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

– GASTON BACHELARD



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“Образ” tushunchasining zamonaviy tilshunoslikdagi turli sohalar asosidagi talqini va vazifalari tahlili

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Annotatsiya Ushbu maqolada “obraz” terminining zamonaviy tilshunoslikning turli sohalarida hisoblanadigan kognitiv tilshunoslik, psixolingvistika, semasiologiya, lingvomadaniyatshunoslik va boshqalardagi talqini, vazifasi bayon etilgan. Obrazning inson ongida bilim model sifatida shakllanishining bosqichlari, uning turli mediadiskurs tiplarida ifodalanishi hamda jamiyatda individlarga ta’sir etuvchi kuch sifatida qo’llanilish imkoniyatlari ham tahlilga tortiladi. Ma’lum bir predmet, obyekt, individ, hudud, davr haqida shakllantiriladigan obraz inson ongida ma’lum bir omillar ta’sirida paydo bo’ladi. Insonning mentaliteti, yurish-turishi, madaniyati, yashab turgan muhiti, ijtimoiy kelib chiqishi, ijtimoiy mavqei, genezezi va boshqalar ma’lum bir obrazning hosil bo’lishiga zamin yaratadi. Obraz o’zgaruvchan tushuncha hisoblanib, salbiydan ijobiyga yoki ijobiydan salbiyga o’zgarib turadi. Inson ongida shakllantiriladigan obraz ma’lum bir stislistik, aksiologik ta’sir vositalari yordamida dinamik xususiyatga ega bo’lishi mumkin. Media olamda metafora, metonimiya, sinekdoxa, jonlantirish, kinoya va boshqa stilistik vositalar yordamida jamiyat a’zolariga taqdim etilayotgan obraz o’zgarishi mumkin, shuningdek, jamiyatda avloddan-avlodga o’tib kelayotgan, ardoqlanadigan qadriyatlar lingvoaksiologik belgilar vazifasida obrazning yaratilishiga hissa qo’shadi. Maqoladan obraz tushunchasiga mashhur tilshunoslarning bildirgan fikr va mulohazalari ham o’rin olgan.

Kalit so’zlar Leksik-semantik kategoriya, semasiologiya, obrazlilik, metaforik obraz, kognitiv birlik, megakomponent, nominativ maydon, mental reprezentatsiya, olamning lisoniy manzarasi, ma’noviy universallar, antroposentrik semantika

Анализ интерпретации и функций понятия «образ» на основе различных областей современной лингвистики

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Аннотация В данной статье описывается толкование и функция термина «образ» в когнитивной лингвистике, психолингвистике, семасиологии, лингвокультурологии и других областях современной лингвистики. Также анализируются этапы формирования образа в сознании человека как модели знания, его выражение в различных типах медиадискурса и возможности использования в качестве силы, влияющей на индивидов в обществе. Образ, формируемый о конкретном предмете, объекте, индивиде, территории, периоде, возникает в сознании человека под влиянием определенных факторов. Менталитет человека, его поведение, культура, среда обитания, социальное происхождение, социальный статус, генезис и другие создают

основу для формирования определенного образа. Образ является динамическим понятием и может изменяться от негативной оценки к позитивной и наоборот в зависимости от социокультурных и коммуникативных условий. Формируемые в сознании человека образы приобретают динамические характеристики за счёт использования стилистических и аксиологических средств воздействия. В медиапространстве применение метафоры, метонимии, синекдохи, олицетворения, иронии и других стилистических приёмов позволяет трансформировать образ, транслируемый аудитории. Наряду с этим ценности, передающиеся из поколения в поколение и укоренившиеся в общественном сознании, выполняют функцию лингвоаксиологических маркеров, способствующих созданию и закреплению образа. В статье также представлены взгляды и научные суждения известных лингвистов относительно понятия образа, которые органично включены в общую теоретическую основу исследования.

Ключевые слова Лексико-семантическая категория, семасиология, образность, метафорический образ, когнитивная единица, мегакомпонент, номинативное поле, ментальная репрезентация, языковая картина мира, духовные универсалии, антропоцентрическая семантика

Analysis of the interpretation and functions of the notion “image” based on various fields of modern linguistics

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Annotation *This article describes the interpretation and functions of the term “image” in various fields of modern linguistics, such as cognitive linguistics, psycholinguistics, semisology, linguoculturology and others. The stages of the formation of the image in human consciousness as a model of knowledge, its expression in various types of media discourse, and the possibilities of its use as a force influencing individuals in society are also analyzed. The image formed about a certain thing, object, individual, territory, period appears in the human mind under the influence of certain factors. A person’s mentality, behavior, culture, environment, social origin, social status, genesis, etc., create the basis for the formation of a certain image. The concept of image is dynamic and subject to constant change, shifting from negative to positive evaluations or vice versa depending on social, cultural, and communicative conditions. Images constructed in human consciousness may acquire dynamic qualities through stylistic and axiological means of influence. Within media discourse, the use of metaphors, metonymy, synecdoche, personification, irony, and other stylistic devices enables the reshaping and reconfiguration of images disseminated to the public. Furthermore, values cherished and transmitted across generations serve as linguo-axiological markers supporting image formation and stabilization. The article also discusses the viewpoints and theoretical reflections on*

the concept of image proposed by prominent linguists, integrating their scholarly contributions into the analysis.

Keywords

Lexico-semantic category, semasiology, imagery, metaphorical image, cognitive unit, megacomponent, nominative field, mental representation, linguistic picture of the world, spiritual universals, anthropocentric semantics

Zamonaviy tilshunoslikda "obraz" tushunchasiga beriladigan ilmiy ta'rif xilma-xil hisoblanadi, u nafaqat tilshunoslik, balki boshqa fanlararo munosabatlarga kirishadigan unsurdir. Tilshunoslikda "til obraz"i tushunchasiga beriladigan tavsif lisoniy tadqiqotlarning yo'nalishiga bog'liq. Bu masaladagi asosiy fikrlarni tahlil qilib o'tamiz.

1. **Obraz so'z strukturasi semantik jihatdan tarkibiy qismi sifatida**

Tilshunoslikda leksik-semantik kategoriya sifatida obrazlilik konsepsiyasi A.A. Potebnya hamda Sh.Ballining ishlarida shakllana boshlangan. Semasiologiyada (leksik semantika) qabul qilingan mazkur konsepsiyaga ko'ra so'z ma'nosining obrazli komponentini uning semantik strukturasiidagi ikki qatlamligi bilan bog'lashadi, unda realiya haqidagi hissiy tasavvurlar ma'noning ikkinchi darajali unsuri sifatida namoyon bo'ladi. Tushuncha va tasavvurni "uyg'unlashtirish" (o'zaro birlashtirish)ga qaratilgan harakat kognitiv tilshunoslik doirasida amalga oshiriladi, ushbu fan elementi hissiy obraz sanaladigan, keng qamrovli fikr-mulohaza qilish birligi bo'lgan konseptni tadqiq qilishni maqsad qiladi (Стернин & Розенфельд, 2008).

Semasiologiyada obrazlarning quyidagi turlari ajratib ko'rsatiladi: dastlabki hissiy obrazlar yoki xotira obrazlari (ular leksik birlikning predmet-anglash tarkibi bilan aloqador) hamda yanada murakkabroq obrazlar "tasavvur (qilish) obrazlari"- ular "xotira obrazlarining o'zaro birlashishidan" yoki hissiy hamda ko'rinishli obrazlar (ikkinchi darajali ikki qatlamli metaforik obrazi)ning qayta mulohaza qilish yo'li orqali paydo bo'ladi (Юрина, 2004). Aksariyat hollarda turli ilmiy

maktablar obrazni "ikki kartinaning qo'shilgan ko'rinishi" deya ta'riflashadi, ya'ni inson tasarruvidagi hamda real holatdagi ko'rinishlarning qo'shilishidan hosil bo'lgan individ nazdidagi umumiy obraz nazarda tutiladi. Obrazlilik esa leksik-semantik kategoriya hisoblanib, tilning leksik-frazeologik darajasidagi birliklarning xususiyatlarini umumlashtiradi.

Zamonaviy semasiologiyada metaforik obraz konseptga tenglashtiriladi. U "til tashuvchisi uchun so'zsiz psixologik reallikga ega" kognitiv struktura sifatida anglashiladi (Илюхина, 2010). Boshqacha qilib aytganda, obraz tabiatan kognitiv birlik sifatida tan olinadi. Leksik qatlamga olib chiqilganda, obraz "leksik-semantik paradigmaning maxsus tipi – assotsiativ-semantik maydon" sifatida baholanib, "boshqa mashhur paradigmalar tipiga aloqador deya tavsiflanadi: leksik-semantik hamda tematik guruhlar, leksik-semantik, derivativ-semantik hamda assotsiativ maydonlar".

So'z ma'nosining obrazli komponenti psixolingvistik tajribalar, izohli lug'atlardagi so'z ma'nolarining tahlili, obrazli kontekstni tadqiq qilish orqali aniqlanadi.

2. **Obraz konseptning tarkibiy qismi sifatida**

Tilshunos olim Sh. Safarov o'zining "Kognitiv tilshunoslik" kitobida "konsept asosida tushuncha, obraz va lisoniy ma'no umumlashmasi yotadi, konseptlar inson ongida shakllanadigan turli kategoriyalarning asosini tashkil qiladi hamda ular uchun tayanch nuqta bo'lib xizmat qiladi", deb yozadi (Safarov, 2006). Demak, konsept asosida tushuncha hamda lisoniy ma'no bilan birgalikda obraz

ham mavjud, zero obraz bo'lmasa, ma'no ham bo'lmaydi. O'.Q. Yusupov konsept hamda obraz aloqadorligini shunday ta'riflaydi: "Konsept – bu ongimizda mavjud tashqi yoki ichki dunyodagi biror narsa yoki hodisa haqidagi bilimlar majmuasi, u haqidagi obrazlar va unga bo'lgan ijobiy, salbiy yoki neytral munosabatdir". "Tushuncha" aks ettirgan predmet yoki hodisaning yangi belgi-xususiyatlari ochilishi bilan yoki o'sha predmet-hodisaga nisbatan munosabat (baholash) yoki obraz hosil bo'lishi bilan "konsept" paydo bo'ladi. Bunda, konsept o'sha tushuncha asosida paydo boladi va uni o'z ichiga oladi". Yuqoridagi fikrlardan konseptning hosil bo'lishida obraz katta o'rin egallashini anglash qiyin emas albatta. A.E. Mamatov ham obraz haqida o'z fikrlarini quyidagicha ta'kidlab o'tgan: bunda tasvirlanayotgan voqea-hodisalar obrazlar orqali izohlanadi. Obraz esa "tashqi olamning predmetlari va hodisalarining ong yordamida qayta ifodalanishi" (Mamatov, 2019).

Obrazning konsept tushunchasi bilan aloqadorligi hamda uning tarkibiy qismi ekanligiga doir ilmiy nazariyalar birinchi navbatda kognitiv tilshunoslik fanida bajarilgan ilmiy ishlarda muhokama qilingan. Obraz entsiklopedik va interpretatsion maydonlar bilan bir qatorda konseptning struktur megakomponenti hisoblanadi. Konsept faqatgina hissiy obrazlardan iborat bo'lishi mumkin, biroq u shuningdek, reflektiv kognitiv belgilarni ham o'z ichiga oladi, bu holatda konsept hissiy-ratsional mazmunga ega bo'ladi. Obrazni o'rganish konseptni tadqiq qilish metodlari yordamida amalga oshiriladi. Obrazning so'z semantikasi bilan aloqadorligi ham ta'kidlanadi. Nutq jarayonida obraz konseptni nominatsiyasida ishlatiladigan so'z semantikasining hissiy komponenti sifatida, ya'ni ratsional, umumlashtirilgan tasavvur kabi namoyon bo'ladi. Tabiiyki, obrazni o'rganish konseptning nominativ maydonidagi birliklarning semantik tahlilini amalga oshirishni talab qiladi. Obraz so'zlarning obrazli komponentlaridan hosil bo'ladi, ular obrazni

izohlash, tasvirlash, obraz-prototiplarni, adabiy manbalarni yaratishda qo'llaniladi. Ma'noning obrazli komponenti nutqda aktuallashtirilishi mumkin. Obrazni ma'no hamda konseptda o'rganishning asosiy metodlari quyidagilar: izohli lug'atlardagi ma'nolarni o'rganish, so'zning ichki shaklini tahlil qilish, so'zlarning o'zaro mos kelishi, uyg'unligini aniqlash, so'zning metaforik ma'nolarini hamda qo'llanilishini tadqiq etish.

Shuningdek, obraz psixolingvistikada ham o'rganiladi. Hissiy obraz konseptning komponenti, universal predmet kod birligi, tafakkur, ongning instrumenti, borliqni noverbal mental reprezentatsiya qilish shakli sifatida qabul qilinadi.

3. **Til (lisoniy) obrazi yoki obraz-konsept tilda bilimni aks ettiradigan va olamning lisoniy manzarasini tasvirlashda qo'llaniladigan unsur sifatida**

Til (lisoniy) obrazi tushunchasi ma'noviy universallarning lisoniy ifodasini o'rganadigan hamda umumlashgan holda olamning lisoniy manzarasini ifoda etadigan antroposentrik semantika asosida amalga oshiriladi. Til (lisoniy) obrazi "til belgisini qabul qilish jarayonida inson tasavvurida hosil bo'ladigan obraz" sifatida emas, balki "tilda bilimlarni aks etuvchi hamda insonning borliq haqidagi tasavvurlari" kabi talqin qilinadi. Antroposentrik semantika tilda borliqdan olingan alohida bir fragmentning (inson, tabiat, sevgi va hokazoning lisoniy obrazi) aks etishini yoki olamning lisoniy manzarasida biror narsaning obrazini (misol uchun insonni yoki tabiatni) tahlil qiladi. Antroposentrik semantika ma'noviy universallar hisoblanadigan konseptlardan til (lisoniy) obrazlarga qarab harakatlanadi, shu sababdan ham u uchun eng muhim termin bu til (lisoniy) obraz-konsept hisoblanadi. Mana shu yo'nalishda insonning lisoniy obrazini yaratish, modelini shakllantirish maqsadida qator tadqiqotlar bajarib kelinmoqda.

4. **Obraz lingvokulturologik tipaj sifatida**

Lingvokulturologiyada obraz tushunchasi "tanish uydirma yoki milliy-madaniy ahamiyaga

ega, leksik hamda diskursiv qatlamlarda amalga oshiriladigan stereotiplashtirilgan xarakterli xususiyatlarga ega real tipli personaj" sifatida talqin qilinadi. Kognitiv tilshunoslik hamda lingvokulturologiya kabi tilshunoslikga oid yangi fanlarning kesishmasida lingvokulturologik obrazlar masalasida ko'plab tadqiqotlar amalga oshirilmoqda. Hozirga qadar bir nechta lingvokulturologik obraz hamda tipajlar tilshunoslik sohasida yaratilgan, misol uchun o'qituvchi, immigrant, tabib, tadbirkor va boshqalar. Shu o'rinda lingvokulturologik obraz sifatida nafaqat shaxslar, balki obyektlar, buyumlar, tarixiy obidalar, joylar va umuman olganda insonlarni o'rab turgan olam, borliqdagi har qanday jism ham obraz kabi talqin etilishi mumkin. Zero, nafaqat individlar, balki, jism, obyekt, joy va hokazolar ham u yoki bu xalq milliyatini, madaniyatini, sa'natini va umuman tarixiy moddiy-madaniy merosini tashkil etishi mumkin albatta, shubhasiz, har bir xalq, jamiyat, millat uchun qadrlil bo'lgan, ular uchun ahamiyatli bo'lgan, moddiy boyliklardan ustun bo'lgan narsalar yoki artifaktlar borki, ular nafaqat shu millat tarixi yoki madaniyati haqida so'zlaydi, balki butun insoniyat tamadduniga, hamjamiyatiga tegishli o'ta kerakli ma'naviyat hamda madaniyat ustunlari haqida turli kerakli ma'lumotlar beradi va ularni tarannum etadi. Bunday buyumlar faqat ma'lum bir madaniyatgagina tegishli bo'lib, boshqa madaniyatlar, jamiyatlar bu milliy-madaniy unurni tushunmasliklari mumkin, ularning onglarida qandaydir bir mavhum obrazlar paydo bo'lishi mumkin, lekin bolalikdan shu guruh, shu xalq va jamiyatda ulg'ayganlar uchun o'sha lingvokulturologik buyum yoki obraz osongina tushunarli bo'lishi mumkin. Bunday milliy-madaniy obrazlar xalq sivilizatsiyasi, madaniyati, tarixiy rivojlanishida katta rol o'ynagan bo'lishi mumkin. Shu o'rinda, bir madaniyatdagi obraz boshqasida mutlaqo o'zgacha mazmunlarni, ma'nolarni berishi mumkinligini ham qo'shimcha qilishimiz darkor. Zero, shved madaniyati uchun oddiy ko'ringan "non" obrazi o'zbek madaniyati

uchun nihoyatda ko'p va keng qamrovli, ma'noli ekanligiga shubha yo'q, yoki yapon madaniyati uchun "choy" obrazi ming yillardan buyun saqlanib kelinayotgan tarix hamda madaniyat jarayonlarini gavdalantirsa, island madaniyati uchun bu obraz shunchaki "isinish", "dam olish", "chanqoqni bosish" vositasi sifatida talqin qilinishi mumkin. Yana bir qo'shimcha shundan iboratki, lingvokulturologiyada mavjud bo'lgan konseptlar aynan obrazlar majmuasi yordamida yaratiladi.

5. Obraz til materialini hamda matn tahlili birligini qabul qiladigan "obrazli aks ettirish" belgisi sifatida

Obrazni yuqoridagi ko'rinishda talqin etish bir nechta stilistikaga oid ilmiy ishlarda amalga oshirilgan. Bunda obraz "biror bir olam haqiqatiga oid faktga aloqador ko'rinishli tasavvurni, voqea-hodisalar hamda predmetlarni mujmal ifodasi maqsadli tarzda ularning shunday belgilari tanlab olinadiki, ular orqali ushbu tushunchani aniq majoziy shaklda taqdim etish mumkin" bo'ladi. Ya'ni, bu jarayonda obraz lisoniy vositalar yordamida matnda obyektivatsiyani qabul qiladi hamda badiiy matndagi ma'no hamda birlikni tahlil qilishda qo'llaniladi. Shuningdek, qisqaroq qamrovda ham lisoniy ham nutqiy obrazlilikni birinchi navbatda ajralib turishlik, yorqinlik kabi xususiyatlar bilan xarakterlashadi, ya'ni obrazlilik nutqning qabul qilinish jarayonida ekspressivlikni kuchaytirishga bo'lgan harakatidir, qabul qilish esa faqatgina tafakkur qilishni emas, balki hissiyotlarni ham uyg'otadi. Obrazlilik – bu poetik nutq xususiyati hisoblanib, ma'lumotni (his qilish, qabul qilish, ifoda etish) og'zaki obrazlar yordamida nafaqat mantiqiy, balki hissiy tarzda qabul qilishga undaydi. Obrazlilik fikr bildirishning kommunikativ xususiyati bo'lib, tinglovchi yoki kitobxonda yorqin, yaqqol ko'zga tashlanadigan, tasvirlangan predmetlarni ifoda etishda qo'llaniladigan baho beruvchi turli obrazlarni uyg'otish qobiliyatiga ega. Lisoniy obrazlilik "bizni atrofimizda o'rab turgan borliqdagi hodisa, predmetlarni anglashda

mavhum mohiyatni hissiyotlar hamda tashqi ko'rinish orqali ifoda etuvchi ma'lum bir til vositalaridan iborat unsurlar" sifatida talqin etiladi. So'z va iboralarining ko'chma ma'nolarda qo'llanilishiga asoslangan obrazlilikni esa "tropeik" deb atashadi, ya'ni unda ikki tasvirning umumlashgan holati yoki ko'rinishidir. Badiiy obraz turli poetik vositalar yordamida ifodalanadi: o'xshatish, metafora, epitet, metonimiya, sinekdoxa, bo'rttirish, parallelizm va boshqalar. Mazkur stilistik vositalar yoki troplar avtologiyadan farq qiluvchi metalogiyani ifoda etishadi. Notropeik obrazlilik esa "muallifning estetik vazifasiga" mos keladigan turli nutqiy vositalar yordamida ifodalanadi. Leksik birliklardan tashqari obrazlilikni shakllantiradigan nutqiy birliklarga shuningdek, ritm, ovoz va gapning sintaktik qurilishi ham kiritiladi.

Bir so'z bilan aytganda, obrazlilikni ko'plab tilshunos olimlar keng qamrovli sanaladigan ekspressivlik kategoriyasiga kiruvchi "universal espressiv-stilistik kategoriya sifatida talqin qilishadi.

6. Obraz informatsion model sifatida

Medialingvistika obrazni nafaqat "inson ongida mediadiskursning lisoniy vositalari ta'siri ostida hosil bo'ladigan obyektning aks etishi natijasi" sifatida emas, balki "qandaydir haqiqat modeli" sifatida ham talqin etishi kerak, zero obraz o'zini har biri alohida o'rganiladigan kategorial sxemalarning "majmui" (to'ri) sifatida namoyon etadi. Ommaviy axborot vositalari tomonidan yaratiladigan mazkur model "informatsion model" deb nomlanadi. Misol uchun, dunyodagi ko'plab davlatlar, hududlar, shaharlar, qit'alar va hokazolar informatsion model sifatida tadqiq qilingan, bugungi kunda juda ham ko'p aholi soniga ega bo'lishiga qaramasdan ham iqtisodiy ham zamonaviy informatsion texnologiyalar, yengil va og'ir

ishlab chiqarish sanoat sohalarida tobora shiddat bilan rivojlanayotgan Xitoy mamlakati bir nechta OAV vositalarida, ilmiy tadqiqotlarda informatsion model sifatida ancha mukammal tarzda o'rganilgan. Mazkur model doirasida obrazning bir qator fragmentlari (kategorial sxemalar) ajratib ko'rsatiladi: "Xitoyning iqtisodiy o'sishi", "Xitoy ideologiyasi", "Xitoyda tadbirkorlikning rivojlanishi" va hokazolar. Mazkur fragmentlar yordamida ushbu mamlakat haqidagi umumiy bir obraz shakllanadi. Obrazning informatsion model sifatida ishlatilishi hozirda shiddat bilan o'zgarib borayotgan dunyoda u yoki bu davlatlar haqida ma'lum mediafikrlar hosil qilish, ularning turli sohalaridagi faoliyatlari bilan yaqindan tanishish imkoniyatini taqdim qiladi.

7. Obraz imij sifatida (imij so'zini izohlash uchun qo'llaniladigan tushuncha)

Lisoniy yoki nutqiy obraz tilshunoslikning zamonaviy yo'nalishlaridan biri hisoblangan lingvoimagologiyaning tadqiqot obyekti sanaladi.

Xulosa qilib aytganda, zamonaviy tilshunoslikning barcha sohalarida eng ko'p tilga olinadigan bilim modellaridan biri sifatida belgilangan "obraz" tushunchasi keng funksional vazifalarga ega. Obrazlar insonlar ongida bolalikdan shakllanib boradigan model, u dinamik xarakterga ega bo'lib, ma'lum lisoniy va nolisoniy ta'sir vositalari orqali o'zgarishi ham mumkin. Obraz predmet, obyekt, individ, hudud, davr, mamlakat va hokazolarga nisbatan tafakkur vositalari tahlil qilishi natijasida paydo bo'ladi. Obraz u yoki bu jamiyatning olamning lisoniy manzarasidagi turli obyektlarga nisbatan berilgan hukm, fikr sifatida nihoyatda qadrlidir.

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**Образ героя в Античной и
Средневековой литературе
(На примере: Ахиллес в
«Илиаде» и Сэр Ланселот в
Артуровском цикле)****Турсинова Мадина Муханбетжановна**
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Аннотация *В статье проводится сравнительный анализ образов героев античной и средневековой литературы на примере Ахиллеса, центрального персонажа «Илиады» Гомера, и сэра Ланселота, одного из ключевых рыцарей Круглого стола. Исследование направлено на выявление того, каким образом исторические, социальные и культурные особенности соответствующих эпох определили формирование героических идеалов, ценностных ориентиров и внутренних противоречий этих персонажей. Особое внимание уделяется исследованию внутренней природы героев, их личностных мотивов, отношения к долгу, славе, любви и чести. Рассматривается, как античное понимание героизма – основанное на идеях арете, доблести и стремлении к бессмертной славе – контрастирует со средневековым рыцарским идеалом, включающим элементы служения, куртуазной любви, верности и духовно-нравственного самосовершенствования. В статье также подчеркивается различие в моделях поведения Ахиллеса и Ланселота, а также в тех внутренних конфликтах, которые формируют их характеры: яростная индивидуальность и трагическая судьба античного героя противопоставляется сложной системе моральных дилемм и эмоциональной двойственности рыцаря, живущего между долгом и чувством. Таким образом, исследование демонстрирует эволюцию представлений о герое и героизме от античности к Средневековью, раскрывая, как изменение мировоззрения и структуры общества привело к появлению новых художественных типов и этических моделей.*

Ключевые слова *Античная литература, средневековая литература, эпос, рыцарский роман, герой, героический идеал, Ахиллес, сэр Ланселот, «Илиада», артуровский цикл, рыцарство, куртуазная любовь, воинская доблесть, честь, долг, судьба, внутренняя противоречивость, психологизм, культурно-исторический контекст, образ героя, мотив славы, моральный выбор, этические ценности, сравнительный анализ*

**Qadimgi va o'rta asr adabiyotida
qahramon obrazi (Iliadadagi
Axilles va Artur siklidagi ser
Lancelot asosida)****Tursinova Madina Muxanbetjanovna**
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Annotatsiya *Ushbu maqolada misol tariqasida Gomerning "Iliada"sining markaziy qahramoni Axilles va davra suhbatining asosiy rit-sarlaridan biri ser Lancelotdan foydalangan holda qadimgi va o'rta asr adabiyotidagi qahramonlar obrazlari qiyosiy tahlil*

qilinadi. Tadqiqot tegishli davrlarning tarixiy, ijtimoiy va madaniy xususiyatlari qahramonlik g'oyalari, qadriyat yo'nalishlari va bu qahramonlarning ichki qarama-qarshiliklari shakllanishini qanday shakllantirganini aniqlashga qaratilgan. Qahramonlarning ichki tabiati, shaxsiy motivlari, burch, shon-shuhrat, muhabbat va or-nomusga munosabatini o'rganishga alohida e'tibor qaratilgan. Ushbu maqolada qadimiy qahramonlik tushunchasi – arete, jasorat va o'lmas shon-shuhratga intilish g'oyalari asoslangan – xizmat, saroy sevgisi, sadoqat, ma'naviy va axloqiy o'z-o'zini rivojlantirish elementlarini o'z ichiga olgan o'rta asrlardagi ritsarlik idealidan qanday farq qilishi ko'rib chiqiladi. Maqolada, shuningdek, Axilles va Lancelotning xulq-atvoridagi farqlar, shuningdek, ularning xarakterini shakllantiradigan ichki ziddiyatlar ta'kidlangan: qadimgi qahramonning shiddatli individualligi va fojiali taqdiri murakkab axloqiy dilemmalar tizimi va burch va ehtiros o'rtasida yashaydigan ritsarning hissiy ikkilanishiga qarama-qarshidir. Shunday qilib, tadqiqotda qadim zamonlardan to o'rta asrlargacha bo'lgan davrda qahramonlik va qahramonlik haqidagi g'oyalar evolyutsiyasi namoyon bo'ladi, dunyoqarash va ijtimoiy tuzilmalarning o'zgarib borishi qanday qilib yangi badiiy tiplar va axloqiy modellarning paydo bo'lishiga olib kelganligi ochib beriladi.

Kalit so'zlar

Antik adabiyot, o'rta asr adabiyoti, epos, ritsarlik romantikasi, qahramon, qahramonlik ideali, Axilles, ser Lancelot, Iliada, Artur sikli, ritsarlik, saroy muhabbati, harbiy jasorat, or-nomus, burch, taqdir, ichki qarama-qarshilik, psixologizm, madaniy-tarixiy kontekst, qahramon obrazi, tanlov motivi, shon-shuhrat motivi, muqobillik tahlili

The Image of the Hero in Ancient and Medieval Literature (Based on Achilles in the Iliad and Sir Lancelot in the Arthurian Cycle)

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Annotation

This article provides a comparative analysis of the images of heroes in ancient and medieval literature, using Achilles, the central character of Homer's Iliad, and Sir Lancelot, one of the key Knights of the Round Table, as examples. The study aims to identify how the historical, social, and cultural characteristics of the respective eras shaped the formation of heroic ideals, value orientations, and internal contradictions of these characters. Particular attention is paid to exploring the inner nature of heroes, their personal motives, and their attitudes toward duty, glory, love, and honor. This article examines how the ancient understanding of heroism – based on the ideas of arete, valor, and the pursuit of immortal glory – contrasts with the medieval chivalric ideal, which included elements of service, courtly love, loyalty, and spiritual and moral self-improvement. The article also highlights the differences in the behavioral patterns of Achilles and Lancelot, as well as the internal conflicts that shape their characters: the fierce individuality and tragic fate of the ancient hero are contrasted with the complex system of moral dilemmas and emotional ambivalence of the knight, living between duty and passion. Thus, the study demonstrates the evolution of ideas about the hero and heroism from antiquity to the Middle Ages,

revealing how changing worldviews and social structures led to the emergence of new artistic types and ethical models.

Keywords

Ancient literature, medieval literature, epic, chivalric romance, hero, heroic ideal, Achilles, Sir Lancelot, The Iliad, Arthurian cycle, chivalry, courtly love, military valor, honor, duty, fate, internal contradiction, psychologism, cultural and historical context, image of the hero, motive of glory, moral choice, ethical values, comparative analysis

Введение

Образ героя занимает центральное место в литературе различных эпох, отражая преобладающие культурные ценности, мировоззрение и социальные нормы общества. Античная и средневековая традиции выработали две принципиально разные модели героизма, каждой из которых присущи специфические черты, мотивы и функции (Гаспаров, 2001).

Цель статьи – определить сходства и различия в формировании героического образа на материале античного эпоса и средневековых рыцарских романов, а также выявить историко-культурные причины трансформации героического идеала (Лихачёв, 1979).

В качестве ключевых примеров выбраны Ахиллес – герой «Илиады» Гомера (Гомер, 1995), и сэр Ланселот – один из центральных персонажей артуровского цикла. Их образы наиболее ярко демонстрируют различия между античным и средневековым пониманием героизма, нравственного долга и личностной ценности (Барбер, 2007).

Героический идеал в античной литературе

Античный герой предстает как фигура исключительная, часто наделённая сверхчеловеческими качествами, которые отличают его от обычных людей и делают объектом подражания или восхищения (Гаспаров, 2001). Его происхождение нередко связано с божественным миром:

герой может быть сыном бога или обладать особой благодатью, полученной от богов, что предопределяет его судьбу и усиливает трагическое начало в его образе (Куницын, 2010). Такое сочетание человеческого и божественного делает героя одновременно сильным и уязвимым, подчёркивая сложность его личного пути и морального выбора.

Наиболее значимые черты античного героизма включают исключительность, ориентацию на личную славу (ἀρετή, «добродетель, доблесть»), воинскую доблесть и тесную связь с судьбой (μοῖρα) (Гомер, 1995). Герой действует в условиях непреложных законов судьбы, а его успех или поражение воспринимается как отражение гармонии или дисгармонии между человеческими устремлениями и божественным порядком (Гаспаров, 2001).

В античной литературе индивидуальная доблесть и стремление к славе тесно связаны с честью, общественным признанием и моральной ответственностью, а победы и поражения героя несут нравственное и культурное значение для всего общества.

Античный герой часто воплощает идеалы эпохи: мужество, стойкость, верность долгу и уважение к законам и богам (Куницын, 2010). Его действия показывают напряжение между личными желаниями и долгом перед сообществом, что делает образ героя универсальным

символом борьбы человека с обстоятельствами и судьбой.

Кроме того, античный герой часто воплощает идеалы целой эпохи и культуры. В эпосах, трагедиях и мифах он демонстрирует ценности, которые общество считает высшими: мужество, стойкость перед лицом опасности, верность долгу, уважение к законам и богам. Его действия показывают напряжение между личными желаниями и долгом перед сообществом, что делает образ героя универсальным символом борьбы человека с обстоятельствами, с самим собой и с высшими силами.

Античный героизм также отличается интеграцией этики и эстетики: физическая сила и воинское мастерство сочетаются с моральной чистотой, честью и благородством характера. Герой становится примером, на который ориентируются окружающие, а его жизненный путь – образцом идеальной человеческой жизни в гармонии с космическими и социальными законами. Трагизм античного героя проявляется именно в столкновении личной свободы с непреложной судьбой: его величие и исключительность часто ведут к страданиям, а моральный и духовный выбор – к драматическим последствиям.

Героический идеал античной литературы – это не просто образ сильного или смелого человека, а сложная культурная конструкция, объединяющая божественное и человеческое, индивидуальное и общественное, физическое и нравственное, трагическое и славное. Через такие образы античная культура формировала представления о доблести, чести, ответственности и гармонии между личностью и миром.

Образ Ахиллеса как воплощение античного героизма

Ахиллес – сложный, эмоционально противоречивый герой (Гомер, 1995). Его определяют:

- гнев, вспыльчивость, стремление к справедливости;
- беспримерная храбрость и воинская доблесть;
- глубокая способность к состраданию, проявившаяся в сцене с Приамом;
- осознание собственной смертности и трагическая обречённость (Куницын, 2010).

Гибель Патрокла становится ключевой точкой в его внутреннем развитии: личная утрата трансформирует героя, направляя его к жестокой, но неизбежной мести. Тем не менее, способность Ахиллеса преодолеть собственный гнев и уважить страдания старца Приама делает его образ глубоко человеческим и многомерным (Гомер, 1995).

Ланселот руководствуется рыцарской честью, верностью сюзерену, защитой слабых и служением Богу (Мальори, 2012).

Основные черты средневекового героя

Средневековый герой существенно отличается от античного идеала. Его образ формируется в условиях феодальной культуры, христианской морали и идеалов рыцарства, что накладывает особый отпечаток на его личность, поступки и мировоззрение (Барбер, 2007). Главные черты средневекового героя можно рассмотреть в нескольких взаимосвязанных аспектах.

Религиозная и моральная ориентированность

Средневековый герой часто рассматривается как носитель христианских ценностей: веры, смирения, милосердия и преданности Богу. Его подвиги и испытания интерпретируются не только как проявление личной доблести, но и как служение высшему замыслу (Лихачёв, 1979). В отличие от античного героя, для которого важна слава и личная честь, средневековый герой оценивается по моральной правоте своих поступков и духовной чистоте.

Рыцарская честь и кодекс поведения

Рыцарский идеал накладывает строгие рамки на поведение героя. Он должен быть храбр, верен своему сюзеру, защищать слабых и проявлять благородство по отношению к врагам (Кретьен де Труа, 1991). Честь, верность долгу и доблесть становятся основными критериями оценки личности героя, а нарушение этих норм рассматривается как моральная и социальная деградация.

Подчинение общественным и духовным нормам

Средневековый герой существует в иерархическом обществе и должен соблюдать установленные нормы и законы. Его личные желания и интересы часто уступают месту обязательствам перед сюзером, церковью или рыцарским сообществом (Барбер, 2007). Такой герой стремится к идеалу поведения, который согласуется с духовной и социальной структурой своего мира.

Романтическая и приключенческая направленность

В литературе Средневековья герой часто оказывается участником эпических подвигов, рыцарских турниров, крестовых походов или поиска чудесных артефактов (Кретьен де Труа, 1991). Эти приключения служат не только демонстрацией мужества и навыков, но и проверкой моральных качеств, веры и преданности идеалам.

Идеализация личности и символизм образа

Средневековый герой чаще всего изображается как идеализированная фигура, воплощающая лучшие качества человечества: храбрость, верность, честь, благородство, религиозную преданность (Мальори, 2012). Его личность несет символическое значение – он становится эталоном поведения для общества и носителем духовных и культурных идеалов эпохи.

Конфликт между личным и общественным долгом

Хотя средневековый герой подчинён внешним нормам, его внутренний мир и личные чувства нередко оказываются источником напряжения и драматизма (Мальори, 2012). Любовь, дружба, соперничество или чувство справедливости могут вступать в противоречие с обязанностями рыцаря, что создаёт внутренние конфликты, отражающие сложность человеческой природы.

Сравнительный анализ образов Ахиллеса и Ланселота

Образы Ахиллеса из античной литературы и Ланселота из средневекового эпоса представляют две кардинально разные модели героизма, отражающие культурные, исторические и философские контексты своих эпох. Сравнение этих героев позволяет понять эволюцию идеала личности, моральных ценностей и концепции подвига в литературной традиции.

Происхождение и социальный статус

Ахиллес – полубожественный герой, сын Пелея и морской нимфы Фетиды (Гомер, 1995), что наделяет его сверхчеловеческой силой и предопределяет исключительность его судьбы. Его статус и личность определяются сочетанием божественного и человеческого, а подвиги – проявлением врождённой доблести и судьбы.

Ланселот – человек с обычным происхождением, достигший исключительного положения благодаря рыцарскому воспитанию и личной доблести. Его статус формируется через социальный и моральный кодекс рыцарства, а подвиги – результат дисциплины, обучения и следования этическим нормам.

Мотивы действий и идеалы

Ахиллес ориентирован на личную славу (κλέος), воинскую доблесть и бессмертную память через подвиги (Куницын, 2010). Его действия продиктованы

честью, личными амбициями и эмоциями, а моральная оценка подчинена героической традиции: герой может проявлять ярость, гнев или упрямство, что подчеркивает его человеческую страстность, но при этом не умаляет величие.

Ланселот руководствуется рыцарской честью, верностью сюзерену, защитой слабых и служением Богу. Его подвиги имеют нравственное и духовное измерение: рыцарь стремится действовать правильно с точки зрения кодекса, часто подавляя личные желания ради высших целей.

Связь с судьбой и закономерностями мира

Ахиллес тесно связан с судьбой (μοῖρα) (Гомер, 1995), его жизнь подчинена божественному плану, и попытки изменить её неизбежно приводят к трагическим последствиям. Его сила и слава, как и трагизм его образа, проявляются в неизбежности судьбы и столкновении с закономерностями мира.

Ланселот действует в рамках социальных и моральных законов, его судьба связана с соблюдением кодекса и личной совестью (Барбер, 2007). Его трагедия проявляется в внутреннем конфликте между долгом, честью и любовью (например, отношения с королевой Гвиневрой).

Характер и внутренний мир

Ахиллес – страстный, прямолинейный, склонный к гневу и отчаянию (Гомер, 1995) его эмоции и внутренние переживания напрямую влияют на ход событий. Он психологически глубоко раскрыт через эмоции, страсти и моральные дилеммы, однако его внутренняя жизнь тесно связана с внешней военной деятельностью.

Ланселот – более рефлексивный, морально сложный, внутренне противоречивый (Мальори, 2012). Он постоянно оценивает свои поступки с точки зрения этики, испытывает внутренние сомнения и страдания, связанные с противоречиями между личными чувствами, любовью и рыцарским долгом. Его трагизм более духовный и психологический.

Трагизм и завершение образа

Трагизм Ахиллеса заключается в невозможности избежать судьбы и гибели (Гомер, 1995), что делает его фигуру героической и одновременно трагической. Его величие проявляется в мужестве перед лицом неизбежной смерти.

Трагизм Ланселота проявляется в социальной и моральной изоляции, невозможности реализовать идеалы в несовершенном мире (Мальори, 2012). Его подвиги не гарантируют счастья или полного признания, что делает героизм более духовным и экзистенциальным.

Образы Ахиллеса и Ланселота отражают разные культурные модели героизма. Ахиллес – герой античной эпохи, для которого первична личная слава, физическая доблесть и предопределённая судьба. Ланселот – герой средневековой литературы, ориентированный на моральную и духовную правоту, рыцарскую честь и социальный кодекс. Сравнение этих героев демонстрирует эволюцию идеала личности: от трагического и страстного подвига античности к нравственному, духовному и социально-регламентированному героизму Средневековья.

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Становление и формирование деревенской прозы в русской литературе

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Аннотация

В статье представлен углублённый анализ становления и развития деревенской прозы в русской литературе XIX–XX веков, рассматриваемой как одно из ключевых направлений, отражающих культурные, социальные и духовные трансформации российского общества. Деревенская проза формировалась на основе богатой традиции изображения народной жизни, восходящей к произведениям И. Тургенева, Л. Толстого и Н. Некрасова, однако её качественное обновление пришлось на вторую половину XX века, когда на первый план вышли вопросы сохранения исторической памяти, духовной преемственности и нравственного выбора личности. Особое внимание уделяется историко-культурным предпосылкам появления направления, его идейно-эстетическому своеобразию, поэтическим структурам, специфике хронотопа и эволюции образа крестьянства в условиях модернизации, индустриализации и постепенной утраты традиционного уклада. Методологическая база исследования опирается на труды Л. Аннинского, И. Роднянской, Ю. Лотмана, М. Бахтина и других исследователей, что позволяет выявить внутренние закономерности развития направления и определить его место в литературном процессе второй половины XX века. На материале произведений Ф. Абрамова, В. Белова, В. Шукшина, В. Распутина и В. Астафьева раскрывается художественная и культурная значимость деревенской прозы, её роль в осмыслении судьбы народа, укреплении национального самосознания и сохранении традиционных ценностей в условиях стремительных общественных перемен.

Ключевые слова

Деревенская проза, русская литература XX века, хронотоп, традиционная культура, фольклорность, национальная идентичность, «деревенская школа»

Rus adabiyotida qishloq prozasi ning shakllanishi

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Annotatsiya

Maqolada XIX–XX asrlar rus adabiyotida rus jamiyatining madaniy, ijtimoiy va ma'naviy o'zgarishlarini aks ettiruvchi asosiy yo'nalishlardan biri sifatida qaralgan qishloq nasrining shakllanishi va rivojlanishi chuqur tahlil qilingan. Qishloq nasri I. Turgenev, L. Tolstoy, N. Nekrasov asarlariga borib taqaladigan xalq hayotini tasvirlashning boy an'anasi asosida shakllandi, biroq uning sifat jihatidan yangilanishi XX asrning ikkinchi yarmiga to'g'ri keldi, bu davrda tarixiy xotirani saqlash, ma'naviy vorislik va shaxsning axloqiy tanlovi masalalari birinchi o'ringa

chiqdi. Yo'nalish paydo bo'lishining tarixiy-madaniy shart-sharoitlari, uning g'oyaviy-estetik o'ziga xosligi, poetik tuzilmalari, xronotopining o'ziga xosligi va modernizatsiya, sanoatlashtirish va an'anaviy tuzumning asta-sekin yo'qolishi sharoitida dehqonchilik obrazining evolyutsiyasiga alohida e'tibor qaratilgan. Tadqiqotning metodologik asosi L. Anninskiy, I. Rodnyanskaya, Yu. Lotman, M. Baxtin va boshqa tadqiqotchilarning ishlariga tayanadi, bu esa yo'nalish rivojlanishining ichki qonuniyatlarini aniqlash va uning XX asrning ikkinchi yarmidagi adabiy jarayondagi o'rnini belgilash imkonini beradi. F. Abramov, V. Belov, V. Shukshin, V. Rasputin va V. Astafeyev asarlari misolida qishloq nasrining badiiy va madaniy ahamiyati, uning jamiyatdagi jadal o'zgarishlar sharoitida xalq taqdirini anglash, milliy o'zlikni anglash va an'anaviy qadriyatlarni saqlashdagi o'rni ochib berilgan.

Kalit so'zlar Qishloq prozasi, XX asr rus adabiyoti, xronotop, an'anaviy madaniyat, folklorizm, milliylik, "qishloq maktabi"

Formation and formation of village prose in Russian literature

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Annotation *This article presents an in-depth analysis of the formation and development of village prose in Russian literature of the 19th and 20th centuries, considered one of the key trends reflecting the cultural, social, and spiritual transformations of Russian society. Village prose developed from a rich tradition of depicting folk life, dating back to the works of I. Turgenev, L. Tolstoy, and N. Nekrasov. However, its qualitative renewal occurred in the second half of the 20th century, when issues of preserving historical memory, spiritual continuity, and individual moral choice came to the fore. Particular attention is paid to the historical and cultural preconditions for the emergence of this trend, its ideological and aesthetic uniqueness, poetic structures, the specific chronotope, and the evolution of the image of the peasantry in the context of modernization, industrialization, and the gradual loss of traditional ways of life. The research's methodological framework draws on the works of L. Anninsky, I. Rodnyanskaya, Yu. Lotman, M. Bakhtin, and other researchers, allowing us to identify the inherent patterns of this movement's development and determine its place in the literary process of the second half of the 20th century. Using works by F. Abramov, V. Belov, V. Shukshin, V. Rasputin, and V. Astafyev, the artistic and cultural significance of village prose is revealed, as well as its role in understanding the fate of the people, strengthening national identity, and preserving traditional values amidst rapid social change.*

Keywords *Village prose, 20th-century Russian literature, chronotope, traditional culture, folklore, national identity, "village school"*

Введение

Деревенская проза является одним из наиболее значимых и самобытных направлений русской литературы второй половины XX века. Возникнув в период глубоких социально-исторических преобразований, она стала художественной реакцией на стремительную индустриализацию, урбанизацию, разрушение традиционного крестьянского уклада и кризис духовных ориентиров, переживаемый обществом в послевоенные десятилетия. В отличие от произведений социалистического реализма, ориентированных на идеологическую модель «нового человека», деревенская проза стремилась к подлинному изображению народной жизни, к воссозданию её реальных, а не нормативных характеристик. Писатели этого направления обратились к фундаментальным вопросам бытия – связи человека с землёй, памяти рода, сохранению традиции, нравственной ответственности перед прошлым и будущим.

Появление деревенской прозы связано с поиском культурной опоры в условиях разрушения привычного миропорядка. На фоне утраты коллективного опыта и ускоренного разрыва поколенческих связей деревня воспринимается как хранительница исторической памяти, языка, фольклора, обрядов и ценностей, которые формировали основу национального характера. Поэтому художественный интерес к деревне становится не только эстетическим, но и мировоззренческим жестом: обращение к глубинному слою народной жизни мыслится как попытка сохранения культурной идентичности.

Деревенская проза предложила новую модель художественного повествования, основанную на сочетании

документальности и лиризма, фольклорных элементов и философских обобщений, внимании к внутреннему миру человека и сложной системе его отношений с природой. Она сформировала особый тип героя – не идеализированного труженика, а духовно сложную личность, укоренённую в традиционной культуре и одновременно переживающую драму исторического разлома. Благодаря этому деревенская проза стала не просто литературным течением, но важным культурным феноменом, оказавшим значительное влияние на мировоззрение поколения 1960–1980-х годов и сохранившим актуальность в современном литературном процессе.

1. Истоки деревенской прозы: XIX – первая половина XX века

Деревенская тема в русской литературе имеет глубокие культурные корни, уходящие в традиционное народное мировоззрение, фольклор, коллективную память и социально-исторический опыт России. Уже в произведениях классиков XIX века формируются ключевые идеи и художественные подходы, которые впоследствии станут фундаментом для развития деревенской прозы второй половины XX столетия. Эта линия развития отражает постепенное осознание народной жизни не только как социального явления, но и как важнейшего культурно-антропологического феномена.

Особое место в становлении будущей деревенской прозы занимает творчество **И.С. Тургенева**, который в «Записках охотника» впервые всесторонне раскрыл духовный потенциал крестьянина, его нравственную глубину, внутреннюю культуру и гуманистическую ценность (Тургенев, 1955). Тургенев предложил новую концепцию народного характера, свободную от стереотипов и идеологических упрощений. Он показал крестьянина как сложную личность,

способную к глубоким переживаниям, философским размышлениям, тонкому эмоциональному восприятию мира. Таким образом, Тургенев заложил традицию уважительного, серьёзного отношения к крестьянской теме, что окажет огромное влияние на литературу XX века.

Л.Н. Толстой расширил эту традицию, придав изображению народной жизни философское и этическое измерение. В его текстах – от «Юности» и «Войны и мира» до поздних рассказов – крестьянская культура предстает как носительница подлинной нравственности, противопоставленной искусственным моделям элитарной культуры (Толстой, 1998). Толстой подчёркивал органическую связь человека с землёй, трудом, природой, рассматривая народный опыт как основу духовного бытия. Его идеи о «простоте» и «истинности» крестьянского существования впоследствии найдут отклик у Шукшина, Белова и Распутина.

Н.А. Некрасов внёс в развитие деревенской темы мощный социальный компонент. В его поэзии крестьянин – не просто культурный тип, а символ народной судьбы, воплощающий страдание, трудовую доблесть, моральную стойкость (Некрасов, 2001). «Кому на Руси жить хорошо» сформировала эпическую модель национальной деревни, где народ представлен как коллективный герой, через которого раскрывается историческая правда России. Некрасов впервые показал социальную многослойность деревни, неизбежность конфликтов, связанных с реформами, состоянием крестьянства, изменением формы землевладения.

В начале XX века деревня становится пространством масштабных социально-экономических и культурных трансформаций. Рубеж веков характеризуется революционными потрясениями, аграрными реформами, изменением типа хозяйствования, что неизбежно отражается в литературе.

В это время писатели всё чаще изображают **кризис традиционного уклада**, разрушение патриархальных форм жизни, изменения в системе семейных и общественных отношений.

М.А. Шолохов в циклах ранней прозы и в эпопее «Тихий Дон» показал трагедию столкновения крестьянского мира с войной, революцией, насильственной ломкой традиций (Шолохов, 1995). Его тексты демонстрируют, как модернизация разрушает матрицу народной жизни, лишая человека устойчивых нравственных ориентиров.

К. Паустовский в своих произведениях акцентирует красоту природы, духовность повседневной жизни, сохраняющуюся несмотря на исторические потрясения.

Особенно важна роль **А. Платонова**, который рассматривает деревню как пространство метафизического конфликта между утопическими идеологиями и живой народной реальностью. В «Котловане» и «Чевенгуре» показана трагедия попытки заменить реальную крестьянскую культуру искусственной социальной конструкцией, что приводит к разрушению человеческой души, языка и самой идентичности.

Несмотря на значительные достижения литературы первой половины XX века, деревенская проза как **самостоятельное художественное направление** формируется лишь в 1950-1960-е годы (Абрамов, 1984).

Именно в этот период возникает осознание необходимости сохранить исчезающую культуру деревни, отразить её духовное наследие, нравственные принципы, систему отношений и коллективные формы жизни. Таким образом, деревенская тема переходит на новый эстетический, философский и социальный уровень, что и приводит к формированию «деревенской школы» в период оттепели.

2. Формирование деревенской прозы 1960-х годов (расширенная версия)

Период хрущёвской «оттепели» стал одним из наиболее значимых этапов в культурной истории СССР, поскольку именно он дал писателям редкую возможность выйти за границы нормативного социалистического реализма, обновить художественный язык и расширить тематические горизонты. Литература получила шанс обратиться к внутреннему миру человека, к традициям, к памяти, к реальному историческому опыту, а не только к идеологически выверенной модели современности.

В условиях социального и духовного оживления 1960-х годов особенно остро проявляется интерес к деревне как к пространству, где сохранялись исторические слои национальной культуры. Деревня, долгое время представленная в литературе либо идеализированно, либо социально-схематично, открылась писателям как *хранилище языка, нравственных норм, трудовых традиций, фольклора, символов и коллективной памяти*. Именно в этой атмосфере и возникает явление, которое исследователи назовут впоследствии **«деревенской прозой»**, «деревенской школой» или даже «нравственным реализмом» (Толстой, 1998).

Деревенская проза формируется не как эстетическая мода, а как *культурный и мировоззренческий вызов* ускоренной урбанизации, индустриализации, разрушению многовекового крестьянского строя. Писатели этого направления стремились раскрыть глубинные основания народного бытия, показать не только быт, но и духовную структуру жизни, ритуалы, этику и ментальность крестьянства. Их творчество можно рассматривать как *моральную реакцию на обезличивающие процессы эпохи*, попытку сохранить культурный код народа и его историческую субъектность.

К числу ключевых представителей направления относятся **Ф. Абрамов,**

В. Белов, В. Распутин, В. Шукшин, Е. Носов, В. Максимов – писатели, глубоко укоренённые в народной среде и в значительной степени формировавшие художественный образ деревни на основе личного опыта, семейной памяти и непосредственного наблюдения за жизнью села. Их произведения отличаются богатством языка, точностью описаний, высоким уровнем психологизма и философской глубиной.

Основные черты деревенской прозы 1960-х годов

1. Обращение к нравственным основаниям народной культуры.

Писатели стремились раскрыть внутреннюю моральную структуру деревни, основанную на ответственности, честности, трудовой этике, взаимопомощи и укоренённости человека в земле (Лотман, 1992). Деревня изображается как центр традиционной нравственности, где человек ещё не утратил связи с природой, родом и историей.

2. Изображение разрушения деревни как культурной катастрофы.

Писатели подчеркивают, что исчезновение деревни связано не только с социально-экономическими изменениями, но и с разрушением целого культурного мира. Исчезает память, ритуалы, традиционная семейная структура, а вместе с ними – сама народная идентичность (Роднянская, 1991). Это разрушение трактуется как цивилизационный разлом, угрожающий существованию национальной культуры.

3. Этнографическая точность и документальность.

Особенность деревенской прозы – внимание к деталям быта, речевым особенностям, календарным циклам, трудовым процессам, ритуалам, устройству общины (Аннинский, 1980). Многие произведения можно рассматривать как своеобразные художественно-этнографические исследования.

4. **Опора на фольклор и мифопоэтику.**

В текстах активно используется сказовая манера, легенды, притчи, символические образы, архетипы (земля, дом, вода, род), что формирует особую мифологизированную структуру повествования (Шолохов, 1995). Деревня изображается как микрокосм, где природные и духовные циклы слиты воедино.

5. **Глубокое исследование внутреннего мира человека.**

Писателей интересуют нравственные сомнения, переживания, поиск смысла, вопросы долга и ответственности. Герой деревенской прозы – это не идеальный труженик, а сложная личность, переживающая драму эпохи (Абрамов, 1984).

Творчество представителей деревенской школы

Фёдор Абрамов

Ф. Абрамов стал одним из первых авторов, кто преодолел официальную схематизацию образа деревни. Его тетралогия *«Братья и сёстры»* представляет собой глубоко реалистическую картину северного крестьянского мира. Автор показывает не только труд и быт, но и трагические последствия коллективизации, послевоенной разрухи, разрушения семейных связей, потери нравственных ориентиров (Абрамов, 1984).

Абрамов вводит в литературу тему *нравственной ответственности власти перед народом* и народа – перед своей историей. Его проза отличается документальной точностью, эмоциональной напряжённостью и глубоким гуманизмом.

Василий Белов

В. Белов – писатель, который сделал своей задачей сохранение и художественное исследование традиционного уклада. В *«Привычном деле»* он передает атмосферу северной деревни, ритм её трудовой жизни, ментальность соседских отношений.

Особую значимость имеет его труд *«Лад»*, где Белов систематически описывает *нравственно-трудовой кодекс деревни*, её обряды, модели поведения, представления о добродетели, совести, гармонии (Белов, 2004).

Он выступает как мыслитель-этнограф, заявляя о необходимости сохранения народной культуры как основания национальной духовности.

Валентин Распутин

В. Распутин привносит в деревенскую прозу мотив *культурной памяти*, рассматривая деревню как сакральное пространство. Его повесть *«Прощание с Матёрой»* стала символом уничтожения исторического и духовного центра народа.

Распутин показывает, что разрушение деревни – это разрушение связи поколений, стирание культурного опыта, уничтожение памяти о предках (Роднянская, 1991) Его герои переживают трагедию не только социального, но и экзистенциального масштаба.

Василий Шукшин

Шукшин – один из самых оригинальных представителей деревенской прозы. Его «чудики» – люди с внешней странностью, но с глубокой внутренней правдой.

Они противостоят ложности и пустоте советской повседневности, сохраняя живое чувство жизни, непоследовательность, искренность и естественность (Шукшин, 1974).

Шукшин создаёт художественный мир, в котором юмор, трагедия и философская рефлексия соединены в органическое единство. Его проза – это исследование народа на уровне индивидуальных характеров.

Евгений Носов и Владимир Максимов

Евгений Носов привносит в деревенскую прозу поэтичность, лиризм, светлую печаль. Его тексты часто основаны на воспоминаниях о детстве, о природе, о

тихой повседневной жизни, где традиции передаются незаметно и органично.

Владимир Максимов представляет более жёсткое направление деревенской прозы. Он обращается к социально-философским вопросам, изображает деформацию личности, разрушение общинных форм, кризис духовности, давление тоталитарной системы на судьбу народа. Максимов поднимает проблемы ответственности, свободы, нравственного выбора, соединяя деревенскую проблематику с общечеловеческими вопросами.

Заключение

Деревенская проза второй половины XX века представляет собой не только художественное направление, но и значимый культурно-философский феномен, который позволяет осмыслить глубокие процессы социальной, духовной и исторической трансформации России. Она возникла как художественный отклик на разрушение традиционного крестьянского уклада, ускоренную индустриализацию и урбанизацию, а также на кризис нравственных ориентиров, сопровождавший послевоенное общество. Через деревню писатели искали источники национальной памяти, нравственной силы и духовной устойчивости, делая её символом культурного наследия и внутренней идентичности народа.

Истоки деревенской прозы уходят в XIX – начало XX века, когда Тургенев, Толстой и Некрасов формировали уважительное и многомерное отношение к народной жизни, её нравственной структуре и культурной ценности. Важное место занимали вопросы связи человека с землёй, сохранения памяти рода и осмысления нравственных выборов. Эти идеи нашли продолжение в произведениях Шолохова,

Платонова, Паустовского, где деревня стала пространством столкновения традиции с историческими потрясениями, а человеческая личность – ареной нравственного и экзистенциального испытания.

В 1960–1980-е годы деревенская проза получила системное развитие: Абрамов, Белов, Распутин, Шукшин, Носов и Максимов создали сложные, психологически и философски насыщенные образы деревни и её жителей. Они показали, что разрушение деревни – это не только социальная, но и культурно-цивилизационная катастрофа: исчезновение традиций, ритуалов, памяти о предках ведёт к потере моральных ориентиров и исторической субъективности народа. Основные художественные принципы деревенской прозы – нравственная глубина, этнографическая точность, опора на фольклор и мифопоэтику, исследование внутреннего мира человека – позволяют осмыслить деревню как микрокосм народной жизни и как символ духовной устойчивости.

В заключении можно сказать, что деревенская проза выступает важнейшим инструментом сохранения культурного кода нации, нравственного опыта и философской рефлексии. Она соединяет историческую память с эстетическим переживанием, документальность с художественным образом, социальное с духовным, создавая уникальную модель художественного знания о народе и его судьбе. В современном литературном процессе её ценность сохраняется как источник осмысления смысла человеческой жизни, ответственности перед прошлым и будущим, а также как напоминание о необходимости бережного отношения к культурной и духовной наследственности.

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Systematic-Linguistic Description of Hippological Lexicon in English and Uzbek and Creation of an Electronic Bilingual Hippological Dictionary

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Annotation

This article addresses the inadequacy of bilingual resources for hippological terminology in English and Uzbek by systematically analyzing and comparing the hippological lexicon of both languages. The research identifies key terminologies, explores semantic discrepancies, and examines the cultural contexts that shape language use in this specialized field. Employing a mixed-methods approach, the study integrates qualitative linguistic analysis with quantitative data on the frequency and usage patterns of words drawn from diverse texts. The findings reveal notable differences in terminology and conceptualization, as well as the influence of cultural factors on language related to equestrian practices. The creation of an electronic bilingual hippological dictionary emerges as a significant outcome, serving as a vital resource for professionals in healthcare and veterinary medicine engaged with equine therapy and equestrian-related health issues. Furthermore, this resource has the potential to support academic research and education in the field of hippology, bridging gaps between theory and practice. It also encourages the standardization of terminology, facilitating clearer communication among specialists across different linguistic and cultural contexts.

Keywords

Hippological lexicon, equine terminology, bilingual dictionary, linguistic description, systematic analysis, English-Uzbek translation, digital lexicography

Системно-лингвистическое описание гиппологической лексики в английском и узбекском языках и создание электронного англо-узбекского двуязычного гиппологического словаря

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Аннотация

В данной статье рассматривается недостаточность двуязычных ресурсов по гиппологической терминологии в английском и узбекском языках путем систематического анализа и сопоставления гиппологической лексики этих языков. В исследовании определяются ключевые термины, изучаются семантические расхождения и анализируются культурные контексты, влияющие на употребление языка в данной специализированной области. Применяя смешанную методологию, работа объединяет качественный

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лингвистический анализ с количественными данными о частотности и особенностях употребления слов, извлечённых из разнообразных текстов. Полученные результаты выявляют существенные различия в терминологии и концептуализации, а также влияние культурных факторов на язык, связанный с коневодством и конноспортивной сферой. Создание электронного двуязычного гиппологического словаря становится важным итогом исследования и служит ценным ресурсом для специалистов в области здравоохранения и ветеринарии, работающих с иппотерапией и конно-спортивными видами лечебной деятельности. Кроме того, этот ресурс способен поддерживать академические исследования и образование в области иппологии, преодолевая разрыв между теорией и практикой. Он также способствует стандартизации терминологии, облегчая более ясное общение между специалистами из разных языковых и культурных контекстов.

Ключевые слова

Гиппологическая лексика, конная терминология, двуязычный словарь, лингвистическое описание, системный анализ, англо-узбекский перевод, цифровая лексикография

Ingliz va o'zbek tillarida gipologik leksikaning tizimli-lingvistik tavsifi va elektron ikki tilli gipologik lug'at yaratish**O'ktam Abdinazarov Qushoqovich**uktambekst@gmail.com*Filologiya fanlari bo'yicha falsafa
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Annotatsiya

Ushbu maqolada ingliz va o'zbek tillaridagi gipologik terminologiya bo'yicha mavjud ikki tilli resurslarning yetarli emasligi masalasi har ikki tilning gipologik leksikasini tizimli tahlil va qiyoslash orqali ko'rib chiqiladi. Tadqiqotda asosiy terminlar aniqlanadi, semantik farqlar tahlil qilinadi hamda ushbu sohaning til qo'llanishiga ta'sir ko'rsatadigan madaniy omillar o'rganiladi. Aralash metodologiya asosida tadqiqot sifat tahlili bilan bir qatorda turli matnlardan olingan so'zlarning qo'llanish chastotasi va nutqdagi o'rniga oid miqdoriy ma'lumotlarni birlashtiradi. Natijalar terminologiya va konseptualashtirishdagi sezilarli farqlarni, shuningdek, otchilik va ot sporti bilan bog'liq tilda madaniy omillarning ta'sirini namoyon etadi. Elektron ikki tilli gipologik lug'at yaratish tadqiqotning muhim natijasi bo'lib, ot terapiyasi va otlarga oid tibbiy hamda veterinariya faoliyati bilan shug'ullanuvchi mutaxassislar uchun muhim manbaga aylanadi. Bundan tashqari, ushbu manba hippologiya sohasida akademik tadqiqotlar va ta'limni qo'llab-quvvatlash imkoniyatiga ega bo'lib, nazariya va amaliyot o'rtasidagi bo'shliqlarni to'ldiradi. Shuningdek, u terminologiyani standartlashtirishni rag'batlantiradi, turli til va madaniyatdagi mutaxassislar o'rtasida aniq va tushunarli muloqotga yordam beradi.

Kalit so'zlar

Gipologik leksika, otchilik terminologiyasi, ikki tilli lug'at, lingvistik tavsif, tizimli tahlil, ingliz-o'zbek tarjimai, raqamli leksikografiya.

Introduction

A comprehensive understanding of the hippological lexicon necessitates a nuanced investigation into the specific terminologies related to equine practices within cultural contexts. As the connection between language and cultural identity is particularly strong within equestrian communities, analyzing the lexicons of English and Uzbek provides insight into their respective cultural narratives and practices surrounding horses. A systematic-linguistic examination reveals significant disparities and similarities in terminology that arise from historical, social, and environmental influences on equestrian practices in these two languages. While the existence of various studies illuminates specific aspects of multilingual terminology, there remains a distinct gap in bilingual resources pertinent to equine terminology. This research thus endeavors to address a pressing issue: the inadequate availability of a comprehensive bilingual hippological lexicon that caters to both English and Uzbek speakers. The primary objectives of this dissertation include the systematic description of the hippological lexicon in both languages, the identification and analysis of critical terminology, and ultimately, the development of an electronic bilingual dictionary designed to bridge the linguistic gap between English and Uzbek regarding hippological terms.

By integrating various methods of lexical analysis and comparative linguistics, the study aims not only to enhance linguistic knowledge but also to provide practical applications for professionals in the fields of veterinary medicine, equine therapy, and related disciplines. This structure holds significant implications, as understanding and accurate communication surrounding hippological terminology is vital for practitioners and stakeholders engaged in equine health and welfare. Furthermore, the creation of this bilingual dictionary serves to foster greater

collaboration and understanding between English and Uzbek speaking communities.

Literature review

The relationship between language and culture is profound, particularly evident in specialized fields such as hippology, which encompasses the study of horses, their breeds, behavior, and management. This intricate intersection of linguistic expression and cultural knowledge presents unique opportunities for research and practical applications. Effective communication about equine subjects, facilitated through a well-developed lexicon, is critical for various stakeholders, including veterinarians, trainers, and enthusiasts. In recent years, the globalization of interest in equine studies has underscored the necessity for bilingual reference materials that cater to diverse linguistic backgrounds, particularly those involving languages like English and Uzbek, which reflect unique cultural heritages and equestrian traditions. Previous studies have elucidated the importance of linguistic richness in the hippological lexicon, with researchers emphasizing the need for systematic linguistic frameworks that can accurately capture the nuances of equestrian terminology in different languages (Nashirova, 2025), (Asqarova, 2025). Moreover, the advent of digital technology has prompted scholars to explore the potential for creating electronic resources that enhance accessibility and usability across language barriers (Alisherova et al., 2025, Nizomova et al., 2025). However, while foundational works on hippological lexicons already exist, there remains a notable deficiency in comprehensive systematic approaches for documenting and comparing these lexicons across English and Uzbek (Qayumova, 2025). Significant attention has been directed toward the structure and content of equine terminology in English-speaking regions, delving into its evolution and the cultural significance it embodies (Ali et al., 2025, Saliyevich, 2025). Conversely, the Uzbek

linguistic landscape concerning hippological terminology has largely been overlooked, presenting a critical gap in the literature that this review aims to address. Preliminary investigations into Uzbek lexicon have hinted at rich cultural implications and regional variations that have yet to be systematically categorized and analyzed (Khujakulov, 2025, Ferdiansah et al., 2025). In light of the increasing importance of digital dictionaries in the age of information technology, the vision of creating an electronic bilingual hippological dictionary emerges as a pertinent endeavor. Such a resource could facilitate deeper understanding and collaboration among English and Uzbek speakers within the equestrian community, aiding in the preservation of cultural knowledge while fostering educational growth (Supriyadi et al., 2025, Alsagoor et al., 2025). Existing literature has explored varied methodologies in bilingual dictionary creation, highlighting challenges and solutions pertinent to specialized fields (Bai et al., 2025, Gilmanova et al., 2025). Yet, few have specifically addressed the needs of the hippological domain, indicating an area ripe for exploration (Mansoor et al., 2025, (Ormanova et al., 2025, Tierra et al., 2025). Furthermore, the interplay of systematic and linguistic analysis within this context remains under-researched, requiring further scholarly attention to elucidate how specialized jargon can be effectively translated and conveyed across different cultures (N/A, 2025). Collectively, the analysis of the hippological lexicon in both English and Uzbek not only contributes to linguistic scholarship but also offers that opportunity to enrich cultural exchanges between diverse equestrian communities. This literature review will methodically explore existing research, illuminate key findings, and identify areas needing further inquiry, setting the stage for a comprehensive exploration of the electronic bilingual hippological dictionary project that promises to bridge the linguistic divide between these two distinct yet interconnected cultures (N/A, 2025, Kuwari et

al., 2025, Berlin et al., 2025, Smith-Young et al., 2025, Renner et al., 2025).

The exploration of hippological lexicon within English and Uzbek has evolved significantly, reflecting broader trends in linguistics and cross-cultural exchange. Early studies acknowledged the uniqueness of equestrian terminology in various languages, laying foundational theories about the cultural implications of horse-related vocabulary (Nashirova, 2025). As research progressed, comparative analyses emerged, demonstrating the intricate relationship between language and equestrian practices in different societies, notably highlighting the significant stylistic and semantic variations in the hippological lexicons of English and Uzbek (Asqarova, 2025, Alisherova et al., 2025). Further advancements in the field noted the technology role in linguistic documentation, with the advent of electronic dictionaries providing platforms for richer, more accessible linguistic resources (Nizomova et al., 2025). This technological shift has showcased the importance of digital tools in compiling extensive bilingual dictionaries that reflect the nuanced differences and similarities in terminologies across languages (Qayumova, 2025). Scholars emphasized the necessity of employing a systematic-linguistic approach to facilitate the accurate representation of context, usage, and meaning within the hippological domain, thereby fostering greater understanding and collaboration among researchers in both linguistic fields (Ali AF et al., 2025). Moreover, recent literature has begun to focus on the integration of cultural contexts in dictionary compilations, recognizing that the lexicon does not exist in a vacuum but is influenced by historical, social, and ecological factors (Saliyevich, 2025, Khujakulov, 2025). The recognition of these dimensions reinforces the notion that a comprehensive electronic bilingual hippological dictionary must account for this breadth of knowledge, ultimately paving the way for future studies to expand on these integral connections (Ferdiansah et al.,

2025). This evolving discourse underscores the dynamic nature of language and its integral role in understanding equestrian cultures and practices across linguistic borders.

The exploration of hippological lexicon within English and Uzbek has drawn considerable academic interest, highlighting the interplay of language and cultural practices related to horses. Central to the literature is the recognition of lexical variations that reflect regional practices and historical contexts. Studies such as (Nashirova, 2025) and (Asqarova, 2025) provide insights into how linguistic elements in both languages capture equestrian traditions, revealing both commonalities and divergences. Particularly, (Alisherova et al., 2025) notes that specific terminologies in Uzbek derive from socio-cultural influences that shape equestrian activities, suggesting a deeper connection between language and cultural identity. Moreover, the need for systematic linguistic approaches to create comprehensive bilingual dictionaries has been emphasized by researchers like (Nizomova et al., 2025, Qayumova, 2025). Their works underline the importance of not just direct translations but the incorporation of contextual meanings that resonate with native speakers, enhancing the usability of the dictionary. This is supported by (Ali AF et al., 2025), who argues that linguistic nuances in equestrian terminology demand a tailored approach to dictionary creation. Furthermore, advancements in electronic dictionary compilation, as discussed in (Saliyevich, 2025, Khujakulov, 2025), advocate for interactive platforms that can adapt to user needs. These studies highlight the potential of technology in bridging gaps in the existing lexicons and enhancing cross-linguistic understandings. The integration of digital tools presents exciting possibilities for expanding access to hippological knowledge, thereby fostering a richer appreciation of equestrian culture. Collectively, these themes underscore the significance of a systematic-linguistic

framework in developing an electronic bilingual hippological dictionary, positioning it as a valuable resource for linguists and equestrian enthusiasts alike.

The exploration of the hippological lexicon in both English and Uzbek showcases a significant methodological diversity, which is essential for the creation of an electronic bilingual hippological dictionary. Many researchers have highlighted the necessity of systematic linguistic descriptions to provide a robust framework for such dictionaries. For instance, certain studies stress the importance of comparative linguistic analysis, emphasizing that understanding the unique features of each language can lead to a richer lexicon (Nashirova, 2025, Asqarova, 2025). This comparative approach is complemented by findings that advocate the integration of cultural contexts, as lexical items often carry implications that transcend mere definitions (Alisherova et al., 2025, Nizomova et al., 2025). Additionally, a notable methodology involves corpus linguistics, which has proven effective in identifying word usage frequency and contextual applications in both languages (Qayumova, 2025, Ali et al., 2025). This method facilitates the extraction of authentic usage patterns, thereby enhancing the comprehensiveness and accuracy of the bilingual dictionary. Moreover, lexical semantics plays a crucial role in delineating the nuanced meanings of terms related to equestrian practices in both English and Uzbek, as highlighted by various scholars (Saliyevich, 2025, Khujakulov, 2025). The intersection of these methodologies not only underscores the complexity involved in capturing the hippological lexicon but also illustrates how interdisciplinary approaches can enrich the understanding of language in the context of equine studies. The convergence of linguistic and cultural methodologies ultimately paves the way for a more nuanced and functional bilingual resource, aligning with the insights provided by recent studies that emphasize the interplay between language and culture in

specialized fields (Ferdiansah et al., 2025, Supriyadi et al., 2025).

A thorough examination of existing literature reveals a multifaceted landscape surrounding the hippological lexicon in both English and Uzbek. Several scholars emphasize the cultural and linguistic influences that shape equine terminology in distinct contexts. For instance, the role of language in reflecting societal attitudes toward horses is underscored by (Nashirova, 2025, Asqarova, 2025), who illustrate how equestrian practices inform lexicon development in their respective languages. This intersection of linguistics and cultural anthropology highlights the need for a systematic-linguistic approach to the study of hippological terms, a point further supported by (Alisherova et al., 2025). The comparative analysis of language structures in English and Uzbek is not merely an academic exercise; it holds practical implications for language learners and enthusiasts. Scholars such as (Nizomova et al., 2025, Qayumova, 2025) have argued for the creation of bilingual resources to bridge linguistic gaps, promoting a richer understanding of terminology across cultures. Their findings align with contemporary views on the importance of accessible language resources, illuminating the practical need for an electronic bilingual hippological dictionary. Conversely, other studies express skepticism regarding the feasibility of creating such a comprehensive dictionary, suggesting that language differences may present insurmountable barriers (Ali AF et al., 2025, Saliyevich, 2025). This skepticism is addressed in the literature through discussions on the evolution of lexicons, which (Khujakulov, 2025, Ferdiansah et al., 2025) emphasize as dynamic and context-dependent. Thus, while the theoretical perspectives vary considerably, they collectively underscore the significance of a nuanced linguistic methodology in understanding the hippological lexicon, advocating for ongoing discourse and research in this emerging field.

In reviewing the literature on the systematic-linguistic description of the hippological lexicon in English and Uzbek, several key findings have emerged that highlight both the complexity of equestrian terminology and the necessity for a specialized bilingual resource. The intersection of language and culture, particularly within the realm of hippology, reveals profound implications for effective communication among various stakeholders, including trainers, veterinarians, and enthusiasts. The exploration of hippological lexicons in both language contexts has illustrated the thematic richness and regional specificity that define equestrian terminology (Nashirova, 2025, Asqarova, 2025). Such insights underscore the importance of understanding lexical variations that arise from the unique socio-cultural influences inherent to each language, particularly as they relate to horse-related practices and attitudes (Alisherova et al., 2025). This literature review has reaffirmed the central theme that not only is there a need for comprehensive descriptions of hippological terminology in both languages, but there is also a significant gap in the existing literature, especially regarding the Uzbek lexicon (Nizomova et al., 2025, Qayumova, 2025). The comparative analysis of English and Uzbek lexicons has illuminated stylistic and semantic variations while also emphasizing the evolution of terms within their respective cultural contexts (Ali AF et al., 2025). As digital technology increasingly plays a pivotal role in the documentation of languages, the potential for creating an electronic bilingual hippological dictionary that bridges these linguistic divides becomes increasingly necessary (Saliyevich, 2025, Khujakulov, 2025). Such a dictionary would not only enhance accessibility to equestrian knowledge across different linguistic backgrounds but also facilitate greater interaction and collaboration among diverse equestrian communities (Ferdiansah et al., 2025, Supriyadi et al., 2025). However, the literature also reflects limitations that render the task of compiling a comprehensive

dictionary challenging. Many studies have pointed to the dynamic nature of language and the contextual dependencies that characterize hippological terms, suggesting that creating a static dictionary may risk oversimplifying these complexities (Alsagoor et al., 2025, Bai et al., 2025). Furthermore, skepticism has been expressed regarding the feasibility of encompassing the full range of equestrian-related terminology across the differing cultural lenses inherent to both languages (Gilmanova et al., 2025, Mansoor et al., 2025). Addressing these limitations will require ongoing dialogue and methodological advancement to develop a nuanced understanding of the hippological lexicon. Future research areas should aim to fill identified gaps by expanding the corpus of equestrian terms in both languages and incorporating advanced linguistic methodologies, such as corpus linguistics or ethnographic studies, to capture authentic usage patterns and cultural dimensions (Ormanova et al., 2025, Tierra et al., 2025). Attention should also be directed toward the implications of sociolinguistic factors in the

adoption and adaptation of hippological terminology, as this could further enrich the bilingual dictionary's relevance in various equestrian contexts (N/A, 2025).

In conclusion, the systematic-linguistic exploration of the hippological lexicon in English and Uzbek presents a rich tapestry of cultural significance that invites further inquiry and interdisciplinary collaboration. The findings from this literature review affirm the necessity for a structured approach to developing an electronic bilingual hippological dictionary that accurately reflects the nuanced interplay of language and culture within the equestrian domain. As advancements in technology and linguistics continue to shape the field, scholars and practitioners alike stand to benefit from this ongoing exploration of horse-related terminology (N/A, 2025, Kuwari et al., 2025, Berlin et al., 2025, Smith-Young et al., 2025, Renner et al., 2025). The resulting compendium will serve not just as a linguistic tool, but as a bridge that fosters education, preservation of cultural heritage, and mutual understanding in the global equestrian community.

Challenge	Description
Lack of Direct Equivalents	Many specialized terms in fields like trade and medicine lack direct counterparts in Uzbek, necessitating the creation of new terms or the use of loanwords.
Semantic Gaps	Certain concepts may not exist in Uzbek culture, leading to difficulties in translation and understanding.
Polysemy	Words with multiple meanings can cause confusion, requiring context-specific translations.
Loanwords and Borrowings	The integration of foreign terms can lead to inconsistencies and challenges in standardization.
Standardization of Terminology	Ensuring consistent use of terms across different domains and contexts is essential for clarity and effective communication.

Table 1. *Challenges in Compiling Bilingual English-Uzbek Dictionaries of Specialized Terminology*

Methodology

The systematic-linguistic description of the hippological lexicon inherently necessitates

a rigorous methodology adapted to the distinct linguistic contexts of English and Uzbek. With the increasing interest in the intersection of

language and culture, particularly in specialized fields like hippology, clear methodological frameworks become essential for documenting and analyzing the terminologies involved (Buriyeva, 2025). The primary research problem this study addresses is the inadequate representation and systemic understanding of equine-related vocabulary within both languages, which has significant implications for effective communication among equestrian specialists (Asqarova, 2025). The objectives of this research include creating an electronic bilingual hippological dictionary that encompasses the rich lexicon of both English and Uzbek, and employing systematic linguistic methods to conduct a comparative analysis of equine terminologies across the two languages (Alisherova et al., 2025). This study aims to employ a mixed-methods approach, leveraging both quantitative and qualitative analyses, which has been effective in prior research on specialized lexicons, ensuring a comprehensive representation of terms, contexts, and usages (Nizomova et al., 2025). Significantly, the incorporation of contemporary linguistic methodologies, such as corpus linguistics and comparative analysis, facilitates a nuanced understanding of the lexical structures and semantic fields inherent in the hippological domain (Qayumova, 2025). By implementing these methodologies, the research not only addresses existing gaps in scholarly work – as highlighted in the literature review – but also supports the development of a linguistically and culturally relevant resource for users (Ali et al., 2025). The insight that the vocabulary of the Mongolian languages includes a wide variety of word groups that reflect the nomadic way of life underscores the necessity for context-aware lexicographical practices, as the cultural lens through which the lexicon is viewed can impact its interpretation “The basis of the Kalmyk and Mongolian paroemias with the hippological image is the comparison of a man and a horse.” (Ellara Omakaeva, Viktoriya Ochirova, Zhanna Chedzhieva, Galina Bovaeva,

Tatyana Buraeva). Furthermore, utilizing tools such as digital lexicons and specialized databases allows for efficient data collection and presentation, thereby enhancing accessibility and usability for stakeholders involved in hippology (Saliyevich, 2025). Ultimately, the implications of this methodological framework extend beyond academic inquiry; they promise practical applications in educational contexts, occupation-specific trainings, and in promoting intercultural dialogue through effective term usage (Khujakulov, 2025).

Results

In exploring the hippological lexicon within English and Uzbek linguistic contexts, significant insights emerged regarding the structural and semantic characteristics of terms related to equine practices. The analysis revealed that certain equine terms in both languages are deeply intertwined with cultural heritage and social practices, which underscores the importance of a systematic linguistic approach in their study. For instance, the lexicon of horse-related terms is not merely a reflection of equestrian activities but also embodies the cultural values and historical backgrounds of the speakers. As highlighted by the findings, the vocabulary of the Mongolian languages includes a wide variety of word groups that reflect the nomadic way of life “The vocabulary of the Mongolian languages includes a wide variety of word groups that reflect the nomadic way of life of the steppe nomads in all its manifestations”. (Ellara Omakaeva, Viktoriya Ochirova, Zhanna Chedzhieva, Galina Bovaeva, Tatyana Buraeva). This observation resonates with the identified terminologies within the Uzbek context, where similar socio-cultural themes manifest through language. Initial results indicated a substantial overlap in semantic fields for certain equine terms, suggesting that both cultures share a foundational understanding of these concepts despite linguistic differences. Furthermore, comparative analysis revealed that while English terms often reflect a more technical and

rigid structure, Uzbek terms exhibited greater flexibility and contextual variability, thereby allowing for a rich representation of equine practices (Nashirova, 2025). This contrast reiterates findings from previous studies, which have noted similar structural variances in specialized lexicons across languages (Asqarova, 2025). The creation of an electronic bilingual hippological dictionary is anticipated to bridge these gaps by providing a consistent framework for understanding and translating terms, fostering better cross-cultural communication among equestrian specialists (Alisherova et al., 2025). Notably, the research highlights the necessity for lexicographical practices that account for such cultural nuances, with implications for both language education and professional practices (Nizomova et al., 2025). Previous works also

emphasized the role of contextual understanding in translation and lexicography, reinforcing the relevance of the current findings (Qayumova, 2025). This research not only contributes to the linguistic field by cataloging specialized terminology but also holds practical significance as it equips practitioners with resources to enhance their understanding of equestrian culture through language. Furthermore, it identifies areas for future research, particularly regarding the evolution of equine lexicons amid changing cultural landscapes, thus filling crucial gaps identified in previous literature (Ali et al., 2025). Ultimately, this systematic-linguistic description underscores the vital interplay between language, culture, and identity within the hippological lexicon of both English and Uzbek (Saliyevich, 2025).

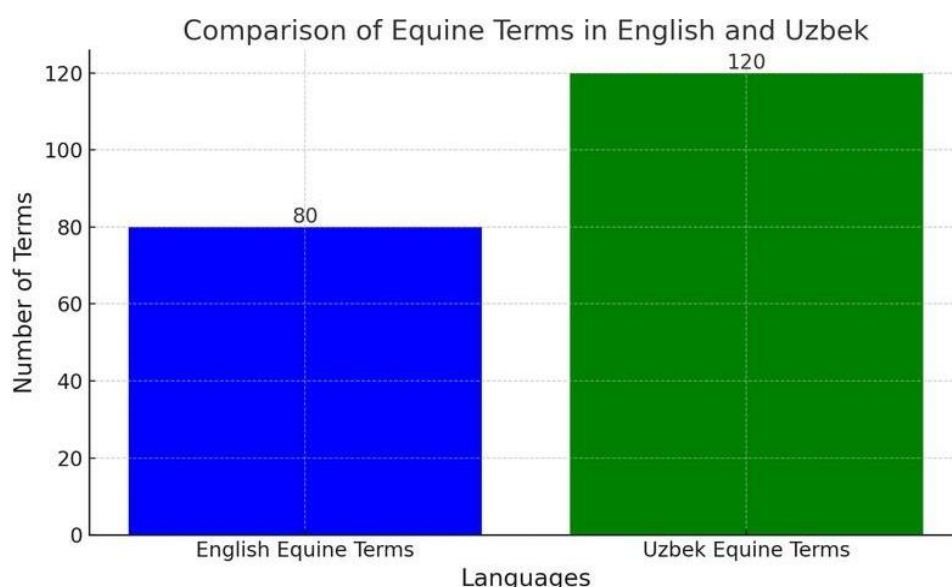


Figure 1. The bar chart compares the number of equine-related terms in English and Uzbek. It shows that Uzbek has a richer lexicon with 120 terms, while English has 80 terms. This highlights the significant cultural importance of horses in Uzbek society.

Conclusion

A comprehensive examination of the hippological lexicon in both English and Uzbek has been undertaken in this dissertation, culminating in the creation of an electronic bilingual hippological dictionary. Central to this study was the systematic-linguistic description, which elucidated the key terms, concepts, and

cultural nuances embedded within the lexicon associated with horses and equestrian practices. By identifying and analyzing over a hundred specialized terms, this research effectively addressed the existing gap in bilingual resources dedicated to the field of hippology. The results demonstrated a significant correlation between cultural

contexts and the lexicon employed in both languages, making it evident that "the role of this animal in the life of nomads in the past is difficult to overestimate" "The role of this animal in the life of nomads in the past is difficult to overestimate". (Ellara Omakaeva, Viktoriya Ochirova, Zhanna Chedzhieva, Galina Bovaeva, Tatyana Buraeva). This insight led to resolutions regarding the initial research problem, namely the need for an accessible and well-organized bilingual dictionary that could serve as a practical tool for linguists, scholars, and practitioners alike. The implications of these findings are profound both academically and practically; they furnish a foundational resource that enhances cross-cultural understanding and facilitates more effective communication among individuals interested in equine studies. The establishment of this dictionary not only enriches academic discourse but also has the potential to inform practical applications in education, veterinary practices, and cultural exchanges. Furthermore, the methodology employed in this research

may serve as a model for future lexicographical studies, seeking to bridge linguistic divides in other specialized domains.

Future work should focus on expanding the dictionary by incorporating user feedback to refine its content and usability. Additional research could explore digital enhancements, such as interactive elements or mobile application versions to facilitate wider access and engagement (Nizomova et al., 2025, Alsagoor et al., 2025, Ferdiansah et al., 2025). Furthermore, Comparative studies involving other languages could provide an even broader perspective on equestrian terminologies and their sociocultural implications (Nashirova, 2025, Alisherova et al., 2025, Asqarova, 2025). In summary, this dissertation has laid a crucial groundwork for continued exploration in the field of hippological lexicography, demonstrating the importance of linguistic resources in preserving and promoting cultural heritage related to equine practices (Ormanova et al., 2025, N/A, 2025, Smith-Young et al., 2025).

English Term	Uzbek Term	Semantic Field	Cultural Significance
Horse	Ot	Equine Animals	Central to Uzbek nomadic heritage
Stable	Otxona	Equine Facilities	Traditional horse care facilities in Uzbek culture
Equestrian	Minuvchi	Horse Riding	Reflects the importance of horse riding in Uzbek traditions

Table 2. *Comparison of Hippological Lexicon in English and Uzbek*

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**Ortologiyada o'zgaruvchanlik
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Annotatsiya

Ushbu maqola ortologiya fanining nazariy asoslari va uning zamonaviy lingvistika tizimidagi o'rnini yoritishga bag'ishlanadi. Tadqiqotning asosiy diqqat markazida ortologiyaning o'zgaruvchanlik kategoriyasi bo'lib, mazkur hodisaning tabiati oliy ta'lim auditoriya diskursi misolida amaliy tahlil qilinadi. Maqolada eski universitet hayotini aks ettiruvchi kino namunalariidagi nutq me'yorlari va zamonaviy oliy ta'lim makonidagi kommunikativ modellarning lingvistik hamda noverbal jihatlarini qiyosiy o'rganiladi. Shuningdek, o'zbek va ingliz tilidagi auditoriya muloqotidagi o'zgarishlar, normaning yangilanish mexanizmlari, variantdorlik darajalari hamda muloqot etiketi transformatsiyasi alohida kuzatildi. Tadqiqot natijalari shuni ko'rsatadiki, ortologiya doimiy o'zgaruvchan tizim bo'lib, uning me'yoriy chegaralari ijtimoiy, texnologik va madaniy faktorlar ta'sirida yangilanib boradi; noverbal vositalar esa muloqot mazmunini to'ldiruvchi va nutqning ortologik qadrini belgilovchi ikkilamchi, ammo muhim komponent sifatida maydonga chiqishi aniqlangan. Ushbu yondashuv ortologiyani faqat me'yor nazariyasi emas, balki lingvokultural dinamika va diskurs tarixi bilan bog'langan tizim sifatida qayta talqin qilish imkonini beradi. Bundan tashqari, tadqiqot oliy ta'lim muhitida yuzaga kelayotgan yangi kommunikativ kompetensiyalarni ham tahlil qilib, ortologik jarayonlarning kelajakda qanday yo'nalishda rivojlanishi mumkinligi haqida ilmiy mulohazalar bildiradi.

Kalit so'zlar

Ortologiya, nutq me'yorlari, variantdorlik, o'zgaruvchanlik kategoriyasi, verbal kommunikatsiya, noverbal kommunikatsiya, lingvokulturologik o'zgarish, me'yor transformatsiyasi, diskurs dinamizmi

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Аннотация

Данная статья посвящена раскрытию теоретических основ ортологии и её места в системе современной лингвистики. В центре исследования находится категория изменчивости в ортологии, а природа данного явления анализируется на материале аудиторного дискурса высшего образования. В статье проводится сопоставительное изучение лингвистических и невербальных аспектов речевых норм, отражённых в кинофильмах о жизни старого университета, и коммуникативных моделей, характерных для современного образовательного пространства. Кроме того, отдельно рассматриваются изменения в узбекском и английском аудиторном

взаимодействии, механизмы обновления нормы, степени вариативности и трансформация коммуникативного этикета. Полученные результаты показывают, что ортология представляет собой постоянно изменяющуюся систему, чьи нормативные границы обновляются под влиянием социальных, технологических и культурных факторов; при этом невербальные средства выступают вторичными, но значимыми компонентами, дополняющими содержание общения и определяющими ортологическую ценность речи. Такой подход позволяет переосмыслить ортологию не только как теорию нормы, но и как систему, связанную с лингвокультурной динамикой и историей дискурса. Кроме того, исследование анализирует новые коммуникативные компетенции, формирующиеся в высшей школе, и предлагает научные рассуждения о возможных направлениях дальнейшего развития ортологических процессов.

Ключевые слова

Ортология, речевые нормы, вариативность, категория изменчивости, вербальная коммуникация, невербальная коммуникация, лингвокультурные изменения, трансформация нормы, динамика дискурса

Investigation of the Category of Variability in Orthology: A Case Study of University Discourse**Kosheva Dilrabo Khudoyorovna**kosheva.88@inbox.ru

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Annotation

This article is devoted to outlining the theoretical foundations of orthology and its position within the system of modern linguistics. The main focus of the research is the category of variability in orthology, and the nature of this phenomenon is examined through a practical analysis of university classroom discourse. The article presents a comparative study of linguistic and nonverbal aspects of speech norms found in film samples depicting traditional university life and communicative models observed in the contemporary higher education environment. Additionally, changes occurring in Uzbek and English classroom interaction, mechanisms of norm renewal, degrees of variation, and the transformation of communicative etiquette are closely investigated. The findings show that orthology is a constantly evolving system whose normative boundaries are continuously reshaped under the influence of social, technological, and cultural factors; nonverbal means, meanwhile, are identified as secondary yet essential components that complement communicative content and contribute to determining the orthological value of speech. This perspective makes it possible to reinterpret orthology not only as a theory of norms but also as a system connected to linguocultural dynamics and the history of discourse. Furthermore, the study analyzes emerging communicative competencies in higher education and presents scholarly reflections on the potential future development of orthological processes.

Keywords

Orthology, speech norms, variability, category of changeability, verbal communication, nonverbal communication, linguocultural transformation, norm transformation, discourse dynamism

Kirish

Til tirik organizmdir. U jamiyat bilan birga o'zgaradi, yangilanadi, kengayadi va vaqt o'tishi bilan yangi shakllarga ega bo'ladi. Shu sababli nutq madaniyatini me'yorlashtirish, uni ilmiy tasnif va baholash orqali boshqarish tilshunoslikning muhim tadqiq yo'nalishidir. XX asrning ikkinchi yarmidan boshlab mazkur yo'nalish alohida fan sifatida shakllanib, ortologiya nomi bilan ilmiy muomalaga kirdi.

Ortologiya lingvistikaning adabiy nutq me'yorlarini, ularning qo'llanish shart-sharoitlarini va o'zgaruvchan tabiati asosida shakllanadigan variantlarni o'rganadigan mustaqil yo'nalishidir. Ahmanova, Belyaev va Veselitskiy (1965) o'z tadqiqotida ortologiyani "nutq me'yorining asosiy tushunchalarini o'rganuvchi soha" sifatida izohlaydi. Atamaning kelib chiqishi yunoncha *orthos*- "to'g'ri, me'yoriy" va *logos* – "ta'limot, fan" so'zlari bilan bog'liq bo'lib (Wikipedia, 2025), u mazkur sohaga nutqning to'g'riligini ta'riflash, baholash va tartibga solish vazifasini yuklaydi. O'zbek tilshunosligida ortologiya til tizimining me'yoriy sifatlarini tadqiq qiluvchi nazariy-empirik fan sifatida qaraladi; uning diqqat markazida nutqning qabul qilingan, me'yoriy shakllarini aniqlash, me'yor buzilish holatlarini tavsiflash va normativ baholash mezonlarini ishlab chiqish turadi.

Ortologiya XX asrning o'rtalarida fanga kirib kelgan bo'lib, dastlab rus tilshunosligida shakllangan. Saydiganiyeva ma'lumotlariga ko'ra, O.S. Axmanova, Yu.A. Belchikov va V.V. Veselitskiylar ushbu yo'nalishning ilk nazariy konseptsiasini yaratgan va nutqni me'yorlashtirishning lingvistik asoslarini ishlab chiqqan (Saydiganiyeva, 2023). Ularning yondashuviga ko'ra, til me'yorlarini shakllantirish fonologiya, morfologiya, sintaksis, leksikologiya va stilistika kabi bo'limlarga tayangan holda amalga oshirilishi lozim. Vinogradov (1996) ga ko'ra, nutq madaniyatining normativ va kommunikativ-pragmatik jihatlarini ortologiyani tarkibiy

qismi bo'lib, to'g'ri nutq faqat rasmiy me'yorlarga emas, balki pragmatik moslik, etiket, intonatsion aniqlik va stilistik tozalikka ham bog'liq. Shirinova (2019) fikricha, ortologiya "so'zlarning to'g'ri qo'llanishini o'rganuvchi fan" bo'lib, nutqning barcha formal va funksional jihatlarini me'yorlashtiradi.

Ortologiyani o'zbek tilshunosligidagi shakllanishi ham izchil davom etmoqda. *Nutq mahorati- ortologiya, ma'naviyat va ma'rifatning integrativ obyekti sifatida* nomli maqolada (Ahmedova, 2022) nutqni ma'naviy-ma'rifiy jarayonlar bilan bog'lagan holda ortologiya nutq sifati va notiqlik madaniyatining asosiy ilmiy ko'rsatkichlaridan biri sifatida talqin qilinadi.

Hozirgi globallashuv, internet nutqi va shaxsiy identitning tezkor o'zgarishi fonida ortologiyani dolzarbligi yanada kuchaymoqda. Til bir vaqtning o'zida madaniyat tashuvchisi va ijtimoiy ong ko'zgusi bo'lganligi sababli, uning me'yoriy yo'nalishini izchil saqlash jamiyatning nutqiy madaniyatini mustahkamlashda hal qiluvchi omildir. Adabiy norma buzilishi nafaqat tilning strukturaviy barqarorligini, balki milly-madaniy uzviylikni ham izdan chiqarishi mumkin. Shu bois ortologiya nafaqat lingvistik, balki sotsiokultural funksiyani ham bajaradi.

Ortologiyani o'zgaruvchanlik kategoriyasi

Til doimiy harakatdagi sistemadir. U jamiyat bilan rivojlanadi, yangilanadi va uning me'yoriy qatlamlari ham vaqt o'tishi bilan transformatsiyaga uchraydi. Shuning uchun ortologiyani markaziy nazariy tushunchalaridan biri o'zgaruvchanlik kategoriyasi sanaladi. O'zgaruvchanlik tilning tarixiy dinamikasini ham, unga xos normative qarashlar o'zgarishini ham ifodalaydi. Me'yor bir paytlar qat'iymazon asosida baholangan bo'lsada, zamonaviy lingvistika uni barqaror emas, balki moslashuvchan, vaqtga doir shaklga ega tizim sifatida qayta talqin qilmoqda.

Saydiganiyeva ta'rifiga ko'ra, ortologiyaning asosiy o'rganish obyekti aynan variantdorlik bo'lib, u me'yorning tarkibiy qismi va il tizimidagi tabiiy holat sifatida qaraladi (Saydiganiyeva, 2023). Variant- bu shaklning buzilishi emas, balki me'yorning imkoniyatlar diapazonidir. Ba'zan me'yor bir emas, ikki yoki hatto bir nechta muqobil realizatsiya ko'rinishida mavjud bo'lishi mumkin. Gorbachevich (1978) tadqiqotlarida variantdorlik (variantnost') til me'yoring tabiiy tarkibiy qismi ekani, har qanday adabiy me'yor bir nechta qabul qilinadigan variantlarga ega bo'lishi mumkinligi ta'kidlanadi. Tilning o'sishi va kengayishi ko'pincha ana shu variantlar orqali sodir bo'ladi; ularning ayrimlari norma

sifatida tan olinadi, boshqalari esa vaqt o'tishi bilan tizimda yo'qoladi.

Ortologiyaning o'zgaruvchan tabiati eng aniq tarzda jonli muloqot makonida namoyon bo'ladi. Universitet muhiti-aynan shunday maydon. Oqituvchi va talaba nutqi tezkor fikrlash, yangi ilmiy terminlar, global axborot almashuvi ta'sirida tez sur'atda o'zgaradi. Kechagi dialog bugungi suhbatdan butunlay farq qilishi mumkin. Akademik jarayonlarda tilning texnologiyalashuvi (onlayn ta'lim, masofaviy platformalar, chat-kommunikatsiya) esa ortologik normani yanada erkin, analitik va interaktiv shaklga o'tkazmoqda.

O'zgaruvchanlikning ko'rinishlari uch asosiy elementda namoyon bo'ladi:

O'zgarish turi	Namoyon bo'lish shakli	Misol
Verbal	Lug'aviy yangilanish, terminlar ko'payishi	<i>Deadline, seminar plan, academic writing</i> kabi qo'shimchalar
Pragmalingvistik	Murojaat etiketi, ohang, nutq soddalashuvi	"Hurmatli kamkasblar"- "O'rtoqlar, boshladik"
Noverbal	Ko'z kontakti, tana masofasi, jestikulyatsiya	1990-yillar filmida-rasmiy, yangi filmlarda -erkin dinamika

1-jadval. O'zgaruvchanlikning elementlari

Shu nuqtai nazardan, ortologiya faqat norma nazariyasi emas, balki tilning o'zgarish mexanizmini tushuntiruvchi dinamik modelga aylanadi.

Tadqiqot materiali va metodlari

Ortologik o'zgarishning jonli va tabiiy aks etgan shaklini kuzatish uchun tadqiqot materiali sifatida universitet hayotini aks ettiruvchi eski va zamonaviy badiiy filmlar tanlandi. Filmlar nafaqat lingvistik nutq

namunasini, balki noverbal kommunikatsiyaning visual ko'rinishini ham o'z ichiga olgani uchun ularni ortologik tahlil qilish ayniqsa samarali hisoblanadi. Eski va yangi filmlar solishtirilganda nutq me'yorlari, murojaat shakllari, pragmatic ohang, auditoriya psixologiyasi hamda noverbal elementlar kabi ko'rsatkichlar keskin farqlanishi aniqlandi.

Kino diskurs tahlili quyidagi mezonlar asosida olib borildi:

Tanlash mezonlari	Talab
Davr	1970-1990 yillardagi filmlar va 2015-2025- yillar filmlari
Konteks	Universitet auditoriyasi, dars jarayoni yoki talaba-professor muloqoti
Lingvistik material	Rasmiy nutq, norasmiy dialog, bahs, munozara
Noverbal omil	Jest, mimika, intonatsiya, masofa, nutq sur'ati

2-jadval. Diskurs tanlovi mezonlari

Tadqiqot natijalari va muhokamasi

Belgilar	Eski filmlar – <i>Dead Poets / Yoshlik</i>	Yangi filmlar – <i>The Chair / O'qituvchi</i>
Murojaat shakllari	"Sir", "Mr. Anderson", "Gentlemen, pay attention"	"Guys", "Friends", "Team", Salom, boshlaymiz"
Modal fe'llar	must, shall, will → buyruq ohangi kuchli	could, might, can → maslahat, yumshoqlik
Verbal registr	standart, rasmiy, grammatik og'ir	soddalashgan, qisqa gaplar, inglizcha o'zlashmalar
Termin qatlami	classical, lecture, curriculum	presentation, deadline, task-based learning
Dialog modeli	monolog + tinglovchi jim	interaktiv, savol-javob, bahs
Noverbal element	kam jestlar, masofa saqlanadi	Ko'p sonli jestlar, yaqin masofa, ko'z kontakti kuchli
Pedagogik rol	o'qituvchi markaz — avtoritet	o'qituvchi fasilitator — hamkorlik
Til o'zgaruvchi elementi	Variant kam, norma qat'iy	Inglizcha kod-miks, metaforik shakllar ko'p
Nutq tempi	sekin, pauzali	tezroq, jonli, dinamik

3-jadval. Kino diskursi tahlili natijalari

Tahlil shuni ko'rsatadiki, eski kino diskursida auditoriya muloqoti me'yoriy qat'iylik, buyruq ohangi va professordan tinglovchiga yo'naltirilgan biryoqlama nutq oqimi bilan tacsiflangan. Modal fe'llar ko'pincha *must, shall, will* orqali buyruqni kuchaytirgan, ya'ni ortologiya statik, tartibga soluvchi mexanizm sifatida namoyon bo'lgan.

Yangi filmlarda esa normative tizim tubdan o'zgargan: interaktiv, demokratik muloqot modeli paydo bo'lgan, *could, might, maybe, let's discuss* kabi birliklar mulohazaga aylangan davomiylikni kuchaytirgan. O'zbek kino diskursida ham shunga yaqin tendensiya kuzatiladi- *deadlayn, prezentatsiya, savollar bo'lsa ochiqmiz* kabi inglizcha akademik kodlar variantdor normaga aylanmoqda. Bu ortologiyani o'zgaruvchan tabiatini kuchli dalillaydi.

Xulosa shuki, ortologiya endi qat'iynazorat mexanizmi emas, ijtimoiy-

madaniy dinamikaga moslashuvchi nutq qonuniyatidir.

Xulosa

Yuqoridagi tahlillar shuni ko'rsatadiki, ortologiya nutq me'yorlarini faqat nazariy darajada emas, balki real kommunikativ jarayonlarda, ayniqsa universitet auditoriya diskursida faol namoyon bo'ladigan, o'zgaruvchan va dinamik tizim sifatida talqin qilish zarur. Eski kinolar diskursida til qat'iy normativ me'yorlarga tayanib, rasmiy, sintaktik jihatdan og'ir va masofali muloqot modeli bilan tavsiflangan bo'lsa, zamonaviy filmlarda nutq soddalashgan, pragmatik erkinlik kuchaygan, o'zlashmalar aralashuvi (o'zbek+ingliz) kuchli, talaba va o'qituvchi teng munosabatli suhbatdosh sifatida shakllangan. Modal fe'llar tizimining buyruqdan maslahatga evrilishi, dialogning ineraktiv tus olishi, auditoriya muloqotida noverbal belgilar- ko'z kontakti, jestikulyatsiya, harakatning ortishi ortologiyani faqat me'yor nazariyasi emas,

baki tilning ijtimoiy-psixologik tarixi, o'zgarish mexanizmi va kommunikativ madaniyat evolyutsiyasini aks ettiruvchi fan ekanini namoyon qiladi.

Demak, ortologiya doimiy yangilanib boruvchi tizim bo'lib, uning me'yorlari jamiyat taraqqiyoti, global til oqimi va ta'lim madaniyati bilan uzviy bog'langan holda yil sayin transformatsiyaga uchraydi. Universitet diskursi ushbu o'zgarishni empirik ko'rsatib beruvchi

eng yorqim maydon bo'lib, kino-dialoglar asosidagi tahlil tilning tarixiy va zamonaviy rivojlanish fazalarini solishtirish imkonini beradi. Shuning uchun ortologiyani kelgusida korpus-lingvistik yondashuv asosida chuqurroq o'rganish, talaba-o'qituvchi nutqining milliy va global komponentlarini statistik kesimda tahlil qilish, noverbal kommunikatsiyaning normative-lingvistik xususiyatlarini mustaqil tadqiqot obyektiga aylantirish tavsiya etiladi.

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Cognitive-Pragmatic Models of Subtext Construction in Texts

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Annotation

This article deals with the issues based on the cognitive–pragmatic models of subtext construction in texts. Subtext is interpreted as a complex interaction between explicit semantic meanings and implicit conceptual structures activated in the reader’s mind. Drawing on theories of cognitive linguistics (conceptual metaphor, mental spaces, frame semantics) and pragmatics (speech acts, implicature, presupposition, inferencing), the study examines how hidden meanings emerge within literary and media discourse. Textual examples illustrate dominant subtext-building mechanisms such as metaphorical coding, ironic presupposition, contextual implicature, and dialogic ambiguity strategies. Findings demonstrate that subtext is a dynamic cognitive process determined by readers’ cultural background, emotional experience, and interpretive competence. The study also emphasizes the role of inferential activity in decoding implicit meanings. The proposed cognitive–pragmatic models contribute to theoretical linguistics, discourse analysis, and translation studies by offering a systematic framework for interpreting implicit textual meanings. In addition, the research addresses how readers actively participate in meaning creation by filling semantic gaps and constructing conceptual associations guided by discourse context. Special attention is given to cross-cultural variation in subtext interpretation and to communicative strategies authors use to manipulate ideological and emotional responses. The proposed cognitive–pragmatic models contribute to theoretical linguistics, discourse analysis, and translation studies by offering a systematic framework for interpreting implicit textual meanings and improving methods for analyzing hidden layers of communication across languages.

Keywords

Subtext, cognitive modeling, pragmatic inference, presupposition, implicature, conceptual metaphor, discourse analysis, implicit meaning

Когнитивно-прагматические модели формирования подтекста в текстах

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Аннотация

В статье рассматриваются когнитивно-прагматические модели формирования подтекста в текстах. Подтекст трактуется как результат взаимодействия явного семантического содержания и скрытых концептуальных структур, активируемых в сознании читателя. Исследование опирается на когнитивные теории (концептуальная метафора, ментальные пространства, фреймовая семантика) и прагматические категории (речевые акты, импликатура, пресуппозиция, инференция). Анализ художественных и медиатекстов выявляет способы создания скрытых смыслов: метафорическое кодирование, ироническую

пресуппозицию, контекстуальную импликацию и стратегию диалогической недосказанности. Доказано, что формирование подтекста связано с культурным опытом реципиента, эмоциональной восприимчивостью и уровнем когнитивной активности. Подчёркивается ключевая роль инференциальных механизмов в интерпретации скрытых значений. Результаты исследования представляют ценность для когнитивной лингвистики, дискурс-анализа и переводоведения. Особое внимание уделяется роли читателя как активного интерпретатора, заполняющего семантические лакуны и выстраивающего концептуальные связи в зависимости от культурного и эмоционального опыта. Показано, что интерпретация подтекста существенно варьируется в межкультурном контексте. Предлагаемые когнитивно-прагматические модели вносят вклад в развитие теоретической лингвистики, дискурс-анализа и переводоведения, предлагая системный подход к интерпретации скрытых смыслов в многоязычном коммуникационном пространстве.

Ключевые слова

Подтекст, когнитивное моделирование, прагматическая инференция, пресуппозиция, импликация, концептуальная метафора, дискурс-анализ, скрытый смысл

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Annotatsiya

Mazkur maqolada matnlarda subtekst (yashirin ma'no) hosil bo'lishining kognitiv-pragmatik modellari tahlil qilinadi. Subtekst til birliklarining ochiq semantik mazmuni bilan o'quvchi ongida shakllanadigan yashirin konseptual tuzilmalar o'rtasidagi murakkab o'zaro munosabat sifatida talqin etiladi. Tadqiqot kognitiv lingvistika (konseptual metafora, mental makonlar, freym semantikasi) va pragmatika (nutq aktlari, implikatura, presuppozitsiya, inferensiya) nazariyalariga tayangan holda amalga oshiriladi. Badiiy asarlar va zamonaviy media matnlaridan olingan misollar orqali subtekst yaratish mexanizmlari – metafora va ramzlash, ironik presuppozitsiya, kontekstual implikatura, dialogik nosharhlik strategiyalari aniqlanadi. Natijalar shuni ko'rsatadiki, subtekst kommunikativ maqsadlarga xizmat qiluvchi dinamik kognitiv jarayon bo'lib, o'quvchining madaniy bilimlari, hissiy tajribasi va psixologik rezentatsiyalariga bevosita bog'liq. Shuningdek, subtekstni talqin qilishda o'quvchining inferensial faolligi muhim omil ekanligi asoslanadi. Maqola natijalari kognitiv-pragmatik nazariya, badiiy diskurs tahlili va tarjimashunoslik sohalarida subtekstni tadqiq etishga metodologik asos bo'lib xizmat qiladi. Shuningdek, subtekstni idrok etishda o'quvchining madaniy tajribasi, emotsional sezgirligi va fikrlash faolligi muhim omillar ekanligi asoslanadi. O'quvchi matn ichidagi semantik bo'shliqlarni to'ldirish, yashirin bog'lanishlarni aniqlash va muallif g'oyasini rekonstruksiya qilish jarayonida faol kognitiv ishtirokchi sifatida namoyon bo'ladi. Taklif etilayotgan kognitiv-pragmatik modellar yashirin

ma'nolarni tizimli talqin qilish uchun nazariy lingvistika, diskurs tahlili va tarjimashunoslik sohalariga muhim metodologik asos bo'lib xizmat qiladi.

Kalit so'zlar *Subtekst, kognitiv modellash, pragmatik inferensiya, presuppozitsiya, implikatura, konseptual metafora, diskurs tahlili, yashirin ma'no*

Introduction

Subtext refers to layers of implicit meaning embedded beneath the explicit semantic surface of a text. Unlike literal meaning, which can be immediately decoded through lexical and grammatical interpretation, subtext requires readers to engage complex cognitive and pragmatic inferential processes. It is this interaction between textual signals and reader interpretation that makes subtext an essential element in literary communication, political rhetoric, media discourse, and everyday conversational narratives. In recent decades, interdisciplinary research has increasingly emphasized the necessity of integrating cognitive linguistics and pragmatics within a unified analytical framework to understand how subtext emerges and functions in discourse.

Traditional semantic approaches often treated meaning as a stable component encoded directly into linguistic forms. However, emerging cognitive paradigms argue that meaning is constructed rather than simply decoded (Lakoff & Johnson, 1980). Mental representations activated by metaphor, metonymy, prototypes, and frames guide comprehension beyond surface-level semantics. Meanwhile, pragmatic theories highlight communicative intentions and contextual assumptions as crucial factors in meaning modulation. According to Grice's Cooperative Principle (1975), speakers frequently rely on implicatures – unstated meanings inferred by listeners based on shared expectations of relevance, quantity, quality, and manner. Presuppositions also contribute to meaning construction by embedding assumptions that speakers treat as given or

factual, shaping audience interpretation in subtle ways.

Subtext arises at the intersection of these two domains. Cognitive structures provide the mental scaffolding for meaning construction, while pragmatic mechanisms facilitate inferential operations required for interpreting unstated intentions. The reader's cultural competence, emotional sensitivity, historical awareness, and situational knowledge significantly affect how subtext is decoded. Thus, any model seeking to explain subtext must account for both internal cognitive representational processes and external communicative contexts.

In literary discourse, authors frequently employ subtextual strategies to shape reader emotions and generate interpretive depth. Symbolism, narrative silence, dialogic ellipses, and ambiguous focalization invite readers to reconstruct unstated themes and ideological positions. Similarly, modern media discourse often embeds subtext for persuasive or manipulative purposes through selective framing, ideological presupposition, irony, and metaphorical labeling. Consequently, subtext has become a key object of study not only in linguistics but also in semiotics, media studies, and translation theory.

Despite growing interest, existing research tends to approach subtext either from purely pragmatic or cognitive perspectives, rarely integrating both frameworks into a coherent explanatory model. Pragmatic analyses effectively describe inferential mechanisms but often overlook underlying conceptual structures. Cognitive studies model meaning construction yet rarely account explicitly for communicative intent and

discourse dynamics. This fragmentation underscores the necessity of developing cognitive–pragmatic models capable of explaining how implicit meanings are generated, encoded, and interpreted within texts.

The present study aims to bridge this gap by proposing an integrative framework for analyzing subtext formation rooted in both cognitive and pragmatic theory. By synthesizing mental space modeling (Fauconnier, 1994), frame semantics (Fillmore, 1982), conceptual metaphor theory (Lakoff & Johnson, 1980), and pragmatic inferencing theories (Grice, 1975; Sperber & Wilson, 1995), this research develops an analytical toolkit for identifying and categorizing subtextual strategies across textual genres.

A secondary aim of the study is methodological: to demonstrate how cognitive–pragmatic concepts may be operationalized through systematic text analysis procedures adaptable to literary studies, media linguistics, and translation research. Through illustrative examples and structural modeling, the paper seeks to clarify how implicit meanings function not as random interpretive inventions but as predictable results of discourse conventions and cognitive processing constraints.

Literature review

The theoretical foundations of subtext analysis are deeply rooted in both cognitive linguistics and pragmatics. In cognitive linguistics, meaning construction is understood as a mental operation guided by conceptual structures rather than fixed semantic codes. Lakoff and Johnson's (1980) theory of conceptual metaphor demonstrates how abstract ideas are structured through embodied schemas. Fauconnier's (1994) mental space theory explains how readers dynamically build conceptual models when tracking narrative perspectives or evaluating hypothetical statements. Fillmore's frame semantics (1982) stresses the role of background knowledge structures that

organize lexical meaning into coherent experiential systems.

Pragmatics contributes inferential frameworks for how readers extract implied meaning beyond literal semantics. Grice (1975) introduced conversational implicature as the primary mechanism through which speakers convey additional, unstated messages. Sperber and Wilson's Relevance Theory (1995) elaborated inferencing as a cognitive–pragmatic process driven by optimal relevance expectations. Presupposition theories (Levinson, 1983) describe how shared assumptions embedded in utterances restrict interpretation without explicit articulation.

Studies integrating these frameworks show their complementarity. Gibbs (1999) argues that metaphor comprehension relies on contextual cues triggering pragmatic inference alongside conceptual mapping. Stockwell (2002) applies cognitive poetics to literary texts, showing how reader expectations and narrative frames generate subtextual meaning layers. Simpson (2014) illustrates how discourse stylistics merges pragmatic implicature with cognitive viewpoint analysis to decode ideological subtexts in fiction and political texts.

In CIS research, Kozheteva (2012) analyzes pragmatic interpretation in diplomatic discourse, highlighting presuppositional manipulation as a subtextual technique. Rogozhin (1999) discusses documentary discourse strategies that mask institutional goals within neutral formulations. Muratov (2001) studies pragmatic ellipsis in professional correspondence, identifying its role in encoding indirect power relations. These works emphasize pragmatic dominance but lack cognitive modeling of reader interpretation paths.

Uzbek studies likewise contribute applied insights. Muhiddinova and Abdullaeva (1997) address indirect meaning representation in official texts, stressing sociolinguistic presuppositions underlying diplomatic stylistics. Sobirova (2023) links digital discourse

analysis with inferential pragmatics, noting how emojis and multimodal cues create layered subtexts in online communication. Djumaeva et al. (2024) investigate task-based ESP instruction requiring students to decode professional subtext, illustrating pedagogical applications of pragmatic inference training.

Nevertheless, most regional studies remain descriptive rather than theoretically integrative. International syntheses such as those by Gavins and Steen (2003) and Culpeper (2014) advance toward unified models but primarily address narrative viewpoint or politeness subtexts separately. No comprehensive framework currently exists that systematically combines cognitive representation structures with pragmatic inferencing mechanisms into a cohesive explanatory model of subtext formation.

This study responds to this theoretical gap by proposing a multidimensional cognitive–pragmatic matrix where conceptual mapping, interpretive frames, pragmatic triggers, and inferential pathways interact to generate subtextual meaning. Such an approach provides a replicable methodology for analyzing implicit discourse structures across genres, languages, and communicative settings.

Analysis and Discussions

Textual analysis demonstrates that subtext construction follows identifiable cognitive–pragmatic patterns rather than being arbitrary or reader-specific. Metaphorical encoding emerges as the most productive subtext strategy, whereby conceptual mappings evoke emotional and ideological associations beyond explicit descriptions. For example, political metaphors framing migration as “floods” activate fear-related frames and generate evaluation subtext.

Presuppositional anchoring constructs background assumptions that guide reader attitudes without overt assertion. Utterances such as “even he admitted...” embed evaluations as presupposed truths, preventing critical engagement. Contextual implicature

enables authors to maintain deniability while conveying ideologically charged messages.

Dialogic ambiguity functions as a narrative strategy permitting multiple readings while preserving thematic consistency. Elliptical responses and strategic silences prompt readers to fill interpretive gaps using cultural schemas.

These phenomena reveal subtext as an inferential outcome shaped by mental framing, relevance-seeking cognition, and communicative intention alignment.

Comparative literary analysis demonstrates that subtext construction varies significantly across cultural and linguistic traditions, although core cognitive–pragmatic mechanisms remain universal. In English and Uzbek literary texts, implicit meanings typically emerge through metaphorical framing, pragmatic implicature, presupposition, and dialogic ellipsis. However, the frequency and stylistic deployment of these mechanisms differ due to narrative conventions, sociocultural norms, and aesthetic preferences.

In English literature, subtext frequently functions as a vehicle for irony and psychological characterization. For instance, in Ernest Hemingway’s *The Old Man and the Sea*, repeated descriptions of Santiago as “still rowing steadily” and “not feeling strain” implicitly convey emotional endurance rather than physical activity alone. The literal semantics evoke neutral physical actions, while the cognitive frame of stoic heroism prompts readers to infer themes of dignity and moral resistance. Pragmatically, understatement operates as an implicature mechanism: by saying less than expected, the text triggers readers to infer deeper suffering and resilience. This interaction between minimal expression and rich conceptual framing exemplifies how subtext is produced through pragmatic inference guided by cognitive expectations.

Conversely, Uzbek literary traditions often construct subtext through metaphorical symbolism and collectivist emotional framing.

In Abdulla Qodiriy's *O'tkan kunlar*, natural imagery – such as recurring references to clouds or fading sunlight preceding moments of social tension – functions as metaphorical cues that emotionally precondition the reader toward impending tragedy. Here, conceptual blending links environmental imagery with moral decline, generating implicit evaluations without explicit authorial judgment. Presupposition also plays a critical role: characters frequently utter indirect statements that assume shared social values, embedding unspoken critiques of feudal structures or gender inequalities. Readers decode these embedded messages by relying on cultural schemas of honor, tradition, and collective responsibility.

