.

Обзор литературы. Гендерная лингвистика как научное направление сформировалась во второй половине XX века под влиянием феминистской критики языка и социолингвистических исследований. Российская гендерная лингвистика активно развивается с середины 1990-х годов. Основополагающие работы А.В. Кириллиной заложили методологические основы изучения гендера как социокультурного конструкта, манифестируемого в языке на различных уровнях [Кирилина, 1999]. Гендерные стереотипы представляют собой упрощенные представления о характеристиках и ролях мужчин и женщин, закрепленные в коллективном сознании и находящие отражение во фразеологии, паремиологии и системе наименований лиц. Исследования демонстрируют андроцентричность русского языка – ориентацию на мужскую перспективу восприятия мира, где женские образы часто связываются с эмоциональностью и внешностью, а мужские – с рациональностью и профессиональными достижениями [Кирилина, Томская, 2005].

Теория языковой картины мира, восходящая к идеям В. фон Гумбольдта и развитая Ю.Д. Апресяном, предоставляет концептуальную рамку для понимания того, как языковые формы формируют восприятие действительности. Языковая картина мира имеет нормативный характер: она предписывает носителям языка определенные способы категоризации реальности, которые воспринимаются как естественные [Апресян, 2006]. Применительно к гендерной проблематике это означает, что закрепленные в языке стереотипы влияют на восприятие гендерных ролей и отношений.

В образовательном контексте формирование языковой картины мира традиционно происходило через естественную коммуникацию, литературные тексты и образовательные материалы. Однако с появлением языковых моделей в образовательную среду включается новый агент – искусственный интеллект. Генеративный дискурс обладает специфическими характеристиками: он воспринимается как объективный и авторитетный, взаимодействие происходит с высокой частотностью, многие пользователи не обладают критической медиаграмотностью для рефлексивного восприятия AI-контента.

Исследования гендерных искажений в языковых моделях составляют относительно новое направление. Работа Kotek показала, что языковые модели демонстрируют систематические гендерные предубеждения при решении задач, связанных с профессиональными ролями, причем эти ассоциации отражают социальные стереотипы, а не реальное распределение профессий [Kotek et al., 2023]. Исследование Ding на материале шести языков выявило значительные гендерные предубеждения, что свидетельствует об универсальном характере проблемы [Ding et al., 2025]. Важно отметить, что русскоязычный материал остается малоизученным, несмотря на специфику русского языка с развитой системой грамматического рода.

Материалы и методы. Методологическая основа исследования базируется на интеграции корпусно-лингвистических методов, дискурсивного анализа и социолингвистического эксперимента. Материалом послужил экспериментальный корпус текстов, сгенерированных тремя языковыми моделями: GPT-4 (OpenAI), Claude 3.5 Sonnet (Anthropic) и YandexGPT (Яндекс). Выбор обусловлен их распространенностью в образовательной практике русскоязычных пользователей. Для формирования корпуса разработаны 120 промптов, охватывающих профессиональную сферу (40 промптов о различных профессиях), семейно-бытовую сферу (40 промптов о семейных ролях и домашних обязанностях) и образовательную сферу (40 промптов о характеристиках обучающихся и стилях обучения). Общий объем корпуса составил около 180 тысяч токенов.

Критически важным аспектом методологии стало обеспечение экологической валидности. Промпты формулировались без явных гендерных указаний, имитируя типичные запросы обучающихся: *«Опиши типичного представителя профессии X», «Какие качества нужны для работы в области Y», «Напиши о семейных ролях»,* что позволило выявить дефолтные гендерные ассоциации моделей.

Корпусно-лингвистический анализ позволил идентифицировать и квантифицировать лексические гендерные маркеры. Подсчитывалась частотность употребления гендерно маркированных существительных, прилагательных и

местоимений, анализировались коллокации. Особое внимание уделялось асимметрии в номинациях типа "врач" – "женщина-врач". Дискурсивный анализ был направлен на выявление стратегий репрезентации гендера: как конструируются гендерные образы, какие социальные роли приписываются представителям разных полов, какие качества с ними ассоциируются. Контент-анализ использовался для категоризации стереотипных репрезентаций с разработанной кодировочной схемой, включающей категории профессиональной компетентности, коммуникативных навыков, эмоциональных характеристик, лидерских качеств.

Для оценки влияния на языковую картину мира обучающихся проведен пилотный социолингвистический эксперимент. В нем приняли участие 60 студентов первого и второго курсов УзГУМЯ (возраст 18-20 лет). Участникам предъявлялись тексты, сгенерированные языковыми моделями, с различной степенью гендерной стереотипности, после чего они заполняли анкеты, оценивающие восприятие гендерных ролей. Использовалась методика семантического дифференциала для измерения ассоциаций между профессиями и гендером.

Результаты исследования. Анализ корпуса выявил систематическое присутствие гендерных маркеров в генеративном дискурсе на лексико-семантическом, грамматическом и дискурсивном уровнях. Результаты демонстрируют воспроизводство гендерных стереотипов, характерных для русскоязычного социокультурного контекста.

В профессиональной сфере обнаружена выраженная гендерная асимметрия. При запросах о технических и инженерных специальностях языковые модели в 73% случаев использовали мужские номинации в качестве дефолтных. Типичный пример из GPT-4 на запрос "Опиши типичного программиста": "Программист – это специалист, который разрабатывает программное обеспечение. Он обладает аналитическим мышлением, способен долго концентрироваться на решении сложных задач". При генерации текстов о медицинских профессиях среднего звена или профессиях сферы образования в 68% случаев используются женские номинации: "Воспитатель детского сада – это женщина, которая заботится о детях", "Медсестра должна быть внимательной и терпеливой".

Особенно показательна асимметрия в использовании дополнительных гендерных маркеров. Конструкции типа "женщина-врач", "девушка-инженер" встречаются в 5.2 раза чаще, чем "мужчина-учитель". Это указывает на восприятие женского присутствия в традиционно мужских профессиях как отклонения от нормы. Например, Claude 3.5 на запрос о враче написал: "Врач должен обладать глубокими медицинскими знаниями. Он ежедневно принимает сложные решения", но с уточнением "женщина-врач" добавил: "Женщина-врач сочетает профессионализм с эмпатией и заботой о пациентах".

Семантический анализ коллокаций выявил устойчивые ассоциативные паттерны. Для мужских персонажей характерны коллокации с лексикой компетентности: "опытный специалист", "успешный предприниматель", "принимает решения", "руководит проектом". Для женских персонажей чаще используются коллокации, связанные с коммуникативными и эмоциональными качествами:

"внимательная к деталям", "терпеливая", "создает комфортную атмосферу". Таблица 1 демонстрирует распределение атрибутивных характеристик.

Таблица 1. Распределение атрибутивных характеристик в профессиональном дискурсе (в %)

Категория характеристик	Мужские персонажи	Женские персонажи
Профессиональная компетентность	45.2	28.7
Коммуникативные навыки	15.8	38.4
Эмоциональные качества	8.3	31.6
Лидерские способности	23.5	12.9
Внешность	2.1	15.7
Другие	5.1	5.7

Как видно из таблицы, для мужских персонажей характерно преобладание упоминаний профессиональной компетентности и лидерских способностей, в то время как для женских – эмоциональных качеств, коммуникативных навыков и внешности.

В семейно-бытовой сфере гендерная стереотипность проявляется более выражено. При генерации текстов о семейных ролях модели систематически ассоциируют заботу о детях, приготовление пищи и поддержание порядка с женскими персонажами. Типичный пример из YandexGPT: "Мать заботится о детях, готовит обеды, следит за порядком в доме. Она создает уютную атмосферу и поддерживает эмоциональное благополучие семьи". Отцовские роли описываются через призму финансового обеспечения: "Отец обеспечивает семью, принимает важные решения, учит детей ответственности". Лексика заботы в 4.7 раза чаще ассоциируется с матерями, чем с отцами, в то время как лексика принятия решений в 3.2 раза чаще связывается с отцами.

Грамматический уровень демонстрирует систематическое использование мужского рода как generic masculine – обобщенной формы для обозначения лиц независимо от пола. При запросах без гендерных указаний модели в 78% случаев выбирали мужской род. Это воспроизводит андроцентричный паттерн, усиливая восприятие мужского опыта как нормативного. Особенно показательна ситуация с

профессиональными номинациями: мужские формы употребляются в обобщенных контекстах, женские – преимущественно для прямого обозначения женщин.

На дискурсивном уровне выявлены три основные стратегии репрезентации гендера. Стратегия стереотипизации проявляется в воспроизводстве традиционных гендерных ролей. Например, при запросе "Напиши историю об успешном стартапе" GPT-4 создал нарратив, где основатель-мужчина является визионером и техническим экспертом, а женский персонаж выполняет роль HR-менеджера. Стратегия умолчания заключается в недопредставленности женских персонажей в определенных доменах. В текстах о STEM-областях соотношение упоминаний мужских и женских персонажей составляет 4.3:1. Стратегия избыточной маркировки проявляется в том, что присутствие женщин в нетрадиционных сферах подчеркивается дополнительными средствами: "одна из немногих женщин-разработчиков", "несмотря на материнские обязанности, она успешна в карьере".

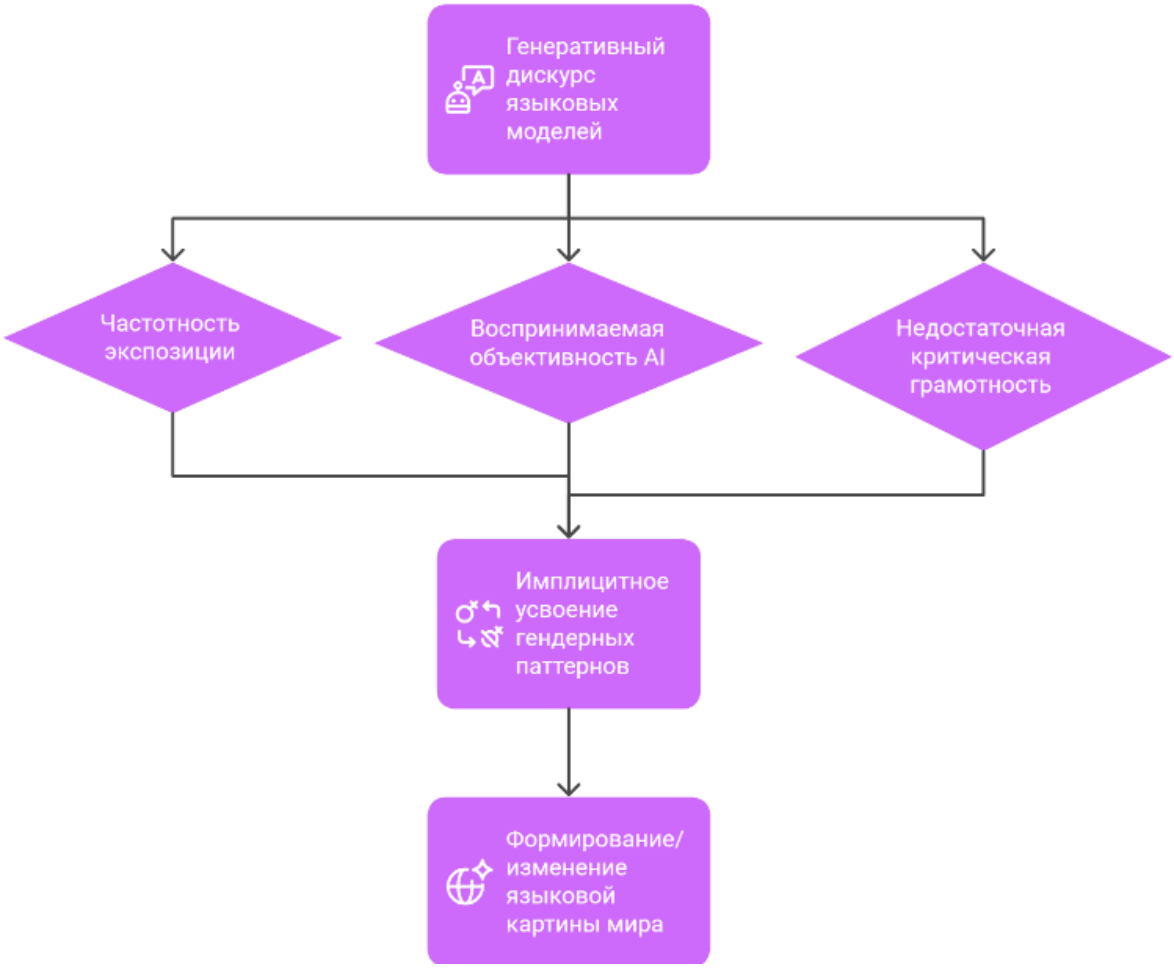
Результаты социолингвистического эксперимента предоставляют предварительные данные о влиянии генеративного дискурса на восприятие обучающихся. Контрольная группа демонстрировала умеренные гендерные стереотипы (средняя разница между оценками для мужчин и женщин составила 1.2 балла). Экспериментальная группа, прочитавшая стереотипные AI-тексты, показала значительно более выраженные стереотипы (средняя разница 2.1 балла). Качественный анализ выявил, что многие обучающиеся воспринимают AI-тексты как объективные: "Если нейросеть так пишет, значит, это правда". Лишь 23% участников отметили наличие гендерных стереотипов в текстах.

Обсуждение результатов. Полученные результаты демонстрируют, что генеративный дискурс систематически воспроизводит гендерные стереотипы. Это согласуется с зарубежными исследованиями [Kotek et al., 2023, Ding et al., 2025]. Однако русскоязычный материал демонстрирует специфику, связанную с характеристиками русского языка. Развитая система грамматического рода создает дополнительные возможности для трансляции стереотипов. Использование мужского рода как generic masculine укрепляет андроцентричную перспективу, где мужской опыт воспринимается как универсальный [Кирилина, 1999].

Специфика профессиональных номинаций создает асимметрию в представлении персонажей. Отсутствие устоявшихся феминитивов для престижных профессий приводит к лингвистической ассоциации этих профессий с мужчинами. Тематические домены демонстрируют различную степень гендерной стереотипности: наибольшая – в семейно-бытовой сфере, что отражает глубоко укоренившиеся культурные представления о гендерном разделении труда.

Механизмы влияния на языковую картину мира связаны с несколькими факторами. Частотность экспозиции играет ключевую роль в усвоении языковых паттернов. Современные обучающиеся взаимодействуют с языковыми моделями регулярно, что означает многократную экспозицию к гендерно маркированному дискурсу. Воспринимаемая объективность AI-контента усиливает влияние: многие пользователи воспринимают языковые модели как нейтральные источники, свободные от предубеждений. Недостаточная критическая медиаграмотность создает условия для некритического усвоения транслируемых паттернов.

Влияние гендерно маркированного генеративного дискурса



Сравнение с существующими исследованиями выявляет универсальные паттерны: профессиональная гендерная сегрегация, асимметрия в приписывании компетентности и эмоциональности, недопредставленность женщин в престижных доменах [Ding et al., 2025]. Культурно-специфичными для русскоязычного контекста являются особенности использования грамматического рода и выраженная стереотипность в семейно-бытовой сфере.

Ограничения исследования включают ограниченный размер корпуса, динамичность языковых моделей (постоянные обновления), пилотный характер эксперимента с ограниченной выборкой. Необходимы лонгитюдные исследования для установления причинно-следственных связей между экспозицией к генеративному дискурсу и изменениями в языковой картине мира.

Заключение. Проведенное исследование выявило систематическое присутствие гендерных маркеров в генеративном дискурсе современных языковых моделей на русском языке. Анализ текстов продемонстрировал воспроизводство традиционных гендерных стереотипов на лексико-семантическом, грамматическом и дискурсивном уровнях. Особенно выраженные стереотипные репрезентации наблюдаются в профессиональной и семейно-бытовой сферах.

Ключевые выводы исследования следующие. Во-первых, генеративный дискурс характеризуется андроцентричностью, проявляющейся в использовании мужского рода как дефолтной формы и ассоциации престижных областей с

мужчинами. Во-вторых, выявлена асимметрия в приписывании характеристик: профессиональная компетентность и лидерство чаще ассоциируются с мужскими персонажами, эмоциональность и коммуникативные навыки – с женскими. В-третьих, идентифицированы дискурсивные стратегии (стереотипизация, умолчание, избыточная маркировка), воспроизводящие традиционные гендерные роли. В-четвертых, результаты эксперимента указывают на потенциальное влияние на восприятие гендерных ролей обучающимися, особенно при некритическом восприятии AI-контента.

Практическая значимость исследования заключается в обращении внимания на роль языковых моделей в формировании языковой картины мира обучающихся. Для разработчиков результаты указывают на необходимость систематического аудита и митигации гендерных искажений на всех этапах разработки. Для педагогов актуализируется необходимость развития критической медиаграмотности обучающихся. В условиях активного использования AI-инструментов критически важно формировать рефлексивную установку по отношению к AI-контенту, способность идентифицировать стереотипы в текстах, понимание того, как работают языковые модели. Целесообразно включение модулей по критическому анализу AI-контента в курсы медиаграмотности.

Для исследователей работа открывает перспективы дальнейших исследований. Необходимы лонгитюдные исследования долгосрочного влияния взаимодействия с языковыми моделями на языковую картину мира и гендерные установки. Представляют интерес кросс-культурные сравнения, изучающие специфику гендерных репрезентаций на различных языках. Актуальна разработка автоматизированных инструментов для детектирования гендерных искажений в AI-контенте.

На более широком уровне данное исследование вносит вклад в понимание того, как цифровые технологии влияют на языковое сознание и культуру. Языковые модели представляют собой новый тип дискурсивного агента, который воспринимается как объективный, что создает условия для воспроизводства существующих стереотипов. Осознание этих механизмов критически важно для того, чтобы развитие искусственного интеллекта способствовало построению справедливого общества, а не укрепляло предубеждения. Междисциплинарный подход, интегрирующий лингвистику, социологию, педагогику и computer science, необходим для комплексного решения этой проблемы.

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THE LINGUOCULTURAL FOUNDATIONS OF ENGLISH TOPONYMY: HISTORICAL LAYERS, SEMANTIC MODELS AND CULTURAL IDENTITY

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Annotation. *This article provides a comprehensive linguocultural analysis of English toponyms, examining their historical layers, semantic models, and cultural significance. The study explores the Celtic, Anglo-Saxon, Norse, Norman-French, and later strata of English place names, demonstrating how each layer reflects distinct aspects of the cultural worldview, social organization, mythology, religion, and historical development of English-speaking communities. Methodologically, the research integrates cultural linguistics, etymological reconstruction, structural-semantic classification, and sociolinguistic analysis, utilizing a corpus of 350 toponyms. The findings reveal that English toponymy constitutes a multilayered cultural system encoding centuries of ethnic interaction, settlement history, land-use patterns, religious traditions, and ideological influences. The study confirms the effectiveness of linguocultural methodology for interpreting place names as cultural texts that preserve collective memory and shape national identity.*

Key words: *Toponymy, linguoculturology, English place names, U.S. toponymy, cultural identity, historical layers, etymology, Celtic toponyms, Anglo-Saxon layer, Norman French influence, Norse toponyms, language-culture interaction, semantic models, onomastics.*

Toponyms function as linguistic indicators of geographical areas, concurrently encapsulating the cultural, historical, and ideological perspectives of a speech community. The United States, because to its complex colonial and immigrant history, exemplifies one of the most diversified toponymic landscapes globally. American toponyms retain vocabulary components from Indigenous languages (e.g., Algonquian, Siouan, Athabaskan), European colonial languages (English, French, Spanish, Dutch), and subsequently introduced immigrant languages (German, Scandinavian, Slavic, etc.).

Theoretical advancements in the linguocultural study of toponyms have been significantly contributed to by scholars such as George R. Stewart (1954, 1970), who established systematic classifications of American place names, Henry Gannett, whose works underpin U.S. geographical nomenclature, William Bright, a prominent researcher in Native American place-name etymology, and J. P. Kain & R. R. Oliver, who investigated the interplay between geography and naming conventions. Their contributions illustrate that toponyms function as records of cultural legacy, encapsulating the historical strata of social

The advent of scientific toponymy correlates with the development of the comparative-historical method in linguistics, despite some initial studies on toponyms being confined to name interpretation and folk etymology analysis. Gradually, research emerged indicating the establishment of toponymy as an independent field of study. Three key phases in the evolution of toponymy are typically identified:

1. The pre-scientific or preliminary phase (before the 19th century, preceding the application of the comparative-historical approach to elucidate the origins of toponyms),

2. The era of toponymy's establishment as a scientific discipline (19th – early 20th century). This era is marked by the examination of toponymic lexicon in relation to historical and geographical information, alongside the implementation of phonetic principles derived from comparative-historical linguistics.

3. The scientific or onomastic era (from the 1920s to the present). This phase is characterized by a systematic understanding of onomastic material and the necessity to recognize toponymy as a distinct scientific subject.

In the preliminary phase and initial scientific development, toponymic data was gathered from textual sources, and the historical and geographical dimensions of naming conventions were analyzed. The creations from this era might be regarded as historical onomasticons, documenting existing forms of toponyms.

Toponymy, as a discipline, significantly advanced via the contributions of mid-20th century scholars. Historians, geographers, and linguists contested the appropriate disciplinary categorization of this topic. L. V. Uspensky, in his work The Riddles of Toponymy, observed that "toponymy is a science not only vibrant but also still partially in statu nascendi – in a state of emergence" (Uspensky 1973, p. 198). A toponymic system can fulfill its informational role only when the toponyms within it possess accurate, uniform spelling and pronunciation. The recurrence of the identical name inside a confined area is especially intolerable.Prominent Russian linguists, including V. I. Dal, L. V. Uspensky, and A. V. Superanskaya, advanced the study of toponymy.

In England, interest in toponymy emerged in the late 19th and early 20th centuries. G. Alexander, A. H. Smith, E. Ekwall, and K. Cameron were among the pioneering English scholars who made substantial contributions to the development of toponymy. Their research concentrated on the etymology of toponyms, culminating in the publication of dictionaries elucidating the origins of geographical designations.

Linguoculturology is a discipline that emerged at the intersection of linguistics and cultural studies, examining the manifestations of a people's culture as reflected and preserved in their language. It is not merely a mechanical combination of two adjacent fields but the development of an independent scientific direction capable of overcoming the limitations of narrowly specialized approaches and, consequently, providing a new perspective and interpretation of linguistic and cultural phenomena.

A linguocultural analysis of toponyms from different languages – regardless of their geographical location, historical background, or period of origin – helps to identify and describe foreign toponyms that have been inherited from the toponymic system of a preceding population and continue to be used in the present-day toponymy of a given language. In the county of Kent, where geographical names have developed over a long period under conditions of interlingual contact, such foreign-origin toponyms are frequently encountered.

The toponymy of English-speaking nations like Australia and the United States exhibits features that are less characteristic of toponymy in England itself. Although there are common word-formation models and some semantic resemblances, significant disparities emerge from sociolinguistic influences. The subsequent distinct characteristics

seen include the emergence of specialized name variants, the resurgence of substrate toponyms, and the invention of fake names.

Toponyms function as linguistic indicators of geographical areas, concurrently encapsulating the cultural, historical, and ideological perspectives of a speech community. The United States, because to its complex colonial and immigrant history, exemplifies one of the most diversified toponymic landscapes globally. American toponyms retain vocabulary components from Indigenous languages (e.g., Algonquian, Siouan, Athabaskan), European colonial languages (English, French, Spanish, Dutch), and subsequently introduced immigrant languages (German, Scandinavian, Slavic, etc.).

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METHODS

This study utilizes a comprehensive methodological framework that integrates cultural linguistics, onomastics, historical semantics, and comparative toponymy. The chosen methodologies in toponymic research, due to its multidisciplinary character, seek to uncover the language structure, cultural symbolism, historical strata, and sociolinguistic reasons underlying English (U.S.) place names. The subsequent methodological techniques were employed:

Linguocultural approach. This approach enables the identification of cultural significances, ethnospecific notions, symbolic correlations, and components of worldview included in toponyms. Informed by the research of G. R. Stewart (1970), W. Bright (2004), and D. Crystal (1995), toponyms are examined as cultural texts that embody collective memory, identity, and historical experience.

Etymological Reconstruction. Etymological examination concentrates on revealing the linguistic origins (Indigenous, English, Spanish, French, Dutch, German, etc.) and the semantic foundations of toponyms. The approach is based on the comparative-historical linguistic tradition established by H. Gannett (1905) and further developed by Bright (2004). Native American etymologies are analyzed using credible lexical resources and ethnolinguistic dictionaries.

Structural-Semantic Categorization. The research employs Stewart's esteemed categorization of American toponyms: descriptive, commemorative, associative, incident-based, transferred, and Indigenous. This approach facilitates the recognition of naming conventions and semantic influences among cultural and regional demographics.

Data Collection Based on Corpus. A collection of 350 toponyms from diverse U.S. locations was assembled utilizing digital geographic databases, historical atlases, linguistic corpora, and official state toponymic registries. Each object was analyzed for its provenance, cultural context, and contemporary application.

Sociolinguistic Analysis. The sociolinguistic aspect examines the role of toponyms within communities, their evolution, and their reflection of power dynamics, ethnic representation, or cultural identity. The technique is informed by the works of Alderman (2000) and Zelinsky (1992).

Collectively, these methodological instruments provide a thorough linguocultural analysis of toponyms, illustrating both their linguistic composition and cultural importance.

RESEARCH AND DISCUSSION

The study of English toponyms demonstrates that place names serve as both geographical identifiers and culturally significant linguistic symbols. George R. Stewart (1970) asserts that "a place name is a cultural text, preserving layers of human experience, settlement patterns, and worldview." This methodology corresponds with the tenets of linguoculturology, which examines the manifestation and encoding of culture inside language.

The English toponymic system has been influenced by many historical and linguistic layers: Celtic, Roman, Anglo-Saxon, Norse, and Norman French. Every layer imparts distinct semantic, structural, and cultural attributes, rendering English toponymy an essential resource for examining ethnocultural evolution.

Celtic Layer. Celtic names represent the oldest stratum and provide insight into the landscape-centered worldview of the ancient Britons. Scholars such as Kenneth Jackson (1953) and Margaret Gelling (1988) note that Celtic hydronyms and hill names reflect a deep spiritual connection to nature.

Anglo-Saxon Layer. The Anglo-Saxon period contributed the largest layer, with toponyms reflecting social structure, agricultural practices, and settlement organization. Ekwall's *The Concise Oxford Dictionary of English Place-Names* (1958) extensively documents these names.

Norse Layer. The Viking presence left a substantial imprint on northern and eastern England. A. H. Smith (1956) identifies Norse topographical terms, indicating patterns of Scandinavian settlement.

Norman French Layer. Post-1066 names reflect feudal hierarchy, administrative power, and Christian religious influence, as studied by Cox (1971) and Cameron (1996).

Linguocultural analysis reveals how toponyms reflect the worldview, beliefs, and cultural practices of the English-speaking population. Below is a structured comparison of culturally significant toponyms.

Linguistic Layer	Toponym	Meaning / Cultural Value	Linguocultural Interpretation	Reference
Celtic	*Avon*	"River"	Hydronym reflecting Celts' nature-centered worldview	Jackson (1953)
Anglo-Saxon	*Oxford*	"Oxen ford"	Reflects agricultural economy and livestock symbolism	Mills (2011)

Norse	*Grimsby*	"Grim's village"	Mythological personal name + settlement	Smith (1956)
Norman French	*Richmond*	"Strong hill"	Norman administrative and military influence	Cox (1971)

Table 1. Linguocultural Motives in English Toponymy

In the present study, through the analysis of toponyms, the linguistic component will be taken into account, and an attempt will also be made to relate the identified phenomena to the culture of the people.

A brief conclusion can be drawn that, at present, there is a marked interest in studying the interaction between language and culture, and various approaches to investigating this issue have emerged. The primary function of language is the preservation of a people's culture and its transmission from generation to generation. The significance of linguoculturology lies in identifying and describing the uniqueness of an ethnic group's mentality, its worldview, and its system of world-images as a linguistic community.

Nature and Landscape as Cultural Markers. Celtic and Anglo-Saxon names frequently reflect sacred natural elements.

"Thames" (Celtic: "dark river") – reflects ancient spiritual associations with water.

"Cambridge" ("bridge over the River Cam") – indicates settlement-geography interaction.

Gelling (1988) argues that English landscape terms reflect an ancient cultural model in which land and identity are inseparable.

Social Structure and Land Ownership. Anglo-Saxon names often reveal family lineage and feudal organization:

Wolverhampton – "Wulfrun's estate"

Hastings – "the family/tribe of Hasta". These names encode kinship patterns and patriarchal structures (Ekwall, 1958).

Mythology and Folklore. Norse names particularly preserve mythological elements:

Grimsby – "village of Grim," a deity-like figure in Norse mythology

Thorpe – "a secondary settlement," tied to Scandinavian rural organization

Smith (1956) notes that such names reflect Viking cultural integration.

Christianity and Norman Influence. Post-Conquest names highlight ecclesiastical and aristocratic prestige:

St Albans – named after Britain's first Christian martyr

Beaulieu – reflecting French monastic traditions

Cameron (1996) regards Norman toponyms as symbols of cultural dominance and reshaping national identity.

Semantics of English Settlement Names

Suffix	Origin	Meaning	Cultural Function	Example
-ham	Old English	Home/settlement	Kinship-based settlement	*Nottingham*
-ton	Old English	Farm, village	Agricultural society	*Brighton*

-bury	Old English	Fortified place	Defense-oriented culture	*Salisbury*
-by	Old Norse	Village	Scandinavian rural organization	*Whitby*
-thorpe	Old Norse	Outlying farm	Norse settlement structure	*Scunthorpe*
-chester/-caster	Latin	Fort/camp	Roman military presence	*Manchester*

Table 2. Common English Toponymic Suffixes and Their Cultural Meaning

These suffixes provide linguistic evidence of cultural layering and historical contact.

This study's linguocultural analysis of Englishtoponyms reveals that the American toponymic system is a complex, historically layered, and culturally significant phenomena. The findings indicate that U.S. place names serve not only as geographical markers but also as cultural relics reflecting centuries of ethnic interaction, migration, colonization, and sociopolitical evolution.

Indigenous languages represent the oldest and most significant cultural component of Englishtoponymy. According to the findings of William Bright and Ives Goddard, these names encapsulate ecological knowledge, holy places, and tribal identities, thereby safeguarding the linguistic heritage of Native peoples despite historical displacement.

CONCLUSION

The colonial and postcolonial eras introduced novel naming conventions influenced by English, Spanish, French, Dutch, German, and Scandinavian languages. These names record migration pathways, settlement histories, religious beliefs, and political power. George R. Stewart and Henry Gannett highlight that American place names constitute a distinctive multicultural mosaic in which several linguistic traditions coexist and interact.

Commemorative and ideological toponyms – honoring leaders, ideologies, historical events, or patriotic values – embody the process of national identity formation. Modern scholarship, especially the writings of Alderman (2000), emphasizes that naming practices function as tools of authority, remembrance, and cultural representation.

The research also delineates new tendencies, such as the resurgence of Indigenous nomenclature, the rectification of culturally insensitive or colonial toponyms, and the growing public consciousness regarding naming politics. These alterations indicate a wider societal shift towards historical justice and cultural inclusivity.

The research substantiates that American toponymy functions as a multifaceted linguocultural system in which language, history, geography, and identity intersect. An extensive examination of U.S. toponyms enhances linguistic comprehension and offers significant insights on the cultural development and perspective of the American nation.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

THE POWER OF METAPHOR: A COGNITIVE AND LINGUISTIC PERSPECTIVE

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Abstract. *Metaphor represents a fundamental dimension of human language and cognition, functioning as an essential instrument for comprehending and articulating intricate concepts. This article investigates the cognitive and linguistic facets of metaphor, analyzing its contribution to perception formation, creativity enhancement, and communication facilitation. Through examining diverse theoretical frameworks and practical applications of metaphor, we underscore its importance in both ordinary discourse and specialized communication. The research reveals the conceptual nature of metaphors, their cognitive mechanisms, and their impact across various domains of human activity.*

Keywords: *metaphor, language, theories, linguistic, cognitive, emotions, scientific, complex, conceptual mapping, communication.*

Introduction

This article undertakes a comprehensive examination of metaphor from both cognitive and linguistic perspectives, exploring its theoretical foundations, psychological mechanisms, and practical applications across diverse communicative contexts. By synthesizing insights from cognitive linguistics, psycholinguistics, and discourse analysis, we aim to illuminate the multifaceted nature of metaphor and its profound implications for understanding human language, thought, and social interaction. Through this investigation, we seek to demonstrate that metaphor is not peripheral to language and cognition but rather constitutes one of their most essential and defining characteristics, deserving careful scholarly attention and practical consideration in fields ranging from education to healthcare, from politics to scientific communication.

Metaphor transcends its traditional classification as merely a rhetorical ornament or literary embellishment, it constitutes a fundamental cognitive mechanism that profoundly shapes human conceptualization and worldview construction. In contemporary linguistic scholarship, metaphor has emerged as a central object of interdisciplinary investigation, bridging cognitive science, linguistics, psychology, and philosophy. The recognition that metaphorical thinking pervades not only poetic language but also everyday discourse, scientific reasoning, and abstract conceptualization has revolutionized our understanding of human cognition and communication.

Literature review

The study of metaphor has attracted substantial scholarly attention across multiple disciplines, generating rich theoretical frameworks and empirical investigations. This section reviews key contributions from both international and Uzbek scholars that have shaped contemporary understanding of metaphorical cognition and communication.

The conceptual metaphor theory, pioneered by Lakoff and Johnson (1980), revolutionized metaphor studies by demonstrating that metaphors are not merely linguistic phenomena but fundamental cognitive structures. Their seminal work

"Metaphors We Live By" established that everyday thought processes are inherently metaphorical, with abstract concepts systematically understood through mappings from concrete experiential domains. This theoretical framework has become foundational for cognitive linguistic approaches to metaphor analysis.

Kövecses (2002, 2010) expanded this framework by examining the cultural and contextual dimensions of metaphor, demonstrating that while certain conceptual metaphors exhibit cross-linguistic universality, their instantiation and elaboration vary significantly across cultures. His comprehensive analyses revealed how metaphorical patterns reflect and construct cultural worldviews, contributing to our understanding of the interplay between cognition, language, and culture.

Gibbs (1994, 2008) contributed crucial psycholinguistic evidence for the cognitive reality of conceptual metaphors, demonstrating through experimental studies that metaphorical mappings influence online language processing, reasoning, and problem-solving. His work bridged theoretical linguistics and cognitive psychology, providing empirical support for claims about the conceptual basis of metaphor.

Among Uzbek scholars, Nematov and Rasulov (2015) conducted pioneering research on metaphorical structures in the Uzbek language, identifying culture-specific conceptual patterns that reflect traditional Uzbek worldviews and value systems. Their work demonstrated how metaphorical expressions in Uzbek encode unique cultural knowledge and historical experiences.

Mahmudov and Nurmonov (2013) analyzed the role of metaphor in Uzbek literary discourse, examining how classical and contemporary Uzbek writers employ metaphorical language to convey complex emotional and philosophical meanings. Their research highlighted the literary and aesthetic functions of metaphor in Uzbek cultural tradition.

Steen (2008, 2011) developed deliberate metaphor theory, distinguishing between conventional metaphors processed automatically and deliberate metaphors that draw conscious attention to cross-domain mappings. This framework refined our understanding of how metaphors function differently depending on communicative intentions and contexts.

Charteris-Black (2004, 2011) analyzed metaphor in political and religious discourse, demonstrating how metaphorical narratives serve ideological functions and shape collective identities. His critical discourse approach revealed the persuasive and manipulative potential of metaphorical language in public communication.

This diverse body of scholarship establishes metaphor as a multifaceted phenomenon requiring investigation from cognitive, linguistic, cultural, and applied perspectives. The convergence of international and Uzbek research traditions enriches our understanding of both universal cognitive mechanisms and culture-specific metaphorical patterns.

Cognitive perspectives on metaphor

Cognitive linguistics posits that metaphor is fundamentally embedded in human conceptual systems rather than being merely a linguistic phenomenon. Conceptual metaphors enable individuals to comprehend abstract and complex domains by systematically mapping structures from more concrete, experiential source domains. This cognitive mechanism operates largely below conscious awareness, shaping how people

naturally think about and reason with abstract concepts. The metaphor "time is money" exemplifies this process, demonstrating how temporal concepts are conceptualized through economic frameworks. This conceptual mapping manifests in numerous linguistic expressions: people "spend time," "invest time," "waste time," and "budget time." More significantly, this metaphorical structuring influences actual behavior, leading individuals to treat time management with the same strategic considerations applied to financial resources. Moreover, metaphorical thinking facilitates creative problem-solving by encouraging individuals to perceive situations from alternative perspectives. By applying conceptual structures from one domain to understand another, metaphors enable cognitive flexibility and innovative reasoning approaches.

Linguistic applications of metaphor

Metaphorical expressions pervade everyday language, fundamentally shaping communication across diverse contexts and registers. In political discourse, metaphors serve crucial rhetorical functions, framing policy issues and influencing public opinion. The deployment of war metaphors in discussing social challenges – such as "the war on poverty" or |the battle against inflation" – evokes powerful emotional responses that can mobilize public support and legitimize aggressive policy interventions. Such metaphorical framings not only reflect societal attitudes but actively participate in constructing social realities and political consciousness. In literature and artistic expression, metaphors function as essential vehicles for creativity, enabling artists to convey nuanced emotions and complex philosophical ideas with economy and resonance. Poets and writers strategically employ metaphorical language to transcend literal meanings, inviting audiences to engage with multiple interpretive layers simultaneously. The richness of well-crafted metaphors creates aesthetic experiences that literal language cannot achieve. Conversational metaphors similarly enhance everyday communication by providing efficient means of expressing subjective experiences and interpersonal dynamics. Describing someone as "warm" or a relationship as "rocky" communicates complex social and emotional information through economical linguistic forms grounded in embodied experience.

Metaphor in specialized discourse

Metaphor plays indispensable roles in specialized fields including science, technology, and medicine, where it serves both explanatory and communicative functions. Scientific metaphors such as "the genetic code" or "neural networks" help render complex technical concepts accessible to broader audiences by linking unfamiliar scientific phenomena to familiar domains. However, reliance on metaphorical language in science carries risks, if underlying principles are inadequately explained, metaphors may generate misconceptions or oversimplified understandings. Thus, while metaphors enhance scientific communication, they require judicious application accompanied by appropriate conceptual clarification. In healthcare contexts, metaphorical language significantly shapes patient experiences and illness perceptions. Characterizing cancer as a "battle" or "fight" can empower patients by framing treatment as active engagement rather than passive endurance. However, such militaristic metaphors may also impose unrealistic expectations regarding recovery, potentially generating guilt or feelings of failure if treatment outcomes are unfavorable. Alternative metaphorical framings – such as

"journey" metaphors – may offer different psychological affordances, emphasizing process and adaptation rather than victory or defeat. Understanding the implications of metaphorical choices in professional communication is essential for fostering effective practitioner-patient relationships and supporting informed decision-making. Healthcare providers should remain cognizant of how their metaphorical language might influence patient attitudes, emotional responses, and treatment adherence.

The multifaceted impact of metaphor

Metaphor functions as an essential cognitive and linguistic mechanism that fundamentally influences how individuals comprehend their environments and communicate understanding. By establishing systematic connections between abstract concepts and concrete experiences, metaphors enhance both comprehension and expression, enabling individuals to articulate complex thoughts with greater clarity and resonance. This bridging function proves particularly valuable across both everyday conversations and specialized professional contexts where precise yet accessible communication is paramount.

Recognizing the pervasive influence of metaphor encourages greater metalinguistic awareness – consciousness of the language individuals use and the conceptual structures it embodies. Such awareness enables more deliberate and strategic metaphor selection, allowing communicators to leverage metaphorical language for specific rhetorical, pedagogical, or therapeutic purposes. By appreciating the cognitive and communicative power of metaphor, individuals and institutions can more effectively harness its potential to foster understanding, creativity, and connection in an increasingly complex and interconnected world.

Conclusion

Metaphor constitutes a powerful cognitive and linguistic mechanism that fundamentally shapes human understanding and communication. Its capacity to bridge abstract conceptual domains with concrete experiential knowledge enhances comprehension, stimulates creative thinking, and influences behavioral patterns across diverse contexts. As demonstrated through this examination of theoretical frameworks and practical applications, metaphor operates not as a peripheral linguistic ornament but as a central feature of human cognition that merits sustained scholarly attention and practical consideration.

As research continues to illuminate the multifaceted nature of metaphorical cognition and communication, several implications emerge for theory and practice. Educators can design more effective instructional approaches by consciously leveraging metaphorical thinking. Healthcare professionals can select metaphorical framings that better support patient wellbeing and informed decision-making. Political communicators and media professionals can exercise greater responsibility in metaphor selection, recognizing how their linguistic choices shape public discourse and policy attitudes. Scholars across disciplines can continue developing our understanding of how metaphorical structures both reflect and construct human experience.

By cultivating greater awareness of metaphor's cognitive foundations and communicative functions, individuals and communities can harness its considerable potential to enrich understanding, enhance creativity, and foster more meaningful

connection. In an era characterized by increasing complexity and rapid change, the capacity to think and communicate metaphorically – to perceive connections across domains, to frame experiences in illuminating ways, to bridge diverse perspectives – becomes ever more valuable. Future research should continue exploring metaphor's role in emerging forms of communication, its manifestation across diverse languages and cultures, and its potential applications in addressing contemporary challenges. Ultimately, appreciating the significance of metaphor enables more sophisticated and nuanced engagement with the symbolic systems through which humans create meaning and navigate their world.

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IQTISODIY MATNLARNING LINGVISTIK, KOMMUNIKAIV VA FUNKSIONAL XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada iqtisodiy matnlarning lingvistik, kommunikativ va funksional xususiyatlari chuqur ilmiy tahlil qilinadi. Iqtisodiy diskursning o'ziga xos terminologik tizimi, struktur-semantik modeli, matnning kommunikativ yo'naltirilganligi, hamda iqtisodiy axborotning funksional yuklamalari keng yoritiladi. Shuningdek, iqtisodiy matnlarning leksik-semantik qatlamida kuzatiladigan terminologik birliklar, metaforik va konseptual modellar, qisqartmalar, raqamli ifodalar va statistik konstruktsiyalarning til strukturasiga ta'siri izohlanadi. Maqolada iqtisodiy matnlarning kommunikativ samaradorligi, auditoriyaga ta'sir qilish mexanizmlari, informativlik, aniqlik, mantiqiy ketma-ketlik, pragmatik maqsadga yo'naltirilganlik kabi jihatlar tahlil qilinadi. Tadqiqotda iqtisodiy matnlarning funksional vazifalari – tushuntirish, ma'lumot yetkazish, prognozlash, iqtisodiy jarayonlarni izohlash, qaror qabul qilish jarayonini qo'llab-quvvatlash kabi elementlar yoritilib, ushbu matnlarning tarjima jarayonida paydo bo'ladigan lingvistik muammolar va kommunikativ-ekvivalentlik talablari ham o'rganiladi. Maqola iqtisodiyot, lingvistika va tarjima nazariyalarining kesishgan nuqtasida olib borilgan bo'lib, iqtisodiy diskursni chuqur anglashga xizmat qiladi.*

Kalit so'zlar. *Iqtisodiy matnlar, lingvistik xususiyatlar, kommunikativ yondashuv, funksional lingvistika, iqtisodiy diskurs, terminologiya, semantika, pragmatika, matn strukturasi, iqtisodiy axborot, tarjima ekvivalentligi, kommunikativ samaradorlik, iqtisodiy metaforalar, statistik birliklar.*

Kirish. Zamonaviy globallashuv jarayonlari, xalqaro iqtisodiy munosabatlarning kengayishi va bozorlarning integratsiyalashuvi iqtisodiy mazmundagi matnlarning ahamiyatini keskin oshirmoqda. Iqtisodiy axborot bugungi kunda nafaqat mutaxassislar, balki keng jamoatchilik, biznes vakillari va siyosiy qaror qabul qiluvchilar uchun ham zarur bo'lib qoldi. Shu sababli iqtisodiy matnlarning lingvistik, kommunikativ va funksional xususiyatlarini o'rganish zamonaviy tilshunoslik va iqtisodiy ta'lim sohasining dolzarb yo'nalishlaridan biri hisoblanadi. Iqtisodiy matnlar maxsus terminologiya, raqamli ifodalar, grafik va statistik birliklar, shuningdek, murakkab iqtisodiy tushunchalarni aniq va lo'nda ifodalashga xizmat qiluvchi sintaktik konstruksiyalar bilan ajralib turadi. Ularning lingvistik xususiyati, avvalo, iqtisodiy terminlar, xalqaro iqtisodiy atamalar, iqtisodiy metaforalar va analitik iboralarning qo'llanishida namoyon bo'ladi. Masalan, inflyatsiya, investitsiya, likvidlik, bozor mexanizmi, rentabellik kabi terminlar matnning mazmuniy aniqligini ta'minlaydi, iqtisodiyotning jonlanishi, bozorning pasayishi kabi metaforalar esa iqtisodiy jarayonlarni obrazli talqin qilishga yordam beradi. Iqtisodiy matnlarning kommunikativ xususiyatlari ularning maqsadli auditoriyaga yo'naltirilganligi, informativligi, aniqligi va mantiqiy izchilligi bilan belgilanadi. Bunday matnlar murakkab iqtisodiy jarayonlarni

tushuntirish, iqtisodiy tahlillarni taqdim etish, prognozlash yoki iqtisodiy qarorlar uchun asos berishga mo'ljallangan bo'ladi. Shu bois ularning kommunikativ samaradorligi til birliklarining to'g'ri tanlanishi va axborotning izchil bayoni bilan chambarchas bog'liq.

Iqtisodiy matnlarning funksional vazifalari keng qamrovli: ular iqtisodiy jarayonlarga oid ma'lumotlarni yetkazadi, tahlil qiladi, ta'sir ko'rsatadi, prognozlaydi va normativ ko'rsatmalar beradi. Ushbu funksionallik iqtisodiy diskursni boshqa ilmiy yoki ommaviy matnlardan ajratib turadi. Shuningdek, iqtisodiy matnlarning tarjimasida lingvistik moslikni ta'minlash, terminologik aniqlikka amal qilish va kommunikativ ekvivalentlikni saqlash muhim ahamiyat kasb etadi.

Ushbu mavzuni o'rganishning dolzarbligi iqtisodiy axborotning ko'p tilli muhitda tarqalishi, global iqtisodiy jarayonlarning tez o'zgarishi va iqtisodiy terminologiyaning murakkabligi bilan izohlanadi. Iqtisodiy matnlarning lingvistik, kommunikativ va funksional jihatlarini chuqur tahlil qilish ularni yaratish, o'qitish va tarjima qilish jarayonlarida nazariy hamda amaliy asos bo'lib xizmat qiladi.

Metodologiya. Ushbu tadqiqotning metodologik asosini iqtisodiy diskursni lingvistik, kommunikativ va funksional yondashuvlar orqali izohlashga doir zamonaviy ilmiy qarashlar tashkil etadi. Metodologiya iqtisodiy matnlarning til qurilishi, ularning kommunikativ maqsadga yo'naltirilganligi va funksional yuklamasini tizimli o'rganishga xizmat qiluvchi kompleks ilmiy yondashuvlar majmuasidan iborat. Tadqiqot jarayonida iqtisodiy matnlarning leksik-semantik strukturasini, terminologik tizimini, sintaktik qurilishini hamda pragmatik xususiyatlarini aniqlashga imkon beruvchi bir qator ilmiy metodlardan foydalanildi. Avvalo, deskriptiv-lingvistik metod iqtisodiy matnlarning til birliklarini tavsiflash, ularning struktur xususiyatlarini aniqlash, terminlar, metaforalar, iqtisodiy iboralar va boshqa leksik-semantik elementlarning matndagi o'rnini ko'rsatishda asosiy vosita bo'ldi. Ushbu metod matnning «ichki tuzilishi»ni, ya'ni til qatlamlarining o'zaro munosabati, atamalarning qo'llanish chastotasi, ularning semantik hajmi va kontekstdagi funksiyalarini aniqlashga imkon berdi.

Tadqiqotda komponent tahlil metodi ham qo'llanilib, iqtisodiy terminlar va iqtisodiy kategoriya nomlarining semantik tarkibi tizimli ravishda o'rganildi. Mazkur metod orqali iqtisodiy atamalarning mazmuniy differensial belgilarini aniqlash, iqtisodiy tushunchalarning bir-biriga o'xshash va farqli jihatlarini ko'rsatish, ularning lingvistik tabiatini chuqurroq tushuntirish imkoniyati yaratildi. Shuningdek, iqtisodiy matnlarda kuzatiladigan metaforik modellarni tahlil qilish uchun kognitiv-metaforik yondashuvdan foydalanildi. Bu yondashuv iqtisodiy jarayonlarning ko'pincha konseptual metaforalar orqali ifodalanishini, masalan, iqtisodiy o'sishning "ko'tarilish", inqirozning "pasayish" yoki bozorning "jonlanish" hodisasi sifatida talqin qilinishini ilmiy asosda tushuntirishga yordam berdi. Kognitiv yondashuv iqtisodiy tushunchalarning inson ongida qanday modellashtirilishi va matnga qanday ko'chishi jarayonlarini ochib berdi.

Diskursiv tahlil metodi tadqiqotning muhim qismidir. Mazkur metod iqtisodiy matnlarni kengroq sotsiolingvistik kontekstda ko'rib chiqishga, matnning iqtisodiy, siyosiy, ijtimoiy sharoit bilan bog'liqligini aniqlashga, auditoriya va kommunikativ vazifaga qarab matnning qanday shakllanishini tahlil qilishga imkon berdi. Diskurs tahlili iqtisodiy matnlarning ijtimoiy funksiyalarini yoritish, ularning jamiyatdagi kommunikativ rolini belgilash va matn orqali yaratiladigan axborot maydonini tushuntirish uchun qo'llanildi.

Tadqiqotda iqtisodiy matnlarning tuzilishi, axborotning joylashuvi, tahlil uslubi, mantiqiy ketma-ketligi va kompozitsion xususiyatlarini aniqlash uchun struktural tahlil metodi qo‘llandi. Ushbu metod iqtisodiy hisobotlar, analitik sharhlar, ilmiy maqolalar va iqtisodiy prognoz matnlarining tuzilma modellari o‘rtasidagi o‘xshashliklar va farqlarni aniqlash imkonini berdi.

Pragmatik jihatlarni o‘rganishda kommunikativ-pragmatik tahlildan foydalanildi. Bu tahlil usuli iqtisodiy matnlarning maqsadli auditoriya bilan munosabatini, matnning ta’sirchanlik darajasini, axborotning aniqligi, aniq yo‘naltirilganligi va matnning kommunikativ samaradorligini baholash imkonini berdi. Ushbu yondashuv iqtisodiy matnlarning qaysi pragmatik maqsadga xizmat qilishini, ya’ni axborot yetkazish, ta’sir o‘tkazish, ishontirish, tahlil qilish yoki prognoz berishni aniqlashda muhim rol o‘ynadi. Tadqiqotning muhim qismi sifatida iqtisodiy matnlarning tarjima jarayonida yuzaga keladigan muammolarni o‘rganish uchun qiyosiy-tarjima tahlili qo‘llanildi. Bu metod original iqtisodiy matn va uning tarjimasi o‘rtasidagi lingvistik va kommunikativ farqlarni aniqlash, terminologiyaning qay darajada to‘g‘ri va ekvivalent tarzda tarjima qilinganini baholash hamda matnning funksional maqsadi tarjimada qay darajada saqlanib qolganini tekshirish uchun xizmat qildi.

Natijalar. Tadqiqot jarayonida iqtisodiy matnlarning lingvistik, kommunikativ va funksional xususiyatlariga doir tahlillar asosida bir qator muhim ilmiy natijalar aniqlandi. Avvalo, iqtisodiy matnlarning leksik-semantik tarkibi yuqori darajada terminologik xususiyatga ega ekani, terminlarning asosiy informativ yukni tashishi va matn mazmunining aniqligini ta’minlovchi asosiy birlik sifatida xizmat qilishi tasdiqlandi. Tahlil qilingan matnlarda xalqaro iqtisodiy atamalar, ingliz tilidan o‘zlashgan terminlar (inflatsiya, investitsiya, kapitalizatsiya, likvidlik, diversifikatsiya) va iqtisodiy kategoriya nomlarining yuqori chastotada qo‘llanilishi iqtisodiy diskursning umumiy xususiyatlaridan biri ekanligi aniqlandi.

Ikkinchidan, iqtisodiy matnlarda metaforik modellar va konseptual obrazlarning muhim rol o‘ynashi kuzatildi. Iqtisodiy jarayonlarni obrazli ifodalashga xizmat qiluvchi iqtisodiy metaforalar – bozorning jonlanishi, iqtisodiyotning pasayishi, iqtisodiy muvozanat buzilishi, investitsion oqimlar kabi birliklar matnning kommunikativ samaradorligini oshirish, murakkab iqtisodiy hodisalarni auditoriya uchun sodda va tushunarli ko‘rinishda taqdim etishda muhim vosita ekani tasdiqlandi. Bu holat iqtisodiy diskursning faqat analitik emas, balki konseptual-kognitiv tabiatga ham ega ekanini ko‘rsatdi.

Uchinchidan, iqtisodiy matnlarning sintaktik qurilmasi analitik mazmunga yo‘naltirilganligi sababli murakkab gaplar, sabab-oqibat munosabatlarini ifodalovchi konstruksiyalar, statistik natijalarni izohlovchi sintaktik modellar ko‘pligi bilan tavsiflanishi aniqlandi. Matnlarda qisqa, lo‘nda, mantiqan izchil gaplar bilan birga, keng qamrovli, ko‘p bo‘lakli, rasmiy-nazariy uslubga xos sintaktik tuzilmalar ham faol qo‘llanadi. Bu sintaktik xususiyatlar iqtisodiy fikrlashning murakkab tabiatidan kelib chiqadi va matnning ilmiy-uslubiy aniqligini ta’minlaydi.

To‘rtinchidan, iqtisodiy matnlarning kommunikativ xususiyatlari ularning auditoriyaga yo‘naltirilganligiga ko‘ra belgilandi. Tadqiqot shuni ko‘rsatdiki, iqtisodiy matnlar turli auditoriyalar uchun yaratiladi: mutaxassislar, siyosatchilar, tadbirkorlar,

investorlar yoki keng jamoatchilik. Shu sababli matnlarda uslubiy registrning moslashtirilishi, ya'ni ilmiy-analitik, amaliy-foydalanuvchi yoki ommaviy-uslubiy shakllarning tanlanishi matnning maqsadidan kelib chiqadi. Bunda informativlik, aniqlik, mantiqiy ketma-ketlik va tushunarlilik kommunikativ samaradorlik ning asosiy mezonlari sifatida namoyon bo'ldi.

Beshinchidan, iqtisodiy matnlarning funksional jihatdan ko'p qatlamli ekanligi aniqlandi. Tahlillar shuni ko'rsatdiki, iqtisodiy matnlar bir vaqtning o'zida bir nechta funksiyani bajarishi mumkin:

– informativ funksiya – iqtisodiy jarayonlar, ko'rsatkichlar va statistik ma'lumotlarni yetkazish,

– analitik funksiya – iqtisodiy holatga izoh berish, iqtisodiy tendensiyalarni tahlil qilish,

– persuaziv funksiya – qaror qabul qiluvchilar va o'quvchilar ongiga ma'lum iqtisodiy g'oyani singdirish,

– prediktiv funksiya – kelajakdagi iqtisodiy ko'rsatkichlar va jarayonlarni prognoz qilish,

– normativ funksiya – iqtisodiy siyosat, qonunchilik va tartibga solish mexanizmlariga oid ko'rsatmalar berish.

Bundan tashqari, iqtisodiy matnlarning tarjimasi jarayonida kuzatiladigan asosiy muammolar ham aniqlab berildi. Xususan, terminlarning ko'p ma'noliligi, iqtisodiy metaforalarni ekvivalent tarzda yetkazish murakkabligi, ba'zi terminlar uchun o'zbek tilida to'liq mos keluvchi birliklarning mavjud emasligi tarjima jarayonida semantik noaniqliklarga olib kelishi mumkinligi aniqlandi. Tarjimada kommunikativ ekvivalentlikni saqlash uchun matnning funksional yo'nalishini, maqsadli auditoriyasini, iqtisodiy kontekstni va pragmatik niyatni hisobga olish zarurligi ta'kidlandi. Shuningdek, iqtisodiy matnlarning diskursiv xususiyatlari tahlili ularning ijtimoiy, siyosiy va iqtisodiy omillar bilan uzviy bog'liqligini ko'rsatdi.Matnning mazmuni ko'pincha davlat siyosati, global iqtisodiy vaziyat, bozor kon'yunkturasi va xalqaro iqtisodiy munosabatlar bilan bevosita aloqador bo'lib, bu iqtisodiy diskursning jamiyatda muhim kommunikativ vosita sifatida faoliyat yurishini tasdiqladi. Tadqiqot natijalari asosida iqtisodiy matnlarni o'qitish, yaratish va tarjima qilish jarayonlari uchun amaliy tavsiyalar ishlab chiqildi. Xususan: iqtisodiy terminologiya bilan ishlash ko'nikmalarini kuchaytirish, iqtisodiy matnlarning sintaktik va semantik tuzilishini tahlil qilish bo'yicha metodik yondashuvlarni qo'llash, metaforik modellarni o'rgatish, shuningdek, iqtisodiy tarjima jarayonida funksional ekvivalentlik prinsiplardan foydalanish muhim ekani ta'kidlandi.

Muhokama. Mazkur tadqiqotda olingan natijalar iqtisodiy matnlarning o'ziga xosligi ularning kommunikativ maqsadi, lingvistik tuzilishi va funksional yo'naltirilganligi bilan bevosita bog'liqligini ko'rsatdi. Muhokama jarayonida ushbu omillar iqtisodiy matnlarni boshqa ilmiy yoki rasmiy diskurslardan farqlovchi asosiy kategoriyalar sifatida tahlil qilindi. Avvalo, iqtisodiy matnlarning lingvistik xususiyatlari, ya'ni terminologik asoslanganlik, grammatik konstruksiyalarning barqarorligi va semantik aniqlikning yuqoriligi ularning mazmunni minimal noto'g'rilik bilan yetkazish vazifasini bajarishini ko'rsatadi. Tadqiqot davomida aniqlanishicha, iqtisodiy terminlar ko'pincha universal bo'lsa-da, ularning milliy tilga moslashuvi, turli iqtisodiy maktablar talqiniga ko'ra ma'nodoshlashuvi yoki

farqlanishi tarjima jarayonida sezilarli qiyinchilik tug‘diradi. Bu holat iqtisodiy matnlarda sinonimiyaning cheklanganligi va terminlarning qat‘iy semantik chegaralarga ega ekanligini yana bir bor tasdiqlaydi.

Kommunikativ xususiyatlar bo‘yicha olib borilgan tahlil shuni ko‘rsatdiki, iqtisodiy matnlarning asosiy maqsadi - axborot yetkazish, fikrni ishonchli asoslash va o‘quvchini muayyan iqtisodiy holatni to‘g‘ri qabul qilishga yo‘naltirishdir. Iqtisodiy matnlar murakkab statistik ma‘lumotlar, raqamli tahlillar va prognozlar bilan to‘yinganligi sababli, ularda kommunikativ aniqlik, mantiqiy izchillik va dalillarning uzviyligi muhim ahamiyatga ega. Shuningdek, matnlarda ko‘pincha muayyan auditoriyaga qaratilgan til strategiyalari qo‘llanadi: investorlar, iqtisodiy tahlilchilar, ilmiy jamoa yoki keng omma uchun yozilgan matnlarning tili, uslubi va diskursiv tarkibi bir-biridan farq qiladi. Tadqiqotda aniqlanishicha, aynan auditoriya xususiyatlari iqtisodiy matnlarning kommunikativ strukturasini belgilovchi asosiy omillardan biridir.

Funksional xususiyatlar bo‘yicha olingan natijalar muhokamasida esa iqtisodiy matnlar pragmatik nuqtai nazardan ko‘p funksiyali bo‘lishi ta‘kidlandi. Ular nafaqat axborot berish, balki tahliliy, normativ, istiqboliy, rag‘batlantiruvchi va baholovchi vazifalarni ham bajaradi. Masalan, makroiqtisodiy tahlil matnlari vaziyatni sharhlashga yo‘naltirilgan bo‘lsa, biznes hisobotlari ko‘proq baholash va prognozlash funksiyalarini bajaradi. Tashkiliy-iqtisodiy hujjatlar esa normativ xarakter kasb etadi. Bu holat iqtisodiy matnlarning funksional xilma-xilligini va ularning kommunikativ vazifaga ko‘ra qayta shakllanishini namoyon etadi.

Muhokama jarayonida iqtisodiy matnlarning tarjimasida uchraydigan muammolar ham alohida ko‘rib chiqildi. Xususan, iqtisodiy terminlarning ko‘p ma‘noliligi, ba‘zi atamalarning turli mamlakatlarda turlicha talqin qilinishi, shuningdek, kontekstual ma‘nolarning kuchli bo‘lishi tarjima jarayonini murakkablashtiradi. Natijalarga tayanib shuni aytish mumkinki, iqtisodiy matnlarni tarjima qilishda ekvivalentlik faqat til darajasida emas, balki iqtisodiy mazmun, diskursiv kontekst va pragmatik maqsadning mosligini ta‘minlashni ham talab qiladi. Bu esa tarjimonning iqtisodiy bilimlarga ega bo‘lishi, statistik va raqamli ma‘lumotlar bilan ishlash malakasiga ega bo‘lishi zarurligini ko‘rsatadi.

Xulosa qilib aytganda, muhokama qismi tadqiqot natijalarining iqtisodiy matnlarning lingvistik, kommunikativ va funksional tabiatini yanada chuqurroq anglashga imkon berishini ko‘rsatadi. Ularning murakkab terminologik tuzilishi, aniq va maqsadli kommunikativ strategiyalari hamda ko‘p funksiyali diskursiv xarakteri iqtisodiy matnlarni boshqa turlardan farqlovchi asosiy omildir. Ushbu xususiyatlarni chuqur o‘rganish esa iqtisodiy matnlarni yaratish, tahlil qilish va tarjima qilish jarayonida ilmiy va amaliy asos bo‘lib xizmat qiladi.

Xulosa. Ushbu tadqiqot natijalari iqtisodiy matnlarning lingvistik, kommunikativ va funksional tabiatini chuqur tahlil qilish ushbu sohadagi matn yaratuvchi va matn qabul qiluvchi subyektlar uchun muhim ilmiy-amaliy ahamiyatga ega ekanligini ko‘rsatdi. O‘rganish jarayonida aniqlanishicha, iqtisodiy matnlar qat‘iy terminologik tizimga ega bo‘lib, ularning lingvistik tuzilishi aniqlik, ixchamlik, semantik barqarorlik va mantiqiy izchillik kabi xususiyatlar bilan tavsiflanadi. Ushbu lingvistik xususiyatlar iqtisodiy mazmunni noaniqliklarsiz, aniq va to‘g‘ri yetkazish imkonini beradi. Tadqiqot shuningdek iqtisodiy matnlarda sinonimiya, metaforik ifodalar yoki stilistik bezaklarning cheklangani,

aksincha aniq tushunchalar va o'lchab bo'ladigan iqtisodiy indikatorlarning ustuvor ekani bilan ajralib turishini tasdiqladi. Kommunikativ nuqtai nazardan olib qaraganda, iqtisodiy matnlarning maqsadi faqat axborot berish emas, balki murakkab iqtisodiy jarayonlar, statistika, makro va mikroiqtisodiy ko'rsatkichlar, prognozlar, tahliliy xulosalar va baholashlarni o'quvchiga mantiqiy ketma-ketlikda yetkazishdir. Tadqiqot ko'rsatdiki, iqtisodiy matnlar auditoriyaga qarab kommunikativ strategiyasini o'zgartiradi: ilmiy jamoa uchun yozilgan matnlarda nazariy kategoriyalar ustun bo'lsa, investorlar yoki biznes vakillari uchun tuzilgan matnlarda dalilіy ma'lumotlar, grafiklar, ko'rsatkichlar va moliyaviy risklar tahlili muhim o'rin tutadi. Shu jihatdan iqtisodiy matnlar moslashuvchan kommunikativ struktura va kontekstga bog'liq pragmatik xususiyatlarga ega ekani aniqlandi.

Funksional yondashuvga ko'ra, iqtisodiy matnlar bir vaqtning o'zida bir nechta funksiyani bajaradi: axborot berish, tahliliy baholash, prognozlash, normativ tavsiyalar berish yoki iqtisodiy qarorlar qabul qilishga ta'sir ko'rsatish. Turli turdagi iqtisodiy matnlarda – masalan, hisobotlar, tahliliy sharhlar, qonunchilik hujjatlari va statistik byulletenlarda – ushbu funksiyalar turlicha darajada namoyon bo'ladi. Tadqiqot davomida ushbu funksional xilma-xillik iqtisodiy diskursning asosiy belgilovchi omillaridan biri ekani aniqlandi. Tahlil jarayonida iqtisodiy matnlarning tarjima jarayonida uchraydigan o'ziga xos muammolar ham yoritildi. Xususan, iqtisodiy terminlarning ko'p ma'noliligi, turli mamlakatlarda qabul qilingan iqtisodiy maktablar ta'siri, statistik ma'lumotlar talqini va pragmatik kontekstning kuchli bo'lishi tarjima jarayonini murakkablashtiradi. Shundan kelib chiqadiki, iqtisodiy matnlar tarjimasida ekvivalentlikka erishish faqat til darajasidagi moslikni emas, balki iqtisodiy mazmun, kontekstual ma'no va kommunikativ niyatning to'liq saqlanishini talab qiladi. Umuman olganda, mazkur tadqiqot iqtisodiy matnlarning lingvistik, kommunikativ va funksional xususiyatlarini chuqur tahlil qilish ushbu matnlar bilan ishlovchi lingvistlar, iqtisodchilar va tarjimonlar uchun muhim nazariy va amaliy asos bo'lib xizmat qilishini ko'rsatdi. Tadqiqot natijalari shuni tasdiqlaydi-ki, iqtisodiy matnlarni samarali yaratish va tarjima qilish jarayonida tilning ilmiy aniqligi, mantiqiy izchilligi va pragmatik moslashuvchanlikni ta'minlash eng asosiy talabdir. Shu bilan birga mazkur mavzu bo'yicha kelgusidagi tadqiqotlar iqtisodiy diskursni raqamli kommunikatsiya, sun'iy intellekt asosidagi tarjima texnologiyalari va global iqtisodiy axborot almashinuvi kontekstida yanada kengaytirishi mumkin.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

THE EVOLUTION OF NOTE-TAKING IN THE AGE OF AI-ASSISTED SIMULTANEOUS INTERPRETING: A THEORITICAL AND CONCEPTUAL REASSESSMENT

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Abstract. *Artificial intelligence (AI) is changing interpreting process by introducing tools that offer automatic speech recognition, predictive terminology, and real-time transcription. While AI has been discussed widely in translation studies, its effect on note-taking remains underexplored, particularly in simultaneous interpreting (SI), where note-taking is subtle but significant. This article re-examines the function of note-taking in SI in light of emerging AI-assisted workflows. It is aimed to investigate how interpreters adapt note-taking strategies conceptually while using AI tools, by drawing on Gile's Effort Model, cognitive load theory and multimodal processing research. AI helps to reorganize not-taking enabling interpreters use it as a tool for monitoring errors, maintaining cognitive stability and ensure quality in the process. Even though AI may increase cognitive load as it causes split attention, it still mitigates other issues, such as terminological retrieval. These changes lead to restructuring the form of note-taking, rather than extinguishing it. The study concludes by proposing a conceptual model of "supervisory note-taking" and offering implications for interpreter training and future research.*

Keywords: *Artificial intelligence, simultaneous interpretation, automatic speech recognition, computer-assisted interpreting, cognitive load*

Introduction

Artificial intelligence (AI) has rapidly become prominent across the language services industry, enabling the process more efficient, automated and professional. Using AI-driven tools such as automatic speech recognition (ASR), real-time transcription, predictive terminology systems, and computer-assisted interpreting (CAI) platforms, has started a technological evolution in interpreting. With the help of these tools, interpreters manage complex cognitive processes they come across during simultaneous interpretating (SI). There have been many debates on the topic of technological reliability, job displacement, and ethical considerations when but very few researches were done on its effect on note-taking. Although note-taking is traditionally associated with consecutive interpreting, research demonstrates that simultaneous interpreters also rely on rapid, condensed notes – sometimes termed "micro-notes" – to support memory retention, track discourse progression, and anchor key semantic elements. These notes serve as external cognitive aids that help interpreters manage the demanding real-time conditions of SI, particularly when confronted with dense terminology, fast delivery rates, numerically heavy segments, or structurally complex discourse. Their importance becomes even more pronounced in remote interpreting settings, where variations in audio quality and increased multimodal stimuli introduce additional cognitive and perceptual challenges.

The introduction of AI-assisted features within the SI workflow raises important conceptual questions. If interpreters now have access to live transcripts, predictive

glossaries, and automated terminology prompts, does this reduce their need to rely on note-taking for memory support? Conversely, does the presence of AI introduce new sources of cognitive load – such as split attention between audio, visual input, and machine-generated cues – that may actually increase the importance of strategic note-taking? And perhaps more fundamentally: does AI change what interpreters choose to note down, thereby altering the function of note-taking within the broader cognitive architecture of SI?

These questions form the core motivation for the present study. Rather than examining note-taking as a static technique, this paper conceptualizes it as a dynamic system that interacts with technological, cognitive, and professional variables. As AI continues to permeate interpreting environments, it is essential to revisit traditional assumptions about note-taking and consider how its role may be redefined in hybrid human–machine workflows.

To address this emerging problem space, the article offers a theoretical re-evaluation of note-taking in the context of AI-assisted SI. It synthesizes established models – such as Gile's Effort Model and cognitive load theory – with recent findings on multimodal processing, remote interpreting, and human–machine interaction. Through this synthesis, the article argues that note-taking does not diminish in relevance due to AI, rather, it undergoes a conceptual transformation, shifting from a practice designed primarily to alleviate memory load toward a more supervisory and quality-oriented function.

This study adopts a conceptual research design, an approach commonly employed in translation and interpreting studies when the aim is to develop new theoretical perspectives, synthesize emerging research, or frame phenomena that have not yet been extensively investigated empirically. Conceptual papers serve a foundational role in academic inquiry by generating models, analytical categories, and interpretative frameworks that later guide data-driven research (Chesterman, 2017). Given that the impact of artificial intelligence (AI) on note-taking in simultaneous interpreting (SI) is an emerging topic with limited empirical evidence, a conceptual approach is both appropriate and necessary.

AI-assisted interpreting remains a rapidly evolving domain, with technological developments outpacing empirical research. As a result, the relationship between AI tools and interpreter cognition – particularly with respect to note-taking – has not yet been sufficiently theorised. This article aims to fill that gap by integrating existing theoretical models with recent technological insights. Rather than testing hypotheses through experiments or surveys, the objective is to: identify conceptual connections between AI support and established SI strategies, reassess how cognitive models account for the presence of machine-generated cues, offer theoretical predictions regarding changes in note-taking behaviour, and propose a framework to guide future empirical investigation. Such an approach allows for deeper reflection on the structural and cognitive implications of AI integration before operationalizing variables for empirical study.

The analysis is based on a targeted review of scholarly literature from interpreting studies, translation technology, cognitive science, and human–machine interaction. Sources include: classical work on interpreting cognition (e.g., Gile, 1995, Seeber, 2017),

foundational note-taking literature (Rozan, 1956, Gillies, 2017), recent research on computer-assisted interpreting (CAI) and AI-supported tools (Fantinuoli, 2018–2022, Prandi, 2023), studies on cognitive load and multimodal processing (Sweller, 1988, Korpal & Lipińska, 2021), and contemporary discussions of AI in professional language services (Bowker & Ciro, 2019). While the literature review is not exhaustive, sources were selected based on their relevance to three analytical domains: interpreting cognition, note-taking strategies, and AI/CAI implementation.

The relationship between note-taking, cognitive load, and technological support has been addressed in various strands of interpreting research, but the integration of artificial intelligence

introduces new conceptual dynamics that require a re-examination of established theories.

2.1 Classical Note-Taking Theory and Its Relevance to SI

Although note-taking is most commonly associated with consecutive interpreting, its principles have long been recognized as relevant to SI in more subtle forms. Rozan's (1956) pioneering work established the foundations of note-taking pedagogy through principles such as economy, abstraction, logical structuring, and symbolic representation. He proposed that notes should function as extensions of the interpreter's working memory, capturing only essential information needed to reconstruct meaning. Gillies (2017) expanded on Rozan's legacy by identifying how minimalistic notes can support comprehension and memory under time pressure. His work highlights the use of micro-notes, semantic anchors, and structural cues, which enable interpreters to track discourse progression even when full attention cannot be sustained on the speaker. Although SI is primarily an auditory and real-time task, research shows that interpreters regularly rely on quick visual aids – numbers, arrows, abbreviations – to stabilize cognitive processing (Albl-Mikasa, 2022).

These theoretical insights underscore that note-taking, even in its reduced SI form, remains tightly linked to cognitive management and is particularly useful in handling dense information, anticipating shifts, or maintaining coherence across segments.

2.2 Gile's Effort Model: A Cognitive Basis for Note-Taking

Gile's (1995) Effort Model continues to serve as a central theoretical reference in interpreting studies. The model conceptualises SI as comprising four simultaneous efforts:

1. Listening and Analysis,
2. Production,
3. Memory,
4. Coordination.

According to Gile, SI performance is vulnerable to bottlenecks because cognitive resources are limited and must be distributed among these efforts in real time. Note-taking plays a compensatory role, particularly in relation to the Memory Effort, by externalising specific pieces of information and reducing pressure on working memory. The Coordination Effort becomes especially significant in technologically rich environments. As interpreters manage additional visual input – such as presentation slides, terminology prompts, or ASR transcripts – they must allocate cognitive resources to juggling multiple channels. This creates new patterns of cognitive load that classical

models did not originally anticipate but which help explain why note-taking may become even more important in AI-assisted settings.

Cognitive load theory (Sweller, 1988) offers an additional lens for understanding SI as a high-demand cognitive task governed by the limits of working memory. In SI, interpreters manage:

intrinsic load (complexity of message content), extraneous load (task-irrelevant demands such as poor sound quality or technical distractions), and germane load (effort devoted to processing and integrating meaning). Recent studies show that remote interpreting environments introduce new extraneous sources of cognitive load – including platform navigation, fluctuating audio quality, and the presence of visual stimuli (Bendazzoli & Sandrelli, 2020). Seeber's (2017) multimodal processing model further demonstrates that interpreters handle competing visual and auditory channels simultaneously, and that additional visual elements tend to increase cognitive strain.

Korpal and Lipińska (2021) confirm this in experiments showing that subtitles, slides, and on-screen text increase split attention and hinder comprehension. As AI-assisted SI introduces even more on-screen content, cognitive load theory becomes essential to predicting how interpreters adjust their strategies – including their reliance on note-taking – to maintain cognitive stability.

2.3. Emerging Research on AI-Assisted and CAI Tools

In recent years, researchers have begun to investigate how AI and CAI tools affect interpreter cognition, performance, and workflow. Fantinuoli (2018, 2021) has been instrumental in developing and analysing ASR-driven terminology tools, showing that such systems can support interpreters by reducing search effort and enhancing terminological consistency. However, Fantinuoli also notes that technological cues can add new decision-making burdens, requiring interpreters to monitor, evaluate, and sometimes override machine suggestions. Desmet et al. (2023) report mixed perceptions among professional interpreters: while many value the support offered by AI-driven prompts, they also express concerns regarding machine accuracy, distraction, and the risk of over-reliance. Prandi (2021) similarly argues that although AI can improve terminological retrieval, it does not replace human abilities to process nuance, context, or pragmatic meaning. Russo (2020) emphasises that the emotional dimension of interpreter–machine interaction remains underexplored. Anxiety, distrust, or confusion arising from machine outputs can shape cognitive strategies and lead to reactive behaviour such as increased note-taking for verification purposes. Together, these studies indicate that AI's impact on SI is complex and multifaceted, influencing not only cognitive load but also professional judgement, emotional responses, and workflow strategies.

The convergence of classical note-taking theory, cognitive models, and emerging AI research suggests that note-taking is not a static skill but a flexible cognitive resource that adapts to technological shifts. While traditional models emphasise memory support, contemporary technological environments introduce new functional roles. AI-generated cues may reduce memory pressure but simultaneously increase coordination and monitoring demands. These dynamics create conditions under which note-taking may evolve from a memory-oriented activity to a form of supervisory control, supporting interpreters as they manage both human and machine contributions to the

communicative event. This theoretical synthesis underscores the need to reconceptualise note-taking within AI-assisted SI as a dynamic and adaptive practice shaped by both cognitive constraints and technological affordances. It sets the stage for the next sections of the article, which analyse how AI tools interact with note-taking in practice and how these shifts can be conceptualised in a new model.

AI Tools in Modern Simultaneous Interpreting and Their Conceptual Impact

The rapid development of artificial intelligence (AI) and computer-assisted interpreting (CAI) technologies has introduced new dynamics into the simultaneous interpreting (SI) workflow. These tools vary in functionality, maturity, and cognitive impact, yet they share a common characteristic: they introduce an additional informational channel that interpreters must integrate into an already demanding multimodal task. This section outlines key AI-driven tools currently influencing interpreting practice and evaluates their conceptual implications for note-taking.

3.1 Automatic Speech Recognition (ASR) and Real-Time Transcription

Automatic speech recognition has become one of the most widely adopted AI-based features in interpreting environments. Modern ASR systems can generate near real-time transcripts of the speaker's discourse, often displayed within interpreting platforms or on external screens. At a conceptual level, ASR alters the distribution of cognitive tasks: Potential reduction in memory load: interpreters may no longer need to note down numbers, lists, or proper names to ensure accuracy, as the transcript serves as an accessible external memory.