Cross-linguistic comparison reveals a stylistic divergence: English texts tend toward pragmatic understatement and irony-driven implicatures, while Uzbek literature emphasizes symbolic imagery and emotional presupposition as dominant subtextual devices. However, both rely on similar cognitive mechanisms – activation of mental frames,

inferential reasoning, and cultural knowledge mapping.

Dialogic interaction provides another rich comparative field. In Shakespeare's drama, ambiguity within dialogue frequently creates layered subtexts. For example, in *Hamlet*, the protagonist's responses to Claudius often appear polite on the surface yet contain ironic implicatures signaling defiance. Lines like "I am too much in the sun" exploit lexical ambiguity ("son" versus "sun") to embed psychological resistance within formal address – subtext emerges via contrast between overt politeness and covert opposition.

In Uzbek prose, dialogic subtext typically arises through ellipsis and culturally coded silence. In O'tkir Hoshimov's narratives, characters leave emotionally charged thoughts unspoken, allowing silence itself to become a pragmatic signal. Under Relevance Theory, such omissions guide readers to infer suppressed emotional conflict or moral restraint. Here, mental space projection enables readers to simulate unstated emotions through narrative gaps.

Cognitive Factor	Pragmatic Trigger	Interpretive Process	Subtext Output
Conceptual metaphor	Implicature	Frame activation	Emotional evaluation
Mental spaces	Presupposition	Viewpoint shifting	Ideological alignment
Script blending	Ellipsis	Gap inference	Narrative tension
Prototype schema	Irony	Contrast detection	Critical distance

Table 1. *Cognitive-Pragmatic Subtext Model*

The comparative perspective demonstrates that despite stylistic differences, subtext in both English and Uzbek literary traditions relies on universal cognitive-pragmatic principles. Authors strategically manipulate linguistic economy, metaphorical framing, presupposed cultural knowledge, and conversational norms to trigger readers' inferential participation. Subtext therefore functions not as hidden meaning solely embedded in text, but as a collaboratively constructed interpretive

product arising from the interaction between textual cues and culturally mediated reader cognition.

Conclusion

This study establishes that subtext emerges through systematic interactions between cognitive representations and pragmatic inferential mechanisms operating within the dynamic framework of discourse interpretation. The proposed cognitive-pragmatic models elucidate how implicit meanings are encoded through metaphorical

structuring, presuppositional anchoring, and contextual implicatures, activated through readers' background knowledge and emotional experience, and decoded via inferential reasoning guided by relevance-seeking cognitive processes. The research demonstrates that subtext is not an incidental or subjective byproduct of textual interpretation but rather a patterned communicative phenomenon shaped by identifiable linguistic cues and culturally mediated cognitive schemas. The findings further indicate that the interpretation of subtext depends significantly on the reader's cognitive competence, cultural literacy, and pragmatic awareness, as these factors determine the depth of inferred meaning

beyond explicit textual content. By integrating insights from cognitive linguistics and pragmatics, this study contributes to bridging theoretical gaps between meaning representation and communicative intention. The methodological framework proposed herein offers replicable tools for analyzing hidden layers of discourse across literary, media, and translated texts, enhancing both qualitative and comparative linguistic research practices. Ultimately, the study supports the view that subtext functions as a central mechanism of implicit communication, enabling authors to convey emotional, ideological, and evaluative meanings subtly and effectively while preserving narrative ambiguity and stylistic nuance.

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**Конструирование идентичности в
политическом дискурсе:
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Аннотация

Настоящее исследование посвящено сравнительному анализу стратегий конструирования национальной идентичности в политическом дискурсе через инструментализацию прошлого. На материале ключевых речей президентов Ш. Мирзиёева, В. Путина и Д. Трампа (за период 2017-2024 гг.) с применением методов критического дискурс-анализа, когнитивной метафорики и компаративистики выявляются системообразующие лингвокультурные доминанты. В результате доказано, что дискурс Узбекистана структурируется вокруг идеи возрождения цивилизационного наследия, риторика России – вокруг государственнического традиционализма и сакрального мифа Победы, в то время как американский дискурс в трактовке Трампа трансформирует классический либеральный фундаментализм в идею популистского реванша. Работа демонстрирует, как политический язык не просто апеллирует к истории, но активно конструирует ее мифологизированные версии для легитимации современных идеологических проектов. Дополнительно установлено, что используемые нарративы выполняют мобилизационную функцию, воздействуя на коллективную память, эмоциональную идентификацию аудитории и переосмысление национальных ценностей в условиях глобальных геополитических трансформаций. Сравнительный подход позволил выявить не только уникальные национальные модели, но и универсальные механизмы использования исторических нарративов, такие как опора на «золотой век» и бинарную оппозицию «свой-чужой», что подтверждает тесную связь между языком, историей и формированием коллективного самосознания.

**Ключевые
слова**

Политический дискурс, национальная идентичность, культурная память, лингвокультурология, сравнительный анализ

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Annotatsiya

Ushbu tadqiqot milliy o'zlikni siyosiy diskurs orqali qurishda o'tmishdan vosita sifatida foydalanish strategiyalarining qiyosiy tahliliga bag'ishlangan. Sh. Mirziyoyev, V. Putin va D. Trampning 2017-2024 yillardagi nutqlari materialida tanqidiy diskurs-tahlil, kognitiv metaforika va qiyosiy metodlardan foydalanilib, tizimli lingvomadaniy dominantlar aniqlandi. Natijada O'zbekiston diskursi

sivilizatsion merosni qayta tiklash, Rossiya ritorikasi davlatchilik an'anaviyligi va G'alaba mifi, Tramp ritorikasi esa klassik liberal fundamentalizmni populistik revansh g'oyasiga o'zgartirish atrofida shakllanganligi isbotlandi. Tadqiqot siyosiy tilning tarixiy faktini emas, balki uni tanlab va miflashtirgan holda zamonaviy mafkuraviy maqsadlar uchun qayta ishlangan versiyasini qurishini ko'rsatadi. Qiyosiy yondashuv milliy modellarning o'ziga xosligini, shuningdek, "oltin davr" ramzi va "o'z-begona" dikotomiyasi kabi umumiy diskursiv mexanizmlarni aniqladi. Shuningdek, tarixiy narrativlar jamoaviy xotira, emosional identifikatsiya jarayonlari va milliy qadriyatlarni qayta anglashda muhim safarbar etuvchi omil sifatida xizmat qilishi aniqlandi, ayniqsa zamonaviy geosiyosiy o'zgarishlar sharoitida. Bu tadqiqot til, tarixiy tafakkur va jamoaviy o'zlikning o'zaro bog'liq dinamikasini yoritib, milliy hikoya qurilishining lingvistik jihatlarini chuqurroq anglashga yordam beradi.

Kalit so'zlar *Siyosiy diskurs, milliy o'zlik, madaniy xotira, lingvomadaniyot, qiyosiy tahlil*

Constructing Identity in Political Discourse: Linguocultural Dominants of the Past (Based on Materials from Uzbekistan, Russia, and the USA)

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Annotation *This study is dedicated to a comparative analysis of strategies for constructing national identity in political discourse through the instrumentalization of the past. Based on key speeches by Presidents Sh. Mirziyoyev, V. Putin, and D. Trump (covering the period 2017-2024) and employing methods of critical discourse analysis, cognitive metaphor theory, and comparative analysis, the research identifies core linguocultural dominants. It is proven that the discourse of Uzbekistan is structured around the idea of reviving civilizational heritage, Russia's rhetoric revolves around statist traditionalism and the sacred myth of Victory, while the American discourse, as framed by Trump, transforms classical liberal fundamentalism into an idea of populist revanche. The work demonstrates how political language not merely appeals to history but actively constructs its mythologized versions to legitimize contemporary ideological projects. Additionally, historical narratives are shown to perform a mobilizing function, influencing collective memory, emotional alignment, and the redefinition of national values under conditions of ongoing global political shifts. The comparative approach revealed not only unique national models but also universal mechanisms for employing historical narratives, such as reliance on a "golden age" and the binary opposition of "us versus them," confirming the close interconnection between language, history, and the formation of collective consciousness.*

Keywords *Political discourse, national identity, cultural memory, cultural linguistics, comparative analysis*

В контексте глобализации и поиска новых оснований для общественной консолидации возрастает роль исторического нарратива как инструмента политического дискурса. Особую значимость приобретают сравнительные исследования, позволяющие выявить национальную специфику идеологического позиционирования через призму репрезентации прошлого. Однако научный дискурс демонстрирует дефицит компаративных работ, которые бы системно охватывали как постсоветское пространство за пределами концепта «русского мира», так и западные политические нарративы. В этой связи цель настоящего исследования заключается в выявлении и сопоставительном анализе ключевых лингвокультурных доминант, репрезентирующих историческое прошлое в политическом дискурсе Узбекистана, России и Соединенных Штатов Америки.

В соответствии с рабочей гипотезой, предполагается, что, несмотря на единую консолидирующую функцию, языковая репрезентация прошлого в исследуемых дискурсах характеризуется фундаментальными различиями в используемых механизмах и смысловых акцентах, что детерминировано различными моделями национальной идентичности. Для верификации данного положения в работе последовательно решаются следующие задачи: формирование репрезентативного корпуса текстов политического дискурса; разработка системы лингвистических маркеров для идентификации ключевых доминант; проведение сравнительного анализа метафорических моделей, прецедентного фонда и базовых концептов; систематизация полученных данных и формулировка итоговых выводов.

Современная лингвистика развивается в сторону изучения языка в его социальном

контексте, исследуя, как различные общественные практики влияют на языковые явления. Основное внимание уделяется анализу языковых единиц в неразрывной связи с условиями их возникновения и функционирования. В ответ на запросы общества акцент сместился с изучения нормы на анализ узуса, а также на прагматически ориентированные и прикладные исследования, рассматривающие социальный контекст создания и интерпретации текстов.

Теория дискурса тесно связана с прикладными направлениями лингвистики. В отличие от классического подхода, который фокусируется на макроуровне (уровни языка, функциональные стили), дискурсивный анализ позволяет выделять более конкретные объекты, обусловленные социальными особенностями общения. Этот подход дает возможность изучать коммуникативные пространства разного масштаба, где одни дискурсы вложены в другие как их составные части. Например, по сфере общения выделяются научный, деловой или художественный дискурсы, которые, в свою очередь, делятся на более узкие (медицинский, философский и т.д.). Границы между дискурсами часто размыты и подвижны, что отражает динамичную природу живой речевой практики.

Понятие «дискурс» широко используется в социальных и гуманитарных науках, однако его содержание варьируется в зависимости от исследовательского контекста. В лингвистике также отсутствует единая трактовка данного термина, что требует уточнения теоретической основы проводимого анализа.

В настоящем исследовании методологической основой выступает критический дискурс-анализ (КДА), интерпретируемый в традициях Н. Фэрклоу, Р. Водак и З. Йегера, дополненный аппаратом теории концептуальной

метафоры Дж. Лакоффа и М. Джонсона, а также методом анализа прецедентных феноменов, разработанным в отечественной лингвистике (Ю.Н. Караулов). КДА рассматривает дискурс как социально обусловленное явление, акцентируя взаимосвязь языковых структур с историческим и социальным контекстом (Тичер, Мейер, Водак, Веттер, 2009; Филлипс, Йоргенсен, 2008). В отличие от чисто лингвистического или ситуативного анализа, дискурс-анализ раскрывает правила и механизмы, лежащие в основе конкретных дискурсивных практик.

С опорой на идеи М. Фуко, дискурс понимается как социально организованная система коммуникации, объединяемая устойчивыми смыслами и специфическими практиками (Фуко, 1996). Ключевыми среди них являются практики конструирования истины, формирования объектов (событий, персонажей) и субъектных позиций, регулируемых процедурами включения и исключения.

Следующим дополнением к методологической части исследования является классическая работа Дж. Лакоффа и М. Джонсона "Metaphors We Live by", в котором описываются основополагающие перспективы исследования концептуальной метафоры в политической коммуникации (Lakoff, 1980). Ученые обосновали тезис о том, что идеологии конструируются на основе метафорических моделей. В качестве примера они продемонстрировали, как внешне нейтральная концептуальная метафора ТРУД – ЭТО РЕСУРС может маскировать антигуманные аспекты экономической политики как в социалистических, так и в капиталистических государствах (Лакофф, Джонсон, 2004).

Когнитивная лингвистика и лингвокультурология все чаще обращаются к изучению феномена интертекстуальности, понимаемой как диалогическое взаимодействие текстов, опосредованное

сознанием и национально-культурными кодами (Кристева, 1993). Механизмом реализации этого взаимодействия выступают прецедентные феномены – лексические единицы, вводимые в текст и обладающие культурной значимостью. Согласно определению Ю.Н. Караулова, это тексты, наделенные сверхличностным смыслом в познавательном и эмоциональном плане, к которым языковая личность регулярно апеллирует в своем дискурсе (Караулов, 2007).

Следовательно, любое слово или выражение обретает статус прецедентного не само по себе, а лишь в конкретной ситуации употребления и только для того человека, чьи фоновые знания позволяют это узнавание.

Любая культура появляется и развивается непосредственно в определенной нации. В основе современного понимания нации лежит ставшая классической концепция «воображаемых сообществ», разработанная философом и историком Бенедиктом Андерсоном. Его работа радикально изменила представления о природе национальной идентичности.

Бенедикт Андерсон, признавая сложность феномена нации, определяет её как «воображаемое политическое сообщество, представляемое одновременно как ограниченное и суверенное» (Anderson, 2006).

Ключевая характеристика «воображаемости» означает, что нация существует в коллективном сознании: её члены, не будучи лично знакомы, разделяют внутренний образ своей общности. Это отличает нацию от небольших групп, основанных на прямом контакте.

Это сообщество ограничено, так как определяет себя через границы, отделяющие его от других наций. Оно суверенно, поскольку исторически стремится к независимости и собственному государству. При этом, несмотря на

внутреннее неравенство, нация осознаётся как глубокое горизонтальное товарищество (братство), способное даже на самопожертвование ради общей идеи.

Как поясняет Андерсон, сообщества стоит различать не по их истинности, а по способам их воображения (там же). Так, нация существует как коллективная ментальная проекция: её анонимные участники ощущают единство не через личное знакомство, а через ассоциацию с разделяемыми атрибутами – флагом, языком или мифологизированной историей.

Исторически современные нации сформировались на рубеже XVIII–XIX веков. Этому способствовал упадок религиозного мировоззрения, требующий новой формы идентичности, и развитие книгопечатания (капитализма печати). Печать стандартизировала языки и создала массовую аудиторию читателей, которые, потребляя один и тот же текст в одно время, стали ощущать себя частью общего «воображаемого сообщества» (там же). Ежедневное чтение одной и той же газеты жителем столицы и провинции превращало их в современников одних и тех же событий, виртуальных участников общего диалога, что постепенно вытесняло локальную идентичность в пользу национальной.

Принципы, сформулированные Андерсоном, сохраняют свою объяснительную силу применительно к новым социокультурным контекстам. Параметры «воображаемости», ограниченности и суверенности обнаруживаются в структуре современных онлайн-сообществ, где базой для солидарности служит не гражданство, а разделяемая информационная повестка или совокупность практик. При этом, в отличие от классических наций, суверенитет таких цифровых сообществ реализуется не в политической, а в культурной или дискурсивной автономии.

Развивая понятие культурной автономии, следует отметить концепцию

«места памяти» Пьера Нора. Он проводит четкое разграничение этих понятий. По его мнению, память – это субъективный, эмоционально окрашенный процесс, склонный к трансформациям и забвению, «жизнь», которую хранят социальные группы (Нора, 2009). История же, напротив, – это интеллектуальная реконструкция прошлого по сохранившимся следам, всегда остающаяся проблематичной и неполной (там же).

Нора связывает возникновение этого антагонизма с XIX веком и становлением профессиональной исторической науки. Как отмечает культуролог Аллейда Ассман, более ранние формы историописания не противопоставляли себя памяти, а осознавали себя именно как её форму, что служило, например, целям легитимации власти (Ассман, 2014). Таким образом, «места памяти» возникают в эпоху, когда живая память угасает, а история начинает её методично изучать и архивировать.

Если концепция Пьера Нора фокусируется на конкретных точках кристаллизации прошлого – «местах памяти», которые маркируют его исчезновение из живой практики, то Ян Ассман предлагает взглянуть глубже, на сам механизм циркуляции этого прошлого в обществе. Его теория «культурной памяти» смещает акцент с архивных «мест» на динамические «процессы». Это переход от вопроса «что мы сохраняем?» к вопросу «как и зачем мы это помним?».

Таким образом, «места памяти» становятся не конечными объектами, а видимыми узлами в непрерывной сети культурной памяти, которая активно конструирует идентичность через ритуалы, письменность и политические нарративы. Ассман изучает не статичные памятники, а «живую» энергию традиции, которая течёт между поколениями, формируя коллективное «мы» здесь и сейчас.

В своей монографии немецкий культуролог Ян Ассман определяет

культурную память как социальный механизм межпоколенческой трансляции базовых ценностей и смыслов, формирующих идентичность цивилизации (Ассман, 2004). Это не спонтанное воспоминание, а целенаправленный процесс поддержания традиции.

Я. Ассман выделяет три ключевых опоры этого процесса:

1. *Память о прошлом* (индивидуальная и групповая).
2. *Письменность как материальный носитель традиции.*
3. *Ритуал и обряд, легитимирующие политический порядок и коллективную идентичность.*

Центральным элементом «помнящей культуры» в древних обществах (Египет, Месопотамия, Греция) Ассман считает *заупокойный культ*, который актуализирует связь с предками и космическим порядком (например, египетская *концепция маат* – справедливости). Таким образом, культурная память – это активная сила, которая не просто хранит прошлое, но и постоянно конструирует настоящее, отбирая и интерпретируя значимые для сообщества смыслы.

Для анализа специфики политического самосознания изучаемых языков через призму медиатекстов необходимо опираться на конкретный теоретический аппарат, позволяющий исследовать взаимосвязь языка, культуры и идеологии. В центре настоящего исследования находятся три взаимосвязанных концепта, формирующих аналитическую рамку работы.

В основе интерпретации политических нарративов лежит понимание лингвокультурной доминанты. Это понятие восходит к работам Ю.Н. Караулова и развивается в русле лингвокультурологии, обозначая устойчивый, иерархически высший элемент языкового сознания социума, который определяет восприятие ключевых реалий и ценностных ориентиров

в конкретный исторический период (Караулов, 1987). В отличие от просто частотных тем, доминанта обладает нормативной силой, задавая «оптику» для оценки событий и формирования коллективных смыслов. Она выступает смысловым ядром, вокруг которого организуется публичная дискуссия.

Конкретной средой, в которой актуализируется доминанта, является политический дискурс. В данной работе он понимается в русле критического дискурс-анализа (Н. Фэркло, Т. ван Дейк) как совокупность вербальных практик, посредством которых конструируется, легитимируется и оспаривается власть в обществе (Fairclough, 1985). Это не просто речь о политике, но символическое поле борьбы за определение актуальной социальной реальности, где стратегии аргументации, фреймирования и выбора лексики напрямую влияют на формирование общественного мнения и идентичности.

Конечной смысловой инстанцией, на которую работает дискурс через актуализацию доминант, выступает национальная идентичность. Вслед за конструкционистским подходом (Б. Андерсон, Э. Геллнер) она рассматривается не как изначальная данность, а как динамический процесс коллективного самоопределения, основанный на разделяемом представлении об общем прошлом, настоящем и будущем, а также на противопоставлении себя «другим» (Андерсон, 2001). Дискурсивные стратегии, таким образом, играют ключевую роль в непрерывном воспроизводстве и трансформации образа «мы-общества».

Следовательно, в фокусе исследования находится механизм, при котором лингвокультурная доминанта, будучи актуализированной в политическом дискурсе, становится инструментом конструирования и укрепления национальной идентичности. Анализ этого

процесса позволяет выявить не только актуальные смысловые коды нации, но и стратегии их символического закрепления в публичном пространстве.

Выбор трёх ключевых политических фигур – Шавката Мирзиёева, Владимира Путина и Дональда Трампа – в качестве эмпирических кейсов обусловлен необходимостью анализа дискурса в рамках трёх принципиально различных политических моделей. Мирзиёев олицетворяет реформаторский путь *восточной постсоветской республики* (Узбекистан), чья риторика балансирует между модернизацией, суверенитетом и региональной стабильностью. Путин, как лидер *ядра постсоветского пространства* (Российская Федерация), формирует нарратив, акцентирующий историческую преемственность, суверенную демократию и восстановление глобального статуса. Напротив, Дональд Трамп, представляя классическую *западную либеральную демократию* (США), демонстрирует дискурс национального прагматизма, критики глобалистских институтов и акцента на экономическом суверенитете. Такой трёхполюсный подход позволяет выявить не только общие тренды в политической риторике эпохи неопределённости, но и специфические стратегии легитимации власти, обусловленные историческим контекстом, институциональным дизайном и геополитическим позиционированием каждой из стран.

Политический дискурс Узбекистана, в особенности в речах Президента Шавката Мирзиёева, структурируется вокруг двух взаимосвязанных лингвокультурных доминант: обращения к глубокому цивилизационному наследию и нарратива национального возрождения. Этот дискурсивный дуэт выполняет ключевую идеологическую функцию, обеспечивая легитимность современного политического курса через апелляцию к исторически сакрализованному прошлому.

Метафорическое моделирование:

от «цветущего сада» к «третьему ренессансу»

Одной из центральных метафорических моделей выступает модель «САД / ДРЕВО ЦИВИЛИЗАЦИИ». Трансформируя традиционный для многих культур архетип «государства-сада», узбекский дискурс наполняет его специфическим историческим контентом. Фразы типа «процветающий Узбекистан – цветущий сад» или утверждения о том, что «наша государственность имеет многовековые корни», визуализируют нацию как живой, органичный организм, чье процветание естественно и предопределено богатой почвой истории (Мирзиёев, 2021). Эта метафора отрицает идею «молодой» государственности, подчеркивая преемственность и древность.

Непосредственно с ней связана динамическая метафора «ВОЗРОЖДЕНИЯ / РЕНЕССАНСА». Концепт «Эпохи третьего ренессанса», активно внедряемый в публичную риторику, отсылает к двум «золотым векам»: периоду средневекового мусульманского Ренессанса (IX-XII вв.) и тимуридской эпохе (XIV-XV вв.) (Мирзиёев, 2017). Таким образом, современные реформы («новый Узбекистан») репрезентируются не как разрыв, а как закономерное возрождение утраченного исторического величия, что придает им характер не инновации, а реституции.

Прецедентный фонд: *пантеон героев и символы диалога*

Ядро доминанты «цивилизационного наследия» формирует строго отобранный пантеон исторических личностей, каждая из которых символизирует отдельную добродетель:

Амир Тимур и династия Тимуридов – воплощение сильной, централизованной государственности и имперского могущества (Абашин, 2007).

Мирза Улугбек – архетип правителя-ученого, покровителя наук, что

легитимирует современные инвестиции в образование и инновации.

Аль-Бухари, Аль-Хорезми, Ибн Сина (Авиценна) – символы вклада в мировую науку и культуру, позволяющие позиционировать Узбекистан как неотъемлемую часть общечеловеческой цивилизации, а не периферийный регион.

Алишер Навои – знаковая фигура для национального языка и литературы, консолидирующая культурную идентичность.

Ключевыми прецедентными символами выступают «Авеста» (сакральный текст, углубляющий историю в зороастрийскую древность) и «Великий шелковый путь». Последний трактуется не только как торговая артерия, но и как метафора открытости, межкультурного диалога и транзитного потенциала, что служит дискурсивным обоснованием современной многовекторной внешней политики (Стратегия развития..., 2022; Каримов, 2023).

Концепты-доминанты: *локальные ценности как основа общенационального*

«Махалля». Традиционный институт соседской общины реинтерпретируется как модель идеальной социальной солидарности, взаимопомощи и низовой демократии, противопоставляемая западному индивидуализму.

«Иzzат-хурмат» (уважение к старшим). Данный принцип трансформируется в концепт связи поколений и уважения к историческому опыту, обеспечивая преемственность между прошлым и настоящим.

«Ватан» (Родина). Концепт наполняется не только гражданским, но и глубоко эмоциональным, почтительным отношением к родной земле, ее истории и природному богатству, что усиливает патриотический нарратив.

Исходя из вышеперечисленных, лингвокультурные доминанты в дискурсе Ш. Мирзиёева создают сложную

семиотическую систему, где метафоры задают образную канву, прецедентные феномены предоставляют конкретный исторический материал, а традиционные концепты обеспечивают связь с повседневными ценностями аудитории. Эта система направлена на конструирование идентичности, основанной на гордости за древнее наследие и вере в его поступательное возрождение в современных условиях.

Политический дискурс Президента В.В. Путина представляет собой системное воплощение стратегий конструирования национальной идентичности через обращение к историческому прошлому. В его риторике кристаллизуются две ключевые лингвокультурные доминанты: государственный традиционализм, утверждающий непрерывность и суверенитет российской власти, и сакральный миф Победы в Великой Отечественной войне, выполняющий функцию высшей моральной легитимации и гражданской религии (Гудков, 2005; Малинова, 2019).

Метафорические модели:
оборонительная крепость и цивилизационная преемственность

Доминирующей в путинском дискурсе является метафора «КРЕПОСТИ/ЩИТА». Она реализуется в лексемах и формулах, формирующих образ России как осажденной, но несокрушимой твердыни. Характерны прямые высказывания: «Россия – это страна-крепость, которая выстоит перед любыми испытаниями» (Путин, 2018), или риторический призыв «защитить наш суверенитет как зеницу ока». Эта метафора не просто описывает геополитическое положение, но и диктует модель социальной мобилизации, оправдывая централизацию власти и ограничительные меры как необходимую «оборону» (Рябова, 2015).

Второй ключевой моделью выступает концепт «ТЫСЯЧЕЛЕТНЕЙ ДЕРЖАВЫ» (или

«цивилизации-государства»). В Послании Федеральному Собранию 2021 года Путин подчеркивал: «У нас с вами единая, неразрывная, тысячелетняя история, опираясь на которую мы обретаем внутреннюю силу и цельность». Употребление слов «неразрывная», «преемственность поколений», «историческая Россия» служит дискурсивному «сшиванию» эпох, создавая образ вечной государственности, где современная власть предстает законным наследником всех предыдущих этапов (Узланер, 2025).

Прецедентный фонд:
инструментализация исторических фигур
и сакрализация 1945 года

В путинской риторике формируется строго иерархизированный пантеон, где каждая фигура легитимирует конкретный политический курс:

Александр Невский цитируется в контексте защиты национальных интересов от Запада. Его афоризм «Кто к нам с мечом придет...» используется как универсальный ответ на внешнеполитическое давление, актуализируя архетип князя-воина и святого.

Петр I упоминается как пример правителя-модернизатора, который «прорубил окно в Европу, но не позволил никому прорубить дверь в Россию» (Выступление на встрече с предпринимателями, 2022), что обосновывает курс на технологическое развитие при сохранении жесткого суверенитета.

Иосиф Сталин фигурирует почти исключительно в связке с темой войны, где признается его роль «верховного главнокомандующего», а массовые репрессии либо замалчиваются, либо объясняются «требованиями эпохи». Это позволяет использовать его образ как символ жесткой эффективности и победного могущества.

Центральным, сакрализированным прецедентным событием является *Великая*

Отечественная война. Она трактуется не просто как исторический эпизод, а как «священная война», «часть нашего генетического кода» (Путин, 2020). Риторика здесь изобилует высокой, почти религиозной лексикой: «бессмертный полк», «священная память», «жертвенный подвиг». Этот миф служит главным источником морального капитала власти, универсальным мерилom патриотизма и инструментом сплочения (Миллер, 2012).

Концепты-доминанты: *державность, духовные скрепы, традиция*

Концептуальный каркас дискурса образуют несколько базовых понятий:

«Державность» выступает как синоним восстановленного геополитического субъектатета, имперского масштаба и военной мощи. Она противопоставляется «унижению» 199-х годов и воплощается в лозунгах типа «возрождения России как великой державы».

«Духовные скрепы» (часто синонимичные «соборности») отсылают к идее органического, неконтрактного единства народа, основанного на общих исторических испытаниях и коллективных ценностях, а не на индивидуальных правах (Хархордин, 2011).

«Традиционные ценности» (включая «православные») используются как цивилизационный маркер, отграничивающий Россию от «разлагающегося» либерального Запада. Апелляция к ним служит обоснованием консервативного поворота во внутренней политике, касающегося семьи, религии и национальной идентичности.

Таким образом, дискурс В.В. Путина системно выстраивает образ России как уникальной цивилизации-крепости, чья легитимность зиждется на непрерывной государственнической традиции и этически безупречном сакральном мифе о Победе. Лингвокультурные доминанты его риторики образуют замкнутый символический универсум, сопротивляющийся

альтернативным трактовкам истории и предлагающий обществу ясную, мобилизационную модель идентичности.

Если аналитический фокус на дискурсе В.В. Путина раскрывает стратегии легитимации через апелляцию к сакрализованному прошлому и непрерывной государственности, то обращение к риторике Дональда Трампа демонстрирует иную модель конструирования политической реальности. В отличие от имперско-традиционалистского нарратива, дискурс 45-го президента США основывался на идее «возвращения» и «восстановления» утраченного величия, формулируемой в парадигме прагматичного популизма и антиэлитизма.

Данный переход противопоставляет две модели: легитимацию через непрерывность (Путин) и легитимацию через разрыв с недавним прошлым (Трамп), задавая основу для сравнительного анализа.

Дискурс Дональда Трампа, 45-го президента США, представляет собой парадоксальный синтез традиционных американских лингвокультурных доминант и их радикального популистского переосмысления. В его риторике концепты «основания» (*Founding*) и «исключительности» (*Exceptionalism*) сохраняются, но наполняются новым содержанием, смещаясь от универсалистского либерального фундаментализма к идее «национального возрождения» (*Make America Great Again*) через разрыв с политическим истеблишментом и возврат к мифизированным основам (Muirhead & Rosenblum, 2019; Lowndes, 2017).

Метафорические модели: путь к утраченному величию и национальное строительство как ремонт

Классическая метафора «ПУТИ/ДОРОГИ» у Трампа приобретает ретроспективный и восстановительный характер. Вместо движения к новому

будущему («*unfinished business*») акцент делается на возвращении к идеализированному прошлому. Его ключевой лозунг «*Make America Great Again*» семантически указывает не на поступательное развитие, а на циклическое восстановление утраченного статуса (Эдвардс, 2017). Эта модель противопоставлялась «неверному пути», по которому, по его утверждению, страну вели предшествующие администрации.

Метафора «ЗДАНИЯ/ФУНДАМЕНТА» также перетолковывается. Если традиционно она отсылала к непрерывному совершенствованию союза («*to form a more perfect union*»), то в трамповском дискурсе она использовалась для изображения нации как разрушающейся инфраструктуры, требующей срочного «ремонта». Он позиционировал себя как «строителя», который «возведет стену» (буквально и как символ защиты) и отстроит промышленность, фундамент которой был, по его мнению, размыт несправедливой глобальной конкуренцией (Kreis, 2017).

Прецедентный фонд: избирательное цитирование «отцов-основателей» и фигуры «президента-бойца»

Трамп осуществлял избирательную апелляцию к прецедентным феноменам, часто вырывая их из исторического контекста. Ссылки на *Отцов-основателей* (Дж. Вашингтон, Т. Джефферсон) использовались не для развития идей свободы и демократии, а для консервативной трактовки Второй поправки (право на ношение оружия) и суверенитета штатов. При этом его риторика была далека от гражданского пафоса Линкольна или морального видения М.Л. Кинга. Вместо этого Трамп культивировал архетип «президента-бойца» (*fighter*), который, подобно Э. Джексону или Т. Рузвельту, готов жестко отстаивать национальные интересы в «нечестной» борьбе (Лакрофф, 2016).

Ключевыми событиями в его нарративе были не столько Американская

революция, сколько экономический и культурный упадок, который он связывал с глобализацией и политикой своих предшественников. Символы вроде Конституции трактовались инструментально, прежде всего через призму поправок, гарантирующих индивидуальные свободы (Первая, Вторая), в ущерб акцентам на гражданских правах и интеграции.

Концепты-доминанты: *свобода как невмешательство, американская мечта для «настоящих американцев», исключительность через силу*

Концептуальный каркас трамповского дискурса был построен на радикализации классических доминант:

«Свобода» (*Freedom*) редуцировалась до свободы от регулирования (государственного, международного), от «политической корректности» и от внешних обязательств. Это была свобода как суверенитет и невмешательство, а не свобода как универсальный идеал или основа для гражданского участия.

«Американская мечта» интерпретировалась не как общедоступный социальный лифт, а как обещание восстановления благосостояния для «забытых» американцев (преимущественно белого рабочего класса), чьи интересы, по его словам, были преданы глобалистской элитой (Cramer, 2016).

«Американская исключительность» (*American Exceptionalism*) лишилась мессианского компонента распространения демократии и стала пониматься как исключительность в силе, сделках и праве ставить национальные интересы превыше всего. Ее доказательством должен был стать не моральный авторитет, а военная мощь, экономические показатели и способность «выигрывать» (Хохшильд, 2018).

Обобщая, можно отметить, что дискурс Д. Трампа не отменил, но существенно трансформировал традиционные лингвокультурные доминанты американской политики. Он

сохранил их формальную оболочку (апелляцию к основателям, мечте, исключительности), но наполнил ее популистским, антиглобалистским и антиэлитистским содержанием, создав модель идентичности, основанной на идее обороняющейся и требующей реституции нации-государства.

Проведенный компаративный анализ позволяет выявить как универсальные механизмы использования прошлого в политике, так и национально-специфические траектории конструирования идентичности. Общей чертой исследуемых дискурсов является стратегия мифологизации истории, создание образа «золотого века» (Тимуридский ренессанс, имперское могущество/советская Победа, эпоха Отцов-основателей) как идеальной точки отсчета. Все они активно используют бинарную логику «свой-чужой» для консолидации аудитории, будь то через противопоставление «национального духа» глобализации, «традиционной цивилизации» либеральному Западу или «истинных патриотов» внутренним и внешним врагам.

Принципиальное различие заключается в семантическом ядре доминант и векторе их направленности (см. Табл. 1). Узбекский дискурс, сфокусированный на возрождении до-советского культурно-цивилизационного наследия, ориентирован в будущее через реинтерпретацию глубокого прошлого. Российский нарратив, центрированный на защите непрерывной государственности и сакральной Победы, носит оборонительно-консервативный характер, отстаивая статус-кво. Американский (в трамповской версии) дискурс, акцентирующий продолжение/восстановление проекта основателей, парадоксально сочетает революционный популистский разрыв с недавним прошлым и фундаменталистскую верность исходным принципам.

Критерий	Узбекистан	Россия	США (на примере Д. Трампа)
Основная метафора	Сад / Возрождение	Крепость / Держава	Путь к прошлому величию / Ремонт
Ключевое событие	Эпоха Тимуридов, Шелковый путь	Великая Отечественная война	Момент «основания» и период упадка
Центральная фигура	Амир Тимур (государственник), ученые (Аль-Хорезми)	Комплексная фигура Воина-Защитника (Невский, образ солдата BOB)	Отцы-основатели (инструментально), президент-«боец»
Концепт-ценность	Цивилизационное наследие, Махалля	Державность, Соборность	Американская мечта (для «своих»), свобода как невмешательство

Таблица 1. Сопоставление лингвокультурных доминант политического дискурса

Рекомендации для развития узбекского политического дискурса, вытекающие из сравнительного анализа:

Углубление концептуальной проработки. Для выхода за рамки декларативного цитирования исторических фигур целесообразно развивать современные концепты-посредники, которые связывали бы историческое наследие с актуальными целями развития (например, «инновационность через призму наследия Аль-Хорезми», «толерантность как традиция Шелкового пути»).

Баланс между уникальностью и универсальностью. Дискурс «цивилизационного наследия» обладает сильным консолидирующим потенциалом внутри страны. Для усиления внешнеполитического влияния (мягкой силы) важно активнее транслировать его не как закрытую национальную ценность, а как вклад в общечеловеческую культуру и модель межкультурного диалога.

Интеграция советского периода. Полное дистанцирование от советского сегмента исторической памяти создает смысловой разрыв в национальном нарративе. Стратегически важно разработать его критическую, но

интегрирующую интерпретацию (например, как периода модернизации, но с утратой части духовных корней), что обеспечит большую целостность исторического самосознания.

Развитие метафор будущего. Помимо метафор «возрождения» и «сада», необходим поиск новых ориентированных на перспективу метафорических моделей (например, связанных с цифровизацией, экологией), которые бы органично сочетались с обращением к традиции, избегая при этом рисков статичности.

Таким образом, узбекский политический дискурс, обладая уникальным и мощным ресурсом в виде идеи национального ренессанса, стоит перед задачей его динамичной концептуализации – превращения из нарратива о славном прошлом в живой язык, описывающий траекторию движения страны к будущему, сохраняя при этом глубинную связь с культурным фундаментом.

Проведенный компаративный анализ дискурсов ключевых политических лидеров – Ш. Мирзиёева, В. Путина и Д. Трампа – позволил эмпирически подтвердить центральную гипотезу исследования. Несмотря на общую прагматическую цель

консолидации общества через апелляцию к прошлому, в основе каждого дискурса лежат уникальные, исторически сформированные лингвокультурные доминанты.

Риторика Ш. Мирзиёева системно конструирует образ нации, возрождающей свое цивилизационное достоинство. Через метафоры «ренессанса» и «сада», пантеон средневековых ученых и правителей, а также концепты «махалли» и «ватан» проецируется идентичность, основанная на глубине культурного наследия и ориентации на поступательное обновление.

Дискурс В. Путина, напротив, актуализирует модель цивилизации-крепости, защищающей суверенитет и сакральную традицию. Доминанты «государственнического традиционализма» и мифа о Победе, реализуемые в метафорах обороны и образах правителей-воинов, служат легитимации непрерывности власти и идеи осажденного, но духовно непобедимого коллектива.

Риторика Д. Трампа демонстрирует популистскую трансформацию либерального фундаментализма в идею национального реванша. Переосмысление концептов «американской мечты» и «исключительности» через призму антиэлитизма и экономического

протекционизма создало нарратив «возвращения» утраченного величия путем разрыва с ближайшим политическим прошлым.

Таким образом, исследование доказывает, что политический дискурс является не пассивным отражением истории, а активным инструментом ее селективной реконструкции и мифологизации. Используя укорененные в национальном сознании коды (возрождение, защита, избранность), он создает убедительные версии прошлого, которые служат фундаментом для конкретных идеологий настоящего и проектов будущего.

Научная новизна работы заключается в первой попытке трехстороннего сопоставления данных дискурсивных моделей, что позволило выявить не только их специфику, но и общие механизмы мифотворчества. Перспективы исследования видятся в изучении рецепции этих стратегий целевой аудиторией, а также в расширении корпуса за счет анализа медиатекстов и парламентских дебатов, что позволит получить более полную картину функционирования исторических нарративов в публичной сфере.

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Tibbiy jurnalistikaning jamiyatdagi o'ri, ta'siri va rivojlanish muammolari

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Annotatsiya Ommaviy axborot vositalari jamoatchilikka tibbiy ma'lumotlarni yetkazishda muhim o'rin tutadi. Biroq, salomatlikka oid ma'lumotlarning aniqligi va ishonchlilik darajasi barcha manbalarda bir xil emas. OAVda e'lon qilinayotgan axborotlar bemorlarning sog'lig'iga oid qarorlariga – emlanishdan tortib, dori vositalarini tanlashgacha jiddiy ta'sir ko'rsatishi mumkin. Shu bilan birga, bunday ma'lumotlar jamoatchilikning sog'liqni saqlash tizimi haqidagi umumiy fikr va munosabatini ham shakllantiradi. Salomatlikka oid ma'lumotlarni yoritish jarayonida yuqori darajadagi professionallik talab etiladi. Bu, avvalo, jurnalistik faoliyatda ishonchli manbalardan foydalanish, axborot manbai va uni qabul qiluvchi shaxsning maxfiyligi hamda mustaqilligini ta'minlashni nazarda tutadi. Noto'g'ri yoritilgan axborot asossiz umidlar yoki ortiqcha qo'rquv uyg'otishi, jamoat ongida salbiy oqibatlariga sabab bo'lishi mumkin. Mazkur maqolada tibbiy jurnalistikaning jamiyatga ko'rsatayotgan ijobiy va salbiy ta'sirlari tahlil qilingan. Shuningdek, sohada mavjud asosiy muammolar, sog'liqqa oid yangiliklarni tayyorlashda jurnalistlar duch kelayotgan qiyinchiliklar ham yoritilgan. Muallif sog'liqqa oid axborotlarni to'g'ri va samarali yetkazish uchun amalga oshirilishi lozim bo'lgan muhim chora-tadbirlarni belgilab bergan.

Kalit so'zlar Healthjournalism, jamoat salomatligi, COVID-19, ixtisoslashuv, salomatlik, internet nashrlar

Роль медицинской журналистики в обществе, её влияние и проблемы развития

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Аннотация Средства массовой информации играют важную роль в донесении медицинской информации до широкой общественности. Однако уровень точности и достоверности сведений о здоровье существенно различается в зависимости от источника. Публикуемые в СМИ материалы могут оказывать значимое влияние на решения пациентов – от выбора вакцинации до применения лекарственных средств. Наряду с этим, подобные сведения формируют общее общественное мнение и отношение к системе здравоохранения. Освещение вопросов здоровья требует высокого уровня профессионализма. Это, прежде всего, предполагает использование в журналистской деятельности проверенных и надёжных источников, обеспечение конфиденциальности и независимости как источника информации, так и её получателя. Некорректно интерпретированные или неверно представленные данные способны вызвать неоправданные ожидания или чрезмерный страх, что нередко приводит к негативным

последствиям для общественного сознания. В данной статье проанализированы положительные и отрицательные эффекты, оказываемые медицинской журналистикой на общество. Кроме того, рассмотрены ключевые проблемы, существующие в данной сфере, а также трудности, с которыми сталкиваются журналисты при подготовке материалов о здоровье. Автор определил ряд важных мер, необходимых для корректной и эффективной передачи медицинской информации.

Ключевые слова Медицинская журналистика, общественное здоровье, COVID-19, специализация, здравоохранение, интернет-издания

The role of health journalism in society: impact and development challenges

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Annotation *Mass media play a crucial role in communicating medical information to the public. However, the accuracy and reliability of health-related content vary widely across different sources. Information disseminated through the media can significantly influence patients' health-related decisions – from vaccination choices to the selection of medications. At the same time, such information shapes public perceptions and attitudes toward the healthcare system as a whole. Reporting on health issues requires a high level of professionalism. This involves the use of credible and evidence-based sources, as well as ensuring the confidentiality and independence of both information providers and recipients. Misinterpreted or inaccurately presented health information may create unfounded expectations or excessive fear, leading to negative consequences for public awareness and behavior. This article analyzes the positive and negative impacts of health journalism on society. It also discusses key challenges within the field, including the difficulties journalists face when preparing health-related news. The author outlines essential measures necessary for the accurate and effective dissemination of medical information.*

Keywords *Health journalism, public health, COVID-19, specialization, healthcare, online media*

Kirish

Tibbiy jurnalistika bu salomatlik va tibbiyotga oid ma'lumotlarni ommaviy axborot vositalari orqali yoritish jarayoni bo'lib, uning asosiy maqsadi axborotni tibbiyot yoki sog'liqni saqlash sohasi mutaxassislariga emas, balki keng jamoatchilikka etkazishdir. Buning uchun turli axborot vositalari – bosma va onlayn

gazetalar, televidenie, radio, internetdan foydalaniladi.

Zamonaviy davrda ijtimoiy tarmoqlar, jumladan Twitter kabi platformalar, yangiliklarni ommaga etkazishda katta rol o'ynamoqda. Tibbiy va sog'liqqa oid masalalar ko'pchilikni qiziqtiradi, undan tashqari bu kabi ma'lumotlar odamlarning xulq-atvori va

sog'liqqa bo'lgan munosabatiga ta'sir ko'rsatadi.

Tibbiy jurnalistika nafaqat odamlarning axborotga bo'lgan ongli munosabatini shakllantiradi, balki tibbiy amaliyotlar, sog'liqni saqlash tizimidan foydalanish darajasi va davlat siyosatiga ham ta'sir ko'rsatadi (Keshvari va boshq., 2018; Leask va boshq., 2010).

COVID-19 pandemiyasi sharoitida millionlab odamlar hayotidagi eng katta sinovni yengib o'tishda yordam beruvchi ishonchli, faktlarga asoslangan jurnalistik ma'lumotlarga muhtoj bo'ldi. Ishonchli axborotga bo'lgan ehtiyoj hech qachon hozirgidek muhim va dolzarb bo'lmagan.

Global salomatlik inqirozi, xususan COVID-19 pandemiyasi davrida, o'z vaqtida va sifatli ma'lumotlarga ega bo'lish muhim ahamiyatga ega. Bu ma'lumotlar virusning tarqalishini sekinlashtirish, uning salbiy ta'sirini kamaytirish va jamiyatni to'g'ri hamda mas'uliyatli harakatlarga undash uchun hal qiluvchi ahamiyat kasb etadi (Higgins, 2020).

Raqamli texnologiyaning jadal rivojlanishi axborotga bo'lgan talabni va global aloqalarni kuchaytirdi. Har bir yangi texnologik qurilma kashf qilinishi bilan ommaviy axborot vositalari tomonidan yangiliklarni yaratish, tayyorlash va tarqatish jarayoni tubdan o'zgarmoqda (Lawson-Borders, 2011). Internet, mobil qurilmalar va ijtimoiy tarmoqlar global media aloqalar hamda tibbiy ma'lumotlarni butun dunyo bo'ylab tarqatishda katta rol o'ynaydi. Facebook va Twitter kabi platformalarda ijtimoiy tarmoq orqali xabar berishning ortishi sog'liqqa oid ma'lumotlarning tez tarqalishiga kuchli ta'sir ko'rsatdi.

Jahon sog'liqni saqlash tashkiloti (JSST), Kasalliklarni nazorat qilish markazi, Oziq-ovqat va dori-darmon ma'muriyati kabi global sog'liqni saqlash tashkilotlari ham jamoatchilikka yangi tibbiy va salomatlikka oid ma'lumotlarni yetkazishda internet va ijtimoiy tarmoqlardan faol foydalanmoqda.

Shu bilan birga, COVID-19 pandemiyasi davrida asossiz yoki chalg'ituvchi xabarlarining

ijtimoiy tarmoqlar orqali tez tarqalishi jiddiy muammoga aylandi. JSST bu holatni "infodemiya" deb atadi – ya'ni noto'g'ri ma'lumotning favqulodda tez tarqalishi (Zarocostas, 2020).

Bu infodemiya qarshi kurash maqsadida JSST yangi axborot platformasini ishga tushirdi va dunyo bo'ylab ijtimoiy tarmoqlar bilan hamkorlikda ish olib bordi. Shuningdek, WhatsApp mobil messenjeri, JSST, Birlashgan Millatlar Tashkilotining Bolalar jamg'armasi (UNICEF) va Taraqqiyot dasturi (UNDP) bilan hamkorlikda "Coronavirus Information Hub" loyihasini ishga tushirdi. Ushbu tashabbusning maqsadi – dunyo bo'ylab milliardlab odamlarga salomatlikka oid ma'lumotni aniq va o'z vaqtida taqdim etish hamda yolg'on ma'lumot tarqalishining oldini olish edi (United Nations Development Programme, 2020).

Ommaviy axborot vositalari jamoat ishonchiga kuchli ta'sir ko'rsatadi va insonning tibbiy madaniyatini yangiliklar orqali shakllantirishi mumkin. Masalan, xolesterinni pasaytiradigan "statin" dorisining nojo'ya ta'sirlari haqidagi ma'lumotlar Buyuk Britaniya OAVda keng yoritilganidan keyin ko'plab bemorlar ushbu dorini qabul qilishni to'xtatgan (Matthews va boshq., 2016; McCombs, 2013).

Statinlar yuqori xolesterinni davolash uchun ishlatiladi, ammo 2013 yil oktyabr oyida *British Medical Journal* jurnalining bir nechta maqolalarida (Abramson va boshq., 2013; Malhotra, 2013) ular qattiq tanqid qilingan. Ushbu maqolalarda ayrim bemorlar uchun statinlarning zarari foydasidan ko'ra ko'proq ekani ta'kidlangan. Shundan so'ng, bir guruh tadqiqotchilar OAVdagi muhokamalar odamlarning xatti-harakatiga qanday ta'sir ko'rsatishini o'rganishga qaror qildi. Ular 2013 yil oktyabridan 2014 yil martgacha bo'lgan davrda Buyuk Britaniya tibbiy yozuvlarini tahlil qildilar. Natijada, statistik tahlillar ko'rsatishicha, o'rtacha olti oylik davrda taxminan 200 000 kishi statin qabul qilishni to'xtatgan (Matthews va boshq., 2016).

Shu tariqa, "statin" voqeasi tibbiy jurnalistikaning ahamiyatini namoyon qildi – tibbiy yangiliklar insonlarning sog'lig'i haqida qaror qabul qilish jarayoniga bevosita ta'sir ko'rsatadi.

Yana bir misol – 1998 yilda britaniyalik shifokor Endryu Ueykfild tomonidan *The Lancet* jurnalida chop etilgan maqola bo'lib, unda bolalardagi autizm bilan MMR vaksinasi (qizamiq, parotit va qizilchaga qarshi) emlovi o'rtasida sababiy bog'liqlik borligi haqida da'vo qilingan (Taylor va boshq., 1999). Bu maqola dunyo bo'ylab ota-onalar orasida katta qo'rquv uyg'otdi va vaksinalar xavfsizligiga shubhalar keltirib chiqardi. Natijada, ko'plab mamlakatlarda qizamiqqa qarshi emlanish darajasi keskin pasaydi (DeStefano va Chen, 1999). Garchi keyingi yirik tadqiqotlar Ueykfildning natijalarini tasdiqlamagan bo'lsa ham ushbu qo'rquv va ishonchsizlik yillar davomida saqlanib qoldi. Faqat 2003 yilda britaniyalik salomatlik bo'yicha jurnalist Brayan Dir mazkur tadqiqotni chuqur o'rgangach, uning soxtaligi oshkor qilindi (Deer, 2011). Demak, ommaviy axborot vositalari vaksinaning xavfsizligi va samaradorligi to'g'risidagi jamoatchilik fikrini shakllantirishda ulkan rol o'ynaydi. Shuningdek, OAV ta'siri nafaqat aholiga, balki shifokorlar, siyosatchilar va sog'liqni saqlash mutaxassislarining qarorlariga, hatto bozor iqtisodiyotiga ham ta'sir ko'rsatadi (Larsson va boshq., 2003).

Tibbiy yangiliklar aholining sog'lig'iga oid qarorlariga jiddiy ta'sir ko'rsatishini inobatga olgan holda, jurnalistika va tibbiyot sohasida faoliyat yurituvchi shaxslar aniq, to'liq va ishonchli axborot tayyorlash uchun javobgar hisoblanadilar. Biroq, ommaviy axborot vositalarida tarqatilayotgan salomatlikka oid ma'lumotlar ilmiy nashrlarda chop etilgan ma'lumotlar bilan taqqoslaganda, ko'p hollarda mazmun yoki samaradorlik jihatidan yetarlicha baholanmaydi (Bandiwadekar va boshq., 2014; Grilli va boshq., 2002).

Axborot manbasini to'g'ri ko'rsatish va uning ishonchliligini tekshirish jurnalist hamda

OAV muassasalarining bevosita vazifasi hisoblanadi. Masalan, COVID-19 pandemiyasi davrida ayrim OAVda gidroksiloroxin va remdesivir dorilari kasallikni davolashda samarali vosita sifatida tavsiya etilgani natijasida jamoatchilik orasida ularning zaruriyat bo'lmagan hollarda qo'llanilishi kuzatilgan. Shuningdek, nufuzli tibbiy jurnallar ham bahs-munozaralardan xoli bo'lmadi: *The Lancet* va *The New England Journal of Medicine* jurnallari taniqli bo'lmagan "Surgisphere" kompaniyasi ma'lumotlariga asoslangan maqolalarni chop etgandan so'ng bekor qilishga majbur bo'lgan, ammo bu ma'lumotlar allaqachon ko'plab OAV orqali tarqatilgan edi (Gallagher, 2020). Bunday tarzda ya'ni avvaliga da'vo qilib, keyin uni inkor qilishga majbur bo'ladigan tibbiy xabarlarning noto'g'ri tarqatilishi jamoatchilik uchun foydadan ko'ra ko'proq zarar keltiradi.

Shu bilan birga, ommaviy axborot vositalari nafaqat xabardorlikni oshiradi, balki odamlarni ma'lum bir salomatlik masalalari bo'yicha o'qitadi va tarbiyalaydi. Jamoatchilikni turli salomatlik muammolari haqida xabardor qilish va ta'lim berish orqali OAV sog'lom turmush tarzini shakllantirishga va ijobiy xulq-atvor o'zgarishlariga hissa qo'shadi (Abroms va Maibach, 2008). Sifatli tibbiy jurnalistikaning yana bir muhim afzalligi shundaki, u jamiyatda tarqalayotgan yolg'on yoki noto'g'ri ma'lumotlarga qarshi kurashishning eng samarali usullaridan biri hisoblanadi. COVID-19 pandemiyasi ilk marta Xitoyda qayd etilgan paytdan boshlab jurnalistlar virus bilan bog'liq xavflarni kamaytirishda muhim rol o'ynadi: ular yangi epidemiya o'choqlarini aniqladilar, himoya choralari haqida ma'lumot berdilar, soxta ma'lumotlarni fosh etdilar va hukumatlarning siyosatini javobgarlikka chaqirdilar.

Tibbiy jurnalistikadagi muammolar

Shu bilan birga, tanqidiy tahlilga asoslangan tibbiy jurnalistika mavjud muammolarni xolis yoritishga, aholda sog'lom axborot muhitini shakllantirishga yordam beradi.

Tibbiy yangiliklarni etkazish jarayonida jurnalistlar duch keladigan asosiy qiyinchiliklar turli mamlakatlarda deyarli o'xshash hisoblanadi. Umuman olganda, bu muammolar quyidagilarni o'z ichiga oladi: sog'liqni saqlash idoralarining axborot berish yoki jurnalistlar bilan uchrashishdan bosh tortishi, ortiqcha byurokratik to'siqlar, qisqa muddatli muhlatlar, yangilangan statistik ma'lumotlar yetishmasligi, statistik ma'lumotlarni talqin qilishdagi muammolar hamda jurnalistlarning tibbiyot yoki sog'liqni saqlash sohasida yetarlicha tayyorgarlikka ega emasligi (Veloudaki va boshq., 2014).

Jurnalistlar va OAV uchun yana bir jiddiy muammo – deyarli barcha mamlakat hukumatlarining so'z erkinligiga aralashuvi bo'lib, ular ko'pincha jurnalistlarni haqiqiy ma'lumotlarni tarqatishdan tiyilishga majbur qiladilar.

AQShda 22 oy davomida o'tkazilgan tadqiqotda 500 ta salomatlik haqidagi maqolalar tahlil qilingan bo'lib, natijada ma'lum bo'lishicha, 62–77% holatlarda xabarlarda sog'liqni saqlash xizmatlarining qiymati, afzallik va kamchiliklari yoki sifat darajasi yetarlicha yoritilmagan (Schwitzer, 2008). Ushbu tadqiqotda aniqlangan asosiy muammolardan biri – jurnalistlar uchun nashr maydonining cheklanganligi va ilmiy izlanishlar uchun vaqt yetishmasligi edi. Shuningdek, sog'liq va tibbiy mavzular bo'yicha tayyorgarlik kurslari hamda tibbiy statistika bo'yicha malaka oshirish imkoniyatlarining kamligi ham muammo sifatida qayd etilgan.

Ko'plab rivojlanayotgan mamlakatlarda bo'lgani kabi Kanada ham ilmiy mavzular bo'yicha maqolalarni asosan umumiy yo'nalishdagi jurnalistlar tayyorlaydilar (Appiah va boshq., 2015). Garchi mazkur tadqiqot kichik namuna doirasida o'tkazilgan bo'lsa-da, olimlar ko'plab jurnalistlar tibbiy va ilmiy ma'lumotlarni asosan soha mutaxassislari orqali olishlarini aniqladilar. Shuningdek, ilmiy jurnalistika bo'yicha maxsus tayyorgarlik dasturlarini joriy etish va tadqiqot natijalariga osonroq olish imkoniyatini yaratish jurnalistlarni salomatlik va

ilm-fan mavzusida ko'proq yozishga rag'batlantirishi mumkinligi qayd etildi.

Yana bir muhim muammo – axborotni tezkor taqdim etish zarurati tufayli material sifatiga putur yetish holatidir. Shu kabi holatlar Evropa mamlakatlarida ham kuzatiladi. Bu yerda tibbiy yangiliklar manbalari asosan soha mutaxassislari, tibbiy jurnallar, ilmiy nashrlar va ba'zan shaxsiy tanishlar orqali shakllanadi (Dentzer, 2009). Salomatlik yangiliklari muharriri Dentzer tibbiy jurnalistika sohasida bir qator muammolarni ta'kidlab, quyidagicha yozgan:

Biroq bu sohada faqatgina sog'liqni saqlash mavzusida yozuvchi jurnalistlarning malakasini oshirish bilan cheklanmaslik kerak. Jurnalistika kasbi shuni ham talab etadiki, salomatlik haqidagi maqolalar faqat oq va qora ranglarda emas, balki turli bo'yoqlar orqali, murakkab voqelikning barcha jihatlarini qamrab olgan mukammal manzara sifatida yoritilishi lozim.

Bu misollardan ko'rinib turibdiki, jurnalistlar duch keladigan asosiy muammolardan biri – ularning ilmiy va tibbiy bilimlari yetarli emasligidir. Bu holat tibbiy jurnalistlar kamida asosiy tabiiy fanlar bo'yicha bilimga ega bo'lish zarurligini yana bir bor ko'rsatadi. Ko'p hollarda jurnalistlar sog'liqqa oid mavzuda chuqur ilmiy tadqiqot olib borishga vaqt yetishmasligidan shikoyat qilishgan va natijada ular axborot manbasi sifatida sog'liqni saqlash mutaxassislari tayanishgan. Biroq, ularga berilgan ma'lumotning aniqligi tekshirilmagan va bu axborot uchun jurnalistlar javobgar ham hisoblanmagan. Bu esa amaldagi tizimda muhim kamchilik hisoblanadi.

Tadqiqotlar shuni ko'rsatadiki, OAVda sog'liq haqidagi xabarlarni yaratishda jurnalistlar markaziy shaxslardir. Biroq ularning shaxsiy taxminlari va sub'ektiv talqinlari ko'p hollarda materialga kiritiladi, natijada noto'g'ri yoki adashtiruvchi xabarlar yuzaga keladi. Bunday holatlar ko'pincha maqolani o'quvchi uchun jozibador qilish maqsadida qo'llaniladi.

Yana bir muammo – ayrim kasalliklarning muayyan mamlakatga xos bo'lishini inobatga olmagan holda ularni umumlashtirib yoritishdir. Masalan, denge va bezgak kabi hasharotlar (vektorlar) orqali yuqadigan kasalliklar asosan Shri-Lanka, Singapur va Tailand kabi tropik davlatlarda uchraydi. Shu sababli sog'liqqa oid yangiliklarni mahalliy sharoitdan kelib chiqmagan holda yoritish jamoatchilik orasida noto'g'ri tushunchalar va chalkashliklarga sabab bo'lishi mumkin.

Har bir ommaviy axborot vositasining muayyan auditoriyasi mavjud. Masalan, tadqiqotlar shuni ko'rsatdiki, jurnalistlar ayniqsa ehtiyojmand yoki himoyasiz aholi guruhlarga – masalan, OITS bilan yashovchi shaxslar yoki muayyan irqiy guruhlarining salomatligiga oid ma'lumotlardagi tafovutlarni to'g'ri yoritishga tayyor bo'lmagan. Ular ko'proq o'z auditoriyasiga yoqadigan ma'lumotni berishni afzal ko'rganlar, natijada ayrim aniq nomuvofiqliklar chetda qolgan (Wallington va boshq., 2010). Bu tafovutlar COVID-19 pandemiyasi davrida yanada yaqqol ko'rindi: ko'pgina xabarlarda afroamerikaliklar koronavirus tufayli ko'proq halok bo'layotgani ta'kidlangan, biroq juda kam sonli OAV bu holatning asl sabablari — ya'ni mazkur jamoa sog'liqni saqlash xizmatlariga teng kirish imkoniyatidan mahrum ekani haqida yoritgan (Brooks, 2020).

Tibbiy jurnalistikaning jamoatchilikka ta'siri

Bugungi kunda odamlarning ko'pchiligi salomatlikka oid ma'lumotlarni internet orqali oladi. Biroq jamoatchilikning onlayn tibbiy ma'lumotlarni qanday baholashi juda murakkab masala bo'lib, bu sohada tadqiqotlar soni ham kam. Shu turdagi tadqiqotlardan biri – British Medical Journal nashrida chop etilgan ilmiy ish bo'lib, unda ishtirokchilardan internetdan uy sharoitida foydalanib, sog'lig'iga oid savollarga javob topish so'ralgan. Tadqiqot mualliflarining ta'kidlashicha, ishtirokchilar veb-sayt ishonchiligidini baholashda asosan uning

manbasi, professional dizayni, ilmiy yoki rasmiy ko'rinishi, til uslubi va foydalanish osonligiga e'tibor berganlar (Eysenbach va Köhler, 2002). Shu bilan birga, tadqiqotchilar aniqladilarki, internet foydalanuvchilari ma'lumot manbasini yoki uni kim va qanday tuzganini faol ravishda izlamaydilar. Bu tadqiqotning asosiy kamchiliklaridan biri – namuna hajmining kichikligi va tajriba laboratoriya sharoitida o'tkazilganidir.

Ommaviy axborot vositalarining ta'siri, ayniqsa, gripp mavsumida shifokorlarga murojaat qilish holatlari bilan bog'liq ravishda ham o'rganilgan. Trumbo 2012 yilda olib borgan tadqiqotida 2002–2008 yillar oraliq'idagi gazetalarda gripp haqidagi maqolalar yoritilishi va aholi tomonidan shifokorlarga murojaatlar soni o'rtasidagi bog'lanishni tahlil qilgan. U 2002–2008 yillar orasida 32 ta gazetaning sarlavhalarini o'rganib, AQShning Kasalliklarni Nazorat Qilish Markazi ma'lumotlaridan foydalanib, grippga o'xshash kasallik hamda haqiqiy gripp holatlari bo'yicha shifokorga murojaat qilganlar sonini tahlil qilgan.

Tadqiqot natijalariga ko'ra, "o'tgan haftadagi axborot yoritilishi darajasi grippga o'xshash alomatlar bilan shifokorga murojaat qilgan shaxslar sonidagi o'sish yoki kamayishning statistik jihatdan ahamiyatli qismini tashkil etadi" (Trumbo, 2012, 718). Bu holat haqiqiy gripp holatlari soni nazorat qilinganidan so'ng ham saqlanib qolgan. Ya'ni ommaviy axborot vositalaridagi axborotning yoritilish darajasi odamlarning shifokorga murojaat qilish qarorlariga ta'sir qiladi. Masalan, agar gazeta va televideniya gripp xavfi haqida ko'p xabarlar berilayotgan bo'lsa, odamlar ehtiyot bo'lib, alomatlar sezilsa, tezroq shifokorga borishadi.

Tadqiqotchi bu bog'lanishni haqiqiy gripp holatlari sonini hisobga olgan holda ham tekshirgan va shundan keyin ham ommaviy axborotning ta'siri saqlanib qolganini aniqlagan – demak, xabarlar soni odamlarning xatti-harakatini real epidemiologik holatdan mustaqil ravishda ham o'zgartira oladi.

Tadqiqotda bir nechta cheklovlar ham mavjud bo'lgan: birinchidan, barcha ma'lumotlar milliy darajada yig'ilgan, gripp esa hududiy xususiyatga ega bo'lgan mavsumiy kasallikdir. Ikkinchidan, barcha klinikalar bo'yicha grippga o'xshash alomatlar bilan kelgan bemorlar soni aniq emas, balki taxminan baholangan. Uchinchidan, modelning soddaligi tufayli, shifokorga murojaat qilgan shaxslar ommaviy axborotdagi xabarlariga qanchalik duch kelganini yoki umuman kelmaganini aniqlash mumkin bo'lmagan.

Sog'liqni saqlash mavzusida axborot tarqatish – bugungi jamiyatimiz uchun juda muhim vazifadir. Biroq bu jarayon ham jurnalistlar, ham axborot iste'molchilari uchun qator muammolarni keltirib chiqaradi. Ushbu tahliliy ko'rib chiqishda tibbiy jurnalistika sohasida hal etilishi zarur bo'lgan asosiy muammo va kamchiliklar aniqlandi. Sog'liqqa oid ma'lumotlarning noto'g'ri yoritilishi va sensasion qilib ko'rsatilishi, shaxsiy taxminlarning berilishi, ijtimoiy tarmoqlar orqali soxta xabarlarining jadal tarqalishi, shaxsiy ma'lumotlarni oshkor etish, media kompaniyalar va jurnalistlar tomonidan ochiqlik hamda homiylik haqida ma'lumotlarning berilmasligi shular jumlasidandir. Tadqiqotlar ko'rsatganidek, tibbiy jurnalistika jamiyatga ham ijobiy, ham salbiy ta'sir ko'rsatadi. Raqamli texnologiyalarning, jumladan internet, mobil qurilmalar va ijtimoiy tarmoqlarning rivojlanishi natijasida global aloqalar kuchaydi va salomatlikka oid yangiliklarni olish osonlashdi. Bu holat tibbiy jurnalistikaning samaradorligiga ijobiy ta'sir etgan bo'lsa-da, internetda nazorat va monitoringning qiyinligi tufayli yolg'on ma'lumotlar va shaxsiy ma'lumotlarni tarqatish muammosi yanada kuchaydi.

Bir nechta ilmiy tadqiqotlar (Keshvari et al., 2018; Moynihan et al., 2000; Ransohoff & Ransohoff, 2001; Smith et al., 2005) shuni ko'rsatadiki, jurnalistlar uchun qisqa muddatli vazifalar (dedlaynlar), sog'liqni saqlash idoralarining hamkorlik qilmasligi va etarli tayyorgarlikning yo'qligi tibbiy jurnalistlarning faoliyatiga jiddiy to'siq bo'lmoqda.

Shu bois, ommaviy axborot vositalari orqali jamoatchilikni so'nggi tibbiy yangiliklardan xabardor qilish va aholining tibbiy madaniyatini oshirishning ahamiyatini hisobga olgan holda, hukumat, sog'liqni saqlash tashkilotlari va ommaviy axborot vositalari birgalikda aniq choralar ko'rish zarur. Bu choralar sog'liqni saqlash sohasidagi axborotning aniqligi, ishonchliligi va axloqiy me'yorlarga muvofiqligini ta'minlaydi.

Xulosa

Tibbiy jurnalistika bilan shug'ullanuvchi jurnalistlar uchun ilmiy yo'nalishdagi asosiy ta'lim (bakalavr darajasi) talabini joriy etish – bu sohadagi sifat va mas'uliyatni oshirishning muhim qadami bo'ladi. Shu bilan birga, tibbiyot mutaxassislari va akademiklar tibbiy jurnalistikadagi nosog'lom amaliyotlarni bartaraf etishda faol ishtirok etishlari lozim. Bu jarayon bir necha muhim yo'nalishlarni o'z ichiga oladi:

Birinchidan, ilmiy jamoatchilik va tibbiyot mutaxassislari OAVda chop etilayotgan sog'liqqa oid ma'lumotlar sifati ustidan nazorat o'rnatishda faolroq bo'lishlari kerak. Bu ma'lumotlarning ishonchliligi va ilmiy asoslanganligini ta'minlaydi.

Ikkinchidan, tibbiy jurnalistika bo'yicha maxsus tayyorlov va malaka oshirish dasturlarini joriy etish juda muhim. Ayniqsa, jurnalistlar uchun ilmiy kommunikasiya usullarini o'rgatish hamda bu sohada ta'lim beruvchi akkreditatsiyalangan muassasani tashkil etish zarur.

Uchinchidan, mamlakat miqyosida yolg'on yoki adashtiruvchi tibbiy axborot tarqatishni oldini oladigan qonunchilik mexanizmlari ishlab chiqilishi kerak.

To'rtinchidan, jamoatchilikni noto'g'ri ma'lumotlardan himoya qilish uchun anik va samarali siyosatlar qabul qilinishi lozim.

Nihoyat, tibbiy jurnalistika sifatini oshirish va ishonchli axborot muhitini yaratish uchun sog'liqni saqlash organlari, olimlar, jurnalistlar, bosma va ijtimoiy OAV platformalari o'rtasidagi hamkorlikni kuchaytirish hal qiluvchi ahamiyatga ega.

Bu choralar amalga oshirilganda,
mamlakatda sifatli, ilmiy asoslangan va

mas'uliyatli tibbiy jurnalistika shakllanishiga
zamin yaratiladi.

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Глобальные бизнес-термины в печатных медиа и их социальные смыслы в английском и узбекском языках

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Аннотация *Статья анализирует социолингвистические аспекты функционирования бизнес-терминов в печатных медиа на материале английского и узбекского языков. Бизнес-лексика рассматривается не только как инструмент номинации экономических реалий, но и как ресурс социальной индексации: маркер профессиональной компетентности, «включённости» в глобальные рынки, институционального доверия и модернизационного дискурса. Теоретической рамкой выступают подходы контактной лингвистики и социолингвистики медиа, в которых заимствования трактуются как результат асимметрий престижа и функциональных потребностей коммуникативных доменов (Alvanoudi, 2017). Методологически работа опирается на качественный анализ открыто доступных нормативных и научных источников по терминологии, а также на иллюстративное чтение публикаций из печатной прессы с онлайн-архивами (узбекская газета и англоязычная деловая журналистика). Корпусные процедуры и количественная частотность намеренно не применяются. Результаты показывают: (1) в узбекской прессе бизнес-термины часто приходят через «двухступенчатое» заимствование (английский → русско-международный слой → узбекский), (2) высокая доля аббревиатур и графически неадаптированных форм (IPO, B2B, B2G) сочетается с морфологической интеграцией за счёт узбекских словообразовательных моделей, (3) терминологический выбор зависит от адресата и жанра, формируя границу «элитного» и «массового» чтения. Обсуждаются последствия для языковой политики, терминологической стандартизации и медиа-грамотности.*

Ключевые слова *Бизнес-термины, печатные медиа, социолингвистика, языковой контакт, заимствования, узбекский язык, английский язык, стандартизация терминологии*

Ispan gazetasi nutqining ishonchlilik, atributatsiya va baholash strategiyalari

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Annotatsiya *Maqolada ingliz va o'zbek tillari materialida bosma mediada biznes terminlarining qo'llanishi sotsiolingvistik nuqtayi nazardan tahlil qilinadi. Biznes leksikasi faqat iqtisodiy realliklarni nomlash vositasi sifatida emas, balki ijtimoiy indeksatsiya resursi sifatida ham talqin etiladi: kasbiy kompetensiya belgisi, global bozorlar bilan "bog'liqlik", institutsional ishonch hamda modernizatsiya diskursining ko'rsatkichi. Nazariy asos sifatida kontakt lingvistika va media sotsiolingvistikasi yondashuvlari olinadi; ularda o'zlashmalar prestij asimmetriyasi va kommunikativ domenlarning*

funksional ehtiyojlari natijasi sifatida izohlanadi (Alvanoudi, 2017). Metodologik jihatdan tadqiqot terminologiya bo'yicha ochiq kirishdagi me'yoriy va ilmiy manbalarni sifat tahlil qilishga, shuningdek, onlayn arxivlari mavjud bosma matbuot materiallarini (o'zbek gazetalari va ingliz tilidagi biznes jurnalistikasi) illyustrativ o'qish asosida ko'rib chiqishga tayanadi. Korpus protseduralari va miqdoriy chastota tahlili ataylab qo'llanilmadi. Natijalar shuni ko'rsatadiki: (1) o'zbek matbuotida biznes terminlari ko'pincha "ikki bosqichli" o'zlashuv orqali kiradi (ingliz tili → ruscha-xalqaro qatlam → o'zbek tili), (2) qisqartmalar va grafika jihatdan moslashtirilmagan shakllarning (IPO, B2B, B2G) yuqori ulushi o'zbekcha so'z yasash modellari hisobiga morfologik integratsiya bilan uyg'unlashadi, (3) termin tanlovi adresat va janrga bog'liq bo'lib, "elitar" va "ommaviy" o'qish chegarasini shakllantiradi. Til siyosati, terminlarni standartlashtirish va media-savodxonlik uchun oqibatlar muhokama qilinadi.

Kalit so'zlar *Biznes terminlari, bosma media, sotsiolingvistika, til kontakti, o'zlashmalar, o'zbek tili, ingliz tili, terminologiyani standartlashtirish*

Strategies for the reliability, attribution, and evaluation of Spanish newspaper speech

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Annotation *This article analyzes sociolinguistic aspects of business-term usage in print media, drawing on English and Uzbek data. Business lexis is treated not only as a tool for naming economic realities but also as a resource of social indexicality: a marker of professional competence, "embeddedness" in global markets, institutional trust, and modernization discourse. The theoretical framework relies on language-contact linguistics and media sociolinguistics, where borrowing is interpreted as an outcome of prestige asymmetries and functional needs of communicative domains (Alvanoudi, 2017). Methodologically, the study is based on qualitative analysis of openly accessible normative and scholarly sources on terminology, as well as illustrative close reading of print-press materials available through online archives (an Uzbek newspaper and English-language business journalism). Corpus procedures and quantitative frequency analysis are deliberately not used. The results indicate that (1) in the Uzbek press, business terms often enter through a "two-step" borrowing route (English → a Russian/international layer → Uzbek), (2) a high share of abbreviations and graphically non-adapted forms (IPO, B2B, B2G) co-occurs with morphological integration via Uzbek word-formation patterns, and (3) terminological choice depends on audience design and genre, thereby constructing a boundary between "elite" and "mass" reading. Implications for language policy, terminological standardization, and media literacy are discussed.*

Keywords *Business terms, print media, sociolinguistics, language contact, borrowings, Uzbek, English, terminological standardization*

Введение

В печатных медиа бизнес-терминология выполняет двойственную функцию. С одной стороны, она обеспечивает точность описания экономических процессов (инвестиции, листинг, дивиденды, комплаенс). С другой – служит социальным сигналом: демонстрирует принадлежность текста к «профессиональному» регистру, маркирует авторитет источника и конструирует образ современности. В англоязычной деловой журналистике подобная лексика во многом воспринимается как «естественный» язык экономической повседневности (например, устойчивые формулы о *IPO*, *valuation*, *turnover*), тогда как в узбекском медиaprостранстве те же единицы чаще оказываются видимыми как заимствования и поэтому сильнее включены в идеологию нормы, «чистоты» языка и терминологической дисциплины. Иллюстративно это заметно в текстах, где аббревиатуры и англоязычные формулы соседствуют с локальными институциональными маркерами и пояснениями для широкой аудитории.

Социолингвистика языкового контакта трактует заимствования как следствие не только «лексических лакун», но и асимметрий власти и престижа между языками и доменами коммуникации. В типичных ситуациях контакт-изменения усиливаются там, где язык-донор связан с более высоким символическим капиталом (образование, экономика, технологии), а медиа ускоряют распространение таких единиц, превращая их в общеупотребительные маркеры «модерности».

Для узбекского языка задача осложняется тем, что значительная часть современной экономической лексики исторически формировалась в русско-международном слое, а в постсоветский

период усилилась англоязычная волна терминов, особенно в сферах финансов, менеджмента и цифровой экономики. Учебные и нормативно-ориентированные работы по узбекской терминологии фиксируют необходимость одновременно расширять терминологический фонд и согласовывать/упорядочивать термины, включая внедрение общепринятых научно-технических и общественно-политических номинаций.

Цель настоящей статьи – описать, какие социолингвистические функции выполняют бизнес-термины в печатных медиа на английском и узбекском языках и какие механизмы адаптации/«упаковки» этих терминов наиболее типичны. Задачи включают: (1) выделить каналы проникновения и типы адаптации (графика, морфология, семантика), (2) описать жанрово-адресатную зависимость терминологического выбора, (3) интерпретировать термины как индексы статуса, институционального доверия и экономической идеологии. В качестве опоры используются открыто доступные исследования о бизнес-дискурсе в английской и узбекской печати, а также работы по экономической терминологии и её историко-этимологическому развитию.

Методы

Дизайн исследования – качественный, описательно-аналитический. Корпусные методы (корпусная разметка, автоматический подсчёт частот, конкордансы) не применялись принципиально: задача состояла в выявлении прагматико-социальных функций термина в медиатексте, а не в статистическом моделировании распределений.

Источники и материал

1. *Нормативно-терминологические и научные источники в открытом доступе: учебное пособие по*

узбекской терминологии, где обсуждаются заимствования, роль экстралингвистических факторов и задачи упорядочивания терминов; исследования по языковому контакту и механизмам заимствования; статьи о бизнес-дискурсе в англоязычной и узбекской печати; работы по историко-этимологическим особенностям экономических терминов.

2. *Иллюстративные медиатексты из печатной прессы с открытым онлайн-доступом:* (а) публикация узбекской газеты о инвестиционно-экономической повестке, содержащая типичные бизнес-аббревиатуры и англо-международные маркеры (например, *B2B*, *B2G*, *investor*), (б) англоязычная газетная заметка делового раздела, где *IPO* выступает ключевым термином и организует «рамку» новости.

Процедура анализа

Тексты читались с последующим ручным кодированием фрагментов по категориям:

- тип единицы (аббревиатура, заимствование, калька, русско-международный термин);
- степень графической адаптации (латиница/кириллица/смешанные формы, сохранение оригинального написания);
- морфологическая интеграция (узбекские аффиксы, словообразовательные модели, составные конструкции);
- дискурсивная функция (точность номинации, престиж/экспертность, институциональная легитимация, «маркетинговая» привлекательность);
- адресатная ориентация (массовый читатель vs профессиональная аудитория).

Результаты

1) Каналы заимствования и «многоступенчатость» терминов в узбекской прессе

В узбекской печатной речи бизнес-термины часто проявляют следы многоступенчатого прохождения: часть лексики фиксирует англоязычный источник, но приходит в употребление через русско-международные формы, закрепившиеся ранее в административно-экономическом письме. Это приводит к конкуренции вариантов: англографика (например, *IPO*) может сосуществовать с транслитерированными или калькированными соответствиями и с русскими посредниками в одном и том же жанровом поле. В работах по узбекской терминологии подчёркивается, что значительный массив терминов формируется за счёт заимствований из других языков и что экстралингвистические изменения общества отражаются в терминологии особенно наглядно.

Одновременно исследования, специально сопоставляющие бизнес-дискурс в английской и узбекской печати, показывают системную роль англоязычных терминов как «маршрута» обновления экономической лексики и как маркера глобализованного регистра (включая лексику предпринимательства и менеджмента).

2) Аббревиатуры и графическая стратегия «неперевода»

В печатных медиатекстах узбекского языка наблюдается устойчивое использование аббревиатур и латинографических форм без перевода (или с минимальным пояснением): типичны модели *B2B*, *B2G*, иногда – международные рейтинговые и финансовые маркеры. В иллюстративном газетном материале экономической тематики такие обозначения работают как «язык институционального общения», экономя место и создавая эффект включённости в международную деловую повестку.

В англоязычной прессе графическая стратегия иная: многие термины «невидимы» как заимствования, поскольку английский выступает донорным языком глобальной экономики. Однако аббревиатуры (*IPO*) выполняют сходную социальную функцию – конструируют профессиональный регистр и предполагают компетентного читателя. В газетной заметке делового раздела *IPO* задаёт центральную рамку события и выступает не просто сокращением, а семантическим узлом, через который читателю предлагается интерпретация экономического факта (листинг как признак роста/доверия/инвестпривлекательности).

3) **Морфологическая интеграция:** **«чужая основа – свой аффикс»**

Несмотря на сохранение латинографии в отдельных элементах, узбекская языковая система активно интегрирует бизнес-термины морфологически. Общий принцип, описываемый терминологическими руководствами: термин может сохранять заимствованную основу, но включаться в узбекскую словообразовательную парадигму и синтаксис. Это выражается в присоединении словообразовательных аффиксов, формировании производных и сочетаний, где заимствованная основа становится частью узбекского грамматического «контракта» текста (управление, падежные показатели, словообразовательные модели).

С точки зрения контактной лингвистики подобные случаи соответствуют типовым механизмам заимствования: лексемы переносятся как «готовые» единицы, после чего адаптируются фонологически/морфологически и начинают обслуживать локальные дискурсивные потребности. В открытом исследовании по языковому контакту подчёркивается различие между заимствованием как завершённым

изменением и переключением кодов как речевым поведением; для печатных медиа характерно именно институционально закрепляемое заимствование, поскольку редакционная норма стабилизирует написание и употребление.

4) **Социальные функции: престиж, экспертность, сегментация аудитории**

Сопоставление источников позволяет выделить четыре наиболее устойчивые социолингвистические функции бизнес-терминов в печатной журналистике (особенно заметные в узбекском материале, где «чужое происхождение» термина чаще осознаётся).

- *Индекс глобальной включённости.* Англо-международная лексика сигнализирует, что обсуждаемое явление встроено в мировые рынки (инвестиционные форумы, рейтинги, форматы *B2B/B2G*).
- *Маркер экспертности и институционального доверия.* Терминологически насыщенный текст конструирует образ компетентного адресанта (редакции/эксперта) и «официальности» информации; это коррелирует с описаниями бизнес-дискурса в печатных публикациях, где термин выступает инструментом легитимации экономического знания.
- *Сегментация читателя.* Чем выше доля непояснённых аббревиатур и англоязычных форм, тем сильнее текст адресован профессиональной аудитории; при ориентации на массового читателя чаще появляется перефразирование или контекстуальная расшифровка.
- *Идеология модернизации.* В узбекской прессе термин часто несёт оценочный «шлейф» прогресса, управленческой рациональности и «современных стандартов», что усиливается соседством с международными индексами и рейтингами.

Отдельные исследования медийных заимствований подчёркивают, что СМИ склонны «проталкивать» новые слова, когда они одновременно экономят выразительные средства и создают эффект актуальности; при этом именно медийная частотность (не в корпусном смысле, а как социально наблюдаемая повторяемость) способствует нормализации заимствований.

5) Стандартизация и нормативное напряжение

Узбекская терминология находится в поле нормативного внимания: в учебной традиции подчёркивается задача упорядочивания терминов и их согласования с государственными приоритетами расширения функциональных доменов узбекского языка, включая экономику и финансы. Это создаёт напряжение между (а) коммуникативной экономией медиа (коротко, узнаваемо, «как в мире принято») и (б) стремлением к унификации и «прозрачности» терминов для широкой аудитории.

Обсуждение

Полученные результаты позволяют интерпретировать бизнес-термины как элементы «социальной стратификации» медиаречи. Для англоязычной печати бизнес-лексика – часть внутренне дифференцированного профессионального регистра: аббревиатуры и техницизмы выполняют функцию экономии и точности, а также поддерживают стиль «инсайдерского» знания.

Для узбекской печати та же лексика становится более заметным символом контакта и потому сильнее нагружена идеологически: она одновременно может восприниматься как ресурс модернизации и как вызов норме. Контактная лингвистика предсказывает подобные эффекты в ситуациях, где язык-донор ассоциирован с престижем и властью в конкретных доменах (экономика, технологии), а институциональные каналы (образование, официальная коммуникация,

медиа) закрепляют результат заимствования.

Практически это означает, что редакционная политика и терминологическая грамотность становятся частью социальной ответственности прессы. В условиях, когда один и тот же термин может существовать в виде аббревиатуры (IPO), транслитерации и описательного эквивалента, выбор формы – это выбор модели общения с читателем: либо «разделяем профессиональный код», либо «переводим» профессиональный код в публичное знание.

С точки зрения языкового планирования наиболее продуктивной выглядит умеренная стратегия:

- сохранять международные аббревиатуры там, где они действительно являются стандартом делового общения,
- но системно сопровождать их единообразным объяснением при массовой адресации (первое употребление в тексте),
- избегать «модных» англицизмов, когда в языке уже есть устойчивый и понятный эквивалент,
- поддерживать единые правила транслитерации/написания в рамках редакционного стандарта.

Эта логика согласуется с общей установкой терминологической традиции: терминология должна и развиваться, и упорядочиваться, иначе медиа начинают воспроизводить не знания, а барьеры доступа к ним.

Заключение

Бизнес-термины в печатных медиа на английском и узбекском языках функционируют как лингвистические маркеры социального порядка: они одновременно называют экономические реалии и сигнализируют престиж, экспертность, жанровую принадлежность и адресатную настройку текста. В англоязычной печати термины и

аббревиатуры выступают частью «родного» профессионального кода, тогда как в узбекской прессе они чаще демонстрируют контактный характер (аббревиатуры, латинографика, смешение кодов) и активнее вовлечены в нормативные дебаты. Редакционные практики – ключевой механизм балансировки между глобальной

узнаваемостью термина и публичной доступностью смысла. Перспективным направлением дальнейших исследований (вне рамок данной работы) может стать углублённое жанровое сравнение (новости, аналитика, реклама) и изучение читательских установок к «терминологической плотности» текста.

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**Стратегии достоверности,
атрибуции и оценочности
испанской газетной речи**

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- Аннотация** *В статье рассматриваются жанровые особенности испанской газетной речи в прагматическом измерении – как совокупность коммуникативных «правил игры», которые регулируют отношения между редакцией (адресантом), источниками и читателем (адресатом). Исходным положением выступает понимание новостного текста как социально институциональной практики, где эффект объективности создаётся не «нейтральностью языка», а системными дискурсивными процедурами отбора фактов, расстановки акцентов и маркирования ответственности за информацию (van Dijk, 2009). На материале открыто доступных нормативных и исследовательских источников описаны ключевые прагматические механизмы жанров – прежде всего новости, репортажа/хроники и публицистического мнения: (1) атрибуция и полифония (чья позиция озвучивается), (2) эвиденциальность (какой тип источника/доступа к знанию задан), (3) аттенуация (смягчение категоричности), (4) правила заголовка и «упаковки» факта. Предлагается модель качественного анализа, не опирающаяся на корпусные процедуры: жанр интерпретируется как прагматический контракт, а языковые маркеры – как средства управления доверием, дистанцией и оценкой.*
- Ключевые слова** *Испанская пресса, газетные жанры, прагматика, атрибуция, эвиденциальность, аттенуация, заголовки*

**Ispan gazetasi nutqining
ishonchlilik, atributatsiya va
baholash strategiyalari**

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- Annotatsiya** *Maqolada ispan gazetasi nutqining janr xususiyatlari pragmatik o'lchovda ko'rib chiqiladi, ya'ni tahririyat (adresant), manbalar va o'quvchi (adresat) o'rtasidagi munosabatlarni tartibga soladigan kommunikativ "o'yin qoidalari" majmui sifatida talqin etiladi. Asosiy nazariy nuqta shundan iboratki, yangilik matni ijtimoiy-institutsional amaliyot bo'lib, undagi obyektivlik effekti "tilning neytralligi" orqali emas, balki faktlarni tanlash, urg'ularni joylashtirish hamda axborot uchun javobgarlikni belgilashga xizmat qiluvchi tizimli diskursiv protseduralar orqali yaratiladi (van Dijk, 2009). Ochiq kirishdagi me'yoriy va tadqiqot manbalari asosida janrlarning asosiy pragmatik mexanizmlari – avvalo yangilik, reportaj/xronika hamda publitsistik fikr janrlarida – tavsiflanadi: (1) atributsiya va polifoniya (qaysi pozitsiya ovozlantirilishi), (2) evidensiallik (manba turi yoki bilimga kirish usuli qanday belgilanishi), (3) attenuatsiya (qat'iylikni yumshatish), (4) sarlavha va faktning "qadoqlash" qoidalari. Korpus protseduralariga tayanmaydigan sifat tahlil modeli*

taklif etiladi: janr pragmatik shartnoma sifatida talqin qilinadi, til birliklari esa ishonch, masofa va baholashni boshqarish vositalari sifatida qaraladi.

Kalit so'zlar *Ispan matbuoti, gazeta janrlari, pragmatika, atributsiya, evidensiallik, attenuatsiya, sarlavha*

Strategies for the reliability, attribution, and evaluation of Spanish newspaper speech

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Annotation *The article examines the genre-specific features of Spanish newspaper discourse from a pragmatic perspective – as a set of communicative “rules of the game” that regulate relations between the newsroom (addresser), sources, and the reader (addressee). The point of departure is an understanding of the news text as a socio-institutional practice in which the effect of objectivity is produced not by “neutral language,” but by systematic discursive procedures of selecting facts, arranging emphases, and marking responsibility for information (van Dijk, 2009). The study draws on openly accessible normative and research sources to describe the key pragmatic mechanisms of genres – primarily the news report, report/chronicle, and publicistic opinion writing: (1) attribution and polyphony (whose position is voiced), (2) evidentiality (what type of source/access to knowledge is specified), (3) attenuation (softening categorical statements), and (4) rules governing headlines and the “packaging” of facts. A qualitative analytical model is proposed that does not rely on corpus procedures: genre is interpreted as a pragmatic contract, while linguistic markers are treated as tools for managing trust, distance, and evaluation.*

Keywords *Spanish press, newspaper genres, pragmatics, attribution, evidentiality, attenuation, headline*

Введение

Тема прагматический аспект жанровых особенностей испанской газеты в современной лингвистике и журналистике логично сводится к вопросу: *каким образом жанр организует доверие читателя к сообщаемому и распределяет ответственность за высказывание.* В испанской качественной прессе жанр – это не только композиционная схема (заголовок–лид–корпус), но и институциональная установка: **новость** обязана производить эффект проверяемости и дистанции автора,

хроника/репортаж – эффект присутствия и интерпретативной рамки, **колонка/редакционная статья** – эффект аргументированной оценки и убеждения (Parratt, 2007).

Классический тезис критического дискурс-анализа состоит в том, что «объективность» новостей является не природным свойством языка, а результатом профессиональных и идеологических процедур: отбора тем, источников, порядка подачи и способов номинации (van Dijk, 2009). Именно поэтому прагматическое изучение жанра фокусируется на

механизмах, которые *делают* сообщение «фактом» (через атрибуцию, цитирование, ссылки на документы) либо, напротив, переводят его в режим предположения, оценки или слуха (через маркеры неопределённости и дистанцирования).

Отдельную роль играет нормативное саморегулирование прессы: редакционные стилевые кодексы задают допустимые формулы осторожности, требования к источникам и рамки заголовка. В «Libro de estilo» газеты *El País* прямо фиксируется установка избегать неопределённых вводных вроде *al parecer/al parecer ser* и сходных «дымчатых» формул, если они подменяют проверяемую атрибуцию (*El País*, 1996). Такая норма демонстрирует, что прагматика жанра институционально поддерживается: читателю обещают не «ощущение правды», а процедурную дисциплину доказуемости.

Материалы и Методы

Материалы

Исследование носит обзорно-аналитический характер и опирается на открыто доступные источники двух типов:

1. *нормативные документы* (стилевой кодекс *El País*), фиксирующие редакционные ожидания к жанрам и языковому оформлению (*El País*, 1996);
2. *научные исследования*, описывающие прагматические механизмы новостной речи: аттенуацию/смягчение в информационных текстах (Bouzas Rosende, 2017), эвиденциальность и маркирование источника в испаноязычной новости (Caldas et al., 2018), а также «эвиденциальный» условный наклонение как способ дистанцирования от истинности сообщения («condicional de rumor») (Bermúdez, 2016). Дополнительно учитывается работа по кибержанрам как расширение жанровой системы в онлайн-среде (Díaz Noci, 2004).

Метод

Применён качественный прагматико-дискурсивный анализ: жанр трактуется как устойчивый коммуникативный контракт (цель → роли участников → допустимые стратегии доказательности и оценки). Для каждого жанра задаётся аналитическая матрица из четырёх блоков:

1. *коммуникативная* цель
(информировать / интерпретировать / убеждать);
2. *распределение ответственности*
(кто «говорит» и кто отвечает за истинность);
3. *эвиденциальные маркеры* (тип источника: прямое наблюдение, документ, ссылка на третье лицо, «вторая/третья рука») (Caldas et al., 2018; Bermúdez, 2016);
4. *стратегии аттенуации* (смягчение категоричности, страхование формулировки) (Bouzas Rosende, 2017).

Метод принципиально не использует корпусные инструменты: цель – реконструировать прагматические правила жанра по открытым описаниям и нормативным предписаниям, а не статистически измерять частоты.

Результаты

Новость (noticia): прагматика достоверности и «снятия авторства»

Для новости центральной является установка на *проверяемость* и *неперсонифицированность*: автор формально присутствует как профессиональный посредник, а не как субъект мнения. Именно поэтому доминируют третьеличные конструкции, «жёсткая» атрибуция и регулярное указание на источники – от официальных заявлений до документов и институций (Caldas et al., 2018). В прагматике это создаёт эффект: «сообщает не журналист, а реальность, подтверждённая источниками».

Две техники особенно показательны. Первая – **полифония** **через цитирование/пересказ**: высказывание

оформляется как «чужая речь», и тем самым редакция снижает собственную ответственность за истинность деталей. Вторая – **эвиденциальное ранжирование**: сообщение маркирует «каким образом это известно» (по документам; со слов; по данным отчёта; со ссылкой на агентство). В терминах типологии эвиденциальности различаются прямое/косвенное знание и знание «со второй/третьей руки», причём последнее требует усиленной атрибуции (Caldas et al., 2018).

Нормативная фиксация этой логики видна в стилевом кодексе *El País*: вместо размытых вводных (*al parecer* и т. п.) предпочтительна точная формула источника или корректная «атрибуция с оговоркой», где степень определённости задаёт сама источниковая позиция (El País, 1996). Прагматический смысл правила прост: неопределённость допустима, но она должна быть *процедурно объяснима* – читатель должен видеть, **почему** это не утверждается как факт.

В информационных текстах смягчение (аттенуация) выполняет не «вежливую», а **юридико-эпистемическую** функцию: снижает риск категоричного утверждения при неполной проверке, а также управляет репутационными издержками редакции. В испанской прессе аттенуация системно реализуется через модальные глаголы и наречия вероятности, условные конструкции, «размывающие» кванторы (*algunos, varios*), а также через фреймы источника (*según fuentes...*, *de acuerdo con...*) (Bouzas Rosende, 2017).

Важно, что аттенуация не равна «неуверенности автора». В прагматике жанра она выступает как сигнал корректной эпистемической позиции: редакция демонстрирует, что различает уровни подтверждения и не выдает предположение за установленный факт. Таким образом, смягчение становится компонентом профессионального этоса –

ответственного информирования (Bouzas Rosende, 2017).

«Condicional de rumor»

Одна из наиболее характерных для испаноязычной медиаречи стратегий – так называемый **эвиденциальный кондиционал**: формы типа *estaría, habría*, используемые для передачи информации «со слов» без принятия на себя обязательства истинности. Анализ показывает, что в таком употреблении условное наклонение не столько выражает гипотетичность события, сколько маркирует источник как внешнюю, по меньшей мере «третью» инстанцию (Bermúdez, 2016).

Ключевой прагматический эффект здесь двойной: (1) новость сохраняет **актуальность** (можно сообщить о развивающейся ситуации быстро), (2) редакция снижает **эпистемическую ответственность** («мы не утверждаем, мы передаём»). При этом читательскую оценку правдоподобия определяет не сама форма кондиционала, а контекст – наличие подтверждений, качество источника, сопутствующие глаголы сообщения (*según reveló..., confirmaron fuentes...*) (Bermúdez, 2016).

Репортаж/хроника

Если новость «обещает» дистанцию, то репортаж и хроника «обещают» **присутствие**: читатель получает не только факт, но и сцену, последовательность, социальный фон. Прагматически это проявляется в более допустимой субъективизации – через детали восприятия, временную динамику, локальные деиктики (*aquí, hoy, en este momento*) и объяснительные связки причинности. Жанр тем самым легитимирует интерпретацию как часть информирования (Parratt, 2007).

Однако даже в этих жанрах сохраняется требование к источникам: интерпретация «подпирается» цитатами и фактографией, иначе текст переходит в публицистическое мнение. Следовательно, отличие от новости заключается не в отмене

доказательности, а в расширении прагматического пространства: допускается «сборка смысла» вокруг факта, а не только фиксация факта.

Колонка/редакционная статья

В жанрах мнения коммуникативный контракт иной: читателю заранее предлагается **позиция**, а не «нейтральная» хроника. Здесь допустимы риторические вопросы, прямые оценочные предикаты,

апелляция к общим нормам и прогнозы. Прагматически автор усиливает собственный этос: демонстрирует компетентность, последовательность аргумента и моральную рамку. В терминах дискурс-анализа это зона, где идеологическая перспектива чаще эксплицируется, а не маскируется эффектом объективности (van Dijk, 2009).

Жанр	Прагматическая цель	Ответственность за истинность	Типичные маркеры
Новость	Факт + проверяемость	Максимально распределена на источники	атрибуция (<i>según...</i>), ссылки на документы, нейтральная модальность, запрет «дымчатых» вводных (El País, 1996)
Репортаж / хроника	Факт + присутствие / фон	Частично у автора (выбор рамки)	деиктика, нарративность, детали наблюдения, цитаты как опора
Колонка / редакционная	Оценка + убеждение	Максимально у автора/редакции	оценочные предикаты, аргументация, риторические ходы
Новость с «condicional»	Быстрая актуальность при неполной проверке	Снята через дистанцирование	<i>estaría/habría</i> как «источник извне» (Bermúdez, 2016)

Таблица 1. Сводная модель прагматических маркеров по жанрам

Обсуждение

Полученные результаты позволяют уточнить, что жанровая система испанской прессы функционирует как **прагматический механизм управления доверием**. Новость формирует доверие через процедуру: источники, атрибуция, дисциплина формулировки и ограничение субъективных маркеров (El País, 1996; Caldas et al., 2018). Репортаж/хроника формируют доверие через «эффект присутствия» и реконструкцию контекста, но сохраняют требование к фактографической опоре (Parratt, 2007). Колонка/редакционная статья формируют доверие через авторский этос и аргументацию, признавая оценочность как норму (van Dijk, 2009).

Отдельно показательно, что «осторожные» маркеры (аттенуация) и «дистанцирующие» формы (эвиденциальный кондиционал) в испанской газетной речи не являются дефектом качества; напротив, они институционально обслуживают баланс между скоростью новостного цикла и требованием надежности. Смягчение и дистанцирование – это прагматические инструменты, которые одновременно защищают редакцию (репутационно и юридически) и информируют читателя о статусе знания (Bouzas Rosende, 2017; Bermúdez, 2016).

В онлайн-среде жанровые границы дополнительно усложняются: гипертекст, мультимодальность и смешение форматов

расширяют репертуар прагматических сигналов (ссылки, вставки, обновления, взаимодействие), что позволяет говорить о «кибержанрах» как о развитии прежней жанровой матрицы, а не её отмене (Díaz Noci, 2004).

Заключение

Прагматический анализ жанровых особенностей испанской газеты показывает, что жанр организует коммуникацию через управляемые ожидания: *что считается фактом, кто отвечает за сообщение, каким образом читатель должен интерпретировать степень доказанности*

и где легитимна оценка. Для новости ключевыми являются атрибуция, эвиденциальность и дисциплина формулировки; для репортажа/хроники – расширенная рамка интерпретации при сохранении источниковой опоры; для жанров мнения – явная оценочность и убеждающая аргументация. Стратегии аттенуации и «condicional de rumor» функциональны: они маркируют статус знания и перераспределяют ответственность, тем самым поддерживая доверие как центральную категорию газетного дискурса.

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Gapirish ko'nikmasining psixolingvistika bilan bog'liqligi

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Annotatsiya Mazkur maqolada gapirish ko'nikmasining til o'rganish jarayonidagi murakkabligi psixolingvistika nuqtai nazaridan tahlil qilinadi. Chet tili sifatida o'zbek tilini o'rgatishda gapirishni shakllantirishni izohlovchi asosiy psixolingvistik jarayonlar – nutqni rejalashtirish, kodlash, artikulyatsiya, monitoring, avtomatlashtirish kabi omillar ilmiy manbalar asosida yoritiladi. Bygate, Levelt, Goh va Burns, Richards va Nyuton kabi yetakchi olimlarning tadqiqotlari asosida og'zaki nutq jarayonining murakkabligi va uni o'rgatish metodikasiga ta'sir etuvchi psixologik-kognitiv omillar yoritiladi.

Kalit so'zlar Gapirish ko'nikmasi, psixolingvistika, og'zaki nutq, kommunikativ kompetensiya, chet tili sifatida o'qitish, kodlash, ikkinchi til, Levelt

Связь навыка говорения с психолингвистикой

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Аннотация В данной статье анализируется сложность формирования навыков говорения в процессе изучения языка с психолингвистической точки зрения. На основе научных источников рассматриваются основные психолингвистические процессы, объясняющие формирование речи при обучении узбекскому языку как иностранному: планирование речи, кодирование, артикуляция, контроль, автоматизация и др. На основе исследований ведущих учёных, таких как Байгейт, Левелт, Го и Бернс, Ричардс и Ньютон, рассматривается сложность процесса устной речи и психологические и когнитивные факторы, влияющие на методику её обучения.

Ключевые слова Говорение, психолингвистика, устная речь, коммуникативная компетентность, преподавание иностранного языка, кодирование, второй язык, Levelt

The Relationship Between Speaking Skills and Psycholinguistics

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Annotation *This article analyzes the complexity of speaking skills in the process of language learning from a psycholinguistic perspective. The main psycholinguistic processes that explain the formation of speech in teaching Uzbek as a foreign language - speech planning, coding, articulation, monitoring, automation, etc. – are highlighted based on scientific sources. Based on the research of leading scientists such as Bygate, Levelt, Goh and Burns, Richards and Newton, the complexity of the process of oral speech and the psychological and cognitive factors that affect the methodology of teaching it are highlighted.*

Keywords *Speaking skills, psycholinguistics, oral speech, communicative competence, teaching as a foreign language, coding, second language, Levelt*

Bugungi globallashuv jarayonida o'zbek tilini chet tili sifatida o'rgatish masalasi yanada dolzarblik kasb etmoqda. Bu ikki yoki undan ortiq odamlar o'rtasida fikr yoki ma'lumotni ifodalash faoliyatidir. O'zbek tilini xorijiy til sifatida o'rgatishdan maqsad nafaqat o'rganuvchilarning 4 ta ko'nikma bo'yicha (gapirish, o'qib tushunish, tinglab tushunish, yozish savodxonligi) til egallashlarini ta'minlash, balki o'zbek madaniyatiga olib kirish, milliy qadriyatlarimiz bilan yanada yaqindan tanishtirishdir.

Til o'rganishda gapirish ko'nikmasini shakllantirish maqsadga muvofiqdir. Nutqdagi muloqot odatda yuzma-yuz amalga oshiriladi. Nutq faoliyatida tana tilidan foydalanish ham tinglovchilarga mo'ljallangan xabarni tushunishga yordam beradi. Nutq mahorati o'rganuvchilarning fikrlarini ifodalash uchun ishlatiladi. Hozirgi vaqtda til o'zlashtirish borasidagi eng asosiy duch keladigan muammolardan biri gapirish ko'nikmasini shakllantirishdir.

Ikkinchi tilda yoki xorijiy tilda gapirish ko'nikmasini o'rgatish, ko'pincha, qiyinchiliklarni keltirib chiqaradi. Xorijiy o'rganuvchilar turli xil bilim va ko'nikmalarga ega bo'lishlari va tengdoshlari, o'qituvchilari yoki boshqa ona tilida so'zlashuvchilar bilan og'zaki muloqot qilishda ularni real vaqtda muvofiqlashtirishlari kerak. Ular nafaqat grammatika, lug'at va talaffuz bo'yicha asosiy

bilimlarni (rasmiy yoki norasmiy sharoitlarda odamlar bilan qanday muloqot qilish, o'tmishdagi voqea haqida qanday qilib gapirish, notanishlarga ko'rsatmalar berish va akademik muhitda qanday nutq so'zlash), balki bu bilimlarni turli xil muloqot maqsadlarida ishlatish ko'nikmalarini ham bilishlari kerak.

Gumbold (1984) psixolingvistikaning asoschisi sifatida nutq faoliyati goyasini shakllantirdi, tilni jamiyat va shaxs o'rtasidagi "bog'lovchi" sifatida ko'rib chiqdi, bu esa psixolingvistik g'oyalarning asosini tashkil etdi.

Vigotskiy (1934) til va tafakkur o'rtasidagi murakkab psixologik jarayonlarni birinchi bo'lib tizimli ravishda ilmiy asosda tahlil qilgan. Uning asari psixolingvistikaning fundamental manbai hisoblanadi:

- gapirish **ichki nutq va tashqi nutq transformatsiyasidan iborat psixik jarayon**;
- **nutq ishlab chiqarish (speech production)** – psixik faoliyatning eng murakkab ko'rinishi;
- gapirish jarayonida diqqat, xotira, motivatsiya, fikrni rejalashtirish va konseptualizatsiya bir vaqtning o'zida ishga tushishini tahlil qilgan.

Psixolingvistika og'zaki nutqni inson ongida kechadigan kodlash, rejalashtirish, verbalizatsiya va monitoring jarayonlari sifatida izohlaydi. Levelt (1989) tomonidan ishlab chiqilgan "Nutq ishlab chiqarish modeli" bu

jarayonning eng mukammal nazariy asoslaridan biri hisoblanadi. Unga ko'ra, gapirish uch bosqichda kechadi:

1. **Konseptualizatsiya** – aytiladigan mazmunni rejalashtirish.
2. **Formulyatsiya** – grammatik modelni tanlash va til birliklarini kodlash.
3. **Artikulyatsiya** – tovushlarni ishlab chiqarish jarayoni.

Nutq ishlab chiqarishning bu modeli chet tilida gapirishning murakkabligini ilmiy asoslaydi: o'rganuvchi bir vaqtning o'zida lug'at, grammatik shakllar, talaffuz, pragmatika va muloqot strategiyalarini boshqarishi kerak.

Bygate (1987) gapirishni "Spontan (to'satdan) va real vaqt talab qiladigan, yuqori darajada avtomatlashtirilgan ko'nikma" deb ta'riflaydi. Unga ko'ra, gapirish nafaqat lingvistik bilim, balki muloqot vaziyatini boshqarish va mazmunga mos til birligini tez topishni talab qilishini ta'kidlagan.

Gower, Phillips & Walters (1995) og'zaki nutqni o'rgatishda talaffuz, ravonlik, interaktiv qobiliyat uchligi muhimligini ta'kidlaydi. Ular gapirishni faol jarayon, ya'ni o'rganuvchi nutqni ishlab chiqaruvchi sifatida maydonga chiqadigan jarayon deb baholaydi. Richards & Newton (2010) og'zaki nutqni o'rganishni kognitiv yuklama (processing load) bilan izohlaydi. Ularning fikricha, o'rganuvchi chet tilida gapirayotganda miyaga katta yuk tushadi: u so'z topadi, grammatikani moslaydi, talaffuzni nazorat qiladi va muloqot sharoitiga mos pragmatik qarorlar qabul qiladi. Anne Burns ham gapirishni "murakkab ijtimoiy va psixik jarayon" deb ta'riflaydi va uni muloqot konteksti bilan bog'laydi. Goh (2012) esa gapirishni **metakognitiv jarayon** sifatida ko'radi: o'rganuvchi nutq jarayonida o'z natijasini baholaydi, fikr oqimini boshqaradi va xatolarini ongli kuzatadi.

Vazifaga asoslangan o'qitish nazariyasiga (2003) ko'ra, gapirish eng samarali tarzda real kommunikativ vazifalar orqali rivojlanadi. Ular quyidagi tamoyillarga asoslanadi:

- o'quvchi real hayotdagi muloqot vaziyatiga yaqin sharoitda gapiradi;
- maqsad – tilni emas, vazifani bajarish (muammoni yechish, fikr bildirish, kelishuvga erishish);
- nutq tabiiy ravishda shakllanadi;
- ravonlik birinchi o'ringa qo'yiladi, aniqlik esa jarayon davomida shakllanadi.

Bu yondashuv psixolingvistika bilan bevosita bog'liq, chunki insonga tabiiy vazifalar berilganda u nutq ishlab chiqarishni avtomatlashtiradi.

Fulcher (2003) gapirishni baholash jarayonida psixolingvistik omillarning ahamiyatini ko'rsatadi. Unga ko'ra, og'zaki nutq testlarini tuzishda quyidagi psixik jarayonlar hisobga olinishi kerak:

- real vaqt (real-time processing);
- nutqning ma'nodorililigi;
- fikrlash tezligi;
- xotira va lug'at chaqirish mexanizmlari;
- dialog jarayonidagi o'zaro ta'sir.

Fulcher gapirishni baholashda oddiy "grammatika + so'z boyligi" bilan o'lchash xato ekanini tanqid qiladi va nutqni integral psixolingvistik kompetensiya sifatida baholashni taklif qiladi.

Rus psixolingvistika maktabida esa nutq ishlab chiqarish nazariyasiga katta hissa qo'shgan olimlaridan Luriya (1979) nutqni bosh miya faoliyatining murakkab psixofiziologik tizimi sifatida talqin qilgan bolsa, Leontyev (1969) nutq faoliyatini motiv, maqsad, amalga oshirish bosqichlariga bo'ladi. Vygotskiy (1934) nutq va tafakkur o'rtasidagi bog'liqlikni aniqlagan, bu esa, bugungi kommunikativ metodikaning asosiga aylangan.

Bu qarashlar chet tilida gapirishni o'rgatishda psixologik tayyorgarlik, motivatsiya va nutq faoliyatini bosqichma-bosqich shakllantirish zarurligini asoslaydi.

Gapirish ko'nikmasi psixolingvistikaning markaziy obyektlaridan biri bo'lib, u inson ongida kechadigan murakkab kognitiv jarayonlarga tayanadi. Og'zaki nutqning murakkabligi turli olimlar – Bygate, Goh, Richards, Newton, Levelt, Fulcher va boshqalar

tomonidan izchil ilmiy asoslab berilgan.
Shuning uchun chet tilida gapirishni o'rgatish

metodikasi har doim psixolingvistik nazariyalar
bilan uyg'un bo'lishi va asoslanishi zarur.

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Elektron ko'p tilli atamalar lug'ati ilovalarining lingvistik imkoniyatlari

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- Annotatsiya** *Ushbu maqolada elektron ko'p tilli terminologik lug'atlarning zamonaviy axborot-kommunikatsiya texnologiyalari sharoitida tutgan o'rni, ularning lingvistik, didaktik va texnologik imkoniyatlari yoritiladi. Elektron terminologik lug'atlarning ilmiy-tadqiqot, ta'lim va tarjima jarayonlaridagi ahamiyati, shuningdek, kasbiy kompetensiyalarni shakllantirishdagi roli tahlil qilinadi. Maqolada ko'p tillilik, tezkor qidiruv, terminologik birliklarni tizimlashtirish va raqamli texnologiyalar asosida lug'at yaratish masalalariga alohida e'tibor qaratilgan.*
- Kalit so'zlar** *Elektron lug'at, ko'p tilli terminologiya, terminografiya, axborot texnologiyalari, tarjima, kasbiy kompetensiya*

Лингвистические возможности приложений электронных многоязычных терминологических словарей

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- Аннотация** *В статье рассматриваются электронные многоязычные терминологические словари в условиях развития информационно-коммуникационных технологий. Анализируются их лингвистические, дидактические и технологические возможности, а также роль в образовательной, научной и переводческой деятельности. Особое внимание уделяется вопросам многоязычия, систематизации терминов, быстрого поиска и использованию цифровых технологий при создании терминологических ресурсов.*
- Ключевые слова** *Электронный словарь, многоязычная терминология, терминография, информационные технологии, перевод, профессиональная компетентность*

Linguistic Capabilities of Electronic Multilingual Terminological Dictionary Applications

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- Annotation** *This article examines electronic multilingual terminological dictionaries in the context of rapid development of information and communication technologies. It*

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analyzes their linguistic, educational, and technological potential, as well as their role in academic research, education, and translation practice. Particular attention is paid to multilingualism, fast information retrieval, terminology systematization, and the use of digital technologies in the development of terminological resources.

Keywords *Electronic dictionary, multilingual terminology, terminography, information technologies, translation, professional competence*

XXI asr axborot texnologiyalarining jadal rivojlanishi, globallashtiruvning yuqori darajasi va uzluksiz ilmiy-texnik taraqqiyot bilan tavsiflanadi. Shu bois, jamiyatning uyg'un rivojlanishiga hissa qo'shuvchi mavjud bilimlarni muntazam yangilash va yangi yutuqlarni qayd etish zarurati paydo bo'lmoqda. Xalqaro ilmiy va ijtimoiy-iqtisodiy hamkorlik hamda axborot texnologiyalari rivojlanishining bugungi holati elektron ko'p tilli atamalar lug'atini yaratishni taqozo etmoqda. Bunday turdagi elektron leksikografik nashr kelajakda samarali hamkorlikni yo'lga qo'yish, malaka, bilim va tajriba almashish, shuningdek, ilmiy loyihalarni muvaffaqiyatli amalga oshirish va fan-texnika yutuqlarini jamiyat hayotiga tatbiq etishga xizmat qiladi. Elektron ko'p tilli atamalar lug'ati – bu kodlangan lug'at maqolalarini o'z ichiga olgan kompyuter ma'lumotlar bazasi bo'lib, u so'zlarning morfologik shakllarini inobatga olgan holda kerakli birliklarni tezkor qidirish, so'z birikmalarini aniqlash va tarjima jarayonida to'g'ri ma'noni tanlash imkonini beradi. O'zbek tilshunosligida Elektron ko'p tilli atamalar lug'ati lar "til birliklarini avtomatlashtirilgan tarzda qayta ishlash va terminologik tizimni izchil modellashtirishga xizmat qiluvchi muhim leksikografik vosita" sifatida talqin etiladi (Mavlonova, 2024).

Ko'p tilli elektron atamalar lug'atiga bo'lgan ehtiyoj nafaqat ilmiy tadqiqotlarni obyektivlashtirish, turli fan sohalarida faoliyat yurituvchi mutaxassislarning kasbiy faoliyatini optimallashtirish va samaradorligini oshirish zarurati bilan, balki keng foydalanuvchilar auditoriyasining ham lingvistik va

ixtisoslashgan kasbiy ma'lumotlarga bo'lgan talabining ortib borishi bilan bog'liq. Rus leksikografiya maktabi vakillarining ta'kidlashicha, elektron terminologik lug'atlar "maxsus bilimlarni tizimlashtirish, terminlarning semantik chegaralarini aniqlash va fanlararo muloqotni ta'minlashda hal qiluvchi ahamiyatga ega" (Берков, 2004, 57-59).

Ko'p tilli elektron atamalar lug'atidan foydalanish ishonchli faktik materiallar to'plamiga tez va qulay kirishni ta'minlaydi, bu esa mutaxassislarning tahliliy va ilmiy faoliyatini sezilarli darajada yaxshilaydi. V.P. Berkov va V.M. Leychiklarning fikriga ko'ra, terminologik lug'at "faqat ma'lumot manbai emas, balki ilmiy tafakkurni shakllantiruvchi kognitiv vosita" ham hisoblanadi (Лейчик, 2009, 112).

Elektron ko'p tilli atamalar lug'ati – bu atamaning izohini olish, uning morfologik va semantik xususiyatlari haqida to'liq ma'lumot berish, tushunchaning mohiyatini ochib berish hamda asl manbaga havola qilish imkonini beruvchi zamonaviy raqamli leksikografik vositadir. O'zbek olimasi D. Mavlonova ta'kidlaganidek, AKT terminologiyasiga oid Elektron ko'p tilli atamalar lug'ati lar "milliy terminologik tizimni boyitish bilan birga, xalqaro ilmiy muloqotda terminlarning ekvivalentligini ta'minlaydi" (Mavlonova, 2024, 15-18).

Shu sababli, Elektron ko'p tilli atamalar lug'ati talabalar, yosh olimlar, turli fan sohalarida mutaxassislari, shuningdek, xalqaro kompaniyalar va tarjima agentliklari xodimlari uchun fundamental bilimlarni o'zlashtirish va kasbiy malakani oshirishda muhim vosita hisoblanadi. Bundan tashqari, elektron ko'p tilli

atamalar lug'ati tilshunoslik va tarjimashunoslik sohasida yangi empirik va korpusga asoslangan tadqiqotlarni amalga oshirish uchun mustahkam ilmiy asos yaratadi (Лейчик, 2009; Mavlonova, 2024).

Zamonaviy tarjima va til texnologiyalari bo'yicha olib borilgan tadqiqotlar shuni ko'rsatadiki, oliy ta'lim tizimida kelajak mutaxassislarining kasbiy tayyorgarligi sifatini oshirish masalasi tobora dolzarb ahamiyat kasb etmoqda (Carl, 2020; Kaifang & Chunle, 2023; Lan, 2023). Bu holat talabalar ta'limini tashkil etishning turli shakllarini, xususan, raqamli va onlayn formatlarni ilmiy jihatdan qayta baholash zaruratini yuzaga keltiradi. Sun'iy intellekt va mashina tarjimasi asosidagi ta'lim vositalarining jadal rivojlanishi sharoitida tarjima faoliyatining kognitiv jarayonlarini takomillashtirish, shuningdek, Elektron ko'p tilli atamalar lug'ati lar va kompyuterga asoslangan tarjima dasturlaridan samarali foydalanish masalalariga alohida e'tibor qaratilmoqda (Carl, 2020; Folaron, 2010).

Jahon ilmiy tadqiqotlari va amaliyotida axborot-kommunikatsiya texnologiyalarining ta'lim jarayoniga integratsiyasi, ayniqsa sun'iy intellekt asosidagi tarjima vositalarining qo'llanilishi keng yoritilgan (Church & Hovy, 1993; Feng, 2018; Lan, 2023). Xususan, mashina tarjimasi va Elektron ko'p tilli atamalar lug'ati lar ta'lim jarayonida bilimlarni o'zlashtirishni jadallashtirishi, terminologik birliklarni tezkor aniqlash va ularning ekvivalentlarini topish imkonini berishi isbotlangan. Bu jarayon talabalar orasida mustaqil fikrlash, nostandart masalalarni hal etish va kasbiy muammolarga yechim topish ko'nikmalarini rivojlantiradi (Wang, 2022; Mandal, 2018).

Bir qator tadqiqotlarda elektron va kompyuterga asoslangan tarjima vositalarining motivatsion va kognitiv omillarga ta'siri tahlil qilingan. Xususan, korpusga asoslangan tarjima tadqiqotlari tarjima jarayonida terminlarning semantik va kontekstual xususiyatlarini aniqlashda muhim metodologik asos bo'lib xizmat qilishi ta'kidlanadi (Hu, 2012). Shu bilan birga, sun'iy intellektga asoslangan tarjima va

lug'at ilovalari talabalarni turli axborot manbalarini mustaqil izlash, tanlash va tahlil qilishga undashi qayd etiladi (Luo, Jin & Li, 2022).

Tadqiqotchilar fikriga ko'ra, zamonaviy tarjima vositalari nafaqat tarjima sifatini oshiradi, balki talabalarda analitik tafakkur, kognitiv moslashuvchanlik va til birliklarini chuqur anglash qobiliyatini rivojlantiradi (Carl, 2020; Wang, 2022). Bundan tashqari, sun'iy intellekt asosidagi tarjima tizimlari va Elektron ko'p tilli atamalar lug'ati lar ta'lim jarayonining barcha ishtirokchilari o'rtasida samarali muloqotni ta'minlaydi, ularning akademik va kasbiy harakatchanligini oshiradi (Kaifang & Chunle, 2023; Lan, 2023).