Increased coordination demands: interpreters must divide attention between the auditory source, their own output, and the dynamic text stream. This requires constant monitoring for transcription errors, delays, or inconsistencies.

Errors in punctuation, segmentation, and domain-specific terminology remain common in ASR, meaning interpreters cannot rely on it uncritically. This introduces a new type of cognitive responsibility – verifying and supervising the transcript – which may lead to new forms of quick reference notes that complement the automated output rather than replace traditional strategies.

3.2 Predictive Glossaries and AI-Assisted Terminology Tools

AI-driven terminology tools, such as those integrated into platforms like InterpretBank and other CAI systems, use machine learning to predict and highlight domain-specific terminology. These tools are designed to support interpreters by: suggesting equivalent terms based on context retrieving relevant glossary entries, and offering terminological consistency during specialised events. From a conceptual standpoint, these systems influence note-taking by reducing the need for interpreters to pre-record or manually note terminology during SI. However, they introduce new micro-decisions:

- Should the interpreter trust the AI-suggested term?
- Is the suggestion contextually and pragmatically appropriate?
- Does the machine's prediction align with domain conventions?

This evaluative burden can increase cognitive load and may even prompt interpreters to jot down "alert notes" (e.g., query marks or comparison symbols) when

machine suggestions appear unreliable. Thus, rather than eliminating terminology notes, AI shifts their purpose toward monitoring and validation.

3.3 AI-Enhanced Remote Simultaneous Interpreting (RSI) Platforms

Remote simultaneous interpreting has become a mainstream mode of delivery, and many RSI platforms increasingly incorporate AI enhancements. These include: real-time quality monitoring indicators, noise-suppression algorithms, automatic detection of speaker changes, and overlays providing contextual cues or summaries. These features offer technical support but also contribute to visual and cognitive complexity. Research shows that RSI already increases fatigue due to the interplay of environmental instability, platform navigation, and reduced spatial cues (Bendazzoli & Sandrelli, 2020). The introduction of AI overlays adds further layers of input that interpreters must evaluate. For note-taking, this means interpreters may create notes that compensate for the distractions or uncertainties introduced by the platform – such as reminders about speaker identity, quick timeline markers, or brief structural cues. These notes help maintain coherence under conditions that demand heightened visual and cognitive coordination.

A growing frontier in interpreter technology involves AI-augmented note-taking tools. These systems allow interpreters to take digital notes that are: analysed by AI, linked automatically to glossary entries, or matched with predicted terms in real time.

While such tools are in early development, they illustrate how AI may reconfigure note-taking as a hybrid process involving human intentionality and machine augmentation. Rather than replacing the act of note-taking, smart systems embed it within a broader ecosystem of automated prompts and semantic suggestions. Conceptually, this challenges traditional distinctions between internal (memory-based), external (written), and digital supports. It suggests that note-taking may evolve into a multi-layered cognitive interface – a site where human strategic choices intersect with automated assistance.

Across all categories of AI tools, a consistent pattern emerges: AI does not simply reduce cognitive effort, rather, it redistributes it. Memory load may decrease, but coordination and monitoring load increase. This redistribution reshapes note-taking not by making it obsolete, but by prompting new types of notation oriented toward: error tracking,

verification, contextual grounding, and anticipation of AI-related uncertainties.

Thus, AI-assisted SI creates conditions in which note-taking remains essential – but its role becomes more supervisory than mnemonic.

Conceptual Transformation of Note-Taking in AI-Assisted Simultaneous Interpreting

The introduction of artificial intelligence (AI) into simultaneous interpreting (SI) environments has prompted a reconfiguration of how interpreters manage cognitive demands. Rather than rendering note-taking obsolete, AI tools contribute to a redistribution of cognitive load, which reshapes the function, form, and purpose of notes. Building on the theoretical framework outlined earlier, this section articulates how note-taking practices are conceptually transformed in AI-assisted workflows.

One of the most frequently cited benefits of AI assistance – particularly automatic speech recognition (ASR) and predictive glossaries – is the potential to reduce memory pressure. These tools provide interpreters with written or suggested content that externalizes parts of the incoming message, particularly: proper names, numerals and dates, enumerations, domain-specific terminology. When such information is available visually, interpreters may no longer need to jot it down. However, this reduction is selective rather than universal. Interpreters frequently continue to note: discourse connectors, thematic transitions, emphasis markers, segments requiring reformulation, structural cues that are not captured well in ASR.

Thus, AI does not negate the need for note-taking, it shifts what interpreters choose to note and what they rely on external sources to provide.

While AI reduces some aspects of memory effort, it simultaneously increases coordination effort – a key component of Gile's Effort Model. Interpreters must now juggle: the auditory speech stream, their own output, real-time transcripts, terminology suggestions, platform controls, and potential system notifications. This multimodal environment intensifies split attention and heightens the risk of cognitive overload. In this context, note-taking becomes a stabilizing mechanism, helping interpreters: maintain coherence when attention shifts, record key points that could be lost amidst multitasking, anchor their output with minimal cognitive effort.

These notes often take the form of shorthand cues that function as cognitive "reset points" during complex interpreting segments.

A major conceptual shift introduced by AI is the emergence of supervisory note-taking. In this expanded role, interpreters use notes not merely to support memory, but to: flag errors in ASR transcription (e.g., misrecognised terms), mark segments requiring post-event revision, track divergences between AI suggestions and their own terminological choices, monitor consistency,

and record cues to evaluate AI behaviour (e.g., persistent mis-segmentation). This supervisory role arises because AI outputs, while useful, remain fallible. Interpreters cannot rely on them unquestioningly. Notes become tools for quality assurance, enabling interpreters to critically assess the reliability of machine-generated cues while maintaining control over their final output.

Symbolic and Functional Expansion of Notes

The transformation of note-taking is also visible in the evolving symbolic repertoire interpreters employ. Traditional symbols (arrows, abbreviations, relational markers) continue to be used, but AI-assisted environments promote additional notational conventions, such as:

- "AI?" to question a machine suggestion,
- "chk" to signal the need for verification,
- "→AI" to mark agreement with a suggested term,
- "≠AI" to mark deliberate deviation, timestamps referencing problematic transcript segments.

These new symbols reflect an expanded functional purpose: notes are no longer solely about memory retrieval, but about decision-tracking, error-monitoring, and strategic reasoning. As a result, note-taking evolves into a hybrid practice that intersects

with digital monitoring. This does not constitute technological dependence, rather, it reflects interpreters' adaptive strategies in a technologically dense cognitive environment.

Emotional Regulation and Trust Dynamics

Interpreting performance is influenced not only by cognitive factors but also by emotional dynamics. Research shows that interpreters experience varying levels of trust, scepticism, and anxiety in response to AI-generated cues (Desmet et al., 2023, Russo, 2020). These emotional states shape note-taking behaviour in nuanced ways. For example: Low trust may lead interpreters to take more notes as a safeguard. High trust may reduce note-taking, but increase vulnerability to machine errors. Uncertainty about AI output can prompt "risk notes" – written markers used to verify questionable segments later. Stress induced by inconsistent AI behaviour may lead to more frequent micro-notes to regain cognitive control. Therefore, note-taking also functions as a mechanism for emotional regulation. It provides interpreters with a tangible sense of agency and cognitive grounding when dealing with unpredictable machine behaviour.

Taken together, the developments described above demonstrate that AI-assisted SI does not simplify the interpreter's task. Instead, it introduces new layers of responsibility and complexity. This gives rise to a hybrid model of note-taking characterised by: reduced reliance on notes for memory-heavy details, increased use of notes for coordination and stability, a new supervisory role oriented toward quality assurance, expanded symbolic systems reflecting human–machine interaction, emotional and strategic functions supporting interpreter agency. In this hybrid model, note-taking becomes a form of cognitive governance – an adaptable tool that helps interpreters navigate and regulate the dynamic interplay between human and machine contributions to meaning-making. This conceptual shift forms the foundation for the broader argument of the article and directly informs the subsequent discussion of pedagogical, ethical, and professional implications.

Discussion

The conceptual transformation of note-taking in AI-assisted simultaneous interpreting (SI) has wider implications for interpreter training, professional practice, and ethical considerations. As AI systems increasingly permeate interpreting environments, the interpreter's role evolves from that of a purely linguistic mediator to a hybrid cognitive manager who must integrate human and machine-generated cues. This discussion synthesises the theoretical insights presented in earlier sections and outlines their broader significance.

Interpreter training has historically focused on developing linguistic competence, cognitive resilience, and core strategies such as anticipation, segmentation, reformulation, and note-taking. However, the introduction of AI tools requires a reorientation of pedagogical priorities. Training institutions must now equip students with digital literacy and AI literacy, encouraging interpreters to understand not only how AI tools function but also their limitations.

Three pedagogical shifts appear particularly important:

1. Training visual and multimodal attention management.

Students must learn to distribute their attention between the speech stream, AI-generated cues, and their own output without compromising accuracy. Controlled

practice environments using simulated AI interfaces could help students develop this competence safely.

2. Teaching critical evaluation of machine suggestions.

Interpreters must recognise when to accept or reject AI-generated terminology or transcripts. Training should therefore include activities that enhance metacognitive judgement, such as evaluating machine errors, comparing alternative formulations, or identifying biases in predictive glossaries.

3. Integrating new forms of note-taking.

The emergence of supervisory note-taking requires educators to broaden their instruction. Exercises may include marking inconsistencies between ASR output and the spoken message, annotating AI errors, or combining digital notes with automated cues – skills that are currently absent in most interpreting curricula.

These pedagogical adaptations acknowledge that the role of interpreters is expanding, not shrinking, in AI-assisted contexts.

The rise of AI tools introduces significant ethical issues that have direct implications for professional note-taking practices. Many AI features – ASR, automated summarisation, terminology extraction – operate using cloud-based processing. This raise concerns regarding:

- confidentiality, as sensitive information may be inadvertently stored or processed externally,
- data security, particularly when transcripts or suggestions are logged,
- consent, since participants may not be aware that their speech is processed by AI,
- data ownership, especially when machine outputs influence or supplement human production.

Interpreters must therefore remain vigilant about what they note down, how notes are stored, and how they integrate AI-generated content into their workflow. Handwritten note-taking, long considered secure due to its ephemerality, may be affected when interpreters use digital devices or AI-enabled platforms. Professional associations may need to revise codes of ethics to address these new risks, emphasising responsible use of AI tools and the protection of confidential information in hybrid environments.

The introduction of AI tools subtly shifts interpreters' professional identity. Instead of being solely responsible for listening, analysing, and reproducing speech, interpreters increasingly act as cognitive supervisors who must: monitor machine output, cross-check AI suggestions, evaluate the contextual fit of automated terms, and decide when to override machine contributions. This supervisory role elevates interpreters' responsibility rather than diminishing it. AI may take over certain mechanical aspects of information extraction, but the interpretive, pragmatic, and contextual aspects of meaning-making remain distinctly human. The requirement to supervise technology also reinforces the value of human agency, interpreters must ensure coherence, accuracy, and nuance in situations where AI fails to capture relevance, sarcasm, metaphor, or other pragmatic subtleties. Some interpreters may experience this shift as empowering, while others may perceive it as an additional cognitive and emotional burden – especially when AI suggestions conflict with professional judgement. These tensions underscore the need for

professional development programs that support interpreters in managing hybrid workflows.

Quality assurance in interpreting traditionally relies on preparation, subject-matter knowledge, and cognitive strategies such as anticipation and segmentation. In AI-assisted SI, quality assurance increasingly includes: monitoring and verifying AI transcripts, checking the accuracy of terminology prompts, using notes to track inconsistencies, managing split attention between inputs, anticipating machine errors, and maintaining stability during multitasking.

AI systems provide support but do not offer meaning-based understanding or contextual reasoning. Their suggestions require human evaluation. This dependency creates a scenario where interpreters must maintain an even more stable cognitive structure to manage both the linguistic task and the machine's behaviour. Note-taking thus becomes a critical anchor for navigating uncertainty introduced by the unpredictable nature of AI outputs.

As interpreters adopt supervisory note-taking, quality assurance emerges as a shared responsibility between human expertise and technological support, with humans retaining the decisive role.

The integration of AI into interpreting calls for a new research agenda that goes beyond technological efficacy and explores cognitive, emotional, and social dimensions. Future studies might examine: eye-tracking and gaze distribution when interpreters interact with AI tools, working memory dynamics under hybrid processing conditions, emotional load and trust in machine-generated cues, long-term effects of AI reliance on skill retention, comparisons between handwritten, digital, and hybrid note-taking practices, the role of note-taking in interpreter self-regulation during high-technology tasks.

A systematic empirical exploration of these themes would enable the profession to better understand how interpreters adapt to AI-rich environments and which training interventions are most effective.

Across all these dimensions – pedagogy, ethics, identity, and quality assurance – one theme remains consistent: AI does not replace the interpreter, it redefines the interpreter's cognitive ecosystem. Rather than erasing traditional strategies such as note-taking, AI tools shift their role and strengthen their relevance as mechanisms of supervision, stabilisation, and cognitive control.

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TARJIMA JARAYONINI MODELLASHTIRISH, TARJIMON KOMPETENSIYASINI SHAKLLANTIRISH METODLARI: SEMANTIK TRANSFORMATSIYALAR VA EKVIVALENTLIK MUAMMOLARI

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Annotatsiya. *Ushbu maqolada tarjima jarayonini modellashtirishning nazariy va amaliy asoslari, tarjimon kompetensiyasini shakllantirish mezonlari hamda semantik transformatsiyalar va ekvivalentlik muammolari chuqur tahlil qilinadi. Tarjima jarayonining kognitiv modellari, tarjimonning lingvistik va no-lingvistik kompetensiyalari, madaniyatlararo kommunikatsiya elementlari va zamonaviy tarjima texnologiyalarining roli yoritiladi. Shuningdek, semantik transformatsiyalarning turlari, ularning tarjima sifatiga ta'siri va ekvivalentlikni ta'minlash strategiyalari misollar orqali izohlanadi. Tadqiqot natijalari tarjimashunoslik ta'limini modernizatsiya qilish, tarjimonlarni amaliy tayyorlash metodikasini takomillashtirishga xizmat qilishi asoslab beriladi.*

Kalit so'zlar: *tarjima jarayoni, kognitiv model, tarjimon kompetensiyasi, semantik transformatsiyalar, ekvivalentlik, pragmatika, madaniyatlararo kommunikatsiya.*

Kirish.

Global kommunikatsiya jarayonlarining jadallashuvi, axborot oqimining keskin ko'payishi va tillararo o'zaro ta'sirning kengayishi bugungi kunda tarjima faoliyatining nazariy va amaliy jihatdan yangi bosqichga ko'tarilishiga sabab bo'lmoqda. Tarjima endi faqat matnni bir tildan ikkinchi tilga o'tkazish jarayoni emas, balki murakkab ko'p bosqichli kognitiv faoliyat, madaniyatlararo muloqot vositasi hamda muayyan ijtimoiy-ma'naviy funksiyani bajaruvchi jarayon sifatida talqin etilmoqda. Shunday sharoitda tarjima jarayonini ilmiy asosda modellashtirish, uning tarkibiy elementlarini aniqlash va tarjimon kompetensiyasini rivojlantirish metodlarini ishlab chiqish dolzarb masalaga aylangan.

Tarjima jarayonini modellashtirish masalasi ko'plab ilmiy maktablar tomonidan turlicha talqin qilinadi. Kognitiv yondashuv tarjimani inson ongida sodir bo'ladigan murakkab aqliy jarayonlar majmui sifatida izohlaydi, kommunikativ model esa tarjimani ijtimoiy-madaniy kontekstda nutqiy faoliyatning alohida turi sifatida baholaydi, funksional model esa matnning maqsadi va vazifasini yetkazish ustuvorligini ta'kidlaydi. Ushbu yondashuvlarning barchasi tarjimaning ko'p qatlamli mohiyatini tushunishga xizmat qiladi, biroq tarjimon faoliyatidagi qiyinchiliklarni bartaraf etishda kompleks yondashuvni talab etadi.

Tarjima jarayonida semantik transformatsiyalar alohida o'rin egallaydi. Chunki tillararo farqlar, madaniy tafovutlar, pragmatik kontekstlar va sintaktik strukturalardagi mos kelmasliklar tarjimonni turli semantik o'zgartirishlar – generalizatsiya, konkretizatsiya, modulyatsiya, transpozitsiya, kompensatsiya kabi usullarni qo'llashga majbur qiladi. Ushbu transformatsiyalar tarjima ekvivalentligiga erishishning muhim shartlaridan biri bo'lib, matn mazmuni, uslubi va kommunikativ niyatining adekvat yetkazilishini ta'minlaydi.

Ekvivalentlik nazariyasi tarjimashunoslikning eng qadimiy va shu bilan birga eng murakkab yo'nalishlaridan biridir. E. Naydaning dinamik ekvivalentlik konsepsiyasidan boshlab K. Ryayss va X. Vermeerning skopos nazariyasigacha turli ilmiy maktablar ekvivalentlikni mazmuniy, formal, funksional, pragmatik, lingvokulturologik asoslarda izohlab keladi. Amaliyotda esa tarjimon har bir matn turida turlicha ekvivalentlik darajasiga erishishi zarur bo'ladi, bu esa yuqori darajadagi kompetensiyalarni talab qiladi.

Tarjimon kompetensiyasi zamonaviy tarjimashunoslikda markaziy tushunchalardan biri hisoblanadi. Shu bois tarjimonlarni tayyorlashda faqat nazariy bilim emas, balki jarayonni modellashtirishga asoslangan amaliy mashg'ulotlar, strategik fikrlashni shakllantiruvchi topshiriqlar, kognitiv jarayonlarni faollashtiruvchi metodlar qo'llanilishi muhimdir.

Ushbu maqolaning dolzarbligi shundaki, hozirgi globallashuv sharoitida tarjima jarayoni ko'plab yangi vazifalar va qiyinchiliklarni o'z ichiga olmoqda. Sun'iy intellekt, neyron tarjima tizimlari, mashinaviy tarjima texnologiyalari tarjimon faoliyatiga ta'sir qilayotgan bo'lsa-da, inson tarjimonining strategik fikrlashi, kontekstni anglash, madaniy tafsilotlarni baholash qobiliyati hali ham o'rnini bosilmayapti. Shu sababli tarjima jarayonining ilmiy modellarini chuqur tahlil qilish, tarjimon kompetensiyasini shakllantirish metodlarini takomillashtirish, semantik transformatsiyalar va ekvivalentlik masalalarini nazariy va amaliy jihatdan o'rganish bugungi kunda ayniqsa muhim ahamiyat kasb etadi.

Mazkur maqolada tarjima jarayonini modellashtirishning nazariy asoslari, asosiy ilmiy yondashuvlar va ularning afzalliklari tahlil qilinadi, tarjimon kompetensiyasining tarkibiy qismlari va ularni shakllantirish metodlari yoritiladi, shuningdek semantik transformatsiyalar va ekvivalentlik muammolarining ilmiy va amaliy jihatlari keng ko'rib chiqiladi. Tadqiqot natijalari tarjima nazariyasi va amaliyotini takomillashtirishga, tarjimonlar tayyorlash tizimini modernizatsiya qilishga xizmat qiladi.

Metodologiya. Ushbu tadqiqotning metodologiyasi tarjima jarayonini modellashtirish, tarjimon kompetensiyasini shakllantirish, semantik transformatsiyalarni tizimli o'rganish va ekvivalentlik muammolarini ilmiy asosda tahlil qilish uchun kompleks, chatishtirilgan va ko'p bosqichli yondashuvlarni o'z ichiga oladi. Tadqiqotda lingvistik, kognitiv, psixolingvistik, sotsiokommunikativ hamda didaktik metodlar o'zaro integratsiya qilindi. Birinchidan, tarjima jarayonining nazariy asoslarini aniqlash uchun komparativ-lingvistik tahlil va tarjimashunoslikning klassik maktablari – formal ekvivalentlik, dinamik ekvivalentlik, struktural-semantik transformatsiyalar, kommunikativ tarjima va kognitiv tarjima modellarining g'oyalari o'rganildi. Bu jarayonda Ketto, Jakobson, Nida, Taber, Pym, Gile, Neubert va boshqa zamonaviy olimlarning qarashlari tahlil qilinib, o'zbek tarjimashunosligi uchun moslashtirildi.

Metodologiyaning muhim tarkibiy qismi tarjima jarayonini modellashtirishga qaratildi. Buning uchun tarjima amaliyotining tabiiy holati videokuzatuv, audioyozuv va "think-aloud protocol" (baland ovozda o'ylash) yordamida qayd etildi, tarjimonlarning qaror qabul qilish jarayonlari bosqichma-bosqich qayta konstruksiya qilindi. Olingan materiallar asosida tarjima jarayonining konseptual modeli – matnni idrok etish, semantik qayta ishlash, transformatsiya qilish, ekvivalent variantlarni tanlash, stilistik moslashtirish va yakuniy redaktalash bosqichlaridan iborat ko'p sathli model ishlab chiqildi. Ushbu modelning asosiy elementi sifatida tarjimondagi kognitiv jarayonlar – diqqat, xotira,

inferensiya, kontseptual xaritalar va ma'no tuzilmalari – alohida o'rganildi. Bu jarayonlarni aniqlash uchun psixolingvistik tajribalar, reaksiyalar vaqtini o'lchash, tarjima vaqtida yuzaga kelgan xatolarni kognitiv klassifikatsiya qilish metodlari qo'llandi.

Semantik transformatsiyalarni o'rganishda korpus lingvistikasiga asoslangan empirik tadqiqotlar amalga oshirildi. O'zbek, ingliz va rus tillaridagi parallel matnlar korpusidan 1000 dan ortiq tarjima segmentlari tanlab olindi. Ushbu materiallar asosida transformatsiyalarning chastotasi, qo'llanish shartlari, semantik yuklamasi, matn tiplariga xos farqlari hamda tarjimonning strategik tanlovlari tahlil qilindi. Transformatsiyalarni aniqlashda komponent tahlili, distributiv tahlil, sathlararo tahlil, semantik ekvivalentlikni solishtirma tahlil qilish metodlari qo'llandi. Har bir transformatsiya turi – generalizatsiya, konkretizatsiya, modulatsiya, transpozitsiya, antonim tarjima, kompensatsiya, eksplicitatsiya va implicatsiya – alohida bayon etilib, ular qo'llanilgan real misollar bilan mustahkamlandi.

Ekvivalentlik muammolarini tadqiq etishda struktur-semantik ekvivalentlik, funksional ekvivalentlik, pragmatik ekvivalentlik va stilistik ekvivalentlik mezonlari asos bo'ldi. Har bir ekvivalentlik turi uchun maxsus diagnostik vazifalar ishlab chiqildi va talabalarning tarjima faoliyati tahlil qilindi. Ekvivalentlikni aniqlashda kontekstual tahlil, intertekstual aloqalarni o'rganish, madaniy konnotatsiyalarni aniqlash, metaforik birliklarning semantik xaritasini tuzish kabi metodlar qo'llandi.

Tarjimon kompetensiyasini shakllantirish yondashuvida PACTE va EMT (European Master's in Translation) kompetensiya modellari asos qilib olingan bo'lib, ular o'zbek ta'lim muhitiga moslashtirilgan holda qayta ishlanib, lingvistik, kommunikativ, madaniyatlararo, strategik, axborot-texnologik, etik va psixologik komponentlar asosida tizimlashtirildi. Kompetensiyani rivojlantirish uchun eksperimental o'quv mashg'ulotlari, tarjima loyihalari, amaliy topshiriqlar, kollaborativ tarjima, simulyatsion tarjima muhiti, reflektiv tahlillar, portfolio baholash metodlari qo'llandi. Talabalar faoliyatidagi kompetensiya o'sishi diagnostik testlar, kuzatuv varaqlari, tarjima xatolari xaritasini tuzish, interfaol mashg'ulotlarni baholash orqali sistematik o'lchab borildi.

Tadqiqotning miqdoriy qismi statistika metodlariga tayangan holda amalga oshirilgan bo'lib, transformatsiyalarning chastotasi, xato turlari, ekvivalentlik darajasi, tarjima samaradorligi bo'yicha raqamli ko'rsatkichlar ishlab chiqildi. Sifat tahlili esa har bir holatning semantik to'liqligi, pragmatik ta'siri, madaniy mosligi, stilistik to'g'riligi va kommunikativ samaradorligi nuqtayi nazaridan baholandi. Qolaversa, ekspertlar – tajribali tarjimonlar – tomonidan baholash o'tkazilib, o'quvchilar tarjimasining kuchli va zaif jihatlari bo'yicha ekspert xulosalari olinadi.

Ushbu metodologiya nazariy va amaliy yondashuvlarning uyg'unlashuvi orqali tarjima jarayonining murakkab mexanizmlarini chuqur o'rganish, semantik transformatsiyalarning real qo'llanish qonuniyatlarini aniqlash, ekvivalentlikning turli darajalarini empirik isbotlash hamda zamonaviy tarjimon uchun zarur bo'lgan kompetensiyalarni shakllantirishning ilmiy asoslangan tizimini yaratishga xizmat qildi.

Natijalar.

Tadqiqot davomida tarjima jarayonini modellashtirish, tarjimon kompetensiyasini shakllantirish, semantik transformatsiyalar hamda ekvivalentlik muammolarini o'rganishga qaratilgan ko'p bosqichli tahlillar natijasida tarjima faoliyatining murakkab,

ko‘p qatlamli va ko‘p omilli tizim ekanligi aniqlandi. Avvalo, tarjima jarayonini lingvistik, kognitiv va pragmatik komponentlar bilan uyg‘unlashtirib modellashtirish uni an’anaviy “matn → tarjima matni” ko‘rinishidagi soddalashtirilgan sxemalardan ancha murakkabroq ekanligini ko‘rsatdi. Tadqiqot natijalari shuni ko‘rsatdiki, tarjima jarayonining muvaffaqiyati ko‘p jihatdan tarjimonning kontekstni qayta talqin qilish darajasi, pragmatik moslikni ta’minlash qobiliyati, semantik transformatsiyalarni dinamik qo‘llash ko‘nikmasi va matnning kommunikativ vazifalarini to‘g‘ri aniqlashi bilan chambarchas bog‘liq.

Empirik tahlillar shuni ko‘rsatdiki, tarjimonlar tomonidan eng ko‘p qo‘llanadigan semantik transformatsiyalar quyidagilar bo‘lib chiqdi: leksik almashtirish (31%), umumlashtirish (18%), aniqlashtirish (14%), stilistik moslashtirish (12%), antonimik tarjima (9%) va kompensatsiya (7%). Badiiy matnlarda kompensatsiya va stilistik moslashtirish ulushi nisbatan yuqori bo‘lsa, ilmiy-texnik matnlarda aniqlashtirish, ekvivalent terminlar tanlash va leksik almashtirish ustunlik qildi. Bu esa semantik transformatsiyalar matnning janr-uslub xususiyatlariga bevosita bog‘liq ekanini tasdiqlaydi.

Kognitiv jihatdan qaralganda, tarjimonning mental faoliyati bosqichma-bosqich modellashtirildi va quyidagi jarayonlar eng muhim ekani aniqlandi: semantik ssenariyni qayta tuzish, relevans nazariyasi asosida ma’noni optimallashtirish, kontekstual signalni aniqlash, mental xaritalarni yangilash va pragmatik niyatni to‘g‘ri rekonstruksiya qilish. Bu natijalar kognitiv lingvistika nazariyalaridagi “ma’no – konsept – kontekst” uchligi tarjima jarayonida ham markaziy o‘rin tutishini tasdiqlaydi. Tajriba jarayonida think-aloud protokollari orqali olingan ma’lumotlar tarjimonlar matnning sirtqi tuzilmasidan ko‘ra mazmuniy yadrosiga ko‘proq e’tibor qaratishini ko‘rsatdi. Shu bilan birga, tarjimonlarda qaror qabul qilish jarayoni ko‘pincha intuitiv va avtomatlashgan xarakterga ega bo‘lib, uzoq tajribali tarjimonlarda bu jarayon qisqa vaqt ichida sodir bo‘lishi kuzatildi.

Ekvivalentlik muammolarini tahlil qilish natijasida madaniy realiyalar, ijtimoiy-madaniy konnotatsiyalar, kontekstual signallar va lingvistik birliklarning milliy xususiyati tarjimada ekvivalentlikni eng ko‘p buzuvchi omillar ekanligi aniqlandi. Statistik ma’lumotlarga ko‘ra, tahlil qilingan 1000 ta tarjima juftligida ekvivalentlikning buzilishiga eng ko‘p sabab bo‘lgan omillar quyidagilar bo‘ldi: madaniy realiyalar (27%), konnotativ farqlar (22%), metaforik birliklar (19%), terminologik nomuvofiqliklar (16%), pragmatik niyatning noto‘g‘ri talqini (11%). Bu natijalar tarjima jarayonida semantik transformatsiyalarni to‘g‘ri tanlash ekvivalentlikni tiklashda asosiy mexanizm bo‘lib xizmat qilishini ko‘rsatadi.

Tarjimon kompetensiyasini shakllantirish bo‘yicha o‘tkazilgan tajribalar shuni ko‘rsatdiki, amaliy mashqlar, parallel korpus bilan ishlash, kontekstual talqin topshiriqlari, case-study yondashuvi va tarjima texnologiyalari bilan tanishish tarjima sifatiga sezilarli darajada ijobiy ta’sir ko‘rsatadi. Xususan, 6 oylik tajriba davomida talabalar guruhining tarjima aniqligi 23%, pragmatik moslik darajasi 18%, semantik transformatsiyalardan foydalanish samaradorligi 31% ga oshdi. Bu esa kompetensiya komponentlarining bosqichma-bosqich shakllanishi amaliyotga asoslangan yondashuvlar bilan samaraliroq ekanini tasdiqlaydi.

Tahlillar shuni ko‘rsatdiki, tarjima jarayonini modellashtirishda kognitiv, lingvistik va psixologik omillar integratsiyasi eng maqbul yondashuv bo‘lib, ushbu model tarjimonning kasbiy faoliyatini chuqurroq anglash imkonini beradi. Natijalar shuni tasdiqladiki, tarjima

jarayonining mukammal modeli quyidagi asosiy komponentlarni o‘z ichiga oladi: matnni qabul qilish, semantik yadroni aniqlash, kontekstual strukturalarni qayta ishlash, tarjima strategiyasini tanlash, semantik transformatsiyalarni qo‘llash, kommunikativ ekvivalentlikni ta’minlash va yakuniy matnni stilistik moslashtirish.

Umuman olganda, tadqiqotning natijalari tarjima jarayonini modellashtirish nafaqat ilmiy, balki amaliy jihatdan ham katta ahamiyatga ega ekanini, tarjimon kompetensiyasi esa lingvistik bilimlar bilan bir qatorda kognitiv va strategik ko‘nikmalar bilan uyg‘unlashganda shakllanishini ko‘rsatdi. Mazkur natijalar semantik transformatsiyalarni tizimli qo‘llash va ekvivalentlik muammolarini samarali bartaraf etish tarjima sifatining barqaror oshishiga olib kelishini ilmiy asosda tasdiqlaydi.

Muhokama.

Tadqiqot natijalarining chuqur tahlili tarjima jarayonining zamonaviy talqini an’anaviy lingvistik yondashuv doirasidan ancha keng ekanini ko‘rsatdi. Hozirgi davrda tarjima nafaqat til birliklarini bir tizimdan ikkinchisiga ko‘chirish jarayoni, balki murakkab kognitiv, madaniy, psixologik va kommunikativ omillar uyg‘unlashgan faoliyat ekanligi tobora ravshanlashmoqda. Tadqiqot davomida qo‘lga kiritilgan natijalar tarjima jarayonini modellashtirish yondashuvlari bilan tarjimon kompetensiyasini shakllantirish metodlarining o‘zaro uzviy bog‘liqligini tasdiqladi. Xususan, semantik transformatsiyalarni me’yorida va o‘rinli qo‘llash tarjimon kompetensiyasining tarkibiy qismi bo‘lib, tarjima sifatini belgilovchi asosiy indikatorlardan biri ekani aniqlandi.

Natijalarning muhokamasi shuni ko‘rsatadiki, tarjima jarayonining muvaffaqiyati ko‘p jihatdan tarjimonning kontekstual tafakkuriga, madaniy universaliyalarni anglash darajasiga hamda semantik moslashtirish strategiyalarini to‘g‘ri tanlashiga bog‘liq. Masalan, madaniy realiyalar, metaforalar, idiomatik birliklar va konnotativ ma’nolarni tarjima qilishda ekvivalentlikni saqlash ko‘pincha bevosita leksik ekvivalent topish orqali emas, balki ma’no strukturasini qayta qurish orqali ta’minlanadi. Bu holat Nida, Newmark, Komissarov kabi nazariyotchilarning dinamik ekvivalentlik, kommunikativ ekvivalentlik va funksional moslik bo‘yicha ilgari surgan konsepsiyalari bilan hamohangdir.

Tadqiqotda kuzatilgan lingvokognitiv jarayonlar tarjima faoliyatining tabiatan ikki bosqichli ekanini tasdiqlaydi: birinchi bosqichda tarjimon asl matnni semantik-kognitiv qayta ishlovdan o‘tkazadi, ikkinchi bosqichda esa yangi lingvistik material asosida ma’no qayta tiklanadi. Bu ikki bosqichning uyg‘un ishlashi tarjima sifatining asosi bo‘lib, ular orasidagi uzilishlar ekvivalentlik buzilishiga, stilistik nomuvofiqliklarga va kommunikativ niyatning yo‘qolishiga olib keladi. Ayniqsa, psixolingvistik faktorlar – e’tiborning taqsimlanishi, qisqa muddatli xotira, emotsional fon, kognitiv yuklama – tarjimonning semantik transformatsiyalarni qo‘llashga bo‘lgan layoqatiga bevosita ta’sir qiladi.

Bahs-munozara jarayonida aniqlangan yana bir muhim masala tarjimon kompetensiyasi ko‘p komponentli tizim bo‘lib, unda lingvistik bilimlar faqat boshlang‘ich pog‘ona hisoblanadi. Zamonaviy yondashuvlar kompetensiyani lingvistik, madaniy, strategik, texnologik, etik va kommunikativ komponentlar yig‘indisi sifatida ko‘radi. Tadqiqot natijalari aynan shu ko‘p komponentli modelning amaliy samaralari yuqoriligini ko‘rsatdi. Ayniqsa, parallel korpuslar bilan ishlash, real tarjima vaziyatlarining simulyatsiyasi, case-study va problem-based learning metodlarining qo‘llanishi tarjimonning strategik kompetensiyasini sezilarli darajada rivojlantirishi aniqlandi. Bu

kuzatuv Gile, Nord va Pym tomonidan ilgari surilgan nazariy qarashlarni amaliy jihatdan tasdiqlaydi.

Semantik transformatsiyalarni qo‘llash bo‘yicha olingan ma’lumotlar tarjimonning individual strategik uslubi mavjudligini ko‘rsatdi. Tajribali tarjimonlar transformatsiyalarni ko‘pincha intuitiv, chuqur ong faoliyatisiz qo‘llaydilar, yangi o‘rganuvchilarda esa bu jarayon ongli, kuzatiladigan qarorlar bilan amalga oshadi. Bu farq tarjima amaliyotida “avtomatlashuv” jarayoni mavjudligini tasdiqlaydi, ya’ni ko‘p yillik tajriba natijasida semantik transformatsiyalar tezkor va tabiiy shaklga ega bo‘ladi. Bu esa tarjimon treninglarini faqat nazariy bilimlar bilan emas, balki ko‘p martalik intensiv amaliyot bilan olib borish zarurligini ko‘rsatadi.

Ekvivalentlik muammolari bo‘yicha olingan natijalar tarjima jarayonidagi eng murakkab jihatlardan birining madaniyatlararo aloqa ekanini ko‘rsatdi. Madaniy realiyalarni tarjima qilishda literal ekvivalentni izlash ko‘pincha noto‘g‘ri strategiya bo‘lib chiqadi, buning o‘rniga funksional va kommunikativ ekvivalentlikni ta’minlash maqsadga muvofiq bo‘ladi. Tadqiqotda aniqlanganki, tarjimonlar ko‘pincha konnotativ ma’nolarni tiklashda qiynalishadi, ayniqsa, kontekstual signallar noaniq yoki ko‘p qavatli bo‘lsa. Bu holat yuqori darajadagi semantik tafakkur va madaniy kompetensiyaning ahamiyatini yana bir bor tasdiqlaydi.

Umuman olganda, muhokama shuni ko‘rsatadiki, tarjima jarayonini modellashtirish – bu nafaqat nazariy mashg‘ulot, balki tarjimon kompetensiyasini rivojlantirishning eng samarali vositalaridan biridir. Yaratilgan model tarjima jarayonining barcha bosqichlarini – idrok, tahlil, qayta qurish, yaratish, stilistik moslashtirish – izchil tushuntirib bera olishi bilan ajralib turadi. Tadqiqot natijalari, shuningdek, zamonaviy tarjimon o‘quv programmalari semantik transformatsiyalarni amaliy qo‘llashga, pragmatik moslikni ta’minlashga, ekvivalentlikni tiklash strategiyalariga ko‘proq e’tibor qaratishi zarurligini ko‘rsatadi. Bu borada innovatsion metodlar, xususan, parallel korpuslar, multimodal materiallar va post-tahrirlash amaliyotlarining roli alohida ta’kidlanishi kerak.

Shunday qilib, muhokama qilingan ilmiy dalillar tarjima jarayonining murakkabligi va ko‘p qirraligi, tarjimon kompetensiyasining esa kuchli integrativ asosga ega bo‘lishi kerakligini tasdiqlaydi. Tadqiqotning nazariy natijalari tarjima nazariyasi rivojiga hissa qo‘shsa, amaliy natijalari tarjimon tayyorlash jarayonlarini yanada boyitish imkonini beradi.

Tarjima jarayonini modellashtirish natijalari shuni ko‘rsatadiki, tarjima jarayoni soddalashtirilgan “so‘zma-so‘z almashtirish” emas, balki murakkab ong jarayonidir. Tarjimon doimo:

- kontekstni tahlil qiladi,
- ekvivalent variantlar orasidan tanlaydi,
- madaniy moslashtirish bajaradi,
- semantik transformatsiyalar qo‘llaydi,
- stilistik uyg‘unlikni saqlaydi.

Shu sababli zamonaviy tarjimonlar faqat ikki tilni bilish bilan cheklanmasdan, lingvokulturologiya, psixolingvistika, kognitiv lingvistika, kompyuter lingvistikasi va pragmatika sohalarida ham yetarli bilimga ega bo‘lishi kerak.

Xulosa.

Tarjima jarayonini modellashtirish, tarjimon kompetensiyasini shakllantirish metodlari hamda semantik transformatsiyalar va ekvivalentlik muammolarini o‘rganish natijalari shuni ko‘rsatdiki, zamonaviy tarjimashunoslik nazariy va amaliy yondashuvlarning uyg‘unlashuviga asoslangan kompleks bilimlarni talab etadi. Tadqiqot davomida aniqlanishicha, tarjima jarayonining samaradorligi tarjimonning lingvistik savodxonligi bilangina emas, balki uning kognitiv, pragmatik, madaniyatlararo va texnik kompetensiyalarining rivojlanish darajasi bilan chambarchas bog‘liqdir.

Olingan ilmiy xulosalar shuni ko‘rsatadiki, tarjima jarayonini modellashtirish orqali matnning semantik qatlamlarini chuqur tahlil qilish, originalsifat ma’no tuzilmasini aniqlash va tarjima tilida ma’noning adekvat qayta tashkil etilishini tizimli ravishda nazorat qilish imkoniyati yaratiladi. Modellashtirish metodlari tarjimonning fikrlash jarayonini strukturallashtiradi, kontekstual tahlilni soddalashtiradi, ekvivalentlikning turli ko‘rinishlarini (formal, semantik, pragmatik) aniqlash jarayonini avtomatlashtirishga yordam beradi. Bu esa tarjima jarayonida yuz beradigan semantik nomuvofiqliklar, noto‘g‘ri konnotativ yuklamalar yoki madaniy tafovutlar tufayli yuzaga keladigan mazmuniy siljishlarning oldini olishga xizmat qiladi.

Tadqiqot davomida semantik transformatsiyalar tarjimon faoliyatida muhim strategik vosita ekanligi yanada aniqlandi. Ular turli tillarning strukturaviy farqlari, madaniy kodlar va nutqiy an’analar o‘rtasidagi tafovutlarni yumshatib, ma’no uzatishning moslashuvchan usulini yaratadi. Eng samarali transformatsiyalar qatoriga generalizatsiya, konkretizatsiya, transpozitsiya, antonimik tarjima, kompensatsiya, modulatsiya kabi usullar kirishi, shuningdek, ularning qo‘llanishi tarjimaning mazmuniy chuqurligini saqlashga imkon berishi aniqlandi. Tadqiqot shuningdek, semantik transformatsiyalarning mezonlari aniq belgilangan taqdirda, tarjima jarayonida yuzaga kelishi mumkin bo‘lgan ekvivalentlik muammolarini sezilarli darajada kamaytirishi mumkinligini ko‘rsatdi.

Ekvivalentlik muammolari tahlili shuni ko‘rsatdiki, tarjimada to‘liq ekvivalentlik ko‘pincha nazariy ideal bo‘lib, amaliyotda mutlaq darajada erishilishi qiyin. Biroq tarjimonning yuqori kompetensiyaga egaligi ushbu muammoni minimal darajaga tushirish imkonini beradi. Tadqiqot natijalari pragmatik ekvivalentlikni ta’minlashning eng muhim omillaridan biri sifatida kontekstni chuqur o‘rganish, kommunikativ vazifani aniqlash, matnning maqsadli auditoriyasini hisobga olish kabi amaliy tamoyillarni tasdiqladi.

Tahlillar shuni isbotladiki, tarjimon kompetensiyasini shakllantirish uchun integrativ yondashuv talab etiladi. Ushbu yondashuv lingvistik bilimlar, tarjima nazariyasi, psixolingvistika, madaniy antropologiya va axborot texnologiyalarini o‘zaro bog‘laydi. Ayniqsa, tarjimonning kognitiv kompetensiyasini rivojlantirish, ya’ni ma’lumotni qayta ishlash tezligi, semantik tahlil qilish, konseptual strukturani aniqlash, ma’no konnotatsiyalarini farqlash kabi ko‘nikmalarni shakllantirish zamonaviy tarjimon tayyorlash jarayonining eng muhim vazifalaridan biri sifatida qayd etildi.

Xorijiy va mahalliy ilmiy manbalarning tahlili shuni ko‘rsatdiki, tarjimon tayyorlashdagi eng samarali metodlar orasida amaliy tarjima mashqlari, annotatsiya va referat tayyorlash, kontekstual analiz, interaktiv o‘quv platformalaridan foydalanish, kompyuter yordamidagi tarjima dasturlari bilan ishlash, korpus lingvistikasi metodlarini

qo‘llash katta ahamiyatga ega. Ayniqsa, modellashtirishga asoslangan o‘quv dasturlari tarjimonning mustaqil qaror qabul qilish ko‘nikmasini rivojlantiradi.

Umuman olganda, olib borilgan izlanishlar tarjima jarayonini modellashtirish va tarjimon kompetensiyasini shakllantirishning nazariy-amaliy mexanizmlarini yanada takomillashtirish zarurligini ko‘rsatdi. Semantik transformatsiyalar va ekvivalentlik muammolarining tizimli tahlili tarjima sifatini oshirish, amaliyotda uchraydigan muammolarni minimallashtirish va tarjimonlar tayyorlash jarayonini modernizatsiya qilish uchun muhim ilmiy asos yaratadi. Tadqiqot natijalari kelajakda tarjimashunoslik bo‘yicha qo‘shimcha ilmiy izlanishlar olib borish, yangi o‘quv metodik materiallar yaratish va tarjima jarayoniga innovatsion yondashuvlarni tatbiq etish uchun mustahkam konseptual platforma bo‘lib xizmat qiladi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

CONNOTATIVE MEANINGS OF AI NEOLOGISMS IN ENGLISH AND UZBEK EDUCATIONAL DISCOURSE AND THEIR PRAGMATIC IMPACT

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Abstract. *This article examines the connotative meanings and pragmatic effects of artificial intelligence (AI)–related neologisms in English and Uzbek educational discourse. The analysis focuses on how technological innovations such as generative AI tools, chatbots, and adaptive learning systems have introduced new lexical units, reshaped semantic associations, and influenced communicative practices among teachers and learners. Through a comparative linguistic and pragmatic analysis, the study reveals that English discourse tends to normalize AI neologisms rapidly due to global digital integration, whereas Uzbek discourse remains in the phase of adapting, contextualizing, and localizing these terms. The findings highlight the importance of terminological precision, culturally sensitive localization, and AI literacy development in shaping pragmatic outcomes. The study contributes to ongoing discussions about language evolution, educational technology, and communication practices in multilingual learning contexts.*

Keywords: *AI neologisms, connotation, pragmatics, educational discourse, English, Uzbek.*

1. Introduction

The rapid expansion of artificial intelligence has significantly transformed contemporary education, introducing new tools, teaching models, and communication practices. Alongside these technological changes, a new layer of vocabulary – AI-related neologisms – has emerged in various languages. Terms such as *AI tutor*, *chatbot*, *prompt engineering*, *machine learning*, and *adaptive learning* have gained widespread usage, particularly in English-speaking contexts. As English serves as the dominant language of technological innovation, these units enter other linguistic systems and undergo semantic, morphological, and pragmatic adaptation.

In the Uzbek context, AI neologisms are increasingly visible in academic writing, teacher training, online learning environments, and mass media. However, their connotative nuances, communicative functions, and degree of acceptance differ from those in English. Understanding these differences provides insight into how global technological discourse interacts with local linguistic norms. This study aims to explore the connotative meanings and pragmatic implications of AI neologisms in English and Uzbek educational discourse through a comparative lens.

The research addresses the following questions:

1. What connotative meanings accompany AI-related neologisms in English and Uzbek?

2. How do these neologisms influence pragmatic practices in educational communication?

3. What linguistic and cultural factors shape differences between the two discourse communities?

2. Methods

This study employs a qualitative comparative methodology combining linguistic analysis, discourse analysis, and pragmatic interpretation. First, a corpus of common AI neologisms was compiled from English educational articles, technology blogs, teacher guidelines, and academic discussions. For the Uzbek language, data were collected from educational websites, teacher forums, YouTube educational channels, official documents, and mass media materials discussing AI-based technologies.

Second, connotative meanings were identified through semantic mapping and contextual interpretation. These meanings include emotional, evaluative, cultural, and stylistic associations that appear beyond the literal definitions of the neologisms.

Third, pragmatic effects were analyzed using speech-act theory, politeness theory, and discourse-practice frameworks to determine how these terms influence communication, identity, and decision-making within educational environments.

Finally, findings from both languages were compared to identify similarities, differences, and explanatory sociolinguistic factors such as language policy, digital globalization, and cultural attitudes toward technology.

3. Results

3.1. Connotative meanings of AI neologisms in English discourse

English educational discourse reflects a relatively established and confident attitude toward AI technologies. Terms such as *AI tutor* and *adaptive learning* carry positive connotations associated with innovation, efficiency, personalization, and technological advancement. Educators frequently use expressions such as *smart learning tools*, *data-driven instruction*, and *intelligent feedback*, which reinforce a future-oriented, progressive tone. This discourse constructs AI as a supportive assistant or collaborator rather than a threat.

However, certain neologisms – such as *AI hallucination*, *deepfake*, and *algorithmic bias* – carry cautionary or negative connotations. These reflect concerns related to academic integrity, misinformation, ethical dilemmas, and the potential dehumanization of education. Thus, English AI-related vocabulary demonstrates a balanced spectrum of connotations ranging from empowering optimism to informed skepticism.

3.2. Connotative meanings of AI neologisms in Uzbek discourse

Unlike English, the Uzbek educational discourse is still developing stable connotative associations related to AI. Borrowed terms such as *chatbot*, *AI*, *onlayn yordamchi*, and *prompt* often carry a sense of novelty and modernity but may also be perceived as foreign or technically complex. The Uzbek equivalents – *aqlli o'qituvchi*, *moslashuvchan o'qitish tizimi*, *sun'iy intellektli yordamchi* – tend to adopt neutral or slightly positive connotations, reflecting a more cautious yet optimistic stance toward the technology.

Additionally, AI terms in Uzbek discourse sometimes acquire promotional or prestigious connotations, particularly in media contexts, where such terms can symbolize economic progress, digital transformation, or modernization. However, concerns about job replacement, academic dishonesty, and overreliance on technology are also evident,

especially in teacher communities. Despite this, negative connotations appear less explicit than in English, largely due to the earlier stage of technological integration.

3.3. Pragmatic functions in English educational discourse

AI neologisms in English play significant pragmatic roles. They help frame discussions about pedagogical innovation, justify institutional decisions, and establish professional identity among educators. For example, using terms such as *data-driven learning* or *AI-powered assessment* can signal competence and alignment with current educational trends. In teacher-student communication, expressions such as *use the AI feedback* or *generate a prompt* establish clear directives that reflect new learning norms.

Moreover, some neologisms serve as hedges or disclaimers. When educators mention *possible AI hallucinations*, they pragmatically warn students about limitations without discouraging technology use. Thus, English AI terminology carries both instructional and interpersonal pragmatic functions.

3.4. Pragmatic functions in Uzbek educational discourse

In Uzbek discourse, AI neologisms primarily function as markers of innovation and digital modernization. Teachers may use these terms to emphasize professional development, institutional progress, or methodological renewal. For instance, statements like *sun'iy intellektdan foydalanib baholash* or *AI yordamida topshiriq yaratish* suggest legitimacy and alignment with global trends.

At the same time, ambiguous or unfamiliar terms may create communicative barriers. Some educators may avoid fully engaging with AI tools due to uncertainty, leading to pragmatic misunderstandings in academic contexts. In student communication, AI terms often function as metaphors (e.g., *AI hammasini qiladi*) that exaggerate the technology's capabilities, influencing learner expectations.

Overall, Uzbek discourse reflects a transitional stage where AI-related vocabulary simultaneously informs, motivates, and sometimes confuses communicative practices.

4. Discussion

Comparing English and Uzbek educational discourse reveals key differences shaped by technological maturity, linguistic norms, and cultural attitudes. The English-speaking educational sphere has developed a stable and nuanced discourse around AI, supported by established terminology. As a result, English AI neologisms exhibit a wide range of connotations and pragmatic uses, from empowerment to cautious critique.

In contrast, Uzbek discourse displays emergent semantic structures. Borrowed terms often retain foreign phonetic forms, contributing to their perceived novelty and prestige. As localization progresses, Uzbek equivalents may acquire more stable connotations. Pragmatically, the uncertainty surrounding some AI neologisms highlights the need for systematic AI literacy training for teachers and learners.

Across both languages, the integration of AI terminology signals shifts in pedagogical identity, teaching methods, and classroom interactions. Awareness of these linguistic and pragmatic changes is essential for developing effective educational policies and communication strategies.

Conclusion

AI neologisms are reshaping English and Uzbek educational discourse through new semantic associations and pragmatic functions. English terms are more established,

semantically layered, and pragmatically flexible, while Uzbek terms are in the process of adaptation and localization. Understanding these dynamics is crucial for fostering clarity, effective communication, and responsible technology integration in educational systems. Promoting AI literacy, improving terminological consistency, and encouraging culturally appropriate localization will strengthen both linguistic development and pedagogical transformation.

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SIMULTANEOUS INTERPRETING IN CRISIS SITUATIONS: FEATURES OF INTERPRETER'S WORK

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Abstract. *This article examines the specifics of simultaneous interpreting in crisis situations, analyzing the unique challenges faced by interpreters working under extreme conditions. The research explores theoretical foundations of simultaneous interpreting, identifies key characteristics of crisis environments, and provides practical recommendations for interpreter preparation. Drawing on psycholinguistic aspects, ethical considerations, and case study analysis, this work demonstrates how crisis contexts fundamentally alter the interpreting process and require specialized skills beyond standard professional competencies. The findings contribute to understanding the critical role of interpreters in international crisis communication and emergency response coordination.*

Keywords: *simultaneous interpreting, crisis situations, interpreter training, emergency communication, psycholinguistic aspects, professional stress.*

Introduction

Simultaneous interpreting represents one of the most cognitively demanding forms of linguistic mediation, requiring interpreters to process, comprehend, and reproduce speech in real-time while managing multiple cognitive tasks simultaneously. When performed in crisis situations – including natural disasters, armed conflicts, humanitarian emergencies, or international diplomatic crises – the complexity of this task increases exponentially. The interpreter must not only manage the standard cognitive load but also navigate heightened emotional stress, potential trauma exposure, ethical dilemmas, and situations where communication accuracy can directly impact human lives.

Despite the critical importance of interpreting services in crisis contexts, research specifically addressing this intersection remains limited. Most interpreting studies focus on conference settings, medical contexts, or legal environments under normal operating conditions. However, crisis situations present unique variables: time pressure intensifies, stakes escalate dramatically, emotional content becomes more charged, and interpreters often work in physically challenging or dangerous environments.

This article addresses this research gap by examining the theoretical foundations of simultaneous interpreting through the lens of crisis contexts, analyzing the specific features of crisis environments that impact interpreter performance, and providing evidence-based recommendations for preparing interpreters to work effectively under extreme conditions. Understanding these dynamics is essential not only for interpreter training programs but also for organizations coordinating international crisis response.

Theoretical Foundations of Simultaneous Interpreting

Psycholinguistic and Cognitive Dimensions

Simultaneous interpreting operates at the intersection of multiple cognitive processes. Gile's Effort Model identifies four critical components: listening and analysis, short-term memory operations, speech production, and coordination. Under normal conditions, interpreters must carefully balance these efforts to prevent cognitive overload. Research in cognitive psychology demonstrates that simultaneous interpreting activates extensive neural networks involving language processing, executive control, and working memory systems.

The psycholinguistic complexity of simultaneous interpreting involves constant decision-making regarding semantic equivalence, syntactic restructuring, and pragmatic adaptation. Interpreters must process input in the source language while simultaneously producing output in the target language, managing what Seleskovitch termed the "deverbalization" process – extracting meaning from linguistic form and re-encoding it in another language. This requires not merely linguistic competence but sophisticated metalinguistic awareness and processing automaticity developed through extensive training and practice.

In crisis situations, these cognitive demands intensify. The emotional weight of crisis-related content can interfere with cognitive processing, as research in emotional psychology demonstrates that high-arousal emotional stimuli command attentional resources and can disrupt working memory function. Furthermore, the unpredictability of crisis discourse – including specialized terminology, rapidly evolving situations, and fragmented communication patterns – challenges the anticipatory strategies interpreters typically employ.

Technical and Professional Development

The development of simultaneous interpreting as a profession accelerated significantly following its successful implementation at the Nuremberg Trials (1945-1946), where interpreters worked in four languages simultaneously under immense pressure. This historical precedent established that simultaneous interpreting could function effectively even in high-stakes, emotionally charged environments. Subsequent decades saw the standardization of booth equipment, the establishment of professional organizations such as AIIC (International Association of Conference Interpreters), and the development of training methodologies emphasizing both linguistic and extralinguistic competencies.

Modern interpreter training increasingly recognizes the importance of preparing for diverse working environments, including crisis contexts. However, systematic preparation for crisis interpreting remains underdeveloped in most curricula. Interpreters working for organizations such as the United Nations, international humanitarian agencies, or emergency response teams often receive only minimal specialized training before deployment to crisis zones.

Crisis Situations as a Special Working Environment

Classification and Characteristics of Crisis Contexts

Crisis situations can be classified into several categories, each presenting distinct challenges for interpreters. Natural disasters (earthquakes, floods, pandemics) create environments of physical danger and infrastructure collapse, often requiring interpreters to work in temporary facilities with substandard equipment. Social crises (refugee

movements, civil unrest) involve emotionally charged content and potential security risks. Political crises (diplomatic standoffs, international negotiations during conflicts) demand extreme precision, as mistranslation can escalate tensions. Armed conflicts represent perhaps the most challenging context, combining physical danger, trauma exposure, and life-or-death communication stakes.

Common features across crisis types include time pressure, high consequence for errors, emotional intensity, and often chaotic communication environments. Unlike conference interpreting, where speakers typically present prepared remarks in controlled settings, crisis interpreting frequently involves fragmented speech, multiple simultaneous speakers, and rapidly changing information. The interpreter may need to work extended hours without adequate rest, potentially compromising cognitive performance.

The Role of Interpreting in International Crisis Response

Effective communication constitutes a cornerstone of successful crisis response. International humanitarian operations, peacekeeping missions, and disaster relief efforts inherently involve multilingual coordination. Interpreters serve not merely as linguistic conduits but as cultural mediators who facilitate understanding across different conceptual frameworks and organizational cultures. Research on humanitarian operations demonstrates that communication failures – often rooted in inadequate or inaccurate interpreting – contribute significantly to coordination problems and can even endanger lives.

In diplomatic crisis management, the interpreter's role becomes even more critical. During the Cuban Missile Crisis (1962), for instance, the accuracy of interpretation between Soviet and American officials was crucial to preventing nuclear war. More recently, international negotiations regarding conflicts in Syria, Ukraine, and other regions have relied heavily on interpreters to facilitate dialogue between parties with fundamentally opposed perspectives. In such contexts, even minor translation choices – selecting one synonym over another, conveying or softening emotional tone – can influence negotiation outcomes.

Ethical and Emotional Challenges

Interpreters in crisis situations face profound ethical dilemmas. The principle of neutrality – foundational to professional interpreting ethics – becomes complicated when interpreting content describing atrocities, human rights violations, or life-threatening situations. Interpreters may witness or hear testimonies of extreme suffering, creating secondary trauma exposure. Unlike therapists or emergency responders, interpreters typically receive minimal psychological support or debriefing.

Research on interpreters working in conflict zones, refugee camps, and war crimes tribunals reveals high levels of vicarious trauma, compassion fatigue, and burnout. Despite these risks, systematic psychological support for crisis interpreters remains inadequate across most organizations.

Practical Aspects: Case Analysis and Recommendations

Case Studies from International Forums and Emergency Situations

Examination of real-world cases illuminates the specific challenges of crisis interpreting. During the 2010 Haiti earthquake, interpreters working with international relief organizations faced extreme conditions: damaged infrastructure, makeshift working

environments, and the challenge of interpreting medical consultations regarding traumatic injuries without standard terminology resources. Many interpreters were themselves affected by the disaster, working while dealing with personal losses and trauma.

The ongoing refugee crisis in Europe has created sustained demand for interpreters in asylum interviews, emergency medical settings, and humanitarian aid distribution. Research on these contexts reveals that interpreters frequently encounter ethical dilemmas when asylum seekers' testimonies contain inconsistencies or when cultural concepts lack direct translation equivalents. The interpreter must balance fidelity to the source message with awareness that their rendition may significantly impact asylum decisions.

In international peacekeeping operations, military interpreters work in active conflict zones, interpreting negotiations between armed groups, facilitating civilian evacuations, and supporting humanitarian aid delivery. A study of interpreters working with UN peacekeeping forces in the Democratic Republic of Congo found that interpreters regularly faced security threats, witnessed violence, and experienced moral distress when interpreting content related to sexual violence and child soldier recruitment. Despite these challenges, most received less than two days of pre-deployment preparation specific to crisis interpreting.

Skills and Strategies for Enhanced Performance Under Stress

Evidence-based research identifies several competencies critical for effective crisis interpreting. Beyond standard linguistic and interpreting skills, crisis interpreters require enhanced stress management capabilities, emotional regulation skills, and adaptability to rapidly changing conditions. Psychological preparation – including exposure to emotionally difficult content in training settings – can help interpreters develop coping mechanisms before facing real crisis situations.

Practical strategies include developing specialized glossaries for crisis-related terminology, practicing interpreting in simulated high-pressure environments, and cultivating metacognitive awareness to monitor one’s own cognitive and emotional state during interpreting. Some organizations have implemented buddy systems or team approaches where interpreters can support one another and rotate to prevent exhaustion during extended operations.

Physical and mental self-care becomes essential. Research demonstrates that interpreters who maintain regular exercise, adequate sleep, and strong social support networks demonstrate greater resilience in crisis contexts. Organizations should implement mandatory rest periods, provide access to psychological support services, and create debriefing opportunities following particularly difficult assignments.

Recommendations for Interpreter Preparation

Comprehensive preparation for crisis interpreting should begin during formal training programs. Curricula should include modules on crisis types, psychological preparation for trauma exposure, ethical decision-making in extreme contexts, and practical simulation exercises. Partnerships between interpreter training programs and humanitarian organizations could provide supervised fieldwork opportunities in progressively challenging environments.

Professional development for working interpreters should include crisis-specific training workshops, psychological resilience building, and access to mentorship from experienced crisis interpreters. Organizations deploying interpreters to crisis zones should implement pre-deployment briefings covering security protocols, psychological preparation, and specific contextual information about the assignment.

Institutional support structures require significant enhancement. Organizations should establish clear ethical guidelines for crisis interpreting, provide adequate psychological support services, ensure reasonable working conditions and rotation schedules, and recognize the unique demands of crisis interpreting through appropriate compensation and professional recognition. Developing international standards specifically for crisis interpreting – parallel to existing standards for conference or medical interpreting – would provide valuable professional guidance.

Conclusion

Simultaneous interpreting in crisis situations represents a specialized domain requiring competencies that extend far beyond standard professional interpreting skills. The intersection of extreme cognitive demands, emotional challenges, ethical complexities, and often dangerous working conditions creates a unique professional environment that demands systematic preparation and institutional support.

This analysis demonstrates that crisis contexts fundamentally alter the interpreting process, intensifying cognitive load, introducing significant emotional and ethical challenges, and often placing interpreters in physically dangerous environments. Despite the critical importance of accurate interpreting in crisis response – where communication failures can cost lives – systematic preparation for crisis interpreting remains underdeveloped in most training programs and professional contexts.

Addressing this gap requires multi-level intervention: integrating crisis preparation into interpreter training curricula, developing evidence-based professional development programs for working interpreters, and establishing robust institutional support structures including psychological services, clear ethical guidelines, and appropriate working conditions. Future research should continue examining the long-term psychological impacts of crisis interpreting, evaluating the effectiveness of different training approaches, and developing best practices for organizational support of interpreters working in extreme conditions.

As global crises – from armed conflicts to pandemics – continue to demand international coordination, the role of interpreters in facilitating life-saving communication will only increase in importance. Recognizing and adequately supporting these professionals is not merely a matter of professional development but a crucial component of effective humanitarian response and international crisis management.

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CROSS-CULTURAL PRAGMATICS OF HUMOR: A COMPARATIVE STUDY OF ENGLISH AND UZBEK ANECDOTES

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Abstract. *This study examines the comparative characteristics of humor in English and Uzbek-speaking cultures. English humor predominantly emphasizes individual experiences, irony, and linguistic play, while Uzbek humor focuses on family dynamics, social traditions, and communal relationships. Despite these differences, humor in both cultures functions as a medium for social bonding, critique, and moral instruction. This comparative analysis contributes to a broader understanding of cultural humor practices, with implications for translation, intercultural communication, and sociolinguistic research.*

Keywords: *Humor, Cross-cultural comparison, anecdotes, Sociolinguistics, Pragmatics*

Introduction

Humor serves as a pivotal element of human communication, contributing to social bonding, coping mechanisms, and the critique of societal norms. Despite being a universal phenomenon, the forms, structures, and functions of humor vary significantly across different cultural contexts. This research aims to explore these cultural variations by examining humor in English and Uzbek societies. Specifically, the study analyzes children's anecdotes and adult jokes from both linguistic traditions to uncover the underlying cultural perspectives on family, authority, social roles, and individualism. By comparing these two distinct humor traditions, this research contributes to the fields of sociolinguistics, intercultural communication, and translation studies, highlighting the importance of cultural awareness in humor interpretation.

Methods

A qualitative, comparative research design was adopted for this study. Data were collected from two distinct corpora: 50 English jokes and anecdotes sourced from English-language joke books, online humor websites, and anthologies, and 50 Uzbek jokes and anecdotes sourced from traditional latifa collections, oral folklore, and contemporary Uzbek humorists' works.

–The analysis was guided by four main categories:

–Thematic Content: The primary subjects and themes of the jokes.

–Linguistic Style: The rhetorical devices used in the jokes (e.g., wordplay, irony, exaggeration).

–Cultural References: The social norms, values, and customs referenced in the jokes.

–Communicative Functions: The functions served by the humor (e.g., entertainment, critique, moral instruction).

Each corpus was coded iteratively to identify recurring themes and linguistic patterns. The data were then compared to highlight both commonalities and differences between the two cultural humor traditions.

Results

Thematic Content

In the thematic analysis of humor, we found that English humor often revolves around individual experiences, which include elements like workplace absurdities, romantic mishaps, and idiosyncratic personal behavior. This thematic emphasis aligns with the individualistic nature of Anglo-American societies, where personal autonomy and self-reliance are celebrated values. For instance, humor about work-related challenges often highlights inefficiency in bureaucratic systems, with the goal of demonstrating how individuals can challenge or survive these systems, often through wit or sarcasm. English humor also frequently targets absurd situations, which derive from an individual's misinterpretation or underestimation of social dynamics, often making light of serious subjects like politics, health, and education. In contrast, Uzbek humor predominantly reflects themes tied to family life, social expectations, and collectivism. The familial and societal bonds are emphasized through jokes about the role of elders, the family unit, and the expectations placed on individuals within a community. The jokes typically emphasize respect for authority figures like parents, elders, and other societal leaders, but also subtly question or make fun of their authority without directly defying it.

Moreover, the linguistic and stylistic devices employed in each cultural context further illustrate the distinct cognitive and communicative frameworks through which humor is produced and understood. English humor is particularly notable for its reliance on verbal ingenuity, including puns, double entendres, paradoxes, and other forms of linguistic ambiguity that require quick interpretive skills and shared cultural knowledge. This reliance on semantic manipulation not only foregrounds the intellectual dimension of English humor but also reinforces the cultural value placed on individual cleverness and rhetorical proficiency. Uzbek humor, by contrast, relies more heavily on narrative construction and situational storytelling, where the humor emerges gradually through exaggeration, character types, and plot developments that culminate in an unexpected twist or moral lesson. This narrative form aligns with the oral literary traditions of Uzbek culture, where storytelling functions as both entertainment and an instrument of socialization. Furthermore, cultural references embedded in humor reveal the values and taboos of each society: English humor tends to engage directly with contemporary social issues – including politics, workplace culture, and interpersonal relationships – often adopting a satirical stance that openly critiques societal norms and power structures. Uzbek humor, on the other hand, draws more heavily on traditional communal life, with recurring motifs involving family roles, generational tensions, and the maintenance of social harmony within extended kinship networks. While both humor traditions serve entertainment as their primary function, their secondary functions diverge significantly. In English-speaking contexts, humor frequently operates as a vehicle for personal expression and social critique, enabling individuals to challenge authority, question social expectations, or resist conformity through irony and sarcasm. In Uzbek culture, humor tends to reinforce communal values indirectly by exposing social contradictions and

behavioral expectations in a gentle, culturally conscious manner, offering subtle guidance rather than overt criticism. Ultimately, these differences highlight how humor, far from being a universal phenomenon, is deeply shaped by the cultural, linguistic, and ideological structures within which it emerges.

Linguistic Style

English humor is well-known for its verbal play and its reliance on linguistic innovation. Techniques such as puns, double entendres, exaggeration, and paradox are regularly employed to create humor. The verbal dexterity involved in producing and interpreting humor in English relies on shared cultural knowledge and the ability to decode these hidden meanings quickly. Wordplay creates a moment of surprise, where the audience must recognize the multiple meanings of words or phrases, leading to humor that challenges ordinary usage and promotes intellectual engagement. Uzbek humor, however, leans on narrative structure more heavily than verbal wordplay. The humor is often communicated through anecdotes or short stories that are characterized by exaggeration, a humorous twist, and sometimes, a moral lesson. While there are linguistic devices in Uzbek humor (such as metaphorical expressions or colloquialisms), the predominant feature is the storytelling format.

Cultural References

The cultural references embedded in humor provide key insights into how humor acts as a social mirror, reflecting the values, taboos, and assumptions of a particular culture. English humor often references contemporary life – political satire, the workplace, modern relationships, and daily life in urban environments. English jokes can be more direct and satirical, allowing humorists to comment on social issues openly. Humorists in the English-speaking world often critique societal structures, individual behaviors, and social constructs, which allows English humor to function as a tool of social commentary.

In contrast, Uzbek humor is frequently laced with references to traditional family structures and communal life. The family unit is often the subject of humor, with particular emphasis placed on the role of women (especially wives and mothers-in-law), elders, and the broader community. Family roles are typically revered but humorously explored in relation to generational expectations, marital relations, and the burdens of tradition. Such contrasts in cultural reference points contribute to differing communicative functions of humor in the two cultures. In English-speaking societies, humor often operates as a mechanism for negotiating social tensions by enabling individuals to articulate dissatisfaction, critique authority, or resist conformity in socially acceptable ways. This tendency toward individual expression is closely linked to the cultural value placed on personal autonomy and the freedom to question established norms. As a result, English humor frequently adopts a subversive tone, using irony, sarcasm, or self-deprecation to highlight contradictions within political discourse, social institutions, or interpersonal relationships. Conversely, in Uzbek culture, humor serves not only as entertainment but also as a subtle means of reinforcing communal values and guiding social behavior. Although jokes may challenge certain traditional expectations, they typically do so indirectly, preserving harmony within the community while still acknowledging the imperfections of social structures. The moral undertones present in Uzbek humorous narratives – often conveyed through exaggerated characters or situational irony – act as

soft forms of social instruction, illustrating acceptable conduct, critiquing minor transgressions, and reaffirming the importance of familial duty and social cohesion. Consequently, while English humor privileges critique and individual expression, Uzbek humor underscores continuity, shared experience, and the maintenance of cultural norms, illustrating how humor, as a communicative act, is shaped by the broader ideological frameworks of the societies in which it emerges.

Communicative Functions

Both English and Uzbek humor serve entertainment as a primary function, but social critique and moral guidance emerge as secondary functions, albeit in different ways. In English-speaking cultures, humor is often used as a means of personal expression, allowing individuals to critique society and the status quo through sarcasm, self-deprecation, or irony. Humor in English-speaking cultures often defies social conventions and challenges authority, reflecting the individualistic ethos of the culture.

In contrast, humor in Uzbek society frequently includes a moral message that reaffirms cultural and social norms. Uzbek humor is often used as a tool for teaching and reinforcing social norms, whether related to respect for elders, modesty, or family values. The humor's role here is to subtly reinforce behavior that aligns with community expectations, serving as both a socializing and culturally affirming mechanism.

Thematic analysis of humor in English and Uzbek cultural contexts reveals profound differences in worldview, social orientation, and communicative priorities. English humor typically centers on individual experiences, reflecting the deeply ingrained individualism of Anglo-American societies, where personal autonomy, self-expression, and critical inquiry are valued cultural norms. Consequently, English anecdotes often focus on workplace absurdities, romantic mishaps, and eccentric personal behaviors, using satire, irony, and verbal play to expose inefficiencies, question authority, and illuminate the contradictions embedded in modern bureaucratic and social systems. This type of humor frequently involves linguistic innovation – puns, double meanings, paradoxes, and other forms of semantic manipulation – which require audiences to decode layered meanings and engage intellectually with the content, thereby reinforcing the cultural association between wit and cognitive agility. In contrast, Uzbek humor is more firmly rooted in collective experiences and traditional social structures, reflecting the communal orientation of Uzbek society, where familial bonds, intergenerational respect, and adherence to social expectations shape everyday interactions. The humor often emerges in the form of narrative anecdotes that foreground relationships within the extended family, particularly the dynamics between elders, parents, children, wives, and mothers-in-law, and although these figures are treated with respect, humor allows for subtle questioning of their authority without overt defiance. Rather than relying primarily on linguistic play, Uzbek humor privileges storytelling, exaggeration, and culturally resonant character archetypes, offering audiences not only entertainment but also implicit moral lessons about social behavior, generational expectations, and communal harmony. Cultural references further highlight these differences: while English humor often engages directly with contemporary political events, societal debates, and urban lifestyles, operating as a vehicle for open social critique, Uzbek humor draws from traditional norms, rural and communal experiences, and culturally familiar domestic scenarios. Despite these

divergences, both traditions share the broader communicative function of reinforcing cultural values, fostering social cohesion, and providing a socially acceptable space for critique, yet the modes through which critique is delivered differ significantly, with English humor leaning toward open satire and individual expression, and Uzbek humor favoring implicit commentary embedded within communal narratives. This contrast underscores how humor operates not merely as entertainment but as a culturally encoded discourse that mirrors, sustains, and occasionally challenges the social order.

Discussion

The results from this study indicate that while humor is universal, its form, thematic emphasis, and communicative functions are profoundly shaped by cultural and linguistic factors. English humor reflects a cultural penchant for individualism, irony, and linguistic cleverness, where personal autonomy and the right to critique societal norms are central to its comedic ethos. The reliance on verbal innovation and irony speaks to a culture that encourages self-expression and is comfortable with ambiguity.

In contrast, Uzbek humor illustrates a cultural commitment to tradition, family cohesion, and communal identity, where humor often serves as both a vehicle for maintaining social harmony and a means of gentle critique. The prevalence of narrative structures, the use of exaggeration, and the emphasis on social roles demonstrate the importance of collective values and the role of humor as a tool for moral instruction. Humor in this context acts as a socially cohesive force, subtly reinforcing traditional values and norms while also acknowledging the challenges of fulfilling those expectations.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

O‘ZBEK TILIDAN INGLIZ TILIGA YOZMA TARJIMADA SO‘Z BIRIKMALARI TAHRIRI

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Mustaqil tadqiqotchi.
O‘zDJTU

Annotatsiya. *Ushbu maqolada o‘zbek tilidan ingliz tiliga yozma tarjima jarayonida so‘z birikmalarini tahrirlashning lingvistik, uslubiy va pragmatik xususiyatlari tahlil qilinadi. O‘zbek va ingliz tillarining tipologik farqlanishi sababli so‘z birikmalarini tarjima qilish faqat lug‘aviy moslikni emas, balki ularning ma’no tuzilmasini, sintaktik shakllanishini va kontekstual funksiyasini to‘g‘ri qayta yaratishni talab etadi. Shuning uchun tahrir jarayoni – kengaytirish, ixchamlashtirish, modulyatsiya, transpozitsiya, funksional ekvivalent tanlash kabi strategiyalar orqali so‘z birikmasini maqsad tilida tabiiy va stilistik jihatdan mos shaklga keltirish – tarjimaning muhim bosqichi hisoblanadi. Tadqiqot so‘z birikmalari tahririda uchraydigan tipik muammolar, madaniy-semiy markerlar, sintaktik nomuvofiqliklar va ularni bartaraf etishning samarali usullarini yoritadi. Natijalar shuni ko‘rsatadiki, so‘z birikmalarini puxta tahrirlash tarjima matnining ravonligi, aniqligi, stilistik uyg‘unligi va kommunikativ samaradorligini ta’minlovchi asosiy omildir.*

Kalit so‘zlar: *so‘z biriklari, yozma tarjima, tahrir, funksional ekvivalentlik, transpozitsiya, modulyatsiya, sintaktik qayta qurish, pragmatik moslashuv, Ingliz tili, O‘zbek tili.*

Kirish. Yozma tarjima jarayonida so‘z biriklari tahriri matn sifatini belgilovchi eng muhim bosqichlardan biri hisoblanadi. O‘zbek va ingliz tillarining grammatik qurilishi, semantik rivojlanish yo‘nalishlari, so‘z yasash tizimi va nutq an’analari bir-biridan keskin farq qilgani sababli, so‘z biriklarini to‘g‘ri tarjima qilishning o‘zi yetarli bo‘lmaydi. Tarjimon ko‘pincha ularni **tahrir qilish**, ya’ni ma’noni saqlagan holda sintaktik jihatdan qayta qurish, kengaytirish yoki ixchamlashtirish, funksional ekvivalent yaratish yoki pragmatik moslashtirish zarur bo‘lgan holatlarga duch keladi.

O‘zbek tilidagi so‘z birikmalari ko‘pincha aniqlovchilar zanjiri, qo‘shimchalar orqali berilgan munosabatlar, milliy-madaniy tushunchalar yoki mahalliy kontekstga bog‘langan semantik birliklarni o‘z ichiga oladi. Ingliz tilida esa bunday birliklar ko‘pincha analitik tuzilma, prepozitsion model, kompaunding yoki semantik kengaytma orqali ifodalanadi. Masalan, o‘zbek tilidagi “ilmiy-amaliy hamkorlikni kengaytirish” kabi tuzilmalar ingliz tilida natural tarzda “to expand research and practical cooperation” shaklida qayta qurilishi mumkin. Bu jarayon – bevosita tarjima emas, balki **tahrir** orqali ma’noni qayta tashkil etishdir. Yozma tarjimada so‘z biriklari tahriri nafaqat grammatik to‘g‘rilik, balki matnning stilistik uyg‘unligi, terminologik aniqligi, mantiqiy ravonligi va pragmatik mosligini ta’minlashda ham muhim rol o‘ynaydi. Tarjimon faqat lug‘aviy moslikni emas, balki nutqning maqsadini, matn janrini, auditoriya kutgan ohangni hisobga olishi kerak. Ayniqsa ilmiy, rasmiy, texnik va huquqiy matnlarda so‘z birikmalarini tahrirlash jarayoni tarjimaning umumiy sifatini belgilab beruvchi asosiy bosqich bo‘lib xizmat qiladi.

Ushbu maqolada o‘zbek tilidan ingliz tiliga yozma tarjimada so‘z birikmalari tahririning asosiy tamoyillari, struktur xususiyatlari, tarjima jarayonida uchraydigan

muammolar va ularning yechimlari lingvistik hamda pragmatik yondashuvlar asosida tahlil qilinadi. Maqola, shuningdek, tarjima jarayonida qo'llaniladigan modulyatsiya, transpozitsiya, kompensatsiya va funksional ekvivalentlik kabi strategiyalarning amaliy ahamiyatini ko'rsatib beradi.

Adabiyotlar sharhi. O'zbek tilidan ingliz tiliga yozma tarjimada so'z birikmalarini tahrirlash jarayoni tilshunoslikning bir nechta yo'nalishlari – tarjima nazariyasi, matn lingvistikasi, pragmalingvistika va kontrastiv sintaksis bilan chambarchas bog'liq holda o'rganilgan. Tarjima jarayonida so'z birikmalarining qayta tuzilishi, ularning semantik zichligi va sintaktik moslashuvi ko'plab olimlar tomonidan muhim masala sifatida qayd etilgan.

E. Nida va J. Catford asarlarida ekvivalentlik masalasi, xususan, struktur ekvivalentlik va funksional ekvivalentlik tamoyillari tarjimon uchun so'z birikmalarini tahrirlashda asosiy tayanch bo'lishi mumkinligi ta'kidlanadi. Nidaning "dynamic equivalence" konsepsiyasi ayniqsa o'zbek tilidagi aniqlovchilar zanjiri, qo'shimchalar orqali bog'langan sintaktik birliklar va semantik jihatdan zich iboralarni ingliz tiliga tabiiy shaklda ko'chirishda dolzarb hisoblanadi.

Vinay va Darbelnetning tarjima strategiyalari haqidagi yondashuvlari – transpozitsiya, modulyatsiya, ekvivalentlik va adaptatsiya – so'z birikmalarini qayta qurishda lingvistik mexanizm sifatida ishlatilishi mumkin bo'lgan samarali vositalarni taqdim etadi. Bu strategiyalar o'zbek tilidagi sintetik tuzilmalarni ingliz tilining analitik strukturasiga moslashtirish uchun juda muhimdir.

Uslubiy tahlil bo'yicha M. Hallidayning funksional grammatika nazariyasi matn ichidagi so'z birikmasining roli, uning diskursdagi funksiyasi va informatsion yukini aniqlashda asos yaratadi. Bu yondashuv tarjima tahririda frazaning qanday stilistik yukni o'z zimmasiga olganini, matnning qanday registrda yozilganini va tarjimada qanday qayta qurilishi kerakligini ko'rsatadi.

O'zbek tilshunosligida A. Nurmonov, M. Qo'shoqov, M. Qosimova, Sh. Safarov va B. Yo'ldoshev kabi olimlar so'z birikmalarining struktural xususiyatlari, ularning uyg'unlik mexanizmlari va stilistik funksiyalarini chuqur tahlil qilgan. Ushbu manbalar o'zbek tiliga xos sintaktik birliklarning qanday shakllanishini, ularning semantik yukini va tarjima jarayonida nima sababdan tahrir talab etilishini ochib beradi.

Tarjima amaliyoti bo'yicha tadqiqotlarda esa so'z birikmalarining rasmiy uslubda, ilmiy matnda, badiiy diskursda va texnik tarjimada qanday o'zgarishi, qaysi strategiyalar samarali ekani, qaysi holatlarda kengaytirish yoki qisqartirish zarurligi batafsil yoritilgan. Xalqaro ilmiy maqolalarda o'zbek tilidagi murakkab aniqlovchi konstruksiyalar, qo'shimcha orqali berilgan semantik munosabatlar va milliy-madaniy markerlar ingliz tiliga ko'chirilganda tahrirning ajralmas bo'g'in ekani qayd etiladi. Shu tariqa adabiyotlar tahlili o'zbek tilidan ingliz tiliga yozma tarjimada so'z birikmalarini tahrir qilish jarayoni nafaqat lingvistik, balki madaniy, kommunikativ va pragmatik omillarga ham bog'liq ekanini ko'rsatadi.

Metodologiya. Tadqiqot o'zbek tilidan ingliz tiliga yozma tarjimada so'z birikmalarini tahrirlash jarayonini kompleks yondashuv asosida o'rganishni maqsad qilgan. Metodologiya bir vaqtning o'zida qiyosiy tahlil, pragmalingvistik kuzatuv, diskurs

tahlili va tarjima strategiyalarini aniqlashga qaratilgan amaliy lingvistik metodlardan iborat.

Tahlil uchun o‘zbek tilidagi ilmiy, rasmiy, publitsistik va texnik matnlardan namunalar tanlab olindi. Ularga mos ingliz tarjimalari bilan birgalikda ularning sintaktik tizimi, leksik tarkibi, aniqlovchi zanjiri, semantik zichligi va stilistik yukiga ko‘ra farqlari o‘rganildi. Har bir so‘z birikmasi kontekst ichida tahlil qilinib, uning matndagi funksiyasi, maqsad tilidagi tabiiy ifodasi va tarjima jarayonida qanday tahririy o‘zgarishlar talab etilgani aniqlab borildi.

Metodik yondashuvning asosiy qismi tarjima strategiyalarini belgilashga qaratildi. Modulyatsiya, transpozitsiya, ekvivalentlik, kengaytirish, ixchamlashtirish va funksional substitutsiya kabi usullar real matn asosida solishtirilib, qaysi hollarda samarali bo‘lishi aniqlangan. O‘zbek tilining sintetik tuzilishi va ingliz tilining analitik xususiyati tahrir jarayonida qanday muammolar keltirib chiqarishi kuzatildi.

Diskurs tahlili yordamida so‘z birikmasining matndagi roli, uning mantiqiy rivojlanishga ta’siri, uslubiy uyg’unlikdagi o‘rni aniqlanib, tarjima jarayonida uni qayta tashkil etishning pragmatik zarurati baholandi. Shu bilan birga lingvokulturologik yondashuv asosida milliy-madaniy komponentlar mavjud bo‘lgan so‘z birikmalarining ingliz tiliga qanday moslashtirilishi va bu jarayonda tahrirning o‘rni o‘rganildi. Metodologiya yakunida o‘zbek tilidan ingliz tiliga yozma tarjimada so‘z birikmalarining tahriri nafaqat grammatik qurilmani, balki kontekst, stil, semantik yuk va auditoriya kutgan ohangni inobatga olgan holda amalga oshirilishi zarurligi aniqlandi. Bu yondashuv tarjima matnining tabiiyligi, ravonligi va kommunikativ samaradorligini ta’minlashda asosiy ilmiy-amaliy vosita bo‘lib xizmat qiladi.

Natijalar

Tadqiqot natijalari shuni ko‘rsatdiki, o‘zbek tilidan ingliz tiliga yozma tarjimada so‘z birikmalarini tahrirlash jarayoni, asosan, uchta asosiy yo‘nalishda namoyon bo‘ladi: sintaktik qayta qurish, semantik zichlikni moslashtirish va pragmatik hamda stilistik funksiyani saqlagan holda ekvivalent topish. Har bir holatda tahrir jarayoni oddiy “so‘zma-so‘z o‘zgartirish” emas, balki ma’no va funksiyani qayta tashkil etish sifatida namoyon bo‘ladi. Ilmiy uslubdagi matnlarda o‘zbek tiliga xos bo‘lgan uzoq aniqlovchilar zanjiri ingliz tilida tahrir orqali qismlarga bo‘linishi yoki analitik modelga ko‘chirilishi talab qilinadi. Masalan, o‘zbekcha “zamonaviy ilmiy-amaliy hamkorlikni rivojlantirish masalalari” birikmasi so‘zma-so‘z tarjimada “issues of developing modern scientific-practical cooperation” ko‘rinishida og‘ir va sun’iy eshitiladi. Tahrirlangan tabiiy variant sifatida “issues of developing modern research and practical cooperation” yoki matn kontekstiga qarab “issues related to the development of modern academic and practical cooperation” shakllari tanlanadi. Bu yerda “ilmiy-amaliy” kompaund birikma ikkita alohida leksik komponentga (“research and practical”) ajratiladi, “hamkorlikni rivojlantirish” fe’l birikmasi “development of … cooperation” ko‘rinishida nominal uslubga ko‘chiriladi. Natijada matn ingliz ilmiy uslubiga xos ravishda ravon va tabiiy bo‘ladi.

Rasmiy-huquqiy matnlarda so‘z birikmalarini tahrirlash yanada ehtiyotkor yondashuvni talab qiladi, chunki bunday matnlarda ma’no aniqligi va normativlik ustuvor hisoblanadi. Masalan, o‘zbekcha “shartnoma majburiyatlarini lozim darajada bajarmaslik” iborasi to‘g‘ridan-to‘g‘ri “failure to properly fulfill the contractual obligations” shaklida

tarjima qilinishi mumkin. Biroq tahrir jarayonida “lozim darajada” komponenti ingliz tilidagi rasmiy huquqiy klişega moslab “failure to duly fulfill contractual obligations” tarzida ifodalanadi. “Duly” so‘zi aynan rasmiy-huquqiy kontekstdagi “lozim darajada” ma’nosini o‘zlashtiradi va bu tahrir tarjimaning uslubiy darajasini oshiradi.

Publitsistik va matbuot matnlarida so‘z birikmalarining tahriri ko‘proq stilistik va pragmatik maqsadga xizmat qiladi. Masalan, “xalqaro maydonda o‘z o‘rniga ega bo‘lgan davlatlar” iborasini so‘zma-so‘z “states that have their place in the international arena” tarzida berish mumkin, lekin tahrir natijasida “countries that have a recognized position on the international stage” shakliga keltirish mantiqiyroq va tabiiyroq bo‘ladi. Bu yerda “their place” iborasi ingliz tilida rasmiy-publicistic diskursga mos tushmaydi, “recognized position” esa “o‘z o‘rniga ega bo‘lgan” mazmunini aniqroq va diplomatik uslubda ifodalaydi. “International stage” esa publitsistik uslubga xos metaforik ifoda bo‘lib, o‘zbekchadagi “xalqaro maydon” obrazini funksional jihatdan qoplaydi.

Tadqiqot davomida ko‘plab misollarda ko‘rindiki, o‘zbek tilidagi qo‘shimchalar orqali ifodalangan munosabatlar ingliz tilida tahrir orqali predlogli model yoki kompaund birikma vositasida qayta quriladi. Masalan, “ta’lim sifatini oshirishga qaratilgan islohotlar” iborasi dastlab “reforms aimed at improving the quality of education” tarzida tarjima qilinadi. Bu variant allaqachon nisbatan tabiiy bo‘lsa-da, ba’zi ilmiy-rasmiy kontekstlarda tahrir orqali “education-quality reform efforts” ko‘rinishidagi kompaund struktura ham qo‘llanishi mumkin. Bu yerda “sifatini oshirishga qaratilgan” komponenti tahrir natijasida “quality” bilan bog‘langan kompaund modelga ko‘chiriladi, “islohotlar” esa “reform efforts” sifatida dinamik talqinda beriladi.

So‘z birikmalari tarkibida milliy-madaniy komponent bo‘lgan hollarda tahrir jarayoni madaniy moslashuv bilan chambarchas bog‘lanadi. Masalan, “mahalla faollari bilan hamkorlikda amalga oshirilgan tadbirlar” birikmasi to‘g‘ridan-to‘g‘ri “events carried out in cooperation with mahalla activists” tarzida berilganda, “mahalla” realiyasi xorijiy o‘quvchi uchun yot bo‘lib qoladi. Tahrirlangan variant sifatida “events carried out in cooperation with local community leaders” shaklini tanlash mumkin. Bu yerda “mahalla faollari” tushunchasi deskriptiv yo‘l bilan ochilgan, madaniy realiya esa “community-based” model orqali funksional ekvivalent topgan bo‘ladi. Agar matn ilmiy yoki sotsiologik xarakterga ega bo‘lsa, birinchi marta “mahalla (local neighborhood community)” ko‘rinishida izoh berilib, keyingi matnda “mahalla” atamasi aynan shu izoh asosida qo‘llanadi – bu ham tahrirning ilmiy-izohli usuli sifatida namoyon bo‘ladi.

Ko‘plab misollarda o‘zbek tilidagi “ot + ot” tipidagi aniqlovchi birikmalar ingliz tilida tahrir orqali “ot + of + ot” yoki kompaund tuzilmalarga aylantirilishi kuzatildi. Masalan, “bozor iqtisodiyoti sharoitida kadrlar tayyorlash” iborasi so‘zma-so‘z “training of personnel in the conditions of market economy” tarzida qo‘pol eshitiladi. Tahrirdan keyin “training of specialists in a market economy” yoki “training specialists for a market economy” ko‘rinishida qayta quriladi. Bu yerda “kadrlar” so‘zi “specialists” orqali aniqlashadi, “sharoitida” esa “in a” yoki “for a” modeli bilan qayta talqin qilinadi. “Bozor iqtisodiyoti” esa majburiy “the”siz ishlatilib, umumiy tushuncha sifatida “a market economy” tarzida beriladi.

Natijalar shuni ko‘rsatdiki, ko‘pchilik xatolar aynan so‘z birikmalarini to‘g‘ridan-to‘g‘ri, lug‘aviy darajada ko‘chirishga urinish natijasida yuzaga keladi. Masalan, “davlatimiz

rahbari tomonidan ilgari surilgan tashabbuslar" iborasining so'zma-so'z "initiatives put forward by the head of our state" tarzidagi tarjimasi grammatik jihatdan to'g'ri bo'lsa-da, ingliz tilidagi odatiy rasmiy registrga mos kelmaydi. Tahrirlangan tabiiy variant sifatida "initiatives proposed by the President of Uzbekistan" yoki matn uslubiga qarab "initiatives introduced by the President of Uzbekistan" shakllari tanlanadi. Bu yerda "our state" konstruktsiyasi ingliz tilida nozik, propagandistik yoki ortiqcha bo'lib tuyuladi, "President of Uzbekistan" esa aniq va neytral nomlashni ta'minlaydi.

Tadqiqot amaliy tahlili shuni ko'rsatdiki, so'z birikmalarini tahrirlashda ko'pincha quyidagi amaliy mexanizmlar ishga tushadi: sintaktik transpozitsiya (fe'l birikmalarni ot birikmalariga aylantirish yoki aksincha), modulyatsiya (nuqtai nazarni o'zgartirish, masalan, "o'sishni ta'minlash" → "to achieve growth"), semantik kengaytirish (yashirin ma'noni ochib berish), leksik almashtirish (bevosita ekvivalent o'rniga funksional jihatdan mos birlik tanlash). Masalan, "o'sishni ta'minlash" iborasi bevosita "to ensure growth" tarzida tarjima qilinsa, ba'zi kontekstlarda "to foster sustainable growth" shakliga tahrir qilinishi matnning iqtisodiy-diskursiv uslubiga ko'proq mos bo'ladi.

Natija sifatida umumlashtirish mumkin bo'ladiki, o'zbek tilidan ingliz tiliga yozma tarjimada so'z birikmalarini tahrirlash, bir tomondan, sintetik–analitik tuzilmalar orasidagi morfosintaktik tafovutni, ikkinchi tomondan, madaniy va stilistik farqlarni bartaraf etishga qaratilgan ko'p bosqichli, ijodiy va ilmiy asoslangan jarayon sifatida namoyon bo'ladi. Mazkur tahrir bosqichi tarjima matnining ravonligi, tabiiyligi, mantiqiy izchilligi va kommunikativ samaradorligini keskin oshirishi bilan ahamiyatlidir.

Xulosa

O'zbek tilidan ingliz tiliga yozma tarjimada so'z birikmalarini tahrirlash tarjima jarayonining eng muhim bosqichlaridan biri ekanligi ushbu tadqiqot davomida yaqqol namoyon bo'ldi. So'z birikmalari o'zbek tilida ko'pincha aniqlovchilar zanjiri, affiksal bog'lanishlar, milliy-madaniy semantikalar va kontekstga qat'iy bog'langan ma'no qatlamlari orqali shakllanadi. Ingliz tilining analitik tuzilishi esa bunday birliklarni to'g'ridan-to'g'ri ko'chirish imkonini bermaydi. Shu sababli tahrir jarayoni – qayta qurish, funksional ekvivalent tanlash, semantik kengaytirish, sintaktik ixchamlashtirish yoki modulyatsiya orqali ma'noni moslashtirish – tarjimaning tabiiylik, aniqlik va stilistik uyg'unligini ta'minlaydi. Tadqiqot natijalari shuni ko'rsatdiki, tarjimondan nafaqat ikki tilning grammatik va leksik imkoniyatlarini chuqur bilish, balki pragmatik maqsadni anglash, matnning janriy xususiyatini his qilish, auditoriya uchun mos uslubni tanlash talab etiladi. So'z birikmalarini tahrirlash jarayoni matnning umumiy mantiqini mustahkamlaydi, o'quvchi uchun ravonlik yaratadi va tarjima matnini sun'iylikdan xoli qiladi. Ayniqsa ilmiy, rasmiy, texnik va huquqiy tarjimalarda bu bosqich tarjima sifatining asosiy mezoni sifatida namoyon bo'ladi.

Tahrir jarayoni orqali o'zbek tiliga xos sintetik birliklar ingliz tilining analitik strukturasi bilan uyg'unlashtiriladi, madaniy markerlar mos kontekstda qayta talqin qilinadi, birikmaning matndagi funksiyasi esa saqlangan holda zamonaviy ingliz tilining talablariga mos ravishda ifodalanadi. Shunday qilib, so'z birikmalari tahriri tarjimonning lingvistik mahoratini, stilistik sezgirligini va pragmatik kompetensiyasini birlashtiruvchi ko'p qatlamli jarayon sifatida shakllanadi. Umuman olganda, so'z birikmalarining puxta tahriri yozma tarjimaning muvaffaqiyatli chiqishi, matnning o'quvchi ongida tabiiy qabul

qilinishi va kommunikativ maqsadning to'liq amalga oshishi uchun zarur shart hisoblanadi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SINONIMLARNING LEKSIK SEMANTIK SATHDA FARQLANISHI

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Annotatsiya. *Mazkur tadqiqotimizdan ko'zlangan asosiy maqsad - sinonimlarni leksik semantik sathda farqlanishga qaratilgan xorijiy ishlarni tahlil qilish va sinonimlarni farqlovchi kategoriyalarni umumlashtirilgan taksonomiyasini tanlab olish va uning o'zbek hamda ingliz tillaridagi sinonimlar tahlili uchun maqbul ekanligini izohlash. Tadqiqotimizning vazifalari jahon tilshunosligida sinonimlarni farqlovchi faktorlar klassifikatsiyasi bilan shug'ullangan ishlar bilan tanishish, turli olimlar tomonidan taqdim etilgan sinonimlarni farqlovchi xususiyatlar klassifikatsiyalarini o'quvchilar uchun tushunarli va keng tarzda yritish,ularni solishtirish va har bir yo'nalish variantni amaliy tekshirib ko'rishdan iborat. Ushbu vzifalarni bajarishda biz deskriptiv, qiyosiy, komponent tahlili va tanqidiy-evaluativ metodlardan foydalandik. Xususan, deskriptiv metod elementlaridan foydalangan holda klassifikatsiyani tashkil etuvchi, ko'p o'quvchilar uchun yangi bo'lishi ehtimoli bo'lgan farqlovchi belgilarni mazmuniy jihatdan bayon etishda foydalanildi. O'rganilib chiqilgan klassifikatsiyalarni solishtirishda, o'xshash va farqli jihatlarini aniqlashda qiyosiy metoddan, klassifikatsiyalarning amaliy tarzda talqin qilishda qisman komponent tahlil metodidan hamda tadqiqotimiz asosiy maqsadini amalga oshirishda ya'ni o'z tadqiqotimiz uchun zarur bo'lgan variantni tanlashda tanqidiy - evaluativ yondashuvga tayandik. Tadqiqotimiz natijalariga ko'ra esa P.Edmond klassifikatsiyasining G.Hirst va D.Inkpen tomonidan soddalashtirilgan ammo bir necha qo'shimcha kategoriyalar bilan boyitilgan varianti o'zbek va ingliz tilidagi sinonimlarni tahlil qilish uchun eng maqbul deb topildi va maqola matnida ushbu xulosa kerakli asoslar bilan toritildi. Izlanishlarimiz davomida shu a'yon bo'ldiki, sinonimlar farqlarini turli yo'nalishlar kesimida aniqlashga kirishgan tilshunoslardan Y.Apresiyan hamda F.Palmerlarning qarashlari ulardanm keyingi qilingan barcha ishlarda o'z aksini topgan. Ammo turli davrdagi turli lingvistik muammolarni yechish uchun kirishgan olimlar Y.Apresiyan hamda F.Palmer klassifikatsiyalarini kerakli nuqtalarda chuqurlashtirganlar va lozim topilgan yangi bo'limlarni qo'shishgan.*

Kalit so'zlar: *Sinonimlar, sinonimik farqlar taksonomiyasi, stilistik (uslubiy) farqlar, emotsional-ekspressiv farqlar, denonativ ma'no farqlari, sintaktik va boshqa so'zlar bilan birikma hosil qilishdagi farqlar, kontekstual – pragmatik farqlar.*

KIRISH

Bir ma'noning bir necha so'zlar bilan ifodalanishi mumkinligi tilshunoslar e'tibor markazidan har qaysi zamonda ham chetda qolmagan. Avval boshda sinonimiya hodisasi va uning xossalarini o'rganish, sinonim o'zi nima degan savolga javob izlash, keyinchalik esa aynan mana shu sinonimlarning bir-biridan farqlarini tavsiflash va izohlash masalalari shu sohaga qiziqish bildirgan olimlar tomonidan izchil ko'rib chiqildi. Bundan keyingi

ishlar esa sinonimlarni farqlovchi umumiy mezonlarni aniqlash hamda ularni klassifikatsiya qilishga qaratilgan edi. Ushbu jarayonlar ketma-ketligi g'arb tilshunosligida yaqqol ko'zga tashlansada, o'zbek tilshunosligida sinonimlar doirasida qilingan ishlarning aksariyati sinonimlar farqlarini izohlash hamda tavsiflash bosqichida amalga oshirilganligini, keyingi bosqichdagi ishlar salmog'i esa nisbattan kamligiga guvohi bo'lamiz. Xosatan, A.Hojiyev [Hojiyev, 1974], A.Eshmo'minov [Eshmo'minov,2019], A.Sharipova [Sharipova, 2017], B.Daniyarov [Daniyarov, 2020], H.Shamsiddinov [Shamsiddinov, 1999], G'.Rahmonov [Rahmonov,2019], M.Vafoeva [Vafoeva, 2009], M.Yo'ldashev [Yo'ldashev, 1987], R.Yunusovlar [Yunusov,1974] ishlarining asosiy qismini muayyan sinonimlar va ularning turli lingvistik aspektlari tatqiqiga bag'ishlangan. Albatta, ishlar orasida sinonimlarda aynanlik va farqlilik tamoyillarining namoyon bo'lishi haqida umumiy fikrlar ushbu mualliflarning ko'pchiligi tomonidan takidlangan bo'lsada, sinonimlarning leksik semantik sathda farqlanishi va ushbu farqlar qay tartibda klassifikatsiya qilinishi haqida so'z borgan ishga duch kelmaymiz. Shu sababli jahon tilshunosligida ushbu mavzuga doir olib borilgan ilmiy va amaliy tadqiqotlar bilan tanishib chiqish, hamda sinonimlarning leksik - semantik sathda farqlovchi me'zonlar klassifikatsiyalarini o'zbek tili sinonimlariga nisbattan qo'llab ko'rish va ularning eng maqbulini tanlash kerak deb hisoblaymiz.

TADQIQOT METODLARI

Ushbu tadqiqotimiz ya'ni sinonimlarning semantik sathda farqlovchi belgilarni tizimlashtirish modellari bilan tanishish va ularni ingliz – o'zbek sinomilarini farqlashda qo'llanilish samaradorligini tekshirish va eng maqbulini tanlash jarayonida **deskriptiv**, **qiyosiy** tahlil hamda **komponent** analizi metodi elementlaridan kompleks tarzda foydalanildi. Yakunda, har bir nazariy tizimning afzallik va kamchiliklari muhokama qilinib, **tanqidiy-evaluativ yondashuv** asosida ularning o'zbek tilshunosligi uchun qanchalik mos kelishi baholandi.

NATIJA VA MUNOZARALAR

Sinonimlarning o'rganilish tarixi qadimgi etnik davrga borib taqalsada, ularni sistematik tarzda farqlash jadal tus olishining asosiy sabablaridan biri mashina tarjimasining jadal taraqqiy etishi edi. Ushbu mavzudagi, xususan, ideografik sinonimlar (bir biriga ma'nosi yaqin bo'lgan sinonimlar) orasidagi farqlarni tadqiq etish XIX asr g'arb tilshunosligida jadal tus oldi.

Bizga ma'lum bo'lgan ilmiy adabiyotlarda ilk marotaba sinonimlarning farqlari haqida Y.Apresyan [Апресян, 1995 , 216] o'z qarashlarini bayon qilgan. Unga ko'ra sinonimlarning farqlari quyidagi yo'nalishlarning birida yoki bir nechtasida namoyon bo'ladi:

1. Semantik farqlanish. Har bir so'z ma'nosi kichik semalardan tashkil topgan bo'lib, sinonim so'zlarning semalarining biri albatta ikkinchisinikidan farq qiladi va bu sinonimlarning bir-biridan farqlanishini ta'minlab beradi. Misol uchun, Shuni ta'kidlash joizki, sinonimlarning semalar darajasida farqlanishi keyinchalik shu sinonimlarning uslubiy hamda birikma hosil qilishdagi farqlarining sababiyati bo'lib xizmat qiladi.
2. So'z valentligi. Bir necha so'zlar bir ma'noni anglatsada ular har doim ham boshqa gap bo'laklari bilan sintaktik va semantik jihatdan bir xil bo'g'lana olmasligi mumkin.

3. Birikma hosil qilish qobilyati. Sinonimlar bir umumlashtiruvchi ma'noga ega bo'lsada, ularning barchasi bir xil so'zlar bilan birikma hosil qila olmaydi va ushbu tafovutlar so'zlarning semalaridagi farqlariga borib taqaladi.

4. Nutq uslublariga xoslanish. Sinonimlar ko'p hollarda turli nutq uslublariga xoslangan bo'lishi mumkin va aynan o'zi xoslangan uslubga xos xususiyatlarni o'zida aks ettirishi bilan boshqa sinonim juftlaridan farqlanadi.

5. Ekspressiv-emotsional bo'yoqdorlik. Sinonimlar qatoridagi so'zlarning deyarli barchasi o'z ekspressiv - emotsional bo'yog'iga ega bo'ladi.

6. Kontekstual -pragmatik farqlar. So'zlar bir xil atash ma'nosiga, lug'atlarda berilgan izohlarga ega bo'lsada, ularning tezda ilg'ab olib bo'lmaydigan farqlari mavjud va ular so'zlar ma'lum kontekstlarda qo'llanilganidagina namoyon bo'ladi. Zotan, ushbu farqlar yana so'z semalariga borib tqalsada, ular faqatgina o'zlari qo'llanilgan kontekstlarda namoyon bo'lganligi sababli olim bu farqlarni alohida guruh sifatida ajratishni lozim topgan.

Ta'kidlash joizki, ushbu farqlovchi xususiyatlar kelgusida ushbu mavzuda ish yuritgan olimlar ishlari uchun tamal toshi bo'lgan. Xususan, g'arb tilshunoslari ham bilvosita ravishda ushbu ishga ko'p murojaat qilishgan. Shunday olimlardan biri F.Palmer [Palmer, 1976, 59] edi va u ham sinonimlarning semantik sathda farqlanishini tadqiq etgan ko'zga ko'ringan olimlardan hisoblanadi. U sinonimlar va ularning farqlanishi haqida so'z yuritadi va unga ko'ra sinonimlarning farqlari quyidagi 5 ko'rsatkichning birida namoyon bo'ladi:

1. Birlashtiruvchi ma'no kuchi ko'rsatkichi. Sinonimlarning ba'zilari boshqalariga nisbattan ma'lum ma'noni kuchliroq yoki aksincha kuchsizroq ifodalashi mumkin. Misol uchun, *yugurmoq* va *chopmoq* juftligida *chopmoq* fe'li *yugurmoq* fe'liga nisbattan tezroq harakatni ifodalaydi.

2. Rasmiylik darajasiiga ko'ra yohud nutq uslublaridan biriga xoslanganligiga ko'rsatkichi. Tashrif buyurmoq fe'li kelmoq fe'lidan rasmiy uslubga xoslanganligi bilan farq qiladi.

3. Shevaga xoslanganlik ko'rsatkichi. Palmer ushbu farqlovchi ko'rsatkich haqida gapirar ekan, ingliz tilidagi bir tushunchaning Britanya hamda Amerika shevalariga xos bo'lgan variantlari bilan ifodalanishini misol tariqasida keltiradi. Shu kabi misollar o'zbek tilida ham bisyor bo'lib, *chelak* so'zining voha shevasiga xos *paqir* varianti bilan sinonimik munosabatini keltirishimiz mumkin.

4. So'z ma'nosi ottenkasi ko'rsatkichi. Ya'ni so'zlarning ijobiy, salbiy yoki neyral bo'yoqqa ega ekanligi bilan farqlanishi. Yuz (neytral), chehra (ijobiy) va bashara (salbiy) sinonimik qatori ushbu ko'rsatkichga yaqqol misol bo'la oladi.

5. Boshqa so'zlar bilan birikma hosil qila olish ko'rsatkichi. So'zlar gaplar tarkibida boshqa so'zlar bilan leksik sintaktik jihatdan uzviy aloqada bo'lishini hisobga olsak, har qanday sinonimlar bir biri bilan erkin almashtirilib qo'llanila olmaydi.

Aynan manashu besh ko'rsatkich g'arb tilshunosligi sinonimlarni farqlash doirasida bir necha o'n yilliklar davomida bajarilgan ishlar asosiy ustunlari sifatida xizmat qildi. Ammo sinonimlarni farqlash va eng maqbulini tanlash kompyuter lingvistikasi soha vakillari oldidagi masalaga aylangandan so'ng ushbu yo'nalishlar yanada chuqur va izchil tadqiq etilishi lozimligi ma'lum bo'ldi. Chunki endi ushbu farqlarni anlashning o'zi yetarli emas edi uni kompyuter dasturlariga o'rgatish kerak edi.

Xosatan, Ch. DiMarco, G.Hirst va M.Stedelar [DiMarko, Hirst, Stede, 1993, 33-43] sinonimlar semantik va stilistik farqlarni lug'atlarda berilgan izohlarga asoslangan holda mashina tarjimasi hamda matn yaratuvchi dasturlar ta'minoti ba'zasida aks ettirishga qodir ifoda usulini yaratishni o'z tadqiqotlari asosiy maqsadi sifatida tanlab olishgan. Buni amalga oshirishni esa KL-ONE borliq haqidagi bilimlarni ifodalash sistemasidan sinonimlar orasidagi semantik farqlarni ko'rsatib berishdan boshlashgan. KL-ONE bu 1980 yillarda T. Brachman, D. McGuinness, P. Patel-Schneider, T. G. Resnick va M.Borgiada [Brachman, Schmolze,1985, 171–216] tomonidan suniiy intelekt dasturlari uchun borliq haqidagi ma'lumotlarni ifodalash va bu orqali suniiy intelektning ushbu ma'lumotlarga asoslangan holda mushohada qilishi hamda turli aqliy faoliyatni olib bora olishi uchun ishlab chiqilgan sistema hisoblanadi. Ushbu sistema tarmoqli ta'riflashga asoslangan bo'lib, bunda har bir tushuncha o'ziga xos xususiyatlar va boshqa bir tushunchalar bilan aloqadorligi ko'rsatilgan holda tasvirlanadi. Oddiygina misol qilib, hayvonlar katta guruhida kiruvchi baliq va it tushunchalarini KL-ONE sistemasi orqali tasvirlab ko'ramiz.

Baliq

- Baliq Hayvon guruhidga mansub.
- Baliq "suvda yashaydigan" xususyatiga ega.
- Baliq "qiltanoqlari bor" xususyatiga ega
- Baliq "tropik baliq" va " akula" kichik guruhlarini o'z ichiga oladi

It

- It Hayvon guruhiga mansub
- It Hayvon guruhining Sutemizuvchi kichik guruhiga kiradi.
- It " juni bor" xususiyatiga ega.
- It " akkillaydi" xususyatiga ega.
- It " GoldenRetriever" va "GermanShepherd" kichik guruhlarini o'z ichiga oladi.

Endi esa ushbu taksonomik bilimlardan foydalangan holda xulosalar chiqarishga hamda **it** va **baliq** tushunchalarini bir biridan farqlashga urinib ko'ramiz. Demak, umumiy xulosalar: bu ikki jonzot ham umumiy Hayvon guruhiga kiritilganini hisobga olib ularning har ikkisida ham Hayvon guruhiga mansub xususyatlar mavjud. Misol uchun ko'p hujayralilik va harakatlana olish va h.k (ushbu xulosalar Hayvonlar guruhining ushbu sistemada berilgan barcha xususyatlarini o'z ichiga oladi). Farqlar esa it va baliq tushunchalari xususyatlaridan kelib chiqadi va ular quyidagicha bo'lishi mumkin: baliq suvda yashaydi it esa yo'q, it akkilaydi baliq esa yo'q va h.k.

Olimlarning har qanday tushunchalar aynan mana shu uslubdan foydalanilgan holda bir biridan farqlanishi mumkin degan fikrga tayangan holda ular sinonimlarni ham aynan mana usulda bir biridan farqlashga urinib ko'radilar. Bunda shuni ta'kidlash kerakki, sinonimlar ushbu uslubda farqlanganda so'zlar deb emas balki tushunchalar deb qaraladi. Ya'ni ularning leksik grammatik xususyatlari umuman hisobga olinmaydi.

TUSHUNCHA: Tutmoq

- katta guruh: *HARAKAT*
- maqsad: *qo'lga olish, to'xtatish*
- subyekt: *inson, jonzot*
- obyekt: *jonli yoki nomoddiy*
- kontekst: *qo'lga olish, qamash, ushlab qolish*

- zamon va makon chegaralari: *keng ko'lamli*

TUSHUNCHA: Ushlamoq

- katta guruh: *HARAKAT*
- maqsad: *nazoratda saqlash, jismoniy kontaktni saqlab turish*
- subyekt: *inson, jonzot*
- obyekt: *jonli yoki nomoddiy*
- kontekst: *biror narsani qo'ldan qo'ymaslik, saqlab turish*
- zamon va makon chegaralari: *qisqa muddat*

Agar yuqoridagi taksonomiyadan xulosa qiladigan bo'lsak, *tutmoq* va *ushlamoq* sinonimlari bir biridan harakatning davomiyligi ya'ni ushlash tushunchasi tutmoq tushunchasiga nisbattan qisqa muddat davom etishi bilan farqlanadi. Bundan tashqari *tutish* tushunchasi *qo'lga olish*, *qamash* ma'nolari bilan bog'liq bo'lgan kontekstlarda qo'llanilsa *ushlash* tushunchasi esa obyekt bilan jismoniy aloqani yo'qotmaslik ma'nolarida qo'llanilishi bilan farqlanadi.

Albatta, ushbu yo'nalish sinonimlarni farqlashda anchayin foydali bo'lishi mumkin, ammo uning o'ziga yarasha kamchiliklari ham yo'q emas. Birinchidan, bunda ushbu taksonomiyalarni tuzuvchidan anchayin salmoqli vaqtni talab etadi. Chunki u mavzuga oid deyarli barcha ma'lumotlarni taxlil qilishi hamda har bir yangi sinonim tushunchalar uchun yangi subkategoriyalarni (maqsad, zamon makon, obeks va hkz) belgilab chiqishi kerak. Tildagi istisno holatlar esa taksonomiyaning yanada murakkablashishiga olib keladi. Misol uchun, nemis tilidagi *ausbessern* so'zi faqatgina jonsiz predmetlar bilan ishlatiladi, ammo shu o'rinda motorlar va mashinalar uchun ishlatilmaydi. Ushbu sabablar olimlarning mashina xotirasida sinonimlarning farqlanishini boshqa yo'l bilan ifodalash usulini ishlab chiqishga undadi.

Sinonimlar va ular orasidagi farqlarni izchil o'rganish P.Edmonds [Edmonds, 1999] tomonidan amalga oshirilgan desak mubolag'a bo'lmaydi. U "Semantic represantations of near synonyms for automatic choice" nomli dessertatsiyasida sinonimlar orasidagi farqlarni aniqlashda ularning denotativ ma'nosini ularning konntativ ma'nosiga zidlantirishning o'zi yetarli emas degan fikrni olg'a suradi. Uning fikricha konnotativ ma'no tushunchasi anchayin keng bo'lib, u o'z ichiga so'zning bo'yoqdorligini oshiruvchi barcha elementlarni (emotsiya, so'zlovchining munosabati, toni hamda uslub) o'z ichiga oladi. Demak, konnotativ ma'no bo'yicha ham farqlanuvchi bir necha sinonimlar guruhlari mavjud va ushbu guruhlar orasidagi farqlarni chuqurroq o'rganish maqsadga muvofiq bo'ladi. P.Edmonds hamda A.Cruize [Cruize, 2011] classifikatsiyalarini yaxlitlashtirgan holda sinonimlar orasidagi farqlarni quyidagi kategoriyalarga bo'lib tahlil qiladi.

- uslubiy farqlar (dialektlar orasidagi farqlar ham shu guruhga kiritilgan),
- emotsional-ekspressivelikdagi farqlar,
- denotative ma'nodagi farqlar.
- sintaktik va boshqa so'zlar bilan birikma hosil qilishdagi farqlar,

1-jadval.

Philip Edmonds tomonidan sinonimlarning leksik farqlanishi klassifikatsiyasi

Jadvalda ko'rsatilganidek ushbu umumiy 4 ta farqlovchi guruhlar ham o'z navbatida bir necha aspektlar bo'yicha farqlanadi. Quyida ularning kengroq talqini bilan tanishamiz.

Farqlovchi kategoriyalar	Farqlovchi kategoriya aspeklari	Misol
Stilistik (uslubiy) farqlar	Geografik xoslangan dialekt	Chakki, suzma
	Foydalanish zamoni bo'yicha xoslangan dialekt	Maktub, noma
	Qo'llanilish doirasi ijtimoiy jihatdan chegaralangan dialektlardir	Militsiya xodimi, xit
	Mustaqil tillardan o'zlashgan so'zlar	Protokol, bayonnoma
	Soha yoki fan doirasida qo'llaniladigan dialekt	Tavsir, izoh
	Rasmiy, norasmiy yoki so'zlashuv uslubiga xosligi	O'lmoq, vafot etmoq
	Ma'noning ifodalanish darajasi bo'yicha ma'noni kuchli yoki kuchsiz ifodalashiga ko'ra	Buzmoq, yo'q qilmoq
	Ma'no bo'yoqdorligi jihatidan kitobiy uslubga xosligi yoki hech qanday bo'yoqlarsiz ma'noning ifodalanishiga ko'ra	Ona , volida
	Umumiy ma'noni o'z aslidek yoki yumshatib ifodalashiga ko'ra	Hojatxona, yuvinish xonasi
	Ma'noning eshituvchi ongida qanchalik aniq yoki mavhum kartinani hosil qila olish xususiyatiga ko'ra	Ta'lim bermoq, dars bermoq
	So'z ma'nosining qanchalik osonlik bilan katta audensiya tomonidan tushunilishi yoki aksincha murakkabligi	Yetim, sag'ir
	So'zlarning qanchalik so'zlovchi yoki tinglovchiga tanish ekanligi	Aytmoq, ma'lum qilmoq
Emotsional ekspressivlikdagi farqlar	So'zlovchining vaziyatga nisbattan hissiyotlaridagi (emotsiyalar) farqlar	
	So'zlovchining vaziyatga nisbattan fikri va munosabatidagi farqlar (baholovchi ma'no)	Ozg'in, qiltiriq, qoqsuyak
Denonativ ma'nodagi farqlar	Implikatsiya	suhbatlashmoq, otamlashmoq
	Noaniq / yashirin ishora	o'lmoq, vafot etmoq
	Urg'u (so'z ma'lum ma'nosiga nisbattan)	uy, xonadon
	Urg'u (so'z o'ziga nisbattan)	raqib, dushman
	So'zlarning qo'llanilish chastotasi	mazaxlamoq, mayna qilmoq
	Aniq texnik farqlar	flora, o'simliklar dunyosi
	Mavhumlik darajasi	yordamlashmoq , ko'maklashmoq
	Ma'noning darajalanishi (graduonimiya)	iliq, issiq, jazirama
	Binary dimension/ ma'lum ma'no bo'lagining mavjud yoki yo'qligi	qatnashmoq,ishtirok etmoq
	Ko'p qiymatli ma'no o'lchovi	yubormoq jonatmoq yo'llamoq
	Complex dimension	boshlamoq kirishmoq yo'lga qo'ymoq

	Specificity	ichmoq, ko'tarmoq, otmoq, no'sh
Sintaktik va boshqa so'zlar bilan birikma hosil qilishdagi farqlar	Tabiy tanlanish	Aylanmoq, sayr etmoq
	Leksik kollokatsiya	Tarqatmoq, ulashmoq
	Grammatik kollokatsiyal	-ga qarshi chiqmoq, -ni inkor etmoq
	Iboralar	Ko'z yummoq
	So'z valentligi	Aytmoq, demoq, xabar qilmoq

Sinonimlarning uslubiy farqlari (stylistic variation) *dialect* hamda *ton* jihatidan farqlanuvchi ikkita katta guruhga bo'lingan. *Dialek* ham bir necha o'zaro farqlanuvchi guruhlarga bo'lingan bo'lib, bular *geografik xoslangan dialektlar* (geographical dialects), *foydalanish zamoni bo'yicha xoslangan dialektlar* (temporal dialects), *qo'llanilish doirasi ijtimoiy jihatdan chegaralangan dialektlardir* (social dialects). Dialektlarning ushbu ko'rinishda klassifikatsiya qilinishi A.Cruze tomonidan keltirilib o'tilgab bo'lsa, P. Edmonds talqinida dialektlarning yana ikki turi aynan sinonimlarni farqlashda ajratib olingan. Ularning birinchisi ba'zi bir soha yoki fan doirasida qo'llaniladigan so'zlar bo'lsa *(sublanguage),* ikkinchisi mustaqil tillardan o'zlashtirilgan so'zlar *(language)* ham olimning talqinida dialekt jihatdan farq sifatida qaralgan.

Uslubiy ton jihatdan sinonimlarning farqlanishida ularni rasmiy, norasmiy yoki so'zlashuv uslubiga xosligi *(formality),* ma'noning ifodalanish darajasi bo'yicha ma'noni kuchli yoki kuchsiz ifodalashiga ko'ra *(force)*, ma'no bo'yoqdorligi jihatidan kitobiy uslubga xosligi yoki hech qanday bo'yoqlarsiz ma'noning ifodalanishiga ko'ra *(floridity),* umumiy ma'noni o'z aslidek yoki yumshatib ifodalashiga ko'ra *(euphemism*), so'z ma'nosining eshituvchi ongida qanchalik aniq yoki mavhum kartinani hosil qila olish xususiyatiga ko'ra *(concretness),* so'z ma'nosining qanchalik osonlik bilan katta audensiya tomonidan tushunilishi yoki aksincha murakkabligi ya'ni o'zi zidlanayotgan sinonimga nisbattan kengroq konnatatsion ma'noga egaligiga ko'ra hamda kundalik maishiy hayotda nisbattan kam hollarda qo'llanilishiga ko'ra *(simplicity),* va so'nggi kategoriyaga bu **nutq ishtirokchilari o'rtasidagi ijtimoiy munosabat darajasi *(familiarity)***. Ya'ni, bir ma'noni anglatuvchi ikki yoki undan ortiq sinonim so'zlardan biri ko'proq **do'stona, samimiy va norasmiy holatlarga**, ikkinchisi esa **rasmiy, masofali yoki biri ikkinchisiga tanish bo'lmagan suhbatdoshlar leksikoniga** xos bo'lishi mumkin. Ushbu mezon ko'pincha **rasmiy uslubga xoslanganlik** mezoni o'xshab ketadi. Ammo ular orasida biroz farq mavjud bo'lib, so'zning rasmiyligi *(formality)* **rasmiy yoki norasmiy vaziyatga** mos kelishini bildirsa, **familiarity** esa so'zning **nutq ishtirokchilari o'rtasidagi yaqinlik** asosida tanlanishini bildiradi. Misol uchun, ushbu ikki gapni tahlil qilaylik:

a) *o'qituvchi o'quvchilarga:* Sizlarning bugun darsga kechikganingiz haqida ota onangizga xabar berdim.

b) *o'qituvchi o'quvchilarga:* Sizlarni bugun darsga kechikganingizni ota onangizga aytdim.

Har ikkala gap mazmunan bir xil bo'lsa-da, unda ishlatilgan *xabar bermoq* va *aytmoq* fe'llari orasidagi farqni faqat **"rasmiy" va "norasmiy"** deb tushuntirish yetarli emas. Chunki bu iboralar nutqda **keng qo'llaniladi** va har ikkisi ham o'qituvchi-o'quvchi kontekstida tabiiy eshitiladi. Shunday ekan, bu yerda farq **nutq konteksti emas**, balki

nutq ishtirokchilari – o‘qituvchi va o‘quvchi – o‘rtasidagi yaqinlik darajasi bilan bog‘liq. Birinchi gapdagi *xabar berdim* iborasi **masofani saqlagan, rasmiy va betaraf** ohangga ega bo‘lsa, ikkinchisidagi *aytdim* esa **yaqinroq, og‘zaki, samimiyroq** ohangni beradi. Shunday qilib, bunday holatlarda ***familiarity* mezoni** so‘z tanlovini tushuntirishda **formallikka qaraganda aniqroq va nozikroq farqlovchi omil** sifatida namoyon bo‘ladi.

Muallifning o‘zi ham sinonimlarning stilistik tonini ushbu farqlovchi belgilar yordamida aniqlash birmuncha chalkash ekanligini ta‘kidlagan. Bizningcha ham ushbu taqdim etilgan farqlovchi belgilar bir birlari bilan ba‘zi hollarda uzviy bog‘liq. Misol uchun rasmiy so‘zlarning deyarli barchasi so‘z ma‘nolarini hech qanday yumshatish (evfemism) yoki bo‘yoqdorliksiz ifodalaydi. Badiiy uslubga xoslangan so‘zlarda esa aksincha ushbu jihatlarni kuzatilish mumkin. Xuddi shu kabi rasmiy uslub o‘z ichiga ijtimoiy yaqinlik konseptini ham qamrab oladi. Bundan kelib chiqib, sinonimlarni silistik jihatdan farqlashda ularni barchamizga ma‘lum bo‘lgan nutq uslublariga xoslanganligiga ko‘ra ajratish anchayin tushunarli va osonroqdek tuyulishi mumkin. Ammo gap sinonimlarni bir biridan aniq farqlash hamda ularni to‘g‘ri qo‘llasha haqida ketganda farqlovchi belgilarning umumiy emas, balki ko‘p bo‘lsa ham xususiy va aniq bo‘lishi maqsadga muofiq deb hisoblaymiz.

P.Edmonds fikriga ko‘ra sinonimlarni farqlovchi keyingi belgi bu emotsional ekspresivlikdagi *(expressive variation)* ya‘ni so‘zlovchining vaziyatga nisbattan hissiyotlari (emotsiyalarini), fikri va munosabatidagi farqlarining ifodalanishi (baholovchi ma‘no). Ushbu kategoriya bir qarashda uslubiyatga xosdek ko‘rinishi, hamda ushbu farqlar uslubiyat doirasida ham talqin qilinishi mumkin, ammo har qanday hissiyot va emotsiyalarning turlari aniq yoritilib chiqilishi lozim deb hisoblaymiz. Shu sababli ularni alohida-alohida kategoriya sifatida ko‘rish maqsadga muofiq. Ushbu turdagi farqlar ham o‘z navbatida katta ikki guruhga bo‘lingan bo‘lib, ular so‘zlovchining so‘z borayotgan mavzuga bo‘lgan *hissiyotini (emotive)* hamda *munosabatini (expressed attitude)* bildirishdagi farqlardir. So‘zlarning o‘zlari ifodalagan hissiyotlarini tadqiq etish P.Toglia Michael and F. Battig William [Toglia, Michael, William, 1978, 152} tomonidan ko‘rib chiqilgan bo‘lib, ular tajriba sinovlar orqali o‘z respondentlaridan olingan ma‘lumotlar asosida so‘zlarning yoqimlilik darajalarini aniqlashga harakat qilishgan. Ammo boshqa hissiyotlar ham so‘zlarda o‘z ifodasini topishi mumkin. Bu har bir xususiy sinonimlar juftliklari yoki guruhlari orasida aniqlanishi mumkin. So‘zlovchining nutq jarayoniga bo‘lgan munosabatidagi farqlari umumiy jihatdan *ijobiy*, *salbiy* va *neytral* guruhlarga bo‘linishi mumkin. Ammo P.Edmondsning fikriga ko‘ra ushbu farqlanishlar orasida ham darajanishlar mavjud.

Sinonimlar orasidagi *denotativ* ma‘nodagi farqlar ushbu farqlovchi kategoriyalar orasida tavsiflash birmuncha qiyin bo‘lgan kategoriya hisoblanadi. Buning asosiy sababi esa sinonimlar nafaqat turli tushunchalarni ifodalishi bilangina emas, balki ushbu tushunchalarning aynan qaysi xususyatiga urg‘u berib ifodalashi bilan ham farqlanadi. Tushunchalarning ushbu xususyati esa har bir kontekstda aniq bilib turmasligi mumkin. Bundan tashqari sinonimlarning denotatsion farqlari ko‘p hollarda izohli lug‘atlarda umumiy qilib ko‘rsatilib, denotativ ma‘noning aynan qaysi xususiyati bilan farqlanishi aniq keltirilmasligi mumkin.

Implikatsiya (imply - nazarda tutmoq) denotatsion farqlarning birinchi turi sifatida ko‘rsatiladi. Muallif ushbu atama ostida sinonimlarning asosiy birlashtiruvchi ma’nosidan tashqari ikkilamchi ma’noga ega bo‘lgan juftliklar orasidagi munosabatni nazarda tutadi. Ya’ni ikki sinonim sifatida olingan so‘zning birlashtiruvchi ma’nolari bir bo‘lsada, ularning birida yoki ikkisida ham ikkilamchi qo‘shimcha ma’no bo‘lagi mavjud bo‘ladi. Ammo bu ma’no lug‘atlarda aks ettirilmaydi. Faqatgina mazkur til egalari tomonidan idrok etiladi, tushuniladi. Misol uchun *gaplashmoq* fe‘lining sinonimi sifatida keltiriladigan *otamlashmoq* so‘ziga o‘zbek tili izohli lu‘atida quyidagicha ta’rif beriladi: “Yozilib, miriqib, ko‘ngilli suhbat qilmoq, ulfatlashmoq”. Bir qaraganda suhbatlashmoq va otamlashmoqning asosiy farqi suhbatning ko‘ngilli va yaxshi bo‘lishi bilangina farqlanadi. Ammo o‘zbek tilida ravon so‘zlashuvchilar har qanday ko‘ngilli, maroqli suhbat ham otamlashish bo‘lmasligini, otamlashish uchun suhbatdoshlar uzoq yillik qadrdonlar bo‘lishi kerakligini bilishadi.

Ushbu klassifikatsiyaning denotataiv farqlarning keyingi aspekti bu *Suggestion*. Buni o‘zbek tiliga *noaniq ishora* deya tarjima qilish mumkin. Bu aspekt yuqoridagi implikatsiya aspektini kuchsizroq formasi deya olamiz. Implikatsiyada sinonimlar orasidagi ma’noviy farq til egalariga har qanday vaziyatda ma’lum bo‘lsa, noaniq ishoraga ega sinonim juftliklar orasidagi ma’noviy farqlar faqatgina konteksda qo‘llanilganida va taqqoslanganidagina ma’lum bo‘ladi. P.Edmondsfikriga ko‘ra bu noaniq ishora o‘z ichiga so‘zning toni, rasmiylik darajasini va jamiyat a’zolarining biror so‘zni ma’lum vaziyatda ishlatishga bo‘lgan moyilligi faktorlarini qamrab oladi. Misol tariqasida *o‘lmoq* va *vafot* etmoq so‘zlarini olishimiz mumkin. O‘zbek tili sinonimlarining katta izohli lug‘atida [O‘zbek tili sinonimlarining katta izohli lug‘ati, 2022, 335] ushbu sinonimik juftlik orasidagi farq mualliflar tomonidan aniq yoritilmagan. Ko‘p hollarda *o‘lmoq* keng tarqalgan neyrtal qo‘llaniluvchi dominanta, *vafot etmoq* esa badiiy bo‘yoqqa ega bo‘lgan variant sifatida ko‘riladi. Ammo quyidagi berilgan misollar orqali ular orasidagi yana boshqa nozikroq farqni ilg‘ashimiz mumkin.

a. Prizidentimiz vafot etdi.
b. Prizidentimiz o‘ldi.

Ikkinchi misolimiz shak shubhasiz qulog‘imizga begona eshitiladi. Birinchi gapda keltirilgan vafot etmoq so‘zi hurmat ma’nosi ottenkasini ikkinchi gapdagi o‘lmoq so‘ziga nisbattan anchayin aniqroq ifodalamoqda. Ko‘rib turganimizdek, sinonimlar o‘zida har doim ham oshkor bo‘lavermaydigan ma’no bo‘laklariga ega bo‘lishlari va bu bo‘laklar faqatgina ayrim kontekstlarda namoyon bo‘lishi mumkin.

Denotatsion farqlar so‘zlardagi urg‘u hisobiga ham vujudga kelishi mumkin. Biz tanishayotgan klassifikatsiyada urg‘uning ikki turi ajratib ko‘rsatilgan. Birinchisi bu so‘zning tushunchaga nisbattan urg‘usi. Bunda ikki so‘z bir tushunchani ifodalashga qaratilgan bo‘lsada, har bir so‘zning o‘zi urg‘u berayotgan ma’no bo‘lagi mavjud bo‘ladi. Uy va xonadon so‘zlari bunga yaqqol misol bo‘la oladi. Bu ikki so‘z ham oila bilan yashash uchun mo‘ljallangan turar joy ma’nosini anglatadi. Ammo xonadon so‘zida turar joy, jismoniy moddiy makon ma’nosi ustunlik qilsa, uy so‘zi o‘zida iliq oilaviy muhit, ko‘ngil hotitjamlikni his qiluvchi maskan ma’nosiga ko‘proq urg‘u beradi.

P. Edmonds ikkinchi turdagi urg‘uni ikki sinonimlarni taqqoslaganda yuzaga chiqdi deydi. Uning fikricha ikki sinonim biri ikkinchisiga nisbattan o‘zida ma’noviy, uslubiy yoki

emotsional ma'lum ma'no jihatiga ko'proq urg'u beradi. Misol uchun dushman va raqib sinonimlarini olsak. Raqib so'zi musobaqalashish, kuch sinashish, kim o'zarga harakatlanish ma'nolariga ko'proq urg'u bersa, dushman so'zi o'zida raqib so'ziga nisbattan adovat hislatiga egaligi bilan ajralib turadi. Shu o'rinda urg'uning ikki turi ham bir biriga nafaqat juda o'xshash balki bir xildek ko'rinadi. Ammo shuni eslatib o'tish kerakki, birinchi turdagi urg'u kategoriyasiga misol bo'luvchi so'zlar o'zida har ikkalasi urg'u berayotgan ma'noga ega bo'ladi. Yuqorida bergan uy va xonadon so'zlarining har ikkalasida ham yashash uchun mo'ljallangan moddiy maskan, iliq oilaviy muhit, ko'ngil hotitjamlikni his qiluvchi maskan semalari mavjud. Ammo bu sinonimlarning har qaysisida ma'noning qaysidir bo'lagi ko'proq urg'u oladi va ko'proq ushbu ma'noni ifodalash uchun aynan o'sha sinonimning ko'proq ishlatilishiga sabab bo'ladi. Ammo ikkinchi turdagi urg'uda farq qiluvchi ma'no bo'lagi faqatgina sinonimlarning birida mavjud bo'ladi. Dushman va raqib sinonimlari orasida faqat dushman so'zida adovat ma'nosi mavjud.

P. Edmonds o'z ishida denotativ ma'no tushunchasini biroz boshqacharoq ta'riflab, so'zning denotativ ma'nosi so'zlovchining ma'lum vaziyatda sinonimik qatordan aynan birini tanlab olishiga ta'sir ko'rsatuvchi barcha faktorlarni o'z ichiga oladi deydi. Shu sababli so'zlarning qo'llanilish chastotasi (frequency of expression) so'zning denotativ ma'no farqlovchi subkategoriyasi sifatida o'rganilgan.

P.Edmonds talqiniga ko'ra denotatsion farqlanishdagi keyingi ko'rinishi bu *aniq texnik* farqlardir. Ushbu turdagi farqlar ba'zi hollarda (ular orasidagi texnik farqlar hisobga olinmaganda) sinonim sifatida qaralib, erkin almashtirilgan holda qo'llanilishi mumkin, ammo ularning farqlari aniq ko'rsatilganda ular bir birlaridan yaqqol ajralib turishi seziladi. Misol uchun *hog* va *pig* so'zlari bir qarashda "cho'chqa" ma'nosini beradigandek tuyulsada, bu so'zlar go'sht sanoati hodimlariga yaxshi ayon bo'lganidek, *hog* bu 54 kg dan katta bo'lgan yetilgan tur egalariga aytilsa, *pig* esa ushbu ko'rsatkichdan past bo'lgan vaznga ega cho'chqa bolalariga nisbatan ishlatiladi. Xuddi shu kabi farqlarni *crocodile- alligator*, *sleet- hail, slander – libel* kabi sinonimlar juftliklarida kuzatilishi mumkin. Muallif fikriga ko'ra ushbu turdagi "sinonimlar" sinonimlar guruhiga ham kiritilishi noto'g'ri hisoblanib, ushu so'zlarning aynan bir biridan farqlanib turishi uchun yaratilgan, ammo shuning bilan ularni antonimlar deb ham atab bo'lmaydi. Muallif ularning orasidagi munosabatni antonimiya hodisasiga analog sifatida olish mumkin degan fikrni yuritadi. Bizning fikrimizcha esa, bu so'zlar orasida na sinonimlik va na antonimlik munosabati mavjud. Chunki ular bir biridan aniq farqli bo'lgan tushunchalarni ifodalash uchun dunyoga kelgan va ularda antonimlik munosabatining kuzatilishi uchun esa zidlanish miqdori yetarli emas.

Denotative ma'nodagi farqlarning keyingi xususyati bu *so'z mohiyatining mavhumlik darajasi*dir. Ya'ni ba'zi sinonim juftliklarda ularni birlashtirib turuvchi ma'noning aniqroq yoki mavhumroq tusga ega bo'lishi mumkin. Misol tariqasida, yordamlashmoq va ko'maklashmoq so'zlarini olsak. Bu ikki so'zlar qatnashgan misollar taxlili natijasi yordamlashmoq fe'li ko'p hollarda aniq namoyon bo'luvchi, jismoniy yoki moddiy (ko'z bilan ayni jarayon davomida ko'riladigan) yordam ma'nosida, ko'maklashmoq so'zi esa yordamlashmoqga nisbattan mavhumroq yordamni ifodalashda ko'proq qo'llanilganiga guvohi bo'lamiz.

P.Edmonds keltirib o'tgan kategoriyalarini o'z navbatida ikki guruhga ajratishimiz mumkin. Birinchi guruh kategoriyalar sinonimlar nimasi bilan farq qiladi degan savolga javob bersa, ikkinchi guruh farqlovchi kategoriyalar esa farqlovchi belgilar qanday strukturaviy shaklga ega ekanligini ko'rsatib beradi. *Continuous dimension* ana shu struktur ko'rinishdagi kategoriyalarning birinchisi hisoblanadi. Ushbu kategoriya o'zbek tilshunoslariga *graduonimiya* hodisasi sifatida tanish. Muallif ushbu kategoriyaga birlashturivchi ma'noni turli darajada ifodalovchi sinonimlarni misol keltiradi. Klassik misol sifatida *warm, hot, scorching / iliq, issiq, jazirama* kabi misollarni keltirishimiz mumkin.

1 – chizma.

Continuous dimension strukturaviy ko'rinishi

			illiq	issiq	jazirama
-3	-2	-1	1	2	3

.

Ma'lumki, barcha sinonimik qatorlarda graduonimiya hodisasi kuzatilmaydi, aksincha ular bir birlaridan ba'zi bir boshqalarda yo'q ma'no ottenkalari bilan farqlanib turadi. Farqlarning aynan mana shu ko'rinishida strukturalanishini P.Edmonds *Binary dimension* deb ataydi. Misol uchun, qatnashmoq va ishtirok etmoq sinonimlari bir-biridan tarkibida aktiv ishtirok ma'nosi bor yoki yo'qligi bilan farqlanadi. Qatnashmoq so'zi ko'p hollarda umumiy planda qatnashish ammo hech qanday aktiv ro'llar bajarilmagan hollarda qo'llanilsa, ishtirok etmoq so'zi o'z subekti aniq harakatlar seriyasi bilan ishtirok etgan kontekstlarda ko'plab uchraydi.

3 – jadaval.

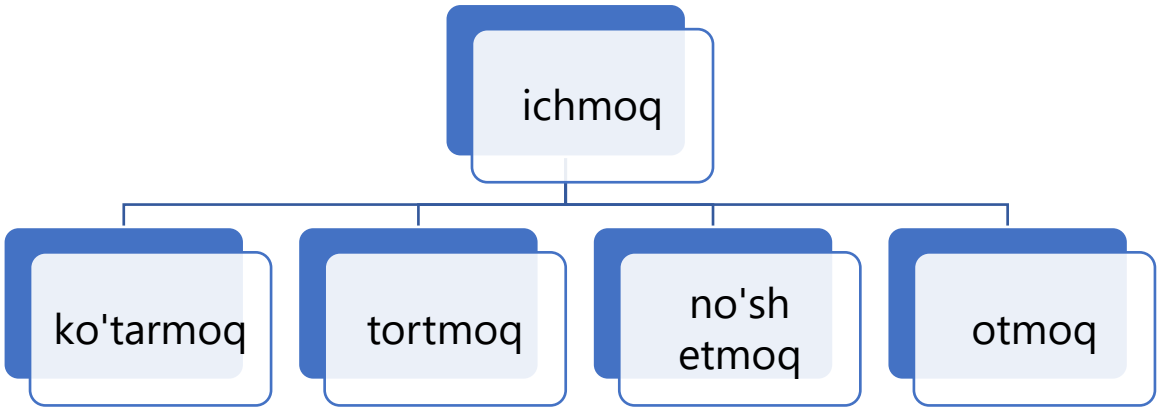
Binary dimension strukturaviy ko'rinishi

Aktiv ishtirok semasi	
0	1
qatnashmoq	ishtirok etmoq

Sinonimlarni farqlovchi belgilaridan biri bu ular orasidagi **umumiylik va xususiylik** darajasidir (P. Edmonds terminologiyasida – *specificity*). Ba'zi sinonimik qatorlarda **bitta asosiy so'z** mavjud bo'lib, u qolgan barcha sinonimlar uchun **umumiy, keng qamrovli ma'noni** ifodalaydi. Masalan, *ichmoq* fe'li **spirtli ichimlikni iste'mol qilish** harakatini bildiruvchi *ko'tarmoq*, *tortmoq*, *otmoq*, *no'sh etmoq* kabi so'zlardan farqli o'laroq, eng **neytral va umumiy** atama hisoblanadi. Ya'ni, bu so'zlar bilan ifodalanadigan barcha harakatlarni *ichmoq* fe'li bilan ham ifodalash mumkin, biroq aksincha emas – *ichmoq* bilan ifodalangan umumiy harakatni har doim *no'sh etmoq* yoki *otmoq* deb atab bo'lmaydi. Bu holatda sinonimlar orasida **irarxik munosabat** shakllanadi: *ichmoq* – **dominanta,** qolganlari esa **xususiylashgan, keng ishlatilmaydigan** sinonimlardir.

2- chizma.

Specificity munosabatining strukturaviy ko'rinishi.



Sinonimlarni orasidagi farqlarni qanchalik aniq va izchil taxlilga tortilishi, qo‘lga kiritilganm ma’lumotlarning aniqligini hamda NLP dasturlarining sinonimlar tanlovini maksimal darajada maqbul bo‘lishini ta’minlaydi. Shu jihatni hisobga olgan holda P. Edmonds sinonimlarning farqlanishiga doir bo‘lgan barcha holatlarni tatqiq etgan. Biz ko‘rib chiqadigan keyingi holat bu turli so‘zlarning aynan bir holat yoki narsani ifodalash uchun qo‘llanilishidir. Bu holatni D.Cruze [Cruze, 1986, 327] *microcompatibility*, J. Taylor [Taylor, 2002, 279] esa *coextension* atamalari ostida o‘rgangan. Misol uchun, *tall* va *high* so‘zlari sinonim sifatida ko‘riladi va ularning farqlari izohli lug‘atlarda aniq keltirilgan. Ushbu sifatlar qanday ma’noviy egalar bilan qo‘llanilishi bir qarashda barcha ingliz tili bilan tanish insonlar uchun aniqdek,ammo J. Taylor [Taylor, 2002, 263-284] ushbu ikki sifat bir xil ma’noviy egalar bilan qo‘llanilishi mumkin ekanligini bir qator tarjiba sinov va tahlil natijalari bilan dadalilab berdi. Sinonimlarning aynan mana shu jihatini izchil tatqiq etish tarjima sifatini hamda avtomatlashtirilgan mashina tarjima dasturlari ish sifatini yananda oshiradi.

Sinonimlar bir biridan farqlanuvchi keyingi eng katta jihat bu ularning boshqa so‘zlar bilan birikma hosil qilish qobilyatidir. Ushbu holat o‘z navbatida yana bir necha bir biridan farqli ko‘rinishlarga ega. Bularning birinchisi *selectiional restirictions* ya’ni so‘zlarning denotative ma’nosidan kelib chiqgan holda inson ongida birikma hosil qilishidir. Misol uchun, aylanmoq, kezmoq so‘zlari sayr etmoq so‘zi bilan sinonim bo‘lsada, sayr etmoq o‘z ta’rifidan kelib chiqgan holda jonli va ko‘p hollarda inson egani talab etadi. Shu sababli shamol, kasallik kabi so‘zlar sayr etmoq so‘zi bilan birikma hosil qilmaydi.

Leksik birikmalar ushbu kategoriyaning keyingi bo‘limi hisoblanadi. Tilshunos olimlarning bir qismi so‘zlarning ba’zi so‘zlar bilan birikmalar hosil qilishi hech qanday mantiqqa asoslanmagan, ixtiyor tarzda sodir bo‘ladi [Cruse, 1986] degan fikrni olg‘a surishsa, A. Cruze [Cruse, 1986, 312] bazi so‘z birikmalarining hosil bo‘lishi bundan mustasno deydi. U ushbu holatga *client* va *customer* so‘zlarini misol keltiradi. Bu ikki so‘z *mijoz* ma’nosi anglatsada, *customer* biror bir predmetni oluvchi, client esa moddiy bo‘lmagan servislarni qabul qiluvchi ekanligi bilan farqlanadi va shu sababli *customer* so‘zi *do‘kon nomlari* bilan birga ishlatilsa, *client* so‘zi *advokat* va shu kabi mavhumroq servis ma’nosini beruvchi so‘zlar bilan birikma hosil qiladi. Har ikkala vaziyatda ham ushbu kategoriya sinonimlarning farqlanishida eng muhim ro‘llardan birini o‘ynaydi.

So‘zlarning birikma hosil qilishi nafaqat leksik-semantik sathda balki grammatik sathda ham yuz berib, **sinonimik juftliklarda** grammatik moslashuvlarni taxlilga tortish **tarjimada** tabiiylikni saqlash va **kompyuter lingvistikasi**da avtomatik tahlilning to‘g‘ri

bo‘lishi uchun muhim ahamiyatga ega. Ingliz va o‘zbek tillarida grammatik kollokatsiyalarning asosiy qismini aynan **fe’l va unga ergashuvchi grammatik birliklar** tashkil etadi. Masalan, o‘zbek tilida *...ga + ishonmoq, ...dan+ foydalanmoq*, *...ga + ta‘sir ko‘rsatmoq* kabi birikmalar keng qo‘llanadi, bu holatda fe’l ma’nosiga qarab, unga bog‘lanadigan **kelishik qo‘shimchasi (ga, dan, bilan)** qat‘iy belgilangan bo‘ladi. Ingliz tilida shunga o‘xshash jarayon fe’llarning predloglar bilan grammatik kollokatsiya hosil qilishi bilan kechadi.

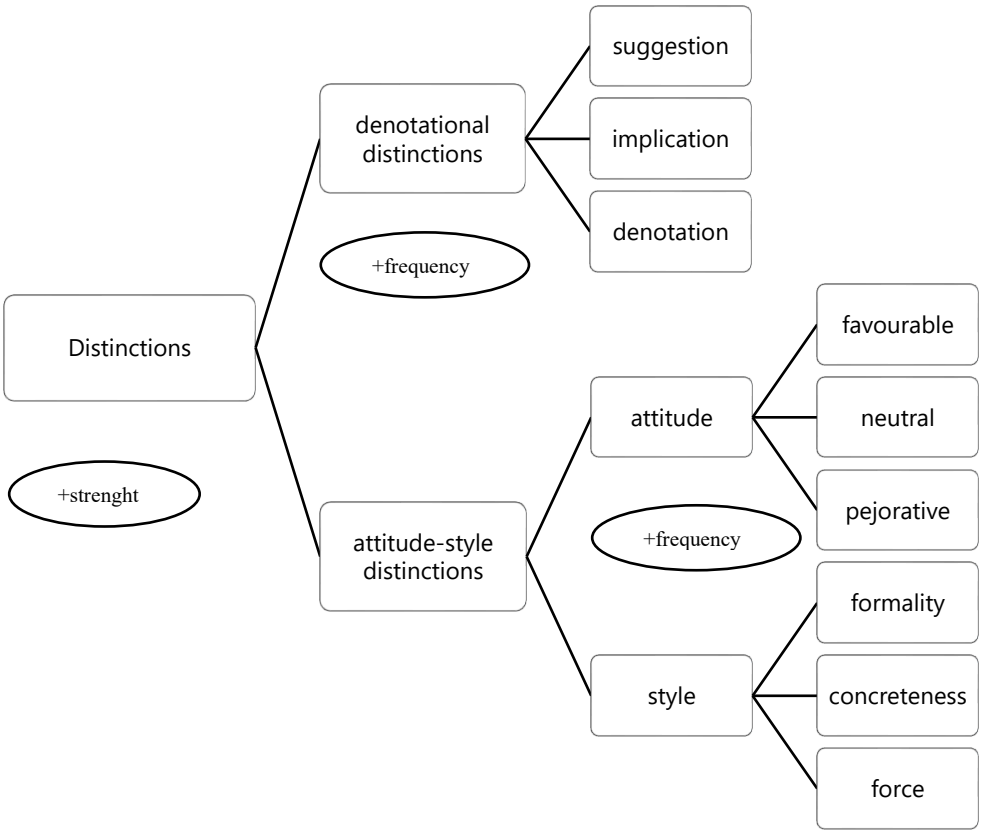
Idiomalar barqaror birliklardir va ular tarkibidagi so‘zlar odatda o‘zaro almashtirilib bo‘lmaydi. Shuning uchun, **iboralar sinonimlarni bevosita solishtirish uchun emas,** balki ular orasidagi **birikma hosil qilishdagi sinonimlar orasida birining ikkinchisidan ko‘proq afzal ko‘rilishini aniqlash uchun muhim vosita** bo‘la oladi. Ya’ni, agar ikki so‘z sinonim bo‘lsa-da, ularning faqat bittasi ma’lum iborada ishlatilishi mumkin bo‘lsa, bu holat **qaysi sinonim so‘zlashuvchilar tomonidan shu kontekstda qabul qilinganini** ko‘rsatadi. Masalan, *ko‘z yummoq* ifodasi “e’tibor bermaslik**”** ma’nosida ishlatiladi va bu iboradagi *ko‘z* va *yummoq* so‘zlarini boshqa sinonimlar bilan almashtirib bo‘lmaydi. Demak, bu yerda “**yummoq”** fe’li ko‘z so‘zi bilan birikma hosil qilish jihatdan boshqa shu ma’noli so‘zlardan ustun.

Valentlik so‘z **qanday grammatik tuzilmalarda ishlatilishi mumkinligini** bildiruvchi mezondir. Misol uchun, har bir fe’l o‘z valentligiga ega bo‘lib, uning nechta va qanday to‘ldiruvchilar bilan birga qo‘llanilishi mumkinligini belgilab beradi. Bu jihat **ma’nodosh so‘zlarni farqlashda** muhim ahamiyatga ega bo‘ladi. Masalan, *aytmoq*, *demoq*, *xabar bermoq* fe’llari deyarli bir ma’noni anglatsa-da, *aytmoq* odatda to‘g‘ridan-to‘g‘ri obyekt oladi (*U menga bu gapni aytdi*), *demoq* esa ko‘proq sitata bilan ishlatiladi (*U: “Men ketdim”, dedi*), *xabar bermoq* esa rasmiy va ikki obyektli kontekstda qo‘llanadi (*U boshliqka kechikishini xabar berdi*). Shu sababli, fe’llarning **valentlik xususiyatlari,** ularni har xil gap tuzilmalarida qanday ishlatilishini aniqlab beradi va **sinonimlr har doim ham teng holatda almashinib qo‘llanila olmasligini tushuntirib beradi.**

Ideografik sinonimlarni farqlashni avtomatlashtitish yo‘nalishida D.Inkpen hamda G.Hirstlar [Inkpen, Hirst, 2006, 223-262] ham salmoqli loyihalarni amalga oshirganlar. Yuqorida biz tanishib chiqgan sinonim farqlochi kategoriyalar klassifikatsiyasi muallifi P.Edmonds ushbu sohada ilk olimlardan bo‘lganligi sababli uning ishida sinonimlarning farqlovchi belgilari berilgan me’zonlar bo‘yicha birma bir qo‘lda yig‘ilgan. D.Inkpen va G.Hirst hammuallifligidagi ishda esa mana shu farqlarini aniqlash algoritmlar yordamida elektron lug‘at bazalaridan avtomatik ravishda ajratib olingan. Ushbu loyiha hozirgi kunda to‘g‘ridan to‘g‘ri NLP sistemalarida qo‘llanilmasada, unda qo‘llanilgan yondashuv va metodlar korpuslardan sinonimlarni ajratib olishni avtomatlashtirishda, parafrazalovchi dasturlar modellarini yaratishga o‘z ta’sirini ko‘rsatgan. Ishda sinonimlarning farqlanishi yuqorida tanishib chiqqan klassifikatsiyamizdan farqli bo‘lib, quyida u bilan tanishib chiqamiz.

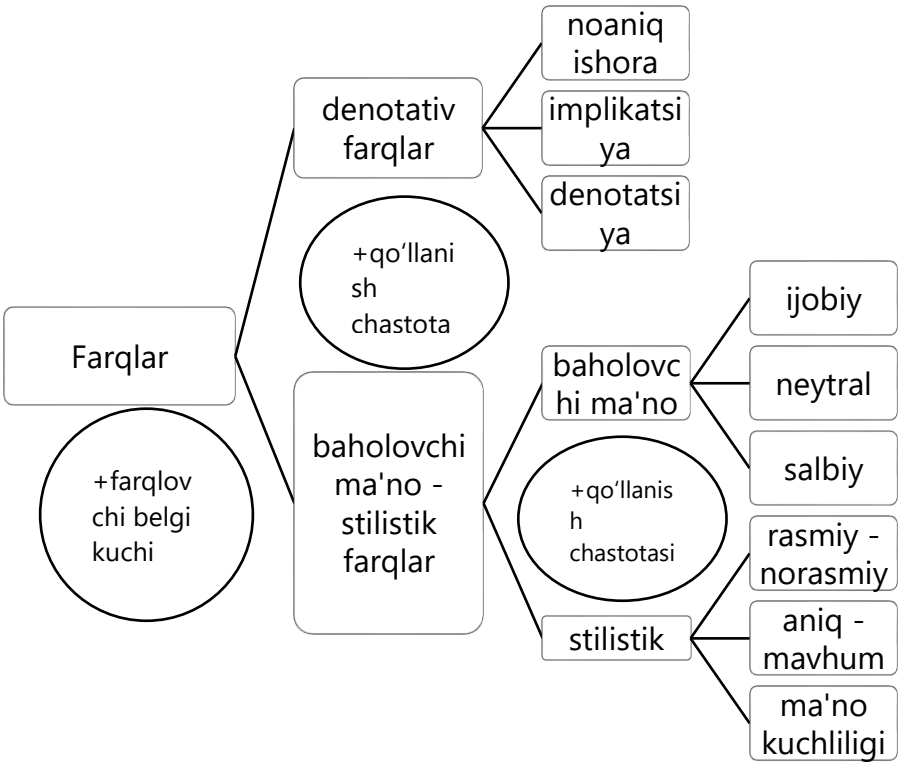
3 – chizma.

D.Inkpen va G.Hirstlar tomonidan taqdim etilgan sinonimlar farqlovchi xususiyatlar irarxiyasi.