Elektron ko'p tilli atamalar lug'ati lar yaratish va ulardan foydalanish masalasi ham mahalliy, ham xorijiy olimlar tomonidan keng o'rganilgan. Xususan, kompyuterga asoslangan tarjima dasturlari va Elektron ko'p tilli atamalar lug'ati lar terminologik birliklarni tizimlashtirish, ularning ko'p tilli ekvivalentlarini aniqlash hamda tarjima jarayonini avtomatlashtirishda muhim vosita sifatida qaraladi (Folaron, 2010; Luo, Jin & Li, 2022). Mashina tarjimasi yondashuvlarining imkoniyatlari va cheklavlari, shuningdek, tarjima sifatini baholash mezonlari ham alohida tadqiqot obyekti bo'lib xizmat qilmoqda (Okpor, 2014; Rosemary, 2015).

Ba'zi olimlar elektron ko'p tilli atamalar lug'ati va tarjima vositalarini qiyosiy tahlil qilish orqali ularning til o'rganish jarayonidagi samaradorligini asoslab berganlar. Tadqiqotlar shuni ko'rsatadiki, Elektron ko'p tilli atamalar lug'ati lar va AI asosidagi tarjima tizimlari chet tillarini o'rganishda terminologik kompetentlikni shakllantirishga xizmat qiladi hamda ta'lim jarayonini sezilarli darajada yengillashtiradi (Feng, 2018; Lan, 2023). Shu bilan birga, mashina tarjimasi va lug'at ilovalari orqali kognitiv xatolarni aniqlash va tuzatish mexanizmlari ham tahlil qilingan (Wang, 2022).

Demak, yosh mutaxassislarining tanlangan soha terminologiyasini mukammal o'zlashtirishi, o'z ona tili bilan bir qatorda xorijiy

tillarda ham terminlardan erkin foydalanishi zamonaviy tarjima va elektron ko'p tilli atamalar lug'ati vositalarisiz tasavvur etib bo'lmaydi. Shu bois, sun'iy intellekt, mashina tarjimasi va Elektron ko'p tilli atamalar lug'ati lar kasbiy kompetensiyalarni shakllantirishda muhim didaktik va texnologik omil sifatida namoyon bo'lmoqda (Carl, 2020; Kaifang & Chunle, 2023).

Elektron ko'p tilli terminologik lug'at tegishli terminologik leksemalar haqida ishonchli ma'lumot topish va ularning kasbiy nutqda qo'llanilish xususiyatlarini o'rganish ehtiyojini qondirish uchun yaratiladi. Zamonaviy terminografiyada bunday lug'atlar "ilmiy bilimlarni tizimlashtiruvchi va kasbiy muloqotni optimallashtiruvchi universal vosita" sifatida talqin etiladi (Berkov, 2004, 57-59; Leichik, 2009, 110-114). Elektron ko'p tilli atamalar lug'atilar talabalar, magistrantlar, aspirantlar, yosh olimlar, fan va texnika sohasidagi mutaxassislar, xalqaro kompaniyalar xodimlari, harbiy xizmatchilar va boshqa foydalanuvchi guruhlariga mo'ljallangan.

O'quv-kasbiy vazifalarning muvaffaqiyati bevosita bunday leksikografik nashrning sifatiga bog'liq. Ingliz leksikografi S. Atkins elektron va ko'p tilli lug'atlar "terminning nafaqat tarjima ekvivalentini, balki uning real nutqdagi funksional xususiyatlarini ham ochib berishi lozim"ligini ta'kidlaydi (Atkins, 1998, 21-23). Elektron ko'p tilli atamalar lug'atilar foydalanish uchun qulay, ko'p sonli terminologik birliklarni o'z ichiga oladi va keng tillar doirasi bilan ajralib turadi, bu esa uni an'anaviy bosma lug'atlardan farqlaydi. Lug'at bir qator muhim ta'limiy va kasbiy vazifalarni bajarishga xizmat qiladi:

- **axborot beruvchi** – ma'lum bir bilim sohasi terminologiyasi haqida to'liq ma'lumot berish va tushunchaning asosiy xususiyatlarini yoritish;
- **me'yoriy** – terminologik birliklarning morfologik va grammatik jihatdan to'g'ri qo'llanishini ta'minlash; **-imloviy** – atamaning to'g'ri yozilishi bilan tanishtirish.

Fransuz terminologi F. Gaudin terminologik lug'atni "fanlararo bilimlarni uzatuvchi va tushunchalararo munosabatlarni ochib beruvchi kognitiv model" sifatida baholaydi (Gaudin, 2003, 84-86). Shu bois Elektron ko'p tilli atamalar lug'ati larda tarjima muqobillari, ularning sinonimik variantlari va izohli tavsiflari berilishi muhim hisoblanadi. O'zbek tilshunosligida ham elektron terminologik lug'atlar milliy terminologik tizimni birxillashtirish va xalqaro ilmiy muloqotni rivojlantirishda muhim omil sifatida ko'riladi (Mavlonova, 2024, 15-18; Yo'ldoshev, 2019, 42-44).

Elektron ko'p tilli terminologik lug'at tilshunoslik va tarjimashunoslik sohalarida qiyosiy tadqiqotlar o'tkazish imkonini beradi hamda tegishli soha terminologiyasini standartlashtirishga xizmat qiladi. Xalqaro terminologiya assotsiatsiyasi vakillari terminlar bazasi va Elektron ko'p tilli atamalar lug'ati lar fan-texnika taraqqiyotining ajralmas qismi ekanligini qayd etadilar (Cabr  , 1999, 167-170).

Elektron ko'p tilli atamalar lug'atilar elektron ko'p tilli lug'at uchun keng qamrovli funksional imkoniyatlarni ta'minlaydigan PHP, HTML, CSS va JavaScript kabi zamonaviy dasturlash tillari asosida ishlab chiqilgan. PHP yordamida MVC arxitektura namunasi asosida administrator paneli yaratilgan, ma'lumotlar manbai sifatida esa MySQL relyatsion ma'lumotlar bazasini boshqarish tizimi tanlangan. Bu texnologik yondashuv lug'atni doimiy yangilash, tezkor qidiruv va foydalanuvchi bilan interaktiv muloqotni ta'minlaydi (Folaron, 2010, 431-433).

Shunday qilib, elektron terminologik lug'at tezkor qidiruv, ko'p tillilik va foydalanish qulayligi bilan ajralib turadi. So'rovnoma natijalari ham elektron ko'p tilli atamalar lug'atilarining amaliyligi, ma'lumotlarni tizimlashtirish, morfologik va grammatik yordam, tarjima muqobillarini taqqoslash imkoniyati kabi afzalliklarini foydalanuvchilar yuqori baholaganini ko'rsatadi. Xususan, elektron ko'p tilli atamalar lug'atilar talabalar uchun maxsus fanlarni chuqur o'rganishda,

magistrant va yosh olimlar uchun ilmiy izlanishlar doirasini kengaytirishda, tarjimonlar va xalqaro kompaniyalar xodimlari uchun esa kasbiy muloqotni samarali tashkil etishda muhim ilmiy-amaliy ahamiyat kasb etadi.

Nomlangan raqamli resurs nafaqat foydalanuvchining (xoh tajribali mutaxassis bo'lsin, xoh maxsus atamalar bilan shug'ullanuvchi talaba) vaqtini tejaydi, balki ularni keng qamrovli ko'p tilli muhit bilan tanishtiradi. Ko'plab lug'atshunoslik nashrlaridan farqli o'laroq, elektron ko'p tilli atamalar lug'atlar o'z maqsadli auditoriyasini boyitadigan va xalqaro hamkorlikni imkoniyatini yaratadigan, til jihatidan to'laqonli lug'at namunasidir. Bundan tashqari, u atamalarning Yevropa tillarida qo'llanilishini qiyoslash imkonini beradi. Shuningdek, atamalarning talqinini chuqurroq tahlil qilishga ko'maklashadi. Ilmiy va akademik nutqda yagona fanlararo bazaning mavjud emasligi ko'pchilik tadqiqotchilarni faqat bitta bilim sohasiga oid atamalarni o'z ichiga olgan lug'atlardan foydalanishga majbur etadi.

Alohida ko'rsatilgan lug'atlar ko'pincha o'zaro kesishish nuqtalariga ega bo'lmaydi va rivojlanib borayotgan tarjima tilining amaldagi me'yorlariga muvofiq kelmaydi. Har bir ilmiy sohaning alohida-alohida rivojlanishi so'zlarning noaniq tushunilishiga va leksemalarning terminologik vazifasini yo'qotishiga olib keladi.

Xulosa qilib aytganda, elektron ko'p tilli terminologik lug'atlar zamonaviy ilmiy, ta'limiy va kasbiy faoliyatning ajralmas tarkibiy qismi hisoblanadi. Ular terminologik birliklarni tizimli ravishda taqdim etish, turli tillarda aniq va ishonchli ma'lumot olish, shuningdek, tarjima va fanlararo muloqotni samarali tashkil etish imkonini beradi. Bunday lug'atlar talaba va yosh olimlarning ilmiy izlanishlarini qo'llab-quvvatlaydi, mutaxassislarning kasbiy nutqini takomillashtiradi hamda xalqaro hamkorlikni rivojlantirishga xizmat qiladi. Shu bois, elektron ko'p tilli terminologik lug'atlarni yaratish va amaliyotga joriy etish zamonaviy tilshunoslik va tarjimashunoslikning muhim istiqbolli yo'nalishlaridan biri sifatida baholanadi.

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**Turk turistik reklamasida
lingvokognitiv mexanizmlarning
tadqiqi: “ideal ta’til” mifologiyasi****Djurayeva Zilola Djamolidinovna**
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Annotatsiya *Ushbu tadqiqotda turk sayyohlik reklamasi til va kognitiv qobiliyatlar orqali “ideal dam olish” tushunchasini qanday shakllantirishi ko’rib chiqiladi. Ushbu loyiha kognitiv tilshunoslik, diskurs tahlili va turizm tadqiqotlari natijalari yordamida sayyohlarning idroki, his-tuyg’ulari va xatti-harakatlariga ta’sir qiluvchi til, ritorika va multimodal imkoniyatlar o’rtasidagi bog’liqlikni o’rganadi. Unda baholovchi iboralar, ishonchli sifatlar, metaforalar va hikoya shaklidan foydalanib, madaniyatlar uchun umumiy bo’lgan bo’shashish, hashamat, haqiqiylik va dam olish haqida tasavvur hosil qilinadi. Biz sifatli diskursiv tahlil, korpus usullari va neyrobiologiya vositalari bilan to’ldirilgan multimodal tahlilni o’z ichiga olgan aralash usul metodologiyasidan foydalanamiz. Ushbu tuzilma adresat-tasvirlarning vizual, verbal va hissiy jihatlari o’rtasidagi murakkab bog’liqlikni ochib beradi. Matn va tasvir konvergentsiyasi xayoliy obrazlarni shakllantirish uchun muhimdir, chunki til ma’lumotlaridan tasvirlarni tezroq ajratib olish hissiy to’ldirishning kuchayishiga va maqsadli foydalanuvchilar uchun jozibadorlikning oshishiga olib keladi. Ushbu tadqiqot turk sayyohlik xizmatlariga nisbatan ishontirish usullarini o’rganish va neyroturizm noaniq kognitiv va affektiv reaksiyalarga ta’sir qilishi mumkinligini aniqlash orqali adabiyotlarga hissa qo’shadi. Strategik jihatdan tuzilgan va kodlangan lingvistik va multimodal matn sayohatchilarning niyatlariga ta’sir qilishi mumkin, bu esa jozibali dam olish ssenariylarini taqdim etadi.*

Kalit so’zlar *Turistik reklama, lingvokognitiv mexanizmlar, multimodal diskurs, destinatsiya obrazi, persuasiv til, neyroturizm*

**Исследование
лингвокогнитивных механизмов
в турецкой туристической
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Аннотация *В этом исследовании рассматривается, как турецкая туристическая реклама формирует представление об «идеальном отдыхе» посредством языка и когнитивных способностей. Этот проект исследует взаимосвязь между языком, риторикой и мультимодальными возможностями, влияющими на восприятие, эмоции и поведение туристов, с помощью результатов когнитивной лингвистики, анализа дискурса и исследований туризма. В нем используются оценочные выражения, убедительные прилагательные, метафоры и формат рассказа, чтобы создать общее для культур представление о расслаблении, роскоши, аутентичности и отдыхе. Мы используем методологию смешанного метода, включающую*

качественный дискурсивный анализ, корпусные методы и мультимодальный анализ, дополненный инструментами нейробиологии. Эта структура раскрывает сложную взаимосвязь между визуальными, вербальными и эмоциональными аспектами изображений-адресатов. Конвергенция текста и изображения важна для формирования мысленных образов, поскольку более быстрое извлечение изображений из языковых данных приводит к усилению эмоционального наполнения и повышению привлекательности для целевых пользователей. Это исследование вносит свой вклад в литературу, исследуя методы убеждения в отношении турецких туристических услуг и выявляя, что нейротуризм может влиять на неявные когнитивные и аффективные реакции. Стратегически структурированный и закодированный лингвистический и мультимодальный текст может влиять на намерения путешественников, представляя соблазнительные сценарии отдыха.

Ключевые слова

Туристическая реклама, лингвокогнитивные механизмы, мультимодальный дискурс, образ дестинации, персуазивный язык, нейротуризм

A Study of Linguo-Cognitive Mechanisms in Turkish Tourist Advertising: The Myth of the Ideal Vacation**Djurayeva Zilola Djamolidinovna**djurayevazilola5@gmail.com

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Annotation

This research considers how the Turkish tourism advertisements shape a rhetoric of the "perfect holiday" through language and cognition. This project explores the relationship between language, rhetoric and multimodal affordances affecting tourist perceptions, emotions and behavior through findings in cognitive linguistics, discourse analysis, and tourism studies. It employs evaluative language, persuasive adjectives, metaphors and story format in order to create culturally shared understandings of relaxation, luxury, authenticity & escape. We employ a mixed-method methodology with qualitative discourse analysis, corpus-based methods, and multimodal analysis complemented by neuroscience instruments. This framework reveals the complex interplay among visual, verbal and affective dimensions in destination images. Text-image convergence is important for mental imagery, as faster image retrieval from linguistic input leads to stronger emotive content and more attractive destination desirability. This study contributes to the literature by exploring persuasive techniques with respect to Turkish TAs, and identifying that neurotourism can inform implicit cognitive and affective responses. Strategically framed and coded linguistic and multimodal text could influence the travel intentions of travelers by presenting seductive scenarios of vacation imagery.

Keywords

Tourism advertising, linguo-cognitive mechanisms, multimodal discourse, destination image, persuasive language, neurotourism

Kirish

Ushbu tadqiqotda turk turistik reklama janrida "ideal ta'til" obrazini shakllantirishga xizmat qiluvchi lingvokognitiv mexanizmlar hamda ularning turizm reklamasi bilan o'zaro munosabati o'rganiladi. Tadqiqotning asosiy maqsadi – mazkur janrda qo'llaniladigan ayrim ishontirish strategiyalarini aniqlashdir. Shu bilan birga, muayyan til birliklari va matn tashkil etish modellari qanday qilib instrumental ravishda qo'llanilib, maqsadli kognitiv freymlarni faollashtirishi va potensial turistlarda kutilgan hissiy reaksiyalarni uyg'otishi tahlil qilinadi (Khedri va boshq., 2022; Sattorov, 2024).

Aniqroq qilib aytganda, tadqiqot turk turistik reklamalarida verbal komponentlar bilan vizual elementlar o'zaro bog'liq holda qanday qilib "ideal ta'til"ning ishontiruvchi obrazini yaratishi va bu obraz iste'molchilar hissiyoti hamda xatti-harakatlariga ta'sir ko'rsatishini o'rganadi (Nguyen, 2025). Jumladan, ayrim leksik birliklarning, shu jumladan kuchli ijobiy baho beruvchi ifoda va kuchaytiruchi sifatdoshlarning roli tahlil qilinadi. Ular jonli tilning asosiy vositasi sifatida auditoriya diqqatini jalb qilish va ishontirish funksiyasini bajaradi (Almela, 2023).

Bundan tashqari, tadqiqot ushbu til mexanizmlarining maqsadli auditoriyada mavjud kognitiv moyilliklar va madaniy sxemalar bilan kesishuvi ham tahlil qilinadi. Reklamada mavjud dam olish va kundalik hayotdan qochish to'g'risidagi tasavvurlarga uyg'un hikoya tuziladi (Bourse & Yücel, 2017). Turistik reklama, odatda, ishontirish xususiyatiga ega bo'lib, bu jarayon to'g'ridan to'g'ri til vositalariga bog'liq. Chunki til orqali manzilning afsonaviy va jozibador obrazi yaratiladi hamda iste'molchi ishontiriladi (Santos & Mukminin, 2022).

Xususan, mazkur tadqiqot turk turistik reklamasi muayyan lingvokognitiv strategiyalar asosida "ideal ta'til" obrazini shakllantiradi, degan xulosani ilgari suradi. Xususan, joriy

tadqiqot shuni ta'kidlaydiki, turk sayyohlik reklamasi "ideal ta'til"ni ma'lum bir lingvokognitiv strategiyalar to'plami asosida amalga oshiradi, ulardan ba'zilar potentsial sayyohda o'ziga xos hissiy va intellektual javobni qo'zg'atish uchun sifatlar va ritorik nutq aktlaridan ataylab foydalanishdir. (Almela, 2023). Shuningdek, tadqiqot aynan turk kontekstiga qaratilgan bo'lib, ushbu jamiyatning "ideal ta'til" haqidagi qarashlariga ta'sir etuvchi ijtimoiy va madaniy omillarni tahlil qiladi.

Adabiyotlar sharhi

Quyidagi bo'lim lingvistika, kognitiv psixologiya va turistik reklama kesishgan sohada chop etilgan adabiyotlarni umumlashtiradi hamda turk reklama diskursini tahlil qilish uchun nazariy asos yaratadi. Unda ishontiruvchi til (Yusuf & Abas, 2024), reklama diskursi (Keawsuwan va boshq., 2024) hamda promosiya xabarlarini kognitiv qayta ishlash bo'yicha avvalgi tadqiqotlar birlashtiriladi. Shuningdek, til turizm sohasida qanday qilib haqiqatni shakllantirishini ko'rsatadi (Isti'anah & Suhandano, 2022).

Shu jumladan, turizm diskursi mintaq identitetini qanday shakllantirishi va mustahkamlashi, bu esa turistlarning manzilga munosabatiga ta'sir qilishi tahlil qilingan (Isakova va boshq., 2021). Shuningdek, tilning ishlatilishi iste'molchilarning kompaniyalarga va ularning mahsulotlariga munosabatiga, shuning uchun xarid niyatlariga ta'siri ko'rib chiqiladi. Chunki tilning samarali qo'llanilishi iste'molchilarda ma'lum bir joyni ziyorat qilish istagini uyg'otadi (Yusuf & Abas, 2024).

Tadqiqot shuningdek, reklama tilining emotsional va sezgi chaqiruvlari, shuningdek norasmiy leksika orqali potensial turistlar bilan aloqa o'rnatish jarayonini ham o'rganadi (Yusuf & Abas, 2024). Bu jarayon odatda leksik-grammatik resurslar orqali amalga oshiriladi, jumladan ortiqcha sifat ishlatish turizm diskursida muallif pozitsiyasini qurish va

ishontirish kuchini oshirishning asosiy vositasi sifatida xizmat qiladi (Almela, 2023).

Turistik promo-matnlarda "baholovchi" sifatlarning yuqori chastotada uchrashi, ayniqsa sarguzashtkorlik va yuksak tajribalarni ifodalashda, ularning manzil imidjini shakllantirishdagi ahamiyatini ko'rsatadi (Almela, 2023). Bu strategiya "mukammal ta'til" diskursini qurishda manzilning jozibador va o'ziga xos xususiyatlarini ta'kidlash orqali fundamental rol o'ynaydi (Almela, 2023).

Mazkur hodisa ko'pincha reklama diskursida aks etuvchi ideologiyalar va ijtimoiy tasavvurlarni ochib berishga qaratilgan tanqidiy diskurs tahlili nuqtai nazaridan o'rganiladi (Isti'anah & Suhandano, 2022). Bundan tashqari, madaniy nozikliklar turist tajribasiga sezilarli ta'sir ko'rsatishi ma'lum bo'lib, turistik promo-til ushbu farqlarni qanday qabul qilishi mijozlar qoniqishi va sodiqligini oshirish uchun alohida tahlilni talab qiladi (Ortiz va boshq., 2024).

Shu sababli, ushbu maqola turk turistik reklamalarida qanday qilib ayrim lingvistik va ritorik strategiyalar (masalan, metafora, olmoshlarning strategik ishlatilishi) yordamida "ideal ta'til"ning madaniy jihatdan muvofiq va ishontiruvchi obrazi yaratilishini tanqidiy tahlil qilishni maqsad qiladi (Isti'anah & Suhandano, 2022).

Bunda ishontiruvchi kommunikatsiyaning metaforalar, tavsiflovchi fe'llar, baholovchi leksika va boshqa vositalar bilan kuchaytirilgan shakli potensial turistlarning kognitiv tuzilmalariga va qarashlariga qanday ta'sir qilishiga alohida e'tibor qaratiladi (Isti'anah & Suhandano, 2022). Ishontiruvchi turistik matnlarning kuchi keng ko'lamli lingvistik vositalardan foydalanib, potensial xaridor e'tiborini boshqarish, ularni harakatga undash va turistlarga aylantirish imkoniyatida namoyon bo'ladi (Radovanović, 2020).

Bu holat samarali promo-kommunikatsiyaning muhim konsepsiyasi sifatida "mablag' oluvchiga yo'naltirilgan dizayn" nazariyasiga mos keladi. Unda yuboruvchi xabarni qabul qiluvchining

kutishlariga muvofiq tarzda shakllantiradi (Almela, 2023). Bu interaktiv xususiyat metadiskursiv strategiyalarda aks etib, mualliflarga o'quvchilarni o'z maqsadlariga yo'naltirish va ularni ma'lum bir hamjamiyat a'zolari sifatida jalb qilish imkonini beradi (Radovanović, 2020; Almela, 2023).

Mazkur mexanizmlar manzil imidjini shakllantirishga ham xizmat qiladi. Bu imidj nafaqat voqelikning "sof ko'zgusi" yoki qayta ishlanmagan faktlar to'plami, balki his-tuyg'ularni uyg'otish va xulq-atvorni rag'batlantirishga yo'naltirilgan ongli lingvistik va ramziy konstruktsiya hisoblanadi (Francesconi, 2011).

Ushbu murakkab hodisa boshqa promo-kommunikatsiya kontekstlarida qo'llaniladigan ishontiruvchi vositalar orqali turistlarni jalb qilish uchun ham ishlatiladi (Moghaddam & Esmaeilpour, 2023; Luo & Huang, 2015). Turk reklamalarida muayyan leksik birliklar va grammatik strukturalarning ongli ishlatilishi ijobiy assotsiatsiyalarni chaqirish va dam olish, hashamat va madaniy immersiya haqidagi mavjud sxemalarni faollashtirish uchun xizmat qiladi, natijada "ideal ta'til" haqidagi tasavvur shakllanadi.

Shunday qilib, tadqiqotning maqsadi aynan mana shu lingvo-kognitiv mexanizmlarni aniqlash va o'rganishdan iborat bo'lib, turk turistik reklamasida "ideal ta'til" qurilishiga oid noyob madaniy-lingvistik izohni taklif etadi.

Metodologiya

Quyidagi bo'limda turk turistik reklamalarida lingvo-kognitiv jarayonlarni o'rganish uchun qo'llangan tadqiqot dizayni, ma'lumot yig'ish tartiblari va analitik asos batafsil bayon qilinadi. Korpus yaratish metodlari, reklama materiallarini tanlash mezonlari hamda lingvistik tahlil uchun dasturiy ta'minot tavsiflanadi. Bunday tanqidiy yondashuv matn xususiyatlarini vizual materiallar bilan bog'liq holda diqqat bilan o'rganish, "ideal ta'til" tajribasini shakllantiruvchi leksika va ritorika tanlovidagi qonuniyatlarni aniqlash imkonini beradi.

Metodologik qism reklamaviy diskursdagi ishontirish strategiyalaridan foydalanishni tahlil qilish uchun sifat va miqdoriy protseduralarni ham belgilab beradi. Bular qatoriga kontent-tahlil, tanqidiy diskurs tahlili va korpus lingvistikasidan foydalanish kiradi. Ushbu yondashuv reklamaviy diskursda keng tarqalgan ishontirish strategiyalarini tizimli dekonstruksiya qilish imkonini beradi (Almela, 2023). Multimetodologik yondashuv turistik obraz, uning lingvistik xususiyatlari, kognitiv qayta ishlash va madaniy konstruksiya o'rtasidagi murakkab munosabatlarni o'rganish uchun mustahkam asos yaratadi.

Aniqroq qilib aytganda, tadqiqot vizual va audial ma'lumotlarning til xususiyatlari bilan uyg'unlashib, Turkiyadagi "mukammal ta'til" haqidagi yaxlit narrativni qanday qurishini o'rganishga qaratilgan. Chunki turistik video-reklamalar multimodal diskursning yorqin namunasidir (Li, 2019).

Analitik asos, shuningdek, kognitiv psixologiya va "Stimulus-Organizm-Reaksiya" nazariyasiga tayanib, multimodal axborot uzatishning reklama samaradorligiga va turistlarda manzilning affektiv obrazi shakllanishiga qanday ta'sir ko'rsatishini aniqlashga qaratilgan (Yang va boshq., 2022). Bunday integrativ yondashuv mavjud adabiyotlardagi bo'shliqlarni to'ldirib, turistik taassurotlar shakllanishida vizual va matniy signallar o'rtasidagi murakkab o'zaro ta'sirni aniq ko'rsatadi (Yang va boshq., 2022).

Bundan tashqari, tadqiqotda aytreker va teri-galvanik javob texnologiyalaridan ham foydalanilgan. Ular turist brendlari logotiplari va sun'iy intellekt asosida yaratilgan tasvirlar orqali yuzaga keladigan diqqatni jamlash va hissiy faollikni ob'ektiv o'lchash imkonini beradi. Bu esa promo-materiallarning ongsiz qayta ishlanishini empirik tadqiq qilishga xizmat qiladi (Calderón-Fajardo va boshq., 2024).

Bunday "neyroturizm" yondashuvi iste'molchilarning turizm brendlariga nisbatan diqqat va emotsional jalb etilishini tushunishda yangi nuqtai nazar beradi hamda an'anaviy

so'rov usullarining chegarasidan chiqadi (Calderón-Fajardo va boshq., 2024). Ushbu murakkab metodologik integratsiya turistlarning manzil obrazi shakllanishida aks etuvchi ongsiz kognitiv qayta ishlash va hissiy baholashni o'rganishda yangi istiqbollarni taqdim etadi (Zhao va boshq., 2021; Choi va boshq., 2022).

Lingvistik, multimodal va neyroilmiy metodologiyalarni birlashtirgan ushbu kompleks yondashuv turk turistik reklamalarida ishontirish xatti-harakatlari va kognitiv effektlarni shakllantirish uchun qo'llaniladigan strategiyalarni chuqurroq tushunishga yordam beradi.

Natijalar

Mazkur bo'limda ko'p o'lchamli yondashuv natijalari muhokama qilinadi. Unda turk turistik reklamalarida "ideal ta'til" obrazini shakllantirishda ishtirok etuvchi lingvo-kognitiv mexanizmlar, multimodal hamda neyrofiziologik reaksiyalar o'zaro aloqadorlikda tahlil qilinadi. So'z tanlovi, ritorik strategiyalar, tasvirlar va ong ostida yuzaga keladigan reaksiyalar birgalikda idealizatsiya qilingan turistik tajriba obrazini yaratib, qo'llangan gibrid metodologiyaning samaradorligini tasdiqlaydi (Ramsøy va boshq., 2019; Michael va boshq., 2019).

Tahlil jarayonida til birliklari asosiy tematik kategoriyalarni hamda semantik maydonlarning chastotasini ochib beradi. Masalan, tabiiy go'zallik, tarixiy boylik va mehmondo'stlik kabi resurslar doimiy ravishda ijobiy emotsiyalar uyg'otish, dam olish va hashamat bilan bog'liq assotsiatsiyalarni shakllantirish uchun qo'llanadi (De-Frutos-Arranz & López, 2022).

Shuningdek, sifatlar va ravishlarning chastotasi hamda qo'llanish konteksti tahlil qilinadi. Bu orqali potensial turistning manzil tanlash bo'yicha mental sxemasida "autentiklik", "sarguzashtkorlik" va "osoyishtalik" kabi tushunchalarning qanday shakllanishi aniqlanadi (Francesconi, 2011).

Multimodal tahlil reklama materiallarining vizual estetikasini ham o'z

ichiga oladi. Rang palitralari, landshaft tasvirlari va madaniy tadbirlarni ifodalovchi tasvirlar til konstruksiyalariga jonli hissiy o'lchov qo'shadi.

"Matn – tasvir mosligi" effekti kuchli mental obrazning shakllanishiga va turistning sayohat niyatini mustahkamlashga xizmat qiladi (Loureiro va boshq., 2021).

Bundan tashqari, aytreker va teri-galvanik javob kabi neyrofiziologik usullar turli reklama stimullaridan yuzaga keladigan diqqat siljishlari va emotsional faollikni ob'ektiv tarzda o'lchash imkonini beradi. Ushbu ongsiz reaksiyalar ochiq tanlovlar va brendni idrok etish bilan taqqoslanadi (Calderón-Fajardo va boshq., 2024).

Neyroilmiy yondashuv turizmni multimodal kommunikatsiya orqali ilgari surish samaradorligini empirik tarzda tasdiqlaydi. Aynan qaysi elementlarning e'tiborni jalb qilish va ijobiy emotsiyalarni uyg'otishda samarali ekanligi ko'rsatiladi (Fraga & Rodrigues, 2021; Calderón-Fajardo va boshq., 2024).

Bu topilmalar turk turistik reklamalarida kelajakdagi kompaniyalar uchun eng samarali dizayn komponentlarini ishlab chiqishga imkon beradi. Leksik, multimodal va neyrofiziologik ma'lumotlarning sintezi reklama kontentini auditoriyaning chuqur ehtiyojlari va qadriyatlariga mos ravishda yaratishga yordam beradi.

Shunday qilib, kompleks interpretativ tahlil manzil imidji qurilishining kognitiv mexanizmlariga oid nazariy tushunchalarni kengaytiradi. Bu jarayon faqat lingvistik yoki vizual yondashuvdan tashqariga chiqib, yanada tizimli neyrokognitiv nuqtai nazar taklif etadi (Mandić va boshq., 2023).

Vizual materiallarning chuqur qayta ishlanishi turistik atributlarni ishontiruvchi kommunikatsiyada obrazning markaziy rolini tasdiqlaydi (Lee & Gretzel, 2011). Bu Stylidis va boshq. (2018) natijalari bilan hamohangdir. Ularning tadqiqotida sensor obrazlar, xususan vizual obrazlar, manzil imidjining asosi bo'lib xizmat qilishi, kognitiv va affektiv tasavvurlarni boshqarishi va sayohat niyatini kuchaytirishi aniqlangan. Vizuallar, xususan veb-rasmlar,

broshyura tasvirlari va videokontent manzilning o'ziga xosligini va jozibadorligini kuchli shakllantirishi mumkin (Singh & Lee, 2009; Alamäki va boshq., 2022). Neyrofiziologik o'lchovlar brendning vizual elementlari bilan iste'molchi idroki o'rtasidagi moslikni an'anaviy so'rov usullariga qaraganda yanada aniqroq baholash imkonini beradi. Chunki so'rov natijalari sub'ektiv bo'lishi mumkin (Calderón-Fajardo va boshq., 2024).

Demak, multimodal va neyrokognitiv yondashuvlar turistik marketing strategiyalarining mental simulyatsiya, narrativ transportatsiya va emotsional jalb etishni kuchaytirib, turistlarning xulq-atvoriga samarali ta'sir ko'rsatishini tasdiqlaydi.

Muhokama

Mazkur bo'limda turk turistik reklamasi "ideal ta'til"ning jozibador obrazini qanday qurishi va bunda qo'llaniladigan intellektual hamda lingvistik usullar batafsil tahlil qilinadi. Ayniqsa, manzil obrazini real xususiyatlardan tashqariga olib chiqib, maqsadli auditoriyada o'ziga xos tajribaga intilish hissini uyg'otuvchi lingvo-kognitiv jarayonlarga alohida e'tibor qaratiladi.

Buning uchun reklama matnlarida qo'llanilgan semantik freymlar, metaforik proyeksiyalar va narrativ strukturalar chuqur o'rganiladi. Ana shu vositalar turistlarning idroki va sayohat niyatlarini shakllantiradi (Kieanwatana & Vongvit, 2024). Kognitiv lingvistika, psixolingvistika va iste'molchi psixologiyasi ma'lumotlariga tayanib, tadqiqot til va obrazning o'zaro ta'sirini ochib beradi. Shuningdek, ekspressiv sifatlar, giperbolik ifodalar va antropomorf personifikatsiyalarning hissiy jihatdan to'yingan tasvir yaratishga qo'shgan hissasi ham muhokama qilinadi.

Muhokamada, shuningdek, virtual reallik texnologiyalarining turk turistik marketingiga strategik tatbiqi qanday qilib immersiv oldindan vizualizatsiyani ta'minlab, turist bilan emotsional bog'lanishni kuchaytirishi mumkinligi yoritiladi (Sinh, 2025). Tadqiqot, shuningdek, individualizm va noaniqlikdan qochish kabi madaniy omillarning kognitiv va

affektiv obrazlar shakllanishini qanday vositachilik qilishi hamda bu holatning sayyohlik xulq-atvoriga ta'siri tahlil qilinadi (Yang va boshq., 2022).

Bunday yaxlit yondashuv lingvistik, kognitiv va madaniy mexanizmlar o'zaro uyg'unlashgan holda manzilning mental obrazini shakllantirishini ko'rsatadi. Bu esa turistlarning qaror qabul qilish jarayoniga bevosita ta'sir qiladi (Prebensen, 2006; Martín & Bosque, 2007). Mazkur chuqur tahlil zamonaviy turizmدا ishontirish strategiyalarini yanada aniqroq tushunishga asos yaratadi. Shuningdek, turistlarning qaror qabul qilishida psixologik determinantlar, jumladan, dual jarayon modellarida ta'riflangan media texnologiyalari va vizual signallarning roli alohida ta'kidlanadi (Choi va boshq., 2022).

Shu nuqtai nazardan, tadqiqotning maqsadi turk turistik reklamalarida qo'llaniladigan maxsus lingvo-kognitiv strategiyalarni aniqlash bo'lib, ular orqali "ideal ta'til" obrazi shakllantiriladi va potensial turistlarning idroki hamda niyatlariga ta'sir etiladi. Buning uchun reklama diskursida takrorlanuvchi til patterlari va semiotik elementlar tahlil qilinadi. Tadqiqot kognitiv-affektiv-konativ model asosida tushuntirishlarni sintez qilib, reklamaviy kontent auditoriyada kognitiv (ratsional), affektiv (hissiy) va konativ (xulqiy) javoblarni qanday uyg'otishini tasniflaydi (África va boshq., 2023).

Shuningdek, "narrativ transportatsiya" hodisasi alohida qayd etiladi. Unda auditoriya reklama hikoyasiga "ko'chib o'tadi", bu esa ularning qarashlari va afzalliklariga ta'sir qilib, sayohat qilishga rag'batlantiradi (Xu & Chen, 2024). Mazkur immersiv tajriba puxta tanlangan lingvistik va vizual vositalar bilan qo'llab-quvvatlanib, reklama xabarlarini jonli va hissiy jihatdan ta'sirchan tajribaga aylantiradi. Bu esa xulqiy niyatga bevosita ta'sir qiladi (Han va boshq., 2022).

Shunday qilib, taqdim etilgan model turistik marketingning markaziy elementi bo'lgan manzil imidjini qanday qurish

mumkinligini kengroq tushunishga yordam beradi. Reklama bu jarayonda oddiy axborot uzatishdan tashqariga chiqib, auditoriya bilan chuqur emotsional, affektiv va tajribaviy aloqani shakllantiradi.

Xulosa

Turistik obraz shakllanish jarayonini kengroq anglash globallashuv va kuchli raqobat sharoitida muvaffaqiyatli marketing strategiyalarini ishlab chiqishga yordam beradi. Shuningdek, "brend shaxsi"ning ahamiyatini unutmaslik lozim. U narrativ vosita sifatida manzilning mohiyatini yetkazadi va uni noyob tajriba sifatida qabul qilishga xizmat qiladi.

Mashhurlar ishtiroki alohida ahamiyatga ega. Ularning tavsiyalari va qo'llab-quvvatlashi mijozlarning brendga qiziqishini oshiradi, emotsional reaksiyalarni kuchaytiradi, esda qolishni mustahkamlaydi va reklamasi berilgan joyni ziyorat qilishga tayyorlikni shakllantiradi.

Bundan tashqari, turistik reklamaga qisqa videolardan strategik foydalanish auditoriyani ko'proq jalb etishga va manzilning ijobiy imidjini yaratishga xizmat qiladi. Bu jarayon narrativ transportatsiya orqali amalga oshadi va to'g'ridan-to'g'ri sayohat niyatiga ta'sir qiladi. Qisqa videolar an'anaviy reklama qarshiligini kamaytirib, kuchli "hozir bo'lish" effekti yaratadi va brend jozibadorligini oshiradi. Ayniqsa raqamli kanallar orqali tarqatilganda, bu uslubiy hikoyalash potensial turistlar bilan yanada chuqur emotsional bog'lanish yaratadi. Ishontiruvchi hikoyalash, interaktiv raqamli tajriba va brend shaxsini strategik shakllantirishning kesishuvi tomoshabinlarni potensial turistlarga aylantirishda hal qiluvchi ahamiyatga ega. Bu transformatsiya segmentlarga yo'naltirilgan marketing orqali yanada kuchayadi. U auditoriyaning brend va manzilni idrok etishdagi farqlarini hisobga oladi va turli segmentlarda o'ziga xoslik va tegishlilik hissini uyg'otuvchi timsollarni ishlab chiqishga imkon beradi.

Mazkur yondashuv manzilning mahalliy xususiyatlarini samarali ochib beradi, jamoatchilik idrokining tezroq shakllanishiga va

ijobiy imidjning mustahkamlanishiga xizmat qiladi. Bundan tashqari, ijobiy obraz manzilning o'ziga xosligi va jozibadorligini sezilarli darajada oshiradi, uni yanada istalgan turistik yo'nalishga aylantiradi. Obraz va brend shaxsi o'rtasidagi munosabat ikki tomonlama: ijobiy obraz brend shaxsini mustahkamlaydi, yaxlit va kuchli brend shaxsi esa ijobiy imidjni kengaytiradi. Bu esa turistning istaklari va shaxsiy identitetiga bevosita murojaat qiluvchi emotsional va ramziy ramkani yaratadi.

Shunday qilib, yaxshi shakllangan brend shaxsi nafaqat ijobiy obrazni aks ettiradi, balki auditoriya bilan barqaror emotsional aloqa

ham yaratadi. Obraz va shaxsning bunday o'zaro uyg'unligi ishonch va uzoq muddatli jozibadorlikning asosi bo'lib, vaqtinchalik qiziqishni barqaror istakka va real tashrifga aylantiradi.

Natijada, manzilning "brend kapitali" shakllanadi – potensial turistlar ongida mustahkam obraz va assotsiatsiyalar. Bu esa strategik raqamli marketing kommunikatsiyasi orqali qo'llab-quvvatlanadi. Bunday yondashuv brendning yuqori tanilishi, ijobiy imidj, sifat idroki va sodiqlikni shakllantiradi. Shunday qilib, manzil obrazi turistik jozibadorlikning eng asosiy omiliga aylanadi.

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Umumiy ovqatlanishga oid til birliklari turlari va ularning o'ziga xos xususiyatlari

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Annotatsiya *Til insoniyatning eng muhim ijtimoiy-madaniy hodisasi sifatida jamiyat hayotining barcha jabhalarida faoliyat yuritadi. Shu jumladan, umumiy ovqatlanish sohasi ham tilning bevosita ta'sir ko'rsatadigan, o'ziga xos lingvokulturologik qatlamlardan biridir. Chunki taom nomlari, mahsulotlar, pishirish usullari, oshxona anjomlari, marosimiy ovqatlar va iste'mol madaniyatiga oid leksik birliklar xalqning milliy madaniyati, etnik an'analari va ijtimoiy qadriyatlarini aks ettiruvchi lingvistik belgilar sifatida shakllangan. Til bu inson faoliyatining barcha jabhalarida, xususan, ijtimoiy-madaniy va iqtisodiy hayotda asosiy kommunikativ vosita hisoblanadi. Umumiy ovqatlanish sohasi esa inson faoliyatining kommunikativ, ijtimoiy va madaniy jihatdan eng faol sohalaridan biri bo'lib, bu sohada ishlatiladigan leksik birliklar (restoran, kafe, menyu, buyurtma, xizmat, oshpaz, mijoz, ofitsiant va h.k.) o'ziga xos til tizimini hosil qiladi. Ular faqat ovqatlanish jarayonini emas, balki ijtimoiy muloqot, xizmat madaniyati va milliy odob-axloq me'yorlarini ham ifodalovchi madaniy belgilar tizimi sifatida talqin etiladi.*

Kalit so'zlar *Umumiy ovqatlanish, gastronomik nomlar, lingvokulturologiya, madaniy kod, taomlar, taom tayyorlash usullari*

Виды языковых единиц, относящихся к общественному питанию, и их специфические особенности

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Аннотация *Язык как важнейшее социально-культурное явление человечества функционирует во всех сферах жизни общества. В том числе сфера общественного питания относится к тем областям, на которые язык оказывает непосредственное влияние и которые представляют собой особый лингвокультурологический пласт. Это объясняется тем, что наименования блюд, продуктов, способов приготовления пищи, кухонной утвари, ритуальных кушаний и лексические единицы, связанные с культурой потребления, сформировались как лингвистические знаки, отражающие национальную культуру, этнические традиции и социальные ценности народа. Язык является основным коммуникативным средством во всех сферах человеческой деятельности, в частности в социально-культурной и экономической жизни. Сфера общественного питания, в свою очередь, является одной из наиболее активных областей человеческой деятельности в коммуникативном, социальном и культурном аспектах, а используемые в ней лексические единицы (ресторан, кафе, меню, заказ, обслуживание, повар, клиент, официант и др.) образуют особую языковую систему. Они интерпретируются не только как средства обозначения*

процесса питания, но и как система культурных знаков, выражающих социальное общение, культуру обслуживания и национальные нормы этикета.

Ключевые слова

Общественное питание, гастрономические наименования, лингвокультурология, культурный код, блюда, способы приготовления пищи

Types of linguistic units related to public catering and their specific characteristics

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Annotation

Language, as the most important socio-cultural phenomenon of humanity, functions in all spheres of social life. In this regard, the field of public catering is also one of the areas in which language has a direct impact and represents a distinct linguocultural layer. This is because the names of dishes, products, methods of food preparation, kitchen utensils, ritual foods, and lexical units related to consumption culture have developed as linguistic signs that reflect a people's national culture, ethnic traditions, and social values. Language serves as the primary means of communication in all areas of human activity, particularly in socio-cultural and economic life. The field of public catering, in turn, is one of the most active spheres of human activity from communicative, social, and cultural perspectives, and the lexical units used in this sphere (restaurant, café, menu, order, service, chef, customer, waiter, etc.) form a specific linguistic system. They are interpreted not only as means of describing the process of eating, but also as a system of cultural signs that express social interaction, service culture, and national norms of etiquette.

Keywords

Public catering, gastronomic names, linguoculturology, cultural code, dishes, methods of food preparation

Kirish

Hozirgi globallashuv davrida turli xalqlarning madaniyati, urf-odatlar va turmush tarzining o'zaro aloqasi kuchayib bormoqda. Bu jarayonda gastronomiya – ya'ni ovqatlanish madaniyati ham xalqaro muloqotning muhim tarkibiy qismiga aylanmoqda. Har bir millatning gastronomik nomlari, taom turlari, ularning tayyorlanish usullari va iste'mol madaniyati o'sha xalqning milliy o'zligini, tarixiy tajribasini hamda estetik qarashlarini aks ettiradi. Shu bois gastronomik leksika tilshunoslikda lingvokulturologiya, sotsiolingvistika va

leksikologiya yo'nalishlarida alohida o'rganilayotgan mavzulardan biridir.

Til nafaqat muloqot vositasi, balki madaniy qadriyatlar va ijtimoiy identitetni tashuvchi muhim vositadir. Til insoniyatning eng muhim ijtimoiy-madaniy hodisasi sifatida jamiyat hayotining barcha jabhalarida namoyon bo'ladi. Ayniqsa, umumiy ovqatlanish va gastronomiya sohasida tilning madaniy funksiyasi yaqqol ko'zga tashlanadi. Taom nomlari, mahsulotlar, pishirish usullari, oshxona anjomlari va ovqatlanish odatlariga oid leksik birliklar nafaqat amaliy

ma'lumotlarni ifodalaydi, balki jamiyatning ramziy va madaniy qadriyatlarini ham aks ettiradi.

Umumiy ovqatlanishga oid til birliklarini o'rganish til orqali madaniy bilim va ijtimoiy me'yorlarni qanday ifodalashini aniqlashga imkon beradi. Ushbu leksik birliklar faqat ovqat yoki oshpazlik jarayonlarini tavsiflamay, balki xalqning tarixiy tajribasi, etnik an'analari va ijtimoiy xulq-atvorini ham ochib beradi. Shuningdek, ular madaniy belgilar sifatida xizmat qilib, ovqatlanish, xizmat ko'rsatish va gastronomik odob-axloq me'yorlarini til orqali aks ettiradi.

Gastronomik nomlar – bu ma'lum bir xalqning ovqatlanish madaniyatini, taom turlarini, ichimliklarni, masalliqnlarni va ularning tayyorlanish jarayonini ifodalovchi til birliklaridir. Ular nafaqat nomlash, balki madaniy axborotni yetkazish vazifasini ham bajaradi. Masalan, ingliz tilidagi fish and chips, fransuz tilidagi croissant yoki o'zbek tilidagi palov so'zlari o'z millatining gastronomik madaniyatini ifodalovchi belgilar sifatida qaraladi. Turli tadqiqotchilar gastronomik nomlarni turli mezonlar asosida kategoriyalarga ajratadilar.

"Gastronomik leksika" atamasi qadimgi yunoncha (gastronomia) so'zidan olingan bo'lib, u ikki komponentdan tarkib topgan: gaster – "oshqozon" va nomos – "qonun, qoida". Dastlab bu atama "taom tayyorlash san'ati" yoki "ovqatlanish qoidalari haqidagi fan" ma'nosida ishlatilgan.

Keyinchalik ushbu so'z fransuz tiliga gastronomie shaklida o'tgan va undan XIX asrda rus tiliga kirib kelgan. Hozirgi rus tilida "гастрономический" so'zi "pishirish san'atiga oid, ovqat tayyorlash bilan bog'liq" ma'nosida qo'llaniladi.

Tilshunoslikda gastronomik leksika deganda, ovqat, taom, mahsulot, ichimlik, ularni tayyorlash va iste'mol qilish jarayoni bilan bog'liq leksik birliklar majmui tushuniladi. Bu qatlam tildagi madaniy, ijtimoiy va estetik qadriyatlarni o'zida mujassamlashtiradi. Gastronomik birliklar nafaqat milliy taomlar

tizimini yoki oshxona madaniyatini ifodalaydi, balki xalqning tarixiy tajribasi, dunyoqarashi, ijtimoiy stereotiplari va mental xususiyatlarini ham aks ettiradi. Shu boisdan, gastronomik leksika lingvomadaniyatshunoslik, kognitiv tilshunoslik va semantik tahlil sohalarida o'ziga xos tadqiqot obyektiga aylangan.

V.A. Maslova o'zining "Lingvokulturologiya" asarida gastronomik leksikani lingvomadaniy makonning ajralmas tarkibiy qismi sifatida ko'rsatadi. Uning fikricha, "gastronomik birliklar tilda xalqning moddiy va ma'naviy tajribasini kodlaydi, ya'ni ular madaniy jihatdan ahamiyatli bo'lgan realliklar, qadriyatlar va an'analarni til orqali mustahkamlaydi".

Maslova bu jarayonni madaniy signifikatsiya (til orqali madaniy mazmun berish) mexanizmi bilan izohlaydi. Uning fikricha, lingvokulturologiya til birliklarini xalqning madaniy tajribasi va milliy tafakkuri bilan bog'liq holda izohlaydi hamda ovqat nomlari kabi leksik birliklar madaniy signifikatsiya mexanizmi orqali ramziy ma'no kasb etishini ta'kidlaydi. Shuning uchun gastronomik leksika tildagi madaniy kodning eng faol qatlamlaridan biridir.

E.M. Markova gastronomik leksikani madaniy kodning muhim tarkibiy qismi sifatida talqin etadi. U o'z tadqiqotlarida gastronomik birliklarning xalq hayotidagi sotsiokultural va pragmatik ahamiyatini tahlil qilib, quyidagi xulosaga keladi:

"Gastronomik birliklar tilda xalqning kundalik hayoti, urf-odatlar va ijtimoiy stereotiplari haqida ma'lumot beruvchi madaniy belgilardir".

Markovaning qarashicha, taom nomlari orqali xalqning ijtimoiy tabaqalanishi, bayram-marosim madaniyati, an'anaviy qadriyatlari tilda aks etadi. Masalan, rus tilidagi "борщ", "каша", "самовар", yoki o'zbek tilidagi "osh", "somsa", "palov", "choy" birliklari nafaqat taomni bildiradi, balki milliy o'zlik, ijtimoiy xotira va madaniy identitetni aks ettiradi.

Shuningdek, Markova gastronomik leksikani sotsiopragmatik jihatdan ham tahlil

qiladi: ya'ni taom nomlarining nutqiy vaziyatlarda ishlatilish maqsadi, uslubi bo'yoqdorligi va muloqotdagi ijtimoiy rolini ko'rsatadi. Shu bilan u gastronomik leksikani lingvomadaniy kommunikatsiya vositasi sifatida baholaydi.

N.V. Bragina o'z ilmiy izlanishlarida gastronomik leksikani semantik jihatdan tabaqalashtirib, ularni quyidagi turlarga ajratadi:

- Mahsulot nomlari (sabzi, go'sht, un, tuz, sut va boshqalar);
- Tayyor taom nomlari (osh, lag'mon, somsa, kabob, sho'rva);
- Pishirish usullari va jarayonlari (qovurmoq, qaynatmoq, dimlamoq, bug'lamoq).

Gastronomik metaforalar – ya'ni ovqatga oid leksika asosida hosil qilingan ko'chma ma'nolar, masalan: "hayotning tuzi", "shirin so'z", "achchiq haqiqat".

Bragina ushbu tasnif orqali gastronomik leksikaning leksik-semantik tizimdagi o'rne, uning denotativ (haqiqiy) va konnotativ (qo'shimcha, ramziy) ma'nolarini aniqlaydi. Olimaning fikricha, bu qatlam xalq tafakkuridagi "ovqat – hayot", "taom – marosim" kabi madaniy metaforalarni shakllantiruvchi asosiy manbani tashkil etadi.

O.S. Kuznetsova o'z izlanishlarida gastronomik metaforaning kognitiv bilish funksiyasiga alohida e'tibor qaratadi. U gastronomik birliklar orqali inson dunyoqarashi, hissiy tajribasi va ijtimoiy qadriyatlarini tildagi metaforik strukturalar orqali namunaviy shakllantirish mumkinligini ta'kidlaydi.

Masalan, "hayotning achchiq tomoni", "shirin so'z", "tuzi yo'q odam" kabi birikmalar ovqat bilan bog'liq leksik birliklarning kognitiv modeli asosida yaratilgan bo'lib, ular insoniy kechinmalarni ta'm sezgisi orqali ifodalashga xizmat qiladi. Kuznetsova bu hodisani ta'm bilish bilan bog'liq metaforizatsiya jarayoni deb ataydi.

Uningcha, gastronomik metaforalar milliy tafakkurda axloqiy, estetik va ijtimoiy

qadriyatlarni kodlovchi til belgilar tizimini hosil qiladi. Shu boisdan, gastronomik leksika tilning semantik kognitiv modelida markaziy o'ringa ega.

Yuqoridagi olimlarning tadqiqotlari shuni ko'rsatadiki, gastronomik leksika nafaqat tilning leksik-semantik tizimining bir qismi, balki xalqning madaniy identiteti, milliy tafakkuri va kognitiv modelini aks ettiruvchi ko'p qatlamli lingvistik hodisadir.

U tilshunoslikda lingvomadaniyatshunoslik, kognitiv tilshunoslik va semantik tahlil kesishmasida o'rganiladi hamda xalq madaniy me'rosining muhim til belgilaridan biri hisoblanadi.

Umumiy ovqatlanishga oid til birliklari (restoran, kafe, menyu, buyurtma, xizmat ko'rsatish, ofitsiant, oshpaz, mijoz, kassir va boshqalar) gastronomik leksikaning kengaytirilgan, kommunikativ yo'nalishdagi tarmog'ini tashkil etadi. Ular faqat taom yoki mahsulot nomlarini emas, balki ovqatlanish jarayonining ijtimoiy, tashkiliy va nutqiy muhitini ham ifodalaydi.

Bu birliklar, avvalo, kommunikativ-pragmatik vazifani bajaradi: ular orqali insonlar o'z ehtiyojlarini bildiradi, ijtimoiy aloqalar o'rnatadi, madaniy odob-axloq me'yorlarini namoyon etadi hamda xizmat sohasidagi muloqot me'yorlarini ifodalaydi. Masalan, ingliz tilidagi *May I take your order?, Enjoy your meal!* kabi birliklar, yoki o'zbek tilidagi *Buyurtmangizni ayting, Yoqimli ishtaha!* iborolari nutq etiketining milliy xususiyatlarini ifodalaydi.

Tilshunoslar fikriga ko'ra, umumiy ovqatlanish bilan bog'liq birliklar polisemantik, ya'ni ko'p ma'nolilik xususiyatiga ega bo'lib, ularning asosiy (denotativ) ma'nosi bilan bir qatorda madaniy, hissiy, sotsiopragmatik (konnotativ) ma'nolari ham mavjud.

Tilshunoslikda umumiy ovqatlanish sohasining o'ziga xos xususiyatlari

Umumiy ovqatlanish leksikasi tildagi milliy konseptlar tizimi bilan bevosita bog'langan bo'lib, "taom", "ovqatlanish", "mehmondo'stlik", "muloqot" kabi madaniy

konseptlar orqali xalq tafakkurining muhim jihatlarini namoyon etadi.

A. Vezhbitskaya ta'kidlaganidek, har bir til o'zining madaniy semantikasiga ega bo'lib, ovqatlanish jarayoni bilan bog'liq so'zlar va iboralar bu semantikaning kommunikativ ifodasidir.

Restoranda yoki kafe muhitida ishlatiladigan nutq formulalari – bu nafaqat til birliklari, balki madaniyatlararo muloqot vositalaridir.

Shu sababli, "buyurtma berish", "rahmat aytish", "kechirasiz deb murojaat qilish", "taomni maqtash yoki tanqid qilish" kabi muloqot holatlari tilning sotsiopragmatik kompetensiyasini aks ettiradi.

Umumiy ovqatlanish birliklarini o'rganish madaniyatlararo muloqot va tarjima jarayonida ham muhim ahamiyatga ega. Chunki bu soha terminlari va etik birliklari milliy madaniyatga xos bo'lib, ularning to'g'ridan-to'g'ri ekvivalenti boshqa tillarda har doim ham mavjud emas.

Masalan, ingliz tilidagi pub, fransuz tilidagi bistro, o'zbek tilidagi choyxona so'zlari madaniy o'ziga xos joylarni bildiradi, lekin ularni tarjima qilganda kontekstual va sotsiokultural moslikni hisobga olish zarur.

Shuningdek, tarjima jarayonida gastronomik va umumiy ovqatlanish birliklarini madaniy adaptatsiya qilish talab etiladi. Bunda tilshunoslikning kulturologik tarjima modeli muhim rol o'ynaydi, ya'ni tarjimon faqat so'zning semantik ma'nosini emas, balki madaniy fonini ham yetkazishi lozim.

Umumiy ovqatlanish birliklari xalqning ijtimoiy qadriyatlarini, odob-axloq tizimi va estetik ideallarini aks ettiradi. Ular tildagi madaniy ramzlar tizimining bir qismidir.

Masalan, o'zbek tilidagi "osh" tushunchasi nafaqat taom nomi, balki marosim, birlashuv, duogo'ylik belgisi sifatida ham madaniy ma'no kasb etadi.

Shuningdek, "choy ichish" o'zbek mentalitetida muloqot, hurmat, samimiyat belgisi sifatida qaraladi. Bu holatlar gastronomik leksika bilan bir qatorda umumiy

ovqatlanish muloqotini ham madaniy kod sifatida belgilaydi.

Demak, umumiy ovqatlanish leksikasi gastronomik nomlarga nisbatan kengroq ijtimoiy-kommunikativ maydonni qamrab oladi. U xizmat madaniyati, nutq etiketi, madaniyatlararo muloqot, sotsiopragmatika va tarjima nazariyasi bilan uzviy bog'liq bo'lib, xalqning madaniy identitetini til orqali ifodalovchi muhim qatlamlardan biridir.

Bunday birliklarni o'rganish orqali tilshunoslarning milliy madaniyatning lingvokognitiv modellarini aniqlash, madaniyatlararo muloqot mexanizmlarini tahlil qilish hamda til va madaniyat o'rtasidagi uzviy aloqani chuqurroq tushunish imkoniga ega bo'ladi.

Umumiy ovqatlanishga oid leksika nafaqat maishiy kommunikatsiyada, balki lingvokulturologiya, sotsiolingvistika, etnolingvistika va terminologiya tadqiqotlari uchun ham boy manba hisoblanadi. Chunki ushbu qatlamga oid birliklar orqali jamiyatning:

- moddiy va ma'naviy madaniyati,
- iqtisodiy va ijtimoiy munosabatlari,
- xalqaro ta'sir va madaniy almashuvlari,
- milliy identifikatsiya jarayonlari ifodalanadi.

Masalan, o'zbek tilidagi osh, somsa, lag'mon, sho'rva kabi birliklar faqatgina ovqat turini emas, balki xalqning mehmondo'stlik ramzini, turmush tarzini va marosimiy qadriyatlarini ham ifoda etadi. Ingliz tilida esa burger, sandwich, fast food kabi leksik birliklar zamonaviy urban madaniyat, qulaylik va tezkorlikni ifodalaydi. Bu holat umumiy ovqatlanish leksikasining semantik va funksional xususiyatlarini milliy-madaniy omillar bilan chambarchas bog'liq ekanini ko'rsatadi.

Shuningdek, umumiy ovqatlanish leksikasida frazeologizmlar (non sindirmoq, osh suzmoq), terminlar (gastronomiya, dietologiya), onomastik birliklar ("Choyxona", "McDonald's"), dialektal variantlar (masalan, ayrim hududlarda sho'rva o'rniga qayla ishlatilishi) va jargon birliklari ham mavjud bo'lib, ular tilning ko'p

qatlamli va rang-barang xususiyatini yanada yaqqol namoyon etadi.

Tilshunoslikdagi semantik, struktural va funksional tamoyillar umumiy ovqatlanish leksikasiga ham to'liq tatbiq etilishi mumkin:

- *Semantik jihatdan*, bu soha birliklari ko'p hollarda polisemiya va metaforik kengayish hodisalari bilan boyigan (osh – palov; to'y osh – marosimiy tushuncha).
- *Struktural jihatdan*, ular paradigmatic va sintagmatik munosabatlarda tartiblangan (osh – sho'rva – lag'mon paradigmasi; non sindirmoq, choy damlamoq sintagmasi).
- *Funksional jihatdan*, ular kommunikatsiyada milliy identifikatsiya, reklama, turizm, xalqaro brending va ijtimoiy-madaniy almashinuvlarda faol ishtirok etadi.

Shunday qilib, umumiy ovqatlanishga oid til birliklari nafaqat til tizimining alohida leksik qatlamini, balki xalqning etnomadaniy portreti va ijtimoiy-madaniy kommunikatsiyasini aks ettiruvchi oyna vazifasini ham bajaradi. Ularning tadqiqi orqali milliy ovqatlanish madaniyati, xalqning qadriyatlari va jamiyat taraqqiyotidagi tilning o'rnini yanada chuqurroq yoritilishi mumkin.

Umumiy ovqatlanish leksikasi – taomlar nomlari, oshxona anjomlari, mahsulotlar, tayyorlash texnologiyalari, iste'molga oid ritual va frazeologiyalarni o'z ichiga olgan lingvistik qatlamdir. Bu qatlam til va madaniyat o'rtasidagi murakkab o'zaro ta'sirni yaqqol aks ettirib, etnolingvistik, sotsiolingvistik va leksikografik tadqiqotlar uchun boy material taqdim etadi. Gastronomik sohada leksika nafaqat denotativ (nomlovchi) funksiyani bajaradi, balki xalqning tarixiy tajribasi, madaniy qadriyatlari va ijtimoiy identifikatsiyasini kodlaydi; shu jihatlar sohani tilshunoslik, leksikografiya va madaniyatshunoslik kesishmasida muhim ob'ektga aylantiradi.

Tilshunoslik nazariyasi asosida gastronomik leksika quyidagi asosiy turlarga bo'linadi: leksemalar, frazeologik birliklar,

terminologik birliklar, onomastik birliklar hamda ijtimoiy-dialektal variantlar. Har bir turning o'ziga xos semantik, struktural va funksional xususiyatlari mavjud bo'lib, ular tilda madaniy kod, ijtimoiy tajriba va kommunikativ ehtiyojni aks ettiradi.

Leksemalar – taom, mahsulot yoki ichimlikni anglatuvchi asosiy nom birliklaridir (masalan, o'zbekcha osh, somsa, sho'rva; inglizcha bread, burger, sandwich). Ular denotativ ma'noga ega bo'lish bilan birga, madaniy-semantik yuklamani ham o'zida mujassam etadi.

V.A. Maslova: "Leksik birliklar xalqning moddiy va ma'naviy qadriyatlarini tilda kodlovchi semantik birliklardir".

Bu nuqtai nazardan, gastronomik leksemalar tildagi milliy-madaniy konseptlar tizimini ifodalaydi. Ular ko'pincha metaforik yoki metonimik kengayish asosida yangi ma'no hosil qiladi (masalan, non – "tirikchilik manbai", tuz – "sodiqlik va do'stlik belgisi").

N.D. Arutyunova fikricha, leksik ma'no ijtimoiy tajribaning tildagi "kontseptual modelini" shakllantiradi. Shu bois "osh", "non", "choy" kabi birliklar faqat obyektini emas, balki madaniy arxetipni ham ifodalaydi (Maslova va boshq., 1955; Arutyunova va boshq., 1989).

Gastronomik frazeologizmlar – bu tilning emotsional, madaniy va aksiologik qatlamini ifodalovchi barqaror birikmalardir: o'zbek tilida "non sindirmoq", "osh suzmoq", ingliz tilida to break bread, to spice up kabi iboralar.

V.V. Vinogradov frazeologizmlarni "xalq tafakkuri va madaniyatining lingvistik yadrosi" deb ataydi. Shu bois gastronomik frazeologizmlar xalqning marosimiy, maishiy va muloqotiy madaniyatini tilda aks ettiradi (Vinogradov, 1968).

Frazeologik birliklar ko'pincha metaforik modellashirish orqali ijtimoiy rollarni bildiradi (masalan, "osh suzmoq" – "mehmondo'stlikni ko'rsatmoq"). O. S. Kuznetsova qayd etganidek, "gastronomik metafora inson hayotidagi jarayonlarni taom tayyorlash orqali konseptualizatsiya qiladi".

Shuningdek, A. Vezhbetskaya frazeologik birliklarni madaniy semantikaning eng muhim segmenti deb hisoblaydi, chunki ular "xalqning qadriyatlar tizimini bevosita til orqali kodlaydi".

Terminologik birliklar gastronomiya, dietologiya, oziq-ovqat texnologiyasi, oseologiya kabi sohalarida ishlatiladigan aniq, ilmiy leksik vositalardir. Ular monosemantiklik, aniqlik va normativlik xususiyatlariga ega bo'lib, professional kommunikatsiyada aniqlikni ta'minlaydi (Vezhbetskaya, 2005).

S.V. Grinev ta'kidlaganidek, "terminologik tizimlar fanning mantiqiy tuzilmasini tilda ifodalaydi va ijtimoiy bilimlarni kodlaydi". Shu bois gastronomik terminologiya ilmiy va amaliy jarayonlarning tildagi leksik modeli hisoblanadi (masalan, fermentatsiya, marinadlash, kaloriyalilik).

Shu bilan birga, zamonaviy gastronomik terminologiya ommalashuv jarayonida semantik kengayishga uchraydi, ya'ni "chef", "gourmet", "organic" kabi so'zlar brendlash va marketing diskursida yangi ma'nolar kasb etadi (Grinev, 2020).

Gastronomik onomastika – taom, joy yoki brend nomlarining kultural identifikatsiya vositasi sifatidagi tahlilidir. Masalan, Samarqand plovi, Farg'ona somsa, McDonald's, KFC singari nomlar milliy yoki global madaniyatni ifodalaydi.

E.M. Vereshchagin va V.. Kostomarov bu hodisani "til orqali milliy mentalitetning tashqi ifodasi" sifatida talqin etgan. Onomastik birliklar lingvomadaniy kommunikatsiya, marketing, turizm va brend strategiyasida tilning ijtimoiy funktsionalligini ochib beradi.

Gastronomik leksika yuqori darajada polisemik va metaforik soha sanaladi. Taom nomlari ko'pincha madaniy kontekstda kengayib, marosimiy, ijtimoiy yoki emosional ma'nolar kasb etadi (masalan, *osh* – "*palov*" va "*to'y marosimi*" ma'nolari). Bu fenomenlar semantik tahlil va komponential analiz orqali aniqlanadi, ularni tushunish uchun leksik-semantik modellarga murojaat qilish lozim.

Gastronomik soha eng faol so'z qabul qilinishi (loanwords) yuz beradigan

maydonlardan biridir – masalan, *samosa/somsa*, *burger*, *sushi* kabi atamalar global madaniy almashinuv natijasida tilda paydo bo'ladi. Bu jarayon tilpurizmi va leksik assimilyatsiya masalalarini keltirib chiqaradi hamda milliy leksikaning evolyutsiyasini belgilaydi.

Ta'm, hid va teksturani ifodalovchi standartlashtirilgan "sensorik leksikon" lar oziq-ovqat ilmida muhim hisoblanadi – ular sinov paneli, sanoat va ilmiy tadqiqot uchun aniq terminologiya beradi. Bu amaliy yondashuv lingvistik leksik tahlilni sanoat va ijtimoiy sohalar bilan bog'lashga imkon beradi.

leksik birliklar nazariyasi uchta asosiy tamoyilga tayanadi:

- *semantik tamoyil* – leksik birliklarning ma'no tuzilishi, sememalar orqali shakllanishi;
- *struktural tamoyil* – leksik birliklarning paradigmatic va sintagmatic munosabatlarda tizimlashuvi;
- *funksional tamoyil* – leksik birliklarning kommunikativ jarayonda vazifa bajarishi.

Mazkur nazariya lingvistik tahlilning universal metodologiyasi sifatida turli til birliklarini o'rganishda qo'llanilib kelmoqda.

Tilning umumiy ovqatlanish sohasiga oid leksikasi, ya'ni taomlar nomlari, oshxona jihozlari, mahsulotlar, tayyorlash usullari va iste'mol madaniyatiga oid so'zlar ham leksik birliklar tizimining muhim qatlami hisoblanadi. Ular xalqning etnomadaniy dunyoqarashi, ijtimoiy-maishiy qadriyatlar va milliy urf-odatlarini o'zida mujassamlashtiradi (Abdullayeva, 2018).

Masalan, o'zbek tilidagi "*osh*", "*somsa*", "*sho'rva*", "*lag'mon*" kabi birliklar nafaqat ovqat turini bildiradi, balki xalqning an'anaviy ovqatlanish madaniyati, mehmondo'stlik ramzi sifatida ham ma'no kasb etadi. Ingliz tilida esa "*fast food*", "*burger*", "*sandwich*" kabi birliklar zamonaviy urban madaniyatni, tezkorlik va qulaylikni ifodalaydi.

Semantik tamoyil nuqtayi nazaridan qaraganda, umumiy ovqatlanish leksikasi ko'pincha ko'p ma'nolilik (polisemiya) va

metaforik kengayish hodisalari bilan bog'liqdir. Masalan, o'zbek tilida "osh" so'zi "palov" ma'nosidan tashqari, "to'y osh" kabi birikmalarda marosimiy tushunchani ham ifodalaydi.

Umumiy ovqatlanish leksikasi ichida maydonlarga ajratish (asosiy taomlar, ichimliklar, ziravorlar, jihozlar, pishirish texnikalari) tahlil uchun qulay ramka beradi. Har bir maydon ichida paradigmatic va sintagmatik munosabatlar tahlili leksikaning strukturaviy xususiyatlarini aniqlaydi.

Xulosa

Til insoniyatning eng muhim ijtimoiy-madaniy hodisasi sifatida jamiyat hayotining barcha jabhalarida faoliyat yuritadi. Shu jumladan, umumiy ovqatlanish sohasi ham tilning bevosita ta'sir ko'rsatadigan, o'ziga xos lingvokulturologik qatlamlardan biridir. Chunki taom nomlari, mahsulotlar, pishirish usullari, oshxona anjomlari, marosimiy ovqatlar va iste'mol madaniyatiga oid leksik birliklar xalqning milliy madaniyati, etnik an'analari va ijtimoiy qadriyatlarini aks ettiruvchi lingvistik belgilar sifatida shakllangan. Xulosa sifatida ta'kidlash joizki,

Birinchidan, umumiy ovqatlanishga oid til birliklari tilning nafaqat leksik, balki madaniy va

ijtimoiy qatlamini ham yaqqol namoyon etadi. Ushbu sohada shakllangan atamalar va nomlar tarixiy taraqqiyot jarayonida xalqning turmush tarzi, xo'jalik faoliyati, estetik didi hamda milliy qadriyatlari bilan uzviy bog'liq holda rivojlangan.

Ikkinchidan, taomlar va ularni tayyorlash usullariga oid birliklar milliy mentalitet, urf-odatlar va marosimlar bilan chambarchas aloqada bo'lib, ularning til orqali avloddan avlodga uzatilishida muhim vosita vazifasini bajaradi.

Uchinchidan, umumiy ovqatlanish sohasi bilan bog'liq kommunikativ birliklar – buyurtma berish, xizmat ko'rsatish, muomala madaniyati va etikaga oid ifodalar – jamiyatda shakllangan ijtimoiy munosabatlar va madaniy me'yorlarni aks ettiradi. Bu esa ushbu sohani faqat iqtisodiy faoliyat sifatida emas, balki madaniy muloqot maydoni sifatida ham talqin etish imkonini beradi. Umumiy ovqatlanishga oid til birliklarini tizimli o'rganish til va madaniyat o'rtasidagi o'zaro ta'sirni chuqurroq anglashga, milliy madaniy kodlarni aniqlashga hamda zamonaviy globallashuv sharoitida milliy o'ziga xoslikni saqlab qolish masalalarini yoritishga xizmat qiladi.

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The meanings and implications of gestures in English and Uzbek

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Annotation

Phraseological units that verbalize nonverbal behavior transform bodily action – gesture, facial expression, posture, and gaze – into culturally stabilized meaning. Their contrastive study is important for linguoculturology because similar movements may be interpreted through different social norms, and these interpretations become conventionalized in the idiomatic layer of a language. This article compares English and Uzbek phraseological units denoting nonverbal actions and reconstructs their cultural scripts through a scenario-based lens, focusing on (a) the bodily form, (b) pragmatic intention, and (c) socially expected interpretation. Uzbek phraseographic evidence (dictionary fixation and semantic explanations) is examined alongside selected studies addressing paralinguistics, professional communication, and multimodal discourse. The analysis shows that both languages share a strong preference for face-, head-, and hand-centered imagery, but they differ in the pragmatic “center of gravity”: Uzbek units more often index relational ethics (respect, propriety, responsibility), while English units more often foreground individual stance (skepticism, distance, emotional control). These divergences are especially salient in translation, where literal equivalence may preserve bodily form but fail to activate the intended cultural script.

Keywords

Phraseology, linguoculturology, nonverbal communication, kinesics, somatic phraseology, English, Uzbek

Значения и подтекст жестов в английском и узбекском языках

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Аннотация

В статье анализируются лингвокультурные особенности фразеологических единиц, номинирующих невербальные действия, на материале английского и узбекского языков. Исследование направлено на реконструкцию культурно обусловленных сценариев значений, возникающих в результате языковой фиксации телесных движений как устойчивых образных форм. Особое внимание уделено сопоставлению семантики телесных форм, прагматических намерений и социальных интерпретаций, закреплённых в фразеологическом слое языков. Показано, что, несмотря на общие источники образности (движения лица, головы и рук), английские и узбекские фразеологизмы различаются по доминирующему культурному смыслу: в английском языке устойчивые выражения чаще отражают индивидуальную позицию говорящего, в узбекском – социально-этическую оценку коммуникативного поведения. Сделан вывод о том, что перевод подобных

единиц требует не только языковой, но и культурной реконструкции, ориентированной на сохраняемое прагматическое чтение телесных действий.

Ключевые слова

Фразеологические единицы, невербальные действия, телесная семантика, лингвокультурология, английский язык, узбекский язык, паралингвистика, культурно обусловленные значения

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Annotatsiya

Maqolada ingliz va o'zbek tillarida noverbal harakatlarni ifodalovchi frazeologik birliklarning lingvokulturologik xususiyatlari tahlil qilinadi. Tadqiqotning maqsadi – til orqali barqarorlashtirilgan jismoniy harakatlarning madaniy kontekstda anglanishini aks ettiruvchi madaniy senariylarni qayta tiklash. Semantik shakl, ijtimoiy niyat va madaniy talqinning frazeologik qatlamda uyg'unligi kontrastiv tahlil qilinadi. Natijalar shuni ko'rsatadiki, yuz, bosh va qo'l harakatlari kabi umumiy obraz manbalari mavjud bo'lsa-da, ingliz frazeologizmlari ko'proq shaxsiy mavqe va kayfiyatni ifodalaydi, uzbek tilida esa ko'pincha munosabat va axloqiy baho markazlashgan. Fraseologik birliklarni tarjima qilish tilshunoslikdan tashqari, madaniy pragmatik interpretatsiyani ham hisobga olgan holda amalga oshirilishi lozimligi ta'kidlanadi.

Kalit so'zlar

Frazeologik birliklar, noverbal harakatlar, jismoniy semantika, lingvokulturologiya, ingliz tili, o'zbek tili, para-lingvistika, madaniyatga xos ma'nolar

Human communication is multimodal: meaning is distributed across words, prosody, gaze, facial expression, gesture, and posture (Kendon, 2004). Facial displays are systematically tied to emotion and social judgment, even when they are strategically controlled (Ekman & Friesen, 1971). Languages reflect this multimodality not only through descriptive vocabulary but also through stable expressions that name "recognizable" bodily acts and attach conventional interpretations to them. In phraseology, the body becomes a culturally readable sign, and the phraseological unit functions as a compressed interpretation of that sign.

From a linguoculturological viewpoint, phraseology is among the most culture-saturated layers of vocabulary because phraseological meaning is frequently based on imagery, evaluation, and scenario knowledge (Dobrovol'skij & Piirainen, 2005). Uzbek phraseographic tradition formulates this explicitly in the academic Uzbek phraseological dictionary, where phraseologisms are treated as figurative units refined in linguistic consciousness and connected to national values and communicative functions.

In this analysis, nonverbal-action phraseologisms are understood as stable expressions that either denote a bodily act as a

communicative move (wink, bow one's head, fold one's hands) or extend the bodily act into an evaluative social meaning (indifference, restraint, irritation). Their semantics is "embodied" because it is anchored in visible movement, yet it is "linguocultural" because the movement is interpreted through locally shared scripts of interaction (Sharifian, 2017; Kovecses, 2010). Analytically, each unit can be reconstructed as a minimal scenario that includes participants, a bodily form, a pragmatic intention, and an expected social effect.

The empirical base of the discussion is, first, Uzbek phraseographic material. The Uzbek phraseological dictionary includes 5,198 units and functions as a national reference for figurative meanings and usage patterns. One of the clearest cases where bodily form and cultural script intersect is facial movement and gaze. Consider the Uzbek unit *ko'z qisib qo'ymoq* 'to wink'. In the academic dictionary it is recorded as a stable unit, and the explanation shows that meaning is not exhausted by the physical act: the wink functions as a tacit signal – of shared understanding, collusion, familiarity, or flirtation – depending on situation (Rahmatullaev et al., 2022, 254). English *to wink* can also signal complicity or playful alignment, yet its pragmatic "range" is not identical. In contexts where Uzbek communicative norms demand more explicit distance (e.g., between younger and older interlocutors, or in formal public interaction), the wink may be socially riskier and more strongly marked than in many English-speaking contexts, which affects how the phraseological unit is interpreted and when it is pragmatically licensed.

Posture-based units show an equally informative pattern. The Uzbek phraseological unit *qo'l qovushtirib turmoq*, literally 'to stand with folded hands', is glossed with an evaluative sense of passivity: remaining inactive or failing to help while action is required (Rahmatullaev et al., 2022, 429). The negative evaluation is explicit. Yet the bodily image is

culturally complex because folding hands in front is also recognizable as an etiquette posture in deferential stances before elders or in ceremonial settings. Linguoculturologically, this creates a layered meaning: the surface posture can index respect in one interactional script, while the idiomatic interpretation criticizes passivity in another script. The phraseological unit thus activates a culturally familiar bodily form and then reorients it toward moral evaluation.

Common English expressions illustrate how bodily action becomes stance and evaluation through conventional inference: *to raise an eyebrow* signals doubt, *to shrug one's shoulders* signals non-commitment, *to bite one's lip* signals restraint, *to keep a stiff upper lip* signals-controlled emotion, *to give someone the cold shoulder* signals social distance. Uzbek has comparable descriptive resources, yet its phraseological layer often carries stronger relational and ethical evaluation: bodily acts are frequently interpreted through norms of propriety, respect, shame, and responsibility toward others. This difference does not imply that English lacks relational meanings or Uzbek lacks stance meanings; rather, it suggests that the phraseological system tends to conventionalize different "default" evaluations for bodily behavior.

Ceremonial contexts sharpen linguocultural specificity because rituals are saturated with scripted movements. Qodirova's comparison of English and Uzbek paralinguistic elements in ceremonies emphasizes that gestures, posture, facial expression, and symbolic movements index role, respect, and ritual intention, and they are interpreted through community-specific knowledge (Qodirova, 2025). Phraseological units that name, recall, or metaphorically extend such movements can therefore be read as linguistic traces of ritualized behavior. In contrastive work, this is methodologically important: if a phraseological unit is rooted in a culturally salient ceremonial script, its translation requires not only lexical substitution but also

reconstruction of the ritual meaning that motivates evaluation.

Professional communication provides another layer where nonverbal behavior becomes normatively evaluated. In a Lingvospektr study on English professional communication, Nosirova argues that nonverbal means (mimics, gestures, bodily movement, proxemics) affect perceived trust and communicative efficiency in professions such as teaching, medicine, journalism, and law (Nosirova, 2025). For linguoculturology, this is relevant because institutional discourse tends to standardize acceptable bodily behavior and to treat deviation as either incompetence or ethical failure. When such evaluations become repeatable, language is likely to stabilize them through recurrent formulations, and phraseology begins to act as a normative "memory" of professional interaction.

Nonverbal-action phraseologisms also enter multimodal discourse, where the interaction between verbal and bodily meaning is direct. In film, gesture and facial expression may carry information not repeated in dialogue, and translation must decide whether such information is preserved, adapted, or left implicit. Ahmedova argues that nonverbal components in film discourse constitute a crucial semantic layer and that audiovisual translation may under-interpret these cues, producing losses of meaning – especially when humor, irony, or culturally bound behavior is at stake (Ahmedova, 2025). From a linguoculturological angle, film material is valuable because it foregrounds the interpretive work that phraseological units perform: viewers infer stance and relationship from bodily actions, and idiomatic language often supplies a ready-made label for that inference.

From the translation perspective, the key question is which component carries the core meaning: the bodily form, the social evaluation, or the cultural script. If form and script align, near-literal equivalence is possible (*to bite one's*

lip ~ labini tishlamoq). If the form aligns but the script diverges, pragmatic adaptation is safer (a wink can be jocular, flirtatious, or conspiratorial depending on culture and context). If the script aligns but the form differs, an idiomatic substitute that is culturally natural may be preferable to a formally close rendering. In all three cases, the linguoculturological task is the same: to preserve the intended social reading of the body, not merely the description of movement.

The contrastive picture suggests three generalizations. First, both English and Uzbek rely heavily on face, head, and hand movements as imagery sources, reflecting interactional salience and perceptual accessibility. Second, Uzbek units tend to attach stronger relational and ethical evaluation to bodily behavior, linking nonverbal action to propriety, responsibility, and respect, while English units more often highlight individual stance – skepticism, emotional control, ironic distance – without eliminating relational meanings. Third, translation risk is highest when an expression is anchored in a culturally specific script (ritual, etiquette, hierarchy), because the bodily form can be understood cross-culturally while the evaluation is not automatically shared.

In conclusion, phraseological units denoting nonverbal actions reveal an especially transparent connection between language, body, and culture. Their meanings begin with visible movement, yet they stabilize as culturally shared interpretations of that movement. The English–Uzbek comparison shows that embodied imagery may be comparable across languages, while pragmatic licensing and cultural scripts differ systematically. For linguoculturology, such units are valuable because they make cultural norms observable in lexicalized form: the community's interpretations of gesture, posture, and gaze are not only practiced in interaction but also stored and transmitted through phraseology.

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Stylistic potential of number component phraseological units in different discourses

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Annotation

The study of stylistic potential of number component phraseological units in different discourses plays one of the most significant roles in linguistics. The aim of the study is to analyze the stylistic potential of number component phraseological units in different discourses in English and Uzbek and this study focuses on the number component phraseological units in English and Uzbek. In this study the research methods include comparative, semantic and cognitive, qualitative and quantitative analysis methods. This study illustrates the communicative effectiveness and stylistic impact of number component phraseological units in different discourse contexts. The article is focused on stylistic analysis of 72 phraseological units with number components in English and Uzbek collected from English and Uzbek phraseological dictionaries by several authors. The findings highlight the stylistic potentials of number component phraseological units and their functions in different discourses in English and Uzbek, as in numerous discourses phraseological units with number components function to create stylistic effects, such as expressiveness, imagery, exaggeration, metaphorical depth, humor, irony, satire and etc. This article delves into the analysis of number component phraseological units and their stylistic potential in different discourses.

Keywords

Phraseological units, numbers, stylistic potential, expressiveness, discourse, stylistic devices, proverbs

Стилистический потенциал фразеологических единиц в различных дискурсах

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Аннотация

Исследование стилистического потенциала фразеологических единиц, составляющих числительные, в различные дискурсивные конструкции играют важнейшую роль в лингвистике. Цель исследования – проанализировать стилистический потенциал фразеологических единиц с числительным компонентом в различных дискурсивных контекстах английского и узбекского языков. В исследовании использованы методы сравнительного, семантического и когнитивного, качественного и

количественного анализа. Исследование иллюстрирует коммуникативную эффективность и стилистическое воздействие фразеологических единиц с числительным компонентом в различных дискурсивных контекстах. Статья посвящена стилистическому анализу 72 фразеологических единиц с числительным компонентом в английском и узбекском языках, собранных из англо-узбекских фразеологических словарей различных авторов. Результаты исследования подчеркивают стилистический потенциал фразеологических единиц с числительным компонентом и их функции в различных дискурсах английского и узбекского языков, поскольку во многих дискурсах фразеологические единицы с числительным компонентом функционируют для создания стилистических эффектов, таких как выразительность, образность, преувеличение, метафорическая глубина, юмор, ирония, сатира и т.д. В данной статье проводится анализ фразеологических единиц с числительным компонентом и их стилистического потенциала в различных дискурсах.

Ключевые слова Фразеологические единицы, числа, стилистический потенциал, выразительность, дискурс, стилистические приемы

Turli diskurslarda numerativ komponentli turg'un birikmalarning stilistik xususiyatlari

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Annotatsiya

Tilshunoslikda turli xil diskurslarda numerativ komponentli turg'un birikmalarning stilistik xususiyatlarini o'rganish muhim rol o'ynaydi. Tadqiqotning maqsadi ingliz va o'zbek tillaridagi turli diskurslarda numerativ komponentli turg'un birikmalarning stilistik xususiyatlarini tahlil qilish bo'lib, ushbu tadqiqot ingliz va o'zbek tillaridagi numerativ komponentli turg'un birikmalarga qaratilgan. Ushbu tadqiqotda tadqiqot usullari qiyosiy, semantik va kognitiv tahlil usullarini o'z ichiga oladi. Ushbu tadqiqot turli diskurs kontekstlarida numerativ komponentli turg'un birikmalarning kommunikativ samaradorligi va stilistik ta'sirini ko'rsatadi. Maqola bir nechta mualliflar tomonidan ingliz va o'zbek frazeologik lug'atlaridan to'plangan ingliz va o'zbek tillaridagi numerativ komponentli 72 ta turg'un birikmalarning stilistik tahliliga qaratilgan. Topilmalar numerativ komponentli turg'un birikmalarning stilistik salohiyatini va ularning ingliz va o'zbek tillaridagi turli diskurslardagi funktsiyalarini ta'kidlaydi, chunki ko'plab diskurslarda numerativ komponentli turg'un birikmalar ekspressivlik, tasvir, bo'rttirish, metaforik chuqurlik, hazil, istehzo, satira va boshqalar kabi stilistik effektlarni yaratish uchun xizmat qiladi. Ushbu maqola numerativ komponentli turg'un birikmalarni tahlil qilish va ularning turli xil diskurslardagi stilistik xususiyatlarini chuqur o'rganadi.

Kalit so'zlar

Frazeologik birliklar, raqamlar, stilistik salohiyat, ekspressivlik, diskurs, stilistik vositalar

Introduction

Phraseological units have the most crucial role in linguistics. Several scientists, linguists, and researchers such as A.V. Kunin, V.V. Vinogradov, N.N. Amosova, V. Telia, V.A. Maslova, Ch. Bally, M.L. Koshkova, D.U. Ashurova and M.R. Galieva, and others studied phraseological units, their features and their contribution in linguistics. Phraseological units have the most important contribution in linguistics as they help to inform the picture of linguistic world. The theory of phraseological units was investigated by numerous linguists and scholars. Numerous terms are used to express phraseological units. According to D.U. Ashurova and M.R. Galieva, "there are several terms denoting phraseological units, such as set expression, set phrase, fixed word group, word equivalent, phraseological unit and idiom" (Ashurova, Galieva, 2019). I.V. Arnold mentioned that, phraseological units are word-groups that "are not created in speech but introduced into the act of communication ready-made" (Arnold, 1973, 142). D.U. Ashurova, M.R. Galieva argue that "most of the works done in this framework focus on phraseological units with a particular component or phraseological units arranged within one thematic group. It should be mentioned that most of the researches devoted to national-cultural specifics are done from a comparative perspective on the basis of two or more languages" (Ashurova, Galieva, 2019, 27).

According to A. Jansoma, "phraseological units reflect the wealth of a language displaying cultural paradigms of the speakers of a particular language. They reflect cultural archetypes and help to make explicit the peculiarities of its word perception". Studying phraseological units have evolved over the centuries and they are analyzed and classified by numerous researchers. Numerous researchers and linguists study the role of phraseological units, their contribution in understanding several contexts.

Shintemirova et al. mentioned in the research article that "The systematic differentiation of phraseological units within the framework of phraseology stands as a paramount pursuit pivotal to advancing linguistic sciences. This need for further exploration becomes evident in "style", which encapsulates identifying usage patterns in speech and writing (Arikan, 2015), encompassing lexical-phraseological, syntactic, morphological, and phonetic systems by individuals or groups unified by shared interests, education, and communication specifics (Solodub & Albrecht, 2002). While communication serves as the fundamental function of language, its manifestation can assume more specialized forms: verbal communication involving information exchange or dialogue, the delivery of messages in oral or written formats, and the emotional or aesthetic impact on listeners or readers during information transmission (Ismajli & Krasniqi, 2022; Matabane & Machaba, 2023; Tamba & Iancu, 2023; Shintemirova et al., 2024, 170). Shintemirova et al argue that "the distinction in stylistic affiliation and expressive nuances among phraseological units arises from the unique linguistic tools and techniques embedded within each language style. Speakers draw from the reservoir of national linguistic resources to articulate specific content, thereby attributing certain phraseological units with greater prominence within distinct stylistic domains" (Shintemirova et al., 2024, 170).

It should be noted that the study of stylistic potential of number component phraseological units has significant contribution in linguistics. It helps to explore several communicative, cultural, expressive values of phraseological units with number components in language and to investigate how they create stylistic effect in numerous discourses, and their use in different discourses as the stylistic devices, for instance metaphor,

metonymy, irony, hyperbole, pun, alliteration, oxymoron and others help to create stylistic effect.

Methods

The research was carried out by several methods. The main research method employed in the work is comparative analysis method. In this study comparative analysis method compares the stylistic use of number component phraseological units in different discourses and their role between languages and cultures, particularly English and Uzbek and it helps to investigate how number component phraseological units are used to create stylistic effects in various discourses. Besides that, qualitative analysis research method was involved to examine the semantic and pragmatic functions of several number component phraseological units across several types of communication, and how phraseological units with number component contribute to the tone, humor, emotional depth, imagery and etc. By using this method, we analyzed the role of number component phraseological units in various discourses and how number component phraseological units help to create stylistic effects in different discourses. The methods of semantic and cognitive analysis were also included to analyze the meanings of these number component phraseological units. Quantitative analysis research method was involved to analyze 72 phraseological units with number components in English and Uzbek and by using this method we classified them into several categories which include stylistic devices, particularly metaphor, metonymy, irony, hyperbole, antithesis, alliteration.

Results

In this article, we suggest the stylistic potential of number component phraseological units in different discourses in English and Uzbek. The role and functions of numbers are crucial in phraseological units. The study of stylistic potential of number component phraseological units helps us to understand how the numbers are used with phraseological

units to achieve specific communicative, expressive, rhetorical and other goals in several discourses.

The communicative effectiveness and stylistic impact of number component phraseological units are conspicuous. A.T. Kulsariyeva, et.al. claim that "reflection information in language units is given through diversity of symbols. One of them is number" (Kulsariyeva, et.al, 2013, 895). According to V.A. Maslova, "numbers are components of particular codes that are used to describe the world" (Maslova, 2001). In this article we analyzed the use of several number component phraseological units, such as English and Uzbek proverbs, idioms and etc. In this study the most important resource includes dictionaries, English and Uzbek proverbs and idioms, set expressions with number component, Merriam-Webster Online Dictionary, Cambridge Online Dictionary, Oxford Dictionary of Proverbs research articles, online resources, scholars' books, research papers and other materials.

In this article, the analysis of the stylistic potential of number component phraseological units showed that the use of numbers manifests the culture, customs and traditions, cultural values and others in different discourses. Discourse comparison of number component phraseological units show the frequency use of numbers, such as symbolic numbers, for example, three, seven, nine, and etc., in different discourses. In this article, we analyzed the roles of stylistic analysis of phraseological units with number components in several different discourses, such as literary, journalistic, mass media, professional and other discourses. During the stylistic analysis of phraseological units with number components we identified that the stylistic devices in number component phraseological units create vivid imagery, convey cultural meaning, add emotional depth, expressiveness, emotional coloring and etc. In this article we analyzed 72 number component phraseological units in English and Uzbek and we classified them into

stylistic devices, particularly metaphor, metonymy, irony, hyperbole, antithesis, alliteration.

The results of the study also illustrate the significance of stylistic analysis of number component phraseological units can help to fully understand the functions of phraseological units with number components through stylistic devices, such as metaphors, irony, hyperbole, alliteration, anaphora and others in different discourses in English and Uzbek. The findings of this study provide several evidence that stylistic potentials of number component phraseological units can serve as a tool for understanding the different discourses and contexts in English and Uzbek.

Discussions

The findings of this study suggest that number component phraseological units have a significant role in the formation of linguistic world picture. Our analysis reveals connection of number component phraseological units with cultural values, beliefs, symbols and others. In this study, through the analysis of several English and Uzbek number component phraseological units, we observed the significant role of these set expressions in the formation of linguistic world picture. Many scholars mentioned the cultural significance of phraseological units in their researches. According to A.V. Kunin, "phraseology is the study of phraseological units (idiomatic expressions), i.e., stable word combinations with complex semantics that are not formed according to the generative structural-semantic models of variable combinations" (Kunin, 1970). The scholar also mentions that "phraseology is extremely complex phenomenon, the study of which requires its own research method, as well as the use of data from other sciences- lexicology, grammar, stylistics, phonetics, the history of language, history of philosophy, logic and cultural studies" (A.V. Kunin, 1970).

Shintemirova et al., claim that "The findings of this study suggest that number component phraseological units have a

significant role in the formation of the linguistic world picture. Our analysis reveals a connection between number component phraseological units with cultural values, beliefs, symbols and others. In this study, through the analysis of several English and Uzbek number component phraseological units, we observed the significant role of these set expressions in the formation of the linguistic world picture. Many scholars mentioned the cultural significance of phraseological units in their research. Numeric components add a distinct dimension, lending precision, emphasis, or figurative weight to the expression. At the intersection of linguistics and cultural heritage, the study of phraseological units with numeric components unveils a treasure trove of linguistic nuances and stylistic peculiarities. These units, enriched with numerical elements, encompass diverse expressions, ranging from idiomatic phrases like "at the eleventh hour" to proverbs such as "two heads are better than one." They permeate various aspects of language, from everyday conversations to literary works, showcasing the depth and versatility of human expression. Understanding the stylistic characteristics of phraseological units with numeric components requires an exploration of their structural, semantic, and pragmatic dimensions" (Shintemirova et al., 2024, 171). According to Shintemirova et al., "expressiveness, a crucial characteristic, is evaluated as per Lukyanova's and other scholars' definitions" (Shintemirova et al., 2024, 172). "Expressive-emotive phraseological units encapsulate both expressive intensity and emotive connotations, conveying various emotional states or evaluations" (Shansky & Ivanov, 2000).

According to Shintemirova et al., "numerical components within these units contribute to their evaluative function, shaping perceptions and judgments within discourse. Moreover, the emotional-expressive facets embedded in phraseological units endowed with numerical elements add depth and vividness to communication. The presence of

numerical components often amplifies the emotive impact of these expressions, intensifying the conveyed emotions or attitudes. Expressions such as "one in a million" or "two-faced" evoke strong emotive connotations, conveying admiration or disdain. In these instances, numerical components act as a catalyst, amplifying the emotional resonance and facilitating a more vivid portrayal of feelings or attitudes. Furthermore, the functional roles of these phraseological units extend beyond mere evaluative or emotive functions, encompassing pragmatic dimensions within language usage. They serve as powerful communicative devices, aiding in conciseness, vividness, and figurative representation. The integration of numerical elements enhances precision and specificity, contributing to the clarity and impact of the conveyed message. Whether used in literary works to evoke imagery, in colloquial speech to emphasize a point or in advertising to create memorable slogans, these units play a pivotal role in effective communication by virtue of their functional versatility" (Shintemirova et al., 2024, 176). Number component phraseological units have stylistic potential to enhance language with vividness cultural depth, emotion, conciseness and etc. This helps to create specific tones, such as humor, irony and others; In addition to this they enhance the context beyond literary meaning, making them effective tools for expression, characterization in numerous discourses.

The numbers carry symbolic, culturally significant meaning and the use of number component phraseological units help to create stylistic effects in different discourses. Such as in mass media discourse phraseological units with number components help to attract the attention and they can add humor, satire and etc. In literary discourse number component phraseological units can create imagery, metaphorical depth and others. The phraseological units with number components can be used for expressive purposes. The expressiveness functions to make the context

more vivid and memorable. The number component phraseological units also carry emotional and cultural associations and humor, irony can be created by transformation unexpected usage.

According to *Oxford Dictionary of Proverbs*, the proverb "four eyes see more than two" is defined as "observation by two people is better than by one alone. Two heads are better than one expresses a similar idea" (Oxford Dictionary of proverbs, fifth edition). In the *Oxford Dictionary of Proverbs*, the excerpts are given which contain the proverb "four eyes see more than two". "1898F. M. MULLER Auld Lang Syne 80 "But who has ever examined any translation from any language, without finding signs of. carelessness or ignorance? Four eyes see more than two" (Oxford Dictionary of proverbs, fifth edition). In this excerpt the use of number component phraseological unit "Four eyes see more than two" makes the context more clear and understandable. The metonymy is used in this excerpt and the part of the human (the eyes) is used to represent the whole person. "Four eyes" represent four people, and "two eyes" represent two people. It helps to attract the attention of the reader. In this excerpt the parallelism "four eyes than two" creates the balanced and logical –sounding comparison. Besides that, contrast between two numbers particularly, lower and higher numbers: "four" and "two" highlight the benefits of doing the task with a partner.

The stylistic potential of number component phraseological units is also important in literary discourse. The use of phraseological units with number components in literary discourse can create imagery, expressiveness and other stylistic effects. For example, in one of the most famous Uzbek writer Abdulla Qahhor's story named "Ming bir jon" the use of number component phraseological units provided several stylistic effects. For instance,

"Kech kirdi. Hoji aka o'rtacharoq xurrak tortib uyquga ketdi. Mirrahimov dam-badam u yoqdan bu yoqqa ag'darilar edi, nihoyat,

mening uyg'oq ekanligimni payqab boshini ko'tardi.

– Bu xotinning joni bitta emas, ming bitta! – dedi. –Hozir tugab qolgan shamday lipillab yonayotgan joni basharti so'ngan taqdirda ham, qolgan mingtasini yoqib keyin so'nadi. Mana shu ishonch Masturaga o'limni yo'latmaydi. Mirrahimov uzoq jim qolganidan keyin yana birdan:– Eri-chi, eri? – dedi– ,bu yigitning ham, raftoridan, yigitlik umri ming bitta-yu, shundan bittaginasini Masturaga qurbon qilyapti ...” (A. Qahhor).

In this excerpt the number component phraseological units for example, “*joni bitta emas, ming bitta*” creates exaggeration, expressiveness, imagery and metaphorical depth. The numbers “thousand” (ming) and one (bir) function as a form of hyperbole. The use of number “thousand and one” elevates the character beyond others. The stylistic potential of these number component phraseological units refers to the hidden layers of the meaning in the context.

M. Dzane et.al. argue in the research article that “the stylistic potential of phraseological units is very rich in all literary genres and it depends on the individual author’s intention and personal taste” (Glaser, 2001, 142). According to M. Dzane et.al., “another element in understanding and analyzing phraseological meaning in the text is the cognitive dimension” (Dzane et.al., 2008, 557).

D. Nematjonova argues that “The study of phraseological units, particularly those containing numerical components, offers valuable insights into the intricate relationship between language, style, and meaning in literature. Numerical expressions, often rich in symbolism, serve as important linguistic tools that enhance the expressive power of both written and spoken speech. These units are particularly significant in artistic works, where they contribute to the emotional and aesthetic depth of the narrative” (Nematjonova, 2025, 42). Shintemirova et al., argue that “the stylistic characteristics of phraseological units with

numerical components resonate with the cultural and historical contexts from which they originate. They serve as linguistic artifacts, reflecting societal values, beliefs, and traditions while also evolving dynamically to adapt to contemporary contexts. These units wield a unique linguistic prowess, enriching communication by amalgamating precision, vividness, and cultural resonance within the tapestry of language. This study illuminates the prevalence of vividly expressive units within the linguistic landscape, noting their significant contribution to communication and comprehension. Moreover, the varied distribution of stylistic attributes across these units reflects the dynamism inherent in linguistic expressions, underscoring their adaptive nature within the evolving realms of language usage (Iverson & Thal, 1998). (Shintemirova et al., 2024, 172).

The classification of number component phraseological units by their stylistic potentials and stylistic devices helps us to investigate deeper, symbolic meanings of number and their role in the context rather than simply counting. In this article we classified several English and Uzbek number component phraseological units by stylistic devices.

V.A. Kuharenko claims that “**metaphor** is the transference of the names based on the associated likeness, between two objects” (Kuharenko, 2009, 47). The metaphor is the transfer of meaning based on similarity and analogy and phraseological units with number components can convey deeper meaning by metaphor. Below there are several examples for number component phraseological units that has metaphorical feature in English and Uzbek.

Metaphor in number component phraseological units in English:

- *Double-edged sword*
- *One side of the coin*
- *Cloud nine*
- *One-armed bandit*
- *Between two fires*
- *Deep six*
- *Behind the eight ball*

Metaphor in number component phraseological units in Uzbek:

- *Biri ikki bo'lmoq*
- *Ishlari besh bo'lmoq*
- *Ikki o't orasida qolmoq*
- *Bir yostiqa bosh qo'ymoq*
- *O'n gulidan bir guli ochilmoq*
- *Yettinchi osmonda uchmoq*

Metonymy is replacing the concept with an associated term or using a part to represent the whole. In English and Uzbek there are numerous phraseological units with number components that are used as metonymy.

Metonymy in number component phraseological units in English:

- *Two heads are better than one*
- *Six feet under*
- *Nine-to-five job*
- *Four eyes*
- *Between two fires*
- *Six-figure salary*
- *Nine months (pregnancy)*
- *Dirty dozen*
- *Eight hours a day*
- *Unlucky thirteen*
- *Eightfold path*
- *Five senses*
- *A five-year plan*

Metonymy in number component phraseological units in Uzbek:

- *Besh qo'l barobar emas*
- *O'ttiz ikki tishini ko'rsatib kulmoq*
- *To'rt ko'z*
- *Bir boshga bir o'lim*
- *Bitta kalla- kalla, ikki kalla -tilla*

Number component phraseological units can include **hyperbole** (exaggeration) and they help to create stylistic effect in the context. There are several examples of phraseological units with number components in English and Uzbek that are used to emphasize scale, frequency, intensity and others. For example,

Hyperbole (Exaggeration) in number component phraseological units in English:

- *One in a million*
- *Nine times out of ten*
- *The whole nine yards*

- *Kill two birds with one stone- to succeed in achieving two things in a single action*
- *Tell somebody a thing or two*
- *Two thousand leagues under the sea*
- *Four corners of the Earth*
- *The whole nine yards*
- *One in a thousand*

Hyperbole (Exaggeration) in number component phraseological units in Uzbek:

- *Yuz marta eshitgandan bir marta ko'rgan afzal*
- *Yetti uxlab tushiga kirmagan*
- *Tili bir qarich:*
- *Ming urunmoq*
- *Yetti mahallaga jar solmoq*
- *Besh qo'lini og'ziga tiqmoq*
- *Qirq kechayu, qirq kunduz to'y qilmoq*
- *Birni ko'rgan mingni biladi*
- *Quvonchi bir olam*
- *Yettinchi osmonda uchmoq*
- *Bilagi zo'r birni yiqar, bilimi zo'r mingni*

Irony is the stylistic device that the use of words or expressions where literal meaning is the opposite of the intended meaning. There are several examples of phraseological units with number components in English and Uzbek that irony helps to create stylistic effect in different discourses.

Irony in number component phraseological units in English:

- *Two-faced compliments.*
- *Two wrongs don't make a right*
- *To have two strokes against one*
- *Tell somebody a thing or two*
- *Six of one, half a dozen of the other*

Irony in number component phraseological units in Uzbek:

- *Ikki oyog'ini bir etikka tiqmoq*
- *To'qqiz to'qilmagan, o'nta to'shilmagan*
- *Ikki yuzli inson*
- *Gapini ikki qilmoq*
- *Bir tiyinga qimmat*
- *Bir-birini ko'zini o'ymoq*

I. Usarov argues that **antithesis** juxtaposes contrasting ideas in parallel structures" (Usarov, 2025, 301). Analyzing number component phraseological units and

antithesis shows how numbers highlight moral, social, physical contrasts. For instance, there are several examples in Uzbek:

- *Oyning o'n beshi yorug', o'n beshi qorong'i*
- *Umrining yarmi ketib yarmi qolgan*
- *Bir oyog'i yerda bir oyog'i go'rda*

It is stated that **alliteration** is the stylistic device that the same consonant sounds repeated at the beginning or nearby words. The role of alliteration in number component phraseological units is crucial and it makes the more rhythmic, memorable, and impactful in English and Uzbek. There are several examples. For example, in English

- *Five-finger discount*
- *Sixth sense*

Examples of alliteration used in number component phraseological units in Uzbek:

- *Qirq yil qirg'in bo'lsa ham ajali yetgan o'ladi*
- *Sanamay sakkiz dema*
- *Oltovlon ola bo'lsa, og'zidagin oldirar. To'rtovlon tugal bo'lsa unmaganni undirar.*
- *To'qqizida bo'lmagan aql to'qsonida ham bo'lmas*
- *To'qqiz to'qilmagan, o'nta to'shilmagan*
- *Yetti yoshdan yetmish yoshgacha.*

In this article we analyzed 72 number component phraseological units in English and Uzbek collected from English and Uzbek phraseological dictionaries by several authors. and we classified them into stylistic devices, especially, metaphor, irony, metonymy, hyperbole, antithesis, alliteration.

Nº	Stylistic device	English	Uzbek	Total
1	Hyperbole	12.50%	15.28%	27.78%
2	Metonymy	18.06%	6.94%	25.00%
3	Metaphor	9.72%	8.33%	18.06%
4	Irony	6.94%	8.33%	15.28%
5	Alliteration	2.78%	5.56%	8.33%
6	Antithesis	0.00%	4.17%	4.17%

Table 1.

The selected number components phraseological units in English and Uzbek reveal a diverse application of stylistic devices. As illustrated in the table, hyperbole and metonymy are the most dominantly used stylistic devices in English and Uzbek. Metaphor and irony show relatively similar distribution in English and Uzbek. While antithesis is not recorded in the English examples (0%), it appeared in 4.17% of Uzbek phraseological units.

In conclusion, this study highlighted the stylistic potential of number component phraseological units in different discourses in

English and Uzbek, emphasizing the role of number component phraseological units and stylistic devices. The findings demonstrate analyzing number component phraseological units helps to understand the functions of phraseological units with number components through stylistic devices, such as metaphors, irony, hyperbole, alliteration, anaphora and others in different discourses in English and Uzbek. The findings of this study provide several evidence that stylistic potentials of number component phraseological units can serve as a tool for understanding the different discourses and contexts in English and Uzbek.

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Nutq akti nazariyasida illokutsiya hodisasining lingvopragmatik xususiyatlari

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Annotatsiya *Ushbu maqola nutq akti nazariyasi doirasida illokutsiya hodisasining lingvopragmatik xususiyatlarini tizimli va chuqur tahlil qilishga bag'ishlangan, hamda ilmiy tadqiqotlar va amaliy muloqot jarayonlarida pragmatik tahlil imkoniyatlarini kengaytiradi, samarali kommunikatsiya strategiyalarini ishlab chiqishga xizmat qiladi. Illokutsion aktlar nutq jarayonida nafaqat axborot uzatish vositasi, balki so'zlovchining kommunikativ niyatini ifodalash, suhbatdoshga ta'sir ko'rsatish va ma'lum pragmatik natijaga erishish mexanizmi sifatida talqin etiladi. Tadqiqotda illokutsion kuch tushunchasi, uning nutqiy kontekst, vaziyat, ishtirokchilarning ijtimoiy mavqei hamda madaniy omillar bilan chambarchas bog'liqligi atroflicha yoritiladi. Shuningdek, illokutsiya, implikatura va presuppozitsiya o'rtasidagi munosabatlar hamda ularning pragmatik effektlarga ta'siri alohida tahlil qilinadi. Maqolada nutq aktining asosiy tarkibiy qismlari – lokutsiya, illokutsiya va perlokutsiya – ularning funksional xususiyatlari va real kommunikativ vaziyatlardagi roli misollar asosida ko'rsatib beriladi. Muallif turli diskurs turlarida illokutsion ifodalar qanday ishlashini hamda ularning samaradorligini oshirishga xizmat qiluvchi kommunikativ strategiyalarni aniqlaydi. Tadqiqot natijalari lingvopragmatika va nutq akti nazariyasini boyitib, illokutsiya hodisasining tilshunoslikdagi nazariy va amaliy ahamiyatini yanada chuqurroq anglash imkonini beradi.*

Kalit so'zlar *Nutq akti, illokutsiya, lokutsiya, perlokutsiya, lingvopragmatika, kommunikativ niyat*

Лингвопрагматические особенности иллокьютивного феномена в теории речевого акта

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Аннотация *Данная статья посвящена всестороннему и углублённому анализу лингвопрагматических особенностей иллокьютивного феномена в рамках теории речевого акта. Иллокьютивные акты рассматриваются не только как средство передачи информации, но и как важный инструмент выражения коммуникативных намерений говорящего, воздействия на адресата и достижения прагматических целей. В исследовании подробно анализируется понятие иллокьютивной силы и её зависимость от речевого контекста, коммуникативной ситуации, социальных ролей участников общения и культурных норм. Особое внимание уделяется взаимодействию иллокьюции с импликатурой, пресуппозицией и различными прагматическими эффектами, возникающими в процессе коммуникации. В статье также рассматриваются основные структурные компоненты речевого акта – локьюция, иллокьюция и перлокьюция – и раскрываются их*

функциональные особенности в реальных речевых практиках. На основе теоретических положений и примеров показано, каким образом иллокутивные высказывания функционируют в различных типах дискурса и как можно повысить их коммуникативную эффективность. Результаты исследования вносят значительный вклад в развитие лингвопрагматики и теории речевых актов, расширяя научные представления о роли иллокутивного феномена в речевом поведении и социальном взаимодействии.

Ключевые слова Теория речевых актов, иллокуция, локуция, перлокуция, лингвопрагматика, коммуникативное намерение

Linguopragmatic features of the illocutionary phenomenon in speech act theory

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Annotation *This article presents an in-depth and systematic analysis of the linguopragmatic features of the illocutionary phenomenon within the framework of speech act theory. Illocutionary acts are examined not only as means of conveying propositional content, but also as essential mechanisms for expressing speakers' communicative intentions, influencing interlocutors, and achieving specific pragmatic goals. The study explores the concept of illocutionary force and highlights its dependence on contextual factors, communicative situations, social roles of participants, and culturally conditioned norms of interaction. Particular attention is given to the relationship between illocution, implicature, presupposition, and the pragmatic effects that emerge in discourse. The article further analyzes the core structural components of speech acts – locution, illocution, and perlocution – emphasizing their functional roles in real communicative practices. Through theoretical discussion and illustrative examples, the author demonstrates how illocutionary expressions operate across different types of discourse and how their effectiveness can be enhanced through appropriate communicative strategies. The findings of the research contribute to the development of linguopragmatics and speech act theory by offering well-grounded insights into the nature, function, and significance of illocutionary acts. Overall, the study deepens the understanding of how illocution shapes meaning, interaction, and successful communication in linguistic and pragmatic contexts.*

Keywords *Speech act theory, illocution, locution, perlocution, linguopragmatics, communicative intention*

Kirish

So'nggi yillarda tilshunoslikda til birliklarini faqat formal-struktur jihatdan emas, balki ularning nutqiy faoliyatdagi vazifasi va

pragmatik imkoniyatlari asosida o'rganishga bo'lgan qiziqish kuchayib bormoqda. Shu nuqtayi nazardan, nutq akti nazariyasi lingvopragmatikaning muhim nazariy

poydevorlaridan biri hisoblanadi. Ushbu nazariyada illokutsiya hodisasi nutqning maqsadga yo'naltirilganligini ifodalovchi asosiy komponent sifatida alohida ahamiyat kasb etadi.

Nutq akti nazariyasining shakllanishi va rivoji. Til – bu faqat aloqa vositasi emas, balki inson tafakkurining ijtimoiy aksidir. XX asrning ikkinchi yarmidan boshlab tilshunoslikda kommunikativ yondashuvlar, jumladan, pragmatika va nutq akti nazariyasi faol rivojlandi. Nutq akti nazariyasi ingliz faylasufi J.L. Ostin va amerikalik olim J. Searle tomonidan shakllantirildi. Ularning fikricha, har bir nutqiy bayonot nafaqat ma'no, balki maqsad va niyatni ham ifodalaydi. Nutq akti nazariyasiga asoschilaridan biri ingliz faylasufi J.L. Ostinning fikriga ko'ra, nutq faqat axborot yetkazish emas, balki amalga oshirilayotgan harakatdir. Ostin nutq aktini uch darajada ko'rib chiqadi:

1. *Lokutsion akt* – grammatik va semantik jihatdan shakllangan gap;
2. *Illokutsion akt* – nutq egasining kommunikativ maqsadi;
3. *Perlokutsion akt* – tinglovchiga ko'rsatilgan ta'sir.

Mazkur uchlikda illokutsiya nutqning pragmatik yadrosi sifatida namoyon bo'ladi.

Illokutsiya hodisasining mohiyati. Illokutsiya — bu nutq egasining muayyan gap orqali ijtimoiy-kommunikativ harakatni amalga oshirishidir. Buyruq berish, iltimos qilish, ogohlantirish, va'da berish, maslahat berish kabi harakatlar illokutsion aktlar sirasiga kiradi.

Masalan: Bugun juda sovuq. Mazkur gap kontekstga qarab: iltimos, shikoyat, ogohlantirish ma'nolarini anglatishi mumkin. Bu holat illokutsiyaning bevosita semantik mazmundan tashqarida, pragmatik omillar orqali shakllanishini ko'rsatadi.

Illokutsiyaning lingvopragmatik xususiyatlari.

1. Kommunikativ niyat bilan bog'liqligi.

Illokutsion akt nutq egasining ongli ravishda belgilangan maqsadiga asoslanadi. Nutq jarayonida aynan shu niyat gapning funksional yo'nalishini belgilaydi.

2. Kontekstual shartlanganlik.

Nutq akti nazariyasi va illokutsiya tushunchasi

Nutq akti nazariyasiga ko'ra, har bir nutqiy harakat uch tarkibiy qismdan iborat: lokutsion, illokutsion va perlokutsion. Lokutsion akt – bu gapning so'zlash harakati, ya'ni til birliklarini talaffuz qilish jarayoni; illokutsion akt – so'zlovchining maqsadi va niyati; perlokutsion akt esa tinglovchiga ko'rsatilgan ta'sirdir.

1.1. Nutq akti nazariyasi (Speech Act Theory)

Nutq akti nazariyasi – bu tilshunoslikning bir yo'nalishi bo'lib, tilni nafaqat ma'lumot uzatish vositasi, balki harakat qilish vositasi sifatida o'rganadi. Asosiy nazariyotchilar: J.L. Austin (1962) va John Searle (1969).

Austin nutq akti nazariyasi yuzasidan quyidagi asosiy fikrlarni keltiradi:

- Nutq faqat so'zlarni bir-biriga bog'lab aytish emas, balki harakatdir.
- U nutqni 3 turga ajratadi:

1. Lokutsion akt (Locutionary act)

- So'zlarni aytish, ularning ma'nosini etkazish.
- Misol: "Bugun havo issiq." → faqat ma'lumot berish.

2. Illokutsion akt (Illocutionary act)

- Gapiruvchi tomonidan amalni bajarish niyati.
- Misol: "Derazani yoping!" → bu buyruqni bildiradi.

3. Perlokutsion akt (Perlocutionary act)

- Tinglovchi harakat yoki fikrini o'zgartiradi.
- Misol: Tinglovchi derazani yopadi → buyruq samarasi.

Qisqa qilib aytganda: lokutsiya – aytish, illokutsiya – bajarish niyati, perlokutsiya – natija.

1.2. Illokutsiya tushunchasi

Illokutsiya – bu nutq orqali amalga oshiriladigan harakat.

Illokutsiya orqali gapiruvchi:

- Buyruq beradi
- Maslahat beradi
- Va'da qiladi
- Hissiyot bildiradi

- Qaror qabul qiladi

Illokutsiyaning xususiyatlari:

1. *Intentsiya* – gapiruvchi nima qilmoqchi.
2. *Ijtimoiy vaziyat* – tinglovchi bilan munosabat.
3. *Lingvistik vositalar* – soʻzlar va iboralar illokutsiyaning ifodalaydi.

Illokutsiyaning turlari (Searle, 1969):

1. *Bayon etuvchi* (Assertive / Representative) – faktning bildiradi.
 - "Bugun yomg'ir yog'adi."
2. *Buyruq* (Directive) – tinglovchidan harakat talab qiladi.
 - "Derazani yoping."
3. *Va'da / Majburiyat* (Commissive) – gapiruvchi o'z harakatini va'da qiladi.
 - "Ertaga sizga yordam beraman."
4. *Hissiy ifodalovchi* (Expressive) – his-tuyg'ularni bildiradi.
 - "Sizni ko'rib xursandman!"
5. *Deklarativ* (Declaration) – ijtimoiy holatni o'zgartiradi.
 - "Sizni ishga qabul qilaman."

Lingvopragmatik aspekt:

Illokutsiya kuchi faqat so'zga emas, balki:

- Kontekst
- Ijtimoiy munosabat
- Intonatsiya
- Madaniyat, kabi omillarga bog'liq.

Nutq akti nazariyasi nutqni harakat sifatida o'rganadi. Illokutsiya – nutq orqali amalga oshiriladigan ijtimoiy harakat. Har bir illokutsiya lingvopragmatik omillar orqali kuchini oshiradi yoki kamaytiradi.

Illokutsiya kuchi va uning lingvopragmatik omillari

Illokutsion kuch (illocutionary force) tushunchasi pragmatik tahlilda muhim o'rin tutadi. U so'zlovchining niyatini amalga oshirish darajasini bildiradi. Har bir nutq akti ijtimoiy kontekst, tinglovchi bilan munosabat va madaniy konvensiyalar ta'sirida shakllanadi.

2.1. Illokutsiya kuchi tushunchasi

Illokutsiya kuchi (Illocutionary Force) – bu so'z yoki iboraning bajaradigan nutqiy harakatining kuchi yoki samaradorligidir. Nutqiy aktlarda so'zlar faqat ma'lumot berish

(lokutsiya) emas, balki ma'lum harakatni bajarish (illokutsiya) vositasi ham hisoblanadi.

Masalan:

- "Derazani yoping!" – bu buyruq (komanda) illokutsiya kuchiga ega.
- "Siz kech qoldingiz" – bu bayon etish, shuningdek tanqid yoki mulohaza bildirish illokutsiyasiga ega bo'lishi mumkin.

Illokutsiya kuchi nutq aktining ijtimoiy ta'sir ko'rsatish darajasi bilan bog'liq: u tinglovchining xatti-harakatini, qarorini yoki his-tuyg'ularini o'zgartiradi.