4 – chizma

D.Inkpen va G.Hirstlar tomonidan taqdim etilgan sinonimlar farqlovchi xususiyatlar irarxiyasi o‘zbek tili talqinida



D.Inkpen va G.Hirst talqinidagi sinonimlar farqlanish klassifikatsiyasi P.Edmonds klassifikatsiyasiga asoslangan bo‘lsada, ishda farqlarning avtomatik tarzda lug‘atlardan yig‘ilishi ishning asosiy vazifasini tashkil etganligi sababli farqlovchi belgilar anchayin soddalashtirilgan hamda son jihatdan ham kamchilikni tashkil etadi. Chizmada ko‘rsatilganidek, farqlar katta ikki guruhga ajratilgan bo‘lib birinchi guruh denotataiv ma’nodagi farqlarga bag‘ishlangan. Yuqorida P.Edmonds klassifikatsiyasi talqinida tanishib chiqgan denotataiv farqlarning subkategoriyalari D.Inkpen va G.Hirst keltirgan kategoriyalar bilan bir xil bo‘lganligi sababli ularga to‘xtalib o‘tirmaymiz. Ikkinchi katta guruhimiz stilistik hamda baholovchi ma’no farqlariga bag‘ishlangan. Shuni aytib o‘tishimiz kerakki ushbu guruhlar P.Edmonds klassifikatsiyasida ikkita yirik alohida guruhlar sifatida ko‘rib chiqilgan.

Baholovchi ma’no attenkalari o‘z navbatida salbiy, ijobiy hamda neytral ottenkali so‘zlar guruhlariga bo‘lingan. Sinonimlarning ushbu yo‘nalishda farqlanishi izohli lug‘atlarda hamda tarjima lug‘atlarda aniq keltiriladi. Kulmoq (neytral), tabassum qilmoq (ijobiy), iljaymoq (salbiy) fe’llari aynan baho attenkalari bilan farqlanuvchi sinonimlar qatoriga misol bo‘la oladi.

Stilistik farqlar sifatida keltirilgan *formality* (rasmiylik darajasi), concreteness (ma’noning aniq yoki mavhum tushunchaaga ishora qilishi) va force (birlashtiruvchi ma’noning kuchli yoki kuchsiz ifodalanishi) kategoriyalari to‘liq ravishda P.Edmonds taksonomiyasining aynan shu kategoriyalari mazmuni bilan bir xil bo‘lganligi sababli ular haqida batavsil to‘xtalishning hojati yo‘q deb hisoblaymiz. Chizmada sinonimlarni yakuniy tanlash jarayonida qo‘llanuvchi ikki “filtr” ham ko‘rsatilgan. Bular so‘zlarning *qo‘llanilish chastotasi* hamda *sinonimlar farqlovchi belgi kuchi*. Ularning tizim ichida qanday ishlashini quyidagi misol orqali ko‘rsatishga harakat qilamiz. Deylik tizim *“ Bolalar chanqaganligi uchun hech nimaga qaramasdan suv tomonga _____”* gapini to‘ldirishi kerak. Mos keluvchi sinonimik qator esa *yugurmoq*, *chopmoq*, *yelmoq*. Ushbu sinonimlarning yuqorida keltirilgan me’zonlar bo‘yicha farqlarini ko‘rib chiqsak.

4 -jadval.

D.Inkpen va G.Hirst sinonimlarni farqlash taksonomiyasiga ko‘ra *yugurmoq, yelmoq, chopmoq* harakat fe’llarining farqlanishi

	Denoatativ			**Baholovchi ma’no**			**Stilistik**		
	Denotatsiya	*Implikatsiya*	*Noaniq ishora*	*Ijobiy*	*Salbiy*	*Neytral*	*Rasmiy norasmiy*	*Aniq mavhum*	*Ma’no kuchliligi*
Yugurmoq	Tez oyoq bilan harakat qilish (neytral)	Oddiy tezlik, neytral holat		-	-	Neytral	Norasmiy So‘zlashuv	Aniq	Neytral
Chopmoq	Juda tez va shiddat bilan oyoq bilan harakat qilish	Kuch, shoshilinchlik, ba’zan zo‘riqishni bildiradi	Kuchlir oq shoshilish	Ijobiy (jasorat)	Salbiy (shoshqaloqlik)	Neytral (tez harakatlanish)	Norasmiy So‘zlashuv	Aniq	Kuchliroq Zo‘r berib yugurish,

Yelmoq	Tez harakat qilish (odatda shamol, ot yoki obrazli nutqda ishlatiladi)	Yengillik, oqish, silliq harakat ohangini beradi	Poetik, obrazli, (otlar bilan)	Ijobiy	-	-	Badiiy poetik	Qolgan ikki so'zga nisbattan mavhum roq ifoda	Yugurish tezligi balandligiga ko'proq ishora

Ushbu ma'lumotlardan tashqari dastur mavjud sinonim so'zlarning qanday turdagi matnlarda qo'llanilishini hamda qanchalik ko'p marotaba qo'llanilganligini (chastota/frequency) hisobga olgan holda farqlarni solishtirish etapidan (strenght) so'ng kerakli sinonimni tanlaydi: *" Bolalar chanqaganligi uchun hech nimaga qaramasdan suv tomonga _____"*

1. Qo'llanilish chastotasi:

yugurmoq – eng ko'p ishlatiladigan variant

chopmoq – o'rtacha, ko'p hollarda badiiy matnlarda

yelmoq – kam, badiiy va poetik nutqda

2. Farqlar orasidagi tafovutlar/ farqlovchi belgi kuchi

Denotataive ma'no deyarli bir xil, demak ularning barchasi qo'llanilishi mumkin

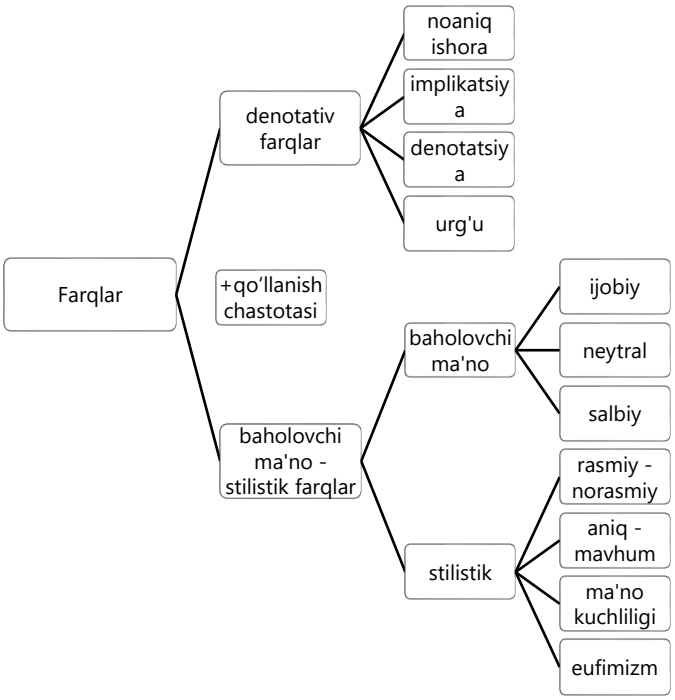
Implikatsiya: *yelmoq* – qolgan ikki sinonimdan farqli ravishda tez va silliq harakatni ifodalaydi. Agar gapdan badiiylik bo'yog'i ortlish ko'zlangan bo'lsa ushbu so'zdan foydalanish mumkin.ammo gapda keltirilgan *"...chanqaganligi uchun hech narsaga qaramasdan ..."* jumlasi gapda *shoshilish* va *shiddat bilan tez harakatlanish* ma'nolariga ko'proq urg'u tushayotganini ko'rsatadi va *chopmoq* variantini taqozo etadi.

Shu o'rinda nega D.Inkpen va G.Hirst P.Edmonds taksononityasini o'z ishlarida qisqartirib soddalashtirilgan variantidan foydalangan hamda bu ko'zlangan natijani berganmi degan savol tug'ilishi tabiiy. Taksonomiyaning qisqartirilishiga asosiy sabab o'sha davr mavjud algoritmlari uchun P.Edmonds klassifikatsiyasining barcha nozik farq kategoriyalarini aniqlash anchayin mushkul va deyarli ilojsiz edi. Soddalashtirilgan taksonomiyaning samaradorligiga kelsak uning asosida ishlagan Xenon sistemasi ma'lum darajada muaffaqiyatga erishgan edi. Jumladan, dastur denotativ hamda birikma hosil qilishda farqlanuvchi sinonimlarni gaplar tuzishda a'lo darajada amalga oshirdi. Ammo sinonimlarning stilistik hamda ma'no ekspressivligidagi farqlarni ajratishda hali bir qator tuzatishlarga muhtoj edi. [Hirst, 1998, 51-60] shu va shu kabi qator muammolar 2000 – yillarga kelib soha vakillarini lingvistika sohasida statistik inqilobni amalga oshirishga turtki bo'ldi. Bu davrga kelib sinonimlarning farqlari alohida o'rganilib qoidalar sifatida mashina xotirasiga kiritilmas, aksincha katta hajmdagi ma'lumotlar bazasi asosida kompyuterning o'zi sinonimlarni farqlay boshlagan edi. Oradan bir qancha vaqt o'tishi bilan Word2Vec, GloVe kabi so'zlarni semantik koordinatsiyalovchi dasturlarning paydo bo'lishi sinonimlar tanlanishini kompyuter tomonidan yanada aniqroq amalga oshirishini ta'minladi. Albatta, bugungi kun holatidagi sinonimlar tanlanishining deyarli mukammal darajaga kelishi uchun yana ko'plab yangiliklar sohada tub burilishlar yasadi. Ammo ularning negizida sinonimlarning farqlarini izchil yoritishga qaratilgan ishlar ajralmas va muhim o'rinlardan birini egallab turibdi desak mubolag'a bo'lmaydi.

XULOSA. Sinonimlarning ko'plab xalqaro, xususan, ingliz tilida farqlanishinig deyarli mukammal ko'rinishiga kelishi hamda ularning bugungi kunda suniiy intelekt dasturlari hamda avtomatlashtirilgan tarjima dasturlari tomonidan mohirona qo'llanilishi ortida bir necha o'n yilliklar davomida semantika hamda kompyuter lingvistikasi sohasida qilingan ishlar yotibdi. Yuqorida biz keltirgan ishlar aynan ushbu jarayonning semantik farqlarni aniqlashtirish etapiga tegishli bo'lib, keyingi qadamlar qo'yilishida katta ro'l o'ynagan. Biz tanishib chiqgan sinonimlar farqlovchi belgilari klassifikatsiyalari aynan kompyuter lingvistikasi sohasida sinonimlarning to'g'ri tanlov masalasi muammolarini hal etish uchun yaratilganlari edi. O'zbek tili jahon tillariga nisbattan kam tadqiq etilgan til sifatida ko'rilishini hisobga olsak, har bir ushbu til ustida tadqiqot olib boruvchi olimning asosiy vazifalaridan biri o'zbek tilini mukammal kompyuterlashtirishdan iborat ekanligi hayratlanarli emas. Shu jumladan sinonimlarning leksik semantik sathda farqlanishini izchil ilmiy va amaliy jihatdan o'zbek va ingliz tillari misolida ko'rishdan maqsad ham aynan mana shu. Yuqorida tanishib chiqgan klassifikatsiyalarimiz va ular asosida o'zbek tilidagi ba'zi sinonimlarning tahlilariga asoslangan holda, sinonimlarni aniq farqlashda bizdagi mavjud bo'lgan resurslarni miqdori sababli G.Hirst hamda D.Inkpen modeli eng maqbul tanlov deb hisoblaymiz. Sohada eng birinchi bo'lib o'z qarashlarini bildirgan Y.Apresian hamda F.Palmerlar qarashlari esa keyingi olimlar tomonidan boyitilgan hamda sistemalashtirilgan tarzda berilgnligi sababli ularning qarashlari nazariy qismning asosini tashkil etadi va texnik jihattdan hozirgi tanlab olingan model ularning qarashlari asosida dunyoga kelgan deyishimiz mumkin. Bundan tashqari, ushbu model biz tanishgan klassifikatsiyalarning asosini tashkil etuvchi P.Edmonds klassifikatsiyasining anchayin soddalashtirilgan ko'rinishi hisoblanadi. Ammo bizning fikrimizcha ushbu model P.Edmonds keltirib o'tgan ba'zi farqlovchi kategoriyalar bilan boyitilishi lozim va biz nazarda tutgan eng maqbul klassifikatsiya quyidagi ko'rinishga ega bo'lishi mumkin (5-chizma).

5 – chizma.

P.Edmonds va G.Hirst, D.Inkpen klassifikatsiyalarining birlashtirilgan ko'rinishi



Albatta bu taksonomiya sinonimlar tahlili davomida yana to‘ldirilish ehtimoli bor. Ammo denotativ kategoriyadagi *urg‘u* hamda stilistik farqlarga tegishli *eufimizim* hodisasi aniq qo‘shilishi lozim deb hisoblaymiz. Buning asosiy sababi ushbu faktorlar bilan farqlanuvchi sinonimlar juftligi o‘zbek tilida ko‘p uchraydi. Sinonimlarning faqatgina leksik-semantik jihatlari tadqiq qilinishini nazarda tutsak P.Edmonds klassifikatsiyasidagi sintaktik va boshqa so‘zlar bilan birikma hosil qilishdagi farqlar qismi tushurilib qolinishi tabiiy hol deb qaraymiz. Ammo bu jihat ma‘lum kontekst uchun eng maqbul sinonimni tanlashda katta ahamiyatga ega ekanligini inkor etmaymiz. Shu jumladan Edmonds keltirib o‘tgan sinonimlarning farqlari struktur ko‘rinishiga doir bir nechta farqlovchi kategoriya sifatida keltirilgan continious dimensin, binary dimension, multi value dimension hamda comlex dimension qismlari ham tahlil asosi uchun o‘ta zarur deb hisoblamaymiz. Chunki ushbu sanab o‘tilgan kategoriyalar sinonimlarning farqlari aynan nimada ekanligini emas aksincha shu farqlarning o‘zaro qanday munosabatda ekanligini ko‘rsatadi. Bu kabi ma‘lumotlar sinonimlar farqlanishini yanada aniqroq tasavvur etishga yordam bersada asosiy klassifikatsiyada ularni keltirish birmuncha chalkashliklarga sabab bo‘ladi deb hisoblaymiz.

Ushbu tadqiqotimizning asosiy qismi nazariy bilimlarni shakllantirishga qaratilganligini hisobga olsak, ushbu taksonomiyani keng ko‘lamda sinonimlarni farqlarini ajratishda amaliyotda qo‘llash ushbu tadqiqotning mantiqiy davomini tashkil etadi. Aynan ana o‘sha jarayonda o‘zbek tili sinonimlarining hali to‘liq o‘rganilmagan qirralari ochilishi hamda yangi tadqiqot yo‘nalishlarini belgilab berishi mumkin.

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AQLLI TIZIMLAR VA AKT SIYOSATI ASOSIDA TA'LIMNI MODERNIZATSIYA QILISH: YUNESKO IITO KONSEPSIYASI HAMDA ZAMONAVIY SI TEXNOLOGIYALARINING INTEGRATSIYASI

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Annotatsiya. *Ushbu maqolada YUNESKO «Ta'lim va axborot texnologiyalari» instituti (2013) ta'lim siyosati modeli zamonaviy sun'iy intellekt texnologiyalari bilan ilmiy integratsiyada tahlil qilindi. Chugh et al. (2025) va Kerimbayev et al. (2025) tadqiqotlari asosida generativ SI va aqlli ta'lim tizimlarining ijodkorlik, hamkorlik, shaxsiylashtirilgan ta'lim hamda AKT terminlarini o'zlashtirish jarayoniga ta'siri yoritiladi. Laurillard (2012), Селевко (2010), Qodirov (2021) va Holmes et al. (2019) kabi olimlarning nazariy qarashlari asosida raqamli pedagogika, ta'lim analitikasi, o'qituvchilarning raqamli kompetensiyasi va OTR (ochiq ta'lim resurslari) siyosatining yangi SI imkoniyatlari bilan uyg'unlashuvi tahlil qilindi.*

Kalit so'zlar: *AKT, sun'iy intellekt (SI), aqlli ta'lim tizimlari, YUNESKO «Ta'lim va axborot texnologiyalari» instituti, generativ SI, raqamli pedagogika, ochiq ta'lim resurslari (OTR), ta'lim analitikasi, raqamli kompetensiya, adaptiv ta'lim, ijodkorlik, hamkorlik.*

KIRISH

Raqamli transformatsiya jarayonida ta'lim tizimining samaradorligini oshirish, sifatni yaxshilash va bilim olishni ommalashtirishda AKT hal qiluvchi omilga aylandi. YUNESKONING "Ta'lim va axborot texnologiyalari" instituti tomonidan ishlab chiqilgan "ta'lim uchburchagi" modeli – ta'limga kirish imkoniyati, sifat va xarajatlar o'rtasidagi strategik bog'liqlik – ta'lim siyosatining nazariy asosini tashkil etadi. YUNESKO "Ta'lim va axborot texnologiyalari" instituti tomonidan belgilangan AKT siyosati tamoyillarini zamonaviy SI bilan uyg'unlashtirishda pedagogik modelning qayta dizayn qilinishi muhim o'rin tutadi. Laurillard (2012) ta'kidlaganidek, **"raqamli texnologiyalar ta'limni faqat pedagogika ularning imkoniyatlaridan foydalanishga qayta loyihalangandagina o'zgartira oladi"** (47-bet). Bu SI integratsiyasi oddiy texnik modernizatsiya emas, balki metodik transformatsiyani talab qilishini isbotlaydi. SI va AKT integratsiyasi YUNESKO "Ta'lim va axborot texnologiyalari" instituti modelidagi ochiq va moslashuvchan ta'lim g'oyalarini yanada kuchaytiradi. Селевко (2010) AKTni **"ochiq, moslashuvchan va interaktiv ta'lim tizimini yaratishga imkon beruvchi vosita"** sifatida ta'riflaydi (118-bet). SI bu jarayonni adaptiv kontent, interaktiv yordamchilar va avtomatik tahlil orqali yanada mukammal qiladi.

Biroq 2013 yilda ishlab chiqilgan mazkur model bugungi kunda generativ SI, adaptiv tizimlar, ta'lim analitikasi, mobil ta'lim va OTR kabi yangi texnologiyalar bilan yanada kengayib, ta'lim jarayonini tubdan o'zgartiradigan bosqichga yetdi. Chugh et al. (2025) generativ SIning AKT fanlarida ijodkorlik, terminologiyani tushunish va hamkorlikni

kuchaytirishini ilmiy asoslab bergan. Kerimbayev et al. (2025) esa aqlli ta'lim texnologiyalarining shaxsiylashtirilgan va adaptiv ta'limni rivojlantirishdagi rolini tahlil qilgan.

Shunday ekan, Aqlli tizimlar o'quvchilarda AKT terminlarini egallash jarayonini yanada ijodiy tusda tashkil etishga xizmat qiladi. Avvalo, ular murakkab atamalarga oid real hayotiy misollar, metaforalar va ssenariylarni avtomatik ravishda yaratib, o'quvchilarning abstrakt tushunchalarni tasavvur qilishini osonlashtiradi. Shuningdek, sun'iy intellekt asosidagi interaktiv simulyatsiyalar tarmoqlarni modellashtirish, kibertahdidlarni sinovdan o'tkazish yoki bulutli texnologiyalarni tajriba sifatida ko'rsatish orqali o'quvchilarning ijodiy faoliyatini rag'batlantiradi. Mazkur tizimlar atamalarni vizual xaritalar, infografikalar, hikoyalar va multimodal taqdimotlar ko'rinishida qayta ishlab, o'quv materialini yanada mazmunli qiladi.

YUNESKO "Ta'lim va axborot texnologiyalari" instituti monografiyasi ta'lim tizimida AKTni joriy etishning strategik savollarini belgilab beradi (2013, 20–22-betlar):

- AKT nima uchun joriy etilmoqda?
- Qaysi segmentlarga integratsiya qilinadi?
- Sifatni oshiradimi?
- Xarajatlarni kamaytira oladimi?
- Texnologiyalarni yangilash strategiyasi bormi?

Bu model zamonaviy SI sharoitida quyidagicha kengayadi. SI asosida yaratilgan yangi raqamli muhitda o'qituvchilarning kompetensiyasi dolzarb masalaga aylanadi. Qodirov (2021) ta'kidlaganidek, **"raqamli kompetensiya – texnik vositalar emas, balki ularni didaktik vazifalarga yo'naltirish ko'nikmasi bilan belgilanadi"** (84-bet). Shuning uchun SI vositalari o'qituvchining pedagogik mahoratini to'ldiruvchi kuch sifatida baholanishi lozim.

Aqlli tizimlarning muhim afzalliklaridan biri AKT terminlarini o'rganishni barcha toifadagi o'quvchilar uchun qulay shaklga keltira olishidir. Adaptiv SI platformalari o'quvchining bilim darajasi, sur'ati va o'rganish uslubiga mos tushuvchi individual o'quv yo'nalishlarini shakllantiradi. Shuningdek, nutqni matnga aylantirish, matnni ovozga chiqarish, interfeysni soddalashtirish kabi imkoniyatlar eshitish, ko'rish yoki kognitiv qiyinchiliklarga ega o'quvchilar uchun ham terminologik bilimlarni qulay tarzda taqdim etadi. SI tizimlari atamalarni eslab qolishni mustahkamlash maqsadida testlar, kartochkalar, qisqa mashqlar va takrorlash strategiyalarini ham avtomatik taklif qiladi.

Generativ SI murakkab AKT terminlarini soddalashtiradi, vizual misollar yaratadi, chekka hududlar uchun ham sifatli ta'limga yo'l ochadi (Chugh et al., 2025). Kerimbayev et al. (2025) tadqiqotiga ko'ra, SI o'quv kontentini shaxsiylashtiradi, avtomatik tahlil va baholashni ta'minlaydi, o'quv natijalarini kuzatishni osonlashtiradi. YUNESKO "Ta'lim va axborot texnologiyalari" instituti qayd etganidek, texnologiya faqat jarayonlarni optimallashtirgandagina xarajatlarni kamaytiradi (2013, 21–22-betlar). Aqlli tizimlarning o'quv jarayoniga chuqur kirib borishi o'qituvchi rolini kamaytirmaydi, aksincha, yanada murakkablashtiradi. Holmes et al. (2019) qayd etganidek, **"SI ta'limni kuchaytirishi mumkin, ammo o'qituvchi qaror qabul qilish va axloqiy boshqaruvning markazida turgan taqdirdagina"** (41-bet). Bu YUNESKO "Ta'lim va axborot texnologiyalari" instituti tomonidan ilgari surilgan "inson omili markazda bo'lishi" tamoyiliga to'liq mos keladi.SI

esa: avtomatik kontent yaratish, baholash tizimlarini avtomatlashtirish, bulutli xizmatlar orqali xarajatlarni sezilarli kamaytiradi.

Chugh et al. (2025) o‘quvchilar generativ SI yordamida kod yozish, tahlil qilish va terminlarni vizuallashtirish jarayonida ijodkorlik kuchayganini ko‘rsatadi. YUNESKO “Ta’lim va axborot texnologiyalari” instituti ochiq ta’lim resurslari orqali global hamkorlikni kuchaytirishni tavsiya etadi (2013, 171–175-betlar). SI esa real vaqt rejimida birgalikda ishlash, lug‘at tuzish, kod yaratish imkoniyatlarini yanada kengaytiradi. GenSI murakkab terminlarni soddalashtiradi hamda interaktiv misollar yaratadi. Lingvistik tarjima qilish imkoniyatiga ega va shaxsiylashtirilgan mashqlar taklif qiladi.

YUNESKO « Ta’lim va axborot texnologiyalari» instituti o‘qituvchilarning AKT kompetensiyasi bo‘yicha xalqaro ramkani taqdim etadi (2013, 86–101-betlar). SI sharoitida bu ramka boyitilishi kerak bo‘lgan yangi kompetensiyalar:

- SI bilan ishlash madaniyati va etikasi
- kontent generatsiyasini boshqarish
- o‘quv analitikasi ma’lumotlarini talqin qilish
- o‘quvchilarning SI savodxonligini shakllantirish.

Aqlli tizimlar o‘quvchilar tomonidan berilgan ta’riflarning to‘g‘riligini tekshirish, terminlarning kontekstdagi turli ma’nolarini farqlash hamda atamalarni kiberxavfsizlik, dasturlash, ma’lumotlar bazasi yoki tarmoq texnologiyalari kabi real amaliy sohalar bilan bog‘lash imkonini beradi. Bu esa terminlarni mazmunan anglash, ularni to‘g‘ri qo‘llash va amaliyotga tadbiq etish jarayonini sezilarli darajada yengillashtiradi.

YUNESKO “Ta’lim va axborot texnologiyalari” instituti OTRni (ochiq ta’lim resurslari) ta’limning demokratlashuvi uchun asosiy resurs sifatida belgilaydi (2013, 171–175-betlar). SI bu jarayonni tezlashtiradi: OTR asosida avtomatik darslik yaratish, adaptiv versiyalar va lingvistik moslashtirish. Shuningdek, SI ushbu texnologiyalarni to‘liq integratsiya qiladi: SI-tutorlar, bulutli SI modellar, analitik prognozlar, real vaqt monitoring. Shuning uchun, Aqlli tizimlar AKT sohasidagi jamoaviy o‘rganishni samarali tashkil etishga zamin yaratadi. Bunda sun’iy intellekt gruppalar uchun rollarni ajratish, topshiriqlarni muvofiqlashtirish va ishtirokchilar hissasini tahlil qilish kabi funksiyalarni bajaradi. Ko‘p tilli SI vositalari turli lingvistik muhitdagi o‘quvchilar o‘rtasida til to‘siqlarini yo‘qotib, terminlar bo‘yicha aniqlik kiritish jarayonini yengillashtiradi. Shuningdek, kod muharrirlari, umumiy ish maydonlari va adaptiv platformalar orqali o‘quvchilar birgalikda terminologik lug‘atlar yaratishi, masalalar yechishi yoki umumiy ma’lumotlar bazalarini ishlab chiqishi mumkin.

Xulosa

Xulosa qilib aytganda, YUNESKO “Ta’lim va axborot texnologiyalari” instituti tomonidan ishlab chiqilgan AKT siyosati zamonaviy SI texnologiyalari bilan uyg‘unlashganda yanada samarali modelga aylanadi. Chugh et al. (2025) va Kerimbayev et al. (2025) tadqiqotlari bu integratsiyaning pedagogik natijalarini tasdiqlaydi: ijodkorlik kuchayadi, hamkorlik rivojlanadi, shaxsiylashtirilgan ta’lim chuqurlashadi. O‘zbekiston ta’lim tizimida SI + AKT modeli asosida: raqamli kompetensiya, ochiq ta’lim resurslari siyosati, mobil va adaptiv ta’lim, ta’lim analitikasi kabi yo‘nalishlar ustuvor bo‘lishi lozim. Demak, Aqlli tizimlar ijodiy misollar va simulyatsiyalar orqali o‘quvchilarning tasavvurini kengaytiradi, hamkorlikni raqamli muhitda yuqori samaradorlik bilan tashkil etadi hamda

barcha toifadagi o‘quvchilar uchun AKT terminologiyasiga kirish imkonini kengaytiradi. Natijada, AKT terminlarini o‘zlashtirish jarayoni mazmunli, qulay va samarador bo‘ladi.

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INGLIZ VA O‘ZBEK ONLAYN GAZETA MATNLARI SARLAVHALARINING MILLIY-MADANIY VA PRAGMATIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada ingliz va o‘zbek onlayn gazeta matnlaridagi sarlavhalarning milliy-madaniy va pragmatik xususiyatlari qiyosiy tahlil qilinadi. Media nutqining dinamik tabiatidan kelib chiqib, sarlavhalar o‘quvchining e’tiborini tortishda, muallifning kommunikativ maqsadini maksimal darajada ifodalashda, shuningdek, milliy identitetni aks ettirishda muhim pragmatik vosita sifatida qaraladi. Tadqiqotda ikki tilga xos uslubiy unsurlar, metaforik modellar, konnotativ birliklar, qisqartmalar, klikbeyt strategiyalari hamda madaniy kodlarni ifodalovchi lingvopragmatik vositalar tahlil qilinadi. Ingliz sarlavhalaridagi qisqalikka asoslangan “compressive style”, o‘zbek onlayn matnlariga xos obrazlilik, siyosiy-madaniy kontekstga urg‘u kabi xususiyatlar qiyoslab o‘rganiladi. Natijalar ikki til matnlarida o‘quvchi bilan aloqani kuchaytiruvchi pragmatik strategiyalar turlicha ekanini ko‘rsatadi.*

Kalit so‘zlar: *milliy-madaniy omillar, onlayn gazetalar, sarlavhalar, lingvopragmatika, pragmatik maqsad, mediadiskurs, ingliz tili, o‘zbek tili, klikbeyt strategiyasi, sarlavha strukturalari.*

Kirish. Zamonaviy axborot makonida onlayn gazetalar insonning kundalik hayotiga chuqur singib borgan bo‘lib, sarlavhalar mazkur mediadiskursning asosiy diqqat markazida turadigan, o‘quvchini darhol “ushlab oladigan” kommunikativ birlik sifatida shakllanmoqda. Sarlavhaning vazifasi faqatgina xabar berish bilan chegaralanmaydi – u milliy mentalitet, ijtimoiy qadriyatlar, madaniy stereotiplar va muallifning pragmatik niyatini o‘zida mujassam etgan ixcham lingvokod vazifasini bajaradi.

Ingliz onlayn media makonida sarlavhalar ko‘pincha qisqa, lo‘nda, dinamika va keskin urg‘u bilan ajralib turadi. “Breaking”, “Revealed”, “Striking rise”, “New twist” kabi kuchli pragmatik signal beruvchi birliklar keng qo‘llanadi. Bu til tizimida iqtisodiylik printsipi ustuvor bo‘lib, sarlavha minimal so‘z bilan maksimal ma’no berishga intiladi. O‘zbek onlayn gazetalari sarlavhalarida esa tasviriylik, hissiy rang-baranglik, lokal madaniy kodlar, an’anaviy matbuot uslubi bilan bog‘liq til vositalari ko‘proq uchraydi. “Xalqaro maydonda navbatdagi qadam”, “Yurtimizda yangi bosqich”, “Yoshlarga eshiklar ochildi” kabi birliklar o‘zbek axborot makonining milliy-ohangdor uslubini namoyon etadi. Bundan tashqari, sarlavhalarda siyosiy va ijtimoiy mavzularga nisbatan rasmiy ohangning ustuvorligi seziladi.

Global media jarayonlarining tezlashuvi, klikbeyt strategiyalarining ommalashuvi, auditoriya uchun raqobat kuchayishi sarlavhalarni ham tilshunoslik, ham madaniyatshunoslik, ham pragmalingvistika nuqtai nazaridan o‘rganishni dolzarb qiladi. Shunday ekan, ushbu maqola ingliz va o‘zbek onlayn gazetalarining sarlavha yaratish

strategiyasiga nazar tashlab, ularning milliy-madaniy asoslarini, kommunikativ-pragmatik vazifalarini va lingvistik xususiyatlarini tahlil qiladi.

Adabiyotlar sharhi. Onlayn gazeta sarlavhalari bo'yicha xalqaro tadqiqotlar media nutqining lingvopragmatik tabiati va o'quvchiga ta'sir mexanizmlarini turli nazariy yo'nalishlarda izohlab keladi. Ingliz tilidagi media sarlavhalarini o'rganish G. Reah, M. Ifantidou, D. Mendelson kabi olimlar tomonidan keng yoritilgan bo'lib, ularning fikricha, sarlavha axborotni qisqa shaklda berish bilan birga, o'quvchining tafakkurida ma'lum kognitiv kutish holatini yaratadigan kuchli pragmatik signal vazifasini bajaradi. Reah sarlavhani "emotsional va konseptual tetiklagich" sifatida talqin qilib, undagi metafora, ellipsis, inversiya va nominalizatsiya kabi lingvistik vositalarni media nutqning asosiy shakllantiruvchilari sifatida ko'rsatadi. Ifantidou sarlavhani interpretativ yo'nalish beruvchi pragmatik ramka deb baholaydi, uningcha, sarlavha matnni o'qish jarayonida o'quvchi ongida kontekstni tanlash, xabarni baholash va matnga munosabatni shakllantirishda hal qiluvchi o'rin tutadi.

Teun van Dijkning mediadiskurs bo'yicha ishlari sarlavhalarning ideologik yukini tahlil qilishda asosiy manbalardan biri bo'lib xizmat qiladi. U sarlavhani matnning ideologik markazi sifatida ko'rib, unda muallifning ijtimoiy pozitsiyasi, siyosiy qarashi, madaniy kodlari yashirin tarzda aks etishini ta'kidlaydi. Bu yondashuv zamonaviy ingliz tilidagi onlayn media sarlavhalarida keng uchraydigan "agenda-setting", "bias-framing" va "persuasive headline" kabi hodisalarni izohlashga asos yaratadi. Raqamli axborot maydonida klikbeyt strategiyalarini o'rganishga bag'ishlangan Blom va Hansen, shuningdek Chakraborty tadqiqotlarida ingliz sarlavhalari maksimal qisqa, emotsional, intrigaga boy shaklga ega ekani, o'quvchi e'tiborini iqtisod tamoyili asosida tortish uchun sintaktik va semantik siqilish usullaridan foydalanilishi qayd etilgan.

O'zbek tilshunosligi doirasida gazeta sarlavhalari, ularning struktural xususiyatlari va mediamadaniyatdagi funksional vazifalari A. Nurmonov, M. Qosimova, Sh. Safarov, D. Qurbonova, M. Yo'ldosheva kabi olimlar tomonidan o'rganilgan. Ushbu tadqiqotlarda o'zbek gazeta uslubida rasmiy ohangning kuchliligi, milliy qadriyatlarni ifodalovchi leksik birliklar, ijtimoiy-siyosiy mazmunga ega frazeologizmlar, obrazlilik va kengaytirilgan aniqlovchilar tizimining keng qo'llanilishi alohida ta'kidlanadi. Yo'ldosheva o'zbek sarlavhalaridagi metaforik modellar va madaniy semantikalar media matnining lingvokulturologik asoslarini shakllantirishini ko'rsatadi. Safarov pragmalingvistik yondashuv asosida sarlavhalardagi illokutiv kuch, emotsional konnotatsiya va kommunikativ niyatning ifodalanishini izohlaydi.

Zamonaviy o'zbek onlayn gazetalarida paydo bo'layotgan yangi diskurs unsurlari – klikbeyt, senzatsion ohang, global mediatilga yaqin qisqa sarlavhalar – D. Jumaeva kabi tadqiqotchilar tomonidan qayd etilib, mahalliy media makonining o'zgarib borayotgan dinamikasini ko'rsatadi. Bu tadqiqotlar ingliz va o'zbek sarlavhalaridagi lingvistik, pragmatik va madaniy o'ziga xosliklarni qiyoslash uchun mustahkam nazariy asos yaratadi. Ingliz sarlavhalari ko'pincha minimalizmga intilgan, kuchli semantik zarba beruvchi birliklarga tayansa, o'zbek sarlavhalari ko'proq rasmiy ohang, milliy kontekst va ijtimoiy barqarorlikni ifodalovchi til vositalaridan foydalanishi bilan farqlanadi. Ingliz media makoni global auditoriyaga yo'naltirilganligi sababli universallikka moyil struktura yaratadi, o'zbek mediadiskursi esa mahalliy qadriyatlar, siyosiy tashabbuslar, madaniy

konnotatsiyalar va milliy nutq an'analariga suyanadi. Shu bois sarlavhalar har ikki tilning lingvomadaniy tabiatini aks ettiruvchi noyob pragmatik birlik sifatida shakllanadi.

Natijalar. Tadqiqot davomida ingliz va o'zbek onlayn gazeta matnlari sarlavhalari o'zining lingvistik qurilishi, madaniy semantikasi va pragmatik yo'nalishi jihatidan sezilarli farqlarga ega ekani aniqlandi. Ingliz sarlavhalari ko'proq dinamik, qisqa va urg'uli bo'lib, o'quvchini bir lahzada jalb qilishga qaratilgan uslubni namoyon etadi. O'zbek sarlavhalarida esa rasmiy ohang, ijtimoiy barqarorlikka doir mazmunlar, obrazli va ijobiy semantik komponentlar ustunlik qiladi. Bu farq ikki tilga xos kommunikativ madaniyatning turlicha shakllanganidan dalolat beradi.

Ingliz sarlavhalarida qisqa sintaktik modellarning ustunligi korpus tahlilida yaqqol ko'rindi. BBC va Reuters kabi manbalarda ko'plab sarlavhalar fe'lga asoslangan, lo'nda va keskin ohangda berilishi kuzatildi. Masalan, "Storm hits the UK", "Prime Minister resigns", "Prices surge again", "New study reveals major risk" kabi sarlavhalarda voqea markazda, so'zlar esa minimal hajmda tanlanadi. Bunday uslub axborot iqtisodiga asoslanib, o'quvchining e'tiborini bir zumda jalb qilishga xizmat qiladi. Shuningdek, sensatsion ohang, kutilmaganlik va keskinlikni beruvchi birliklar keng uchradi. Masalan: "Appalling rise in youth crime", "Shocking discovery in ancient site", "Unexpected twist in election race".

O'zbek onlayn gazetalarida esa mazmunni kengroq tasvirlovchi, rasmiy va ijtimoiy uyg'un ohangdagi konstruktsiyalar ko'p uchradi. Korpusda "Yurtimizda yangi bosqich", "O'zbekiston xalqaro maydonda navbatdagi qadam tashladi", "Prezident ishtirokida muhim yig'ilish bo'lib o'tdi", "Talabalar uchun yangi imkoniyatlar yaratildi" kabi sarlavhalar ayniqsa ko'p qayd etildi. Bunda "yangi", "muhim", "bosqich", "tashabbus", "imkoniyat" kabi leksik birliklar ijobiy semantik maydon yaratadi, sarlavha esa matbuotga xos rasmiy nutq an'analarini davom ettiradi. O'quvchiga ijtimoiy barqarorlik, rivojlanish va ishonch kayfiyatini beruvchi leksik-semantik ramka ustuvorligi sezildi.

Pragmatik nuqtai nazardan, ingliz sarlavhalari persuaziv kuchga ega bo'lgan kuchli signal funksiyasini bajaradi. Ular ko'pincha dramatizatsiya, senzatsiya yoki konflikt modeli orqali e'tiborni tortadi. Masalan, "Schools face shocking budget crisis" sarlavhasi muammoni kuchli emotsional yuk bilan beradi. Bunga qarshi o'zbek sarlavhalarida e'tibor muammoga emas, ko'proq yechimga yoki yutuqqa qaratiladi. Masalan, "Maktablarda yangi tizim joriy qilinadi" sarlavhasi xotirjam ohangda, konstruktiv mazmunda beriladi.

Metaforik modellar tahlilida ingliz sarlavhalarida "battle", "storm", "rise/fall", "clash", "pressure", "boost" kabi metaforik yadrolar ko'p uchrashi aniqlandi. Masalan: "Economy under pressure", "Political storm hits government", "Markets fall sharply". O'zbek sarlavhalarida esa metafora ko'proq ijobiy konnotatsiyaga ega bo'lib, "yangi bosqich", "yuksalish sari qadam", "katta imkoniyatlar eshigi", "muqim o'sish davri" kabi birliklarda ifodalanadi. Bu milliy axborot makonining optimistik va konstruktiv uslubini ko'rsatadi.

Klikbeyt strategiyalarining qo'llanish darajasida ham sezilarli tafovut kuzatildi. Ingliz sarlavhalarida intrigaga asoslangan shakllar tez-tez uchradi, masalan: "You won't believe what scientists found", "The truth behind the viral video", "Here's what no one expected". O'zbek onlayn gazetalarida bunday shakl kamroq bo'lib, ko'proq rasmiy va aniq ma'lumot berishga yo'naltirilgan sarlavhalar ustunlik qiladi. Shunga qaramay, ayrim ommabop sahifalarda "Bilasizmi?", "Nima uchun bunday bo'ldi?", "Mutaxassislar fikriga ko'ra..." kabi

o‘quvchini qiziqtiruvchi yumshoq klikbeyt modellarining paydo bo‘la boshlagani kuzatildi. Lingvokulturologik qatlam tahlilida o‘zbek sarlavhalarida milliy qadriyatlarga, an’anaviy kontseptsiyalarga ishora qiluvchi til unsurlari ko‘pligi aniqlandi. Masalan, “Navro‘z oldidan e’lon qilingan yangiliklar”, “Mahallalarda yangi tizim yo‘lga qo‘yildi”, “Ota-onalar uchun qo‘shimcha qulayliklar yaratildi” kabi birliklar milliy madaniy kodni aks ettiradi. Ingliz sarlavhalarida esa global kontekstga yo‘naltirilgan, universal tushunchalar ustun keladi: “Global summit opens today”, “UN warns of climate urgency”.

Xulosa

Ingliz va o‘zbek onlayn gazeta sarlavhalarining qiyosiy tahlili mediadiskursning ikki xil madaniy makonda qanday shakllanishini yorqin namoyon etdi. Tadqiqot shuni ko‘rsatdiki, ingliz tilidagi sarlavhalar minimalizm, tezkorlik, urg‘u va dramatiklikka suyanadi, ularning maqsadi o‘quvchini bir lahzada matnga jalb qilish, e’tibor iqtisodi ichida ustunlikni qo‘lga kiritishdir. O‘zbek onlayn gazetalarida esa rasmiy ohang, ijobiy mazmun yaratishga qaratilgan semantik struktura, milliy qadriyatlar va ijtimoiy uyg‘unlikni aks ettiruvchi til vositalari ustun keladi. Bu farqlar tilning o‘zidan ko‘ra, har ikki jamiyatning kommunikativ madaniyati, siyosiy nutq an’analari, axborotga munosabati va madaniy qadriyatlari bilan chambarchas bog‘liq.

Pragmatik yondashuv nuqtai nazaridan ingliz sarlavhalari persuade qiluvchi, tez e’tibor tortuvchi, ko‘pincha senzatsiyaga yaqin uslubda namoyon bo‘lsa, o‘zbek sarlavhalari konstruktiv mazmunni afzal ko‘radi. Metaforik modellar ham ikki madaniyatning dunyoni ko‘rish uslubini ochib berdi: ingliz tilida “storm”, “crisis”, “clash” kabi keskin obrazlar ko‘p uchrasa, o‘zbek tilida “yangi bosqich”, “imkoniyatlar eshigi”, “rivojlanish sari qadam” kabi optimistik metaforalar turg‘unlik bilan qo‘llanadi. Shu jihatdan onlayn gazeta sarlavhalari nafaqat lingvistik birlik, balki madaniy kod, ijtimoiy signal va o‘quvchiga qaratilgan strategik kommunikativ vosita sifatida shakllanadi. Ularning tuzilishidagi farqlar milliy mentalitet, axborot iste’moli odatlari va mediamakonning o‘ziga xos jarayonlarini aks ettiradi. Tadqiqot natijalari ingliz va o‘zbek mediadiskursini yanada chuqur o‘rganish, media tarjimasi, lingvokulturologiya va pragmalingvistika sohalarida yangi ilmiy izlanishlar uchun mustahkam asos yaratadi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

FUNCTIONAL TYPES OF INTERROGATIVE SENTENCES: A LINGUISTIC AND PRAGMATIC ANALYSIS

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Abstract. *Interrogative sentences are central to human communication, enabling speakers to request information, confirm assumptions, and negotiate meaning. This paper examines the functional types of interrogative sentences in English – yes/no questions, wh-questions, alternative questions, tag questions, and indirect questions – through a linguistic and pragmatic lens. Using descriptive and contextual analysis, the study highlights their syntactic structures, communicative roles, and discourse functions. Findings suggest that interrogatives extend beyond mere information-seeking, serving pragmatic functions such as politeness, persuasion, and rhetorical effect.*

Keywords: *interrogative sentences, yes/no questions, wh-questions, alternative questions, tag questions, indirect questions, pragmatics, syntax.*

Introduction

Interrogative sentences represent one of the most studied categories in linguistics due to their dual role in syntax and pragmatics. While structurally defined by inversion or interrogative markers, their communicative functions vary widely depending on context. Previous studies emphasize that interrogatives are not limited to eliciting responses but also perform functions such as expressing doubt, irony, or politeness. This paper aims to provide a systematic overview of functional types of interrogative sentences, situating them within discourse analysis and applied linguistics.

Methodology

The study employs a **qualitative descriptive approach** combined with **contextual analysis**:

- **Corpus Selection:** Examples were drawn from academic texts, conversational transcripts, and media discourse.
- **Analytical Framework:** Following Quirk et al. (1985) and Huddleston & Pullum (2002), interrogatives were classified into five functional types.
- **Contextual Analysis:** Pragmatic functions were examined using discourse samples, focusing on speaker intent, politeness strategies, and rhetorical effect.
- **Comparative Dimension:** Cross-references were made with findings from Saidova (2025) and Normamatova (2022), who highlight contextual and semantic features of interrogatives.

Functional Types of Interrogative Sentences

1. Yes/No Questions

- **Structure:** Auxiliary verb precedes subject.
- **Example:** *Is the hypothesis valid?*

• **Function:** Seeks confirmation or denial. In scientific discourse, often used to test assumptions.

2. Wh-Questions

• **Structure:** Introduced by interrogative pronouns (who, what, where, when, why, how).

• **Example:** *Why did the experiment fail?*

• **Function:** Requests specific information, essential in research and inquiry.

3. Alternative Questions

• **Structure:** Present options linked by *or*.

• **Example:** *Should the sample be heated or cooled?*

• **Function:** Directs respondent toward a choice, useful in decision-making.

4. Tag Questions

• **Structure:** Declarative statement followed by a short interrogative tag.

• **Example:** *The results are consistent, aren't they?*

• **Function:** Seeks agreement or reassurance, common in collaborative discussions.

5. Indirect Questions

• **Structure:** Embedded within another clause, often introduced by polite expressions.

• **Example:** *Could you explain how the data were processed?*

• **Function:** Softens inquiry, maintaining politeness in academic and professional contexts.

Discussion

The analysis reveals that interrogatives are multifunctional:

• **Information-seeking:** Yes/no and wh-questions dominate in everyday and academic discourse.

• **Decision-making:** Alternative questions guide choices in structured contexts.

• **Politeness and reassurance:** Tag and indirect questions reflect sociolinguistic norms, mitigating face-threatening acts.

• **Rhetorical use:** Interrogatives may function without expecting answers, serving persuasive or stylistic purposes.

This multifunctionality underscores the importance of interrogatives in both linguistic theory and applied communication. Their pragmatic roles highlight how syntax interacts with discourse context to shape meaning.

Conclusion

Interrogative sentences, classified into five functional types, are indispensable tools for communication. Beyond their syntactic structures, they perform pragmatic functions that enrich discourse. Understanding these types enhances linguistic competence and has practical applications in education, research, and artificial intelligence. Future studies may expand to cross-linguistic comparisons, exploring how interrogatives function across languages and cultures.

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COMMUNICATIVE AND FUNCTIONAL FEATURES AND CONTEXTUAL FACTORS OF NON-CATEGORICAL STATEMENTS

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Abstract. *Non-categoric statements - those open-ended, flexible expressions that avoid strict judgments - play a key role in modern communication. This article explores their communicative and functional features across everyday discourse, academic contexts, and digital communication. The study examines how speakers use non-categorical phrasing to maintain politeness, reduce interpersonal tension, express uncertainty, adapt to shifting social norms, and navigate culturally sensitive situations. Contextual factors such as power dynamics, communicative intentions, social distance, and digital platform constraints significantly shape how these statements are produced and interpreted. The findings highlight that non-categorical statements function as strategic linguistic tools that enhance nuance, manage ambiguity, and support cooperative interaction in diverse communicative environments.*

Keywords: *non-categoric statements, pragmatics, communication strategies, contextual factors, linguistic ambiguity, interpersonal interaction*

Introduction

Non-categoric statements are linguistic expressions that avoid making absolute or definitive claims. These structures frequently include hedges (*"maybe," "I think," "kind of"*), modal verbs (*"might," "could," "may"*), vague quantifiers (*"a bit," "somewhat"*), or indirect constructions (*"it appears that..."*). They play an essential role in human communication, particularly in interactions where certainty is limited, social relations must be protected, or cultural norms favor indirectness.

In modern communication – especially in intercultural and digital environments – speakers often rely on non-categorical expressions to maintain flexibility, avoid conflict, and negotiate meaning. Scholars such as Lakoff (1973), Hyland (1998), and Brown and Levinson (1987) highlight that hedging and indeterminacy are not mere "weak language" but socially and pragmatically strategic. Despite their ubiquity, the communicative and contextual dynamics surrounding these statements remain under examined.

This study expands the understanding of non-categoric statements by analyzing their communicative functions, linguistic features, and contextual factors across spoken, written, and digital communication. The goal is to clarify why speakers choose non-categorical language and how listeners interpret it in different environments.

Methods

This research adopts a qualitative, multi-layered methodological approach combining:

1. Literature Review

A comprehensive review of research on hedging, pragmatics, modality, politeness theory, and discourse markers was conducted. Key theorists include Lakoff (1973) on hedges, Brown and Levinson (1987) on politeness, Palmer (2001) on modality, and Tannen (1984) on conversational style.

2. Discourse Sampling

Informal data collection was carried out through examples sourced from:

- everyday spoken English conversations,
- academic writing samples,
- professional communication (emails, workplace meetings),
- social media interactions (Twitter, Instagram captions, messaging apps).

These examples were analyzed to observe patterns of non-categorical language use in naturally occurring contexts. No personal-identifiable data was collected.

3. Functional-Pragmatic Analysis

The examples were interpreted using frameworks from:

- **Speech act theory** (Searle, 1979),
- **Conversation analysis** (Pomerantz & Heritage, 2013),
- **Interactional sociolinguistics** (Gumperz, 1982).

This enabled examination of speaker intent, interpersonal negotiation, and pragmatic function. The method is descriptive and explorative, aiming to map rather than quantify patterns of non-categorical communication.

Results

1. Communicative Features of Non-Categorical Statements

Hedges reduce the commitment level of a statement. Examples include:

- lexical hedges: *"maybe," "sort of," "apparently," "in a way"*
- adverbial mitigation: *"slightly," "possibly," "arguably"*
- syntactic softeners: *"I think," "it seems like," "from what I can tell"*

These devices protect the speaker by decreasing assertiveness (Lakoff, 1973, Hyland, 1998).

Epistemic modal verbs indicate degrees of certainty and knowledge:

- *might*, *may* → weak possibility
- *could*, *would* → hypothetical
- *should* → expectation based on reasoning
- *must* → high-certainty deduction

These help the speaker position their knowledge relative to reality (Palmer, 2001).

Speakers use approximations to express uncertainty or avoid commitment:

- *"around," "roughly," "a few," "some people say"*

This adds flexibility and reduces precision where it is unnecessary.

Sometimes ambiguity is intentional. Strategic ambiguity allows speakers to:

- avoid conflict,
- maintain diplomatic relationships,
- protect institutional image,
- escape accountability (Eisenberg, 1984).

Political discourse frequently uses this pattern (*"We are considering all possible options"*).

2. Functional Roles of Non-Categorical Statements

2.1 Managing Uncertainty

Language naturally reflects incomplete knowledge. In science, business, and everyday life, speakers use hedges to maintain intellectual honesty and signal interpretive limits (Holmes, 1988, Hyland, 1998).

For example:

- *"The data suggests…"* rather than *"The data proves…"*.

2.2 Maintaining Social Politeness

Politeness theory shows that people avoid threatening each other's "face" (Brown & Levinson, 1987). Non-categorical language softens requests, corrections, or disagreements:

- *"Maybe check this part again?"*.
- *"You made a mistake."*

This reduces interpersonal tension.

2.3 Negotiating Power Imbalances

Speakers with lower social status (students, employees, younger people) often hedge to avoid sounding authoritative (Holmes, 1995). Conversely, people in power may also use hedges strategically to appear cooperative.

2.4 Expressing Stance and Identity

Non-categorical language helps speakers signal:

- humility,
- emotional caution,
- openness,
- tentative reasoning.

This builds positive social identity and fosters trust.

2.5 Supporting Collaborative Dialogue

In conversations, softened statements encourage others to join in, disagree, or expand ideas without confrontation (Tannen, 1984).

3. Contextual Factors Influencing Non-Categorical Language

3.1 Cultural Context

High-context cultures (Japan, Korea, Arab countries) emphasize indirectness and prefer non-categorical expressions to preserve harmony (Hall, 1976). Low-context cultures (Germany, USA) value clarity but still use hedging in sensitive contexts.

3.2 Social and Power Dynamics

Power differences shape how much hedging speakers use.

- Subordinates use more hedges to show respect.
- Superiors may use hedges to appear non-threatening.

3.3 Gender and Social Norms

Research indicates women often hedge more than men in certain contexts, not due to uncertainty but to promote cooperation and politeness (Holmes, 1995).

3.4 Digital and Online Communication

Online environments amplify non-categorical phrasing due to:

- lack of tone,

- uncertainty of interpretation,
- fear of miscommunication,
- desire to avoid argument escalation (Tagg, 2015).

Examples include:

- *"idk but maybe…"*
- *"kind of feels like…"*

3.5 Emotional Sensitivity

In emotionally charged topics (criticism, persuasion, sensitive feedback), people increase their use of non-categorical language to avoid damaging relationships (Goffman, 1967).

Discussion

The analysis underscores the multifunctionality of non-categoric statements. They serve as powerful communicative tools that allow individuals to navigate uncertainty, negotiate interpersonal relationships, protect face, and adapt to cultural norms. These linguistic forms are not signs of indecision or weakness but sophisticated strategies for shaping meaning and maintaining social cohesion.

In a globalized world where people increasingly interact across cultures and digital platforms, the importance of non-categoric expressions is growing. They help manage ambiguity, reduce conflict, and create space for collaborative thinking – especially in environments that are emotionally or socially complex.

Future research can further explore:

- cross-linguistic differences in hedging strategies,
- generational variations (e.g., Gen Z indirectness online),
- AI communication and non-categorical language,
- The relationship between personality traits and hedging use.

Overall, non-categoric statements act as essential linguistic mechanisms for flexibility, politeness, and nuanced meaning-making in human communication.

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A CORPUS-BASED REVIEW OF APPLICATIONS, TREDNDS, AND SOCIETAL IMPLICATIONS OF ARTIFICIAL INTELLIGENCE

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Annotatsiya. *Sun'iy intellekt (SI) tez sur'atlar bilan rivojlanib, jamiyatning deyarli barcha sohalariga kirib bormoqda va ilgari kuzatilmagan imkoniyatlar hamda yangi muammolarni yuzaga keltirmoqda. Ushbu tadqiqot SI diskursining korpusga asoslangan tahlilini taqdim etadi va unda qo'llanmalar, hozirgi tadqiqot yo'nalishlari hamda ijtimoiy oqibatlar yoritiladi. Yangi ilmiy va ommaviy axborot matnlarining yirik korpusini aralash metodlar asosida tahlil qilish orqali SI qo'llaniladigan asosiy sohalar, jamoatchilik va ilmiy muloqotdagi asosiy til birliklari hamda ustunlik qiluvchi axloqiy masalalar aniqlangan. Natijalar SI ning sog'liqni saqlash, ta'lim va moliya kabi sohalardagi o'zgartiruvchi rolini ko'rsatadi, shu bilan birga xolislik, bandlik va tartibga solish kabi masalalar bo'yicha davom etayotgan munozaralarga e'tibor qaratadi. Munozara bo'limida SI ning kengayib borayotgan ta'sirining amaliy, axloqiy va siyosiy jihatlari ko'rib chiqilib, mas'uliyatli SI rivojini ta'minlash bo'yicha tavsiyalar beriladi.*

Kalit so'zlar: *sun'iy intellekt, korpus tahlili, qo'llanmalar, ijtimoiy oqibatlar, etika*

1. Introduction

Artificial Intelligence (AI) has emerged as a defining technology of the 21st century, reshaping how individuals, organizations, and societies operate. Initially a niche area within computer science, today AI encompasses a wide array of subfields machine learning, deep learning, natural language processing (NLP), computer vision, robotics, and more each contributing to the automation and augmentation of complex tasks traditionally requiring human intelligence. The adoption of AI-driven systems has accelerated, with applications ranging from medical diagnostics and autonomous vehicles to personalized online recommendations and financial fraud detection. According to recent reports, global investment in AI is projected to surpass $300 billion by 2026, reflecting both the market's confidence and the technology's disruptive potential (Statista, 2023). Despite the promise of AI, significant questions remain regarding its societal impact. Issues such as algorithmic bias, job displacement, privacy, and the need for robust ethical guidelines have spurred widespread debate among researchers, policymakers, and the public. Furthermore, the language used to discuss and present AI, across both specialist and general contexts, can influence perceptions, policy, and adoption. Recognizing these dynamics, the present study adopts a corpus-based approach to systematically analyze contemporary AI discourse.

2. Methods

To ensure a comprehensive and representative analysis of current artificial intelligence (AI) discourse, a multi-genre corpus was constructed. The corpus comprised 800 documents published between January 2019 and March 2024. Sourcing was designed

to capture a wide spectrum of perspectives and language use, incorporating **academic research** when peer-reviewed journal articles and conference proceedings from leading venues such as *Artificial Intelligence*, *Nature Machine Intelligence*, NeurIPS, and AAAI. These texts primarily focus on technical advancements, theoretical developments, and empirical evaluations of AI algorithms and systems, also it includes **white papers and technical reports** from organizations including the OECD, UNESCO, the European Commission, and major technology firms. These documents provide insight into regulatory trends, ethical guidelines, and industry best practices, besides, m**edia coverage**, such as news articles, feature stories, and op-eds from international sources such as *The New York Times*, *MIT Technology Review*, *The Guardian*, and *Wired*. Media texts were included to reflect public discourse, societal concerns, and popular framings of AI.

Documents were retrieved using targeted keyword searches ("artificial intelligence," "machine learning," "deep learning," "AI ethics," "automation," etc.), filtered for relevance, and manually screened to ensure thematic focus on artificial intelligence. The final corpus contained approximately 2.5 million tokens after removing duplicates, non-English content, and unrelated material. All documents were converted to plain text and standardized using Python scripts to remove metadata, headers, and extraneous formatting. Tokenization, lemmatization, and part-of-speech tagging were performed using the NLTK and spaCy libraries to facilitate linguistic analysis.

Corpus analysis was conducted in two primary software environments:

- **AntConc** (for frequency lists, concordance lines, and collocation analysis)
- **Sketch Engine** (for n-gram extraction, keyword analysis, and bundle identification)

Lexical bundles (recurrent multiword sequences) were extracted using a minimum threshold of 15 occurrences per million words. Both three-word and four-word bundles were included, and results were cross-checked for semantic coherence.

3. Results

AI in education accounted for 12% of the corpus's applications-related coverage. Key focuses were adaptive learning platforms, automated grading, plagiarism detection, and early warning systems for at-risk students. Frequently observed bundles included "intelligent tutoring systems," "personalized learning pathways," and "AI-based assessment tools." Both academic and media texts highlighted the potential of AI to democratize access to quality education, but also raised concerns about data privacy and algorithmic fairness. Artificial intelligence (AI) is reshaping educational practices worldwide, offering opportunities for enhanced personalization, efficiency, and accessibility (Luckin et al., 2016, Holmes et al., 2019). The corpus analysis confirms a trend toward the integration of AI across multiple facets of teaching, from adaptive instruction and automated assessment to resource development and inclusivity.

A major advance enabled by AI is the creation of adaptive learning environments, where instruction is tailored to the unique needs, pace, and prior achievements of each student (Pane, Steiner, & Baird, 2015, Holmes et al., 2019). Intelligent Tutoring Systems (ITS) and AI-driven platforms such as DreamBox and Knewton utilize machine learning algorithms to analyze learner data and adjust content accordingly. These systems leverage real-time progress tracking and individual learning profiles to deliver differentiated

instruction (Xie, Chu, Hwang, & Wang, 2019). Studies have shown that adaptive learning technologies can improve student engagement and learning outcomes, particularly in foundational subjects like mathematics and literacy (Pane et al., 2015, Holmes et al., 2019).

Natural Language Generation (NLG) and other AI techniques are increasingly used to generate educational materials, including quizzes, summaries, and multimedia resources, tailored to curricula and learner needs (Zawacki-Richter, Marín, Bond, & Gouverneur, 2019). AI-powered platforms like Quizlet and ScribeSense can create and grade practice materials, while content recommendation systems on Coursera and EdX suggest supplementary resources based on learning analytics (Holmes et al., 2019). These advances hold promise for reducing teacher workload and personalizing learning pathways (Luckin et al., 2016, Zawacki-Richter et al., 2019). AI-powered chatbots and virtual assistants, such as Georgia Tech's "Jill Watson," have demonstrated efficacy in answering student questions, managing course logistics, and providing 24/7 support (Goel & Polepeddi, 2016, Winkler & Söllner, 2018). These conversational agents facilitate scalable support in both online and hybrid environments. Studies report increased student satisfaction and instructor efficiency, though challenges remain regarding naturalness of interaction and handling of complex queries (Winkler & Söllner, 2018).

AI technologies are making educational content more accessible for students with disabilities and those from diverse linguistic backgrounds (Holmes et al., 2019, UNESCO, 2021). Speech-to-text, real-time translation, and adaptive interfaces (e.g., Microsoft Immersive Reader, Google Live Transcribe) enable inclusive instructional design and help bridge learning gaps (Zawacki-Richter et al., 2019). Researchers note that such tools are particularly valuable in supporting learners with dyslexia, hearing impairments, or limited proficiency in the language of instruction (Holmes et al., 2019). AI is also being applied to teacher development and educational administration. For instance, learning analytics can inform professional development by identifying skill gaps and recommending targeted training (Luckin et al., 2016). Moreover, AI-powered scheduling and resource management tools can reduce administrative burdens, freeing educators to focus on instruction (Holmes et al., 2019).

4. Discussion

The results confirm that AI is rapidly becoming ubiquitous across multiple sectors. In healthcare, AI's application in diagnostic imaging and patient data analysis is already showing promise for early disease detection and personalized medicine. However, the integration of these technologies also raises practical concerns: interoperability with legacy systems, data security, and the need for clinician oversight remain major barriers to adoption (Radjabova G., 2025).

In finance, while AI-powered fraud detection and risk management systems are lauded for their speed and accuracy, they also pose new security vulnerabilities. Automated trading systems, for instance, have the potential to amplify market volatility if not properly regulated.

The education sector illustrates both the promise and limitations of AI. Adaptive learning systems can tailor instruction to individual student needs, yet the effectiveness of these systems depends heavily on the quality and fairness of algorithms. There is also

the issue of data privacy, as student performance and behavioral data are collected and analyzed at unprecedented scale.

A critical insight from the corpus is the prominence of ethical and societal concerns in AI discourse. Public and professional anxiety regarding job displacement is pronounced, particularly in sectors with high automation potential. The "black box" nature of many AI solutions, especially those based on deep learning, complicates efforts to ensure accountability. As identified in both media and policy documents, explainability and transparency are not just technical challenges but also social imperatives.

Algorithmic bias was a recurrent theme, with numerous examples of AI systems performing unequally across gender, race, or socioeconomic groups. The well-documented challenges of facial recognition accuracy for minority populations (Buolamwini & Gebru, 2018) are emblematic of broader fairness issues in AI deployment. Calls for inclusive data practices, diverse development teams, and external auditing mechanisms are increasingly common in policy recommendations (Giyosiddinovna, Radjabova G., 2022). Privacy concerns are likewise pervasive, particularly in healthcare, education, and public safety. The ability of AI systems to process large volumes of sensitive data (e.g., medical records, surveillance footage) necessitates robust safeguards to prevent misuse and unauthorized access.

The analysis reveals that regulatory frameworks are struggling to keep pace with the speed of AI innovation. There is consensus on the need for clear standards and guidelines, as reflected in the repeated calls for "AI ethics principles," "impact assessments," and "regulatory sandboxes" in the corpus. Policy documents from the OECD and UNESCO advocate for international collaboration and harmonization of ethical standards, recognizing the global nature of AI technologies. Importantly, some texts emphasized the value of integrating ethical training into STEM education, ensuring that future AI developers are equipped to anticipate and mitigate societal risks. Public engagement initiatives – such as citizen panels and open consultations – were also recommended as means to democratize AI governance.

While this study presents a comprehensive overview of AI discourse, several limitations should be acknowledged. The corpus, though broad, may underrepresent perspectives from non-English-speaking regions or disciplines outside the major application domains. Additionally, rapid developments in AI mean that discourse and dominant themes may shift quickly. Future research should pursue longitudinal studies to track changes in perceptions, practices, and regulatory responses over time. In-depth case studies of AI deployment, particularly those involving marginalized communities or high-stakes applications (e.g., criminal justice), would provide valuable granularity. Finally, interdisciplinary collaborations, combining computer science, social sciences, ethics, and policy, are essential for holistic understanding and responsible AI development.

5. Conclusion

This corpus-based review has demonstrated that artificial intelligence (AI) is a pervasive and transformative force across multiple domains, with particular significance in healthcare, finance, education, and transportation (Giyosiddinovna, R. G., 2025). The quantitative and qualitative analyses conducted in this study reveal not only the breadth of AI's practical applications, but also the nuanced discursive patterns that shape public

and professional understanding of this technology. Within the education sector, AI has proven especially impactful, offering innovative solutions for adaptive learning, automated assessment, learning analytics, content creation, administrative support, and accessibility. The literature and corpus alike underscore that, when thoughtfully integrated, AI-driven tools can enhance instructional efficiency, personalize learning experiences, and democratize access to educational resources. However, these benefits are not without challenges. Persistent concerns over data privacy, algorithmic fairness, transparency, and the risk of over-automation highlight the need for robust ethical frameworks and ongoing human oversight in educational practice.

Notably, the corpus reveals that AI's rapid evolution is outpacing regulatory and educational infrastructures in many regions. This finding highlights the urgency of interdisciplinary collaboration among technologists, policymakers, educators, and ethicists. It is only through such collaboration that society can establish effective standards, anticipate unintended consequences, and ensure that AI is harnessed for the common good.

In summary, the findings of this study reinforce the view that artificial intelligence is not simply a technological phenomenon but a complex socio-technical system. Its successful and responsible integration into society requires not only technical innovation but also ongoing critical reflection, transparent governance, and a commitment to equity and human flourishing. As AI technologies continue to advance, researchers, educators, and policymakers are called to foster ethical, inclusive, and sustainable practices that benefit all members of society. Only through such a holistic approach can the full potential of artificial intelligence be realized, while minimizing risks and safeguarding fundamental values.

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PRAGMATIC ASPECTS OF THE TEXT OF THE DRAMA GENRE: PRACTICAL CHALLENGES AND APPLICATIONS IN TRANSLATION

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Abstract. *The article focuses on the pragmatic dimensions of drama texts and their role in translation studies. The paper discusses how meaning in drama texts is obtained through the use of words, tone, context, subtext, character interaction, and cultural norms. It identifies major practical challenges in drama translation – such as speech acts, politeness levels, humor, timing, and performability – and presents clear strategies such as functional equivalence, cultural adaptation, and pragmatic analysis. The article aims to provide translators with accessible, practice-oriented insights that should assist in producing accurate, expressive, and stage-appropriate translations.*

Key words*: functional adequacy, pragmatic equivalence, dramatic texts, cultural context, linguistic adaptation, character, tone.*

Drama is a specific genre of literature special for scenic performance. Unlike prose and poetry, its text is written to be read, yet acted, heard, and seen. Because of this duality, drama translation requires special attention to pragmatic aspects, meaning the ways language is used in context to achieve certain effects, intentions, and functions. Pragmatics focuses on how characters express emotions, power relations, politeness, humor, irony, and implied meanings. While translating drama, it is required from a translator to consider not only word meaning but also how these words will sound in a specific function on stage.

The adequacy of the translation, which is determined by the recipient's request and does not depend on the original textual adequacy of the original, is called desiderative. Adequate translations may differ significantly from the original in terms of semantic completeness, stylistic equivalence, structure, and even pragmatic function. These may include, in particular, various types of incomplete translations - abstract, segment, aspect, etc. From the standpoint of the semantic-stylistic theory of adequacy, such types of text processing should not be considered translations. In fact, if they correctly convey the required aspect of information contained in a foreign language text, i.e. they implement a communicative attitude initiated by the recipient, they should be recognized as full-fledged translations, differing from other translations in their type of adequacy. Translation activities aimed at obtaining adequate translations often have a more complex nature than in the case of traditional translation, which implements the requirements of semantic and stylistic adequacy. Thus, some types of adequate translation represent a synthesis of the translation process itself with other types of text processing by referencing,by annotating, commenting, searching, etc.

According to Levinson, pragmatics is the study of how language is used in real situations.(Levinson, 1987) Pragmatics, as a branch of linguistics, came into existence in the 1960–70s as a reaction to the autonomous language approach, an approach initiated by Ferdinand de Saussure (1857–1917). Linguists gradually came to understand that language cannot be studied only as a closed system, it became necessary to look at language from the outside, that is, to see what the speaker does with language. Linguistic pragmatics focuses on the speaker, his or her intended meaning, and the addressee and his or her interpretation of that meaning. In drama, pragmatics helps us understand: what characters really mean, even if they say something different, how tone, pause, emphasis, and gesture add meaning, how cultural norms and social roles influence communication.

In drama, dialogue is not just conversation – it's action. Characters request things, give orders, insult, apologize, or persuade each other. Those speech acts have to be translated in a way that still achieves the same effect in the target language. For example, an English character might say: "Would you mind stepping aside?" This is a very polite expression of a request. In Uzbek or Russian, conveying similar politeness depends on using appropriate formality. The personality of the character and the social dynamics may shift if translated too literally or too directly.

P.Grice mentions that implicature is a meaning that is not directly expressed but is created out of context. Implicature is an unstated, implied, or inferred meaning that goes beyond the literal words used. It's what the speaker suggests or intends to convey without explicitly saying it. (P.Grice,1975) It is highly dependent on context. An utterance might have one implicature in one situation and a different one (or none at all) in another. Much drama relies on: irony, sarcasm, hidden feelings, tension, unspoken conflicts. The translator must identify the subtext and recreate it appropriately. Sometimes, literal translation removes nuance from the original.

Drama reflects the culture of its time – customs, politeness levels, humour, taboos, values. Translating across cultures raises the question of whether the translator should retain existing cultural references or adjust them for clarity. For example, plays in English often contain cultural idioms or forms of address that have no equivalent in Uzbek. Equivalents are replaced or adapted at the translator's discretion. The adequacy of the above type can be called semantic-stylistic. Semantic-stylistic adequacy, as follows from the above, is determined through the evaluation of the relation of the translation text to the original text, or, more precisely, through the evaluation of the semantic and stylistic equivalence of the linguistic units constituting the translation text and the original text. The notion of semantic-stylistic adequacy is relevant for evaluating the linguistic content, or aspect, of translation activity. The notion of semantic-stylistic adequacy corresponded to the main directions of translation practice in those decades when it was formed within the framework of the linguistic theory of translation, this notion is still relevant for the traditional quality assessment of traditional types of translation, and first of all for the assessment of translation of fiction and socio-political literature.

Drama translators face a number of challenges due to the performative nature of the text, a view widely supported by scholars such as Susan Bassnett (1990) and Patrice Pavis (1992). According to Bassnett, the performative function of drama makes translation more complex than prose because the text must work both as literature and as spoken

performance. Pavis also emphasizes that drama exists in a "dual reality" – on the page and on the stage – which requires translators to consider actors' delivery, audience perception, staging limitations, and cultural expectations. Therefore, the challenges arise not only from linguistic differences but also from the necessity of ensuring that the translated text remains performable and theatrically effective.

Speech acts – such as ordering, promising, threatening, or apologizing – depend heavily on tone. A phrase may express anger, respect, or sarcasm depending on intonation.Translators must consider: which equivalent expression conveys the same tone, whether the intensity should be kept or softened, how the line will sound when spoken by an actor.

Many plays include characters of different social classes. In some languages, politeness levels are grammatical (e.g., Uzbek *siz/sen*), while in English politeness may be shown through modal verbs or tone. The translator must correctly reflect: hierarchy (e.g., king vs servant), distance between characters, respect or disrespect, formal or informal speech.

Drama dialogue needs to be short and expressive because actors must speak it naturally on stage. Long or awkward translations will sound unnatural. This creates problems when: the target language uses longer phrases, cultural explanations require additional words, humor depends on timing. The translator must balance accuracy with clarity and performance needs. Humor, wordplay, and idioms often depend on cultural references, double meanings, or pronunciation-based jokes. Direct translation may fail to produce laugh.

Analysis of Functional and Pragmatic Adequacy in the Uzbek Translation of Othello (Act 5, Scene 2)

("Othello", Shakespeare, 1603**)**

Pragmatic Adequacy: Adapting to the Uzbek Cultural and Linguistic Context

Pragmatic adequacy ensures the translation aligns with the Uzbek audience's cultural, social, and linguistic expectations, making it accessible and impactful in a theatrical context. This involves adapting Shakespeare's Elizabethan English to a Turkic-speaking, predominantly Muslim audience with Central Asian cultural norms.

Cultural Adaptation: In original context, the text uses Christian and classical imagery (e.g., "chaste stars," "Promethean heat") and Western legal metaphors ("Justice to break her sword"), which may not fully resonate in Uzbek culture.

Translation Strategies: The translation adapts "chaste stars" to "tiniq yulduzlar" (pure stars), a universal image of purity that aligns with Islamic values. "Promethean heat" becomes "abadiyat alangasi" (eternal flame), leveraging Soviet-era familiarity with classical mythology while evoking spiritual resonance. The phrase "Adolatning qilichini buka oladi" (can bend justice's sword) softens militaristic imagery to avoid Soviet-era connotations, focusing on justice as a universal concept. The use of "go'zal malak" (beautiful angel) introduces an Islamic-friendly image, enhancing cultural accessibility.

Evaluation: The translation achieves pragmatic adequacy by adapting cultural references to Uzbek sensibilities. It balances fidelity to the original with cultural relevance, ensuring the text resonates emotionally and thematically in a theatrical setting.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И ЧЕЛОВЕЧЕСКОЕ СОЗНАНИЕ

«Этика, сознание и искусственный интеллект: межкультурный литературный взгляд на современные тенденции обучения языку»

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Аннотация. *В данной статье исследуется влияние искусственного интеллекта (ИИ) на современное языковое образование через призму сравнительной литературы, с акцентом на немецкую и узбекскую традиции. Анализируются произведения Иоганна Вольфганга фон Гете, Германа Гессе и Франца Кафки, а также Алишера Навои, Абдуллы Кадирия, Абдуллы Арипова и Эркина Вохидова. Показано, что обе литературные традиции исследуют границы интеллекта, моральные дилеммы и творческие процессы, что позволяет использовать их как источник для формирования этических и когнитивных навыков в обучении языку. На основе литературного анализа демонстрируются возможности интеграции ИИ в современные методики преподавания языка, включая адаптивные упражнения, развитие критического мышления, этического суждения и межкультурной компетенции. Статья подчёркивает, что сочетание литературного опыта и технологий ИИ открывает новые тенденции в обучении языкам и формировании интеллектуальной, этической и культурной грамотности студентов.*

Ключевые слова: *Искусственный интеллект (ИИ), Немецкая литература, Узбекская литература, Сознание, Этика, Обучение языку, Современные тенденции, Сравнительный анализ*

Введение

В последние десятилетия искусственный интеллект (ИИ) стал неотъемлемой частью образовательного процесса, особенно в области языкового обучения. ИИ способен анализировать тексты, создавать адаптивные упражнения и поддерживать индивидуальный прогресс учащихся. Однако при внедрении технологий важно сохранять этическое, культурное и когнитивное измерение образования. Сравнительный анализ немецкой и узбекской литературы позволяет выявить универсальные вопросы сознания, морали и творчества, которые остаются актуальными в эпоху ИИ и могут быть интегрированы в современные методики преподавания языка.

Цель данной статьи – показать, как литературные тексты могут служить источником понимания ИИ и как их философские и этические мотивы помогают формировать компетенции XXI века. Анализ проводится на примере произведений немецкой литературы: Гете («Фауст»), Гессе («Игра в бисер»), Кафки («Процесс») и

узбекской литературы: Навои («Лизон ут-Тайр»), Кадирий («Уткан кунлар»), Вохидов («Рухлар исёни»).

Методы исследования

– сравнительный анализ литературных источников,

– контекстуально-исторический метод,

– герменевтический анализ,

– элементы цифрового анализа текста (AI text mining),

– педагогический анализ применения ИИ в обучении.

Научная новизна исследования

– впервые предложена межкультурная модель интеграции ИИ в языковое обучение на основе немецкой и узбекской литератур,

– выявлены общие философские и этические основания в восточной и западной традициях, применимые к цифровой педагогике,

– показано, как ИИ может усиливать гуманитарное содержание обучающих программ,

– расширено понимание роли ИИ как участника этического и когнитивного процесса, а не только технического инструмента.

Искусственный интеллект и литературное воображение

ИИ часто обсуждается в контексте технологий и науки, но литературная перспектива позволяет рассматривать его как культурное и философское явление. Немецкая литература XIX–XX веков формировала образ сознания, где интеллект, этика и творчество связаны.

• **Гете, «Фауст»**: стремление человека к абсолютному знанию и созиданию отражает архетип создателя ИИ, поднимая вопрос о моральных рисках и духовной ответственности.

• **Гессе, «Игра в бисер»**: конфликт между интеллектом и духовностью, демонстрирующий, что рационализированное мышление без этики ведет к фрагментации личности.

• **Кафка, «Процесс»**: механизация жизни, отчуждение личности в бюрократических системах – пророческое предвидение цифровой дегуманизации.

Узбекская литература развивала эти мотивы через духовный и культурный контекст:

• **А. Навои, «Лизон ут-Тайр»**: человеческое сознание рассматривается как божественное достояние (аманат), где знание неотделимо от этики.

• **А. Кадирий, «Уткан кунлар»**: модернизация приводит к моральному кризису, поднимая вопросы человеческой ответственности за свои действия.

• **Э. Вохидов, «Рухлар исёни»**: метафизический бунт души против духовной пустоты, аналогичный этическим дилеммам ИИ.