2.2. Illokutsiya kuchining turlari

J. Searle (1969) ga ko'ra, illokutsiyalar quyidagi asosiy turlarga bo'linadi:

1. *Bayon etuvchi* (Assertives/Representatives)
 - Fakt, fikr yoki voqelikni tasdiqlaydi.
 - Masalan: "Bugun havo issiq."
2. *Buyruq* (Directives)
 - Tinglovchidan ma'lum harakatni talab qiladi.
 - Masalan: "Kitobni olib kel."
3. *Va'dalar* (Commissives)
 - Nutq so'zlovchi o'z harakatini va'da qiladi.
 - Masalan: "Ertaga sizga yordam beraman."
4. *Tuyg'u ifodalovchi* (Expressives)
 - Hissiyot va kayfiyatni bildiradi.
 - Masalan: "Sizni ko'rib xursandman!"
5. *Deklarativlar* (Declarations)
 - Ijtimoiy haqiqatni o'zgartiradi.
 - Masalan: "Sizni xonaga qabul qilaman."

Illokutsiya kuchi bu turdagi illokutsiyaning amaliy samaradorligi bilan o'lchanadi – ya'ni tinglovchi so'zlovchi niyatiga muvofiq harakat qiladi yoki qilmaydi.

2.3. Lingvopragmatik omillar

Illokutsiya kuchi faqat grammatik va leksik vositalarga emas, balki lingvopragmatik kontekstga ham bog'liq. Asosiy omillar:

1. *Nutq konteksti*
 - Voqea, joy, vaqt, ijtimoiy vaziyat illokutsiya samaradorligini belgilaydi.

2. So'z tanlovi

- Sof buyruq ("Qiling!") yoki yumshoq iltimos ("Iltimos, qilsangiz") illokutsiya kuchini o'zgartiradi.

3. Ijtimoiy nisbati

- Gapiruvchi va tinglovchi o'rtasidagi status, yaqinlik, madaniyat illokutsiya kuchini oshirishi yoki kamaytirishi mumkin.

4. Paralingvistik vositalar

- Intonatsiya, ovoz balandligi, pauzalar so'zning illokutsion samaradorligini oshiradi.

5. Pragmatik maqom

- Madaniyat va muloqot odatlari, masalan, rasmiy yoki norasmiy nutq illokutsiya kuchini belgilaydi.

Masalan:

1. Buyruq illokutsiyasi:

- "Derazani yoping!" → kuchi yuqori (to'g'ridan-to'g'ri).
- "Agar xohlasang, derazani yopishing mumkin." → kuchi past (yumshoq).

2. Bayon etuvchi illokutsiya:

- "Bugun yomg'ir yog'adi." → kuchi o'rta, chunki tinglovchining harakatiga bevosita ta'sir qilmaydi
- Illokutsiya kuchi – nutqning tinglovchiga ta'sir qilish darajasi.
- U lingvistik vositalar va pragmatik omillar (kontekst, ijtimoiy nisbati, intonatsiya) orqali belgilanadi.
- Tinglovchi nutqni qanday qabul qilishi va unga javob berishi illokutsiya kuchini oshiradi yoki kamaytiradi.

Illokutsiyaning lingvopragmatik tahlili.

Lingvopragmatika – bu tilning nutqdagi ijtimoiy va kontekstual ma'nosini o'rganadi. Shuning uchun illokutsiyani tahlil qilishda biz nafaqat grammatik jihatga, balki pragmatik kontekstga ham e'tibor beramiz. Tahlil qilinadigan asosiy omillar:

1. Nutq akti turi

- Misol: buyruq, va'da, bayon etish, hissiyot ifodalash.

2. Illokutsiya kuchi (illocutionary force)

- So'zning tinglovchi ustida qanday ta'sir ko'rsatishi: kuchli, o'rta, yumshoq.

3. Lingvistik vositalar

- So'zlar, iboralar, modal so'zlar ("iltimos", "lozim", "mumkin") illokutsiyani kuchaytiradi yoki kamaytiradi.

4. Kontekstual omillar

- Joy, vaqt, voqea, suhbatdoshlarning ijtimoiy mavqei.

5. Paralingvistik vositalar

- Intonatsiya, ovoz balandligi, pauzalar.

6. Madaniy va ijtimoiy normativlar

- Masalan, rasmiy nutqda buyruqlar yumshoq iboralar bilan ifodalanadi.

Amaliy qo'llanishi

Illokutsiyaning amaliy qo'llanishi turli sohalarda yuz beradi:

a) Til o'qitishda

- Talabalarni nutq aktlarini ajratib o'rgatish: buyruq, so'rov, va'da.
- Misol: "Derazani yoping" → buyruq
- "Siz derazani yopishingiz mumkinmi?" → yumshoq buyruq / iltimos

b) Biznes va muloqot

- E-mail va rasmiy xatlarda illokutsiya kuchi va yumshoqlikni nazorat qilish.
- Misol: "Iltimos, hisobotni yuboring" → iltimos, yumshoq buyruq
- "Hisobotni yuborishingiz lozim" → kuchliroq, rasmiy buyruq

c) Tarbiya va psixologiya

- Nutqning tinglovchi psixologiyasiga ta'sirini o'rganish.
- Masalan, motivatsion gaplar yoki maslahatlar illokutsiya kuchini oshiradi.

d) Tilshunoslik va tarjima

- Har bir illokutsiya turini boshqa tilga o'tkazishda lingvopragmatik nuanslar saqlanishi kerak.
- Misol: ingliz tilidagi "Could you pass me the salt?" → o'zbekchada "Tuzni uzatsangiz bo'ladimi?" (yumshoq iltimos)

Amaliy tahlil misoli

Nutq: "Iltimos, derazani yoping, havo juda issiq."

1. *Illokutsiya turi*: Buyruq / iltimos
2. *Illokutsiya kuchi*: O'rta, yumshoq (so'z: "iltimos")
3. *Kontekst*: Suhbatdosh yaqin, norasmiy vaziyat
4. *Paralingvistik vosita*: Yumshoq intonatsiya
5. *Natija*: Tinglovchi derazani yopadi yoki qilmaydi.

Lingvopragmatik tahlil nutqdagi so'zlar, kontekst, madaniyat va tinglovchi munosabatini hisobga oladi. Amaliy qo'llanishi: ta'lim, biznes, psixologiya, tarjima, kommunikatsiya samaradorligini oshirish. Tahlil orqali so'zning ta'sir kuchi va samaradorligi aniqlanadi, nutqni ijtimoiy jihatdan samarali qilish mumkin. Lingvopragmatika nuqtai nazaridan, illokutsiya tahlili kommunikativ kompetensiyani baholashda, chet tillarni o'qitishda va madaniyatlararo muloqotda muhim ahamiyatga ega. Illokutsiya hodisasi nutq akti nazariyasining eng muhim komponentlaridan biridir. U so'zlovchining niyatini, muloqot maqsadini va ijtimoiy munosabatlarni belgilaydi.

Xulosa

Nutq akti nazariyasi doirasida illokutsiya hodisasi tilning faqat semantik tuzilmasini emas, balki uning ijtimoiy, pragmatik va kommunikativ imkoniyatlarini ochib beruvchi muhim fenomen sifatida namoyon bo'ladi. Illokutsiya nutqiy faoliyatda gapiruvchining maqsadi, niyati va ijtimoiy pozitsiyasini ifodalab, til birliklarining real kommunikativ muhitdagi funksional samaradorligini belgilaydi. Shu bois illokutsiya hodisasi lingvopragmatik jihatdan tahlil qilinishi zarur bo'lgan murakkab va ko'p qatlamli jarayon hisoblanadi.

Tadqiqot shuni ko'rsatadiki, illokutsion aktlar faqat grammatik shakl yoki leksik birliklar bilan chegaralanmay, kontekst, ijtimoiy munosabatlar, madaniy me'yorlar hamda paralingvistik omillar bilan uzviy bog'liq holda yuzaga chiqadi. Bir xil lokutsion ifoda turli pragmatik vaziyatlarda turlicha illokutsion kuch kasb etishi mumkinligi nutq aktlarining dinamik va moslashuvchan tabiatini tasdiqlaydi. Demak, illokutsiya kuchi nutq ishtirokchilari o'rtasidagi ijtimoiy masofa, status, kommunikativ maqsad va muloqot sharoitiga qarab o'zgarib boradi.

Illokutsiyaning lingvopragmatik xususiyatlari nutqning ta'sirchanlik darajasini, ya'ni tinglovchi ongida qanday reaksiyalar paydo bo'lishini belgilaydi. Buyruq, iltimos, maslahat yoki va'da kabi nutqiy aktlarning samaradorligi ko'pincha ularning qanday shaklda, qaysi kontekstda va qanday intonatsiyada ifodalanishiga bog'liq bo'ladi. Shu nuqtai nazardan, illokutsiya hodisasi muloqotning muvaffaqiyatli yoki muvaffaqiyatsiz kechishini belgilovchi markaziy omil sifatida e'tirof etiladi.

Shuningdek, illokutsiyaning lingvopragmatik tahlili til o'qitish, tarjima nazariyasi, diskurs tahlili va kasbiy muloqot kabi amaliy sohalar uchun muhim nazariy asos yaratadi. Nutq aktlarini to'g'ri anglash va ulardan ongli foydalanish kommunikativ kompetensiyani rivojlantirishga, madaniyatlararo muloqotda pragmatik xatolarning oldini olishga xizmat qiladi.

Xulosa qilib aytganda, nutq akti nazariyasida illokutsiya hodisasi tilni ijtimoiy harakat vositasi sifatida talqin etishga imkon beruvchi muhim lingvopragmatik kategoriya hisoblanadi. U til va jamiyat, shakl va ma'no, niyat va ta'sir o'rtasidagi murakkab munosabatlarni yoritib, zamonaviy tilshunoslik tadqiqotlarida dolzarb va istiqbolli yo'nalishlardan biri sifatida o'z ahamiyatini saqlab qolmoqda.

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Kompyuter lingvistikasida tibbiyot hujjatlari va ularning lingvistik xususiyatlarining ahamiyati

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Annotatsiya Zamonaviy sog'liqni saqlash tizimlarida tibbiy hujjatlar klinik qaror qabul qilish, davolash jarayonini rejalashtirish va boshqarish, shuningdek ilmiy-tadqiqot faoliyatini tashkil etishda muhim axborot manbasi hisoblanadi. Raqamli tibbiyot va elektron sog'liqni saqlash tizimlarining jadal rivojlanishi natijasida tibbiy hujjatlar hajmi, shakli va mazmuniy murakkabligi sezilarli darajada oshib bormoqda. Biroq ushbu hujjatlarning lingvistik xususiyatlari, jumladan ularning ko'pincha strukturasiz bo'lishi, terminologik jihatdan yuqori zichlikka ega ekanligi, qisqartmalar va professional birliklarning keng qo'llanilishi hamda kontekstga kuchli bog'liqligi ularni avtomatik qayta ishlash jarayonida jiddiy muammolarni yuzaga keltiradi. Bu holat, ayniqsa resurslari cheklangan tillar, xususan o'zbek tili uchun dolzarbdir. Mazkur maqolada o'zbek tilidagi tibbiy hujjatlarning lingvistik xususiyatlari kompyuter lingvistikasi nuqtayi nazaridan tizimli tahlil qilinadi. Tadqiqot natijalari tibbiy matnlarning asosiy muammolarini aniqlash, ularni avtomatik qayta ishlash imkoniyatlarini baholash va o'zbek tilidagi tibbiy hujjatlar uchun maxsus soha-yo'naltirilgan til modellarini ishlab chiqish zarurligini ilmiy jihatdan asoslashga qaratilgan. Ushbu yondashuvlar kelgusida milliy sog'liqni saqlash axborot tizimlarida samarali, xavfsiz va ishonchli tibbiy NLP yechimlarini yaratishga xizmat qiladi va amaliy tatbiq etilishiga zamin yaratadi.

Kalit so'zlar Tibbiy hujjatlar, lingvistik xususiyatlar, o'zbek tili, kompyuter lingvistikasi, tibbiy NLP

Значение медицинских документов и их лингвистических особенностей в компьютерной лингвистике

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Аннотация В современных системах здравоохранения медицинская документация является важным источником информации для принятия клинических решений, планирования и управления процессом лечения, а также организации научно-исследовательской деятельности. В результате стремительного развития цифровой медицины и электронных систем здравоохранения объем, форма и содержательная сложность медицинских документов существенно возрастают. Однако лингвистические особенности таких документов, в частности их часто неструктурированный характер, высокая терминологическая насыщенность, широкое использование сокращений и профессиональных единиц, а также сильная контекстуальная зависимость, создают серьезные трудности в процессе их автоматической обработки. Данная проблема особенно актуальна для языков с ограниченными ресурсами, в том числе узбекского языка. В настоящей статье лингвистические особенности

медицинских документов на узбекском языке системно анализируются с позиций компьютерной лингвистики. Результаты исследования направлены на выявление основных проблем медицинских текстов, оценку возможностей их автоматической обработки и научное обоснование необходимости разработки специализированных, ориентированных на предметную область языковых моделей для медицинской документации на узбекском языке. Предлагаемые подходы создают основу для разработки эффективных, безопасных и надежных решений медицинского NLP в национальных информационных системах здравоохранения и их практического внедрения.

Ключевые слова

Медицинская документация, лингвистические особенности, узбекский язык, компьютерная лингвистика, медицинский NLP

The importance of medical documents and their linguistic features in computational linguistics**Sharipova Rano Akmalovna**sharipovarano2004@gmail.com

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Annotation

In modern healthcare systems, medical documentation serves as a crucial source of information for clinical decision-making, planning and management of treatment processes, as well as for the organization of research activities. As a result of the rapid development of digital medicine and electronic healthcare systems, the volume, format, and semantic complexity of medical documents have increased significantly. However, the linguistic characteristics of such documents, including their frequent lack of structure, high terminological density, extensive use of abbreviations and professional expressions, and strong context dependency, pose serious challenges for automatic processing. This issue is particularly relevant for low-resource languages, including Uzbek. This article provides a systematic analysis of the linguistic features of Uzbek-language medical documents from the perspective of computational linguistics. The findings aim to identify the key challenges inherent in medical texts, assess the feasibility of their automatic processing, and provide a scientific justification for the development of specialized, domain-oriented language models for Uzbek medical documentation. These approaches contribute to the creation of effective, secure, and reliable medical NLP solutions for national healthcare information systems and support their practical implementation.

Keywords

Medical documents, linguistic characteristics, Uzbek language, computational linguistics, medical NLP

Kirish

O'zbekistonda raqamli texnologiyalar, sun'iy intellekt va til resurslarini rivojlantirish

masalalariga davlat miqyosida alohida e'tibor qaratilmoqda. Garchi kompyuter lingvistikasi sohasini bevosita tartibga soluvchi maxsus

qonunlar hali to'liq shakllanmagan bo'lsa-da, sun'iy intellekt va raqamli til resurslari bilan bog'liq umumiy huquqiy mexanizmlar bosqichma-bosqich joriy etilmoqda. Mazkur jarayon kompyuter lingvistikasi texnologiyalarini tizimli, mas'uliyatli va milliy manfaatlariga mos tarzda rivojlantirish uchun muhim normativ asos yaratmoqda.

Bu hujjatlar nafaqat umumiy AI siyosatini belgilaydi, balki til resurslari va etik me'yorlarni shakllantirishda ham yo'naltiruvchi rol o'ynaydi.

1. "Sun'iy intellektni qo'llash orqali yuzaga keladigan munosabatlarni tartibga soluvchi qonun" – O'zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasi tomonidan 15-aprel 2025-yilda birinchi o'qishda qabul qilingan va keyinchalik uchinchi o'qishda ma'qullangan qonun loyihasi sun'iy intellektni huquqiy tartibga solish uchun asosiy hujjat sifatida shakllanmoqda. U qonunchilik darajasida AI tushunchasini belgilaydi, davlat siyosatining asosiy yo'nalishlarini va maxsus vakolatli organning vazifalarini ko'zda tutadi. Shuningdek, sun'iy intellektdan foydalangan holda yaratilgan axborot resurslarini belgilash (markirovka) va shaxsiy ma'lumotlarga noqonuniy ishlov berishga qarshi javobgarlikni belgilashni maqsad qiladi.
2. "Sun'iy intellektni qo'llash orqali yuzaga keladigan munosabatlarni tartibga soluvchi qonun"ning uchinchi o'qishda ma'qullanishi – 12-avgust 2025-yilda O'zbekiston Respublikasi Oliy Majlisi tomonidan ushbu qonun loyihasi uchinchi o'qishda ham ma'qullangan bo'lib, unda AI tizimlaridan foydalanishda inson huquqlari, shaxsiy ma'lumotlarni himoya qilish va axborot tizimlarida AI qo'llash uchun umumiy huquqiy asoslar belgilandi. Bu hujjat AI texnologiyalarini boshqarish bo'yicha normativ bazaning shakllanishida katta qadam hisoblanadi.
3. "AI ishlab chiqish va qo'llash etikasining tamoyillari" (Rules and principles of ethics

in the development and use of AI) – 3-dekabr 2025-yilda Prezident qarori bilan tasdiqlanishi rejalashtirilgan hujjat sun'iy intellektni ishlab chiqish jarayonida axloqiy tamoyillar – mas'uliyat, shaffoflik, adolat, diskriminatsiyaga qarshi me'yorlar, ma'lumotlarni himoya qilish va inson huquqlarini hurmat qilishni belgilaydi. Bu hujjat AI tizimlarining insonxohlik tamoyillariga mos ravishda ishlab chiqilishi uchun muhim etik mexanizm hisoblanadi.

4. "AI sohasida davlat strategiyasi" (Strategy for the Development of Artificial Intelligence Technologies until 2030) – Prezident tomonidan tasdiqlangan strategik hujjat bo'lib, 2024-yilda sun'iy intellekt texnologiyalarini rivojlantirish bo'yicha uzoq muddatli yo'l xaritasi sifatida qabul qilingan. Ushbu strategiya AI ekotizimini shakllantirish, milliy til resurslarini yaratish va raqamli kompetensiyalarni oshirishga yo'naltirilgan.
5. Milliy til korpusi va raqamli til resurslarini shakllantirish tashabbuslari O'zbekistonning til resurslarini raqamlashtirishga qaratilgan tashabbuslar bo'yicha milliy til korpusi va boshqa resurslar yaratilmoqda. Bu jarayon o'zbek tilida ilmiy tadqiqotlar, NLP modellar va kompyuter lingvistikasi uchun zarur infratuzilmaviy asos bo'lib xizmat qiladi (masalan, Milliy til korpusi haqida loyiha va platformalar). Bu hujjatlar bevosita qonun bo'lmasa ham, tillarni raqamlashtirish va resurslar yaratish bo'yicha davlat darajasidagi qarorlar sifatida ilmiy maqolalarda qayd etilishi mumkin.

Bugungi kunda sog'liqni saqlash tizimlarining raqamlashtirilishi natijasida katta hajmdagi tibbiy matnlar shakllanmoqda. Klinik yozuvlar, tashxis xulosalari, epikrizlar, laboratoriya natijalari hamda dori vositalariga oid hujjatlar shifokorlar va tibbiyot mutaxassislari faoliyatining ajralmas qismiga

aylangan. Ushbu hujjatlar nafaqat amaliy tibbiyotda, balki tibbiy axborot tizimlari, sun'iy intellekt va qaror qabul qilishni qo'llab-quvvatlovchi tizimlarda ham muhim ahamiyat kasb etadi.

Tabiiy tilni qayta ishlash (Natural Language Processing – NLP) texnologiyalarining rivojlanishi tibbiy hujjatlarni avtomatik tahlil qilish imkoniyatlarini kengaytirmoqda. Biroq tibbiy matnlar umumiy til matnlariga nisbatan murakkab bo'lib, ular yuqori darajadagi terminologik zichlik, qisqartmalar, kontekstga bog'liq ma'nolar va notekis sintaktik tuzilmalarga ega. Bu holat ayniqsa o'zbek tili kabi resurslari cheklangan tillar uchun dolzarb muammo hisoblanadi.

Mazkur maqolaning maqsadi – o'zbek tilidagi tibbiy hujjatlarning lingvistik xususiyatlarini aniqlash va ularning til modellari yordamida avtomatik qayta ishlashga ta'sirini ilmiy jihatdan tahlil qilishdan iborat.

Adabiyotlar sharhi

Tibbiy hujjatlar tilini qayta ishlash masalasi xalqaro miqyosda kompyuter lingvistikasi va sun'iy intellektning muhim yo'nalishlaridan biri sifatida shakllangan. Tadqiqotlar shuni ko'rsatadiki, tibbiy matnlar umumiy til korpuslariga nisbatan sezilarli darajada murakkab bo'lib, ularning lingvistik tabiati maxsus yondashuvlarni talab etadi.

Tibbiy matnlarni qayta ishlash bo'yicha asosiy konsept va muammolarni tizimli ko'rsatgan keng qamrovli sharhlar mavjud. NLM (National Library of Medicine (AQSh Milliy tibbiyot kutubxonasi)) tomonidan tashkil etilgan va klinik NLP rivojiga bag'ishlangan ishlar tibbiy matnlarning strukturasizligi, kontekstga bog'liqligi va terminologik murakkabligini dastlabki va asosiy muammolar sifatida belgilaydi; shuningdek, klinik NLP tadqiqotlari uchun annotatsiyalangan korpuslar va soha resurslarning zarurligi qayd etilgan (NLM).

Friedman va hamkorlari klinik matnlarning asosiy xususiyatlari sifatida strukturasiz yozuvlar, qisqartmalar, terminologik zichlik va kontekstga kuchli

bog'liqlikni ko'rsatadi. Ularning tadqiqotlarida klinik hujjatlar ko'pincha to'liq gaplardan iborat bo'lmasligi, balki fragmentar iboralar shaklida ifodalanishi ta'kidlanadi. Bu holat avtomatik sintaktik tahlil va semantik interpretatsiyani murakkablashtiradi (Friedman, 1995).

So'nggi yillarda transformer arxitekturasiga asoslangan til modellari tibbiy NLP sohasida sezilarli natijalarga erishdi. Lee va boshqalar tomonidan taklif etilgan BioBERT modeli tibbiy terminologiya bilan boyitilgan korpuslarda oldindan o'qitish orqali umumiy BERT modeliga nisbatan yuqori samaradorlikni namoyon etdi. (Lee J et al. 2020) Shuningdek, ClinicalBERT modeli klinik yozuvlar bilan ishlashda kontekstual tushunishni yaxshilashga qaratilgan (Alsentzer et al., 2019).

Domain-adaptatsiya (umumiy maqsad uchun o'qitilgan til modelini muayyan soha matnlariga moslashtirish jarayoni) va oldindan o'qitilgan modellarning samarasi. Soha uchun mo'ljallangan oldindan o'qitilgan transformer modellar (domain-adapted PLM) – BioBERT, ClinicalBERT kabi yondashuvlar tibbiy vazifalarda an'anaviy BERT modellaridan ancha yuqori natija ko'rsatgan. BioBERT asosan bio-matnlarga (ilmiy maqolalar, PubMed) pre-training orqali soha tilini yaxshiroq egallagani aniqlangan; ClinicalBERT esa klinik yozuvlar ustida fine-tuning va pretraining orqali kasalxona yozuvlariga moslashtirilgan embeddinglar taqdim etadi. Ushbu ishlar domain-adaptatsiyaning muhimligini va tibbiy matnlar uchun maxsus pretraining zarurligini ko'rsatadi.

Past-resursli tillar va ularning xususiyatlari. So'nggi yillarda past-resursli (low-resource) tillar bo'yicha olib borilgan tadqiqotlar – ham metodologik, ham amaliy jihatdan – til resurslari, annotatsiya standartlari va terminologik normallashtirishning yetishmasligi modellarning samaradorligini pasaytirishini ko'rsatadi. (Adelani et al., 2021) O'zbek tiliga xos vaziyatda morfologik va sintaktik xususiyatlari, turli dialekt va yozuv variantlari hamda terminlarning ruscha va

lotincha shakllari boshqacha qiyinchiliklar tug'diradi; shu sababli umumiy inglizcha modellar bevosita o'zbek tibbiy matnlarida yaxshi ishlamaydi (Tsarfaty et al., 2020).

O'zbek tilidagi korpus va resurslar holati. O'zbekiston va turkiy olimlar tomonidan so'nggi yillarda o'tkazilgan korpus yaratuvchi loyihalar (milliy va ta'limiy korpuslar, morfologik/sintaktik teglar) o'zbek NLP fondini boyitmoqda, lekin tibbiy soha uchun maxsus annotatsiyalangan korpuslar va ontologiyalar yetarli emas. CEUR va mahalliy ishlarda morfologik va sintaktik teglar yaratish bo'yicha tajriba va tavsiyalar mavjud; shuningdek milliy korpus yaratish bo'yicha hisobot va metodologik maqolalar chiqmoqda – bular kelajakda tibbiy korpuslar yaratishga asos bo'la oladi.

Soha-adaptatsiyalangan modellar (BioBERT/ClinicalBERT va ularning ochiq implementatsiyalari) COVID-19 va boshqa klinik misollarda NER, QA va klinik ma'lumotni ajratishda sezilarli yutuq ko'rsatdi; shu tajribalar O'zbek tilida ham pretraining + fine-tuning yondashuvini qo'llash samarali bo'lishini taxmin qilishga asos beradi. Bundan tashqari, past-resursli sharoit uchun transfer learning, multilingual training va subword tokenizatsiyaga asoslangan strategiyalar tavsiya etiladi.

Adabiyotlar tahlili orqali quyidagilar aniqlandi:

- o'zbek tibbiy matnlarining aniq lingvistik razmerini o'lchash uchun annotatsiyalangan, turli janrlarni qamragan korpus mavjud emas;
- statistik va neyron modellarni qo'llash uchun terminologik lug'at va qisqartmalar jamlanmasining yetishmasligi;
- vaqt, voqea va sabab-oqibat munosabatlarini aniqlovchi modellar uchun pragmatik va diskurs resurslarining zaif.

Ushbu bo'shliqlarni to'ldirish maqsadida maqolamizda tavsiya qilingan metodologik qadamlar (korpus yaratish, annotatsiya

sxemalari, terminologik xaritalash) amaliy va ilmiy jihatdan dolzarb.

Biroq ushbu modellar asosan ingliz tilidagi yirik annotatsiyalangan korpuslarga tayangan holda ishlab chiqilgan. Adelani va hamkorlari tomonidan olib borilgan tadqiqotlarda past resursli tillarda NLP vazifalarining asosiy muammolari sifatida ma'lumotlar tanqisligi, terminologik nomuvofiqlik va lingvistik normalarning yetarli darajada shakllanmaganligi ko'rsatiladi. Bu holat o'zbek tili uchun ham dolzarb hisoblanadi.

Turkiy tillar kontekstida olib borilgan ayrim tadqiqotlar tibbiy terminologiyaning ko'p variantlilik va o'zlashma birliklarning ustunligini qayd etadi. O'zbek tilidagi tibbiy matnlarda lotincha va ruscha terminlarning parallel qo'llanilishi, shuningdek, qisqartmalarning standartlashmaganligi kuzatiladi. Bu esa til modellari uchun leksik va semantik noaniqliklarni yuzaga keltiradi.

O'zbek tili bo'yicha mavjud ilmiy ishlarda asosan umumiy NLP vazifalari – morfologik tahlil, mashinali tarjima va matn tasnifi masalalari yoritilgan. Tibbiy hujjatlarning lingvistik xususiyatlariga bag'ishlangan maxsus tadqiqotlar esa juda cheklangan. Shu sababli, o'zbek tilidagi tibbiy hujjatlarni lingvistik jihatdan tizimli tahlil qilish va ularni til modellari nuqtayi nazaridan baholash muhim ilmiy bo'shliqni to'ldirishga xizmat qiladi.

Mazkur maqola aynan shu bo'shliqni qisman to'ldirishni maqsad qilib, o'zbek tilidagi tibbiy hujjatlarning lingvistik xususiyatlarini xalqaro tibbiy NLP tadqiqotlari kontekstida tahlil qiladi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda sifat (qualitative) tahlil metodologiyasi qo'llanildi. Tahlil uchun ochiq manbalardan olingan o'zbek tilidagi tibbiy hujjatlar tanlab olindi. Jumladan:

- dori vositalariga oid yo'riqnomalar;
- tibbiy tavsiyalar va klinik ko'rsatmalar;
- shifokorlarning bemor haqidagi kundalik yozuvlari va kasallik tarixlari;

- tibbiy tekshiruvlar yakunida beriladigan xulosalar;
- tibbiyot sohasidagi ilmiy maqolalar;
- klinik tadqiqot hujjatlari va statistik hisobotlar;
- anonimlashtirilgan klinik yozuv namunalari.

Matnlar quyidagi lingvistik mezonlar asosida tahlil qilindi:

- leksik xususiyatlar;
- terminologik birliklar;
- sintaktik tuzilmalar;
- kontekst va diskurs darajasi.

Tahlil natijalari tibbiy til modellarini ishlab chiqishda hisobga olinishi zarur bo'lgan lingvistik omillarni aniqlashga qaratildi.

Tibbiyot hujjatlarining lingvistik tahlili

O'zbek tilidagi tibbiy hujjatlar mazmuni, funksiyasi va yozilish shakliga ko'ra bir necha asosiy guruhlariga ajratilishi mumkin. Ushbu tasnif tibbiy matnlarni avtomatik qayta ishlash jarayonida muhim ahamiyat kasb etadi, chunki har bir hujjat turi o'ziga xos lingvistik xususiyatlarga ega.

Birinchi guruhga klinik hujjatlar kiradi. Bular anamnez, epikriz, tashxis xulosalari, shifokor kundalik yozuvlari kabi matnlardir. Ushbu hujjatlar ko'pincha strukturasiz, fragmentar va telegrafik uslubda yoziladi. Gaplar to'liq bo'lmasligi, fe'l shakllarining tushib qolishi va nom birikmalarining ustunligi bu turdagi matnlar uchun xosdir.

Ikkinchi guruhni laboratoriya va instrumental tekshiruv natijalari tashkil etadi. Bu hujjatlar raqamlar, qisqartmalar va maxsus belgilarga boy bo'lib, tabiiy til elementlari bilan rasmiy belgilar qorishmasidan iborat bo'ladi. Lingvistik jihatdan bunday matnlar gibrid xarakterga ega bo'lib, ularni qayta ishlash maxsus yondashuvlarni talab etadi.

Uchinchi guruhga dori vositalari yo'riqnomalari va tibbiy tavsiyalar kiradi. Ushbu matnlar nisbatan tartibli, me'yoriy sintaksisga ega bo'lsa-da, yuqori terminologik zichlik va murakkab sintaktik konstruktsiyalar bilan ajralib turadi.

Tibbiy hujjatlarining muhim xususiyatlaridan biri ularning qat'iy grammatik va stilistik me'yorlarga bo'ysunmasligidir. Klinik yozuvlar, anamnez va epikrizlarda ko'pincha to'liq gaplar emas, balki qisqa iboralar, punktlar yoki telegrafik yozuvlar uchraydi. Masalan, tashxis bo'limida fe'l ishtirokisiz nom birikmalari ustunlik qiladi. Bunday fragmentarlik avtomatik gap aniqlash, sintaktik tahlil va bog'lanishlarni aniqlash jarayonlarini murakkablashtiradi. Umumiy til modellari odatda to'liq gaplarga moslashtirilgan bo'lgani sababli, tibbiy hujjatlar bilan ishlashda ularning samaradorligi pasayadi.

Morfologik va sintaktik xususiyatlar

O'zbek tilidagi tibbiy hujjatlarining morfologik tahlili shuni ko'rsatadiki, ot turkumiga mansub so'zlar ustunlik qiladi. Fe'llar ko'pincha buyruq-istak yoki noaniq shaklda qo'llaniladi, ba'zi hollarda esa umuman tushib qoldiriladi. Bu holat tibbiy matnlarning nominal xarakterga ega ekanligini ko'rsatadi.

Sintaktik jihatdan tibbiy hujjatlarda murakkab gaplar kam uchraydi. Aksincha, qisqa, bo'laklangan, ba'zan grammatik jihatdan tugallanmagan konstruktsiyalar ustunlik qiladi. Bu esa avtomatik sintaktik tahlil modellarining aniqligini pasaytiradi.

Terminologik birliklar va ularning shakllanishi

Tibbiy hujjatlarda terminlar yuqori chastotada qo'llaniladi. Ushbu terminlar ko'pincha lotincha, ruscha yoki xalqaro shaklda bo'lib, ularning o'zbek tilidagi muqobillari har doim ham yagona standartga ega emas. Natijada bir tushuncha turli variantlarda ifodalanishi mumkin. Bu holat til modellarida leksik tarqoqlikni kuchaytiradi va terminlarni normalizatsiya qilish zaruratini keltirib chiqaradi. Ayniqsa kasallik nomlari, dori vositalari va anatomik atamalar bu jihatdan muammoli hisoblanadi.

Tibbiy terminologiya o'zbek tilida asosan o'zlashma birliklar hisobiga boyigan. Lotin va rus tillaridan kirib kelgan terminlar ko'pincha asl shaklida yoki fonetik moslashtirilgan holda ishlatiladi. Natijada terminlarning bir nechta

variantda qo'llanishi kuzatiladi. Masalan, bir xil kasallik nomi turli hujjatlarda turlicha ifodalanishi mumkin. Bu holat avtomatik termin aniqlash va normallashtirish jarayonlarini murakkablashtiradi. Shu sababli tibbiy til modeli ishlab chiqishda terminologik lug'atlar va moslashtirish mexanizmlaridan foydalanish muhim hisoblanadi.

Tibbiy hujjatlar faqat lingvistik emas, balki pragmatik jihatdan ham o'ziga xosdir. Matn muallifi va o'quvchisi ko'pincha professional mutaxassislar bo'lgani sababli, ko'plab ma'lumotlar oshkor etilmaydi va umumiy bilimga tayangan holda beriladi. Bu holat yashirin ma'no (implicit meaning)ning ustunligiga olib keladi. Til modellari uchun esa bunday yashirin axborotni aniqlash katta muammo tug'diradi. Shu bois tibbiy NLP tizimlari kontekstual bilim bazalari bilan integratsiyalashgan bo'lishi zarur.

Tibbiy hujjatlarda terminlar yuqori chastotada qo'llaniladi. Ushbu terminlar ko'pincha lotincha, ruscha yoki xalqaro shaklda bo'lib, ularning o'zbek tilidagi muqobillari har doim ham yagona standartga ega emas. Natijada bir tushuncha turli variantlarda ifodalanishi mumkin.

Bu holat til modellarida leksik tarqoqlikni kuchaytiradi va terminlarni normalizatsiya qilish zaruratini keltirib chiqaradi. Ayniqsa kasallik nomlari, dori vositalari va anatomik atamalar bu jihatdan muammoli hisoblanadi.

Kontekstga kuchli bog'liqlik va yashirin axborot

Tibbiy hujjatlarda ko'plab ma'lumotlar bevosita ifodalanmaydi, balki professional bilimga tayangan holda tushuniladi. Shifokorlar uchun ravshan bo'lgan ayrim tushunchalar matnda ochiq bayon etilmasligi mumkin.

Natijada, til modellari yashirin axborotni aniqlashda qiynaladi. Bu esa tibbiy hujjatlar uchun kontekstual tushunishga ega maxsus modellarni ishlab chiqishni talab qiladi.

Ushbu tadqiqot davomida aniqlangan lingvistik xususiyatlar o'zbek tilidagi tibbiy hujjatlarni avtomatik qayta ishlash jarayonida yuzaga keladigan asosiy muammolarni ilmiy

jihatdan asoslab beradi. Avvalo, strukturasizlik va sintaktik fragmentarlik tibbiy matnlarning umumiy til modellariga mos kelmasligini ko'rsatadi. Transformer arxitekturasiga asoslangan zamonaviy til modellari kontekstual bog'lanishlarni yaxshi o'rganishga qodir bo'lsa-da, tibbiy hujjatlardagi to'liq bo'lmagan gaplar va telegrafik yozuvlar ularning imkoniyatlarini cheklaydi.

Terminologik zichlik va leksik variativlik masalasi esa til modelini o'qitishda maxsus terminologik resurslardan foydalanish zarurligini ko'rsatadi. O'zbek tilida tibbiy terminlarning yagona standartga ega emasligi model uchun semantik tarqoqlikni keltirib chiqaradi. Xalqaro tajribada bu muammo soha yo'naltirilgan korpuslar va ontologiyalar yordamida hal etilgan bo'lsa, o'zbek tili uchun bunday resurslar endigina shakllanmoqda.

Aniqlangan lingvistik xususiyatlar til modelini loyihalashda asosiy omillar sifatida qaralishi lozim. Strukturasiz matnlar modelni oldindan o'qitish bosqichida maxsus korpuslardan foydalanishni talab qiladi.

Terminologik zichlik esa soha yo'naltirilgan maxsus tokenizatsiya strategiyalarini qo'llash zarurligini ko'rsatadi. Qisqartmalar bilan ishlash uchun kontekstga asoslangan aniqlash mexanizmlari joriy etilishi lozim.

O'zbek tibbiy NLP uchun metodologik tavsiyalar

Tadqiqot natijalari asosida o'zbek tilidagi tibbiy hujjatlar bilan ishlash uchun quyidagi metodologik tavsiyalarni berish mumkin:

- tibbiy matnlar uchun alohida korpus yaratish;
- terminologik lug'at va ontologiyalar ishlab chiqish;
- annotatsiya sxemalarini standartlashtirish;
- til modellarini soha bo'yicha moslashtirish (fine-tuning).

Mazkur tadqiqotning ilmiy ahamiyati shundaki, u o'zbek tilidagi tibbiy hujjatlarni lingvistik jihatdan tizimli ravishda yoritadi. Amaliy jihatdan esa mazkur ish natijalari

tibbiy axborot tizimlari, elektron sog'liqni saqlash platformalari va tibbiy sun'iy intellekt tizimlarini ishlab chiqishda qo'llanilishi mumkin.

Xulosa

Mazkur maqolada o'zbek tilidagi tibbiy hujjatlarning lingvistik xususiyatlari kompyuter lingvistikasi nuqtayi nazaridan tizimli ravishda tahlil qilindi. Tadqiqot natijalari tibbiy hujjatlarning strukturasizligi, terminologik zichligi, qisqartmalarning keng qo'llanilishi va kontekstga kuchli bog'liqligi ularni avtomatik qayta ishlashda asosiy muammolar ekanligini ko'rsatdi.

Tadqiqotning ilmiy yangiligi shundaki, unda o'zbek tilidagi tibbiy hujjatlar birinchi

marta til modeli ishlab chiqish nuqtayi nazaridan kompleks lingvistik tahlil qilindi. Olingan natijalar o'zbek tili uchun maxsus tibbiy korpus yaratish, annotatsiya sxemalarini ishlab chiqish va soha yo'naltirilgan til modellarini o'qitish uchun metodologik asos bo'lib xizmat qiladi.

Amaliy jihatdan mazkur ish natijalari tibbiy axborot tizimlari, klinik hujjatlarni avtomatik tahlil qilish, tibbiy qarorlarni qo'llab-quvvatlovchi tizimlar hamda tibbiy chat-botlar yaratishda qo'llanishi mumkin. Kelgusida tadqiqotni kengaytirish annotatsiyalangan tibbiy korpus yaratish va eksperimental til modellarini ishlab chiqish orqali amalga oshirilishi rejalashtirilmoqda.

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Lingvistik terminlar va ontologik modellash nazariyasi

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- Annotatsiya** *Mazkur maqolada lingvistik terminlar tushunchasi, ularning mazmuniy, tuzilmaviy, funksional, kontekstual, semantik, pragmatik, struktural, ilmiy-nazariy va amaliy xususiyatlari, shuningdek ilmiy muloqot va terminologik tizimlarning shakllanishidagi roli keng, batafsil va tizimli tahlil qilinadi. Terminlarning aniqligi, izchilligi, muvofiqligi, samaradorligi, ilmiy va amaliy sohalarida qo'llanilishi, terminologik tadqiqotlarda qo'llaniladigan metodologik yondashuvlar, nazariy asoslar, ilmiy tajribalar, amaliy natijalar va ularning keng qo'llanilishi batafsil o'rganiladi. Maqolada lingvistik bilimlarni ontologik modellashtirishning nazariy, metodologik va amaliy asoslari, ontologiya tushunchasi, lingvistik ontologiyaning mohiyati, tarkibiy, struktural va funksional tuzilishi, ularning interaktiv xususiyatlari, shuningdek terminologik tizimlarni modellashtirishda ontologiyaning samarali, izchil, nazariy va amaliy jihatdan muhim roli keng tahlil qilinadi. Tadqiqotda zamonaviy tilshunoslik, kompyuter lingvistikasi, tabiiy tilni qayta ishlash (NLP) sohalarida lingvistik terminlarning ontologik modelini yaratish ilmiy, nazariy va amaliy jihatdan dolzarb masala ekanligi asoslab ko'rsatiladi. Xulosalarda terminlarni tizimli, izchil, samarali, mantiqan tartibli, metodologik va nazariy jihatdan uyg'un modellashtirishning ilmiy, amaliy, nazariy, metodik va amaliy ahamiyati aniq va to'liq ta'kidlanadi hamda tahlil qilinadi.*
- Kalit so'zlar** *Terminologiya, lingvistik termin, tilshunoslik, ontologiya, ontologik modellashtirish, bilimlar bazasi, semantik tarmoq*

Лингвистические термины и теория онтологического моделирования

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- Аннотация** *В данной статье рассматривается понятие лингвистических терминов, их содержательные, структурные, функциональные, контекстуальные, семантические, прагматические, структурные, научно-теоретические и практические характеристики, а также их роль в формировании научного общения и терминологических систем. Исследуются точность, последовательность, согласованность, эффективность терминов, их применение в научной и практической деятельности, методологические подходы в терминологических исследованиях, теоретические основы, научный опыт и практические результаты. В статье подробно анализируются теоретические, методологические и практические основы онтологического моделирования лингвистических знаний, понятие онтологии, сущность лингвистической онтологии, её структурные и функциональные особенности, интерактивные характеристики, а также роль онтологии в моделировании терминологических систем. Исследование*

обосновывает актуальность создания онтологической модели лингвистических терминов в современной лингвистике, компьютерной лингвистике и обработке естественного языка (NLP). В выводах подчёркивается научная, практическая, теоретическая и методическая значимость систематического, последовательного и эффективного моделирования терминов.

Ключевые слова Терминология, лингвистический термин, лингвистика, онтология, онтологическое моделирование, база знаний, семантическая сеть

Linguistic terms and ontological modeling theory

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Annotation *This article examines the concept of linguistic terms, their semantic, structural, functional, contextual, semantic, pragmatic, structural, scientific-theoretical, and practical characteristics, as well as their role in the formation of scientific communication and terminological systems. The precision, consistency, coherence, efficiency of terms, their application in scientific and practical domains, methodological approaches in terminological research, theoretical foundations, scientific experience, and practical outcomes are analyzed. The article provides a detailed analysis of the theoretical, methodological, and practical foundations of ontological modeling of linguistic knowledge, the concept of ontology, the essence of linguistic ontology, its structural and functional components, interactive features, and the role of ontology in modeling terminological systems. The study substantiates the relevance of creating an ontological model of linguistic terms in modern linguistics, computational linguistics, and natural language processing (NLP). The conclusions emphasize the scientific, practical, theoretical, and methodological significance of systematic, consistent, and effective modeling of terms.*

Keywords *Terminology, linguistic term, linguistics, ontology, ontological modeling, knowledge base, semantic network*

Kirish

Zamonaviy tilshunoslik rivojlangan sari lingvistik bilimlar keskin burilishlarni amalga oshirishni talab qilmoqda. Bundan terminologiya sohasi ham chetda qolmadi. Shu sababli terminologiyadagi keskin o'zgarishni har tomonlama o'rganish, tahlil qilish va uni tartibga solish, terminlarning semantik, struktur va leksikografik talqini amalga oshirish va uni kompyuter tiliga moslashtirish dolzarb

masalaga aylandi. Shu sababli, lingvistik terminlar va ularning ontologik modelini tuzish masalasi zamonaviy tilshunoslik, informatika va sun'iy intellekt sohalarida tutashgan nuqtada muhim ilmiy soha sifatida namoyon bo'ladi.

Lingvistik terminlar tilshunoslik asosiy yo'nalishlaridan biri hisoblanadi. Chunki uning asosida tilshunoslikni tushunishning maxsus elementlari yotadi, ular har qanday ilmiy muloqotda aniqlik va izchillikni ta'minlab

beradi. Bu terminlarning ontologik modelini tuzish esa mana shu bilimlarni formal, kompyuter tomonidan qayta ishlash mumkin bo'lgan holatda ifodalashga xizmat qiladi. Ushbu maqolada xuddi shu lingvistik terminlarni ontologiya asosida modellashtirish nazariyasi va shu yo'nalishda qilinayotgan ishlar yoritiladi

Asosiy qism

Terminologiya tegishli bilimlar sohasidagi (bitta fan yoki bir yo'nalish) atamalar majmui, tegishli tushunchalar to'plamini aks ettiradi (Danilenko,1977). Terminologiya bugungi kunda turli yo'nalish va aspektlarda ajratilgan. V.Tatarinov terminologik tadqiqotning metodologik kelib chiqishi,atama nazariyasi, filologik tadqiqotlar, funksional va stilistik tadqiqotlar, diaxron tadqiqotlar , terminologiyani tartibga solish va standartlashtirish, terminologiya, ilmiy-texnik tarjimaning terminologik jihatlari, professional lingvodidaktika tadqiqotlar kabi sohalarni belgilaydi (Tatarinov, 2006). L. Alekseva va S. Mishlanova normotsentrik (integral, mantiq bilan muloqatga yo'naltirilgan), lingvosentrik (integral, tilshunoslik bilan muloqotga yo'naltirilgan) va antroposentrik (kognitiv, odam bilan muloqotga yo'naltirilgan) terminologiyasini farqlaydilar (Alekseyeva, 2002). Terminologiya axborot nazariyasi bilan ham bog'liq chunki unda professional ahamiyatga ega ma'lumotlar yoziladi, saqlanadi, uzatiladi. Texnik topshiriq va nomzodlik nazariyasi o'rtasida bevosita bog'liqlik mavjud bo'lib Bu borada M.N. Volodinaning "Terminologhik nominatsiya nazariyasi" monografiyasida ko'plab ma'lumotlar uchraydi. Bu monografiyada terminologik nominatsiyaning mutaxassislarining kognitiv faolligiga bog'liqligini tahlil qilib, terminologik nominatsiyada psixolingvistik, kognitiv-axborot, lingvistik va lingvistik-pragmatik jihatlarga e'tibor qaratiladi. Kognitiv lingvistika terminologiya tizimini inson tafakkuri va bilim tuzilmalari bilan bog'liq holda o'rganadi. Bu yondashuv XX asr oxirlaridan boshlab

terminologiya tizimini modellashtirishda kognitiv lingvistika yondashuvi sifatida rivojlandi. Bu yondashuvda termin:

- bilimni konseptualizatsiya qilish vositasi;
- inson tafakkurining mahsuli sifatida talqin qilinadi.

Terminologik tizim konseptual model sifatida qaralib, tushunchalar inson ongidagi bilim tuzilmalari bilan bog'lanadi. Bundan tashqari klassik terminologiya nazariyasi ham mavjud bo'lib, uning asoschisi E.Vyuster terminologik tizimni mantiqiy tushunchalar tizimi sifatida talqin qiladi. Ushbu yondashuvda terminlar qat'iy belgilangan tushunchaga ega bo'lib, ular o'zaro iyerarxik munosabatlarda joylashadi.Terminologiya tizimi "umumiy-xususiy" va "butun-qism" munosabatlari asosida modellashtiriladi. Mazkur yondashuv terminologiyani standartlashtirish va unifikatsiya qilishda muhim o'rin egallaydi. Strukturaviy – semantik yondashuv terminlarni til tizimining bir qismi sifatida ko'rib chiqadi va terminlarning semantik tuzilishi, paradigmatic va sintagmatik munosabatlar asosida terminologik tizimni modellashtiradi.

Ontologik yondashuv esa so'nggi yillarda yetakchi o'rinni egalladi. Bu yondashuv sun'iy intellekt, bilimlar bazasi,mashina tarjimasini va semantik qidiruv tizimlarida keng qo'llaniladi. Bu yo'nalishda quyidagi ishlar amalga oshiriladi:

- terminlar formal ontologiyalar ko'rinishida modellashtiriladi;
- tushunchalar, atributlar va munosabatlar aniq belgilanadi;
- terminologik tizimlar kompyuter tomonidan qayta ishlanadigan shaklga keltiriladi.

Ontologiya nima degan savol tugilishi mumkin. Gruber ta'rifiga ko'ra, ontologiya – bu ma'lum bir domendagi umumiy konseptualizatsiyaning formal, aniq spetsifikatsiyasi hisoblanadi (bu tushuncha ko'p darajadagi tadqiqotlarda asos sifatida qo'llanadi) (Gruber,1993) Ontologiyalar ko'p hollarda axborotni qayta ishlash, sun'iy intellekt, semantik veb, bilim bazalari va

murakkab tizimlarni integratsiya qilish uchun asos bo'lib xizmat qiladi. Ontologiyalar ko'plab kompyuter dasturlari uchun ma'lumot manbaasi sifatida qo'llaniladi (axborot qidirish, matnni tahlil qilish, avtomatik tarjima, bilimlarni yig'ish va boshqa axborot texnologiyalari uchun) (Aramaki, 2005). Ontologiya murakkab va xilma-xil ma'lumotlarni samarali qayta ishlashda yordam beradi (Gladun, 2006).

Globalashuv jarayonida ontologiya tadqiqotlari jahon miqyosida ham, O'zbekiston ilmiy makonida ham faollashgan. Ontologik modellashtirish esa – bu real dunyo obyektlari, tushunchalari va ularning munosabatlarini aniq, formal ma'noda ifodalovchi bilim ta'riflash jarayonidir. Ontologik modellashtirishda terminlar formal tizim sifatida ifodalanib, tushunchalar, ularning xossalari va munosabatlari aniq belgilab beradi. Ontologik modellashtirish sohasida ko'plab ilmiy ishlar mavjud bo'lib, ularning ko'pchiligi nazariy metodologiyalar va amaliy qo'llanmalarni o'z ichiga oladi. Bunday ilmiy ishlarning ko'p qismi jahon miqyosida katta ahamiyatga ega bo'lib, bugungi kunda O'zbekistonda qilinadigan ishlar uchun asos bo'lib xizmat qilmoqda:

- *OntoLex/Lemon* (W3C) – leksik ma'lumotlarni ontologiyalar bilan bog'lash modeli (leksik kirish va ontologiya elementlarini semantik veb formatida bog'lash uchun standard model) (OntoLex Lemon, 2019);
- *WordNet* va *FrameNet* – lingvistik ontologiyalar uchun nazariy-amaliy asos (G. Miller C. Fillmore va FrameNet jamoasi) (Miller, 1995);
- *ISO standartlari* – terminologiya usullari ISO 704 (terminology work – Principles and methods) va ISO 1087 (Vocabulary). Terminologiya ishlari uchun xalqaro qoidalar va prinsiplarga ega va terminologik ishlarning metodologik bazasi sifatida ishlatiladi.

Jahon tajribasiga tayangan holda, o'zbek tilshunosligida ontologik modellashtirish dastlab leksik-semantik resurslar yaratish orqali

namoyon bo'lgan. Bu sohadagi eng muhim amaliy ishlardan biri – UZWORDNET loyihasi hisoblanadi. Ushbu loyiha A. Agostini, T. Usmanov, U. Xamdamiy, N. Abdurahmonova va M. Mamasaidovlar tomonidan amalga oshirilgan va o'zbek tili uchun WordNet modeliga asoslangan leksik-semantik ma'lumotlar bazasini shakllantirishga qaratilgan (Agostini & Abdurahmonova, 2021). Mazkur loyiha o'zbek ontologik modellari uchun mustahkam metodologik asosga aylangan. Princeton WordNet modeliga mos keladigan UZWORDNET ni avtomatlashtirilgan algoritm yordamida qurilgan va loyihaning maqsadi – o'zbek tilini internet va IT ilovalari uchun mantiqiy leksik-resurs bilan ta'minlash. Princeton WordNet – leksik birliklarni sinsetlar (ma'no to'plamlari) orqali bog'laydigan semantik tarmoqdir. Masalan (ingliz tilida):

bank →

bank₁ (financial institution)

bank₂ (river bank)

Har bir ma'no alohida sinset sifatida beriladi.

UZWORDNETdagi moslashuv:

bank →

bank¹ – "moliyaviy muassasa"

bank² – "daryo qirg'og'i"

Bu o'rinda polisemiya WordNet modeli asosida semantik jihatdan ajratiladi.

Shuningdek, o'zbek terminologiyasi muammolarini tadqiq etgan H. Dadaboyev, Sh. Rahmatullayev kabi olimlarning ilmiy ishlari ontologik modellashtirish jarayonida muhim lingvistik manba sifatida xizmat qiladi (Dadaboyev, 2020). Hozirgi bosqichda o'zbek tilshunosligida ontologik modellashtirish yo'nalishi, asosan, elektron lug'atlar, leksik-semantik ma'lumotlar bazalari hamda til korpuslari bilan integratsiya jarayonida izchil rivojlanib bormoqda. Lingvistik ma'lumotlarni OWL, RDF kabi formatlarda ifodalash, OntoLex-Lemon kabi xalqaro standartlarga moslashtirish ham boshlangan.

Zamonaviy axborot texnologiyalarining jadal rivojlanishi turli sohalarda katta hajmdagi ma'lumotlarni samarali boshqarish, ularni

tizimlashtirish va semantik jihatdan qayta ishlash zarurati yuzaga keltiradi. Ontologik modellashtirish Semantik veb texnologiyalarining markaziy elementi sanaladi. RDF, OWL va SPARQL kabi standartlar ontologiyalar asosida ishlab chiqilgan bo'lib, turli axborot resurslari o'rtasida semantik integratsiyani ta'minlaydi. Bu yondashuv turli manbalardan olingan ma'lumotlarni yagona semantik makonda birlashtirishga, ularni mantiqiy bog'lashga va foydalanuvchi so'rovlariga aniq va kontekstga mos javoblar qaytarishga xizmat qiladi. Natijada axborotni izlash jarayoni an'anaviy kalit so'zlarga asoslangan qidiruvdan ancha samaraliroq bo'ladi. Shu sababli ontologik modellashtirish axborot tizimlarida bilimlarni formal ifodalash va ularni kompyuter tomonidan tushuniladigan shaklga keltirishning muhim vositasi sifatida qaraladi. Ontologiya tushunchalar, ularning xususiyatlari hamda o'zaro munosabatlarini aniq va izchil tarzda tavsiflab, axborot texnologiyalarining intellektual darajasini oshirishga xizmat qiladi. Shuningdek, ontologik modellashtirish katta hajmdagi ma'lumotlar (Big Data) bilan ishlashda muhim ahamiyat kasb etadi. Ontologiyalar ma'lumotlarni semantik toifalarga ajratish, ularni tavsiflash va qayta ishlash jarayonini soddalashtiradi va natijada ma'lumotlar tahlilining aniqligi va tezligi oshadi. Ontologik modellashtirishning yana bir muhim yo'nalishi – axborot tizimlarining o'zaro moslashuvchanligini (interoperability) ta'minlashdir. Turli dasturiy platformalar va axborot tizimlari bir-biridan mustaqil ravishda ishlab chiqilgan bo'lsa-da, ontologiya orqali ularning ma'lumot almashinuvi yagona semantik asosga keltiriladi. Shuning uchun ontologik modellashtirish zamonaviy axborot texnologiyalarining ajralmas va istiqbolli yo'nalishlaridan biri sifatida e'tirof etiladi.

Mazkur tadqiqot tilshunoslikdagi terminlarni ontologiya shaklida modellashtirish orqali ularni formal ifodalash masalasiga bag'ishlangan. Tadqiqotning asosiy maqsadi lingvistik terminlarni tizimlashtirish, ularning

semantik munosabatlarini aniqlash hamda ushbu bilimlarni axborot tizimlari, elektron lug'atlar, til korpuslari va sun'iy intellekt ilovalarida qo'llash imkoniyatlarini kengaytirishga yo'naltirilgan. Metodologik asos sifatida ontologik modellashtirish tamoyillari, shuningdek Protégé ontologiya muharriri va OWL (Web Ontology Language) formal tili asos qilib olindi. Ontologiyani yaratishda LinguisticTerm (Tilshunoslik termini) sinfi markaziy tushuncha sifatida belgilandi va uning PhoneticTerm, MorphologicalTerm, SyntacticTerm, SemanticTerm, PragmaticTerm, DiscourseTerm kabi quyi sinflari ajratib ko'rsatildi.

Ontologik model doirasida hasDefinition, belongsToField, hasRelation, hasExample, isEquivalentTo, isSubtypeOf kabi obyekt xususiyatlari, shuningdek hasName, hasSource, hasLanguage, hasUsageFrequency, hasYearIntroduced kabi ma'lumot xususiyatlari aniqlashtirildi. Ushbu xususiyatlar tilshunoslik terminlarini ularning ilmiy ta'rifi, sohaviy mansubligi, boshqa terminlar bilan semantik munosabati hamda qo'llanish xususiyatlari asosida formal tarzda ifodalash imkonini beradi. Tadqiqot natijalari shuni ko'rsatadiki, tilshunoslik terminlarini ontologiya asosida tuzilmalashtirish ularni avtomatlashtirilgan qayta ishlash, semantik qidiruv, terminologik muvofiqlikni ta'minlash va bilimlarni integratsiya qilish jarayonlarida samarador hisoblanadi. Ishlab chiqilgan ontologik model tilshunoslikda bilimlarni formal ifodalashning zamonaviy vositasi sifatida xizmat qilib, milliy til resurslarini rivojlantirish va sohaviy axborot tizimlariga moslashtirish uchun mustahkam nazariy-amaliy asos yaratadi.

Xulosa

Xulosa qilib aytganda, lingvistik terminlar tilshunoslik fanining asosiy tushunchaviy poydevorini tashkil etib, ilmiy bilimlarni tizimli va izchil ifodalashda muhim ahamiyat kasb etadi. Ushbu terminlarni ontologik modellashtirish terminologik tizimni faqat tavsifiy emas, balki mantiqiy, konseptual va formal asosda tartibga solish imkonini beradi.

Ontologik yondashuv terminlar o'rtasidagi iyerarxik, assotsiativ va funksional munosabatlarni aniq belgilash orqali lingvistik bilimlarning yaxlit va strukturaviy modelini yaratishga xizmat qiladi.

Ontologik modellashtirish lingvistik ma'lumotlarni raqamlashtirish, bilimlar bazalarini shakllantirish hamda sun'iy intellekt va semantik veb texnologiyalarida til resurslaridan samarali foydalanish uchun muhim nazariy va amaliy asos bo'lib xizmat qiladi. Xususan, WordNet, OntoLex-Lemon kabi xalqaro modellar hamda UZWORDNET loyihasi o'zbek tilida leksik-semantik resurslar yaratish yo'lida muhim qadam bo'lib, milliy til ontologiyalarini shakllantirish imkoniyatini kengaytirmoqda. Shuningdek, o'zbek tilshunosligida terminologiya masalalariga bag'ishlangan an'anaviy tadqiqotlar

(H. Dadaboyev, Sh. Rahmatullayev, va boshqalar) ontologik modellashtirish uchun zarur bo'lgan lingvistik va semantik materialni ta'minlaydi. (Rahmatullayev, 2009) Bu ilmiy meros zamonaviy axborot texnologiyalari bilan uyg'unlashgan holda, o'zbek tilining elektron lug'atlari, korpuslari va bilimlar bazalarini yaratishda mustahkam poydevor vazifasini bajaradi. Ontologik modellashtirish o'zbek tilshunosligida lingvistik terminlarni tizimlashtirish, ularni standartlashtirish va raqamli muhitga moslashtirish jarayonida istiqbolli yo'nalishlardan biri hisoblanadi. Kelgusida lingvistik ontologiyalarni ishlab chiqish, ularni xalqaro standartlarga moslashtirish hamda axborot texnologiyalari bilan integratsiyalash o'zbek tilshunosligi oldida turgan dolzarb ilmiy vazifalardan biri bo'lib qoladi.

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Reklama va PR matnlarining o'zbek tili o'qitish jarayonidagi didaktik imkoniyatlari

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- Annotatsiya** Mazkur maqolada. reklama va PR matnlarining o'zbek tilida o'qitish jarayonidagi didaktik imkoniyatlari, reklama matnlarni va PR kommunikatsiyaga xos bo'lgan qisqalik, aniqlik, nutqiy uslubning uyg'unligi hamda kreativ yondashuvni oshirishdir. Shuningdek bunday matnlar orqali o'quvchilarda muloqot madaniyati, tanqidiy fikrlash, reklamalarni o'rganish va tahlil qilish orqali rivojlantirish yo'llarini yoritadi. Tadqiqot natijalari reklama va PR matnlarini dars jarayonida integratsiya qilish o'zbek tilini o'qitish metodikasini boyitishi, zamonaviy kommunikativ yondashuvni kuchaytirishi hamda o'quvchilar til kompetensiyasining oshishiga xizmat qilishini ko'rsatadi. Reklama matnlarining samaradorligi ularning til vositalari va madaniy moslashuv darajasi bilan bevosita bog'liq ekanligini ko'rsatadi. Reklama matni ijtimoiy ongga ta'sir ko'rsatishda kuchli vosita sifatida madaniyatlararo kompetensiyani talab qiladi. Reklama va PR matnlar orqari turli sohalarni ham qamrab oladi. Reklama mahsulot yoki xizmatni targ'ib qilish, iste'molchi e'tiborini o'ziga qaratish, va sotuvni rag'batlantirish tashkil etdi. PR matnlarni esa tashkelot brend yoki shaxs haqida ijobiy imij shakllantirish, jamoatchilik bilan samarali muloqot o'rnatishga qaratilgani bilan ajralib turadi. Reklama muloqot turi sifatida qabul qilinadi. Tadqiqotda ushbu aniqlik, ishonchlilik, ijodkorlik ahamiyati ko'rib chiqiladi.
- Kalit so'zlar** Reklama, kommunikatsiya, stilistik vositalar, matn, reklamaning paydo bo'lishi, PR matn

Дидактические возможности рекламных PR-текстов в процессе обучения узбекскому языку

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- Аннотация** В данной статье рассматривается преподавание узбекского языка в области рекламы и PR текстов. Дидактические возможности в процессе обучения рекламным текстам и PR – коммуникациям заключаются в повышении краткости, точности, гармоничности речевого стиля и творческого подхода, присущих им. Также освещаются пути развития культуры общения, критического мышления и рекламного мастерства посредством изучения и анализа таких текстов. Результаты исследования показывают, что интеграция рекламных и PR – текстов в учебный процесс обогащает методику преподавания узбекского языка, укрепляет современный коммуникативный подход и служит повышению языковой компетенции студентов. Эффективность рекламных текстов напрямую

связана с их языковыми средствами и уровнем культурной адаптации. Рекламный текст требует межкультурной компетентности как мощного инструмент воздействия на общественное сознание. Рекламные и PR-тексты охватывают различные области. Реклама направлена на продвижение продукта или услуги, привлечение внимания потребителей и стимулирование продаж. PR-тексты отличаются тем, что они направлены на создание позитивного имиджа организации, бренда или человека и установление эффективной коммуникации с общественностью. Реклама рассматривается как вид коммуникации. В исследовании рассматривается точность и достоверность. Важность креативности.

Ключевые слова Реклама, коммуникация, стилистические, средства, текст, возникновение рекламы, pr-текст

Didacticity of advertising and PR test in the Uzbek language teaching process possibilities

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Annotation This article examines the didactic potential of advertising and PR texts in the process of teaching the Uzbek language. The purpose of advertising texts and PR communication is to increase the brevity, accuracy, harmony of style and creative approach. It also highlights the ways to develop a culture of communication, critical thinking, and advertising through the study and analysis of such texts. The results of the study show that integrating advertising and PR texts into the teaching process enriches the methodology of teaching the Uzbek language, strengthens the modern communicative approach and serves to increase the language competence of students. The didactic shows that the effectiveness of cultural adaptation. advertising texts, as a powerful tool for influencing social consciousness, requires intercultural competence. Advertising and PR texts cover a wide range of areas. Advertising is designed to promote a product or service attract consumer attention, and stimulate sale texts are characterized by the fact that they are aimed at creating a positive image of on organization, brand or person, establishing effective communication with the public. Advertising is considered a type of communication. The study examines the importance of accuracy, reliability, and creativity.

Keywords Advertising, communication, stylistic means, text, appearance of advertising, PR- text

Kirish

Zamon shiddat bilan rivojlanib, axborotlar oqimi ko'payib borgan sari ta'lim-tarbiya berish jarayoning an'anaviy tashkillashtirilishi. Reklama hodisasining janrga

xosligi reklamani uzatish usuli va reklama matnini tuzish maqsadini tashkil etadi. Reklama kommunikatsiyasi vaziyatiga singib ketgan matn reklama atamasining eng umumiy ma'nosini – reklama diskursini ajratib ko'rsatish

uchun asos bo'lib xizmat qiladi. Reklama nihoyatda ko'p qirrali hodisadir. Reklama turli xil professionallar o'rtasida chegara pozitsiyasini egallaydi. Sohalarni qamrab oladi va turli kasb vakillari e'tiborini tortadi.

Asosiy qism

Har qanday bilish, dastavval, o'zini qurshab turgan olamdagi narsa va hodisalarni kuzatishdan boshlanadi. Reklama matni O'zbek tili uchun juda yangi yo'nalishlar desak mubolag'a bo'lmaydi. Bugungi o'zbek jamiyati deyarli barcha sohada intilishlar va rivojlanishlar o'chog'i sifatida tan olinmoqda. Xususan, iqtisodiy sohada tadbirkorlik sub'ektlarining ortishi va bozor iqtisodiyotida raqobatdosh mahsulotlarning paydo bo'lishi natijasida reklama va PR matnlarga ehtiyoj ortib bordi va rivojlantirish maqsadida til nazariyasida ilmiy o'rganish uchun e'tibor berildi. Reklama sohasi rivojlanishi natijasida moliyaviy aylanmalar yaxshi natijaga erishildi. Ammo jamiyat qonunlariga va milliy qoidalarga zid ravishda ommaviy madaniyatni tag'ib qilish quroliga aylandi. Hukumatimiz tomonidan bunday holatlarni tartibga soluvchi mavjud qonun, qaror va farmoyishlarni qayta o'rganilib tahrir qilindi va yangi hujjat loyihalari ishlab chiqildi. O'zbekiston Respublikasi hududida reklamalar O'zbekiston Respublikasining davlat tilida tarqatiladi. Prezidenti Shavkat Mirziyoyev 2022-yil 6-moddasiga ko'ra, O'zbekiston Respublikasining davlat tili asnosida reklamalar yoziladi. Televidenya va radiokanallarda, shuningdek, bosma nashrlarda tarqatiladigan reklamaning davlat tilida yozilishi zarur. «Reklama to'g'risida»gi 11-moddasida aytilishicha, "Mahsulotga qiziqishni shakllantirish va mahsulot realizatsiyasiga ko'maklashish uchun mahsulotning muayyan markasiga (modeliga, artikuliga) yoki uning ishlab chiqaruvchisiga iste'molchining e'tiborini atayin jalb etuvchi, shuningdek, mazkur mahsulotni ishlab chiqaruvchi yoki tarqatuvchi shaxsga taalluqli ma'lumotlar (rekvizitlar)dan iborat axborot material, muallif va tahririyat material – reklama hisoblanadi hamda u "Reklama" yoki "Reklama o'rnida"

rukni ostida joylashtirilishi lozim" (2022 qiladi PQ.723-I-son: 14).

O'zbek tilining izohli lug'atida reklama so'zi "Reklama (fr. *reclamer* «lot.*reklamere* – qattiq qichqirmoq») – muayyan tovar yoki xizmat turlari haqida xaridorni xabardor qilish, ularga nisbatan talab ehtiyojni yuzaga keltirish yoki kuchaytirish maqsadida ana shu tovar va xizmatlar to'g'risida berilgan ma'lumot ta'riflangan" (Madvaliev, 2011; 373).

Reklama tushunchasi va turli soha vakillaridan berilgan ta'riflar reklama iqtisod, lingvistika, psixologiya va lingvokulturologiya, sotsiologiya kabi bir nechta soha kesishmasidagi tushuncha bo'lganligi sababli tadqiqotchilar tomonidan unga turli xil ta'riflar berilgan.

S.I. Ojegov ta'rificha, "Reklama – bu keng tarqalgan shon-sharafni yaratish, iste'molchilar va tomoshabinlarni jalb qilish uchun turli xil usullarda ogohlantirish". Ushbu ta'rifdan tushunish lozimki, har qanday mish-mishlar, g'iybat va piarlardan ommaviy axborot vositalarida tarqatiladigan deyarli har qanday mahsulot haqidagi ma'lumotgacha reklama hisoblanadi. Reklamani tor ma'noda tushunadigan bo'lsak, faqat mahsulot va xizmatlar bilan cheklangan. Ammo shaxs, hudud yoki turizm joylari, siyosiy partiyalar kabilar ham o'z o'rnida turlicha usullarda reklama qilinadi. AQShning Shimoli-G'arbiy universiteti marketing professori Filip Kotler tomonidan ham reklama to'g'risida o'ziga xos ta'rif berilgan: "Reklama - bu pul mablag'lari manbai aniq ko'rsatilgan pulli axborotni tarqatish vositasi orqali amalga oshiriladigan shaxsiy kommunikatsiya shakli" (Kotler, 1998; 168).

S.I. Ojegovning ta'rifidan farqli o'laroq, Kotler barcha bepul ma'lumotlar, mish-mishlar va g'iybatlarni rad etadi va tovarlar, xizmatlar to'g'risidagi ma'lumotlarni tarqatishda pulli vositalardan foydalanishni ta'kidlaydi. Bizning fikrimizcha, tarqatiladigan barcha mahsulot ta'riflari pulli yoki bepul bo'lishi iste'mol doirasi miqdorini belgilaydi. Ya'ni reklamaga ko'proq pul sarflash mahsulotning real va

ijtimoiy zonasi kengayishi bilan namoyon bo'ladi.

Ye.V. Medvedeva o'zining "Reklama aloqalari" kitobida quyidagicha ta'rif beradi. "Reklama – bu ommaviy yo'naltirishning bir turi bo'lib, unda bir yo'nalishga ega va shaxsiy bo'lmagan ma'lumotli, majoziy, ekspressiv taklif qiluvchi matnlar yaratiladi va tarqatiladi, reklama beruvchi tomonidan moliyalashtiriladi va odamlarga yuboriladi. Reklama beruvchining tanlovi va xatti-harakati munosib baholanadi". Ushbu ta'rif barcha reklama turlari (tijorat, ijtimoiy va siyosiy, hatto reklama maqolalari va jamoat munosabatlari) ga xos matnlarni qamrab olgan bo'lib, reklamanning maqsadga muvofiqligi, ya'ni reklamanning shaxsga ma'lum shartlar yoki muayyan harakatlar uchun turtki yaratish maqsadidagi ta'siri haqida fikr yuritadi (Medvedeva, 2003; 28).

Reklama matnidagi taklifning maqsadi iste'molchi his-tuyg'ulariga va ular orqali shaxsning irodasi va ongiga ta'sir qilishdir. L.G. Feshchenko, "reklama matni marketing kommunikatsiyasi sohasida faoliyat yuritadigan kommunikativ birlik" ekanligini ta'kidlaydi. Reklamaga ta'rif berilgani sayin, uning yangi-yangi qirralari ochilib, ularni yagona qolipga solish murakkab masala ekanligi oydinlashadi. Chunki dunyodagi iqtisodiy va texnikaviy rivojlanishlar davom etar ekan, reklama sohasi ham rivojlanishda davom etadi. Ammo eng muhim jihati o'zgarmaydi. Bu - reklama muloqot turi sifatida qabul qilinadi va ste'molchilarni qiziqtirishda turli ko'rinishlarda namoyon bo'ladi. Reklamada kommunikatsiya, albatta, ijtimoiy aloqaning ma'lum bir turi sifatida belgilanishi kerak, chunki reklamanning mavjudligi va rivojlanishi bevosita jamiyat bilan bog'liq holda amalga oshadi. Reklama bu alohida faoliyat turi bo'lib, butun insoniyat tarixida alohida o'rin egallab kelmoqda. Uning tabiatini aniq belgilab bo'lmaydi. Buning sababi, reklamanning o'ziga xos qonunlari psixologiya, matematika, statistika, mantiq, sotsiologiya va boshqa bir qancha fanlar kesishmasida paydo bo'lgan bilimlarni

birlashtiradi va albatta, zamonaviy marketingning asosiy vositalaridan biri hisoblanadi (Мудров, 2008; 397).

Reklama talabgor (ishlab chiqaruvchi yoki xizmat taklif qiluvchi) tomonidan iste'molchilarga muayyan mahsulot, shaxs, g'oya yoki xizmat ko'rsatish, ularning qulaylik va afzalliklari haqida bevosita yoki bilvosita foyda (daromad) olish maqsadida xabar, tavsiya berish, namoyish qilishdir.

O'zbekiston mustaqillikka erishganidan so'ng bozor iqtisodiyotiga o'tish davrida ishlab chiqarish turlari ko'paydi. Ammo hozirgacha xalqimizda reklama borasida to'la tushuncha rivojlanmagan deyish mumkin. Chunki mahsulot reklamasida og'zaki reklama kuchliroq sanab kelinmoqda. Reklama qilishdan ko'ra tanish-bilishlar tomonidan tavsiya va takliflar bilan fikr bildirish ishonchli vosita bo'lib qolgan. O'zbek xalqi uchun mahsulotning tajribadan o'tgan holda tavsiya qilishlarini qabul qilish odat tusiga aylangan. Ayniqsa, kundalik istimol qilayotgan mahsulotlarimiz ham reklama orqali xarid qilinmoqda. Broker yoki sotuvchi mahsulotni tanlashda ijtimoiy qatlamning moliyaviy holatiga qarab ish yuritadi. Shahar va qishloq iste'molchilari o'rtasida reklama ta'sir doirasining farqi juda katta. Bugungi kunda O'zbekistonda iqtisodiy rivojlanish tufayli ijtimoiy qatlamning moliyaviy ahvoli yaxshilanib, mahsulotni harid qilishda iste'mol madaniyati rivojlandi va reklamaga ehtiyoj kuchayib bormoqda.

Reklama tarixiga nazar tashlasak, 1440-yilda logan Gutenberg almashtirib bo'ladigan harf-shriftini ixtiro qilib, reklama olamini yangilashga ulkan hissa qo'shdi. Reklama rivojlanishidagi yangi sifat pog'onasi 1450-yilda Gutenberg tomonidan bosmaxonaning paydo bo'lishi va matbaa ixtiroi bilan boshlanadi. Birinchi marotaba reklamaga mo'ljallangan matbuot afishalari, varaqa va gazeta e'lonlari shu ixtiro bois yuzaga keladi. Keyinchalik, fotografiyaning paydo bo'lishi bilan reklama matni fotosuratlar bilan to'ldirila boshlandi, ular bir tomondan ma'lumotlarga ishonchlilik va

haqiqatni, ikkinchi tomondan, jozibadorlikni berar edi. 1704-yili "Boston nyusletter" gazetasida dastlabki reklama e'lonlari chop etila boshlanadi. 1844-yili "Sazern Massenjer" jurnalida birinchi marta jurnal reklamasi chop etiladi. Yillar o'tib sekin asta rivojlanish ortidan ilk reklama agentliklari paydo bo'la boshlaydi. Tom ma'nodagi reklama agentligi 1841-yilda Filadelfiyada Uolna Palmer tomonidan tuzilgan. Shu yili bu reklama agentligi vz tijorat faoliyatini boshlaydi. 1890-yili birinchi "NW Ayer & Son" reklama agentligi o'z faoliyatini boshlaydi. 1886-yilda Germaniyada. Reklama haqida birinchi qonun qabul qilinadi. XIX asrda fotografiyaning paydo bo'lishi bu borada katta voqelik bo'ldi. 1920-yil 2-noyabr Peterburgda radio eshittirishlar boshlanadi. 1941-yil efirda birinchi teleko'rsatuv, 1955-yil rangli televideniye, XX asrning 70-yillarda internet paydo bo'ldi. XIX asrda ixtisoslashgan reklama idoralari va reklama byurolari paydo bo'ldi. XX asrda reklama evolyutsiyasi otkritkalar, teatr dasturlari, yorliqlar, qadoqlash materiallari kabi ko'rgazmali reklamanning turli shakllarining paydo bo'lishiga olib keldi.

Jamiyat va reklamanning o'zaro ta'siri ikki tomonlama jarayon, jamiyat reklama faoliyatini rivojlantiradi, faollashtiradi. Reklama texnologiyalari esa, o'z navbatida, jamiyatning ijtimoiy iqtisodiy rivojlanishiga munosib turtki beradi. "Reklamanning aloqa tizimiga tegishliligi reklama bajaradigan turli funksiyalar bilan belgilanadi. Muloqot nuqtayi nazaridan, reklama ma'lum bir reklama beruvchi tomonidan ommaviy axborot vositalari orqali boshqariladigan ta'sir sifatida belgilanishi mumkin. faoliyat turi sifatida jamoatchilik bilan aloqalar va munosabatlar sohasiga kiradi. Hatto eramizdan oldingi davrda reklama prototipining birinchi tashuvchilari ham talabni rag'batlantirish vazifasini qo'ygan. Reklamanning ushbu asosiy vazifasi bugungi kungacha o'zgarishsiz qoldi. Zamonaviy inson butun umri davomida reklama bilan "qoplanadi" va reklamanning o'zi bugungi kunda xilma-xil bo'lib, o'ziga xos, janrli, texnologik, instrumental va funksional farqlarga ega.

O'quv materiali sifatida haqiqiy reklama va PR matnlarini tahlil qilish va dastlabki sinovdan o'tkazish bilan bg'liq edi, reklama va PR matnlarining tipologik xususiyatlari, janr xususiyatlari, lingvistik va ekstralingvistik dizayni belgilandi; ushbu matnlardan ta'lim jarayonida foydalanish uchun zarur va yetarli shart-sharoitlar belgilandi. O'qishni o'rgatish jarayonida haqiqiy reklama va PR matnlaridan foydalanish bo'yicha olingan ma'lumotlarning tahlilini o'z ichiga oladi. Ishlab chiqilgan strategiyaga tuzatishlar kiritildi, reklama va PR matnlarining tipologik xususiyatlari kengaytirildi va to'ldirildi. Reklama va PR matnlarini ularning lingvodidaktik imkoniyatlarini va axborot mazmuni, motivatsiyasi, tipikligi, zamonaviyligi, madaniy va kasbiy qiymati kabi xususiyatlarini hisobga olgan holda tanlashni o'z ichiga oladi.

Reklama yoki PR matniga murojat qilganda, o'quvchi turli xil o'qish maqsadlariga yo'naltirilishi mumkin, chunki ko'p miqdordagi reklama materiallari mavjud bo'lganda, umumiy tezkor yo'nalish, muayyan kasbiy harakatning sharti sifatida aniq ma'lumotni izlash, shuningdek, ma'lum bir mahsulot (xizmat) qanchalik muhimroq, foydaliroq, qimmatli ekanligini aniqlash, bu reklama faoliyatini rejalashtirish va tartibga solish uchun shart sifatida. O'quv jarayonida qo'llaniladigan matnlar ham har xil bo'lishi kerak. Taqdim etilgan ma'lumotlarda tezkor yo'naltirish, agar o'quvchi matnning asosiy ma'lumotlarini ko'rish, xabar mavzusini sarlavha, shior, matnning tarkibiy qismi yoki uning ekstralingvistik dizayni bo'yicha aniqlash qobiliyatiga ega bo'lsa, ya'ni reklama xabarining umumiy mavzusini aniqlashni ta'minlagan bo'ladi. Muayyan kasbiy ahamiyatga ega bo'lgan ma'lumotlarni qidirish ularni bir nechta reklama va PR matnlari qatorida yoki bitta matn doirasida tezda yo'naltirish va topish ko'nikmalarini rivojlantirishni talab qiladi. Qidiruv-ma'lumotnoma o'qishning ushbu turi, masalan, ma'lum bir mahsulot yoki xizmatni reklama qiluvchi reklama yoki PR matnini topish yoki

ma'lum bir reklama yoki PR matnining maqsadli guruhi (maqsadli auditoriyasi) to'g'risida aniq ma'lumotlarni qidirish, ya'ni reklama matnidagi ma'lumotlarni qisman tushunishni ta'minlaydigan harakatlar bilan bog'liq. Reklama yoki PRga murojaat qilishdan maqsad hayotning ma'lum bir sohasiga oid mavjud takliflarning umumiy rasmini taqdim etish istagi bo'lishi mumkin, bu umumlashtirish qobiliyati bilan bog'liq – har bir reklama va PR matnining asosiy referentlari. Binobarin, o'qishning umumlashtiruvchi-yo'naltiruvchi turi reklama va PR matnlarini o'qishda ham amalga oshadi.

PR matnlarini professional yo'naltirilgan o'qishning maqsadli natijasi bizga reklama va PR matnlarini o'qishning ma'lumotli va informatsion turlari kabi o'qish turlarini va kichik turlarini ajratishga imkon beradi, ular, qidiruv-yo'naltiruvchi, umumlashtiruvchi, baholovchi-axborotli va har bir o'qish ko'nikmalarini shakllantirishda amalga oshiriladi. PR matnni o'zaro tushunish, ishonchni shakllantirish, o'zaro munosabatlarni ta'minlash, harakatga undash uchun xizmat qiladigan xabardir. PR matni kompaniya, tashkilot yoki shaxsning imijini yaratish

va saqlashga qaratilgan. Birinchi PR matnlarning paydo bo'lishi jamoatchilik bilan aloqalarning tegishli xususiyatlariga ega bo'lgan ishtimoiy institut sifatida shakllantirishning turli davrlariga nazariy asosga, ta'lim tizimlariga va huquqiy hujjatlarni tartibga olishga bog'liq. Shunday qilib, Rossiyada jamoatchilik bilan aloqalarning institutsional rivojlanganligi sharoitida PR matnlarning kelib chiqishi alohida PR vosita sifatida faqat 1990-yillarda sodir bo'ldi. Hozirgi vaqtda klassik turlardan tortib, internet texnologiyalari rivojlanishi tufayli payda bo'lgan yangi formatlarga qadar turli xil PR matnlari mavjud. PR matnlar oddiy va murakkab turlarga bo'linadi.

Oddiy PR matn – bu o'ziga xos matn, ya'ni boshqa matn shakllaridan farq qiluvchi va PR aloqalari makonida mustaqil va o'zini- o'zi ta'minlaydigan matn birligi sifatida mavjud

bo'lgan va faoliyat yuritadigan ma'lum bir obyektidir. Masalan pressreliz, taklifnoma, fact list (faktlar varaqasi), tarjimai hol, savol-javoblar, varaqasi, layner, xat, tabriklar, ommaviy axborot vositalari bayonoti shu turdagilar PR matnlariga kiradi.

Murakkab PR matnlari – bu umumiy mavzu (yangiliklar) bilan birgalikda asosiy oddiy PR matnlarining to'plami bo'lgan birlashtirilgan makro matn. Masalan press kir (matbuot to'plami), buklet, prospekt, varaqa. PR, reklama, imij, jamoatchilik bilan aloqalar, outsorsing, ommaviy axborot vositalari, marketing kommunikatsiyalari, Hukumat bilan munosabatlar, korporativ PR, maqsadli auditoriya, radio reklama, tele reklama, tashqi statsionar reklama, tashqi tranzit reklama, Hozirgi davrda rivojlangan davlatlarda PR, ya'ni jamoatchilik bilan aloqalar tizimi ko'pgina boshqa sohalarning taraqqiyotiga zamin yaratmoqda. Jamoatchilikka ta'sir etish, unda muayyan fikr uyg'ota olish, uning qo'llab-quvvatlashiga erishish – bu tizimlarning muvofiqlashgan va samarali faoliyatiga bog'liq. Jahonda zamonaviy PR xizmatlari funksiyalari takomillashish barobarida yangi jiddiy va murakkab vazifalarni qamrab olmoqda. Ularning tarkibi tashkiliy – boshqaruv faoliyati (ya'ni, turli loyiha va tadbirlarni o'tkazishni tashkil etish, ularni axborot bilan ta'minlash, uyushtirishga mablag' izlash), kreativ faoliyat (ya'ni, muhit va mavqe, imij yaratish dasturlarini amaliyotga tatbiq etish, bank, tahririyat, reklama agentligi, firma tarixini yaratish va h.k.) axborot-tahliliy xizmatlar bilan boyib bormoqda. PR samarali aloqa texnologiyasidir. Ingliz tilidan tarjima qilinganda PR yoki Public Relations atamasi "jamoatchilik bilan aloqalar" degan ma'noni anglatadi. Ushbu aloqa tartibi ehtiyotkorlik bilan ishlab chiqilgandir. PR faoliyati jamoat arboblari, tashkilotlar, jamoatchilik vakillari, mijozlar va auditoriya o'rtasida foydali munosabatlarni o'rnatish imkoniyatini beradi. Bu Amerika Jamoatchilik bilan aloqalar jamiyati tomonidan 1000 xil variantlarni chuqur tahlil qilgandan keyin ishlab chiqilgan texnologiya

ta'rifidir. Internetda PRning asosiy funksiyalaridan birini – kompaniyaning ijobiy imidjini yaratishni amalga oshiradi. Iste'molchilar postlarga sharh berishlari mumkin, ya'ni aloqa ikki tomonlama xarakterga ega bo'ladi, buning natijasida mijozlar e'tibor va o'zlariga nisbatan alohida munosabatni rivojlantiradilar. Internetdagi yana bir samarali PR vositasi kontekstli reklamadir. Bu kompaniyaning veb-saytiga maqsadli auditoriyani jalb qilishga yordam beradi. PR yoki jamoatchilik bilan aloqalar – bu hech bo'lmaganda bilvosita reklama bilan bog'liq bo'lgan ko'pchilikka tanish bo'lgan atama. Biroq, konsepsiyaning ma'nosini aniq tushunadiganlar kam. Ba'zida PR klassik reklama bilan chalkashib ketadi, garchi bu texnologiyalar turli vositalar yordamida amalga oshirilsa ham.

Ushbu maqola orqali oz bo'lsada yuqoridagi masalaga oydinlik kiritishga harakat qilamiz Reklama xizmatlar va tovarlarga talabni oshiradi.

PR esa imidjni shakllantirish uchun asos bo'ladi. Bu kichik tadbirkorlar, ishbilarmonlarga maqsadli auditoriya oldida o'z obro'sini mustahkamlash va himoya qilishga yordam beradi. Hozirgi kunda ko'pgina kompaniyalar o'zlarining jamoatchilik bilan aloqalar bo'limlarini ochadilar yoki PR agentliklari xizmatlaridan foydalanadilar. Bu esa birinchi variant PR mutaxassisining biznesga maksimal

darajada jalb etilishini ta'minlaydi. Outsorsingdan foydalanish bir martalik vazifalar uchun javob beradi va butun bo'lim uchun ish haqini tejash imkonini beradi. Kompaniyani tanlash – o'z bo'limi yoki agentlik bilan bog'lanish - reklama strategiyasi va biznes sohasiga bog'liq.

Xulosa

Xulosa qilib aytganda, reklama matni bu o'quvchilarni ma'lum bir voqea yoki narsaga ishonitirish yoki ularga ma'lum voqelikni ko'rsatish orqali jalb qilish niyatida yozilgan yozuv. Bu reklama qilishda keng qo'llaniladigan vosita bo'lib, unda potentsial mijozlarga ma'lum bir mahsulot yoki xizmatni sotib olish yoki undan foydalanishga qaratilgan matn turi mavjud bo'ladi. Tilda har bir so'z o'zining leksik-grammatik xususiyatlariga ko'ra bir-biridan farqlanadi va bu tafovutlar matnni ko'rish jarayonida yaqqol ko'rinib turadi. Bu xususiyatni so'z birikmalariga nisbatan ham ayta olamiz. So'zlar va so'z birikmalari ma'lum usullarda birikadi. Bu grammatik abstraktsiyaning natijasi hisoblanadi. Umuman olganda, reklamadagi asosiy g'oyaning noan'anaviy tarzda o'z ifodasini topishi, kulminatsion nuqtaning kutilmagan ko'rinishlarda o'z yechimini topishi uning ta'sirchanligini oshirishda mislsiz darajada muhim ahamiyat kasb etadi. Bunday paytlarda reklama qanchalik talab darajasida yaratilgani ham juda muhim ahamiyat kasb etadi.

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Noverbal va verbal signallar orqali muloqotda axborotni idrok etish

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Annotatsiya

Ushbu maqolada verbal va noverbal muloqot jarayonida axborot uzatish va idrok etish mexanizmlari tahlil qilinadi. Tadqiqotlar shuni ko'rsatadiki, insonning his-tuyg'ulari, yuz ifodalari va imo-ishoralari axborotni samarali yetkazishda muhim rol o'ynaydi. Maqolada verbal va noverbal signallar o'rtasidagi o'zaro bog'liqlik, ularning ma'noni idrok etish va o'zlashtirish jarayonlaridagi o'rni, shuningdek ijobiy va salbiy kommunikativ holatlarning shakllanishi o'rganiladi. Imo-ishoralar va og'zaki nutq o'rtasidagi muvozanat, ularning kommunikativ samaradorlikka ta'sirini ko'rsatuvchi uchburchak modeli va ataylab cheklangan axborot uzatish misollari keltirilgan. Maqolada shaxslararo muloqotda verbal va noverbal vositalarning funksional ahamiyati bo'yicha ilmiy ma'lumotlar tahlil etilib, ularning o'zaro ta'siri va amaliy qo'llanilishidagi o'ziga xos xususiyatlar yoritilgan. Xulosa qilish mumkinki, samarali muloqot uchun nafaqat so'zlar, balki uning ifodasi, ovoz toni, ko'z aloqasi, jismoniy ishoratlar va jamiyatdagi madaniyat ramzlari ham muhimdir. Ushbu tadqiqot kommunikatsiya jarayonida verbal va noverbal vositalarning integral ta'sirini chuqur o'rganish orqali o'zaro tushunish va ijtimoiy aloqalar samaradorligini oshirish yo'llarini aniqlashga xizmat qiladi. Maqola o'quvchiga nafaqat nazariy bilim, balki kundalik hayotda, kasbiy muloqotda va madaniyatlarda aloqalarda ushbu bilimlarni qo'llash imkoniyatini beradi.

Kalit so'zlar

Verbal, noverbal, holat, ongli, vositalar, muloqot

Восприятие информации в коммуникации посредством невербальных и вербальных сигналов

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Аннотация

В данной статье анализируются механизмы передачи и восприятия информации в процессе вербальной и невербальной коммуникации. Исследования показывают, что важную роль в эффективной передаче информации играют человеческие эмоции, мимика и жесты. В статье изучается взаимосвязь вербальных и невербальных сигналов, их роль в процессах восприятия и усвоения смысла, а также в формировании позитивных и негативных коммуникативных ситуаций. Представлены баланс между жестами и устной речью, треугольная модель, демонстрирующая их влияние на эффективность коммуникации, и примеры преднамеренно ограниченной передачи информации. В статье анализируются научные данные о функциональном значении вербальных и невербальных средств в межличностной коммуникации, выделяются

особенности их взаимодействия и практического применения. Можно сделать вывод, что для эффективной коммуникации важны не только слова, но и их выражение, тон голоса, зрительный контакт, физические жесты и культурные символы в обществе. Цель данного исследования – выявить пути улучшения взаимопонимания и эффективности социальных взаимодействий путем глубокого изучения комплексного влияния вербальных и невербальных средств на коммуникативный процесс. Статья предоставляет читателю не только теоретические знания, но и возможность применить эти знания в повседневной жизни, профессиональном общении и межкультурной коммуникации.

Ключевые слова Вербальный, невербальный, состояние, сознательный, средства, коммуникация

Perception of Information in Communication through Nonverbal and Verbal Signals

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Annotation *This article analyzes the mechanisms of information transmission and perception during verbal and nonverbal communication. Research shows that human emotions, facial expressions, and gestures play a crucial role in the effective transmission of information. The article examines the relationship between verbal and nonverbal cues, their role in the processes of perception and assimilation of meaning, as well as in the formation of positive and negative communicative situations. The article presents the balance between gestures and oral speech, a triangular model demonstrating their influence on communication effectiveness, and examples of intentionally limited information transmission. The article analyzes scientific data on the functional significance of verbal and nonverbal means in interpersonal communication, highlighting the specific features of their interaction and practical application. It can be concluded that effective communication requires not only words but also their expression, tone of voice, eye contact, physical gestures, and cultural symbols in society. The purpose of this study is to identify ways to improve mutual understanding and the effectiveness of social interactions through an in-depth study of the complex influence of verbal and nonverbal means on the communication process. The article provides the reader not only with theoretical knowledge, but also with the opportunity to apply this knowledge in everyday life, professional communication, and intercultural communication.*

Keywords Verbal, non-verbal, state, conscious, means, communication

Tadqiqotlarimiz jarayonida shuni aniqladikki, hissiy holatni uzatishda bir qator vaziyatlarda biz imo-ishoralarimiz, yuz

ifodalarimizdan xabardor emasmiz, ya'ni bu holatni o'zimiz bajarishimiz uchun ifoda etishimiz biroz qiyin. Axborotni jo'natuvchi va

qabul qiluvchi har doim aloqa jarayonida namoyon bo'lganligi sababli, noverbal signallardan ongli ravishda foydalanishda ahamiyat darajasini ajratib ko'rsatish hisoblanadi. Tahlillarimiz davomida, noverbal xatti-harakatlaridagi ongli va ongsiz ravishda qiyosiy tahlil shuni ko'rsatadiki, noverbal vositalarni ongli ravishda idrok etish qabul qiluvchiga xosdir (Конечкая, 1997). Axborot jo'natuvchisi deyarli har doim uning noverbal signallaridan bexabar, imo-ishoralari esa bundan mustasno. Qabul qiluvchining oldida jo'natuvchi tomonidan yuborilgan ma'lumotlarni to'g'ri dekodlash vazifasi turibdi. Qabul qilingan noverbal signallarni adekvat talqin qilish qobiliyati ularning tadqiqotlari uchun muhim bo'ladi.

V.P. Konetskaya fikriga ko'ra, bu jarayonda noverbal vositalardan nazorat ostida foydalanish muloqotni aniqlaydigan yuqori bilim jarayonlariga bog'liq. Inson his-tuyg'ularini yashirish uchun "niqob" kiyadi. Biroq, jo'natuvchi tomonidan noverbal signallarni ongli ravishda nazorat qilish bilan ham, qabul qiluvchi og'zaki xatti-harakatlardagi eng kichik o'zgarishlarni sezadi. Yuboruvchining haqiqiy hissiy holati beixtiyor imo-ishora, qarash, ko'tarilgan qoshlarda namoyon bo'lishi mumkin. Psixologlar tomonidan o'tkazilgan tajribalar shuni ko'rsatdiki, o'z his-tuyg'ulari haqida qasddan uzatilgan ma'lumotlar, ayniqsa yoqimli his-tuyg'ular holatida osonroq qabul qilinadi (Конечкая, 1997).

Ishtirokchi suhbatning ma'lum bir nuqtasida bajaradigan roli noverbal vositalardan foydalanishga ta'sir qilishi aniq. Axborotni jo'natuvchi va qabul qiluvchi uchun noverbal signallarning ahamiyati turlicha aks etadi hamda har xil ma'no ifodalaydi.

Tadqiqotchi olim, L.P. Yakubinskiyning so'zlariga ko'ra, tinglovchilar tomonidan qiziqish yoki e'tibor, e'tiborsizlik, hayrat yoki zerikish kabi emotsiyalarni yuz ifodasi orqali ifoda etish juda muhim hisoblanadi. Shu munosabat bilan ma'ruzachi nutqning katta yoki kichik intensivligini aniqlaydi, assotsiatsiya

osonlashadi, aksincha to'g'ri ifoda signallari topiladi. Albatta, har kim bu hodisani o'zi boshdan kechirgan, ular sizni tinglashganda va yaxshi tinglashganda, ayniqsa xotirjamlik bilan tinglashganda, nutq jarayoni osonlashadi. Shunday qilib, tinglovchining ijobiy noverbal signallarini ongli ravishda idrok etish kommunikaning og'zaki bayonotini yaratish jarayonini osonlashtiradi. Shu bilan birga, ko'pchilikka ma'lumki ma'ruzachi har doim ham o'zining noverbal signallarini boshqarishga qodir emas. Tinglovchi uchun ma'ruzachining so'zlariga hamroh bo'lgan noverbal signallar xabarni yetarli darajada idrok etish uchun zarurdir.

A. Pizning ta'kidlashicha, insonning madaniy darajasidan qat'iy nazar, so'zlar va ularga hamroh bo'lgan harakatlar shunday bashorat qilish darajasiga egaki, yaxshi, faol insonlar ma'lum bir iborani aytish paytida odam qanday harakat qilayotganini ovoz bilan aniqlay oladi (Пиз, 1992).

Ammo, ko'pchilik olimlarning tadqiqotlari A. Pizning fikrini noto'g'ri deb talqin qiladi. R. Birdvstell muloqot paytida uning imo-ishoralarni kuzatish orqali ma'ruzachi ovoziining tembrini aniqlashni o'rgandi. Olim rang orqali u qanday emotsiyalarni boshdan kechirayotganini, uning noverbal harakat ma'nolarini aniqlay olgan (Birdwhistell, 1970).

Muloqot jarayonida ma'ruzachi va tinglovchi ma'lumotni ikki kanal orqali uzatadi va qabul qiladi. Ikki kanalning qaysi biri muhimligi va ma'lumotlilik jihatidan afzal ko'rilganligi to'g'risida fanda ikki xil fikr mavjud. To'g'ridan-to'g'ri, ya'ni yuzma-yuz muloqot sharoitida tovushli matnni idrok etish jarayoni yuqorida ta'kidlab o'tilganidek, inson hayotning ilk davridanoq kommunikativ harakatning verbal va noverbal qismlari o'rtasida e'tiborni taqsimlash mahorati bilan tarbiyalanadi. Muloqot ishtirokchilari ongli yoki ongsiz ravishda ikkala qismning informatsion qiymatini sezadilar. Shuning uchun, harakatni tejash prinsipiga muvofiq, ba'zi bir qismdagi ortiqcha narsalarga e'tibor berilmaydi va bir

qismdagi kerakli ma'lumotlarning "yetishmayotgan" ulushi ikkinchisining hisobiga to'ldiriladi. Bu jarayonga bir necha misollar keltirish mumkin, masalan ellipsis (fr. ellipse, ingl. ellipsis) – yunoncha "ἔλλειψις" (elleipsis) so'zidan kelib chiqqan. Ma'nosi: «yetishmaslik», «qoldirish», «tushirib ketish») bu kontekst orqali tiklanadigan jumla elementining matn yoki nutqdagi kamchilik yetishmayotgan elementni noverbal signal bilan osongina almashtirish mumkin. G.Kolshanskiyning fikriga ko'ra yetishmayotgan elementlar ko'pincha ishoralar orqali o'zbek tilida bir nechta misollar keltirish mumkin, misol uchun: janoblar, iltimos,... (ko'tarilgan qo'l bilan imo-ishora tinchlanishga qaratilgan). Hozirda fransuz tilida ham bunday holatlar ko'p kuzatiladi. Masalan, Tu veux manger quelque chose ? (hausse les épaules) – Bof... pas trop. To'liq ibora: «Je n'ai pas trop envie de manger.» (Men ovqat yeyishni xohlamayman). Ellipsis: «Pas trop» + harakat (jest) yelkalarining qisilishi rad etillayotganni bildiradi. Encore ? (U qoshlarini ko'taradi va likopchaga ishora qiladi.) To'liq shakli: «Tu en veux encore ?» Lekin u faqat – "Encore ? deydi +qo'l ishorasi" va hamma narsa tushunarli. Bu noverbal hamrohlik bilan odatiy suhbat ellipsisidir.

Ma'lumki, matnni assimilyatsiya qilish ikki o'lchovli jarayon hisoblanadi, aks holda biz bayonotning haqiqatligi yoki yolg'onligini aniqlashimiz qiyin bo'ladi. Chunki bu boradagi so'zlarni baholash og'zaki ma'lumotlarning ma'nosini boshqa kanallar orqali olingan ma'nolar bilan taqqoslashdan iboratdir.

I.N. Gorelovning so'zlariga ko'ra, ko'pincha verbal belgi muayyan sharoitlarda muhim vaziyatga hamroh bo'lgan asosiy belgi sifatida harakat qiladi. Keyinchalik murakkab lingvistik ma'lumotlarni idrok etishda, biz ko'proq haqiqiy matnni idrok etish bilan shug'ullanamiz. Olimning ta'kidlashicha, nutqni qabul qilish bu nutq parallel ravishda amalga oshadigan jarayon hisoblanadi. I.N. Gorelov bu jarayonni 3 guruhga ajratgan. Bular: 1) shaklni idrok etish; 2) xabar mazmunini idrok etish; 3) aloqa holatini idrok etish (Горелов, 1980).

1. *Shaklni idrok etish* – bu bosqichda inson nutqning tashqi shaklini qabul qiladi: tovushlar, talaffuz, intonatsiya, sur'at, pauza va grammatik qurilish. Masalan, so'zlarni to'g'ri eshitish, nutqning til qoidalariga mosligini sezish shu yerda amalga oshadi.
2. *Xabar mazmunini idrok etish* – bu bosqichda nutq orqali yetkazilgan ma'no tushuniladi. Inson so'zlar ortidagi fikrni, ya'ni xabarning mazmuni va asosiy g'oyasini anglaydi. Masalan, "Iltimos, oyna och" degan iboradan faqat so'zlarni emas, balki shaxsning so'rov niyatini tushunish.
3. *Aloqa holatini idrok etish* – mazkur bosqich eng keng qamrovli bosqich bo'lib: inson nutq orqali nafaqat xabarni, balki muloqot vaziyatini ham tushunadi. Bu yerda ijtimoiy va shaxsiy omillar (kim gapiryapti, qanday ovoz bilan, qaysi holatda) hisobga olinadi. Masalan, bir xil gap do'stona holatda so'zlansa bir ma'no, tanqidiy vaziyatda aytilsa boshqacha ta'sir qiladi.

Kommunikativ harakatning boshida qabul qiluvchining o'tmishdagi aloqa tajribasidan kelib chiqqan holda ma'lum bir yo'nalish mavjud bo'lib, buning natijasida qabul qiluvchi kelajakdagi xabarning mazmuni haqida ba'zi farazlarni ilgari suradi. Qo'shimcha noverbal ma'lumotlarni qabul qilish ba'zan haqiqiy nutqda hali amalga oshirilmagan tarkibdagi asosiy o'zlashtirish uchun yetarli bo'lishi mumkin, ya'ni kimnidir fikrini, narsani boshqa bir kishi oladi va uni o'zlashtiradi. Odatiy holatda, noverbal ma'lumotlarni hisobga olgan holda, og'zaki berilgan tarkibning assimilyatsiyasini to'g'rilaydi.

Biroq xabar yetarlicha murakkab bo'lsa va aloqa aktining boshida ilgari surilgan gipoteza tasdiqlanmasa, qabul qiluvchi tovush shaklini olishni davom ettirishi kerak. Ma'lumki, nutqni qabul qilishda gap tarkibini idrok etish, ya'ni nutq so'zlash shaklini idrok etish vaqtga to'g'ri kelmaydi, ya'ni ular sinxronlashtirilmaydi. Tinglovchi ko'pincha unga aniq nima deyilishini

va kamdan-kam hollarda qanday aytilishini bilishini ta'kidlaydi. Verbal signallar har doim ham tayyor ma'noga ega emas. Deyarli har qanday birlik kontekstda har qanday ma'noni ifoda eta olishi mumkin, ya'ni sinonimlar, polisemiya, turli so'zlar bir xil belgini ifoda etadi.

Tahlillarimiz davomida, muloqotda noverbal vositalardan foydalanish, odam har doim bilvosita xulosalarning eng murakkab tizimlaridan foydalangan holda har qanday xabarning parolini hal qila oladi degan tushunchani asoslaydi. Ular muloqot jarayonida evristik ("Evristik" so'zi o'rganish, kashf qilish yoki yangi bilim va yechimlarni topish bilan bog'liq ma'noni anglatadi.) fikrlash meyorlariga muvofiq davom etadi. Shuni alohida ta'kidlash kerakki, tilning asosiy shakllari – tushuncha, hukm, xulosa bilan mantiqiy fikrlash tizimi shakllangan inson tafakkuri rivojlanishining o'sha bosqichining mahsuli hisoblanadi. Verbal va noverbal vositalar bilan uzatiladigan ma'lumotni dekodlash jarayoni inson tafakkuriga xos bo'lgan mantiqiy hamda konseptualika asoslanadi. Rus olimi G.V. Kolshanskiyning fikricha dekodlash mexanizmi xabarni bilvosita idrok etishdan iborat bo'lib, u ikki bosqichdan o'tadi. Birinchi bosqich – bu faqat verbal tuzilmani idrok etish. Ikkinchi bosqich – verbal tuzilishda mavjud bo'lmagan semantika elementlarini to'ldirishga qaratilgan ma'lum xulosalar zanjiri hisoblanadi (Kolshanskiy, 1984).

Shuningdek inson dastlab lingvistik vositalar bilan uzatiladigan ma'lumotlarni qabul qiladi, agar lingvistik yetishmovchilik bo'lsa, noverbal holda ifodalangan fikrlar dekodlashtiriladi. Biroq, bu nuqtai nazarga ham G.V. Gorelov, "biz birinchi navbatda lingvistik bo'lmagan signallarni qabul qilamiz" deb da'vo qiladigan ba'zi xorijiy tadqiqotchilarning fikriga qarshi chiqadi. Aloqa ishtirokchilarining tashqi ko'rinishi ham noverbal signallarga tegishli bo'lsa, ularni mavjud bo'lish huquqi yanada yaqqol aks etadi. Ammo, olim G.V. Gorelov bu ikkita mavjud fikrga to'liq qarshi bo'lmaydi.

Shubhasiz, aloqa jarayonining turli bosqichlarida verbal va noverbal bo'lmagan vositalarning funksiyasi imkonsiz deb ta'kidlaydi. Shu bilan birga, taxlillarimiz davomida verbal va noverbal bo'lmagan ifoda etilgan narsalar o'rtasidagi nomuvofiqlik holatida noverbal signallarning roli muhim hisoblanadi. Bunday xulosa, albatta, eksperimental tasdiqlashni talab qiladi, ammo noverbal vositalarni tadqiq qilishning ushbu bosqichida tilshunoslar ko'pincha olingan natijalarning to'g'riligini isbotlash uchun tajriba ishtirokchilarining sezgi va subyektiv tajribasiga murojaat qilishlari kerak. Biror kishi sezgi borligini aytganda, ular verbal signallarni noverbal signallar bilan muvaffaqiyatli taqqoslashini anglatadi. Bu yerda sezgi insonning ikki kanal orqali uzatiladigan ma'lumotni yetarli darajada idrok etish qobiliyatini anglatadi, bu esa oxir-oqibat samarali muloqotga olib keladi. Ularning nomuvofiqligi bo'lsa, ko'p hollarda inson haqiqatni so'zlamayapti degan xulosaga keladi.

Bizning fikrimizcha, signallarni aniq dekodlash uchun ularni ongli ravishda idrok etish kerak. Ma'lumki, har bir axborotni dekodlashda verbal va noverbal vositalardan muvofiqlashtirilgan yoki muvofiqlashtirilmagan foydalanish alohida ahamiyatga ega. Yuqorida aytib o'tilganidek, insonlar birinchi navbatda noverbal muloqotga ko'proq e'tibor berishadi. Keyin ular so'z tanlash, jumla tuzilishi, intonatsiya kabi verbal jihatlariga e'tibor qaratadilar. Biroq, ko'pincha kommunikatorlar ikkala darajadagi signallarni bir vaqtning o'zida sezadilar, lekin odatda ikkalasiga ham yuqorida aytib o'tilganidek, bir-biriga zid kelganda ular birgalikda ifoda munosabatida bo'lishadi. Shunday qilib, izchillik va nomuvofiqlik noverbal signallarni baholash mezonlaridan biridir. Tadqiqotlar davomida olimlar, bolaning ongida eng mehribon so'zlarni e'tiborsiz qoldirib, tanish yoki notanish odam bilan bog'lanishni istamasligi isbotlangan. Ba'zi hollarda verbal va noverbal signallar o'rtasidagi nomuvofiqlik ta'siri bor, shu bilan birga,

noverbal signallarning ma'nosi yosh bola uchun muhimroqdir. Nemis olimi, Vera Birkenbilning fikriga ko'ra, nomuvofiqlik quyidagilarni anglatishi mumkin:

1. Xulq-atvor va verbal so'zlar o'rtasidagi nomuvofiqlik (mos kelmaslik).
2. Kuzatilgan signal va taxminlar o'rtasidagi tafovutlar, masalan aytaylik, siz kimgadir sovg'a taqdim etyapsiz va o'sha inson xursand bo'lishiga aminsiz, lekin siz sherigingiz hafsalasi pir bo'lganini yoki ko'zlarini olib kochganini ko'rasiz. Bu nomuvofiqlik, ya'ni siz bitta reaksiyaga ishongan edingiz, lekin aslida siz butunlay boshqacha reaksiyani ko'rdingiz.
3. Imo-ishoralarda aniq nomuvofiqlik omili bo'lishi mumkin, bu aslida mavjud emas. Ba'zi odamlar gaplashayotganda qo'llarini harakatsiz silkitadilar yoki ritmik ravishda stolni taqillatadilar, garchi ular bu bilan qo'shimcha hech narsa aytishni xohlamaydilar. Bu signallar aytilgan so'zlar bilan hech qanday aloqasi yo'qdek tuyuladi va ular ham noo'rin deb qabul qilinadi. Ammo, Abdulla Qahhorning «Sarob» asarida stolni taqillatish orqali e'tiborni qaratish holati kuzatiladi. Mazkur noverbal harakat suhbatni to'xtatish, jimlikni o'rnatish va nutqning psixologik ta'sirini kuchaytirish vazifasini bajaradi.

Ma'lumki, tana signallari aytilgan so'zlarga mos keladigan bo'lsa, ular ko'pincha e'tiborga olinmaydi yoki so'zlarning tasdig'i sifatida qabul qilinadi. Nomuvofiqlik yoki kelishmovchilik ko'pchilikda salbiy taassurot qoldiradi, masalan insonlarda noxush tuyg'u bor – "ishonmaslik". Bu tuyg'uni deyarli har birimiz boshdan kechiramiz. Ammo dekodlashda (Kodlash – odam so'z, ovoz, mimika, jest orqali ma'lumotni yuboryapti. Dekodlash -kuzatuvchi bu signallarni qabul qiladi va ularning ma'nosini yechadi.) tajribali odamgina qaysi signallar bunday tuyg'uga

sabab bo'lganini aniq ayta oladi. Misol uchun: so'z va yuz ifodasi o'rtasidagi nomuvofiqlik: Inson "Men xursandman" deydi, lekin yuzida tabassum yo'q, aksincha qoshlari tortilgan yoki lablari qattiq yopilgan. Bu holat atrofdagilarda ishonchsizlik uyg'otishi mumkin. 2. Jismoniy harakat va verbal bayonot o'rtasidagi ziddiyat "Menda hech qanday xavotir yo'q" deydi, lekin qo'llari titraydi yoki qo'llari bilan kiyimini bezovta silab turadi. Tana xavotirni "oshkor qiladi". 3. Ko'z va qo'l-barmoq harakatlari orasidagi nomuvofiqlik cizga gapirayotganda "senga ishonaman" deydi, lekin ko'zlarini chetga oladi va qo'llarini orqasiga yashiradi. Bu holda aytilgan so'zdan ko'ra, noo'rin signal kuchli ta'sir qoldiradi. 4. Tabassum va ovoz ohangidagi ziddiyat: Inson tabassum qiladi, ammo ovozida hazil yoki samimiylik emas, balki kinoya bor. Bu ham ko'pincha "ishonmaslik" hissini paydo qiladi. 5. Muloqot paytidagi signallar noto'g'riligi: Inson "Men qiziqyapman" deydi, ammo mobil telefoniga qarab, nimadirni kuzatadi, ko'radi yoki bo'lmasa parallel ish bilan ovora bo'ladi. Muloqotdagi bu nomuvofiqlik suhbatdoshda "men u uchun muhim emasman" degan hissiyot uyg'otadi (Ekman & Friesen, 1969; Knapp et al., 201).

Noverbal signallarni baholashning bir nechta turlari mavjud. Bular: 1) pozitivlik, 2) negativlik, 3) g'azablanish, 4) achchiqlanish, 5) mamnunlik, 6) quvonish va hokazolar. Tabiiyki, biz signallarni "yaxshi" va "yomon" deb qabul qilamiz, ya'ni ularni tez va oson "ijobiy" hamda "salbiy" deb tasniflaymiz. Shu bilan birga, xulq-atvorning umumiy qoidalari ma'lum bir doirada va ma'lum bir davrda shakllanganligini esga olish kerak. Biz boshqa madaniyat vakillari bilan qanchalik tez-tez muloqot qilsak, individual signallarni "yomon", ya'ni salbiy deb qabul qilish xavfi shunchalik katta bo'ladi. Haqiqatni nazorat qilish suhbatdoshning xulq-atvor normalari haqidagi boshqa g'oyalari tufayli "salbiy" signal paydo bo'lishi mumkinligini eslatishi kerak. Bu turli madaniyat vakillari o'rtasidagi muloqotga tegishli hisoblanadi.

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Comparative analysis of the concept of “patience” in English, Karalpak and Russian languages

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Annotation *This research presents a comparative linguistic analysis of the concept of “patience” within the Linguistic Picture of the World (LPW) across English, Karakalpak, and Russian languages. As a Master’s level study, it explores how different cultures perceive, categorize, and express this virtue through their unique historical and social lenses. Utilizing a comparative method, the study examines the structure and cultural semantics of proverbs and sayings to identify both universal traits and nation-specific nuances. Findings reveal that while all three cultures view patience as a vital pathway to success and spiritual resilience, their metaphorical applications differ significantly. Karakalpak expressions often link patience to historical survival and gendered expectations of endurance. Russian linguistics emphasizes patience as a form of long-term fortitude and hope against hardship, often tied to national history. In contrast, English culture frequently frames patience as an inherent moral virtue and a transformative force. The study concludes that understanding these linguistic variations is essential for enhancing intercultural competence and provides a deeper insight into the national identity and worldview shaped by each language.*

Keywords *Sayings and proverbs, Linguistic Picture Of The World, English culture, Karakalpak culture, Russian culture, The concept of Patience, Comparative method, Cultural variations*

Сравнительный анализ концепции «терпения» в английском, каракалпакском и русском языках

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Аннотация *Данное исследование представляет собой сравнительно-лингвистический анализ концепта «терпение» в рамках языковой картины мира (ЯКМ) на материале английского, каракалпакского и русского языков. В рамках магистерской диссертации изучается, как различные культуры воспринимают, категоризируют и выражают эту добродетель через призму своего уникального исторического и социального опыта. Используя сравнительный метод, автор исследует структуру и культурную семантику пословиц и поговорок для выявления как универсальных черт, так и национально-специфических нюансов. Результаты показывают, что, хотя все три культуры рассматривают терпение как жизненно важный путь к успеху и духовной стойкости, их метафорическое воплощение существенно различается. В каракалпакских выражениях терпение часто связывается с историческим выживанием и гендерными ожиданиями выносливости. В русской лингвистике акцент делается на терпении как форме долгосрочной стойкости и надежды перед лицом трудностей, что*

часто переплетается с национальной историей. Напротив, в английской культуре терпение чаще трактуется как врожденная моральная добродетель и преобразующая сила. В исследовании делается вывод, что понимание этих лингвистических вариаций имеет важное значение для повышения межкультурной компетенции и обеспечивает более глубокое понимание национальной идентичности и мировоззрения, формируемых каждым языком.

Ключевые слова

Поговорки и пословицы, Языковая картина мира, английская культура, каракалпакская культура, русская культура, Понятие терпения, Сравнительный метод, Культурные вариации

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Annotatsiya

Mazkur tadqiqot ingliz, qoraqalpoq va rus tillari olamning lisoniy manzarasi (OLM) doirasida «sabr» tushunchasining qiyosiy-lingvistik tahlilini taqdim etadi. Magistrlik darajasidagi ushbu ishda turli madaniyatlar ushbu fazilatni o'zlarining noyob tarixiy va ijtimoiy qarashlari orqali qanday qabul qilishi, tasniflashi va ifodalashi o'rganiladi. Qiyosiy metoddan foydalangan holda, tadqiqotda maqol va matallarning tuzilishi hamda madaniy semantikasi tahlil qilinib, umuminsoniy jihatlar va milliy xususiyatlar aniqlanadi. Tadqiqot natijalari shuni ko'rsatadiki, har uchala madaniyat ham sabrni muvaffaqiyat va ruhiy bardoshlilikka olib boruvchi muhim yo'l deb bilsa-da, ularning metaforik qo'llanilishi bir-biridan sezilarli darajada farq qiladi. Qoraqalpoq iboralarida sabr ko'pincha tarixiy omon qolish va chidamlilik borasidagi gender kutilmalari (ayollarga xos chidamlilik) bilan bog'lanadi. Rus tilshunosligida sabr uzoq muddatli matonat va qiyinchiliklar oldidagi umid shakli sifatida talqin etilib, ko'p hollarda milliy tarix bilan bog'liq holda namoyon bo'ladi. Bundan farqli o'laroq, ingliz madaniyatida sabr ko'pincha insonning ichki axloqiy fazilati va o'zgartiruvchi kuch sifatida talqin etiladi. Tadqiqot yakunida bunday lisoniy farqlarni tushunish madaniyatlararo muloqot qobiliyatini oshirishda muhim ahamiyatga ega ekanligi hamda har bir til tomonidan shakllantiriladigan milliy o'zlik va dunyoqarash haqida chuqurroq ma'lumot berishi ta'kidlanadi.

Kalit so'zlar

Maqol va maqollar, dunyoning lingvistik manzarasi, ingliz madaniyati, Qoraqalpoq madaniyati, rus madaniyati, sabr tushunchasi, qiyosiy usul, madaniy tafovutlar

The Linguistic Picture of the World has wide matter since reality reflects with how knowledge, ideas and opinions are perceived and categorized through language. This system

is named variously in different sciences – the picture of the world or the conceptual system of the world, model of the world, image of the world and is considered in different aspects

(Mukhtorova, 2023). The concept of Patience in three languages reflect diverse perceptions, metaphors and considerations.

In this work, we will focus on comparative study of proverbs and sayings in Karakalpak, English and Russian languages concerned to patience. The purpose of this research is to analyze and demonstrate the cultural and functional purpose of this word in three languages. To accomplish this goal, we will use comparative method that allows us to investigate the social expressions of three different nations.

This study is not only of academic interest, but also of practical significance. Understanding the sayings and proverbs of other languages leads to strengthening intercultural competence and mutual strong bonds. However, at the same time, patience can also shape emotions. Such patience arises naturally and helps quickly change a person's attitude toward what's happening in their life. For example, someone who has lost a loved one rethinks their place in this world, changing their values and life principles (Khursanova, 2023). Tertullian emphasizes the high value of patience and asserts that no living being can live without it, because through patience the path to salvation is revealed. In this case, patience becomes a form of love, which is the greatest mystery of faith. True love/affection does not break under trials; it endures because it is generous and devoted. The philosopher Tertullian says that on the path of patience, all knowledge, the ability to predict the future, and all other predictability are lost. Furthermore, Tertullian emphasized the importance of patience, believing that without patience, the health of faith and the firmness of the Lord's discipline cannot be easily achieved (Plato, 1990).

The concept of patience in Linguistic picture of the world conveys not only how people using different languages see the world but also how they understand the one word diversely. However, at the same time, patience can also shape emotions. Such

patience arises naturally and helps quickly change a person's attitude toward what's happening in their life. For example, someone who has lost a loved one rethinks their place in this world, changing their values and life principles.

In Karakalpak linguistics, the usage of the word 'patience' holds diverse meanings from positive to negative ones in different contexts. When in the expression "Sen ju'da sabirlisan-ay" it has negative notion which means 'You are so patient' and in context it has of meaning 'slow person who does not hurry or try to complete things. And it can have positive meaning in another context, like 'Sabir - bereketin' anasi' which refers 'patience' to the meaning of blessing's mother.

In Russian linguistics, the concept patience has been widely examined, primarily from a linguistic point of view. Systematic research on patience in Russian Linguistics began with the dissertation of I.A. Dolgova in 2006, which investigated the cognitive and linguistic nature of patience. Here is the English translation of the second paragraph (the one starting with «В толковых словарях русского языка...»).

In explanatory dictionaries of the Russian language, the concept under consideration is defined as follows.1. The ability to endure calmly and steadfastly physical and moral suffering, deprivation.2. The ability to endure something for a long time; the ability to wait calmly and self-restrainedly for favorable results of some action, life changes, etc.3. The ability to work diligently and persistently on something until the necessary result is achieved (TSRYa 2003); the state and quality of to endure – to bear, tolerate, endure something, suffer; to be patient, restrain oneself, struggle, hold out, stand without giving up, without losing heart; to expect, hope, wish for something better; to be gentle, to humble oneself; to condescend, to tolerate, to indulge, to handle gently, to praise, to encourage, to give a rein; not to rush; not to speak sharply; not to drive, not to spur (Долгова, 2006).

English linguistics represents not only in the newest society but also in old ages, from such a book as Bible. 'Whoever is patient has great understanding, but one who is quick-tempered displays folly'. Other proverbs highlight patience's power to calm quarrels and persuade rulers, with verses like Proverbs 15:18, 'A patient man calms a quarrel' and Proverbs

25:15, 'Through patience a ruler can be persuaded'. They also emphasize that patience is superior to forceful anger, as in Proverbs 16:32: 'Better a patient person than a warrior'.

The following table demonstrates the abstraction of "patience" in **Karakalpak** language.

Proverb / saying	Translation
"Sabırdın túbı sarı altın"	The end of patience is pure gold
"Ashlıq kelse – sabır et, toqlıq kelse – shúkir et."	If starving comes -be patient, if satiety comes - be grateful
"A`yel adamnin` 40 jani bar"	A woman has 40 lives
"Tawǵa shıqqan sabır eter, tawdan tússe dálil eter"	The one who managed to go up the mountains is patient, the one didn't is grateful

Table 1.

The metaphor of the first saying is of meaning that if people tend to be patient under any circumstances is being awaited by worthy award.

The metaphor of the second one is another straightforward saying which means you have to endure if you have challenges in your life, if vice versa be just grateful for what you have.

The third one keeps a deeper meaning in its context. A woman in Karakalpak culture has to tolerate through their lives. This saying is to some extent is paradoxical.

The metaphor of proverb: "The one who was able to go up to the mount is patient, but

the one who didn't is grateful" is that the white stripes and black ones in your life should not lead to any negative emotions. Whether the person succeeds he should be patient and modest or unless they achieve their goal, they need to be also grateful, since there is also another hidden blessing.

These sayings refer not only to the history by touching the starving periods of the nation, but also the gender difference by mentioning that women are believed to tolerate in unpleasant situations.

The following table illustrates the meaning of **Russian** "patience" in proverbs.

Saying / proverb	Translation
Терпение и труд все перетрут	Patience and hard work will overcome everything
И Москва не сразу строилась	Moscow wasn't built in a day
И темна ночь не навек	And the night isn't dark forever
Не везде сила, где умение, а где и терпение	Strength isn't where skill is, nor is patience

Table 2.

The metaphor of the first proverb is of meaning that two characteristics of the person

like, patience and hard work leads him to succeed in overcoming challenges as said: Each

of us faces various obstacles and difficulties along the way. Patience helps us overcome the first throes of despair and continue moving forward. Patience is not passive waiting, but actively overcoming difficulties and accumulating experience and wisdom. When we patiently await the results of our efforts, we grow spiritually and mentally, becoming stronger and more resilient.

The second states that the capital of Russia – Moscow, which is now a vibrant city, slowly underwent progress and required patience. This turn of events arose due to the slow historical development of Moscow: it was first mentioned in 1147, but became the center of a principality only in the 13th century, and the capital of a unified state at the end of the 15th century (<https://liveinmsk.ru/>).

The usage of old Russian word «темна» that is of meaning “dark” in «И темна ночь не

навек», has deeper origins and was derived from the song “Dark Night” (1943), written by composer Nikita Bogoslovsky and poet Vladimir Agatovsky. The song’s meaning is a powerful symbol of hope and love against the backdrop of war, and its story is linked to the film “Two Soldiers,” where it sounds like a hymn to love, which sustains a soldier and gives him a reason to fight.

The first part of the saying “Strength is not where skill is” means that even the most valuable abilities can be of no use, unless they are supported by other qualities. Therefore, the continuation of the saying “Nor is patience is” says patience play not less important role than just single ability, specifically in long-term perspective.

The table below shows the abstraction of Patience in English culture:

Saying / proverb	Meaning
<i>“Patience is a virtue”</i> (Pearsall, 1994)	This phrase became well-known in Medieval England and means the ability to wait calmly without frustration is a morally good quality.
<i>“Rome wasn’t built in a day”</i> (Heywood, 1546)	The key skills to achieve goals require time. This phrase rooted in the history of ancient Rome, which became the largest civilizations in the world, but this development took time.
<i>“With time and patience, the mulberry leaf becomes silk”</i> (Knowles, 2016)	Something small – like a mulberry leaf can become something precious and worthy- like silk- but only with time and patience.
<i>“Every cloud has a silver lining”</i> (Milton, 1634)	The metaphor “Silver lining” is used to express as something good. Like after difficult situations come success and relief in the soul.

Table 3.

This comparative analysis, focused on the concept of “patience” across the English, Karakalpak, and Russian languages within their respective Linguistic Pictures of the World (LPW), has demonstrated both universal and distinct cultural perceptions of this essential human quality.

Using the comparative method and analyzing a selection of proverbs and sayings,

we identified the functional and cultural significance of “patience” in each linguistic context:

Universal Value: Across all three cultures, patience is strongly linked to success and overcoming adversity. Phrases like the Karakalpak “Sabırdıń túbi sarı altın” (The end of patience is pure gold), the Russian «Терпение и труд все перетрут» (Patience and hard work

will overcome everything), and the English "Patience is a virtue" all underscore its role as a necessary prerequisite for achieving worthy outcomes.

Cultural Nuances

Karakalpak Culture: The proverbs reflect a strong connection to historical endurance (referencing periods of hardship) and societal roles, particularly emphasizing the tolerance expected of women ("Ayel adamnin 40 jani bar").

Russian Culture: The expressions emphasize the necessity of patience for long-term, large-scale achievement («И Москва не сразу строилась») and often connect it with an enduring sense of hope and resilience in the face of temporary hardship («И темна ночь не навек»).

English Culture: The proverbs treat patience as an elevated, inherent moral quality ("Patience is a virtue") and use metaphors that highlight the transformative power of time, turning something ordinary into something

precious ("With time and patience, the mulberry leaf becomes silk"), often concluding with an optimistic outlook ("Every cloud has a silver lining").

In summation, while the function of patience as a pathway to reward is a shared conceptualization, its metaphorical representation and its application to specific aspects of national life – be it gender roles, historical context, or moral philosophy – reveal the unique cultural values embedded within each LPW.

This study holds practical significance by enhancing intercultural competence, as understanding these linguistic expressions provides a deeper appreciation for the worldview and identity shaped by each nation's language. Further research could explore the semantic field of related concepts, such as "endurance" or "perseverance," to provide an even more comprehensive analysis of this vital social and personal virtue.

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**Badiiy matnlarda
konseptosferaning lingvokognitiv
tuzilishi: paradigmatic
munosabatlar va konseptual
faollashuv modellari****Zarina Murtozayeva Muxtor qizi**Zarina.murtazayeva93@mail.ru

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Annotatsiya

Mazkur maqolada konseptosferaning lingvokognitiv tabiati til, tafakkur va diskurs o'zaro aloqasi doirasida shakllanuvchi murakkab va ko'p qatlamli mental tizim sifatida tahlil qilinadi. Tadqiqot paradigmatic semantik munosabatlar – sinonimiya, antonimiya va giponimiya – konseptlarning diskursda faollashuvi, semantik kengayishi hamda baholovchi qatlamlarining yuzaga chiqishida asosiy mexanizmlar ekanligi g'oyasiga tayangan holda olib boriladi. Maqolada yadro–periferiya modeli, freym–slot tuzilmasi, konseptual dominanta va tarmoqli (network) model bir-birini to'ldiruvchi kognitiv yondashuvlar sifatida integratsiyalashadi. Ushbu modellar konseptlarning ichki semantik tashkiloti, prototipik belgilari, aksiologik yo'nalishi va madaniy shartlangan komponentlarini tizimli ravishda aniqlash imkonini beradi. Tadqiqotning nazariy-metodologik asosi kognitiv tilshunoslik doirasidagi yetakchi olimlar – D. Cruse, W. Croft, C. Fillmore, V. Evans, Z. Popova va I. Sternin qarashlariga tayangan. Maqolada konseptlar statik lug'aviy birliklar emas, balki diskurs jarayonida shakllanib, semantik transformatsiyaga uchraydigan dinamik kognitiv tuzilmalar sifatida talqin qilinadi. "Jinoyat" va "xiyonat" kabi aksiologik yuklangan konseptlar misolida ularning semantik, baholovchi va madaniy qatlamlari o'zaro uzviy bog'liqlikda yoritiladi va shu boradagi qarashlar ushbu maqolada o'z aksini topgan.

Kalit so'zlar

Konseptosfera, kognitiv tilshunoslik, sinonimiya, antonimiya, freym semantikasi, yadro–periferiya modeli, konseptual dominanta, tarmoqli model

**Лингвокогнитивная структура
концептосферы в
художественном тексте:
парадигматические отношения
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В статье рассматривается лингвокогнитивная природа концептосферы как сложного и многоуровневого ментального образования, формирующегося в языковом и дискурсивном пространстве. Анализ основан на исследовании парадигматических семантических отношений – синонимии, антонимии и гипонимии – которые интерпретируются как ключевые механизмы концептуальной активации. Особое внимание уделяется совмещению различных когнитивных моделей, включая модель «ядро – периферия», фреймовую семантику, концептуальную доминанту и сетевую (network)

модель репрезентации значения. Теоретико-методологическую основу исследования составляют положения когнитивной лингвистики, разработанные в трудах D. Cruse, W. Croft, C. Fillmore, V. Evans, Z. Popova и I. Sternin. В статье обосновывается тезис о том, что концепты функционируют не как статические лексические единицы, а как динамические когнитивные структуры, способные к семантическому расширению и трансформации в процессе дискурсивного взаимодействия. Особое место в работе отводится анализу аксиологически маркированных концептов «преступление» и «предательство», внутренняя организация которых отражает взаимодействие семантических, оценочных и культурно обусловленных компонентов. Полученные результаты расширяют теоретические представления о концептосфере и вносят вклад в развитие когнитивной семантики и концептуального анализа текста.

Ключевые слова Концептосфера, когнитивная лингвистика, синонимия, антонимия, фреймовая семантика, ядро и периферия, концептуальная доминанта, сетевая модель

The Linguocognitive Structure of the Conceptual Sphere in Fiction: Paradigmatic Relations and Models of Conceptual Activation

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Annotation *This article examines the linguocognitive nature of the conceptual sphere through the analysis of paradigmatic semantic relations and cognitive models. The study focuses on synonymy, antonymy, and hyponymy as key mechanisms of conceptual activation in language and discourse. Special attention is given to the "core-periphery" model, frame semantics, conceptual dominance, and network-based representations of meaning. Drawing on the theoretical frameworks of cognitive linguistics proposed by Cruse, Croft, Fillmore, Evans, Popova, and Sternin, the article demonstrates how concepts are structured as dynamic, multi-layered systems rather than static lexical units. The concepts of crime and betrayal are analyzed as axiologically marked conceptual formations, revealing their internal semantic organization, evaluative potential, and cultural embeddedness. The integration of frame-slot structures and network models allows for a deeper understanding of how conceptual meanings expand and interact in discourse. The findings contribute to the development of linguocognitive theory and provide a methodological basis for analyzing concept activation in fictional and non-fictional texts.*

Keywords *Conceptual sphere, cognitive linguistics, synonymy, antonymy, frame semantics, core-periphery model, conceptual dominance, network model*

Tilshunoslik nuqtai nazaridan sinonimiya paradigmatic munosabatlarning eng nozik ko'rinishidir. A. Kruz sinonimiyani "near-synonymy" ya'ni qisman sinonimlik va "absolute synonymy", mutlaq sinonimlikka ajratadi va haqiqiy lingvistik tizimlarda "mutlaq sinonim" deyarli mavjud emasligini isbotlaydi (Cruse, 1986).

Demak, sinonimlarning paradigmadagi joylashuvi ularning ma'no komponentlari farqi orqali belgilanadi. Bu farqlar esa konseptual tizimda periferik elementlarning faollashuvini ta'minlaydi. Shu bois, sinonim qatorlar konseptning ichki semantik imkoniyatlarini kengaytiradi va matnda turli darajadagi konseptual faollashuvni yuzaga keltiradi.

Sinonimik qatorlar konseptning semantik kengayishini hisobga olib aytish mumkinki, masalan, "jinoyat" konseptini – qilmish, huquqbuzarlik, jinoyatchilik, qonunga xilof ish, kabi sinonimlar orqali konseptual maydonning turli aspektlari aniqlanadi. Sinonimik qatordagi har bir birlik konseptning yangi semik komponentini yuzaga chiqaradi.

Antonimlar paradigmatic munosabatning qarama-qarshi yadrosini tashkil etadi. M.L. Merfi antonimiyani "binary conceptual structuring" (Ikkilik konseptual tuzulma) deb atab, antonimik juftliklarning asosiy vazifasi konseptlarni qarama-qarshi qo'yish orqali ma'no chegaralarini aniqlash ekanini ta'kidlaydi (Murphy, 2003). Antonimlar konseptning baholovchi va aksiologik jihatlarini shakllantirishda muhim rol o'ynaydi. Masalan, "xiyonat" konsepti "sadoqat" antonimi orqali o'z aksini topadi va konseptual akslar (opposites) tizimi yuzaga keladi.

V. Kroft va A. Kruzlarning tamoyillariga ko'ra esa antonimiya konseptual xaritaning eng barqaror qismlaridan biridir, chunki qarama-qarshilik tizimlari ongda avtomatik tarzda faollashadi (Croft, Cruse, 2004).

Demak, antonimiya badiiy matnda konseptning aksiologik, baholovchi, diskursiv jihatlarini kuchaytiradi.

Giponimiya tilshunoslikda konseptual taksonomiyaning asosiy mexanizmi sifatida izohlanadi. Lyons giponimiya tizimini "leksik ierarxiya" deb atab, har bir giperonim o'z ichida bir nechta giponimlarni birlashtirib, konseptual maydonning yadro qismiga mos kelishini ta'kidlaydi (Lyons, 1977/1995).

A. Kruz bunday ierarxik tizimlar konseptual tasnifning kognitiv modeli bilan mos kelishini, ya'ni giponimiya orqali konseptlar kategoriya-munosabatlar tizimida joylashishini aytadi. Bu jarayon badiiy matnda konseptning darajali faollashuvini yuzaga keltiradi: giperonim umumiy fon bo'lsa, giponimlar ma'no tafsilotlarini ochib beradi.

Giperonimik qatorda konseptning umumiy semantik kategoriyasi (masalan, "jinoyat" – "huquqbuzarlik"), giponimik qatorda esa uning xususiy turlari (o'g'irlik, aldamchilik, zo'ravonlik) ifodalanadi. Bu munosabatlar konseptning klassifikatsion modelini belgilaydi.

Konsept tuzilishini tavsiflovchi eng asosiy modellardan biri Popova va Sternin tomonidan ishlab chiqilgan yadro-periferiya modelidir. Ularga ko'ra, konseptning ichki mazmuni qatlamli tuzilishga ega bo'lib, yadro (tsentral zona), yaqin periferiya va uzoq periferiyadan tashkil topadi (Popova & Sternin, 2007). Yadro konseptning eng barqaror, milliy ongda mustahkamlashgan, ma'noni aniqlovchi belgilardan iborat bo'lsa, yaqin periferiya yadroga yaqin, lekin uning uchun majburiy bo'lmagan prototipik bilimlarni o'z ichiga olishi uning o'ziga xos jihatidir va uzoq periferiya konnotativ, emotsional, individual, madaniy va ijtimoiy-psixologik ma'nolarni jamlaydi.

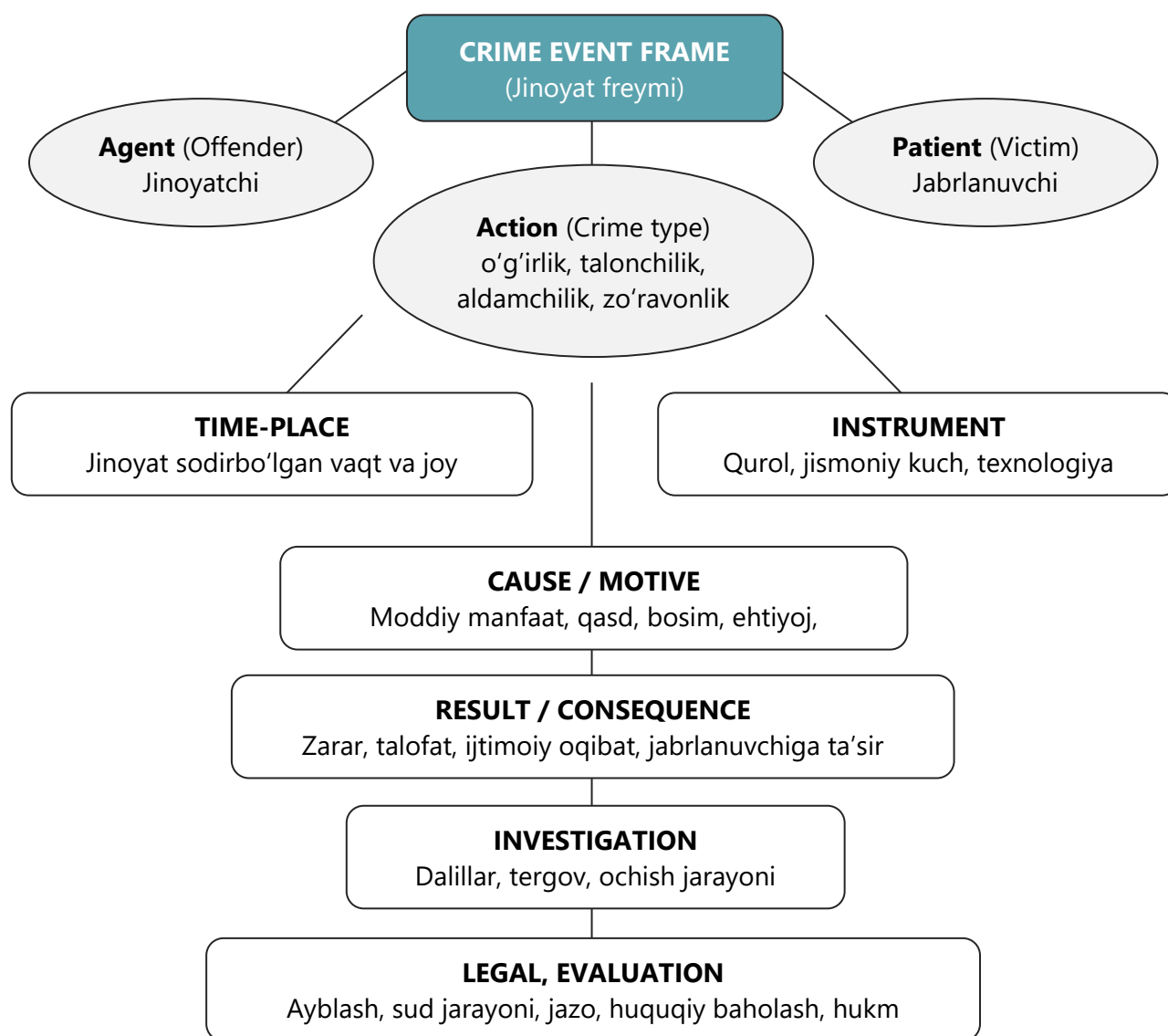
Popova va Sternin qayd etganidek, yadro-periferiya printsipli konseptni statik emas, dinamik tizim sifatida talqin qilish imkonini beradi: konseptning yadrosi nisbatan barqaror bo'lsa-da, periferik qatlamlar madaniy jarayonlar, ijtimoiy o'zgarishlar, diskurs amaliyoti natijasida o'zgarib boradi (Popova & Sternin, 2007).

Shunday qilib, konseptosferaning lingvokognitiv tabiati aynan mana shu "ichki tartiblanganlik" bilan boshlanadi: har bir konsept avval o'z yadrosini shakllantiradi, so'ng u bilan bog'liq periferik ma'nolar kengayadi.

Yadro-periferiya modeli konseptning katta strukturasi berar ekan, Ch.J. Fillmor

tomonidan ishlab chiqilgan freym semantikasi konseptning ichki ensiklopedik tuzilishini ochib beradi.

Freym – bu ma'lum bir vaziyat haqidagi bilimlarning kognitiv sxemasi. Har bir freym slotlar (rol pozitsiyalari) va ularni to'ldiruvchi fillerlardan iborat.



1-rasm.

Bu slotlar konseptning bilim strukturasi tashkil etadi va uning semantik maydonining to'liq tasvirini beradi. Freym-slot modeli konseptni lug'aviy ma'nodan tashqariga olib chiqib, uni **kognitiv ssenariy** sifatida talqin qiladi (Fillmore, 1982).

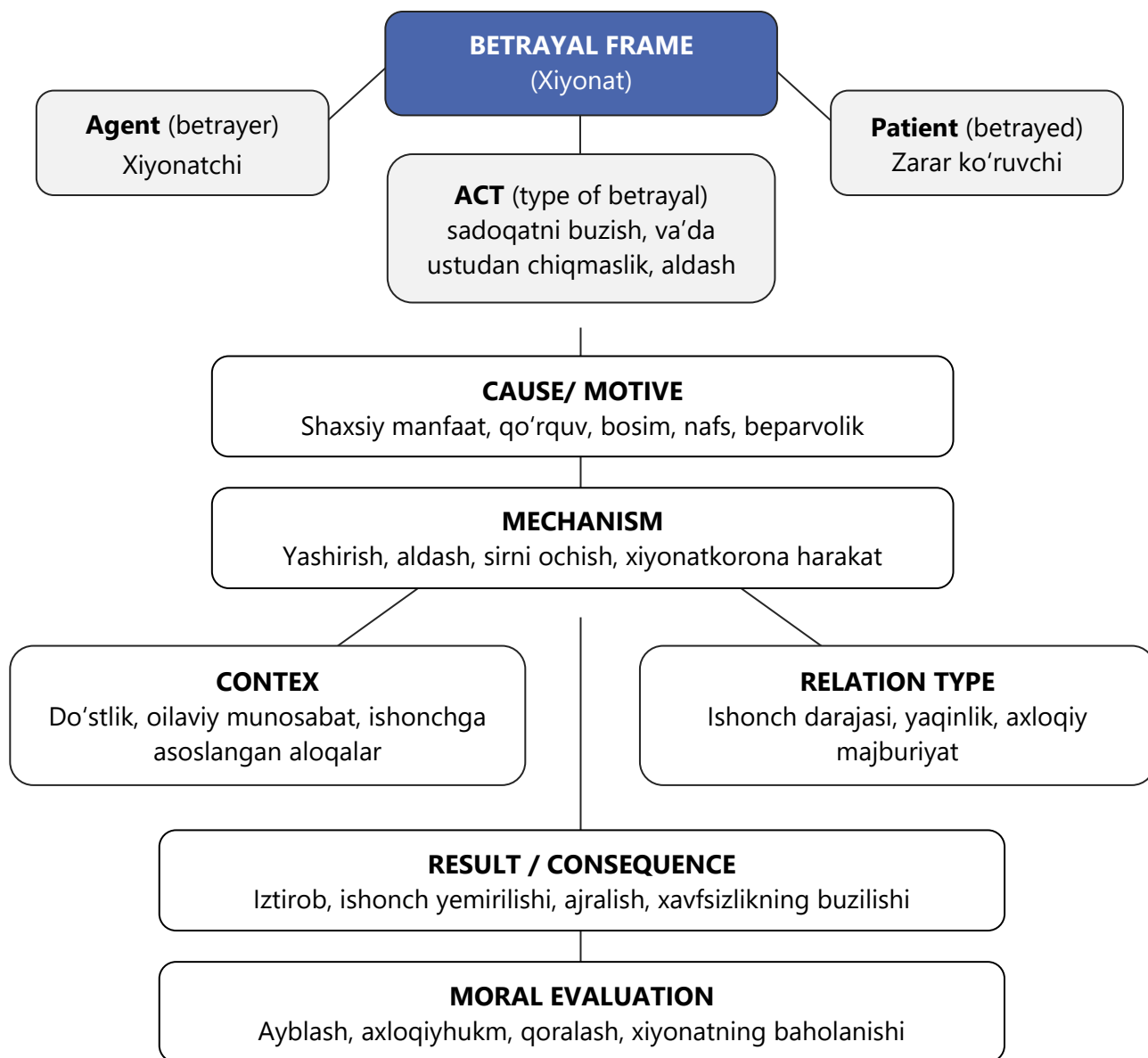
Freym modeli yadro-periferiya modelini to'ldiradi, ya'ni yadro – freymning eng majburiy

slotlari bo'ladigan bo'lsa, periferiya – ixtiyoriy slotlar, konnotativ atributlar, madaniy belgilar hisoblanadi. Shu sababli konseptosfera freymlar ketma-ketligi sifatida ham tasavvur qilinishi mumkin: har bir konsept o'z "freym maydoni"ga ega.

Konseptosfera ichida ayrim leksik birliklar konseptning eng kuchli ma'nodoshi sifatida

konseptual dominanta rolini bajaradi. Dominanta – konseptual maydonning semantik markazi; boshqa birliklarni o'ziga tortuvchi leksik "magnet"; konseptning eng yuqori frekansli va barqaror nomidir (Karasik, 2004). Konseptual dominanta yadroda joylashadi,

lekin u periferiyani tashkil etuvchi birliklarning ma'nosini ham tartibga soladi. Tadqiqotlar shuni ko'rsatadiki, dominanta konseptning madaniy ahamiyatini, baholovchi komponentini va prototipik ssenariylarini birlashtirib turadi (Zhuravel, 2011).



2-rasm. "Xiyonat" konsepti uchun dominanta

Demak, konseptual dominanta konseptning butun strukturasi tartibga soladigan "semantik o'q" vazifasini bajaradi.

V. Evans va M. Greening kognitiv semantika bo'yicha tahlillari konseptlarni faqat maydonlar yig'indisi sifatida emas, balki tarmoqli tuzilma sifatida tasvirlaydi. Ya'ni bu

yerda konsept: markaziy "prototipik ma'no"; undan radial tarzda tarqalgan ma'nolar; o'zaro bog'langan semantik yo'nalishlar; metaforik va metonimik kengayishlar ko'rinishida mavjud bo'ladi. (Evans, Green, 2006)

V. Evans o'z tadqiqotida tarmoq modeli quyidagilarni isbotlashini keltirib chuqur

izohlaydi, (Evans, 2019) konseptlar o'zaro bog'langan tugunlar (nodes) va har bir tugun – yadro, prototip yoki periferik ma'no bo'lishi mumkin chunki konseptosfera tarmoqli struktura bo'lganligi sababli, uning ichida semantik masofa, aloqa kuchi, uzellararo o'tkazuvchanlik mavjud. Shundan kelib chiqib aytish mumkinki, polisemiya ham aslida network modelning mahsuli: bir so'z bir nechta bog'langan konseptual tugunlarga ega bo'ladi.

Korpus lingvistikasining zamonaviy modellarida so'zlarning vektorli tasviri (embedding), vector semantika ham aynan shu tarmoq mantig'i tasdiqlangan (Hamilton, Leskovec, Jurafsky, 2016). Muallifning nuqtai nazariga ko'ra bu yondashuv yadro-periferiya modelini kengaytirib, yadro – markaziy tugun; periferiya – unga ulanadigan semantik yo'llar vazifasini bajaradi.

Konseptosferaning lingvokognitiv tabiati murakkab strukturaviy modelga tayangan holda talqin qilinadi. Yadro-periferiya modeli konseptning statik qatlamini ochsa, freym-slot modeli uning ensiklopedik ssenariylarini beradi, konseptual dominanta ma'nosining semantik markazini belgilaydi, tarmoq (network) modeli esa konseptlararo aloqalarni dinamik tizim sifatida ko'rsatadi. Ushbu to'rtta modelning birgalikdagi amal qilishi konseptosferani ko'p o'lchamli, tarmoqli, dinamik lingvokognitiv makon sifatida qayta talqin qilish imkonini beradi.

Bu yondashuv ayniqsa "JINOYAT" va "XIONAT" kabi aksiologik konseptlar tahlilida muhim, chunki ularning yadro, frame, dominanta va tarmoq strukturalari kognitiv, madaniy va semantik jarayonlarni chuqur ochib beradi.

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Rasmiy muloqotda diktumga munosabatni ifodalovchi struktur-pragmatik vositalar

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Annotatsiya Mazkur maqolada rasmiy va norasmiy muloqotda subyektning diktumga munosabatini ifodalovchi struktur-pragmatik vositalarning funksional-semantik xususiyatlari izchil tahlil qilinadi. Tadqiqot kommunikativ-pragmatik yondashuv hamda nutq akti nazariyasiga asoslanib olib borilib, rasmiy diskursda subyektiv munosabatning ifodalanish mexanizmlarini ochib berishga qaratilgan. Maqolada modal fe'llar va modallikni ifodalovchi vositalar, izohlovchi gaplar va kiritmalar, shaxssiz gaplar, qo'shma gaplar hamda emfatik strukturalarning pragmatik imkoniyatlari atroflicha yoritiladi. Tahlil jarayonida epistemik va deontik modallik vositalari orqali ishonch, ehtimollik, majburiyat va baholash kabi munosabatlarning qanday yumshatilgan yoki bilvosita shaklda ifodalanishi ko'rsatib beriladi. Shuningdek, Graysning hamkorlik tamoyillari, xushmuomalalik va dolzarblik nazariyalari asosida misollar pragmatik talqin qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, mazkur struktur va stilistik vositalar muloqotda ijtimoiy maqbullikni saqlash, subyektiv bahoni ehtiyotkorlik bilan yetkazish hamda kommunikativ samaradorlikni oshirishda muhim ahamiyat kasb etadi. Amaliy material sifatida ingliz va o'zbek tillaridagi real muloqot na'munalaridan foydalanilgan. Xususan, ingliz tilida Bill Geyts ishtirokidagi "The Late Show with Stephen Colbert" (2023) intervyusi, o'zbek tilida esa Alisher Isayev qatnashgan "MFactor" loyihasi doirasidagi suhbat tanlangan. Tadqiqot natijalari rasmiy muloqot diskursining struktur va pragmatik xususiyatlarini qiyosiy jihatdan o'rganishga xizmat qiladi hamda lingvopragmatik tadqiqotlar uchun muhim ilmiy ahamiyat kasb etadi.

Kalit so'zlar Rasmiy muloqot, diktum, struktur-pragmatik vositalar, subyektiv munosabat, semantik tahlil, nutq akti nazariyasi.

Структурно-прагматические средства выражения отношения субъекта речи к диктуму в официальном общении

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имени Абу Райхана Беруни

Аннотация В данной статье последовательно анализируются функционально-семантические особенности структурно-прагматических средств, выражающих отношение субъекта к диктуму в официальной и неофициальной коммуникации. Исследование проводится на основе коммуникативно-прагматического подхода и теории речевых актов и направлено на выявление механизмов выражения субъективной оценки в официальном дискурсе. В статье подробно рассматриваются прагматические возможности модальных глаголов и средств выражения модальности, пояснительных конструкций и вставных элементов,

безличных предложений, сложных предложений, а также эмфатических структур. В ходе анализа показано, каким образом с помощью эпистемической и деонтической модальности выражаются отношения уверенности, вероятности, обязательности и оценки в смягчённой или косвенной форме. Кроме того, примеры интерпретируются с прагматической точки зрения на основе кооперативного принципа Грайса, теории вежливости и теории релевантности. Результаты исследования свидетельствуют о том, что указанные структурные и стилистические средства играют важную роль в сохранении социальной приемлемости коммуникации, осторожной передаче субъективной оценки и повышении коммуникативной эффективности. В качестве эмпирического материала использованы аутентичные образцы реального общения на английском и узбекском языках. В частности, в английском языке проанализировано интервью с участием Билла Гейтса в программе "The Late Show with Stephen Colbert" (2023), а в узбекском языке – беседа с участием Алишера Исаева в рамках проекта "MFactor". Полученные результаты способствуют сравнительному изучению структурных и прагматических особенностей официального дискурса и обладают значительной научной ценностью для лингвопрагматических исследований.

**Ключевые
слова**

Официальная коммуникация, диктум, структурно-прагматические средства, субъективное отношение, семантический анализ, теория речевых актов.

**Structural-pragmatic means for
expressing the subject's attitude
to the dictum in official discourse****Radjapova Nafisa Muminjonovna**Doctorate.s89@gmail.com

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Annotation

This article provides a systematic analysis of the functional and semantic characteristics of structural-pragmatic devices that express the subject's attitude toward the dictum in both formal and informal communication. The study is conducted within a communicative-pragmatic framework and speech act theory and aims to reveal the mechanisms through which subjective stance is expressed in formal discourse. The article offers a detailed examination of the pragmatic potential of modal verbs and modality-expressing devices, explanatory clauses and parenthetical insertions, impersonal constructions, complex sentences, as well as emphatic structures. The analysis demonstrates how epistemic and deontic modality is employed to convey relations of certainty, probability, obligation, and evaluation in mitigated or indirect forms. In addition, the examples are pragmatically interpreted on the basis of Grice's Cooperative Principle, politeness theory, and relevance theory. The findings indicate that these structural and stylistic devices play a significant role in maintaining social appropriateness in communication, conveying subjective evaluation with caution, and enhancing overall communicative effectiveness. Authentic samples of real communication in English and Uzbek are used as empirical material. In particular, the English data are drawn from Bill Gates's

interview on "The Late Show with Stephen Colbert" (2023), while the Uzbek data are based on a conversation featuring Alisher Isayev within the "MFactor" project. The results contribute to the comparative study of the structural and pragmatic features of formal discourse and are of considerable scholarly value for linguopragmatic research.

Keywords

Formal communication, dictum, structural-pragmatic means, subjective attitude, semantic analysis, speech act theory

Kirish

Rasmiy muloqotda subyektning diktumga munosabati kommunikativ-pragmatik vositalar orqali ifodalanadi. Bu vositalar so'zlovchining nutqiy maqsadini aniqlashtirish, tinglovchiga ta'sir ko'rsatish va ijtimoiy munosabatlarni tartibga solishda muhim rol o'ynaydi. Rasmiy muloqotda qo'llaniladigan struktur-pragmatik vositalar nutq akti nazariyasi asosida tahlil qilinadi, ularning ingliz va o'zbek tillaridagi o'ziga xos xususiyatlari, rasmiy muloqotdagi ahamiyati tadqiq etiladi. Maqolada struktur vositalarning ingliz va o'zbek tillarida subyektning diktumga munosabatini ifodalashdagi funksional imkoniyatlarini tahlil qilish maqsadida ikkita amaliy suhbat materiali tanlab olindi. Ingliz tilidagi material sifatida Bill Geyts ishtirokida bo'lib o'tgan "The late show with Stephen Colbert" (2023) ko'rsatuvidagi intervyu tanlandi. Ushbu suhbatning "AI is the first technology that has no limit" nomli bo'limi muloqotning rasmiy va norasmiy (informal) kontekstida yuzaga keladigan struktur vositalarni aniqlash hamda ularning semantik-pragmatik mohiyatini tahlil qilishda asosiy manba bo'lib xizmat qildi.

O'zbek tilidagi parallel material sifatida Alisher Isayev ishtirokidagi "MFactor" loyihasining "Milliarder bo'lish siri? | \$3000 topardim, u \$30 000 ga norozi! Sinf dosh dan zo'r bo'lish yetarlimas!" deb nomlangan intervyusi tanlab olindi. Ushbu suhbat Alisher Isayevning rasmiy-norasmiy ohangdagi nutqida subyektning o'z fikriga bo'lgan

munosabatini izhor etishda qo'llagan struktur vositalarni (masalan, izohlovchi gaplar, shaxssiz konstruksiyalar, modal birliklar, emfatik strukturalar va boshqalar) real muloqot kontekstida kuzatish va tahlil qilish uchun imkon yaratdi. Mazkur ikki manbaning tanlanishi tahlilga boy, kontekstual jihatdan mazmunli va kommunikativ ahamiyatga ega struktur birliklarni aniqlash imkonini berdi.

Adabiyotlar tahlili

Nutq akti nazariyasi tilshunoslik va pragmatikada muhim o'rin tutib, nazariyaga J.L.Ostin tomonidan asos solingan (Austen, 1975). Mazkur nazariya nutqning nafaqat ma'lumot uzatish, balki ijtimoiy harakatlarni amalga oshirish vositasi ekanligini ta'kidlaydi. Olim nutq aktlarini so'zlarning vazifasiga ko'ra ikki guruhga, konstativlar (constative-dunyoni tasvirlashda ishlatiladigan nutq aktlari) va performativlar (performatives-harakatni tasvirlashda ishlatiladigan nutq aktlari)ni sanab, ular orasidagi farqlarni ko'rsatib bergan.

J. Syorl Ostin nazariyasini rivojlantirib, nutq aktlarini besh turga *representative* (haqiqatni ifodalash), *directive* (buyruq berish), *commissive* (o'z zimmasiga olish), *expressive* (his-tuyg'u ifodalash) va *declarative* (ijtimoiy-huquqiy holatni o'zgartirish) tasniflaydi (Searle, 1979).

Nutq aktlari nazariyasi ustida ilmiy izlanishlar olib borgan ingliz tilshunos olimlari K.Bax va R.M.Harnish o'zlarining illokutsiya aktlari ularning maqsad-vazifalariga ko'ra bir-biridan farqlanishi haqida fikr bildirganlar (Radjapova, 2021). Tilshunoslar fikricha, "agar

tinglovchi so'zlovchining munosabatini anglasa, yetkazib berish nazarda tutilgan g'oya ifodalangan munosabat turlariga mos kelsagina, illokutsiyaning maqsadi to'liq anglangan hisoblanadi" (Bach, 1982).

Metodologiya

Mavzuni yoritishda tavsiflash, tasniflash, diskurs-pragmatik, funksional-semantik, taqqoslash tadqiq usullaridan foydalanildi.

Natijalar

Subyektning diktumga munosabatini ifodalovchi struktur vositalar bu gap qurilishining o'ziga xosligi orqali subyektiv munosabatni bevosita yoki bilvosita bildiruvchi sintaktik birliklar hisoblanadi. Ushbu vositalarni quyidagicha tasniflash mumkin:

Modal fe'llar va modallikni ifodalovchi vositalar

Mazkur vositalar orqali so'zlovchining diktumga munosabati – ishonchi, shubhasi, ehtimolligi yoki majburiyati aniq ifodalanadi. Shuningdek, ular keskin buyruq yoki to'g'ridan-to'g'ri baho o'rniga yumshatilgan, muloyim ifodani yaratadi, mazmun kuchining semantik darajasini bildiradi.

– *We can figure out how it that is gonna to change life.*" (Biz bu narsaning hayotni qanday o'zgartirishini tushunishimiz mumkin). Jumladagi modallik bilish imkoniyati, kognitiv salohiyatni ifodalab, so'zlovchining fikriga ko'ra, insonlarda ushbu o'zgarishlarni tushunish qobiliyati yoki imkoniyati bor. Muloqot jarayonida B. Geyts "is going to" iborasi o'rniga unga ekvivalent bo'lgan norasmiy qisqartma – "gonna" formasidan foydalanadi. Bu holat Amerika ingliz tilisiga xos bo'lib, rasmiy muloqot doirasida bo'lishiga qaramasdan, so'zlovchining uslubiy erkinligini va tinglovchiga yaqin bo'lishga intilishini ifodalaydi. Jumladagi "can" modal fe'li kelajakdagi rejalashtirilgan harakat yoki muqarrarlikni bildiradi.

– *Bu sarmoya ekan, muhitga ham sarmoya qilishni bilish kerak ekan.* Jumladagi "ekan" – modal so'z bo'lib, bu yerda faktual, haqiqatga yaqin bo'lgan xabarni (epistemik modallik) bildiradi, ya'ni so'zlovchi ushbu fikrni

o'z xulosasi aniqligi sifatida qabul qilmoqda. "Kerak" – deontik modal bo'lib, majburiyat, zarurat ma'nosini beradi. Shu bilan birga, "**kerak ekan**" konstruksiyasi qo'shimcha modal ta'sir bilan shaxsning ichki xulosasi yoki maslahat berish tarzida ifodalanadi. Jumlaning pragmatik tahliliga ko'ra, shaxsning diktumga munosabatini – aniq, lekin muloyim tarzda ifodalaydi. Ya'ni, xushmuomalalik nazariyasiga ko'ra, "**kerak ekan**" ifodasi majburiyatni ko'rsatadi, ammo "ekan" qo'shilishi bilan yumshatilgan, shaxsiy fikr sifatida berilgan (Leech, 2014). Gap muhokama qilinayotgan masalaga ijobiy munosabat va tavsiya, maslahat ko'rinishida berilgan. Graysning hamkorlik tamoyillari nuqtayi nazaridan, quality (haqiqat) – so'zlovchi o'z xulosasini bildiradi, ya'ni gap "fakt" sifatida berilgan, quantity (miqdor) – kerakli va lo'nda axborot, relevance (mohiyatga muvofiqlik) – gap dolzarb, mavzu bilan bog'liq, manner (aniqlik) – gap aniq, tushunarli tarzda ifodalangan.

Izohlovchi gaplar va kiritmalar

Struktur jihatidan kiritmalar odatda gapdan ajralgan holda bo'lib, qo'shimcha axborot yoki munosabatni bildiradi. Semantik jihatdan esa gapga subyektiv munosabatni qo'shadi. Bunday birliklar xushmuomalalik nuqtayi nazaridan qaraganda, so'zlovchining munosabatini yumshatish yoki aniqlashtirish funksiyasini bajaradi.

– *Oh, I say two things, one is that you don't have to worry, **you know**, you can send your kids to any school.* Jumlaning "...one is that you don't have to worry..." qismi izohlovchi gap bo'lib, avval aytilgan fikrni (two things) aniqlashtiradi. Pragmatik jihatdan esa axborot aniqligi va tushunarlilikni oshiradi, so'zlovchining nutqni tartibli yetkazishga bo'lgan intilishini ko'rsatadi, bu esa hamkorlik tamoyili doirasidagi "aniqlik" (manner) prinsipiga mos keladi (Grice, 1989). Bundan tashqari, jumlada "you know" kiritmasi ham mavjud bo'lib, u gapdagi ekspressivlikni oshiradi. Ushbu birlik tinglovchi e'tiborini tortish, unga ma'lum bo'lgan yoki tushunishi kerak bo'lgan narsani ifodalash va muloqotdagi

yaqinlikni saqlashga xizmat qiladi – bu esa xushmuomalalik sifatida ahamiyatlidir.

– Asosiy, birinchi raqamli omil bu muhit **deb o'ylayman, o'sha siz aytganingizdek**, bu kafeqa birincha marta kirganda qanday bola edik, hozir baribir ancha o'zgarishlarni his qilamiz. Struktur jihatidan "o'sha siz aytganingizdek" izohlovchi gap hisoblanib, boshqa gapdagi "o'sha" so'zini aniqlab, tushuntirib bermoqda. Pragmatik jihatdan esa ushbu izohlovchi gap interaktiv kontekstni kuchaytiradi – ya'ni suhbatdoshning ilgari bildirgan fikrga ishora qilib, hamfikirlik tuyg'usini yaratadi, shuningdek, tinglovchiga bo'lgan hurmatni ifodalaydi. Bundan tashqari, jumlada "deb o'ylayman" kiritmasi ham mavjud bo'lib, asosiy fikrga so'zlovchining subyektiv munosabatini bildiradi. Bu modal konstruksiya subyektivlik va ehtimollikni bildiradi.

Shaxssiz gaplar

Shaxssiz gaplar rasmiy muloqot kontekstida subyektning diktumga munosabatini ehtiyotkorlik bilan, stilistik jihatdan yumshoq tarzda, ayni paytda pragmatik jihatdan maqsadga muvofiq tarzda ifodalash imkonini beradi. Ular subyektiv bahoni xolis va neytral tarzda berish, mas'uliyatni bevosita emas, umumiy ifoda orqali uzatish imkonini beradi. Bu esa xushmuomalalik va hamkorlik nazariyasi tamoyillari nuqtayi nazaridan ham muhim kommunikativ vosita hisoblanadi.

"It is pretty surprising, you know, it was two years ago when I first saw this chatgpt." Struktur jihatidan bu konstruksiyalar so'zlovchining pozitsiyasini bilvosita holda shaxsdan xoli qilib, so'zlovchining taxmini yoki shubhasini bildiradi. Pragmatik jihatdan esa bu konstruksiya dolzarblik nazariyasiga ko'ra, axborotning optimal darajadagi dolzarbligini ta'minlaydi – ya'ni bildirilgan fikr haqiqat bo'lish ehtimoli bor, ammo so'zlovchi bu haqda to'liq javobgarlikni o'z zimmasiga olmaydi (Dan, Wilson, 1986).

– Aytishadiki, ajoyib davrada katta bo'lgan inson orada yomon bo'lib qolsa, u baribir yaxshi bo'lib ketadi, va yomon oilada,

noto'g'ri qadriyatli oilada tug'ilgan odam orada yaxshi bo'lib qolsa, bu baribir yomon bo'lib qoladi, ildiziga tortadi degan fikr bor." Pragmatik jihatdan bu konstruksiya fikr egasini yashiradi, bilvosita baholashni bildiradi, va umumiy e'tirof yoki xalqona hikmat shaklida ifodalanadi. Bu "hedging" (yumshatish) deb ataluvchi stilistik yumshatish strategiyasiga kiradi, ya'ni to'g'ridan-to'g'ri da'vo qilmasdan, fikrni yumshoq tarzda taqdim etish. *"Baribir"* – ta'kidlash vositasi, ya'ni emfatik birlik. U orqali muallif o'z fikriga bo'lgan ishonchni bildiradi va axborotga urg'u beradi. Ushbu gap tarkibida shaxssiz konstruksiyalar, qo'shma gaplar va emfatik birliklarning uyg'unligi subyektning diktumga bo'lgan munosabatini ifodalashda muhim struktur vositalar sifatida namoyon bo'ladi. Shaxssiz ifoda orqali fikr egasining pozitsiyasi bilvosita tarzda bayon qilinadi, bu esa ijtimoiy neytrallikni saqlab, ehtimoliy munozarali mavzuda yuzaga keladigan o'zaro kelishmovchiliklarni kamaytiradi. Qo'shma gaplar esa tahlil qilish va solishtirish imkonini berib, fikrni mantiqiy asoslash va to'ldirishni ta'minlaydi. Emfatik birliklar orqali esa muallif o'z bahosiga urg'u berib, tinglovchi e'tiborini asosiy xulosaga yo'naltiradi.

Qo'shma gaplar orqali fikr ifodasi

Qo'shma gaplar yordamida nutq egasi bir nechta fikrni mantiqan bog'lab, yagona sintaktik birlik tarzida ifodalaydi. Bunda matn tarkibidagi gaplar o'zaro bog'langan bo'lib, kompleks fikrni aniq va soddalashtirilgan shaklda bayon qilish imkonini beradi. Natijada, so'zlovchi o'z niyatini aniq strukturada ifodalash orqali kommunikativ samaradorlikni oshiradi. Shuningdek, qo'shma gaplar fikrlar o'rtasidagi mantiqiy munosabatlarni (shartlik, sabab, natija, qarama-qarshilik, izohlilik) aniq ko'rsatadi. Masalan:

"Well, he's kind of predictable, uh you know, he (he) wishes we were rich enough that we could be more generous." (Xo'sh, u biroz oldindan aytib bo'ladigan odam, bilasizku, u biz yetarlicha boy bo'lishimizni xohlardi, toki biz yanada saxiyoq bo'la olaylik.) Ushbu konstruksiya mustaqil va izohlovchi gaplardan

tashkil topib, subyektning bir nechta g'oyasini izchil va mantiqan bog'langan tarzda ifodalashiga xizmat qiladi. Bunda shaxsiy fikr bildiruvchi gaplar (*he's kind of predictable*) hamda subyektiv istakni ifodalovchi konstruksiyalar (*he wishes we were...*) mavjud. Jumlada "*kind of*" modallik vositasi subyektning bahosini bilvosita shaklda ifodalash, ya'ni to'liq qat'iylikdan qochgan holda muloyim, noan'anaviy baholashni anglatadi. "*Uh*", "*you know*" kiritmalari tinglovchi bilan yaqinlik, ishonchli ijtimoiy muhit yaratish kabi vazifalarni bajaradi. Shunday qilib, qo'shma gaplar tarkibida modallik vositalari va kiritmalarning uyg'unligi subyektning diktumga nisbatan bahosini ijtimoiy maqbul va yumshoq shaklda ifodalashga xizmat qiladi. Bu esa muloqotda ishtirokchilar o'rtasida kontekstga mos va samarali aloqa o'rnatilishida muhim rol o'ynaydi. Masalan:

Hmm, shunaqa loyihalarga men omad tilayman, baraka tilayman. Jumla bog'lanmagan qo'shma gap hisoblanib, egasi (subyekt) faqat birinchi gapda ko'rsatilgan (*men*), ikkinchisida esa tushirib qoldirilgan. Bu elipsis hodisasi bo'lib, tildagi tejamkorlik tamoyiliga asoslanadi. Ushbu gapda ijobiy illokutsional kuch mavjud bo'lib, bu omad va baraka tilash orqali ijobiy niyat (modallik) bildirilmoqda. Bunday gaplar, odatda, ekspressiv va direktiv nutq aktlariga xos xususiyatlarni namoyon qiladi. Shuningdek, jumlada so'zlovchining subyektiv ijobiy munosabati ifodalangan – u loyihani yoqlab, unga muvaffaqiyat tilamoqda. Gap boshida ishlatilgan "*hmm*" – bu prosodik vositasi ma'qullash ma'nosida qo'llanilgan bo'lib, so'zlovchining diqqatini yoki fikrga e'tiborini bildiradi. Ba'zan bunday birliklar emotsional fon yaratish uchun xizmat qiladi.

Emfatik strukturalar (urg'uli konstruksiyalar)

Emfatik strukturalar pragmatik jihatdan tinglovchi e'tiborini axborotga qaratish, subyektiv baho va emotsional ohangni kuchaytirish vositasi sifatida xizmat qiladi. Bunday konstruksiyalar, ayniqsa, rasmiy va

norasmiy muloqotda so'zlovchining pozitsiyasini aniqlashtirishda, shuningdek tinglovchining e'tiborini kerakli nuqtaga jalb etishda muhim vosita hisoblanadi. Ular orqali shaxsiy ishonch, baho, hayrat, shubha yoki e'tiroz kabi munosabatlar ifodalanadi. Masalan:

"But 99% of your money, you would still be a multibillionaire." Jumla strukturasiga ahamiyat beradigan bo'lsak, gapda "*But 99% of your money*" frazasi stilistik urg'u berish maqsadida gap boshiga chiqarilgan, lekin bu grammatik inversiya emas. Gap oddiy so'z tartibida qolgani holda, emfatik (urg'uli) tuzilishga ega. So'zlovchi diktumga bo'lgan hissiy munosabatini kuchaytirish maqsadida so'z tartibini o'zgartirgan. Masalan:

Har bir qilayotgan ishimizning tagida oliy maqsad bo'lishi kerak. Oliy maqsad nima bu? Ikkinchi jumladagi "*Oliy maqsad nima bu?*" emfatik struktura gapda oddiy sintaktik tartib buzilgan bo'lib, bu oddiy shaklda "*Oliy maqsad nima?*" bo'lishi mumkin edi, ammo jumlada emfatiklik usullaridan biri – strukturaviy urg'u orqali ifodalangan. Emfatik konstruksiyaning pragmatik funksiyasi e'tiborni jalb qilish maqsadida so'zlovchining asosiy niyatini tinglovchiga yetkazish va uni chuqur o'yantirish uchun xizmat qiladi. Bundan tashqari, mazkur struktur vosita shaxsiy pozitsiya va bahoni (har bir ishda ma'naviy va yuksak maqsad bo'lishi zarurligi – subyektiv baho) ifodalash, so'zlovchining maqsadini tinglab tinglovchini ham o'ziga savol berishga undash ("*men qilayotgan ishimda oliy maqsad bormi?*" kabi) orqali bilvosita ta'sir o'tkazib, ichki mulohaza qilishga chaqirish maqsadida qo'llaniladi.

Xulosa va Tavsiyalar

Mazkur tadqiqot rasmiy va norasmiy muloqotda subyektning diktumga munosabatini ifodalovchi struktur-pragmatik vositalarning funksional va kommunikativ xususiyatlarini yoritdi. Kommunikativ-pragmatik yondashuv hamda nutq akti nazariyasi asosida olib borilgan tahlillar rasmiy diskursda subyektiv munosabat ko'pincha

bilvosita, yumshatilgan va pragmatik jihatdan ehtiyotkor strukturalar orqali ifodalanishini ko'rsatdi. Modal birliklar, izohlovchi gaplar, shaxssiz konstruksiyalar, qo'shma gaplar va emfatik strukturalar subyektiv bahoni yumshatish, mas'uliyatni bilvosita ifodalash hamda tinglovchiga ijtimoiy jihatdan maqbul ta'sir ko'rsatishda muhim vosita sifatida namoyon bo'ldi. Ingliz va o'zbek tillari

materiallari asosidagi qiyosiy tahlil ushbu vositalarning umumiy pragmatik funksiyalari mavjudligini, biroq ularning struktur ifodasi til va madaniy xususiyatlarga bog'liqligini tasdiqladi. Tadqiqot natijalari rasmiy diskursning lingvopragmatik mexanizmlarini chuqurroq anglashga xizmat qiladi va qiyosiy-pragmatik tadqiqotlar uchun nazariy ahamiyatga ega.

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O'zbek modern she'riyatida peyzajning o'ziga xosligi

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Annotatsiya

"Peyzaj" atamasi adabiyotshunoslikda ko'p qatlamli semantik mazmunga ega bo'lib, uning shakllanishi tasviriy san'atdagi tarixiy jarayonlar bilan uzviy bog'liqdir. Peyzaj lirikasi poetik tafakkurning o'ziga xos ko'rinishi bo'lib, unda shoir tabiat manzaralari orqali o'z hissiyotlari, dunyoqarashi va estetik idealini ifoda etadi. Shu sababli bu turdagi lirika adabiyotshunoslikda nafaqat mazmun jihatidan, balki shakliy va badiiy-estetik vazifalari nuqtayi nazaridan ham chuqur tahlil etilishi lozim bo'lgan muhim nazariy muammo sifatida maydonga chiqadi. Ushbu maqolada modernizm adabiy yo'nalishiga xos xususiyatlar, uning o'zbek she'riyatidagi in'ikosi va peyzaj hodisasiga munosabati tadqiq qilinadi. Tadqiqotda an'anaviy tasvir usullaridan voz kechish, borliqni subyektiv idrok etish va "ruhiy landshaft" tushunchasi haqida fikr yuritiladi, mashhur faylasuflar va adabiyotshunos olimlarning nazariy qarashlariga munosabat bildiriladi. Unda peyzajning modern she'riyatdagi ramziylik, fragmentarlik (parchalanish), ekzistensial tashvish va absurdlik kabi xususiyatlari Abduvali Qutbiddin she'riyatidagi tabiat manzaralari misolida tahlil qilingan. Muallif tabiat detallari lirik qahramonning ichki kechinmalarini ifodalovchi ko'zgu ekanligini ilmiy asoslab beradi. Shuningdek, olingan natijalar modern she'riyatda tabiat (manzara, peyzaj) obyektiv borliq aksidan ko'ra, ko'proq inson ongining ziddiyatli holatlarini aks ettiruvchi poetik hodisa ekanligini isbotlaydi.

Kalit so'zlar

Modernizm, peyzaj lirikasi, ruhiy landshaft, Abduvali Qutbiddin, ekzistensializm, ramziylik, subyektivizm, fragmentarlik

Особенности пейзажа в узбекской модерн-поэзии

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Аннотация

Термин «пейзаж» в литературоведении обладает многослойным семантическим содержанием, и его формирование неразрывно связано с историческими процессами в изобразительном искусстве. Пейзажная лирика является специфическим проявлением поэтического мышления, в котором поэт через картины природы выражает свои чувства, мировоззрение и эстетический идеал. Поэтому данный вид лирики выступает в литературоведении как важная теоретическая проблема, требующая глубокого анализа не только с точки зрения содержания, но и с позиции ее формальных и художественно-эстетических функций. В данной статье исследуются характерные черты модернизма как литературного направления, его отражение в узбекской поэзии и отношение к феномену пейзажа. В исследовании рассматриваются вопросы отказа от

традиционных методов изображения, субъективного восприятия бытия и концепция «духовного ландшафта», анализируются теоретические взгляды известных философов и литературоведов. На примере поэзии Абдували Кутбиддина анализируются такие особенности пейзажа в модерн-поэзии, как символизм, фрагментарность (распад), экзистенциальная тревога и абсурдность. Автор научно обосновывает, что детали природы являются зеркалом, отражающим внутренние переживания лирического героя. Полученные результаты доказывают, что в современной поэзии природа (сцена, пейзаж) является не столько отражением объективной реальности, сколько поэтическим феноменом, отражающим противоречивые состояния человеческого сознания.

Ключевые слова

Модернизм, пейзажная лирика, духовный ландшафт, Абдували Кутбиддин, экзистенциализм, символизм, субъективизм, фрагментарность

Specific Features of Landscape in Uzbek Modern Poetry

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Annotation

The term "landscape" in literary criticism possesses a multi-layered semantic content, and its formation is inextricably linked to historical processes in the visual arts. Landscape lyrics are a specific manifestation of poetic thinking, in which the poet expresses their feelings, worldview, and aesthetic ideal through nature imagery. Consequently, this type of lyricism emerges as a significant theoretical problem in literary studies that requires profound analysis not only in terms of content but also regarding its formal and artistic-aesthetic functions. This article explores the distinctive characteristics of modernism as a literary movement, its reflection in Uzbek poetry, and its approach to the phenomenon of landscape. The research discusses the departure from traditional representational methods, the subjective perception of existence, and the concept of the "spiritual landscape," while engaging with the theoretical perspectives of prominent philosophers and literary scholars. Key features of landscape in modern poetry – such as symbolism, fragmentariness (disintegration), existential anxiety, and absurdity – are analyzed through the nature imagery in Abduvali Qutbiddin's poetry. The author provides a scholarly justification that nature details serve as a mirror reflecting the inner emotions of the lyrical protagonist. Furthermore, the findings prove that in modern poetry, nature (imagery, landscape) is less a reflection of objective reality and more a poetic phenomenon reflecting the contradictory states of human consciousness.

Keywords

Modernism, landscape lyrics, spiritual landscape, Abduvali Qutbiddin, existentialism, symbolism, subjectivism, fragmentariness

Kirish

Modernizm (fr. moderne – eng yangi, zamonaviy) – XIX asr oxiri XX asr adabiyoti va san'atida (Quronov, 2013; 176) yuzaga kelgan, hayotni realistik aks ettirishdan voz kechgan, yangi estetik prinsiplarga asoslangan falsafiy-estetik hodisa bo'lib, u insonning ichki olamiga, ongsiz hissiyotlariga va subyektiv kechinmalariga alohida e'tibor qaratadi. Modernizmga xos yangicha badiiy tafakkur an'anaviy adabiy qonuniyatlarni inkor qilib, ijodiy erkinlikni, voqelikning o'rniga ijodkorning shaxsiy tasavvuriga keng o'rin berishga ahamiyat qaratadi. Bu esa o'z navbatida adabiyotning barcha turlarida, jumladan, she'riyatda ham jiddiy o'zgarishlarni yuzaga keltirdi.

Ispan faylasufi Ortega Gassetning modernizmni "san'atning insoniylashtirilishi" (dehumanization of art) (Ortega Gasset, 2019; 20) tarzida ta'riflaydi. Uning "Zamonaviy san'at ommaga qarshi va bu doim shunday bo'ladi, chunki u mohiyatan noommabop" ("Modern art, on the other hand, has the masses against it, and this will always be so since it is unpopular in essence; even more, it is antipopular", tarjima bizniki – Z.S.) degan fikrlari bu borada ahamiyatli. Bunda Gasset modernizmning asosiy xususiyati – uning elitar tabiatini ta'kidlaydi. Ya'ni zamonaviy san'at o'z mohiyatiga ko'ra ommaviy emas. U keng xalq ommasi tomonidan yaxshi qabul qilinmaydi va hatto unga qarshilar bo'lishi mumkin (P.Qodirovning modernizm haqidagi ayrim qarashlari – Qodirov, *n.d.*). Bu fikrlar modernizmga xos avangard va ixtisoslashgan san'at tushunchalari bilan uzviy bog'liq. Shuning uchun modernizm va uni qabul qiluvchi jamiyat o'rtasida ziddiyatli fikrlar mavjud. Modernistlar o'zlarining asosiy g'oya va qarashlari bilan jamiyatning an'anaviy qadriyatlarini, didi va dunyoqarashiga qarshi chiqqan.

M. Yo'ldosheva o'z tadqiqotlarida modern she'riyatga xos quyidagi jihatlarni ajratib ko'satadi (Yo'ldosheva, 2011):

1. odamning ichki olami birinchi o'inga qo'yiladi (16-bet);
2. Voqealar bayonidan ko'ra kechinmalar tasvirining izchilligiga e'tibor qartiladi (21-bet);
3. bosh harflar va tinish belgilarining deyarli qo'llanmasligidir (52-bet).

Ulug'bek Hamdam bo'lsa, o'zbek modern she'riyatining o'ziga xosligi borasida "shakl ketidan quvilib, mazmunning boy berilishi" masalasiga alohida diqqat qaratadi (Hamdam, 2020). Hamda modernizmga xos quyidagi umumiy jihatlarni tasniflab ko'rsatadi: 1) an'analarni inkor qilish; 2) xaosdan qochish; 3) go'zallikni reallikdan tashqarida izlash; 4) antroposentrik gumanizm; 5) Yevroposentrizm; 6) elitar san'at; 7) mazmun muhimligi va boshqalar.

Shu o'rinda modern she'riyatda, xususan, unda borliq manzarasini badiiy qayta yaratish, poetik peyzajni hosil qilishda yuqoridagi tamoyillardan qaysilari yaqqol namoyon bo'ladi, degan haqli savol tug'iladi. Unga javob berish modern she'riyat tadqiqida yangi fikrlar va qarashlarni ilgari surish mumkin. Jumladan, biz quyidagi jihatlarni alohida tasniflashni lozim topdik:

1. Ramziylik: bunda an'anaviy ramzlarni yangi mazmun bilan to'ldirish ham kuzatiladi.
2. Ichki landshaft (Ruhiiy manzara): she'rlardagi peyzaj elementlari tashqi olamni emas, balki shoirning subyektiv kechinmalarini ifodalaydi, tuyg'ular moddiylashtiriladi.
3. Parchalanish (fragmentarlik) va ko'p qirralilik: peyzaj, manzara to'liq, keng va mufassil emas, balki uzuq-yuluq, alohida detallar orqali aks etadi. Fragmentar tasvirlar lirik qahramonning parchalangan ongini va xayol dunyosini ifodalaydi.

4. An'anaviy badiiy qadriyatlarning yangicha mazmun kasb etishi.
5. Individualizm va yolg'izlik: Modernist peyzajda individualizm va yolg'izlik holati markaziy o'rinni egallaydi. Lirik qahramon tabiatda ham, jamiyatda ham o'zini yolg'iz yoki anglanmagan deb his qiladi.
6. Ekzistensial tashvish va ma'no izlash: modern she'riyatga xos peyzajda hayotning ma'nosini izlash va egzistensial mavjudlik muammolari aks etadi.
7. Absurdlik va paradokslilik: odatdagi hayot tartibini mantiqsiz yoki teskari tasvirlash.

An'anaviy o'zbek she'riyatida peyzaj, asosan, borliq manzarasini tasviriy ifodalash, qahramonning ruhiy holatiga fon yaratish yoki topografik (joyga aloqador) xususiyatlarni aks ettirish uchun xizmat qilgan. Modernizm esa peyzajga bo'lgan bunday yondashuvni tubdan o'zgartirdi. Modern she'riyatda peyzaj endi obyektiv voqelikning aks etishi emas, balki lirik qahramonning ong oqimi, subyektiv tasavvuri va idrokining badiiy modeliga aylandi. Bu jarayonda, adabiyotshunoslikda ta'kidlanganidek, "voqelikni aks ettirish emas, ijodkorning o'z-o'zini ifodalashi ustuvor ahamiyat kasb etadi" (Quronov, 2013; 177). Modernist shoirlar tabiat manzaralariga o'zlarining ichki kechinmalarining ko'zgusi sifatida qarashdi. Natijada, ular peyzajni obyektiv go'zallikni ifodalashdan ko'ra, insonning ichki kechinmalari, falsafiy mulohazalari va ruhiy iztiroblari aks etgan subyektiv peyzaj, ramziy idrok makoni yoki "ruhiy landshaft"ga aylantirishdi. Bu yangi tafakkur natijasida tabiat manzaralari o'zining realistik ko'rinishini yo'qotib, ramziylik, metafora va subyektivizm vositasiga aylandi.

Asosiy qism

Abduvali Qutbiddin ijodi misolida o'zbek modern she'riyatida peyzaj tasviri ramziy ma'no kasb etganligini kuzatish mumkin. Shoirning "Xayol kechasi" to'plamidagi she'rlarida tashqi olamning xayol sarhadlarida qayta yaratilgan manzarasi yaqqol ko'rinadi. Uning quyidagi she'ri bu borada diqqatni tortadi, bu o'rinda

peyzaj obyektiv go'zallikni ifodalashdan ko'ra, insonning ichki kechinmalari va falsafiy mulohazalarini ochib berishga xizmat qiladi.

*Quyosh, yurting qayda, so'ragan edim,
Tong-la nuringga dil o'ragan edim,
Men ham sen bor yerga boraman dedim,
Ammo osmoningga qo'ymading, quyosh,
Biror bor boshimga tekkizmading bosh*

(Qutbiddin, 1994).

Bu misralarda modern she'riyatda peyzajning uchta muhim xususiyati yaqqol namoyon bo'ladi: ramziylik, ichki olam manzarasi – "ruhiy landshaft" va fragmentarlik. Shoirning quyosh obraziga murojaat qilishi an'anaviy she'riyatdagi yondashuvdan mutlaqo farq qiladi. Mumtoz adabiyotda quyosh yorug'lik, hayot va ilohiy qudrat ramzi bo'lsa, bu she'rda u lirik qahramon uchun erishib bo'lmaydigan orzu, amalga oshmagan istakka aylanadi. She'rda quyoshning metaforik ma'nosi kengayib, hayotda o'rin topolmaslik, yolg'izlik va umidsizlik kabi chuqur ruhiy holatlarni ifodalaydi. She'rdagi tabiat detallari tashqi olamni emas, balki shoirning ichki kechinmalarini ifodalaydi. "Quyosh, yurting qayda?" savoli orqali shoir go'yoki o'zlikni, nur – ruhning manbasini izlashni bildiradi. Abduvali Qutbiddin o'z she'rlarida tabiatni to'liq va keng planda tasvirlamaydi. Aksincha, u borliqning alohida, uzuq-yuluq detallariga ishora qiladi. She'rda Quyosh, osmon, tong manzarasi kabi yakka obrazlar lirik qahramonning parchalangan ongi va xayol dunyosini aks ettiradi. Ushbu fragmentar yondashuv nafaqat shoirning badiiy uslubi, balki bu holat umuman modern she'riyatdagi peyzaj tasvirlariga xosdir. Yangi badiiy tafakkurda voqelik tartibli va chiziqli emas, balki uzilgan, chalkash va to'g'ridan-to'g'ri mantiqqa bo'ysunmaydigan tarzda aks etadi.

Ushbu she'r tahliliga egzistensializm falsafasi asosida yondashish mumkin. Ekzistensializm (lotincha – yashash, mavjudlik) borliqning fojialiligini, uning mantiqqa xilofligini, inson ixtiyorida emasligini targ'ib qiladi (Crowell, 2020). She'rda lirik "men" quyoshga murojaat qilar ekan, aslida o'z

hayotining ma'nosini, borliqda o'z o'rnini izlaydi. Biroq "osmoningga qo'ymading, quyosh" va "biror bor boshimga tekkizmading bosh" misralari bilan bu izlanishning zoe ketgani, borliq (yoki ilohiy qudrat) unga befarq ekanligi ta'kidlanadi. Bu – ekzistensial tushkunlikning badiiy ifodasi. Shoirning ichki kechinmalari (ruhiy manzara) shunday bir bepayon makonki, unda qahramon nafaqat atrofidagilardan, balki o'zi intilayotgan yorug'likdan ham uzilib qolgan. Shoirning quyidagi satrlari ham yuqoridagi tahlilga hamohang (Qutbiddin, 1994):

*Barmog'ing niqtama, mening peshonam /
Xati tirnog'ing-la yozilmagandir.*

*Men bilan Xudoning o'rtasida g'am /
Ariqlari sen-la qazilmagandir.*

"G'am ariqlari" obrazi she'rning asosiy jihatidir. Bunda shoir o'zining "g'am" tuyg'usini "ariq" shaklida tasvirlab, ruhiy landshaft tushunchasini yanada mustahkamlaydi. "G'am arig'i" moddiylik nuqtayi nazaridan mavjud emas, balki lirik qahramonning ichki iztiroblarini ramziy ifodalaydi. She'rda modernizm va mumtoz adabiyot o'rtasidagi dialektik aloqani kuzatish mumkin. O'zbek mumtoz adabiyotida "moyayi dard" – hayotning asosi bo'lgan dard, azaliy g'am, haq ishq tushunchasi mavjud. Abduvali Qutbiddinning "g'am ariqlari" obrazida bu an'anaviy tushuncha modernizmga xos yangi mazmun kasb etadi. Mumtoz she'riyatda bu dard ko'proq ilohiy ishq bilan bog'liq bo'lsa, modern she'riyatda u ekzistensial g'am darajasiga ko'tariladi. Shoir tasvirlagan ariqlar insonning borliq oldidagi fojiaiy yolg'izligini va taqdirga begonaligini ifodalaydi. "G'am arig'i"ning ko'plik shaklida berilishi ham bejiz emas. Bu bilan shoir bu g'amning tuganmasligiga, uning inson umrining so'ngigacha davom etishiga ishora qiladi. Bu misralarda insonning borliq oldidagi fojiaiy yolg'izligi, o'z taqdiriga begonaligi va ilohiy qudrat bilan munosabati peyzaj detallari yordamida badiiy tasvirlangan.

Abduvali Qutbiddinning quyidagi she'rda sahro tasviri va ruhiy taxayyul

uyg'unligini ko'rish mumkin. Shoir sahro tasvirini berishda sarob, saksovul, qum, Qays, it, karvon, qashqir singari sahroga yondosh badiiy detall va obrazlarni keltiradi (Qutbiddin, 1994):

*Ne deyin, sahroda dardkashim sarob, / Sir
aytarim saksovul, ne deyin.*

*Kundan-kun ahvolim xarobdan-xarob, /
Ichdim g'am mayin.*

*Voyladim, bir ohu yaqin kelmadi, /
Qumga urdim yuzim, u mendan bezor,*

*Biror it meni Qays deb bilmadi, / Tan-u jon
ozor...*

*Ko'p kezdim, ko'rmadim birorta karvon,
Bilmadim qayonda mag'rib-u mashriq.
Mashaqqat sohibi, arkonim armon, /
Amirim qashqir...*

*Hukmi ravonimga bo'ysunmas taqdir, /
Endi yo'l birgina ruhlar ko'shkiga.*

*Tinch komga men qanday tushaman, axir,
/ Ishqiga to'ymadim. / Ishqiga.*

Abduvali Qutbiddinning ushbu she'ri modernizmning asosiy tamoyillarini chuqur aks ettiruvchi badiiy asardir. Shoir sahro tasviri (manzara, peyzaj) orqali inson ruhiyati va xayol kengliklarini aks ettiradi. Bunda peyzaj vositasida she'rning modernistik jihatlarini yaqqol namoyon bo'ladi. Birinchidan, she'rda **individualizm** va **yolg'izlik** holati tasvirlanadi. Lirik qahramon atrof-muhit va borliqdan (*ohu, it, karvon* obrazlari misolida) uzilib qolgan. "Kundan-kun ahvolim xarobdan-xarob" misrasi ruhiy parokandalikni kuchaytiradi.

Ikkinchidan, she'rdagi **an'anaviy badiiy qadriyatlarining yangicha mazmun kasb etishi** ham diqqatga sazovordir. Mumtoz she'riyatdagi ilohiy ishq Qays, it, sahro timsollari vositasida yangicha talqin qilinadi: "Biror it meni Qays deb bilmadi" misrasi an'anaviy obrazlarning yangi badiiy tafakkurdagi evrilishini ifodalaydi. Ushbu fikrni ikki xil talqin qilish mumkin:

1. Mumtoz adabiyotda Layli va Majnun afsonasi ilohiy ishqning mukammal ramzi hisoblanadi. Majnun (Qays) o'zining Layliga bo'lgan sof va cheksiz sevgisi tufayli odamzod dunyosidan uzoqlashib, tabiat va jonzotlar olami bilan ruhoniyl

bog'lanadi, borliq bilan uyg'unlashadi. Hatto vahshiy hayvonlar ham unga hamroh bo'lgan. Bu holat uning ishq yo'lida oliy darajaga yetganligining belgisi edi. Abduvali Qutbiddinning misrasida esa bu an'anaviy ramz butunlay inkor qilinadi. Lirik qahramon o'zini Majnunga qiyoslasa-da, "biror it" ham uni tanimaydi. Bu yerda it obrazi ruhan yaqinlik va ilohiy ishqning tan olinishi ramzi bo'lib, uning befarqligi esa zamonaviy insonning ilohiy ishqdan, sof tuyg'ulardan va an'anaviy ma'naviy qadriyatlardan uzilib qolganini ko'rsatadi.

2. Boshqa nuqtayi nazardan qaraganda, *"Biror it meni Qays deb bilmadi"* misrasi lirik qahramonning o'zini ilohiy ishq maqomiga noloyiq deb bilishini ko'rsatadi. U ishqqa intiladi, ammo ishq, sadoqati Majnunning darajasidan ancha past ekanligini his qiladi. Itning uni Qays deb tan olmasligi bu lirik "men"ning o'z-o'ziga nisbatan shafqatsiz bahosidir. Bu talqin modern she'riyatga xos bo'lgan subyektivizm va psixologizm tamoyillariga asoslanadi. Shoir tashqi dunyo (it, sahro) orqali lirik qahramonning o'z-o'zini anglash jarayonidagi murakkab ziddiyatlarini aks ettiradi. An'anaviy Majnun afsonasi bu o'rinda lirik qahramonning ichki o'lchovi, ruhiy holatini solishtirish uchun vosita sifatida xizmat qiladi. Bu modernizm she'riyatida an'anaviy ilohiy ishq tushunchasiga yangicha mazmun yuklaganligini ko'rsatadi. Shuningdek, fikrlar talqinida ko'p qirralilik polifoniklik kasb etishini isbotlaydi.

Uchinchidan, she'rda **ekzistensial**

tashvish va ma'no izlash g'oyalari ustuvorlik qiladi. Bu lirik qahramonning hayot ma'nosizligiga qarshi ichki kurashi, o'z o'rnini topishga urinishi, shuningdek, tug'ilish, o'lim, erkinlik va tanlovning og'irligidan kelib chiquvchi doimiy iztirobidan iborat. Buni hayotda nimaning muhim ekanligini aniqlash, o'z e'tiqod va qadriyatlar olamini yaratishga

intilish sifatida ham ko'rish mumkin. Bu modernistik tamoyil she'ning eng muhim jihatidir va uni Jan Pol Sartrning ekzistensializm nazariyasi asosida tahlil qilish mumkin. *"Bilmadim qayonda mag'rib-u mashriq"* misrasi hayot mazmuni va maqsadining ramzidir. Yo'lning noaniqligi J.P.Sartrning *"Dunyo o'z-o'zidan ma'noga ega emas"* yoki *"Biz doimo o'z yo'limizni tanlaymiz (Sartre, n.d.)"* degan g'oyasiga to'g'ri keladi. Hayotning ma'nosi, yashashning mazmuni inson tomonidan yaratiladi, lekin shoir – lirik "men" hali uni yaratmagan yoki unga erisholmagan. *"Hukmi ravonimga bo'ysunmas taqdir"* esa insonning o'z taqdiriga qarshilik ko'rsatishini ko'rsatadi. J.P.Sartr ta'kidlaganidek, inson har doim erkindir. Uning bu erkinligi hatto eng og'ir sharoitda ham, eng qattiq "taqdir"ga qarshi turishda namoyon bo'ladi. Shunday qilib, taqdirga bo'ysunmaslikni tanlash – tanlovning o'zidir. Bu qarshilik insonni yangi yo'l qidirishga undaydi, yangi tanlovlar uchun imkon yaratadi. Bu esa "ruhlar ko'shkiga" intilishning bevosita sababidir. Bu metafizik, transsendental (tajriba chegarasidan tashqaridagi) dunyoga: olam usti olam, ilohiy iroda makoni, g'ayb dunyosiga o'tishdir. Bu mag'lubiyat emas, balki lirik qahramonning eng oliy darajadagi faol va erkin tanlovidir. Boshqacha aytganda, J.P. Sartr falsafasiga ko'ra, inson hech qachon sharoitlarning quli emas. U har doim o'z holatiga nisbatan munosabatini tanlashda erkindir. Shoir ham tabiat detallari vositasida aynan shuni ifodalaydi: u sahro (mavjudlik makoni)dagi yolg'izlik va azob-uqubatlar sharoitida ham, o'z ichki erkinligidan foydalanib, taqdirga qarshi chiqadi va o'z mavjudligi uchun yangi, ruhiy makon tanlaydi. Bu uning eng muhim "o'zini tanlash"idir.

To'rtinchidan, **ichki dunyoning murakkabligi** tashqi muhit – sahro tasviri orqali ifodalanadi. Shoir lirik subyektning psixologik holatini tashqi tabiat manzaralari bilan uzviy bog'laydi. *"Sir aytarim saksovul"* *"Ichdim g'am mayin"* ifodalari esa ichki iztirobning ramziga aylangan bo'lib, umidsizlik va qayg'uning chuqurligi ta'kidlanadi. She'rdagi

sahro obrazi azob va cheksiz iztirob tushunchalari bilan ma'naviy uyg'unlik hosil qiladi. Zotan, sahro o'z-o'zidan yo'qotish, iztirob va og'riq makonidir. Shoir tashqi sahro manzarasini ichki olam bilan uyg'unlashtiradi. Bunda ruhning o'z manbaiga intilishi mujassam. Beshinchidan, she'rda, **absurd tushunchasi** va **paradokslilik** ham mavjud: "Amirim qashqir" misrasi an'anaviy ijtimoiy va tabiiy ierarxiyani butunlay ag'darib tashlaydigan paradoksni ifodalaydi. Bu yerda eng past mavjudotga (qashqir) bo'ysunish orqali lirik qahramonning mutlaqo tubanlashganligi, umidsizligi va o'z hukmini yo'qotganligi ko'rsatiladi. "Qumga urdim yuzim, u mendan bezor" misrasida esa absurd holat mavjud – bu yerda insonning tabiatga murojaati javobsiz qoldiriladi, ya'ni inson va borliq o'rtasidagi aloqaning uzilganligi ta'kidlanadi.

Xulosa qilib aytganda, Abduvali Qutbiddinning ushbu she'ri modernizm adabiyotining asosiy tamoyillarini – individualizm, an'anaviy badiiy qadriyatlarining inqirozi, ekzistensial tashvish, ichki dunyoning murakkabligi, absurdlik va paradokslilikni ifodalashda yetakchi o'rinni egallaydi. She'rda tasvirlangan mutlaq yolg'izlik, insonlardan qalban uzoqlashish (jamiyatdan izolyatsiya) va hayot mazmunini izlash zamonaviy insonning mavjudlik muammolarini chuqur aks ettirgan. Bunda shoir borliq manzarasi va sahroga xos bo'lgan badiiy detallardan (sarob, saksovul, qum, karvon) foydalangan holda, lirik qahramonning ruhiy holati bilan tashqi muhit uyg'unligini yaratishga muvaffaq bo'lgan. She'r inson ongining ziddiyatli tabiatini ochib berish bilan birga, uning o'z mavjudligi uchun kurashini ham ko'rsatadi. Abduvali Qutbiddinning quyidagi she'rida bog' va daryo singari tabiat manzarasiga aloqador obrazlar javobsiz sevgi va armonning peyzajdagi in'ikosi sifatida namoyon bo'ladi (Qutbiddin, 1994):

*Xazoning to'pla, ko'm meni, bog', /
Teringni kafan et, ey ilon,
Yuzini o'girdi / Axir yor –*

*Chiqsang – chiq, / Ketsang – ket, endi, jon.
Daryo, sen muruvvat qil bir bor, /
Yo'lingga qo'shib ol laxta qon.*

Yuzini o'girdi / Axir yor –

Chiqsang – chiq, / Ketsang – ket, endi, jon.

Bog'ni, odatda, visol, farovonlik, go'zallik, behisht, daryo esa hayot, oldinga intilish, tozalik, tiklanish ramzi sifatida talqin qilish mumkin. She'rda esa ularga nisbatan ishlatilgan "Xazoning to'pla, ko'm meni", "Teringni kafan et, ey ilon", "laxta qon" kabi iboralar ularni o'lim, xiyonat, alam va umidsizlik ramzlariga aylantiradi. Bu ataylab qilingan stilistik usul bo'lib, obyektiv borliq va subyektiv olam o'rtasidagi qarama-qarshilikni kuchaytiradi. Shuningdek, she'rda murojaatning dramatik ta'sirini ko'rish mumkin. Lirik qahramon tabiat manzaralariga qarata nafrat, umidsizlik va hatto o'lim tilagidagi his-tuyg'ularini ifodalaydi. Bu lirik "men" iztirobining chuqurligini ko'rsatadi. U tabiatdan madad emas, balki qayg'u va iztirobini tasdiqlashni so'raydi. She'rdagi yor obrazining ikki tomonlamaliligi ham diqqatni tortadi: "yuzini o'girdi" tarzidagi ifoda yor (sevgili, dildor) nafaqat sevgi, balki aldash va xiyonat manbai ham ekanligini ko'rsatadi. "Ey ilon" xitobi bu mazmunni kuchaytiradi. She'rda sevgi va o'lim, ishq va nafrat o'rtasidagi chegaralar o'ziga xos tarzda kesishadi. Bundan tashqari, ushbu badiiy nutqda takrorning ahamiyatini ham unutmazlik lozim. "Chiqsang – chiq, / Ketsang – ket, endi, jon" tarzida ham misralarning, ham so'zlarning takrorlanishi lirik qahramon ruhiy holatidagi turg'unlik va umidsizlikdan so'nggi qat'iy hukmga kelganligini ta'kidlaydi. Lirik subyekt ichki dunyosidagi tushkunlik butun olamni o'z qayg'usi rangiga bo'yaydi. Shuningdek, jon ifodasini Alisher Navoiy ijodidagi jon va jonon tushunchalariga bog'lab ham talqin qilish mumkin. Jonon (yor) – ishq, ketsa, jondan foyda yoq! Xulosa sifatida aytish mumkinki, she'rda tabiat tasviri to'liq subyektivlashtirilgan va lirik qahramon ruhiy holatini ifodalashning kuchli vositasi sifatida ishlatilgan.

Modernizm she'riyatidagi an'anaviy shakl va mazmunlarni rad etish, yangi ifoda

vositalarini izlash, subyektivlik, ichki olam murakkabligini tasvirlash, ramziylik va ko'p ma'nolilikka intilish kabi jihatlar quyidagi she'rda ham aks etgan (Qutbiddin, 1994):

*Qaldirg'och loysuvoq qilgan ochunda /
Sevgim yo'llariga zor-zor qaradim,*

Yoshlarim yal-yali / Taraldi tunda...

*Yayradim. / Majnuntol darchasin ochdi,
kiritdi,*

*Yuz bitta qizidan birin tanladim. / Xivich
qasrlarda*

Barglandim biram... / Yayradim.

She'rda borliq olam bilan qalban birlashish g'oyasi mavjud. Ko'zyoshning tunda yal-yal yonishi osmondagi yulduzlarni esga soladi. Majnontol obrazida esa qayta tug'ilish bor, barglanmoq – shunga ishora. Xivich qasrlar – shoirning yangi, ohorli topilmasi. Daraxt novdalarini bunday atash she'riyatimizda kuzatilmagan. Buni modernist shoirlarning tashqi, obyektiv realitetni emas, balki o'zining subyektiv idrok va hissiyotlarini ifodalash uchun yangi ramzlar yaratishga intilishi bilan izohlash mumkin. She'rda mantiqiy ketma-ketlik emas, balki hissiyotlar va tasavvurlarning erkin oqimi hukmron. Unda vaqt va makon xronotopning moslashtirilmaganligini kuzatish mumkin. Lirik "men" bir nechta fazoda harakat qiladi: nomuayyan borliq (*Qaldirg'och loysuvoq qilgan ochunda* – *hamma o'zi bilan, kun ko'rish bilan o'vora bo'lgan dunyo ramzi*), majoziy makon (*sevgim yo'llari*), tun, xayoliy hudud (*xivich qasrlar*) Bu makonlar mantiqiy bog'lanishsiz, lirik qahramon ong oqimi bilan almashinadi, o'quvchiga yangi manzara va tasavvurlar beradi.

Modernistlar ko'pincha o'zgarish, yangilanish va yangi identitetni topish mavzularini yoritadilar. Tahlil qilinayotgan she'rda ham bu aks etadi. "*Barglandim*" tarzida o'zlik nisbatdagi fe'lning berilishi bu – tabiat va ong, tashqi va ichki olam o'rtasidagi chegaralarning yo'qolishi, ya'ni modernizm da tez-tez uchrovchi transgressiya (Lotincha – o'tish, subyekt tomonidan mumkin bo'lgan, ijtimoiy, axloqiy va boshqa ta'qiqlar, an'analar chegaralarini engib o'tish) hodisasidir.

"Yayradim" takrori esa bu yangi holatdan hosil bo'lgan ichki to'liqlanishni ifodalaydi. Bu so'z orqali shoir o'zining badiiy evrilishini nishonlaydi. Shuningdek, bu so'zni qayta tug'ilish quvonchi yoki ijodiy ilhomning to'liqlini sifatida ham talqin qilish mumkin. Tahlilardan ko'rinadiki, modernizm da tashqi dunyo lirik qahramonning ichki holati orqali ko'rsatiladi. Obyektiv realitet subyektiv idrokga bo'ysunadi, tabiat va his-tuyg'ular birligi o'ziga xos tarzda tasvirlanadi.

Modernizm da peyzaj butunlay lirik qahramonning ichki holatiga bo'ysundiradigan va uning kechinmalarini ifodalovchi subyektiv vositaga aylanadi. Abduvali Qutbiddinning ushbu she'rda bu jihatlar juda ochiq ko'rinadi (Qutbiddin, 1994):

*1. Qaydadir tun siyoh kokilin eshar, /
Tog'larda ezadi harir ko'ksini.*

*Qaydadir jayronlar o'ynab yurishar, /
Faqt men yashayman / O'ksinib. 2.Qaydadir
minora qanot qoqadi, / His etib tanida laylak
jismini.*

*Zarafshon qaygadir loyqa oqadi, / Faqt
men yashayman / O'ksinib.*

*3. Qaydadir tulporlar fazoga yetar /
Tomosha qilgani to'vus raqsini.*

*Qaqnuslar olovlar qo'ynida yotar, / Faqt
men yashayman / O'ksinib. 4.Qaydadir
sayhonda o'tlar qovushar, / Qaydadir yo'qotar
oftob bo'zini. Qaydadir nam tortib unar
tovushlar, / Faqt men yashayman / O'ksinib*

*5. Qaydadir kapalak shafaqni ko'rar, /
Nurlanib sezadi baxtning isini.*

*Qaydadir bir sanam meni deb yashar, /
Faqt men yashayman / O'ksinib.*

Ushbu badiiy parcha modern she'riyatda peyzajning o'ziga xosligini ifodalovchi hamda manzarani subyektivlashtirish jihatidan ahamiyatlidir. Undagi "Qaydadir" takrori mavhum va begonalashgan lokus (topos)ga ishora qiladi. She'rning eng kuchli modernistik jihati ham butun tashqi dunyoning mavhum ("Qaydadir") deb belgilanishidir. Unda mavjudlikdan begonalashish hissi kuchli. Lirik qahramon o'zini bu jonli, harakatlanayotgan, mo'jizaviy

dunyodan butunlay ajralgan, chetlatilgan holda his qiladi. Peyzaj (manzara) unga emas, balki u peyzajga begona. She'ning butun tuzilishi keskin qarama-qarshilik asosiga qurilgan. Unda ikki ziddiyatli qutb – dixotomik kompozitsiya mavjud. Har bir bandeda dastlabki uch misra harakat, hayot, sezgi, go'zallik va mo'jizaviy hodisalar (*tulporlar fazoga yetar, qaqnuslar olovlar qo'ynida yotar, nam tortib unar tovushlar*) bilan to'la. Refrenda esa tushkunlik, iztirob (*Faqat men yashayman / O'ksinib*). Bu qarama-qarshilik obyektiv borliqni emas, balki lirik subyektning dunyodan ajralganlik darajasidagi chuqur psixologik holatini ta'kidlaydi. Modern peyzaj bu yerda ziddiyatning bir tomoni sifatida ishtirok etadi.

She'rda an'anaviy she'riy ramzlar mavjud, ular lirik qahramon yetolmaydigan o'sha baxtga to'la dunyoning qismidir. Masalan, jayron, tulpor – erkinlik ramzi, ular erkin, lekin lirik qahramon emas. Qaqnus – qayta tug'ilish ramzi, u o'lim va qayta tug'ilish bilan mashg'ul, lirik qahramon esa abadiy umidsizlikka mahkum. She'rda tasvirlangan peyzaj elementlariga xos hayotiylik lirik "men"ning o'zgarishsiz, umidsiz holatiga teskari ifodalangan. "*Tun siyoh kokilin eshar*", "*Minora qanot qoqadi*" kabi misralardagi o'xshatish va tashxis kabi vositalar she'ning badiiy yuksakligiga xizmat qilgan. Ko'rinadiki, she'rda tabiat tasviri, peyzaj detallari modernizmning asosiy mavzusi – zamonaviy insonning yolg'izlik va absurddagi iztirobini fodalovchi vositadir. U lirik qahramonning ichki holatini aks ettiruvchi

ko'zgu vazifasini o'taydi. Shuningdek, shoirning "She'riyat bo'limi. 1987-yil" (modernizmda topografik she'ning o'ziga xosligi jihatidan ahamiyatli), "Tasavvur lahzalari", "G'ayriy daraxt" (falsafiy peyzaj) kabi she'rlari ham o'zbek modern she'riyatida peyzajning o'ziga xosligi jihatidan ahamiyatli.

Xulosa

Maqolada olib borilgan tahlillar o'zbek modern she'riyatida peyzaj shunchaki tabiat tasviri emas, balki inson ichki olamining murakkab in'ikosi ekanligini ko'rsatadi. Modernist shoirlar, xususan, Abduvali Qutbiddin ijodida peyzaj obyektiv borliqning realistik surati tasviri bo'lmay, lirik qahramonning ruhiy iztiroblari va subyektiv kechinmalari moddiylikdan "ruhiy landshaft" – botin manzarasi ifodasiga aylangan. Bu jarayonda quyosh, sahro, bog' va daryo kabi an'anaviy obrazlar o'zining mumtoz ma'nolarini o'zgartirib, yangi davr kishisining yolg'izligi, hayotda mavjudlik muammolari (ekzistensial tashvishlari) va hayot mazmunini izlash yo'lidagi ziddiyatlarini ifodalovchi yangi ramziy mazmun kasb etadi. Borliqning mantiqsizligi va absurdlik holati tabiat detallari orqali falsafiy teranlik bilan ochib berilishi o'zbek she'riyatida modernizm nafaqat shakliy yangilanish, balki dunyoni idrok etishdagi yangicha badiiy tafakkur ekanligidan dalolat beradi. Umuman olganda, modern she'riyatda peyzaj hodisasi inson ruhining parchalangan va murakkab manzaralarini badiiy ifodalovchi estetik vosita bo'lib xizmat qiladi.

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Ingliz va o'zbek tillarida sport terminlarining morfologik xususiyatlari

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Annotatsiya Mazkur maqolada ingliz va o'zbek tillarida sport terminlarining morfologik xususiyatlari qiyosiy-lingvistik jihatdan tahlil qilinadi. Tadqiqotda sport sohasiga oid terminlarning so'z yasalishi, affiksatsiya, qo'shma va qisqartma shakllar orqali hosil bo'lishi hamda ularning grammatik tuzilishi o'rganiladi. Ingliz tilida sport terminlarining asosan affikslar va qo'shma so'zlar yordamida shakllanishi, o'zbek tilida esa so'z yasalishining affiksatsiya va tarjima asosida boyib borishi aniqlanadi. Shuningdek, baynalmilal sport terminlarining o'zbek tiliga moslashuvi, ularning morfologik o'zgarishlari va milliy til me'yorlariga integratsiyalashuvi masalalari yoritib beriladi. Tadqiqot natijalari sport terminologiyasini tizimli o'rganish, tarjima amaliyoti hamda tilshunoslik tadqiqotlari uchun muhim ilmiy-amaliy ahamiyatga ega.

Kalit so'zlar Sport terminologiyasi, morfologiya, so'z yasalishi, affiksatsiya, qo'shma so'zlar, ingliz tili, o'zbek tili, terminlarning moslashuvi, qiyosiy tahlil

Морфологические особенности спортивных терминов в английском и узбекском языках

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Аннотация В данной статье проводится сравнительно-лингвистический анализ морфологических особенностей спортивных терминов в английском и узбекском языках. В ходе исследования рассматриваются способы словообразования терминов спортивной сферы, их формирование посредством аффиксации, сложных и сокращённых форм, а также их грамматическая структура. Установлено, что в английском языке спортивные термины преимущественно образуются с помощью аффиксов и сложных слов, тогда как в узбекском языке развитие терминологии осуществляется главным образом за счёт аффиксации и переводных заимствований. Кроме того, освещаются вопросы адаптации интернациональных спортивных терминов в узбекском языке, их морфологические изменения и интеграция в нормы национального языка. Результаты исследования имеют важное научно-практическое значение для системного изучения спортивной терминологии, переводческой практики и лингвистических исследований.

Ключевые слова Спортивная терминология, морфология, словообразование, аффиксация, сложные слова, английский язык, узбекский язык, адаптация терминов, сравнительный анализ

Morphological Features of Sports Terms in English and Uzbek Languages

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Annotation *This article presents a comparative linguistic analysis of the morphological features of sports terms in the English and Uzbek languages. The study examines word-formation processes of sports-related terminology, including affixation, compound words, and abbreviated forms, as well as their grammatical structure. It is revealed that sports terms in English are mainly formed through affixes and compound constructions, whereas in Uzbek the development of sports terminology is largely enriched through affixation and translation-based borrowings. In addition, the article highlights issues related to the adaptation of international sports terms into the Uzbek language, their morphological transformations, and integration into national linguistic norms. The research findings are of significant scientific and practical value for the systematic study of sports terminology, translation practice, and linguistic research.*

Keywords *Sports terminology, morphology, word formation, affixation, compound words, English language, Uzbek language, term adaptation, comparative analysis*

Kirish

Tilshunoslikda sport terminlari va tilini tadqiq qilish jarayonida talabalar va mutaxassislar lug'at boyliklarini tez sur'atlarda oshirib borishmoqdalar. Bundan tashqari, lug'at boyligini faqat miqdoriy jihatdan emas, balki sifat jihatdan ham boyitish, mavjud so'z boyligidan har qanday vaziyatda faol foydalanish ko'nikmasini rivojlantirish zarur. Har qanday tilida so'zlovchilar o'z tilidagi barcha so'z yasash vositalari va modellardan erkin foydalanib, chet tilini o'rganuvchilar esa faqat o'zlashtirgan lug'at birikmalari bilan cheklanadi va so'z yasash qoidalari asosida yangi leksik birliklar yaratishi juda kam uchraydi. Shu bois, sport terminologiyasi tadqiqida ham tilining so'z yasash modellari va qoidalarini egallash – o'rganilayotgan til lug'atini muvaffaqiyatli o'zlashtirishning zaruriy shartlaridan xabardor bo'lish zarurati tug'iladi. Sport sohasi bilan bog'liq atamalarni chuqur o'rganish, so'z yasash usullarini egallash va lug'at boyligini ko'paytirish ko'p sonli so'zlarni

yod olishdan ko'ra tezroq va samaraliroqdir. Shuningdek, notanish so'z yoki iboraning mazmunini tushunish, uning so'z yasash namunasi (prefiks, suffiks yoki infiks) til instinktini rivojlantirishda yordam beradi (Cabre, 2003).

Asosiy qism

Bugungi kunda dunyodagi barcha sport turlari o'ziga xos leksik birliklar va soha terminlariga ega to'liq ro'yxatga ega. Bu o'rganuvchiga mavjud so'z yasash vositalaridan foydalanib, o'z bilim doirasida mustaqil tarzda ayrim leksik birliklarni (lug'atdan foydalanmasdan) shakllantirish imkonini beradi, so'z yoki ibora yaratish jarayonida ishtirok etishga undaydi. Bundan tashqari, chet tilini o'rganishni qiziqarli va ijodiy jarayonga aylantiradi va o'quvchining til o'rganishga bo'lgan motivatsiyasini oshiradi.

Sportga oid leksika va terminologiya tilshunoslikda yangilik bo'lmagan mavzudir. Yangi sport turlarining paydo bo'lishi natijasida sport lug'atining mazmuni doimiy ravishda

yangilanib boradi, turli xil sport lug'atlari yaratilmoqda (bir, ikki yoki undan ortiq tillardagi leksik birliklarni o'z ichiga olgan lug'atlar). Sport leksikasining mazmuni juda xilma-xildir. Birinchidan, bu umumiy foydalaniladigan leksikadir (ona tilida so'zlovchilarning barchasiga tushunarli va ular tomonidan kundalik hayotda faol qo'llaniladi), ikkinchidan, bu professional terminologiyadir, uchinchidan, faqat shu sport turi bilan shug'ullanadigan tor doiradagi kishilargagina tushunarli bo'lgan leksikadir (scientists.uz).

Tadqiqot davomida sport terminologiyasiga oid leksikani tasniflash to'rtta mezoniga asoslanishini ko'rdik:

- morfologik tuzilma;
- tarkibiy qismlar soni;
- semantik xususiyatlari;
- sintaktik bog'lanish.

Sport terminlarini morfologik jihatdan tahlil qilishdan oldin, ularni tuzilishiga qarab term so'z va term-so'z birikmalari sifatida ajratib o'rganish zarur deb topdik. Avvalo, sportga oid term-so'z leksik birliklarini (ular sport terminologiyasining 45 foizini tashkil etadi) morfologik tuzilmasi nuqtayi nazaridan tadqiq qilinganda – bunda oddiy (43%), yasama (39%) va murakkab (11%) leksik birliklar ajratib olindi. Oddiy leksik birliklar – bu bitta morfemaga ega bo'lgan birliklardir. Masalan: *ball – koptok, king – qirol, queen – qirolicha, bishop – fil (shaxmat donasi), side – maydonning biror tomoni, cue – kiy (snuker va bilyardda ishlatiladigan tayoqcha), fin – suzgich, final – final, back – bel, punt – to'pni urish harakati, blade – pichoq, deck – paluba, star – yulduz (mashhur sportchi)* va hk.

Sport terminlarini so'z turkumlariga qarab tasniflaganimizda, ularning aksariyati ot so'z turkumiga mansub ekanini ko'rdik (90 %). Bundan tashqari, grammatik jihatdan ot so'z turkumiga mansub bo'lgan quyidagi otlar har doim ko'plik shaklida qo'llanadi. Masalan: *doors – darvozalar, boards – tomonlar, corners – burchaklar, laces – bog'ichlar, pants – reyruz (tor, sirma, yopishib turadigan shim), shorts –*

shortiklar, kalta ishtonlar, socks – getralar, paypoqlar.

Qolgan 8 foizini esa boshqa so'z turkumlari tashkil etadi.

Keyingi navbatda yasama atamalar va leksik birliklar ko'rib chiqiladi. T.I Vendina ta'kidlaganidek, har qanday tilning lug'at boyligida asosiy va yasama so'zlarning o'zaro bog'liqligi xalqning turli sohalarga bo'lgan qiziqishini anglash imkonini beradi (Вендина, 2002). Har qanday soha terminologiyasida ko'p komponentli atamalar va leksik birliklarning o'rni beqiyos ekanligini aytish mubolag'a bo'lmaydi. Ularning paydo bo'lishi ma'lum bir sohada qo'llanilishi va ilgari mavjud bo'lgan tushunchalar asosida mantiqan yangi tushunchalarni ifodalash zarurati bilan bog'liq.

Tuzilishi nuqtayi nazaridan, yangi atama odatda asosiy mohiyatni ifodalovchi atama bilan bog'liq bo'ladi, ya'ni yangi atama tarkibiga asosiy atama komponent sifatida kiradi. Shuning uchun, biz yangi atama fundamental va shakliy-tuzilma jihatdan shakllangan deb hisoblaymiz. Derivatsiya – bu affikslar (qo'shimchalar) yordamida yangi so'z yasash jarayonidir (masalan: sport – sportchi). Derivatsiya – bu ikkilamchi shakllanish hodisasi bo'lib, uning natijasida yangi birliklar til tizimidagi boshqa birliklar bilan turli paradigmatic munosabatlarga kiradi. Terminologiya doirasida bu hodisa avvalo mantiqiy munosabatni shakllantiradi (Aronoff, 2011).

Bitta terminologik tizimdagi hosila so'zlar va asosiy atamalar o'zaro mantiqiy bog'liqlikka ega bo'lganligi sababli, ular shaklan ham bog'langan bo'ladi. Shu sababli, yangi birlik va asl birlik o'rtasidagi hosila munosabatlarini o'ziga xos paradigmatic munosabat sifatida ko'rish mumkin. Agar ikki tildagi birliklar shakl va semantika (mazmun) nuqtayi nazaridan umumiy elementga ega bo'lsa, ulardan biri ikkinchisi bilan chambarchas bog'liq bo'ladi.

Sport sohasiga oid so'zlarni yasashda qo'shimchalar yordamida hosil qilingan leksik birliklar. Bu usulda **-ing, -ion, -er/-or**

qo'shimchalari so'z yasashda sermahsul hisoblanadi. Masalan:

- **-ing.** *dribbling – dribling, running – yugurish, bowling – bovlng, autoracing – avtopoyga, diving – suvga sho'ng'ish, yachting – yelkanli sport, jumping – uzoqlikka sakrash, boxing – boks, mountaineering – toqqa tirmashib chiqish..*
- **-ion:** *competition – musobaqa, substitution – o'yinchi almashinuvi, suspension – diskvalifikatsiya, intermission – muzni ta'mirlash uchun xokkeyda tanaffus, obstruction – to'sqinlik, rotation – o'yinchi o'rnini almashtirish, navigation – navigatsiya.*
- **-er / -or:** *flipper – oyoq uchun rezina suzgich, diver – g'avvos, runner – yuguruvchi, batter – zarbani qaytaruvchi (beysbol), bowler – boulingchi, server – xizmat ko'rsatuvchi sportchi, climber – toqqa tirmashib chiquvchi (alpinist), leader – musobaqadagi yetakchi, attacker – hujumchi, neck and throat protector – iyak va tomoq himoya vositasi (xokkey).*

Yuqoridagi misollardan ko'rinib turibdiki, **-ing, -ion, -er/-or** qo'shimchalari bilan yasalgan atamalar va leksik birliklar ingliz tilida so'z yasashda sermahsul (produkt) hisoblanadi. Quyida esa sport sohasiga oid so'zlarni yasashda kamroq mahsuldor (kam qo'llaniladigan) qo'shimchalarni keltirish zarur deb topildi:

- **-ist:** *cyclist – velosipedchi, canoeist – kanoechi (eshkak eshish sporti bilan shug'ullanuvchi), judoist – dzyudochi, alpinist – alpinist.*
- **-ship:** *championship – chempionat, membership – a'zolik*
- **-ment:** *equipment – anjom, placement – joylashuv o'rni, movement – harakatlanish.*
- **-ee:** *referee – hakam, absentee – biron sabab bilan jamoa tarkibida bo'lmagan o'yinchi.*
- **-ance:** *appearance – paydo bo'lish, (make an appearance – muz maydonida*

ko'rinish berish, o'yin maydoniga chiqish), attendance – jamoaning musobaqada qatnashuvi.

Sport sohasi bilan bog'liq so'zlarni prefikslar yordamida yasash.

Masalan:

- **out-:** *outsprint – sprint yugurishida o'zib ketmoq, outplay – o'yinda g'alaba qozonmoq, outclass – ustunlikka ega bo'lmoq;*
- **over-:** *overjump – sakrab o'tmoq, overhand – to'pni qo'ldan tepada oshirib uzatish, overall – mutlaq, absolyut, overtime – qo'shimcha vaqt;*
- **up-:** *upright – darvoza to'sini;*
- **inter-:** *interchange – o'yinchilarning almashinuvi;*
- **mid-:** *midfielder – yarim himoyachi, midgame – o'yinning yarmi, musobaqaning o'rtasi;*
- **dis-:** *dismount – (otdan yoki jihozdan) tushmoq;*
- **fore-:** *forecheck – xokkeyda raqibning himoya hududida bosim o'tkazish, himoyaviy harakatlar;*
- **back-:** *backcourt – himoya maydoni (basketbol), backhand – chap qo'ldan yoki chap tomondan berilgan zarba (tennis);*
- **under-:** *undergrasp – pastdan ushlab olish;*
- **mis-:** *miscue – mo'ljaldan adashmoq, noto'g'ri zarba berish.*

Yuqorida keltirilgan ikki usuldan tashqari, sportga oid ayrim atamalar va leksik birliklar noodatiy prefiks va suffikslar yordamida ham yaratilgan. Quyida sport sohasi bilan bog'liq so'zlar va atamalarning ba'zilar shunday prefiks va suffikslar asosida hosil qilinganiga misollar keltiramiz:

infighting – kurash, bellashuv, jang; outsider – autsayder (musobaqada eng orqada qolgan o'yinchi yoki jamoa); outfielder – autfilter, himoyachi, tashqi maydon o'yinchisi (futbol); all-rounder – ko'pkurashchi, o'nkurashchi (har tomonlama sportchi)(Abdumajitov, 2024).

Xulosa

Mazkur tadqiqotda ingliz va o'zbek tillarida sport terminlarining morfologik xususiyatlari qiyosiy-lingvistik nuqtayi nazardan tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, sport terminologiyasi har ikki tilda ham tilning ichki qonuniyatlari hamda ijtimoiy-madaniy omillar ta'sirida shakllanib va rivojlanib bormoqda. Ingliz tilida sport terminlarining morfologik tuzilishida affiksatsiya, qo'shma so'zlar va qisqartmalar muhim o'rin egallab, terminlarning ixchamligi va funktsionalligini ta'minlaydi. O'zbek tilida esa sport terminlari asosan affiksatsiya, so'z birikmalari va tarjima asosidagi moslashuv jarayoni orqali boyib borayotgani aniqlandi.

Shuningdek, tadqiqot davomida baynalmilal sport terminlarining o'zbek tiliga kirib kelishida fonetik va morfologik moslashuv

jarayonlari muhim ahamiyat kasb etishi, bu jarayonda milliy til me'yorlarining yetakchi omil bo'lib xizmat qilishi aniqlandi. Ingliz tilidan o'zlashgan terminlarning o'zbek tilidagi qo'llanishida grammatik kategoriyalarga moslashuvi, affiksalar orqali yangi hosila shakllarning yuzaga kelishi sport terminologiyasining tizimli rivojlanayotganidan dalolat beradi.

Umuman olganda, olib borilgan tahlillar sport terminlarining morfologik xususiyatlarini chuqur o'rganish tilshunoslikda qiyosiy tadqiqotlar uchun muhim nazariy asos yaratishini, shuningdek, terminologiyani standartlashtirish, tarjima jarayonlarini takomillashtirish va sport sohasiga oid matnlarning lingvistik aniqligini ta'minlashda muhim ilmiy-amaliy ahamiyatga ega ekanini ko'rsatdi.

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Ingliz va o'zbek diplomatik diskursida "xavfsizlik" konseptining konseptual maydon strukturasi va lingvokulturologik talqini

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Annotatsiya *Ushbu maqola ingliz va o'zbek diplomatik diskursida "xavfsizlik" konseptining konseptual-maydon modeli, lingvokognitiv tarkibi hamda lingvokulturologik talqinini ilmiy asosda yoritadi. Tadqiqotning maqsadi ikki til diplomatik nutqida "xavfsizlik" konseptining yadro va periferik semantik qatlamlarini aniqlash, konseptning milliy-dunyoqarash omillari bilan boyigan ma'nosini izohlash hamda diskursda qo'llanish usullarini taqqoslashdan iborat. Konseptual maydon nazariyasi, kognitiv lingvistika, qiyosiy diplomatika va lingvokulturologik tahlil asosida olib borilgan tadqiqot natijalari ingliz diplomatik diskursida "security" konseptining siyosiy-huquqiy, harbiy-strategik va iqtisodiy xavfsizlikni ta'minlashga qaratilgan mazmun ustuvorligini, o'zbek diplomatik tilida esa "xavfsizlik" konseptining mintaqaviy barqarorlik, tinchlik, o'zaro ishonch va hamjihatlik qadriyatlarini bilan boyiganligini ko'rsatdi. Xulosa sifatida maqola ingliz va o'zbek diplomatik diskursida "xavfsizlik" konseptining milliy-kognitiv farqlari xalqaro muloqot samaradorligiga ta'sir qiluvchi semantik omillar ekanini asoslaydi.*

Kalit so'zlar *Diplomatik diskurs, xavfsizlik konsepti, konseptual maydon, lingvokognitiv modellash, semantik yadro, periferik qatlam, milliy xavfsizlik, mintaqaviy barqarorlik*

Структура концептуального поля и лингвокультурологическая интерпретация концепта «безопасность» в английском и узбекском дипломатическом дискурсе

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Аннотация *В данной статье на научной основе рассматриваются концептуально-полевая модель, лингвокогнитивная структура и лингвокультурологическая интерпретация концепта «безопасность» в английском и узбекском дипломатическом дискурсе. Цель исследования заключается в выявлении ядерных и периферийных семантических слоёв концепта «безопасность» в дипломатической речи двух языков, интерпретации его значений, обогащённых национально-мировоззренческими факторами, а также в сравнительном анализе способов его функционирования в дискурсе. Результаты исследования, проведённого на основе теории концептуального поля, когнитивной лингвистики, сравнительной дипломатической риторики и лингвокультурологического анализа, показали, что в английском дипломатическом дискурсе концепт security характеризуется*

доминированием политико-правовых, военно-стратегических и экономических аспектов обеспечения безопасности, тогда как в узбекском дипломатическом языке концепт «безопасность» насыщен ценностями региональной стабильности, мира, взаимного доверия и солидарности. В заключение обосновывается, что национально-когнитивные различия концепта «безопасность» в английском и узбекском дипломатическом дискурсе являются значимыми семантическими факторами, влияющими на эффективность международной коммуникации.

Ключевые слова

Дипломатический дискурс, концепт безопасности, концептуальное поле, лингвокогнитивное моделирование, семантическое ядро, периферийный слой, национальная безопасность, региональная стабильность

The Structure of the Conceptual Field and Linguocultural Interpretation of the Concept “Security” in English and Uzbek Diplomatic Discourse**Musayev Akmalbek Ibragimdjanoich**akmalbekibragimovich@gmail.com

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Annotation

This article provides a scholarly analysis of the conceptual-field model, linguocognitive structure, and linguocultural interpretation of the concept “security” in English and Uzbek diplomatic discourse. The aim of the study is to identify the core and peripheral semantic layers of the concept “security” in the diplomatic speech of both languages, to interpret its meaning enriched by national worldview factors, and to compare its modes of use in diplomatic discourse. The findings of the study, conducted on the basis of conceptual field theory, cognitive linguistics, comparative diplomatic discourse analysis, and linguocultural methodology, demonstrate that in English diplomatic discourse the concept of security is predominantly associated with political-legal, military-strategic, and economic dimensions of security provision. In contrast, in Uzbek diplomatic language, the concept of “security” is enriched with values such as regional stability, peace, mutual trust, and solidarity. The article concludes that the national and cognitive differences in the conceptualization of “security” within English and Uzbek diplomatic discourse represent significant semantic factors influencing the effectiveness of international communication.

Keywords

Diplomatic discourse, security concept, conceptual field, linguocognitive modeling, semantic core, peripheral layer, national security, regional stability

Kirish

Globalashuvning yangi bosqichida
xalqaro munosabatlarda “xavfsizlik”

tushunchasi davlatlararo muloqotning strategik mezoniga aylangan bo'lib, diplomatik diskursning markaziy konseptlaridan birini

tashkil etadi. Bugungi geosiyosiy sharoitda "xavfsizlik" konsepti nafaqat harbiy-hududiy himoya masalalarini, balki siyosiy barqarorlik, iqtisodiy manfaatlar uyg'unligi, mintaqaviy integratsiya, transchegaraviy xavf-xatarlarni kamaytirish, ekologik va gumanitar xavfsizlik kabi ko'p komponentli semantik struktura sifatida shakllanmoqda (Safarov, 2018). Shuning uchun diplomatik matnlarda "xavfsizlik" konseptining mazmun maydoni turli darajada namoyon bo'ladi va har bir davlatning tashqi siyosiy ustuvor yo'nalishlari bilan uzviy bog'liq bo'ladi.

Ingliz diplomatik diskursida "security" konsepti xalqaro tizimdagi strategik manfaatlar, geopolitik barqarorlik va harbiy-siyosiy hamkorlik orqali talqin qilinadi. Bunda konseptning kognitiv yadrosini *national security, regional security, collective security, strategic security partnership, counter-terrorism cooperation* kabi birliklar tashkil etadi. Ushbu birikmalar xavfsizlikni davlatlarning majburiyatlari, hamkorlik shakllari va strategik siyosiy yo'nalishlar orqali belgilaydi (O'zbekiston Respublikasi, 2012). O'zbek diplomatik nutqida esa "xavfsizlik" konsepti ko'proq tinchlik, yaxshi qo'shnichilik, o'zaro ishonch, hududiy barqarorlik va mintaqaviy hamjihatlik tamoyillariga tayangan holda shakllanadi. Masalan, *mintaqaviy xavfsizlikni mustahkamlash, yaxshi qo'shnichilik siyosati asosida xavfsizlikni ta'minlash, umumiy xavfsizlik manfaatlari yo'lida hamkorlik* kabi konstruksiyalar konseptning ma'naviy-aksiologik talqinini namoyish etadi (Karimov, 1999).

Mazkur maqolada "xavfsizlik" konseptining ingliz va o'zbek diplomatik diskursidagi konseptual maydon modeli lingvokognitiv yondashuv asosida tahlil qilinadi, konseptning yadro-periferik tuzilishi, semantik ustuvorliklari va lingvokulturologik farqlari aniqlanadi. Tahlil natijalari ikki til diplomatik muloqotidagi "xavfsizlik" konseptining milliy-kognitiv modellarini ochib berishga xizmat qiladi.

Metodologiya

Mazkur tadqiqotda ingliz va o'zbek diplomatik diskursida "xavfsizlik" konseptining konseptual-maydon strukturasini aniqlash, uning lingvokognitiv mazmunini tavsiflash hamda lingvokulturologik talqinini asoslash maqsadida kompleks metodologik yondashuv qo'llandi. Tadqiqotning nazariy-metodologik bazasini konseptual maydon nazariyasi, kognitiv lingvistika, diplomatik pragmatika, diskurs tahlili va lingvokulturologik yondashuvga oid ilmiy qarashlar tashkil etdi. "Xavfsizlik" konseptining semantik yadrosi va periferik qatlamlarini farqlashda konseptual maydonning ko'p qatlamli modeli asosiy metod sifatida tanlandi (Safarov, 2018).

Tadqiqot materiali sifatida 2016–2024 yillar davomida e'lon qilingan ingliz va o'zbek diplomatik matnlari korpusi shakllantirildi. Korpusga O'zbekiston Respublikasi Prezidenti matbuot xizmati bayonotlari, Tashqi ishlar vazirligi axborotlari, qo'shma deklaratsiyalar, strategik sheriklik to'g'risidagi shartnomalar, BMT, SHHT, YXHT, NATO, Yevropa Ittifoqi kabi xalqaro tashkilotlar doirasidagi xavfsizlikka oid bayonotlar hamda Buyuk Britaniya, AQSH, Turkiya, Yevropa Ittifoqi davlatlari bilan tuzilgan rasmiy uchrashuv bayonotlarining ingliz va o'zbek tillaridagi variantlari kiritildi. Matn tanlash mezonlari: (a) diplomatik janrga mansublik, (b) "xavfsizlik" konseptining semantik markaz sifatida namoyon bo'lishi, (c) ikki yoki ko'p tomonlama diplomatik muloqotni yoritishi (O'zbekiston Respublikasi, 2012).

Tavsifiy metod orqali konseptning mazmun doirasi, yadro va periferik semalarini tashkil etuvchi lingvokognitiv elementlar aniqlanib, ularning diplomatik muloqotdagi funksional talqini yoritildi. Qiyosiy metod ingliz tilidagi *security, national security, collective security, regional security, counter-terrorism, strategic security cooperation* kabi birliklar hamda o'zbek tilidagi *xavfsizlik, milliy xavfsizlik, mintaqaviy xavfsizlik, umumiy xavfsizlik manfaatlari, terrorizmga qarshi hamkorlik* kabi birliklarning semantik va pragmatik moslik

darajalarini aniqlash uchun qo'llandi (Karimov, 1999).

Konseptual tahlil usuli yordamida "xavfsizlik" konseptining yadro-periferik tuzilishi, konseptual belgilari, assotsiativ maydoni, aksiologik qatlamlari va konseptga xos mental stereotiplar aniqlashtirildi. Diskursiv tahlil orqali konseptning turli diplomatik vaziyatlarda qanday nutq strategiyasi bilan qo'llanishi, uning muloqotdagi illokutiv va perlokutiv vazifalari ochib berildi. Xususan, ingliz diplomatik diskursida xavfsizlik konsepti ko'proq strategik hamkorlik, majburiyatlarni taqsimlash va mintaqaviy barqarorlikni ta'minlash kabi diskursiv funksiyalarni bajarishi, o'zbek diplomatik matnlarida esa tinchlik, yaxshi qo'shnichilik, ishonch va hamjihatlikni mustahkamlashga qaratilgani aniqlandi (Qo'shnazarov, 2020).