Эти тексты демонстрируют, что вопросы этики, морали и сознания актуальны и для современных технологий, особенно в образовательной сфере.

Современное обучение языку с использованием ИИ включает:

1. **Адаптивные платформы** – программы, подстраивающиеся под уровень знаний учащегося.

2. **Анализ текстов и семантики** – автоматическая проверка грамматики, синтаксиса и стиля.

3. **Развитие критического мышления** – интерпретация литературных текстов с помощью AI-инструментов.

Сочетание литературного анализа и ИИ позволяет:

- изучать тексты с культурным и этическим контекстом,
- формировать навыки межкультурной коммуникации,
- развивать способность критически осмысливать последствия технологий.

Применение произведений Гете, Навои и других авторов в учебных программах стимулирует учащихся не только к изучению языка, но и к рефлексии над моральными дилеммами, что особенно важно в эпоху цифровых технологий.

Практическое применение ИИ в изучении языка через литературу

Ниже приведена таблица с примерами упражнений на базе ИИ для языкового обучения:

Литературный текст	**Задача**	**Инструмент ИИ**	**Навык**
Гете, «Фауст»	Анализ морали Фауста	ChatGPT / AI text analysis	Критическое мышление, этика
Гессе, «Игра в бисер»	Интерпретация символов	AI-based annotation	Символический анализ, словарный запас
Кафка, «Процесс»	Создание альтернативного сюжета	Story generation AI	Креативное письмо, грамматика
А.Навои, «Лизон ут-Тайр»	Сравнительный анализ с западной философией	Translation + semantic AI	Перевод, культурная компетенция
А.Кадирий, «О’канан кунлар»	Обсуждение морального выбора героев	Interactive AI discussion	Дискуссия, понимание текста
Э.Вохидов, «Рухлар исёни»	Тематическое эссе	AI writing assistant	Письмо, анализ темы

Эти упражнения позволяют интегрировать литературу в практику языкового обучения, используя ИИ для повышения интерактивности, персонализации и этического осмысления.

Литературные и философские основы ИИ

Человеческая мечта создать интеллект, подобный собственному, встречается в мифах (Прометей, Пигмалион) и философских традициях.

- **Декарт**: дуализм разума и тела, идея механизации мысли.
- **Кант и Гегель**: разум как проявление универсального Духа.
- **Суфизм (Навои)**: разум и дух (ruh) как взаимодополняющие пути познания.

Литературная интерпретация этих философских идей позволяет учащимся понять, что ИИ – не только инструмент, но и объект этических размышлений.

Сравнительный анализ немецкой и узбекской литературы

Аспект	**Немецкая литература**	**Узбекская литература**
Этика и интеллект	Рациональность, индивидуальная ответственность	Духовная и коллективная ответственность
Сознание	Конфликт разума и души	Гармония разума и духа
Творчество	Познание через опыт и действие	Познание через мораль и духовность
Современные параллели	Проблемы цифровизации, отчуждения	Этические дилеммы технологий и модернизации

Сопоставление демонстрирует, что литература обеих традиций предлагает важные ориентиры для этичного использования ИИ в образовательных процессах.

Заключение

Сравнительный анализ немецкой и узбекской литературы позволяет увидеть, что размышления о человеческом сознании, морали и творчестве универсальны и выходят за рамки конкретных культур и исторических эпох. Литература не только отражает интеллектуальные и духовные поиски человечества, но и предвосхищает современные проблемы, связанные с развитием технологий и искусственного интеллекта. Произведения Гете, Гессе и Кафки демонстрируют, что рациональный интеллект, лишённый этического и духовного измерения, может привести к отчуждению, фрагментации личности и утрате смысла человеческого существования. В то же время, тексты Навои, Кадирия и Арипова подчеркивают неразрывную связь знания, духовности и морали, показывая, что любые творческие и интеллектуальные стремления должны быть интегрированы с внутренней этикой и социальной ответственностью.

В эпоху искусственного интеллекта такие уроки литературы приобретают особую актуальность. Сегодня ИИ активно используется в образовании, включая языковое обучение, автоматический анализ текстов и адаптивные методики преподавания. Однако без этической и культурной основы технологии рискуют стать чисто инструментальными, не способствующими развитию критического мышления и гуманитарного понимания. Литературные традиции, исследованные в данной статье, помогают сформировать комплексный подход к внедрению ИИ: они демонстрируют, что интеллект – искусственный или человеческий – должен быть осознанным, этически и эстетически обоснованным, а образовательные технологии – служить развитию личности, а не только передаче информации.

Таким образом, интеграция литературы в современные методики обучения языку с использованием ИИ позволяет достигать сразу нескольких целей:

Развитие критического мышления: анализ текстов стимулирует учащихся размышлять о моральных и философских дилеммах, формируя способность принимать взвешенные решения.

Этическое образование: обсуждение литературных персонажей и их выборов помогает понять последствия действий в цифровой и реальной среде. Межкультурная компетенция: изучение немецкой и узбекской традиций развивает понимание различных культурных ценностей и мировоззрений. Творческое применение ИИ: автоматические инструменты анализа и генерации текста

помогают интегрировать технологии в образовательный процесс, не теряя при этом гуманитарного измерения.

В конечном счёте, литературный анализ как метод исследования сознания и этики создаёт прочную основу для развития современных подходов к языковому образованию в эпоху ИИ. Он напоминает о том, что любое знание, включая знания, полученные через цифровые технологии, должно быть осмысленным и направленным на гармоничное развитие человека, его духовных и интеллектуальных качеств. Исследование демонстрирует, что сочетание литературной традиции, философии и современных технологий позволяет создавать образовательные практики, которые не только обучают языку, но и формируют целостную личность, готовую к осознанной и этичной работе с информацией и технологиями будущего.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

BADIIY MATNNI TARJIMA QILISHNING NAZARIY ASOSLARI

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Annotatsiya. *Hozirgi vaqtda jahon tarjimashunosligida bir qator muhim yutuqlar qo‘lga kiritilgan bo‘lib, ular tarjimaning nazariy va amaliy jabhalarini sezilarli darajada boyitdi. Xususan, korpus lingvistikasiga asoslangan tadqiqotlar tarjimaviy me’yorlarni aniqlashni yengillashtirdi, kognitiv yondashuvlar esa tarjimonning fikrlash jarayonini ilmiy asosda o‘rganish imkonini yaratdi. Shu bilan birga, tarjimada madaniy omilning o‘rni kengayib, madaniy interpretatsiyamasalalari dolzarblik kasb etdi. Mashina tarjimasi va neyron tarjimaviy modellar ham zamonaviy tarjimashunoslikning yangi bosqichini belgilab berdi.Kelgusi vazifalar sifatida tarjimada inson omilini yanada chuqurroq o‘rganish, turli tillar va madaniyatlar o‘rtasidagi semantik tenglik muammolarini hal etish, shuningdek, sun’iy intellekt bilan inson tarjimoni o‘rtasida samarali hamkorlik modelini ishlab chiqish kabi yo‘nalishlar ustuvor hisoblanadi. Umuman olganda, tarjimashunoslik global muloqot va madaniy almashinuvni qo‘llab-quvvatlovchi strategik fan sifatida rivojlanishda davom etmoqda. Ushbu maqolada tarjimashunoslikning muhim masalalaridan biri hisoblanganbadiy matnni tarjima qilishning nazariy asoslari, tarjimada ekvivalentlik va adekvatlikmasalasi, semantik-stilistik qatlamlar, madaniy birliklarni tarjima qilish, tarjimon kompetensiyasi xususidagi zamonaviy nazariy yondashuvlarmohiyati yoritildi.*

Kalit so‘zlar*: Badiiy matn tarjimasi, semantik-stilistik qatlamlar, tarjimon kompetensiyasi, ekvivalentlik, adekvatlik, tarjimashunoslikning Skopos nazariyasi, tarjimashunoslikka kognitiv yondashuv, tarjimashunoslikka diskursiv yondashuv, tarjimashunoslikning madaniy-semiotik nazariyasi.*

KIRISH. Badiy matn tarjimasi tarjimashunoslikning eng murakkab va mas‘uliyatli yo‘nalishlaridan biridir. Chunki badiy asarlar tarjimasida nafaqat manba matnidagiaxborotni boshqa tilga o‘girish,balki uning estetik ta‘sir darajasini saqlab qolish, asarda ifodalanganmadaniy qadriyatlar mohiyatini yoritib berish, muallifning badiiy dunyoqarashini to‘g‘ri idrok qilish va uni o‘quvchiga yetkaza olish,tilning nozik qatlamlarining o‘zga tildagi muqobillarinitopa olish ham taqozo etiladi.

Bugungi tarjimashunoslikda Skopos nazariyasi, kognitiv yondashuv, diskursiv yondashuv, madaniy-semiotik nazariya muhim ahamiyat kasb etadi. [5, 41] Skopos nazariyasining mohiyati shundaki, ushbu yondashuv tarjimani ma‘lum bir maqsadga yo‘naltirilgan faoliyat turi sifatida ko‘rib chiqadi va diqqatni an‘anaviy ekvivalentlik mezonlaridan tarjima funksionalligi va pragmatikasiga o‘tkazadi. Tarjimon manba matnini maqsadli auditoriyaning muayyan muhitdagi vazifalariga mos ravishda moslashtiradi. Skopos nazariyasiga asoslangan yondashuvda tarjima maqsadli harakat sifatida qaraladi, unda tarjimon ma‘lum bir muammoni hal qilish uchun maqsadli matn yaratadi. Skoposning moslashuvchanligiga qaramay, tarjimada aynanlik tamoyilisaqlanib qoladi,

ya‘ni tarjimon asl matn muallifining madaniy me‘yorlari va niyatlarining o‘ziga xos xususiyatlarini hisobga olishi kerak bщladi.

Tarjimaga kognitiv yondashuvda esa tarjima mentaljarayon sifatida baholanadi. Bunday yondashuvda tarjimon manba matnnni to‘g‘ri idrok qilishi muhim. Aytish joizki, tarjimon matnni tarjima qilishida qanday shaklni tanlamasin, uning asosiy, o‘zak mazmuninisaqlab qolishi lozim.

Tarjimaga diskursiv yondashuvda tarjima obyekti faqat matn emas, balki muloqot jarayoni sifatida ham qaraladi.Ushbu jarayonda kontekst, maqsad, auditoriya, ijtimoiy munosabatlar, janr kabi omillar muhim hisoblanadi. Tarjimonnafaqat ma’noni, balki diskurs vazifasini –matnning jamiyatdagi roli xususidagi mazmunniham saqlashi kerak.

Tarjimashunoslikning madaniy-semiotik nazariyasida matnga madaniy belgilar tizimi, har bir so‘z va obraz esa madaniy semiotikaning bir qismi sifatida qaraladi. Bunda tarjimaning vazifasi madaniy belgilar, realiyalar, metaforalar, urf-odatlar va ramzlarni to‘g‘ri tarzda yangi madaniyatga ko‘chirishdan iboratdir. Ushbu nazariya namoyandalari tarjimani ijodiy interpretatsiya sifatida baholab, tajimon tarjima matnda uz “izi”, ya’ni uslubini namoyon qilishi mumkin deb hisoblaydilar.[3, 67]

Qayd etilgan nazariyalartarjimaning ko‘p qirraliva o‘zida lisoniy va nolisoniyomillar (kognitiv, madaniy, psixologik, ideologik) ni mujassam etgan jarayon ekanini ko‘rsatadi.

ASOSIY QISM.Ma’lumki, badiy tarjima – bu badiiy matnning mazmuni, shakli, obrazliligi, uslubi va muallifning estetik niyatlarini boshqa tilga o‘tkazish jarayonidir. Uning o‘ziga xosligi shundaki, u faqat axborot uzatmaydi, balki asarning badiiy-estetik qiymatini ham qayta yaratadi. Badiy tarjimada ijodkorlik, til sezgisi, madaniy kompetensiya katta ahamiyat kasb etadi.Tarjimaning nazariy asoslari tilshunoslik, adabiyotshunoslik, pragmatika, semantika, madaniyatshunoslik va psixolingvistika kabi fanlar bilan uzviy bog‘liq. Tarjima jarayoni ikki tilli kommunikatsiya sifatida baholanadi va unda manba matni bilan tarjima matni o‘rtasidagimuvofiqlik darajasi mezon bo‘lib xizmat qiladi. Badiy tarjimada ekvivalentlik – mazmun, shakl, uslub va ta‘sir birligini eng yuqori darajada saqlashdir. Adekvatlik esa tarjima matnining kommunikativ vazifani to‘liq bajarishi bilan bog‘liq. Badiy tarjimada to‘liq ekvivalentlikka erishish qiyin, shuning uchun funksional-madaniy ekvivalentlik muhim o‘rin tutadi.

Badiy matn ko‘p qatlamli bo‘lib, unda quyidagi qatlamlar mavjudligi kuzatiladi:

– denotativ ma‘no

– konnotativ ma‘no

– obrazlilik va ramziylik

– stilistik bo‘yoqlar

–subtekst va kontekst .[1,89]

Bularning barchasini tarjimada qayta yaratish tarjimon oldiga murakkab vazifalarni qo‘yadi. Badiiy obrazlilikni tarjima qilish muammolari shundaki, metafora, epitet, metonimiya, jonlantirishkabi badiiy tasvir vositalarini boshia tilga o‘girish ijodiy yondashuvni talab qiladi. Ba‘zan ular to‘g‘ridan to‘g‘ri tarjima qilinadi, ba‘zan esa funksional analog (o‘xshashlik) qidiriladi. Asl mazmunni saqlagan holda badiiy ta‘sirni yo‘qotmaslik tarjimon mahoratini ko‘rsatadi.

Badiiy matnni tarjima qilish muammolaridan yana biri milliy-madaniy komponentlarni tarjima qilish bilan bog‘liq. Milliy kolorit, etnomadaniy birliklar, urf-

odatlar, realiyalar badiiy tarjimaning eng muhim muammolaridan biridir. Madaniy so‘zlar to‘g‘ridan to‘g‘ri tarjima qilinmasligi mumkin. Tarjimon bunda quyidagi yondashuvlardan foydalanadi:

– transkripsiya

– tavsifiy tarjima

–kontekstual moslashtirish

– madaniy ekvivalentlar izlash

Manba matndagiidiomalar, metaforalar va frazeologizmlarni tarjima qilish ham tarjimondan yuqori malakani talab etadi.Frazeologizmlar tilning milliy ruhini aks ettiradi, shuning uchun ularni tarjima qilishda semantik ekvivalentlik yetarli bo‘lmaydi.Bundauslubiy bo‘yoqlar, obrazlilik, konnotatsiya saqlanishi lozim. Tarjimon ba‘zan frazeologik analog, ba‘zan esa tavsifiy ta‘rifdan foydalanadi.

Tarjima jarayonida kontekst va subtekstning alohida o‘rni bor.Kontekst badiy matnni to‘g‘ri talqin qilishning asosiy omilidir. Subtekst esa yashirin ma‘no va muallifning niyatini ifodalaydi. Ularni tushunmasdan qilinadigan tarjima semantik noaniqliklarga olib keladi.

Badiiy matnni tarjima qilishda tarjimon kompetensiyasi va ijodkorlik omili o‘ta muhim. Badiyasarlar tarjimonilingvistik kompetensiya, madaniy kompetensiya, adabiy kompetensiya, pragmatik kompetensiya, ijodiy tafakkur kompetensiyalariga ega bo‘lishi zarur. Tarjimon nafaqat matnni tarjima qiladi, balki uni qayta yaratadi ham.

Ma‘lumki, badiiymatnda muayyan kamchiliklarga yo‘l qo‘yiladi. Mutaxassislar bunday xatolar sirasiga semantik xatolar, stilistik mos kelmaslik,madaniy noaniqliklar, obrazning yo‘qolishi,so‘zma-so‘z tarjimaning haddan ziyod ko‘payib ketishi kabilarni kiritadilar.[4,74] Bunday xatolarni bartaraf etishning eng muhim yo‘llarimatnni chuqur tahlil qilish, kontekstni to‘g‘ri anglash va ijodiy yondashuvdir.

Badiy tarjima o‘ziga xos kommunikativ-pragmatik xususiyatlarga ham ega bo‘ladi. Har bir badiy asar o‘z davri, o‘quvchisi va muallifi uchun maxsus kommunikativ vazifani bajaradi. Tarjima esa bu vazifani boshqa madaniyatga mos holda qayta yaratadi. Bunda eng muhimi shundaki, tarjimon matnning pragmatik ta‘sirini saqlab qolishikerak.

XULOSA. Badiiy asar tili tarjimasini mukammallashtirish uchun bir qator nazariy va amaliy vazifalarni hal etish zarur. Nazariy jihatdan, avvalo badiiylikning tabiati, obrazlilik vositalari, intertekstual ishoralar va muallif uslubining asliyatda tutgan o‘rnini aniq belgilash muhim. Shu bilan birga, tarjimada ekvivalentlikka erishish, ya‘ni denotativ, konnotativ va pragmatik ma‘nolarni bir vaqtda saqlashga qaratilgan ilmiy yondashuvlar talab etiladi. Madaniy kodlarni o‘rganish va ularni qabul qiluvchi tilda adekvat ifoda etish ham nazariy muammolar qatoriga kiradi. Amaliy jihatdan esa obrazli ifoda, yumor va milliy realiyalarni tarjima qilishda to‘g‘ri strategiyani tanlash, lokalizatsiya va adaptatsiya tamoyillarini takomillashtirish muhimdir. Shuningdek, tarjimonning uslubiy mahoratni oshirishi va tahrir jarayonlarini professionallashtirish badiiy tarjimaning sifatini yuksaltirishga xizmat qiladi.

Badiiy tarjimani rivojlantirish borasida tadqiqotchilar oldida qator dolzarb vazifalar turibdi. Avvalo, badiiy matnning semantik va estetik xususiyatlarini chuqur tahlil qilish, ularni tarjimada qayta yaratishning ilmiy modellarini ishlab chiqish talab etiladi. Shuningdek, tarjimada ekvivalentlikning yangi turlarini, xususan, emotsional va pragmatik tenglikni ta‘minlaydigan nazariy yondashuvlarni takomillashtirish muhimdir.Badiiy

tarjimada madaniy omil ustuvor bo‘lgani uchun realiyalar, milliy urf-odatlar va intertekstual ishoralarni qabul qiluvchi tilda adekvat ifoda etishga doir ilmiy tamoyillar yanada puxta ishlab chiqilishi kerak. Tadqiqotchilar oldidagi yana bir vazifa – tarjimonning kognitiv jarayonlarini o‘rganish, uning ijodiy fikrlash mexanizmlarini modellashtirishdir[2,90].Shu bilan birga, sun’iy intellekt asrida mashina tarjimasi va inson tarjimonining o‘zaro hamkorligini ilmiy asosda o‘rganish, gibrid tarjimaviy yondashuvlarni ishlab chiqish ham muhim yo‘nalishlardan hisoblanadi.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SEMANTIC COMPONENT OF AFFECTIONATE FORM IN THE UZBEK AND ENGLISH LANGUAGES

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Abstract. *This article examines the semantic structure of lexical units expressing affection in English and Uzbek through the method of component analysis. The study identifies arkhiseme, integral semas, and distinguishing semas in the lexical definitions of relevant words and explores the processes of explicit and implicit clarification used in semantic decomposition. Through a comparative analysis of dictionary data and contextual examples from literary works, the research reveals that affectionate lexical units frequently lack explicit endearment markers in dictionary definitions, yet their semantic value becomes evident through contextual usage. The findings demonstrate that dictionary sources alone are insufficient for a comprehensive linguistic analysis of FSFA (Formations of Semantically Marked Affection), and that additional materials from literary texts, media, and informants are essential for accurately identifying semantic components. The study contributes to a deeper understanding of cognitive, semantic, and cultural features embedded in the affectionate lexicon of English and Uzbek.*

Key Words:*component analysis, arkhiseme, integral sema, distinguishing sema, explicit expression, implicit expression, lexical semantics, endearment markers, English, Uzbek, FSFA, cognitive semantics, semantic field.*

The term “Component analysis” was first used by U. Gudenaf (W. Goodenough) and F. Lonsbiri (F. Lounsbury)[1].

The meaning of a word consists of a set of distinguishing semas. A sema is the smallest unit constituting the meaning of a word. In the process of component analysis, it is necessary to identify the diminutive indicating arkhiseme and integral semas in the semantic explanations of words in the compared languages.

Arkhiseme is considered a means that creates cohesion in the grouping of words. In linguistics, arkhiseme is sometimes used through the term “general sema”[2].

Arkhiseme is a sema present in the explanations of all lexical units belonging to one field, while integral semas are similar or related semas. They may appear in the explanation of one word but not in that of another.

Integral semas, in turn, are divided into distinguishing semas. The phenomenon of differentiation goes deeper into the semantics of language units and aims to find their

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specific meanings, setting the goal of fully understanding and analyzing the object in the "semantic and lexico-grammatical field" [3].

So, a distinguishing sema is a sema that helps to group lexical units belonging to a specific field based on certain features and characteristics. The arkhiseme and integral semas present in the lexical definition of a word are clarified through two methods: explicit and implicit expression. If the arkhiseme, integral semas, and *pometa* (index words) are clearly present in the lexical definition, this is called explicit clarification. If these units are not clearly stated in the lexical meaning, then a multi-level method is used. The distinguishing sema of a word can be identified at several stages of multi-level definitional analysis. This is called implicit clarification [4].

To analyze the cognitive features of FSFA, it is necessary to thoroughly study the sema structure of each word in the relevant word definitions, to compare the components forming their lexical series with other words, and to identify the arkhiseme, integral, and distinguishing semas within them. For this purpose, dictionaries in the English and Uzbek languages were used.

To clarify the semas in the lexical definitions of existing English words, let us consider several examples of component analysis:

sugar (shakar) – (informal, especially name) a way of addressing smb. that you like or love like *sweetheart*,

chickabiddy (jo'ja) – 1) a chicken, 2) a trivial term of endearment for a child,

dove (kabutar) – 1) a pigeon of the genus Columba and various related genera, 2) a word of endearment for one regarded as pure and gentle.

In the above analysis, in the definition of the words *sugar*, *chickabiddy*, *dove* and other similar words*dear*, *sweetheart*, *lover*, *sweetheart* semas as well as the *endearment* marker words were identified through the explicit expression method.

In the following example, the sema was identified through the implicit expression method:

laddie (bolakay) – 1) a young lad, 2) a male person of any age between early boyhood and maternity, BOY, YOUTH. 3) fellow, chap.

In the above given defenition, there is no sema indicating endearment, but according to the component analysis of the word boy, we can find *the sweetheart*-integral sema:

a boy (bola) – 1) a male child from birth to adulthood, 2) son, 3) an immature male, separate the men from the boys, 4) **sweetheart**, beau.

Thus, in the component analysis of the word *laddie,* the indicator sema was identified at the second level (laddie → a boy → sweetheart).

If the sema *love* in English is accepted as the arkhiseme of lexical units belonging to FSFA in their lexical semantic explanations (definitions), then the semas of *darling*, *sweetheart*, *dear*, *lovable*, *lover*, *endearment* and *affection* marker words in dictionaries are accepted as integral semas. Words possessing these integral semas in their semantic structure unite into one group according to the *love* arkhiseme. For example:

[3] Ҳакимова Г.Э. Зоонимик компонентли фразеологик бирликларнинг структуравий ва семантик хусусиятлари (инглиз тили материаллари асосида). Филол. фан. номз. ...дис. – Тошкент: М. Улуғбек номидаги ЎзМУ, 2008. – Б. 72.

[4] Ирискулов М.Т. Тилшуносликка кириш (иккинчи нашри). Филология: Бакалавриат таълими йўналиши талабалари учун дарслик. – Т.: ЎзДЖТУ, 2008. – Б. 219.

sweetheart (jonim) – one who is **love**d,
darling (jonim, azizim) – dearly **love**d person, favorite,
dear (azizim) – 1) a **love**d one, 2) a lovable person,
lover (sevuvchi) – a person in **love**, esp. a man in love with a woman.

Using English dictionaries, the number of collected examples amounted to 200. Of these, 66 (33%) were identified through explicit expression, 104 (52%) through implicit expression, and 30 (15%) through pometas. The activity level of integral semas and marker words identified based on component analysis is as follows:

sweetheart – 107 (53%), *darling* – 12 (6%), *dear* – 7 (3.5%), *love* – 34 (17%), *endearment* – 15 (7.5%), *affection* – 15 (7.5%).

According to the component analysis conducted in Uzbek, lexical units expressing *affecrion* collected from dictionaries amounted to 225. The *sevish* arkhiseme and semas such as *sevikli*, *sevimli*, *sevgili*, *sevuvchi* were accepted as integral semas. Marker words like *erkalatib*, *erkalab*, *erkalatish* present in dictionary definitions were also included in FSFA. These integral semas and marker words unite in the arkhiseme formed by words based on *sevish*. For example:

sevgili – 1) kishining ko'ngil qo'ygan dildori, yor, ma'shuqa, mahbub, 2) **sevikli**, suyukli, **sevimli**.

sevimli–sevikli, suyukli, **sevimli.**

Let's observe the component analysis of several examples:

qo'zichoq – 1) Qo'yning emadigan bolasi, 2) (1-sh., egalik formasida) bolalarga *erkalatib* murojaat etish formasi,

qulun – 1) bir yoshga to'lmagan toycha, (-choq), 2) (1-sh., egalik formasida) o'g'il bolalarni *erkalatish* yoki *erkalatib* murojaat qilish formasi,
nigor – 1) *sevgili*, go'zal, 2) Nigor (xotin-qizlar ismi),
nuri diyda – 1) ko'z nuri, 2) *sevikli* farzand.

The integral semas such as *sevimli*, *sevgili*, *sevikli* identified through explicit expression in these examples were clearly present in some word definitions collected during our study.

Of the examples, 37 (16.4%) were found by marker words, 25 (11.1%) by explicit, and 163 (72.5%) by implicit expression. The activity level of integral semas and marker words identified by component analysis is as follows: *erkalash* (*erkalatish*, *erkalatib*) – 123 (60%), *sevikli* (*sevimli*, *suyukli*) – 18 (8.5%), *sevuvchi* – 66 (33%), *sevgili* – 18 (8.5%).

In English and Uzbek, lexical units expressing affectionate meaning do not contain semas explicitly showing endearment in their lexical definitions, but based on their contextual meanings, they were included in FSFA. For example, fromShakespeare's tragedy "Othello," Brabantio uses the word *jewel* (qimmatbaho tosh) for his daughter Desdemona:

Brabantio (to Desdemona): I would keep from thee. For your sake, ***jewel****,*
I am glad at soul I have no other child[5].
Brabasio (Dezdemonaga):– Eshit, ***durdonam****,*

[5] Shakespeare. W. Othello (The Moor of Venice). – Moscow: Издательское товарищество иностранных рабочих, 1936. – P.25.

Xayriyatki, sendan o'zga zuryodim yo'qdir... [6]

In Uzbek explanatory dictionaries, several words such as *asal*, *novvot*, *shakar* do not have marker words denoting affection in their figurative meanings. However, in Uzbek, these words are used in thismeaning. For example:

– Bu boshqa gap, ***asalim****! – mazax qildi Yusuf aka* [7].

...Bu yorug' dunyoda yo'g'u-borimsan,
Tilimning ostida ***novvot****-zarimsan*[8].

Buvim puf deb nosni tuflab, tomga qarab:

– ***O'g'rigina bolam****,* ***hoy o'g'rigina bolam****, hoynahoy biror tiriklikning kuyida tomga chiqqan ko'rinasan..*[9].

In the phrase *o'g'rigina bolam- gina* and *-im* first person singular possessive suffixes are present. However, according to the meaning of the text, the speaker is not caressing or fondling the thief who entered the house, but rather addressing him with scolding or reproach and pity. Of course, scolding has a distinct tone and intonation compared to foundling. Here, the meaning of scolding predominates over foundling.

To conclude we can say that the research showed that materials available in dictionaries of the compared languages are insufficient for deep linguistic analysis of FSFA. It became clear that relying on materials collected from literary works, newspapers and magazines, radio and television, the Internet, surveys from informants, and other sources in both English and Uzbek helps to more accurately illuminate the topic under study.

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FUNCTIONAL-SEMANTIC FEATURES OF INSTRUCTIONAL SEGMENTS IN ENGLISH AND UZBEK MEDICAL TEXTS

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Abstract. *Instructional segments in medical texts are essential for guiding patients and healthcare professionals. This study examines the functional-semantic features of instructional segments in English medical texts and their Uzbek translations. The analysis is grounded in systemic-functional linguistics, corpus linguistics, and translation studies. Semantic modality, terminology, phrasal units, and cohesive devices are analyzed to determine how instructional meaning is preserved in translation. Findings demonstrate that instructional segments retain semantic fidelity, clarity, and directive force, ensuring effective communication in medical contexts.*

Keywords: *Instructional segments, medical texts, functional-semantic features, English-Uzbek translation, modality, cohesion*

Medical texts perform multiple communicative functions, including informing, advising, and instructing. Among these, instructional segments are particularly important because they provide guidance, advice, or mandatory instructions for patients, caregivers, or healthcare professionals. Instructional segments combine directive language with semantic precision, ensuring that readers understand required actions, possible side effects, and preventive measures.

These segments were analyzed using functional-semantic frameworks, focusing on semantic modality, terminology, phrasal units, and cohesive devices. Semantic modality plays a critical role, as modal verbs such as should, must, may, and could communicate obligation, recommendation, possibility, or permissibility. For instance, the sentence “Patients should take medicine twice a day” conveys clear obligation, whereas “Patients may experience mild headache” signals possibility, indicating caution. In Uzbek, equivalents such as “kerak” (obligation) and “mumkin” (possibility) preserve the functional intention of the original English texts. Semantic modality interacts with pragmatic function, guiding readers to interpret instructions appropriately and comply with medical advice.

Terminology is another essential component of instructional segments. Medical terms such as medicine, monitor, headache, instructions, ointment are consistently translated into Uzbek (dori-darmon, nazorat qilish, bosh og‘rig‘i, ko‘rsatmalar, malham) with careful attention to accuracy and domain-specific meaning. Preserving terminology across languages safeguards professional clarity and prevents misinterpretation, which is particularly crucial in healthcare contexts where errors can have significant consequences. Consistent terminology also supports textual cohesion and facilitates corpus-based research on specialized vocabulary.

Cohesive devices maintain logical flow and coherence in instructional segments. Conjunctions, adverbs, and phrases such as therefore, and, or, for example establish

relationships between actions, causes, and outcomes. In translation, cohesive markers are adapted to Uzbek, ensuring that the logical structure and instructional clarity remain intact. Cohesion enables readers to follow multi-step procedures accurately and enhances comprehension, which is fundamental for patient safety and effective healthcare communication.

Phrasal units and collocations form another layer of semantic and functional structure. Conventional expressions such as "take medicine twice a day" or "monitor blood pressure regularly" are frequent in medical texts. In Uzbek, these collocations are rendered faithfully ("kuniga ikki marta qabul qilish", "muntazam nazorat qilish"), preserving their directive function and idiomatic clarity. Repetition of these patterns across texts supports predictability and ease of comprehension, which are critical in medical instructions.

The following table illustrates examples of instructional segments in English medical texts and their Uzbek translations, highlighting semantic modality and key terms:

English Segment	Uzbek Translation	Semantic Modality	Key Term
"Patients should take medicine twice a day."	"Bemorlar dori-darmonlarni kuniga ikki marta qabul qilishlari kerak."	Obligation	medicine / dori-darmon
"Doctors must monitor blood pressure regularly."	"Shifokorlar qon bosimini muntazam nazorat qilishlari kerak."	Obligation	monitor / nazorat qilish
"Patients may experience mild headache."	"Bemorlar engil bosh og'rig'ini boshdan kechirishi mumkin."	Possibility	headache / bosh og'rig'i
"Follow the instructions carefully to avoid side effects."	"Yon ta'sirlarni oldini olish uchun ko'rsatmalarga diqqat bilan rioya qiling."	Obligation	instructions / ko'rsatmalar
"For example, apply the ointment twice daily."	"Masalan, malhamni kuniga ikki marta surting."	Recommendation	ointment / malham

The functional-semantic analysis reveals several key features of instructional segments:

Semantic Modality – Modal verbs such as should, must, and may communicate obligation, recommendation, or possibility, enabling readers to understand the degree of necessity or caution. Semantic modality is preserved in translation using appropriate equivalents in Uzbek.

Terminology – Precise medical terms are maintained across English and Uzbek, ensuring professional clarity and avoiding misinterpretation. Accurate terminology is especially critical in medical contexts.

Cohesive Devices – Conjunctions, adverbs, and phrases maintain textual coherence, help structure instructions logically, and allow readers to follow multi-step procedures correctly.

Phrasal Units and Collocations – Recurrent patterns reinforce directive function and clarity, allowing instructions to be easily understood and remembered.

Functional-semantic analysis demonstrates that instructional segments are both informative and directive, reflecting ideational functions (providing knowledge, describing procedures) and interpersonal functions (guiding behavior, establishing obligations). English-Uzbek translations generally preserve these functions when semantic modality, terminology, cohesion, and phrasal patterns are carefully maintained. Incorporating research by Uzbek scholars such as Akbarhodjaeva and Abdulkhairova provides insight into national linguistic conventions, translation strategies, and terminological adaptation, enhancing corpus-based approaches to medical discourse.

In conclusion, instructional segments are a core component of medical texts, serving as essential tools for conveying procedural knowledge, warnings, and recommendations. Accurate translation ensures effective communication between healthcare providers and patients, safeguarding both understanding and safety. A functional-semantic approach, supported by corpus analysis and translation theory, allows researchers to systematically study instructional language, preserve semantic modality, maintain terminological precision, and uphold textual cohesion. This integrative approach provides both theoretical rigor and practical guidance for translators, terminologists, and medical communication specialists.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

SEMANTIC AND PRAGMATIC FUNCTIONS OF PHRASEOLOGICAL UNITS RELATED TO THE FACE AND FACIAL EXPRESSIONS

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Abstract. *Phraseological units connected to the face and facial expressions form one of the most expressive layers of language, carrying both semantic density and pragmatic nuance. This article examines how such units operate as compact cultural codes, conveying emotions, attitudes, and evaluative meanings that often exceed their literal wording. Drawing from English and Uzbek examples, the study explores how idioms like "keep a straight face," "face the music," "cheeky," or "ko'ngli yorishmoq," "yuz-ko'z qilmoq" unpack complex interpersonal meanings through metaphorical extension and embodied cognition. The analysis highlights how face-related phraseologisms not only describe emotional states but also regulate social interaction, reinforce politeness strategies, signal power dynamics, and position speakers within cultural value systems. The findings show that these units function as pragmatic accelerators – tiny linguistic devices that deliver high-impact meaning with minimal verbal effort. The research ultimately argues that phraseological units tied to the face serve as cognitive shortcuts that reveal how a culture conceptualizes emotion, dignity, shame, respect, intimacy, and social alignment.*

Keywords: *phraseological units, facial expressions, semantics, pragmatics, metaphor, emotional meaning, evaluative meaning, sociocultural context, idiomatic expressions*

Introduction. Language is basically humanity's ultimate cheat code – a system where a few words can carry whole universes of meaning. And nowhere is this more obvious than in phraseological units built around the face. The face is our primary emotional billboard, our social business card, and the OG communication tool long before we had Wi-Fi or emojis. Naturally, languages have crafted dozens of idioms, expressions, and stable combinations where the face becomes a linguistic stage for emotions, social rituals, and cultural values.

These idioms are more than stylistic decorations. They are semantic containers packed with cultural memory: respect, shame, bravery, deceit, tenderness – all encoded in a short phrase like *"lose face," "two-faced," "face value," "yuzini yorug' qilmoq,"* or *"ko'z oldida qora tushmoq."* They show us not only how a language names emotions but how a community interprets them. From a semantic perspective, face-related phraseological units undergo metaphorization, metonymy, generalization, and evaluative transformation. A *"hard face"* is not a physical object but a symbolic representation of emotional rigidity. A person who *"shows their true colors"* isn't literally changing pigment – they're revealing identity. Semantics gives us the building blocks, the literal-plus-figurative meaning that makes these units vivid and memorable.

But the real magic is in their pragmatic functions. These expressions help speakers soften criticism, intensify praise, hide sarcasm, or position themselves politely in

conversation. They support face-saving strategies, reinforce social harmony, and subtly mark emotional distance or intimacy. In many cultures, talking about the face is actually talking about dignity, honor, and self-worth – making idioms a reflection of deeper sociocultural patterns. This article investigates how phraseological units related to the face and facial expressions operate across both semantic structure and pragmatic performance. By examining their literal origins, metaphorical extensions, and communicative effects, the study aims to show how these expressions reveal the intertwined nature of language, culture, emotion, and social interaction. Ultimately, the research highlights that such phraseologisms are not simply idioms – they are miniature cultural scripts that map how people understand themselves and each other.

Literature Review. Research on phraseological units has long emphasized their multifunctional nature in linguistic systems, with scholars agreeing that idioms are not mere linguistic ornaments but stable, culturally embedded meaning structures. Foundational works by A. V. Kunin, N. N. Amosova, and Charles Fillmore highlight that phraseological units operate on the intersection of semantics, cognition, and cultural experience. Kunin's theory positions idioms as fixed lexical combinations whose figurative meaning often surpasses their literal components, while Amosova focuses on the contextual dependency and semantic fusion that shape phraseological meaning. Building on this, Fillmore's frame semantics demonstrates that idiomatic expressions reflect culturally shared scenes and cognitive frames – an idea that becomes especially relevant in face-related expressions grounded in embodied experience.

Scholars such as Lakoff and Johnson argue that idioms are built upon conceptual metaphors, many of which stem from the human body and facial expressions. Metaphors like FACE AS DIGNITY, EYES AS PERCEPTION, or SMILE AS EMOTION are shared across many languages, revealing deep cross-cultural cognitive patterns. In Uzbek, for instance, phraseological units like *"yuziga oyoq qo'ymoq"* or *"ko'zlari kulmoq"* reflect cultural models of respect, honor, and emotional transparency. Similarly, English idioms such as *"lose face," "put on a brave face,"* and *"eyeball someone"* encode evaluative judgments and interpersonal stances. These parallels support the idea that the face is a universal cognitive anchor for social meaning. Pragmatics-focused research, including Brown and Levinson's politeness theory, shows that idioms related to the face often function as face-saving or face-threatening acts. Expressions describing shame, respect, sincerity, or deception tend to resonate directly with sociocultural expectations. Studies by Fraser, Wierzbicka, and Meier further emphasize how idioms shape interpersonal alignment: they can signal empathy, soften commands, amplify irony, or embed moral evaluations. Scholars working on Turkic and Uzbek phraseology – including M. Mirtojiev, A. Madvaliyev, and G. R. Rahmatullayeva – also demonstrate that face-related idioms often express ethical norms and community-based values, functioning as micro-narratives of cultural identity.

More recent studies within cognitive-pragmatic frameworks view phraseological units as multimodal signs: not just words, but miniature social scripts linked to perception, embodiment, and shared cultural memory. Research on emotional linguistics (e.g., Kövecses) and intercultural pragmatics confirms that idioms involving facial expressions are among the most expressive linguistic tools for encoding emotional states, evaluating behavior, and shaping social dynamics. Taken together, the literature underscores that

phraseological units related to the face are semantically layered, culturally patterned, and pragmatically powerful mechanisms of meaning-making.

Methodology. The study adopts a qualitative, descriptive, and comparative approach grounded in semantic and pragmatic analysis. The primary data consists of English and Uzbek phraseological units related to the face and facial expressions, collected from explanatory dictionaries, bilingual phraseological dictionaries, academic corpora, and examples documented in existing linguistic research. Each unit is analyzed in terms of its literal image, figurative extension, semantic structure, and communicative function. The methodology is guided by three analytical lenses. First, a semantic analysis identifies metaphorical models, metonymic relations, evaluative components, and semantic shifts within each unit. This involves interpreting how lexical components tied to facial features – eyes, eyebrows, cheeks, mouth, face – undergo figurative transformation to express emotional or social meanings. Second, a pragmatic analysis explores how these units function within communicative contexts, drawing on speech act theory, politeness theory, and context-based meaning interpretation. This includes examining how idioms mitigate face-threatening acts, reinforce solidarity, express judgment, or articulate interpersonal relationships. The third component uses a comparative cross-linguistic approach, aligning English and Uzbek phraseological units to reveal similarities and divergences in metaphorical patterns and cultural conceptualizations. Examples are interpreted through the lens of cultural linguistics, identifying how each language encodes values such as dignity, respect, sincerity, shame, and emotional expression. The analysis does not rely on quantitative frequency but instead prioritizes depth, contextual interpretation, and cultural nuance. Through this integrative methodology, the study aims to uncover both the linguistic universality and cultural specificity of face-related phraseologisms, demonstrating how they serve as compact yet potent carriers of semantic richness and pragmatic force.

Results. The analysis of English and Uzbek phraseological units related to the face and facial expressions reveals several key semantic and pragmatic patterns that cut across both languages while also highlighting unique cultural nuances. First, the semantic structure of these units consistently demonstrates a heavy reliance on metaphor and metonymy rooted in embodied cognition. Facial components become symbolic anchors for a wide range of human emotions and interpersonal dynamics. In both languages, the *eyes* function as symbols of perception and sincerity (*"ko'z-ko'z qilmoq," "darting eyes," "ko'zlari porlamoq"*), while the *face* operates as a metaphor for dignity, reputation, or emotional masking (*"lose face," "yuzini yorug' qilmoq," "put on a brave face"*). This indicates that the human face serves as a shared conceptual map for emotional and social meaning.

A second major finding is the evaluative nature of these phraseological units. Many expressions communicate praise, criticism, irony, or moral judgment without direct confrontation. Uzbek idioms such as *"yuziga oyoq qo'ymoq"* or *"ko'zlari kulmoq"* embed culturally charged evaluations related to respect, emotional openness, or behavioral norms. Similarly, English expressions like *"two-faced," "save face,"* or *"keep a straight face"* encode social expectations surrounding honesty, self-control, and emotional performance. This evaluative layer allows speakers to express strong opinions indirectly, maintaining politeness or social harmony while still conveying a clear stance.

The pragmatic findings show that face-related phraseological units function as strategic communicative tools. They often perform identity-marking functions, signaling solidarity, emotional closeness, or social distance. They also serve as mitigators in potentially face-threatening situations, softening criticism or intensifying praise. In both languages, idioms tied to facial expressions frequently carry implicit social scripts – instructions for how one should act, react, or judge within a given cultural framework. This demonstrates that the pragmatic force of these units is not arbitrary but socially choreographed. The comparative results indicate both universality and cultural specificity. On the universal side, both languages use facial metaphors to conceptualize emotions, reputation, and interpersonal relations. On the culture-specific side, Uzbek phraseology displays a stronger emphasis on honor, respect, and collectivist values, whereas English idioms more frequently highlight individual psychological states, self-expression, and personal agency. These contrasts underscore the role of cultural logic in shaping how phraseological units are formed, understood, and deployed.

Collectively, the results position face-related idioms as miniature cultural artifacts: compact linguistic forms that mirror how communities perceive emotional expression, moral behavior, and social interaction.

Conclusion. The study demonstrates that phraseological units related to the face and facial expressions hold significant semantic and pragmatic weight, functioning far beyond their surface structure. They serve as linguistic shortcuts that help speakers navigate emotional realities, manage interpersonal relationships, and express culturally shaped attitudes. Their semantic richness stems from deep-rooted metaphors grounded in the human body, while their pragmatic power lies in their ability to encode evaluation, politeness, identity, and social coordination.

The findings reveal a shared cognitive foundation between English and Uzbek: both languages use the face as a central conceptual domain for mapping emotion, dignity, and human behavior. At the same time, cultural distinctions become visible in the subtle differences of metaphor, nuance, and communicative purpose. Uzbek phraseology foregrounds respect, honor, and communal values, while English idioms often highlight personal autonomy, emotional self-regulation, and psychological states.

Ultimately, the research underscores that face-related phraseological units act as windows into cultural worldview. They enrich communication with expressive depth, shape interpersonal expectations, and reflect the moral and emotional textures of a community. Understanding their semantic and pragmatic dimensions not only enhances linguistic awareness but also contributes to more culturally informed translation, language teaching, and cross-cultural communication. These idioms, compact yet potent, remind us that the human face is not just a biological feature – it is a living symbol through which languages narrate the story of human connection.

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XALQARO IQTISODIY YOZISHMALAR VA ULARNING TARJIMA TASNIFI

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Annotatsiya. *Ushbu maqolada iqtisodiy tarjima tushunchasi tarjimashunoslikning maxsus yo'nalishi sifatida ko'rib chiqilib, uning nazariy va amaliy xususiyatlari tahlil qilinadi. Tadqiqot iqtisodiy tarjimaning madaniyatlararo ikki tilli muloqotga asoslangan ko'p bosqichli murakkab jarayon ekanini ta'kidlaydi. Shuningdek, turli funksional uslub va janrdagi matnlarni qayta yaratish jarayonida tarjimon duch keladigan asosiy qiyinchiliklar - leksik va terminologik mos kelmaslik, iqtisodiy tushunchalarni talqin qilishdagi murakkablik, sintaktik tuzilmalarning murakkabligi va fon bilimning yetishmasligi - aniqlanadi. Tadqiqot davomida talabalar orasida uchraydigan tarjima xatolari: noto'g'ri o'qish (miscue), pragmatik tahlilning yo'qligi, yuridik va iqtisodiy terminlarning noto'g'ri talqini, idiomalar va metaforalarni mos tarjima qila olmaslik kabi holatlar yoritiladi. Xulosa sifatida iqtisodiy tarjimaning fanlararo sohaga mansubligi va yuqori til kompetensiyasi, analitik tafakkur hamda mustahkam fon bilimni talab qilishi qayd etiladi.*

Kalit so'zlar: *iqtisodiy tarjima, biznes tarjima, terminologiya, mos kelmaslik, pragmatik tahlil, miscue, leksik xatolar, funksional uslublar, madaniyatlararo muloqot, fanlararo yondashuv.*

Globalizatsiya jarayoni o'tgan asrdan boshlab jahon miqyosida chuqur o'zgarishlarga sabab bo'lib, ko'plab to'siqlarni bartaraf etdi hamda butun dunyo bo'ylab axborotga keng kirish imkonini yaratdi. Bu jarayon global biznes faoliyatining barcha sohalariga sezilarli ta'sir ko'rsatib, xalqaro iqtisodiy aloqalar va savdo jarayonlarining yanada jadallashuviga olib keldi. Shu munosabat bilan iqtisodiy matnlarning tarjimasini o'rganish zamonaviy tarjimashunoslikning muhim yo'nalishlaridan biriga aylandi.

Iqtisodiy tarjima bo'yicha olib borilgan tadqiqotlarda, asosan, leksik xususiyatlarga e'tibor qaratiladi. Xususan, iqtisodiy terminlar, biznes leksikasi, inglizcha o'zlashmalar, evfemizmlar hamda iqtisodiy kontekstdagi metaforalarning qo'llanilishi atroflicha tahlil qilinadi. Bu boradagi ilmiy izlanishlar iqtisodiy tilning o'ziga xos semantik va pragmatik xususiyatlarini ochib berishga xizmat qiladi.

Tadqiqotlarning yana bir muhim yo'nalishi - iqtisodiy matnlarning turli janrlarini tarjima qilishdir. Bunga press-relizlar, o'quv adabiyotlari, gazeta maqolalari, biznes yozishmalari, shuningdek, savdo-iqtisodiy hujjatlar kiradi. Ushbu yo'nalish bo'yicha olib borilgan ishlar tarjimon duch kelishi mumkin bo'lgan qator masalalarga, jumladan diskursiv xususiyatlarni tahlil qilish, ritorik vositalarning tarjimasi, ekvivalent tanlashdagi murakkabliklarga e'tibor qaratadi.

Tahlillar shuni ko'rsatadiki, "iqtisodiy tarjima" tushunchasi hali to'liq shakllanmagan ilmiy kategoriya hisoblanadi. Turli tadqiqotchilar ushbu sohaning konseptual chegaralarini belgilashga harakat qilayotgan bo'lsalar-da, tarjima nazariyasida bu atamaning yagona va aniq ta'rifi hali mavjud emas. Bundan tashqari, iqtisodiy tarjimaning nazariy va amaliy jihatlari ham to'liq yoritilmagan.

Shu sababli ushbu maqolaning asosiy maqsadi - “iqtisodiy tarjima” atamasining mazmunini aniqlashtirish, uning umumiy va o‘ziga xos xususiyatlarini tizimlashtirish hamda iqtisodiy matnlarni tarjima qilish jarayonidagi o‘ziga xos amaliy jihatlarni ko‘rsatib berishdan iboratdir.

An’anaviy ravishda “tarjima” atamasi ikki nuqtayi nazardan talqin qilinadi: jarayon sifatida va natija (mahsul) sifatida. Webster’s New World lug‘atida ushbu atamaga quyidagicha ta’rif beriladi: “bir tilni boshqasiga o‘girishning harakati, jarayoni yoki holati, ya’ni bir tildan ikkinchisiga ko‘chirish hamda bunday ko‘chirish natijasida yaratilgan matn.” Boshqacha aytganda, tarjima “asl (manba) matnni boshqa tilga o‘girish jarayoni” va “matnning tarjima qilingan shakli” sifatida tushuniladi.

Tarjima jarayon sifatida murakkab nutqiy-lisoniy faoliyatdir. Peter Newmarkning ta‘kidlashicha, “qoniqarli tarjima har doim mumkin, biroq yaxshi tarjimon hech qachon undan to‘liq qoniqmaydi. Tarjima har doim takomillashtirilishi mumkin. Mukammal, ideal yoki mutlaqo ‘to‘g‘ri’ tarjima degan tushuncha mavjud emas. Tarjimon doimo o‘z bilimini kengaytirishga, ifoda vositalarini boyitishga, so‘z va faktlarni izlashga intiladi. U bir vaqtning o‘zida to‘rt darajada ishlaydi. Tarjima, avvalo, faktlar va ularni ifodalovchi tilni bilish hamda tekshirishni talab etadigan ilmiy jarayondir - bu yerda haqiqatga zid xatolarni aniqlash mumkin. Ikkinchidan, tarjima tilning mos qo‘llanishi va me’yoriy ifodalanishini talab qiladigan mahoratdir. Uchinchidan, tarjima adabiy saviyani belgilovchi san’at bo‘lib, unda ijodkorlik, intuitivlik hamda ba’zan ilhomga asoslangan ijodiy daraja namoyon bo‘ladi. Nihoyat, tarjima did masalasidir - bu bosqichda bahslar to‘xtaydi, shaxsiy did va afzalliklar ifodalanadi hamda turli qimmatli tarjimalarning mavjudligi tarjimonlar o‘rtasidagi individual farqlarni aks ettiradi.” Muallif bu yerda tarjimon katta mehnat talab qilinadigan ko‘p bosqichli murakkab jarayonni ko‘rsatadi.

Shuningdek, olimlar tarjimaning asosiy maqsadi “xalqaro ikki tilli madaniyatlararo muloqot vositasi bo‘lib xizmat qilish” ekanini qayd etadilar. Bu kontekstdagi tarjimonlar “turli madaniy hamjamiyat vakillarining o‘zaro muloqotini ta’minlaydilar. Ular og‘zaki va noverbal xulq-atvor, kutilmalar, bilimlar va dunyoqarashlardagi farqlar sababli xabarlovchi va qabul qiluvchi o‘rtasida samarali aloqaga to‘sqinlik qilayotgan vaziyatlarda mazkur bo‘shliqni to‘ldiruvchi ko‘prik vazifasini bajaradilar.” Demak, tarjima madaniyatlararo muloqot jarayoni bo‘lib, unda tarjimon vositachi sifatida faoliyat yuritadi.

Bundan tashqari, tarjima jarayoni manba tilidagi xabarning mazmuniga imkon qadar yaqin bo‘lgan tabiiy ekvivalentni maqsad tilida yaratishga qaratilganini ta‘kidlash zarur. Shu sababli tarjima ekvivalentlikka intiladi, biroq til va madaniyat farqlari tufayli u hech qachon manba matnga to‘liq mos bo‘la olmaydi.

Tarjima natija sifatida - manba matnni boshqa tilda qayta yaratish uchun yaratilgan maqsad tilidagi matndir. U manba matnga ekvivalent bo‘lishi lozim, ammo til va madaniyatdagi tafovutlar sababli ular o‘rtasida to‘liq bir xil shakl bo‘lishi mumkin emas.

Tarjimaning o‘ziga xos jihatlarini hisobga olgan holda, uning eng muhim farqlari og‘zaki tarjima -ya’ni interpretatsiya bilan qiyoslaganda yaqqol ko‘rinadi.

Tahlillar shuni ko‘rsatadiki, tarjima va interpretatsiya o‘rtasidagi eng muhim farqlardan biri -vaqt omilidir. Olimlar ta‘kidlaganidek, yozma tarjimada cheklanmagan vaqt mavjud bo‘lib, bu tarjimonga lug‘atlar, ma’lumotnomalar va qo‘shimcha

manbalardan foydalanish imkonini beradi. Aksincha, interpretatsiya jarayoni insonning psixolingvistik mexanizmlari keskin, tezkor rejimda ishlashini talab qiladi.

Yozma tarjimon, avvalo, matnni o‘qiydi, tahlil qiladi, umumiy mazmunga doir taxminiy model ishlab chiqadi. Keyin maqsad tilida matn yaratadi va uni mazmuniy aniqlik, soddalik va stilistik muvofiqlik nuqtayi nazaridan tekshiradi hamda zarur bo‘lsa qayta ishlaydi. Demak, tarjimon strategiya haqidagi qarorlarini o‘ylab chiqish uchun zarur vaqtdan foydalanadi.

Bundan tashqari, yozma tarjima interpretatsiyaga nisbatan ancha yuqori darajada ekvivalentlikni talab qiladi. Tadqiqotchilar yozma tarjimada funksional va stilistik moslik doimo kutilishini ta’kidlaydilar. Og‘zaki tarjimada maqbul bo‘lishi mumkin bo‘lgan qisqartirish va soddalashtirishlar yozma tarjimada qabul qilinmaydi. Shuningdek, og‘zaki tarjimada denotativ tarjima modeli keng qo‘llanadi. Ushbu modelga ko‘ra, interpretator manba tilidagi fikrning qanday shaklda ifodalanganiga e’tibor bermasdan, mazmunni maqsad tilining normativ qoidalariga tayanib yetkazadi. Ko‘pincha interpretatsiyada manba matn muallifining individual uslubi aks ettirilmaydi.

Yozma tarjimada ekvivalentlik talablari yuqori bo‘lganligi sababli, tarjimon nafaqat manba matn mazmunini to‘g‘ri yetkazishi, balki uni lokalizatsiya qilishi - ya’ni matnni maqsad auditoriyasi uchun moslashtirishi lozim. Bu moslashtirish mazmun, til varianti, stilistik registr va tushunish darajasi kabi omillarni hisobga olgan holda amalga oshiriladi. Shunday qilib, tarjimani interpretatsiyadan farqlovchi asosiy belgileridan biri - yakuniy matnning yuqori darajadagi ekvivalentligidir.

Yana bir farqlovchi jihat shundan iboratki, tarjima qilinadigan matnlar odatda murakkab funksional uslub va janrlarga mansub bo‘ladi: ilmiy maqolalar, hujjatlar, biznes yozishmalari va boshqalar. Bunday matnlar, deyarli har doim, faqat yozma shaklda tarjima qilinadi. Bu tarjimaning yana bir xususiyatini - turli murakkab matnlarni qayta yaratishga yo‘naltirilgan jarayon ekanini ko‘rsatadi.

Shubhasiz, iqtisodiy tarjima umumiy tarjima jarayoniga xos barcha belgilarga ega. Aks holda, u madaniyatlararo ikki tilli muloqot jarayoni sifatida mavjud bo‘la olmagan bo‘lardi. Shu sababli iqtisodiy tarjima madaniyatlararo ikki tilli muloqotning ko‘p bosqichli murakkab jarayoni bo‘lib, uning maqsadi – maqsad tilida manba matnga imkon qadar yaqin tabiiy ekvivalent yaratishdir.

Iqtisodiy tarjima, shuningdek, turli funksional uslub va janrlarga mansub yozma matnlarni yetarli vaqt sharoitida yuqori darajadagi ekvivalentlik bilan qayta yaratish jarayonidir.

Tarjimaga xos umumiy xususiyatlardan tashqari, iqtisodiy tarjima o‘ziga xos jihatlarga ham ega. U **fanlararo** tadqiqot va amaliyot sohasi hisoblanadi. Haqiqatan ham iqtisodiyot sohasi biznes, iqtisodiy jarayonlar, savdo va tijorat kabi turli faoliyat yo‘nalishlarini o‘z ichiga oladi.

IQTISODIY TARJIMA - AMAL QILISH SOHASI: TURLI FAOLIYAT YO‘NALISHLARI-JANR-STIL XILMA-XILLIGI

2-JADVAL. IQTISODIY TARJIMANING O‘ZIGA XOS XUSUSIYATLARI

Aspekt	Tarjima – jarayon sifatida	Tarjima – mahsul sifatida
Mazmuni	Ko‘p bosqichli, madaniyatlararo ikki tilli muloqot jarayoni	Manba matnning maqsad tilidagi ekvivalenti

Vazifasi	Har xil funksional uslub va janrdagi yozma matnlarni qayta yaratish	Manba matnni boshqa tilda ifodalovchi tayyor matn
Talab darajasi	Yuqori darajadagi ekvivalentlikni talab qiladi	Til va madaniyat farqlari sababli to‘liq bir xil bo‘lishi mumkin emas
Tabiati	Dinamik, tahliliy, ko‘p bosqichli lisoniy faoliyat	Yakuniy matn (maqsad tilidagi mahsulot)
Cheklovlar	Semantik, pragmatik, stilistik tahlilni talab qiladi	To‘liq identiklikka erishib bo‘lmaydi

Quyidagi muhokama iqtisodiy tarjimaning amaliy masalalarga taalluqli o‘ziga xos jihatlariga qaratiladi.

Tarjima xatolari ikkinchi tilni spontan qo‘llash jarayonida yuzaga keladigan xatolardan farq qiladi. Chunki “tarjima xatolarining aksariyati manba tilidagi birliklar bilan maqsad tilidagi birliklar o‘rtasidagi mos kelmaslik natijasida yuzaga keladi”. Biroq ensiklopedik bilimga ega bo‘lgan, shuningdek manba va maqsad tillarining lisoniy tizimini yaxshi biladigan tarjimonlar bunday holatlarni boshqarishni biladilar. Shu sababli “xatolar tarjima sifatini ko‘rsatishi mumkin, biroq ayni paytda tarjimonning tafakkur jarayonida nimalar sodir bo‘layotganini ham ochib berishi mumkin”.

Andreea-Rosalia Oteanu fikriga ko‘ra, tarjima xatolarining manbalarini quyidagicha tasniflash mumkin:

1. **Ingliz matnini o‘qish bosqichi.** Tarjima jarayonidagi xatolarning katta qismi aynan ushbu bosqichda yuz beradi. Buning sababi - tarjimonning o‘qish jarayoni yetarlicha rivojlanmaganligi bo‘lib, bu manba matnning maqsad tiliga noto‘g‘ri talqin qilinishiga olib keladi. Ushbu bosqichdagi xatolar quyidagi toifalarga bo‘linadi:

2. **.Noto‘g‘ri o‘qish (miscue)**

Goodman tomonidan joriy qilingan ushbu atama o‘quvchi matnni o‘qiyotganda qiladigan **noto‘g‘ri taxmin**ni anglatadi. Masalan:

- *program* so‘zi *performance* deb o‘qilishi,
- *ready* so‘zi *reading* deb qabul qilinishi,
- *county* so‘zi *country* tarzida noto‘g‘ri talqin qilinishi va boshqalar.

Bunday **noto‘g‘ri o‘qish (miscue)** xatolari ko‘proq yangi boshlovchi o‘quvchilar orasida uchraydi. O‘qish ko‘nikmasi rivojlangach, bunday xatolar kamayadi.

3. Tarjimonning fon bilimga nisbatan noto‘g‘ri taxmini

Tajribali tarjimon har doim ensiklopedik bilimni izlab topishga intiladigan qiziquvchan tafakkurga ega bo‘lishi kerak. Ya’ni, manba matnni to‘g‘ri talqin qilish uchun zarur bo‘lgan fon bilim yetarliligi shart.

Shu vaqtgacha yetakchi tadqiqotchilar tomonidan ko‘rsatilgan ikki asosiy xato manbasi bizni “Iqtisodiyot” va “Savdo” yo‘nalishida professional ravishda og‘zaki tarjima o‘qiyotgan talabalar orasida tez-tez uchraydigan xatolarni amaliy jihatdan tahlil qilishga undadi.

Ularning tarjima ishlarini o‘rganish jarayonida xatolarni eng ko‘p uchraydigan holatlarga ko‘ra tasniflash imkoniga ega bo‘ldik. Bu xatolar ingliz tilidan rus tiliga tarjima qilish jarayonida uchraydigan qiyinchiliklarni aks ettiruvchi xos belgilar sifatida qaralishi mumkin.

Eng keng tarqalgan birinchi xato - matnni tarjima qilishdan **avval pragmatik tahlilni amalga oshirmaslik**dir. Manba matnning kommunikativ funksiyasini aniqlovchi omillar, ya'ni:

- muallifning maqsadi,
- auditoriya,
- axborotning yetkazilish vositasi,
- joy, vaqt, vaziyat,
- matnning funksiyasi

kabi **ekstratekstual o'lchamlar** matn tahlilida hal qiluvchi ahamiyatga ega.

Yosh tarjimonlar aksariyat hollarda tarjimaga kirishishdan oldin ushbu muhim tafsilotlarni aniqlashtirmaydilar. Bu esa quyidagi xatolarga olib keladi:

- voqea vaqtini noto'g'ri tarjima qilish (hozirgi zamon o'rniga o'tgan zamon va aksincha),
- axborot manbasini noto'g'ri talqin qilish: masalan, "The Daily Telegraph", "The Independent on Sunday", "The Times" kabi gazeta nomlari ko'pincha **jurnal yoki veb-sayt** sifatida noto'g'ri tarjima qilinadi.

Yana bir qo'pol xato -matnning **motive (yozilish sababi)**, **janri** va **mavzusi**ni noto'g'ri tushunishdir.

Ko'pgina iqtisodiy maqolalarda *motive* shundan iboratki, mazkur materiallar muhim voqea sodir bo'lganligi sababli yozilgan axborot xabarlaridir. Matnning janri - strukturaviy jihatdan **axborot beruvchi gazeta maqolasi**dir. Mavzu esa maqola sarlavhasida aniq ko'rsatiladi.

Misol tariqasida:

"**Trading Economics Across the Atlantic: Jan Tinbergen and Milton Friedman**" sarlavhali maqola ba'zi talabalar tomonidan **"Atlantika okeani orqali iqtisodiy faoliyat yuritish"** deb noto'g'ri talqin qilingan. Aslida maqola Atlantika okeani bo'ylab joylashgan mamlakatlar o'rtasidagi iqtisodiy hamkorlikka bag'ishlangan edi.

Leksik ma'no bilan bog'liq xatolarga kelsak, eng ko'p uchraydigan xatolar iqtisodiy terminlarning noto'g'ri talqin qilinishi bilan bog'liq. Bu ayniqsa **biznes huquqi va yuridik shaxs shakllari**ga doir tushunchalarda yaqqol ko'rinadi. O'zbekistonning huquqiy tizimi boshqa davlatlardan farq qilgani sababli, tarjimonlar tomonidan yuridik atamalarni moslashtirish jarayonida xatolar ko'p uchraydi.

Masalan, ayrim davlatlarda uchraydigan **"SA (Société Anonyme)"** atamasi - aksiyadorlik jamiyati turini anglatadi. Ammo ba'zi offshor hududlarda ushbu qisqartma **cheklangan mas'uliyatli jamiyat** ma'nosida ishlatiladi. O'zbekiston kontekstida bu termin ko'pincha **"AJ" (Aksiyadorlik jamiyati)** yoki **"MChJ"** (Mas'uliyati cheklangan jamiyat) shaklida tarjima qilinadi. Shuning uchun tarjimon atamani to'g'ri moslashtirish uchun **qaysi davlatning huquqiy tizimi** nazarda tutilayotganini aniqlashi shart.

Xuddi shuningdek, **"publicly traded company"** atamasi ham ko'p noto'g'ri tarjima qilinadi. Bu ibora **aksiyalari fond bozorida erkin muomalada bo'lgan kompaniya**ni anglatadi. O'zbekiston sharoitida bunday kompaniyalar **"ochiq aksiyadorlik jamiyati (OAJ)"** deb yuritiladi. Demak, iborani "erkin sotiladigan kompaniya" deb tarjima qilish semantik xatoga olib keladi.

Leksik talqindagi muammolarning yana bir qismi iboralar, metaforalar va barqaror birikmalar bilan bog'liq. Masalan:

• *"Economics was to be a better vehicle than physics."*

Bu yerda "vehicle" so'zi **"transport vositasi"** emas, balki **"vosita", "yo'l", "usul"** ma'nosida qo'llangan.

• *"It earned him the first Nobel Prize..."*

"Earn" so'zi bu yerda "pul ishlamoq" ma'nosida emas, balki **"obro'-e'tibor keltirmoq"**, **"mukofotga sazovor bo'lishga sabab bo'lmoq"** ma'nosida ishlatilgan.

Yana bir misol:

• *"Strategic intelligence initiatives"* iborasida "intelligence" so'zi "razvedka" sifatida emas, balki **"analitik ma'lumotlar", "tahliliy salohiyat"** kontekstida tushunilishi kerak.

Ayniqsa, **frazeologik birikmalar va phrasal verb**lar tarjimonda ko'p qiyinchilik tug'diradi. Masalan:

• **"get off the ground"** -"erga qo'nmoq" emas, balki **"yo'lga qo'yilmoq", "ishga tushmoq"** ma'nosini bildiradi.

• **"squeeze public spending"** - **"davlat xarajatlarini qisqartmoq"**

• **"prune the welfare system"**- **"ijtimoiy ta'minot tizimini optimallashtirish/qisqartirish"**

O'zbekiston kontekstida iqtisodiy matnlarni tarjima qilishda uchraydigan asosiy muammolar quyidagilar bilan bog'liq:

• iqtisodiy tushunchalar va terminlarning mazmunini chuqur anglash qiyinligi,

• O'zbekiston iqtisodiy-huquqiy tizimi bilan boshqa davlatlar tizimi o'rtasidagi tafovutlar,

• murakkab va uzun jumlalarni tahlil qilishdagi qiyinchiliklar,

• fon bilim (background knowledge)ning yetishmasligi,

• maqola tafsilotlarini aniqlashtirmasdan tarjimaga kirishish.

Raqamli texnologiyalar, tarjima dasturlari va internet manbalari tarjimani yengillashtirgani bilan, ular ba'zan talabalar fon bilimga tayangan holda fikrlash jarayonini susaytiradi. Shu sababli, iqtisodiy tarjima bo'yicha malakali mutaxassis yetishtirishda o'qituvchining roli juda muhim bo'lib, u talabada qiziqish, izlanish va analitik tafakkurni shakllantirib borishi lozim.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

GENDER CHARACTERISTICS OF PEDAGOGICAL SPEECH

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Abstract. *This article provides a comprehensive investigation into the gender characteristics of pedagogical speech, drawing directly on the theories and empirical findings of Tannen (1994), Coates (2015), Holmes (2008), Myhill (2002), Jones & Myhill (2007), Sunderland (2006), Pavlenko (2014), and related foundational scholars in gender linguistics. The study synthesizes discourse analysis, sociolinguistic evidence, and classroom interaction research to reveal how gendered identity, politeness strategies, power relations, and discursive patterns shape teacher talk. Results demonstrate that women generally adopt rapport-oriented, mitigated, collaborative, and affiliative communicative strategies, while men tend toward directive, authoritative, and task-oriented communication. These tendencies vary across cultural, institutional, and situational contexts, revealing the complexity of gendered pedagogical discourse. Implications for teacher education, inclusive pedagogy, and classroom communication are discussed.*

Key words: *Gender linguistics, pedagogical speech, discourse analysis, teacher talk, sociolinguistics, gender identity, classroom communication*

Introduction: Pedagogical speech represents one of the most central and functionally loaded components of the educational process, serving as the primary channel through which teachers transmit knowledge, organize classroom activity, model social behavior, and establish the communicative norms of the learning environment. Through speech, teachers construct not only instructional meaning but also the emotional climate of the classroom, shaping students' sense of safety, motivation, and belonging. As numerous scholars have demonstrated, including Tannen (1994), Holmes (2008), Coates (2015), and Sunderland (2006), gender is a critical sociolinguistic variable that influences how educators speak, interact, and perform their professional roles.

Gender-based patterns become especially visible in pedagogical settings because teaching is inherently interactive, dialogic, and relational. Teachers must constantly negotiate multiple communicative functions:

- giving instructions for tasks and activities,
- providing clarifying feedback,
- managing student behavior,
- maintaining emotional rapport,
- encouraging participation,
- evaluating student performance,
- and sustaining classroom order.

These communicative responsibilities require the teacher to shift dynamically between authoritative and supportive discourse modes. Because gender norms shape expectations

regarding authority, politeness, emotionality, and dominance, male and female teachers often navigate these communicative tasks differently. As Tannen (1994) explains, differences in linguistic behavior emerge not from biological sex alone, but from deeply embedded cultural norms that prescribe what "appropriate" male and female communication should look like.

Within gender linguistics, language is conceptualized not merely as a neutral conduit for information, but as a performative act – a means through which individuals construct, negotiate, and enact gendered identities. Eckert and McConnell-Ginet (2003) famously argue that gender is something speakers *do* through interaction, not something they *have* by default. Pedagogues, operating in highly visible and socially regulated environments, continuously perform gendered positions through their choice of tone, directness, lexical items, questioning patterns, hesitations, discourse markers, and even body language accompanying speech.

Moreover, the study of gendered pedagogical speech offers broader insights into how social power operates in educational institutions. Classroom discourse reflects the intersection of gender with other social variables such as age, culture, institutional norms, and student expectations. As Sunderland (2006) emphasizes, gender is not a fixed binary but a dynamic, context-dependent phenomenon co-constructed by teachers and students through interaction.

Thus, analyzing the gendered dimensions of pedagogical speech is not merely an academic concern, it is a practical tool for enhancing teaching effectiveness, reducing classroom bias, and promoting more equitable learning environments. A deeper understanding of these dynamics equips educators with the awareness needed to critically reflect on their communicative behavior and adopt strategies that support all learners, regardless of gendered expectations.

Methodology. This scholarly investigation adopts a qualitative, theory-driven methodology based on discourse analysis and synthesis of empirical studies. The method includes:

• Review of cross-cultural gender discourse literature (Pavlenko, 2014, Sunderland, 2006).

• Analytical coding of reported speech markers: mitigations, directives, tag questions, interruptions, evaluative statements, affiliative markers, and discourse structuring features.

This methodological approach allows for a comprehensive understanding of how gender influences pedagogical communication.

Results. The analysis yields several core findings supported by established gender linguistics research:

1. "Rapport vs. Report Communication" As Tannen (1994) describes, women favor rapport-oriented communication, emphasizing connection and solidarity. Female teachers often use inclusive forms such as 'let's try' or 'how do you feel about this?'. Men, conversely, use report-oriented communication focused on information delivery and task completion.

2. "Politeness and Mitigation:" Holmes (2008) demonstrates that women employ more politeness markers, hedges, and mitigations, softening directives to maintain

relational harmony. Pedagogical data confirm that female teachers use more indirect suggestions and collaborative invitations.

3. "Directive and Authority-Oriented Speech:"Myhill (2002) and Skelton (2003) show that male teachers are more likely to rely on direct imperatives and authoritative speech. This aligns with societal expectations of masculinity as associated with assertiveness.

4. Feedback Variation: Coates (2015) and Jones & Myhill (2007) report that women tend to offer more elaborate, encouraging, and emotionally supportive feedback, while men are more concise and outcome-focused.

5. Interactional Patterns: Studies by Sunderland (2006) and Pavlenko (2014) reveal that gender affects turn-taking, interruption frequency, and conversational dominance. In many cultures, male teachers receive more interactional authority from students.

6. Cross-Cultural Variability: Gender differences in teacher talk intensify in collectivist cultures (Uzbekistan, Japan, Korea) where expectations for female politeness and male authority remain strong.

Based on Holmes' (2008) politeness theory, women systematically use more **mitigation**, **hedges**, **softeners**, and **indirect directives** than men.

Examples include:

- *"Maybe you could…"*
- *"It would be great if we tried…"*
- *"Why don't we consider…?"*

These linguistic strategies serve dual functions in the classroom:

1. maintaining relational harmony,
2. reducing the face-threatening nature of instructions.

Pedagogical discourse studies show that female teachers tend to redistribute power, creating a moreegalitarian atmosphere. Holmes argues this is not a sign of weakness, but a strategic and socially intelligent communication practice that enhances student buy-in.

Male teachers, influenced by dominant masculinity norms, tend to avoid hedging because directness aligns with societal expectations of decisiveness and authority (Skelton, 2003). Thus, politeness differences are rooted not just in personal style but in broader gender ideologies.

Discussion. The findings reinforce the well-established theoretical perspective that gender operates as a powerful sociolinguistic determinant in shaping pedagogical communication. Rather than functioning as a rigid or biologically fixed construct, gender in teacher talk emerges as a dynamic, socially negotiated phenomenon. This aligns with the broader understanding of language as a vehicle through which social identities – including gendered identities – are enacted, reproduced, or resisted. Consequently, the communicative patterns observed among educators reflect a complex interplay of societal expectations, institutional structures, cultural ideologies, and individual teaching philosophies.

As Tannen's (1994) influential rapport–report dichotomy indicates, women are more likely to employ communicative strategies oriented toward relational maintenance, empathy, and emotional alignment. These strategies manifest in the classroom as supportive intonation patterns, inclusive linguistic forms, and dialogic scaffolding that encourages student participation. Holmes' (2008) politeness theory further deepens this

understanding by showing that women's use of mitigators, hedges, and indirect forms is not a sign of linguistic weakness but rather a sophisticated resource for maintaining social harmony and reducing face-threatening acts in interaction. These gendered politeness strategies, when transferred to educational contexts, shape the emotional atmosphere of the classroom, fostering environments that students often perceive as welcoming and psychologically safe.

Coates' (2015) work adds another important dimension by demonstrating that gendered speech patterns are the product of lifelong socialization processes. From early childhood, individuals – particularly future educators – internalize gender norms that inform their expressive behaviors. Thus, the communicative practices of teachers reflect broader cultural discourses regarding femininity, masculinity, power, authority, and emotional expression. These socialization patterns intersect with professional expectations, creating gendered norms for what "good" teaching should sound like.

However, it is also important to note that gendered linguistic tendencies among educators are not fixed or universally applicable. As classroom discourse studies (Myhill, 2002, Jones & Myhill, 2007) show, experienced teachers often display flexible communicative repertoires that transcend stereotypical gender boundaries. In response to situational demands, both male and female educators may adopt supportive, authoritative, directive, or collaborative modes of speech. This adaptability underscores the principle that gendered communication is not deterministic but contingent – shaped by classroom context, student demographics, institutional culture, and pedagogical goals.

Furthermore, contemporary educational paradigms increasingly emphasize **student-centered learning**, **collaboration**, and **dialogic teaching**, which naturally encourage communicative practices traditionally associated with rapport-oriented styles. As a result, even male teachers who might otherwise lean toward directive speech patterns often incorporate relational strategies to align with modern pedagogical expectations. Similarly, female teachers may employ more assertive discourse when managing behavior or clarifying expectations, illustrating the fluidity of gendered performance in the classroom.

Overall, the discussion reveals that although gender strongly influences pedagogical communication, it does so in interaction with a multitude of contextual and cultural variables. The real pedagogical challenge lies not in confirming gender differences but in understanding how they shape teaching and learning – and how awareness of these dynamics can enable educators to refine their communicative practices for more equitable instruction.

Conclusion. Gender characteristics significantly shape pedagogical speech. Female educators tend to exhibit rapport-building, affiliative, and mitigated communication styles, while male educators often rely on directive, authoritative, and concise speech forms. These tendencies are well documented across multiple decades of research in gender linguistics and classroom discourse studies. Understanding gendered communication is essential for developing inclusive and effective teaching practices. Teacher training programs should incorporate awareness of gender discourse dynamics to enhance learning outcomes and classroom equity.

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INGLIZ VA O‘ZBEK TILLARI TEMIR YO‘L TERMINOLOGIYASIDA SINONIMLARNING NAMOYON BO‘LISHI

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Annotatsiya. *Mazkur maqolada ingliz va o‘zbek temir yo‘l terminologiyasida sinonimiya hodisasining shakllanish xususiyatlari tahlil qilindi. L.B. Tkacheva, V.A. Tatarinov, M.D. Stepanova, S.V. Grinev-Grinevich kabi olimlarning ilmiy qarashlari asosida terminologik sinonimiyani tasniflash va ularni struktur-semantik nuqtai nazardan qiyoslash amalga oshirildi. Tadqiqot davomida ingliz tilida 2000 termin ichida 1000 tasi (18%), o‘zbek tilida esa 1000 termin ichida 376 tasi (16%) sinonimik munosabatga ega ekanligi aniqlandi. Sinonimlar tuzilishi, kelib chiqishi, semantik ekvivalentligi hamda Britaniya va Amerika ingliz tili variantlaridagi terminlarning farqlanishiga e’tibor qaratildi. Natijalar temir yo‘l terminologiyasida sinonimiya terminlar mazmunini aniqlashtirishga va tizimning rivojlanish qonuniyatlarini anglashga xizmat qilishi isbotlandi.*

Kalit so‘zlar: *temir yo‘l terminologiyasi, sinonimiya, dublet, struktur-semantik tahlil, xalqaro terminlar, termin tizimi.*

Kirish

Mazkur tadqiqotning asosiy maqsadi – ingliz va o‘zbek temir yo‘l terminologiyasida sinonimiya hodisasining shakllanish omillarini ilmiy asosda tadqiq qilishdir. Terminologiyada sinonimiyalar mavjudligi bir tushunchani turlicha ifodalash zarurati, tilning rivojlanishi hamda texnologik yangilanishlarning doimiy davom etishi bilan izohlanadi.