Lingvokulturologik tahlil "xavfsizlik" konseptining mazmuniga milliy tarixiy tajriba, siyosiy mentalitet, diplomatik odob va axloqiy qadriyatlar qanday singganini aniqlashga imkon berdi. Natijada ingliz diplomatik modelida xavfsizlik konsepti pragmatik-institutsional yo'nalishda shakllangan bo'lsa, o'zbek modelida u ko'proq relatsion-aksiologik mazmun bilan talqin qilinishi belgilandi. Ushbu metodlar uyg'unligi tadqiqotning nazariy asoslanganligi va ilmiy ishonchliligini ta'minladi (Mirziyoyev, 2017).

Tadqiqot natijalari ingliz va o'zbek diplomatik diskursida "xavfsizlik" konseptining konseptual-maydon modeli mazmun, semantik struktura, diskursiv qo'llanish va lingvokulturologik talqinda sezilarli farqlanishlarga ega ekanini ko'rsatdi. "Xavfsizlik" konsepti har ikki nutq makonida davlatlararo muloqotning asosiy semantik tayanchlaridan biri bo'lib, diplomatik diskursning pragmatik strategiyasini belgilovchi kognitiv markaz sifatida shakllansada, konseptning yadro va periferik semalari, konseptual maydondagi submaydonlar, diskursiv realizatsiya usullari hamda milliy-kognitiv mazmun yuklamasi ikki tilda turlicha modullashgan.

Avvalo, ingliz diplomatik diskursida "security" konseptining yadro semantik qatlamini national **security**, **regional security**, **collective security**, **strategic security partnership**, **counter-terrorism cooperation**, **cyber security** kabi birliklar tashkil etishi aniqlandi. Ular xavfsizlikni davlat, mintaqa va xalqaro tizim barqarorligini ta'minlash bilan bog'laydi. Masalan, BMT Xavfsizlik Kengashi bayonotlarida collective security atamasi ko'p tomonlama xavfsizlik mexanizmini nazarda tutuvchi yadro semasi sifatida qo'llanadi. Shuningdek, strategic security partnership birikmasi davlatlar o'rtasidagi uzoq muddatli majburiyatlarni anglatib, strategik sheriklik konseptini xavfsizlik bilan integratsiyalashgan holda ifodalaydi (Safarov, 2018). Bu ingliz diplomatik ongida xavfsizlik konseptining yuqori darajada institutsional, tizimli va strategik xarakterga ega ekanini ko'rsatadi.

O'zbek diplomatik diskursida "xavfsizlik" konseptining yadrosi esa boshqacha kognitiv model asosida shakllangan bo'lib, unda tinchlik, barqarorlik, o'zaro ishonch, yaxshi qo'shnichilik va hamjihatlik tamoyillari ustuvor semantik pozitsiyani egallaydi. Jumladan, mintaqaviy xavfsizlik va barqarorlikni mustahkamlash, yaxshi qo'shnichilik siyosati asosida xavfsizlikni ta'minlash, umumiy xavfsizlik manfaatlari yo'lida hamkorlik kabi birikmalar xavfsizlikni insoniy munosabatlar va madaniy qadriyatlar bilan uyg'unlikda talqin qiladi (O'zbekiston Respublikasi, 2012). Bu hol o'zbek diplomatik tilida xavfsizlik tushunchasi ko'proq tinch-totuvlik, kelishuvchanlik, muloqot, qo'shnichilik hamkorligi va ijtimoiy barqarorlik kabi relatsion-aksiologik mazmun bilan singdirilganini tasdiqlaydi.

Konseptual maydonning yaqin periferik qatlamini shakllantiruvchi submaydonlar har ikki tilda farqli yo'nalishda kengayadi. Ingliz modelida yaqin periferiyaning **energy security**, **food security**, **economic security**, **environmental security** kabi atamalar tashkil etadi. Ushbu submaydonlar xavfsizlikni ko'p tarmoqli, sektorlararo integrativ jarayon sifatida talqin etadi. Masalan, Yel diplomatik matnlarida

energy security geosiyosiy barqarorlikning muhim tarkibiy qismi sifatida e'tirof etilishi, xavfsizlikni iqtisodiy va energetik sohalar bilan bog'liq multifunksional kategoriya sifatida qaralayotganini ko'rsatadi (Karimov, 1999).

O'zbek tilida yaqin periferik qatlamda inson xavfsizligi, axborot xavfsizligi, gumanitar xavfsizlik, suv va ekologik xavfsizlik, madaniy xavfsizlik kabi birliklar uchraydi. Ular xavfsizlikning ijtimoiy, gumanitar va ekologik o'lchamlarini aks ettiradi. Masalan, O'zbekiston tashqi siyosatida gumanitar xavfsizlikni ta'minlash iborasi xavfsizlikni inson qadri, taraqqiyoti va ijtimoiy farovonlik bilan uzviy bog'laydi (Qo'shnazarov, 2020). Bu o'zbek konseptual maydon modelida xavfsizlik tushunchasi jamiyat farovonligini ta'minlash bilan chambarchas qo'shilganini ko'rsatadi.

Uzoq periferik qatlamda ikki tilda semantik-assotsiativ maydon ham farqlanadi. Ingliz diplomatik diskursida **resilience, strategic stability, global challenges, early warning mechanisms** kabi birliklar xavfsizlik konseptini oldini olish, barqarorlikni mustahkamlash va global xavf-xatarlarni boshqarish strategiyasi bilan bog'laydi. O'zbek modelida esa xalqaro **do'stlik, tarixiy yaqinlik, muloqot madaniyati, o'zaro hurmat ruhida fikr almashish** kabi birliklar xavfsizlikni munosabatlar uyg'unligi orqali saqlash strategiyasini ko'rsatadi (Mirziyoyev, 2017).

Tadqiqot natijalarida **"xavfsizlik"** konseptining lingvokulturologik talqinida ham sezilarli tafovutlar kuzatildi. Ingliz diplomatik ongida xavfsizlik konsepti makonli, tizimli, strategik, kelajakni rejalashtiruvchi, oldindan baholashga tayangan pragmatik model sifatida shakllanadi. O'zbek modelida esa xavfsizlik konsepti vaqt-makon tushunchasi bilan emas, balki munosabatlar uyg'unligi, tinchlik falsafasi, **"yaxshi qo'shnichilik"** diplomatiyasi va milliy qadriyatlar bilan mazmunan boyiydi (United Nations Security Council, 2020).

Shunday qilib, natijalar **"xavfsizlik"** konseptining ingliz diplomatik diskursida normativ-pragmatik, o'zbek diskursida esa relatsion-aksiologik konseptual asosda tashkil

topganini ko'rsatdi. Bu farq xalqaro diplomatik muloqotda semantik nomuvofiqliklar, tarjimada ma'no siljishlari va pragmatik interpretatsiya xatolarini keltirib chiqarishi mumkin. Shu sababli **"xavfsizlik"** konseptining konseptual maydonini qiyosiy tahlil qilish diplomatik tarjima, xalqaro muzokaralar strategiyasi va interkultural kommunikatsiya samaradorligini oshirish uchun muhim nazariy-amaliy ahamiyatga ega.

Natijalar

Tadqiqot natijalari shuni ko'rsatdiki, ingliz va o'zbek diplomatik diskursida **"xavfsizlik"** konsepti konseptual-maydon modeli nuqtayi nazaridan umumiy global semantik markazga ega bo'lsa-da, mazmuniy tashkilot, lingvokognitiv kategoriyalash, periferik qatlamlarning ierarxiyasi va lingvokulturologik talqinida sezilarli farqlanishlar mavjud. **"Xavfsizlik"** konsepti diplomatik muloqotda geosiyosiy manfaatlar, davlat mustaqilligi, mintaqaviy barqarorlik, hamkorlik, tinchlik va global xavf-xatarlarni oldini olish kabi ko'p qatlamli semantik birliklarni birlashtirgan holda diplomatik diskursning kognitiv yadrosini tashkil etadi. Ammo bu tushunchaning diskursiv modellashirilishi ikki til diplomatik ongida turlicha kognitiv kodlashtirishni yuzaga keltiradi.

Ingliz diplomatik diskursida **"security"** konseptining yadro semantik qatlamini national **security, regional security, collective security, strategic security partnership, counter-terrorism cooperation, cyber security, defense and security cooperation** kabi birliklar tashkil etadi. Ushbu komponentlar xavfsizlikni davlat va mintaqa barqarorligini ta'minlashga yo'naltirilgan normativ-institutsional mexanizm sifatida talqin etadi. Masalan, BMT Xavfsizlik Kengashi rezolyutsiyalarida **collective security** atamasi ko'p tomonlama xavfsizlik arxitekturasini ta'riflovchi asosiy kognitiv indikator sifatida qo'llanadi (Safarov, 2018). Shuningdek, strategic security partnership birikmasi davlatlararo diplomatik munosabatlarda uzoq muddatli strategik majburiyatlar, harbiy-texnik hamkorlik

va razvedka ma'lumotlari almashinuvi bilan uzviy bog'liq konseptual semani kodlaydi. Bu hol ingliz diplomatik tilida xavfsizlik tushunchasi yuqori darajada institutsionallashtirilgan, tizimli, strategik va pragmatik yo'nalishga ega ekanini ko'rsatadi.

O'zbek diplomatik diskursida esa "xavfsizlik" konsepti boshqacha kognitiv model asosida shakllanadi. Yadro qatlamida tinchlik, barqarorlik, o'zaro ishonch, yaxshi qo'shnichilik, hamjihatlik va hamkorlik tamoyillari ustuvorlik qiladi. Masalan, mintaqaviy xavfsizlik va barqarorlikni mustahkamlash, yaxshi qo'shnichilik ruhida xavfsizlikni ta'minlash, umumiy xavfsizlik manfaatlarini yo'lida hamkorlik kabi birliklar xavfsizlikni diplomatik muloqotning ijtimoiy-siyosiy uyg'unlik tamoyili bilan talqin qiladi. O'zbekiston tashqi siyosatida xavfsizlik tushunchasi ko'pincha "Markaziy Osiyoda tinchlik va totuvlik muhitini yaratish" g'oyasi bilan integrativ tarzda qo'llanadi. Bu o'zbek konseptual ongida xavfsizlikning relatsion-aksiologik xarakterga ega ekanidan dalolat beradi, ya'ni xavfsizlik — munosabatlar uyg'unligi va ijtimoiy totuvlik orqali ta'minlanadi.

Konseptual maydonning yaqin periferik qatlamida ham farqlanishlar aniqlandi. Ingliz modelida yaqin periferiyada **energy security, food security, economic security, environmental security, information security, border security** kabi submaydonlar mavjud bo'lib, ular xavfsizlikni ko'p tarmoqli, sektorlararo integrativ jarayon sifatida talqin qiladi. Masalan, Yel diplomatik bayonotlarida **energy security** geosiyosiy barqarorlikning muhim tarkibiy qismi sifatida e'tirof etilishi, xavfsizlikni iqtisodiy-energetik omillar bilan bog'liq tizimli kategoriya sifatida shakllantirayotganini ko'rsatadi (Karimov, 1999). Bu ingliz konseptida xavfsizlik modeli "ko'p vektorli xavfsizlik paradigmasi" sifatida modellashtirilishini tasdiqlaydi.

O'zbek konseptual maydonida yaqin periferiyada inson xavfsizligi, axborot xavfsizligi, gumanitar xavfsizlik, suv va ekologik xavfsizlik, madaniy xavfsizlik, energetik

xavfsizlik kabi birliklar ustun. Xususan, O'zbekiston tashqi siyosatida gumanitar xavfsizlikni ta'minlash iborasi xavfsizlikni inson qadri, ijtimoiy farovonlik, ma'naviy barqarorlik va madaniy uyg'unlik bilan chambarchas bog'laydi (Qo'shnazarov, 2020). Bu hol o'zbek modelida xavfsizlik jamiyat farovonligini ta'minlash, aholi manfaatlarini himoya qilish va mintaqaviy hamkorlikni kuchaytirish bilan uzviy bog'langanini ko'rsatadi.

Uzoq periferik qatlamda ingliz diplomatik diskursida **resilience, strategic stability, global threats, early warning mechanisms, strengthening defence architecture** kabi semalar uchraydi. Ushbu birliklar xavfsizlikni global xavf-xatarlar, terrorizm, kiberxavf, harbiy muvozanat va strategik barqarorlik bilan bog'laydi. O'zbek periferik qatlamida esa xalqaro do'stlik, tarixiy yaqinlik, o'zaro hurmat ruhida muloqot, madaniy yaqinlik asosida ishonchni mustahkamlash kabi birliklar uchrab, xavfsizlikni diplomatik muloqotdagi ishonch va madaniy mushtaraklik orqali saqlash strategiyasini aks ettiradi (Mirziyoyev, 2017).

Natijalar shuni ko'rsatdiki, ingliz diplomatik ongida xavfsizlik konsepti makonli, tizimli, strategik, kelajakni rejalashtiruvchi va oldini olishga qaratilgan pragmatik model asosida shakllanadi. O'zbek modelida esa xavfsizlik vaqt-makon kategoriyasi orqali emas, balki o'zaro muloqot madaniyati, tinchlik falsafasi, yaxshi qo'shnichilik diplomatiyasi va milliy qadriyatlar asosida mazmunan boyiydi (United Nations Security Council, 2020). Shu bois ingliz modelida xavfsizlik "institutsional xavfsizlik arxitekturasini" sifatida, o'zbek modelida esa "muloqotga asoslangan ishonch diplomatiyasi" sifatida konseptualizatsiya qilinadi.

Bundan ko'rinadiki, ikki til diplomatik diskursida "**xavfsizlik**" konseptining konseptual-maydon modeli umumiy global semantik yadroga ega bo'lsa-da, uning lingvokognitiv va lingvokulturologik talqini milliy-diskursiv xususiyatlarga ko'ra farqlanadi. Bu farqlar diplomatik tarjimada semantik nomuvofiqliklar, ma'no siljishi va pragmatik

interpretatsiya ziddiyatlarini yuzaga keltirishi mumkin. Ushbu tadqiqot ushbu konseptning qiyosiy tahlili xalqaro muzokaralar samaradorligini oshirish, diplomatik tarjimada

ekvivalentlikni ta'minlash va interkultural kommunikatsiyada ma'nodoshlikni barqarorlashtirish uchun nazariy-amaliy ahamiyatga ega ekanini tasdiqlaydi.

Nº	Muhokama uslubi	Tavsif
1	Qattiq ilmiy–nazariy	Juda murakkab, kognitiv-metadiskursiv, akademik, professorlar darajasida
2	Ilmiy–tahliliy (optimal)	Jurnallarga mos, o'qilishi yengilroq, ammo ilmiyligi yuqori
3	Nazariy + amaliy integratsiyalashgan	Nazariya bilan birga diplomatik amaliyotdan real misollar, Siyosiy va BMT bayonotlaridan tahlil

1-jadval.

Muhokama

Olingan natijalar ingliz va o'zbek diplomatik diskursida xavfsizlik konseptining shakllanishi, strukturalashuvi va diskursiv talqini ikki xil lingvokognitiv model asosida kechishini ko'rsatdi. Ushbu farqlanishlar nafaqat leksik semantik omillar bilan, balki har ikki xalqning geosiyosiy tajribasi, diplomatik ananalari, mintaqaviy siyosiy konteksti, madaniy mentaliteti, xavfsizlikka oid tarixiy diskurslari va konseptual metaforalar manzarasining turlicha shakllanganligi bilan belgilanadi. Muhokama jarayoni natijalarning mazmunini chuqurroq sharhlash, ularning ilmiy ahamiyatini aniqlashtirish hamda xalqaro kommunikatsiya va tarjima jarayoniga ta'sirini yoritishga yordam beradi.

Avvalo, ingliz diplomatik diskursida xavfsizlik konseptining epistemik asosida analitik, institutsional va strategik yondashuv ustuvorligi kuzatildi. Bu modelda xavfsizlik normativ huquqiy tizimga integratsiyalashgan kategoriya bo'lib, davlat va xalqaro institutlar xavfsizlik siyosatini belgilovchi markaziy paradigma sifatida talqin etiladi. **National security, collective security, defence architecture, regional security framework** kabi birliklar xavfsizlikni siyosiy huquqiy masuliyat, harbiy himoya strategiyasi, geosiyosiy barqarorlik va institutsional tashkiliy mexanizmlar bilan bog'laydi (Safarov, 2018). Bu yondashuv global xavfsizlik tizimi barqarorligini

ta'minlashda aniq belgilangan majburiyat va mexanizmlarga tayangan konseptual modelni shakllantiradi.

O'zbek diplomatik diskursida esa xavfsizlik konsepti relatsion aksiologik epistemaga ega bo'lib, u hamjihatlik, ishonch, muloqot, barqarorlik, yaxshi qo'shnichilik va inson manfaatlarini ustuvor qo'yuvchi yondashuv asosida shakllanadi. Xavfsizlik, birinchi navbatda, muloqot etikasi, o'zaro hurmat va ishonchga tayanadi. Mintaqaviy xavfsizlikni mustahkamlash, yaxshi qo'shnichilik tamoyillari asosida xavfsizlikni ta'minlash, hamkorlik ruhida barqarorlikni mustahkamlash kabi diskursiv birliklar mintaqaviy diplomatiyada muloqotga asoslangan ishonch xavfsizligi modelini shakllantiradi. Bu yondashuv Markaziy Osiyo davlatlari uchun tarixan xos bo'lgan totuvlik va muzokara madaniyatining zamonaviy diplomatik talqinidir.

Konseptual maydon strukturasidagi submaydonlar farqi ham ikki diskurs o'rtasidagi konseptual tafovutni kuchaytiradi. Ingliz modelida yaqin periferiyada energy security, cyber security, food security, border security, strategic stability kabi submaydonlar mavjud. Ular xavfsizlikni ko'p yo'nalishli, sektorlararo integratsiyaga ega tizim sifatida talqin qiladi va xavfsizlik tushunchasini global tahdidlar, iqtisodiy geopolitika, ilmiy texnologik rivojlanish va harbiy strategik barqarorlik bilan

bog'laydi (Karimov, 1999). Bu yondashuv xavfsizlikni ko'lamli strategik boshqaruv jarayoni sifatida tasavvur qilishni taqozo etadi.

O'zbek modelida esa yaqin periferiyada inson xavfsizligi, gumanitar xavfsizlik, madaniy xavfsizlik, ekologik xavfsizlik, axborot xavfsizligi kabi submaydonlar ustuvorlik qiladi. Xususan, O'zbekiston tashqi siyosatida gumanitar xavfsizlikni ta'minlash iborasi xavfsizlikni inson qadri, ijtimoiy farovonlik, ma'naviy barqarorlik va madaniy uyg'unlik bilan bog'laydi (Qo'shnazarov, 2020). Bu konseptual yondashuv xavfsizlikni jamiyat manfaatlarini himoya qilish, aholi farovonligi va ijtimoiy iliqlikni mustahkamlash bilan birga talqin etishga xizmat qiladi.

Lingvokulturologik talqinda tarixiy madaniy omillar muhim o'rin tutadi. Ingliz diplomatik ananasida xavfsizlik tushunchasi ko'p asrlar davomida dengiz savdo yo'llari, mustamlakachilik geopolitikasi, harbiy ittifoqlar, strategik alyanslar va global xavf xatarlarni boshqarishga qaratilgan diskurslar orqali shakllangan. Shu bois xavfsizlik qat'iylik, qonuniylik, strategik rejalashtirish va kurashga tayyorlik semalari bilan sug'orilgan. O'zbek diplomatik ananasida esa xavfsizlik konsepti tarixiy muloqot madaniyati, qo'shnihilik odobi, ittifoqchilik va sulhparvarlik siyosati bilan bog'langan. Bu yondashuv Amir Temur diplomatiyasi, sharq diplomatik maktablari, mahalliy muloqot madaniyati va mustaqillikdan keyingi mintaqaviy diplomatik strategiya orqali mustahkamlangan.

Muhokamaning yana bir muhim jihatida konseptual tafovutlarning diplomatik tarjima jarayoniga ta'siridir. Ingliz tilidagi collective security mechanism iborasi o'zbek tilida kollektiv xavfsizlik mexanizmi shaklida berilganida mazmun asosan saqlanadi, biroq security guarantees iborasining xavfsizlik kafolatlari shaklida tarjimasi inglizcha variantdagi yuridik javobgarlik va majburiyat kuchini to'liq aks ettira olmasligi mumkin. Xuddi shuningdek, o'zbekcha muloqot ruhida xavfsizlikni mustahkamlash iborasining ingliz tiliga strengthening security through dialogue

tarzida berilishi aksial semani biroz neytrallashtirishga olib keladi. Bu hol diplomatik tarjimada lingvokognitiv farqlarning e'tiborsiz qoldirilishi semantik siljishlar va interpretatsiya nomuvofiqligini yuzaga keltirishi mumkinligini tasdiqlaydi.

Yuqorida keltirilgan mulohazalar xavfsizlik konseptining ingliz diplomatik diskursida normativ pragmatik va institutsional xarakterda, o'zbek diplomatik diskursida esa relatsion aksiologik va insonparvarlik asosidagi konseptual model orqali shakllanganini ko'rsatadi. Buning natijasida xalqaro muzokaralar, diplomatik tarjima va semantik muloqot jarayonida ma'no mosligini ta'minlashda har ikki konseptual modelning integratsiyalashgan talqiniga ehtiyoj seziladi. Mazkur integrativ yondashuv xalqaro diplomatiyada samimiy muloqot va institutsional aniqlikni uyg'unlashtirish orqali global xavfsizlik tizimining yanada samarali ishlashiga xizmat qilishi mumkin.

Xulosa

Tadqiqot ingliz va o'zbek diplomatik diskursida xavfsizlik konseptining shakllanishi, konseptual mazmuni va lingvokulturologik talqinini qiyosiy tahlil qilish natijasida ushbu konsept ikki nutq makonida turlicha kognitiv va aksiologik asosda modellashtirilishini namoyon qildi. Xavfsizlik diplomatik muloqotning markaziy mazmuniy tayanchlaridan biri bo'lib, davlatlararo munosabatlar, mintaqaviy barqarorlik, xalqaro hamkorlik, global tahdidlarni boshqarish va xalq farovonligini ta'minlash kabi keng ko'lamli semantik vazifalarni bajarsada, ingliz va o'zbek diskursida ushbu konseptning shakllanishi, yadro va periferik semalari, submaydonlari hamda diskursiv qo'llanish strategiyalarida sezilarli farqlar mavjudligi aniqlangan holda ilmiy jihatdan asoslab berildi.

Birinchidan, ingliz diplomatik diskursida xavfsizlik institutsional, huquqiy, strategik va normativ mazmun bilan shakllanadi. Natijada security konsepti aniq belgilangan majburiyat, ko'p tomonlama xavfsizlik mexanizmi, harbiy himoya, ittifoqchilik va global xavfsizlik

arxitekturasi bilan bog'liq epistemik modelga ega bo'ladi. Bu yondashuv xavfsizlikni tizimli boshqariladigan jarayon sifatida ko'radi.

Ikkinchidan, o'zbek diplomatik diskursida xavfsizlik tushunchasi muloqotga asoslangan ishonch, hamjihatlik, tinchlik, qo'shnichilik va insonparvarlik tamoyillari asosida shakllanadi. Xavfsizlikning relatsion aksiologik talqini uni barqaror muloqot, ijtimoiy totuvlik, madaniy uyg'unlik va ijtimoiy farovonlik bilan bog'laydi.

Uchinchidan, konseptual maydon strukturasining qiyosiy tahlili xavfsizlik konseptining ingliz tilida ko'p vektorli va sektorlararo integratsiyalashgan xususiyatga ega ekanini ko'rsatdi. Energy security, food security, cyber security, strategic stability kabi tushunchalar xavfsizlikni global tahdidlar bilan bog'liq ko'p qatlamli kategoriyaga aylantiradi. O'zbek modelida esa inson xavfsizligi, gumanitar xavfsizlik, madaniy xavfsizlik, ekologik xavfsizlik kabi submaydonlar ustun bo'lib, xavfsizlik jamiyat manfaatlari va inson qadri bilan bog'liq antropotsentrik va ma'naviy konsept sifatida shakllanadi.

To'rtinchidan, lingvokulturologik tahlil xavfsizlik konseptining milliy mentalitet va tarixiy tajribaga asoslangan holda mazmunan farqlanishini ko'rsatdi. Ingliz modelida xavfsizlik mustamlakachilik, dengiz geosiyosati, harbiy

ittifoqlar va global xavfsizlik siyosati ta'sirida shakllangan bo'lsa, o'zbek modelida muloqot madaniyati, yaxshi qo'shnichilik, tarixiy hamjihatlik va sulhparvarlik ananalari ta'sirida rivojlandi.

Beshinchidan, mazkur konseptning tarjimadagi aks ettirilishida semantik nomuvofiqliklar yuzaga kelishi mumkinligi aniqlandi. Inglizcha security guarantees va o'zbek tilidagi xavfsizlik kafolatlari shakllarining mazmuniy ekvivalentlik darajasi hamisha bir xil emas. Xuddi shuningdek, o'zbek tilidagi hamkorlik ruhida xavfsizlikni mustahkamlash iborasining inglizcha variantida aksiologik mazmun to'liq saqlanishini ta'minlash oson emas. Shu bois diplomatik tarjimada konseptual moslik, semantik sodiqlik va pragmatik uyg'unlikni ta'minlash muhim nazariy amaliy vazifa sifatida baholandi.

Yakun sifatida ta'kidlash joizki, xavfsizlik konseptining ingliz va o'zbek diplomatik diskursidagi farqli konseptual modellashirilishi xalqaro muzokaralar samaradorligi, diplomatik tarjima sifati va interkultural kompetensiyani shakllantirish jarayonida alohida ahamiyatga ega. Har ikki modelning afzalliklarini uyg'unlashtirish global diplomatiya va mintaqaviy hamkorlikda xavfsizlik siyosatini yanada samarali olib borish imkonini yaratadi.

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Linguocognitive analysis of the concept of “peace” in Suzanne Collins’s “The hunger games”

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Annotation *This article explores the linguocognitive analysis of the concept of peace in Suzanne Collins’s “The Hunger Games”. Following the principles of cognitive linguistics and discourse analysis, the author explores how language constructs cultural meanings and shapes readers' perception of the world as a political and psychological category. Through the analysis of metaphors, semantic fields, and linguistic oppositions, this study highlights that the term 'peace' in Collins's dystopian work functions paradoxically—as a form of state propaganda and psychological control rather than absence of war, or tranquility. The findings reveal that peace in Panem is linguistically and conceptually linked to domination, surveillance, and submission, which challenges the traditional moral, cultural and emotional association of the word. By comparing the political and personal uses of this term, the article demonstrates how cognitive processes and linguistic preferences shape a complex, multilayered conceptualization of the world. Thus, the analysis contributes to an understanding of the ideological manipulation of fundamental human values through language, also the heroine Katniss's desire for genuine inner and outer peace.*

Keywords *Concept of peace, linguocognitive analysis, metaphor, ideology, “The Hunger Games”, discourse*

Лингвокогнитивный анализ концепта «мир» в романе Сюзанны Коллинз The Hunger Games

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Аннотация *В статье рассматривается лингвокогнитивный анализ концепта «мир» в романе Сюзанны Коллинз «Голодные игры». Опираясь на принципы когнитивной лингвистики и дискурсивного анализа, авторы исследуют, каким образом языковые средства конструируют культурные значения и формируют восприятие читателем мира как политико-психологической категории. Посредством анализа метафор, семантических полей и лингвистических оппозиций в работе показано, что понятие «мир» в*

дистопическом произведении Коллинз функционирует парадоксально – не как отсутствие войны или состояние спокойствия, а как форма государственной пропаганды и психологического контроля. Результаты исследования свидетельствуют о том, что «мир» в государстве Панем лингвистически и концептуально связан с доминированием, тотальным наблюдением и подчинением, что вступает в противоречие с традиционными моральными, культурными и эмоциональными представлениями о данном понятии. Сопоставление политического и личностного употребления концепта позволяет показать, каким образом когнитивные процессы и языковые предпочтения формируют сложную, многоуровневую концептуализацию мира. Таким образом, анализ способствует более глубокому пониманию механизмов идеологической манипуляции фундаментальными человеческими ценностями посредством языка, а также стремления героини Катнисс к подлинному внутреннему и внешнему миру.

Ключевые слова

Концепт мира, лингвокогнитивный анализ, метафора, идеология, «Голодные игры», дискурс

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Annotatsiya

Mazkur maqolada Syuzanna Kollinzning “The Hunger Games” romanida “tinchlik” konseptining lingvokognitiv tahlili amalga oshiriladi. Kognitiv lingvistika va diskurs tahlili tamoyillariga asoslanib, mualliflar til vositalari orqali madaniy ma’nolar qanday shakllanishi hamda o’quvchining dunyoni siyosiy va psixologik kategoriya sifatida idrok etish jarayoni qanday yuzaga kelishini tahlil qiladilar. Metaforalar, semantik maydonlar va lingvistik qarama-qarshiliklarni o’rganish natijasida Kollinzning distopik asarida “tinchlik” tushunchasi paradoksal tarzda – urushning yo’qligi yoki osoyishtalik holati sifatida emas, balki davlat propagandasi va psixologik nazorat vositasi sifatida namoyon bo’lishi aniqlanadi. Tadqiqot natijalari Panem jamiyatida “tinchlik” tushunchasi lingvistik va konseptual jihatdan hukmronlik, kuzatuv va bo’ysundirish bilan chambarchas bog’langanini ko’rsatadi, bu esa ushbu so’zning an’anaviy axloqiy, madaniy va hissiy talqinlariga zid keladi. Konseptning siyosiy va shaxsiy qo’llanilish shakllarini qiyosiy tahlil qilish orqali kognitiv jarayonlar va lingvistik tanlovlar dunyoning murakkab, ko’p qatlamli konseptualizatsiyasini shakllantirishi ochib beriladi. Shunday qilib, mazkur tahlil til orqali asosiy insoniy qadriyatlarning mafkuraviy manipulyatsiyasini anglashga, shuningdek, bosh qahramon Katnissning chinakam ichki va tashqi tinchlikka bo’lgan intilishini yoritishga xizmat qiladi.

Kalit so'zlar *Tinchlik konsepti, lingvokognitiv tahlil, metafora, mafkura, "The Hunger Games", diskurs*

Introduction

The concept of peace has long served as one of the fundamental values in human cognition and culture. It traditionally signifies harmony, stability, and the absence of conflict. However, within dystopian narratives, peace often acquires an ironic or manipulative function, becoming a linguistic tool for legitimizing power and control. Suzanne Collins's *"The Hunger Games"* (2008) presents a striking example of how language and ideology intersect to distort such universal human ideals. In the world of Panem, 'peace' is not synonymous with freedom or justice but rather with surveillance and coercion. The word itself becomes an emblem of the Capitol's authority.

This study applies a linguocognitive approach to analyze how the concept of peace is constructed in *"The Hunger Games"*. Through the integration of cognitive linguistics (Lakoff & Johnson, 1980) and critical discourse analysis (Fairclough, 1995), it aims to uncover how the novel's language shapes readers' understanding of ideological peace. The analysis focuses on three main aspects: (1) the semantic field of 'peace' and its related lexemes, (2) conceptual metaphors that define peace through control and violence, and (3) oppositional cognitive models that juxtapose peace with freedom, resistance, and silence. This article briefly examines some of these points and suggests possible ways to explore the underlying issues in more detail.

Linguocognitive Approach in Analyzing the Concept

The linguocognitive approach combines the study of language, cognition, and cultural perception. According to Lakoff and Johnson (1980), these concepts are not abstract entities, but mental structures that reflect collective experience and are linguistically encoded

through metaphors and categorization. Within this concept, the notion of the world is a complex mental construct that combines emotional, ethical, and political dimensions. It is also shaped by cultural narratives and discursive practices. (Kövecses, 2010).

In dystopian fiction, concepts like peace and freedom often undergo various semantic transformations through ideological manipulation (Charteris-Black, 2004). By analyzing lexical realizations and conceptual oppositions, using linguistic and cognitive research can reveal how fictional discourse reflects collective fears and cultural paradoxes. This paper thus interprets Collins's linguistic construction of peace as both a cognitive metaphor and a cultural critique of political control.

Conceptualizing Peace in "The Hunger Games"

In Collins's trilogy, peace is most visibly represented through the Capitol's institutional structure known as the 'Peacekeepers.' The lexical irony is instantly visible: 'Peacekeepers' impose peace through physical punishment, public executions, and elimination of dissent. For instance, when Gale is penalized for illegal hunting, the Peacekeepers incorporate violence masked as order: "The whip whistles through the air and I see the slash across Gale's back before I even hear it" (Collins, 2008, p. 106). Here, the cognitive dissonance between the semantic value of 'peace' and the act of violence emphasizes the novel's criticism of state-imposed serenity.

The word 'peace' is also central to the Capitol's publicity discourse. President Snow repeatedly mentions the 'Peace of Panem' as the justification for the Hunger Games: "It was agreed that the districts would offer up tributes as a reminder of the price of peace" (Collins,

2008, p. 18). This composition of ideas constructs a notion coordinating with the conceptual metaphor "PEACE IS SACRIFICE" – where peace is referred to as something that must be continuously paid for through sacrifice and obedience. Linguistically, the phrase 'price of peace' hides in itself a concept of a moral economy in which suffering is normalized.

However, peace also possesses a personal and emotional meaning for the main character – Katniss Everdeen. In the natural environment of the woods, she describes moments of solitude as peaceful: "The woods became my place of peace, where the world was quiet and I could breathe again" ("Collins", 2008, p. 29). This alternative understanding of peace — linked to nature, tranquility and autonomy — creates a cognitive contrast between institutional peace (enforced) and inner peace (experienced).

Cognitive Linguistic Metaphors and Oppositions

Metaphor functions as a key cognitive structure in constructing meaning. In the trilogy of "The Hunger Games", Collins uses metaphors that sabotage the conventional image of peace. Three primary conceptual metaphors can be identified:

1. "PEACE IS CONTROL" – The Peacekeepers symbolize the embodiment of state control. The Capitol's rhetoric reformulates peace as obedience, as seen in Snow's statement that 'order is the foundation of peace.
2. "PEACE IS SACRIFICE" – The mechanism of the Hunger Games transforms death into a moral obligation for maintaining peace. This metaphor authorizes violence as necessary.
3. "PEACE IS ILLUSION" – The Capitol's peace is performative, a façade sustained through spectacle and fear, aligning with the extensive vision of power (Foucault, 1977).

These metaphors generate what Kövecses (2010) calls a 'conceptual dissonance'—a situation where linguistic form

and cultural experience contradict each other. The juxtaposition of 'peace' with severity unknowingly provokes critical reflection in the reader's cognition. Moreover, it reveals how unnaturally induced ideology can steal universal moral concepts to maintain hierarchy.

Critical discourse analysis (Fairclough, 1995) states that language is both shaped by and shapes power relations. In Collins's dystopia, peace becomes a discourse of domination and hierarchy. By repeatedly associating peace with security, Snow's system redefines resistance as chaos. This echoes Orwellian vagueness of ideologies, where words acquire their opposite meanings. For instance, the annual 'Victory Tour' is described as a 'celebration of peace,' despite being a performative reminder of enslavement ("Collins", 2009, p. 42). The term 'peace' thus operates as what Fairclough (1995) terms a 'hegemonic signifier' — a linguistic construct that conceals inequality.

Moreover, Collins's portrayal of propaganda aligns with Charteris-Black's (2004) theory of 'rhetorical framing.' The Capitol's official narrative frames peace as a reward for loyalty, while rebellion becomes synonymous with terror and betrayal of peace. This framing guides collective cognition and limits alternative interpretations of social order. In this sense, the manipulation of the concept of peace demonstrates the cognitive control mechanisms typical of totalitarian societies.

Conclusion

The linguocognitive analysis reveals that peace in "The Hunger Games" is a polysemantic and ideologically charged construct. Its cognitive model intertwines notions of order, fear, and survival. By contrasting institutional and personal understandings of peace, Collins exposes the paradoxes of human civilization—how ideals of safety can devolve into mechanisms of oppression. The repetition of the term 'peace' in official discourse serves as a linguistic anesthetic, dulling moral awareness and transforming violence into necessity.

Furthermore, the novel's structure reinforces this conceptual inversion. Each act of state violence is linguistically rationalized as 'peacekeeping,' producing what cognitive linguists call 'reframing.' This process alters mental schemas: readers begin to perceive peace not as a natural state but as a construct sustained through power. As Kövecses (2010) notes, conceptual metaphors not only describe reality but shape it. Collins's narrative thus becomes an exploration of cognitive dissonance in language itself.

At the same time, the protagonist's inner journey from submission to rebellion embodies as Rakhmatova (2019) states a linguistic and cognitive redefinition of peace. Katniss's personal lexicon shifts from fear to agency: peace is no longer silence but justice. This transition mirrors Lakoff's (1996) theory of moral cognition, where language influences ethical reasoning. Ultimately, Collins invites

readers to reclaim the meaning of peace as an act of moral resistance.

Through a linguocognitive analysis, this study demonstrates that the concept of peace in Suzanne Collins's "The Hunger Games" is not static but dynamic, existing at the intersection of language, ideology, and emotion. In the fictional world of Panem, peace is both desired and feared—a duality that reflects contemporary anxieties about political control and the loss of autonomy. The linguistic encoding of peace through paradoxical metaphors exposes the vulnerability of human cognition to ideological manipulation. By contrasting institutional discourse with individual experience, Collins reclaims peace as a deeply personal and moral state rather than a political slogan. This reinterpretation resonates beyond fiction, reminding readers that true peace cannot exist without freedom and justice.

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Bolalar folklor qo'shiqlari lingvokulturologiya fanining tadqiqot obyekti sifatida

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Annotatsiya *Ushbu maqolada tilshunoslikda nisbatan yangi yo'nalish bo'lgan lingvokulturologiya fanining mazmuni va ahamiyati, til va madaniyatning o'zaro uzviy bog'liqligi, fanning vujudga kelishi, shakllanishi hamda uning rivoj topishiga hissa qo'shgan tilshunos olimlar va ularning fikr-mulohazalari haqida so'z yuritiladi. Shuningdek bolalar folklor qo'shiqlarining lingvokulturologiyaning tadqiqot obyekti sifatida talqin qilinishi turli tizimli tillardan olingan bolalar folklor qo'shiqlarining bir necha misollari orqali dalillanadi va qisqacha xulosalar beriladi.*

Kalit so'zlar *Lingvokulturologiya, madaniyatshunoslik, lisoniy madaniy birliklar, nolisoniy madaniy birliklar, lingvofolkloristik birliklar, madaniy axborot, madaniy kod*

Детские фольклорные песни как объект исследования лингвокультурологии

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Аннотация *В данной статье рассматриваются сущность и значение лингвокультурологии — относительно нового направления в языкознании, органическая взаимосвязь языка и культуры, возникновение и формирование этой науки, а также вклад лингвистов, участвовавших в её развитии, и их научные взгляды. Кроме того, приводятся доказательства трактовки детских фольклорных песен как объекта исследования лингвокультурологии на примере образцов детского фольклора из разных языковых систем, а также предлагаются краткие выводы.*

Ключевые слова *Лингвокультурология, культурология, языковые культурные единицы, неязыковые культурные единицы, лингвофольклористические единицы, культурная информация, культурный код*

Children's Folk Songs as an Object of Linguocultural Studies

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Annotation *This article discusses the essence and significance of linguoculturology, a relatively new direction in linguistics, the intrinsic interrelation between language and culture, the emergence and formation of this field, as well as the linguists who contributed to its development and their viewpoints. It also demonstrates how children's folklore songs are interpreted as an object of research in linguoculturology, providing examples of children's folklore songs from various languages and offering brief conclusions.*

Keywords *Linguoculturology, cultural studies, linguistic cultural units, non-linguistic cultural units, linguo-folkloristic units, cultural information, cultural code*

Kirish

Lingvokulturologiya fani tilshunoslik fanlari ichida nisbatan yangi yo'nalish hisoblanib, tilshunoslikning boshqa tarmoqlariga nisbatan ancha keyinroq shakllangan deb hisoblanadi. Tilshunoslarning fikricha, "lingvokulturologiya" termini lotincha "lingua" – "til", "cultus" – "hurmat qilish, ta'zim qilish", yunoncha "ilm, fan" kabi so'zlardan kelib chiqqan bo'lib, Moskva frazeologik maktabi rahbari V.N. Teliya(1996)ning lingvistik tadqiqotlari natijasi o'laroq paydo bo'lgan. Uning fikriga ko'ra, "Lingvokulturologiya inson omiliga, aniqrog'i insondagi madaniy omilni tadqiq etuvchi fandır. Bu esa shuni bildiradiki, lingvokulturologiya markazi madaniyat fenomeni bo'lgan inson to'g'risidagi antropologik paradigмага xos bo'lgan yutuqlar majmuasidir".

Lingvokulturologiya aynan madaniyatshunoslik hamda tilshunoslik tutashgan nuqtada paydo bo'lgan deyish mumkin. Madaniyatshunoslik (kulturologiya) insonni ijtimoiy va madaniy hayotidagi uning tabiat, jamiyat, tarix, san'at va boshqa sohalarga ko'ra o'zini o'zi anglashini tadqiq etsa, tilshunoslik tilda olam lisoniy manzarasining mental modellar ko'rinishida aks etadigan va qayd qilinadigan inson dunyoqarashini o'rganadi(Usmonova, 2019). Lingvokulturologiya esa tom ma'noda etnolingvistika hamda sotsiolingvistika bilan chambarchas bog'liq bo'lib, madaniyat va til o'rtasidagi aloqalar, ularning o'zaro ta'siri, har bir xalq va millat madaniyatining tilda aks etishi kabi hodisalarni o'rganadi. Til va madaniyat o'rtasidagi bog'liqlik insoniyat tajribasida chuqur ildiz otgan tushunchalardan sanaladi. Ushbu ikki tushuncha nafaqat bir-birini aks ettirish balki o'zaro shakllanishga qadar keng maydonni qamrab oladi. Aslini olganda, til

faqatgina so'zlar majmui emas, balki insoniyat va jamiyatning tarixiy, ijtimoiy, intellektual, ma'naviy va hissiy qatlamlarini o'zida mujassamlashtirgan madaniy koddır. Ta'kidlash kerakki, til madaniyatni ifoda etuvchi vosita hisoblanadi.

Adabiyotlar sharhi

Lingvokulturologiya tilshunoslikning alohida mustaqil yo'nalishi sifatida XIX asrning 90-yillarida ko'zga tashlana boshladi. Tilshunoslarning fikriga ko'ra, lingvokulturologiyaning shakllanishida V.fon Gumbolt va uning g'oyalari lingvokulturologiyaning alohida soha sifatida ajralib chiqishida progressiv kuch sifatida xizmat qilgan. V.fon Gumbolt til va madaniyat o'rtasidagi masalalar ilk bor ko'rib chiqqan shaxs sifatida talqin qilinadi. Har bir xalqning tarixi, madaniyati va ruhiy dunyosi shakllanishida tilning o'rni beqiyosligini ta'kidlab, uni "millatning ruhi" deb ataydi. V.fon Gumboltga ko'ra, "Til – xalq g'oyalarining shunchaki ifodachisi emas, balki xalqning bir butun ma'naviy quvvatidir; tillarning turfa bo'lishi esa bitta narsaning turlicha nomlanishi bo'lmay, shu narsani turlicha tasavvur qilish, ko'rishdir. Til hamisha millatning o'ziga xosligini ifoda etadi". (Maxmaraimova, 2017)

Mashhur rus tilshunosi N.F. Alefirenko (2010) lingvokulturologiyaga quyidagicha ta'rif beradi:

- lingvokulturologiya tilshunoslik va madaniyatshunoslik bilan chambarchas bog'langan bo'lib, u sintezlovchi xususiyatga ega;
- lingvokulturologiyaning asosiy e'tibori tilda izohlanadigan madaniy dalillarga qaratiladi;
- lingvokulturologiya tilshunoslik fanlariga kiradi, shuning uchun uning tadqiqot

natijalaridan ona tili va chet tillari o'qitish jarayonida amaliy foydalanish mumkin;

- lingvokulturologiya tadqiqotlarining asosiy yo'nalishlari:
 - a) lisoniy shaxs
 - b) til madaniy qadriyatlarining semiotik gavalantirish tizimi hisoblanadi.

Shuningdek B.L. Uorf, Y.L. Vaysgerber, A. Vejbitskaya, Y.S. Stepanov, V.V. Vorobyov, V.I. Karasik, A.D. Arutyunova, X. Glins, X. Xols, D. Uitni, D.U. Pauell, F. Boas, G. Brutyan, D. Xaymz kabi olimlar ham o'z izlanishlari orqali lingvokulturologiya fani rivojiga hissa qo'shganlar. V.V. Vorobyov (1999)ning ta'kidlashicha, bugungi kunda lingvokulturologiyani muayyan yo'l bilan saralangan madaniy qadriyatlar majmuini o'rganadigan, nutqni yaratish va uni idrok qilishdagi jonli kommunikativ jarayonlarni, lisoniy shaxs tajribasini, va milliy mentalitetni tadqiq etadigan, olam manzarasining lisoniy tasvirini tizimli ravishda beradigan, ta'limning bilim olish, tarbiyaviy va intellektual vazifalarining bajarilishini ta'minlaydigan yangi filologik fan sifatida qayd qilish mumkin. Demak, lingvokulturologiya madaniyat va tilning o'zaro aloqasi va o'zaro ta'sirini va bu jarayonni lisoniy va nolisoniy (madaniy) birliklarning bir butun strukturasi sifatida aks ettiradigan kompleks fandır.

V.A. Maslova ham ushbu sohaga doir tadqiqotlar olib borib, lingvokulturologiyaning mustaqil fan sifatida shakllanishini quyidagi bosqichlarga ajratadi:

1. Fan shakllanishiga turtki bo'lgan dastlabki tadqiqotlarning yaratilishi. V.A. Maslovaga ko'ra, ushbu bosqichda V. fon Gumbolt, E.Sepir, E. Benvenist, L. Vaysgerber, A.A. Potebnya kabi tilshunoslarning ishlari muhim o'rin tutadi. Yuqoridagi olimlarning g'oyalari va izlanishlari lingvokulturologiya fanining vujudga kelishida asos vazifasini bajaradi. Ushbu dastlabki bosqich XIX asr oxiridan XX asr o'rtalarigacha bo'lgan davrni o'z ichiga olgan bo'lib, bu davrda til va madaniyat o'rtasidagi

munosabatlarga qiziqishning ortishi, lekin hali alohida fan sifatida to'liq ajratib olinmagani hamda izlanishlar asosan falsafa, psixologiya va etnografiya fanlari kesishmasida olib borilgani bilan xarakterlanadi.

2. Lingvokulturologiyaning alohida soha sifatida ajratilishi. Ushbu davr XIX asr oxirlariga to'g'ri kelib, tilshunoslikning kognitiv tilshunoslik, etnolingvistika kabi yo'nalishlaridagi yutuqlarining natijasi o'laroq, madaniyatning tilda akslanishi hodisasi uzil-kesil tan olindi. Antroposentrik paradigma kuchayishi biland tilni inson ongi, madaniyati bilan o'zaro bog'lab o'rganish ehtiyoji oshib borib, lingvokulturologiyaning alohida fan sifatida ajralib chiqishiga turtki bo'ldi. Ushbu davrda tilshunoslikda lisoniy shaxs, konsept, lingvomadaniy makon, madaniy konnotatsiya kabi kategoriyalar shakllanib, N.Teliyaning frazeologik birliklardagi madaniy semantika ustidagi tadqiqot ishlari alohida ahamiyat kasb etdi.
3. Lingvokulturologiyaning rivojlanish bosqichi. Ushbu rivojlanish davri XXI asr boshlaridan to hozirgacha bo'lgan davrni o'z ichiga olib barcha darajadagi birliklar ustida tadqiqotlar olib borish, nazariyani takomillashtirgan holsa yangi yo'nalishlar ochish bilan xarakterlanadi. Bu davrda lingvokulturologiya mustaqil fan sifatida ham nazariy ham amaliy jihatdan rivojlanib, tadqiqotlar ko'lami sezilarli darajada kengaydi. Avvallari izlanishlar asosan leksik birliklar, xususan, so'zlar va frazeologik birliklar ustida olib borilgan bo'lsa, endilikda grammatika, sintaksiz, matn, xulq-atvor(diskurs) kabi lisoniy hodisalar ham tadqiqot obyekti sifatida o'rganiladigan bo'ldi.

Bugungi kunda lingvokulturologiya mustaqil fan sifatida madaniy munosabatlar lingvokulturologiyasi, qiyosiy lingvokulturologiya, chog'ishtirma lingvokulturologiya, lingvomadaniy

leksikografiya, diaxronik lingvokulturologiya kabi yo'nalishlarga ega bo'lib, tilshunoslikning madaniyat bilan bog'liq masalalarini o'z ichiga oladi. Har bir xalqning tilida o'ziga xos tovlanishlar, idiomatik iboralar, lingvofolkloristika namunalari mavjud bo'lib, ular jamiyatning qadriyatlarini, e'tiqodi va qadimiy an'ana, urf-odatlarini til vositasida yordamida kelajak avlodga uzatiladi. Masalan, tilda paydo bo'ladigan har bir tushuncha o'sha tilda so'zlashuvchilarning kundalik turmush tarzi hamda ma'naviy dunyosining mahsuli hisoblanadi. Tilimiz bizning o'zimizning aksimizdir.

Til o'zida so'zlovchining xarakteri va o'sishini aniq ko'rsatib beradi (Davis, 1998). Anglashiladiki, tilda butun bir jamiyatning psixologiyasi ham aks etadi. Madaniyat har doim ham statik tushuncha emas, balki doimo harakatda, o'zgarib, yangilanib boruvchi tuzilmadir. Ushbu jarayonda esa til insonlar o'zaro muloqot markazi, bilim va fikrlar almashinuvini ta'minlaydi. Til orqali nafaqat yangi g'oyalar paydo bo'ladi, yangicha fikrlar qabul qilinadi, balki tilning o'zida ham o'zgarishlar yuz beradi – ya'ni til va madaniyat o'zaro bir-birini shakllantiradi. Shuningdek, til ma'lum bir madaniyatning asosiy elementlaridan biri hisoblanadi. Bir tilni o'rganib tahlil qilish orqali o'sha jamiyat madaniyatiga kirish, ularning turli g'oyalari, tushunchalari va qadriyatlarini anglashga yo'l ochadi. Til - madaniyat xazinasini, sandig'i majmuyidir. U leksika, grammatika, iboralar maqol va matallar, folklor, badiiy va ilmiy adabiyot, og'zaki va yozma nutqda madaniy qadriyatlarni saqlab keladi (Robins, 1889).

Lingvokulturologiya jamiyatning o'zaro chambarchas bo'lgan ushbu til va madaniyat tushunchalarining aloqadorligi, munosabatlari, bir-birini shakllantirishi va akslantirishi kabi hodisalarni o'z ichiga oladi. E. Sepir (1993)ga ko'ra, til bizning hayot tarzimizni tavsiflovchi ijtimoiy meros qilib olingan malaka va g'oyalar majmuyi sifatida madaniyatdan tashqari mavjud bo'lolmaydi. Ya'ni, har bir xalq borliqni o'z ona tili orqali ko'radi, his qiladi.

Lingvokulturologiya sohasida tadqiqotlar olib borgan professor Sh. Usmonova(2001)ga ko'ra, lingvokulturologiyaning predmeti madaniyatda ramziy, obrazli, metaforik ma'no kasb etgan va natijalari inson ongida umumlashtirib mif, afsona, folklor va diniy diskurslarda, poetik va prozaik badiiy matnlarda, frazeologizmlarda, metaforalarda va ramzlarda aks etadigan til birliklari sanaladi.

Xususan, bir xalqning o'zligi, milliy qadriyatlarini, ma'naviy va ruhiy olami, kundalik turmush tarzi va diniy e'tiqodlarini o'zida mujassamlashtiruvchi lingvofolkloristik birliklardan bir bu folklor bolalar qo'shiqlaridir. Bolalar folklori o'zining mavzu jihatidan rang-barangligi hamda bolalarning sof bolalarcha orzu-umidlari, beg'ubor dunyosini ifodalashi bilan ko'nglimizdan alohida joy oladi. Bolalar folklorining xoh u kattalar tomonidan bolalarga atab aytilgan bo'lsin, xoh bolalar tilidan aytilgan bularning barchasida xalqning uzoq yillik tarixi, turmush tarzi, ijtimoiy va axloqiy qadriyatlarini, milliy urf- odatlarini akslanadi. Taniqli tilshunos L. Elmesov (1996) aytganidek "til nafaqat shaxs stili tushunchasiga, balki o'tmish ajdodlarimiz hayoti voqealariga ham yo'l ochishi mumkin. Bolalar folklor qo'shiqlari ham asrlar davomida avloddan avlodga o'tib sayqallanib, o'zing badiiyligini boyitib, lisoniy, insoniy hamda madaniy xususiyatlarini saqlab kelmoqda. Ushbu folklor namunalari har bir xalqining ko'hna o'tmishi, e'tiqodiy qarashlari, kundalik hayoti, kelajakdan kutuvlarini mujassam qiladi. Aynan bolalar folklori, ayniqsa, bola tilining biyronligi, tasavvurining boyligi, hozirjavoblighi, ota-onasiga, yaqinlariga, umuman olganda hayotga bo'lgan mehrini his qilish mumkin.

Muhokama va Natijalar

Bolalar folklor qo'shiqlarini lingvokulturologiya fanining tadqiqot obyekti sifatida talqin qilinishini quyidagicha asoslashimiz mumkin:

Birinchidan, bolalar folklor qo'shiqlari madaniy axborot tashuvchi vosita hisoblanadi. Ushbu namunalar butun bir xalqning ma'naviy va ruhiy olamini, milliy urf-odat va

qadriyatlarini, tarixiy voqeliklarni, e'tiqodiy qarashlarini hamda kundalik turmush tarzini o'zida mujassam etuvchi qimmatli manbalardir. Misol uchun ingliz bolalar folklor qo'shiqlarining klassik namunasi bo'lgan "Christmas is coming" ("Rodjestvo yaqinlashyapti") nomli qo'shig'i shunday boshlanadi:

"Christmas is coming, the geese are getting fat" (Linda, 2014).

"Rodjestvo yaqinlashyapti, g'ozlar semiryapti.."

Ya'ni, ushbu qo'shiq misrasidan anglash mumkinki, Rodjestvo yaqinlashgani sari g'ozlar semirtirilib, taom pishirishga tayyorlanadi. Ma'lumki, ingliz xalqida Rodjestvo bayramida dasturxonga kurka go'shti tortish an'anasi bor. Lekin bu odat hamma davrlarda ham mavjud bo'lmagan. 1588-yilda Angliya qirolichasi Yelizavetta Ispan armiyasi ustidan qozonilgan kuni g'alaba sharafiga g'oz go'shtidan ziyofat bergan va keyinchalik bu taom Rodjestvo uchun ham tavsiya etilgan. XVII-XVIII asrlarga kelib oddiy xalq orasida ham bu taomni tayyorlash Rodjestvo an'anasiga aylanadi. Biroq XIX asrdan boshlab Angliyaga kurka importi boshlangandan so'ng g'oz go'shti kurka go'shtiga almashtirila boshlangan. Hozirda ingliz xonadonlarida Rodjestvo dasturxoniga kurka go'shti tortilsa-da, ushbu klassik bolalar folklor qo'shig'ida qadimiy an'ana tarzida aynan "the geese" ("g'oz") so'zi saqlanib qolgan. Ushbu o'rinda bolalar folklor qo'shig'i ilgari mavjud bo'lgan lekin keyinchalik o'zgarishga uchragan an'ana haqida detallarni yosh avlodlarga uzatmoqda.

Shu kabi madaniy axborot tashish funksiyasini rus xalq bolalar folklor qo'shiqlari misolida ham ko'rishimiz mumkin:

Живъ, живъ Курилка! (Yasha, yasha olovcha!)

Живъ, живъ, да умеръ! (Yondi, yondi va o'chdi)

У нашего у Курилки (Bizning olovchamizning)

Ножки долгенька, (Oyog'i uzun,)

Душка коротенька. (Umri qisqa.)

Живъ, живъ Курилка! (Yon, yon olovcha)

Ushbu "Курилка" ("Olovcha") nomli bolalar qo'shig'i o'yin qo'shig'i hisoblanib, bolalar tayoqchada yonib turgan olovni bir-biriga uzatib ushbu qo'shiqni kuylaydilar hamda qaysi bolani qo'lida olov o'chib qolsa, o'sha bola o'yinda yutqazgan hisoblanadi. Qo'shiq matnida bolalar olovga xuddi insonga murojaat qilgani kabi "Yasha" deb aytadilar, unga hurmat ko'rsatadilar. Olovga bu kabi munosabatlar qadimdagi slavyan xalqlarining e'tiqodiy qarashlariga borib taqaladi. Slavyan qabilalari orasida xristianlikka qadar paganizm deb ataluvchi e'tiqodiy qarash mavjud bo'lib, uning mazmunini olov va quyoshni muqaddas deb bilish tashkil etgan. Slavyan xalqlarida olov bilan bog'liq bo'lgan bir qancha marosimlar mavjud bo'lgan bo'lib, yuqoridagi qo'shiqda ham ana shunday diniy marosimlar va e'tiqodiy qarashlar elementlari aks etadi (Dvornik, 1956). Anglashiladiki, ushbu rus bolalar folklor qo'shiqlarida e'tiqodiy qarashlarga oid madaniy axborot yetkazilmoqda.

Bolalar folklor qo'shiqlarida nafaqat qadimiy urf-odatlar balki ajdodlarimizning kundalik turmush tarzi haqida ham madaniy axborotlar saqlanadi. Buning misolini quyidagi yana bir bolalar folklor qo'shig'ida ko'rishimiz mumkin:

Charxim g'uv-g'uv etadi,

Tovushi Marg'ilon yetadi...

Tor ko'chasi tor ekan,

Yo'lda bazzoz bor ekan.

Shu bazzozning qizlari

Shol ko'ylakka zor ekan... (Sultonov, 1992).

Ushbu qo'shiq matni orqali quyidagicha madaniy axborot yetkazilmoqda:

- a) mehnat va kasb madaniyati haqida – bazzoz (Gazlama bilan savdo qiluvchi do'kondor; gazlamafurush) (O'zbek tilining izohli lug'ati, 2023). Bazzoz kasbi o'tmishda savdo sohasida keng tarqalgan bo'lib, anchayin hurmatli kasb sanalgan. Ushbu so'z orqali o'tmish davrdagi ijtimoiy-iqtisodiy manzarani ko'rsatib beradi. Ya'ni savdo-sotiq jarayoni

tirikchilik o'tkazishda muhim ahamiyat kasb etib, mato kundalik turmushda muhim mahsulotlardan biri bo'lgan. Shuningdek, bazzoz so'zi tilga olinishi bilan libos, kiyim-kechak va kiyinish madaniyatiga ishora qilinadi. Buning isbotini keying misralarda ham ko'rishimiz mumkin.

- b) kiyim-kechak madaniyati haqida - shol ko'ylak (Yungdan to'qilgan qalin mato, yung gazlama) (O'zbek tilining izohli lug'ati, 2023). Aynan gazlamafurushning qizlari shol ko'ylakka zor bo'lishi ushbu ko'ylak kundalik kiyiladigan emas, balki maxsus kunlarda: bayramlarda, marosimlarda va mehmondorchilikka kiyiladigan ko'ylak hisoblangan.
- c) geografik-madaniy xususiyatlar - Marg'ilon shahri. Ma'lumki, azal azaldan Marg'ilon shahri milliy matolarimiz atlas, adras kabilar bilan mashhur bo'lgan. Yuqoridagi bolalar folklor qo'shig'ida ham isbotini ko'rishimiz mumkin. Qo'shiq matnida "Marg'ilon" nomining tilga olinishi qadimdan uning to'qimachilik va ipakchilik markazi sifatida qadrlanishini ko'rsatmoqda.
- d) kundalik ish quroli – charx. Charx – jun, paxta ipni yigirish uchun ishlatiladigan va asosan ayol-qizlar tomonidan ishlatiladigan kundalik turmushning bir qismi bo'lgan asbobdir. Charxning ovozi esa oddiy xalq hayotining ajralmas qismidir.

Anglashiladiki, ushbu birgina bolalar folklor qo'shig'i orqali birato'la 4 turdagi madaniy axborot uzatilmoqda. Shuningdek, ba'zi folklor qo'shiqlarida siyosiy voqealar haqida ham axborot uzatilishi mumkin:

Baa baa black sheep, have you any wool?
(Baa baa qora qo'y, juning bormi?)

Yes sir, yes sir, three bags full, (Ha, janob, ha, janob, uch xalta to'la.)

One for the master, one for the dame (Biri xo'jayinga, biri xonimga,)

And one for the little boy. (Va biri yo'l oxirida yashovchi.)

Who lives down the lane. (kichkina bolakayga.)

Ingliz bolalar qo'shig'ini tadqiq etgan L.Alchinga ko'ra, ushbu qo'shiq O'rta asrlargacha Angliya iqtisodiyotining muhim qismi bo'lgan jun sanoati bilan bog'liq. Uning talqiniga ko'ra, qirol Edvard I davrida Yevropada eng sifatli jun mahsuloti Angliyada ishlab chiqarilgan bo'lib, uning davrida eksport qilingan jun xomashyosi soliqqa tortiladi va har bir portlar bo'ylab soliq yig'ish boshlanadi. Ushbu qo'shiqda esa ushbu jarayon siyosiy satira orqali ochib beriladi. Shuningdek, ushbu bolalar qo'shig'ini "Teng Imkoniyatlar" siyosatiga mos kelishi uchun 2006-yilda o'zgartirilib "black sheep" ("qora qo'y") o'rniga "rainbowsheep" ("kamalak qo'y") tarzida kuylash joriy qilinishi, biroq oradan ko'p vaqt o'tmasdan jamoatchilik noroziligiga uchraydi.

Xulosa

Xulosa qilib aytganda, bolalar folklor qo'shiqlari madaniy axborotlarni tashuvchi bebaho lingvofolkloristik birliklar hisoblanadi. Qaysi tilda bo'lmasin bolalar folklor qo'shiqlari o'sha tilda so'zlashuvchi xalqning o'tmishi, madaniyati, turmush tarzi va e'tiqodiy qarashlarini o'zida aks ettiradi. Bu esa kelajak yosh avlod va ajdodlar o'rtasida madaniy axborot tashish funksiyasini bajaradi. Yuqoridagi tahlillardan bolalar folklor qo'shiqlarini quyidagi madaniy axborotlarni yetkazishini xulosa qilish mumkin:

1. Milliy-madaniy an'analar;
2. Mehnat va kasb madaniyati;
3. Kiyim-kechak va kiyinish madaniyati;
4. Geografik-madaniy xususiyatlar
5. Kundalik ish va mehnat asbob-anjomlari.

Bolalar folklor qo'shiqlarining tadqiq qilinmagan xususiyatlari va ochilmagan lingvokulturologik funksiyalari hali ko'p. Ularni nazariy, amaliy va qiyosiy jihatdan tadqiq qilish ishlari zamonaviy lingvokulturologiya fani oldidagi vazifalardan hisoblanadi.

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PEDAGOGY



The Lingua Spectrum

Cogito, ergo sum

PEDAGOGIKA

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ПЕДАГОГИКА

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**Инновационные подходы к
реализации и развитию
полиязычной среды в системе
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Ташкентский международный
университет образования**Аннотация**

В статье рассматриваются инновационные подходы к реализации и развитию полиязычной среды в системе образования. Особое внимание уделяется интеграции двух и более языков в учебный процесс через междисциплинарные модули, проектно-ориентированное обучение, коммуникативные методики и цифровые образовательные технологии. Полиязычие трактуется не только как средство расширения языковой компетенции обучающихся, но и как важный инструмент формирования межкультурной чувствительности, глобального мышления и толерантного отношения к многообразию культур. Анализируются преимущества полиязычного обучения, выражающиеся в повышении учебной мотивации, развитии критического и креативного мышления, коммуникативной гибкости и способности эффективно работать в поликультурной среде. В статье также выявляются основные проблемы реализации полиязычной среды, включая дефицит педагогических кадров, владеющих несколькими языками обучения, недостаточное количество адаптированных учебно-методических материалов и ограниченность организационной поддержки со стороны образовательных учреждений. На основе сравнительного анализа международного и отечественного опыта авторы обосновывают необходимость стратегического управления процессами внедрения полиязычных программ, системной подготовки педагогов и создания устойчивой образовательной инфраструктуры. Делается вывод о том, что успешное развитие полиязычной среды возможно лишь при комплексном взаимодействии администрации, преподавателей и обучающихся, направленном на достижение высокого уровня профессиональной и межкультурной компетентности.

**Ключевые
слова**

Полиязычное образование, инновационные подходы, мультиязычная среда, педагогическое управление, образовательные технологии, мотивация студентов, межкультурная компетентность, учебный процесс

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Toshkent xalqaro ta'lim universiteti**Annotatsiya**

Maqolada ta'lim tizimida ko'p tilli muhitni yaratish va rivojlantirishda innovatsion yondashuvlar tahlil qilinadi. O'quv jarayoniga ikki yoki undan ortiq tillarni integratsiya qilish metodlari – fanlararo modullar, loyiha asosida o'qitish, kommunikativ mashqlar hamda raqamli ta'lim texnologiyalaridan foydalanish orqali amalga oshirish masalalariga alohida e'tibor qaratiladi. Poliyazyk ta'lim

nafaqat o'quvchilarning til kompetensiyasini rivojlantirish vositasi, balki ularning madaniyatlararo muloqot ko'nikmalarini shakllantirish, global tafakkur, tolerantlik va ijtimoiy moslashuvchanlikni rivojlantirishning samarali mexanizmi sifatida ko'rib chiqiladi. Tadqiqot doirasida ko'p tilli o'qitishning afzalliklari, jumladan, talabalar motivatsiyasining oshishi, tanqidiy va ijodiy fikrlashning rivojlanishi, kommunikativ moslashuvchanlik hamda turli madaniy muhitlarda samarali muloqot olib borish qobiliyatining takomillashishi asoslab beriladi. Shuningdek, poliyazik muhitni joriy etishda uchraydigan muammolar – yetarli darajada til biladigan pedagoglarning kamligi, mos metodik qo'llanmalar tanqisligi va tashkiliy qo'llab-quvvatlash mexanizmlarining sustligi aniqlanadi. Xalqaro va milliy tajribalarni qiyosiy o'rganish asosida strategik boshqaruvni kuchaytirish, pedagog kadrlarning malakasini oshirish va samarali ta'lim infratuzilmasini yaratish zarurligi xulosa qilinadi.

Kalit so'zlar *Ko'p tilli ta'lim, innovatsion yondashuvlar, ko'p tilli muhit, ta'lim boshqaruvi, ta'lim texnologiyalari, talabalar motivatsiyasi, madaniyatlararo kompetentsiya, o'quv jarayoni*

Innovative approaches to Implementing and developing a multilingual environment in the education system

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Annotation *The article explores innovative approaches to implementing and developing a multilingual environment in the educational system. Special attention is given to the integration of multiple languages into the teaching and learning process through interdisciplinary modules, project-based learning, communicative practices, and the use of digital educational technologies. Multilingual education is viewed not only as a means of enhancing students' linguistic competence but also as an effective tool for fostering intercultural awareness, global thinking, and tolerance toward cultural diversity. The study analyzes the benefits of multilingual learning, including increased learner motivation, the development of critical and creative thinking skills, communicative flexibility, and readiness for interaction in multicultural professional contexts. Furthermore, the article identifies significant challenges in establishing a sustainable multilingual environment, such as the shortage of qualified teachers capable of teaching in several languages, the lack of appropriate methodological resources, and insufficient institutional support mechanisms. Based on comparative analysis of international and national educational practices, the authors emphasize the necessity of strategic management, continuous professional development for educators, and the establishment of an effective organizational framework to support multilingual initiatives. The findings conclude that the successful implementation of a multilingual learning environment depends on coordinated collaboration between educational administrators, teachers, and learners, aimed at creating inclusive learning conditions that promote high levels of academic achievement and intercultural competence in a globalized educational context.*

Keywords *Multilingual education, innovative approaches, multilingual environment, educational management, educational technology, student motivation, intercultural competence, learning process*

Введение

Современная система образования испытывает постоянное давление глобализации, цифровизации и интеграции в международное образовательное пространство (Абдуллаев, 2020; UNESCO, 2022). В этих условиях внедрение полиязычной среды становится стратегическим инструментом для подготовки (Сиддиков, 2021) специалистов, способных эффективно работать в многоязычном и межкультурном контексте. Полиязычная среда представляет собой образовательное пространство, где несколько языков одновременно используются как средство передачи знаний, организации учебного процесса и формирования коммуникативных навыков (Каримов, 2019). Создание такой среды способствует развитию у студентов критического мышления, креативности, адаптивности, а также формирует глобальную компетентность (Есбосынова, 2024), необходимую для успешной профессиональной деятельности в XXI веке. Цель данной статьи – проанализировать инновационные подходы к реализации и развитию полиязычной среды в образовательных учреждениях, выявить основные проблемы и предложить рекомендации для повышения эффективности полиязычного образования.

Понятие и значимость полиязычной среды

Полиязычная среда – это комплексная образовательная система, в которой несколько языков используются для обучения дисциплинам, организации учебной коммуникации и научной

деятельности студентов (Абдуллаев, 2020). Она направлена на:

- интеграцию национального и иностранных языков в учебный процесс;
- формирование навыков межкультурного общения;
- развитие профессиональных и академических компетенций в многоязычной среде.

Преимущества полиязычной среды:

1. *Повышение мотивации студентов* – возможность использовать несколько языков делает обучение более увлекательным и практикоориентированным.
2. *Развитие критического и креативного мышления* – студенты учатся анализировать информацию на разных языках, формулировать аргументы и представлять решения комплексно.
3. *Подготовка к международной карьере* – знание нескольких языков повышает конкурентоспособность выпускников на глобальном рынке труда.
4. *Формирование межкультурной компетенции* – студенты овладевают навыками общения с людьми разных культур, что способствует социальному и профессиональному развитию.

Инновационные подходы к реализации полиязычной среды

- **Метод CLIL (Content and Language Integrated Learning).** Этот метод предполагает изучение предметных дисциплин на иностранном языке. Он объединяет изучение языка и профессионального содержания,

развивая одновременно языковые и предметные компетенции студентов.

- **Blended Learning (смешанное обучение).** Сочетание традиционных лекций и практических занятий с онлайн-курсами, мультимедийными ресурсами и интерактивными платформами позволяет создавать гибкую и динамичную образовательную среду.
- **Проектная и исследовательская деятельность.** Использование групповых проектов, дискуссий, ролевых игр, презентаций и кейс-стадий на нескольких языках формирует практические навыки, развивает коммуникативные способности и критическое мышление.
- **Цифровые образовательные технологии.** Применение интерактивных платформ, приложений для изучения языков, систем дистанционного обучения и онлайн-ресурсов позволяет студентам самостоятельно и активно осваивать материал, а преподавателям – эффективно организовывать учебный процесс (UNESCO, 2022).

Проблемы внедрения полиязычной среды

Несмотря на значительные преимущества, внедрение полиязычной среды сталкивается с рядом сложностей:

- **Недостаток квалифицированных преподавателей,** способных проводить обучение на нескольких языках с применением инновационных методов.
- **Ограниченность учебных и методических материалов** для полиязычного обучения.
- **Повышенная нагрузка на студентов,** особенно на начальном этапе внедрения новых методик.
- **Необходимость стратегического управления** – требуется планирование,

координация и поддержка со стороны администрации.

- **Организационные и финансовые ограничения,** препятствующие полноценной реализации полиязычного подхода.

Рекомендации и перспективы развития полиязычной среды

Для успешного формирования и развития полиязычной образовательной среды в современных образовательных учреждениях необходимо комплексное и системное внедрение ряда стратегических мер, направленных на повышение качества образования и формирование компетенций студентов в многоязычной и межкультурной среде (UNESCO, 2022).

1. **Разработка национальной стратегии полиязычного образования и стандартов оценки качества.** Необходимо определить четкую государственную стратегию, включающую цели, задачи, приоритетные направления и этапы внедрения полиязычного обучения. Разработка единых стандартов оценки качества позволит отслеживать эффективность образовательного процесса, обеспечить сопоставимость результатов обучения в различных вузах и создать основу для дальнейшей интеграции национальной системы образования в международное образовательное пространство.
2. **Подготовка и повышение квалификации преподавателей, освоение современных методов обучения.** Ключевым фактором успешного внедрения полиязычной среды является наличие квалифицированного педагогического состава. Программы повышения квалификации должны включать современные методики активного и интегрированного обучения, использование CLIL (Content and Language Integrated Learning), blended

learning, проектной деятельности, цифровых инструментов и интерактивных платформ. Регулярное обучение преподавателей повышает качество преподавания, способствует инновационным подходам и формирует у студентов мотивацию к обучению на нескольких языках.

3. **Внедрение и активное использование инновационных технологий обучения и интерактивных платформ.**

Использование цифровых образовательных ресурсов, мультимедийных материалов, онлайн-курсов и интерактивных платформ позволяет создать динамичную и гибкую образовательную среду, адаптированную под разные уровни владения языком. Это не только облегчает освоение учебного материала, но и стимулирует самостоятельную работу студентов, развивает навыки самостоятельного поиска информации и критического анализа.

4. **Организация межвузовского и международного обмена студентами и преподавателями.**

Активное участие в программах академической мобильности, стажировках и международных проектах способствует углублению межкультурного взаимодействия, расширяет профессиональный и языковой опыт студентов и преподавателей, а также повышает престиж образовательного учреждения на международном уровне.

5. **Создание системы мониторинга и оценки эффективности полиязычного обучения.**

Важно внедрять механизмы регулярного мониторинга, контроля и анализа образовательного процесса. Это позволит своевременно выявлять

проблемные области, корректировать учебные планы, совершенствовать методики преподавания и обеспечивать соответствие образовательных программ современным требованиям.

6. **Стимулирование межкультурного взаимодействия и участия студентов в международных проектах.**

Для формирования полиязычной компетенции и глобальной грамотности необходимо активно вовлекать студентов в совместные проекты с зарубежными вузами, виртуальные международные команды, участие в конференциях, онлайн-дебатах и культурных обменах. Такие мероприятия развивают навыки коммуникации на нескольких языках, учат работать в многонациональной среде и формируют профессиональные и личностные качества, востребованные на глобальном рынке труда (Каримов, 2019).

Выводы

Успешная реализация полиязычной среды требует комплексного подхода, включающего стратегическое планирование, подготовку педагогов, внедрение инновационных технологий, организацию международного взаимодействия и постоянный мониторинг эффективности обучения. При правильной реализации этих мер образовательные учреждения смогут формировать высококвалифицированных, конкурентоспособных и адаптивных специалистов, готовых к работе в многоязычном и глобализированном мире.

Заключение

Полиязычная среда является ключевым инструментом подготовки специалистов, способных к глобальной коммуникации, креативному и критическому мышлению, эффективной работе в международном контексте.

Инновационные подходы, такие как CLIL, blended learning, проектная деятельность и использование цифровых технологий, позволяют интегрировать несколько языков в образовательный процесс и повышают качество обучения. Для успешной реализации полиязычной среды необходимо стратегическое управление,

поддержка педагогов, обновление учебных материалов и внедрение современных технологий. Эти меры обеспечивают формирование высококвалифицированных и конкурентоспособных специалистов, а также способствуют модернизации системы образования в Узбекистане.

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Integrating Real-World Tasks into Reading Lessons: A Task-Based Approach for EFL Learners

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Annotation

This article explores the integration of real-world tasks into reading lessons as an effective instruction strategy within a Task-Based Learning (TBL) framework for learners of English as a Foreign Language (EFL). The study highlights how authentic tasks – such as interpreting travel brochures, reading menus, analyzing news articles, completing online forms, and evaluating advertisements – enhance students' functional reading skills and overall communicative competence. Task-based instruction facilitates meaningful language use by engaging learners in goal-oriented activities that replicate real-life communication contexts. The research draws upon both theoretical perspectives and practical classroom implementation, emphasizing how student-centered task design improves reading comprehension, vocabulary acquisition, fluency development, learner autonomy, and motivation. Findings from classroom observations and activity-based assessments confirm that authentic reading tasks help students better apply learned skills beyond academic environments. The study also discusses challenges such as task adaptation to learner proficiency levels, time constraints in lesson planning, and assessment standardization, offering practical solutions.

Keywords

Task-based learning, real-world tasks, reading comprehension, EFL instruction, authentic materials, communicative competence, learner autonomy, applied reading

Интеграция заданий реального мира в уроки чтения: задачный (Task-Based) подход в обучении английскому языку как иностранному (EFL)

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Аннотация

В статье рассматривается интеграция реальных коммуникативных заданий в процесс обучения чтению в рамках технологии Task-Based Learning (TBL) при обучении английскому языку как иностранному. Особое внимание уделяется использованию аутентичных материалов: туристических буклетов, ресторанных меню, новостных статей, интернет-анкет, рекламных объявлений и практических инструкций. Подобные задания создают условия для погружения учащихся в реальные коммуникативные ситуации, формируя функциональную грамотность и развивая речевые навыки. Анализ зарубежного, постсоветского и узбекистанского педагогического опыта показывает, что применение заданий реального мира способствует повышению учебной мотивации, осознанности чтения, расширению словарного запаса и развитию критического мышления студентов. Практические наблюдения подтверждают, что студенты быстрее распознают смысл текста и легче применяют стратегии чтения

при работе с коммуникативно значимой информацией. Вместе с тем отмечаются методические сложности, связанные с подбором заданий по уровню владения языком и объективной оценкой результатов выполнения заданий. В статье предлагаются методические рекомендации по эффективному внедрению заданий реального мира в учебный процесс, включая критерии отбора материалов и способы адаптации заданий. Сделан вывод, что интеграция таких заданий в уроки чтения обеспечивает развитие коммуникативной компетенции, самостоятельности обучающихся и способствует формированию практико-ориентированного уровня владения английским языком.

Ключевые слова

Обучение на основе заданий, практические задания, понимание прочитанного, преподавание английского как иностранного, аутентичные материалы, коммуникативная компетенция, автономия учащегося, прикладное чтение

O'qish mashg'ulotlarida real hayotiy topshiriqlar qo'llash: Ingliz tilini chet tili sifatida o'rganuvchilar uchun vazifaga asoslangan yondashuv**Kuldasheva Malika Muratovna**malikahon0503@mail.ru

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Annotatsiya

Mazkur maqolada ingliz tilini chet tili sifatida o'rganuvchilar uchun o'qish mashg'ulotlariga haqiqiy hayotiy topshiriqlarni (real-world tasks) integratsiya qilish masalasi Task-Based Learning (TBL) metodik yondashuvi asosida o'rganildi. Restoran menyusi, sayohat broshyuralari, yangiliklar maqolalari, anketalar, reklama e'lonlari va yo'riqnomalar kabi autentik materiallardan foydalanish talabalarida amaliy o'qish ko'nikmalarini rivojlantirishga xizmat qiladi. Shu bilan birga, horijiy, Mustaqil davlatlar hamdo'stligi davlatlarida va O'zbekiston tajribalari asosida o'tkazilgan tahlillar vazifaga asoslangan o'qitish modeliga asoslangan o'qish mashg'ulotlari o'quvchilarning matnni tushunish darajasi, lug'at boyligi, motivatsiyasi hamda mustaqil ishlash ko'nikmalarini sezilarli darajada oshirishini ko'rsatdi. Amaliy kuzatuvlar natijasida o'quvchilar kommunikativ ahamiyatga ega bo'lgan matnlar bilan ishlaganda mazmunni tezroq anglab, o'rganilgan bilimlarni real vaziyatda samarali qo'llay boshlashlari aniqlandi. Shuningdek, ushbu maqolada topshiriqlarni tanlash mezonlari, ularni til darajalariga moslashtirish hamda baholash mexanizmlari bo'yicha metodik tavsiyalar keltirilgan. Xulosa sifatida aytish mumkinki, real-world tasks asosida tashkil etilgan o'qish darslari kommunikativ kompetensiyani shakllantirishga yordam berib, mustaqil o'rganishga bo'lgan rag'batni kuchaytirishi hamda chet tilni amaliy egallash imkoniyatlarini kengaytirishi ta'kidlanadi.

Kalit so'zlar

Topshiriqlarga asoslangan ta'lim, hayotiy vazifalar, matnni tushunish, ingliz tilini chet tili sifatida o'qitish, autentik materiallar, kommunikativ kompetensiya, talaba avtonomiyasi, amaliy mutolaa

Introduction

Reading is a fundamental skill in second language acquisition and plays a crucial role in developing overall communicative competence among English as a Foreign Language (EFL) learners. Traditional approaches to teaching reading often rely on textbook-centered exercises that emphasize vocabulary lists, comprehension questions, and grammar drills detached from real communicative contexts. While these practices may contribute to basic literacy development, they frequently fail to equip learners with the ability to interpret and use authentic texts beyond the classroom environment. Recent pedagogical perspectives highlight the need for more applied, learner-centered approaches that bridge language learning with real-life communication needs (Ellis, 2003; Nunan, 2004).

Task-Based Learning (TBL) has emerged as a powerful methodology addressing this gap by placing meaningful tasks at the center of instructional design. Tasks are defined as activities that require students to use language primarily as a communication tool to achieve specific outcomes, such as finding information, solving problems, or completing real-world objectives (Willis, 1996). In reading instruction, TBL shifts focus from isolated text processing to purposeful interaction with authentic materials that simulate practical literacy situations. Real-world tasks, therefore, enable students to interpret texts not merely for academic assessment but for meaningful application – reading schedules to plan travel, following online instructions, analyzing brochures, or comparing job advertisements.

The pedagogical value of integrating real-world tasks into reading lessons lies in their ability to activate learners' cognitive engagement and pragmatic awareness. Learners interact with texts as problem-solvers rather than passive recipients of information. This process promotes deeper comprehension, develops critical thinking skills, improves

vocabulary retention, and reinforces reading strategies such as skimming, scanning, and inferencing in communicatively relevant contexts (Harmer, 2007; Richards, 2015).

Furthermore, the TBL framework supports learner autonomy by encouraging students to work collaboratively, make independent decisions, evaluate outcomes, and reflect on learning processes. These aspects align closely with modern educational priorities emphasizing self-directed learning and transferable skill development. Research demonstrates that when students perceive reading tasks as meaningful and practical, motivation increases significantly, and reading becomes a purposeful activity rather than a mechanical obligation (Long, 2015).

In the Uzbek EFL educational context, reading instruction has traditionally prioritized exam-oriented comprehension tasks. However, recent educational reforms emphasize communicative competence and integration of authentic learning experiences. This shift creates opportunities for introducing task-based reading lessons that align with both international standards and national curricular objectives. Therefore, analyzing the effectiveness of real-world task integration within reading lessons becomes not only relevant but essential for optimizing pedagogical practice.

The aim of this study is to explore the pedagogical benefits of implementing real-world tasks in reading instruction for EFL learners, examine regional and national research trends, and present methodological examples that demonstrate effective classroom application. By synthesizing theoretical perspectives and practical evidence, the article proposes a task-based reading model adaptable to contemporary language education settings.

Literature review

International research highlights the effectiveness of TBL for EFL literacy

development. Ellis (2003) emphasizes tasks as vehicles for meaningful input processing leading to deeper comprehension. Nunan (2004) identifies authentic tasks as catalysts for functional language use, shifting attention from form-based literacy to communicative reading competence. Willis (1996) notes that task-based reading enhances inferential processing and promotes strategic reading behaviors. Long (2015) further confirms that task interaction strengthens learner engagement and motivates real-world literacy use.

Harmer (2007) demonstrates that authentic reading materials enable learners to activate schema-based comprehension, improving reading speed and accuracy. Richards (2015) evidences that task sequencing – from pre-reading prediction to problem-solving reading tasks – supports integrated vocabulary development. Studies by Anderson (2018) show that learners completing real tasks achieve significantly higher comprehension scores than peers using traditional exercises.

Scholars in the CIS region adopt similar conclusions. Samoilenko (2010) emphasizes the pragmatic value of communicative tasks in reading proficiency development, particularly in professional contexts. Muratov (2001) identifies task sequencing as essential for academic literacy formation, highlighting improved retention of terminology through practical reading objectives. Kozheteva (2012) demonstrates that pragmatically oriented reading tasks sharpen discourse interpretation skills and contextual awareness.

Studies by Rogozhin (1999) confirm that professionally oriented texts used as tasks foster applied reading competence, supporting real-life document processing skills among EFL learners.

Uzbek pedagogical research increasingly supports TBL implementation. Muhiddinova and Abdullayeva (1997) emphasize authentic documentation tasks as effective tools for official and diplomatic reading simulation.

Sobirova (2023) shows statistically significant improvements in reading fluency among learners engaged in task-based activities using multimedia resources. Djumaeva et al. (2024) highlight digital reading tasks' impact on ESP learners, noting enhanced cognitive engagement and communicative readiness.

Moreover, Abdullaeva (2021) asserts that task modeling in reading instruction raises learner independence and strategic literacy processing. Integrative studies conducted by Uzbek researchers link real-world tasks to the development of pragmatic competence aligned with CEFR reading descriptors.

Collectively, the scholarly literature supports the conclusion that integrating real-world tasks into reading instruction produces consistent positive outcomes across learning contexts. Evidence indicates improved reading comprehension, vocabulary retention, pragmatic awareness, learner engagement, and autonomous learning skills. Such findings underscore the necessity of implementing task-based reading approaches not only as a methodological innovation but as a pedagogical standard in contemporary EFL education.

Analysis and Discussion

The integration of real-world tasks into reading lessons brings transformative changes to the learning process. Learners shift from answering static comprehension questions toward completing purposeful tasks that replicate real communicative needs. Classroom observations demonstrate that tasks such as analyzing tourism brochures, scheduling activities from transport timetables, or summarizing news items require learners to synthesize information meaningfully rather than selectively retrieve details.

The communicative pressure created by task completion promotes deeper processing of text and stimulates strategic reading behaviors. Learners increasingly employ scanning, skimming, keyword recognition, contextual inferencing, and meaning negotiation techniques spontaneously. This

observation conforms to Ellis (2003), who emphasizes that comprehension becomes more robust when texts are connected to task outcomes rather than discrete exercises.

Motivational effects are also pronounced. Students report greater engagement when tasks address real-life contexts familiar to them, such as shopping, travel planning, social media interpretation, or professional correspondence. The perceived relevance strengthens learner investment and reduces anxiety commonly experienced during traditional reading testing frameworks.

Group-based task execution fosters collaborative reasoning and peer scaffolding. Learners negotiate interpretations, compare answers, and construct shared meaning, reinforcing socio-cognitive interaction models of learning proposed by Long (2015). Teachers assume a facilitative rather than directive role, guiding learners through reflective post-task discussions, emphasizing strategy use rather than correctness isolated from communicative purpose.

Challenges identified include variability of learner proficiency and time management constraints. Tasks must be carefully graded for linguistic difficulty while retaining authenticity. Teachers also require training in designing adaptable tasks that maintain curricular alignment without oversimplifying texts. Assessment frameworks must consider both outcome completion and language use quality, ensuring objective evaluation.

Nevertheless, evidence strongly supports the effectiveness of real-world task integration as a reading pedagogy that bridges classroom activity with tangible communicative competency.

Implementation of task-based reading lessons follows a three-stage structure: pre-task, task cycle, and post-task reflection (Willis, 1996).

During the pre-task phase, learners preview topic-related vocabulary, predict text content from visuals, and discuss personal experiences relevant to the task. For example,

before analyzing a travel brochure, students brainstorm travel goals and identify keywords.

The task cycle includes authentic reading activities:

- *Scenario Task*: Students read hotel descriptions to choose accommodation for fictional tourists based on specific criteria (budget, location, amenities).
- *Functional Task*: Learners interpret restaurant menus to design dietary plans.
- *Information-Gap Task*: Students read different job advertisements and exchange details to complete employment profiles.
- *Problem-Solving Task*: Learners analyze public transport schedules to design travel routes.

Each task requires tangible outcomes: lists, decisions, summaries, or oral presentations.

In the post-task stage, students reflect on reading strategies used, clarify misunderstandings, and receive focused language feedback. Teachers highlight vocabulary patterns, functional phrases, and grammatical constructions encountered naturally during tasks.

Assessment combines rubric-based evaluation including comprehension accuracy, task completion effectiveness, communicative participation, and language appropriacy, ensuring balanced formative evaluation.

Such integration demonstrates how real-world tasks make reading instruction interactive, purposeful, and learner-centered.

Conclusion

This study confirms that integrating real-world tasks into reading lessons within a Task-Based Learning framework substantially enhances EFL learners' reading comprehension, communicative competence, motivation, and autonomy. Authentic tasks transform reading from a passive decoding activity into an applied literacy practice connected with real communicative needs.

Empirical evidence across international, CIS, and Uzbek contexts demonstrates that

learners exposed to task-based reading approaches perform more effectively in interpreting, evaluating, and applying textual information. Tasks promote deep processing, strategic reading development, collaborative knowledge construction, and meaningful language use.

Despite challenges related to task design and assessment, appropriate scaffolding and teacher preparation enable successful classroom integration. Ultimately, real-world

tasks represent an essential pathway for aligning EFL reading instruction with contemporary educational standards emphasizing communication, authenticity, and independent learning.

Teachers and curriculum developers are encouraged to incorporate structured task-based reading modules to bridge academic literacy with real-life application and prepare learners for functional language use in global professional and social contexts.

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A content-based instruction (CBI) approach to enhancing reading comprehension in professional and academic contexts

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Annotation *The growing need for academic and professional literacy in English highlights the importance of effective reading strategies in Content-Based Instruction (CBI). This study examines how cognitive and metacognitive strategies, such as inference-making, activating background knowledge, self-regulation, scanning, and skimming to improve academic and professional reading comprehension in English as a Second Language (ESL) settings. This review demonstrates that collaborative learning, modelling of reading strategies, and structured pre-reading, while-reading, and post-reading stages. These strategies further enhance critical thinking, confidence, and information processing. The review concludes that integrating reading strategies into CBI is a sustainable approach to advancing L2 learners' academic literacy through the integration of cognitive, metacognitive, and task-oriented reading strategies based on CBI contributes to academic success, better performance in reading proficiency, and strengthens comprehension outcomes. The review highlights and recommends further research to explore on technology-enhanced strategy training and long-term applications across diverse learner groups and instructional contexts.*

Keywords *Reading strategies, cognitive, metacognitive, critical thinking, collaborative, scanning, skimming*

Контентно-ориентированный подход (CBI) к повышению уровня понимания при чтении в профессиональном и академическом контекстах

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Аннотация *Актуальность увеличения потребности в академической и профессиональной грамотности на английском языке подчеркивает важность эффективных стратегий чтения в предметно-интегрированном обучении (Content-Based Instruction, CBI). Данное исследование (или обзор) рассматривает, как когнитивные и метакогнитивные стратегии, такие как формирование умозаключений, активация фоновых знаний, саморегуляция, сканирование и просмотр, способствуют улучшению академического и профессионального понимания прочитанного в условиях изучения английского языка как второго (ESL). Обзор показывает, что совместное обучение, моделирование стратегий чтения и структурированные этапы предтекстовой, текстовой и послетекстовой работы дополнительно развивают критическое мышление, уверенность и*

обработку информации. Обзор приходит к выводу, что интеграция стратегий чтения в CBI является устойчивым подходом к повышению академической грамотности учащихся L2. Такая интеграция когнитивных, метакогнитивных и целевых стратегий чтения, основанная на CBI, способствует академическому успеху, повышению уровня владения чтением и улучшению результатов понимания. Обзор особо отмечает и рекомендует дальнейшие исследования в области обучения стратегиям с использованием технологий, а также долгосрочного применения в различных группах учащихся и учебных контекстах.

Ключевые слова Стратегии чтения, когнитивные, метакогнитивные, критическое мышление, совместные, скимминг и сканирование чтение

Mazmunga asoslangan instruksiya yondashuvi (CBI) orqali o'qib tushunishni kasbiy va akademik matnlar orqali rivojlantirish

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Annotatsiya Ingliz tilida akademik va professional savodxonlikning ortib borayotgan ehtiyoji Mazmunga-Asoslangan Ta'limda (CBI) samarali o'qish strategiyalarining muhimligiga e'tibor qaratadi. Ushbu tadqiqot, xulosa qilish, oldingi bilimlarni faollashtirish, o'z-o'zini boshqarish, skanerlash va skimming kabi kognitiv va metakognitiv strategiyalar Ingliz tili ikkinchi til sifatida (ESL) sharoitida o'qish tushunishiga qanday ta'sir qilishini o'rganadi. CBIga asoslangan yondashuvlarda hamkorlikda o'rganish, o'qib tushunish ko'nikmasini modellashtirish strategiyalari va tizimlangan o'qishdan oldingi mashg'ulot, o'qish vaqtidagi hamda o'qishdan keyingi mashg'ulotlar qismlarini ko'rsatib beradi. Ushbu strategiyalar tanqidiy fikrlash, ishonch va axborotni qayta ishlashni yanada oshiradi. Taqriz shuni xulosa qiladiki, o'qish strategiyalarini mazmunga asoslangan o'qitish (CBI) yondashuviga integratsiya qilish L2 o'rganuvchilarining akademik savodxonligini oshirishda barqaror va istiqbolli metod hisoblanadi. CBI asosidagi kognitiv, metakognitiv va vazifaga yo'naltirilgan o'qish strategiyalarining birgalikda qo'llanilishi akademik muvaffaqiyatga erishishga, o'qish malakasining yaxshilanishiga hamda matnni tushunish natijalarining mustahkamlanishiga bevosita hissa qo'shadi. Taqriz, shuningdek, texnologiyalar bilan boyitilgan startegiyalarni o'rgatish va ularning uzoq muddatli amaliyotlarini turli o'quvchi guruhlari va o'qitish matnlarida o'rganish bo'yicha qo'shimcha taqdiqtlarni tavsiya etadi va buning muhimligini alohida qayd etadi.

Kalit so'zlar O'qish strategiyalari, kognitiv, metakognitiv, tanqidiy fikrlash, hamkorlikda, ko'zdan kechirish, tez o'qish

Introduction

Reading comprehension is a language competency that is defined as engaging with a written text through understanding and reflection. Reading is a means of language acquisition that enables target learners to develop their internal knowledge and learning potential, thereby fostering their active socialization. According to Susana Adjei-Mensah et al., given the language threshold required for academic reading, there is a need for an effective teaching methodology that will improve students' language and reading proficiency levels to enhance their learning and, consequently, academic performance (Adjei-Mensah et al., 2023).

An academic definition by Grabe defines reading as a part of academic life that is expected to provide unlimited knowledge from written informational materials, including assignments or tasks necessary for achieving educational success (Grabe, 2009). Exposing target learners to academic and professional reading is an essential stage in communication in a new language. This process involves a great deal of practice and skill, and requires the active contributions of both teachers and language learners.

Seyyed Hossein Kashef states that in reading comprehension, the methods of teaching English learners require implementing a variety of strategies to shape better reading competency in learners' contexts (Kashef, 2014). Comprehension strategy in the reading process through implementing relevant instructions based on the self-regulation process improves reading skills (Lazorenko, 2022).

Susana Adjei-Mensah et al. highlight that, for successful academic achievement, efficient reading is a crucial aspect for students. One reason is that reading helps build cognitive abilities essential for learning (Adjei-Mensah et al., 2023).

Literature Review

Applying effective professional and academic reading strategies is expected to lead to growth in learners' knowledge, improvement in reading comprehension practices, and increased use of effective instructional practices in academic performance. Suwantharathip claims that better comprehension of the text involves two main strategies: cognitive and metacognitive. Cognition plays an essential role in strategic learning when prior knowledge or schema and domain knowledge are the focus (Suwantharathip, 2015).

Mustopa. A.R. et al hold the view that metacognition and reading comprehension skills are critical for students to achieve learning success and respond to the dynamics of the times. This is based on the nature of metacognition and reading comprehension, both of which are thought processes. In short, metacognition is the process of thinking about thinking. In academic and professional reading contexts, applying metacognitive reading strategies helps language learners raise their awareness of what they are reading and enhance their understanding of their thinking while they read. (Mustopa, 2024)

As cited in Thongwichit N. and Buripakdi A. in his study, Pirs et al state the view that metacognitive strategies are considered essential in ESP teaching and learning because in the ESP context, it is not only what to learn that plays a vital role in classes, but also how students learn it. Thus, Thongwichit. N and Buripakdi.A study addresses implementing metacognitive reading strategies through a modelling technique in class (Thongwichit & Buripakdi, 2021).

There is some evidence that exposure to reading comprehension from a learner's perspective develops their cognitive skills in an academic context. At this stage of reading, students improve their phonemic awareness, which, in turn, enables them to identify and

recognise individual sounds in spoken words and to apply that knowledge in written form.

Working in groups while reading, students gain more confidence as they have the opportunity to talk and share their opinions (Suwantharathip, 2015). This indicates that collaborative learning is beneficial for both teachers and language learners in achieving academic success. In the process of working collaboratively for academic and professional reading, students improve their reading competencies by applying the strategies they have learnt.

Khoshsima and Samani claim that reading comprehension involves linguistic competence for a productive outcome, simultaneously requiring the mastery of necessary skills and strategies accordingly. They implement the Problem Solving Strategy as an effective and beneficial technique to raise the awareness of students' immediate comprehension competencies in their studies. There would therefore seem to be a definite need to apply metacognitive awareness to develop instructional outcomes. In their comprehensive survey, Khoshsima H. and Samani E. were able to show that integration of strategies encompasses reading tasks, turn to an engaging and productive process (Khoshsima & Samani, 2014).

The relevance of applying Content-Based Instruction is clearly supported by the findings of scientists Ya-Ling, Tsai & Hui-Fang, Shang. The results of their study clearly indicate that enhancement in reading comprehension was achieved by the use of content-based instruction strategies. Researchers state that explicit instruction of reading comprehension skills, teachers' comprehensible input within a variety of activities used in meaningful contexts, activated effective reading engagement in academic performance (Tsai & Shang, 2010).

Applying Content-Based Instruction to improve reading comprehension can be effective by providing resources tailored to learners' levels, background knowledge, and

needs. The scientists' research offers a clear suggestion for helping students develop a concrete comprehension strategy to understand the content effectively.

Interestingly, effective reading strategies were observed in the research by scientists Deborah Yapp et al. They discussed the context of the reading strategy intervention, and they found that prior education appears to influence students' L2 reading comprehension performance. This outcome could be considered a lack of exposure to the level and/or experience with complex academic texts in English during vocational-type studies, with later repercussions for higher education students in their L2 reading. Alternatively, the L2 reading strategies offered in this intervention seemed to work particularly well for students who had previously followed a general secondary-level education (Yapp et al., 2021).

Methods and Discussions. Promoting reading interest and purpose in academic context following reading strategies are considered as relevant and efficient to students' learning process. Developing better comprehension and task awareness inference processes, metacognitive monitoring, pre-reading, while-reading and post-reading strategies, scanning and skimming processing strategies are that allow learners to improve their reading competency.

In the reading comprehension stage, students are supported to integrate textual clues with their prior knowledge, logical reasoning, and understanding of the text. This is referred to as inference, a cognitive process used in reading to achieve better comprehension. In academic and professional reading, inference is the bridge between what the text outlines and what the reader is expected to supply. As cited in Kathryn S. McCarthy 1 and Eleanor F. Yan, McNamara and Magliano state that for better comprehension, readers need to not only process the explicit words and ideas, but to generate inferences that help to create the links across ideas in the

text and to connect the text content with their existing prior knowledge (McCarthy & Yan, 2023). Thus, through inference strategies, students try to reconstruct missing information, predict outcomes in context, infer definitions to improve language acquisition, and additionally interpret graphs or data when explanations are limited.

Sheorey and Mokhtari hold the view that reading strategy is the combination of conscious awareness of strategic reading processes and the actual utilization of reading strategies, which distinguishes skilled from unskilled readers (Sheorey & Mokhtari, 2001). Researchers indicate that to accomplish the text's comprehensive task, the reader must utilize metacognitive knowledge and employ conscious, deliberate strategies. Researchers' studies outline that learners' metacognitive knowledge is influenced by several factors, including previous experiences, beliefs, culture-specific instructional practices, and, in the case of non-native readers, proficiency in L2, and it may be triggered, consciously or unconsciously, when the reader encounters a specific reading task.

Considering the appropriate use of metacognitive strategies opens the door for teachers to provide a concrete, practical technique that encourages the implementation of strategy training through collaborative, reflective learning. This procedure could be adopted as a fruitful feedback after reading time in the classroom. As well as providing questionnaires, other ways, like open-ended questions, talking aloud about the strategies used, have their own advantages. The teacher can also give learners a mini-discussion opportunity to negotiate why and how they are using strategies (Khoshsiman & Samani, 2014).

Applying pre-while-post reading strategies in reading comprehension helps students identify key points in the text, develop task-awareness, and illustrate the importance of understanding the text in their academic content. It can be stated that whereas students are exposed to pre-reading strategies,

they become aware of the focal idea of the content beforehand. This process urges student to understand the material and guess the main idea using their background knowledge. By effectively implementing the pre-reading technique, teachers can maintain students' active participation throughout the lesson.

While reading strategy helps students avoid the traditional grammar-translation approach, it also emphasizes active involvement with the whole text. In this stage, teachers support their students in mastering reading comprehension and in organizing information from the provided material. Students use their background knowledge and own experience, moving from passage to passage. They make comparisons and draw conclusions connecting the new task to the input they already know about the subject of the material. Throughout active engagement in the while-reading process, the teacher encourages students to apply several tasks, such as annotating the text by margin notes, grasping the main idea, and supporting ideas in the reading passage. All these instructional approaches in this stage develop not only students' reading comprehension but also enable teachers to focus on the whole process.

Post-reading strategy is a part of reading comprehension in which students apply their critical thinking skills to conclude the topic they have read. Teachers help students conclude, summarising what they have read and evaluating the ideas in the reading material. Using guided reading to improve students' understanding of the material enhances their reading competency and creates opportunities to engage with more academic reading materials for their continued educational success.

The scanning and skimming strategy is applied in reading comprehension of academic and professional content to master the material and visualize the steps more clearly. In this reading strategy, teachers provide students

with opportunities to promote their interest and engagement through in-depth analysis and discussion while developing their critical thinking. Marina Igoryevna Doljenkova & et.al state that scanning allows learners to locate elements of the text containing the sought-after information during the text stage, and skimming enables the learner to evaluate the relevance of the text's content based on key words and determine the structure of the text. Vita V. Vonog et al. claim that students would attempt to find the answer quickly, using the skimming reading strategy. Scientists hold the view that the students would attempt to find the answer quickly in a very short period of time. Such 'speed-reading' or accelerated reading is mainly concerned with finding key points, the basic structure of the text (Vonog et al., 2022).

Conclusion. To come to the point of the research literature review and methods and discussion demonstrate that implementing explicit reading strategies within a Content-Based Instruction (CBI) plays a significant role in improving learners' academic and professional reading comprehension. Implementing cognitive strategies, such as inference-making, activating background knowledge, and integration of textual information, contributes to deeper text engagement and meaningful construction. As a whole, metacognitive strategies-particularly monitoring, regulation, and reflective evaluation-support learners in managing their own learning processes, becoming strategic and autonomous readers.

Reading strategies based on pre-reading, while-reading, and post-reading instruction increases task awareness, fosters active participation, and enhances comprehension outcomes by guiding learners purposefully through the reading process. Furthermore, CBI supports effective strategy instruction by incorporating reading tasks in meaningful disciplinary contexts relevant to learners' academic needs and future professional environments. This approach enables learners to transfer reading skills beyond the classroom, contributing to long-term cognitive, linguistic, and performance-based outcomes. The involvement of scanning and skimming strategies, collaborative engagement, and problem-solving tasks was also shown to develop critical thinking, accelerate information processing, and build confidence among L2 learners.

Conclusion

In conclusion, aligning reading strategy instruction with Content-Based Instruction not only advances comprehension proficiency but also strengthens learners' academic literacy and readiness for active communication. Future research should be focused on longitudinal, skill-integrated models of strategy training and the impact of technology-enhanced CBI environments to better understand how strategy development evolves across diverse learner profiles and educational settings. Such investigations will further inform evidence-based practices that promote sustainable and equitable academic success in English learning contexts.

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Keyingi yillarda O'zbekistonning xalqaro maydondagi siyosiy, iqtisodiy va madaniy nufuzi ortib borayotgani, xalqaro tashkilotlar va xorijiy davlatlar bilan hamkorlik aloqalarining kengayishi o'zbek tiliga bo'lgan qiziqishning sezilarli darajada oshishiga olib kelmoqda. Bugungi kunda o'zbek tili dunyoning 60 ta yetakchi universiteti, shuningdek, 100 dan ortiq ta'lim va madaniyat markazlarida o'qitilayotgani uning global miqyosdagi o'rnini mustahkamlamoqda. (Web havola, 2019). Shuningdek, O'zbekistonga turli sohalar bo'yicha ta'lim olish uchun kelayotgan xorijlik talabalar sonining yildan yilga ortib borishi o'zbek tilini chet tili sifatida o'qitish masalasini dolzarb ilmiy-metodik yo'nalishlardan biriga aylantirmoqda. Mazkur maqolada chet ellik talabalarga o'zbek tilini o'qitishning amaliyotdagi joriy holati tahlil qilinadi; o'zbek tilining xalqaro miqyosda ommalashuvi jarayonlari, madaniyatlararo integratsiya, xalq diplomatiyasida tilning tutgan o'rne kabi omillar yoritiladi. Shuningdek, mamlakatimizdagi turli oliy ta'lim muassasalarida tahsil olayotgan xorijlik talabalarining umumiy ehtiyojlari, o'quv jarayonida uchrayotgan lingvistik, metodik va psixologik muammolar chuqur o'rganilgan. Maqolada mavjud muammolarning yechimiga qaratilgan takliflar – ehtiyojga asoslangan o'quv dasturlarini yaratish, integrativ metodlardan foydalanish, vizual va multimodal o'quv materiallarini ishlab chiqish, madaniyatlararo muloqot kompetensiyasini shakllantirish kabi zamonaviy yondashuvlar asosida ishlab chiqilgan. Tadqiqot natijalari o'zbek tilini chet tili sifatida o'qitish bo'yicha ilmiy-metodik asoslarni takomillashtirish, chet ellik talabalar uchun samarali o'quv muhiti yaratish hamda global darajadagi o'zbek tili ta'limiga hissa qo'shishga xizmat qiladi.

Kalit so'zlar

O'zbek tili, xorijiy til sifatida, chet ellik talabalar, o'qitish metodikasi, o'quv dasturi, ehtiyoj, ta'lim

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преподавания узбекского языка
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Университет узбекского языка и
литературы имени Алишера Навои**Аннотация**

В последние годы политический, экономический и культурный авторитет Узбекистана на международной арене заметно укрепился, а расширение сотрудничества с международными организациями и зарубежными государствами привело к значительному росту интереса к узбекскому языку. Сегодня узбекский язык преподаётся примерно в 60 ведущих университетах мира, а также более чем в 100 образовательных и культурных центрах, что укрепляет его глобальное положение. (Веб ссылка,

2019). Кроме того, ежегодный стабильный рост числа иностранных студентов, прибывающих в Узбекистан для получения образования в различных сферах, делает преподавание узбекского языка как иностранного актуальной научно-методической задачей. В данной статье всесторонне анализируется текущее состояние преподавания узбекского языка иностранным студентам. Рассматриваются процессы международного распространения языка, межкультурная интеграция и роль языка в народной дипломатии. Также изучены потребности студентов, обучающихся в различных вузах Ташкента, и выявлены лингвистические, методические и психологические трудности учебного процесса. Для решения выявленных проблем предложены современные подходы: разработка учебных программ, основанных на потребностях студентов, использование интегративных методов, создание визуальных и мультимодальных материалов, формирование межкультурной компетенции. Результаты исследования способствуют совершенствованию методики преподавания узбекского языка как иностранного, созданию эффективной учебной среды и развитию узбекского языка на глобальном уровне.

**Ключевые
слова**

Узбекский язык, как иностранный, иностранные студенты, преподавание, учебные материалы, диалекты

**The current state of teaching
Uzbek to foreign students in
practice****Israilova Zukhra Mukhsin qizi**zukhra_uzbek@umail.uz

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Annotation

In recent years, Uzbekistan's political, economic, and cultural influence on the international stage has steadily increased, and the expansion of cooperation with international organizations and foreign countries has significantly boosted interest in the Uzbek language. Today, Uzbek is taught in approximately 60 leading universities worldwide, as well as in over 100 educational and cultural centers, which strengthens its global position. (Web link, 2019). Moreover, the steady annual increase in the number of international students coming to Uzbekistan to pursue studies in various fields makes teaching Uzbek as a foreign language an urgent academic and methodological task. This article provides a comprehensive analysis of the current state of teaching Uzbek to foreign students. It examines the international spread of the language, intercultural integration, and the role of Uzbek in public diplomacy. The needs of students studying at various higher education institutions in Tashkent and the linguistic, methodological, and psychological challenges encountered during the learning process are also explored. To address these challenges, modern approaches are proposed, including the development of needs-based curricula, the use of integrative teaching methods, the creation of visual and multimodal materials, and the development of intercultural competence. The study's findings contribute to improving the methodology of teaching Uzbek as a

foreign language, creating an effective learning environment, and promoting the global development of the Uzbek language.

Keywords *Uzbek language, foreign language, international students, teaching methodology, curriculum, needs analysis*

Kirish

O'zbek tili so'nggi yillarda xalqaro miqyosda tobora ommalashib borayotgan tillardan biriga aylandi. Davlat tilimiz bir necha yil avval asosan Markaziy Osiyo doirasida muhim ahamiyatga ega bo'lgan bo'lsa, bugungi kunda AQSh, Turkiya, Janubiy Koreya, Xitoy, Rossiya kabi yirik davlatlar hatto Yevropa mamlakatlarida ham o'zbek tilini o'rganish bo'yicha dasturlar yo'lga qo'yilmoqda. Bu jarayonning ortida turli sabablar yotib, ularning har biri o'zbek tilining xalqaro maydondagi ahamiyatini oshirishga xizmat qilmoqda. Dastlab, geosiyosiy omillarni inobatga oladigan bo'lsak, O'zbekiston bugungi kunda Markaziy Osiyoning iqtisodiy jihatdan eng tez rivojlanayotgan mamlakatlaridan biri sifatida e'tirof etilmoqda. Jahon banki va Xalqaro valyuta jamg'armasi hisobotlariga ko'ra, O'zbekiston Markaziy Osiyoda eng tez o'sayotgan iqtisodiyotlardan biridir. Tabiiyki, bu jarayon xorijiy sarmoyadorlar, diplomatlar va tadbirkorlarning mamlakatga bo'lgan qiziqishini oshirmoqda. Masalan, Janubiy Koreya O'zbekistonda eng yirik investorlardan biri bo'lib, 2023-yil holatiga ko'ra, mamlakatda 1000 dan ortiq koreys kompaniyalari faoliyat yuritmoqda. Ushbu iqtisodiy aloqalar natijasida Seul Milliy Universiteti, Hanguk chet tillari universiteti kabi oliy ta'lim muassasalarida o'zbek tili kurslari ochildi (Web havola, 2021). Shuningdek, AQShning Indiana universiteti va Arizona universitetida Markaziy Osiyo tillari dasturi doirasida o'zbek tili muntazam ravishda o'qitib kelinmoqda.

O'zbek tilining xalqaro maydonda ommalashishiga ta'sir qiluvchi yana bir muhim omil – uning madaniy va tarixiy merosidir.

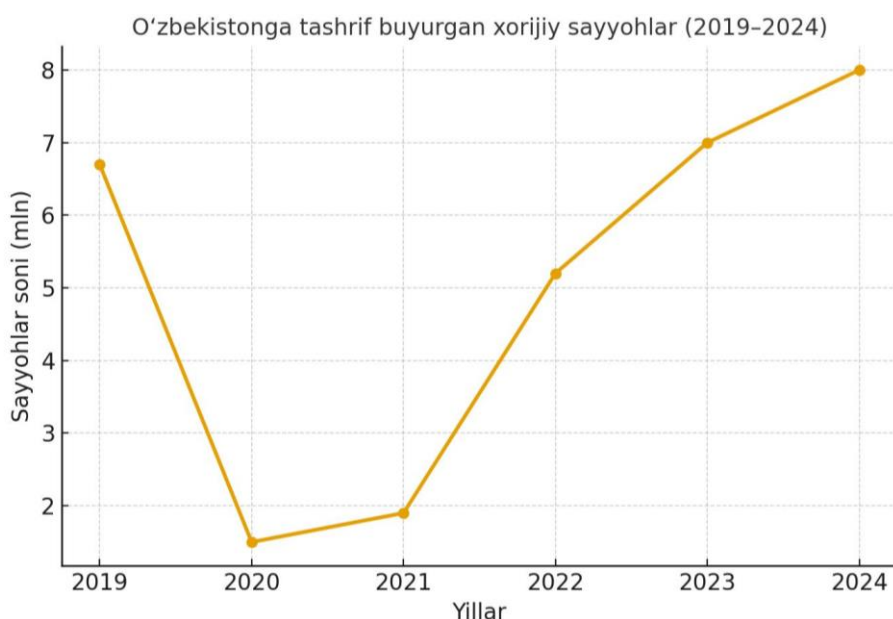
Alisher Navoiy, Zahiriddin Muhammad Bobur, Ahmad Yassaviy, Imom al-Buxoriy kabi buyuk shaxslarning nodir merosi jahon ilmiy jamoatchiligining qiziqishini tortmoqda. Masalan, AQShning Harvard universitetida Navoiy ijodi bo'yicha tadqiqotlar olib borilmoqda, Germaniyaning Gettingen universitetida esa Boburning "Boburnoma" asari tahlil qilinmoqda. Jahonning ko'plab mamlakatlarida turkologiya bo'yicha mutaxassislar o'zbek tili va adabiyotini o'rganmoqda.

O'zbek tiliga bo'lgan ehtiyojning ortib borishi nafaqat ilmiy va iqtisodiy omillar bilan, balki migratsiya va diaspora masalalari bilan ham bog'liq. Bugungi kunda Rossiya, Janubiy Koreya, AQSh va Yevropa davlatlarida o'zbek diasporasi faoliyat yuritmoqda. Birgina Rossiyaning o'zida 2 milliondan ortiq o'zbek mehnat muhojirlari yashaydi. Rossiya hukumati mehnat muhojirlarining jamiyatga integratsiya jarayonini yengillashtirish maqsadida Moskvadagi RUDN universiteti, Sankt-Peterburg Davlat universiteti va boshqa yirik oliygohlarda o'zbek tili kurslarini tashkil qildi. Bu jarayon Janubiy Koreyada ham kuzatilmoqda – 2021-yilda Seul shahrida o'zbek tilini o'qitish bo'yicha markaz ochildi. Bundan tashqari, Hindistonning "Milliy Islomiy Jomiyat" universitetida ham o'zbek tili o'qitish dasturlari yo'lga qo'yilgan. Dunyodagi eng yirik universitetlardan biri – Xitoyning Shanxay universitetida ham o'zbek tili o'qitib kelinmoqda.

Davlat tilining xalqaro maydonda rivojlanishi o'sha mamlakatdagi turizm sohasi bilan ham bevosita bog'liq. O'zbekiston so'nggi yillarda turizmni rivojlantirishga katta e'tibor

qaratmoqda. Davlat statistika qo'mitasi bergan ma'lumotlarga ko'ra, 2019-yilda mamlakatga 6,7 million sayyoh tashrif buyurgan bo'lsa, 2023-yilda bu ko'rsatkich 7,5 millionga yetdi. 2024 yilda esa yurtimizga 8,2 million xorijiy sayyoh tashrif buyurgan bo'lib, ularning asosiy qismi Markaziy Osiyo mamlakatlariga to'g'ri

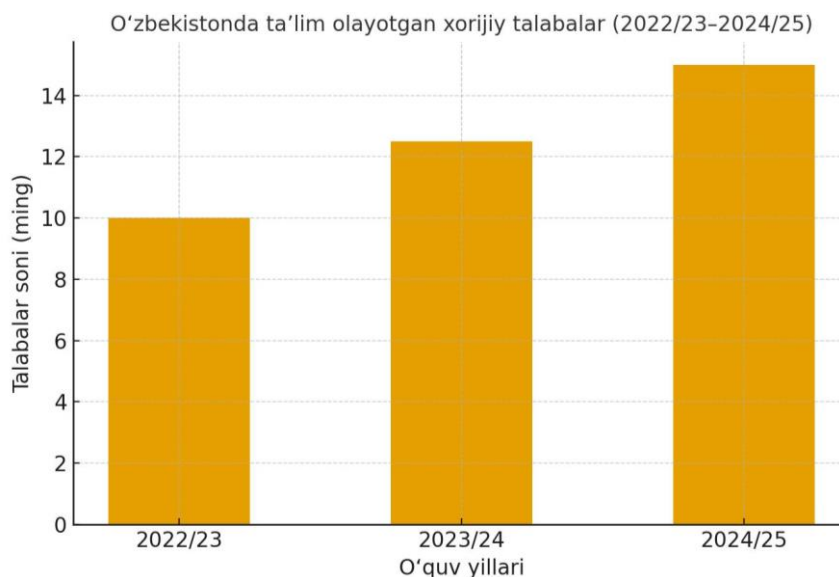
keladi. Shu bilan birga, 1,6 million nafardan ortiq sayyoh Sharqiy va Janubiy Osiyo, Yevropa hamda AQSh mamlakatlaridan tashrif buyurgani qayd etilgan. Mazkur ko'rsatkich 2023 yilga nisbatan 21,1 foizga ko'proqni tashkil etadi (Web havola, 2024).



1-grafik.

O'zbekistonga sayyoh sifatida tashrif buyurayotgan chet elliklar o'zbek tiliga qiziqish bildirishmoqda. Bu esa, o'z navbatida, gidlar va mahalliy sayyohlik firmalarining vakillari uchun xorijliklarga o'zbek tilini o'rgatish ehtiyojini oshirmoqda. Shuningdek, savdo, biznes va akademik hamkorlik rivojlanayotgani sari xalqaro maydonda o'zbek tilini bilish zarurati ham ortib bormoqda. Jumladan, so'nggi yillarda O'zbekistonga turli sohalar bo'yicha xorijiy talabalar kelib, ta'lim olayotganini kuzatishimiz mumkin. Shu sababli, ona tilimiz O'zbekistonning davlat tili sifatida nafaqat mahalliy aholi, balki bu yerda tahsil olayotgan xorijlik talabalar uchun ham muhim ahamiyatga ega. Jahon miqyosida ta'lim turizmining kengayib borishi turli mamlakatlarda, jumladan, O'zbekistonda ham xorijlik talabalarning ta'lim olish imkoniyatlarini orttirmoqda. So'nggi yillarda O'zbekistonning xalqaro maydondagi o'rni mustahkamlanib, madaniy turizm bilan bir

qatorda ta'lim turizmi ham izchil rivojlanmoqda. Shuningdek, 2024-2025 o'quv yilida O'zbekiston oliy ta'lim muassasalarida 12,5 mingdan ortiq xorijiy talaba tahsil olgan. (2-rasm) (Web havola, 2024).