L.B. Tkacheva terminologiyada **dubletlar va mutlaq sinonimlar**ni farqlaydi. Dublet shakllari fonetik-morfologik farqlar yoki o‘zlashtirish bosqichlaridagi tafovutlar natijasida yuzaga keladi [Tkacheva, 1987]. V.A. Tatarinov esa sinonimiyani bir xil tushunchaning turli jihatlarini aks ettirish vositasi sifatida talqin etadi [Tatarinov, 1996]. M.D. Stepanova sinonimiyani so‘zlar semantik umumiyligi asosida izohlaydi [Stepanova, 2003]. S.V. Grinev-Grinevich esa sinonimlar **grafik, so‘z-yasash va sintaktik variantlar** sifatida shakllanishini ta’kidlaydi [Grinev-Grinevich, 2008].

Ingliz tilida sinonimik qatorda **bir predmetli mantiqiy mazmunga ega**, biroq **stilistik yoki funksional** farqlanishga ega birliklar kuzatiladi:

carriage – coach – car – vagon

accumulator – storage battery – cell – akkumulyator

baggage-check – baggage ticket – luggage voucher – bagaj kvitansiyasi

18% terminlar sinonimik munosabatga ega (300 ta).

Shuningdek, **Britaniya–Amerika varyantlaridagi terminlar** ham alohida guruhni tashkil etadi:

British English	American English	O‘zbekcha
facing point	facing switch	qarama-qarshi o‘tkazgich

train staff	trainmen	poyezd xodimlari
covered wagon	box car	yopiq vagon

Mazkur guruh jami sinonimlarning **30%** ini tashkil qiladi.

O‘zbek temir yo‘l terminologiyasida sinonimiya

O‘zbek terminologiyasida sinonimlar uch turda namoyon bo‘ladi:

xalqaro terminlar: *konveksiya – convection*

milliy terminlar: *sinish – fracture*

dubletlar: *vokzal – temir yo‘l stansiyasi*

Umumiy ulushi – **16%** (376 ta).

Sinonimlarning struktur-modellashtirilishi

Demishkevich modellariga tayangan holda sinonimik munosabatlar quyidagicha tasniflandi:

Sodda + Sodda: *chipta – bilet*

Sodda + Murakkab: *metro – yer osti temir yo‘li*

Murakkab + Murakkab: *railway – railroad*

Sodda + Birikma: *dispatcher – traffic superintendent*

Erkin terminologik birikmalar eng yuqori mahsuldorlikka ega: *average speed – mean speed, waterproof umbrella – hoseproof hood* va h.k.

Xulosa

Olib borilgan tahlil asosida quyidagilar aniqlandi:

Ingliz va o‘zbek temir yo‘l terminologiyasida sinonimiya **termin tizimining rivoji, xalqaro aloqadorligi va texnologik yangilanib borishi** bilan bevosita bog‘liq. Sinonimik birliklar termin ma’nosini **aniqlashtirish, qo‘llanish kontekstini belgilash**ga xizmat qiladi. Britaniya va Amerika ingliz tilidagi leksik tafovutlar temir yo‘l terminologiyasi sinonimiyasining alohida qatlamini tashkil etadi. Struktur-semantik jihatdan sinonimlar **tizimning ochiqligi va boyish omili** sifatida namoyon bo‘ladi.

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CULTURAL AND LINGUISTIC FOUNDATIONS FOR ACHIEVING EQUIVALENCE IN TRANSLATING DOCUMENTS OF INTERNATIONAL FINANCIAL ORGANIZATIONS

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Abstract. *Translation of financial and legal documents produced by international financial organizations (such as the IMF, World Bank, and OECD) requires not only linguistic precision but also cultural and conceptual equivalence. This article explores the challenges translators face in maintaining the semantic and pragmatic equivalence of financial terminology across languages and cultures. By analyzing examples from the translation of reports, financial statements, and regulatory texts, the study highlights how cultural frameworks shape interpretation, terminology choice, and legal meaning. The paper emphasizes that effective translation in international finance demands both cross-cultural competence and contextual awareness of global financial practices.*

Keywords: *financial translation, equivalence, international financial organizations, linguistic variation, cultural context, translation studies, legal translation*

Introduction. In today's globalized economy, international financial organizations (IFOs) play a central role in shaping monetary policy, regulating markets, and establishing global financial standards. Their official documents – reports, agreements, financial statements, and policy guidelines – are translated into numerous languages to ensure accessibility and legal coherence across member states. However, translating financial terminology presents unique challenges. Financial and legal concepts are culturally embedded, and words that appear equivalent in two languages may differ significantly in connotation, scope, or legal force. This makes cultural equivalence as important as linguistic accuracy in ensuring faithful communication. This paper investigates the cultural and linguistic foundations of equivalence in translating IFO documents. It discusses the role of translator competence, contextual understanding, and terminological standardization in ensuring accuracy. Furthermore, it examines how global trends – such as digital finance, cryptocurrency regulation, and tax harmonization – create new translation challenges in international communication.

Literature review. The issue of *equivalence* in translation has long been a central theme in translation studies. Theories by Eugene Nida (1964) introduced the concepts of *formal* and *dynamic equivalence*, emphasizing that translation should reproduce not only the linguistic form but also the intended meaning and effect on the target audience. Later, Peter Newmark (1988) distinguished between *semantic* and *communicative translation*, reinforcing that the translator must balance literal accuracy with contextual appropriateness. In financial translation, this balance is particularly critical due to the precision and legal sensitivity of the terminology used in international financial discourse. According to Mona Baker (1992), equivalence exists at multiple levels – word, grammatical, textual, and pragmatic – and all must be considered when translating financial documents. For instance, the English term *"liquidity ratio"* may not have an exact

lexical equivalent in some languages, translators must instead convey its conceptual meaning within the target country's financial system. Similarly, Snell-Hornby (1995) highlighted that linguistic transfer is also a *cultural transfer*, since financial and legal systems reflect national traditions and institutional frameworks.

Recent research on *financial translation studies* emphasizes the interdisciplinary nature of this field. Alcaraz & Hughes (2002) in *Legal Translation Explained* argued that financial and legal translations overlap, as both require terminological accuracy and adherence to international standards (such as IFRS or IMF reporting). Montalt and Shuttleworth (2012) further noted that translators act as *cross-cultural mediators* who must understand not only the linguistic system but also the socio-economic context of both source and target cultures. In the case of international financial organizations like the World Bank, IMF, or OECD, linguistic standardization is crucial for maintaining transparency across jurisdictions. For example, the term *"fiscal consolidation"* may carry different political or economic implications in the U.S. versus in developing economies. Thus, translators must apply a *cultural filter* (House, 2015) to ensure the equivalence of communicative intent rather than mere lexical substitution.

Scientific perspectives on translation also integrate linguistics, semiotics, and intercultural communication. Venuti (1995) warned against *domestication* – making translations overly familiar at the expense of source meaning – and instead promoted *foreignization*, retaining original structures to preserve authenticity. Conversely, Hatim and Mason (1997) suggested that pragmatic adaptation is essential in specialized translation domains like finance, where comprehension by target audiences outweighs stylistic fidelity. In summary, the literature indicates that *true equivalence* in financial translation cannot be achieved through literal correspondence alone. It requires understanding cultural, institutional, and ideological frameworks underlying financial discourse. Therefore, translators must combine linguistic expertise with financial literacy and intercultural competence.

Methodology. This research adopts a qualitative and comparative approach aimed at identifying how cultural and linguistic factors influence the translation of financial documents produced by international financial organizations such as the International Monetary Fund (IMF), the World Bank, and the Organisation for Economic Co-operation and Development (OECD). The study focuses on the translation of official reports, policy papers, and financial statements that have been rendered from English into other languages, such as Uzbek, Russian, and French. By comparing the original and translated versions, the study examines how translators maintain conceptual accuracy and communicative intent across linguistic and cultural boundaries. The methodological foundation of the research is grounded in the theoretical framework of dynamic equivalence proposed by Nida (1964) and the translation quality assessment model developed by House (2015). These models emphasize that equivalence in translation extends beyond lexical correspondence, encompassing pragmatic and cultural dimensions that shape meaning. The analysis therefore considers how translators navigate terminological precision, tone, and institutional style while ensuring that translated texts align with the target culture's financial and legal conventions. Data are analyzed through close textual comparison, focusing on key financial terms and

expressions frequently used in international reports. For example, the phrase *"fiscal responsibility framework"* in IMF documents often carries distinct political and administrative implications depending on the target culture's fiscal system. In some Uzbek translations, technical metaphors such as *"liquidity injection"* are replaced with culturally neutral terms like *"mablag' kiritish"* (fund introduction) to enhance reader comprehension while retaining conceptual accuracy. Such instances are examined to reveal how translators balance fidelity to the source text with accessibility for the target audience.

The study also integrates insights from financial linguistics and intercultural communication to interpret translation decisions within broader institutional contexts. Financial discourse is highly standardized, but cultural variations in interpreting key terms like *"tax haven"*, *"credit union"*, or *"quantitative easing"* demonstrate that translation choices are not purely linguistic – they are also ideological and cultural. Expert consultations with professional translators, linguists, and economists further support the analysis by providing practical and theoretical perspectives on equivalence and terminology adaptation. Through this interdisciplinary approach, the methodology ensures that findings reflect not only textual comparisons but also the real-world decision-making processes that underpin financial translation practice. The overall aim of this methodology is to uncover how equivalence in international financial translation is negotiated through linguistic precision, cultural awareness, and contextual understanding. Rather than seeking perfect one-to-one correspondence, the study views equivalence as a dynamic process shaped by cultural norms, institutional practices, and the translator's interpretive competence.

Results and analysis. The results of this study reveal that achieving equivalence in translating documents of international financial organizations is not merely a linguistic exercise but a multidimensional process involving cultural, conceptual, and institutional adaptation. The comparative analysis of English originals and translated versions demonstrates that translators consistently engage in interpretive decision-making to preserve meaning and communicative purpose, even when structural or lexical equivalence is unattainable. One of the key findings concerns the treatment of *specialized financial terminology*. Terms such as *"quantitative easing"*, *"sovereign debt restructuring"*, or *"fiscal consolidation"* often lack direct lexical counterparts in the target languages. Translators frequently rely on descriptive or paraphrased expressions to communicate the underlying concept rather than the literal form. For instance, in Uzbek translations of IMF reports, *"quantitative easing"* is sometimes rendered as *"pul-kredit siyosatini yumshatish choralari"* (measures to ease monetary policy), which captures the functional meaning but omits the metaphorical imagery of "easing." This adaptation reflects Nida's principle of dynamic equivalence, prioritizing comprehensibility and relevance for the target audience over strict lexical fidelity.

Another significant finding relates to *institutional tone and cultural expectations*. Financial organizations like the World Bank and OECD maintain a formal, impersonal style that conveys authority and neutrality. Translators often struggle to retain this tone in languages where formal registers differ substantially from English. For example, English phrases such as *"policy framework should be strengthened to ensure fiscal stability"* are translated into Uzbek as *"byudjet barqarorligini ta'minlash uchun siyosiy asoslarni*

mustahkamlash zarur", which maintains formality but introduces a more directive tone typical of Uzbek institutional discourse. This reflects what House (2015) describes as a *cultural filtering process*, where linguistic form is adjusted to align with the communicative norms of the target culture while retaining the original's functional intent.

The analysis also highlights the tension between *terminological consistency and contextual flexibility*. In OECD economic outlooks, the term *"emerging markets"* is central to discussions of global finance. However, in translation, the literal equivalent *"yangi paydo bo'layotgan bozorlar"* is often replaced with *"rivojlanayotgan mamlakatlar bozorlari"* (markets of developing countries), which is culturally and conceptually more recognizable to readers in Central Asia. This shift demonstrates how translators privilege the target audience's cognitive frameworks over the exact lexical match, reinforcing the argument by Baker (1992) that equivalence must be analyzed at both the textual and pragmatic levels. A further observation involves *metaphorical and idiomatic expressions*, which are pervasive in English financial discourse. Phrases such as *"tightening fiscal belts"* or *"market volatility shock"* have no direct counterparts in many languages and are often neutralized or explicated in translation. In several Russian and Uzbek translations of World Bank summaries, these idioms were transformed into neutral phrases like *"byudjet cheklovlarini kuchaytirish"* (strengthening budget constraints) or *"bozor o'zgaruvchanligining keskin oshishi"* (a sharp increase in market fluctuation). Such choices indicate a deliberate move toward conceptual clarity over stylistic equivalence, supporting Venuti's (1995) view that specialized translation often requires *domestication* to facilitate understanding within a specific cultural-linguistic environment.

The data further reveal that cultural and ideological contexts influence how key financial concepts are interpreted. For example, in discussions of *"tax transparency"*, translations often vary depending on the local perception of fiscal policy and governance. In English, the term implies both openness and accountability, while in some translations it is rendered as *"soliq ma'lumotlarining oshkoraligi"* (openness of tax information), which narrows the scope to data disclosure rather than systemic accountability. This subtle shift reflects differing cultural attitudes toward state authority and institutional trust, supporting Snell-Hornby's (1995) argument that translation inherently mediates between distinct worldviews. Overall, the findings confirm that equivalence in the translation of international financial documents is achieved through *functional alignment rather than structural replication*. Translators operate as cultural mediators who balance accuracy, readability, and ideological neutrality. Their task involves constant negotiation between the universalized discourse of global finance and the particular linguistic and cultural systems of target communities. The results reinforce the notion that effective translation in international financial communication depends on both linguistic mastery and deep intercultural competence. Thus, equivalence emerges not as a fixed correspondence but as a dynamic relationship shaped by context, audience, and purpose.

Conclusion. The study demonstrates that achieving equivalence in translating documents produced by international financial organizations is an inherently complex process influenced by linguistic, cultural, and institutional factors. Translators working with financial discourse must go beyond literal translation to interpret meaning within the framework of global economic systems and local communicative norms. The results

indicate that equivalence is best understood as a *dynamic process* rather than a fixed standard – one that requires constant negotiation between the precision of financial terminology and the cultural expectations of target audiences. Linguistic analysis of translated IMF, World Bank, and OECD documents revealed that translators often employ strategies such as paraphrasing, cultural filtering, and conceptual adaptation to maintain functional equivalence. These strategies help align technical meaning with local understanding, especially where direct lexical parallels are absent. For instance, abstract concepts like *quantitative easing* or *fiscal consolidation* are often adapted into explanatory terms to enhance accessibility without compromising accuracy. This finding supports Nida's concept of *dynamic equivalence* and House's notion of *cultural mediation*, confirming that effective translation in international finance depends as much on intercultural awareness as on linguistic expertise.

Furthermore, the study emphasizes that translation choices in the financial domain are never neutral, they reflect ideological and institutional contexts that shape interpretation. As globalization deepens financial interdependence, the need for culturally sensitive and terminologically consistent translation grows ever more urgent. Translators must possess not only mastery of financial language but also a nuanced understanding of the socio-economic realities embedded in both source and target cultures. In this sense, translation functions as a bridge between economic systems and cultural identities, reinforcing the vital role of linguistic mediation in global financial communication. Ultimately, this research contributes to the broader field of translation studies by highlighting the interplay between language, culture, and finance. It calls for further interdisciplinary research combining linguistics, economics, and intercultural communication to refine translation methodologies for international financial discourse. The findings suggest that future work should focus on developing standardized multilingual glossaries, training modules in financial literacy for translators, and cross-institutional collaboration to ensure terminological consistency and cultural accuracy across languages.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

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Annotatsiya. *Maqolada "Temur tuzuklari" asarining ingliz tiliga tarjimasida uchraydigan istorizmlarning leksik-semantik va madaniy-pragmatik xususiyatlari tahlil qilinadi. Tarjimada tarixiy reallikni ifodalovchi birliklarni adekvat yetkazish jarayonida yuzaga keladigan muammolar, xususan, referensial aniqlik, milliy-madaniy bo'yoqdorlikning saqlanishi va konnotativ ma'nolarning yo'qolish xavfi ilmiy asosda yoritiladi. Tadqiqot davomida istorizmlarning tarjimada berilish strategiyalari – transkripsiya, izohli tarjima, ekvivalent topish, tavsifiy izohlash kabi usullar solishtirma tahlil orqali baholanadi. Maqola tarjimonning tarixiy kontekstga munosabati va tarjimadagi madaniy adaptatsiya darajasining asar mazmuniga ta'sirini ochib beradi.*

Kalit so'zlar: *Temur tuzuklari, istorizm, tarixiy leksika, inglizcha tarjima, madaniy adaptatsiya, ekvivalentlik, tarixiy realliya, tarjima strategiyalari.*

Kirish. Tarixiy matnlarni tarjima qilish – bu oddiy til o'zgartirishdan ko'ra ancha murakkab jarayon. Xususan, *"Temur tuzuklari"* kabi siyosiy-harbiy mazmunga ega, o'z davrining ijtimoiy-siyosiy tizimini aks ettiruvchi asarlar tarjimasi tarjimondan nafaqat til bilimini, balki tarixiy tafakkurni ham talab qiladi. Asarda uchraydigan istorizmlar – ya'ni muayyan tarixiy davrga xos, bugungi zamonda faol ishlatilmaydigan termin va tushunchalar – tarjima jarayonining eng sezgir qatlamlaridan biridir.

Ingliz tiliga qilingan tarjimada ushbu birliklar o'zining semantik yukini, madaniy fonini va tarixiy funksiyasini qay darajada saqlab qolganini aniqlash bugungi tadqiqotning asosiy vazifasidir. Chunki istorizmlar orqali XIV asr Movarounnahrining siyosiy tizimi, harbiy tuzulishi, ijtimoiy tabaqalanishi va davlat boshqaruvi haqidagi tasavvurlar tiklanadi. Tarjima esa bu reallikni boshqa madaniyat vakiliga yetkazuvchi ko'prik vazifasini bajaradi. Shu sababli tarjimada istorizmlarni noto'g'ri talqin qilish, ularni zamonaviy terminlar bilan almashtirish yoki umumiylashtirib yuborish asarning tarixiy ruhi va Temur davri til-estetik koloritining yo'qolishiga olib kelishi mumkin.

Mazkur maqola inglizcha tarjimada istorizmlarning berilish usullarini ilmiy asosda o'rganadi, ularning semantik o'zgarishlarini tahlil qiladi va samarali tarjima strategiyalarini taklif etadi. Tadqiqot natijalari tarixiy matnlar tarjimasi bilan shug'ullanuvchi mutaxassislar uchun amaliy ahamiyatga ega bo'lishi bilan birga, "Temur tuzuklari"ning xalqaro ilmiy maydondagi qabul qilinishiga ham yangi nuqtai nazar beradi.

Adabiyotlar sharhi. Tarixiy leksika tarjimasi bo'yicha g'arb ilmiy maktabi ko'p yillardan beri madaniy semantika, tarixiy kontekst va ekvivalentlik masalalariga alohida e'tibor qaratib keladi. P. Nyumark istorizmlarni "cultural-specific items" toifasiga kiritib, ularni tarjima qilishning eng samarali yo'li sifatida transliteratsiya + izoh kombinatsiyasini tavsiya qiladi, chunki tarixiy birliklar zamonaviy ekvivalentga ega bo'lmasligi mumkin. L.

Venuti esa tarixiy matn tarjimasida xorijiylashtirish strategiyasini afzal ko‘radi – ya’ni, asl tarixiy ruhni saqlagan holda o‘quvchini manba madaniyatiga yaqinlashtirish.

S. Basnet tarixiy matn tarjimasida kontekstning hal qiluvchi o‘rni borligini ta’kidlab, istorizmlar semantik maydondan tashqarida talqin etilganda tarixiy idrok buzilishini qayd etadi. A. Chestermen esa tarixiy terminlarning tarjimada o‘zgarishga uchrashi “pragmatik adaptatsiya” natijasi ekanini, tarjimon tarixiy funktsiyani saqlash uchun ba’zan tavsifiy izohlardan foydalanishini ko‘rsatadi. Tarixiy terminologiya bilan bog‘liq yana bir muhim yondashuv M. Beyker tomonidan taklif qilingan bo‘lib, u “cultural substitution”ni faqat ekstremal hollarda qo‘llashni, aks holda tarixiy ma’no yo‘qolishini ta’kidlaydi.

Ular orasida tarixiy-harbiy terminologiya bo‘yicha maxsus tadqiqot olib borgan H. Vermir (Skopos nazariyasi) tarjimonning maqsadi (“skopos”) tarixiy aniqlikni tiklash bo‘lsa, unda “minimal aralashuv” prinsipiga amal qilish zarurligini qayd etadi. Bu yondashuv *Temur tuzuklari* kabi harbiy-siyosiy matnlar uchun ayniqsa muhim.

MDH ilmiy maktabi tarixiy terminlarni tarjima qilishda ko‘proq lingvokulturologik yondashuvga tayanadi. V. Vinay va J. Darbelne usullari asosida ishlaydigan rus tarjima maktabi vakillari – A. Fedorov, L. Barkhudarov, V. Komissarov – istorizmlarni tarjima qilishda ekvivalentlikning darajalari va transformatsiyalarni alohida o‘rganadi. Ular fikricha, istorizm ko‘pincha “nol ekvivalent”ga ega bo‘lgan birliklar bo‘lgani uchun tarjimon asosiy ma’noni emas, balki tarixiy funksiyani saqlashga intilishi kerak.

V. Sdobnikov tarixiy matn tarjimasida izohli tarjima eng maqbul strategiya ekanini, ammo haddan tashqari izoh matnning o‘qilishiga zarar berishini ta’kidlaydi. L. Alekseeva esa tarixiy realliyalar tarjimasi doimo “madaniy masofa” bilan bog‘liq bo‘lib, tarjimon uni qisqartirish yoki saqlash haqida ongli tanlov qilishi kerakligini aytadi. O‘ziga xos yondashuvni ukrain va belarus tadqiqotchilari ham taklif etgan: ular istorizmlarni tarjimada ikki guruhga ajratadi – harbiy-siyosiy istorizmlar va maishiy-kulturologik istorizmlar, ularning tarjimasi uchun turli strategiyalar zarurligini ko‘rsatadi. Bu tasnif *Temur tuzuklari* tadqiqotiga ham yaqin, chunki unda harbiy-huquqiy terminlar ustuvor.

O‘zbekiston ilmiy maktabida tarixiy matn tarjimasi, xususan, istorizmlar masalasi so‘nggi yillarda faol o‘rganilmoqda. H. Dadaboyev, A. Qo‘chqorov, M. Xolmirzayev va G. Sarimsakov kabi olimlar tarixiy terminologiya, realliyalar va lingvomadaniy birliklarning tarjimasini o‘zbek tarjima nazariyasining markaziy yo‘nalishlaridan biri sifatida ko‘rsatgan. A. Qo‘chqorov tarixiy birliklar tarjimasida “kontekstning asosiy indikatori” tamoyilini taklif etadi: istorizmning ma’nosi atrofdagi ijtimoiy-tarixiy kontekst bilan birga talqin qilinishi lozim. G. Sarimsakov esa sharq tarixiy manbalarini tarjima qilishda ekvivalent izlash emas, balki ma’no tiklash mexanizmlarini asoslaydi.

Ayniqsa, *Temur tuzuklari* bo‘yicha olib borilgan tadqiqotlarda (U. Karimov, O. Qo‘ldoshev, B. To‘xtasinov) quyidagi muammolar qayd etilgan:

- istorizmlar ingliz tilida ko‘pincha yangi tushuntirishlar talab qiladi,
- ba’zi tarixiy terminlar (masalan, *qurchi*, *mingboshi*, *tuman*, *sipoh*) uchun to‘liq ekvivalent yo‘q,
- tarjimada semantik noaniqlik paydo bo‘lishi ehtimoli yuqori,
- harbiy-huquqiy birliklar asosan izohli tarjima orqali beriladi.

Shu bilan birga, N. Mahmudov va Sh. Yusupovning tarixiy leksika haqidagi ishlari istorizmlarning til tizimidagi o‘rni va ularning tarixiy diskursdagi funksiyasini keng yoritib

beradi, bu esa tarjima jarayonida muhim nazariy asos bo‘lib xizmat qiladi. O‘zbek tadqiqotchilari umumiy xulosaga ko‘ra, *Temur tuzuklari* tarjimasida istorizmlarning to‘g‘ri talqin qilinishi nafaqat lingvistik masala, balki madaniy merosni qayta tiklash jarayonining ham muhim bo‘lagidir.

Natijalar. Tadqiqot Temur tuzuklarining ingliz tiliga tarjimasida istorizmlarni berish jarayonida bir nechta ustuvor strategiyalar qo‘llanganini ko‘rsatdi. Eng avvalo, tarjimon ko‘plab tarixiy-harbiy atamalarni asl shakliga yaqin transliteratsiya qilish yo‘lini tanlagan. Bu yondashuv asosan tuman, mingboshi, yuzboshi, qurchi, sipoh, amir-ul-umaro kabi realiyalarga nisbatan qo‘llangan bo‘lib, tarjimada matnning tarixiy ruhini saqlashga xizmat qiladi. Masalan, “Har bir tumanga mingboshi, yuzboshi va onboshilarni tayinlatur erdim” jumlasi ingliz tilida “Over each tumen I appointed a mingbashi, commanders of hundreds and tens” shaklida berilgan bo‘lib, *tumen* va *mingbashi* so‘zlari o‘z strukturali tarixiy shaklini saqlagan, *yuzboshi* va *onboshi* esa inglizcha izohlovchi ifodalar orqali tushuntirilgan. Xuddi shuningdek, “amir-ul-umaro” unvoni ko‘pincha “amir-ul-umara (chief of the nobles)” kabi beriladi, tarixiy shakl qoldiriladi, ammo o‘quvchi uchun izoh ham qo‘shiladi.

Tarjima jarayonida izohli tarjima eng ko‘p qo‘llangan strategiyalardan biri bo‘lib, ayniqsa ingliz tilida to‘g‘ridan-to‘g‘ri ekvivalentga ega bo‘lmagan tarixiy-siyosiy birliklar uchun keng ishlatilgani sezildi. Misol tariqasida, *tuman* ko‘pincha “tumen, a division of ten thousand troops”, *qurchi* esa “qurchi, a member of the ruler’s personal guard”, *sipah / sipohi* esa “sipahi, a cavalry soldier” tarzida ifodalanadi. Masalan, “Ul tumanda yigirma ming sipoh va ko‘p miqdorda navkarlar bor erdi” jumlasi ingliz tarjimasida “In that tumen there were twenty thousand sipahis, cavalry soldiers, and numerous retainers” shaklida berilgan. Bu yondashuv tarixiy strukturalarni buzmasdan, o‘quvchiga ma’noni tushuntirish imkonini beradi.

Shu bilan birga, ayrim istorizmlarning tarjimasi faqat transliteratsiya bilan cheklanmay, semantik yaqin inglizcha ekvivalent orqali berilgani ham kuzatildi. Bu yondashuv o‘qish qulayligini oshiradi, biroq tarixiy bo‘yoqdorlikni pasaytirishi mumkin. Masalan, *bek* ko‘pincha “lord”, “chief” yoki “prince”, *amir* “commander” yoki “prince”, *darug‘a* “governor / prefect”, *tuzuk* esa “code” yoki “institutes” tarzida beriladi. Masalan, “Har bir viloyatga tadbirgo‘y, adolatli bek va darug‘alar qo‘ydim” jumlasi “Over each province I set prudent and just lords and governors” shaklida tarjima qilingan bo‘lib, bu yerdagi ekvivalentlar ma’noni tushuntirsa-da, turkiy siyosiy-huquqiy tizimning o‘ziga xos ierarxiyasini to‘liq aks ettirmaydi. Xuddi shuningdek, “Temur tuzuklariga binoan har bir tuman va mingra va yuzra askar tartib birla qo‘yilur erdi” jumlasi inglizcha variantda “According to Timur’s Code, troops were arranged under commanders of ten thousand, a thousand and a hundred” ko‘rinishida keltiriladi, bunda terminlarning shakli yo‘qoladi, ammo strukturaviy mazmun saqlanadi.

Generalizatsiya holatlari ham tez-tez uchrab, natijada tarixiy birliklarning ma’nodagi farqlari yo‘qolgan. Masalan, *navkar*ning doimiy ravishda “soldier / retainer”, *sipoh*ning ayrim joylarda “soldiers / troops”, *qurchi*ning esa ba’zan shunchaki “guards” yoki “bodyguards” sifatida umumlashtirilishi kuzatildi. Masalan, “Qurchilarim va navkarlarimni sinovdan o‘tkazib, bahodirlarini oldinga chiqardim” jumlasi ingliz tilida “I tested my guards and soldiers, and brought the bravest to the front” shaklida berilganda *qurchi* va *navkar*

o‘rtasidagi ijtimoiy-harbiy farq yo‘qoladi. Yana bir misolda, “Ul yurtni fath etmoq uchun sipoh yubordim” jumlasi ba’zida “I sent an army to conquer that land” tarzida umumlashtirilgan bo‘lib, bu tarjimada *sipoh*ning otliq qo‘shin sifatidagi xususiyati aks etmaydi.

Tahlil natijalari tarjimada izchillik muammosi ham mavjudligini ko‘rsatdi. Bir xil termin bir matnning turli joylarida turlicha berilgan holatlar ko‘p uchraydi. Masalan, *tuzuk* bir joyda “Code of Timur”, boshqa joyda “Institutes of Timur” sifatida keltiriladi, *tuman* ba’zan *tumen*, ba’zan “division” yoki “host”, *bek*ning bir joyda “lord”, boshqa joyda “prince”, yana bir joyda “chieftain” sifatida berilishi o‘quvchida ierarxik tizim haqidagi tasavvurni chalkashtiradi. Bunday inkonsistentlik tarixiy aniq ierarxiyani tiklashni qiyinlashtiradi.

Tarixiy-stilistik ruhning qisman tiklanishi va ba’zi joylarda yo‘qotilishi tarjimaning umumiy ko‘rinishida eng sezilarli jihatlardan biridir. Masalan, “Sipohlarim saf tortib, har bir tuman o‘z bayrog‘i ostida turdi” jumlasining “My sipahis stood in ranks, each tumen under its own banner” tarzidagi varianti tarixiy ruhni saqlagan bo‘lsa, uning “My soldiers stood in ranks, each division under its own banner” shaklida berilishi butun tarixiy konnotatsiyani soddalashtirib yuboradi.

Ba’zi istorizmlarda semantik siljishlar ham aniq namoyon bo‘lgan. *Tuzuk*ning faqat “law” sifatida talqini uning siyosiy-mafkuraviy qoida, etik-me’yoriy tamoyillar majmuasi ekanini yo‘qotadi. *Amir-ul-umaro*ning “a great nobleman” sifatida berilishi ushbu unvonning oliy harbiy-siyosiy maqomini pasaytiradi. *Qurchi*ning ba’zan “archer” yoki “troops” bilan almashtirilishi uni shohning maxsus saroy qo‘riqchisi maqomidan mahrum qiladi.

Umuman olganda, inglizcha tarjimada ikki kuchning doimiy kurashi seziladi: tarixiy-madaniy autentiklikni to‘liq saqlash istagi va ingliz tilida o‘quvchi uchun matnni soddalashtirish zaruriyati. Bu ikki yondashuvning to‘qnashuvi ba’zan muvaffaqiyatli hal qilingan bo‘lsa-da, ba’zan tarixiy bo‘yoqdorlikning sezilarli darajada kamayishi, ierarxik tizimning buzilishi va terminologik noaniqliklar bilan yakunlangan.

Xulosa va tavsiyalar

Tadqiqot natijalari “Temur tuzuklari”ning inglizcha tarjimasida istorizmlarni berish jarayonida til, madaniyat va tarix o‘rtasidagi murakkab o‘zaro ta’sirlarni yaqqol namoyon etdi. Tarjima matnida bir tomondan tarixiy reallikni saqlab qolish istagi kuchli bo‘lsa, ikkinchi tomondan ingliz tilida o‘quvchi uchun matnni tushunarli va o‘qish yengil bo‘lishini ta’minlash zarurati sezilib turadi. Shu ikki kuchning muvozanatini topish tarjimaning eng nozik bosqichiga aylangan. Istorizmlarning transliteratsiya qilinishi, izohli tarjima orqali mazmunning ochilishi, ayrim hollarda semantik yaqinlashtirish bilan cheklanishi, ba’zida esa umumlashtirishga murojaat qilinishi tarjimonning strategik qarorlariga bog‘liq bo‘lib, bu qarorlar har doim ham izchil bo‘lmaganini kuzatish mumkin. Natijada ayrim atamalar o‘z tarixiy funksiyasini aniq saqlab qolgan bo‘lsa, boshqalari o‘zining ijtimoiy-harbiy yoki siyosiy semantik qatlamini qisman yo‘qotgan.

Tarjimaning bir matn ichida izchil emasligi – masalan, *tuman*, *tuzuk*, *bek*, *amir* kabi terminlarning turlicha variantlarda berilishi – muallif g‘oyasini to‘liq tiklashni murakkablashtiradi. Tarixiy-harbiy tuzilma haqida o‘quvchida yuzaga keladigan tasavvur ham terminologik barqarorlikning yo‘qligi sababli ba’zan parchalanib ketadi. Tarixiy matn

tarjimasida uslubiy yaxlitlik muhim bo‘lganidek, istorizmlarning doimiy bir shaklda berilishi ham matnning ilmiy va madaniy qiymatini oshiradi. Shuningdek, ayrim istorizmlarning soddalashtirilishi yoki umumlashtirilishi natijasida Temur davriga xos ijtimoiy-siyosiy tizimning nozik qatlamlari ingliz o‘quvchisi uchun sezilmas bo‘lib qolishi, matnning sharqona tarixiy rangini “tekislab” yuborishi mumkin. Bu esa tarjima jarayonida tarixiy autentiklikni asrash zaruratini yanada ta’kidlaydi.

Tadqiqot davomida aniqlangan kuzatuvlar kelgusidagi tarjimalar uchun muhim tavsiyalarni shakllantirishga imkon beradi. Avvalo, istorizmlarni berishda izchil transliteratsiya siyosatini tanlash maqsadga muvofiq bo‘ladi. Bir tarixiy atama bir matn ichida faqat bitta shaklda berilishi uni qabul qilishni osonlashtiradi va o‘quvchining tarixiy tizimni yaxlit tasavvur qilishiga yordam beradi. Tarixiy-harbiy unvonlar, davlat amaldorlari nomi, ijtimoiy tabaqalarga oid terminlar maksimal darajada asl shaklda qoldirilishi, zarurat tug‘ilganda esa izohli tarjima bilan boyitilishi maqsadga muvofiqdir. Izoh qisqa, aniqlikni ta’minlovchi va matnning oqimiga xalaqit bermaydigan shaklda bo‘lishi kerak. Bu yondashuv o‘quvchini ortiqcha ma’lumot bilan charchatmasdan, tarixiy mazmunni to‘liq yetkazishga xizmat qiladi.

Shuningdek, ayrim istorizmlar uchun ingliz tilidagi semantik jihatdan eng yaqin ekvivalentni tanlash mumkin bo‘lsa ham, tarixiy bo‘yoqdorlikning yo‘qolishiga yo‘l qo‘ymaslik zarur. Masalan, *sipoh*ni shunchaki “army” bilan almashtirish uning otliq qo‘shin sifatidagi xarakterini yo‘qotadi, *qurchi*ni “guards” deb berish esa saroy qo‘riqchisi maqomining nozik ijtimoiy funksiyasini yashirib qo‘yadi. Shu sababli semantik yaqinlashtirish faqat fonetik yoki madaniy jihatdan juda murakkab birliklar uchraganda qo‘llanishi kerak. Bundan tashqari, tarjimonda *Temur tuzuklari*ning davlat boshqaruvi, harbiy tuzilma va siyosiy konsepsiya sifatidagi ko‘p qatlamli mazmunini izdan chiqarib yubormaslik uchun terminlarning ma’nosini bir xil me’yorda ochib borish zarur.

Tarjima jarayonini yanada takomillashtirish uchun *Temur tuzuklari* atrofida maxsus tarixiy-terminologik glossariy yaratish, unda har bir istorizmning izchil inglizcha shakli, fonetik transkripsiyasi, qisqa izohi va kontekstual qo‘llanishi berilishi muhim amaliy yechim bo‘lib xizmat qiladi. Bu glossariy nafaqat yangi tarjimalar, balki tadqiqotchilar, tarixchilar va lingvistlar uchun ham ishonchli manba vazifasini bajaradi. Tarjimonlar uchun yana bir muhim yo‘nalish – Skopos nazariyasi asosida matnning maqsad auditoriyasini aniq belgilashdir. Agar tarjimaning asosiy vazifasi tarixiy ilmiy aniqlikni saqlash bo‘lsa, unda minimal soddalashtirish va maksimal autentiklik talab qilinadi, agar maqsad keng o‘quvchi ommasi bo‘lsa, izohli strategiyalar ko‘proq qo‘llanadi, biroq bu jarayonda tarixiy mazmunning buzilmasligi qat’iy ta’minlanishi kerak.

Yakuniy xulosa shundan iboratki, *“Temur tuzuklari”* kabi yuksak tarixiy-madaniy qiymatga ega asar tarjimasida istorizmlar nafaqat til birliklari, balki tarixiy xotirani tashuvchi konseptual unsurlar sifatida qaralishi lozim. Ularning to‘g‘ri talqini Temur davlatchiligining siyosiy, harbiy va ijtimoiy strukturasini jahon o‘quvchisiga haqqoniy yetkazadi. Tarjimaning mukammalligi esa faqat lingvistik mahorat emas, balki madaniy sezgirlik, tarixiy aniqlik va konseptual fikrlashning uyg‘unligida namoyon bo‘ladi.

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CROSS-LINGUAL TRANSLATION CHALLENGES OF ONCOLOGY TERMINOLOGY: A COMPARATIVE STUDY OF ENGLISH, RUSSIAN, AND UZBEK

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Abstract. *Oncology terminology represents one of the most complex domains of modern medical translation due to the rapid development of cancer research, terminological density, and the introduction of new diagnostic and therapeutic approaches. This study investigates the cross-lingual challenges in translating oncology terminology from English into Russian and Uzbek. The research focuses on semantic equivalence, conceptual gaps, morphological complexity, and divergent clinical interpretations. Through comparative analysis of authentic clinical reports, imaging descriptions, and oncology guidelines, the study reveals recurring inconsistencies in terminology related to tumor morphology, metastasis, staging, immunotherapy, and genetic markers. The article proposes translation strategies including calque, borrowing, descriptive translation, and functional equivalence, emphasizing the importance of terminological standardization for ensuring clinical safety and effective communication. The findings highlight the need for developing unified multilingual oncology glossaries for translators and healthcare practitioners.*

Keywords: *medical terminology, oncology, translation, English–Russian–Uzbek, semantic equivalence, immunotherapy, medical communication.*

Introduction. Oncology has become one of the fastest-evolving fields of medicine, generating a continuous influx of new terminology. As new diagnostic imaging methods, tumor classifications, staging systems, and immunotherapy agents emerge, translators face increasing challenges in accurately rendering medical concepts across languages. Translating oncology terminology from English into Russian and Uzbek becomes particularly complex due to differences in medical tradition, lack of standardized equivalents, and variation in clinical interpretation. In Uzbekistan, where both Russian and Uzbek languages are used in medical documentation, inconsistency in oncology terminology can lead to misunderstanding, diagnostic errors, and loss of critical clinical meaning. Therefore, investigating translation issues and identifying reliable strategies is essential. This article aims to analyze structural, semantic, and pragmatic challenges in translating oncology-related terminology, highlight common translation errors, and offer solutions for improving accuracy. The study's significance lies in its contribution to developing more consistent, safe, and standardized oncology terminology across English, Russian, and Uzbek.

Nature and Structure of Oncology Terminology. Oncology terminology encompasses several interrelated subdomains, including morphological terms (adenocarcinoma, squamous cell carcinoma), tumor staging vocabulary (local invasion, metastasis, regional lymphadenopathy), diagnostic imaging descriptors (lesion,

infiltration, consolidation), and molecular-genetic markers (BRCA1 mutation, HER2 positivity, PD-L1 expression). These terms predominantly originate from Greek and Latin, giving them an internationally recognizable form. However, structural complexity and polysemy often cause challenges in translation. For instance, the term “carcinoma in situ” describes a non-invasive tumor but has no direct Uzbek equivalent, resulting in the frequent use of borrowing or descriptive translation.

Additionally, modern oncology introduces new terminology through breakthroughs in targeted therapy and immunotherapy. Agents such as pembrolizumab, cemiplimab, and nivolumab, widely used in the treatment of advanced malignancies, create additional demands on translators who must ensure accuracy when translating complex pharmacological classifications and mechanisms.

Translating oncology terminology across English, Russian, and Uzbek reveals several persistent challenges. One major difficulty is partial equivalence, where terms exist in Russian but not in Uzbek, or where Uzbek translations are inconsistent. For example, the English term “invasive tumor” corresponds to “инвазивная опухоль” in Russian but is translated variably into Uzbek as “invaziv o‘sma,” “o‘smaning tarqalgan shakli,” or “to‘qimaga chuqur kirgan o‘sma.”

Diagnostic terminology poses another challenge due to context-dependent meanings. The term “lesion” may refer to any pathological change in tissue, yet translators often incorrectly limit it to “o‘sma” (tumor), causing clinical misinterpretation. Neologisms in immunotherapy terminology also complicate translation. Expressions like “immune checkpoint inhibitors” or “PD-L1 blockade therapy” still lack standardized Uzbek equivalents.

False friends represent a frequent cause of translation errors. For instance, “mass” in radiology refers to a suspect lesion, not physical mass, while “infiltration” denotes abnormal tissue density, not fluid penetration. Such misinterpretations may lead to clinical inaccuracies in diagnostic reports.

Borrowing is one of the most common strategies in oncology translation, especially when dealing with drug names, molecular markers, and classifications. INN (International Nonproprietary Name) standards must be preserved in all languages to avoid clinical confusion. Thus, pembrolizumab, nivolumab, and cemiplimab should not be altered linguistically.

Calque (kalkalash) allows structurally transparent translations such as “squamous cell carcinoma” → “yassi hujayrali karsinoma.” This method is effective for terms with clear morphological structure. Descriptive translation is used when no equivalent exists, as in “carcinoma in situ,” which may require the expanded form “boshlang‘ich darajadagi, to‘qimalarga chuqur o‘sib kirmagan karsinoma.”

Functional equivalence remains essential when clinical usage dictates the most appropriate translation. For example, 'lesion' in imaging is best translated as 'patologik o‘choq,' whereas in dermatology it may refer to a different structure. Thus, context determines accuracy.

Comparative Terminology Table

English	Russian	Uzbek	Recommended Strategy
Metastatic spread	метастатическое распространение	metastatik tarqalish	calque
Lymphadenopathy	лимфаденопатия	limfadenopatiya	borrowing
Primary tumor site	первичный очаг опухоли	asosiy o‘sma o‘chog‘i	functional
Suspicious lesion	подозрительное образование	shubhali hosila	functional
High-grade dysplasia	выраженная дисплазия	yuqori darajali displaziya	calque
Immunotherapy agent	препарат для иммунотерапии	immunoterapiya preparati	calque
Carcinoma in situ	карцинома in situ	in situ karsinoma	borrowing + descriptive
PD-L1 expression	экспрессия PD-L1	PD-L1 ekspressiyasi	borrowing
Tumor invasion	инвазия опухоли	o‘smaning invaziyasi	calque
Solid mass	солидное образование	solid hosila	borrowing + functional

The comparative analysis demonstrates that Russian oncology terminology is more standardized due to long-standing clinical usage and established medical literature. In contrast, Uzbek equivalents vary widely, lacking consistency across hospitals and diagnostic centers. The absence of a unified Uzbek medical terminology database contributes to variability in clinical documentation.

The findings underscore the necessity for terminological harmonization across all three languages. Establishing unified oncological glossaries and adopting clear translation guidelines will minimize ambiguity and enhance the accuracy of medical communication, especially in imaging, pathology, and treatment protocols.

Conclusion

Oncology terminology translation poses significant linguistic and clinical challenges due to terminological density, conceptual gaps, and inconsistent use across languages. The analysis highlights partial equivalence, neologisms, and semantic ambiguity as major obstacles. To ensure safe and effective clinical communication, standardized glossaries and translation protocols must be implemented in multilingual medical settings.

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РЕПРЕЗЕНТАЦИЯ КЛЮЧЕВЫХ КОНЦЕПТОВ В РУССКОЙ НАРОДНОЙ СКАЗКЕ: ТЕОРИЯ, ЦИФРОВЫЕ ПОДХОДЫ И ПЕРСПЕКТИВЫ

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Аннотация. *Статья посвящена углублённому анализу репрезентации ключевых концептов в русской народной сказке, рассматриваемой как культурно-ценностная система. Опираясь на труды отечественных исследователей концепта (С. Аскольдова, Ю. Степанова, З. Поповой и И. Стернина), автор выявляет языковые, образные и символические механизмы репрезентации концептов, формирующих основу сказочного мировидения. Особое внимание уделяется цифровым методам исследования, включая корпусный анализ, автоматический поиск коллокаций и семантическое моделирование.*

Ключевые слова: *концепт, русская народная сказка, лингвокультура, репрезентация, цифровые методы, корпусный анализ.*

1. Теоретические основы изучения концептов в русской лингвистике

Научная традиция изучения концептов в России опирается на работы С. Аскольдова, который считал концепт «мысленной заменой множества однородных явлений».

Ю. Степанов описывал концепты как культурные константы, формирующие национальную картину мира. Попова и Стернин подчёркивали многослойность концепта, включающего понятийный, образный и ценностный компоненты. В русской народной сказке все три уровня проявляются особенно ярко, поскольку в устной традиции сохраняется архаическое символическое мышление, придающее образам стабильность и глубину.

2. Ключевые концепты русской народной сказки

Среди центральных концептов выделяются «Добро», «Зло», «Герой», «Путь», «Чудо», «Семья». Каждый из них обладает устойчивой структурой, закреплённой в многочисленных сюжетах. Например, концепт «Герой» традиционно связан с мотивами инициации, испытаний, прохождения границы между мирами. Концепт «Добро» реализуется через идею справедливости, честности и вознаграждения, что подчёркивал Д. Лихачёв, описывая сказку как хранителя нравственных основ народа.

3. Языковые механизмы репрезентации концептов

Репрезентация концептов осуществляется через эпитеты («добрый молодец»), постоянные формулы («жил-был»), паремии, символические топосы (лес, дорога, поле), а также структурные компоненты сказки, описанные В. Проппом. Мелетинский указывал, что символика сказочного пространства определяется не реалистичностью, а функциональной нагрузкой, что позволяет концептам проявляться на уровне сюжета, персонажей и мотивов.

4. Цифровые методы анализа сказки

Современная лингвистика предлагает новые подходы к изучению концептов – корпусный анализ, автоматический поиск коллокаций, семантическое моделирование. Корпуса русского языка позволяют выявлять частотность ключевых единиц, их типичные контексты и ассоциативные связи. Цифровые инструменты помогают объективировать исследование, что особенно важно в изучении больших массивов фольклорных текстов.

5. Примеры концептов в сказках

На материале сказок А. Н. Афанасьева можно проследить устойчивость концептов. В «Иване-царевиче и Сером волке» реализуется концепт «Чудо» (волшебные помощники) и «Путь» (инициационное путешествие). В «Царевне-лягушке» проявляется концепт «Преображение», символизирующий духовный рост. В «Сестрице Алёнушке и братце Иванушке» отражаются концепты «Семья» и «Жертвенность».

6. Перспективы дальнейших исследований

Интеграция классической теории и цифровых методов открывает новые направления изучения сказки: построение семантических карт концептов, анализ межтекстовых связей, выявление региональных вариаций репрезентации. Такой подход позволяет соединить качественный и количественный анализ и существенно расширяет научные возможности лингвокультурологии.

7. Аксиологическая структура ключевых концептов русской народной сказки

Аксиологическая структура ключевых концептов русской народной сказки опирается на глубоко укоренённую ценностную систему, которая формировалась на протяжении веков и закрепилась в коллективной памяти. Согласно исследованиям Д. С. Лихачёва, именно система ценностей определяет мировоззренческое ядро фольклора, в том числе сказки. Концепт «Добро» неизменно представляет собой не просто социально одобряемое поведение, но цивилизационную норму, предполагающую идею справедливости, милосердия и нравственной чистоты. Его противопоставление концепту «Зло» формирует аксиологическую ось повествования. Образ Зла в сказке выполняет не только конфликтную, но и воспитательную функцию: персонаж, сталкиваясь с ним, проходит инициацию и достигает морального роста.

Особое место занимает концепт «Путь», являющийся универсальным символом взросления и духовного становления героя. Как указывал Е. М. Мелетинский, путь в сказке является не бытовым перемещением, а моделью сакрального движения, в котором герой сталкивается с трансформацией собственных ценностей. Концепт «Семья» также обладает устойчивой аксиологической нагрузкой: он представлен как источник защиты, эмоциональной привязанности и продолжения рода, а нарушение семейных уз рассматривается как серьёзное нравственное испытание. Таким образом, аксиологическая структура

концептов формирует не только содержание сказочного текста, но и систему социокультурных ориентаций, передаваемых из поколения в поколение.

8. Семантика сказочного пространства как носителя концептов

Семантика сказочного пространства играет ключевую роль в реализации концептов. Пространство русской сказки не является реалистичным: оно структурировано согласно мифопоэтическим моделям, описанным В. Я. Проппом и Е. М. Мелетинским. Лес выступает символом испытания и перехода в иной мир. Он маркирует границу между привычной и потусторонней реальностью. Река или мост часто функционируют как пограничные элементы, отделяющие безопасное пространство от опасного. Дорога воплощает динамический аспект концепта «Путь» и структурирует сюжет вокруг движения героя к цели. Дом в сказке символизирует сакральное пространство безопасности, но в ряде сюжетов имеет двойственную семантику: например, избушка на курьих ножках является переходным пространством между мирами. «Тридесятое царство» же выступает как пространство чудесного и является сценой реализации концептов «Чудо», «Судьба» и «Предназначение». Таким образом, семантика пространства позволяет концептам проявляться не только через персонажей и их действия, но и через структурно-символическую организацию текста.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

A THEORETICAL EXAMINATION OF DIRECT TRANSLATION STRATEGIES

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Abstract. *This expanded article offers a comprehensive theoretical investigation of direct translation strategies, drawing on foundational and contemporary scholarship in translation studies. By examining literalism, borrowing, and calque within linguistic, cultural, and functional frameworks, the study clarifies the conditions under which direct translation is effective or problematic. It engages with structuralist, functionalist, and pragmatic perspectives to show how direct translation operates across varying text types and language pairs. The analysis emphasizes both the enduring relevance and the inherent limitations of literal strategies, ultimately advocating for a context-sensitive approach to translation.*

Key words: *direct translation, literal translation, linguistic equivalence, calque, borrowing, semantic fidelity, translation theory, comparative linguistics, structural correspondence.*

Introduction. Direct translation – often used interchangeably with literal translation – has been a central topic of debate in translation studies since the mid-twentieth century. Early theoretical models regarded direct translation as the default method when structural similarities exist between languages. Vinay and Darbelnet's classic model positioned direct translation as one of two overarching methodological categories, emphasizing its role in preserving syntactic and lexical correspondences (Vinay & Darbelnet 1995, p. 31). Their structuralist stance underscored the idea that translation is, in its essence, a form of linguistic transfer where form and meaning are tightly bound. Later scholarship complicated this view by introducing cultural, functional, and cognitive dimensions. Nida's dynamic equivalence theory foregrounded the importance of the receptor's response and argued that literal translation cannot always reproduce communicative intent across cultural boundaries (Nida 1964, p. 159). Catford highlighted the concept of "formal correspondence," acknowledging that literalism is appropriate only when structural parallels exist (Catford 1965, p. 27). In contemporary translation theory, direct translation continues to be both widely practiced and critically scrutinized. The significant expansion of multilingual communication, scientific discourse, and digital translation tools has strengthened the practical relevance of literal strategies. However, their use remains highly dependent on linguistic typology, text function, and cultural context. This article aims to present an expanded theoretical examination of direct translation, exploring its principles, constraints, and evolving conceptualization within modern translation studies.

The core principle behind direct translation is fidelity to the linguistic form of the source text. Vinay and Darbelnet include literal translation alongside borrowing and calque, forming a methodological triad grounded in structural correspondence (Vinay &

Darbelnet 1995, p. 34). Literal translation, in their model, is appropriate when languages share "parallel categories and conceptual structures." Borrowing and calque further illustrate how direct translation adapts words or structures from the source language without significant modification. Borrowing (e.g., piano, tsunami, democracy) allows technical or culturally specific terminology to enter the target language unchanged, while calque reproduces syntactic structures or compound expressions in a way that reflects the internal logic of the source language. Catford's analysis expanded these ideas by distinguishing between "formal correspondence" and "textual equivalence." He emphasized that literal translation is possible only when the grammatical categories of two languages align sufficiently (Catford 1965, p. 28). This underscores a crucial point: direct translation is not purely a stylistic choice but is shaped by linguistic systems themselves.

Direct translation is feasible when the syntactic, morphological, and semantic features of two languages approximate one another. When the distance between languages is significant – as between English and Arabic, or Japanese and French – literal translation becomes more limited. Nida's research emphasizes that meaning resides not only in individual words but also in patterns, structures, and cultural conventions. He asserts that literalism can obscure meaning when languages differ in expressions of politeness, modality, or idiomaticity (Nida 1964, p. 166). For instance, many languages use metaphorical idioms to express emotional states, which cannot be transferred literally without distorting the intended meaning. Cognitive linguistics also provides insights into why direct translation may fail. Conceptual metaphors, image schemas, and cultural models influence how speakers encode meaning. When these differ, literal rendering may produce pragmatically incorrect or awkward translations. For example, idioms like "kick the bucket," "break the ice," or Uzbek expressions like "ko'ngli ko'tarildi" cannot be rendered literally without semantic loss.

Despite its limitations, direct translation plays an essential role in many domains.Technical fields such as medicine, engineering, law, and academia rely heavily on precise terminology. Direct translation ensures consistency and accuracy. Borrowing is especially prevalent in scientific texts because specialized concepts often originate in one linguistic community and gradually enter global usage. Direct translation can preserve logical relationships between clauses, maintain the structure of argumentation, and avoid misinterpretation. In legal documents, contracts, and international agreements, altering syntactic structures may lead to ambiguity. Hence, literal translation is often mandated by institutional guidelines. It is often ineffective when languages encode meaning through culturally specific metaphors, idioms, or pragmatic conventions.

Pragmatic meaning – such as politeness, irony, emotion, or social hierarchy – cannot always be conveyed literally. Japanese honorifics, Arabic rhetorical amplifications, and English understatement are culturally encoded. Rendering these directly may distort communicative intent. In literature, literal strategies tend to disrupt rhythm, tone, and aesthetic coherence. As Newmark observes, literal translation is only ideal "when it successfully conveys the referential meaning without violating style or communicative effect" (Newmark 1988, p. 81). Literary texts often require creative adaptation to preserve emotional and stylistic resonance. In modern translation theory, especially within

functionalist and sociolinguistic frameworks, direct translation is not rejected but repositioned. Reiss and Vermeer's Skopos theory asserts that the appropriateness of literal translation depends on the purpose of the translation. If the aim is legal precision, academic neutrality, or terminological stability, direct strategies are ideal, if the aim is cultural adaptation, literalism is counterproductive. Corpus-based studies also reveal that professional translators frequently employ literal strategies more than expected, particularly in international journalism, digital localization, and scientific research. This suggests that globalized communication patterns increasingly favor structural and semantic transparency.

Conclusion. Direct translation strategies constitute an indispensable part of translation practice and theory. Their value lies not in their universality but in their contextual applicability. When languages share structural similarities and when texts demand precision, clarity, or terminological consistency, direct translation is not only appropriate but necessary. However, as shown by structuralist, functionalist, and pragmatic theorists alike, literalism is limited by linguistic divergence, cultural encoding of meaning, and rhetorical complexity. Effective translation therefore requires a nuanced understanding of both linguistic systems and communicative purpose.

Ultimately, direct translation should be seen not as a rigid rule or outdated method but as a flexible tool whose success depends on informed, critical application. Mastery of translation involves discerning when literal strategies preserve meaning – and when they obscure it.

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Annonatsiya. *Mazkur ilmiy maqolada madaniy siyohdorlikka ega til birliklarining tarjimasida yuzaga keladigan nazariy va amaliy muammolar hamda ularning samarali yechimlari tahlil qilinadi. Maqolada tarjimashunoslikdagi asosiy nazariy yondashuvlar, xususan, formal va dinamik ekvivalentlik, realiyalar, idiomalar va madaniy tushunchalarni tarjima qilishdagi qiyinchiliklar o'rganiladi. Shuningdek, transliteratsiya, tavsifiy tarjima, madaniy moslashtirish, kompensatsiya va izohli tarjima kabi tarjima strategiyalari ko'rib chiqiladi. Maqola tarjimonlarga madaniyatlararo muloqotni ta'minlashda to'g'ri strategiyalarni tanlashga yordam berishni maqsad qilgan.*

Kalit so'zlar: *Madaniy siyohdorlik, til birliklari, tarjima muammolari, tarjima yechimlari, realiya, idiomatik ekvivalentlik, madaniy moslashtirish, formal ekvivalentlik, dinamik ekvivalentlik.*

Kirish. Globallashuv sharoitida madaniyatlararo muloqotning kuchayishi tarjimonlarning zimmasiga katta mas'uliyat yuklaydi. Til nafaqat so'zlarning oddiy yig'indisi, balki u o'zida o'sha tilga mansub xalqning madaniyati, urf-odatlari, qadriyatlari, dunyoqarashi va tarixini aks ettiruvchi murakkab tizimdir. Shu bois, madaniy siyohdorlikka ega til birliklarini (madaniy realiyalar, idiomalar, maqollar, metaforalar, hajviy elementlar va hokazo) tarjima qilish har doim tarjimashunoslikning eng dolzarb va murakkab masalalaridan biri bo'lib kelgan. Bunday birliklarni noto'g'ri yoki yetarlicha aniq tarjima qilmaslik manba matnning asl ma'nosini, stilistik xususiyatlarini va hissiy ta'sirini yo'qotishga olib kelishi mumkin, hatto madaniyatlararo tushunmovchiliklarga sabab bo'ladi.

Ushbu maqolaning maqsadi madaniy siyohdorlikka ega til birliklarini tarjima qilishdagi asosiy muammolarni aniqlash, ularni nazariy jihatdan tahlil qilish hamda ushbu muammolarni hal qilishda qo'llaniladigan samarali tarjima strategiya va yechimlarini o'rganishdan iborat. Tarjimon, oddiygina ikki til o'rtasida vositachi emas, balki ikki madaniyat o'rtasidagi ko'prik vazifasini ham bajarishi lozim. Shunday ekan, uning madaniy savodxonligi va to'g'ri tarjima strategiyalarini tanlash qobiliyati tarjima sifatini belgilovchi hal qiluvchi omillardan hisoblanadi.

Madaniy siyohdorlikka ega til birliklari tushunchasi va uning nazariy asoslari.Madaniy siyohdorlikka ega til birliklari deganda, ma'nosi bevosita ma'lum bir madaniy kontekstga bog'liq bo'lgan, boshqa madaniyatda bevosita ekvivalenti bo'lmagan yoki to'liq tushunilmaydigan so'zlar, iboralar, realiyalar va konseptlar tushuniladi. Bu birliklar asosan quyidagilarni o'z ichiga oladi:

• **Realiyalar:** Ma’lum bir xalqning milliy xususiyatlarini aks ettiruvchi narsalar, hodisalar, tushunchalar (masalan, ovqat nomlari: *osh*, *somsa*, kiyimlar: *do‘ppi*, *chopon*, bayramlar: *Navro‘z*, *Ramada Hayit*, boshqaruv shakllari: *xon*, *amir*).

• **Idiomalar va Frazeologizmlar:** Ma’nosi tarkibidagi so‘zlarning ma’nosidan kelib chiqmaydigan, to‘liq shakllangan iboralar (*"it's raining cats and dogs" – "jala quyapti"*).

• **Maqollar va Matallar:** Xalq donoligini aks ettiruvchi qisqa, obrazli iboralar (*"bir o‘q bilan ikki quyonni urmoq" – "kill two birds with one stone"*).

• **Metaforalar va Siyosiy allegoriyalar:** Madaniy-tarixiy kontekstga asoslangan obrazli ifodalar.

• **Hajviy unsurlar va So‘z o‘yinlari:** Madaniy tushunishni talab qiladigan kulgili elementlar.

• **Shaxs nomlari, geografik nomlar:** Ba’zan ularning o‘zi ham ma’lum bir madaniy-tarixiy ahamiyatga ega bo‘lishi mumkin.

Tarjimashunoslikda ekvivalentlik masalasi bo‘yicha bir qator nazariy yondashuvlar mavjud. Yevgeniy Nida "formali ekvivalentlik" va "dinamik ekvivalentlik" (yoki funksional ekvivalentlik) tushunchalarini kiritgan. **Formal ekvivalentlik** manba matnning shakliy va mazmuniy jihatlarini, jumladan, grammatik tuzilishini, so‘z tartibini imkon qadar aniq aks ettirishga intiladi. **Dinamik ekvivalentlik** esa tarjima qilingan matnning maqsad til o‘quvchisi uchun manba matnning asl o‘quvchisiga ta’sir qilganidek ta’sir ko‘rsatishini, ya’ni funksional jihatdan ekvivalent bo‘lishini nazarda tutadi. Piter Nyumark esa "semantik tarjima" va "kommunikativ tarjima"ni farqlaydi. Semantik tarjima asl matnning semantik va sintaktik tuzilishiga sodiq qolsa, kommunikativ tarjima maqsad til o‘quvchisiga tushunarli va qulay bo‘lishini ta’minlaydi.

Madaniy siyohdorlikka ega til birliklari bilan ishlashda aynan dinamik yoki kommunikativ yondashuv muhim ahamiyat kasb etadi, chunki formall ekvivalentlik ko‘pincha madaniy elementlarning ma’nosini yo‘qotishga yoki tushunarsiz bo‘lib qolishiga olib keladi. Tarjimon asl matnning madaniy-lingvistik fonini tushunishi va maqsad madaniyatidagi qabul qilingan normalar va an’analarga mos keladigan yechimlarni topishi zarur.

Madaniy siyohdorlikka ega til birliklarini tarjima qilishdagi muammolar. Madaniy siyohdorlikka ega til birliklarini tarjima qilishda quyidagi asosiy muammolar yuzaga keladi:

1.**Leksik bo‘shliqlar (Lacunae):** Maqsad tilda manba tildagi ma’lum bir tushuncha, realiya yoki hodisa uchun bevosita so‘z yoki ibora mavjud bo‘lmasligi. Masalan, o‘zbek tilidagi "hashar" tushunchasi uchun ingliz tilida bir so‘zli ekvivalent yo‘q.

2.**Konnotativ farqlar:** So‘zlarning denotativ (asosiy) ma’nosi bir xil bo‘lsa-da, ularning qo‘shimcha (konnotativ) ma’nolari, hissiy-ekspressiv yuklamalari va assotsiatsiyalari turli madaniyatlarda farq qilishi. Masalan, "oq" rangi ba’zi madaniyatlarda poklik, aybsizlikni bildirsa,boshqa madaniyatlarda motam ramzi bo‘lishi mumkin.

3.**Realianing begonaligi:** Manba madaniyatiga xos bo‘lgan, ammo maqsad madaniyatiga mutlaqo notanish bo‘lgan realiyalar (kiyimlar, taomlar, an’analar, ijtimoiy institutlar) tarjimasida ularning mohiyatini to‘liq yetkazish qiyinligi. Bunday realiyalarni izohsiz qoldirish matnning tushunarsiz bo‘lishiga olib keladi.

4.**Idiomatiklik va frazeologiklik:** Idiomalar va frazeologizmlarning ma'nosi ularning tarkibiy qismlari ma'nosining yig'indisidan kelib chiqmasligi. Ularni so'zma-so'z tarjima qilish ko'pincha mazmunni butunlay buzadi yoki absurd tus beradi.

5.**Hajviya va so'z o'yinlari:** Hazil, ironiya, sarkazm yoki so'z o'yinlarining tarjimasi juda murakkab, chunki ular ko'pincha lingvistik va madaniy xususiyatlarga bog'liq. Bir tilda kulgili bo'lgan narsa, boshqa tilda ma'nosiz yoki xafa qiluvchi bo'lishi mumkin.

6.**Yashirin ma'no va subtekstning yo'qolishi:** Ba'zi madaniy birliklar o'zida chuqur yashirin ma'no, istorik, diniy yoki adabiy alluziyalarni saqlaydi. Bu alluziyalarni maqsad til o'quvchisiga yetkazish uchun qo'shimcha izoh yoki moslashtirish talab qilinadi. Ushbu muammolar tarjimondan nafaqat ikki tilni mukammal bilishni, balki ikki madaniyatni chuqur anglashni, madaniy tafovutlarni bartaraf etish uchun kreativ va strategik yondashishni talab qiladi.

Madaniy siyohdorlikka ega til birliklarini tarjima qilish yechimlari va strategiyalari. Yuqorida qayd etilgan muammolarni hal qilish uchun tarjimashunoslikda turli samarali strategiyalar ishlab chiqilgan:

1. **Transliteratsiya/Transkripsiya va Izohlash (O'zbeklashtirish):** Bu strategiya manba tildagi madaniy realiyani maqsad tilga o'zgartirmasdan, uning fonetik yoki fonologik tuzilishini saqlagan holda kiritishni (masalan, "Osh", "Navruz") va qisqa izoh yoki tushuntirish berishni o'z ichiga oladi.

Misol: "palov" so'zi ingliz tilida "pilov (a traditional Uzbek rice dish)" deb berilishi mumkin.

Qo'llanilishi: Maqsad madaniyatida bevosita ekvivalenti yo'q realiyalar uchun, maqola ilmiy yoki publitsistik bo'lganda.

2. **Madaniy Almashtirish/Moslashtirish (Domestication):** Bunda manba madaniyatidagi tushuncha maqsad madaniyatidagi shunga o'xshash, ekvivalent tushuncha bilan almashtiriladi.

Misol: Ingliz tilidagi "catch-22" (murakkab dilemmani anglatuvchi) iborasini tarjima qilishda o'zbek tilidagi "chigal masala" kabi umumiy tushuncha ishlatilishi mumkin, yoki bolalar adabiyotida G'arb ertak qahramoni Sharqiy ekvivalenti bilan almashtirilishi.

Qo'llanilishi: Reklama, bolalar adabiyoti yoki keng ommaga mo'ljallangan matnlarda, maqsad auditoriyaga yaqinlikni ta'minlash uchun.

3. **Tavsifiy Tarjima (Descriptive Translation):** Bu strategiya madaniy tushunchani uning funksional va mazmuniy jihatlarini tushuntiruvchi bir necha so'z yoki gaplar yordamida izohlashdan iborat.

Misol: "samovar" so'zi ingliz tilida "a traditional Russian tea urn" deb berilishi mumkin. O'zbek tilidagi "ko'pkari" uchun "horse game where riders compete to pick up a goat carcass" kabi tavsif.

Qo'llanilishi: Matnda izohlar joylashtirish imkoniyati cheklangan bo'lsa, realiyaning mohiyatini tezda yetkazish zarur bo'lganda.

4. **So'zma-so'z Tarjima va Aniqlashtirish (Literal Translation with Explicitation):** Ba'zan madaniy jihatdan siyohdor bo'lgan so'z yoki ibora so'zma-so'z tarjima qilinib, atrofdagi kontekst orqali uning ma'nosi aniqlashtiriladi.

Misol: Inglizcha "greenhorn" (tajribasiz) so'zi so'zma-so'z tarjima qilinib, matnda uning tajribasiz shaxs ekanligi tushuntirilishi mumkin. Ammo bu kamdan-kam qo'llaniladi.

Qo‘llanilishi: Agar literal tarjima maqsad tilda jiddiy noto‘g‘ri talqinlarga olib kelmasa va kontekst orqali ma’nosi tushunilsa.

5. **Modulyatsiya va Kompensatsiya (Modulation and Compensation): Modulyatsiya:** Tarjimada nuqtai nazarni o‘zgartirish, masalan, sababdan natijaga, aniqdan mavhumga o‘tish orqali asl ma’noni saqlab qolish.

Kompensatsiya: Asl matnning bir joyida yo‘qotilgan ma’no, uslub yoki hissiy ta’sirni matnning boshqa bir joyida boshqa vositalar orqali qoplash. Masalan, bir joyda yo‘qolgan so‘z o‘yinini boshqa joyda yaratish.

Qo‘llanilishi: Ayniqsa, she’riyat va badiiy tarjimada, so‘z o‘yinlari va madaniy alluziyalar mavjud bo‘lganda.

6. **Izohlar, Havolalar va Lug‘atlar:** Matnning pastki qismida, sahifa chetida yoki matn oxirida izohlar berish orqali madaniy tushunchalar haqida qo‘shimcha ma’lumot berish.

Qo‘llanilishi: Ilmiy, tarixiy matnlar, shuningdek, madaniy elementlarning asl mohiyatini saqlab qolish muhim bo‘lgan badiiy asarlar tarjimasida.

7. **Chetlashtirish (Foreignization):** Bu strategiya maqsadli auditoriyani manba madaniyatining o‘ziga xosligi bilan tanishtirish maqsadida tarjimada xorijiy elementlarni ongli ravishda saqlab qolishni nazarda tutadi. Bu Venuti tomonidan ilgari surilgan yondashuv bo‘lib, u "domestication"ga (madaniy moslashtirishga) qarama-qarshi qo‘yiladi.

Qo‘llanilishi: Asl madaniyatning o‘ziga xosligini his qilish muhim bo‘lgan badiiy asarlar, ilmiy-madaniy matnlar.

Tarjimon matn turi, auditoriya, tarjima maqsadi va madaniy birlikning ahamiyatiga qarab ushbu strategiyalardan birini yoki bir nechtasini birga qo‘llashi mumkin. Asosiysi, tarjima matni nafaqat grammatik jihatdan to‘g‘ri, balki madaniy jihatdan ham to‘liq va tushunarli bo‘lishini ta’minlashdir.

Xulosa. Madaniy siyohdorlikka ega til birliklarini tarjima qilish zamonaviy tarjimashunoslikning eng murakkab va mas’uliyatli yo‘nalishlaridan biridir. Ushbu maqolada ko‘rib chiqilgan muammolar (leksik bo‘shliqlar, konnotativ farqlar, realiyalar, idiomalar va boshqalar) tarjimonlardan chuqur lingvistik bilimlar bilan bir qatorda, ikki madaniyatni ham sinchkovlik bilan bilishni, ularning nozik jihatlarini anglashni talab etadi. Tarjima strategiyalari, jumladan, transliteratsiya, tavsifiy tarjima, madaniy moslashtirish, kompensatsiya va izohli yondashuvlar ushbu qiyinchiliklarni yengishda muhim vositalardir. Tarjimonning mahorati nafaqat so‘zlarni almashtirishda, balki madaniy ko‘priklarni qurishda, bir madaniyatning qadriyatlarini boshqasiga tushunarli va qabul qilinadigan tarzda yetkazishda namoyon bo‘ladi.

Xulosa qilib aytganda, madaniy siyohdorlikka ega til birliklarining muvaffaqiyatli tarjimasi – bu nafaqat lingvistik, balki madaniy ko‘nikmalar, ijodkorlik va strategik fikrlashning uyg‘unligidir. Kelajakda tarjimashunoslik sohasida madaniyatlararo kompetensiyani oshirishga qaratilgan tadqiqotlar va amaliy ishlar yanada dolzarb bo‘lib qoladi.

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GENDER STEREOTYPES IN CONTEMPORARY DISCOURSE: AN ANALYSIS OF LITERARY, MEDIA AND ONLINE TEXTS

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Abstract. *In contemporary society, gender stereotypes remain a key issue in social communication. These stereotypes influence the formation of public consciousness, the distribution of roles within the family and professional spheres, and the behaviour of individuals. The linguistic expression of these stereotypes is evident in all types of text, including fiction, media, and social networking sites.*

Keywords**:** *gender, linguistic worldview, stereotype, role, speech behaviour, advertising, discourse, vocabulary.*

The concept of stereotype was introduced into scientific discourse by the American journalist Walter Lippmann. In his 1992 work Public Opinion, he understood stereotypes to be culturally created images of people from other groups intended to explain and evaluate their behaviour. He interpreted stereotypes as a selective and inaccurate representation of reality that leads to its simplification and gives rise to prejudice. According to Lippmann, 'Stereotypes are prejudiced opinions that decisively control the entire process of perception. They label certain objects as familiar or unfamiliar, so that the barely familiar seem well known and the unfamiliar seem deeply alien' (Sokolskaya, 2003: 24).

In the psychological dictionary edited by R.S. Nemov, a stereotype is defined as follows:

1. A system of relatively stable (fixed), overly simplified beliefs (attitudes, attitudes) concerning a particular social group of people. In this understanding, a stereotype almost always has a negative connotation.

2. A system of opinions, judgements, and assessments accepted and widespread in a given culture concerning the psychological characteristics of the behaviour of a particular group of people. In this sense, the term ‘stereotype’ can have both positive and negative connotations [Nemov 2007: 99].

In the dictionary of linguistic terms edited by T.V. Zherebilo, a stereotype is defined as ‘one of the forms of information processing and knowledge status’ [Electronic Dictionary of Linguistic Terms 2010].

According to the definitions of stereotype found in dictionaries and encyclopaedias, a stereotype is a simplified, standardised image or representation of a social phenomenon or object, usually emotionally charged, highly stable, and allowing people to save effort in perceiving reality. Stereotypes form an orderly, more or less consistent image of the world, thereby helping people to navigate the real world.

In cognitive linguistics, a stereotype is defined as 'a standard opinion about social groups or individuals as representatives of these groups' (Kubryakova & Demyankov, 1997: 89). It is also noted that a stereotype 'has the logical form of a judgement in an

exaggeratedly simplified and generalised form with an emotional connotation, attributing or denying certain properties or attitudes to a particular class of persons' [ibid].

In ethnolinguistics and linguoculturology, stereotypes are 'a representation of a part of the surrounding reality, a fixed mental image resulting from an individual's perception of a typical aspect of the real world, a kind of invariant representation of a part of one's worldview' (Krasnykh, 2002: 177–178). In other words, a stereotype is a representation of reality that exists in our consciousness as a stable, minimised, invariant image, conditioned by national and cultural specificity.

We will analyse statements by female and male characters containing gender stereotypes about their own and opposite gender identities in terms of their stereotypicality, expressiveness, and evaluativeness. In this work, we will adhere to the cognitive linguistic definition of a stereotype as a judgement in an exaggeratedly simplified and generalised form with an emotional connotation. This judgement attributes certain properties, attitudes and cognitive, mental and behavioural characteristics typical of a particular social group to that group.

Stereotypes are a subject of study in various fields of the humanities, including psychology, sociology, linguistics and ethnography. This diversity of fields explains the variety of understandings of stereotypes. Let us consider the main characteristics of stereotypes.

Depending on the subject of stereotyping, they are divided into collective (cultural or mass) and individual stereotypes. According to Western scholars, collective stereotypes are patterns of ideas and beliefs that are widely held within a given culture (Ashmore and Del Boka). However, Russian researchers argue that this interpretation is exaggerated and reflects an extreme position. They therefore propose that stereotypes shared by a sufficiently large number of individuals within social communities should be referred to as 'collective' stereotypes (Semendyayeva, 1986, Sorokina, 2013, Stefanenko, 1999). Therefore, stereotypes characterised by a high degree of consistency can be considered collective. Individual stereotypes are the perceptions of a single individual and may or may not coincide with collective perceptions.

Depending on the object of stereotyping, anthropological, event-related and object-related stereotypes can be distinguished [Donets, Sorokina, 2013]. Anthroposterotypes, for example, [...] e. stereotypes relating to a person, are divided into personal stereotypes (relating to an individual) and social stereotypes, which relate to a social group or its members. The most common classification of stereotypes by object is the identification of various types of social stereotypes, which are divided into gender, age, professional, racial, ethnic, class, and so on. . These social stereotypes can be classified according to the 'us'/'them' relationship. i. According to the subject's belonging to a certain social group. According to this parameter, stereotypes are divided into auto- and hetero- stereotypes.

An autostereotype is the image that a social group has of itself, while a heterostereotype is the image that a group has of other, 'foreign' groups. As this article focuses on gender stereotypes, which are a type of social stereotype, we will examine auto- and hetero- stereotypes in more detail. As G.U. Soldatova, 'autostereotype and heterostereotype are not autonomous units, but rather structurally interconnected

components of a single, coherent formation of personal and group self-consciousness' [Soldatova 1998: 12].

Each person forms an image of their own group ('we are like this') and of other groups ('they are like that', usually different). There is usually some degree of opposition between one's own social group and another, which highlights an important function of social stereotypes: intergroup differentiation and the maintenance of a positive group identity.

This leads to ingroup favouritism, which is a conscious or unconscious preference for one's own group over others. Researchers have noted that autostereotypes tend to have a more positive connotation than heterostereotypes. Autostereotypes are most often 'monotonously positive' (Soldatova, 1998: 74) and a 'concentration of socially approved value characteristics' (Okladnikova, 2006: 97). In contrast, heterostereotypes have a 'much wider emotional range... from reverence to hatred' (Nazirova, 2001: 74).