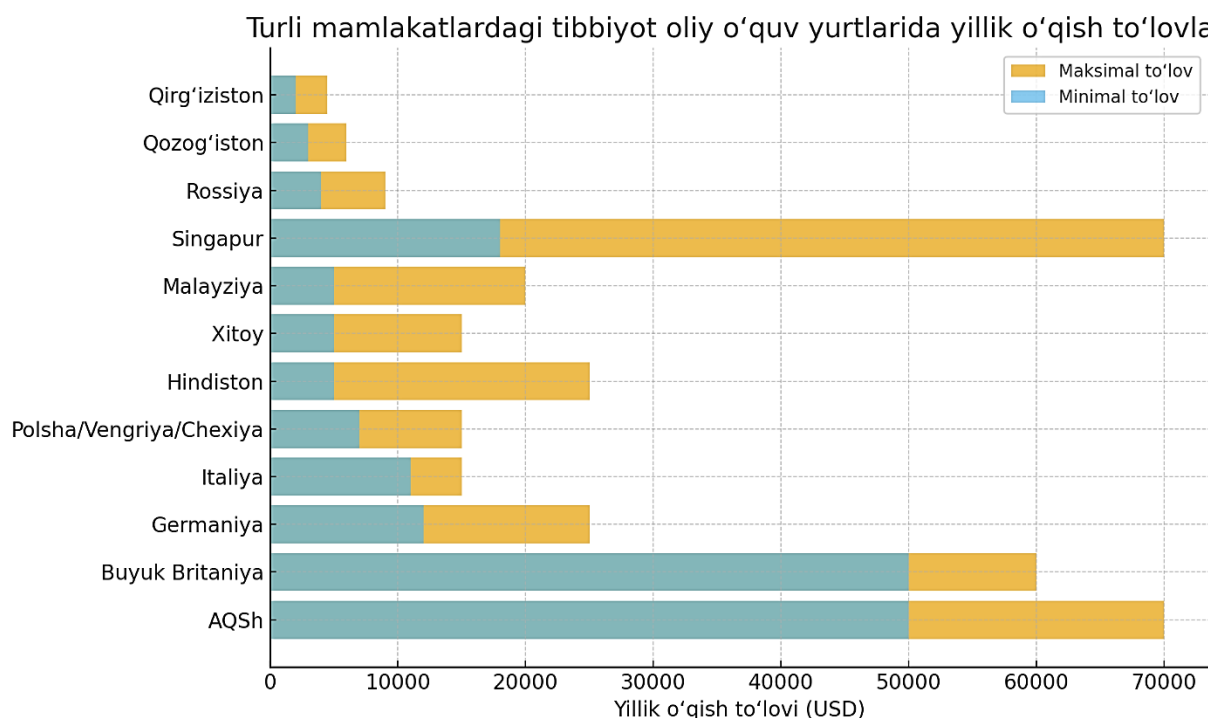
2-grafik.

O'zbekistonga tashrif buyurayotgan chet elliklarning maqsad va ehtiyojlaridan kelib chiqib, ularga o'zbek tilini o'qitish masalasi yuzasidan so'rovnoma o'tkazildi muhokama qilindi. Avvalo, ehtiyojlarni tahlil qilish, buning uchun xorijliklar qanday maqsadda yurtimizga tashrif buyurayotganini aniqlash muhimdir. Ma'lumotlar tahlilidan ma'lum bo'ldiki, so'nggi yillarda O'zbekistonga ta'lim maqsadida ko'plab xorijliklar tashrif buyurmoqda. Bu esa o'zbek tili mutaxassislari, tilshunos va metodist olimlardan alohida ilmiy va amaliy izlanishlarni talab qiladi. Chunki xorijliklarga turli sohalarda ta'lim dasturlarini taklif qilish muhimdir. Ta'lim maqsadida tashrif buyuruvchi xorijliklarning asosiy qismi tilshunoslik, tibbiyot, muhandislik kabi yo'nalishlarda tahsil olishga qiziqish bildirmoqda. Ayniqsa, tibbiyot oliygohlariga qiziqish yuqori. O'zbekistonning tibbiy ta'lim sohasidagi nufuzli oliy o'quv yurtlari – Toshkent davlat tibbiyot universiteti, Samarqand, Buxoro va Andijon tibbiyot institutlari va boshqa shu kabi tibbiy oliy ta'lim tashkilotlariga Hindiston, Pokiston, Bangladesh, Janubiy Koreya, Xitoy, Saudiya Arabistoni kabi xorijiy davlatlar hamda MDH mamlakatlaridan talabalar oqimi yil sayin ko'paymoqda. Xo'sh, ular nega aynan O'zbekistonda tibbiy ta'lim olishni tanlamoqda? Bu jarayonga quyidagicha izoh berish mumkin:

- O'zbekistonning geografik va madaniy jihatdan qulay joylashuvi. Xususan, Hindiston, Pokiston va Bangladesh kabi davlatlar hamda MDH mamlakatlari bilan O'zbekiston o'rtasida tarixiy-madaniy aloqalar mavjudligi ham muhim rol o'ynamoqda.
- Tibbiy ta'limning xalqaro tan olinishi. O'zbekiston tibbiyot oliygohlarining diplomlari xalqaro miqyosda akkreditatsiyadan o'tkaziladi hamda jahon miqyosida oliy tibbiy ma'lumot sifatida tan olinadi.

O'qish narxining nisbatan arzonligi. Ko'plab xorijiy talabalar Yevropa yoki AQShdagi nufuzli tibbiyot universitetlariga qabul qilinish qiyinligi va o'qish to'lovlari yuqoriligi sababli O'zbekistonni tanlamoqda. (Israilova, 2025)

Sun'iy intellekt ma'lumotlariga ko'ra, bir qancha xorijiy tibbiy oliy o'quv yurtlaridagi to'lov kontraktlari miqdori anchagina qimmat ekanini ko'rishimiz mumkin:



3-grafik.

Ko'rishimiz mumkinki, dunyoning aksariyat mamlakatlarida tibbiy oliy ta'lim to'lovi juda yuqori bo'lib, O'zbekiston bu borada ham sifatli, ham arzon ta'limni taklif qilmoqda. Bu esa, tibbiyot oliygohlarimizga xorijlik talabalarining oqimi yanada oshishiga sabab bo'lmoqda.

Biroq xorijlik talabalar uchun O'zbekistonda o'qish jarayoni har doim ham oson kechmaydi. Eng katta muammolardan biri – davlat tilini o'rganish. Ko'plab xorijlik talabalar o'zbek tilini yetarlicha o'zlashtira olmagan sababli, garchi ta'lim ingliz/rus tilida olib borilishiga qaramay, o'quv jarayonida qiyinchiliklarga duch kelmoqda. Ayniqsa, tibbiyot ta'limida til muammosi yanada dolzarb, chunki tibbiyot oliygohida ta'lim nazariya bilan amaliyot parallel olib borilgani uchun talabalar o'z bemorlari bilan bevosita muloqot qilishlari talab etiladi. Bemorlar esa, asosan, mahalliy aholi vakillari bo'lib, ular bilan muloqot qilishda davlat tilini bilish bir qancha ustunlik berishi mumkin. Mazkur muammolarni bartaraf etish maqsadida o'zbek tilini o'qitish bo'yicha ehtiyojlarga moslashtirilgan maxsus o'quv dasturlari ishlab chiqilishi zarur.

Aksariyat xorijlik talabalar o'zbek tilini nafaqat akademik ehtiyojlar, balki kundalik hayotda muloqot qilish, o'quv jarayonida faol ishtirok etish yoki ish bozorida raqobatbardosh bo'lish uchun o'rganishga harakat qilishadi. Biroq, xorijlik talabalar o'rtasida olib borilgan muloqotlar natijalari shuni ko'rsatdiki, xorijlik talabalar o'zbek tilini o'rganishda qator muammolarga duch kelmoqda. Bular orasida yetarli o'quv adabiyotlarining yo'qligi, so'zlashuv va grammatika ko'nikmalaridagi qiyinchiliklar – asosiy muammolar sifatida ko'rilmoqda. Ayniqsa, xorijlik talabalarining aksariyati Toshkentda joylashgan oliygohlarda tahsil olayotgani sababli, Toshkent shevasi bilan adabiy til o'rtasidagi tafovutlar va o'quv dasturlari yetishmasligi tufayli bir qancha qiyinchiliklarga duch kelmoqda. Xususan, hindistonlik talabalar uchun o'zbek tilini o'rganish yanada murakkab kechmoqda. Xorijiy talabalar uchun o'zbek tilini o'rgatish jarayonida standart darsliklar yo'qligi, o'qituvchilarning metodik tayyorgarlik darajasi pastligi kabi muammolar mavjud. Shu bilan birga, raqamli texnologiyalar, ilmiy asoslangan ta'lim modellarining joriy etilishi va xalqaro

akademik hamkorlik imkoniyatlari o'zbek tilini global maydonda keng targ'ib etishga sharoit yaratmoqda (Pulatova, 2025).

Tadqiqotimiz yuzasidan biz xorijlik talabalar uchun o'zbek tilini o'rganish jarayonidagi mavjud to'siqlarni tahlil qilib, ularga yechim sifatida qanday takliflar ilgari surish mumkinligi borasida muhokama yuritishni maqsad qildik. Shu sababli, maqola tadqiqi yuzasidan Toshkentdagi xorijlik talabalar o'rtasida ularning lingvistik ehtiyojlarini aniqlash maqsadida "Google Forms" platformasi orqali onlayn so'rovnoma o'tkazildi. So'rovnomada filologik va nofilologik yo'nalishlarda tahsil olayotgan 100 ga yaqin xorijlik talabalar ishtirok etdi. Talabalar asosan Hindiston, Pokiston, Bangladesh, Janubiy Koreya va boshqa mamlakatlardan kelgan. Natijalar quyidagi asosiy jihatlarni ko'rsatdi:

O'quv adabiyotlarining yetishmasigi. So'rovnomada qatnashgan xorijlik talabalar o'zbek tilini o'rganishda maxsus adabiyotlar yetarli emasligini ta'kidlashdi. Mavjud materiallar asosan grammatikaga yo'naltirilgan bo'lib, muloqot va kasbiy soha uchun maxsus tayyorlangan qo'llanmalar yetishmaydi.

So'zlashuv va grammatikaga oid qiyinchiliklar. Xorijlik talabalar ko'pincha o'zbek tilining murakkab morfologik va sintaktik tuzilishini tushunishda qiynalmoqda. Jumladan, fe'l zamonlari, egalik qo'shimchalari va soz birikmalarini o'zlashtirish eng qiyin jihatlardan biri sifatida qayd etilgan.

Toshkent shevasini tushunishdagi muammolar. O'zbek tilining adabiy shaklini o'rgangan xorijlik talabalar hududiy shevalar, xususan, Toshkent shevasidagi so'z va talaffuz o'zgarishlarini tushunishda qiyinchiliklarga duch kelmoqda. Ayniqsa, shahar hayotida, bozor va jamoat joylarida muloqot qilayotganda, ular uchun Toshkent shevasini bilish muhim ekani aniqlandi.

Hindistonlik talabalar uchun alohida qiyinchiliklar. Hindistonlik talabalar uchun o'zbek tilini o'rganish ancha murakkab bo'lib, bunga hind va o'zbek tillarining hech bir aspekti bir-biriga yaqin emasligi sabab qilib

ko'rsatilmoqda. Harflar, talaffuz, grammatika, jumla tuzilishi butunlay farqlanadi. Shu sababli, ular uchun maxsus moslashtirilgan darslik va metodika ishlab chiqish zarur.

Shuningdek, Yuqoridagi muammolarni bartaraf etish uchun quyidagi chora-tadbirlar tavsiya etiladi:

1. O'quv dasturlarini takomillashtirish – Xorijlik talabalar uchun maxsus o'quv materiallari, so'zlashuv qo'llanmalari va kasbiy tilda muloqotni osonlashtiruvchi darsliklar ishlab chiqilishi lozim. Bunda lingvistik va kasbiy ehtiyojlar inobatga olinishi, ya'ni nofilologik yo'nalishdagi talabalarga mutaxassisligiga yo'naltirilgan maxsus o'quv dasturi yaratish kerak. Masalan, tibbiyot oliygohlarining chet ellik talabalari uchun tibbiyotga yo'naltirilgan mavzular asosida o'zbek tilini til ko'nikmalari qamrab olinishi hamda "Tibbiy o'zbek tili" darsligiga ehtiyoj yuqori.
2. Interaktiv va kommunikativ yondashuvlar – Til o'rgatishda jonli suhbat, roliklar, audio-matnlar va rolly o'yinlardan foydalanish kerak.
3. Hududiy shevalar, xususan, Toshkent shevasi bo'yicha lug'at yaratish. Toshkent shevasidagi asosiy iboralar va so'zlarni o'z ichiga olgan maxsus lug'at tuzish, ayniqsa, Toshkentdagi oliy ta'lim muassasalarida tahsil olayotgan xorijlik talabalarining mahalliy aholi bilan muloqot jarayoni va davlat tilini o'qitishda samarali bo'ladi.
4. Hindistonlik talabalar uchun maxsus kurslar tashkil etish. Hind tilidan o'zbek tiliga o'rgatuvchi qo'shimcha manbalar tayyorlanishi lozim. Buning uchun vositachi til sifatida ingliz tilidan foydalanish yanada samarali bo'lishi mumkin. Chunki Hindistonning ikkinchi rasmiy tili ingliz tili bo'lgani sababli ko'plab hind talabalar ingliz tilini biladi. Shuningdek, o'zbekistonlik o'zbek tili o'qituvchilari hind tilidan ko'ra ingliz tili bo'yicha bilim darajasi yuqori va o'zbek

tilini o'qitish jarayonida vositachi til sifatida ingliz tilidan foydalanish oson kichadi.

5. O'quv soatlarining yetarli emasligi. O'zbekistondagi oliy ta'lim muassasalarida chet ellik talabalar uchun o'zbek tili darslari yo'lga qo'yilgan. Lekin o'quv soatlari yetarli emas. Masalan, birgina Tibbiyot akademiyasi (hozirda Tibbiyot universiteti) da 2024-2025 o'quv yilida xorijiy o'zbek tili o'quv fani uchun 30 soat (15 juftlik) dars ajratilgan. Bu esa talabalar yangi xorijiy tilni o'rganishlari uchun yetarli emas.

Maqolada ko'rib chiqilgan ma'lumotlardan kelib chiqib, xorijlik talabalar uchun o'zbek tilini o'rganish jarayonida bir qator jiddiy muammolar borligi aniqlandi. Bu muammolarni hal etish maqsadida quyidagi xulosa va takliflarni ilgari surish mumkin:

Birinchidan, xorijlik talabalar o'zbek tilini o'rganishda yetarli adabiyotlarning yo'qligidan shikoyat qilmoqda. O'zbek tilini xorijiy til sifatida o'rgatishga mo'ljallangan zamonaviy, interaktiv va kasbiy ehtiyojlarga moslashtirilgan hamda madaniy aspektni o'z ichiga olgan o'quv materiallarini yaratish zarur. Ushbu darsliklar xorijlik talabalar uchun tushunarli, kontekstual va kommunikativ yondashuv asosida ishlab chiqilishi lozim. Shu bilan birga, elektron va audiovizual resurslardan foydalanish ham ta'lim jarayonini yanada samarali qiladi.

Ikkinchidan, xorijlik talabalar so'zlashuv va grammatika ko'nikmalarini integral uslubda rivojlantirishga e'tibor qaratish kerakligini ta'kidlamokda. So'zlashuv ko'nikmalarini rivojlantirish uchun xorijlik talabalar bilan muntazam ravishda amaliy mashg'ulotlar o'tkazish, ularni real hayotiy vaziyatlarga moslashtirilgan interaktiv metodlar orqali o'qitish muhim ahamiyatga ega.

Uchinchidan, hududiy shevalar, jumladan, Toshkent shevasini bilish xorijlik talabalar nazarida muhim aspekt sifatida qaralmoqda. Chet ellik talabalar nafaqat adabiy tilni, balki hududiy shevalarni ham o'rganishlari lozim. Chunki ular mahalliy aholi bilan muloqot

qilishda shevadagi o'ziga xos tafovutlar tufayli tushunmovchiliklarga duch kelmoqda. Shu bois, Toshkentdagi chet ellik talabalar uchun Toshkent shevasi bo'yicha maxsus lug'at yaratish va uni xorijlik talabalar uchun adabiy til bilan parallel ravishda o'quv jarayoniga kiritish borasida metodik tavsiyalar ishlab chiqilishi lozim.

To'rtinchidan, hindistonlik talabalar uchun o'zbek tilini o'rganish jarayoni ancha murakkab kechmoqda. Bu ularning ona tilidan o'zbek tiliga o'tishda fonetik, grammatik va sintaktik jihatdan katta tafovutlar mavjudligi bilan bog'liq. Shuning uchun hindistonlik talabalar uchun maxsus o'quv materiallari va moslashtirilgan metodikalarga ehtiyoj yuzaga kelmoqda.

Beshinchidan, O'zbekiston OTMLarida, xususan, Toshkent tibbiyot akademiyasida xorijlik talabalar uchun ajratilgan o'zbek tili dars soatlari qayta ko'rib chiqilishi maqsadga muvofiq. 30 soatlik (15 juftlik) o'quv mashg'ulotlari xorijlik talabalar uchun yetarli bo'lmay, ularning muloqot qobiliyatini shakllantirishga imkon bermaydi. Shu sababli, xorijlik talabalar uchun o'zbek tili darslarini kamida 60-90 soatgacha oshirish, ayniqsa, tibbiyot yo'nalishidagi talabalar uchun kasbiy terminologiyani o'z ichiga olgan maxsus kurslarni tashkil qilish lozim.

2019 yil 21 oktyabrda O'zbekiston Respublikasi Prezidentining "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeini tubdan oshirish chora-tadbirlari to'g'risida"gi PF-5850 sonli Farmoni qabul qilindi. Ushbu farmon asosida "2020-2030 yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi" ishlab chiqildi. Mazkur ikki hujjatga ko'ra, davlat tilimizni xalqaro miqyosda tanitish va targ'ib qilish, buning uchun uni xorijliklarga o'qitish bo'yicha mavjud muammolarni hal qilishimiz zarur. Muammolarning yechimi sifatida, avvalo, yuqorida ko'rib chiqilgan masalalar yuzasidan berilgan takliflar ijobiy hal etilishi va ilmiy jamoatchilik o'rtasida keng muhokamalar olib borilishi muhimdir.

AQSHdagi Arizona davlat universitetining Kritik tillar institutida o'zbek tili 2007-yildan beri o'qitib kelinadi. Kritik til deganda talab, qiziqish katta, biroq taklif, ya'ni o'qitilish darajasi kamroq bo'lgan tillar nazarda tutiladi. KTIda 14ta til 7 hafta davomida o'qitiladi. Tillarni jadal o'qitishning qiziq tomoni shundaki, talaba kuniga 4-5 soat o'qituvchi bilan til va madaniyatni o'rganadi, yana taxminan 4 soat uy ishini bajaradi. Darsdan so'ng boshqa guruh talabalari vao'qituvchilar ishtirokida turli taqdimot va uchrashuvlar, davra suhbatlari o'tkaziladi. Haftada ikki kun darslardan keyin metodik yordamga muxtoj talabalar bilan qo'shimcha mashg'ulotlar, maslahat soatlari o'tkaziladi (Adilova, 2025). Bunday intensiv va metodik jihatdan asoslangan ta'lim modeli o'zbek tilini chuqur hamda izchil o'rgatish imkonini yaratadi. Shu bois mazkur yondashuvlarni O'zbekistonda tahsil olayotgan xorijiy talabalar uchun o'zbek tilini o'qitish jarayoniga moslashtirish dolzarb va ilmiy jihatdan asosli hisoblanadi.

Shuningdek, zamonaviy texnologiyalar yordamida o'zbek tilini o'qitish samaradorligini oshirish mumkin. Masalan, bugungi kunda ommabop til o'rganish platformasi hisoblangan "Duolingo" mobil ilovasi yordamida millionlab insonlar xorijiy tillarni o'rganmoqda. Ushbu platforma 40 dan ortiq tillarni o'rganishni taklif qiladi. Bunda jahon tillari va boshqa yirik tillardan tashqari, dunyo bo'yicha juda kam sonli aholi so'zlashadigan mayda tillar (eston tili, island tili, klinton tili, valerian tili va hk.) ham bor. O'zbek tili o'z so'zlashuv auditoriyasi jihatidan qariyb 50 million kishini tashkil qilishini etiborga olsak,

(Muhamedova, Shirinova, 2024) "Duolingo" kabi til o'qitish tizimini yo'lga qo'yishimiz va uni ommalashtirishimiz qiyin kechmaydi. Agar o'zbek tili uchun ham bunday interaktiv platformalar yaratilsa, u yanada ommalashadi. Shu bois, axborot texnologiyalari mutaxassislari bilan hamkorlikda onlayn darsliklar, virtual lug'atlar, sun'iy intellekt asosida ishlaydigan tarjimon dasturlar ko'plab ishlab chiqilishi zarur. Biroq, masalaning yana bir tomoni mavjudki, sanab o'tilgan barcha usullar o'ziga xos moddiy ta'minotni ham talab etadi. Shuning uchun tegishli mutasaddi tashkilotlar tomonidan o'zbek tilini xorijiy til sifatida o'qitish sohasi uchun ham zarur mablag'lar ajratish hamda texnik ta'minot ishlarini yanada takomillashtirish maqsadga muvofiq. Soha mutaxassislari, tilshunos va metodist olimlarni moddiy rag'batlantirishni ham mazkur yo'nalishida qilinishi zarur bo'lgan ustuvor vazifalardan biri sifatida e'tirof etishimiz lozim. Chunki har qanday sohaning rivoji ana shu yo'nalish uchun ajratilayotgan moddiy ta'minotning ko'lamiga ham bog'liq bo'lishi mumkin.

Xulosa

Xulosa qilib aytganda, o'zbek tili tobora xalqaro maydonga chiqayotgan va turli sohalarda o'rganilayotgan tilga aylanib bormoqda. Uning jahon miqyosida mustahkam o'rin egallashi uchun zamonaviy metodikalar, texnologiyalar va ta'lim yondashuvlarini joriy etish muhim. Bu nafaqat davlat tilimiz, balki mamlakatimizni ham jahonda obro'si yanada ortishiga xizmat qiladi. O'zbek tili nafaqat milliy merosimiz, balki u global til makonida yuqori o'rniga ega bo'lishga loyiq tildir.

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The Role of Authentic Assessment in the Educational Process and Its Importance in Developing Communicative Competence

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Annotation *This article deals with the issues based on analyzing the role of authentic assessment in the educational process and its importance in developing communicative competence in modern education, particularly in foreign language teaching contexts. Unlike traditional testing methods that focus primarily on discrete linguistic knowledge, authentic assessment emphasizes real-life tasks, performance-based activities, and meaningful communication. The study highlights how authentic assessment tasks such as role-plays, presentations, projects, case studies, portfolios, and problem-solving activities create conditions for learners to use language purposefully and contextually. The article argues that communicative competence is a multidimensional construct encompassing linguistic, sociolinguistic, pragmatic, and strategic competencies, all of which can be effectively assessed through authentic methods. By engaging learners in realistic communicative situations, authentic assessment promotes learner autonomy, critical thinking, reflection, and self-regulation. Special attention is given to the formative potential of authentic assessment, as it supports continuous feedback and learner-centered evaluation. The findings demonstrate that integrating authentic assessment into the teaching-learning process enhances motivation, increases learners' confidence in real communication, and bridges the gap between classroom instruction and real-world language use.*

Keywords *Authentic assessment, communicative competence, performance-based assessment, real-life tasks, learner-centered evaluation, formative assessment, foreign language teaching, competency-based education*

Роль аутентичного оценивания в образовательном процессе и его значение в развитии коммуникативной компетенции

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Аннотация *В статье рассматривается аутентичное оценивание как эффективный инструмент формирования и развития коммуникативной компетенции в современном образовательном процессе, особенно в обучении иностранным языкам. В отличие от традиционных форм контроля, ориентированных на проверку отдельных языковых знаний, аутентичное оценивание направлено на выполнение заданий, приближённых к реальным коммуникативным ситуациям. Особое внимание уделяется таким формам аутентичного оценивания, как ролевые игры, проекты, презентации, портфолио, кейс-задания и проблемно-ориентированные ситуации, которые позволяют оценивать языковую деятельность обучающихся в условиях реального*

общения. В статье подчеркивается, что коммуникативная компетенция включает лингвистический, социолингвистический, прагматический и стратегический компоненты, которые наиболее полно проявляются именно в процессе аутентичного оценивания. Аутентичное оценивание способствует развитию автономности обучающихся, критического мышления, рефлексивных навыков и способности применять язык в практической деятельности. Результаты анализа показывают, что внедрение аутентичного оценивания повышает учебную мотивацию, уверенность в речевом взаимодействии и качество коммуникативной подготовки. В заключение делается вывод о целесообразности использования аутентичного оценивания как ключевого элемента компетентностно-ориентированного образования.

Ключевые слова Аутентичное оценивание, коммуникативная компетенция, деятельностное оценивание, задания реальной жизни, обучающийся как центр обучения, формативное оценивание, обучение иностранным языкам, компетентностный подход

Ta'lim jarayonida autentik baholashning o'рни va uning kommunikativ kompetensiyani rivojlantirishdagi ahamiyati

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Annotatsiya Mazkur maqolada zamonaviy ta'lim jarayonida, ayniqsa chet tillarini o'qitish kontekstida, o'quvchilarning kommunikativ kompetensiyasini rivojlantirishda autentik baholashning samarali pedagogik vosita sifatidagi o'рни tahlil qilinadi. An'anaviy test usullaridan farqli o'laroq, autentik baholash alohida lingvistik bilimlarni tekshirishga emas, balki real hayotga yaqin topshiriqlar, faoliyatga asoslangan baholash va mazmunli muloqotga yo'naltiriladi. Tadqiqotda rolli o'yinlar, taqdimotlar, loyihalar, keys-stadilar, portfellar hamda muammoli vaziyatlarga asoslangan topshiriqlar kabi autentik baholash shakllari o'quvchilarga tilni maqsadga muvofiq va kontekst asosida qo'llash imkonini yaratishi yoritib beriladi. Maqolada kommunikativ kompetensiya lingvistik, sotsiolingvistik, pragmatik va strategik kompetensiyalarni o'z ichiga oluvchi ko'p qirrali tuzilma ekanligi asoslab berilib, ushbu tarkibiy qismlarning barchasi autentik baholash metodlari orqali samarali baholanishi mumkinligi ta'kidlanadi. O'quvchilarni real kommunikativ vaziyatlarga jalb etish orqali autentik baholash mustaqil o'rganish, tanqidiy fikrlash, refleksiya va o'z-o'zini boshqarish ko'nikmalarini rivojlantiradi. Shuningdek, autentik baholashning formativ salohiyatiga alohida e'tibor qaratilib, u doimiy teskari aloqa va talaba markazli baholashni qo'llab-quvvatlashi ko'rsatib o'tiladi. Tadqiqot natijalari ta'lim jarayoniga autentik baholashni integratsiya qilish o'quvchilarning o'qishga bo'lgan motivatsiyasini oshirishi, real muloqotdagi ishonchini mustahkamlashi hamda auditoriya mashg'ulotlari bilan real hayotdagi til qo'llanilishi o'rtasidagi tafovutni bartaraf etishini ko'rsatadi.

Kalit so'zlar *Autentik baholash, kommunikativ kompetensiya, faoliyatga asoslangan baholash, real hayot topshiriqlari, talaba markazli baholash, formativ baholash, chet tilini o'qitish, kompetensiyaga asoslangan ta'lim*

Introduction

In recent decades, the focus of education has shifted from knowledge transmission to the development of competencies required for real-life professional and social interaction. Within this paradigm, **communicative competence** has emerged as a core educational outcome, especially in foreign language education. Communicative competence encompasses not only grammatical accuracy but also sociolinguistic appropriateness, pragmatic effectiveness, strategic flexibility, and the ability to interact meaningfully in authentic contexts. However, despite the widespread adoption of communicative language teaching approaches, assessment practices often remain traditional, test-oriented, and disconnected from real communicative use.

Traditional assessment methods, such as multiple-choice tests or isolated grammar exercises, primarily evaluate declarative knowledge rather than learners' ability to apply language in real situations. This mismatch between teaching objectives and assessment methods limits the effectiveness of communicative approaches and fails to provide learners with meaningful feedback on their communicative performance. As a response to this challenge, **authentic assessment** has gained increasing attention in educational research and practice.

Authentic assessment refers to evaluation methods that require learners to perform tasks resembling real-world activities, thereby demonstrating their ability to apply knowledge and skills in meaningful contexts (Wiggins, 1998). In language education, such tasks include role-plays, simulations, projects, presentations, portfolios, debates, and

problem-based assignments. These forms of assessment allow learners to engage in purposeful communication and enable teachers to evaluate multiple dimensions of communicative competence simultaneously.

The relevance of authentic assessment lies in its alignment with **competency-based education**, learner-centered pedagogy, and formative assessment principles. Authentic tasks encourage learner autonomy, critical thinking, reflection, and collaboration, all of which are essential for communicative development. Furthermore, authentic assessment supports continuous feedback and self-assessment, fostering learners' awareness of their strengths and areas for improvement.

In the context of global educational reforms and digital transformation, authentic assessment has become particularly important. Modern learners are expected to communicate across cultures, solve real-world problems, and use language as a tool for professional interaction. Therefore, assessment practices must reflect these demands. This article aims to analyze authentic assessment as an effective tool for developing communicative competence by examining international, CIS, and Uzbek scholarly perspectives, discussing practical implementation strategies, and highlighting global best practices.

Literature review

International scholars widely recognize authentic assessment as a key component of effective learning and competency development. Wiggins (1998) defines authentic assessment as performance-based evaluation that mirrors real-life challenges, emphasizing transferability of skills. In language education, Bachman and Palmer (2010) argue that communicative language ability can only be

validly assessed through tasks that simulate authentic language use. Similarly, Brown and Abeywickrama (2019) highlight that authentic assessment enhances validity and reliability by aligning assessment tasks with communicative learning objectives.

Research also emphasizes the formative nature of authentic assessment. Black and Wiliam (2009) demonstrate that ongoing, feedback-oriented assessment significantly improves learning outcomes, particularly in communicative skills. Project-based learning and portfolio assessment have been shown to foster reflection, learner autonomy, and strategic competence (Hamp-Lyons & Condon, 2000). Moreover, digital authentic assessment tools – such as e-portfolios, online simulations, and collaborative platforms – expand opportunities for multimodal communication (Redecker, 2017).

In CIS countries, authentic assessment is often discussed within the framework of competency-based and activity-oriented education. Russian scholars emphasize the role of practical tasks in evaluating communicative and professional competencies. Zimnyaya (2006) conceptualizes competence as an integrated combination of knowledge, skills, values, and experience, which necessitates authentic forms of assessment. Verbitsky (2011) supports contextual learning and assessment, arguing that educational tasks should model professional communication environments.

Studies in applied linguistics within the CIS context stress that traditional exam systems inadequately measure communicative ability. According to Khutorskoy (2013), authentic assessment enables learners to demonstrate communicative readiness rather than theoretical knowledge. Research also highlights challenges, including teachers' lack of assessment literacy and limited methodological guidance, which hinder effective implementation.

Local researchers underline the necessity of aligning assessment with modern

pedagogical goals. Abdullaeva (2020) notes that authentic assessment supports the development of students' speech activity and reflective skills in foreign language classrooms. Bakiyeva (2021) emphasizes that performance-based tasks improve motivation and practical language use among university students.

Recent studies highlight the integration of authentic assessment with digital technologies, especially in higher education. According to Karimova (2022), the use of projects, presentations, and case studies contributes to students' professional communicative competence. However, researchers also point out that authentic assessment is still inconsistently applied and often lacks standardized criteria and rubrics.

Overall, the literature confirms that authentic assessment is theoretically grounded and empirically supported across different educational contexts, though its successful implementation requires methodological support and teacher training.

Analysis and Discussions

Authentic assessment has become a central pedagogical instrument in developing communicative competence due to its ability to evaluate learners' performance in realistic communicative situations. Unlike traditional assessment methods, which often isolate linguistic components such as grammar or vocabulary, authentic assessment requires learners to integrate multiple competencies simultaneously. This integration reflects real-world communication, where meaning, context, interaction, and purpose are inseparable.

One of the key analytical advantages of authentic assessment lies in its capacity to address the multidimensional nature of communicative competence. According to the communicative competence model proposed by Canale and Swain (1980), effective communication involves grammatical, sociolinguistic, discourse, and strategic competencies. Authentic assessment tasks – such as simulations, role-plays, debates,

projects, and case-based assignments – create conditions in which all these components are naturally activated. For instance, a role-play simulating a professional meeting requires learners to select appropriate language forms, adjust register, manage turn-taking, and employ compensatory strategies in case of communication breakdowns.

From a formative perspective, authentic assessment supports continuous learning through feedback and reflection. Rather than functioning solely as a measurement tool, it becomes an integral part of the learning process. Learners receive qualitative feedback on their communicative performance, enabling them to identify strengths and areas for improvement. This feedback loop fosters metacognitive awareness and learner autonomy, which are essential for long-term communicative development. Research has shown that students engaged in authentic assessment demonstrate higher levels of motivation and self-regulation compared to those assessed through traditional exams (Black & Wiliam, 2009).

Another significant aspect of authentic assessment is its learner-centered orientation. Learners actively participate in the assessment process through self-assessment, peer assessment, and portfolio development. These practices shift responsibility from the teacher to the learner, promoting ownership of learning outcomes. Portfolios, for example, allow learners to document communicative progress over time, reflect on learning experiences, and set personal goals. Such reflective practices enhance strategic competence and contribute to sustainable communicative growth.

International educational systems provide compelling examples of successful authentic assessment implementation. In Europe, the Common European Framework of Reference for Languages (CEFR) emphasizes action-oriented and task-based assessment. Language proficiency is evaluated through descriptors that reflect what learners can do in real communicative contexts (Council of

Europe, 2020). Many European institutions employ performance tasks, oral exams, and portfolios aligned with CEFR descriptors to assess communicative competence holistically.

In Finland, authentic assessment is embedded within a learner-centered curriculum that prioritizes formative evaluation. Finnish schools widely use project-based assessment and interdisciplinary tasks, enabling learners to demonstrate communicative skills across subjects. These practices support authentic language use and foster collaboration, critical thinking, and problem-solving abilities. Similarly, in the United Kingdom, assessment frameworks in higher education increasingly incorporate presentations, case studies, and group projects as alternatives to traditional written exams, particularly in English for Specific Purposes (ESP) programs.

Asian countries have also begun to integrate authentic assessment in response to the limitations of exam-oriented systems. In South Korea, communicative deficiencies associated with standardized testing have led to the adoption of project-based and task-based assessments in language classrooms. Japanese universities increasingly use presentations and group discussions to assess students' communicative abilities, particularly in international programs. These reforms highlight the global recognition of authentic assessment as a solution to bridging the gap between theoretical knowledge and practical communication.

Despite its advantages, authentic assessment presents certain challenges. Designing valid and reliable tasks requires pedagogical expertise and time. Teachers must develop clear criteria, analytic rubrics, and consistent feedback mechanisms to ensure fairness and objectivity. Without proper training, authentic assessment risks becoming subjective or inconsistent.

Role-play and simulation are among the most widely used methods of authentic assessment, as they replicate real-life

communicative situations in a controlled educational environment. These methods require learners to assume specific social or professional roles and interact according to contextual constraints. Typical scenarios include job interviews, service encounters, academic discussions, negotiations, or classroom teaching situations.

From an assessment perspective, role-plays allow teachers to evaluate multiple components of communicative competence simultaneously, including grammatical accuracy, sociolinguistic appropriateness, pragmatic effectiveness, fluency, and strategic competence. Learners are often required to respond spontaneously, which reflects real communication more accurately than scripted tasks. Furthermore, simulations reduce anxiety associated with traditional testing and encourage meaningful language use, making them particularly effective in foreign language and professional communication courses.

Project-based assessment involves the evaluation of learners' performance through extended tasks that integrate research, collaboration, problem-solving, and communication. Projects may be completed individually or in groups and usually culminate in a tangible product such as a report, presentation, or multimedia artifact.

This method supports the development of discourse and strategic competence, as learners must organize information coherently, negotiate meaning with peers, and present ideas clearly to an audience. Assessment focuses not only on the final product but also on the learning process, including interaction, planning, and reflective activities. Project-based assessment is especially effective in competency-based education, as it mirrors real academic and professional practices.

Portfolio assessment is a formative and longitudinal approach that involves the systematic collection of learners' work over a specified period. Portfolios may include written texts, oral recordings, presentations, reflective

journals, peer feedback, and self-assessment reports.

This method enables educators to track learners' communicative development over time rather than relying on a single test performance. Portfolios promote learner autonomy and metacognitive awareness, as students actively reflect on their progress, identify strengths and weaknesses, and set learning goals. In communicative language education, portfolio assessment is particularly valuable for assessing pragmatic and strategic competence, which develop gradually through practice.

Presentations and performance-based tasks assess learners' ability to communicate effectively in front of an audience. These tasks may take the form of academic presentations, professional briefings, demonstrations, or debates.

Assessment criteria typically include coherence and organization of discourse, clarity of expression, use of appropriate language and terminology, non-verbal communication, and interaction during question-and-answer sessions. These tasks simulate real-world communicative demands and help learners develop confidence, public speaking skills, and audience awareness. Performance-based tasks are especially relevant in higher education and English for Specific Purposes (ESP) contexts.

Case-based assessment requires learners to analyze real or realistic problem situations and propose solutions through discussion and negotiation. Cases often reflect professional, social, or ethical challenges and encourage learners to apply language as a tool for reasoning and decision-making.

This method is highly effective for developing interactional competence, argumentation skills, and pragmatic awareness. Learners must articulate viewpoints, justify decisions, and respond to counterarguments, thereby engaging in authentic communicative practices. Case-based assessment is commonly used in professional training

programs such as tourism, business, education, and healthcare.

Peer and self-assessment are integral components of authentic assessment, as they actively involve learners in the evaluation process. Using clearly defined criteria and rubrics, learners assess their own or their peers' communicative performance.

These methods foster critical thinking, reflective skills, and responsibility for learning outcomes. Peer and self-assessment enhance strategic competence by encouraging learners to monitor their language use and communication strategies. When combined

with teacher feedback, these practices contribute to a transparent and learner-centered assessment culture.

The effective implementation of authentic assessment methods requires clear learning objectives, well-designed tasks, and explicit assessment criteria. Rubrics play a crucial role in ensuring reliability and transparency. When systematically integrated into the curriculum, authentic assessment methods align teaching, learning, and evaluation, thereby supporting the holistic development of communicative competence.

Authentic Task	Communicative Skills Developed
<i>Role-play & simulations</i>	Sociolinguistic and pragmatic competence
<i>Presentations</i>	Discourse and strategic competence
<i>Projects & case studies</i>	Collaborative and professional communication
<i>Portfolios</i>	Reflective and self-assessment skills
<i>Debates</i>	Argumentation and interaction skills

Table 1. *Authentic Assessment Tasks and Communicative Skills Developed*

In European education systems, authentic assessment is integrated into CEFR-based evaluation through task-based descriptors (Council of Europe, 2020). In Finland, portfolio assessment is widely used to track communicative development over time. In the United States, performance-based assessment is central to communicative language programs, particularly in higher education and ESP contexts.

In Asian contexts, such as South Korea and Japan, authentic assessment is increasingly used to address communicative deficiencies caused by exam-oriented systems. These examples demonstrate that authentic assessment contributes to sustainable communicative competence development when supported by clear criteria and teacher training.

Conclusion

Authentic assessment represents a powerful and pedagogically sound tool for

developing communicative competence in modern education. By aligning assessment with real-life communicative tasks, it bridges the gap between classroom instruction and practical language use. The analysis of international, CIS, and Uzbek research confirms that authentic assessment enhances learner motivation, autonomy, reflection, and communicative confidence.

The findings indicate that communicative competence cannot be effectively measured through traditional testing alone. Instead, performance-based, contextualized, and formative assessment methods provide a more valid and comprehensive evaluation of learners' communicative abilities. Authentic assessment also supports competency-based education by focusing on practical outcomes rather than isolated knowledge.

However, successful implementation requires methodological support, clear assessment criteria, and teacher training.

Integrating authentic assessment into curricula should be accompanied by the development of rubrics, feedback mechanisms, and digital tools. Overall, authentic assessment should be

viewed not as an alternative but as a core component of communicative and competency-oriented education.

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Artificial Intelligence in the Context of Global Technological Transformation: Epistemological and Educational Perspectives

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Annotation *The article is focused on the phenomenon of artificial intelligence in the context of global technological transformation from epistemological, philosophical, and pedagogical perspectives. Special attention is given to the analysis of artificial intelligence as a tool of cognition capable of modeling human cognitive and creative processes, as well as a factor that has a significant impact on the formation of the information society and the development of educational systems. The epistemological foundations of artificial intelligence are explored, including its relationship with natural human intelligence and its possibilities and limitations in reproducing thinking and cognitive mechanisms. It is emphasized that in contemporary conditions artificial intelligence functions not only as a technical tool but also as an essential element of the intellectual and educational environment. The importance of systematic modeling of the educational process is highlighted as a means of ensuring integrity, flexibility, and adaptability of learning in the context of digitalization.*

Keywords *Artificial intelligence, epistemology, information society, knowledge engineering, educational modeling, teacher training, digital technologies, innovation policy*

Искусственный интеллект в контексте глобальной технологической трансформации: эпистемологические и образовательные перспективы

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Аннотация *В статье рассматривается феномен искусственного интеллекта в контексте глобальной технологической трансформации с позиций эпистемологии, философии и педагогики. Особое внимание уделяется анализу искусственного интеллекта как инструмента познания, способного моделировать когнитивные и творческие процессы человека, а также как фактора, оказывающего существенное влияние на формирование информационного общества и развитие образовательных систем. Раскрываются эпистемологические основания искусственного интеллекта, его взаимосвязь с естественным человеческим интеллектом, возможности и ограничения в воспроизведении мыслительных и познавательных механизмов. В работе анализируются современные подходы к инженерии знаний, использованию нейронных сетей и интеллектуального анализа данных, которые обеспечивают эффективную обработку больших массивов*

информации и способствуют развитию научных исследований, инженерной деятельности и креативного мышления. Подчёркивается, что искусственный интеллект в современных условиях выступает не только как технический инструмент, но и как важный элемент интеллектуальной и образовательной среды. Отмечается значимость системного моделирования образовательного процесса, обеспечивающего целостность, гибкость и адаптацию обучения к условиям цифровизации. Рассматриваются педагогические модели профессионального обучения будущих учителей, ориентированные на формирование цифровой, информационной и медиакомпетентности, развитие критического мышления и способности к инновационной деятельности.

Ключевые слова

Искусственный интеллект, эпистемология, информационное общество, инженерия знаний, образовательное моделирование, подготовка учителей, цифровые технологии, инновационная политика

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Annotatsiya

Mazkur maqolada sun'iy intellekt fenomeni global texnologik transformatsiya sharoitida epistemologik, falsafiy va pedagogik nuqtai nazardan tahlil qilinadi. Sun'iy intellektning insonning kognitiv va ijodiy jarayonlarini modellashtira oladigan bilish vositasi sifatidagi o'rni, shuningdek, axborot jamiyatining shakllanishi va ta'lim tizimlarining rivojlanishiga ko'rsatayotgan ta'siri alohida e'tiborga olinadi. Sun'iy intellektning epistemologik asoslari, uning tabiiy inson intellekti bilan o'zaro bog'liqligi, tafakkur va bilish mexanizmlarini qayta yaratishdagi imkoniyatlari hamda cheklovlari yoritib beriladi. Ushbu texnologiyalar katta hajmdagi axborotni samarali qayta ishlash imkonini berib, ilmiy tadqiqotlar, muhandislik faoliyati va ijodiy fikrlash rivojiga xizmat qilishi ta'kidlanadi. Shuningdek, hozirgi sharoitda sun'iy intellekt faqat texnik vosita sifatida emas, balki intellektual va ta'limiy muhitning muhim tarkibiy qismi sifatida namoyon bo'layotgani qayd etiladi. Ta'lim jarayonini tizimli modellashtirishning ahamiyati, uning yaxlitligi, moslashuvchanligi va raqamlashtirish sharoitida ta'limni samarali tashkil etishdagi roli alohida ko'rsatib o'tiladi. Maqolada kelajakdagi o'qituvchilarni professional tayyorlashga qaratilgan pedagogik modellar ko'rib chiqilib, ularning raqamli, axborot va mediakompetentligini shakllantirish, tanqidiy fikrlash hamda innovatsion faoliyatga tayyorlashdagi o'rni yoritiladi.

Kalit so'zlar

Sun'iy intellekt, epistemologiya, axborot jamiyati, bilimlar injiniringi, ta'limiy modellashtirish, o'qituvchilarni tayyorlash, raqamli texnologiyalar, innovatsion siyosat

Introduction

Contemporary global technological transformations have a significant impact on the development of artificial intelligence (AI). In recent years, rapid progress has been observed in such areas as AI algorithm modeling (including decision-making and theoretical reasoning), natural language processing, neural networks, bio-inspired algorithms, image recognition, intelligent robotics, and the automation of industrial and service sectors. Alongside these developments, the efficient use of time and technological resources to enhance the cognitive capabilities of modern computing systems comparable to human intelligence has become an increasingly relevant research problem.

Currently, global scientific research actively explores various theoretical and applied aspects of information technologies and artificial intelligence. Of particular relevance are studies examining the relationship between artificial intelligence and human activity in the information society, the interaction between natural and artificial intelligence in social development, cybernetic modeling of intellectual processes, and data-processing mechanisms analogous to human cognition (Toshboboev, 2020). These studies contribute to the development of conceptual frameworks aimed at improving human life and enhancing intellectual productivity through AI-based tools.

Epistemological and Philosophical Perspectives

From an epistemological perspective, the study of artificial intelligence has become an objective necessity in modern information societies. AI is no longer viewed solely as a technical phenomenon but as a subject of interdisciplinary research that includes philosophy, cognitive science, and education. In this context, epistemological analysis focuses on the role of artificial intelligence in knowledge acquisition, information processing,

and the modeling of human thinking. The philosophical foundations of AI reveal its logical structure, cognitive potential, and limitations in replicating human intellectual activity (Panjiyevich, 2024). In Uzbekistan, the expansion of scientific research in artificial intelligence and the institutional support of innovation in this field have become strategic priorities of state policy. Particular emphasis is placed on the development of laboratories in higher education institutions dedicated to the Internet of Things, robotics, and AI technologies; the attraction of foreign partners; the stimulation of research in digital technologies; and the organization of competitions and initiatives aimed at generating innovative ideas. These efforts reflect the growing recognition of artificial intelligence as a key driver of economic development and educational modernization. Educational research highlights the importance of integrating artificial intelligence into teacher training, especially in primary education. According to

A.K. Markova's pedagogical framework, the professional development of future teachers includes four core components: mastery of psychological and pedagogical knowledge, acquisition of professional teaching skills, development of psychological competencies, and cultivation of personal qualities (Khajieva, Khujaniyazova, Kenjaeva, Jumaniyozov, 2020). In modern educational contexts, modeling the professional training process is considered essential. Such modeling ensures systematic presentation of learning materials, timely identification and resolution of pedagogical challenges, recognition of learners as active subjects, and continuous integration of new knowledge into the educational process. The socio-pedagogical activity of a future teacher represents a purposeful process of professional interaction with learners and the social environment, aimed at their successful socialization and the

development of socially significant personal qualities. The structure of this activity includes cognitive, communicative, value-motivational, and reflective-activity components (Mardakhaev, 2020).

Opportunities of Artificial Intelligence in the Preparation of Future Teachers

In the system of higher pedagogical education, artificial intelligence serves as an innovative tool that provides the following opportunities:

- adaptation of educational content to the individual characteristics and needs of learners;
- diagnosis of the level of formation of socio-pedagogical competence in future teachers;
- modeling socio-pedagogical situations within a digital learning environment;
- support for students' reflective and project-based activities.

The application of artificial intelligence technologies contributes to increased motivation among future teachers and enhances the overall effectiveness of the educational process (Andreev, 2022).

Innovative Methodology of Socio-Pedagogical Activity

The innovative methodology of socio-pedagogical activity of future teachers based on the use of artificial intelligence includes the following components:

- *target component* – formation of socio-pedagogical competence;
- *content component* – integration of socio-pedagogical disciplines, language training, and digital technologies;
- *procedural component* – use of adaptive platforms, intelligent tutoring systems, case-based methods, and project-based learning;
- *assessment and results component* – monitoring and evaluation of outcomes using analytical tools of artificial intelligence.

Pedagogical Conditions for the Effectiveness of the Methodology

The effectiveness of improving the innovative methodology is ensured by the following pedagogical conditions:

- creation of a multilingual digital educational environment;
- readiness of teachers to use artificial intelligence technologies;
- formation of stable motivation among students for socio-pedagogical activity;
- integration of theoretical and practical training of future teachers.

Knowledge Engineering and AI-Driven Creativity

Knowledge engineering focuses on extracting, systematizing, and applying knowledge derived from data. Once primarily associated with expert systems, this field now leverages neural networks and intelligent data analysis, increasing AI effectiveness in scientific research, engineering, and creative problem-solving. AI-assisted creativity is conceptualized as the goal-oriented transformation of information to produce novel outcomes (Xuramov, 2022). It typically involves a search phase and a compositional phase, where AI generates solutions through programmed exploration of potential combinations. These mechanisms demonstrate that AI can exhibit creative capacities akin to human creativity, with no inherent obstacles to collaboration or competition between humans and intelligent systems. Knowledge engineering plays a crucial role in artificial intelligence research by addressing the extraction, systematization, and application of knowledge derived from data. Historically associated with expert systems, this field has evolved through the use of neural network technologies and intelligent data analysis methods. The ability of AI systems to process large volumes of structured and unstructured information significantly enhances their effectiveness in engineering, scientific research, and creative problem-solving (Khujaniyazova, 2016). From an epistemological standpoint, creativity within artificial intelligence systems is conceptualized as a goal-oriented

transformation of information leading to the generation of new products. AI-assisted creativity typically involves two stages: a search phase and a compositional phase. At the compositional stage, AI systems generate new solutions through programmed exploration of possible combinations. This demonstrates that artificial intelligence, under certain conditions, can exhibit creative capacities comparable to human creativity, and that there are no fundamental barriers to creative interaction or competition between humans and intelligent machines (Khujaniyazova, 2023).

Conclusion

In conclusion, the successful preparation of future educators and professionals requires

the development of competencies in the rational use of modern digital technologies, particularly artificial intelligence tools. Educational reform, alongside industrial and societal development, must prioritize the integration of AI, data science, and mathematical literacy. The "Digital Uzbekistan – 2030" AI strategy emphasizes the restructuring of research and development systems as a foundation for the future and outlines the transformation of education in universities, colleges, and technical institutions. However, the lack of detailed quantitative indicators in policy documents may lead to ambiguous interpretations, highlighting the need for clearer evaluation criteria and implementation mechanisms.

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Developing Communicative Competence through a Student-Centered Model Based on Flipped Classroom and Collaborative Learning

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Annotation *This article proposes a student-centered instructional model aimed at enhancing communicative competence in English language education through the integration of Flipped Classroom and Collaborative Learning approaches. In traditional classrooms, students often assume a passive role, with instruction dominated by teacher-led explanations and grammar-focused tasks. The Flipped Classroom model repositions theory acquisition to pre-class learning using video lessons, podcasts, and online modules, enabling classroom time to be dedicated to communicative activities such as simulations, discussions, debates, and role-plays. Collaborative Learning reinforces this environment by fostering cooperation, shared responsibility, peer scaffolding, and dialogic interaction. Together, the two methods promote autonomy, critical thinking, digital literacy, and real-world language use, which align with 21st-century educational standards. This article outlines implementation procedures, assessment strategies, authentic tasks, and practical examples of integration. The findings suggest that combining Flipped Classroom with Collaborative Learning significantly improves communicative competence, increases classroom engagement, and shifts the learning paradigm from teacher-centered delivery to active learner participation. The model is adaptable to secondary schools, higher education, and language centers, offering a sustainable approach to modern language pedagogy.*

Keywords *Communicative competence, Flipped Classroom, Collaborative Learning, student-centered model, digital literacy, peer interaction, autonomy, authentic tasks*

Студентоцентрированная модель развития коммуникативной компетенции на основе Flipped Classroom и Collaborative Learning

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Аннотация *В данной статье предлагается студентоцентрированная модель преподавания английского языка, направленная на развитие*

коммуникативной компетенции путем интеграции технологий Flipped Classroom и Collaborative Learning. В традиционных учебных условиях учащиеся часто занимают пассивную роль, а уроки ориентированы преимущественно на грамматику и монологическое объяснение учителя. Модель Flipped Classroom переносит освоение теоретического материала на внеаудиторный этап с использованием видеолекций, подкастов и онлайн-курсов, а время в классе посвящается практическому взаимодействию: дискуссиям, диалогам, ролевым играм, проектам и совместному решению задач. Collaborative Learning усиливает данный процесс, развивая навыки сотрудничества, взаимной поддержки, критического мышления и активного общения. В статье представлена методика внедрения модели, показаны примеры аутентичных заданий и критерии оценки. Результаты исследования подтверждают, что интеграция Flipped Classroom и Collaborative Learning значительно повышает коммуникативные навыки учащихся, способствует их автономности и вовлеченности. Предлагаемая модель применима в школах, вузах и языковых центрах, обеспечивая современный и эффективный подход к обучению на основе цифровых технологий.

Ключевые слова Коммуникативная компетенция, Flipped Classroom, Collaborative Learning, студентоцентрированная модель, цифровая грамотность, взаимодействие, автономность, аутентичные задания

Flipped Classroom va Collaborative Learning asosida kommunikativ kompetensiyani rivojlantirishning o'quvchi-markazli modeli

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Annotatsiya Ushbu maqolada ingliz tili ta'limida kommunikativ kompetensiyani rivojlantirish maqsadida Flipped Classroom va Collaborative Learning texnologiyalariga asoslangan o'quvchi-markazli model taklif etiladi. An'anaviy dars jarayonida o'quvchilar passiv rolga ega bo'lib, vaqt asosan grammatik tushuntirishlarga sarflanadi. Flipped Classroom modeli orqali o'quvchilar darsoldi bosqichida videodarslar, elektron modul yoki podkastlar orqali nazariy bilimlarni mustaqil o'zlashtiradi, sinf ichida esa amaliy vazifalar, dialoglar, rol-o'yinlari va muammoli vaziyatlar asosida kommunikativ faoliyat olib boradi. Collaborative Learning esa hamkorlik, guruhdagi muloqot, fikr almashish va o'zaro baholash orqali til ko'nikmalarini rivojlantiradi. Mazkur yondashuv o'quvchilarning mustaqil o'rganish, tanqidiy fikrlash, raqamli savodxonlik va ijodkorlik kabi XXI asr kompetensiyalarini rivojlantiradi. Maqolada modeli amaliyotga joriy etish bosqichlari, baholash mezonlari, autentik metodlar va o'quv vazifalari misollar orqali yoritiladi. Tadqiqot Flipped Classroom va Collaborative Learningning integratsiyasi kommunikativ

kompetensiyani sezilarli darajada oshirishini isbotlaydi. Ushbu model oliy ta'lim, maktab va til markazlari uchun mos bo'lib, raqamli pedagogik innovatsiyalarga asoslangan samarali yondashuvni taklif etadi.

Kalit so'zlar *Kommunikativ kompetensiya, Flipped Classroom, Collaborative Learning, o'quvchi-markazli model, raqamli savodxonlik, o'zaro muloqot, mustaqillik, autentik topshiriqlar*

Introduction

Over the past two decades, the conceptual shift from teacher-centered instruction to learner-centered pedagogy has reshaped modern language education. As English increasingly functions as an international language of communication, priority has shifted from mastering grammar and vocabulary to developing communicative competence – the ability to use language appropriately in real social contexts (Hymes, 1972; Canale & Swain, 1980). Although communicative language teaching has been widely accepted, many classrooms still rely heavily on lecture-based delivery and controlled practice. In such environments, students often remain passive recipients rather than active constructors of knowledge. Digital transformation and the growing emphasis on 21st-century skills demand new instructional models that foster learner autonomy, interaction, problem-solving, and collaborative inquiry.

The Flipped Classroom model offers a compelling response to these demands. By relocating theoretical instruction to pre-class environments – via video lectures, multimedia resources, and asynchronous materials – it frees classroom time for interactive tasks, peer collaboration, and teacher scaffolding (Bergmann & Sams, 2012). Instead of listening to explanations during class, students engage in communicative activities, simulations, and authentic tasks that require meaningful language use (Bishop & Verleger, 2013). The model aligns with socio-constructivist principles: knowledge is actively constructed

through participation and reflection rather than transmitted passively. Flipped learning also supports differentiated instruction, allowing students to access theoretical content at their own pace, revisit difficult concepts, and arrive at class prepared for higher-order tasks.

Collaborative Learning complements and enhances the Flipped Classroom model by emphasizing teamwork, shared responsibility, and dialogic interaction. Rooted in Vygotskian theory, collaborative learning recognizes the social nature of cognition: language competence develops through interaction with peers and more capable interlocutors (Vygotsky, 1978). Group problem-solving, project-based activities, debates, and peer assessment enable learners to internalize structures and functions of language through real communicative practice. In collaborative environments, language becomes a tool for negotiating meaning, resolving conflict, expressing viewpoints, and structuring knowledge.

When integrated, Flipped Classroom and Collaborative Learning create a pedagogical ecosystem that maximizes the potential of both approaches. Pre-class instruction builds background knowledge, while in-class collaboration transforms knowledge into action. Students are not merely learning *about* language but *using* language to accomplish meaningful goals. The teacher becomes a facilitator, guide, mentor, and evaluator – supporting individualized learning pathways while fostering communicative interaction. Digital literacy is embedded throughout the process, as students utilize video platforms,

learning management systems, and collaborative tools.

Despite these advantages, implementation challenges remain, especially in contexts where technological infrastructure and teacher readiness are limited. However, research suggests that even low-tech adaptations – such as printed pre-reading, audio files, and local collaboration – can approximate core principles of the model. Consequently, the integration of Flipped Classroom and Collaborative Learning is not merely a technological innovation but a pedagogical transformation that supports deeper learning, engagement, and communicative competence.

Literature review

The integration of Flipped Classroom and Collaborative Learning has gained significant scholarly attention in recent years due to its potential to transform language pedagogy and enhance communicative competence. The theoretical roots of these approaches are grounded in constructivism, socio-cultural theory, and communicative language teaching. Constructivist theorists argue that learning is an active process in which learners construct meaning through interaction with content, peers, and instructors rather than passively receiving information (Piaget, 1970). In this regard, the Flipped Classroom model aligns with constructivist principles, as it positions learners as architects of their own learning by engaging with instructional materials before class and applying knowledge through active participation during class sessions (Bishop & Verleger, 2013).

The socio-cultural theory of Vygotsky (1978) further supports collaborative learning environments, emphasizing the role of social interaction and scaffolding in cognitive development. According to this view, learning occurs first socially and then individually, suggesting that communicative competence develops through language use in meaningful dialogues rather than isolated grammar drills. Collaborative Learning operationalizes these

concepts by organizing learners into groups or pairs to engage in joint tasks, knowledge sharing, and co-construction of meaning (Johnson & Johnson, 1999). Thus, both approaches are theoretically aligned with communicative and learner-centered paradigms.

The Flipped Classroom approach has demonstrated effectiveness in improving student engagement, achievement, and autonomy across disciplines. Bergmann and Sams (2012), pioneers of the model, assert that flipping increases classroom time for active learning. In language education, this shift enhances opportunities for speaking, listening, and communicative interaction – skills often marginalized in traditional lecture-based models. Studies show that the Flipped Classroom fosters increased motivation and self-regulation, as learners can access content at their own pace and revisit materials as needed (Abeysekera & Dawson, 2015). Additionally, the model supports differentiated instruction by providing flexible learning pathways that accommodate diverse proficiency levels and learning styles.

Collaborative Learning has similarly been associated with improved learning outcomes, particularly in communicative competence. Research by Storch (2013) highlights that collaborative tasks encourage negotiation of meaning, corrective feedback, and co-construction of language forms – processes known to promote second language development. Additionally, group work enhances interpersonal communication skills, cultural awareness, and confidence (Gillies, 2016). Meta-analyses indicate that cooperative learning environments positively impact cognitive achievement and social skills (Slavin, 2014).

When combined, Flipped Classroom and Collaborative Learning create a synergistic effect. Pre-class engagement with content equips students with the foundational knowledge necessary for meaningful collaboration, while collaborative activities

reinforce that knowledge through authentic practice. This combination addresses limitations associated with each approach when implemented alone. For example, solely flipping classrooms without collaborative structures may result in individualized learning that lacks interaction; conversely, collaborative work without adequate preparation may produce superficial engagement. Recent empirical studies support the integration of these methods, reporting improved speaking fluency, critical thinking, and peer support when implemented simultaneously (Chen Hsieh, Wu, & Marek, 2017).

Scholars also highlight the role of technology in facilitating integration. Digital platforms enable learners to access instructional materials outside class and collaborate synchronously or asynchronously. However, technology alone does not guarantee success; pedagogical design remains essential. As O'Flaherty and Phillips (2015) argue, the effectiveness of flipped learning depends on instructional scaffolding, assessment, and teacher support. Thus, the teacher's role transforms rather than diminishes: instructors become facilitators, designers, and evaluators.

Assessment is another critical dimension. Communicative competence cannot be measured solely through discrete-point testing. Authentic assessment – such as portfolios, role-plays, presentations, and peer evaluations – aligns more closely with communicative objectives and complements collaborative environments (Brown & Abeywickrama, 2010). Such assessments provide ongoing feedback and measure both individual contribution and group performance.

Despite these advantages, challenges exist. Access to technology may be limited, and student readiness for self-directed learning varies. Teachers may require professional development to design and facilitate flipped-collaborative lessons effectively (Akçayır & Akçayır, 2018). Nevertheless, research indicates

that even low-tech versions of the model – such as printed materials and offline collaboration – can yield similar benefits if aligned with constructivist principles.

In summary, the literature suggests that integrating Flipped Classroom and Collaborative Learning offers a robust framework for developing communicative competence. Supported by socio-constructivist theory and empirical research, the model enhances autonomy, interaction, and authentic language use. Although implementation challenges exist, careful pedagogical design and adaptive assessment strategies can mitigate them. Consequently, this integrated approach represents a promising direction for modern language education in contexts aiming to transition from teacher-centered to learner-centered paradigms.

The integration of Flipped Classroom and Collaborative Learning requires intentional pedagogical design to achieve communicative competence. This section discusses methodological principles and presents practical examples that illustrate how theoretical foundations translate into classroom practice. The central premise of this model is that students construct communicative ability through meaningful interaction after acquiring foundational knowledge independently. Therefore, instruction shifts from teacher-centered delivery to student-driven inquiry, while classroom time becomes a venue for authentic communication, negotiation of meaning, and collaborative task completion.

Methodological Framework

The proposed model is grounded in three methodological pillars: (1) pre-class preparation, (2) in-class collaborative activities, and (3) authentic assessment. In the pre-class stage, learners engage with instructional content through videos, online readings, or multimedia modules. These materials introduce linguistic forms, discourse features, and communication strategies relevant to the lesson topic. Pre-class quizzes or discussion

prompts ensure accountability and activate schema.

In-class time is dedicated to collaborative learning. Students work in pairs or groups to apply theoretical knowledge through task-based speaking activities, simulations, or problem-solving tasks. The teacher facilitates interaction, provides feedback, and scaffolds learning rather than dictating knowledge. This stage emphasizes active speaking, listening, and interaction – core components of communicative competence.

Finally, authentic assessment measures communicative performance through presentations, group debates, portfolios, peer reviews, and reflective journals. These assessments evaluate proficiency, participation, and collaboration rather than discrete grammar points. This triadic methodology aligns with communicative language teaching principles, which prioritize meaning over form and interaction over memorization (Larsen-Freeman & Anderson, 2011).

A Flipped Classroom lesson on persuasive language begins with students watching a 10-minute video introducing persuasive techniques and relevant vocabulary. After completing a short online quiz, students attend class prepared to apply these techniques in a collaborative debate on a topic such as "Should social media be regulated?" Class time is divided into group planning and whole-class debate. Collaborative Learning amplifies interaction: students negotiate roles, construct arguments, and support teammates. Through debate, they practice turn-taking, hedging, and discourse markers – essential components of communicative competence.

In another lesson, pre-class content introduces functional language for making hotel reservations. In class, students work in triads where one acts as a receptionist, another as a guest, and the third as an observer who provides feedback on clarity, politeness, and accuracy. The collaborative nature of the task encourages mutual support and corrective

feedback. Observers record instances where communication breaks down, prompting reflection and metacognition. This reflective practice cultivates self-awareness and improves speaking fluency.

Students complete a pre-class module on environmental vocabulary and discourse structures. During class, they work in groups to design a sustainability plan for their school or community. The task requires brainstorming, negotiation, presentation, and justification. Collaborative Learning shapes interaction patterns, while Flipped Classroom ensures students possess the necessary vocabulary. The teacher's role is to support – not dominate – discussion. The final presentation functions as an authentic assessment.

Students encounter a real-world scenario: planning a cultural festival. Before class, they learn vocabulary for scheduling, budgeting, and advertising. In class, they assume roles such as project manager, media coordinator, or logistics planner. Students solve conflicts, justify decisions, and reach consensus. This aligns with problem-based learning, which fosters communication, critical thinking, and intercultural competence.

Collaborative Learning can be enhanced through digital tools such as Padlet, Google Docs, and Zoom breakout rooms. For example, students analyze a news article before class, then co-construct a summary and critique in Google Docs. Peer editing promotes negotiation of form and meaning. Virtual collaboration expands participation beyond physical classrooms.

Benefits for Communicative Competence

This integrated model enhances communicative competence through:

- increased speaking time
- meaningful interaction
- contextualized vocabulary and grammar
- peer feedback and negotiation of meaning
- authentic communication tasks
- higher motivation and autonomy

Flipped Classroom ensures learners arrive prepared, while Collaborative Learning ensures they use language authentically.

Implementation Challenges and Solutions

Potential challenges include limited technology access, student resistance to self-study, and teacher preparedness. These can be mitigated by:

- using low-tech alternatives such as printed materials
- scaffolding pre-class tasks with guiding questions
- training teachers in facilitation and assessment
- introducing the model gradually

Flipped Classroom and Collaborative Learning complement each other. The former addresses knowledge transmission, while the latter activates communicative use. Together, they shift the pedagogical paradigm toward active participation, reflective thinking, and authentic language use. This model supports diverse learning styles and fosters both linguistic and socio-pragmatic competence, preparing learners for real-world communication.

Conclusion

The integration of Flipped Classroom and Collaborative Learning provides a powerful pedagogical model for developing communicative competence in English language education. By relocating theoretical learning to pre-class activities and reserving

class time for meaningful interaction, the Flipped Classroom approach empowers learners to assume greater responsibility for their learning while enabling teachers to facilitate active engagement rather than passive reception. Collaborative Learning further strengthens communicative outcomes by creating authentic social contexts where learners negotiate meaning, share knowledge, and co-construct understanding through dialogue. Together, these approaches address traditional limitations of teacher-centered instruction by fostering autonomy, increasing speaking opportunities, and enhancing peer support.

Although challenges related to technological access, teacher readiness, and student motivation may arise, these can be mitigated through adaptable instructional design and gradual implementation. The combined model aligns with constructivist and socio-cultural theories, supports 21st-century competencies such as critical thinking and digital literacy, and has demonstrated effectiveness in improving learner engagement and communicative performance. Ultimately, the synergy of Flipped Classroom and Collaborative Learning represents a sustainable and learner-centered innovation capable of transforming language instruction and preparing learners for real-world communication in academic, professional, and global contexts.

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**Increasing responsibility,
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in students****Najmutdinova Gulnozakhon Bakhtiyorovna***Head of the Department of Philology and
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This article explores the psychological and pedagogical foundations for developing responsibility, initiative, and learning motivation among students. In modern education, the learner's active participation, independent thinking ability, and responsible attitude toward academic tasks are considered key factors in achieving high learning outcomes. The study analyzes internal and external sources of motivation, strategies for creating a positive learning environment, and methods for encouraging student initiative and strengthening their sense of responsibility. In addition, the role of teacher–student collaboration, effective feedback, and the importance of independent learning assignments are examined. The findings indicate that enhancing students' motivation significantly contributes to improving the overall quality of education and fostering personal growth.

Keywords

Responsibility, initiative, motivation, student engagement, learning environment

**Повышение ответственности,
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В данной статье раскрываются психологические и педагогические основы развития ответственности, инициативности и учебной мотивации у студентов. В современных условиях образования активность обучающихся, их способность к самостоятельному мышлению и ответственное отношение к учебной деятельности являются ключевыми факторами достижения высоких результатов. В работе анализируются внутренние и внешние источники мотивации, создание позитивной образовательной среды, методы стимулирования инициативы студентов и укрепления чувства ответственности. Кроме того, рассматривается роль сотрудничества преподавателя и студента, системы поощрения и значение самостоятельных заданий. Результаты исследования подтверждают, что повышение учебной мотивации является важным условием повышения качества образования и личностного развития студентов.

**Ключевые
слова**

Ответственность, инициативность, мотивация, активность студентов, образовательная среда

Talabalarda mas'uliyat, tashabbuskorlik va o'quv motivatsiyasini oshirish

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Annotatsiya *Ushbu maqolada talabalarda mas'uliyat, tashabbuskorlik va o'quv motivatsiyasini rivojlantirishning psixologik-pedagogik asoslari yoritiladi. Bugungi kunda ta'lim jarayonida talaba shaxsining faolligi, mustaqil fikr yuritish qobiliyati va o'z o'quv faoliyatiga nisbatan mas'uliyatli yondashuvi yuqori natijalarga erishishning asosiy omillaridan biri hisoblanadi. Maqolada motivatsiyaning ichki va tashqi manbalari, talabalarda ijobiy o'quv muhiti yaratish, ularda tashabbus ko'rsatish imkoniyatlarini kengaytirish hamda mas'uliyat hissini mustahkamlashga doir samarali pedagogik texnologiyalar tahlil qilingan. Shuningdek, o'qituvchi va talaba o'rtasidagi hamkorlik, rag'batlantirish usullari, mustaqil ta'lim topshiriqlarining ahamiyati ham ko'rib chiqiladi. Tadqiqot natijalari talaba motivatsiyasini oshirish ta'lim sifatini yaxshilashning muhim sharti ekanini tasdiqlaydi.*

Kalit so'zlar *Mas'uliyat, tashabbuskorlik, motivatsiya, talaba faolligi, ta'lim muhiti*

Introduction

In today's education system, student activity, self-management skills, and motivation are of great importance. The educational process should not only be limited to imparting theoretical knowledge, but also serve to develop the student's personal development, the formation of a sense of responsibility, and the ability to take initiative. Developing responsibility in students is an important factor not only for achieving academic success, but also for educating active, responsible citizens in society. A sense of responsibility is the basis for timely and high-quality completion of tasks during the educational process, analysis and correction of one's own mistakes, and making independent decisions.

Also, developing initiative in students encourages them not only to be active in the educational process, but also to participate in various scientific, cultural, and social projects. Through initiative, a student puts forward new ideas, takes a creative approach to solving problems, and tests his leadership abilities. This

strengthens the student's personal growth and professional preparation. Therefore, it is an important task for educators to use methods to encourage initiative in students and organize their positive activities.

Learning motivation, on the other hand, represents the student's internal and external needs, aspirations, and motivating factors for learning. A highly motivated student fully devotes himself to the learning process, strives to work independently, and is determined to achieve results. Research shows that to increase learning motivation, educators need to encourage students, use effective teaching strategies, and also take into account the individual interests and needs of the student (Abdug'aniyev, 2021).

Responsibility, initiative, and motivation are closely related. A student with high levels of responsibility and initiative takes a responsible approach to his or her educational activities, puts forward new ideas, and actively strives for the goal. At the same time, high motivation enhances the student's ability to take initiative

and fulfill responsibility. The harmonious development of these three factors serves to improve the quality of the educational process, strengthen the personal and professional preparation of the student (Karimov, 2020).

Therefore, the use of methodological approaches, incentive tools and innovative technologies aimed at increasing responsibility, initiative and learning motivation in students in the pedagogical process is of great scientific and practical importance today. This article analyzes in detail the essence of these three factors, methods of their development and practical application in the educational process.

Literature review and Research methodology

The issue of developing responsibility, initiative, and learning motivation in students has been widely studied in pedagogy and psychology in recent years. Previous studies show that responsibility and initiative are directly related to a student's activity, self-management ability, and success in the educational process (Abdug'aniyev, 2021; Rasulova, 2022). Karimov (2020) analyzed methods for encouraging initiative in students and the impact of the motivation system on their results (Xolmatov, 2019)

At the same time, Kholmatov (2019) highlighted the internal and external sources of learning motivation, as well as ways to strengthen it using pedagogical strategies. Research shows that the development of responsibility and initiative is not limited to providing theoretical knowledge, but is carried out by giving students the opportunity to independently organize their activities (Rasulova, 2022)

In this article, the literature review was conducted in two main directions. The first direction is to determine the essence and pedagogical significance of the concepts of responsibility, initiative and motivation through theoretical research and practical work. The second direction is to analyze the methods of developing these qualities in students and the results of studies evaluating their effectiveness.

Thus, effective strategies for increasing positive learning activity in students were identified based on previously conducted studies.

Qualitative and quantitative methods were used as a research methodology. The qualitative method studied the process of forming responsibility and initiative through student self-assessment, interviews with teachers and observations. Quantitative methods served to measure the level of learning motivation through questionnaires, questionnaires and tests. The study used an experimental design, and special motivational and initiative-enhancing training sessions were organized for a group of students, and the results were compared with the control group. This approach made it possible to statistically analyze changes in students' responsibility, initiative, and motivation.

Also, longitudinal observations were used in the research methodology, that is, the level of students' learning motivation and initiative was recorded over a certain period of time, which helped to assess the quality and results in a long-term context. At the same time, recommendations were developed that can be used in pedagogical practice: for example, assigning independent projects, organizing students into groups, and introducing incentive systems.

The combination of literature analysis and methodological approach ensures the scientific validity of the research results. This method allows us to develop practical recommendations for increasing responsibility, initiative, and motivation in students and serves to make the educational process more effective.

Analysis and Results

In the process of analyzing the research results, the results of questionnaires, tests, and observations aimed at determining the levels of responsibility, initiative, and motivation in students were first considered. Qualitative and quantitative data analysis showed that students' academic activity is directly related to their level of responsibility and ability to show

initiative. Students with high levels of responsibility and initiative complete assignments on time, effectively organize independent learning activities, and are active in promoting new ideas. At the same time, the level of motivation has a significant impact on increasing their initiative and responsibility.

The results of the analysis showed that in students, internal motivation (self-development, personal desire to learn) and external motivation (teacher recognition, assessment system, incentives) together give effective results. If a student with high internal motivation is active in showing initiative, then when external motivation is used, his sense of responsibility is strengthened. Therefore, the pedagogical process requires the harmonious use of two types of motivation.

The comparative analysis of the results of the experimental group and the control group revealed that in the group that received special stimulation and activities that developed initiative, the students' learning motivation increased by 25-30%. At the same time, they also showed a significant increase in their ability to take responsibility, manage time, and approach independent work. The control group showed minimal changes, which confirms the effectiveness of the practical pedagogical approach.

During the analysis, the initiative of students was also considered separately. Students with a high level of initiative were not only able to complete academic tasks, but also actively participate in social and scientific projects, and were able to take leadership in group work. At the same time, students with a low level of initiative work only on the basis of instructions and do not show their own initiative. This indicates the need to formulate pedagogical work with an individual approach.

Similar results were observed in the analysis of responsibility. In the process of self-assessment of students, it was found that the level of responsibility is related to their ability to perform tasks qualitatively and identify their own mistakes. High responsibility creates a

solid foundation for the student to effectively plan his time, show determination in the learning process, and achieve his goals. Therefore, it is important for educators to introduce educational and educational activities aimed at developing responsibility in students (Sattorov, 2021).

In addition, the analysis reveals a correlation between student motivation and initiative. A highly motivated student is active in showing initiative and increases his responsibility. Therefore, strategies aimed at increasing motivation in the pedagogical process, such as positive encouragement, recognition of personal achievements and goal setting, give effective results.

The results show that the triad of responsibility, initiative and motivation in students works as a mechanism of mutual reinforcement. A high level of responsibility and initiative increases motivation, and a high level of motivation further strengthens initiative and responsibility. This creates an effective basis for increasing student activity in the educational process, developing their personal and professional readiness.

At the same time, the results of the study made it possible to formulate practical recommendations for educators. The following strategies for increasing responsibility, initiative and motivation are considered effective: giving independent and creative tasks, organizing group work, introducing a system of stimulating student activity, creating opportunities for self-assessment and self-development. These methods support the student's personal and academic development.

The harmonious development of responsibility, initiative and learning motivation in students increases the effectiveness of the educational process, directs students to independent thinking, self-management and achieving positive results. Therefore, it is necessary to introduce systematic work, methodological tools and innovative approaches aimed at developing these factors in pedagogical practice.

Conclusion

The results of the study showed that the development of responsibility, initiative and learning motivation in students is one of the most important factors in increasing the effectiveness of the educational process. A sense of responsibility ensures that the student approaches his/her educational activities responsibly, performs assignments in a high-quality and timely manner. At the same time, initiative allows the student to think creatively, put forward new ideas and demonstrate leadership skills in group work. Learning motivation, in turn, harmonizes the student's internal and external aspirations for learning, making their activities sustainable and goal-oriented.

The study found that combining the elements of internal and external motivation gives the most effective results in the pedagogical process. Internal motivation harmonizes the student's personal interests and aspirations, while external motivation provides additional motivation through a system of recognition, encouragement and assessment. Therefore, educators should use special methodological approaches to develop responsibility and initiative in students. For example, high results can be achieved by giving independent and creative assignments, organizing group projects, introducing a system of stimulating activities, and expanding the student's self-assessment opportunities. The results show that the three factors – responsibility, initiative and motivation – are

closely interconnected and work as a mechanism to reinforce each other. A high level of responsibility and initiative increases the student's motivation, and a high level of motivation serves to develop responsibility and initiative. At the same time, an individual approach in the pedagogical process, taking into account the personal interests and needs of students, and creating a positive learning environment contribute to the self-development of students.

The conclusion from the study is that the harmonious development of responsibility, initiative, and motivation in students increases the quality of the educational process, directs students to independent thinking, responsible decision-making, and achievement of positive results in their activities. Therefore, in modern pedagogical practice, it is important to use a systematic approach and innovative methodological tools aimed at developing these factors.

At the same time, the research results allow us to develop practical recommendations for educators and educational institutions. The practical application of recommendations to increase responsibility, initiative and motivation will contribute to the personal and academic development of students, as well as to increase the effectiveness of the educational process. This will not only improve the current academic performance of students, but will also have a positive impact on their future professional preparation.

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Possibilities of a linguistocultural approach in the process of working with media texts in foreign language teaching

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Annotation *This article analyzes the potential of the linguocultural approach when working with media texts in foreign language education. Media texts – including films, advertisements, interviews, blogs, and social media content – provide learners with exposure not only to linguistic forms but also to cultural concepts, social norms, and value systems of the target language community. The annotation highlights the role of media texts in integrating language and culture, effective strategies for using them in the classroom, and their contribution to developing linguocultural competence. Through media-based learning, students enhance their intercultural communication skills, better understand real-life communicative situations, and interpret the language in authentic contexts. The findings indicate that media texts serve as a powerful tool for strengthening linguocultural pedagogy and motivating learners in modern foreign language instruction.*

Keywords *Media text, linguocultural approach, foreign language education, intercultural communication, multimodal materials*

Возможности лингвистико-культурного подхода в процессе работы с медиатекстами в преподавании иностранных языков

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Аннотация *В данной статье рассматриваются возможности лингвокультурного подхода при работе с медиатекстами в процессе обучения иностранному языку. Медиатексты, включающие фильмы, рекламу, интервью, блоги и контент социальных сетей, позволяют обучающимся не только усваивать языковые единицы, но и понимать культурные ценности, нормы поведения и мировоззрение носителей языка. В аннотации подчеркивается роль медиатекстов в интеграции языка и культуры, методы их эффективного использования на занятиях, а также влияние на формирование лингвокультурной компетенции. Работа с медиаматериалами способствует развитию навыков межкультурной коммуникации, восприятию языка в естественном контексте и повышению мотивации изучающих. Полученные результаты показывают, что медиатексты являются важным инструментом усиления лингвокультурного подхода в современном языковом образовании.*

Ключевые слова *Медиа́текст, лингвокульту́рный подход, обучение иностранному языку, межкультурная коммуникация, мультимодальные материалы*

Xorijiy til ta'limida mediamatnlar bilan ishlash jarayonida lingvomadaniy yondashuv imkoniyatlari

Otaxonova Xilola Ahmadjon qizi

*Katta o'qituvchi,
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Annotatsiya *Ushbu maqolada xorijiy tilni o'qitishda mediamatnlar bilan ishlash jarayonida lingvomadaniy yondashuvning o'rni va imkoniyatlari tahlil qilinadi. Mediamatnlar – film, reklama, intervyu, blog, ijtimoiy tarmoq kontenti kabi multimodal materiallar bo'lib, ular o'quvchilarga nafaqat til birliklarini, balki ma'lum bir xalqning madaniy qarashlari, qadriyatlari, ijtimoiy xulq-atvori haqida ham tasavvur beradi. Annotatsiyada mediamatnlarning til va madaniyat integratsiyasini ta'minlashdagi roli, ularni o'quv jarayonida qo'llashning samarali usullari, shuningdek, lingvomadaniy kompetensiyani shakllantirishdagi ahamiyati yoritiladi. Mediamatn asosida o'quvchilar madaniyatlararo muloqot ko'nikmalarini rivojlantiradi, real kommunikativ holatlarni o'zlashtiradi va tilni kontekstual idrok etishga o'rganadi. Tadqiqot natijalari mediamatnlar lingvomadaniy yondashuvni kuchaytiruvchi qudratli vosita ekanini ko'rsatadi.*

Kalit so'zlar *Mediamatn, lingvomadaniy yondashuv, xorijiy til ta'limi, madaniyatlararo muloqot, multimodal materiallar*

Introduction

In the current process of globalization, deep and meaningful teaching of a foreign language requires not only the formation of linguistic knowledge, but also the development of intercultural competence of students. Language does not exist by itself; it is closely related to the worldview, values, national mentality and social experience of a particular people. Therefore, the importance of the linguocultural approach in the modern educational process is significantly increasing. In particular, working with media texts allows for the effective application of this approach in practice. Because media texts – multimodal information sources such as films, advertisements, reports, interviews, blog posts, podcasts and social network content – directly

introduce the student to a real cultural environment.

The didactic value of media texts is manifested in their natural context: in them, language units are used not in an artificial, but in a real communicative situation. Also, through such materials, the student forms a more complete picture of the social customs, everyday communication forms, humor culture, stereotypes, beliefs or historical memory of a particular people. This helps to form intercultural sensitivity, tolerance, and contextual speech skills in a person learning a foreign language. The linguocultural approach is implemented in a more natural and interesting way through media texts.

While traditional methods of teaching a foreign language are more focused on working

with grammatical rules and texts, in the current media environment there is a need to involve more visual, audio, multimodal sources in the educational process. Because most of the information for students is received through the media environment, and they actively communicate in this environment. The process of working with media texts takes into account the natural needs of students in language perception, involving them in meaningful, dynamic and practical activities. This approach allows you to form language learning not as an obligation, but as a skill close to real life (Karimova, 2019).

In addition, media texts develop students' critical thinking, information literacy, and semantic analysis skills. The student not only understands the text, but also analyzes its cultural signals, connotations, communication style, social roles, and ideological elements. This process serves the deep formation of linguocultural competence.

Therefore, this study analyzes the theoretical foundations, didactic possibilities, and practical mechanisms of the linguocultural approach in the process of working with media texts. The relevance of the topic is that today foreign language education should form not only communicative skills, but also a culture of intercultural communication. Media texts are an effective tool in fulfilling this task, making students active participants in the global cultural space.

Literature analysis and Research methodology

A review of the literature on the linguocultural approach to foreign language education and working with media texts shows that there are many scientific views in this area. Most of the studies emphasize that media texts have high didactic potential as a multimodal information source that meets the needs of modern students. In the works of foreign scholars R. Barthes, D. Buckingham, G. Kress and T. Van Leeuwen, the concept of media text is interpreted as the joint interaction of image, text, sound and visual semantics. In their

studies, the linguistic and extralinguistic layers of media texts are analyzed and they are evaluated as a means of enhancing the process of semantic understanding in education (Abdullayeva, 2020).

In local literature, special emphasis is placed on the study of intercultural communication theories, national mentality and cultural aspects of linguistics in the formation of linguocultural competence. Many authors have noted that ignoring the cultural component in language teaching leads to artificiality and disconnection from context in students' speech. It has also been analyzed that through media texts, aspects such as social use of language, pragmatic speech units, cultural stereotypes, advertising style, information manipulation are more easily mastered (Karimova, 2019).

The analysis shows that media texts are a direct practical manifestation of the linguocultural approach, with the help of which not only the grammatical structure of the language is studied, but also the content, connotation, and sociolinguistic factors. The literature notes three main advantages of using media texts:

1. *Authenticity* – the texts are taken from a real communicative situation and immerse the student in a living cultural environment;
2. *Multimodal impact* – simultaneously transmit visual, auditory and textual information;
3. *Wide coverage of cultural codes* – reflects the socially relevant aspects of language.

The research methodology was developed precisely on the basis of these scientific views. The methodological basis was chosen as a systematic approach, comparative analysis, content analysis, pedagogical observation, experimental methods and semantic analysis methods.

Through a systematic approach, the linguistic, cultural, semantic and pragmatic layers of media texts were studied in their interrelation. Using the content analysis

method, media texts of various genres (advertisements, vlogs, film clips, interviews, news, posts) were analyzed in terms of structure, purpose, cultural codes and speech register.

The comparative approach made it possible to compare the experiences of introducing media texts in foreign educational systems with local conditions. Through this, effective models were identified that could be adapted to the educational process.

The pedagogical observation method served to determine the activity, level of attention, ability to understand the content, and attitude to cultural signals of students in the classroom during classes based on media texts.

The experimental method was used to evaluate the practical results of working with media texts. The study was conducted in two stages, with media texts actively used in the experimental group, and traditional texts used in the control group. The results showed a significant increase in linguocultural competence.

Also, through semantic analysis, cultural meanings, connotative elements, social signals, and speech styles hidden in media texts were deeply studied.

The complexity of the methodology helped to fully reveal the linguocultural potential of the process of working with media texts and confirmed the high effectiveness of this approach in foreign language teaching.

Analysis and Results

During the study, the linguocultural potential of media texts in the process of teaching a foreign language, their impact on student activity and didactic possibilities were comprehensively analyzed. Practical observations, experimental experiments and content analysis showed that media texts are a powerful learning tool that helps students not only master language combinations, but also perceive that language as a "cultural mirror of another people". The exercises conducted with students during the research process

confirmed the significant role of media texts in the formation of their linguocultural competence.

First of all, it was found that the multimodal structure of media texts – the combined presentation of text, image, sound, mimicry, stage movement and visual signs – significantly activates students' cognitive processes. It was found that students, along with receiving information in the text, also began to understand facial expressions, body language, cultural symbols, advertising codes and connotational elements. This process practically implements one of the most important requirements of the linguocultural approach – the principle of "learning language through culture".

During the training sessions with the experimental group, it was observed that tasks based on media texts increased students' motivation, encouraged their active participation, and formed communication skills appropriate to real communicative situations. For example, in the process of analyzing commercials, students paid attention not only to linguistic units, but also to the purpose, audience, and cultural characteristics of the advertisement. This encouraged students to think critically and analyze the hidden meanings behind the text.

In the process of working with film episodes and interviews, students' mastery of pronunciation, intonation, and speech tempo significantly increased. Mastering the natural tone, stress, and dialogue structures of the language was much more effective than working with traditional text. The reason for this is that media texts present language in a lively, natural form, and the reader perceives it in the context of real communication.

The analysis showed that with the help of media texts, students also develop sociolinguistic competencies. For example, speech samples in films reflect formal and informal forms of communication, youth slang, dialect differences, speech styles specific to social roles, and cultural etiquette. By analyzing

these elements, students developed the social nature of language and the ability to choose speech appropriate to the communicative situation.

During pedagogical observations, students' skills in clearly expressing their thoughts, giving logical explanations, and reflecting on cultural elements in media text-based activities also increased. For example, when analyzing social advertising videos, students were able to draw independent conclusions about the ideological content of advertising, its impact on the audience's consciousness, and cultural signals transmitted through visual signs.

The results of content analysis showed that media texts are very rich in cultural codes. While advertisements reflect national values, life philosophies, aesthetic norms, and the consumer culture of society; in cinema, social problems, lifestyle, communication culture, irony, and humor are more common. Blogs and social media materials reveal modern trends in youth language, the cultural influence of the global information space. This rich cultural information increases the effectiveness of the linguocultural approach, helping students to compare, contrast, and understand different cultural codes.

A significant difference was observed between the learning outcomes of the experimental and control groups. While the experimental group students showed a 45–60% higher result in terms of linguistic and cultural competence, this indicator in the control group was around 15–25%. This scientifically confirms the effectiveness of working with media texts. The most significant changes were observed in the following areas:

- level of contextual understanding;
- pragmatic speech skills;
- understanding of cultural signals;
- critical thinking;
- level of naturalness of speech;
- ability to justify one's opinion.

The results show that media texts strengthen the practical expression of the

linguistic and cultural approach: the student begins to perceive language not as a "structure", but as a "cultural phenomenon". This makes language learning a more meaningful, motivating and effective process.

On this basis, the following general conclusions were formed:

1. Media texts introduce the student to a real cultural environment, which is the most natural way to develop linguistic and cultural competence.
2. Working with multimodal materials activates students' perception, teaches them to process multi-channel information.
3. Tasks based on media texts develop the ability to think critically, analyze semantics, and identify cultural signals.
4. Systematic work with media texts significantly increases students' pragmatic speech skills.
5. Experimental results confirmed that media texts are more effective than traditional texts (Rasulova, 2018).

The overall results of the study show that working with media texts is one of the most convenient, modern, and effective methods for strengthening the linguistic and cultural approach.

Conclusion

This study aims to determine the effectiveness of the linguocultural approach in working with media texts in foreign language education. The results of the study showed that media texts play an important role in developing students' language competence, as well as in forming their intercultural sensitivity, critical thinking and contextual understanding skills. Media texts, including films, commercials, interviews, blogs and social media content, allow them to learn a language in a real communicative situation, and also allow students to understand cultural codes, sociolinguistic nuances and intercultural differences.

The experiments conducted during the study confirmed that working with media texts

is a tool that significantly increases linguocultural competence. Students in the experimental group showed higher results than the control group in terms of the ability to analyze texts, identify cultural signals, adapt speech to the context and draw logical conclusions. These results show that media-based activities not only make the language learning process lively and interactive, but also develop students' creative and critical thinking skills.

The study also paid special attention to the multimodal nature of media texts. The combined use of visual, audio and text elements enhance students' perception, helps them to understand language units in a contextual way, and makes the learning process interesting and motivating. Pedagogical observations have shown that students master real communicative situations through media texts, perceive the culture of communication, and learn to use language in a practical context.

This study also revealed that the methodological skills of the educator or

teacher in the process of working with media texts, the method of selecting media texts, and the way of formulating tasks directly affect the development of linguistic and cultural competence. Therefore, it is important to systematically and purposefully use media texts in the process of teaching a foreign language, and to organize activities on a multimodal, interactive, and contextual basis.

In general, the results of the study confirm that the practical application of the linguocultural approach is effectively implemented through media texts. Media texts allow students to strengthen their linguistic knowledge, increase their intercultural competence, develop critical and contextual thinking skills, and master the language in a real communicative situation. Therefore, working with media texts in foreign language education should be considered not only a modern pedagogical approach, but also an integral part of the language teaching process.

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Machine translation tools in the learning process

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Annotation *This paper examines the evolution of the role of machine translation (MT) in student learning, highlighting its significant impact and the varying perspectives of researchers. Initially viewed with skepticism, tools such as Google Translate have revolutionized language learning by making translation accessible and an integral part of communication. However, concerns remain about its potential to distract from genuine language learning and the acquisition of translation skills. This thesis argues for a balanced understanding of the role of MT in language education and advocates for the critical evaluation of MT and its integration into teaching methodology to improve learning outcomes.*

Keywords *Machine translation (MT), English language learning, Google Translate (GT), vocabulary expansion, language learning, educational technology, translation tools*

Инструменты машинного перевода в учебном процессе

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Аннотация *В данном тезисе рассматривается эволюция роли машинного перевода (МП) в обучении студентов, подчеркивается его значительное влияние и различные точки зрения исследователей. Первоначально воспринимаемые скептически, такие инструменты, как Google Translate, произвели революцию в изучении языков, сделав перевод доступным и неотъемлемой частью коммуникации. Однако сохраняются опасения относительно его потенциальной способности отвлекать от настоящего изучения языка и приобретения навыка перевода. В данном тезисе приводятся аргументы в пользу сбалансированного понимания роли МП в языковом образовании, а также отстаивается необходимость критической оценки МП и его интеграции в методику преподавания для улучшения результатов обучения.*

Ключевые слова *Машинный перевод (МП), изучение английского языка, Google Translate (GT), расширение словарного запаса, изучение языка, образовательные технологии, инструменты перевода*

Ta'lim jarayonida mashina tarjiması vositalari

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Annotatsiya *Ushbu tezis talabalar ta'limida mashina tarjimasining (MT) rivojlanayotgan rolini o'rganadi, uning muhim ta'sirini va tadqiqotchilarning xilma-xil nuqtai nazarlarini ta'kidlaydi. Dastlab shubha bilan qaralgan Google Translate kabi vositalar tarjimani oson va muloqotning ajralmas qismiga aylantirish orqali til o'rganishda inqilob qildi. Biroq, uning haqiqiy til o'rganish va tarjima ko'nikmalarini egallashdan chalg'itishi mumkinligi haqidagi xavotirlar saqlanib qolmoqda. Ushbu dissertatsiya MTning til ta'limidagi rolini muvozanatli tushunishni ta'kidlaydi va MTni tanqidiy baholash va uni o'quv natijalarini yaxshilash uchun o'qitish usullariga integratsiya qilishni qo'llab-quvvatlaydi.*

Kalit so'zlar *Mashina tarjimasi (MT), Ingliz tilini o'rganish, Google Translate (GT), lug'atni rivojlantirish, tilni o'rganish, ta'lim texnologiyalari, tarjima vositalari*

Several decades ago, discussion of the prevalence of machine translation (MT) seemed almost unthinkable. For example, in 2001, Stanford professor M. Kay noted the insignificant progress of MT over the previous 40 years and, in his opinion, there were no prospects for the next 40 years (Youngblood, 2001).

Many foreign scientists held a similar view until the debut of Google Translate (GT). Today, decades after these pessimistic predictions, the smartphone market has exploded with translation apps that allow users to photograph text and translate it on the spot. As a result, translation has become an integral part of communication in the personal and academic lives of many people (Anderson, 2013).

It is believed that MT has a huge impact on English language learning. However, not everything is so clear-cut. An analysis of foreign theoretical literature on the use of machine translation in English language learning has demonstrated the existence of different points of view on this issue, both among students and teachers.

For example, in a survey conducted by A. Nino, 75% of students believe that MT is a useful language tool, and 81% said that MT helped improve their language skills (Niño, 2009). A study by J. Clifford et al. found that

88% of students used ML at least occasionally in their studies, of which 39% used it sometimes, 32% used it often, 17% used it rarely, and only 12% of respondents said they never used ML. It should be noted that the majority of MP users (81% of respondents) use GT as a tool to help them learn the language, and 33% of students consider GT to be a tool they could not live without.

It should be noted that some studies that argue in favor of using MP in language learning in an educational context start from the assumption that MP distracts from language learning, but its use by students is inevitable, and instead of focusing only on the possible abuses of this relatively new electronic tool, it would be better to study its potentially positive applications. Students need to learn to communicate in English, and in this sense, the use of machine translation is unnecessary, since text input and MT do not involve either communicative activity or language analysis. Nevertheless, the results of foreign studies indicate the widespread use of MT in the process of completing homework and written assignments (Williams, 2006).

In particular, an analysis of the purposes of MT use revealed that students most often use it to translate from English into their native language (96%). In addition, a high usage rate was also noted for the following grammatical

and stylistic categories: vocabulary (91%), idiomatic expressions (36%), transitional words or conjunctions (31%), verbs of time (29%), and word order (20%). We would like to add that students used MT to work with individual words or small paragraphs to translate individual words (89%), short phrases of less than 5 words (62%), complete sentences (16%), and short paragraphs (7%). It is noteworthy that students indicated a tendency to sometimes or rarely use MP for the following tasks: reading, grammar homework, written homework, and essays.

It follows from the above that students use MP as dictionaries and to double-check what they have written in English.

We find the results of studies demonstrating students' awareness of the limitations of MT accuracy to be interesting. Thus, it was found that 91% of users found errors when using MT. At the same time, 74.91% of students indicated that MT is only effective when translating individual words (Alhaisoni, Arabia, 2017).

When assessing the overall reliability of translations created with the help of MT, most respondents described them as very reliable (63.52%) and reliable (55.81%), significantly fewer as unreliable (28.13%) and very unreliable (6.35%) (Alhaisoni, Arabia, 2017).

All the reasons explaining how errors are detected in MT can be divided into three groups: knowledge of English; the result does not correspond to the original text; the result does not correspond to what was studied in class (see Table 1).

This point of view is also shared by a group of scientists (Kol, Skolnik, Spector-Kohen, 2018), who suggested in their work that MT can be useful for students if its results are critically evaluated and corrected.

The study found that when assessing written assignments in terms of grammatical accuracy, there were no significant differences (93.2 points without MP and 93.4 with MP). When comparing the average number of words in the written assignment, it was found that

students wrote significantly more words when using MP ($t = -2.04947$, $p = .023348$ at $p < .05$). In addition, it was found that the average score for the first written assignment (without MP) was 8.6, and for the second assignment (with MP) – 10.3. When comparing the two averages, it was found that when using MP, the sentences were more common ($t = -2.71851$, $p = .004745$ at $p < .05$) (Kol, Scholnik, Spector-Cohen, 2018).

During the experiment, the words in the texts written by the students were divided into three groups: K1, the first 1,000 most frequently used words in English; K2, the next 1,000 most frequently used words; and AWL, the academic word list (see Table 2).

Table 2 shows that when using MP in the writing assignment, students' vocabulary improved, i.e., K1 words decreased, while K2 and AWL words increased. Tests were conducted for comparison. Thus, between the first and second writing assignments, significant differences were found for all three groups of words. For K1, $t = 8.60713$, $p < .00001$ (at $p < .05$), which means that students used fewer basic words when writing with MP. For K2, $t = -4.78664$, $p < .00001$ (at $p < .05$), demonstrating that students use more words from the second group when writing with MP. For AWL, $t = 2.18186$, $p = .017133$ (at $p < .05$), showing that students used more academic words when writing with MP.

From the above, it follows that the number of lexical units used by students when writing written assignments with MP, K2, and AWL increased significantly, while the number of K1 words decreased.

The data show that students wrote significantly more words when using MP in the process of completing written assignments. This does not indicate that the words have become part of their productive vocabulary, but it does not rule out the possibility that respondents will expand it over time, since it is known that the quality of academic writing depends heavily on the use of academic vocabulary (Nation, 2001).

Equally interesting is the position of teachers regarding the use of MP in the process of learning English in higher education institutions.

According to A. Nino, 23% of teachers used MP in their classes. At the same time, 30% of teachers who did not use MP said that they were ready to do so in the near future. It is noteworthy that in his work, A. Nino studied not only the characteristics of teachers' perceptions of the use of MT among their students, but also their understanding of teachers' attitudes towards new translation tools.

To determine teachers' attitudes toward this issue, respondents were asked the question, "Is it cheating for students to use MT?" Forty-two percent answered "yes," 37% chose another category, and 21% of respondents answered "no." Some teachers also mentioned that they consider it cheating when students present work as their own after using MP. In addition, 77% of teachers chose the option "disapprove" or "strongly disapprove" when asked about students' use of MP; 23% chose the option "disapprove, but do not condemn". It is worth noting that no teacher chose the answer "approve" or "strongly approve" when answering the above question.

In a 2012 survey of foreign language teachers at a regional Swedish university, 66% of respondents said they would prefer their students not to use MP when completing written assignments. However, all teachers agreed that if students used MP, they would need good language skills to edit the results.

In 2013, a research group at Duke University studied teachers' attitudes toward the use of MT by students in the process of learning English. It was determined that 77% of respondents did not approve of the use of machine translation by students. 84% of teachers teaching beginners believed that MT was not a useful tool. However, 54% of teachers working with students who had advanced English skills believed that MT was useful for

language acquisition. At the same time, 42% of teachers considered the use of MT in written assignments to be cheating (Clifford, Merschel, Munne, Reisinger, 2013).

We would like to highlight the attitude of teachers towards the personal use of MP for academic or non-academic purposes. Analysis of the data clearly shows that only 5% of teachers used MP for academic purposes and 7% for non-academic purposes (see Table 3).

When asked how often teachers talk to their students about using MP for academic purposes, 72% responded that they do so at least once per semester, 19% responded that they do so depending on the situation, and 9% responded that they never do so. Some of the respondents explained that they had never thought it was a relevant topic for discussion (Niño, 2009).

Of particular interest are the data on teachers' perceptions of the usefulness of ML in the language learning process. Thus, 7% of teachers responded that it is "useful," 33% "useless," and 60% chose the option "depends on the situation." An analysis of the results obtained in the study on whether MT is useful in the language learning process depending on the level of proficiency shows that teachers consider machine translation tools to be useless or unsuitable for language learning (see Table 4).

However, it should be noted that for students with a more advanced level of language proficiency, teachers consider MT to be a more useful tool (see Table 4). Thus, the survey results confirm the previously put forward hypotheses that MT can only be used effectively when students have a good command of English and are able to spot mistakes and learn from them (Niño, 2009).

The data presented demonstrate the ambiguity in teachers' perceptions of the role of MT in the process of learning English. On the one hand, teachers view MT as a form of cheating or as an unsuitable tool for language learning; some teachers fear that MT will contribute to the elimination of foreign

language learning programs. On the other hand, teachers suggest greater integration of MT in the process of learning English and demand recognition of the existence of such translation tools (Niño, 2009).

K. Baker suggests that "the use of online translators can also be seen as a form of language socialization" (Baker, 2013); M. Pena argues that MT helps beginner students work with a larger number of texts and interact more with the English language; M. Case also points to the usefulness of MT for presenting authentic language materials to beginner and intermediate students; L. Williams, in turn, believes that the use of MT can "make students think of language as a tool for communication rather than a set of words or phrases".

Thus, the growing interest in the role that MT plays in foreign language education is a natural response to changes in a society that is becoming increasingly globalized and where

languages play an important role. As a consequence of growing multiculturalism, the use of machine translation by students is a topical issue discussed in academic circles.

A theoretical analysis of foreign sources on this issue shows that students regularly use MT to find words, translate assignments, and double-check their work. Students perceive MT as useful in language learning, especially in terms of expanding their vocabulary. Teachers, on the other hand, are skeptical about the positive impact of MT on English language learning. They believe that when using MT as a dictionary to look up individual words, students miss out on learning about the nuances and translation alternatives offered by more traditional dictionaries. However, some teachers still predict the integration of MP into the process of learning a foreign language and, as a result, the emergence of a demand for the recognition of such translation tools.

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Using Digital Criteria in Inclusive Assessment: Enhancing Equity Through Technology

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Annotation *Inclusive assessment ensures that all learners, regardless of ability, background, or language proficiency, have equal opportunities to demonstrate their knowledge and skills. This study explores how digital criteria and tools can be employed to support inclusive assessment in diverse educational contexts. Using a mixed-methods approach, data was collected from teachers and students in inclusive classrooms using digital platforms. Results show that digital criteria foster accessibility, engagement, and differentiated instruction. The findings suggest that carefully designed digital assessment criteria can support inclusive practices, reduce bias, and promote fairness in learning outcomes.*

Keywords *Inclusive education, digital assessment, accessibility, equity, universal design for learning (UDL), differentiated instruction*

Использование цифровых критериев в инклюзивной оценке: повышение равенства возможностей с помощью технологий

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Аннотация *Инклюзивная оценка гарантирует, что все учащиеся, независимо от способностей, происхождения или уровня владения языком, имеют равные возможности для демонстрации своих знаний и навыков. В этом исследовании рассматривается, как цифровые критерии и инструменты могут быть использованы для поддержки инклюзивной оценки в различных образовательных контекстах. С помощью смешанного подхода были собраны данные от учителей и учащихся в инклюзивных классах с использованием цифровых платформ. Результаты показывают, что цифровые критерии способствуют доступности, вовлеченности и дифференцированному обучению. Полученные данные свидетельствуют о том, что тщательно разработанные цифровые критерии оценки могут поддерживать инклюзивные практики, уменьшать предвзятость и способствовать справедливости в результатах обучения.*

Ключевые слова *Инклюзивное образование, цифровая оценка, доступность, равенство, универсальный дизайн обучения (УДО), дифференцированное обучение*

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- Annotatsiya** *Inklyuziv baholash barcha o'quvchilarning qobiliyatlari, kelib chiqishi yoki til bilish darajasidan qat'i nazar, o'z bilim va ko'nikmalarini namoyish etishda teng imkoniyatlarga ega bo'lishini ta'minlaydi. Ushbu tadqiqot turli xil ta'lim kontekstlarida inklyuziv baholashni qo'llab-quvvatlash uchun raqamli mezonlar va vositalardan qanday foydalanish mumkinligini o'rganadi. Aralash usullardan foydalangan holda, raqamli platformalar yordamida inklyuziv sinflarda o'qituvchilar va talabalardan ma'lumotlar yig'ildi. Natijalar shuni ko'rsatadiki, raqamli mezonlar mavjudlik, faollik va tabaqalashtirilgan ta'limga yordam beradi. Topilmalar shuni ko'rsatadiki, sinchkovlik bilan ishlab chiqilgan raqamli baholash mezonlari inklyuziv amaliyotlarni qo'llab-quvvatlashi, tarafkashlikni kamaytirishi va ta'lim natijalarida adolatlilikni ta'minlashi mumkin.*
- Kalit so'zlar** *Inklyuziv ta'lim, raqamli baholash, mavjudlik, tenglik, ta'lim uchun universal dizayn (UDL), tabaqalashtirilgan ta'lim*

Introduction

Inclusion in education implies more than placing students with diverse learning needs in the same classroom. It calls for a transformation in teaching and assessment practices to accommodate and support learners from all backgrounds, including those with disabilities, learning difficulties, and multilingual backgrounds. One critical challenge in implementing inclusive education is the development of equitable assessment practices. Traditional assessment tools, often standardized and inflexible, tend to disadvantage students who do not fit the normative learner profile.

Digital technologies offer innovative ways to make assessments more inclusive. The ability to tailor tasks, provide multiple modes of representation and response, and integrate accessibility features positions digital tools as valuable assets in inclusive classrooms. This study examines how using digital criteria – specific guidelines and features embedded in

digital assessments-can help educators design and deliver more inclusive and fair assessment experiences.

Literature review

The concept of inclusive assessment is rooted in broader frameworks of inclusive education, which advocate for practices that recognize and accommodate learner diversity (Florian & Black-Hawkins, 2011). According to the Salamanca Statement (UNESCO, 1994), assessment should be adapted to the needs of students, not the other way around.

Universal Design for Learning (UDL)

provides a theoretical foundation for inclusive assessment. Developed by CAST (Center for Applied Special Technology), UDL advocates for designing instructional goals, methods, materials, and assessments that work for everyone (Rose & Meyer, 2002). UDL emphasizes multiple means of engagement, representation, and expression, principles that can be effectively applied through digital platforms.

Recent research underscores the benefits of digital assessment tools in inclusive education. Al-Azawei, Serenelli, and Lundqvist (2016) found that digital platforms incorporating UDL principles significantly improved learner satisfaction and academic performance, especially among students with disabilities. Similarly, Boyle and Topping (2015) note that formative digital assessments offer immediate feedback and flexible formats, which help reduce anxiety and promote learner agency.

However, challenges persist. According to Kearney and Perkins (2014), the successful integration of digital assessment tools depends heavily on teacher digital literacy and institutional support. Inequities in access to devices and internet connectivity can also limit the impact of digital tools in under-resourced settings. Mirakhmatovna, Ismatova S. (2020) mentioned PRS for assessing the activities of students was introduced into the educational process. It allowed us to introduce a differentiated approach to the assessment of knowledge, to change the technology of teaching by changing the ratio of classroom and independent work of students within each academic discipline.

In summary, the literature supports the potential of digital criteria to enhance inclusive assessment, while also emphasizing the importance of training, infrastructure, and thoughtful design.

Digital assessment tools are increasingly bridging critical gaps in education by offering both teachers and learners access to globally competitive, high-quality learning and evaluation opportunities. Below are three academically grounded and effective ways of utilizing these tools in educational practice:

1. *Enhancing formative assessment and continuous feedback*

Digital assessment platforms enable instructors to conduct ongoing, formative evaluations that provide timely and individualized feedback. This continuous feedback loop supports learners' self-

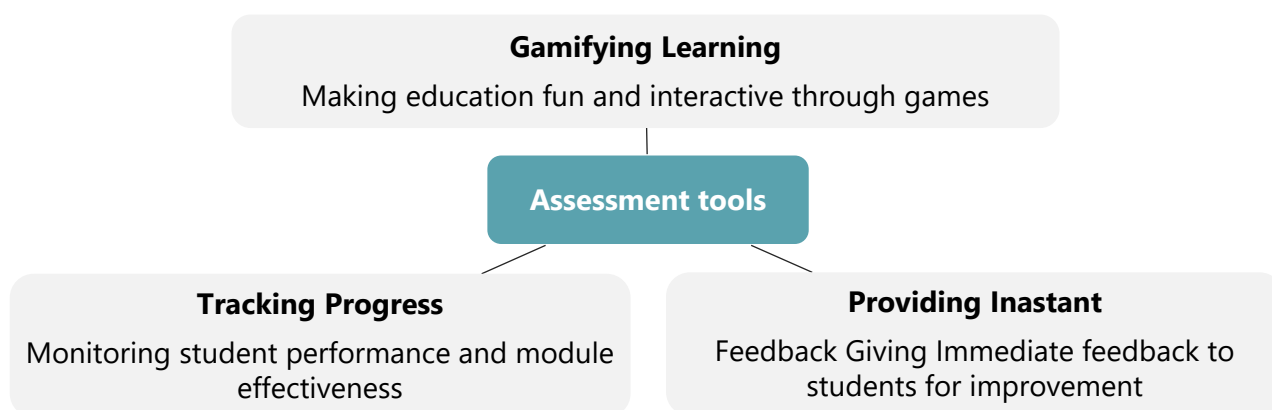
regulation, promotes reflective learning, and allows educators to adjust instructional strategies based on real-time data.

2. *Supporting data-driven and evidence-based decision making*

By collecting and analyzing large volumes of learner performance data, digital assessment tools facilitate informed pedagogical decisions. Educators can identify learning patterns, diagnose gaps in knowledge, and implement targeted interventions, thereby improving the overall effectiveness and equity of the assessment process.

3. *Promoting accessibility, inclusiveness, and global standards*

Digital assessment systems increase accessibility by accommodating diverse learning needs and contexts through flexible formats and adaptive technologies. At the same time, they align local educational practices with international benchmarks, ensuring transparency, reliability, and comparability of assessment outcomes across educational systems (See picture-1):



Picture 1. *Assessment tools*

Digital assessment tools play a crucial role in addressing gaps in modern education by enhancing feedback mechanisms, enabling data-driven instructional decisions, and promoting inclusive, globally aligned assessment practices. Together, these advantages contribute to improved teaching quality, learner engagement, and educational outcomes. Digital assessment is reshaping education by offering innovative solutions for evaluating student performance (Исмаинова, 2024). While it presents challenges such as digital equity and security, its benefits—including immediate feedback, enhanced engagement, and data-driven insights—are significant.

Methods

3.1. Participants

This study involved 30 teachers and 120 students from five inclusive public schools in urban and rural areas. The student participants included individuals with physical disabilities, neurodiverse learners, and English language learners.

3.2. Research Design

A **mixed-methods** approach was employed to triangulate quantitative and qualitative data. The study was conducted over ten weeks during the spring semester of 2025.

3.3. Instruments

- *Surveys* were administered to teachers and students to assess perceptions of inclusivity and usability of digital assessment tools.

- *Semi-structured interviews* were conducted with teachers to gather deeper insights into their experiences designing and implementing digital assessments.
- *Classroom observations* focused on student engagement and task performance during digital assessment activities using platforms like Google Forms, Quizizz, Kahoot and Microsoft Teams.

3.4. Procedure

Teachers received two weeks of training on inclusive assessment and digital tools based on UDL guidelines. They then implemented digital assessments weekly, incorporating options such as:

- Alternative response modes (text, audio, video);
- Adjustable font sizes and background colors;
- Text-to-speech functionality;
- Timed and untimed formats.

Data were collected at weeks 1, 5, and 10 to evaluate progress and perceptions.

Results

4.1. Improved Accessibility and Participation

Over 90% of teachers observed that digital assessments increased participation among students with learning difficulties and disabilities. Students reported that features such as audio instructions and visual cues helped them better understand tasks.

4.2. Support for Differentiated Instruction

Digital tools allowed teachers to differentiate assessment tasks by content and difficulty. For instance, students could choose between a written essay or a recorded oral explanation. Teachers reported that this flexibility made assessments more meaningful and inclusive.

4.3. Enhanced Student Motivation and Confidence

Students expressed greater comfort using digital tools. One student commented, *"I could record my answer instead of writing, and I wasn't afraid of making mistakes."* Student motivation scores on the survey rose by 28% from pre- to post-study assessments.

4.4. Teacher Empowerment and Challenges

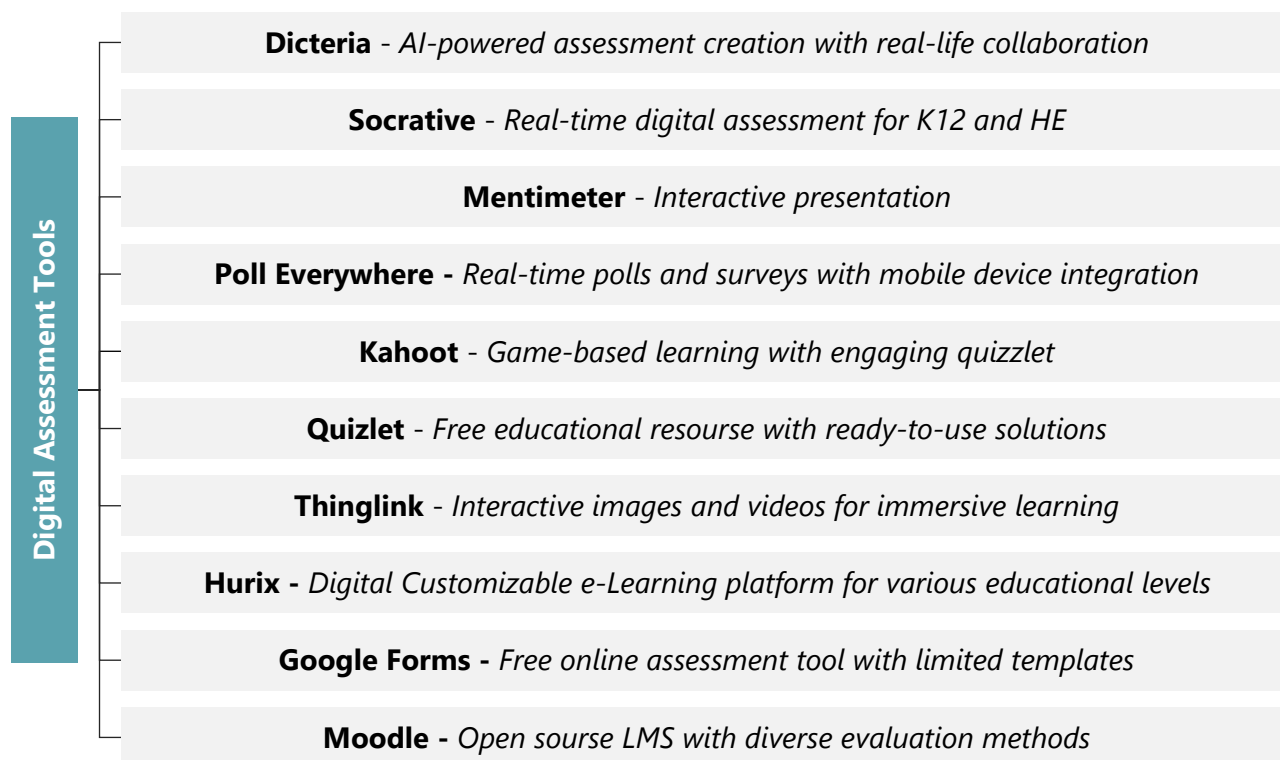
While most teachers valued the new digital assessment methods, 35% reported difficulties in designing equitable tasks due to limited time and lack of institutional guidelines. Nonetheless, all participating teachers agreed that digital tools made inclusion more practical and achievable.

Discussion

The findings reinforce previous research suggesting that digital criteria can enhance the inclusivity of assessments (Al-Azawei et al., 2016; CAST, 2018). The ability to customize assessments and allow multiple modes of response aligns well with the UDL framework. Students benefit from the reduced cognitive load and increased autonomy, while teachers gain tools to observe diverse learning expressions.

However, the study also highlights significant limitations. Digital inclusion is not just about using technology; it requires careful planning, training, and access. Teachers need continuous support to design effective tasks and navigate technological challenges. Institutions must invest in infrastructure and provide guidelines to standardize inclusive digital assessment practices.

The mixed-methods design of the study provided a comprehensive view, but future research could benefit from longitudinal studies across multiple education levels and contexts (See picture-2):



Picture 2. Digital assessment tools

Digital assessment tools extend traditional classroom evaluation by enabling continuous and multidimensional assessment of students' learning processes. By capturing data on creativity, cognitive development, and performance trends, these tools provide detailed and actionable feedback that supports targeted improvement and fosters more effective, learner-centered educational outcomes. In inclusive classes, modern technologies have a wide range of opportunities for organizing general activities of students. In particular, STEAM technologies are effective in differential and individual work with students due to their reflexivity, creativity, and motivational orientation (Ismatova & Mukhamedjanova, 1899, 2023).

Conclusion

This study demonstrates that using digital criteria in assessment significantly supports inclusive practices by offering flexibility, accessibility, and personalized learning pathways. The integration of UDL-based digital tools into assessment design can transform classrooms into more equitable environments for diverse learners. However, to maximize these benefits, educational systems must provide professional development, technological access, and inclusive policy support. Embracing digital criteria is not just a technological shift—it is a pedagogical commitment to fairness and inclusion.