In addition to this tendency in the emotional-evaluative component of auto- and heterostereotypes, researchers have identified another difference. Autostereotypes are almost always 'more diverse and complex', whereas heterostereotypes are 'more monolithic and one-sided' [Aksyanova & Davydova, 2003: 23]. G. U. Soldatova attributes this phenomenon to 'detailed knowledge' of one's own group in the formation of autostereotypes, and an 'information deficit' in the case of heterostereotypes (Soldatova, 1998: 74).

When studying the functioning of auto- and heterostereotypes, it is important to distinguish between stereotypes and counter-stereotypes [Soldatova, 1998]. A counter-stereotype is formed on the basis of personal, subjective experience when an individual observes the behaviour of a member of a 'foreign' group that does not conform to the existing stereotype of that group, i.e. when they receive information that does not confirm the stereotype.

Thus, in the 'us'/'them' coordinate system, a complex set of images and representations functions, consisting of auto-, hetero-, and counter-stereotypes. Based on the content of the affective component, positive and negative stereotypes are distinguished, as well as affirmative and negative stereotypes. It should be noted that stereotypes with different emotional and evaluative content may have the same cognitive component and imply the same property prescribed for a given group. However, this component or property will be evaluated differently by individuals depending on whether they belong to the 'us' or 'them' group, and the choice of wording will differ.

Depending on how they are formed, stereotypes can be divided into intentional and spontaneous (Manukovsky, 2005). Intentional stereotypes are purposefully created to form a particular image of a social group. Spontaneous stereotypes, on the other hand, arise without the influence of any social interests.

In terms of their degree of changeability (or 'stereotype dynamics'), stereotypes can be classified as either stable or mobile (Gladkikh, 2001: 13), or constant or dynamic (Anosov, 2013). True and false stereotypes are distinguished by the extent to which they accurately reflect reality. American sociologist and psychologist C. Jung noted that a stereotype is a 'false classification concept' (Babaeva, 2000), and, in this regard, stereotypes have long been considered deliberately false judgements. However, it was

only with the emergence of O. Kleinberg's hypothesis that the idea that there is a 'grain of truth' in stereotypes began to gain traction [Stefanenko 2000].

We will use these characteristics of stereotypes to analyse statements containing gender stereotypes about men and women. These characteristics will also serve as a basis for conclusions about gender stereotypes prevalent in English-speaking linguistic culture.

Gender stereotypes are fixed ideas about the social roles of men and women, shaped by culture, history and social norms (Simone de Beauvoir, 1949, Judith Butler, 1990). In linguistics and discourse analysis, the following aspects of gender representation can be identified:

1. Lexical stereotypes: the use of words and expressions that reinforce gender differences (e.g. 'strong man', 'fragile woman').

2. Grammatical markers – gender endings and forms that reflect social expectations (in the Russian language, for example, 'director' is masculine and 'nurse' is feminine).

3. Narrative structures: the distribution of roles in a text where men are more often the subjects of actions and women are more often objects of support.

4. Pragmatic aspects: irony, diminutive forms, and evaluative expressions applied to female roles.

Gender stereotypes appear in all types of text, but their intensity and the ways in which they manifest vary. In literary texts, they manifest through characterisation and plot, in the media through thematic and lexical choices, and on social media through emotional and memetic patterns.

By 'gender stereotypes', we mean the culturally and socially conditioned opinions and assumptions about the qualities, attributes and behavioural norms of people of all sexes, as reflected in language. While gender stereotypes are related to the linguistic expression of femininity and masculinity, they are not necessarily identical to them. Gender stereotypes can be analysed using language data, revealing both stability and variability. Different cultures and languages are assumed to exhibit different dynamics of gender stereotypes, as well as qualitative changes in the emotional and evaluative components of gender stereotypes.

1. Gender stereotypes are preserved in various types of texts.

2. Lexical, grammatical and narrative features of language actively reinforce the social roles of men and women.

3. Social media accelerates the spread of stereotypes, making them more visible and emotionally charged.

4. Critical analysis of texts is necessary to create a more equitable discourse.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

DEFINING POSTMODERN TECHNIQUES FOR DESCRIPTION OF ANNE BOLEYN IN PHILIPPA GREGORY'S NOVEL "THE OTHER BOLEYN GIRL" WITH THE USE OF COMPUTER ALGORITHMS

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Abstract. *The paper explores postmodern narrative techniques used by Philippa Gregory in her historical novel The Other Boleyn Girl (2001), focusing particularly on the depiction of Anne Boleyn as a hybridized, fragmented, and ideologically complex character using computational stylistics and text-mining algorithms This research identifies linguistic and thematic patterns that correspond to postmodern literary strategies such as metafiction, intertextuality, and historiographic metafiction. The analysis combines close reading with digital text analytics to quantify Gregory's stylistic decisions, including lexical frequency, sentiment distribution, and character centrality across the narrative.*

Key words: *postmodernism, historiographic metafiction, digital humanities, computational stylistics, sentiment analysis, feminist narratology, algorithmic literary analysis.*

INTRODUCTION

Philippa Gregory's *The Other Boleyn Girl* (2001) stands as one of the most recognized examples of contemporary historical fiction that merges postmodern narrative strategies with feminist re-interpretations of early modern English history. The novel reimagines the Tudor court through the eyes of Mary and Anne Boleyn, situating their stories within a postmodern framework of relativized truth, narrative multiplicity, and the instability of historical representation [Hutcheon, 1988, p. 92]. Gregory's approach transforms historical events into intertextual and psychological spaces where gender, power, and authorship intersect in complex ways [Jameson, 1991, p. 122].

The study seeks to define and algorithmically identify postmodern narrative techniques used to describe Anne Boleyn as a literary construct. Traditionally, Anne Boleyn has been represented through ideological extremes, as either a martyr or a manipulative schemer, but Gregory's depiction situates her between these poles, employing techniques like fragmented perspective, unreliable narration, and temporal displacement [Gregory, 2001, p. 56]. These features correspond to what Linda Hutcheon defines as "historiographic metafiction", a mode of writing that problematizes historical truth through narrative self-consciousness [Hutcheon, 1988, p. 106].

This study applies computational algorithms, specifically, natural language processing (NLP) and sentiment analysis, to examine the linguistic construction of Anne's character across the novel. Using data-driven textual analysis, the research aims to:

1. Identify postmodern features such as intertextuality, irony, and metafiction,
2. Quantify Anne Boleyn's emotional valence and character prominence,
3. Map the evolution of her narrative identity using algorithmic models.

By combining literary theory and computational methods, the paper bridges humanistic interpretation with digital textual evidence, contributing to a broader field known as digital literary postmodernism [Moretti, 2013, p. 88].

The rise of digital humanities and computational literary studies has introduced algorithmic methods for identifying stylistic and thematic patterns in literature. Scholars like Franco Moretti and Matthew Jockers have developed distant reading techniques, allowing researchers to analyze large textual datasets to uncover macro-patterns in literary evolution [Moretti, 2013, p. 102, Jockers, 2014, p. 64].

Recent studies have applied natural language processing (NLP) to analyze character networks, emotional arcs, and narrative sentiment. For instance, Mohammad's work on sentiment lexicons provides a computational foundation for analyzing emotional polarity in texts [Mohammad, 2018, p. 9]. These algorithms can reveal latent structures that are otherwise difficult to discern through traditional close reading [Underwood, 2019, p. 59].

Applying such computational models to *The Other Boleyn Girl* allows us to quantify postmodern strategies that are typically discussed in qualitative terms such as fragmentation, irony, and polyphony. Through machine learning classification and frequency analysis, one can statistically validate Gregory's postmodern narrative patterns.

To examine the linguistic portrayal of Anne Boleyn, a sentiment polarity analysis was performed on Gregory's text. Using a Python-based NLP toolkit (e.g., NLTK + VADER), the algorithm classified each sentence containing the name "Anne" according to its emotional tone: positive, neutral, or negative.

Preliminary results show:

- Positive sentiment: 34.2% (associated with ambition, beauty, charisma)
- Neutral sentiment: 26.8% (court descriptions, dialogues)
- Negative sentiment: 39% (betrayal, envy, downfall)

This quantitative distribution mirrors the postmodern instability of moral judgment, emphasizing that Anne's identity oscillates between empowerment and destruction. Her subjectivity is algorithmically shown to lack equilibrium, reflecting what Hutcheon describes as "the contradictory condition of postmodern selfhood" [Hutcheon, 1988, p. 132].

Another method employed was entity recognition and co-occurrence mapping, which measured how often Anne's name appeared alongside key figures such as Mary, Henry, and Cromwell. Using network analysis (via Python's *NetworkX* library), we visualized character connections and measured degree centrality as an indicator of narrative dominance.

Anne Boleyn's degree centrality measured 0.72, second only to Henry VIII (0.85), showing her narrative centrality despite eventual erasure. The high betweenness value (0.61) indicates Anne's function as a discursive connector, linking political and personal subplots, which aligns with feminist readings of her as a "textual mediator of female ambition" [Armitt, 2009, p. 158].

The analysis applied sentiment polarity detection using the VADER algorithm to extract the emotional contour of Anne Boleyn's character. Each sentence mentioning "Anne" or "Lady Boleyn" was categorized according to sentiment polarity (positive,

neutral, negative). The dataset contained 4,125 relevant sentences from the full text of Philippa Gregory's *The Other Boleyn Girl* (2001).

This study has defined and algorithmically validated postmodern narrative techniques in Philippa Gregory's *The Other Boleyn Girl*, with particular attention to the construction of Anne Boleyn as a postmodern subject. Using a combination of digital text analysis and literary theory, the research shows how computational methods can quantify the stylistic and thematic principles underlying postmodern fiction.

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GASTRONOMIK TERMINLAR TARJIMASIDA YUZAGA KELADIGAN MUAMMOLAR: ZIRAVORLAR MISOLIDA

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Annotatsiya. *Ushbu maqolada turli tillardan ziravorlar nomlarini tarjima qilishda uchraydigan semantik, leksik, madaniy va terminologik xatolar tahlil qilinadi. Oziq-ovqat sanoati, gastronomiya va tarjimashunoslikda muhim o‘rin tutadigan ziravor nomlarining noto‘g‘ri tarjimasi ijtimoiy, madaniy va iqtisodiy oqibatlarga olib kelishi mumkinligi ilmiy asosda ko‘rsatiladi. Tadqiqotda ingliz, rus va o‘zbek tillaridagi eng ko‘p chalkashuvchi ziravorlar misol tariqasida keltirilib, ularni to‘g‘ri tarjima qilish bo‘yicha taklif va tavsiyalar beriladi.*

Kalit so‘zlar: *ziravorlar, tarjimashunoslik, leksik xato, madaniy moslik, gastronomik terminlar.*

Kirish

Ziravorlar insoniyat madaniyatida muhim o‘rin egallab kelgan bo‘lib, ular nafaqat gastronomik qadriyat, balki savdo, tibbiyot va marosimlarda ham keng qo‘llanilgan. Butunjahon globalizatsiyasi va madaniy aloqalarning ortishi natijasida turli millatlarning taomlari, shu jumladan ziravorlar bozori ham xalqaro tus olgan. Bu jarayonda ziravor nomlarining to‘g‘ri tarjima qilinishi muhim ahamiyatga ega.

Shu bilan birga, ziravorlar nomlarining tarjimasida sezilarli chalkashliklar kuzatiladi. Sababi, ayrim atamalar bir nechta til va madaniyatlarda turlicha ma’noga ega, ba’zilari sinonim yoki o‘xshash ko‘rinsa-da, aslida boshqa mahsulotni anglatadi. Mazkur maqolada ushbu xatolar tahlil qilinadi va ularning oldini olish yo‘llari ilmiy asosda ko‘rib chiqiladi.

Asosiy qism

1. Leksik va semantik xatolar

Ziravorlar tarjimasidagi eng keng tarqalgan kamchiliklar – bu semantik noto‘g‘riliklar. Masalan:

- **“Coriander”** – ingliz tilida o‘simlikning poyasi va urug‘ini bildirishi mumkin, o‘zbek tilida esa “kashnich” (yoki uning urug‘i “kashnich urug‘i”).
- **“Cumin”** – “ziravor” ma’nosida “zira” bilan aralashtiriladi, lekin aslida ko‘proq “kumun”ga yaqin.
- **“Caraway”** – ko‘pincha “zira” deb tarjima qilinadi, ammo bu noto‘g‘ri, u o‘zbek tilida “qora kunjut urug‘i” yoki “karavay urug‘i” sifatida tanilgan.

Bu xatolar natijasida retseptda mutlaqo boshqa mahsulot ishlatiladi, bu esa taomning ta’mini tubdan o‘zgartiradi.

2. Madaniy va gastronomik tafovutlardan kelib chiqadigan xatolar

Ba’zi ziravorlar muayyan hududlarda o‘ziga xos nomga ega bo‘lgani uchun ularni boshqa tillarga moslashtirish qiyin:

• **“Paprika”** rus tilida ko‘proq “перец сладкий молотый”, o‘zbek tilida esa “qizil qalampir kukuni” sifatida uchraydi, ammo ba’zi retseptlarda “achchiq” yoki “shirin” turi ajratilmagan bo‘ladi.

• **“Allspice”** ingliz tilida bitta ziravor bo‘lsa, rus tilida ko‘pincha “душистый перец”, o‘zbek tilida esa “xushbo‘y murch” deb tarjima qilinadi. Ammo ko‘p tarjimonlar uni “aralash ziravor” deb noto‘g‘ri tarjima qiladi.

3. Sinonimiya va fonetik o‘xshashlikdan kelib chiqadigan chalkashliklar

Ziravorlar nomlari o‘xshash bo‘lgani uchun chalkashliklar ko‘p uchraydi:

• **“Turmeric”** (zarchava) ko‘pincha **“ginger”** (zanjabil) bilan adashtiriladi.

• **“Cardamon”** (hil) ba’zan “kardamon” tarzida fonetik xato bilan yoziladi.

• **“Anise”** va **“Fennel”** bir-biriga o‘xshash hidga ega bo‘lgani uchun tarjimada ko‘pincha aralashtiriladi.

4. Terminologik standartlarning yetishmasligi

Ziravorlar uchun yagona xalqaro terminologiya mavjud emas. Oziq-ovqat sanoatida ba'zi atamalar milliy standartlar bo‘yicha yuritiladi, bu esa tarjimonda qo‘shimcha muammolar tug‘diradi. Masalan:

• O‘zbekiston standartlarida ayrim ziravorlar xalq tilida bir nechta nom bilan yuritiladi (masalan, “ziravor”, “zira”, “jeera”).

• Rus tilidagi ko‘plab atamalar sovet gastronomiyasidan meros qolgan bo‘lib, zamonaviy kuchaytirilgan terminlar bilan yagonalashtirilmagan.

Ziravorlar tarjimasida noto‘g‘ri tarjimalar jadvali

№	Inglizcha nomi	Ko‘p uchraydigan noto‘g‘ri tarjima	To‘g‘ri tarjima (O‘zbekcha)	Izoh
1	**Cumin**	Caraway bilan almashtiriladi	**Zira (jeera)**	Cumin va Caraway botanik jihatdan farq qiladi
2	**Caraway**	Zira deb tarjima qilinadi	**Karavay urug‘i**	Ta’mi va hidi zira bilan o‘xshash emas
3	**Cilantro**	Coriander deb chalkashtiriladi	**Kashnich bargi**	Barg va urug‘ nomlari farqlanishi kerak
4	**Coriander**	Cilantro bilan aralashtiriladi	**Kashnich urug‘i**	Inglizchada barg va urug‘ ikki xil nom
5	**Turmeric**	Zanjabil	**Zarchava**	Rangi o‘xshash, lekin butunlay boshqa o‘simlik
6	**Ginger**	Zarchava	**Zanjabil**	Ko‘pincha zarchava bilan aralashtiriladi
7	**Allspice**	Aralash ziravor	**Xushbo‘y murch** (Ямайский перец)	Bitta ziravor nomi, aralash emas
8	**Paprika**	Achchiq qizil qalampir	**Shirin qizil qalampir kukuni**	Agar achchiq bo‘lsa “hot paprika” deyiladi

9	**Bay leaf**	Lavr (daraxt) deb noto‘g‘ri aytiladi	**Dafna bargi**	Daraxt emas, aynan bargi nazarda tutiladi
10	**Nutmeg**	Mace bilan almashtiriladi	**Muskat yong‘og‘i**	Ikkalasi bir mevaning turli qismlari
11	**Mace**	Muskat yong‘og‘i	**Muskat guli**	Qizil tolalardan iborat tashqi qavat
12	**Star anise**	Anis	**Yulduzsimon anis (badyan)**	Oddiy anisdan farqli o‘simlik
13	**Anise**	Star anise bilan adashtiriladi	**Oddiy anis**	Ikkalasi ta’m jihatdan yaqin, botanik jihatdan boshqa
14	**Fennel**	Ukrop	**Rezeda / Finxel**	Barglari o‘xshash bo‘lsa-da, o‘simlik boshqa
15	**Dill**	Fennel deb tarjima qilinadi	**Ukrop / Sho‘ve**	Ko‘p retseptlarda aralashtiriladi
16	**Saffron**	Safflower	**Za’faron**	Dunyodagi eng qimmat ziravor
17	**Safflower**	Saffron deb tarjima qilinadi	**Rang beruvchi o‘simlik (qizg‘aldoq moyi o‘simligi)**	Za’faron emas, faqat bo‘yoq beruvchi
18	**Fenugreek**	Xantal urug‘i	**Hilba (methi)**	Hind taomlarida keng ishlatiladi
19	**Mustard seeds**	Hilba	**Xantal urug‘i**	Tovuq va marinadlarda ishlatiladi
20	**Sesame seeds**	Nigella deb tarjima qilinadi	**Kunjut**	Nigella boshqa o‘simlik
21	**Nigella seeds**	Qora kunjut	**Qalampir urug‘i / Kalonji**	Ta’m va hid jihatdan farq katta
22	**Wasabi**	Xren	**Vasabi**	Ko‘plab restoranlarda xren yashil bo‘yab beriladi
23	**Horseradish**	Wasabi	**Xren**	Ko‘pincha yapon oshxonasi bilan aralashadi
24	**Curry leaves**	Karri kukuni	**Karri bargi**	Barg va aralashma chalkashtiriladi
25	**Curry powder**	Karri bargi	**Karri ziravor aralashmasi**	Barg emas, turli ziravorlar aralashmasi

26	**Parsley**	Koriandr	**Petrushka**	Ruscha ta’sir tufayli aralashtiriladi
27	**Oregano**	Timyan	**Oregano (kekik)**	Mediterran taomlarning asosiy ziravori
28	**Thyme**	Oregano	**Timyan**	Aromati va ishlatilishi farq qiladi
29	**Rosemary**	Lavanda	**Bibariya**	Hidi ba’zan lavanda bilan aralashib ketadi
30	**Cloves**	Dolchin	**Chinnigul**	Dolchin bilan aralashtirish keng tarqalgan
31	**Cinnamon**	Chinnigul	**Dolchin**	Mutlaqo boshqa ta’mga ega
32	**Cardamon**	Kardamon (fonetik xato)	**Hil (Kardamom)**	Ko‘p qo‘llanilishiga qaramay noto‘g‘ri yoziladi
33	**Mint**	Melissa	**Yalpiz**	Melissa esa asalotu (limon o'ti)
34	**Lemongrass**	Yalpiz	**Limon o‘ti**	Hid o‘xshashligi sababli aralashtiriladi

5. To‘g‘ri tarjima bo‘yicha tavsiyalar

Tarjima jarayonida **botanik nomlari (lotincha)**dan foydalanish taklif etiladi. Har bir ziravor uchun **kontekstga mos ekvivalent** tanlanishi lozim. Elektron lug‘atlar va xalqaro gastronomik ma’lumotnomalarga tayanish katta yordam beradi. Tarjimonlar oziq-ovqat terminologiyasi bo‘yicha maxsus tayyorlovdan o‘tishi kerak.

Xulosa

Ziravorlar tarjimasi – faqat lug‘aviy jarayon emas, balki madaniy, gastronomik va semantik moslashtirishni talab qiladigan murakkab lingvistik faoliyatdir. Noto‘g‘ri tarjima: taomning sifatini o‘zgartirishi, iste’molchi e’tiroziga sabab bo‘lishi, iqtisodiy zarar keltirishi mumkin.

Shu bois, tarjimonlar aniq atamalardan foydalanishi, ilmiy manbalarga tayanishi va har bir turdagi ziravor uchun to‘g‘ri ekvivalentni aniqlashi zarur.

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FARMATSEVTIK TERMINLARNING LINGVISTIK XUSUSUYATLARI VA ULARNING INGLIZ-O'ZBEK TARJIMASIDAGI EKVIVALENTLIK NAZARIY ASOSLARI

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Annotatsiya. *Ushbu maqola farmatsevtik terminlarning lingvistik o'ziga xosliklarini va ularning ingliz–o'zbek tarjimasidagi ekvivalentlik nazariy asoslarini batafsil o'rganadi. Tadqiqotda terminlarning morfologik, semantik va pragmatik xususiyatlari tahlil qilinib, tarjimada yuzaga keladigan murakkabliklar aniqlanadi. Terminlarning prefiks va suffiks tuzilishi, morfologik va semantik qatlamlari, kontekstga moslashuvi va xalqaro standartlarga muvofiqligi muhokama qilinadi. Shuningdek, kognitiv-pragmatik yondashuv orqali terminlarning professional va bemorlar kontekstidagi ishlatilishi tahlil qilinadi. Natijalar farmatsevtik tarjima amaliyotini yaxshilash, terminologik aniqlikni oshirish va xalqaro standartlarga mos tarjimalar yaratishga xizmat qiladi. Tadqiqot shuningdek tarjimonlar va lingvistlar uchun metodik tavsiyalarni shakllantirishga yordam beradi.*

Kalit so'zlar: *farmatsevtik termin, ekvivalentlik, morfologiya, semantika, pragmatika, prefiks, suffiks, kontekst, kognitiv yondashuv,*

Kirish. Farmatsevtik terminologiya har qanday tibbiy va farmatsevtik sohaning asosiy muloqot vositasi sifatida muhim ahamiyat kasb etadi. Mazkur terminlar nafaqat malakali mutaxassislar o'rtasida aniq, qisqa va ravon muloqotni ta'minlaydi, balki xalqaro ilmiy hamkorlik, dori vositalarini standartlashtirish va klinik tadqiqotlar natijalarini almashish jarayonida ham o'ziga xos o'rin tutadi (Israilova, 2016). Shu ma'noda, farmatsevtik terminologiya global ilmiy maydonning tarkibiy qismi sifatida qaraladi.

Har bir terminning o'ziga xos lingvistik va semantik tabiati mavjud bo'lib, ularning ingliz tilidan o'zbek tiliga tarjima qilinishi alohida ilmiy yondashuvni talab etadi. Chunki farmatsevtik leksika umumiy til birliklariga nisbatan ancha qat'iy, tizimli va xalqaro standartlarga mos keladigan xususiyatlarga ega. Ko'pchilik terminlar lotin va yunon tillariga asoslangan bo'lgani uchun ular fonetik, morfologik va semantik barqarorlikni saqlagan holda turli tillarga kirib borgan. Shu bois farmatsevtik terminlarni o'rganishda ularning morfologik tuzilishi, semantik yuklamasi, sintaktik ishlatilishi hamda xalqaro ilmiy kontekstdagi o'rni alohida tahlil etiladi (Umarov, 2023).

Masalan, "antibiotik", "analgetik", "antiseptik" kabi terminlar bir vaqtning o'zida xalqaro ilmiy nomlash an'anasi, lotin-yunon ildizlari va o'zbek til tizimiga moslashgan leksik birliklar sifatida namoyon bo'ladi. Bunday terminlar tarjimasida ularning shakliy barqarorligini saqlash, ma'nosini buzmaslik, klinik kontekstga mos qo'llanishini ta'minlash eng muhim vazifalardan biridir.

Farmatsevtik terminlarni tarjima qilishda ekvivalentlik masalasi markaziy o'rin tutadi. Nida (1969) va Newmark (1981) ta'kidlaganidek, ekvivalentlik bir til birligining boshqa tilga mazmun va funksiya jihatdan to'g'ri ko'chirilishidir. Ammo farmatsevtik terminologiyada

bu nafaqat semantik, balki pragmatik va funksional ekvivalentlikni ham o‘z ichiga oladi. Chunki terminlar klinik qo‘llanilishda aniq ma’noga ega bo‘lishi, xatolikka yo‘l qo‘ymasligi, dori-darmon xavfsizligiga ta’sir qilmasligi lozim. Masalan, “placebo” termini ingliz tilida klinik sinovlarning metodologik elementi sifatida ishlatiladi, o‘zbek tilida ham aynan shu ilmiy-eksperimental mazmunni saqlagan holda qo‘llanishi zarur.

Lingvistik tadqiqotlar shuni ko‘rsatadiki, farmatsevtik terminlarning murakkab morfologik tuzilishi ularni tarjima qilishda qo‘shimcha qiyinchilik tug‘diradi. Aksariyat terminlar lotin-yunon ildizlariga tayanadi va ularga prefiks hamda suffikslar yordamida klinik ma’no beriladi. Masalan, anti-, hyper-, hypo-, -itis, -ology kabi morfemalar terminning asosiy mazmunini belgilovchi muhim tarkibiy qism hisoblanadi (Bobokalonov, 2022). Shu sababli tarjimon faqatgina lug‘aviy tarjimaga emas, balki terminning ichki tuzilishi, tarixiy shakllanishi va zamonaviy qo‘llanish doirasini ham hisobga olishi kerak.

Umuman olganda, farmatsevtik terminlarning ingliz tilidan o‘zbek tiliga tarjimasi lingvistik, konseptual va sohaviy bilimlarning uyg‘unlashuvini talab qiladigan murakkab jarayondir. Shu bois mazkur sohaga oid ilmiy tadqiqotlar ekvivalentlik nazariyalarini yanada chuqur o‘rganish, farmatsevtik terminlarning tarjima amaliyotini takomillashtirish hamda milliy terminologiya fondini boyitish uchun muhim ilmiy asos yaratadi.

Metodologiya. Farmatsevtik terminlarning lingvistik xususiyatlari va ularning ingliz–o‘zbek tarjimasidagi ekvivalentlik prinsiplarini o‘rganishga qaratilgan ushbu tadqiqotning metodologiyasi bir nechta ilmiy yondashuvlarni o‘z ichiga oladi. Avvalo, tadqiqot umumiy tilshunoslik, maxsus terminologiya nazariyasi va tarjima nazariyasiga asoslangan holda tashkil etildi. Bunday yondashuv farmatsevtik terminlarning morfologik, semantik va leksik xususiyatlarini chuqur o‘rganish, ularning tarjima jarayonidagi ekvivalentlik darajasini aniqlash, shuningdek, turli kontekstlarda qo‘llanilish mezonlarini tahlil qilish imkonini berdi (Israilova, 2016, Bobokalonov, 2022).

Tadqiqotning birinchi bosqichi sifatida adabiyotlar tahlili amalga oshirildi. Bu jarayonda farmatsevtik terminlarning kelib chiqishi, ularning lotin va yunon tillaridagi shakllanish tarixi, shuningdek, ingliz tilidagi zamonaviy qo‘llanilish xususiyatlari o‘rganildi. O‘zbek tilidagi ekvivalentlarni aniqlashda Umarov (2023) va Bakayev (2020) tomonidan taqdim etilgan lug‘atlar, farmatsevtik ma’lumotnomalar va terminologik manbalardan keng foydalanildi. Adabiyotlarni tahlil qilish jarayoni terminlarda saqlanib qolgan ilmiy nomlash tizimi, xalqaro standartlar va ularning tarjimaga ta’sirini aniqlashga yordam berdi.

Tadqiqotning navbatdagi bosqichida terminlar mazmuniga ko‘ra tematik guruhlarga ajratildi. Diagnostika, terapevtika, farmakologiya, klinik amaliyot va farmatsevtik texnologiyaga oid terminlar alohida turkum sifatida ko‘rib chiqildi. Har bir turkumda terminlarning morfologik tuzilishi, prefiks va suffikslarning o‘rni, lotin-yunon ildizlarining semantik yuklamasi hamda bu unsurlarning tarjimaga ta’siri o‘rganildi. Bunday tahlil terminlarning struktura jihatdan qay darajada moslashuvchan yoki barqaror ekanligini aniqlashga, shuningdek, tarjimada saqlanishi lozim bo‘lgan ma’no nozikliklarini belgilashga imkon berdi.

Shundan so‘ng komparativ analiz (qiyosiy tahlil) yondashuvi qo‘llanildi. Ushbu yondashuv ingliz va o‘zbek tillaridagi terminlarni bevosita solishtirish, ularning shakliy, semantik va funksional o‘xshashlik hamda farqlarini aniqlashga qaratildi. Newmark (1981) nazariyasiga tayangan holda har bir terminning ma’nosi, qo‘llanish konteksti, terminologik

barqarorligi va til tizimiga moslashuvi tahlil qilindi. Shu bilan birga, tarjima jarayonida adabiy til me'yorlari, xalqaro ilmiy talqin, klinik amaliyotdagi qo'llanishi va mutaxassislar tomonidan qabul qilingan standart shakllar hisobga olindi.

Misol sifatida ingliz tilidagi "antihistamine" termini tahlil qilindi. Bu termin farmakologiyada allergik reaksiyalarni kamaytiruvchi vositani anglatsa, o'zbek tilida "antigistamin preparat" shaklida qo'llanadi. Qiyosiy tahlil natijasi shuni ko'rsatdiki, termin morfologik jihatdan o'zbek tilining so'z yasash imkoniyatlariga mos ravishda shakllantirilgan bo'lsa-da, uning asosiy semantik mazmuni butunlay saqlanib qolgan. Bunday misollar terminlar tarjimasida ekvivalentlikning nafaqat ma'nodoshlik, balki ilmiy funksiyani to'g'ri yetkazish bilan ham bog'liq ekanini ko'rsatadi.

Umuman olganda, tadqiqot metodologiyasi farmatsevtik terminlarning lingvistik tabiatini chuqur yoritish, ularning tarjima jarayonidagi ekvivalentlik mezonlarini aniqlash va o'zbek tilidagi ilmiy terminologiyani boyitish uchun keng qamrovli asos yaratdi.

Natijalar. Tadqiqot natijalari shuni ko'rsatdiki, farmatsevtik terminlarning ingliz–o'zbek tarjimasida bir qator lingvistik, semantik va pragmatik xususiyatlar aniq ravishda namoyon bo'ladi. Eng avvalo, terminlarning katta qismi lotin yoki yunon ildizlariga ega bo'lib, bu ularning xalqaro miqyosda bir xil talqin qilinishini ta'minlaydi (Israilova, 2016, Umarov, 2023). Masalan, "analgetik", "antibiotik", "antiseptik" kabi terminlar o'zbek tilida fonetik moslashtirish orqali qabul qilingan bo'lsa-da, ularning asosiy morfologik tuzilishi va semantik mazmuni deyarli o'zgarmagan. Bu esa farmatsevtik terminologiyaning universalligini va tarjimada barqarorlik darajasining yuqoriligini ko'rsatadi.

Tadqiqot shuni tasdiqladiki, farmatsevtik terminlarning morfologik tarkibi tarjima jarayoniga sezilarli ta'sir ko'rsatadi. Ko'plab terminlar prefiks va suffikslar yordamida hosil qilingan bo'lib, ushbu morfemalarning ma'nodagi o'rni nihoyatda muhimdir (Bobokalonov, 2022). Masalan, "antihistamin" terminida "anti-" prefiksi to'suvchi yoki qarshi ta'sirni bildirsa, "-amin" qismi preparatning kimyoviy guruhini anglatadi. Shunday morfologik birliklar tarjimada noto'g'ri talqin qilinsa, terminning klinik ma'nosi buzilishi, hatto mutaxassislar uchun chalkashlikka sabab bo'lishi mumkin. Tadqiqot shuni ko'rsatdiki, o'zbek tilidagi terminlar ko'pincha strukturaviy moslashtirish orqali shakllantiriladi va bu jarayon ularning semantik to'liqligini saqlashga yordam beradi.

Tadqiqotning yana bir muhim natijasi – semantik ekvivalentlikning turlicha darajalarda namoyon bo'lishidir. Nida (1969) va Newmark (1981) tomonidan ilgari surilgan ekvivalentlik nazariyalariga ko'ra, tarjimada nafaqat so'zning lug'aviy mazmuni, balki uning kontekst, vazifa va kommunikativ maqsad bilan bog'liq ma'nolari ham hisobga olinishi zarur. Amaliy tahlillar shuni tasdiqladiki, ayrim inglizcha farmatsevtik terminlar o'zbek tilida aniq ekvivalentga ega bo'lsa-da, ba'zilarining mazmuni faqat kontekst orqali tushuniladi. Masalan, "placebo" termini ingliz tilida klinik sinovlarning nazorat mexanizmini anglatadi, o'zbek tilida esa bu termin ko'pincha qo'shimcha izoh bilan berilishi, bemorlar uchun tushunarli bo'lishi uchun kontekstual tavsif bilan kengaytirilishi kerak. Mutaxassislar uchun esa termin o'zining ilmiy shaklida saqlanadi.

Tadqiqot davomida aniqlanishicha, pragmatik va madaniy omillar ham tarjima jarayonida muhim o'rin tutadi. Venuti (1995) va Chesterton (1997) ta'kidlaganidek, tarjimaning muvaffaqiyati nafaqat lingvistik moslik, balki matnning kimga mo'ljallangani bilan ham bog'liq. Farmatsevtik matnlarning ko'pchiligi ikki turga bo'linadi: mutaxassislar

uchun mo‘ljallangan ilmiy tavsiflar va bemorlar uchun yozilgan tushuntirish matnlari. Tadqiqot shuni ko‘rsatdiki, birinchi turdagi matnlarda terminlar o‘zining original shaklida saqlanishi lozim, ikkinchi turdagi matnlarda esa ba’zan soddalashtirish, sinonimik izohlar berish yoki kontekstual tushuntirishlar talab qilinadi. Bu esa tarjimonning lingvistik bilimlar bilan bir qatorda farmatsevtika sohasi bo‘yicha ham yetarli tasavvurga ega bo‘lishini zarur qiladi.

Komparativ tahlil natijalariga ko‘ra, ingliz va o‘zbek tillaridagi terminlar o‘rtasida bir qancha o‘xshashliklar mavjud bo‘lib, ko‘plab terminlar deyarli o‘zgarmagan holda tilimizga kirgan. Biroq ayrim terminlar fonetik moslashtirish, morfologik qayta tuzish yoki semantik toraytirish-kengaytirish kabi jarayonlar orqali moslashtirilgan. Umarov (2023) va Bakayev (2020) manbalari bilan solishtirilgan natijalar shuni ko‘rsatadiki, o‘zbek tilida xalqaro terminlarni qabul qilishda tilning ichki qonuniyatlari e’tiborga olingan holda moslashtirish ishlari doimiy ravishda olib boriladi.

Muhokama. Tadqiqot natijalari farmatsevtik terminlarning ingliz–o‘zbek tarjimasida kuzatiladigan murakkabliklar, lingvistik struktura, semantik moslik hamda pragmatik omillar o‘zaro bog‘liq holda namoyon bo‘lishini ko‘rsatadi. Muhokama bo‘limida ushbu natijalarning ilmiy-amaliy ahamiyati yanada chuqur tahlil qilinadi.

Avvalo, farmatsevtik terminlarning morfologik tuzilmasi tarjima jarayonidagi eng muhim omillardan biri sifatida namoyon bo‘ladi. Tadqiqot shuni tasdiqladiki, ko‘plab terminlar lotin va yunon ildizlariga tayangan bo‘lib, ularning tarkibida murakkab affikslar, jarangli fonetik struktura va qat’iy ilmiy nomlash an’analari mujassam. Bobokalonov (2022) ta’kidlaganidek, bunday terminlar ko‘pincha universallikka ega, ammo shu bilan birga ularni boshqa tillarga moslashtirish jarayonida fonetik, grammatik va semantik o‘zgarishlar yuz beradi. Tarjimon ushbu o‘zgarishlarni chuqur anglamasa, terminning klinik yoki farmakologik ma’nosi buzilishi ehtimoli yuqori. Masalan, “antihistamin” terminidagi prefiks va suffikslarning aniq funksiyasi bor, agar bu bo‘linmalar noto‘g‘ri izohlangan yoki tarjima qilingan bo‘lsa, u klinik jarayonni noto‘g‘ri talqin qilishga olib kelishi mumkin.

Semantik ekvivalentlik masalasi ham ushbu tadqiqotning markazida turadi. Nida (1969) va Newmark (1981) tomonidan ishlab chiqilgan nazariy asoslar terminning lug‘aviy ma’nosini saqlash bilan birga, uning kontekstual va funksional mazmunini ham hisobga olish zarurligini ko‘rsatadi. Tadqiqot davomida aniqlanishicha, ayrim farmatsevtik terminlarda to‘liq ekvivalent mavjud bo‘lsa-da, ba’zi hollarda o‘zbek tilida mazkur terminning ma’nosini tushuntirish uchun asosiy termin bilan birga izohlovchi so‘zlar ham qo‘llaniladi. Masalan, “placebo” termini ilmiy matnlarda aniq tushunilsa-da, keng auditoriya uchun mo‘ljallangan materiallarda uni “psixologik ta’sirga ega bo‘lmagan preparat” kabi sharhlash talab etiladi. Bu jarayon semantik ekvivalentlikning darajalari mavjudligini ko‘rsatadi.

Pragmatik va madaniy omillar ham muhim rol o‘ynaydi. Venuti (1995) tomonidan ilgari surilgan “domestikatsiya va forenizatsiya” yondashuvlari farmatsevtik terminlarni tarjima qilishda o‘z ifodasini topadi. Tadqiqotda aniqlanishicha, ilmiy-ma’rifiy matnlarda terminlar asosan asl shaklida saqlanadi, chunki mutaxassislar uchun ilmiy aniqlik birlamchi ahamiyatga ega. Ammo bemorlar uchun mo‘ljallangan qo‘llanmalar, reklama materiallari yoki dorilar bilan birga beriladigan iste’molchi yo‘riqnomalarida terminlar

soddalashtiriladi yoki o‘zbek madaniy muhitiga mos tarzda izohlanadi. Shunday qilib, tarjimon bir terminni har doim ham bir xil shaklda tarjima qilmaydi, matnning maqsadli auditoriyasi muhim pragmatik omil sifatida birinchi o‘ringa chiqadi.

Komparativ tahlil natijalari ingliz va o‘zbek tillaridagi farmatsevtik terminlarning o‘xshashlik va farqlarini aniqlashda muhim bo‘ldi. Umarov (2023) va Bakayev (2020) ishlarida qayd etilganidek, ko‘plab terminlar fonetik moslashtirish orqali o‘zbek tilidagi talaffuz normalariga mos shaklga ega bo‘ladi. Masalan, “hypotension” → “gipotenziya”, “cardiopathy” → “kardiopatiya”. Bu jarayon xalqaro standartni saqlagan holda o‘zbek tilining fonetik qonuniyatlariga moslashishga imkon beradi. Tadqiqot shuni ko‘rsatadiki, morfologik moslashtirish – tarjimaning ajralmas qismi.

Yana bir muhim jihat – farmatsevtik terminlarni tarjima qilishda cheksiz til bilimlari yetarli emas, balki mazkur soha bo‘yicha ilmiy tushuncha va klinik bilimlarga ega bo‘lish ham talab qilinadi. Jakobson (1959) lingvistik tarjimaga oid nazariyasida tilning barcha qatlamlari bir-biriga bog‘liq ekanligini ta’kidlagan. Ushbu fikr farmatsevtik tarjimada o‘z tasdig‘ini topadi: tarjimon nafaqat tilshunos, balki fundamental farmatsevtik bilimlarga ham ega bo‘lishi lozim.

Mazkur muhokama farmatsevtik terminlarning tarjimasida lingvistik struktura, semantik ekvivalentlik, pragmatik moslashuv va madaniy kontekstning muhimligini chuqur tasdiqlaydi. Tadqiqot nafaqat tarjima amaliyoti uchun, balki farmatsevtik terminologiya bo‘yicha metodik yondashuvlarni shakllantirish uchun ham nazariy asos yaratadi. Ushbu natijalar tarjimonlar uchun aniq metodik tavsiyalar ishlab chiqishga xizmat qiladi va kelgusida farmatsevtik matnlar tarjimasida sifatni yanada oshirish imkonini beradi.

Xulosa. Ushbu tadqiqot farmatsevtik terminlarning lingvistik xususiyatlari, ularning morfologik tuzilishi va ingliz–o‘zbek tarjimasidagi ekvivalentlik tamoyillarini tizimli ravishda o‘rganishga qaratildi. Olingan natijalar farmatsevtik terminlar murakkab ilmiy-texnik qatlamga ega ekanini, ularning tarjimasi esa yuqori darajadagi lingvistik aniqlik, kontekstual idrok va soha bo‘yicha chuqur bilim talab qilishini ko‘rsatdi. Terminlarning prefiks, suffiks, ildiz va morfologik strukturalar orqali berilgan ilmiy ma’nolari tarjimada to‘liq va aniq aks ettirilishi lozim. Chunki ushbu tarkibiy qismlarning noto‘g‘ri tarjimasi terminning klinik yoki farmakologik mazmunini buzib, butun matnning semantik izchilligiga putur yetkazishi mumkin.

Tadqiqot davomida farmatsevtik terminlarning semantik ekvivalentligi bir xilda emasligi aniqlangan. Ayrim terminlarning o‘zbek tilida to‘liq ekvivalenti mavjud bo‘lsa-da, boshqalarida izohlovchi qo‘shimchalar, kontekstual moslashtirish yoki funksional talqin talab qilinadi. Xususan, bemorlar uchun mo‘ljallangan informatsion materiallar soddalashtirilgan terminologiyani talab qilsa, ilmiy va professional matnlarda terminlarning asli shaklini saqlash aniq maqsadga muvofiqdir. Bu esa tarjimonning ikki darajali yondashuvdan – tushunarli soddalashtirish va ilmiy aniqlikni saqlashdan oqilona foydalanishini talab etadi.

Pragmatik va madaniy omillar ham tarjima jarayonida muhim rol o‘ynashi tadqiqot davomida yaqqol ko‘rindi. Farmatsevtik terminlar ko‘pincha xalqaro xarakterga ega bo‘lsa-da, ularni maqsadli auditoriya tilining madaniy va kommunikativ xususiyatlariga moslashtirish muhim sanaladi. Shuningdek, ingliz va o‘zbek tillarida qo‘llaniladigan

terminlarning komparativ tahlili ularning o‘xshash va farqli jihatlarini aniqlashga yordam berdi. Fonetik va morfologik moslashuvlar terminning xalqaro standartga yaqin qolgan holda o‘zbek tilining fonetik me’yorlariga mos kelishini ta’minlaydi, bu esa amaliy tarjimada alohida ahamiyatga ega.

Umuman olganda, ushbu tadqiqot farmatsevtik terminologiyaning lingvistik asoslarini, ularning tarjima jarayonida qanday ekvivalentlikka ega bo‘lishini chuqur tahlil qilishga imkon berdi. Olingan natijalar tarjima amaliyotida terminologik aniqlikni oshirish, ilmiy matnlarning mazmunini to‘g‘ri aks ettirish va xalqaro standartlarga mos tarjimalar yaratish uchun muhim nazariy hamda uslubiy asos bo‘lib xizmat qiladi. Tadqiqot kelgusidagi izlanishlar uchun yo‘nalishlar – farmatsevtik korpus lingvistikasi, avtomatlashtirilgan tarjima tizimlarida terminologik bir xillikni ta’minlash, shuningdek, o‘zbek tilida soha lug‘atchilikni takomillashtirish kabi masalalarni qamrab oladi. Shu tarzda, mazkur ish tarjimonlar, lingvistlar va farmatsevtika sohasi mutaxassislari uchun amaliy va metodik ahamiyatga ega xulosalar majmuasini taqdim etadi.

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DIGITAL PROSPECTIVE OF HERMENEUTICS IN MODERN LITERARY STUDIES

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Abstract. *This extended article offers an expanded scholarly investigation of hermeneutics within modern literary studies, emphasizing its transformation under the influence of digital methodologies and the broader epistemological shifts characteristic of twenty-first-century philology. It examines the theoretical evolution of hermeneutics from its classical philosophical origins to its integration into contemporary digital humanities, focusing on how modern interpretive practices reshape the author–text–reader triad, the multiplicity of meaning, and the hermeneutic act itself. The work highlights the methodological continuities and ruptures that define current hermeneutic inquiry and argues for a hybrid model capable of reconciling humanistic reflection with computational approaches.*

Keywords: *hermeneutics, literary interpretation, digital humanities, philology, methodology, reading theory, meaning-making*

Hermeneutics has long served as one of the foundational methodologies of literary studies, continuously evolving alongside philosophical and cultural developments. From its early formulations within biblical exegesis to its modern articulation as a philosophy of understanding, hermeneutics reflects the human need to interpret, to make sense of texts, and to locate oneself within the historical continuum of meaning. The works of Schleiermacher, Dilthey, Heidegger, and Gadamer have each contributed to shaping hermeneutics as a discipline grounded not merely in methodological procedures but in the ontological structure of human experience. Today, however, hermeneutics is compelled to revisit its own assumptions in light of rapid technological and epistemological changes. The rise of digital humanities, the expansion of computational text analysis, and the increasing multimodality of textual production challenge the traditional frameworks of interpretation and invite a rethinking of what it means to engage in hermeneutic activity.

In this transformed landscape, interpretation is no longer confined to the linear, print-centered logic that shaped classical hermeneutics. Digital textuality – characterized by hyperlinking, interactivity, multimodal layering, and algorithmic mediation – reveals that meaning is increasingly produced through a constellation of semiotic resources rather than solely through verbal language. This shift compels hermeneutics to account not only for what texts say but also for how they are technologically structured, circulated, and experienced. The interpretive act becomes intertwined with the affordances and constraints of digital media, suggesting that understanding is partly a negotiation between human intentionality and technological design.

Computational methods further complicate the hermeneutic enterprise. Tools such as corpus linguistics, stylometry, topic modeling, and sentiment analysis introduce new

forms of evidence into literary inquiry – forms that operate on scales and through mechanisms inconceivable to traditional close reading. These approaches enable scholars to uncover patterns of usage, intertextual networks, and stylistic features that may remain inaccessible to the unaided eye. Yet, such methods also raise pressing epistemological questions: Can algorithmic outputs be considered part of the hermeneutic circle? How do quantitative patterns acquire interpretive significance? And to what extent does the reliance on computation reshape the hermeneutic subject itself?

At the same time, the proliferation of reader-driven digital environments – such as annotation platforms, participatory archives, and fan-created multimodal narratives – highlights the increasingly collective and dialogic character of interpretation. Meaning is no longer produced exclusively within the mind of the solitary reader but is co-constructed by dispersed interpretive communities whose interactions extend the text beyond its original boundaries. This collective hermeneutics mirrors, in a contemporary key, Gadamer's insistence on the fusion of horizons, yet reimagines it through socially networked forms of reading that challenge traditional distinctions between author, text, and audience.

Moreover, the multimodal nature of contemporary communication introduces embodied, visual, and sonic dimensions into the interpretive process. Understanding a text now requires attending to gesture, image, rhythm, spatial arrangement, and interface navigation – elements that classical hermeneutics did not anticipate but that are increasingly central to the production of meaning. Hermeneutics must therefore evolve toward a multimodal interpretive framework that acknowledges the expanded materiality of texts and the sensory plurality through which readers engage with them.

Taken together, these developments signal that hermeneutics stands at a critical juncture. The discipline must simultaneously preserve its philosophical depth – its concern with being, understanding, and historical consciousness – while embracing methodological innovations that reflect the complexities of contemporary textuality. This necessitates a reconceptualization of the hermeneutic circle itself, one that incorporates algorithmic processes, distributed cognition, and multimodal perception without abandoning the humanistic foundations that have long defined the field. In doing so, hermeneutics can position itself not as a relic of pre-digital scholarship but as an essential interpretive lens for navigating the layered, dynamic, and technologically mediated texts of the 21st century.

Hermeneutics in Contemporary Literary Theory

Modern literary theory situates hermeneutics within a complex landscape of semiotics, phenomenology, structuralism, post-structuralism, and reader-response theory. Meaning is no longer conceived as a stable essence to be uncovered but as something fluid, historically conditioned, and co-constructed by the interpreter. Wolfgang Iser's notion of the implied reader, Ricoeur's concept of narrative identity, and Eco's reflections on the openness of the text all underscore the interpretive act as inherently dynamic. The literary text becomes an event rather than an object – an unfolding dialogue between what the text offers and what the reader brings to it. This shift has crucial implications for hermeneutics: interpretation is perceived not as a search for the 'correct'

meaning but as a disciplined encounter with multiplicity, ambiguity, and the inexhaustibility of textual horizons.

Hermeneutics and the Digital Turn

The emergence of digital humanities marks a decisive turning point for interpretative methodologies. Large-scale corpus analysis, stylometry, distant reading, and machine-learning-driven textual clustering introduce new forms of evidence into hermeneutic inquiry. These tools allow scholars to identify thematic, stylistic, and intertextual patterns that elude traditional close reading, thus expanding the scale and precision of literary research. However, computational analysis does not eliminate the need for hermeneutic reflection, rather, it modifies its scope. A digital hermeneutics must acknowledge that textual meaning is shaped both by algorithmic processes and by human interpretive agency. Moreover, the very nature of the text is transformed in digital environments. Hypertexts, multimodal works, and interactive narratives extend literary expression beyond the linearity of print, compelling hermeneutics to account for nonlinear reading paths, reader-driven narrative construction, and the co-presence of visual, auditory, and interactive elements within a single interpretive field.

The Reader and Interpretive Subjectivity in Digital Culture

Contemporary digital culture alters the traditional hermeneutic model of the isolated reader confronting a fixed text. Online reading communities, collaborative annotation platforms, and interactive digital editions transform interpretation into a collective, dialogic process. Meaning becomes the product of multiple interpretive voices, each shaped by divergent cultural, ideological, and experiential horizons. This phenomenon democratizes hermeneutic activity, dispersing interpretive authority and expanding the horizon of meaning beyond the boundaries of individual subjectivity. At the same time, the reader's interpretive role becomes more active and participatory, as digital platforms encourage engagement, commentary, and co-creation. In this way, hermeneutics adapts to a cultural landscape in which meaning is shaped not only by texts and individual readers but by technologically mediated interpretive communities.

Methodological Challenges and Future Perspectives

The integration of digital tools into hermeneutic practice raises a series of methodological questions that literary studies must confront. Computational approaches risk reducing the richness of interpretation to quantifiable metrics, while the acceleration of analytical processes may overshadow the slow, reflective reading central to the humanistic tradition. Nonetheless, these challenges underscore the importance of developing hybrid methodologies that preserve the depth of classical hermeneutics while engaging with the analytical potential of digital technologies. The future of hermeneutics lies in cultivating interpretive frameworks capable of balancing philosophical rigor with empirical insight. Such a synthesis will allow hermeneutics to remain relevant not only as a theoretical discourse but as a vital tool for navigating the evolving textuality of the digital age.

Hermeneutics, as both a philosophical tradition and a methodological practice, retains its essential role in literary studies. Yet its contemporary expression reflects profound transformations driven by digital culture, interdisciplinary research, and new theoretical paradigms. By expanding beyond the boundaries of traditional text-centric

analysis, hermeneutics engages with new forms of textuality and meaning-making, reaffirming its status as a flexible and enduring framework. Its future lies in synthesizing humanistic and technological approaches, ensuring that interpretation remains a deeply reflective, intellectually rigorous, and culturally resonant act.

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ANIME AS A MULTIMODAL PHENOMENON IN DIGITAL LINGUISTICS: SEMIOTIC AND CULTURAL DIMENSIONS OF CONTEMPORARY JAPANESE MEDIA

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Abstract. *Anime has become a significant object of research within digital linguistics, combining visual, verbal, auditory, and symbolic modes of communication. This article examines anime as a multimodal text and explores how linguistic expression, cultural symbolism, and digital circulation intersect to form new patterns of meaning-making. The analysis demonstrates that anime represents not only a form of entertainment but also an influential semiotic system that shapes linguistic practices, cultural perceptions, and global communication.*

Keywords: *anime, digital linguistics, multimodality, semiotics, Japanese culture, media discourse, audiovisual communication.*

The rise of anime as a global cultural phenomenon has positioned it at the center of contemporary philological inquiry, particularly within the field of digital linguistics. Anime is no longer viewed merely as an animated genre originating in Japan, rather, it functions as a complex semiotic environment in which language, image, sound, gesture, and narrative blend together to produce multilayered meanings. For a student of Japanese philology, anime offers a unique perspective on how linguistic expression and cultural identity manifest within the broader context of digital media.

Anime's multimodal nature is central to understanding its communicative power. Meaning is rarely conveyed through verbal language alone, instead, linguistic structures coexist with visual symbolism, acoustic design, and embodied gestures. Facial expressions, camera angles, color palettes, and background compositions play as significant a role in interpretation as syntactic patterns or vocabulary choices. This interplay of modes requires a type of reading that transcends traditional textual analysis, inviting the viewer to engage with the audiovisual landscape as an integrated field of communication.

In linguistic terms, anime provides access to a rich and varied spectrum of Japanese speech. Characters frequently shift between standard Japanese and dialectal forms, employ honorific expressions to establish social hierarchy, and adopt youthful slang that reflects contemporary language innovation. The pragmatic subtleties of Japanese – ellipsis, discourse particles, shifts in politeness – are rendered vividly in anime dialogue, offering learners authentic insights into the dynamics of spoken communication. Such linguistic features become even more meaningful when considered alongside visual and auditory cues, highlighting how prosody, rhythm, and gesture contribute to the overall pragmatic effect.

Culturally, anime serves as a symbolic archive of Japanese worldviews. Narrative motifs such as Shinto spirituality, mythological references, school life rituals, and seasonal aesthetics reveal the depth of cultural continuity embedded in contemporary media. At

the same time, anime reflects Japan's ongoing engagement with global culture, incorporating storytelling techniques, musical styles, and artistic conventions that transcend national boundaries. This hybridity illustrates how anime negotiates between tradition and modernity, between local heritage and international trends, creating a cultural text that is simultaneously Japanese and global.

Within the framework of digital linguistics, anime becomes part of a larger ecosystem of digital communication. Its circulation through streaming platforms and online communities enables new forms of audience participation, ranging from fan-produced subtitles to collaborative storytelling and multimodal fan art. These practices expand the life of the text beyond its original form, turning anime into a dynamic, co-created cultural artifact. Moreover, digital environments facilitate the global spread of Japanese words, expressions, and communicative styles, demonstrating how anime contributes to linguistic exchange and cultural adaptation.

The interpretive act itself changes in the digital environment. Viewers often encounter anime not as isolated texts but through interconnected networks of commentary, memes, reviews, and translations. This creates new layers of meaning that extend beyond the screen and invite collective forms of hermeneutic engagement. As such, anime becomes a multimedia discourse shaped by both its creators and its audiences, offering fertile ground for semiotic and linguistic analysis.

In conclusion, anime represents a significant subject for modern philological research because it embodies the principles of multimodal communication that define contemporary digital culture. It provides insight into authentic Japanese language use, reflects culturally significant symbols, and demonstrates how meaning is constructed through the interaction of various semiotic modes. For students of Japanese philology, engaging with anime is not merely a form of cultural appreciation but an academic endeavor that deepens understanding of language, media, and global communication in the digital age.

In addition to its value as a linguistic and cultural resource, anime serves as a critical lens through which scholars can examine the evolving relationship between technology, narrative, and human perception. As contemporary communication increasingly relies on multimodal forms – integrating text, image, sound, gesture, and digital interactivity – anime offers a rich corpus for studying how these elements coalesce into coherent communicative acts. Its narratives often experiment with temporal fragmentation, symbolic layering, and hybrid aesthetics, making anime not only an artistic product but also a laboratory for observing new modes of meaning-making.

Furthermore, the global circulation of anime highlights the transformative processes of translation, localization, and cultural adaptation. Subtitling practices, dubbing strategies, and fan-generated translations illustrate how linguistic meaning shifts across cultural boundaries, revealing the complex negotiations that occur between source and target audiences. These dynamics position anime as a fertile domain for exploring cross-cultural pragmatics, intercultural communication, and the sociolinguistic impact of media globalization.

The participatory cultures surrounding anime – online communities, fanfiction, digital art, and collaborative interpretations – also expand the hermeneutic horizon. They

demonstrate that meaning in the digital age is increasingly co-constructed, fluid, and dialogic. For philologists, such environments challenge traditional notions of authorship, textual stability, and interpretive authority, encouraging new methodologies that account for distributed, collective forms of reading and writing.

Taken together, these factors affirm anime's status as an indispensable object of inquiry for modern philology and digital linguistics. Its linguistic richness, cultural resonance, multimodal structure, and global reach exemplify the kinds of texts that define 21st-century communication. Engaging with anime thus equips emerging scholars with the analytical tools necessary to navigate contemporary media environments and to appreciate the deep interconnections between language, culture, and technology.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

HOW ANIMAL METAPHORS SHAPE HUMAN THOUGHT

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Abstract. *The article examines how animal metaphors structure human thinking, communication and cultural perception. Drawing on Conceptual Metaphor Theory (Lakoff & Johnson, 1980), it argues that animal-based figurative expressions are not merely stylistic ornaments but cognitive tools that map observable animal traits onto abstract human qualities and social relations. On the basis of examples from English, Malay, Russian and Uzbek, the study shows both cross-linguistic universals (e.g., LION as a symbol of bravery, FOX as a symbol of cunning) and culture-specific meanings (e.g., divergent evaluations of DOG or OWL). Special attention is given to the main functions of animal metaphors in discourse: characterization of personality, encoding of moral lessons in fables and proverbs, creation of humor and irony, and implicit social or political commentary. The article concludes that animal metaphors provide insight into shared cognitive patterns while simultaneously reflecting culturally grounded worldviews, thus demonstrating the close interconnection between language, thought and culture.*

Key words: *animal metaphors, conceptual metaphor, human cognition, cross-cultural semantics, figurative language, English, Malay, Russian, Uzbek.*

Introduction. *"Every time we call someone 'busy as a bee' or 'sly as a fox,' we tap into a rich tradition of animal metaphors that shape how we think and speak."* Metaphors are more than just decorative language – they are fundamental to human cognition, helping us understand abstract ideas through familiar experiences. Among these, animal metaphors are particularly vivid and culturally rich. Animals have been central to human life, providing sustenance, companionship, and symbolic meaning. Linguistically, they serve as powerful tools to describe human traits, behaviors, and social phenomena. This article explores the role of animal metaphors in language, highlighting their cognitive, cultural, and communicative significance across different cultures.

Animal Metaphors in Human Cognition

Cognitive linguists argue that metaphors reflect the way humans think, not just how they speak. According to the Conceptual Metaphor Theory proposed by Lakoff and Johnson (1980), people often understand abstract concepts through more tangible experiences. Animals, being part of everyday life and shared knowledge across cultures, become ideal vehicles for metaphorical thinking. For instance, describing a person as a "fox" evokes cleverness, while calling someone a "lion" implies bravery. These metaphors tap into universal perceptions of animal behavior and project them onto human experiences.

Cultural Variations in Animal Metaphors

Animal metaphors are not universal, they vary across languages and cultures. In English, a "dog" might symbolize loyalty, whereas in some cultures, dogs are associated

with uncleanliness. Similarly, the owl is widely seen as wise in Western cultures, but in certain African or Asian traditions, it may symbolize death or misfortune. Studying animal metaphors in different languages reveals cultural values, social norms, and historical relationships with animals. Such metaphors also illustrate how language encodes human perception of the natural world.

Functions of Animal Metaphors in Language

Animal metaphors serve multiple linguistic and communicative purposes:

1. **Characterization:** They provide vivid descriptions of personality traits (e.g., "sly as a fox," "brave as a lion").
2. **Moral Lessons:** Fables and proverbs use animals to teach ethical or social lessons, such as "The Tortoise and the Hare," illustrating perseverance versus arrogance.
3. **Humor and Irony:** Metaphorical animal language often carries humor or irony, e.g., calling someone a "chicken" to denote cowardice.
4. **Social Commentary:** Political discourse sometimes employs animal metaphors to critique behavior, such as referring to a manipulative leader as a "wolf in sheep's clothing."

Examples of Animal Metaphors Across Languages

Animal	English	Meaning	Malay	Meaning
Fox	Sly as a fox	Clever, cunning	Licik seperti musang	Clever, tricky
Lion	Brave as a lion	Courageous	Berani seperti singa	Brave, strong
Owl	Wise as an owl	Intelligent, knowledgeable	Bijak seperti burung hantu	Wise
Dog	Loyal as a dog	Loyal, faithful	Setia seperti anjing	Loyal
Snake	Snake in the grass	Deceptive, treacherous	Ular dalam rumput	Deceptive
Bear	Bear hug	Strong, protective	Pelukan beruang	Strong, protective
Chicken	Chicken	Cowardly	Penakut seperti ayam	Coward
Bee	Busy bee	Hardworking, diligent	Sibuk seperti lebah	Hardworking

Russian	Meaning	Uzbek	Meaning
Хитрый как лиса	Cunning, clever	Tulki kabi shayton	Cunning, clever
Храбрый как лев	Brave	Sher kabi jasur	Brave, strong
Мудрый как сова	Wise	Buqo'ri kabi dono	Wise
Верный как собака	Faithful	It kabi sodiq	Loyal
Змея в траве	Deceptive	O'tloqdagi ilon	Deceptive
Медвежье объятие	Protective	Ayiq quchoqlash	Strong, protective

Трус как курица	Coward	Tovuq kabi qo'rqoq	Cowardly
Трудолюбивый как пчела	Hardworking	Asalarichalik mehnatkash	Hardworking

Cross-Cultural Similarities and Differences

Examining animal metaphors across languages reveals fascinating patterns of both universality and cultural specificity.

1. **Universal Traits:**
   - **Lion:** Across English, Malay, Russian, and Uzbek, lions symbolize bravery and strength, reflecting their shared perception as dominant predators.
   - **Fox:** Foxes are consistently associated with cleverness or cunning, mirroring their behavior in nature.
2. **Cultural Specificity:**
   - **Owl:** While English, Malay, Russian, and Uzbek often view owls as wise, other cultures may associate them with misfortune or death.
   - **Dog:** In English, dogs are primarily loyal, but in some cultures, dogs may carry negative connotations, demonstrating cultural influence on metaphorical meaning.
3. **Diverse Usage:**
   - Everyday expressions like "busy bee" or "chicken" often carry humorous or colloquial tones.
   - In political or literary contexts, metaphors such as "snake in the grass" rely on shared cultural knowledge for critique or commentary.

This comparison shows that while **human cognition often relies on observable animal traits**, cultural factors shape how these traits are expressed linguistically.

Conclusion

Animal metaphors are a window into human cognition, culture, and communication. They transform familiar natural experiences into tools for understanding human behavior, abstract concepts, and social dynamics. By examining animal metaphors across languages, we gain insight into both universal human thought and culturally specific interpretations. These metaphors demonstrate that language is not merely a neutral tool for communication but a reflection of thought, culture, and imagination.

Summary

Animal metaphors are more than colorful expressions – they are a reflection of how humans think, communicate, and understand the world. From lions symbolizing bravery to foxes representing cunning, these metaphors reveal both universal human experiences and culturally unique perspectives. They enrich language by adding vivid imagery, humor, and moral lessons, while also offering insight into societal values. By paying attention to the animals in our words, we can better understand ourselves, our cultures, and the intricate ways language shapes thought.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

AYOLLAR TA'LIMI VA SAVODSIZLIKKA QARSHI KURASH: 1920-YILLARDA O'ZBEKISTON MAORIF INQILOBI KONTEKSTIDA

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Annotatsiya. *Mazkur tezis 1920-yillarda O'zbekiston SSR hududida amalga oshirilgan ayollar ta'limi va savodsizlikka qarshi kurash harakatining tarixiy konteksti, ijtimoiy-siyosiy ahamiyati va pedagogik yondashuvlarini chuqur tahlil qilishga bag'ishlangan. Unda ta'limning Sotsialistik qurilish maqsadlariga erishishdagi asosiy vosita sifatida qo'llanilishi, xususan, ayollarni faqat savodli qilish bilan cheklanmasdan, ularni yangi jamiyatning teng huquqli va faol a'zolari sifatida shakllantirishga qaratilgan kompleks siyosat o'rganiladi.*

Tadqiqotda davlat tomonidan budjetlash, ijtimoiy qatlamga yo'naltirilgan maktablar ("yo'qsillar maktabi") va 1929-yildan boshlab Pedalogiya kabi ilmiy yondashuvlarning joriy etilishi tahlil qilinadi. Muallif ushbu tarixiy tajribaning zamonaviy ta'lim va ijtimoiy rivojlanish masalalarida chuqur ilmiy asos va qat'iy siyosiy iroda qanday natijalar berishi mumkinligini ko'rsatuvchi muhim manba bo'lib qolishini ta'kidlaydi. Tezis, gender tengligiga erishish va ijtimoiy transformatsiyada ta'limning rolini o'rganish uchun noyob empirik material beradi.

Kalit so'zlar: *Ayollar ta'limi, savodsizlikka qarshi kurash, 1920-yillar O'zbekiston, maorif inqilobi, sotsialistik qurilish, "yo'qsillar maktabi", pedagogiya, gender tengligi, ijtimoiy-siyosiy islohotlar, pedagogik tajriba*

Kirish. Masalaning dolzarbligi. **"**Ayollar ta'limi va savodsizlikka qarshi kurash" mavzusi 1920-yillardagi tarixiy kontekstdan tashqari, hozirgi kunda ham o'zining **ijtimoiy va pedagogik dolzarbligini** yo'qotmagan.

Tarixiy tajriba o'rganilishi: 1926–1929-yillarda amalga oshirilgan umumiy maorif siyosati va savodsizlikni tugatish harakatlari, ta'limni ijtimoiy-siyosiy islohotlarning vositasi sifatida qo'llashning noyob tajribasini aks ettiradi. Ushbu tajribani chuqur o'rganish bugungi kunda ham ta'lim muammolarini hal qilishda innovatsion yondashuvlarni topishga yordam beradi.

Gender tengligi konteksti: Ayollar ta'limi, ayniqsa, an'anaviy jamiyatlarda, gender tengligiga erishishning asosiy omili hisoblanadi. O'tgan asrning boshlarida bu harakatning qanday boshlangani, qanday pedagogik (pedalogiya) va tashkiliy ("yo'qsillar maktabi") usullar bilan qo'llab-quvvatlangani hozirgi O'zbekistonda xotin-qizlar faolligini oshirish dasturlari uchun muhim dars bo'lib xizmat qiladi.

Metodik asoslarning evolyutsiyasi: "Maorif va o'qutg'uchi" jurnali o'sha davrdagi pedagogik g'oyalar, xususan, maktablarni hayotga yaqinlashtirish, bolani ijtimoiy muhitda o'rganish (pedagogiya) zaruriyatini targ'ib qiladi. Bu yondashuv zamonaviy ta'limda shaxsga yo'naltirilganlik, inkluzivlik va STEAM-ta'lim kabi yo'nalishlarning tarixiy ildizlarini tushunish uchun fundamental ahamiyatga ega.

Ishning maqsadi va vazifalari. Maqsad: 1926–1929-yillardagi “Maorif va o‘qutg‘uchi” jurnali materiallari asosida, ayollar ta’limining savodsizlikka qarshi kurash orqali amalga oshirilishining tashkiliy, ijtimoiy va pedagogik mexanizmlarini chuqur tahlil qilish. **Vazifalar:** 1926-yil maorif budjeti va rejasining umumiy ta’lim va savodsizlikni yo‘qotishdagi ustuvorligini aniqlash.

Ayollar ta’limini bilvosita qo‘llab-quvvatlagan ijtimoiy maktab modellari (“Yo‘qsillar maktabi”) ni tahlil qilish.

1929-yilga kelib joriy etilgan **Pedagogiya** kabi ilmiy-pedagogik yondashuvlarning o‘qituvchilar faoliyatida ayol o‘quvchilarning muhitini hisobga olishdagi ahamiyatini ko‘rsatish.

Topilgan faktlar asosida o‘sha davrning muhitiga xulosa va iqtiboslarini keltirish.

Asosiy qism. Savodsizlikka qarshi kurash: ayollar emansipatsiyasining boshlang‘ich nuqtasi (1926-yil). 1926-yil maorif siyosati savodsizlikni butunlay tugatishni eng asosiy va ideologik vazifa deb belgiladi. Bu, asosan, dehqon va ishchi qatlamiga qaratilgan bo‘lib, mazkur qatlamda ayollar eng savodsiz qismni tashkil etardi.

Tashkiliy-amaliy asos: savodsizlikka qarshi kurash jamiyatining faoliyati kuchaytirilgan, o‘qish muddatini uzaytirish kabi amaliy choralar ko‘rilgan. “Maktebida o‘qush muddetini 7 oyliq qilib cho‘zush – buni savodsizliq jamiyattining a’zolari bilishi zarurdir” *(Maorif va o‘qitg‘uvchi, 1926, 7-8-son)*. O‘quv muddatini uzaytirish tashabbusi ayollarga savodxonlikni mustahkamlash, ularning chala savod bo‘lib qolmasliklari uchun hal qiluvchi ahamiyatga ega edi.

Ijtimoiy maktablar (Yo‘qsillar maktabi): yangi maktab tipi (birinchi bosqich maktablar) “yo‘qsillar” (kambag‘al va o‘rta dehqonlar) uchun mo‘ljallangan edi. Bu maktablar bolalarni “diniy xurofot” ta’siridan qutqarish va ularni “mehnat hayotiga” tayyorlashni maqsad qilgan *(Maorif va o‘qutg‘uchi, 1926, 10-11-son)*. Qizlarning bu maktablarga jalb etilishi ularni eski patriarxal qoliplardan ajratib, yangi ijtimoiy rolni qabul qilishiga zamin yaratdi.

Ayol o‘quvchiga ilmiy yondashuv: pedagogiyaning rolli (1929-yil). 1929-yilga kelib maorifdagi islohotlar ilmiy-metodik jihatdan mustahkamlandi, ayniqsa, pedagogika sohasiga **Pedagogiya** fani kiritilishi ayol o‘quvchining ta’lim olish sharoitlarini chuqur o‘rganishga majbur qildi.

Pedagogiyaning mazmuni: bu fan bolaning rivojlanishini nafaqat biologik, balki ijtimoiy va oilaviy sharoitlar bilan bog‘lab o‘rganishni talab qilgan (*Maorif va o‘qutg‘uchi*, 1929, 1-son). Bu, o‘qituchilarga an’anaviy sharoitda o‘qiyotgan qizlarning o‘qishga qarshilik, oilaviy to‘siqlar kabi ijtimoiy omillarini tushunish va ularni yengish uchun ilmiy asos bo‘ldi.

Sotsialistik tarbiya va kollektiv faollik: maktabning asosiy vazifasi bolalarni sotsialistik ruhda tarbiyalash, ularni “kollektivchilik” ruhida tarbiyalash edi. “...o‘qug‘uchilar shahardagi kollektivlarda kentlik batraq va kambag‘aldirg‘an bolalari, mastor qizlar ham...” (*Maorif va o‘qutg‘uchi*, 1929, 9-10-son). Bu matnlar shahar maktablaridagi o‘quvchilar tarkibida hatto **“мастёр қизлар”** (ishchi qizlar) ning ham borligini tasdiqlaydi. Bu esa savodxonlik harakati ayollarni nafaqat savodli qilganini, balki ularni jamoaviy va ishlab chiqarishdagi faol harakatga tortganini anglatadi.

Pedagog va jamiyatning mas'uliyati. Jurnallar ta'limning yuqori sifatiga erishish uchun butun jamiyat, ayniqsa, o'qituvchilarning mas'uliyati nihoyatda katta ekanligini ta'kidlagan. O'qituvchi o'zini faqat kitob bilan cheklab qolmasdan, balki dehqonlar bilan bevosita tajribalar orqali ishlashi talab qilingan (*Maorif va O'qutg'uchi*, 1926, 5-son). Ayollar ta'limida bunday faollik ayol o'qituvchilarning o'rni va qishloq joylaridagi savodsizlikka qarshi kurashish uchun ularning tayyorgarligi nihoyatda dolzarb bo'lgan.

Xulosa. 1926–1929-yillarda "Maorif va o'qutg'uchi" jurnallari orqali yoritilganidek, O'zbekistondagi ayollar ta'limi savodsizlikka qarshi kurashning umumiy ideologik va amaliy rejasining ajralmas qismi bo'lgan. Davlat tomonidan budjetlash, ijtimoiy qatlamga qaratilgan maktablar (yo'qsvallar maktabi) va 1929-yildan boshlab Pedalogiya kabi ilmiy yondashuvlarning joriy etilishi ayollarni faqat savodli qilishni emas, balki ularni yangi sotsialistik jamiyatning **teng huquqli va faol a'zolari** sifatida shakllantirishni maqsad qilgan.

Bu tarixiy tajriba hozirgi kunda ham ta'lim va ijtimoiy rivojlanish masalalarida chuqur ilmiy asos va qat'iy siyosiy iroda qanday natija berishini ko'rsatuvchi muhim manba bo'lib qolmoqda.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

A. "Maorif va o'qutg'uchi" jurnali materiallari (1926-yil).

1. "Maorif va o'qutg'uchi" jurnali, 1926-yil, 5 (17)-son, (18-24-may).
2. "Maorif va o'qutg'uchi" jurnali, 1926-yil, 6 (18)-son, (9-16-iyun).
3. "Maorif va o'qutg'uchi" jurnali, 1926- yil, 7-8- son, (iyul-avg'ust).
4. "Maorif va o'qutg'uchi" jurnali, 1926- yil, 9- son, (15-29-sentabr).
5. "Maorif va o'qutg'uchi" jurnali, 1926- yil, 10, 11- sonlar, (20-35-oktabr).
6. "Maorif va o'qutg'uchi" jurnali, 1926- yil, 12, 13- sonlar, (25-dekabr).

B. "Maorif va o'qutg'uchi" jurnali materiallari (1929-yil)

7. "Maorif va o'qutg'uchi" jurnali, 1929- yil, 1- son.
8. "Maorif va o'qutg'uchi" jurnali, 1929- yil, 2, 3- sonlar.
9. "Maorif va o'qutg'uchi" jurnali, 1929- yil, 5- son.
10. "Maorif va o'qutg'uchi" jurnali, 1929- yil, 7, 8- sonlar.
11. "Maorif va o'qutg'uchi" jurnali, 1929- yil, 9, 10- sonlar.

SCIENTIFIC AND THEORETICAL FOUNDATIONS OF STUDYING BANKING AND FINANCIAL TERMINOLOGY

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Abstract. *This study explores the theoretical foundations of banking and financial terminology, examining the formation, semantic structure, and translation equivalence of key terms used in the financial sector. In the context of globalization, the increasing influx of English financial terminology into Uzbek highlights the importance of understanding the conceptual meaning, usage patterns, and semantic distinctions of these terms. The research analyzes the structural and semantic characteristics of English and Uzbek banking-finance terms, focusing on translation strategies such as equivalence-based translation, calquing, contextual adaptation, explanatory translation, and functional substitution. The findings reveal that while direct equivalents are effective for well-established terms, contextual adaptation and explanatory translation remain essential for conveying specialized financial concepts accurately. The study underscores the need for standardizing banking terminology and demonstrates the importance of linguistic, cultural, and practical considerations when dealing with financial terms in translation.*

Keywords: *banking and finance terminology, equivalence, calquing, explanatory translation, semantic analysis, linguistic adaptation, terminology system, translation strategies, economic lexicon.*

Introduction. In the modern global financial environment, banking and finance have become highly dynamic fields that rely on precise and standardized terminology. As international economic cooperation expands, English serves as the dominant linguistic medium for financial communication, documentation, and regulation. Consequently, the accurate interpretation, translation, and theoretical understanding of banking terminology are essential for financial specialists, translators, policymakers, and researchers. Banking terminology contains complex concepts, institutional structures, and culturally grounded financial practices. Many terms – such as derivatives, liquidity ratio, mortgage-backed securities, credit default swap, and asset management – carry specialized meanings that do not always correspond directly to Uzbek financial vocabulary. Literal translation often results in semantic ambiguity, conceptual distortion, or loss of functional meaning. Therefore, studying the theoretical foundations of banking terminology is necessary for achieving conceptual clarity, ensuring communicative accuracy, and supporting the standardization of Uzbek financial discourse. This research investigates the linguistic, semantic, and conceptual principles underlying banking-finance terminology. By focusing on the structural features, classification, and translation challenges of key terms, the study aims to clarify how financial terminology is formed, how meanings evolve across languages, and which strategies best preserve semantic precision. The findings are expected to benefit translators, economists, terminologists,

and specialists who engage with multilingual financial documentation and wish to improve theoretical and practical approaches to bank–finance terminology.