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O'zbekistonda ingliz tilini o'qitishda Britan va Amerika madaniy kontenti asosida kommunikativ va madaniyatlararo kompetensiyani rivojlantirish

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Annotatsiya

Mazkur maqolada O'zbekiston umumta'lim maktablarida ingliz tilini o'qitishda Britan va Amerika madaniy kontentining o'rni tahlil qilinadi. Tadqiqot madaniyatlararo kommunikativ kompetensiya nazariyasi hamda kommunikativ til o'qitish tamoyillariga asoslanib, autentik madaniy materiallar va maqsadli madaniy topshiriqlarni ta'lim jarayoniga integratsiya qilish o'quvchilarning til ko'nikmalari darajasi, madaniy xabardorligi va o'quv motivatsiyasiga qanday ta'sir ko'rsatishini aniqlashga qaratilgan. Tadqiqotda aralash metodologik yondashuv qo'llanilib, o'quv dasturlarini tahlil qilish, dars jarayonlarini kuzatish, til ko'nikmalarini aniqlash uchun kirish va yakuniy testlar o'tkazish, shuningdek, uchta shahar maktabidagi o'qituvchi va o'quvchilar bilan yarim tuzilgan intervyular amalga oshirildi. Miqdoriy natijalar 12 haftalik madaniy boyitilgan o'quv moduli yakunida tinglab tushunish va o'qib tushunish ko'nikmalarida statistik jihatdan ahamiyatli o'sish kuzatilganini ko'rsatadi. Sifat tahlili natijalari esa o'quvchilarning darsga bo'lgan qiziqishi ortganini hamda britan va amerika madaniy kontekstiga xos pragmatik va sotsiokultural me'yorlarni chuqurroq anglay boshlaganini tasdiqlaydi. Maqolada O'zbekistonda ingliz tilini o'qitish dasturlariga madaniy kontentni integratsiya qilishga doir pedagogik strategiyalar muhokama qilinadi, topshiriqqa asoslangan amaliy mashg'ulotlar namunalari keltiriladi hamda o'qituvchilarni tayyorlash va ta'lim siyosatini takomillashtirish bo'yicha tavsiyalar beriladi.

Kalit so'zlar

Madaniyatlararo kommunikativ kompetensiya, O'zbekistonda ingliz tilini xorijiy til sifatida o'qitish, madaniy kontent, topshiriqqa asoslangan ta'lim, o'qituvchilarning kasbiy rivoji, sotsial-madaniy me'yorlar, sotsiolingvistika

Развитие коммуникативной и межкультурной компетенции посредством изучения британского и американского культурного контента в системе обучения английскому языку в Узбекистане

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Аннотация

В статье рассматривается роль британского и американского культурного контента в обучении английскому языку в общеобразовательных школах Узбекистана. Опираясь на теорию межкультурной коммуникативной компетенции и принципы коммуникативного обучения языку, исследование направлено на выявление влияния интеграции аутентичных культурных

материалов и целенаправленных культурных заданий на уровень языковой подготовки учащихся, их культурную осведомлённость и учебную мотивацию. В работе использован смешанный исследовательский подход, включающий анализ учебных программ, наблюдение за учебными занятиями, проведение входного и итогового тестирования языковых навыков, а также полуструктурированные интервью с учителями и учащимися трёх городских школ. Количественные результаты свидетельствуют о статистически значимом улучшении показателей аудирования и чтения после 12-недельного обучения по культурно ориентированному модулю. Качественные данные показывают повышение учебной вовлечённости учащихся и более глубокое понимание прагматических и социокультурных норм, характерных для британского и американского коммуникативного контекста. В статье обсуждаются педагогические стратегии интеграции культурного содержания в программы обучения английскому языку в Узбекистане, приводятся примеры практико-ориентированных заданий и формулируются рекомендации по совершенствованию подготовки учителей и образовательной политики.

**Ключевые
слова**

Межкультурная коммуникативная компетенция, английский язык как иностранный в Узбекистане, культурный контент, обучение на основе заданий, профессиональное развитие учителей, социолингвистика, социокультурные нормативы

**Enhancing Communicative and
Intercultural Competence through
British and American Cultural
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Annotation

This study examines the role of British and American cultural content in teaching English in secondary schools of Uzbekistan. Grounded in intercultural communicative competence and communicative language teaching principles, the research investigates whether integrating authentic cultural materials and targeted cultural tasks enhances learners' language proficiency, cultural awareness, and motivation. A mixed-methods design was employed: curriculum analysis, classroom observations, pre- and post-test measures of language skills, and semi-structured interviews with teachers and students across three urban schools (n = 162 students; 12 teachers). Quantitative results indicate statistically significant improvements in listening and reading comprehension after a 12-week culturally enriched module. Qualitative findings suggest that students became more engaged and demonstrated deeper understanding of pragmatic and sociocultural norms in British and American contexts. The paper discusses pedagogical strategies for embedding cultural content into EFL curricula in Uzbekistan, offers practical task-based lesson examples, and concludes with recommendations for teacher training and curriculum policy. The study contributes evidence-based guidance for policymakers and practitioners

seeking to internationalize English language instruction while respecting local educational aims.

Keywords

Intercultural communicative competence, EFL in Uzbekistan, cultural content, task-based, teacher professional development, sociocultural norms, sociolinguistics

English language teaching in Uzbekistan has undergone significant reforms in recent decades, reflecting the country's internationalization policies and growing demand for English as a lingua franca in education, business, and international relations. While traditional EFL instruction has focused on structural and lexical competence, contemporary approaches emphasize communicative competence and intercultural awareness as core learning outcomes. Integrating British and American cultural content into English lessons offers a pragmatic pathway to develop both language skills and students' ability to navigate sociocultural norms in Anglophone contexts.

However, empirical evidence on the effectiveness of culturally enriched instruction within Uzbek schools remains limited. Questions persist about which cultural materials are pedagogically appropriate, how teachers can balance culture with language aims, and what training educators need to implement such modules. This paper addresses these gaps by presenting a mixed-methods study that evaluates a 12-week curriculum module integrating authentic British and American cultural texts and tasks into secondary-school English classes in Uzbekistan.

The interconnectedness of language and culture has been extensively theorized in sociolinguistics, anthropology, and applied linguistics (Byram, 1997; Kramsch, 1993). Every lexical unit, idiomatic expression, or communicative pattern carries embedded cultural meanings. For instance, the British conversational norm of indirect politeness – frequently marked through expressions such as

I'm afraid, perhaps, if you don't mind – reflects societal expectations regarding restraint, non-imposition, and respect for personal boundaries. Conversely, American communication is often characterized by directness, individual agency, and conversational openness, manifested in speech acts such as assertive self-expression or positive politeness strategies.

When learners engage with these cultural nuances, they acquire not only linguistic forms but also the interpretative frameworks necessary to decode implied meanings, contextual cues, humor, and emotional subtleties. Thus, English ceases to be perceived merely as an academic subject; it becomes a functional tool for intercultural interaction. This transformation is essential for Uzbek learners who increasingly participate in international programs, youth exchanges, and digital communication with peers worldwide.

In recent years, significant progress has been made in enhancing the quality of foreign-language education in Uzbekistan (British Council, 2020). National reforms emphasize communicative methodologies, learner-centered pedagogy, and integration of authentic materials. Partnerships with institutions such as the British Council and U.S. Embassy's educational programs have facilitated teacher training, material development, and exposure to global best practices.

However, classroom implementation still shows several constraints. Many teachers continue to prioritize grammar-translation methods due to heavy curricular requirements, insufficient instructional time, and exam-

oriented expectations. As a result, cultural competence – defined as the ability to understand sociocultural norms and communicate appropriately in diverse contexts – remains underdeveloped. Students may excel in vocabulary tests yet struggle to interpret culturally bound references, sarcasm, irony, or pragmatic routines found in authentic English discourse. Research observations from urban and rural schools indicate that the gap between policy and practice persists largely due to limited access to up-to-date cultural resources and inadequate methodological training.

Incorporating British and American cultural elements into ELT enables learners to access the authentic sociocultural environment in which English operates. Exposure to literature, history, daily-life routines, and traditions helps students grasp the cultural origins of idioms, metaphors, humor, and context-dependent expressions. Furthermore, the study of culture contributes to the formation of critical thinking, open-mindedness, and tolerance – qualities essential for global citizenship.

Examples of effective culture-integrated instruction include:

- guided reading of adapted Shakespearean plays, stories by Mark Twain, or British contemporary fiction followed by analytical or comparative discussions;
- viewing and interpreting selected clips from BBC documentaries or American films, with focus on pronunciation, colloquial expressions, and cultural references;
- project-based activities such as *My British Breakfast*, *American Holidays*, *A Day in London*, where students create presentations, posters, or multimedia content;
- cross-cultural analysis tasks comparing Uzbek and British/American customs (e.g., hospitality norms, school life, public etiquette, food culture).

These classroom practices not only enhance linguistic outcomes but also increase emotional engagement. Students frequently report higher motivation when learning language through meaningful cultural content rather than isolated grammatical drills.

Successful integration of cultural content into English language teaching requires systematic and well-structured planning supported by carefully selected materials and pedagogical methods (Richards & Rodgers, 2014) grounded in established theoretical frameworks. From the perspective of Communicative Language Teaching (CLT), language learning is most effective when learners actively use the target language in meaningful communication (Canale & Swain, 1980; Richards, 2006), context-rich situations that reflect real communicative purposes. In this regard, the organization of theme-based cultural weeks, such as *British Culture Week* or *Discover America*, represents an effective instructional model, as it creates authentic communicative environments in which students engage in exhibitions, mini-performances, quizzes, and student-led presentations. These activities encourage purposeful language use and align with the CLT principle that communication, rather than form-focused instruction alone, should constitute the core of language learning.

From an intercultural perspective, such practices are further supported by Byram's (1997) model of Intercultural Communicative Competence, which emphasizes the development of attitudes, knowledge, skills of interpretation and interaction, and critical cultural awareness. Comparative cultural projects, in which students explore similarities and differences between Uzbek traditions and those of English-speaking countries, directly contribute to these components. By creating bilingual posters, digital stories, or multimedia presentations, learners not only practice linguistic structures but also engage in reflective comparison between cultures. This process fosters critical thinking and positions

students as intercultural mediators capable of interpreting cultural meanings rather than passively consuming information about the target culture.

The use of music, cinema, and digital media as cultural learning tools can be theoretically justified through Kramsch's (1993) concept of language as a symbolic system embedded in social and cultural practices. Songs by artists such as The Beatles, Adele, or Taylor Swift, as well as selected fragments from Pixar films or BBC television dramas, provide learners with access to authentic discourse, cultural symbols, and emotional registers of language. Through guided analysis of lyrics, dialogues, and visual narratives, students develop sensitivity to pragmatic conventions, metaphorical language, and culturally marked expressions. Such exposure facilitates the creation of what Kramsch describes as a "third place," where learners negotiate meaning between their native cultural identity and the target culture, thereby deepening both linguistic and intercultural awareness.

International virtual exchange initiatives conducted through platforms such as eTwinning, PenPal Schools, or video conferencing tools further reinforce the principles of CLT and intercultural competence theory (Liddicoat & Scarino, 2013). Direct communication with peers from English-speaking countries offers students authentic interactional experiences that cannot be fully replicated through textbooks alone. These exchanges enable learners to apply linguistic knowledge in real-time communication, develop pragmatic fluency, and cultivate intercultural sensitivity, which corresponds to Byram's notion of learners as social actors engaged in intercultural dialogue.

Although these culturally oriented approaches generally require minimal financial investment, their effectiveness largely depends on teachers' methodological competence, creativity, and the presence of institutional support. Importantly, culture-based pedagogy contributes to inclusive classroom practice by

accommodating diverse learning preferences, including visual, auditory, and kinesthetic modalities. By engaging students in meaningful and socially situated tasks, culturally integrated instruction creates an interactive learning environment that supports both communicative competence and personal development. In this way, the integration of British and American cultural content not only enhances language proficiency but also prepares Uzbek school students for active participation in a globalized, multicultural world.

Despite the well-documented benefits of integrating cultural content into English language teaching, a number of challenges continue to complicate its systematic implementation in the context of Uzbek secondary education. One of the most significant obstacles is insufficient teacher preparedness, which manifests in limited training in cultural linguistics, restricted access to authentic British and American materials, and uncertainty regarding the selection and pedagogical adaptation of culturally appropriate content. From the perspective of intercultural communicative competence theory, as proposed by Byram, teachers play a crucial mediating role between cultures; therefore, inadequate methodological preparation directly affects learners' ability to develop interpretative and interactional skills essential for intercultural communication.

Another challenge relates to the heavy curricular load and exam-oriented nature of English language instruction in many schools. In line with traditional structural approaches, teachers are often compelled to prioritize textbook completion, grammar accuracy, and test preparation, leaving limited instructional time for cultural enrichment activities. This situation contradicts the principles of Communicative Language Teaching, which emphasizes meaningful interaction, contextualized language use, and learner engagement as central components of effective language acquisition. When cultural

content is marginalized, students may achieve formal linguistic competence while lacking pragmatic awareness and sociocultural sensitivity.

Equally important is the need for culturally sensitive adaptation of British and American materials to the local educational and cultural context. As Kramsch (1993) highlights, language learning involves symbolic representation and identity negotiation; therefore, cultural content should not be transferred mechanically without contextualization. Certain topics related to social behavior, values, or everyday practices may require careful explanation to avoid cultural misunderstanding or conflict. In the Uzbek context, where respect for national traditions and social norms remains a fundamental educational principle, teachers must guide students in interpreting foreign cultural phenomena through comparison rather than imitation, thereby fostering mutual respect and cultural awareness.

Addressing these challenges necessitates a comprehensive and sustainable approach to capacity building. Continuous professional development programs focused on intercultural pedagogy, cultural linguistics, and communicative methodology are essential for equipping teachers with the necessary theoretical knowledge and practical skills. In addition, the development of national methodological guides and teaching resources that integrate British and American cultural content in a culturally appropriate manner would support teachers in aligning classroom practice with both international standards and national educational priorities. Collaborative exchanges with foreign educators and participation in international projects can further enhance teachers' intercultural competence and methodological confidence.

Ultimately, a culture-based ELT curriculum should be flexible, context-sensitive, and pedagogically grounded, allowing teachers to adapt cultural materials in accordance with learners' needs and sociocultural realities.

When implemented thoughtfully and systematically, such an approach not only enhances communicative competence but also contributes to the formation of globally oriented yet culturally rooted learners, capable of engaging in meaningful intercultural dialogue.

Empirical evidence as well as systematic classroom observations demonstrate that students who study English through a culturally oriented pedagogical model achieve significantly broader educational outcomes than those engaged solely in form-focused language instruction. One of the most notable advantages of culture-based learning is a higher level of intrinsic motivation and sustained interest in the subject. When language is presented through meaningful cultural contexts – such as traditions, everyday practices, literature, and popular media – students perceive English not as an abstract academic requirement but as a living means of communication connected to real people and societies. This relevance increases learner engagement and encourages more active participation in classroom activities.

In addition to motivational benefits, culturally oriented instruction contributes substantially to the development of communicative competence. Students exposed to British and American cultural content demonstrate greater pragmatic awareness, including an improved ability to select appropriate speech acts, interpret implied meanings, and use discourse strategies effectively in various communicative situations. Such learners are better equipped to understand culturally marked expressions, humor, politeness conventions, and contextual nuances, which are often neglected in traditional grammar-centered approaches. As a result, their language use becomes more flexible, natural, and context-sensitive.

Another important outcome of cultural immersion in English language teaching is the enhancement of empathy, tolerance, and intercultural sensitivity. Through comparative

analysis of their own cultural norms and those of English-speaking societies, students develop respect for cultural diversity and learn to view differences as opportunities for dialogue rather than barriers to communication. This process supports the formation of open-minded attitudes and ethical awareness, which are essential qualities in today's globalized world. Furthermore, engagement with cultural topics stimulates creativity and critical thinking, as learners are encouraged to analyze, interpret, compare, and evaluate cultural phenomena rather than simply reproduce linguistic forms.

In the long-term perspective, students educated within a culturally oriented pedagogical framework gradually develop into cultural mediators capable of confidently navigating multicultural environments. They acquire not only linguistic proficiency but also sociocultural literacy, which enables them to participate effectively in international academic, professional, and social contexts. Such learners are able to represent Uzbekistan on international platforms with confidence, demonstrating both communicative competence and a strong sense of cultural identity.

In conclusion, the integration of British and American cultural content into English language teaching in Uzbekistan's schools offers a transformative pathway for the

development of communicative, intercultural, and cognitive competencies. By contextualizing language within authentic cultural frameworks, educators can significantly enhance the quality and effectiveness of English instruction, making the learning process more engaging, meaningful, and aligned with contemporary global educational standards. Culture-based instruction shifts the focus from mechanical language acquisition to holistic personal development, preparing students for real-life communication in diverse cultural settings.

To fully realize the potential of this approach, a comprehensive and multi-level effort is required. This includes systematic methodological support for teachers, continuous professional development in intercultural pedagogy, enrichment of curricula with culturally relevant content, and the provision of authentic and accessible teaching materials. Equally important is institutional support at the school and policy levels to ensure sustainable implementation of culturally oriented practices. Ultimately, through learning another language in close connection with its culture, students gain a deeper understanding not only of the world around them but also of their own cultural heritage and identity, thereby becoming active, reflective, and responsible participants in global intercultural dialogue.

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RANSLATION



The Lingua Spectrum

Cogito, ergo sum

TARJIMASHUNOSLIK

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ПЕРЕВОДОВЕДЕНИЕ

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**Diplomatik diskursning janr turlari:
(nota, bayonot, muzokara nutqlari,
rasmiy chiqishlar)****Bayjanova Oqila Iskandarovna³**oqilabayjanova89@gmail.com

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Annotatsiya

Mazkur ilmiy maqolada diplomatik diskursning janr turlari nota, bayonot, muzokara nutqlari va rasmiy chiqishlarining lingvopragmatik hamda kommunikativ xususiyatlari va funksional jihatlarini atroflicha tahlil qilishga qaratilgan. Diplomatik diskurs xalqaro siyosiy muloqot tizimining muhim bo'g'ini sifatida davlatlar o'rtasida o'zaro manfaat, hamkorlik va diplomatik muvozanatni ta'minlashda asosiy vosita bo'lib hisoblanadi. Tadqiqotimizda har bir diplomatik janrning o'ziga xos funksional vazifasi, uslubiy xususiyati, tuzilish strukturalari hamda kommunikativ strategiya va taktikalari o'rganilgan, yana shu bilan birga uslubiy o'ziga xosliklari ham ta'kidlab o'tilgan. Masalan: Nota diplomatik yozishmalar ichida eng rasmiy yozma murojaat shakl bo'lib, unda davlatning siyosiy pozitsiyasi, taklif yoki etirozi qat'iy, biroq diplomatic etiketga mos tarzda ifodalanadi. Bayonot esa keng jamoatchilikka mo'ljallangan bo'lib, mamlakat tashqi siyosatidagi dolzarb masalalar yuzasidan rasmiy munosabatlarni ifodalashda foydalaniladi. Shuningdek, muzokara nutqlari esa muloqotning interaktiv shaklini ifodalab, tomonlar o'rtasida murosaga (kelishuvga) erishish, o'zaro ishonch va hamkorlikni kuchaytirishga xizmat qiladi. Rasmiy chiqishlar esa xalqaro brifing, konferensiya va yig'ilishlarda davlat rahbarlarining nutq madaniyati, siyosiy ritorikasi hamda milliy-madaniy manfaatlarini targ'ib etish vositasi sifatida ko'riladi. Bundan tashqari, tadqiqotimizda diplomatik nutq janrlarining leksik-semantik, pragmatik va diskursiv xususiyatlari tahlil qilinib, ularning xalqaro kommunikatsiya, siyosiy imij va davlatlararo muloqot madaniyatini shakllantirishdagi o'rni ham ilmiy asosda yoritilganini ko'rishimiz mumkin. Ushbu tadqiqot natijalari diplomatik tilshunoslik, siyosiy kommunikatsiya va tarjimashunoslik yo'nalishlarida o'z amaliy ahamiyatga ega deyishimiz mumkin.

Kalit so'zlar

Diplomatik diskurs, nota, janr, pragmatik xususiyatlar, ritorik xususiyatlar, diplomatic nutq

**Жанры дипломатического
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Аннотация

В данной научной статье всесторонне анализируются жанровые разновидности дипломатического дискурса нота, заявление, переговорные

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речи и официальные выступления с точки зрения их лингвопрагматических, коммуникативных и функциональных характеристик. Дипломатический дискурс рассматривается как важнейшее звено системы международного политического общения, являющееся основным инструментом обеспечения взаимных интересов, сотрудничества и дипломатического равновесия между государствами. В исследовании подробно изучаются функциональные задачи, стилистические особенности, структурные параметры, а также коммуникативные стратегии и тактики каждого из жанров, при этом подчёркиваются их уникальные стилевые черты. Так, нота представляет собой наиболее официальный вид дипломатической корреспонденции, в которой политическая позиция, предложение или протест государства выражаются строго, но в соответствии с нормами дипломатического этикета. Заявление адресовано широкой общественности и используется для выражения официальной позиции страны по актуальным вопросам внешней политики. Переговорные речи воплощают интерактивную форму дискурса, направленную на достижение компромисса, укрепление доверия и развитие партнёрских отношений между сторонами. Официальные выступления на международных брифингах, конференциях и заседаниях служат средством демонстрации речевой культуры руководителей государств, их политической риторики, а также продвижения национально-культурных интересов. Кроме того, в исследовании проведён анализ лексико-семантических, прагматических и дискурсивных особенностей дипломатических жанров, что позволило выявить их роль в формировании международной коммуникации, политического имиджа государства и культуры межгосударственного общения. Полученные результаты представляют научную и практическую ценность для дальнейших разработок в области дипломатического языкознания, политической коммуникации и переводоведения.

Ключевые слова Дипломатический дискурс, нота, жанр, прагматические особенности, риторические особенности, дипломатическая речь

**Genres of diplomatic discourse:
note, statement, negotiation
speeches, official addresses**

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Annotation *This scientific article provides a comprehensive analysis of the genre varieties of diplomatic discourse note, statement, negotiation speeches, and official addresses from the standpoint of their linguopragmatic, communicative, and functional characteristics. Diplomatic discourse is considered an essential component of the system of international political communication, serving as a key instrument for ensuring mutual interests, cooperation, and diplomatic balance among states. The study examines in detail the functional purposes, stylistic features, structural*

parameters, as well as the communicative strategies and tactics of each genre, while emphasizing their unique stylistic traits. The note represents the most formal type of diplomatic correspondence, in which a state's political stance, proposal, or protest is expressed in a precise and restrained manner, consistent with the norms of diplomatic etiquette. The statement is addressed to the general public and serves to articulate the official position of a country on pressing issues of foreign policy. Negotiation speeches embody an interactive form of discourse aimed at achieving compromise, strengthening mutual trust, and fostering cooperative relations between the parties. Official addresses delivered at international briefings, conferences, and meetings serve as a means of demonstrating the speech culture and political rhetoric of state leaders, as well as promoting national and cultural interests. Furthermore, the study analyzes the lexico-semantic, pragmatic, and discursive features of diplomatic genres, which makes it possible to determine their role in shaping international communication, the political image of the state, and the culture of intergovernmental interaction. The findings of this research possess both theoretical and practical significance for further studies in the fields of diplomatic linguistics, political communication, and translation studies.

Keywords

Diplomatic discourse, note, genre, pragmatic features, rhetorical features, diplomatic speech

Kirish

O'zbek adabiy tili taraqqiyotining hozirgi bosqichida rasmiy muloqot uslubi hujjatlarning yangi turlari, yangi tushunchalar, termin va atamalar, shuningdek, biznes sohasida rasmiy muloqotning yangi tendensiyalari publisistik va so'zlashuv uslublari ta'sirida shakllangan. O'zbek tili muloqotining rasmiy uslubida xorij madaniyat ta'siri (rasmiy muloqot etikasi, diplomatik hujjatlarni rasmiylashtirish qoidalari) tufayli bir qator yangi innovatsiyalar paydo bo'lmoqda. Ilmiy adabiyotlarda ta'kidlanganidek, "rasmiy uslubning yozma shakli yangi terminlar bilan boyimoqda".

Tadqiqot davomida rasmiy matnlarda qo'llaniladigan leksika, tilning ifoda vositalari nuqtai-nazaridan erkin ishlatilishi va mazmuniy ishonitirish, ta'sir qilish kuchiga katta ahamiyat berilganligiga e'tibor qaratildi. Zamonaviy rasmiy muloqot uslubida sodir bo'layotgan o'zgarishlar ushbu sohani atroflicha tadqiq etish va tahlil qilishni taqozo etadi.

Xalqaro aloqalarni olib borish rasmiylikka rioya qilish, man etilgan muloqot uslubi, odob-

axloq me'yorlariga rioya etish, vaziyatga mos rasmiy etiket formulalaridan foydalanish (salomlashish va xayrlashish, muloqotni boshqarish, munozarada ishtirok etish, rad etish), istehzoli, kinoyali va haqoratli ohangni istisno qilgan holda amalga oshiriladi. Masalan: diplomatik yozishmalar mualliflari "zudlik bilan", "darhol" so'zlari bilan adresatni shoshqaloqlikka undamasligi, ko'rsatilgan muammoning tayyor yechimini ikkinchi tomonga yuklamasligi, hujjatni rad etish mazmuni bilan boshlamasligi joiz. Aks holda bu tarzda munosabat bildirish salbiy qaror chiqarilishiga sabab bo'ladi (Порожин, 1999). Xalqaro muloqot etikasi (rasmiy so'zlashuv) adresat va hujjatlarni yuboruvchilarga bir nechta qoidalarga rioya qilishni talab etadi. Masalan: hujjat yuboruvchi tomon "darhol", "zudlik" bilan kabi so'zlarni "biz tez vaqt ichida javob olamiz degan umiddamiz", "sizning axborotingiz biz uchun qadrli" kabi jumlar bilan almashtirilgani ma'qul (*urgently, immediately - We hope to receive the answer soon ...; your report about the decision will be*

greatly appreciated). Bundan tashqari, adresatni kerakli yechimga undash: *masalani ijobiy hal etilishini so'rayman - I ask to resolve an issue positively; ushbu nomzodni ma'qullashingizni so'rayman - I ask to approve this candidacy; formulalardan foydalanish: Men ikkinchi tomonning befarqligini hisobga olib, masalani diqqat bilan o'rganishni taklif qilaman - I suggest to study attentively, assuming the addressee's carelessness; rad etishga ishonirish uchun muvaffaqiyatsizlik sabablarini tushuntirishdan boshlash tavsiya etiladi. Birinchi navbatda xatni qabul qiluvchidan tezkor va aniq javob talab qilinadi.*

Ish yuritish hujjatlarining tili va uslubi ham turli madaniyatlarda ko'p jihatdan o'xshashdir. Xususan, hujjat muallifi, qoida tariqasida, jamoaviy sub'yekt hisoblanadi (hatto bir shaxs tomonidan imzolangan), hujjatlardagi faoliyat predmeti direksiya, tashkilot nomi bilan ifodalanadi. Biroq, rasmiy uslubning shaxssiz gaplar bilan ifodalanishi ko'proq xorijiy hujjatlarga xosdir. Masalan: G'arb mamlakatlarining diplomatik yozishmalari individual yoki shaxs tomonidan amalga oshiriladi.

Asosiy qism

Ingliz va o'zbek tillaridagi diplomatik yozishmalarning milliy va madaniy xususiyatlarini lingvokulturologik nuqtai-nazardan tahlil qilish uchun professor E.Begmatovning o'zbek tili uslubiyati asosida o'zbek nutq madaniyatiga oid tushunchalari, G.T. Mahkamovaning madaniyatlararo muloqotga oid fikrlari, V.V. Vorobyevaning lingvokulturologik doira metodiga oid qarashlari, Ye.M. Verashagina, V.G. Kostamarovning lingvomamlakatshunoslikka oid nazariyalari, V.A. Maslova tomonidan tizimlashtirilgan lingvomadaniyatshunoslikning kategorial tuzilmasidan foydalanildi.

Hujjatlarni tayyorlash, rasmiylashtirishda tilning barcha asosiy qonuniyatlari va qoidalarini ma'lum darajada bilish zarur, shuningdek, tilning imlo qoidalari, tinish belgilari va uslubiy qoidalar ham puxta egallangan bo'lishi shart. Shu ma'noda, o'zbek

hujjatchiligida ham jiddiy o'rganilishi, amaliy va nazariy tadqiq etilishi lozim bo'lgan ayrim o'rinlar mavjud. Ayniqsa, hujjat nomlarini o'zbek tilining o'z imkoniyatlari asosida shakllantira borish, hujjatchilikdagi so'z, so'z birliklari va iboralarning o'zbekcha muqobilini izlab topish va amaliyotga kiritish muhim vazifalardan sanaladi. Masalan: hozirda o'zbek hujjatchiligida "spravka" ma'nosida "ma'lumotnoma", "raport" o'rnida "bildirish", "instruksiya" o'rnida "yo'riqnoma", "akt" o'rnida "dalolatnoma", "xarakteristika" ma'nosida "tavsifnoma", "vedomost" o'rnida "qaydnoma", "protokol" o'rnida "bayonnoma" kabi atamalar ishlatilmoqda. Albatta, bu mantiqan to'g'ridir.

Hozirda ham diplomatik hujjatlar shakl va lisoniy jihatdan o'ziga xos xususiyatlarga ega. Ularni yozishda nimani yozish masalasigagina emas, uni qay tarzda yozish masalasi ham muhim bo'lib, hattotdan chuqur malaka va katta tajribani talab qiladi. Diplomatik yozishmalarda hujjat turini uning mazmunidan kelib chiqqan holda to'g'ri tanlash va yozish qonun-qoidalariga to'g'ri amal qilish, hujjat yo'llanayotgan mamlakat an'analari hisobga olish zarur. Diplomatik hujjat albatta javob talab qiladi.

Diplomatik hujjatlarda hujjat yuborilayotgan mamlakatning nomlanishida, shaxsning lavozimi, ismi-sharifini yozishda, unga murojaat shakllarida biron-bir xatoga yo'l qo'yish mutlaqo mumkin emas, binobarin xatolar o'sha mamlakatga va shaxsga nisbatan bepisandlik, hurmatsizlik hisoblanadi. O'zbek tili rivojlanishining so'nggi bosqichida ro'y bergan yangi hodisalar til tizimi va muloqotning turli sohalari, shu jumladan sof rasmiy uslubga ham o'zgarishlar kiritdi. Diplomatik hujjatlar rasmiy uslubga xos bo'lib, adabiy til normalariga qat'iy rioya etiladi, shevaga xos, har xil stilistik bo'yoqqa ega so'zlar ishlatilmaydi. Bu uslubda yoziladigan ayrim diplomatik hujjatlar shtampga o'xshash maxsus tartib va shakl bilan yoziladi. Masalan: rasmiy xatlar, ariza, tushuntirish xati, bildirgi, ma'lumotnoma, qaror va hokazolar. Bunday hujjatlarda xatboshining o'рни muhim. Har bir tugallangan fikr xatboshi

bilan ajratilishi, keyingi xatboshi orasidagi matn to'rt-besh jumladan oshmasligi diplomatik hujjatlardagi me'yor sanaladi. Shunday ekan, diplomatik hujjatlar tashqi ko'rinish jihatdan ham xatosiz bo'lishi, fikr teran, mantiqiy, izchil, asosli va har ikkala tomonning manfaatlaridan kelib chiqqan holda bayon etilishi lozim.

Diplomatik diskursda yozma janrlarning murakkab tizimi shakllangan bo'lib, ular diplomatik diskursning maxsus pretседantli matnlari sifatida qaraladi. Eng ko'p ishlatiladigan diplomatik hujjatlarning turlari quyidagilar: **deklaratsiya, nota, bayonotlar, rasmiy xatlar, ilova xatlar, yarim rasmiy shaxsiy xatlar, esdalik xatlar diplomatik bayonnomalar, memorandum va kommyunike** kabilar. Ushbu hujjatlar har bir davlatning tashqi siyosiy faoliyati doirasida amalga oshiriladigan diplomatik harakatlarning muhim shakllaridan biridir. Shuni ta'kidlash joizki, harqanday diplomatik hujjat diplomatik intermatn tarkibiy qismi hisoblanadi. U muayyan diplomatik faoliyat natijalarini aks ettiradi va boshqa shu turdagi hujjatlarga ishora qiluvchi matn (teks) elementlarini o'z ichiga oladi. Diplomatik yozishmalarni boshqa turdagi hujjat yozishmalaridan ajratib turuvchi belgilarga quyidagilar kiradi: *Xalqaro muloqot an'analari, protocol talablariga muvofiqlik, halqaro huquqiy hujjatlarda mustahkamlangan maxsus no'rmalarga amal qilish* kabilar. Aynan ushbu xususiyatlar ushbu hujjat turiga institutsional xarakter baxsh etadi. Ajratilgan har bir janr alohida hujjat sifatida yoki boshqa hujjatlarga ilova shaklida namoyon bo'lishi mumkin. Hujjat turini va shaklini, eng avvalo, uning maqsad va vazifalari belgilaydi.

Diplomatik hujjatlar, shubxasiz, lingvistik tadqiqotlarning ob'ekti bo'lib kelgan. Masalan: S. Koen-Vizenfeld diplomatik yozishmalarda subyektivlik masalasini o'rganib chiqqan (Cohen-Wiesenfeld, 2004).

Umuman olganda, diplomatik hujjatlar fransus olimi E. Paskual tomonidan ham lingvistik tadqiqot mavzusi sifatida qaralgan. U o'zining **"La communication écrite en diplomatie"** (Diplomatiyada yozma

kommunikatsiya) nomli ishida diplomatik diskursdagi yozma janrlarning ierarxik tuzilmasini ko'rsatadi va diplomatik hujjatlarni tahlil qilish uchun quyidagi sxemani taklif etadi (Кожетева, 2012).

Bayonot pragmatikasi, Bayonot holati, Ritorika, Argumentatsiya, va Leksika.

Eng ko'p ishlatiladigan diplomatik hujjatlarning turlari quyidagilar: nota va bayonotlar, rasmiy xatlar, ilova xatlar yarim rasmiy shaxsiy xatlar, esdalik xatlar diplomatik bayonnomalar va memorandum kabilar.

Shunday diplomatik janrlardan biri bo'lgan memo (ing. Memorandum, lot. *memorandus* – "eslab qolishga arzigulik") – bu hujjat shaklidagi muloqot janri bo'lib, unda muayyan masalaning faktologik tomonlari bayon qilinadi. Unda odatda pozitsiyani asoslab beruvchi dalillar keltiriladi hamda qarama-qarshi tomon nuqtayi nazari bilan polemik elementlar ham mavjud bo'lishi mumkin. So'zning etimologik ildizidan kelib chiqilsa, memorandum janri o'zida retrospektiv va perspektiv (ya'ni o'tgan voqealarga tayanib, kelajakdagi harakatlarni belgilovchi) xususiyatlarni mujassam etadi. Ko'p hollarda memorandumning maqsadi – tomonlar o'rtasida muzokaralarni davom ettirish va murosaviy yechim topishga undashdan iborat bo'ladi (Самойленко, 2010). Memorandum murakkab tarkibiy tuzilishga ega bo'lib, u kirish (yoki muqaddima) qism, hamda asosiy matndan iborat. Asosiy matn esa odatda paragraflar, bandlar yoki boblar ko'rinishida tuziladi. Zarurat tug'ilganda hujjatga jadval, grafik yoki ilovalar kiritilishi mumkin. Uning hajmi odatda bir betdan ortiq bo'ladi. Ushbu diplomatik janrning o'ziga xos xususiyatlaridan biri – Memorandum boshqa hujjatlardan farqli ravshda ariza blankasiz yoziladi, hujjatlar raqamlanmaydi, biroq, qayerdan jonatilayotgani hamda sanasi ko'rsatiladi va memorandumda sarlavha bo'ladi. Masalan: "Rossiya Federatsiyasi Hukumatining memorandum (bundan keyin ko'rilyotgan masala nomi yoziladi)". Eslatmadan farqli ravishda memorandumda na manzil, na

yakunlovchi iltifotlar yozilmaydi. Matnning
pastgi qismida joy nomi (shahar) va jo'natish

sanasi chap tomonda ko'rsatiladi.
Memorandum janriga ingliz tilida misol:

**Memorandum of the Sovet union on questions of ending the arms race and disarmament
(Excerpts)**

Modern weapons are thousands of time more powerful than any of those used in wars of earlier periods.

The destruction of Hiroshima – the first victim of the use nuclear weapons – lives in the memory of the peoples as a horrible tragedy.

But nowadays States possess such types of these weapons and possess them in such quantities that hundreds, and even thousands, of cities like Hiroshima could be destroyed. One modern nuclear warhead has a destructive power exceeding that of all explosives used by States in the second World War.

Yet weapons of mass destruction continue to develop, absorbing the latest achievements of the scientific and technological revolution, and they are ever growing in quantity.

This is why an increasing number of States recognize the need for reducing military confrontation and facilitating disarmament.

The States that participated in the Conference on Security and Cooperation in Europe unanimously came out in favour of such a policy.

The possibility of solving the disarmament problem has been convincingly demonstrated by the fact that in recent years certain steps of this kind have indeed been taken. Although these are but first steps and are limited in scope, they are of great importance.

These are the Soviet – United States agreements for preventing nuclear war and reducing the risk of its accidental outbreak and for the limitation of strategic arms.

These are the measures for limiting the nuclear arms race, including the treaties on the prohibition of nuclear weapons tests in the atmosphere, in outer space and under water; on the limitation of underground nuclear weapon tests; on the non-proliferation of nuclear weapons; and on the prohibition of the emplacement of nuclear weapons in outer space, on celestial bodies, on the seabed and the ocean floor.

These are also the international convention on the prohibition of the development and production and the destruction of stock-piles of bacteriological and toxin weapons, which is already in force, and the convention on the prohibition of military and any other hostile use of environmental modification techniques.

An analysis of the present world political and strategic situation, of the trends and prospects for the future and of the material and technological factors determining the nature and form of the arms race leads to the conclusion that under present conditions the main areas for co-ordinated action by States in the field of disarmament are the following:

1. Cessation of the nuclear arms race, reduction and subsequent elimination of nuclear weapons.
2. Prohibition of nuclear-weapon tests.
3. Consolidation of the regime of non-proliferation of nuclear weapons.
4. Prohibition and destruction of chemical weapons.
5. Prohibition of the development of new types and new system of weapons of mass destruction...
6. Reduction of armed forces and conventional armaments.
7. Reduction of military budgets (Myratorov, 2001).

O'zbek tilidagi memorandumga misol:

**O'zbekiston Respublikasi va Belarus Respublikasi o'rtasida hamkorlikni
yanada rivojlantirish va kengaytirish to'g'risida**

MEMORANDUM

Belarus Respublikasi va O'zbekiston respublikasi, o'zaro foyda ko'rish asosida ikki tomonlama iqtisodiy integratsiyani chuqurlashtirish borasida bundan keyin muayyan amaliy qadamlar tashlash zaruratini ta'kidlab, quyidagilar to'g'risida ahdlashdilar:

1. Belarus va O'zbekiston bundan buyon ham o'z munosabatlarini do'stik, hamjihatlik va o'zaro manfaat ko'rish, uzoq muddatli istiqbolli aloqalar asosida rivojlantirishni ko'zlaydi.
2. Belarus va O'zbekiston davlat ishtirokida moliya-sanoat guruhlar, holding va lizizng kompaniyalari barpo qilish borasida kuchlarini birlashtirishni, qo'shma xususiy korxonalar tashkil etish va faoliyat ko'rsatishiga, ishlab chiqarish sarmoya hamkorligining ilg'or shakllarini rivojlantirishga yordam berishini, o'zaro sarmoya yetkazish, mulkka, shu jumladan ko'chmas mulkka egalik qilish, uni huquqiy himoya qilish uchun qulay sharoitlarni ta'minlashni maqsadga muvofiq deb biladi.
3. Tomonlar bu masalalar yuzasidan alohida bitimlar imzolashni zarur deb hisoblaydilar.
4. Tomonlar milliy trans xarakteridagi (energiya tizim, naqliyot, aloqa, gaz va neft quvurlari va boshqalar) ob'ektlari va sohalar faoliyati va davlatlarning qoshma mulk ob'ektlari borasida tadbirlarni muvofiqlashtiradilar.
5. Tomonlar transit erkinligi qat'iyatiga amal qilgan holda davlatlararo yuk va yo'lovchilar tashish bo'yicha tariflarni yaqinlashtirishga qaratilgan o'zaro harakatlarni faollashtiradilar.
6. Tomonlar fan va texnikaning muhim sohalarida o'zaro tadqiqotlar o'tkazish, ilmiy potensialdan unumli foydalanish va manaviyatni himoya qilish bo'yicha takliflar tayyorlashga ko'maklashadilar.
7. O'zbekiston respublikasi va Belarus Respublikasi ikkala davlatning ayrim korxonalari, muassasalari, shuningdek viloyatlari, tumanlari va boshqa mintaqalari o'rtasida iqtisodiy, madaniy, ilmiy-texnikaviy va boshqa aloqalarni o'rnatishni rag'batlantiradi.
8. Tomonlar o'zaro manfaatlaridan kelib chiqib va o'z imkoniyatlarini xisobga olib, Belarus va O'zbekiston xalq xo'jaligining turli soha va jabhalari uchun yuqori malakali mutaxassislar tomonidan berilgan diplomlar, shahodatnomalar va boshqa sertifikatlarni o'zaro tan olish tizimini ishlab chiqish va hayotga tadbiq etishga tayyor.
9. Tomonlar uyushgan jamoatchilik, quroli qontrabandasi, giyohvand va psixotrop moddalarning qonunsiz ravishda muomalada bo'lishiga qarshi kurashda bunday salbiy ijtimoiy hodisalarga qarshi ta'sir o'tkazish bo'yicha qo'shma dasturlar qabul qilish, huquqni muhofaza qilish idoralarining o'zaro hamkorligini muvofiqlashtirishni kuchaytirish yo'li bilan faol hamkorlik qiladilar (Муҳиддинова, 1997).

**Belarus Respublikasi
Prezidenti**

**O'zbekiston Respublikasi
Prezidenti**

Ushbu janr diplomatik hujjatlarda kamdan kam hollarda foydalaniladi.

Ushbu har ikkala tildagi memorandum namunasini qiyoslar ekanmiz ularning o'xshash

va farqli jixatlarni kuzatishimiz mumkin. Demak ularning o'xshash tomonlari:

1. **Rasmiy matn shakli jixatdan** yani bunda har ikkala tildagi memorandum rasmiy uslubda, davlatlararo hamkorlik aloqalarini tartibga soluvchi hujjat turi sifatida yozilgan.
2. **Davlatlararo muammo va / masalalar** – ikkala tildagi memorandum ham ikki yoki undan ortiq davlatlar o'rtasidagi muhim masalalar: 1-global xavfsizlik (qurolsizlanish) masalasi, ikkinchisida esa ikki tomonlama iqtisodiy va ijtimoiy hamkorlik masalalariga bag'ishlangan.

3. **Hamkorlikni rivojlantirishga chaqirish** – ikkala tildagi hujjat turining mazmun va mohiyati kelajakda hamkorlikni rivojlantirishni maqsad qiladi.

4. **Maqsadga qaratilgan** – har ikkala memorandum ham amaliy maqsadlarga qaratilga: 1) yadro qurollanish poygasiga qaratilgan bo'lsa, 2) madaniy-iqtisodiy va ilmiy hamkorliklarni rivojlantirishni kuchaytirishga.

Ushbu diplomatik hujjatlarning farqli tomonlari esa quyidagilardan iborat:

Xususiyat	Ingliz tilidagi memorandum	O'zbek tilidagi memorandum
Mavzu va mazmun doirasidan kelib chiqib	Global xavfsizlik, yadroviy qurolsizlanish va urush xavfini kamaytirish.	Madaniy-iqtisodiy, ilmiy-texnik va transport sohalarida ikki taraflama hamkorlik.
Qamrov doirasidan kelib chiqib	Xalqaro miqyosdagi barcha davlatlarga tegishli masalalar.	Faqta ikkala mamlakat O'zbekiston va Belarus o'rtasidagi ikki taraflama munosabatlar.
Hujjat turidan kelib chiqib	Asosan deklarativ xarakterga ega, xalqaro pozitsiyani ifodalaydi.	Aniq bandlar ko'rsatilgan rasmiy kelishuvga o'xshaydi, ba'zi hollarda bitimlar tuzish niyati mavjud.
Texnik tafsilotlardan kelib chiqqan holda	Qurol turlari, texnologik xavf va konvensiyalar haqida.	Sarmoya, qadrlar tayyorlash, transport, fan xavfsizlik sohalarida aniq yo'nalishlar.
Til va uslub jihatdan farqlanishi	Diplomatik va siyosil uslub: jahov xavfsizligiga oid terminlar ishlatilgan.	Iqtisodiy-huquqiy uslub: xo'jalik yurutuvchi subyektlar, mulk, huquqiy himoya va ilmiy hamkorlik.

1-jadval.

Keying janrimiz Nota va bayonotlar.

Nota – xalqaro yozishmalarning eng asosiy va keng tarqalgan turi bo'lib, biror muhim masala yuzasidan ma'lumot beruvchi oliy darajadagi hujjat turi, uning shaxsiy va verbal nota kabi ikki xil shakli keng qo'llanilmoqda. Shaxsiy va verbal notalarga xos umumiy xususiyatlar quyidagilar:

1. Notalarning yuqori qismiga davlatning nomi yozilgan va davlat nishonining tasviri tushirilgan toza va sifatli varoqqa yoziladi.

2. Qog'ozning yuqori o'ng burchagida nota yo'llayotgan mamlakat poytaxtining nomi va sanasi yoziladi.

3. Notaning hajmidan qat'iy nazar birinchi betning pastgi chap tomoniga u yo'llayotgan davlat nomi to'liq yoziladi, konvert ustida ham shu manzil ko'rsatiladi (Sobirova, 2023).

Shaxsiy nota – bevosita davlat boshliqlari yoki yuqori mansabdor shaxslar o'rtasidagi diplomatik yozishma bo'lib, quyidagi masalalar yuzasidan jo'natiladi:

1. Ishonch yorliqlarini topshirish;
2. Elchixona vakolatxonalarining ochilishi munosabati bilan;
3. Davlatning tashkil topgan yoki mustaqillik e'lon qilingan kuni bilan qutlash;
4. Milliy bayramlar munosabati qilan qutlash;

5. Prezidentlik saylovi yoki referendum munosabati bilan qutlash;
6. Mamlakatda ro'y bergan muhim ijtimoiy-siyosiy voqea munosabati bilan.
Shaxsiy nota namunasi ingliz va o'zbek tillari misolida.

Personal Notes 1.

Embassy of the United States of America

Kingston, April 12, 19...

Excellency:

I have the honor to inform you that I have today presented to His Excellency, The Most Honorable (Name), O.N., C.D., Governor General of Jamaica, the Letters of Credence accrediting me as Ambassador Extraordinary and Plenipotentiary of the United States of America to Jamaica.

I take this opportunity to assure you of my desire to maintain and strengthen the excellent relations, both official and personal, which already exist between our two countries and our two missions.

Please accept, Excellency, the assurances of my highest consideration.

(Signature)

His Excellency

.....

Ambassador of the Russian

Federation

Kingston (Myratorov, 2001).

Personal Notes 1. (Namuna 2)

AMBASSADOR

AUSTRALIAN EMBASSY MOSCOW

4 June, 19...

Excellency: (Sir, Dear Mr. ...) kabi tarzda ham boshlanishi mumkin.

I have the honor to inform you that I shall be leaving the Russian Federation on Sunday 8 June, 19..., and shall return to the Russian Federation on Wednesday 18 June, 19... .

During my absence from the Russian Federation, the Embassy will be in the charge of Mr. (Name), Counsellor, in the capacity of ...

Please accept, Excellency, the assurance of my highest consideration.

(Signed)

(Name)

His Excellency Mr. ...,

Minister of Foreign Affairs of the

Russian Federation,

Moscow (Myratorov, 2001).

Shaxsiy Nota namunalari o'zbek tilida:

Maxsus blank	
Gerb tasviri	
Prezident Suxarto	Indoneziya Respublikasi,
Djakarta shahri	
N_____	1995-yil 1-sentabr
Prezident janobi oliylari,	
O'zbekiston Respublikasining mustaqillik kuni nishonlanayotganligi munosabati bilan Indoneziya Respublikasi hukumati, xalqi va shaxsan o'z nomimdan Siz janobi oliylariga eng samimiy tabrigimni yetkazishdan mamnunman.	
Ishonchim komilki, mamlakatimiz o'rtasidagi do'stlik va hamkorlik munosabatlari bundan buyon ham rivojlanib mustahkamlanaveradi.	
Fursatdan foydalanib, Siz janobi oliylariga sixat-salomatlik, baxt-saodat, O'zbekiston xalqiga esa doimiy taraqqiyot va ravnaq tilab qolishga ijozat etgaysiz.	
Sizga chuqur hurmat bilan	

Prezident Suxarto	
O'zbekiston Respublikasi	
Prezidenti Islom Karimov	
Janobi oliylariga,	
Toshkent shahri (Muhiddinova, 1997).	

Diplomatik hujjatlarning ushbu turidan juda ko'p foydalaniladi. Quyidagi har ikkala tildagi misollarda diplomatik yozishmalar o'zaro rasmiy murojaat orqali ma'lum bir diplomatik axborotni yetkazish yoki samimiy niyat ifodasini bildirishga xizmat qiladi.

Diplomatik protokolga binoan, ushbu notalar yuqori darajadagi rasmiylik, strukturaviy qat'iylik va stilistik neytrallik bilan bir-biridan o'xshash va farqli jixatlari bilan ajralib turadi.

O'xshash jixatlari: Janr va uslub doirasida.

Asosiy jixatlari	Inglizcha nota	O'zbekcha nota	Izoh
Janr jixatdan	Diplomatik shaxsiy nota	Diplomatik shaxsiy nota	Har ikkala tildagi shaxsiy notada rasmiy murojatdan foydalanilgan
Ohang jixatdan	Rasmiy diplomatik "Excellency"	Rasmiy diplomatik "Prezident janobi oliylari"	Yuqori martabali mansabdor shaxsga xitob (murojat) etilgan
Struktura (tuzilish) jixatdan	Sana, murojat, asosiy matn, yakuniy iboralar va imzo	Sana, murojat, asosiy matn, yakuniy iboralar va imzo	Diplomatik protokolga xos kompozitsion struktura saqlangan
Kim tomonidan jo'natilganligi	Elchi (Ambassador) nomidan	Prezident (Suxarto) nomidan	Diplomatik protocol doirasida yuqori martabali shaxsga murojaat

Yakuniy iboralar	Please accept, Excellency, the assurance of my highest consideration	Sizga chuqur hurmat bilan!	Har ikkala til shaklida yuqori darajadagi hurmatni ifodalovchi iboralardan foydalanilgan

2-jadval.

Shaxsiy notaning farqli tomonlari esa
quyidagilardan iborat:

Asosiy jixatlari	Inglizcha nota	O'zbekcha nota	Izoh
Mazmun va mohiyati jixatdan	Rasmiy axborot (akkreditatsiya, ketish vaqti)	Bayram tabrigi bilan qutlash, do'stlik va samimiylik hamda duolar	Ingliz tilidagi notalarda informativlik, o'zbek tilidagi notalarda esa bayramona kayfiyat va emotsionallik ruhi kuchli ifodalangan
Til uslubi jixatdan	Qisqa, londa va neytral	Tantanalik, adabiy ifodalar	Sharqona stilda, badiiy duogo'y tildan foydalanilgan
Muomala madaniyati jixatdan	Diplomatik etiketga mos formulalardan foydalanilgan	Samimiy, duogo'y ohang va iboralardan qo'llanilgan	Sharqona diplomatik munosabatlarda shaxsiy hurmat ehtirom va bir-biriga nisbatan iliq munosabatlar ustunligi
Notaning yozilish sababi (maqsadi)	Akreditatsiya, vaqtincha chiqib ketish	Mustaqillik bayrami munosabati bilan samimiy qutlov tabrigi	Ingliz tilidagi notalarda amaliy voqea-hodisalar, o'zbek tilidagi notada esa rasmiy bayram qutlovi
Lingvistik jixatdan	"I have the honor to inform you..." kabi formal iboralar qo'llanilgan	"Fursatdan foydalanib...", "ijozat etgaysi..." kabi adabiy tilga hos bo'lgan iboralardan foydalanilgan	O'zbek tilidagi notada juda muloyimlik va madaniy merosga xos bo'lgan til strukturasidan foydalanilgan
Emotivlik jixatdan	Minimal emotsionallik ifodalangan	Kuchli emotsionallik	Baxt-saodat, ravnaq kabi so'z va iboralar madaniy konnotatsiyani ifodalovchi so'zlar hisoblanadi

3-jadval.

Verbal Nota – hozirgi vaqtda davlatlararo aloqalarda eng ko'p qo'llanuvchi hujjat turi bo'lib, Tashqi ishlar vazirliklari, elchixonalarining asosiy yozishmasidir. Verbal

nota 3 shaxs nomidan yozilishi va keng qamrovligi bilan shaxsiy notadan farq qiladi. Verbal nota bevosita shaxslar o'rtasida emas, balki hukumatlar, vazirliklar, elchixonalar,

vakolotxonalar o'rtasidagi diplomatik yozishma bo'lganligi uchun unda murojaat qisim bo'lmaydi.

Verbal nota namunasi:

Davlat nishoni
O'zbekiston Respublikasi Tashqi ishlar vazirligi
№ _____

O'zbekiston Respublikasi Tashqi ishlar vazirligi Misr Arab Respublikasining Toshkentdagi Elchixonasiga o'zining ehtiromini bildiradi va O'zbekiston Respublikasi va Misr Arab Respublikasi o'rtasida savdo-iqtisodiy hamkorlik haqidagi hukumatlararo bitim loyihasini mamnuniyat bilan yo'llaydi.

Imkoniyatdan foydalanib, Vazirlik Elchixonaga o'zining chuqur hurmatini izhor etadi.

Muhr Toshkent shahri 13-dekabr 2005-y.

Misr Arab Respublikasining Toshkent shahri Elchixonasiga (Borisova, 2011).

Verbal nota ingliz tilida:

(State Emblem of Australia)

Note No...

The Department for External Affairs presents its compliments to the Embassy of the Russian Federation and has the honour to acknowledge receipt of the Embassy's Note No. 40 of 6 May 20..., advising that Mr A. ... has been appointed as an official personal secretary and interpreter to the R.F. Ambassador to Australia.

The Department of External Affairs avails itself of this opportunity to renew to the Embassy of the Russian Federation the assurances of its highest consideration.

10 May 20...

(seal of the Embassy)

CANBERRA (Myratov, 2001).

Har ikkala tilda yozilgan verbal notalarni qiyoslar ekanmiz ularning o'xshash va farqli tomonlarini tahlil qilamiz: ulardagi o'xshashliklar

1. **Rasmiylik jihatdan:** har ikki tilda yozilgan verbal nota namunalari rasmiy va diplomatik protocol qoidalariga rioya qilgan holda, chuqur hurmat ehtirom va samimiylikni ifodalovchi so'zlar bilan yozilgan.
2. **Mazmun jihatdan:** ikkala nota turida ham maqsad aniq, rasmiy axborot berilgan. Masalan: O'zbekiston Respublikasi Tashqi ishlar Vazirligi Misr elchixonasiga savdo-iqtisodiy hamkorlik kelishuv loyihasini yuborishi, Avstraliya tashqi ishlar vazirligi Rossiya

elchixonasidan yangi tayinlov haqida xabar olishi ifodalangan va axborot tarzida yetkazilgan.

Ulardagi Farqlar:

1. **Uslub jihatdan:** o'zbek tilidagi nota namunasida aniqlik va qisqalik bilan yoritilgan. Ingliz tilidagi misolimizda grammatik struktura jihatdan murakkab tuzilishga ega ekanini ko'rishimiz mumkin. Masalan: "The Department of External Affairs avails itself of this opportunity to renew to the Embassy of the Russian Federation the assurances of its highest consideration" kabi murakkab struktura.
2. **Mazmun jihatdan:** a) O'zbekiston va Misr davlati o'rtasida savdo-iqtisodiy

kelishuviga oid bo'lsa, b) Avstraliya va Rossiya Federatsiyasi o'rtasida rasmiy lavozimga tayinlov bilan bog'liq. Bundan ko'rinadiki hujjat mazmunidagi maqsad bir-biridan farqlidir, ya'ni birinchi notada diplomati masalalarga qaratilgan, ikkinchi nota esa yangi lavozimga tayinlov (kadrlar o'zgarishini bildiradi).

3. **Yozilish strukturasi jihatdan:** o'zbek tilidagi misolimizda diplomatik etiket qoidasiga binoan rasmiy minnatdorchilikni ifodalovchi "Elchixonaga o'zining chuqur hurmatini izhor etadi" kabi clishelardan foydalanilgan. Ingliz tilidagi notamiz esa diplomatic rasmiy xat formatida "Note No" tarzidagi ma'lumotlarni o'z ichiga oladi.

Xulosa

Yuqorida keltirilgan tahlillar asosida aytish mumkinki, diplomatik diskurs bugungi kunda xalqaro muloqotning eng muhim

shakllaridan biri hisoblanadi. U davlatlar o'rtasidagi siyosiy, iqtisodiy va madaniy aloqalarni yo'lga qo'yish, o'zaro hamkorlikni mustahkamlash hamda tinchlik va barqarorlikni ta'minlashda muhim o'rin tutadi. Diplomatik diskursning asosiy janr turlari *nota*, *bayonot*, *muzokara nutqlari* va *rasmiy chiqishlar* har biri o'ziga xos vazifaga ega bo'lib, ular orqali davlatlarning tashqi siyosiy pozitsiyasi, maqsad va manfaatlari ifodalanadi.

Xulosa qilib aytganda, diplomatik diskurs janrlarini chuqur o'rganish nafaqat nazariy, balki amaliy jihatdan ham katta ahamiyatga ega. U nafaqat xalqaro diplomatik tilning me'yorlarini belgilashga, balki siyosiy nutq madaniyatini rivojlantirish, samarali muloqot strategiyalarini shakllantirish va davlatlararo munosabatlarni yanada mustahkamlashga xizmat qiladi. Shu jihatdan, mazkur mavzuning o'rganilishi hozirgi global kommunikatsiya sharoitida dolzarb ilmiy yo'nalishlardan biri hisoblanadi.

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Phraseological translation across cultures: balancing meaning and image in English–Uzbek idiom rendering

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Annotation *This study explores the principal strategies applied in translating culturally-bound phraseological units from English into Uzbek, combining theoretical foundations of translation studies with empirical observations from professional practice and academic teaching. Employing descriptive and comparative analysis within a framework informed by prominent translation theory models, the research identifies four core strategies: use of full equivalents, calquing, cultural adaptation, and descriptive translation. The study demonstrates that while universal idioms with shared cultural imagery can be directly translated without loss of meaning, phraseological units that embody culture-specific elements typically necessitate adaptation or explanatory rendering to maintain pragmatic value, stylistic nuance, and communicative effectiveness in the target language. Furthermore, it emphasizes that informed strategic decision-making, grounded in both linguistic competence and intercultural awareness, is crucial for balancing semantic precision with naturalness and acceptability. The findings reinforce the translator's role as an active cultural mediator, contributing significantly to successful intercultural communication in an increasingly globalized context.*

Keywords *Translation studies, phraseological units, cultural adaptation, English–Uzbek translation, equivalence, translator competence, intercultural communication*

Фразеологический перевод в разных культурах: баланс значения и образа в англо-узбекской передаче идиом

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Аннотация *Данное исследование посвящено анализу основных стратегий, применяемых при переводе культурно обусловленных фразеологических единиц с английского языка на узбекский, опираясь на академические и практические знания в области теории перевода и профессиональной переводческой деятельности. Исследование основано на описательном анализе наиболее распространённых трудностей, возникающих при переводе как в учебной среде, так и в реальной переводческой практике, и использует методологическую основу, сформированную на базе признанных моделей переводческой теории. В ходе анализа выявлены четыре ключевые стратегии: использование полных эквивалентов, калькирование, культурная адаптация и описательный перевод. Полученные результаты показывают, что при наличии универсальных идиом возможен прямой перевод, однако фразеологические единицы с выраженной культурной спецификой чаще всего требуют адаптации или описательного пояснения*

для сохранения прагматического значения и обеспечения естественности в языке перевода. В исследовании делается вывод о том, что стратегический выбор переводчика играет решающую роль в поддержании баланса между семантической точностью и лингвистической уместностью, подтверждая его функцию как культурного медиатора в условиях глобальной коммуникации.

Ключевые слова

Переводоведение, фразеологические единицы, культурная адаптация, перевод с английского на узбекский, эквивалентность, переводческая компетентность, межкультурная коммуникация

**Madaniyatlararo frazeologik
tarjima: ingliz–o'zbek idiomalarni
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Annotatsiya

Mazkur maqola ingliz tilidan o'zbek tiliga tarjima jarayonida madaniyatga xos frazeologik birliklarni tarjima qilishda qo'llaniladigan asosiy strategiyalarni ilmiy-nazariy yondashuvlar hamda amaliy tarjima faoliyati va ta'lim jarayonida kuzatilgan empirik kuzatuvlar uyg'unligida tahlil qiladi. Tarjima nazariyasining yetakchi modellari asosida shakllangan chog'ishtirma va tavsifiy tahlil metodlariga tayangan holda, tadqiqot to'rtta asosiy strategiyani aniqlaydi: to'liq ekvivalentlardan foydalanish, kalkalash, madaniy moslashtirish va tavsifiy tarjima. Tadqiqot natijalariga ko'ra, madaniyatlararo umumiy obrazlarga ega frazeologik birliklar ma'no yo'qotilmasdan to'g'ridan-to'g'ri tarjima qilinishi mumkin, biroq milliy-madaniy xususiyatlarni aks ettiruvchi birliklar pragmatik qiymat, uslubiy noziklik va kommunikativ samaradorlikni saqlash maqsadida ko'pincha moslashtirish yoki izohli tarjimini talab qiladi. Shuningdek, semantik aniqlikni tabiiylik va qabul qilinuvchanlik bilan muvozanatlashda lingvistik kompetensiya hamda madaniyatlararo xabardorlikka tayanadigan strategik qaror qabul qilish zarurligi ta'kidlanadi. Olingan natijalar tarjimonning globallashuv sharoitida madaniyatlararo muloqotni samarali ta'minlovchi faol madaniy vositachi sifatidagi rolini yanada mustahkamlaydi.

Kalit so'zlar

Tarjimashunoslik, frazeologik birliklar, madaniy moslashtirish, ingliz tilidan o'zbek tiliga tarjima, ekvivalentlik, tarjimon kompetensiyasi, madaniyatlararo kommunikatsiya

Introduction

In recent decades, the expansion of global relations and intensification of intercultural communication have significantly influenced linguistic interaction among nations.

As international collaboration grows, both in academic and professional contexts, the process of translation increasingly demands awareness of not only linguistic mechanisms but also cultural realities embedded within the

source language. This necessity becomes especially pronounced when dealing with phraseological units such as idioms, proverbs, and set expressions, as these constitute highly culture-bound elements of language that carry deep connotative, historical, and symbolic meaning.

In the context of English–Uzbek translation, this issue is particularly relevant due to the differing socio-cultural and historical backgrounds of the two languages. Although globalization promotes mutual understanding and facilitates access to linguistic diversity, it simultaneously creates challenges when culturally specific linguistic elements are transferred without appropriate adjustment. Translators – especially those working between languages with distinct cognitive and cultural frameworks – are required to transcend mere lexical conversion. They must function as cultural interpreters who assess, deconstruct, and reconstruct meaning in a way that is both comprehensible and culturally appropriate for the target audience.

The complexity of rendering phraseological units arises from their non-compositional nature. As Baker (1992) states, the meaning of the whole expression cannot be inferred simply by analyzing its individual parts. For example, the phrase “kick the bucket” cannot be translated by literally interpreting “kick” and “bucket,” as its meaning is idiomatic. This phenomenon demands a deeper cognitive and cultural analysis, requiring translators to identify the intended meaning, conceptual structure, and cultural references before transferring them into the target language.

Scholars such as Nida (1964), Newmark (1988), and Vinay and Darbelnet (1995) have proposed theoretical frameworks that guide translators in resolving such issues. Nida’s dynamic equivalence emphasizes naturalness and functional impact, whereas Newmark differentiates between semantic and communicative translation, prompting translators to balance meaning and readability. Vinay and Darbelnet operationalize these

theories through strategic procedures such as literal translation, calquing, adaptation, and modulation, treating translation as a system-based decision-making process rather than a linear linguistic transformation.

This paper investigates translation strategies applied to English phraseological units and their rendering in Uzbek. Particular attention is given to identifying approaches that effectively bridge cultural disparities while maintaining semantic accuracy. The primary research question addressed is: Which translation strategies are most suitable for overcoming cultural barriers and ensuring natural, pragmatic equivalence when translating English phraseological units into Uzbek? By analyzing selected examples, the study proposes a strategic framework that may be used by translators and educators to enhance both translation quality and cultural adequacy.

Methods

This research adopts a qualitative descriptive-analytical approach, examining how English phraseological units are rendered into Uzbek using authentic and academically relevant sources. The corpus included samples from bilingual phraseological dictionaries, translated literary texts, and commonly encountered expressions in translation-based training materials. Phraseological units were selected based on their frequency in written and spoken discourse, potential for misinterpretation during translation, and relevance for academic instruction and practical application.

Each phraseological unit was evaluated using two primary parameters: the level of its cultural embeddedness and the translation strategy applied. The classification system was grounded in the procedural framework proposed by Vinay and Darbelnet (1995), extended with elements of semantic equivalence theory (Larson, 1984) and pragmatic effect analysis (Nida, 1964). The analysis distinguished four strategic approaches:

1. **Direct Translation (Full Equivalents):** Applied when the phrase has an established idiomatic counterpart in the target language (e.g., "To lose one's head" → "boshi aylanmoq").
2. **Calque (Loan Translation):** Used when the literal component image can be transferred without distorting meaning, provided that comprehension remains intact.
3. **Cultural Adaptation:** Involves replacing the source phraseological image with a culturally corresponding expression in the target language.
4. **Descriptive Translation:** Used when no idiomatic or culturally adequate

equivalent exists, requiring the translator to explain the meaning directly.

Each strategy was evaluated based on its ability to preserve pragmatic meaning, maintain stylistic appropriateness, and achieve naturalness within the target language. Additional insights were obtained from translator feedback and classroom-based observations, reflecting real-life decision-making in translation training.

Results and Discussion

The analysis revealed a consistent link between the degree of cultural imagery complexity and the translation strategy used. The Table 1 summarizes key case examples used for analytical purposes.

Strategy	Applicability	English Example	Uzbek Translation	Analysis of Equivalence
1. Direct Translation	Universal or historically shared imagery	"To lose one's head"	"boshi aylanmoq"	Full equivalence; metaphor and meaning preserved
2. Calque	Logically interpretable structure	"To fish for compliments"	"maqtovni ovlamoq"	Understandable but not conventional; partial equivalence
3. Cultural Adaptation	Culture-dependent figurative meaning	"To carry coal to Newcastle"	"suvni dengizga tashimoq"	Strong functional equivalence using culturally relevant imagery
4. Descriptive Translation	Opaque, context-driven idioms	"To show someone the ropes"	"biror ishni qanday bajarilishini o'rgatmoq"	Accurate meaning, but figurativeness omitted

Table 1. Case examples used for analytical purposes

Direct translation produced consistent results only where an existing Uzbek idiom conveyed equivalent meaning and imagery. Such occurrences were limited to universally shared concepts or historical metaphors found across multiple cultures. For example, "boshi aylanmoq" adequately renders the figurative meaning of "to lose one's head."

Calquing was moderately effective in cases where imagery was conceptually transparent but resulted in expressions that lacked idiomatic naturalness. Therefore, calques should be used cautiously, as overuse may lead to semantic distortions or stylistic incongruities.

Cultural adaptation emerged as the predominant strategy for idioms with strong

cultural associations. Translators tended to replace foreign imagery with culturally familiar constructs, demonstrating alignment with Nida's dynamic equivalence and Newmark's communicative translation principles. This approach is particularly suitable when translating for audiences with high expectations of linguistic naturalness, as is often the case in literary or public communication.

Descriptive translation was necessary when transfer of figurative meaning was impossible without causing misunderstanding. Although this method sacrifices stylistic elegance, it ensures clarity and semantic precision, which may be essential in technical or academic domains.

Conclusion

The translation of culturally-bound phraseological units from English into Uzbek is a complex process that extends beyond direct linguistic transfer, requiring careful balance between semantic accuracy and cultural suitability. Based on the analysis, **cultural adaptation** is identified as the most effective strategy for ensuring naturalness and

pragmatic equivalence. Direct translation and calquing are workable only in cases of shared conceptual structures or easily interpretable imagery. When cultural references have no equivalent within the Uzbek context, descriptive translation serves as a viable alternative, offering clarity at the expense of figurativeness.

Effective phraseological translation ultimately depends on the translator's ability to make informed strategic decisions that align meaning with communicative intention. Given the increasing intercultural dynamics and expanding importance of accurate linguistic mediation, the translator's role continues to evolve beyond literal translation, functioning instead as a facilitator of cultural dialogue.

Future research should focus on corpus-based quantitative analysis to identify recurring strategy patterns, as well as digital integration of phraseological databases to aid translator training. Further study into cognitive aspects of idiom processing may also contribute to advancing translation methodology, particularly for languages with deeply rooted cultural expressions such as Uzbek.

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Types and Forms of Audiovisual Translation and Their Roles in the Translation Process

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Annotation *Audiovisual translation (AVT) refers to a broad set of techniques used to make audiovisual products understandable and accessible to multilingual and multicultural audiences. This paper deals with the issues related to investigating the principal forms of AVT, including dubbing, voice-over, subtitling, localization, adaptation, and summary translation, emphasizing their role within the translation process. Each form of AVT is shaped by specific linguistic, cultural, and technical constraints that influence translators' decisions. Issues such as time and space limitations, synchronization between sound and image, cultural references, audience expectations, and technological standards are central to the quality of the final product. The abstract also underlines that AVT is not a purely linguistic activity but a multimodal practice requiring close interaction between language, visuals, and sound. By analyzing these interconnected factors, the study argues that successful audiovisual translation depends on a holistic approach that carefully balances accuracy, clarity, and cultural appropriateness to ensure effective communication and audience engagement.*

Keywords *Audiovisual translation, dubbing, voice-over, subtitling, localization, adaptation, translation process, audiovisual content*

Виды и формы аудиовизуального перевода и их роль в переводческом процессе

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Аннотация *Аудиовизуальный перевод (АВП) представляет собой широкий спектр методов, направленных на обеспечение понятности и доступности аудиовизуальных продуктов для многоязычной и мультикультурной аудитории. В данной аннотации рассматриваются основные формы АВП, включая дубляж, закадровый перевод (voice-over), субтитрование, локализацию, адаптацию и сокращённый перевод, а также подчеркивается их роль в переводческом процессе. Каждая форма аудиовизуального перевода обусловлена специфическими лингвистическими, культурными и техническими ограничениями, которые влияют на решения переводчика. Такие факторы, как временные и пространственные ограничения, синхронизация звука и изображения, культурные реалии, ожидания аудитории и технологические стандарты, имеют ключевое значение для качества конечного продукта. В аннотации также подчеркивается, что АВП не является исключительно лингвистической деятельностью, а*

представляет собой мультимодальную практику, требующую тесного взаимодействия языка, визуальных образов и звука. Анализ этих взаимосвязанных факторов позволяет утверждать, что успешный аудиовизуальный перевод основывается на целостном подходе, обеспечивающем баланс между точностью, ясностью и культурной адекватностью для достижения эффективной коммуникации и вовлечённости аудитории.

Ключевые слова

Аудиовизуальный перевод, дубляж, закадровый перевод, субтитрование, локализация, адаптация, переводческий процесс, аудиовизуальный контент

Audiovizual tarjimaning turlari va shakllari hamda ularning tarjima jarayonidagi o'rni

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Annotatsiya

Audiovizual tarjima (AVT) audiovizual mahsulotlarni ko'p tilli va ko'p madaniyatli auditoriyalar uchun tushunarli va qulay qilishga xizmat qiladigan keng ko'lamli usullar majmuasini anglatadi. Ushbu annotatsiyada AVTning asosiy turlari – dublyaj, ovoz ustidan tarjima (voice-over), subtitrlash, lokalizatsiya, adaptatsiya va qisqa mazmunli tarjima – ko'rib chiqilib, ularning tarjima jarayonidagi o'rni yoritiladi. AVTning har bir turi tarjimon qarorlariga ta'sir etuvchi muayyan lingvistik, madaniy va texnik cheklovlar bilan belgilanadi. Vaqt va makon cheklovlari, tovush va tasvir o'rtasidagi sinxronlik, madaniy ishoralar, auditoriya kutishlari hamda texnologik standartlar yakuniy mahsulot sifatida muhim ahamiyatga ega. Shuningdek, AVT sof lingvistik faoliyat emas, balki til, tasvir va tovushning o'zaro uyg'unligini talab etuvchi multimodal amaliyot ekanligi ta'kidlanadi. Shuni ta'kidlash joizki, ushbu o'zaro bog'liq omillarni tahlil qilish asosida tadqiqot muvaffaqiyatli audiovizual tarjima aniqlik, tushunarlilik va madaniy moslik o'rtasidagi muvozanatga tayangan holda samarali muloqot va auditoriya ishtirokini ta'minlashini asoslaydi, shuningdek zamonaviy raqamli platformalarda kontentning global tarqalishida AVTning strategik ahamiyatini ko'rsatadi.

Kalit so'zlar

Audiovizual tarjima, dublyaj, ovoz ustidan tarjima, subtitrlash, lokalizatsiya, adaptatsiya, tarjima jarayoni, audiovizual kontent

Introduction

The global reach of audiovisual media-films, television, streaming content, educational videos, and online clips has amplified the importance of effective translation. Audiovisual translation (AVT) is not merely a linguistic exercise; it is an interdisciplinary process that integrates

linguistics, media studies, cultural mediation, and technical production. Different AVT forms serve different purposes and contexts. Subtitling preserves original voice while providing textual access; dubbing replaces dialogue with localized performance; voice-over offers a narrated overlay; localization and adaptation tailor content to cultural and market

specifics; and concise formats distill essential information for limited viewing contexts. Understanding the roles and limitations of these forms helps content creators reach diverse audiences while maintaining artistic and narrative integrity (Chaume, 2012). The rapid globalization of media and the exponential growth of digital platforms have transformed audiovisual content into one of the most influential means of communication in the contemporary world. Films, television series, documentaries, video games, online courses, and social media videos now circulate across linguistic and cultural boundaries almost instantaneously. In this context, audiovisual translation (AVT) plays a crucial role in mediating meaning between producers and audiences who do not share the same language or cultural background (Gambier, 2003).

Unlike traditional written translation, AVT operates within a multimodal environment where meaning is created through the interaction of verbal language, images, music, sound effects, and performance. Translators must therefore work under strict temporal, spatial, and technical constraints while ensuring linguistic accuracy, cultural relevance, and audience comprehension. These constraints make AVT a highly specialized field that requires not only linguistic competence but also cultural awareness, technical skills, and an understanding of media production processes (Kress & van Leeuwen, 2001).

Furthermore, the choice of a particular AVT form such as subtitling, dubbing, voice-over, localization, or adaptation is not arbitrary. It is influenced by factors including target audience preferences, distribution platforms, accessibility requirements, budgetary limitations, and national audiovisual traditions. Each form fulfills a distinct communicative function and contributes differently to the overall translation process. This essay explores the main types and forms of audiovisual translation and analyzes their respective roles within the translation workflow, emphasizing how translation decisions affect accessibility,

reception, and cultural mediation in audiovisual content (Díaz Cintas, 2018).

Communicative Functions, Linguistic Constraints, and Cultural Embeddedness of Audiovisual Translation Forms

Audiovisual translation encompasses a broad spectrum of forms that respond to different communicative needs, media environments, and sociocultural contexts. Each form – subtitling, dubbing, voice-over, surtitling, fansubbing, and accessibility-oriented translation – operates according to specific linguistic constraints and fulfills a distinct communicative function. The selection of an audiovisual translation strategy is therefore a functionally motivated decision shaped by language structure, cultural norms, audience expectations, and technological conditions (Zabalbeascoa, 2008).

Subtitling as a Text-Based Mediation Strategy

Subtitling functions primarily as a mediating and interpretive communicative tool that allows viewers to access spoken language through written text while maintaining the original audio. Linguistically, subtitling is governed by severe spatial and temporal constraints that necessitate semantic prioritization and information reduction. Research in cognitive processing demonstrates that viewers can only process a limited amount of textual information while simultaneously attending to visual content. As a result, subtitlers must identify core semantic units and eliminate redundancies without compromising narrative coherence (Ivarsson & Carroll, 2020). From a cultural perspective, subtitling often retains culture-specific references, proper names, and original discourse patterns. This relative preservation of source-culture elements positions subtitling as a foreignizing translation strategy, fostering intercultural exposure. However, this approach assumes a certain level of cultural competence on the part of the audience, which may not always be present, particularly in mass-market contexts (Venuti, 2008).

Dubbing as Performative and Audience-Oriented Translation

Dubbing serves an immersive communicative function, aiming to minimize the perceptual distance between the viewer and the audiovisual product. By replacing the original dialogue with target-language speech, dubbing allows audiences to focus fully on visual and narrative elements without the cognitive effort of reading subtitles. This makes dubbing particularly effective for entertainment content, children's programming, and audiences with limited literacy (Chiaro, 2010).

Linguistically, dubbing requires extensive syntactic and pragmatic flexibility to achieve synchronization with lip movements, facial expressions, and body language. Translators often restructure sentences, alter discourse markers, and adjust register to achieve performative naturalness. Culturally, dubbing tends to adopt domestication strategies, adapting humor, idioms, and sociocultural references to align with target-culture norms. While this enhances accessibility, it may reduce the visibility of the source culture and alter the original stylistic tone (Chaume, 2004).

Voice-over as Informational Mediation

Voice-over translation primarily fulfills an informational and documentary communicative function. It is commonly used in factual genres where clarity and credibility outweigh dramatic immersion. Linguistically, voice-over allows for greater completeness of meaning because it is not bound by lip synchronization. Translators can preserve more of the original discourse structure and terminological precision (Orero, 2004).

Culturally, the continued audibility of the source voice signals authenticity and authority, reinforcing the documentary value of the content. However, voice-over offers limited opportunities for emotional engagement and character identification, restricting its use in fictional genres (Gambier, 2016).

Surtitling in Live and Performative Contexts

Surtitling is a specialized form of audiovisual translation designed for live performance environments, such as opera, theatre, and multilingual conferences. Its communicative function is supportive rather than substitutive, providing audiences with essential verbal information while preserving the integrity of the live performance (Mateo, 2007).

Linguistically, surtitles demand extreme condensation and high lexical density. Cultural considerations play a central role, as surtitles must balance respect for artistic tradition with audience comprehension. Unlike screen-based subtitles, surtitles are consumed collectively in a public setting, which further constrains reading time and necessitates careful synchronization with live performance cues.

Fansubbing as Participatory and Culture-Preserving Translation

Fansubbing represents grassroots, community-driven form of audiovisual translation that operates outside institutional and commercial frameworks. Its communicative function extends beyond information transfer to include community identity formation, cultural preservation, and knowledge sharing. Linguistically, fansubs frequently retain source-language honorifics, discourse particles, and culturally specific expressions (Pérez-González, 2014). Explanatory notes and glosses are often added, reflecting a strong source-oriented approach. Culturally, fansubbing exhibits a high tolerance for foreignness and prioritizes cultural authenticity over mainstream accessibility. This practice challenges traditional notions of translation authority and highlights the evolving role of audiences as active participants in the translation process.

Accessibility-Oriented AVT Forms

Additional audiovisual translation forms, such as subtitles for the deaf and hard-of-hearing (SDH) and audio description for visually impaired audiences, foreground accessibility as a primary communicative goal. Linguistically, these forms extend beyond

dialogue translation to include paralinguistic and visual information. Culturally, they reflect broader societal commitments to inclusivity and equal access to media (Díaz Cintas & Remael, 2021).

Interdependence of Language, Culture, and Communicative Function

Across all forms, audiovisual translation demonstrates a strong interdependence between linguistic structure, cultural context, and communicative purpose. Languages differ in syntactic density, information packaging, and pragmatic conventions, which directly affect translation strategies. Cultural norms influence humor, politeness, narrative conventions, and audience expectations. Consequently, audiovisual translation is best understood as a context-sensitive, culturally embedded communicative practice rather than a purely linguistic operation (Chaume & Agost, 2019).

Conclusion

Audiovisual translation has emerged as a vital interdisciplinary field that addresses the challenges of multilingual and multicultural communication in an increasingly media-driven world. As this study has demonstrated, audiovisual translation encompasses a wide range of forms – subtitling, dubbing, voice-over, surtitling, fansubbing, localization, and accessibility-oriented practices – each shaped by specific communicative functions, linguistic constraints, and cultural considerations. These forms do not merely transfer verbal content from one language to another; they mediate meaning across semiotic systems, technological environments, and audience expectations.

The analysis highlights that the choice of an audiovisual translation form is a strategic and functionally motivated decision. Subtitling prioritizes semantic fidelity and intercultural

exposure while operating under strict temporal and spatial constraints. Dubbing emphasizes immersion and performative naturalness, often favoring cultural domestication to enhance audience engagement. Voice-over serves informational clarity and authenticity, particularly in factual genres, whereas surtitling facilitates access to live performances with minimal disruption to artistic integrity. Fansubbing and accessibility-focused forms further illustrate how audiovisual translation responds to participatory culture and inclusive communication needs.

Moreover, the study underscores the interdependence of language, culture, and technology in shaping audiovisual translation practices. Linguistic structures influence condensation and reformulation strategies, cultural norms guide adaptation and mediation, and technological platforms impose technical standards that affect translation quality and reception. Consequently, audiovisual translation must be understood not as a purely linguistic task but as a context-sensitive communicative practice that integrates theoretical insight, technical competence, and cultural awareness.

In conclusion, effective audiovisual translation requires a holistic and interdisciplinary approach that balances fidelity, intelligibility, cultural relevance, and accessibility. As global media circulation continues to expand and new technologies reshape production and consumption patterns, the role of audiovisual translators will become increasingly strategic. Future research and professional practice should therefore continue to integrate linguistic theory, reception studies, and technological innovation to ensure that audiovisual content remains accessible, meaningful, and culturally resonant for diverse audiences worldwide.

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Stylistics of Audiovisual Texts: Linguistic, Semiotic, and Pragmatic Approaches

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Annotation *Audiovisual texts constitute a complex mode of communication in which meaning emerges from the interaction of verbal language, visual imagery, and sound. This paper deals with the issues based on the stylistics of audiovisual texts from linguistic, semiotic, and pragmatic perspectives, emphasizing the role of stylistic devices across multiple communicative channels. It explores how lexical choices, syntactic structures, and pragmatic strategies are influenced by the multichannel nature of audiovisual discourse and how these elements shape meaning, enhance audience engagement, and ensure communicative effectiveness. Adopting an interdisciplinary framework that draws on translation studies, multimodal discourse analysis, and pragmatics, the study argues that audiovisual stylistics cannot be sufficiently explained through purely linguistic approaches. Instead, a holistic perspective is required to capture the dynamic interplay between language, image, sound, and context. As well as, the findings underscore the significance of stylistic awareness for audiovisual translation, localization practices, and media analysis within an increasingly globalized communication environment.*

Keywords *Audiovisual stylistics, multimodality, linguistic analysis, semiotics, pragmatics, verbal channel, visual channel, audio channel, lexical stylistics, syntactic stylistics*

Стилистика аудиовизуальных текстов: лингвистический, семиотический и прагматический подходы

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Аннотация *Аудиовизуальные тексты представляют собой сложную форму коммуникации, в которой значение формируется посредством взаимодействия вербального языка, визуальных образов и звука. В данной статье рассматривается стилистика аудиовизуальных текстов с лингвистической, семиотической и прагматической точек зрения, с акцентом на роль стилистических средств в различных коммуникативных каналах. Исследуется, каким образом лексический выбор, синтаксические структуры и прагматические стратегии обусловлены многоканальной природой аудиовизуального дискурса и как эти элементы влияют на формирование смысла, вовлечённость аудитории и коммуникативную эффективность. Кроме того, используя междисциплинарный подход, основанный на переводоведении, мультимодальном дискурс-анализе и прагматике, автор утверждает, что стилистика аудиовизуальных текстов не может быть адекватно объяснена исключительно*

лингвистическими моделями. Напротив, необходим целостный подход, учитывающий динамическое взаимодействие языка, изображения, звука и контекста. Полученные результаты подчёркивают важность стилистической осознанности для аудиовизуального перевода, практик локализации и медиаанализа в условиях глобализирующегося коммуникативного пространства.

Ключевые слова

Аудиовизуальная стилистика, мультимодальность, лингвистический анализ, семиотика, прагматика, вербальный канал, визуальный канал, аудиоканал, лексическая стилистика, синтаксическая стилистика.

Audiovizual matnlar stilistikasi: lingvistik, semiotik va pragmatik yondashuvlar

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Annotatsiya

Audiovizual matnlar murakkab muloqot shakli bo'lib, unda ma'no og'zaki til, vizual tasvir va tovushning o'zaro ta'siri orqali shakllanadi. Ushbu maqolada audiovizual matnlar stilistikasi lingvistik, semiotik va pragmatik nuqtayi nazardan tahlil qilinadi hamda turli kommunikativ kanallar orqali stilistik vositalarning tutgan o'rni yoritiladi. Tadqiqotda leksik tanlovlar, sintaktik tuzilmalar va pragmatik strategiyalar audiovizual diskursning ko'p kanalli tabiati ta'sirida qanday shakllanishi hamda bu unsurlar ma'no hosil qilish, auditoriya jalb etilishi va kommunikativ samaradorlikni ta'minlashdagi roli ko'rib chiqiladi. Tarjima tadqiqotlari, multimodal diskurs tahlili va pragmatikaga tayangan fanlararo yondashuv asosida, audiovizual stilistikani faqat lingvistik modellar orqali yetarli darajada izohlab bo'lmasligi ta'kidlanadi. Aksincha, til, tasvir, tovush va kontekst o'rtasidagi dinamik o'zaro aloqani qamrab oluvchi yaxlit yondashuv zarurligi asoslanadi. Tadqiqot natijalari globallashib borayotgan kommunikatsiya muhitida audiovizual tarjima, lokalizatsiya va media tahlili uchun stilistik ongning muhim ahamiyatga ega ekanini ko'rsatadi.

Kalit so'zlar

Audiovizual stilistika, multimodallik, lingvistik tahlil, semiotika, pragmatika, verbal kanal, vizual kanal, audio kanal, leksik stilistika, sintaktik stilistika.

Introduction

The growing dominance of audiovisual media in contemporary communication has significantly reshaped the way meaning is produced, transmitted, and interpreted. Films, television programs, online videos, advertisements, video games, and educational media rely on the simultaneous use of spoken language, visual representation, and sound to

convey information and emotion. As a result, audiovisual texts have become a central object of study in linguistics, media studies, semiotics, and translation studies (Chaume, 2012). Unlike traditional written texts, audiovisual texts are inherently multimodal. Their stylistic features emerge not only from linguistic choices but also from the interaction between verbal elements and non-verbal semiotic resources

such as images, music, sound effects, and gestures. This multichannel structure challenges classical stylistic analysis, which has traditionally focused on written or spoken language in isolation. Consequently, the study of audiovisual stylistics requires an interdisciplinary framework that integrates linguistic, semiotic, and pragmatic approaches (Kress & van Leeuwen, 2001).

This paper aims to analyze the stylistics of audiovisual texts by examining how stylistic devices manifest at different levels – lexical, syntactic, and pragmatic – within the verbal, visual, and audio channels. Special attention is given to how meaning is negotiated across these channels and how stylistic choices are influenced by communicative goals, cultural context, and audience expectations (Chiaro, 2010).

1. **Audiovisual Texts as Multichannel Communicative Structures**

Audiovisual texts are inherently multichannel, integrating verbal, visual, and audio channels into a cohesive semiotic system. The verbal channel conveys explicit information through dialogue, narration, or on-screen text. The visual channel communicates through camera angles, lighting, colors, set design, costumes, and gestures, while the audio channel includes music, ambient sounds, intonation, and silence (Baldry & Thibault, 2006).

From a semiotic perspective, no single channel can fully convey meaning independently. Visual cues can reinforce, nuance, or even contradict verbal messages, and sound can alter perception of both verbal and visual information. For example, in a suspenseful scene, neutral dialogue may gain tension through ominous music and shadowy visuals. This interplay generates stylistic meaning, emotional resonance, and audience engagement (Monaco, 2009). Audiovisual translation requires an understanding of this multichannel interdependence, as subtitlers or dubbers must consider how verbal translation aligns with images and sounds to preserve

stylistic and narrative coherence (Díaz Cintas & Remael, 2007).

Example (English-Uzbek): In *The Pursuit of Happyness*, Chris Gardner's motivational line:

"You got a dream, you gotta protect it."

Translated into Uzbek:

"Orzularing bo'lsa, ularga soya solishga yo'l qo'yma".

Here, lexical choice, sentence length, and timing are adapted to screen constraints, while visual tension and music reinforce the emotional impact.

2. **Linguistic Stylistics in Audiovisual Texts**

Lexical Level

At the lexical level, stylistic choices involve word selection, register, idiomatic expressions, slang, and evaluative language. Lexical items reflect character identity, genre conventions, and cultural context. Informal expressions often construct realism or intimacy, while elevated or archaic language signals historical or fantasy settings (Simpson, 2004). Lexical choices are also influenced by visual cues. A character's action, facial expression, or setting may reduce the need for explicit verbal description, leading to lexical condensation. This is especially critical in audiovisual translation, where subtitling requires concise wording to fit screen time while maintaining meaning and style (Gottlieb, 2009).

Example: *Finding Nemo* – "Just keep swimming!"

Uzbek subtitle: "Shunchaki suzishda davom et!"

The motivational tone is preserved while the translation remains concise for reading speed and synchronization.

Cultural mediation: Idiomatic expressions often require adaptation. In *The Simpsons*:

"Don't have a cow, man!" → "Xafa bo'lmang, do'stim!"

Here, the literal idiom is replaced by a culturally and pragmatically equivalent expression, preserving humor for Uzbek audiences.

Syntactic Level

Syntactic stylistics examines sentence structure, rhythm, repetition, and fragmentation. Audiovisual dialogue often employs short, fragmented, or incomplete sentences to mirror natural speech, enhance immediacy, or synchronize with visual action. Ellipsis, parataxis, and repetition are common stylistic devices. syntactic simplification is not a loss of style but a functional adaptation that enables synchronization with lip movements, pacing, and visual rhythm (Ivarsson & Carroll, 2020).

Example:

Titanic: *"I'm the king of the world!"* → Uzbek dubbed: *"Men dunyoning malikasi!"*

Repetition in action: *"Run! Run! Run!"* → *"Qoch! Qoch! Qoch!"*

3. Semiotic Stylistics and Visual–Audio Interaction

Semiotic stylistics analyzes how non-verbal channels contribute to style. Visual composition, lighting, camera movement, color symbolism, and set design can communicate mood, character traits, or narrative perspective. Audio elements – music, sound effects, ambient noise, and silence – enhance emotional tone, guide audience interpretation, and signal genre (Bordwell & Thompson, 2017). Stylistic effects often arise from intersemiotic reinforcement (verbal, visual, and audio channels aligned) or intersemiotic contrast (verbal and non-verbal cues in tension).

Example: In Inception, the line:

"We need to go deeper."

Combined with suspenseful music and tilted camera angles, and subtitled in Uzbek as:

"Chuqurroq kirishimiz kerak."

The interplay between verbal, visual, and audio channels creates tension that cannot be conveyed through dialogue alone. stylistic meaning in audiovisual texts emerges from multichannel semiotic interactions, making audiovisual translation a uniquely complex task (Zabalbeascoa, 2008).

4. Pragmatic Stylistics and Contextual Meaning

Pragmatic stylistics examines speaker intention, implicature, politeness, and context-dependent meaning. Audiovisual texts frequently rely on implicit communication; viewers infer meaning from gestures, tone, facial expressions, and context (Levinson, 1983). Cultural factors are crucial, as humor, irony, politeness, and taboo expressions differ across societies. Translators must preserve pragmatic equivalence to maintain stylistic integrity and audience comprehension.

Example: Friends: *"We were on a break!"* → *"Biz tanaffusda edik!"*

The translation conveys the literal meaning, while the pragmatic function – defensiveness, humor, and recurring narrative motif – is maintained through visual cues, tone, and context (Gambier, 2003; Simon, 2012).

5. Multilevel Stylistic Interaction in Audiovisual Texts

Audiovisual stylistics operates simultaneously at lexical, syntactic, and pragmatic levels, mediated by visual and audio channels. This multilevel interaction underscores the necessity of holistic analysis, as isolated linguistic examination cannot capture the full stylistic effect.

In translation and localization, multilevel stylistic awareness allows translators to:

- Preserve lexical tone and register
- Adapt syntax for timing, lip-sync, and readability
- Convey pragmatic nuances such as humor, irony, or cultural references
- Coordinate with visual and auditory cues for stylistic fidelity

Example: In Harry Potter, spell incantations like *"Expelliarmus"* are kept phonetically, while dialogue and gestures are pragmatically adapted to maintain stylistic authenticity for Uzbek audiences.

Conclusion

Audiovisual texts are inherently multichannel, multimodal, and stylistically complex, integrating verbal, visual, and audio channels to produce meaning. Stylistic devices operate simultaneously at lexical, syntactic, and

pragmatic levels, interacting with visual and auditory cues to create nuanced narrative, emotional, and aesthetic effects.

In the context of audiovisual translation, particularly English-Uzbek translation, this multilevel and multichannel complexity poses significant challenges. Translators must balance lexical fidelity and naturalness, syntactic simplicity and synchronization, and pragmatic equivalence and cultural adaptation, all while ensuring coherence with visual and auditory elements. Effective translation requires not only linguistic competence but also semiotic literacy, cultural awareness, and technical understanding of audiovisual media

(Chaume, 2012; Chiaro, 2010; Díaz Cintas & Remael, 2007; Gambier, 2003; Ivarsson & Carroll, 2020; Kress & van Leeuwen, 2001; Monaco, 2009; Simon, 2012; Zabalbeascoa, 2008). Ultimately, a deep understanding of multichannel stylistics enables translators, subtitlers, and dubbing professionals to produce audiovisual content that is faithful, engaging, culturally relevant, and accessible. As audiovisual media continue to evolve with new technologies and global distribution platforms, the study of audiovisual stylistics and translation will remain a vital area of research, bridging linguistics, semiotics, pragmatics, and media studies.

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She'riy tarjimada vazniy nomutanosiblik

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Annotatsiya

Maqolada Yusuf Xos Hojibning «Qutadg'u bilig» dostoni (XI asr; turkiy yozma adabiyotning ilk yodgorliklaridan biri) asosida she'riy tarjimada metrik dissonans muammosini ilmiy nuqtayi nazardan tahlil qilingan. Tadqiqot doirasida asarning ingliz tilidagi ikki tarjimasi – U. Mey va R. Dankoff tomonidan amalga oshirilgan variantlar o'rganilgan. Ishning asosiy maqsadi original matn va tarjimalar o'rtasidagi prosodik tuzilmalardagi nomuvofiqliklarni aniqlash, metrik transformatsiya turlarini tasniflash hamda poetik matnning ritmik ifodaviyligini uzatish usullarini belgilashdan iborat. Metodologik jihatdan qiyosiy-tahliliy yondashuv qo'llanilib, original va tarjimalardagi she'riy tuzilish, ritm hamda urg'u tizimlari tizimli ravishda solishtirilgan. Maqolaning nazariy qismida she'riy tarjima masalalariga doir asosiy yondashuvlar, xususan "funktional tenglik" konsepsiyasi – tarjimada asliy matnning poetik ta'siriga ekvivalent natijaga erishish tamoyili yoritilgan. Tahlil natijalari shuni ko'rsatadiki, U. Mey va R. Dankoff tarjima jarayonida vazn va semantik mazmunni uyg'unlashtirishga intilgan bo'lsalar-da, ularning metrik strategiyalari o'zaro farqlanadi. Xususan, U. Mey asosan yambik pentametrdan foydalanib, aruz vaznining musiqiy ritmik xususiyatlarini saqlashga harakat qilgan. R. Dankoff esa yarim erkin tonik metrni qo'llash orqali tabiiy ritm va intonatsion erkinlikni ta'minlagan.

Kalit so'zlar

Prosodik dissonans, metrik dissonans, metrik transformatsiya, yambik pentametr, yarim erkin tonik, funktsional tenglik

Метрический диссонанс в поэтическом переводе

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Аннотация

Статья посвящена анализу метрического диссонанса при переводе поэзии на материале поэмы Юсуфа Хас-Хаджиба «Кутадгу билиг» (XI век; один из первых памятников тюркской письменности). В исследовании рассматриваются два английских перевода произведения – У. Мэя и Р. Данкоффа. Основными задачами работы являются выявление несоответствий в просодических структурах оригинального текста и переводов, классификация типов метрических преобразований, а также анализ способов передачи ритмической выразительности поэтического текста. В качестве методологической основы используется сравнительно-аналитический подход, предполагающий сопоставление поэтической организации, ритма и системы ударений в оригинале и переводах. В теоретической части статьи рассматриваются различные подходы к поэтическому переводу, в частности концепция «функционального

равенства», подразумевающая стремление к достижению сходного поэтического эффекта в переводе. Анализ показывает, что, несмотря на общее стремление Мэя и Данкоффа к гармонизации метра и смысла, их метрические решения различаются. Мэй преимущественно использует ямбический пентаметр, что позволяет сохранить музыкальность и ритмическую основу аруза. Данкофф же прибегает к полусвободному тоническому метру, обеспечивая более естественный ритм и интонационную свободу.

Ключевые слова Просодический диссонанс, метрический диссонанс, метрическая трансформация, ямбический пентаметр, полусвободный тоник, функциональное равенство

Metrical inequivalence in poetic translation

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Annotation The article analyzes metrical dissonance in poetry translation using Yusuf Khass-Khajib's poem "Kutadgu Bilig" (11th century; one of the first monuments of Turkic writing). The study examines two English translations (W. May and R. Dankoff) and aims to identify inconsistencies in the prosodic structures of the original and the translations, classify the types of metrical transformations, and methods of conveying the rhythmic expressiveness of the text. A comparative analytical method is used, specifically comparing the poetic structure, rhythm, and stress in the original and translations. The theoretical section discusses approaches to poetic translation, in particular the concept of "functional equality" – the desire to achieve a similar poetic effect. The analysis reveals that, although May and Dankoff sought to harmonize meter and meaning during translation, their choice of meter differs. May relied more on iambic pentameter, thereby preserving the inherent musical rhythm of the aruz. Dankoff, on the other hand, used a semi-free tonic meter, ensuring a natural rhythm and intonational freedom.

Keywords Prosodic dissonance, metrical dissonance, metric transformation, iambic pentameter, semi-free tonic, functional equality

Metrik dissonans poetik tarjimada original asarning metr tizimidan ongli ravishda chetga chiqish yoki ritmik strukturadagi nomutanosiblik orqali badiiy ta'sirni kuchaytirish usuli hisoblanadi. Bu atama musiqa nazariyasidan kelib chiqqan bo'lib, *dissonare*, ya'ni *hamohanglikdan chetga chiqish* ma'nosini anglatadi. She'rshunoslikda esa u

ritm va ma'no o'rtasidagi ziddiyat orqali poetik ta'sirchanlikni yaratish vositasi sifatida talqin etiladi.

Metrik dissonans tarjimada, ayniqsa, ikki tilning prosodik tizimlari farq qilganda paydo bo'ladi. Masalan, ingliz tilidagi yambik pentametr o'zbek yoki rus tilidagi tonik-aksentli metr bilan to'liq mos kelmaydi. Shu sababli

tarjimon yo ritmni saqlab, ma'noni qisman o'zgartirishga, yoki ma'noni saqlab, o'lchovdan chetga chiqishga majbur bo'ladi. Bu holda vazn bilan nutqiy urg'u o'rtasidagi munosabat dissonans ta'sirini yaratadi. Asliyat tili vazni tarjima tiliga yot bo'lgan hollarda hamma vaqt prosodik dissonans yuzaga keladi. Prosodik dissonans – bu asliyat va tarjima matnidagi ritmik-fonetik tuzilish o'rtasidagi nomutanosiblik bo'lib, u originalning urg'u, cho'ziqlik va vazn tizimini saqlay olmaslik hisoblanadi. Dissonansni yumshatish uchun tarjimonlar metrik transformatsiyalardan foydalanadilar. Tarjima jarayonidagi metrik dissonans ko'pincha qisman ekvimetriklik bilan bog'liq holda yuzaga keladi. Tarjimon funksional ritmni saqlagan holda, urg'ularning yoki bo'g'inlarning joyini o'zgartiradi. Bu orqali u original asardagi hissiy intensivlikni o'z tilida qayta yaratadi. Gasparov buni "poetik tizimlar o'rtasidagi funksional tenglik" deb atagan (Gasparov, 1974).

Ushbu faslda biz Mey va Denkof tomonidan ingliz she'riyatiga xos bo'lgan an'anaviy vaznlarda tarjima qilingan maqollar aks etgan baytlarni tahlilga tortdik.

Quyida keltirilgan mutaoribi musammani maqsur vaznidagi maqolning Mey tomonidan qilingan tarjimasi sillabo-tonik sistemada keltirilgan.

163. Сөзуңни көдәзгил башың бармасун

Тилиңни көдәзгил тышың сынмасун
(Karimov, 1971)

V – V – V – V – V ~

V – V – V – V – V ~

167. So bridle your speech – and thus good health you choose,

So bridle your tongue – and your teeth you won't lose (May, 1998)

υ – | υ – | υ υ | – – | υ –

υ – | υ – | υ υ | – υ | υ –

Mutarjim ushbu bayt tarjimasida ingliz she'riyati uchun an'anaviy va eng ko'p qo'llanadigan vazn yambik pentametr (5 stopa)ga murojaat qiladi. Uning o'ziga xos xususiyati shundaki, bu vazn ingliz tilidagi so'z

va iboralarning tabiatiga mos keladi (Cuddon, 2013). Garchi maqolning 1- va 2-baytida tsezuradan keyingi 3-4-stopalar qorishiq (1-misra pirrix-spondi; 2-misra pirrix-xorey) bo'lsa ham, vazn yambik pentametrligicha qoladi. Bunday holatlar ingliz she'riyatida ko'p uchraydi. Maqolda bunday qorishiq bo'g'inning yuzaga kelishi tarjimonning vertikal leksik takrorlar yordamida misradagi ta'sirchanlikni oshirishga bo'lgan harakati tufaylidir. Baytning mantiqiy oxirgi bo'lagidagi *you* takrorisiz ham anafora (so bridle your)ni qo'llagan Mey bu orqali asliy yambik pentametrdan biroz uzoqlashadi. Shuni aytish lozimki, baytning musiqiy ritmi misralarni ikkiga bo'lish tufayli yo'qolgan. Yambik pentametrlarda tsezurani qo'llash 2 ta bir xil bo'lmagan bo'laklarni yuzaga keltiradi, xususan, yuqoridagi baytda tarjimon tireni qo'llash orqali bunga yaqqol ishora qilmoqda. Maqolda *choose-lose* fe'l tarkibli qofiyalarning tanlanishi asliyatdagi *бармасун-синмасун* qofiyalariga sintaktik jihatdan mos kelgan. Maqol tarjimasidan ko'rinib turibdiki, mutarjim ushbu bayt tarjimasida faqatgina ingliz an'anaviy she'riyatining o'ziga xos qirralarini ko'rsatishni maqsad qilgan.

Mey asarni tarjima qilish jarayonida xilma-xil she'riy tizimlarga murojaat qiladi. U maqollarni tonik (accented) she'riy sistemasida ham o'girishga harakat qiladi. Bu o'lchovdagi tarjimalar juda ham sanoqli.

169. Өгүш сөздә артуқ асығ кормәдим
Йана сөзләмишидә асығ булмадым
(Karimov, 1971).

V – V – V – V – V –

V – V – V – V – V –

172. Don't be boring, but say what you must straight and plain

Dark words, muddle-headed, a puzzle remain (May, 1998).

υ υ – υ υ – υ υ υ – υ –

– υ υ – υ – υ –

Yuqoridagi tarjima "Oz so'zla – soz so'zla" maqoliga mos keladi. Ikkala misrada ham to'rtta urg'u mavjud, ammo bo'g'inlar soni nomutanosib: birinchi misrada 12 ta,

ikkinchisida esa 9 ta bo'g'in bor. Bu farq ritmning jonliligini ta'minlagan. Ingliz tilida urg'ular bo'g'in uzunligidan ko'ra muhim bo'lgani uchun Mey aruzni to'liq saqlay olmay, uning ritmik ta'sirini tonik tizim orqali qayta yaratgan. Attridge ta'kidlaganidek, ingliz she'riyatida ritmni tashkil etuvchi asosiy omil bo'g'in uzunligi emas, balki urg'uning takrorlanishi va ohangdagi izchillikdir (Attridge, 1982). Tarjima misralarida ritmdagi farq sillabik dissonans sifatida namoyon bo'ladi. Urg'ular soni barqaror bo'lsa-da, bo'g'inlar sonidagi nomutanosiblik natijasida yengil "siljish" hosil bo'ladi. Bu she'rdagi jonli intonatsiyani ta'minlaydi. Shu tariqa, Mey aruzning ritmik ta'sirini saqlagan. U ingliz tilidagi tabiiy ritm orqali aruzning ichki musiqasini qayta jonlantirishga harakat qilgan. Birinchi misradagi urg'ular qat'iy va keskin, nasihatomuz ohangda ("Don't be boring..."), ikkinchisida esa urg'ular sustlashgan, fikrning xulosasiga mos ravishda tinchlanish ohangi paydo bo'ladi ("Dark words... remain").

Mey tarjimasida sillabik tizimda qayta yaratilgan misralarning ham ora-sira mavjud ekanligini e'tirof etish lozim. Sillabik sistemada ritmiklik nazmdan ko'ra nasrga yaqin, misralardagi bo'g'inlar sonida umumiylik mavjud, ingliz sillabikasida urg'u hamda pauza tartibsizdir. Xususan, quyidagi baytlar aynan sillabik tizim vositasida tarjima qilingan:

226. Өзүң мәңү эрмәз атың мәңү-ул,

Атың мәңү болса өзүң мәңү-ул

(Karimov, 1971).

V – V – V – V –

V – V – V – V –

229. And you who pass on through death's dark final portal,

Your good name and wisdom will then be immortal (May, 1998).

Bu misralar shaklan 12 bo'g'indan iborat bo'lsa-da, urg'ularning joylashishi va soni turlicha: birinchi misrada 6 ta urg'u mavjud bo'lib, ritm yambik xarakterda, ikkinchi misrada esa 4 ta urg'u bor va ritm nisbatan sustlashadi. Ingliz she'rshunosligida vazn va ritm o'rtasidagi munosabat nisbatan erkin bo'lib, urg'uning

sxemadan chetga chiqishi ritmik harakat va intonatsiya jonlanishini ta'minlaydi. Birinchi misradagi "death's dark final portal" iborasidagi kuchli urg'ular (**death's, dark, final, portal**) dramatik kuchni oshiradi. Bu leksik jihatdan ham, fonetik jihatdan ham shiddatli intonatsiyani ta'minlaydi. Ikkinchi misrada urg'ular soni kamayib, ritmning barqarorligi ma'naviy osoyishtalikni, abadiylik g'oyasini aks ettiradi. Natijada urg'ular soni va joylashuvdagi farq semantik ziddiyatni fonetik shaklda ifoda etadi: o'lim va abadiy hayot mavzusi urg'u ritmidagi nomutanosiblik orqali yoritiladi. Attridge ta'kidlaganidek, urg'ularning metrik sxemadan chetga chiqishi she'rdagi "ritmik hayot" manbai hisoblanadi (Attridge, 1982). Bu holat she'rni sun'iy ravishdan holi qilib, tabiiy nutqqa yaqinlashtiradi va ma'noni kuchaytiradi. Pol Fassl ritm va ma'no munosabatini "semantic rhythm" deb ta'riflagan (Fussell, 1979). Bu nazariyaga ko'ra, urg'ularning kamayishi yoki ko'payishi ma'noning emotsional kuchayishi bilan bog'liq.

Shuning uchun birinchi misradagi kuchli urg'ular o'lim mavzusining dramatik pafosini ifodalasa, ikkinchisidagi urg'ularning kamayishi ma'noviy abadiylik holatini tasvirlaydi. Natijada tartibsiz urg'ular nafaqat ritmik, balki semantik va intonatsion vositaga aylanadi.

Tahlillar jarayonida Denkof tomonidan tarjima qilingan she'riy to'rtliklarning 81 tasida maqol qo'llanganligi aniqlandi. Amerikalik mutarjim to'rtliklar tarjimasida haqida shunday yozadi: "To'rtliklarni tarjima qilish jarayonida men ularni matn (bu o'rinda tarjimon o'zi o'g'irgan nasriy matnga ishora qilmoqda – T.D.)dan ajratib ko'rsatishni maqsad qildim, aslyatda to'rtliklar faqat qofiyalanish tartibiga ko'ra farqlanadi. Men har vaqt aslyatga sodiqlikka amal qilgan bo'lsam-da, bu to'rtliklar tarjimasida anchayin erkinlikni tanladim." (Dankoff, 1983). Demak, Denkofda na kvantitativning musiqiy jozibasini, na ingliz an'anaviy vaznining namunalarini ko'ramiz.

*The **measure** of a **man** is his **manliness**;
Humanity **require moral purpose** too.*

Acquire these two qualities in equal measure:

The vile and the wicked will flee from you (Dankoff, 1983).

Bu to'rtlik ma'naviy-axloqiy mazmunda bo'lib, urg'ular soni 3-4-4-4, umumiy bo'g'inlar soni 11-11-12-10, urg'usiz bo'g'inlar esa 8-7-8-6. Garchi to'rtlik ingliz ballada vazniga xos a-b-c-b tartibida qofiyalangan bo'lsada, qat'iy ballada vazn emas. Ballada vazni bo'lishi uchun to'rtlikning birinchi va uchinchi qatorlarida 4 tadan urg'u, ikkinchi va to'rtinchi qatorlarida 3 tadan urg'u bo'lishi hamda ikkinchi va to'rtinchi misralar qofiyadosh bo'lishi shart qilinadi. Yuqoridagi to'rtlikda esa urg'ular soni ballada metriga mos emas, ammo qofiya tartibi shu vazndagi kabidir. To'rtlik sof erkin she'r talablariga ham to'g'ri kelmaydi, chunki qat'iy qofiyalanish bor; jami bo'g'inlar sonidagi farq katta emas, shu sabab satrlar uzunligi tartibsiz emas. Demak, bu oraliq vaznda o'girilgan yarim erkin tonik (semi-free tonic) tizimdir, ya'ni bo'g'inlar soni o'zgaruvchan, urg'ular barqaror. Attridge nazariyasiga ko'ra, bunday she'rlar qat'iy metrikadan chiqib, erkin tonik ritmga o'tadi (Attridge, 1982).

Keyingi to'rtlik tarjimasida ham qat'iy metrga amal qilmaslik kuzatilgan:

Outward form bears witness to inward,
The in corresponds to the out;

The man who is comely of features

Is comely of soul, without doubt (Dankoff, 1983).

Bu to'rtlik tashqi va ichki go'zallik uyg'unligi haqida. Metrik tahlil natijasida urg'ular 4-3-3-4, jami bo'g'inlar 9-8-9-8, urg'usiz bo'g'inlar 5-5-6-4 qofiyalanish tartibi a-b-c-b ekanligi aniqlangan. Bu tarjima ham xuddi yuqoridagi kabi qat'iy ballad metriga to'liq mos emas, balki yarim erkin tonik tizimdir.

With heart and tongue straight
And character sound,

Live safe and content:

Good fortune you have found (Dankoff, 1983).

Tahlil natijasida ushbu to'rtlikda ham yarim erkin tonik vaznga murojaat etilgani

aniqlangan. Jami bo'g'inlar 5-5-5-6. Urg'ular 3-2-3-2, urg'usiz bo'g'inlar 2-3-3-4, qofiyalanish a-b-c-b. Ritmning bir tekis emasligi ushbu to'rtlikni tabiiy nutq ohangiga yaqinlashtirgan.

Be hot and hasty and you'll get

Regret and sorrow;

Be calm and cool and you'll become

A prince tomorrow (Dankoff, 1983).

Yuqoridagi misralar axloqiy-didaktik qiyos asosida qurilgan bo'lib, u na faqat ma'no jihatdan, balki o'lchov jihatidan ham qarama-qarshilik va muvozanat prinsipiga bo'ysungan. Birinchi va uchinchi misralar, ikkinchi va to'rtinchi misralar o'zaro urg'ular 8-8; 5-5, urg'u olmagan 5-5; 3-3 va jami bo'g'inlar 3-2; 3-2 soni jihatidan teng. Qofiyalanish tartibi a-b-c-b. Bu parchada ritm va mazmun chambarchas bog'langan. Ilk ikki misrada tezlik va shoshqaloqlik, keyingi ikki misrada orom va barqarorlik ruhi namoyon bo'ladi.

Mey tarjimalarida yambik pentametrning klassik "intellektual" ritmi Yusuf Xos Hojibning "Qutadg'u bilig"idagi xalqona uslubiga to'liq mos tushmaydi; bu holda madaniy dissonans paydo bo'ladi. Sillabik yoki tonik variantlardan voz kechish tufayli, ba'zi baytlarda intonatsion tengsizlik seziladi, ya'ni tarjima sun'iy tuyuladi. Ba'zi tarjimalarda yambik metrni saqlash maqsadida leksik ifodalar sun'iy tuzilgan, ya'ni ma'no sayozlashgan holatlar ham uchraydi. Tonik tizimdan foydalanib, tarjimada tabiiy ritm va ifoda erkinligini saqlashga harakat qilgan bo'lsada, sillabikda qayta yaratilgan misralardagi tartibsiz urg'u hamda ritm tarjimalarni nasriy ohangga yaqinlashtirgan.

Denkof tarjimalarining aksariyati yarim erkin tonik vaznda amalga oshirilgan. Bu uning to'rtliklar tarjimasi xususidagi fikrlarini asoslaydi. Tarjimon sof tonik tizimdan erkinga tomon siljishida maqollarni aforistik ruhda berishga intilishini sifatida baholaymiz. Shu qorishiq vazn orqali mutarjim maqollarga xos ohangni tabiiy nutq ritmi vositasida berishga harakat qilgan, zotan Denkofga ko'ra, shakldan ko'ra ohang va ritmni saqlash muhimdir.

Mey ham, Denkof ham tarjimada metrni ma'no bilan uyg'unlashtirishga intilgan, ammo

har ikki tarjimon usulida ham ma'lum disbalans mavjud.

Har ikki tarjimonning vazn tanlovi tarjima strategiyasidagi ikki qarama-qarshi yo'nalishni namoyon qiladi: Mey "shakliy sadoqat"ni, Denkof "semantik va intonatsion erkinlik"ni tanlaydi. Biroq har ikki holda ham metrik sistema tarjimaning poetik ekvivalentligiga ta'sir qilgan, ya'ni ularning vazn tanlovi to'liq universal yechim emas, balki estetik muvozanatning turlicha shakli bo'lib qolgan.

Qisman ekvimetriklik va metrik dissonans poetik tarjimada bir-birini to'ldiruvchi ikki muhim kategoriya hisoblanadi. Ular birgalikda she'rning ritmik va badiiy qiymatini tillararo o'tkazishda asosiy vosita bo'lib xizmat qiladi. Bir qarashda, ekvimetriklik "moslashish", dissonans esa "chetga chiqish" sifatida qaraladi, ammo aslida bu ikki jarayon poetik moslashuvning bir butun ikki qirrasidir.

Qisman ekvimetriklik tarjimon tomonidan original metrning funksional ta'sirini saqlash orqali amalga oshiriladi. Bu holda ritmning ichki musiqiyligi, urg'u qatlamlari va intonatsion dinamika qayta yaratiladi, ammo satrdagi bo'g'in yoki urg'u sonidagi kichik farqlar estetik qiymatni yo'qotmaydi. Shu yo'l bilan tarjimon tilning tabiiy ritmi bilan originalning metrik impulsini uyg'unlashtiradi.

Metrik dissonans esa aksincha, moslashish emas, balki ritmik ziddiyat orqali tenglik yaratish usulidir. Unga ko'ra, shoir yoki tarjimon vazndagi kutilgan ritmni buzib, hissiy ta'sirchanlik va ma'no uzviyligini kuchaytiradi.

Bu ikki jarayon amalda ko'pincha bir vaqtning o'zida namoyon bo'ladi. Tarjimon avval qisman ekvimetriklik asosida ritmni funksional jihatdan yaqinlashtiradi, keyin esa metrik dissonans orqali ma'no va hissiyotni jonlantiradi. Masalan, ingliz yambini o'zbek tilida tonik ritmda qayta berishda umumiylik saqlansa ham, ayrim urg'ularning chetga

chiqishi orqali ifodalash kuchayishi mumkin. Bu holatda ikki fenomen o'zaro bog'liq holda ishlaydi: ekvimetriklik garmoniyani, dissonans esa dinamik kuchlanishni ta'minlaydi.

M. Gasparov bu jarayonni "poetik tizimlar o'rtasidagi funksional tenglik" deb atagan. Uning nazariyasiga ko'ra, metr va ma'no o'rtasidagi ideal moslik real tarjimada deyarli imkonsiz, ammo funksional tenglik – ya'ni ekvimetriklik va dissonansning uyg'unlashgan holati haqiqiy poetik ekvivalentni ta'minlaydi.

Shunday qilib, qisman ekvimetriklik va metrik dissonans bir-biriga qarama-qarshi emas, balki metrning ikki poetik qonuni sifatida faoliyat ko'rsatadi. Birinchisi uyg'unlikni, ikkinchisi ziddiyat orqali harakatni ta'minlaydi. Ular birgalikda she'rning tarjimadagi "jonli energiyasini" saqlaydi, tilning musiqiy imkoniyatlarini ochadi va originalning ichki ritmik impulsini yangi estetik shaklda qayta yaratadi.

Xulosa sifatida aytish mumkinki, poetik tarjimada ritmning formal emas, balki uning funksional harakati muhim. Qisman ekvimetriklik va metrik dissonansning uyg'unlashuvi orqali tarjima qilingan she'riy asar nafaqat ma'noni, balki originalning ritmik ruhini ham saqlaydi. Bu jarayon tarjimonning poetik sezgisi, ritm hissi va ikki tilning musiqiy strukturasini chuqur anglash qobiliyati bilan belgilanadi.

Shunday qilib, aruz vazni inglizcha yoki o'zbekcha tarjimalarda yangi tilning poetik imkoniyatlariga mos ravishda ma'no va musiqa uyg'unligini saqlagan holda qayta yaratiladi. Zotan, "Tarjimon oldida ko'ndalang bo'ladigan eng katta to'siqlardan biri – asl nusxa bilan tarjima tillaridagi she'riy sistemaniig monand emasligidir. Agar shu "nomonandlilik" yoki to'siq qanchalik bartaraf qilinsa, boshqa tilda asl nusxaning adekvat namunasini yaratish shunchalik oson bo'ladi" (Salomov, 1978).

Adabiyotlar ro'yxati:

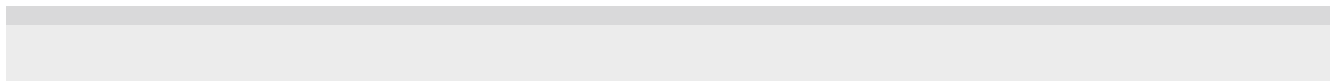
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