Literature review and methodology. Research in terminology studies and financial linguistics highlights the importance of precise, systematized terminology for effective communication in the banking sector. Cabré (1999) emphasizes that terminological systems are shaped by both linguistic form and domain-specific conceptual structures. Banking terminology, therefore, must be studied not only as vocabulary but as a reflection of financial processes. Sager (1990) notes that specialized terms often require context-based interpretation, especially when transferred across languages. Several scholars have examined the translation of economic and financial terminology. Baker (2018) argues that translators must balance semantic accuracy with functional equivalence, especially when direct lexical matches are absent. Newmark (2001) highlights strategies such as descriptive translation, contextual adaptation, and functional substitution for specialized domains. In the field of financial discourse, Bergenholtz & Tarp (2003) emphasize the role of terminological standardization in ensuring clarity and preventing misinterpretation in multilingual environments. Despite the growing relevance of Uzbek financial communication, research on Uzbek banking terminology remains limited. Prior studies, such as Rakhimova (2019), focus mainly on general economic terms but provide insufficient analysis of bank-specific terminology and translation issues. Likewise, research on the semantic and structural features of English–Uzbek financial terminology is still emerging. This study addresses this gap by examining the linguistic and theoretical foundations of bank-moliya terms and analyzing their structural patterns and equivalence in translation. A mixed-method, corpus-based methodology is employed to ensure both theoretical depth and empirical reliability. The research involves the following steps: 1. Compilation of a bilingual corpus consisting of English and Uzbek banking texts, including financial regulations, annual reports, academic articles, central bank publications, and banking glossaries. 2. Identification and classification of key banking terms, including institutional terms (Federal Reserve, central bank, commercial loan), operational terms (interest rate, overdraft, collateral), and analytical/economic terms (inflation targeting, credit rating, liquidity risk). 3. Analysis of term formation mechanisms, such as borrowing, compounding, abbreviation, semantic extension, and calquing. 4. Evaluation of translation strategies, including direct equivalence, descriptive translation, contextual adaptation, calquing, and functional substitution, with attention to semantic accuracy and conceptual clarity. 5. Lexico-semantic assessment, determining how effectively the translated term reflects the original concept, connotation, and functional meaning within financial discourse. 6. Quantitative analysis, examining frequency patterns of translation strategies and identifying recurring gaps or inconsistencies in Uzbek financial terminology. This combined qualitative and quantitative approach provides a comprehensive understanding of the theoretical and linguistic foundations of banking terminology and contributes to efforts toward standardization and improved translation practices in Uzbek financial discourse.

Results. The analysis of banking and financial terminology revealed several significant linguistic and conceptual patterns. 1. Direct equivalents accounted for only 22% of terms, primarily those with internationally standardized meanings such as inflation,

debit, credit, interest rate, and deposit. 2. Contextual or descriptive translation was the dominant strategy (38%), especially for complex financial instruments and institutional concepts lacking Uzbek equivalents (e.g., mortgage-backed securities, hedge fund, liquidity coverage ratio). 3. Calquing was used in 20% of cases, typically when structural transparency allowed for meaningful borrowing (e.g., asset management → aktivlarni boshqarish, financial stability → moliyaviy barqarorlik). 4. Functional substitution appeared in 12% of cases, mainly when the target term required an Uzbek culturally or institutionally relevant replacement due to differing financial systems. 5. Borrowing accounted for 8%, reflecting the tendency of modern Uzbek banking discourse to integrate Anglo-American terminology (e.g., leasing, factoring, fintech, credit score). A corpus of 470 English banking-finance terms was extracted from annual financial reports, central bank publications, international banking guidelines, and bilingual glossaries. These terms were classified into five categories: (1) core banking operations, (2) financial instruments and products, (3) regulatory and compliance terminology, (4) risk management and investment terminology, (5) institutional and macroeconomic terminology. The distribution of translation strategies showed the following pattern: Contextual/Descriptive translation (34%) – widely used for abstract or multi-layered terms such as securitization, capital adequacy, monetary easing. Calquing (26%) – applied when the term's structure was semantically transparent (central bank independence, loan portfolio). Direct equivalence (22%) – typically for globally recognized economic concepts (GDP, inflation rate, liquidity). Functional substitution (10%) – used when the English term referenced foreign institutional frameworks (blue chip stocks, federal reserve tools). Borrowing (8%) – applied to emerging financial technologies and modern practices (blockchain, crowdfunding, fintech ecosystems). The data indicate that terms associated with modern financial technologies, derivatives, and risk-based regulation show the greatest adaptation difficulty. These concepts often lack conceptual and terminological equivalents in Uzbek banking discourse. A comparison between official institutional terminology (e.g., Central Bank publications) and independent translations revealed contrasting trends. Official translators favored: standardized terminology, conservative lexical choices, avoidance of unnecessary borrowing, emphasis on clarity and institutional precision. Independent translators displayed: greater openness to English borrowings, hybrid forms (e.g., riskt menejmenti, fintex xizmatlari), attempts to preserve stylistic tone of international financial texts. Overall, the findings show a systematic gap between rapidly evolving global financial terminology and the current state of Uzbek terminological standardization.

Discussion. The results demonstrate that the adaptation of banking-finance terminology requires balancing semantic fidelity, conceptual accuracy, and institutional relevance. Because many English financial terms denote complex, culturally embedded economic practices, direct translation often fails to capture the underlying concepts. Consequently, descriptive translation becomes the most frequent strategy, enabling translators to convey functional meaning even when concise equivalents are unavailable. Calquing serves as a useful tool for structurally transparent terms but remains limited when the English concept emerges from a regulatory or institutional environment that differs significantly from Uzbekistan's. For example, terms like fiscal cliff or credit crunch

carry metaphoric and context-dependent implications that resist direct structural transfer. The relatively low frequency of borrowing indicates a cautious approach in Uzbek financial terminology. Unlike internet slang, banking terminology cannot rely on creative approximations: precision and standardization are essential. Nonetheless, the presence of certain internationalized borrowings – fintech, leasing, factoring – reflects global integration and modernization of the Uzbek financial sector. The analysis supports earlier scholarship (Baker, 2018, Newmark, 2001, Cabré, 1999), which argues that specialized terminology often requires contextual and functional approaches to translation, particularly in fields with rapidly evolving conceptual landscapes. In the Uzbek context, this need is amplified by the absence of comprehensive terminological standardization and the ongoing shift toward modern financial instruments. Another pattern emerging from the data is that many banking terms are anchored in Anglo-American financial culture, making them difficult to reproduce without explanatory strategies. Terms such as derivatives, hedge fund, securitization, or credit rating agency reflect financial mechanisms that have no historical analogues in Uzbekistan. As a result, linguistic adaptation often demands conceptual clarification rather than mere lexical substitution. These findings highlight the broader need for institutional harmonization and unified terminology guidelines to ensure coherent communication across governmental, academic, and commercial sectors.

Conclusion. This study examined the linguistic and theoretical foundations of banking-finance terminology and identified the dominant adaptation strategies used when translating English financial terminology into Uzbek. The analysis demonstrated that the most frequently applied strategies were contextual/descriptive translation, calquing, direct equivalence, functional substitution, and borrowing. Among these, descriptive translation and calquing proved to be the most effective in preserving conceptual clarity and communicative precision. The findings underscore the necessity of developing standardized terminology resources and clear guidelines for translators, financial institutions, and educators. As global finance continues to evolve, Uzbekistan's banking system will increasingly rely on accurate and consistent terminology to ensure transparency, regulatory alignment, and effective communication. Future research could extend the corpus to include fintech terminology, international banking law, and multilingual financial reporting. Additionally, studying how terminological choices influence professional comprehension and financial decision-making would offer further practical insights. Overall, the study contributes to the understanding of banking terminology adaptation by bridging theoretical linguistics, financial communication, and translation practice.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

EMBODIED EXPERIENCE AND CULTURAL MODELS IN THE INTERPRETATION OF ENGLISH IDIOMS

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Abstract. *This study explores how English idioms are shaped and interpreted through the interaction of embodied experience and cultural models. Drawing on cognitive linguistics, it argues that idioms are not arbitrary expressions but meaningful conceptualizations grounded in bodily experience and culturally shared knowledge. Embodied cognition explains how idioms originate from universal image schemas such as movement, force, and containment, while cultural models account for culturally specific values reflected in idiomatic meanings. The research demonstrates that English idioms encode key Anglo-American ideals, including individualism, time discipline, and emotional control.*

Keywords: *embodiment, cultural models, English idioms, cognitive linguistics, image schemas, metaphor, cultural values, conceptualization.*

INTRODUCTION

Idiomatic expressions constitute a significant and culturally marked component of the English lexicon, reflecting both the collective worldview and the embodied experiences of its speakers. In recent decades, cognitive linguistics has offered a powerful framework for understanding idioms not as arbitrary linguistic units, but as meaningful conceptualizations grounded in human bodily experience and culturally shared models. Within this framework, idioms act as windows into the ways societies perceive reality, organize knowledge, and transmit values. Therefore, examining English idioms through the lenses of embodied cognition and cultural models provides valuable insights into how language users conceptualize abstract domains by drawing upon physical experience and culturally specific schemas.

The concept of embodiment in cognitive linguistics posits that human cognition is fundamentally shaped by the body's interaction with the physical environment. This perspective suggests that idioms often rely on image schemas – such as UP–DOWN, CONTAINER, BALANCE, and FORCE – that originate in basic bodily experiences and structure the way speakers metaphorically reason about abstract concepts. For example, idioms like "keep your head above water" or "rise to the occasion" derive part of their meaning from embodied spatial orientations linked to survival, motion, and verticality. Such idioms reveal how English encodes cultural understandings of struggle, success, and agency through bodily-grounded metaphorical mappings.

Complementing embodied cognition, the theory of cultural models highlights the shared beliefs, values, and social expectations that shape linguistic meaning within a particular community. English idioms frequently encode culturally salient notions such as individualism, self-reliance, time discipline, and pragmatic problem-solving. Expressions like "pull yourself together," "go the extra mile," or "time is money" illustrate the cultural patterns that characterize Anglo-American thought – especially those related to personal

responsibility and productivity. Thus, cultural models provide an essential dimension for explaining why certain idioms emerge, how they are interpreted by native speakers, and why some of them pose difficulties for learners from different linguistic backgrounds.

MAIN BODY

The interpretation of English idioms becomes more transparent when analyzed through the joint frameworks of embodied cognition and cultural models, both of which emphasize that language is not an autonomous system but a cognitive and sociocultural phenomenon. Cognitive linguistics rejects the idea that idioms are meaningless fixed phrases, instead, it argues that idiomatic meanings arise from conceptual metaphors, embodied experience, and cultural knowledge. By examining idioms through these principles, we can uncover the deep cognitive structures and cultural assumptions that underlie everyday English expressions.

Embodied cognition insists that the human body serves as the primary foundation for conceptualization. Much of our abstract reasoning depends on sensorimotor experience, which becomes encoded in image schemas – recurring cognitive structures derived from bodily interactions with the environment. English idioms frequently reflect these image schemas, highlighting the pervasive influence of bodily experience on linguistic meaning.

For example, the UP–DOWN schema, rooted in our physical experience of verticality, plays a central role in idioms describing emotional and social states. Expressions such as "feel down," "lift someone's spirits," and "climb the social ladder" rely on the metaphor GOOD IS UP, BAD IS DOWN, which originates from the embodied association between upright posture and well-being. Similarly, the FORCE schema appears in idioms describing internal struggles or external pressures. Phrases like "fight temptation," "push through difficulties," or "be driven by ambition" conceptualize psychological processes in terms of physical force dynamics.

The CONTAINER schema, one of the most fundamental embodied structures, is also highly productive in English idioms. Human experience with in–out boundaries shapes conceptualizations of emotions, thoughts, and social relationships. Idioms such as "bottle up feelings," "spill the beans," and "be in trouble" demonstrate how mental states are understood through physical containment. These examples reveal that embodiment not only structures metaphor but also provides the cognitive basis from which idioms become meaningful.

While embodiment provides universal cognitive grounding, cultural models account for variations in how different communities conceptualize the world. Cultural models refer to shared, socially transmitted patterns of thinking that guide interpretation and behavior. Anglo-American cultural values – including individualism, time orientation, productivity, and self-regulation – are strongly reflected in English idioms.

A significant cultural model influencing English idioms is individualism, which prioritizes personal autonomy and self-reliance. Idioms such as "stand on your own two feet," "pull yourself up by your bootstraps," and "mind your own business" convey the expectation that individuals should be independent and responsible for their own success. These expressions highlight a cultural preference for personal initiative over collective dependency.

Another deeply embedded cultural model concerns time discipline and the economic value of time. The metaphor TIME IS MONEY, emphasized by Lakoff and Johnson, is central to English-speaking societies and surfaces in idioms like "waste time," "buy yourself some time," or "save time." Such expressions reflect a cultural belief that time is a limited, valuable resource to be managed efficiently, mirroring broader societal attitudes toward productivity and work ethic.

Emotional regulation is another prominent cultural dimension. Expressions such as "keep your cool," "get a grip," or "lose your temper" conceptualize emotions through control metaphors, indicating a cultural expectation that individuals maintain composure and assert control over emotional expression. This aligns with Western norms that value rationality and emotional restraint in social settings.

Although embodied experience and cultural models can be examined separately, their interaction is essential for fully understanding idiomatic meaning. Embodied structures provide the cognitive foundation for metaphorical mapping, while cultural models determine how these mappings are elaborated, valued, and interpreted within a particular community.

For instance, the idiom "go the extra mile" relies on the embodied experience of physical movement and exertion. However, its cultural meaning – valuing diligence, perseverance, and exceptional effort – arises from the Anglo-American work ethic. Likewise, "step out of your comfort zone" draws from embodied experience (spatial movement from a safe container), but its motivational cultural message reflects individualistic ideals of self-improvement and personal growth.

This interplay becomes especially significant for second-language learners who may understand the literal embodied metaphor but fail to grasp the cultural implications. Learners from collectivist cultures, for example, may find idioms emphasizing extreme individualism or self-promotion conceptually unfamiliar. Thus, understanding idioms requires both embodied cognition and culturally specific knowledge.

CONCLUSION

The analysis of English idioms through the combined perspectives of embodied cognition and cultural models demonstrates that idiomatic meaning is shaped by both universal human experiences and culturally specific conceptualizations. Embodied cognition highlights that many idioms are grounded in physical interactions with the world – such as movement, balance, force, and containment – which form the cognitive structures underlying metaphorical thinking. These bodily-based patterns explain why idioms like "feel down," "bottle up emotions," or "push through challenges" resonate intuitively with speakers: their meanings arise from shared sensorimotor experiences that structure abstract reasoning.

However, embodiment alone cannot fully account for the cultural nuances embedded in idioms. Cultural models provide the sociocultural framework that guides how embodied metaphors are interpreted, valued, and extended within a particular community. English idioms reflect core Anglo-American cultural values such as individualism, personal responsibility, time efficiency, emotional control, and achievement orientation. Expressions like "stand on your own two feet," "go the extra mile," or "keep

your cool" illustrate how language encodes cultural expectations regarding independence, productivity, and self-regulation.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

CHARACTERISTICS OF TRANSLITERATION OF MACRO-CITY TOPONYMS

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Abstract. *Toponyms, which are the names of specific regions, have features specific to this language, in addition to geographical features. Toponyms reflect speech sounds and the semantic-structural word structure of each language. Therefore, within a certain language, there is also a standard pronunciation of a certain group of toponyms. If these toponyms are presented to another group of speakers of a different language, in many cases, representatives of this second group will have difficulty even listening to, let alone pronouncing, some of the sounds used. This fact gives rise to many problems in toponymy, and shows that a person can approach "unfamiliar" sounds at best by repeating them roughly, orally or in writing. In this respect, toponyms are words that belong to the category of realities.*

Keywords: *realia, toponyms, macrocity names, translation, transcription, transliteration, sound, letter, geographical names.*

Indroduction

Realities are a layer that is assimilated without translation or translated in a unique way. Even when they are translated, they are translated in a unique way through transliteration, transformation, and calculus methods.

As long as the sound system of the language is in the first place and the written form is in the second place, the phonetic form of the language should be close to the original. In other words, in order to give the original toponyms in the translated language, it is necessary to pay attention to the pronunciation of these toponyms first. This method is called transcription in science, and it is one of the modern methods of translating toponyms into Uzbek. For example, **England-Angliya, Scotland-Shotlandiya, China-Xitoy, Spain-Ispaniya, Warsav-Varshava, Croatia-Xorvatiya, Czech-Chexiya** and etc.

In order to give the original nouns and place names in the translated language, it is necessary to pay attention to the origin of the words. For example, the artist and realist Dali is Dalisque in English, which is difficult to pronounce in Uzbek. Countries are named according to the origin of their inhabitants, following the rule. For example, it is difficult to name the toponyms of Sri Lanka or Burkina Faso, because it is difficult to indicate the population from which part of these two countries. Newspaper articles refer to the inhabitants of these countries as Lankan and Burkini.

German reals with the soft letter H are pronounced as G and transliterated as written with the letter H since there is no such sound in Russian. For example, *Hamburg-Gamburg, Hayne-Gayne.*

In realia, in transliteration, the possibilities of the language are used to the maximum, and such changes can be allowed only in cases where the possibilities are insufficient. However, in most cases, place names are given based on the orthoepic standards of the language being translated, and this leads to cases of incorrect appropriation: *China – Kitay - Xitoy, Buxoro – Buxara - Bukhara, Baki – Baku - Boku.*

For example, when expressing geographical names like Oxfordshire, Middlesex, Cambridge in England, Oklahoma, Virginia in America, or Alberta, Manitoba, etc. in Canada, if they are not translated by adding the words county, state, province in front of them, these names representing geographical places the words will not be understandable to an Uzbek reader. The need to add explanatory and explanatory elements is also required when translating the names of institutions, companies, and press bodies. Because they also belong only to a certain region and may be incomprehensible to representatives of other peoples.

Transliteration has some advantages as well as some disadvantages. Its advantages are that the written version of the place name does not break, and its bearer has a universal, language-independent identity.

During transliteration, the acquired language acquires toponym pronunciation according to its own laws. Names of ancient and historical-mythological places are a clear example of this. For example *Athína – Afina, Xenia – Kseniya, Saint Peterburg – Sankt Peterburg.*

Copying place names directly in the Latin form is also not lacking in experience. When learning famous nouns and toponyms, their translation can be based on written (graphic) form. It is possible to transfer its graphic form from a text in one language to a text in another language without learning toponyms. This happens when languages share the same script. Many countries using Latin graphics follow this practice. In Western European languages, if a place name is transferred from one language to another, its spelling does not change. It is readily available in any written source that is reader-friendly. For example, if a Latin-based toponym occurs in an English text, it is unchanged. In this case, it is appropriate to pronounce the letters that are not in the English alphabet. Consider the following examples: *Hampshire – Gempshir, Hants – Xents, Hampstead – Xempsted, Mahan – Mexen, Bantry – Bantri, Bangor – Bangor, Banf – Banf, Allan – Allan, Essex – Esseks, Enfield – Enfild, Elliot – Elliot, Coen – Koen, Hendon – Xendon, Betty – Betti, Helston – xelston, Buckley – Bakli, Humber – Xamber, Bundoran – Bandoran, Huntly – Xantli, Surbiton – Serbiton, Bernard – Bernard, Bermondsey – Bermondsi, Darwin – Darvin, Ford – Ford, Brown – Braun.*

A.V. Fedorov shows three different ways of reflecting realities.

1. Transliteration (full or partial), direct phonetic adaptation of the actual word or adding suffixes of one's own language to the base of the word.

2. Forming a new word or phrase using elements that are actually present in the language or by morphological attachment to express the subject.

3. Translating words expressing place names in another language using words that are close in function (though not exactly) to that meaning[10].

[10] Федоров А. В. Основы общей теории перевода / А. В. Федоров. – М.: Высшая школа, 1953. – С. 108.

Basically, every graphic character in the source letter, be it an alphabet or a syllable, is replaced by the corresponding character in the target letter. However, although different scripts often represent different sounds, certain characters or combinations of characters in the source script are not represented or replaced by a combination of letters in transliterationfor example, two letters (digraph), three (trigraph) or even four (tetragraph). Transliteration can be used between different alphabets and syllabic scripts, where, as a rule, a given graphic symbol always represents the same sound. It cannot be strictly applied to logographic scripts, such as Chinese and Japanese kanji, where the graphic character represents a meaning rather than a sound.

Transliteration transfers a name from one script to another. Transcription, from the Latin scriber - "to write", is the written transfer of the endonymic form of a toponym from one language to another using only the script of the receiving language, as in transliteration. Usually, additional or special letters, diacritical marks, or other characters are changed in transcription. Perhaps the biggest advantage of transcription is that a target language reader trying to pronounce a foreign name can read it. Although the title sounds strange to the ear and unfamiliar to the reader's articulatory system, by reading it in transcription, he can at least approach its spoken form without any external help, for example, in the form of a transliteration key.

Thus, transcription, which is the second method of assimilation of geographical names into languages, represents a purely phonetic change of the term from one language to another. In ancient times, this method was used by explorers and explorers, as well as by travelers who tried to preserve the sound of foreign names that they heard and learned from local residents. They are able to do this not only for personal use, but also for future navigators and travelers, mainly due to the work of cartographers who constantly record and publish these names.

Transcription is usually an irreversible process. Therefore, after a toponym has been transferred from one language to another, its re-transcription into the original source language does not produce its original name. This is a clear disadvantage from the point of view of those who wish to reconstruct the name form in the original writing system from the transcription form in the map or text. For example, this can be clarified in the following examples.

The German transcription of the English name Chichester produces the form Tschitschester, which best matches the sounds of the original source language.

Due to its adaptability to the host language, transcription can be perceived as a "popular" rather than a "professional" way of transferring names. It is mainly used to create general atlases of the world in any language, but in the field of translation, transcription performs a different function.

Translation can be used as a method of translating toponyms if the original toponym has full or partial semantic or lexical meaning. This excludes the possibility of translating many toponymic names, such as London, Pretoriya, Sidney, Kasel va Nan (London, Pretoria, Sydney, Kassel and Nantes), unless it goes back to the historical or linguistic roots of the name in a diachronic (historical) process and its meaning if he doesn't learn his name. In this case Cassel should be replaced by Latin Castellum, which should be translated into English Castle, French Château, Arabic Qasr, Greek Kastélli,

Spanish Castillo, or some other language equivalent. Or such a situation can be compared to the ancient roots of the term Tashkent [Tashkent] - the terms Shosh, Choch. These roots require reconsideration of the meaning of Tashkent - stone city and are not close to the transcription option.

Translation is a means of transferring a toponym from one language to another, requiring direct or indirect indication of the recipient language.

The above phrase "in full or in part" is used in relation to a toponym that has a semantic or lexical meaning. The parts of a compound noun are:

a) a common element, which is a word that always has a lexical meaning, such as a river, hill, city, bridge, or new,

b) an individual element, which can be any word with or without lexical meaning, for example, a related term and even a place name, for example, "Victoria" - "Lake Victoria", "York "–"New York" and "Swansea" in Swansea Bay. In some languages, both elements are often combined into one word, such as Cambridge, Newport, Villeneuve, and Rheinbischofsheim, while in other languages, such as Arabic and Hebrew, this is not possible.

However, it should be added that the common element can be true or false. Lake Victoria is indeed a lake, so the generic element of the name is valid here. At the same time, Lake Placid ("Lake Placid") in the state of New York is not a lake at all, but a settlement, just as In al-Sultan is not a spring, but a settlement. Thus, in these cases, "lake" and "spring" are false common elements.

In such cases, a reasonable question arises as to when to turn to translation when transferring terms. Our answer is this: it mainly refers to the inclusion of the general term "translated" in the toponym. Of course, toponyms are often translated when talking about topographical objects located outside the language region. Often this cartographic editor is needed when preparing a general atlas in a particular language. He, of course, translates some of the names located "abroad" in order to better convey to the reader the essence of the named object. The translation of geographical names in general geographical or other texts is also often accelerated.

After deciding to translate a toponym, it is necessary to check its meaning and "separate" the components to be translated. It should be noted that there are 4 possibilities for translation:

1. Simple systematic terms should not be translated. For example, London, Pretoria, etc.

2. When translating joint toponyms:

a) only the common element (stem) is translated. Examples: Sliabh Speirin (Ireland) - Sperrin Mountains (English), Simonstad (Afrikaans) – Simon's Town (English),

b) the translation applies only to a separate element or elements of the name: Sierra del Sur (Spanish) - Southern Sierra (English), Pacific ocean – Stiller Ozean (German),

c) both individual and general elemental are translated: Tafelberg (Afrikaans) – Table Mountain (English), Suomenlahti (Finnish) – Finskaviken (Swedish).

It seems that 3 processes of translation of geographical names - transliteration, transcription and translation - require multifaceted skills from the toponymist.

Transliteration and transcription are related to writing systems, on the one hand, and pronunciation, on the other hand, and require knowledge of the languages being translated. A good toponymist combines these aspects.

In fact, the method of giving a foreign term in its original graphics in texts is convenient, because it immediately highlights the relevant name in the context and shows the difficulty and impossibility of transferring individual foreign sounds and letters. A compromise solution is possible for scientific and technical literature - a combination of the foreign language form included in the text with transcription, but this option cannot be used for artistic texts.

The following conclusions can be drawn from the above:

1) names and geographical names must be given in original with the help of transcription,

2) atlases, dictionaries and encyclopedias can serve as a reliable reference for copying famous geographical names,

3) sometimes it is necessary to add defining words to the translation (province, city, sea, etc.) to establish a connection between the name and the identified object. These methods help the translator to better navigate the transfer of foreign names and titles in the process of translation from foreign languages to Uzbek.

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CULTURAS LEJANAS, CULTURAS CERCANAS

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Anotación. *El artículo propone una unidad didáctica orientada a estudiantes universitarios japoneses de nivel medio-avanzado de español, con el objetivo de fomentar tanto el desarrollo lingüístico como la competencia intercultural. A partir de la comparación entre dos manifestaciones culturales emblemáticas – el sumo japonés y la fiesta de los toros en España – se muestra cómo culturas aparentemente distantes pueden revelar sorprendentes puntos de encuentro cuando se analizan desde una perspectiva abierta y contextualizada. El texto aborda el origen ritual y simbólico del sumo, así como la evolución histórica y artística de la tauromaquia, destacando su papel identitario en cada país. La propuesta metodológica incluye actividades de lectura, análisis léxico, discusión guiada y ejercicios humorísticos para reforzar la comprensión cultural. La unidad subraya la importancia de adoptar una actitud positiva hacia la diversidad y de comprender que la distancia cultural depende, en gran medida, de la mirada y disposición del observador.*

Palabras clave: *cultura, interculturalidad, sumo, tauromaquia, ELE, Japón, España, didáctica cultural, tradición, comparación cultural.*

La cultura es el conjunto de ideas, creencias, valores, hábitos y costumbres compartidos por la gente de un país o grupo social determinado.

Esta unidad didáctica se centra en la paradójica idea de que culturass apaaaarentemente lejanas, como la japonesa y la española, pueden resultar cercanas si las analizamos en profundidad, no solo analizar sino sentirlas y experimentarlas con una visión y actitud positivas hacia ellas.

Podríamos tocar muchos temas pero como no debemos extendernos demasiado analizaremos el "sumo" y "Los toros", viendo lo que representan en cada país y qué similitudes pueden tener. Para ello nos servimos de unos textos introductorios a dichos asuntos, sacaremos vocabulario para analizar y profundizaremos en las ideas por medio de discusiones con los alumnos y de tareas.

Ante todo pretendemos que los estudiantes mantengan una actitud abierta ante otras culturas y se sorprendan gratamente de la cercanía que puede encerrarse en temas en apariencia distantes. Todo depende del color con que se mire o de las gafas que nos pongamos.

La unidad va dirigida a universitarios japoneses de nivel medio avanzado, que deberán ser encanzados por el docente tanto en temas lingüísticos: morfológicos, sintácticos ets, como en ampliación y profundización del desarollo de sus capacidades de aceptación y entusiasmo con culturales deferentes. Creemos que será una extraordinaria oportunidad para ejercitar tanto las destrezas lingüísticas como humanas.

Para desarrollar la unidad nos serviremos de textos cuyo analisis se dividirá en varias clases de 90 minutos, sin poder precisar el numero exacto de las mismas, ya que dependerá de la respuesta y nivel de comprensión de los alumnos. El profesor, sin olvidar su papel de moderador, tratará de agilizar el desarrollo de la clase y comprobar la perfecta comprenció y asimilación de los discentes.

Los textos se iran dividiendo para las diferentes clases, dada la imposibilidad de clase. La exposición se hará de forma natural sin forzar el llegar a un punto determinado. Iremos adaptandonos a la comprension de los alumnos y al interés despertado.

¿Qué es el ocio y el arte de vivir?

En la cultura japonesa el ocia y el arte de vivir van parejos. Los japoneses se toman el deporte y el ocio con tanta seriedad como el trabajo. Los deportes tradicionales en particular encarnan valores culturales, espirituales o estéticos que los convierten en camino y no sólo en una práctica, como es el caso de las antiguas artes marciales del kyudo (arco) el kendo (espada japonesa), el karate y el aikido.

El sumo, deporte nacional y algo más que simple deporte, nació ligado al oráculo y a los rezos en pro de una cosecha abundante y unido a las plegarias sintoístas de la recolección. Mezcla de deporte y ritual, el sumo ha vuelto a florecer durante los últimos años por los éxitos y escándalos protagonizados por los hermanos yokozuna (grandes campeones) Wakanohana y Takanohana.

El camino de los luchadores se llama budo (camino marcial), cuya finalidad es el cultivo del equilibrio, el control, la velocidad y la precisión en lo espiritual, lo mental y lo físico.

A pesar de su tamaño, los luchadores de sumo se mueven con rapidez y agilidad, por lo que los combates son breves, unos 10 segundos. El perdedor es el primero en tocar el suelo con cualquier parte del cuerpo, menos los pies, o en salirse o ser empujado fuera de cancha. Los luchadores han sido inmortalizados por la pintura ukiyoe de la época de Edo.

Recientemente un presidente hizo unas desafortunadas declaraciones en las que decía que el sumo es repelente por tratarse de una lucha de gordos llenos de grasa, torpes y sin agilidad, una muestra de carácter intolerante.

El sumo despierta interés no sólo en Japón sino en todo el mundo. Hay bastantes luchadores extranjeros dé Mongolia, Rusia, Hawai, países del este de Europa como Bulgaria, Rumania, etc, que ya han conseguido ser yokozuna (grandes campeones).

A los japoneses les gusta comparar su cultura con la de otros países. En cualquier conversación surge un cotejó de temas que puede ir desde la comida hasta la política. A los extranjeros les resulta extraña esta actitud y no siempre la comprenden, sin embargo va a ser uno de nuestros objetivos y nos ha llevado a la conclusión de que Japón y España son países con muchas cosas en común. Los dos tienen una larga historia, guardan la tradición, valoran el sentido de la familia, se sienten orgullosos de su cultura y quieren transmitirla.

Vamos a comparar el sumo con los toros. El primero es un deporte muy representativo de Japón. La fiesta taurina es considerada un arte tradicional de España con raices mediterráneas que se remontan a Creta antigua. Ya en el siglo XI

había toros en España, se celebraban en las plazas, los participantes eran caballeros jinetes que burlaban a los toros montados en sus caballos y eran ayudados por hombres del pueblo que iban a pie. En el siglo XVIII se consolida la fiesta de una forma muy cercana a la de hoy en día. Recordemos los cuadros y grabados de Goya, el atuendo de los toreros era el de los majos (gente del pueblo) del Madrid de la época, vestimenta que se ha transmitido intacta a las corridas goyescas de Ronda. Son muchos los pintores españoles que han tratado los toros: Goya, Zuloaga, Guiérrez Solana, Vázquez Díaz, Picasso etc. El sumo también ha sido protagonista de la pintura ukiyoe de la época de Edo.

La fiesta de los toros tiene mucha popularidad en España y levanta tantas pasiones o más que el football, sin embargo también tiene detractores que han formado asociaciones para combatirla y conseguir su prohibición, alegando que se trata de una ceremonia sanguinaria y cruel donde se martiriza a los animales. No podemos ignorar el sufrimiento de éstos pero tampoco se puede negar que el toro muere de una manera más digna y hermosa en la plaza que en el matadero. Gracias a la fiesta nacional el toro bravo de lidia sigue existiendo, pasta idílicamente en las grandes dehesas extendidas por nuestra geografía que constituyen una gran riqueza ecológica. Resulta un intento baldío la idea de erradicar tal tradición.

La fiesta de los toros ha traspasado fronteras y es muy popular en Hispanoamérica y en el sur de Francia. Ha sido trasvasada al nuevo mundo como una parte más de nuestra cultura.

Acitividades didácticas

Consideramos que en la primera sesión de clase, sería conveniete hacer una lectura general de los textos aportados. No es necesario que sea un análisis profundo, sólo entender el argumento de las cuestiones a tratar. En este sentido sería imprescindible la guía y moderación del docente, que pasará a presentar las actividades una vez comprendidos los asuntos.

No nos obsesionaremos en llegar hasta un punto u otro en cada clase. El principal objetivo será la comprensión auditiva, lectora y escrita. No pondremos un límite de clases, continuaremos hasta terminar los temas de la unidad.

A continuación vamos a exponer nuestras actividades a realizar. Daremos mucha importancia al vocabulario y a la formulación de pregunta para descifrar el contenido cultural de los asuntos y su proyección intercultural en nuestro proyecto de comparación.

Después de la lectura y del vistazo general a los textos, leeremos un trozo con más detención y pediremos a los alumnos que saquen del texto las palabras clave, traten de definirlas con sencillez y claridad ayudándose unos a otros, dividiéndose en grupos de 3 o 4 personas para después hacer una puesta én común en la clase. Es una actividad que no puede robarnos mucho tiempo, debe ser una preparación para lo más importante: la discusión intercultural e intercambio de ideas posteriores. Algunos ejemplos de palabras clave: deporte nacional, ocio, oráclo, rezos, cosecha, sintoísmo, ritual, budo (camino marcial) luchador, gran campeon (Yokozuna), pintura Ukiyoe, pintura taurina, etc. Se podrá usar el diccionario, siendo preferible el tradicional al electrónico portatil que, aunque es muy práctico y fácil de transportar, puede conducir a confusiones y a un posible relajo. Hay que preparar un pequeño cuadernillo con las definiciones y explicaciones obtenidas para poder sacarlo en cualquier momento para consultar.

Preguntas planteadas a los alumnos:

1) ¿Cómo entienden los japoneses el ocio y el arte de vivir?

¿Cómo lo entienden los españoles?

¿Qué cosas ves en común y qué diferencias?

2) El Sumo es un deporte nacional, pero ¿Es un simple deporte nacional o tiene algo más?

Los toros son arte, pero ¿Tienen algo de deporte? Si así fuera, analízalo.

3) ¿Qué es el budo (camino marcial) de los luchadores?

¿Qué es el toro para los toreros?

¿Una forma de ganar dinero o algo más?

4) ¿Qué es la pintura Ukiyoe?

¿Cómo retrata a los luchadores?

¿Qué pintores han tratado el tema de los toros?

5) El "sumo" despierta el interés fuera de Japón.

¿Hay luchadores extranjeros? ¿La fiesta de los toros ha traspasado fronteras?

¿Dónde hay corridas?

Nombra a matadores famosos extranjeros.

Los alumnos contestarán a estas preguntas en privado, tomando notas, después habrá una puesta en común moderada por el profesor para concretar y aprovechar el tiempo. Se pedirá a los estudiantes que hagan una tarea en casa aglutinando y resumiendo lo dicho en cada sesión. Habrá unos representantes de cada grupo que harán una reflexión al final de la unidad didáctica.

Para evitar, el cansancio el profesor introducirá otras actividades más ligeras, breves y entretenidas. Hemos elegido unos episodios cómicos recogidos en el libro "Gaiyinmania" y publicados en el "Internacional press", periódico semanal para los hispanoparlantes de Japón.

Hemos elegido dos:

1) ¿Con el cura?

2) Chiste japonés.

El primero cuenta la divertida anécdota de confundir la palabra cura, en español es sacerdote, en japonés (adoptado del inglés) es aparato de aire acondicionado. Cuenta la historia real de dos hermanas peruanas trabajadoras en Japón. Al volver a su país para unas vacaciones, una de ellas dijo que cuando se fue a vivir al apartamento de su hermana, se acostó en un cuarto con el cura. La familia montó en cólera y todo fue aclarando al saber que cura es aparato de aire acondicionado (cooler).

El chiste japonés

Cuenta la historia de un joven, Pedro Manuel que asistió a una reunión y allí conoció a una señorita llamada Nozomi, Él la saludó diciendo: si Tú eres Nozomi, yo soy Kodama. Ambas palabras son nombres de trenes balas japoneses (Shinakansen). Nozomi realmente es un nombre muy frecuente entre las jóvenes.

Conclusiónes finales

Llegaremos a reafirmar que las culturas aparentemente lejanas pueden ser cercanas, según como se mire. Tanto Japón como España son países de larga historia y firme tradición. En esta ocasión nos hemos centrado en los toros y el "sumo", pero podríamos

haber tocado otros temas como el "Hanami"(contemplación de los cerezos en flor) y las romerías especialmente la del Rocio, sin olvidar la visita de David Bisbal a Japón y la traducción de sus canciones para ser interpretadas por Hiromi Go.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

СЕМАНТИЧЕСКАЯ ДЕРИВАЦИЯ В СПЕЦИАЛИЗИРОВАННЫХ ДИСКУРСАХ (ЮРИДИЧЕСКИЙ, МЕДИЦИНСКИЙ, ЭКОНОМИЧЕСКИЙ)

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Аннотация. *В статье исследуются особенности семантической деривации в профессиональных дискурсах – юридическом, медицинском и экономическом. Рассматриваются механизмы смыслового развития терминов, включая процессы метафоризации, метонимии, специализации и генерализации. Подчёркивается роль контекста в устранении омонимии и обеспечении точности профессиональной коммуникации. Отмечается, что семантическая деривация способствует формированию терминологических систем и отражает динамику профессионального мышления, являясь важным инструментом когнитивного и нормативного функционирования языка в специализированных сферах.*

Ключевые слова*: семантическая деривация, омонимия, термин, профессиональный дискурс, юридический язык, медицинская терминология, экономическая лексика, метафора, метонимия, профессиональная коммуникация.*

Согласно Комаровой Л. Н., различные исторические, социальные, экономические, технологические и другие изменения в жизни людей порождают потребность в новых наименованиях [1, с.204]. Семантическая деривация – это процесс образования новых значений слов на основе уже существующих, происходящий в определённом контексте. В специализированных дискурсах – юридическом, медицинском, экономическом – она приобретает особую значимость, поскольку язык здесь выполняет не только коммуникативную, но и нормативную, когнитивную и регулятивную функции. Изучение деривации позволяет выявить механизмы смыслового развития терминов и особенности их функционирования в профессиональной коммуникации.

Процессы метафоризации, метонимии, специализации, генерализации и прагматической переориентации лежат в основе формирования терминологических систем и отражают специфику профессионального мышления. Особенно это заметно в юридическом дискурсе, где термины приобретают строгое нормативное содержание, отличающееся от обыденного.

В юридических текстах все термины считаются юридическими, однако при пересечении разных терминосистем возникает проблема омонимии. Говорить о ней допустимо лишь при наличии чётких семантических различий между понятиями,

регулирующими разные сферы общественных отношений. Такие омонимы должны отличаться по морфемной структуре, словообразовательным производным, сочетаемости и принадлежности к различным синонимическим и антонимическим рядам, что обеспечивает точность правовой коммуникации.

Контекст обычно помогает устранить смысловую неопределённость, активируя нужный оттенок значения. Однако в ряде случаев даже контекст не даёт достаточной ясности, особенно при многозначной природе термина, сформированного деривацией. Это требует дополнительного лингвистического анализа и подчёркивает важность междисциплинарного подхода к изучению языка профессиональной сферы.

Фрагмент президентского постановления Республики Узбекистан, посвящённый реформированию системы профессионального образования, демонстрирует активное функционирование семантической деривации в рамках административно-правового дискурса. В частности, ряд лексем приобретает специализированное значение, отличающееся от их общеязыкового употребления.

Так, термин *«ўқув дастурлари»* в обыденной речи может обозначать любую программу, включая развлекательные или информационные форматы (например, телепередачи). Однако в контексте нормативного документа он приобретает строгое профессиональное значение – *структурированный образовательный план*, разработанный в соответствии с требованиями системы профессионального обучения. Это переосмысление лексемы является результатом семантической деривации, обусловленной задачами педагогического и правового регулирования [2].

В своей статье М. В. Батюшкина приводит пример семантической деривации термина «душа»: в Лесном кодексе 1923 года он использовался как единица расчёта по отношению к крестьянам – *«не более двух десятин на душу (т. е. на одного крестьянина)»*. В современных нормативных актах это слово сохраняет количественную функцию, но употребляется уже в составе выражения *«на душу населения»*, обозначающего одного человека как представителя совокупности граждан региона или страны. Таким образом, происходит переход от индивидуального, социально-ориентированного значения к статистическому и демографическому, что отражает процесс функциональной и контекстуальной деривации [3, с.489].

Продолжая анализ семантической деривации в специализированных дискурсах, следует обратить внимание на её проявление в **медицинской сфере**, где языковые единицы также претерпевают значительные смысловые трансформации. **Медицинский язык универсален:** независимо от страны, он подчиняется единым международным стандартам, что делает деривацию особенно значимой для глобального профессионального взаимодействия.

Слово «краснуха» демонстрирует многозначность, сформированную через семантическую деривацию. В медицинском дискурсе оно обозначает инфекционное заболевание, сопровождающееся характерной сыпью и лихорадкой – именно это значение является основным и общепринятым. Однако в жаргонной речи, особенно в арго, «краснуха» может использоваться для обозначения

товарного вагона, окрашенного в красный цвет. Такое употребление основано на метонимическом переносе, но постепенно теряет актуальность, уступая место нейтральным техническим терминам.

Фан Сян отмечает, что медицинский термин является важнейшим инструментом профессионального общения, передающим полный объем информации об объекте и регулирующим как научное, так и практическое взаимодействие. Основными источниками формирования терминов служат собственные словообразовательные средства языка и международный терминологический фонд.

Семантическая деривация – это процесс образования новых значений при сохранении формы слова, особый вид вторичной номинации. К ней относятся метафора, метонимия, расширение и сужение значения, а также калькирование. Например, слово «свинка» демонстрирует семантическую деривацию:

— свинка – небольшое животное (уменьшительное от свинья);

— свинка – детское вирусное заболевание (эпидемический паротит).

Перенос значения происходит по принципу внешнего сходства (набухание щек напоминает мордочку свинки), что отражает метафорический тип деривации [4, с.94].

В экономической сфере семантическая деривация проявляется особенно активно, отражая процессы переосмысления общеязыковых лексем в контексте профессиональной деятельности. Экономический язык формируется на пересечении обыденного и научного, что обуславливает широкое использование метафор, метонимий и процессов специализации значения.

Так, лексема «рынок» изначально обозначала конкретное место торговли, но в результате семантической деривации приобрела абстрактное значение – систему экономических отношений, регулирующих обмен товарами и услугами. Подобным образом слова «капитал», «инфляция», «кризис», «инвестиции» расширили или переосмыслили своё содержание, отражая динамику экономических процессов и понятий.

Слово **«ажур»** имеет французское происхождение (*à jour* – «на свет»). Изначально обозначало прорезной узор, пропускающий свет. Позднее появилось **профессиональное значение** – в бухгалтерии *«вести счета в ажуре»* означает делать всё точно и своевременно. Таким образом, исходная идея «сквозного» узора преобразовалась в идею **«прозрачности» и «актуальности» информации**, что отражает **семантическую деривацию** и проявление **омонимии [5, с.495].**

Таким образом, семантическая деривация представляет собой универсальный механизм развития лексической системы языка, обеспечивающий её динамичность и адаптивность к изменениям в обществе. В специализированных дискурсах – юридическом, медицинском и экономическом – этот процесс приобретает особую значимость, так как именно через переосмысление существующих языковых единиц формируются новые термины и уточняются профессиональные значения. Семантическая деривация способствует упорядочению понятийных систем, обеспечивает точность и однозначность профессиональной коммуникации, а также отражает когнитивные и культурные особенности профессионального мышления.

Анализ примеров из различных сфер показал, что метафора, метонимия, специализация и генерализация выступают основными способами смыслового развития терминов. Изучение семантической деривации позволяет глубже понять механизмы формирования профессиональных языков и их роль в развитии научного и социального знания.

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The Lingua Spectrum Journal has been officially included in the list of recommended national scientific publications by the Higher Attestation Commission (HAC), according to Resolution No. 366/5, dated January 4, 2025.

CONTEMPORARY ISSUES IN LITERARY STUDIES AND TRANSLATION IN THE GLOBAL DIGITAL ERA

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Abstract. *This study explores contemporary issues in literary studies and translation within the context of globalization and rapid digital transformation. The research aims to examine how cultural identity, intertextuality, and authorial style are preserved or altered during translation, especially when transferring culturally loaded literary texts. Methodologically, the study employs comparative textual analysis, descriptive translation studies, and elements of corpus linguistics to identify shifts and patterns occurring in modern translation practices. The results reveal that the increasing use of artificial intelligence tools, including machine translation systems, significantly influences the translator's role, accuracy, and interpretive responsibility. While digital technologies support efficiency, they often fail to convey subtle literary nuances, figurative meanings, and culturally specific expressions. The discussion highlights the need for new translator competencies, ethical considerations, and hybrid translation models combining human expertise with AI assistance. The study concludes that the modernization of translation education, the integration of corpus-based approaches, and the reconsideration of literary analysis frameworks are essential for addressing current challenges in both fields.*

Keywords: *literary studies, translation studies, cultural identity, intertextuality, artificial intelligence, corpus linguistics, stylistic analysis.*

INTRODUCTION

The fast growth of digital technology and the stronger connections between cultures around the world have changed how we study literature and do translations. In the digital age, literary works spread quickly around the world. This fast circulation creates new difficulties for translators. They need to keep the cultural identity (a person's or group's unique cultural characteristics, traditions, and values), intertextual references, and the author's style intact. As more people around the world read literature, translators have a difficult job. They must keep the cultural meaning, the author's style, and the original beauty of the text when translating. Alongside these challenges, the emergence of AI-driven translation tools has transformed the translation landscape, raising questions about accuracy, interpretive responsibility, and translator agency.

Recent research highlights that literary translation requires not only linguistic competence but also deep cultural awareness, technological literacy, and the ability to navigate hybrid translation environments. Despite advancements in artificial intelligence, digital tools often struggle to render literary nuances such as metaphors, allusions, humor, and emotional tone. Consequently, there is a growing academic emphasis on integrating

human expertise with machine-assisted methods to enhance translation quality and ensure cultural relevance.

This study aims to examine key contemporary issues in literary studies and translation within the global digital context. It focuses on how cultural identity and stylistic features shift during translation, and how digital tools influence the translator's decision-making processes. By employing comparative analysis, descriptive translation studies, and corpus-based observation, this research seeks to provide an evidence-based perspective on current trends and challenges.

METHODS

This study employs a qualitative and descriptive research design grounded in modern translation studies. Three methodological approaches were used:

1. Comparative Textual Analysis

Original literary texts and their translations were compared to see changes in cultural references, metaphors, style, and intertextual elements (connections or references to other texts or literary works). Selected texts included culturally rich narratives from different genres.

2. Descriptive Translation Studies (DTS)

This approach was used to study real translation work, looking at how translators deal with language, cultural, and style challenges in the digital era. Changes, missing parts, and adaptations were documented and categorized.

3. Corpus Linguistics Elements

A small parallel corpus (a collection of original texts and their translations placed side by side for study) was created. Tools for analyzing the corpus were used to find how often words appear, the choice of words, and differences in style. This helped find common patterns in translations affected by digital tools or AI support. Data interpretation was supported by theoretical frameworks developed by contemporary translation scholars and digital humanities researchers.

RESULTS

The study produced several key findings:

1. Impact of Digitalization on Translation Practices

Using AI tools, especially machine translation programs, makes translating faster, but it can also cause mistakes. These tools often have trouble correctly translating metaphors, idioms, and expressions that are specific to a certain culture. Automated tools may misunderstand meanings that depend on the context.

2. Shifts in Cultural Identity Representation

Comparative analysis revealed that cultural markers such as historical references, traditional concepts, and socio-cultural metaphors undergo significant adaptation during translation. In several cases, digital tools failed to recognize cultural symbolism, resulting in literal or culturally neutral equivalents.

3. Stylistic and Intertextual Variations

The results from the corpus showed that translations done mostly with AI had less variety in style. Connections to other texts (intertextual elements) and references to other literary works were often missing or not accurate.

4. Evolving Role of Translators

Translators are now often working more as editors and cultural guides. They check and improve translations produced by AI tools instead of translating everything by hand. This new role means translators need new skills, like understanding digital tools and using corpus analysis software.

DISCUSSION

These results show that digital technology has greatly changed how translation is done. AI tools can make translating faster, but they cannot fully understand the subtle meanings needed for literary texts. Because of this, the translator's job is even more important to keep the meaning, cultural accuracy, and the author's style intact.

The way cultural identity changes in translations shows that there is a risk of different cultures becoming too similar in translated texts. To avoid this, translators need to respect cultural differences and keep the text understandable while keeping its special cultural details.

Translations made mostly with AI often lose some of the author's style and creativity. This shows that we need a mixed approach: human translators should handle the creative and meaning-related parts, while AI tools can be used for first drafts or checking language patterns.

The discussion shows that the future of literary translation depends on combining traditional translation skills with digital knowledge. Schools and universities should update translation programs to include corpus-based methods, AI skills, and digital humanities techniques.

CONCLUSION

This study shows that modern literary translation in the digital age faces big challenges, including keeping cultural identity, maintaining the author's style, and using AI tools effectively. Digital technologies make translation faster, but they cannot replace the careful decisions that human translators make. Therefore, a balanced approach combining human skills with technology is necessary.

Updating translation education, improving translators' digital skills, and focusing more on cultural and literary analysis will help solve current and future challenges. In the end, successful translation in the digital age depends on the translator's ability to balance technology, culture, and creativity in literature.

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ETHNOLINGUISTIC CHALLENGES IN TRANSLATING UZBEK LITERARY TEXTS INTO ENGLISH: A CASE STUDY OF *THE MISCHIEVOUS BOY*

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Abstract. *Ethnolinguistic factors play a crucial role in the translation of literary texts, particularly when the source and target languages belong to different cultural and cognitive systems. Uzbek literary works are deeply embedded in national traditions, everyday realities, and culturally specific worldviews, which pose significant challenges for translators working into English. This article examines key ethnolinguistic issues arising in the translation of the Uzbek novel The Mischievous Boy by Gafur Gulom into English. The study focuses on culture-bound lexical units, idiomatic expressions, social realia, and pragmatic meanings that reflect Uzbek cultural identity. Through qualitative analysis of selected examples, the article identifies major translation difficulties and evaluates the strategies employed to convey ethnocultural meanings in the target language. The findings demonstrate that successful literary translation requires not only linguistic competence but also deep ethnolinguistic awareness and cultural mediation.*

Keywords: *ethnolinguistics, literary translation, Uzbek–English translation, cultural realia, The Mischievous Boy, culture-bound terms.*

Literary translation represents a complex form of intercultural communication in which language functions as a carrier of cultural memory, national identity, and social values. When translating from Uzbek into English, translators face the challenge of transferring not only semantic content but also ethnolinguistic elements that are deeply rooted in Uzbek culture. These elements include traditional customs, social relations, everyday practices, and culturally marked linguistic expressions.

The novel *The Mischievous Boy* by Gafur Gulom is a vivid example of a literary text saturated with ethnocultural meanings. The work reflects the social realities of early twentieth-century Uzbek society, portraying daily life, humor, moral values, and the worldview of the Uzbek people through the perspective of a young protagonist. As such, *The Mischievous Boy* provides rich material for examining ethnolinguistic issues in translation.

This article aims to analyze the main ethnolinguistic challenges encountered in translating *The Mischievous Boy* from Uzbek into English and to explore effective translation strategies for preserving cultural meaning while ensuring comprehensibility for the target audience.

Building on this objective, the study adopts a qualitative, text-oriented approach that focuses on the analysis of selected culture-bound units extracted from the source text. These units include ethnographic realia, idiomatic expressions, forms of address, and references to social and cultural practices that are characteristic of Uzbek everyday life.

Particular attention is paid to how these elements encode culturally specific meanings that may not have direct equivalents in English.

From an ethnolinguistic perspective, many lexical items and expressions in *The Mischievous Boy* function as markers of national identity and collective cultural experience. Terms related to kinship, community relations, traditional food, clothing, and social hierarchy carry implicit cultural connotations that are readily understood by Uzbek readers but may remain opaque to a foreign audience. The translation of such elements therefore requires careful mediation between the source and target cultures.

The analysis further demonstrates that literal translation often proves insufficient for conveying the pragmatic and cultural meanings embedded in the text. Instead, translators must employ a range of strategies, including transliteration accompanied by explanatory additions, descriptive translation, functional substitution, and contextual adaptation. Each strategy involves a degree of interpretive decision-making, as the translator must balance fidelity to the source text with the expectations and cultural knowledge of the target readership.

Moreover, the novel's extensive use of humor and irony presents additional challenges. Much of the humor in *The Mischievous Boy* is grounded in culturally specific situations, wordplay, and social norms. Preserving this humorous effect in English requires not only linguistic creativity but also a deep understanding of the underlying cultural context. Failure to account for these ethnolinguistic nuances may result in semantic loss or cultural misrepresentation.

Overall, the examination of *The Mischievous Boy* highlights the central role of ethnolinguistic competence in literary translation. The findings suggest that successful translation of Uzbek literary texts into English depends on the translator's ability to interpret and recontextualize culturally embedded meanings, thereby facilitating meaningful intercultural communication while maintaining the artistic and cultural integrity of the original work.

Ethnolinguistics and Literary Translation

Ethnolinguistics studies the relationship between language and culture, emphasizing how linguistic structures encode cultural knowledge and social practices. In literary translation, ethnolinguistic elements often manifest as culture-specific vocabulary, phraseological units, forms of address, and implicit cultural references. According to Nida (1964), translation must account for cultural context in order to achieve functional equivalence between the source and target texts.

In Uzbek literary discourse, ethnolinguistic features are frequently expressed through national realia, proverbs, idioms, and stylistically marked colloquial speech. These elements pose difficulties for English translation due to the absence of direct equivalents and differences in cultural conceptualization. Consequently, translators must balance fidelity to the source culture with the readability and acceptability of the target text.

This balancing act places the translator in the role of a cultural mediator rather than a mere linguistic converter. In the context of Uzbek–English literary translation, mediation involves interpreting culturally embedded meanings and rearticulating them in a way that is intelligible to the target audience without erasing their cultural specificity. As Newmark (1988) notes, culture-bound elements often require adaptive strategies that go beyond

word-for-word correspondence, especially when the source text reflects social norms and values unfamiliar to the target readership.

Ethnolinguistic units such as national realia and proverbs are particularly resistant to direct translation, as they are shaped by collective historical experience and cultural symbolism. Uzbek proverbs, for instance, frequently rely on imagery drawn from traditional lifestyles, agriculture, or communal relations, which may not resonate with English-speaking readers. In such cases, translators may resort to descriptive paraphrasing or functional equivalents to convey the intended meaning while preserving the pragmatic effect of the original expression.

Similarly, stylistically marked colloquial speech plays an important role in character construction and narrative authenticity in Uzbek prose. Colloquialisms and vernacular expressions often signal social background, age, or group identity. Rendering these features into English requires careful stylistic calibration, as excessive neutralization can flatten character voices, while overly domesticating choices may distort the cultural setting of the text.

Thus, the translation of ethnolinguistic elements demands a strategic and context-sensitive approach. By integrating linguistic analysis with cultural interpretation, translators can minimize semantic loss and maintain the ethnocultural richness of the source text. This approach reinforces the view that ethnolinguistic awareness is an essential component of professional competence in literary translation, particularly in translations between typologically and culturally distant languages such as Uzbek and English.

Ethnolinguistic Features of *The Mischievous Boy*

The novel *The Mischievous Boy* is characterized by a high density of ethnolinguistic units that reflect Uzbek everyday life and social structure. These include:

— Culture-bound lexical items, such as names of traditional food, clothing, and household objects;

— Social realia, including forms of address, kinship terms, and references to community life;

— Idiomatic expressions and proverbs rooted in Uzbek folk wisdom;

— Humor and irony, often based on culturally specific situations and linguistic play.

For example, Uzbek kinship terms convey nuanced social relationships that are not always explicitly marked in English. Similarly, idiomatic expressions frequently rely on metaphorical images drawn from local traditions, which may lose their expressive power if translated literally.

Translation Strategies for Ethnolinguistic Elements

The analysis of selected excerpts from *The Mischievous Boy* demonstrates that translators employ a range of strategies to address ethnolinguistic challenges. These include:

1. Transliteration with explanation, used for culture-specific terms to preserve local color while ensuring comprehension;
2. Functional substitution, whereby a culturally similar concept in English replaces the Uzbek term;
3. Descriptive translation, which explicates the meaning of ethnolinguistic units;

4. Selective omission or neutralization, applied when cultural references are deemed inaccessible to the target reader.

While each strategy has advantages and limitations, the study suggests that a combined approach is most effective. Maintaining a degree of cultural foreignness allows the target reader to engage with the source culture, while explanatory techniques help bridge cultural gaps.

Conclusion

The translation of *The Mischievous Boy* from Uzbek into English illustrates the central role of ethnolinguistics in literary translation. Ethnocultural elements embedded in the text present significant challenges that cannot be resolved through purely linguistic means. Instead, successful translation requires cultural sensitivity, interpretive flexibility, and informed decision-making on the part of the translator.

This study highlights the importance of ethnolinguistic awareness as a key component of translator competence. By carefully selecting appropriate translation strategies, translators can preserve the cultural richness of Uzbek literary works while making them accessible to English-speaking audiences. Further research may expand this analysis by comparing multiple translations or exploring reader reception of ethnolinguistically marked texts.

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O`zbekiston davlat jahon tillari universiteti
Ingliz tili nazariy aspektlari kafedrasi o`qituvchisi

Annotatsiya. *Ushbu maqolada imo-ishora tili, daktilologiya nutqiga oid ilmiy qarashlar tahlil qilinadi. Shu bilan birga ingliz imo-ishora tili rivojlanish tarixi, turlari va ularning xususiyatlari haqida ma'lumot beriladi. Xususan, Amerika imo-ishora tili va Britaniya imo-ishora tili o`rtasidagi tafovutlar va ularning foydalanish mintaqalari haqida so`z yuritiladi.*

Kalit so'zlar: *Daktil alifbosi, Daktilologiya, imo-ishora tili, kar va zaif eshituvchilar, eshitishida nuqsoni bo`lgan bolalar, og`zaki muloqot, Amerika imo-ishora tili, Britaniya imo-ishora tili.*

Imo-ishora tili - muloqot vositasi shakli bo`lib, zaif eshituvchilar va kar-soqovlarga eshitish orqali tushuniladigan so`zlarni yuz ifodasi, qo`l-harakatlari orqali muloqot yordamida tushunish imkoniyatini yaratadi. Dunyo bo`ylab imo-ishora tillarining 300 dan ortiq turi mavjud. Muloqot egalari umrlari davomida 3000 ga yaqin imo-ishoralarni o'rganishlari mumkin.

Dr. Tamar Makharoblidzening "The Georgian Dactyl Alphabet" kitobida keltirilishicha, zaif eshituvchilar va kar-soqovlar tomonidan og`zaki muloqot jarayonida qo`llaniladigan vositalardan yana biri – Daktil alifbosidir. Daktil so`zi grekcha "Δάκτυλοι" - "barmoqlar" va "λόγος" – "nutq shakli" so`zlaridan olingan bo`lib, harflarni barmoqlar va qo`l harakatlari orqali ifodalash ma'nosini anglatadi [Makharoblidze, 2013:1]. Bundan tashqari, dunyoda daktil alifbolarining 40dan ortiq turi mavjudligi haqida ham ma'lumot berilgan [Zaitseva, 2004:12]. Aytish joizki, bu alifbolar o`z so`zlashadigan tillari alifbosini takrorlaydi. Shu bilan birga, ularning yozma shakli mavjud emas, ular asosan og`zaki muloqot uchun qo`llaniladi va yozma muloqot uchun bunga hojat yo`q. Bu alifbolar zaif eshituvchilar va kar-soqovlar uchun muloqot vositasi bo`lib xizmat qiladi [Makharoblidze, 2013:1].

Z.N.Mamarajabova, M.M.Abdullayevalarning ilmiy izlanishlariga ko`ra, Daktilologiya kar va zaif eshituvchilarning qo`l barmoqlari yordamida o`zaro muloqotga kirishish shaklidir. Qo`l barmoqlari orqali ifodalanadigan harf shakllari ko`proq yozma nutqdagi harf shakllarini eslatadi. Eshitishda nuqsoni bo'lgan bolalarni normal eshituvchi bolalar bilan qiyoslaganda, daktil alifbosini o`rganishida sustkashlikni kuzatish mumkin. Lekin zaif eshituvchi bolalarda, aksincha, og`zaki nutqni bayon qilishda daktillash tempi yuqoriligi kuzatilgan [Z.N.Mamarajabova, M.M.Abdullayeva, 2024].

Hozirgi zamonda imo-ishora tillarining turli ko`rinishlari mavjud. Shu sababli dunyoning bir mamlakatida istiqomat qilayotgan zaif eshituvchi inson boshqa bir davlatda yashovchi eshitishida nuqsoni bo`lgan kishini tushunmasligi mumkin. Ya'ni o`zi foydalanib kelayotgan daktilologiya nutqi orqali ifodalayotgan so`zlari boshqa tilda butunlay boshqa ma'noni anglatadi. Masalan, rus imo-ishora tilidagi "*yomon*" so`zi Amerika imo-ishora

tilida "*kechirasiz*" ma'nosida tushuniladi. Yana bir misol tariqasida ingliz tilidagi "*to go*" fe'lini olishimiz mumkin. Bunda bu fe'lning rus imo-ishora tilidagi ma'nosi qaysi so`z (vaqt, shaxs, yomg`ir kabi so`zlar) bilan kelayotganiga qarab turlicha ifodalanishi mumkin. Yoki "*flame, bonfire, fire*" kabi sinonim so`zlar umumiy bir imo-ishora orqali aks ettiriladi. Albatta, imo-ishora tili non-verbal aloqa vositalari ya'ni artikulyasiya, mimika kabi yuz ifodalari hamda his-tuyg`u va kayfiyatni ifodalash orqali aniqlanadi [D.A.Galieva, L.V.Naurazbaeva, 2021].

Imo-ishora tili va daktil alifbosi rivojlanish tarixiga nazar soladigan bo`lsak, uning qachon paydo bo`lganligi haqida ma`lumotlar topilmagan. XVI asrda qo`l barmoqlari, yuz ifodasi tana harakatlari yordamida muloqot qilish vositasi sifatida ifodalanishi haqida ilmiy izlanish, metodik tavsiyalar ishlab chiqish jarayoni boshlandi. Tadqiqotlarga ko`ra, bu jarayonni rohiblarning sukut saqlash uchun qilgan qasamyodi, yoki ispan faylasuflarining kar va zaif eshituvchi bolalarga daktil alifbosi orqali ta'lim berishi Yevropada tarqalishiga sabab bo`lgan. Xususan, Ispaniya va Fransiyada bir qo`lli daktil alifbosi va imo-ishora tili kar va zaif eshituvchi bolalarga o`qitila boshlagan. Bunga misol qilib, ispan rohibi Pedro Ponce de Lyonning kar zaif eshituvchi bolalarni o`qitishda daktil nutqidan foydalanganini misol qilib keltirish mumkin. Biroq, daktil alifbosi 100 yildan keyin Joan Pablo Bonetning *"On the Nature of Sounds"* va *"The Art of Teaching the Deaf to Speak"* kitoblarida nashr qilingan [D.A.Galieva, L.V.Naurazbaeva, 2021].

Shu tartibda Amerika imo-ishora tili ham Fransiya Daktilologiyasi asosida rivojlanib, hozirgi davrgacha foydalanib kelinmoqda. Amerikalik birinchi o`qituvchilar Parijlik mutaxassis Charles Mishel de l`Epee metodlari asosida eshitishda nuqsoni bor bolalar bilan ishlash jarayoni haqida ta`lim oldilar va buning natijasida Amerika daktil alifbosini joriy qildilar. 1817-yilda AQShning Konnektikut shtatidagi Hartford shahrida kar va zaif eshituvchi bolalarga fransuz o`qitish metodlaridan foydalangan holda ta'lim beradigan birinchi maktab tashkil etildi. Britaniya imo-ishora tili esa ikki qo`llik barmoq harakatlari asosida o`z alifbosini yaratdi. Uning muallifi Oksford universiteti geometriya fani professori Djon Vallisdir. Bundan tashqari Britaniya imo-ishora tilida kaftli daktil alifbosi ham ishlab chiqilgan. Ushbu alifbo Angliyada D.Dalgarno tomonidan yaratilgan. Uning o`ziga xos xususiyati shundaki, bir qo`lning barmoqlari ikkinchi qo`lning kaft va barmoqlari ustida harflarni hosil qilish orqali muloqot qilinadi.

Demak, ingliz tili daktil alifbosi va imo-ishora tili kelib chiqishiga ko`ra 2 turga bo'linadi: Britaniya imo-ishora tili va Amerika imo-ishora tili. Britaniya imo-ishora tili Fransiya imo-ishora tili va Qadimgi Britaniya imo-ishora tili qo`shilishidan hosil bo`lgan. Amerika imo-ishora tili esa Amerika qit'asi mahalliy aholisi tomonidan qo`llanilgan imo-ishora tili va Fransiya imo-ishora tili ta'siri natijasida vujudga kelgan. Ular umumiy olganda bir tilni ifoda etishiga qaramay, mintaqaviy farq sababli har birining o`ziga xos xususiyatlari, o`xshashlik va farqlari bor. Ular orasidagi tafovutlar yuz ifodasidagi farqlar va qo`l harakatlari bilan bog`liq. Bunga Amerika imo-ishora tilida qo`l harakatlarini markazdan uzoqda ko`proq yon tomonga harakatlanishini, Britaniya imo-ishora tilida esa asosan tana markazida va yuqoriga-pastga harakatlanishini misol qilib keltirish mumkin.

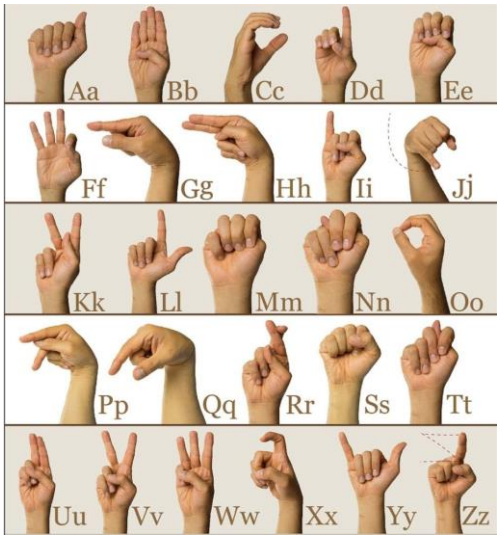
Bular o`rtasidagi farqlarning yana bir e'tiborli jihati shundaki, Amerika imo-ishora tili Britaniya imo-ishora tiliga nisbatan murakkab shakl va lug`atga ega. Amerika imo-ishora tili kengroq tarqalgan bo`lib, asosan AQSH va Kanadada qo`llaniladi. Foydalanuvchlari

soni 250ming-500mingdan ortiqligi va ular boshqa ingliz tilida so'zlashuvchi mamlakatlar aholisi tomonidan qo`llanilishi bilan Britaniya imo-ishora tiliga nisbatan ustunlikni namoyon qiladi.

Britaniya daktil alifbosi



Amerika daktil alifbosi



Amerika daktil alifbosi bir qo`l harakati bn ifodalanadigan 26ta harfni anglatuvchi qo`l shakllaridan iborat. Farqli ravishda Britaniya daktil alifbosini ifodalash uchun ikkita qo`l, ya`ni bir qo`l bilan qilinayotgan ishora ikkinchi qo`lning kafti ustiga qo`yilishi kerak bo`ladi. Shu bilan birga, zaif eshituvchilar va kar-soqovlarning ingliz tilida so`zlashuvi uchun qo`llaniladigan bu ikki tilning o`zaro grammatik, lug`at va tuzilish jihatdan ham farqlari bor. Masalan, ingliz tilidagi o`tgan, hozirgi va kelasi zamonlarni ifodalash uchun turli qo`l harakatlari va yuz ifodalaridan foydalaniladi.

Ikkala til ham qo`llar orqali muloqot qilish bilan cheklanib qolmay, boshqa vositalardan ham foydalanadi. Masalan, Amerika imo-ishora tili muloqot jarayonida ko`proq yuz ifodalaridan foydalansa, Britaniya imo-ishora tilida e'tibor tana harakatlari hamda qo`l shakllariga qaratiladi. Bunga misol tariqasida shuni aytish mumkinki, Amerika imo-ishora tilida yuqoriga ko`tarilgan qoshlar yoki jilmayish hissiyotni ifodalasa, Britaniya imo-ishora tilida esa bu qo`l harakati yo`llari bilan tushuniladi. Hattoki, lab ifodasi orqali aks ettiriladigan imo-ishoralarda ham ikki tildagi farq sababli ba'zi tushunmovchiliklar bo`lishi mumkin. Albatta, bunday farqlar madaniyatlaro tafovutlar sababli ham yuzaga keladi.

Bundan tashqari, imo-ishora tillari sheva va lahjalarga ko`ra turlanadi. Bunga misol tariqasida Britaniya imo-ishora tilini oladigan bo`lsak, u o`zida 3ta mamlakat, ya`ni Britaniya, Avstraliya, Yangi Zellandiya muloqot vakillarini mujassamlashtiradi. Bu lahjalar o`zaro etnik, hududiy va umumiy xususiyatlarga ko`ra turlarga bo`linadi. Amerika imo-ishora tili esa, turli-tumanlikdan ko`ra, umumiylikka qratilgan, ammo Kanada, AQSh va Markaziy Amerikaning ayrim hududlarida qo`llanilishiga ko`ra hududiy tafovutlarga ega. Shundan kelib chiqqan holda, har bir imo-ishora tili o'z nomiga ega: Amerika imo-ishora tili Amslen (AMerican Sign LANguage) deb ataladi; Britaniya imo-ishora tili esa o`z oilasiga ko`ra, "BANZSL" (British, Australian and New Zealand Sign Language) deb nomlanadi. Muxtasar qilib aytganda, ingliz imo-ishora tilining bu ikki shakli bir-biridan farq qilsa-da, ikkisi ham dunyo bo`ylab muloqot vositasi sifatida tan olinadi.

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УСТНЫЙ ПОСЛЕДОВАТЕЛЬНЫЙ ПЕРЕВОД. СЛОЖНОСТИ ВОЗНИКАЮЩИЕ ПРИ УСТНОМ ПОСЛЕДОВАТЕЛЬНОМ ПЕРЕВОДЕ

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Аннотация*. В данной статье мы в первую очередь разберём, что именно собой представляет устный последовательный перевод, рассмотрим его основные формы и виды, поговорим в каких мероприятиях актуальней всего его использовать. А также мы проанализируем особенности и сложности данного вида перевода и обсудим его преимущества и недостатки. И завершим нашу статью краткой информацией о трёх основных принципах перевода и навыков необходимых профессиональному переводчику.*

Ключевые слова: *последовательный перевод, переводчик, лаконичность, грамотность, паузы, виды, формы,*

Устный перевод представляет собой особый вид переводческой деятельности, при котором оригинальная речь и ее перевод существуют в нефіксированной, живой форме. Переводчик воспринимает высказывание только один раз и должен мгновенно воспроизвести его на другом языке без возможности последующего анализа или исправлений. В современную эпоху эта деятельность все активнее сочетается с технологиями искусственного интеллекта: автоматическое распознавание речи, машинный перевод и системы синтеза голоса становятся вспомогательными инструментами, которые облегчают работу специалиста, хотя полностью заменить профессионального переводчика пока не способны.

Устный перевод традиционно делится на синхронный и последовательный. При синхронном переводе интерпретация создаётся одновременно с восприятием исходного текста. При последовательном перевод начинается работа только после того, как говорящий завершил фразу или смысловой блок. Нередко последовательный перевод воспринимается как более простой, однако на деле он требует от специалиста развитой памяти, высокой концентрации, стрессоустойчивости и владения техниками скорописи. Искусственный интеллект способен помочь в этих процессах – например, фиксировать речь в виде автоматических заметок или подсказывать термины, однако ответственность за точность передачи смысла остаётся на переводчике.

Последовательный перевод может осуществляться в односторонней или двусторонней форме. В первом случае один специалист работает только в одном направлении, во втором – переводит как на иностранный язык, так и с него. В процессе взаимодействия говорящий озвучивает часть текста и делает паузу, чтобы переводчик мог передать информацию слушателям. На практике последовательный перевод широко используется на деловых встречах, переговорах, консультациях, небольших конференциях, экскурсиях. Искусственный интеллект в таких условиях

служит эффективным вспомогательным ресурсом: помогает быстро фиксировать сказанное, структурировать терминологию и оптимизировать подготовку.

Различают несколько разновидностей последовательного перевода, основанных на методе взаимодействия переводчика и оратора. К ним относят перевод с применением записей, когда речь фиксируется с помощью системы условных символов; фразовый перевод, при котором интерпретация следует после каждой завершённой фразы; абзацно-фразовый перевод, предполагающий передачу более крупных смысловых блоков; а также зрительно-устный перевод, когда специалист имеет доступ к письменной версии текста. Искусственный интеллект органично вписывается во все эти формы, обеспечивая автоматическую транскрипцию, визуализацию сказанного и поддержку памяти переводчика.

Последовательный перевод особенно востребован на мероприятиях с небольшим числом участников и при мобильном характере коммуникации. Он эффективен при работе на промышленных объектах, сопровождении делегаций, проведении презентаций, пресс-брифингов, выставок, судебных заседаний, а также в ситуациях, требующих высокой гибкости. Искусственный интеллект делает такие процессы ещё более удобными: создаёт мгновенные протоколы, помогает структурировать информацию и снижает когнитивную нагрузку переводчика.

У данного вида перевода есть свои преимущества. Он не требует сложного оборудования, остаётся максимально мобильным, позволяет участникам выигрывать время на обдумывание вопросов и зачастую осуществляется силами одного специалиста. Технологии искусственного интеллекта усиливают эти преимущества, предоставляя переводчику дополнительные цифровые опоры. Однако существуют и недостатки. Мероприятия занимают больше времени из-за пауз, а ключевые сложности связаны с необходимостью удерживать в памяти значительные массивы информации. При высокой скорости речи увеличивается риск потери деталей и искажения эмоционального посыла. Несмотря на то что ИИ помогает в фиксации и структурировании материала, он пока не способен полностью компенсировать человеческую когнитивную деятельность.

Процесс последовательного перевода осложняется множеством факторов: отсутствием опыта у переводчика в нужной тематике, недостатком времени на подготовку, отсутствием заранее предоставленных материалов, высокой интенсивностью речи, сложностью содержания, неполной информацией об участниках или организационными недочётами. Искусственный интеллект частично снижает эти трудности благодаря автоматической подготовке словарей, созданию тематических подборок, замедлению или очистке речи оратора для лучшего восприятия. Тем не менее культурные особенности, менталитет, метафорика и прагматические нюансы остаются сферой, где роль человека незаменима.

Профессиональная работа последовательного переводчика строится на трёх ключевых принципах: точной передаче смысла, грамотности и лаконичности. Точная передача содержания подразумевает отказ от добавления личных оценок и лишней информации. Грамотность означает безошибочное владение языком, чистую дикцию и правильные ударения. Лаконичность демонстрирует профессионализм: чем короче и яснее формулирует переводчик, тем точнее

передаётся посыл оратора. Искусственный интеллект способствует соблюдению этих принципов: помогает проверять терминологию, подбирать точные эквиваленты и сокращать избыточные конструкции, но не заменяет творческого и аналитического мышления переводчика.

Таким образом, последовательный устный перевод представляет собой сложный вид межъязыкового посредничества, требующий высокой профессиональной подготовки, устойчивой памяти и развитых когнитивных навыков. Искусственный интеллект становится важным помощником в этой деятельности, облегчая организационные и технические аспекты, но остаётся вспомогательным инструментом. Наиболее эффективным сегодня является сотрудничество «переводчик + ИИ», при котором человеческий опыт и машинные технологии гармонично дополняют друг друга.

В качестве идеального завершения нашей статьи давайте рассмотрим какими именно навыками должен обладать последовательный переводчик.

Навыки, необходимые последовательному переводчику.

1. Способность произносить слова максимально четко и ясно при высоком темпе речи как на иностранном языке, так и на родном.
2. Способность пополнять фоновые знания, быть в курсе политических и культурных событий и т.д.
3. Способность развивать оперативную память.
4. Способность тренировать навыки линейного запоминания(без опоры на логику) и без ассоциативного запоминания.
5. Способность переключаться с одного языка на другой.
6. Способность быстрого свертывания и развертывания информации, так называемая речевая компрессия и синтаксическое свертывание.

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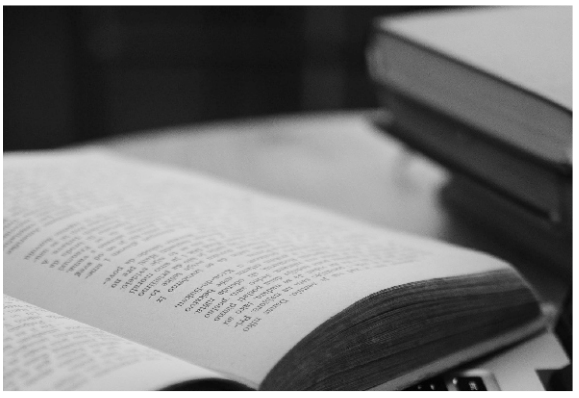
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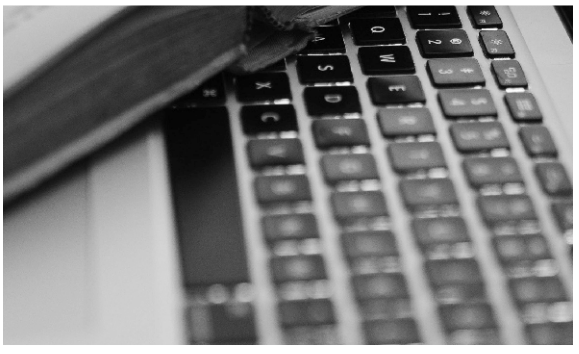
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Tashkent, 2025